Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

Tabulated Transcript of FGD II Nazakat Group- Cycles I & II		
Name of Interactant	Text in Turns	Turn NO
UA	something on black Friday when he entered the ss just started .. "How dare they, how dare they this, how dare they that"…so director called me up afterwards and said that it is something related to religious things (pause), and "that you are provoking them to speak of religious things ..ah ..and this not the way"… I said "sir if you had stood there for just fi..five more minutes you..you would ..you would have got the idea..that what they're talking about. Basically, they were talking about that this is not the way to protest alright…so what I'm trying…the point I'm trying to make is that within the capacity, first we have to find out that what is our capacity in Pakistan at the places where we are teaching. In University M, CB is the best person to talk about it…*but* [stress] when I taught there, there was no *bossing* [slight emphasis. Nobody [pause] checked my papers.	1.
R	Bossing, I like this (laugh)	2.
UA	No bossing, ok. At M University, at the time when I taught there was no bossing, nobody checked what I was doing in the classroom, nobody checked what I was giving in the paper, so I really enjoyed things over there and I did more honestly that I'm doing right now.	3.
CB	Nobody [mumble]…you can exploit the opportunity and you can also improve yourself *but* [pronounced emphasis] I'd like to add something that still the agenda is not very clear to me.	4.
R	what exactly…	5.
CB	For example…what I want to know is whether we're going to focus on our own teaching practice or we have to take one class as an example znc we have to work with them?	6.
R	CB I think that is very very good question	7.
Interruption..somebody enters …. A chorus of " As salaam Aleikum" [A religious greeting exchanged by Muslims invoking divine blessings and grace]		
R	Ok, everybody please introduce everybody else and just.. I think that four of you have met but NK…	8.
Joint Turn	Noises of assent	9.
R	NK is also working as a … NK that's UA- she can tell you what she wants about herself I will not (laugh)..NK this is CB and this is SR,.. and we've been communicating through email, so you know who I am (laughs)	10.
NK	Yes	11.
R	Ok, I'm sorry when you guys [gesturing to NK & RH] came in we were discussing the agenda for today… CB asked a really good question because she wants to be really clear about what we're doing. Umm… the agenda for today is doing the task.. yes I know it's the teacher in me….. (smiling voice). But all you have to do for the first bit of our meeting is that we will each talk about what we drew – whether we chose a picture from the internet or downloaded it or drew it… basically we'll talk about what it means to us conceptually .. to answer the parameters of the question…you know in terms of teaching and learning and interaction between	12.

Appendix Ai

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	students and the entire dynamic. Everyone should have done that [a deep exhalation] and if you don't mind handing in the hard copies, I'll take a printout… if you want I can give you a photocopy as well… Once we've done that we'll move on to the second part of the meeting which is us talking about what we really want to do as our intervention; I mean CA asked a very good question, which I've said before, when she asked that are we looking into/at practice, are we looking a specific class…. UA raised a good point when she asked are we looking at the institution.. you our own [pause] sort of limitations. But thing is.. here's the thing – what I really like about the project is the kind of intervention you choose to do has *everything* [heavy emphasis] to do with the composition of the research team…. So ..I… so it's up to you guys to decide what you think are issues/areas in your teaching practice that you want to…Ok once you've decided… Ok.. you know let's do an instinctive brainstorm: the first thing comes to your mind_ I'll be giving you papers to note it down. *Don't* [stress] refine it…over-think it….ok once you've done that..we can decide… because this kind of project requires *a lot* [strong stress] of commitment from the members – so may be the thing is we decide to do together is teaching practice…may be we decide we want to try a different kind of methodology..may be like I was saying …a common area that everyone …when I was presenting my study…when I was presenting my study… when I was presenting my study ftoo… to or my ..my exam – you have to give a n exam before starting your study- they all said: "what if your participants can't come up with anything" and I said, "they're teachers…"… They're like "you have to come up with a list". So one of the things I came up in my list and I told was "motivation". We all [pause], wthether we're teaching literature or language or..or research theory [pause] something we all get confronted with is..is really the level of motivation – where the teacher in the classroom becomes a driver- "you can do it" and [pause] by the end of class, I don't know about you, but that always used to be one of the things I hated..	
SR	Chuckles	13.
R	I'd feel depressed because after all that .. teachers don't have the energy to even speak because they feel emotionally sapped … so that that could be an area .. I mean grammar teaching could be an area …you guys coud come up with an area I haven't though of [long pause] Having said, your concerns about limitations and the parameters of our research- we'll sort of – we'll work backwards. Because we *all* [emphasis] have limitations and that will be the most interesting thing.. You know one of the reasons why I think, in my years, I've seen- and you guys can disagree with- please *disagree [*slight emphasis] especially when I talk this fast , it means I'm running away with my ideas [laughing voice]…ah…one of the main issues I had when I was practicing [pause] was that I didn't have the time… I *love* [strong emphasis] trying out new stuff –like for me innovation isn't something I do because you know- it's something you're supposed to do – I really can't teach without it I get bored …	14.
UA	Hmm	15.
R:	But you know with *all* [slight emphasis] my love for innovation after a while you just don't have [gives a slight laugh] energy ..because there're so many things you need to think about… so many angles and doing it on your own can't be *so* [slight	16.

Appendix Ai

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	emphasis] because most of the time your colleagues aren't too happy with you ..[slight pause] trying something new…[Long pause]. There's no one to turn to.. I mean you do.. but sometimes when they look at you, you know when they're giving you advice some part of them is like "yeah, I told her not to do that" .. you know ."I knew it was going to work out like that"… you know you're human.. you don't want to put yourself in a position where the other person gets to sort of..-for for lack of a more diplomatic word-..gloat…	
UA:	Hmm	17.
R:	So… I mean that ..that is one of the things I feel that is our advantage [nearly indistinguishable, loud bang of the door], that we don't really need to sort of ..when we decide on what we're doing that everyone has to apply the same thing.. The richness of our data will come from the kind of modifications *we* [emphasis] as practitioners will make [pause]..to..our..that intervention together ; for our particular context, in view of *our* [slight emphasis] students' needs [Long pause]…. Okay I'm done, please say something …..	18.
CB:	There is one more question like… the plan that I can understand from what you're saying is that you have to focus on like one particular area and one particular class but the problem is in University L is, and I'm not sure about the universities or where do you belong [seems to addressing the other group members]- we have a semester that ends in [slight pause] June or perhaps May. So for instance, I'm taking- there's one issue in University L, that I'm sure you'll agree ..	19.
R:	Ahem	20.
CB:	that learners are *extremely* [emphasis] of different levels ….	21.
R:	Yeah	22.
	CB: I'm sure that – it wouldn't be a problem in University X because everyone..you know they're like …good percentage students as [pause] as they are in …	23.
R:	Mixed ability …	24.
CB:	It's like mixed proficiency classes and it's very difficult to handle them …Suppose I'm taking one of my classes and I'm ..ah… working on that – that how can I motivate people and how can improve my own [indistinguishable] but in May it ends – Again when it'll restart ..because you're like ..study is of 11 or 10 months I forgot … so how..how	25.
UA:	But may be the data collecion period is not that much longer …	26.
[Long Pause]		
R:	Ummm… I think you know, I don't think you should.. what I ..[pause].. I feel ..Let me go through the cycle again ….	27.
CB:	Yes	28.
R:	Cycle 1 which is where we are…this is where we're getting to know each other and hopefully getting comfortable with each other and also identifying [slight pause] what we *want* [slight emphasis] to do	29.
UA:	Ahem	30.
R:	Cycle 2 has to do with design and cycle 3 is what CB is actually talking about where we do the implementation…	31.
UA:	Exactly	32.
R:	Now it's up to us to decide how long our implementation will be. I envisage us to	33.

Appendix Ai

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	have finished the design - I have to leave by the middle of January, I cannot in fact I might leave in December , it really depends on a lot of things going on right now for me … We *need* [slight emphasis] to finish the design, cycle 2, that is by January – I envisage..because new..term starts in…	
NK:	That'll be very difficult..	34.
RH:	Actually it's almost at the end [slight laugh]	35.
R:	Yes ..but ..but we don't need our students to do the design…	36.
UA:	oh…..	37.
R:	That's my point ….	38.
UA:	Ok	39.
RH:	Ok	40.
SR:	Hmm	41.
R:	we don't need the students to do the design… the design is on us you know ….since our reading is on us … and I think it's' great that we do not have to worry about the students while we're doing the design …	42.
SR:	Hmm	43.
R:	Once we've done the design …then in effect I can envisage you guys actually implementing whatever it is that we're doing. So Feb, March, April ,May- four months I think [pause] is enough…	44.
UA:	More than enough.	45.
CB:	Yeah, yeah	46.
R:	I think CB, what you're raising is a *really* [slight emphasis] good point. [Slight Pause]. I mean how do you, in a place like University L with the fact that it's such a heterogenous sort of group- you know it's very mixed-it's not just mixed abilities. Also there's a difference of economic backgrounds and it all plays into the dynamics of the classroom.	47.
UA:	Same is the case of my institution where I belong ..	48.
CB:	it's hard…	49.
UA:	since..ah.[pause]... half of the students are [pause] sponsored by Pakistan navy. Their parents, one of them is working for the Pakistan Navy so they have to pay half of the fee and half of the students they are paying like full fee ..so mixed proficiency, mixed..[pause] academic background even…	50.
R:	yes because economic background plays into it…	51.
UA:	somebody has [pause] 79 percentage and someone has 60 percentage…..	52.
CB:	So it's like an advantage..if you have a similar background… so making a plan .. would very difficult	53.
R:	You don't need to worry about the fact that it would play out, or needs to play exactly …that's my point…because it won't. The reality is [pause].. and unless and until you're teaching in Pakistan, you don't appreciate just how many different [pause] kinds of things impact..in our..on our classroom… You know who our students are, their background.. For example the fact that some of them will be from the University N [reference to the naval institution] may also mean they have more clout…You know "how dare you give me that mark..you know whose son daughter blah blah"… I'm sure .. And even in University L… You have to teach in Pakistan to know all the amazing fascinating we go through…	54.

Appendix Ai

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UA:	Laughs	55.
Joint Turn/	Low general laughter	56.
R:	So [pause] , that's my point .. Like I think it's a *really* [emphasis] good point that you're making .. I don't think.. may be you could decide not to it against a class and just do it against your teaching practice and look it as a general kind of thing you know…	57.
CB:	Hmm	58.
R:	I don't you should- what I'm trying to say is that I understand that you need a clear plan [pause]- what I'm saying is it's good to have a clear plan – the whole point of doing an intervention is that you can plan all you want and "man proposes, God disposes" kind of thing, the best part of research is the worst part of research .. You can plan until you're blue in the face [laughing voice] and it still goes all out the window and that's part of your data…so I'm glad you're raising this issue… Ok can we go to the first part then – we sort of moved the second part to first part so can we flip again? Who'd like to go first?....[refers to discussion on the task sheet that had been mailed, see Appendix]	59.
Long Pause, murmuring		
UA:	Ah…	60.
R:	So we have UA, she's talking about her ….	61.
UA:	Ok so I was supposed to write a word or more than one? So for teacher I wrote… wrote the word 'mentor'. Not that somebody who can guide, not somebody who can lead because for me [pause], the word mentor means a trustworthy person who can guide [long pause]… so a teacher has to be honest enough [pause]… and..and trustworthy enough so that [pause]he and she can guide the students in a …in a better way….. students are supposed to be keen and curious.	62.
R:	Okay, they're *supposed* [slight emphasis] to be? What does that mean?	63.
UA:	for me..for me… they are not..they are not…[pause]..usually they are not but they b…ut it is my idea of the students…teacher-student relation – as I do in my my… class… I am .. I am a very friendly teacher but a very disciplined one.. a *very* [emphasis] disciplined one … as they say in Urdu – "Khilao sonay ka niwala or daikho, daikho sher ke aankhoon se" [feed them a golden mouthful but you look, look at them with the eyes of a lion]..Mera woh wala hisaab hai [That's my way]	64.
R:	[laughing] theek hai –[I see , okay]	65.
UA	Teaching and learning for me is fun and exploring ..[pause]..exploration together…	66.
R:	Okay	67.
UA:	Teacher should not [pause] have a boundary in front of him or her so that "beyond this boundary I don't have to learn anything new"…if a ..if a student says to you "maám this word you have spelt wrong", so I have to be ah… [pause] capable enough to admit my fault and learn from a student even [long pause]… so and ah.. about the pictures I would say…	68.
R:	Can you ..can we do the first task together because that'll give us a sense of continuity? Oh..by the way if you want the person to elucidate don't wait for me…it is a discussion so there's no hierarchy there…	69.
CB:	[murmurs indistinguishable] Actually we both are in a relationship.. I'm her	70.

Appendix Ai

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	teacher so I cannot…	
UA	: Laughs	71.
R:	Laughs	72.
CB	: Anyway [pause] so teacher for me is a facilitator …	73.
R:	Ahem	74.
CB:	because I understand – for example [indistinguishable] currently I'm teaching psycholinguistics to them [pause].. so I understand what teachers do is that ah..[pause].. with the way discussion that "read this and we'll discuss tomorrow" they're actually..you know they're .. shedding their task on students pause] or they do…. But what I feel is that teachers should … [pause] do a *lot of* emphasis] planning and everything … the *most* [emphasis]task should be hers ..[slight pause] or his..rather than depending on students "that please read it and we will discuss tomorrow"- she should do it. [Long Pause] because I understand – again I take the example of University L and one thing why students don't take so much time on..one thing… do we have to..to explain our words or ..?	75.
R:	Yes, you absolutely have to explain them..	76.
CB:	Alright…	77.
R:	and the idea is that we can jump in and..	78.
	CB: and ask for	79.
R:	for further clarification [pause] …if you don't mind that is?	80.
CB:	yeah, yeah of course…	81.
R:	Okay	82.
CB:	Yeah…so I was just telling her one thing-.. okay that's just taken it missed out of my mind..that's what teachers do is that they come and they say "we are going to discuss tomorrow" … and eventually they're not.. because one part of motivation that you're talking about is that students are not much excited about *compulsory* [emphasis] subjects ..it's about English being compulsory.. it's not about English being English..so	83.
Murmuring in the background		
RH	: take it for granted	84.
CB:	you cannot ask them to	85.
R:	Can I ask you something? What do you mean by English being English? What does that mean?	86.
CB:	By this I mean.. they are interested in English Language but here they take English as a subject not as a language ….	87.
R:	Ah….	88.
CB:	A compulsory subject.. they want to learn English and they'll be ..like they'll feel very excellent if they like… go to any language centre and give high fees and everything	89.
RH:	laughs , it's… [indistinguishable, people talking together…]	90.
CB:	Yeah.. it's compulsory for them..	91.
RH:	Hmm, that's why…	92.
CB:	It's like English, Urdu, Pak Studies, Islamiyat, they all stand in one row for them right? … so therefore what I believe is that we should give them less task and [pause] we should do planning [pause]- the teacher should be a facilitator…	93.

Appendix Ai

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	[pause]	
R:	Hmm	94.
CB:	[long pause].. not exactly a person who stands … who dictates everything right?..	95.
R:	Hmm	96.
CB:	Okay, then students.. I'll say seeds and why seeds I will explain to you people when we're going to discuss about the teacher….	97.
R:	Okay, alright, okay..	98.
CB:	and student- teacher relationships I say it is one of the most important factor influencing the learning. If it's positive then the learning is going to be effective. If it's negative then it'll have a bad effect on learning..	99.
R:	*Theek hai* [alright]	100.
CB:	and teaching and learning I say it's directly proportional to each other … teaching is effective, learning is effective , teaching bad, learning bad…	101.
Long Pause		
R:	Wow… you really really feel like the teacher is very very important [laughs] in your classroom..	102.
SR:	Probably I would like to go [pause] next because ah… I also think that teachers are facilitators .. like CB said…	103.
R:	Okay….	104.
SR:	Ah…. [pause].. but what I … ah think as facilitators would be that keeping the learning styles in mind. I [pause] usually gone through this like.. ah for example .. I have a listen plan and I have a methodology .. and then that [pause] methodology is not working for everyone so that really gave me a sense of ah [pause] reflection.. that there is something wrong with me not with them because I need to adapt and tailor what I'm doing.. so ah…that is what facilitation is to me and that is how I perceive it..so	105.
R:	Do you mind if I ask you for an example? I'm not very good…	106.
SR:	No, no, no..I had that in mind…	107.
R:	Laughs…	108.
SR:	Umm…I was teaching Year III.. they are like a…	109.
R:	Bs…Are you talking about BSCN Year III?	110.
SR:	BSCN Year III..and ah…um… there's..there's one student ..who's.. who's very good at English .. Her background is English.. she came from a good academic..school background ..she was from Dubai…so when I gave.. in class .. when I gave pair tasks and then and I gave individual tasks so she…[pause] used to ah.. [pause] basically single out because the other were not at par with what she was doing so…ah…umm [pause].. I [pause] used to *make* [emphasis] her literally make her work in pairs.. And then there was ah.. [pause] a *lot* [emphasis] resentment from the group as well and from her as well. So.. [pause] it was.. it was not working out just because her ..um.. [pause] mental capabilities were very good.. so ..a..umm [pause] in the next semester, what I [pause] did was..umm that [pause] I..um.. asked her to do things on her own pace.. Then she wanted me to go .. let her go out of the class so I…made her go out of the class and she used to me back with the assignment and the whole semester went very well.. Even the class went very well and she was also very comfortable.. So it was probably [pause] *my* [emphasis]..	111.

Appendix Ai

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	[pause] I thought that it is… *my* [emphasis]…umm..[pause] mistake that I was asking of her…forcing her to… although group work pair work, all these things mean a lot to us as teachers, but there are some things which might not and which might give us the same results or learning outcomes that we want. So that's how I ..ah.. thought that more facilitation less authoritarian [ah.. would be ah… little better.	
R:	And this based on your …	112.
SR:	yes ..	113.
R:	basically an experiment on your behalf…?	114.
SR:	yes..ah..as ..students most of the teachers they say they are funnels … yes they are funnels [pause] but what I think they are half-filled funnels… it is very difficult …	115.
R:	Half-filled funnels?	116.
SR:	Ye..es, it is very difficult to take out the concepts which they already have and then put something new..which is probably correct….	117.
RH:	Especially if its tertiary education…	118.
SR:	Yes, probably at the tertiary level it would especially hard. So it's very very difficult [Long pause]. Our task *is* [emphasis]difficult. Half-filled funnels are more difficult to either fill them up.. [indistinguishable, long pause]	119.
R:	Laughs.. umm…	120.
SR:	Ah.. teacher-student relationship is respectful to each other's needs. Obviously as teachers we also have out needs…fulfilling of the learning outcomes and as students they also have..so..I think it's ah… a mutual bonding between the needs of each other and..ah.. teaching and learning is to me…[pause]..ah reap [slight pause].. what we sow… [long pause]	121.
R	Okay, so it's a little bit like where CB stands..	122.
SR	yeah, may be the visuals are very much the same probably…	123.
R	Laughs	124.
SR	not the same one but the concept is…	125.
CB	Actually I didn't find the one that I selected… [laughs]	126.
SR	no,no,no.. the concept is	127.
R	[laughs] okay…So you reap what you sow..so you reap well	128.
UA	I..I want to make a point over here…	129.
R	Yes….	130.
UA	You reap what you sow…y..	131.
R:	yes please do..	132.
UA:	you reap what you sow… I was talking to her [addressing CB] about a teacher.. What if a teacher [pause] does not have any idea about ..what [pause] he or she has to do in the class? ..[pause] .. Means one of our teachers..	133.
CB:	Yeah..	134.
UA:	His style is more of like teaching philosophy..if he was teaching us philosophy I would be perfectly alright with him..but he was teaching us semantics and that has…and that has nothing to do with philosophy…[laughs]..	135.
Joint Turn	General chuckling	136.
UA:	So the thing is that whenever we.. ah…we try to ..[long pause] ah…question…we try to make a question in a class…ah..	137.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

CB:	Being a student.. you have to make it clear…	138.
UA:	Being a student …	139.
R:	Okay this is a student perspective	140.
UA:	I am a student also right now. She [referring to CB] is my teacher… ah…so [long pause] …whenever I…	141.
R:	Interesting dynamics	142.
UA:	Whenever I try to..ah… ask a question to him he was always like making fun of me [pause] and ridiculing and humiliating people all the time…because as teachers …my experience is like… in..in January it will be five years okay? So, I can easily [pause] sense that [pause] the teacher is not fully..pre.. prepared forwhat he or she.. he is teaching in the class…[pause]… so whenever I want to ah..[pause] ask a question he try to ridicule me..he try to make fun of me..He was also my..my junior…he..he.. knew me…	143.
CB:	It's a very complex situation.. I was her junior and now [laughing] I'm her teacher …[laughing]	144.
Pause		
UA:	Okay..so means… what I'm trying to ..ah.. say that as I student ..I know what I want okay… I'm doing a job..in..in the morning. I go in the eve..in the evening to study…	145.
R:	Hmm	146.
UA:	I really want to get something from there…But that something is [long pause] not there for me because the teacher does not *know* [slight emphasis] what to do… [pause]	147.
R:	so…	148.
UA:	so what is the solution of that..that [pause] problem in your…	149.
SR:	Yes, this is what the teacher sowing….	150.
R:	So if they are sowing zero….	151.
SR:	Yeah.. they're sowing zero…	152.
NK:	And there's nothing…	153.
UA:	Yeah and in the last class he promised to discuss the [pause] paper pattern and he did not turn up [laughs] I mean… [laughs again] we waited for him and he didn't ..	154.
SR:	And the resentment and like you know even at our level students know what we are doing in the classroom…	155.
RH	: Exactly…	156.
SR:	Ah…because this is a… this may be a professional development thing…but out students also know what we are doing…. How much the knowledge ….	157.
UA:	*Bhai* [an equivalent expression to "look here"] ..the thing is that I have 5 years experience.. I have given workshops on teaching.. [pause]..teacher training..means [pause] nobody can ..[pause].umm... means do things like… [pause]	158.
SR:	Hmm	159.
UA:	in front of me…because I'm the experienced one…	160.
CB:	You know it's not about being experienced.. I think..even the students..who are just the students can understand that…	161.
SR:	Hmm	162.
NK:	You can't deceive them…	163.
CB:	They know ..when you're prepared or not…	164.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

RH:	Exactly	165.
CB: …	I remember when I was doing my masters again.. it was perhaps fourth year.. there was a teacher..she's an excellent teacher and an excellent researcher…when she comes to the class she says "Okay now today we are going to have a discussion and this group A …group B.. you have to read this article , you have to read that article.. and then we'll"..	166.
SR:	Hmm..	167.
CB:	And then you automatically know , all the students .. I had no experience of teaching.. I didn't know anything about teaching at that point .. but we know that she's not prepared.. students get know that…[pause]	168.
UA:	So what if the student knows his or her [pause] duty and the teacher doesn't? {pause] then in that case..	169.
SR:	..we can't do anything ..we are reaping resentment and disrespectfulness towards…	170.
RH:	Exactly	171.
CB:	… I remember when I was doing my masters again.. it was perhaps fourth year.. there was a teacher..she's an excellent teacher and an excellent researcher…when she comes to the class she says "Okay now today we are going to have a discussion and this group A …group B.. you have to read this article , you have to read that article.. and then we'll"..	172.
SR:	Hmm..	173.
CB:	And then you automatically know , all the students .. I had no experience of teaching.. I didn't know anything about teaching at that point .. but we know that she's not prepared.. students get know that…[pause]	174.
UA:	So what if the student knows his or her [pause] duty and the teacher doesn't? {pause] then in that case..	175.
SR:	..we can't do anything ..we are reaping resentment and disrespectfulness towards…	176.
R:	You know I think…	177.
SR:	It's the teacher and the subject…	178.
R:	I'd like to…I'd like to revisit this but not right now…we'd like to hear from RH and but we'll get back to it…but you guys said is very interesting but we'll talk NK about this in a little bit… [pause] ..Okay..who'd like to go first…	179.
RH:	So, we were…the question was we can select a word or an analogy or a simile..	180.
R:	yeah…	181.
RH	: So I've preferred a simile…[pause]	182.
R:	Okay…	183.
RH:	So I've connected teachers with oars of a …a ship and the students as the ship..	184.
R:	So the teachers are like the oars of a ship and the students are the like the ship?	185.
	RH: Exactly… So [pause] teachers are the one.. you can they are stimulators..[pause] right? Ship is over there [probably holding up the concept map/drawing] in the sea of knowledge right? Just like the students are there.. they want to gain knowledge right ? So teachers are only the stimulators they can just teach them, they can just stimulate them to work on it and the rest of the work is of the students.. they have to move on…	186.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

UA:	Hmm	187.
R:	So you're saying… it's interesting … you're saying it's the way the students make use of the oars will give the direction as well?	188.
RH:	Exactly…. Teaching…teaching is..ah you can say the person who is moving the oars and learning is the process of movement… [pause]	189.
SR:	Hmmm	190.
RH:	Similar to movement of a ship..	191.
Long pause		
R:	Interesting…. Okay, does anybody want to comment on that?	192.
CB:	It's really good…	193.
SR:	Hmmmm	194.
RH:	[laughs]	195.
R:	yes… it's .. it's a very interesting image …okay	196.
RH:	Others having interesting images I'm sure	197.
NK:	Mine is somewhat similar to hers because it is also..like I have connected it with a simile.. it is metaphorical .. [pause]..so I have taken teachers as sun which is spreading the rays of knowledge ..and [slight pause] student .. I have taken student as a plant…and the rays of the sun, it stimulates the growth of the plant.. so it depends on the [slight pause] teaching [pause].. if the teaching is effective so learning will be in the same way..	198.
R:	So we got back to CB and..and SR.. So that's your.. your analogy..?	199.
RH?	Hmm	200.
NK:	because both of them depend on each other. Teaching depends on learning and learning depends on teaching…	201.
R:	So it's like a .. symbiosis ? You know where both parties equal….equally benefit from each other?	202.
NK:	Exactly	203.
Long Pause		
R:	So we have the analogy of the sun and the plants [laughing voice] and symbiosis … you are obviously very fascinated with nature….	204.
	NK: [Laughs]	205.
R:	Okay, we have another nature image and we have so far…okay does anybody want to comment on each others before we move on to…?	206.
RH:	It's interesting concept…	207.
R:	It's a very interesting concept.. it'll be interesting to see how you guys translate it into…into how it relates to your drawing… So who wants to go first? Are we following the same order, UA, CB….?	208.
UA:	It's up to you..	209.
CB:	No problem	210.
RH:	We can follow the same..	211.
R:	Okay so… go..if you don't mind showing us [referring to concept map, drawing] alright?	212.
	Pause	213.
UA:	What.. what I..wha.. which I mentioned earlier, as a mentor…	214.
R:	Okay…	215.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

UA:	See the path is in front of them..and [pause] this is the support of the teacher to the student	216.
	SR: Hmm	217.
UA:	And the physical intimacy shows the trust…	218.
R:	Okay	219.
	UA: [pause] the student trusts.. have … have a trust on the teacher [pause].. and ..the …it is… it is the duty of the teacher to show him the right way and the right path..and ..ah…a little but different with what ..ah…what [pause] she has said [pause, audibly draws breath] Our duty is to show the student the right path [slight pause] and to some extent to go with them as well….	220.
R:	Hmmmm	221.
UA:	And then its up to them. And when they are no more our students but…the..ah.. as long as they are our students we are [pause] we are [pause] supposed to be with them, *always* [emphasis].. [Pause] … Last..last semester the classes wich.. [pause] which I was teaching [long pasue].. they still meet me and have complaints .. or… or some more issues….	222.
Joint Turn	General sort amused though muted laughter	223.
UA:	about the new teacher… what my duty is..that…[pause] .. you know m.. let's be .. I'm being personal I guess [pause]… the teacher who's taking those sections which I taught last semester [pause].. she deliberately took those sec… those sections…[pause] because she wanted to prove that UA [UA takes her full name] did not do anything in the classroom okay	224.
	RH: Oh God… laughing	225.
	R: Oh so you're talking about politics..	226.
	RH: This is politics…..[laughing]	227.
UA:	*toa* [so]…the students come…come to me and say, "*Miss nay yeh kar diya miss nay who kar diya"* [miss did this, miss did that] .. What I tell them is that do not discuss other teacher in front of a teacher okay…	228.
CB:	Yeah…	229.
UA:	[pause] Do not discuss her with me and me with her [pause]. Do whatever she is.. she is teaching you. She is a very good one, she is experienced, she is good, she is… so [pause] in the beginning of the semester I was like, I could not go to my new class because like everybody was after me like "miss, miss why did you do this to us and miss this and this and miss that"… so right now when semester is about to end, ah…they don't. [slight pause]. they don't things like that .. so it is my duty… since they are no more my students and I'm not going to get the same [slight pause] section *ever* [slight emphasis].. It is the policy at my institution that you don't get the same section [slight pause] again. So it.. as a teacher I did not leave them [pause]… I..I stood with them… I still meet them and I say to them that.. that "if you have any problem…while learning..please come…please come to me".. they are.. they don't… at the very same time I tell them not to come..because the other teacher would feel that *you know woh is tarah kar rahee hain*" [you know she's behaving like this]. In my opinion we have to [slight pause] move along with them as long as.. as long as we can.	230.
Long Pause		

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

R:	So okay, UA do you mind if I ask a couple of questions at this point? Okay.. You've talked about the teachers and the students. The teacher is the guide and the student is somebody who's. [slight pause]... who is being guided is sort of …a young bo.. in the picture it looks like a little boy or a little girl, or whatever. Somebody who's sort of starting out in discovering and you have an arm around them to give them a sense of security, in case..to make sure they don't trip.. At same time you're clutching…you're giving them that room…	231.
UA:	Of course ….	232.
R:	So the road here represents what? The teaching –learning journey, what?	233.
UA:	The path of learning	234.
Pause		
R:	The path.. the path of learning. …	235.
UA:	The path of learning…	236.
R:	Okay, and why…	237.
UA:	that is why..one..one arm is there so that the little.. the little one can move forward in the way he ..he wants to…	238.
R:	Okay..alright..[pause]… and you're …you're there to make sure	239.
UA:	Of course I am , I am…	240.
R:	and you…for you..that's also the learning journey.. the teaching thing for you is also sort of …[indistinguishable]… you see it is as one sort of road that person is walking on?	241.
UA:	I have to be with him so that if something new happens I have to be aware of it before the …my student so that I can guide him in a way that [slight pause].. he should not face problems in that…	242.
R:	Can I ask a quick question? You were concerned about you are very firm about setting boundaries for your students who're now your former students; is that for you, part of that dynamic- that you're still their teacher and you're• still teaching them to be respectful? Is that part of your dynamic where you feel.. you know you talked about the..the mentor relationship where you think its about..	243.
UA:	I…I am also a more..I am mo.. I also interested in their personality development … I *don't* [slight emphasis] want them to discuss her with and afterwards me with som.. with some body else and [slight pause] and somebody else with somebody else .. So I am not just teaching them in..[indistinguishable] noun, pronoun and grammar and communication skills and all..	244.
R:	Ahmmm	245.
UA:	I..I want them to be a person so that when they meet somebody after.. afterwards [slight pause] they can represent themselves in a perfect way… So a person who's meeting them can say "*waqai who university se aya hai*" [this person really is from a university]	246.
R:	It's more a teaching for life then… just..just?	247.
UA:	Of course, of course, teaching just not for language because..ah…that they can do…	248.
RH:	It's grooming as well…	249.
Slight Pause		
UA:	I have to groom them personally…	250.
R:	Alright, thank you very very much… Does anybody have any questions for her?..	251.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

	You know [laughing voice] I'm being nice, this is our first session ..after this…[indistinguishable]	
UA:	You can also look at the second picture as well…	252.
R:	Okay.	253.
R:	And the second picture…?	254.
UA:	The second picture shows the same idea…. And…path…	255.
RH:	Hmm	256.
R:	Are they in the same place as the first picture or or…	257.
N:	No that was a road….this is a…	258.
UA:	no..no.. that was a road, this is a path… they're walking.. they're wa..	259.
R:	And this• those similarly shall live same concept?	260.
UA:	They're walking together sharing ideas [pause].. Walking together through the path and the [indistinguishable].. is always..	261.
R:	There's the trust …	262.
UA	: is always there..	263.
R:	[slight pause] and it's all green and everything isn'it…?	264.
UA:	Yes, yes.. [pause] Green is one of my favourite colours … [makes a slight sound…]	265.
R:	Alright, thank you very much CB…	266.
CB:	Alright… [short laugh]… it's not clear… this is a picture and I can show it you [probably gesturing] you can see it here	267.
R:	Maybe that…yeah that would be great…	268.
Disturbance ?	Pause [background sound, something indistinguishable said by someone..]	269.
CB:	[pause] exactly… you can.. you can see here if ..if it's [indistinguishable]… CH yours widen?	270.
R:	So we have this.. this seed and the water can thing….so…..	271.
SR:	Hmm	272.
CB:…	Let's come to back to seed now…	273.
R:	Alright	274.
CB:	You see the image that I now… Feel I have… And these two people are sitting here perhaps, an see… is of gardening…	275.
R:	Ahmm	276.
CB:	I feel now that the teacher is a gardener…	277.
R:	Hmm	278.
CB:	Slightly different from her [slight pause] because a gardener knows well how to handle different plants differently. That	279.
R:	Hmm	280.
CB	: Like there are plants who need shade, there are plants who need **[pause].**.	281.
R:	[slight sound]	282.
CB:	in the same way if there are plans who don't need water … much water and if he• keeps on watering them just like the other plants they will be destroyed. So similarly based on that idea of mixed proficiency classes… I feel that the teacher should be the kind of person who understand the needs of different kinds of people[Pause].. That students are the seeds and she gives them extra water and similar water to all the seeds, some might be destroyed… so what you were	283.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

	discussing that there are some people	
SR:	Hmm	284.
CB:	who need to be given less…ah.. focus..less attention.. There are people there	285.
SR:	More autonomy…	286.
CB:	Yeah…. Exactly… They should be more autonomous, right? And they are people who should be given more and more attention.. So..ah just like our gardener he should plan … we should ..ah.. consider differences of students and work *on* [slight emphasis] them in order to develop their personality as a whole. All the factors are involved you see. Affective factors, cognitive factors- we should take *all* [slight emphasis] these factors in mind and it's not about treating one class a whole unit rather it's about treating every individual differently.	287.
SR:	Hmm	288.
R:	Okay so it's really like very seed is a plant and it has potential to grow a certain way…	289.
CB:	Yeah..	290.
R:	and it's your idea to make sure every plant gets a chance …	291.
CB:	Yes cannot treat everyone the same way…	292.
R:	and in the way it's meant to flourish?	293.
CB	Exactly…..	294.
[Pause…]		
UA: ..	ah…how would you…ah… defend the idea of freedom [slight pause] in learning in..in this analogy that you made?	295.
[Long pause]		
CB:	I don't have to pull them out of the earth, they're growing right? I just have to give them proper care, proper settings [slight pause] so that they can grow…	296.
UA:	So in the… in the same way… you are giving them the free…free environment to grow?	297.
CB:	[pause]… Exactly… There so many…	298.
SR:	Probably a proper… proper environment ….	299.
CB	: A proper environment….	300.
SR:	A proper environment..ah…	301.
UA:	a proper… Proper environment… With… With the freedom which is needed.	302.
CB:	Exactly… You can see…ah… what ..what… a gardener does… He doesn't pull out. If he does that… if he ..you know..snatches their freedom so plants will be destroyed. You make..ah.. like when they're just like.. you cannot open it to make your flower so fast… A bud has to be … you know.. given some freedom so it can [pause] bloom on its own time…	303.
SR	: and then they are certain plants..[pause]…ahh..which don't grow well together also..	304.
CB:	Exactly…	305.
SR:	So a gardener usually knows…	306.
CB:	Yeah…	307.
UA:	You know I really *like* [slight emphasis] the idea of the kno..[pause] knowledge about each and every plant..[pause]… how to handle… I really like that idea…	308.
R:	Okay do you mind if I ask you some questions CB?	309.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

CB:	of course	310.
R:	Okay ….Um… I understood that *you* [slight stress] are the gardener holding the water can [slight laugh]	311.
CB:	[laughs]	312.
R:	….so the students are the flowers… so there's the teacher and the student. And the student=teacher dynamic again, the fact that the plants, I didn't knowthey had emotional feelings or trust or whatever [slight laugh] but a certain amount of trust that would ..you know that the gard… gardener is treating you the way you *need* [slight stress] to be treated. …[pause]… the potential you have is sort of being attended to? Okay.. so where is the teaching.. what is the teaching and learning here? I mean how do you see it? Is it the watering can or the amount of water you give to each plant?	313.
CB:	Teaching is the treatment based on understanding …. [pause]…	314.
R:	Okay…	315.
CB:	right ?And the growth of plants is the learning…	316.
R:	Okay, alright…And… can I [slight pause] ask you a devil's advocate sort of question?	317.
CB:	Yeah sure….	318.
R:	I mean you know.. I would.. she ..she talked about freedom… what kind of garden are we talking about? Are we talking about a formal garden [slight pause], are we talking about a wild garden? Because that makes a huge difference to the way… you know like when..when you have the kind of garden where you've planned…	319.
CB:	Yeah	320.
R:	it's like landscaping …you know where everything is, you know where everything is suppose..supposed to go.. Then you have the wild garden where you let things ramble and grow as they will…so	321.
CB:	I'm talking about a small garden that we have in our home…when we buy plants	322.
R:	hmm	323.
CB:	so we ask them … Okay do they need sunlight? Yes. Do they need sunlight? No they need a little bit more shade.	324.
R:	Okay	325.
CB:	I'm talking about that mini garden in our home… where there are four or five you know pots	326.
R:	ok	327.
CB:	so you know about [slight pause] all of them …ah.. That they should not be given water at night..ah.. I have *no* [slight emphasis] idea about plants	328.
R:	[laughs]	329.
CB:	so I'm just imagining things. That this should not be given water at this time, and this *should* [slight emphasis] be given water at this time..[Pauuse]	330.
R:	okay	331.
CB:	so when you buy just four five… so they're in your home.. you're so much related to them. For instance if I am a gardener … professional gardener and I'm a assigned to to my friend's garden who I hate a lot	332.
SR:	[chuckles]	333.
CB:	so I'm not going to take extra care of them [slight pause] right?	334.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

Joint Turn	Spontaneous outbreak of general hilarity	335.
CB:	they're my own… [indistinguishable general laughter still audible, people talking together]	336.
UA:	[Laughing] CB you're not going to what are my plants….?	337.
Joint Turn	Laughter continuing	338.
R:	okay, I think it's lovely... The sense of home gardening.. That sense of ownership…' They're mine' .. 'so I 'm supposed to take care of them…'	339.
CB:	exactly… [pause]	340.
R:	alright	341.
UA:	ownership is must…	342.
R:	ownership is a must.. *She* [laughing, slight stress] has spoken	343.
CB:	[amused laugh]	344.
UA:	ownership is must…	345.
R:	I agree [laughing voice] ownership must	346.
UA:	*hur… jo …..jo bhi kisi bhi cheez jis se aap related hain usay own ker lazmi hai,* [every.. whatever,,, whatever.. whichever thing you related to... to own it is vital/necessary…]	347.
SR:	hmmm	348.
UA:	*apnay workplace, apnay classes ko, anay students ko* [your workplace, your classes, your students]	349.
R:	true, absolutely. Okay, did anybody have any questions for CB? [Slight pause]	350.
NK:	No?	351.
R:	Who'd like to go next? SR?	352.
[Shifting furniture shuffling of papers]		
SR:	I divided teachers into categories. some of them are gardeners Some of them are…ah…	353.
R:	can I just… If you can just they can see it… Just turn around	354.
SR:	some of them are horticulturists [slight pause] and some of them are botanists [slight pause] right ? Now when I start with gardeners so ah…um. [slight pause]…. Gardening is usually done as a pastime [slight pause]… You know whatas teachers we usually join teaching as … pastime…	355.
UA:	Laughs	356.
SR:	[indistinguishable].. We can't• do the rest so start teaching … And we can be good teachers [slight pause]… if we… Now probably times are changing and if we join teaching as past time is fine. But then…ah the students of such teachers…ah…, they learn with trial and error..[pause]… What teachers doing … what is the outcome...was it a good class… Or did she perform..only perform well in the class…And the…ah…teacher-learner relationship is more empathetic and..ah….is friendly ..like the plants we have [slight pause]..that we talk to them also and then we nurture them also… and…	357.
R:	She's got an amazing green thumb….	358.
SR:	And ah…[pause] the teaching learning relationship depends on how serious the gardener …Since it's a past time….	359.
RH:	Hmm	360.
SR:	it depends on how much time a gardener has…[pause] to… you know groom	361.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

	herself…or to prepare herself… Then you move on to *the* [slight emphasis] horticulturist… Horticulturists usually see the out…ah [slight pause, slight sound of swallowing] outlook of the class. How well they blend with each other, how they look with each other …ah… what colour combination and all that… And then …ah… the students to these [slight pause] ah… teachers ….ummm… the teachers look at their performance…[slight pause]…as people, as well as learners….[pause] So for horticulturists their performance also matters [slight pause]and their learning also matters…And..ah .. teacher-student relationship ..is ah… cordial…but umm..[pause]… since these teachers are..ah…more interested in *how* [slight emphasis] the plants would *look* [emphasis],the classes are more learner-centred.. The students are enjoying a lot… I would..ah. [slight pause] I would …probably place myself here before…I mean [slight pause] 3 to 5 years before I did my ADP[slight pause]… So I use to…ah… gauge my classes 'as how much fun did my students have' [Long pause]…Okay fine they….ummm… 'they did well'…'Okay'… since I used to make the papers…so I knew how to *test* [slight emphasis] them..'Okay if 75% of the students are getting good marks and it is a..ah… B or an A_ then it is a …[slight pause] it's fine then'…ah…[pause].. but then they enjoyed ..ah[pause] learning…[slight pause].. But then… and then teaching and learning to these..ah.. these teachers are..ah.. that the students are learning till they are with the teacher…[slight pause] so we are not talking about what UA said that like…life-time learning… like life- long learning from that particular teacher.. But when I come back to a…botanist.. so a botanist is more interested in the inside of the plant.. If you've done biology.. the xylem and the phloem and all that….. And the..the students to *these* [slight emphasis] teachers…ah… their performance now and ever-after [pause] can be English [slight pause]..since we're teaching English so… And the teaching- learning relationship is…ah…. learner as a well as learning-centred… [slight pause] Maybe once a week I can have a class in which they can have fun..the rest of the week maybe I can have a class when both of us..ah.. can have fun as well as learn as well … For example, when we're teaching writing.. they hate to write, they don't want to learn, they don't want to come to the classes and so on and so forth.. And..ah…the teaching-learning to *them* [slight emphasis] ….[pause]..is instilling *skills* [slight emphasis] .. so that they can perform life-long … [Long pause] I.. I have difficulty arriving here…[pause]… I.. I'm not here *still* [slight emphasis]. I'm not sure…	
R:	Is this … Is this where you want to arrive?	362.
Long Pause…		
SR:	I.. I don't know..ah… I mean ..this is what… since again we have a semester to teach and we are the students for four months with them…	363.
RH:	we have a deadline [laughs]	364.
SR:	and we have..ah… deadlines.. And the students might go to other teachers…they might stay- *humaray haan policy nahein hai tu they might stay with us also or they might go to other teachers…*[we don't have a policy so they might stay with us also or they might go to go other teachers].. So if..ah… they are with *me* [slight emphasis] we connect well and we can.. you know relate to the last semester ….But if they move on to ah…another teacher *so* [slight emphasis] things	365.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

	become..[slight pause] different.. So…ah… really ..if I'm… I would like to give them a *skill* [emphasis] which they can use [slight pause] throughout.. And probably use the same skill if they are in R's class and in your class…and…	
RH:	and subjects as well…	366.
SR:	Yes…ah rather than ..ah… [pause]… For example if I give you a grammatical example of subject-verb agreement.. instilling that in ..[slight pause] them..might be a very good..ah..point on my part but [slight pause].. it's very difficult…they go on.. they might improve that in English but they might not improve that in other subjects that might be in English..so it means that I might not have [slight pause] done a good job…not a good job.. [slight pause] may be *that's* [slight emphasis] what I want to arrive at… that taking [slight pause] English into consideration…[slight pause] and all the other subjects and other walks of life…	367.
R:	You're saying ..[slight pause].. if you don't mind my sort of clarifying … [indistinguishable] but you're talking about *transfer* [slight emphasis] of..of…of that particular *skill* [slight emphasis] is something that's sort of… it's.. it's [slight pause] an effective transfer in the sense that it's not committed… it's not sort to compartmentalized as 'English'… it's an *actual* [slight emphasis] genuine skill that they have sort of taken in..as part of their repertoire ..and it *becomes* [emphasis]..something…like it becomes part of their life-long learning ?	368.
SR:	mastering… Yeah….	369.
R:	If they've mastered it as a *skill* [slight emphasis] then it's not like it's dependent on a fixed context…	370.
SR:	Yes…	371.
R:	right? It gets …trans.. transferred right?... Wow that's a really high aim….	372.
SR:	Hmm	373.
R:	God, which teacher wouldn't want that.. {slight pause].. Okay, alright does anybody have any…	374.
CB:	Isn't isn't it like… that's an excellent idea.. there are like so many terms you were using.. terms that I've…I've never heard of actually.. It's amazing.. Okay, just.. there was one thing I was saying.. isn't it something that depends on the focus of the course… For instance, in University L we have a course of [slight pause] English for Academic Purpose, academic reading and writing …So in that we can say we want the students to implement the same things that they have learnt here… to t*ransfer* [slight emphasis] the same things that they have learnt there in..[slight pause] ..in their own subjects because this is what we're aiming for….	375.
SR:	Hmm	376.
CB:	But then there is a course of communication skills..and I'm sure that it's there in most of the universities [slight pause]…so there the focus will not be the transfer in other subjects but rather their implementation of the skills they have learnt [slight pause] *in* [slight emphasis] their professional lives … So it's something that depends on the course…	377.
R:	But .. but that's transfer as well… [slight pause].. You see anything that you take from a certain.. from a *set* [slight emphasis] context [slight pause] and you apply..n..not just within that context but out..outside that context automatically qualifies as transfer…[slight pause].. So when you're doing communication	378.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

	skills…you're..- Let me use as an ESP term..because you know that's one of my [slight pause] orientations…-[slight pause] you are looking at future needs… And you're *focusing* [slight emphasis] on students' *future needs* [slight emphasis]as opposed to EAP maybe… Which maybe *immediate needs* [slight emphasis] which has to do with their subject specialism… But at the end of the day of they can *take* [slight emphasis] from your classroom and maybe not use those communication skills not only in their professional lives but maybe their personal lives… For *me* [slight emphasis] that's really *effective* [emphasis] transfer because it cuts right ..[slight pause] across… [slight pause]..you know where learning doesn't really *stop* [slight emphasis] and it's not just limited to…sort of *compartments* [slight emphasis]… it *becomes* [slight emphasis] a part of.. it's a transformation of [buzzing of phone, slight pause] yourself..[slight pause]…I don't know… that's *my* [slight emphasis] concept…	
SR:	You know I …I would like to give you another example ….that really sometimes demotivates me.. For example…I find grammar as something *measurable* [slight emphasis]…so I [slight pause] have taught grammar and then I have..[slight pause] assessed them and they've done [slight pause] well, alright? …[pause]… So in grammar also we…we choose a particular *aspect* [slight emphasis]..and ..ah..then the students go to 'Meera's' class in the next semester…[slight pause].. And then for example, if she takes a[slight pause].. *test* [slight emphasis] or…ah… something and then if they go wrong..I've got the proof of all the papers and everything …and they…ah… if they …ah *do* [slight emphasis] something wrong [slight pause] and ..ah.. a simple question .."yeh semester I mai nahein parra tha?"…	379.
Overlap	Everyone talking together….	380.
RH:	We are very familiar with this…	381.
SR:	*"Ms SR nay nay karaya he nahein "* [Ms SR didn't even do this with us..]	382.
UA:	See, things like this…	383.
Overlap	Everyone talking together…..	384.
SR:	… you know….[indistinguishable, everybody talking together..]	385.
NK:	…where the trust has gone….	386.
SR:	…probably there's something wrong [slight pause] either with my teaching – we can't say curriculum.. curriculum .. is there.. For example, "*grammar bohat aasaani se kah ja sakta hai.. they do that..*" [gammar, it can be said very easily, they do that].. "*nahein humnay to kabhi kiya hee nahein*" [No, we haven't ever even done/ studied it.]…they go to the third semester to her [seems to be gesturing] and ..	387.
UA:	This..this happened with me… This semester when I took up the classes, I asked them that you have done argumentative, expository…narrative and descriptive [slight pause], they said "yes"… I said "Okay so you know to make a topic sentence?...they said [slight pause] … "what?"	388.
SR:	See…	389.
UA:	I said "you have done *all* [slight emphasis] four types of writing without knowing what is a topic sentence… "	390.
SR:	Now how to do…[indistinguishable because UA talking at the same time]	391.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

UA: "	how to make a topic sentence!"	392.
SR:/overlap	[indistinguishable because UA talking at the same time]… that	393.
UA:	*humaray teacher nay humay nahein kara ya* [Our teacher didn't make us do it]	394.
Joint Turn	General laughter…	395.
CB:	It just so happened that it was my class…like their class [addressing UA]… it was second day and she was perhaps absent that day… I remember that, trust me…	396.
UA:	Laughs	397.
CB:	So, any way then it happened that I…ah…[pause]… I usually for..especially for the master's classes because I understand .. I mean I wouldn't… I mean it *is* [slight emphasis] difficult to teach this course…[slight pause].. So I make so much plan and everything because I have to teach psycholinguistics..there I went.. I had *proper* [slight emphasis] plan… I distributed the handouts and I started with something I *know* [emphasis] they must have done a step back before… in semantics for example… And I started that and they were blank…	398.
R:	Laughs	399.
CB:	And I said.."Look at behaviourism"… I felt that there was something missing in the class…So I *had* [slight emphasis] to change my plan…	400.
	SR: Hmm	401.
CB:	And then I was standing at *that* [slight emphasis] position where students feel that the teacher has not prepared…	402.
SR:	Hmm	403.
CB:	Because [slight pause] of course I had to go with something that …I was not prepared for like that , [slight pause], right ? [laughs]	404.
R:	Yeah, I guess that…	405.
SR:	Probably that..that's a very common attribute in the students which…	406.
UA:	Means it is…ah…[slight pause] on *both* [slight emphasis] sides …me as a student [slight pause].. I know my duty… I know I'm not making my class mess.. I'm not making a mess in the class.. I'm not….even [slight pause].. even then the teacher is trying to you know [slight pause] suppress me…that you *have* [slight emphasis] to behave, you have to…you as a class have to…	407.
	SR: Hmmm	408.
UA:	*Bhai, hum already kuch nahein kar rahay hai* [Look we're already not doing anything..]	409.
R:	*Kitnay masoom bachay* [such innocent children]	410.
Joint laughter	General laughter	411.
UA:	"aap humay" [you should let us]	412.
R: ..	indistinguishable… *yaqeen kar lain* [believe us]	413.
UA:	*Mutlab* [What I mean is]	414.
Joint Turn	General laughter	415.
R:[overlap]	[indistinguishable… because UA suddenly talking]	416.
UA:	*"aap humay…space tu dai keh…hum koi… sawal…sawal keray* [could you please give us the space to question.. to ask a question]	417.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

Joint laughter	General laughter continuing	418.
RH:	I can believe that…	419.
UA:	" Okay, *aap huma itnay space tu dai keh…hum koi… sawal…sawal poochain"* [could you please give us the enough space to question.. to ask a question]… "Hum already kuch nahein kar rahay bhai" [we're already not doing anything …]	420.
R:	*Lagta hai keh dukthi rug pe haat daal diya hai* [This is an idiom and it's equivalent to saying looks like we've pinched a raw nerve"	421.
SR:	[amused] Haan [yes]	422.
Joint Turn	General Laughter…..	423.
UA:	*Theek hai*?[Alright]….as teacher ..as teacher like… like…like she has said… *Ab woh …us kea gay naya idea introduce kiya woh humay pata he nahein* [Now she…she's introduced a new idea and we just don't know it]… "behaviourism kiya waqai nahein paata" [like they really don't know behaviourism]…	424.
Overlap	Everyone talking together again….	425.
R:	I mean.. behaviourism I mean they must have learnt somewhere or the other …come on.. seriously…	426.
UA:	So…	427.
CB:	You see.. she does't know about this scene because she was absent that day….	428.
UA:	Laughs	429.
R:	Ok.. we're taking a detour…	430.
NK:	Ok I'll go first…	431.
Long pause.. shuffling of papers.. voices in the background..		
NK:	There is… it's somewhat similar but not exactly the same ..	432.
Disturbance	Indistinct voices	433.
NK:	I have taken the teacher as the sun…it is..ah.. we take sun as a source of energy only.. over here it is..like.. the sun is the source of knowledge…	434.
R:	Okay…	435.
NK:	And..ah.. this is knowledge is being transferred [slight pause] to the student which is a plant over here ..and ah… with the help of.. with the help of this knowledge the plant is *growing* [slight emphasis] and the learning process is [slight pause] going on… So [slight pause] teacher is spreading the light of knowledge and plant over here ..the student is learning and his knowledge is growing …	436.
R:	NK it looks great….	437.
SR:	yeah…	438.
NK:	And these are the different *stages* [slight emphasis] of growth…	439.
R	Hmm…	440.
NK:	and development which is learning..[buzzing of phones].. the process of learning … And then the relationship between learning and teaching … [louder buzzing of the phone] I've taken it in this sense that growth of the plant is actually learning of student and it depends on proper availability of sunlight… which is..which is like teaching…It means, proper learning depends on *proper* [slight emphasis] techniques of teaching…	441.
R:	Hmm	442.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

NK:	Proper teaching methodology…	443.
R:	Hmm	444.
NK	: Things like that…so…[pause]… so that's it [laughs]	445.
SR:	You know at this stage what I was talking about… at *this* [emphasis] stage the students should say "Keh haan hum nay falah falah cheez *ke* [slight emphasis] thhee" [Yes we *did* do that so and so thing]	446.
RH:	Hmm	447.
R:	laughs	448.
SR:	And..	449.
NK	: what you're talking about .. the students are [[slight pause].. the students are un [slight pause] grateful…	450.
Shuffling of papers		
SR:	May be	451.
UA:	Not always ..	452.
NK:	Not all	453.
SR:	They can	454.
NK:	but *some* [slight emphasis]	455.
SR:	They can say that… at times they are… *yaad nahein* [don't you remember]…	456.
NK:	I'll say that…	457.
SR	: But…but…	458.
NK:	"I can't retrieve it at the moment"	459.
SR:	*Keh…* [That]	460.
R:	I think … interesting… I think they are all different.. You're talking about meta-cognitive awareness.. It sounds like a mouthful [slight laugh] so I'll just translate that into you know… real words… You basically cognition is …is your intelligence..is your ..right? And meta cognitive awareness is your awareness of your knowledge your intelligence oaky…what happens often.. if you notice … if somebody is really really smart as a student.. it's not just ..hum.. the fact that they have the answer.. it's that their capacity to be able to process and say "yes..[slight pause] this is what I know, this is why I know and this is what I don't know	461.
RH:	Indistinguishable	462.
R:	and it's that *awareness* [emphasis] of what you know and what you don't know and how far you need to get.. And if you notice…some of your brightest students will automatically *have* [slight emphasis] that…	463.
SR:	Hmm	464.
R:	it's like we do it…. I'll give you an example…like you know when you have ..when give an exam.. you come out and you look at the exam paper and you think about who your teacher is and you think about what you did	465.
SR:	Laughs	466.
R:	and you think "probably this is what I should get"	467.
SR:	Hmmm	468.
CB:	What about storms…?	469.
R:	You know…	470.
RH:	That's …It's…..ahhh [pause]	471.
UA:	Then you know…. should know how to swim…	472.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

Joint Turn	General laughter	473.
RH:	Exactly…	474.
Joint Turn	General laughter	475.
RH:	Exactly….	476.
Overlap	Everyone talking together…	477.
RH:	And teaching is the thing…	478.
Overlap	Everyone talking together…	479.
RH:	Teaching is the *thing*[slight emphasis] which can teach..	480.
Joint Turn	General laughter	481.
NK:	Exactly…..	482.
RH:	And again… make it possible to reach the destination…	483.
Pause….		
R:	Okay, alright… we have the clam… you say if the oars are being used right , there's calm and you're moving in a steady direction and ah…. That way you're not…	484.
RH:	Oars… sorry….	485.
Pause		
	R: That way you're not dependent on the wind…or..or a sudden storm…But you know I've punted very very• recently and trust me when the water level is high ..and you don't know what you're doing with the oars [laughs]…. You know in my university we have..	486.
SR:	*Ziyada high ho gaya hai… [*It's become too high]…	487.
UA:	Laughs	488.
R:	I'm.. I'm giving you an example…but you're saying that at the end of the day…what I find interesting RH is that you feel that it is the teacher who controls the direction?	489.
RH:	Hmm	490.
R:	Is that what you're saying? The final control …your answer to the..the question…	491.
RH:	My class is more of a communicative class…	492.
R:	Okay, alright…	493.
RH:	but lecture-based, somewhat lecture-based too…	494.
R:	Ahmmm	495.
RH:	But I give my students ..ummm… [pause] some s*pace* [slight emphasis] to speak….	496.
R:	Okay so you do make sure like… we're talking about	497.
CB:	freedom	498.
NK:	[Indistinguishable everyone talking together]…	499.
R:	within the discipline boundary.. ..they have…[Indistinguishable everyone talking together]	500.
NK:	freedom…[[Indistinguishable everyone talking together]	501.
RH:	Exactly, so ship [slight pause]… ship *can* [slight emphasis] move but [slight pause] oars are the one [slight pause] who can lead them towards the correct destination…	502.
SR:	Ah….	503.
R:	Alright…[Indistiguishable]	504.
Slight Pause		

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

SR:	Channelize it….	505.
CB	: Or perhaps we can like interpret… the wind and storm as different *settings* [slight emphasis] in which they have to *apply* [slight emphasis] their learning… [slight pause].. so wind is one more condition, one setting in which they can	506.
RH:	How to survive ….	507.
CB:	they have to *transfer* [slight emphasis] their knowledge to that position	508.
NK:	We can teach them…	509.
RH:[overlap]	[Indistinguishable because everyone talking together]…let the storm…	510.
NK:	as hardships…difficulties in learning…	511.
RH:	Exactly…	512.
NK:	if we can take storm and wind..	513.
SR	: As teaching as well…	514.
R:	It's like a mini [indistinguishable because everyone talking together] you know…Your manning the oars, your taking responsibility, you're the last one off the ship… You don't want to abandon the ship, so if this ship sinks you sink…. [Laughs]… Wow that's a…. That's a lot of *responsibility*…[slight emphasis, laughs]	515.
Joint Turn	General laughter….	516.
RH:	[laughingly] I do take responsibility of the students…	517.
R:	all right to you guys have any questions [claps hands].. before I move ? Do you know…. I don't know if you've realized yet… but we've sort of ..sort of moved to the second part even while doing the first ..[light laugh]	518.
UA:	Yeah….	519.
RH:…[Overlap]	[indistinguishable because people talking all together] it was all… connected	520.
R:	yeah [laughs]…	521.
CB:	[indistinguishable because people talking all together]	522.
R:	Would you like any tea or coffee or biscuits?..	523.
UA:	Uhem…	524.
R:	*Cofee bhi nahein chai bhii nahein?* [No coffee or tea?] I know *keh chocolate nahein pasand hai* [I know you don't like chocolate]	525.
UA:	*Hum tu jo teacher piyay ge who hee piyaay gay…*[We- (used in Urdu as a very formal and royal form of I)- will only drink what the teacher drinks… seems to be addressing CB]	526.
Joint Turn	Low general laughter….	527.
CB:	Please bring her tea….	528.
Joint Turn	Loud general laughter…..	529.
R:	Okay, alright…..	530.
CB:	Am very sorry….I'm not feeling well….	531.
R:	That's alright.. I'll just come and ..ah.. in the meanwhile if you could just …	532.
CB:	Do you want me to help you….	533.
R:	I'll ..I'll be back..she'll…	534.
SR:	How much sugar?	535.
UA:	One and a half….	536.
R:	If you guys want to help please open up the biscuit packets…	537.

Appendix Ai

Transcript of Focus Group Discussion (FGD) II– Nazakat Cooperative Inquiry Research Group, Cooperative Inquiry Cycles 1 & 2–Discussants: Researcher (R) – Participants: UA, CB, NK ,SR & RH

SR:	CB?	538.
CB:	One…	539.
R:	Everyone is having sugar… I mean tea..	540.
Joint Turn	General chuckling….	541.
CB:	Coffee…	542.
Disturbance	Indistinct Voices ….	543.
UA:	Miss …. I'll..I'll see you later okay…	544.
Joint Turn	General laughter…. Exit R and SR	545.
UA:	When are we supposed to get over with this?	546.
CB	: Oars?	547.
Rustling of biscuit packets…		
CB:	*Main bohat difficulty se bathee thee… main chai ke baghair reh nahein saktee.. chai sub ko peenee thee* [I was sitting with great difficulty.. I can't function without tea.. everyone wanted tea]…[Indistinguishable]	548.
Disturbance	RH & NK indistinct voices…	549.
UA:	*Haan, seriously* ? [Really?]	550.
CB:	*Diary K ke hai* [Seems to be looking around the office, commenting on the owner of a diary.. the colleague who shares the office with SR and has also studied and taught at University L, CB and UA both know her well]	551.
Disturbance	Indistinct voices….	552.
UA:	*Hai K ke …100% .. yeh style hee uska hai*… [This is K's a 100%, this is her style]	553.
Disturbance/ Joint Turn	Indistinct voices… Long silence	554.
Disturbance	Sound of shifting, rustling of packets/paper, CB and UA talking but voices indistinct, only snatches of conversation audible	555.
CB:	… *dur hai* [It's far]	556.
UA:…	Acha? [Really?]	557.
Distruban ce	More indistinct	558.
Need to do the last 10 mins only because the time taken up with chit chat and long silences as the ps await the arrival of the R with the tea]		

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

Tabulated Transcript of FGD III - Nazkat CI Group- Cycles I & II		
Name of Interactant	Text in Turns	Turn
R:	Our research Meeting III… we are half an hour late today due to many reasons such as traffic, official lunches (smiling voice) and so on and because I'm late .. we're just doing half the task today and everyone one is all present and accounted for….. So…who would like to be brave and talk about their task first…	1.
Joint Turn	[General muted laughter]	2.
R:	Ok we have UA pointing to SR ….	3.
Joint Turn	[General loud laughter, some indistinct response]	4.
R:	we have CB calmly eating her sandwich and NK and RH are just smiling (laughs)	5.
SR	*main dur hogaye shayad* [I think I'm too far]	6.
R:	Nahein sub ko awaaz aee rahee hain [No, no I think everyone can hear you]	7.
Joint Turn	General chorus of agreement	8.
SR:	*AC hain samnay tu sub ko thand lagte hai* [the AC is right in front so everyone feels cold)	9.
R:	Alright so [long pause].. SR is starting with our third task. Everyone got the task right? And didn't have any problems following the information…on it, yes? Alright *tu* [so]	10.
SR:	Okay when I start with my classroom so I…..the first thing that came to my mind yesterday ..was like a cricket ground where..ah..teaching is liking coaching and students are the team members…the team..and when we talk about all this …um obviously when ..since it's a cricket ground ..we're talking about bowling, batting, fielding… and then coming to professional practice…ah ..we usually say that practice makes the most perfect…but we're saying that that perfect practice makes a man perfect…hmmm..now if …what I had in my mind was that if we talk about eleven players so maybe ..ah… the bowler is doing a wonderful job but the fielders are not then it's a problem or if the fielders are doing a good job but the bowling is not good and the batsman is doing a good job…and ..ah ….so on and so forth.So…I [pause] think it's a.. team effort [pause]..it's all group work …ahhh..group dynamics- this is how I [pause] take my classroom as ..Now..ummm – what I would like to explore is that when people sya that teamwork and groupwork is good and it's very healthy..then ahh…the students think it sis probably unhealthy because it is a group-graded assignment. Even if we think as students ..we might ..we might have issues …depending on what sort of a group-member we are …The literature is talking good about group dynamics, group-work and pair-work *but* [slight emphasis] if it is ungraded it is fine, within the class it is fine, the class gets over it is fine.. But if it is graded then as ..as a practitioner [pause]…I… have issues [pause] with how to [pause] *give* [slight emphasis] them positive group dynamics to be a better member of a group [long pause].. So…when I was reading today ..what I found was that.. we do talk about group-work, we do talk about pair-work but we don't *teach* [emphasis] group-	11.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	dynamics just because of the curriculum constraints … We don't have time.. it's a core subject..they hate it. *But* [emphasis] they ..they do group-work in other .. For example if you take my…I'm in an ESP context …when they do group-work in other subjects, that is nursing subjects ..they take it very seriously but *still* [emphasis] some of us do come to us that ..ah.. a group-member has issues …he or she doesn't't work at the end of the day ..ah..the group –mark he gets is the same as the other group members are getting ..So ..ah [stretched] this is how I ..ah…gather everything when I [pause] see my classroom ..and when I myself as a learner as well… When I ah…did my advanced [stretched] diploma from [pause] here, so as a group-member also, so I had the same issues. So I can relate with the students. If they come to me with these issues I..ah…I find it right [pause] that ….yes it *happens* … Now how to take care of it ..or we should stop group-work or we should ah…teach them how to do group-work and ….	
	[pause]	12.
CB:	And what's your role in that…ah.. [pause] cricket play ground ? Are you a coach or are you a..	13.
SR:	Hm..hmm… ah…Yeah, I am a [pause] coach but when..since we're talking about ..ah….[pause] practice….	14.
CB:	Yeah..	15.
SR:	We are making them…ah.. practice the skills okay? Ah… because we are concerned with the output…Now ..ah..the group-work is one approach or methodology which we use and we think *that*. [slight emphasis]..we ..we use it for so any reasons …we use it to come to ..ah..the input…So …my role is giving them good input …comprehensible input …I take care of the *lesson*-relate but when we talk about ..ahhh.. how to arrive at that lesson and making them work in groups ….. ah…usually it is in graded assignments ..usually ….not in class assignment s. Because they love to work in groups and they love to go out of the class and work in groups and pairs..But when it comesto graded assignments..the forming of the groups and the selection of group members…that becomes sometimes a really tedious job ..so I..I don't take the responsibility but the thing is that ..ah.. I can't stop group-work because ah… it is somehow supporting their learning but on the other hand …ah… there are issues in a group-work..so my..my role is [emphasis] as a coach ..giving them skills, making them practice ..making them arrive to a perfect practice but the *tools* [emphasis] I am using [pause]..need to be ah..adapted, altered ……	16.
RH	refined	17.
R:	So you're saying looking at this from…so your actual concern here [sound of chair being dragged] which I *get* [emphasis]- and everyone can jump in if I've misunderstood- is *professional practice* [emphasis]- So your role as a coach	18.
SR:	Hmm	19.
R:	Is making them gel as a team…	20.
SR:	hmm	21.
R:	you know making them gel as a team and figuring out strategies that really helps them, not just gel as a team but also to be *fair* [emphasis] …you know …and against the assessment criteria…?	22.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

SR:	Hmmm, yes.	23.
R	So it's really *managing* [emphasis] that particular aspect within your professional practice …?	24.
SR:	when I was reading today, they are many other aspects which relate to group-work like motivation and ..ah… [pause] the social context we are dealing with …and the *gender* [emphasis] …and so many other things. But [pause], yes I think my major issue is this…the professional practice.	25.
R:	I like the …the comprehensibility part… very nice use of Krashen [pause] – Ok alright does anybody else.. want to talk their.. are you done – ?	26.
SR:	Yes	27.
R:	Or would you like to talk about something else ?	28.
SR:	Yes, I'm done	29.
R:	If you look at the board- what I've really done and seriously SR was saying I should stop referring to her as somebody who's familiar with my style but you know [pause] she's my reference point- *I* [emphasis] tend to write all over the place when I'm doing brainstorming because I think we need something	30.
SR:	Hmmm	31.
R:	that's all there then we can sort of fine-tune what we would like to do. SR if you could take a look at it – I've written cricket team because I'm assuming the cricket ground for you is your class	32.
SR	Classroom	33.
R:	Your context? The whole thing -	34.
SR:	Yes that's right	35.
R	and within that you have the cricket team [stretched], you have the all the things ..	36.
SR	Hmm	37.
R:	that go… that are part of that particular game…	38.
SR	Hmm	39.
R	yes.. have I got the analogy right?	40.
SR:	Yeah	41.
R	So you have team work and you have all that and your concern .within that …when you look at team work [pause] is really [pause]how do you as a coach,	42.
SR	Hmm	43.
R:	*manage* [emphasis] that particular aspect,in terms of lesson planning, in terms of assessing	44.
SR:	Yeah	45.
R:	in terms making them…indistinct… have I gotten it?	46.
SR	Hmm	47.
R	Okay… This is not a class by the way [laughing voive] so please just jump in ….	48.
	CB: Okay ..alright ah actually it's…not as refined as hers…I had so many [pause] *images* that came to my mind..and some have already been considered so let'sgo with that ..Okay, the first one is *a second-hand* [emphasis & stretched] colour box, and I told you people about this.. Actually all the images that came to my mind are revolving around that one particular theme of different kinds of learners in the class… And this and this is one very *major* [strong emphasis] issue that I face almost daily.	49.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

R:	Hmm	50.
CB:	and this disparity between learners … so a *second-hand colour* [emphasis & stretched] box because the teacher's [stretched] hand must be adjusted to different sizes…	51.
SR	Hmm	52.
CB	You know it's manual…. Then teacher is a good sharpener… A soft one for the soft nibs and hard and sharp for the hard ones..	53.
R:	[laughs]	54.
SR	Hmm	55.
R	okay what does this mean ?	56.
CB:	and the other one is of an old blackboard [pause].	57.
R	Okay	58.
CB	My classroom is an old blackboard because teaching by erasing it to make it look cleanest and [slight pause]to re-write.	59.
SR	Hmm	60.
CB	Then the third image is of puzzles [pause] and teaching is fixing them up a whole picture. In the end you have to get the whole picture…. And this is about actually the group **work**…	61.
SR	Hmm	62.
CB	Somehow related to you	63.
R:	I… I'm sorry I missed something – old blackboard – wha- what was it	64.
CB:	an old **blackboard**	65.
R:	old blackboard I got that.. …..	66.
CB:	puzzles…	67.
R	Puzzles [sound of chalk on blackboard]	68.
CB:	because they are different shapes and different sizes and and it is the teacher's task to fix them up right?… Then ah… [pause]balloons which are not yet filled..	69.
R:	[laughs]	70.
CB:…	And it' s teacher's task to fill them up …	71.
R:	So… How do I…umm… un-inflated balloons [laughs]	72.
SR	Hmmm	73.
CB:	Two very offensive images I'm sorry for that…	74.
R:	laughs … No I love the images [pause] although I	75.
CB	a pair of shoes one whose one heel is broken… because it's *so*[stretched & stressed] difficult to manage difficult learners. Like you have to you know pause] be very experienced in actually walking when you actually do it… So you might need some you support [pause] that means collaboration and discussion from other teachers	76.
SR:	Hmm	77.
CB:	and the last one I'm very sorry is [pause] animals… And teaching is like you can treat them the way they are treated in the West are you can treat them the way they are in Pakistan,..	78.
R:	ah…so you can treat them…	79.
CB:	animals	80.
R:	so you treat them the Pakistani way…	81.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

CB:	they can be trained or	82.
R:	the Western way [laughs]	83.
CB:	they can be trained or they can be exploited … I was going to [indistinguishable]… But they have exploited me ..	84.
R:	Hmmm	85.
CB:	this is what this is what we do actually… These are the images that came to my mind actually … And the centre of that is [pause] the discrepancies in students' levels…	86.
SR:	Hmmm	87.
CB:	this was clearly a very big issue that we face.. especially in University L because I have no experience other than University… Because [pause] there are people who are like…[pause] *very* [emphasis]- aik hotay hain nah class main [you know there are people like that in class]	88.
CB:	I'm teaching in Islamic learning nowadays… There is a girl who writes for Dawn [Pakistan's largest English Newspaper]… [pause] And there is a boy who told me that he started learning English in class six A,B,C,D… So you can understand that…. And it's so [stretched] difficult … Today was the paper…	89.
R:	he strated doing in A B C C in class six ? Because that's… he's probably from state	90.
SR:	Yeah… government	91.
R:	Government school because they learn English as a	92.
SR	Yeah	93.
R	subject from secondary school…	94.
CB:	I asked them to pronounce …like there was a word k-n-o-W… I said what is this and he said…"Kayno"… And he seriously said this	95.
R:	as in know?	96.
CB:	yeah. And in the same class there is a girl all writes for Dawn… So this is one big issue. The problem I feel in assessment is that…[pause] should we grade them on the basis of their efforts..[pause] that they are doing	97.
SR:	hmm	98.
CB:	… The progress?	99.
SR:	Yeah	100.
CB:	Or on the same level?	101.
SR:	and just imagine if these two people are grouped [stretched] together …	102.
CB:	yeah…	103.
UA:	no you cannot do that… I mean… You cannot assess them.	104.
SR:	haan	105.
CB:	[indistinguishable] I feel like I'm actually biased when I do it because I want…I prefer graded . I mean group work graded assignment because then they can score well. I understand they are doing their efforts but still they are not yet able to come to that point that is required by…	106.
SR:	but probably the criteria must have [pause] marks for effort [pause] right?	107.
CB:	yeah	108.
SR:	but how many marks?	109.
UA:	exactly	110.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

SR:	because they have to be… you know the percentage of marks for content [pause] and all that stuff which is why you're…	111.
CB:	it's almost like that when… when they are involved in racing	112.
SR:	hmm	113.
CB:	so [pause] should we consider them on the same point… and that you have to **reach** here …and the person is racing from here and the other is racing from there …	114.
SR:	hmm	115.
CB:	or shall we just measure the distance that they have to cover …	116.
SR:…	Hmm…or should we [pause] just stop doing group work or collaborative learning? Should we stopped doing that…	117.
CB:	But then it's not only about…[slight pause] Because when you're taking a test…it's like a *whole* [stretched] group… A class *is* [slight emphasis] like a whole group … It *is* [slight emphasis] group work.	118.
SR	Hmm [stretched]	119.
CB	You can't like… Even if you were making different tests for different students ..s o there is is a question on reliability and validity of test .. so it's *very* [stretched & stressed difficult…[Long pause]..That's it	120.
R:	okay so I'm sorry… While you guys were talking and again… What I'm trying to do is really refine… I l*ove* [emphasis] the spate of images … A series of images and I think… What's interesting is [pause] that they all seem like really different images so if you really look at them… We have the sharpener and it's not just one kind of sharpener, the teacher is simultaneously different kinds of sharpeners… Trying to sharpen different [pause] kinds of pencils and we have… And that links for *me* [emphasis] to the idea of second hand colouring box … That you have [pause] like… You know … I remember CB saying last time	121.
SR	Hmm	122.
R	that you had like this tiny little bit- stub and *somehow* [emphasis] you have to use that to colour and you have the long ones [pause] and how do you make sure they all *co*- exist and stretched]… And get to where you need to get. Then we have the idea of an old blackboard you keep *erasing and writing* [stretched] and erasing and writing and it has all the these different *kinds* [stretched] of writing and even when you erase and start over you can't wipe the whole of it off … Because… we also have the puzzle pieces…	123.
	SR: hmm	124.
	R: different parts,	125.
	SR: hmm	126.
	R: and together you join all the different pieces and get one [pause] picture. Ah… un-inflated balloons .. again the teacher's responsibility, you know you have **balloons** and the balloons are different sizes and you have to fill them up with air and go…	127.
	CB: it's a similar case with me , you have to … You know… Use your lungs to speak so loud… It's like the way you use [pause] your lungs when you're actually filling them…	128.
	[General responsive laughter]	129.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	R: [indistinguishable[you have the idea of a pair of shoes [laughs] and again with the idea of i[ndistinguishable] again you're constantly coping with the problem in the classroom. So I mean they all… Of course you have the idea of the animals [pause] you know… You can give you the Pakistani treatment or the	130.
	CB: you train them	131.
	R: Western treatment… Do you *train*[stretched] them [pause], you *exploit* [stretched] them, do you *tame* [stretched] them or do you just find **a way** to make them what they are …you don't really know. And what youre trying to do CB is take all of that and sort of *refine* [emphasis] that, and for me the central issue and the *recurring poin*t [stretched & stressed] that you have…that you feel is a problem is the fact the fact that you *constantly* [emphasis] have to … It's a hetro… heterogeneous so it's like a mixed-ability group in terms of..[pause] proficiency… but when you're talking about proficiency also it's not just English for me… For me you would d really think somebody who's learnt English in class VI doesn't know even the concept of the fact… not even being able to pronounce the word know means… [pause] You come across it all the time so it's a completely different mindset from somebody who works in Dawn for example. So related to the idea of having a mixed ability group there's the idea of *pitch* [emphasis]. You know you talk about how you sort of make sure that they're all… There's a major issue of assessment; they have different starting points. Obviously if u they have different starting points they'll take a shorter or longer time to the finishing line… Do you… If you have the same finishing line how do you find a way to make sure it's… It's an equal playing field but you.. you do not treat **them** like it's an equal playing field….. you don't know… Ah..there's also the management of… Of this kind of mixed ability group that you talk about…[Indistinguishable] and the best way to resolve this particular problem… Looking at the best… prob… possible strategies… Have I got it right ? Is there anything you want to add?	132.
CB	yes	133.
R	Does anybody else agree or disagree… You know this is not a class… please [stretched] disagree [laughing voice]	134.
RH	Giggles	135.
Joint Turn	General muted laughter	136.
R:	with me… *jump*[slight emphasis] in if you need to and take *hold* [emphasis] of the ship This is not… I'm not the oarsperson [laughing voice] you're all pulling the oars, okay, I have a bad back so I can't [laughs] pull the oars by myself everyone has to pitch in. [pause] Alright we're through with this … who wants to go next…?	137.
[Long pause]		
R:	you want me to do the teacher thing [laugsh]	138.
UA	Me	139.
R	*Aap aap aap* [you, you, you- a formal courtly way of issuing an invitation an Urdu]	140.
UA	… Okay…Okay ..ah teaching for me is [pause]..ah like I said in that workshop … Which we attended together in KCL…[Long pause] teaching for me is an *art* [emphasis] because nobody can *make* [emphasis] you a teacher. Whether you are a good teacher or you're not…	141.
R:	you're saying it's an inborn sort of gift?	142.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

UA:	Bilkul [exactly]…*aik aur cheez* [one more thing]… It's like a [pause] *test* [stretched & stressed] match… Teaching for me is like a test match. *Cricket* [stressed] …	143.
SR	Hmm	144.
UA	imagery, I'm very thankful to SR for that	145.
R	laughs	146.
Joint Turn	[General laughter]	147.
UA	: Cricket [stressed]…ah… Cricket imagery has been introduced by … By… By her… So teaching for me is like a *test* match [slightly long pause]… Test match is not like a one-day… You have to be patient enough. You don't need to score runs so quickly…	148.
SR:	Hmm	149.
UA:	so in that case you have to be patient and you have to stay on the… on the… on the wicket so that you can [pause] do better for your team.	150.
SR:	Hmm	151.
UA:	so, teaching needs patience… Just in some way… Teaching needs patience and planning…[Pause]. So for me it's like… more [slight pause] like test… test match. Then students [pause] are about [long pause] attendance sometimes.	152.
R:	Hmm	153.
UA:	And….ah…[pause]… [sound]… They there are just like a blank paper for me [long pause].	154.
R:	Ahmmm	155.
UA:	I can write anything [pronounced pause] on them..[pause]	156.
R:	Ahmmm	157.
UA	: because [pause] right now what I'm…[Pause] as a student- what I'm learning [pause] it is so difficult for our teachers to *make* [emphasis] us learn.	158.
SR	Hmm	159.
UA:	because we…whatever we have *learnt*-[emphasis]- [pause] *formally* emphasis]- is totally *wrong* [stretched] about… about a few things of English, okay…	160.
R:	such as?	161.
UA:	such as the pronunciation.	162.
RH	Rules…	163.
UA:	such as some… Some… Some some parts of …ah… [pause] tenses	164.
SR	:hmmm	165.
R:	I stopped….[indisitingushable because UA begins talking]	166.
	UA: I did not… I did not know … I did not know…ah… *before* emphasis]- that the future which is [pause] which can't be changed other than …[Pause]… something…other than death. Other than the fact of death which… Which cannot be changed… [Pause] other than death we use present tense for that. The flight is leaving tomorrow.	167.
CB:	yeah	168.
UA	*I [*emphasis]- did not know that. [Pause]. So at this level I have to learn that and a our teacher is making us learn…[Pause] and it is difficult for him because he needs to …..ah… It… What … What…[Pause]	169.
R:	he needs to…..	170.
UA	: he needs to erase us first	171.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	General laughter	172.
UA:	**He needs** to erase the blackboard which is inside us and then has to write new things on it and it is so [stretched] difficult	173.
SR	Hmm	174.
UA:	.But the undergrad level which I teach it is very easy for them.	175.
R:	because you feel they are a blank page?	176.
UA:	Bilkul (yes exactly), they are. Because they haven't learnt anything…	177.
CB:	but sometimes they are also perhaps [pause] the middle cutting of newspaper… There is not a single space you can put a dot on…	178.
SR:	hmm	179.
UA:	but they are… They aresector exceptional cases [pause]… Usually… I'm talking about *majority* emphasis]- okay… You will… Obviously you will find two or three [was] people in the class. Once my students said to me "ke yah presentations tu miss aap ghalat para rahee hain" [miss you're teaching presentation skills the wrong way]. I said okay "panch saal hogaye hain mujhay parhatay howay, panchuwa saal hai yeh mera" [I've been teaching this for five years. You tell me, this is my fifth year.] "Nahein humaray PIA main is tarah haan nahein hota"[no it isn't this way in our PIA]. "PIA [Pakistan International Airlines] main advertising agency jobjob karta hoon main, PIA main is tarah nahein hota tu…" [I have a job … A job in PIA, it doesn't happen like this in PIA]. Then it… It… It was my duty to handle the class in front of the 31…".	180.
SR	Hmm	181.
UA	The rest of the students [**pause**] who were [pause] 31 at that time. I said "*okay, beta aap ke PIA main tu bohat kuch hota hai, matric pass board of directors main hotay hain*	182.
CB:	chuckles	183.
UA:	*"PIA ke baat chor dey wahan baat karay jahan merit main kaam hota hai"* [Leave PIA out of this and talk about places which operate on merit]. [Pause]. You are absolutely right, few of the students you will find are just like a [pause] news paper rather…	184.
CB:	hmm	185.
UA	: you… You don't have any… Anything to write on but they are… The are an exception. For t*hem* [] teacher has to be patient enough like a test match player. [Long pause]	186.
	CB: yeah	187.
UA:	again which…ah… The next [pause] category is classroom. For me it's a pitch.	188.
SR:	hmmm	189.
UA:	you you go and see what the conditions are… And according to that you plan then there. Obviously you plan before the class as well but it's just like a pitch. For example if I'm entering a new class… They have an image of me and I have an image of them…	190.
CB:	hmmm	191.
UA:	the accounts teacher told me that they are not so good. I said "okay I'll see". I'm one of those…	192.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

SR:	hmmm	193.
UA:	who act on their own observation and their own judgement. So for me it's like a pitch, I go there, I see the situation and then I start doing things. Obviously I planned before the class as I've said before as well but a classroom for me is just like a [pause] pitch. I go there I see the situation and then I act accordingly. [Pause]. Professional practice… As me and CB were [pause] discussing before we came here professional practice…	194.
	R: while you were stuck in traffic?	195.
UA	: yes..	196.
R:	laughs	197.
UA:	it is it is very much related to teaching itself.	198.
R:	hmm	199.
UA:	unless and until you are talking about teaching as a profession as a skill as a art or what ever. Professional practice I think it needs [long pause] it needs skill.[Pause]. You have to be a skilled person just like… Just like somebody who *repairs* [stretched]mobile phone. You cannot no matter if you have a Ph.D. MPhil or whatever you cannot do this… he or she can. [Long pause] so in the same way most of us are are teaching without having passion for it. Last… In the last meeting SR said that the least-"priored" profession for us. I used to think that. "Agar koi naukri nahein milee tu teacher bun jaoo ge" [If I don't find any other job I'll become a teacher]. And one of my favourite teachers…HS … She she told me that "you are a good communicator, you should… You should opt for teaching". Then I decided to to to be in teaching.	200.
SR:	Hmm	201.
UA:	formerly I was [pause] working for a corporate…ah… Sector. I used to work for a…. advertising agency. A marketing agency that is… So then I decided to leave that and come in teaching. So professional practice needs skill and you have to be *very* [emphasis] smart. In my opinion [pause], as I was saying in the previous meeting as well I'm not only concerned with their language skills but their personality development as well. So in order to develop their personality I have… I myself have to be very smart indeed…	202.
CB:	indistinguishable	203.
Joint Turn	General laughter	204.
R:	only having the knowledge of…	205.
UA:	*woh aik, woh aik alag cheez hai [*that's something else]	206.
Joint Turn	General laughter	207.
UA	: I have to be very smart	208.
SR:	hmm	209.
UA	: for example there are a few…[pause] few classes which [pause] give you problems in terms of their behaviour, they're a hostile audience	210.
SR:	hmm	211.
UA:	and they are there to…to.. to… to make you angry or something. So you have to be emotionally intelligent I guess…	212.
SR:	Hmm	213.
UA	: I… I… I would say that…	214.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

CB:	indistinguishable	215.
UA	: exactly… Because …ah. They're not there to study… They're just there to make fun of you…	216.
CB:	because it's a compulsory subject	217.
UA:	exactly, "woh yay khud aisi hain" [she herself is like that]…	218.
SR:	Hmm	219.
UA:	"humay kiya parhaye ge" [what will she be able to teach us]. "Student lag rahee hain ye, humay kiya parhaye ge" [she looks like a student what will she be able to teach us]… Things like this…	220.
CB	: Hmm…I understand…	221.
UA:	Theek hai, tu [okay, so]…so ..iss [for this].."in cheezoon ke liyay…[because of the things] you have to be emotionally intelligent. You have to keep your… ah…[Pause] emotions apart and then…	222.
SR:	you need to respond rather than react… probably	223.
UA:	exactly…	224.
R:	indistinguishable	225.
UA:	you need to think first and then respond, do not respond first and think later…	226.
SR:	they are there to tease us…	227.
UA:	exac…exactly, they are there to … Especially when you're teaching a multi-gender class ..	228.
SR:	Hmm	229.
UA:	co-education that is… the boys are you know…ah… Most of the time the boys are…..ah [pause]… Try to give you a tough time and then you know they think *ke class ke jo larkeyaan hain un ke samnay* [in front of the girls of the class] they are very… much…ah… *mutlab* [I mean]	230.
	General laughter	231.
R:	of course how else are 18 year olds going to…	232.
UA:	"*Teacher ko,… teacher ko tung kiya , dakhain,humnay teacher ko Tung kiya*" [look we ragged/ teased the teacher, teased the teacher] for example…*mutlab, bohat saray* [I mean lots of].. So…	233.
R:	they have to the boys…	234.
UA:	once in my class… if you're interested you people are… Once in my class… I…ah… there was this girl who used to wear abaya… So once she was not wearing abaya she was wearing a brown suit so I said to her that "Wajiha, you look good in… in brown. So the guy who was sitting next to her said "thank you ma'am"…ah… I was [pause] a bit [pause] stuck… Something came into my mind and I… I said to him that "Raza, you must be wearing brown as well but I can't see it…"	235.
CB:	Hmm	236.
UA:	"unless and until I can see it… I cannot praise it". [Laughs]	237.
Joint Turn	Muted titter	238.
UA:	so… [Still laughing] "miss bohat ghairee baat ke hain aap nay" [ma'am you've said a really deep thing]..tu [so] since that day I did not have any problems with… from… from that that particular guy… So you have to be emotionally very intelligent and you have to be smart and you *have to be* [emphasis] patient	239.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	enough. Sometimes [pause] classes makes you angry…	
SR:	Hmm	240.
UA:	in universities in which management sciences department… Is is there … Especially management sciences department because students of business… they don't… they don't [pause] give you so much importance… English… English no problem…	241.
CB:	Yeah	242.
UA:	they are they are with that attitude… So in my opinion… the biggest thing which I… Which I have worked on teaching was [pause] becoming emotionally intelligent. [Long pause]	243.
R:	alright, is it alright if I just… Just quickly sum up…? For you it's not so much….In terms of.. Of teamwork or mixed ability… For you it's… your real concern, from what I see about professional practice, is what it is to be a teacher and what and… what teaching requires in your… in your opinion?	244.
UA:	yes! Because if you… If you will be aware of what you're doing then you will be able to handle that class in a proper way… I can… I can prove that… There are a few classes who do not need a lot of group work because they are already having [pause] so much… load [pause] in terms of management, marketing, accounts. They have… They are working in groups so in your class they want some… Something else.	245.
SR:	hmm	246.
UA:	Class main enter hotay hain tu kahtay hain miss aap bhi tu groups main nahein bitha dain ge [upon entering class they ask me miss you aren't going to make us sit in groups…] Miss aap bhi tu group main task nahein dey daye ge [miss you aren't going to give us a task in groups are you?]	247.
SR:	okay	248.
UA:	this is my personal experience and when… when I used to teach [pause] before University N… There we did not have any… We did not have any group work… Not at all. The class strength used to be…ah.. Five or six may be… two from Azerbaijan, two from Turkistan, two from [pause] Kazakistan, so then…	249.
R:	you could do pair work?	250.
UA:	Pair work was not option because everyone used to sit with the person who's not from their ..their country [laugh]… Every time they have to… They they had to be with a person who is from their..the same country… Because they were living here for six months only to learn English so for that purpose for that reason they did not did not want to do any any group work and that was not our policy as well.	251.
R:	ahem	252.
UA:	because the language teaching we were doing over there it was entirely different from what we are doing in D University [pause]. So in that case [pause] I personally, yes ….	253.
R:	they were intensive English sessions I guess that	254.
UA:	you are you are right that I I personally do not like…. Like group work very… very much so so I'm not bothered at all…	255.
R:	hmm	256.
UA	: I'm not bothered by group work at all…ah… I… I make them that much capable of	257.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	[pause]… ah being tolerant to each and being flexible enough.	
R:	okay, I'm sorry… UA can I… I get the impression from you… It's not like a problem … It's almost like you have a hypothesis about teaching is… And teaching is a skill. Teaching is [pause] being smart, being prepared, having high EQ, it's contextual, it's responsive… I mean what UA is offering us from her point of view is a hypothesis about the nature of teaching…	258.
UA:	yes. Maybe because what [pause] I had throughout my life [pause] I missed it… I missed it… I… I… I missed this sort in … In my life. Throughout my student life… I… Can count on my fingertips one or two or three teachers I got… Of this kind. Others [pause] were not like this and as a teacher if if I have still I… If I have to divide into percentage… I do 60% on myself, the development.. and 40% on student… If I would be developed… I would be skilled enough to be able to [pause] give in the class.	259.
R:	okay like I said it's about and about your concern is about professional development…?	260.
UA:	I've always said that at many forums in Pakistan… *In Pakistan*[emphasis] especially we need to have good [pause] developed teachers, skilled teachers rather than [pause] always putting the blame on the students "they don't work,	261.
R:	Hmm	262.
UA:	"they don't do this, they don't do that" …..we have to have such teachers that can.. that can make them work [pause] are fully aware of their own responsibility and their duty.	263.
CB:	and also perhaps what I understand by this the [indistinguishable word] for teachers she's offering is not just limited to English language…	264.
SR:	hmm	265.
CB	it's actually a teacher as in a professionally developed teacher it. It's… That teacher can be… Of science, can be of arts, can be of Maths and can be of language … So it's a [indistinguishable word] she's offering…	266.
R:	alright, thank you for the clarification… Who wants to go next…? I'm sorry we're going to spill over with the time… I'm sorry…	267.
UA:	hmm hmm	268.
R:	okay, NK will go next…	269.
	NK: okay mine is not as comprehensive as yours. When I [pause] think of my classroom I think of a theatre…	270.
	R: a theatre? Wow…	271.
	NK: and the students are the audience. As a performer [pause] prepares himself for a particular kind of performance keeping in **mind** the kind of audience that is there …	272.
	SR: hmm	273.
	NK: Same is the case for the teacher for the type of students she has to teach… Or like this. So, this is how it is. [Pause]. As far as professional practice is concerned [long pause]..ah… I think that relationship between teacher and student it is like this that student's feedback is very important for the teacher because [pause] the teacher moulds or changes the teaching methodology… The teaching methodology according to… To the feedback that is given. Like, for example to	274.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	take the performer and the audience, if the audience is showing signs of boredom, so the performer knows that there is some "weakness in my performance, I need to correct myself or I need to do something else", same is the case for the teacher. If the teacher feels that the students are not taking interest.. maybe from their expressions you got to know that they're not getting your point… So you need to…ah bring a change… So…	
	R: NK again I think we have another professional practice sort of concern here. I think it's a lovely image… I… don't think it has to be very long. But again I think… so far we have the cricket… The cricket sort of	275.
	SR: laugh	276.
	R: metaphor… Two people have given us very different kinds of views they different kinds of views. We have the theatre and we have a list of metaphors from this side… For me… Also…[mobile beeping loudly] thate interaction… It's the theatre… Everything that goes into it. Again, you're looking at it from a professional practice orientation and the relationship that exists between teachers and students…[Long pause] so have I gotten it? Again, so we have two hypotheses… Alright, is anything you'd like to add, … anybody have anything to ask?	277.
	SR: a comment maybe… When we talk about students' feedback, so if the students feedback is for professional practice then we can develop ourselves as teachers and take care of what is going wrong in the class…[Pause] but like for… my situation… We had feedback for the content….Umm… As… as English teachers we..we..we stress on nursing context… content and the students say "we don't want nursing content"… they want to enjoy in the class and they want to have non-content … So for like the curriculum again… the curriculum design has… sas issues. The the students are giving feedback but…ahhh especially for the content we teach….	278.
	CB: exactly	279.
	SR: but we are unable to change it.	280.
	Background noise phone ringing	
	CB: There?? The edit two an issue on… like ESP… that students don't want to learn the same things that they doing in other subjects they don't want to do it actually	281.
	SR: Hmm	282.
	R: Actually … I mean like you have mixed literature… like Hutchinson & Waters [pause] they say, sometimes specialist…ummm…specialist context … Content… It obviously… The idea is to reach the target level whatever it is and… and to reach the target sometimes you need the specialist content…	283.
	SR: Hemmm	284.
	R: because they need….your job as an ESP practitioner is to negotiate [pause]…Sometimes …there's umm.. there's been an argument … practitioners have had experiences that show students can find it demotivating and the	285.
	SR: Ahuh	286.
	R: because its too much of a muchness you know.. they just want to get away from their specialist content …	287.
	SR: Hmmm	288.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	R: So, it's really a about needs and wants…and again it's very much….	289.
	UA: how would… how would you justify the learning part in in that the theatre thing? I mean ..ah…teacher is a performer and students give the feedback… hm..and	290.
	SR: Hmm	291.
	UA: then how would..then..what is the learning part in ..in that ..in that analogy ….which you gave?	292.
	NK: I think that the performance whatever …ah…the..the play …it is [pause], the performer performing he's an actor..[pause]	293.
	UA: Ahmmm	294.
	NK: He's performing..maybe its a drama or a play..	295.
	UA: Ahmm	296.
	NK: so the story which is developing [pause]	297.
	UA: Okay, that is the learning part?	298.
	NK: that is the learning part.	299.
	UA: Okay what about the .. the interaction during the lecture …or during the learning part? Interaction bhi tu zaroori hai.. [interaction is also necessary]	300.
	NK: Interaction bhi hai (yes interaction is there) but here I'm talking about … this is not an [pause]interactive classroom I'm talking about..	301.
	UA: Acha [I see] ,Hmm	302.
	NK:because I'm..ahh…I [pause] I teach poetry…	303.
	UA: Oh okay…	304.
	NK: So I'm [pause] giving that [pause] idea…	305.
	R: It's your own..your own context… I think that's great..	306.
	NK: It's a ..it's a lecture-based class that I'm talking about not an interactive class..	307.
	UA: so..what ..what would you as a teacher… as a person prefer the lecture-based class or the interactive class?	308.
	NK: I think for[pause] literature it is difficult to have an interactive classroom…[pause] right?	309.
	[Long pause]	310.
	UA: So you would..you would…for yourself prefer a [pause] lecture-based classroom?	311.
	NK: Yeah [pause] that's my personal opinion…	312.
	R: No..it's…indistinguishable … it's your…	313.
	UA: absolutely …like ..ah.the place where I work.they have this [pause] student feedback thing..about the teacher..*students feedback deytay hain teacher ka* [students give feedback on the teacher..]	314.
	R: yes ..	315.
	UA: *Main nay un say yay kahan " keh hiring main aap nay student ko bitha liya karay..us ko jo pasand aa raha hai us ko rakh lain* …"[I told them that "you should have students sitting there when – whoever they like, you should just hire them]	316.
	Laugher	317.
	UA: "Us ko jo pasand nahein aaraha us ko nikaal lain" [whoever the student doesn't like, let them go]	318.
	R: [amused voice] SR is laughing because we've actually done a….a small study on	319.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	teachers …and .and evaluation…	
	UA: I mean who the hell [emphasis] is the ..the student to to..	320.
	CB: judge ..	321.
	UA: judge [emphasis] the teacher! *Yanee …Zahir hai us ko tu woh zayher lagay ga jo aa kay parha aay ga ..us ko tu who acha lagay ga jo tafreeya karaye ga* [I mean obviously they'll hate whoever wants to teach them something like poison, and like whoever let's them have a 'fun time']	322.
	CB: There is there is…I've just forgotten the name of that researches … it was that students give teacher good marks..students generally give them good marks while assessing..like teacher who gives good parties…	323.
Joint Turn	General laughter	324.
	R: Dr Fox effect	325.
	SR: Yeah..Dr Fox	326.
	UA: See…there is..there is one..there is this friend of mine who is like qualified…. from [pause] all of us.. More qualified than from all of us… He went to[pause] zabist to give a lecture… Students didn't like him. *Mutlab agar khulay ulfaaz main baat kiya jaye tu students isqabal nahein he thay ke un ko aisa teacher milta* [I mean speaking honestly the students weren't worthy of having such a teacher]. *Feedback itna bura diya ke us ko hata diya* [they gave him such negative feedback that he was let go].	327.
	SR: One session, was there only one session?	328.
	UA: *Dwo, teen classes ke baad us ka feedback liya aur oousay haata diya* [after two or three classes they took feedback and let him go]	329.
	NK: it means the policy of that institution is faulty..	330.
	UA: the guy who taught me when I was doing my masters … **He** was my class fellow	331.
	RH: the policy of the institution is questionable…	332.
	UA: is so the thing is that… *agar….main nay tu…main nay tu… [If…* I said that… I said that] Literally this is the thing I literally said to my HOD *" that student ka itna hee edge hai tu hiring student ko bithaya kerain I"* [if the student has such an edge than you should make students sit in when hiring].	333.
	CB: you see then it is justified because it is very important for students [pause] to *enjoy* [emphasis] the *class* if they actually want to learn…	334.
	SR: hmm	335.
	CB: there may be issues like that but I mean…*laikan yeh nahein hai keh* [but it's not like]	336.
	UA: students CB students…ah… Especially at undergrad level they are [pause] *not* [emphasis] capable…of judging a teacher in a manner [pause]… The manner in which the teacher *deserves* [slight emphasis] to be…	337.
	CB: it should be a structured observation…[Pause] like they should be given a checklist of the items that cannot be distorted…	338.
	UA: the teacher should be…	339.
	SR: the form should be… Should be… Ah…	340.
	UA: there is there is… Students do not give it on on the blank paper but but the thing is… There is this good	341.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	Everyone talking together	342.
	UA: this is good fair excellent excellent…. This … The teacher… For example..Let me give you an example… There is this .teacher who is very good looking okay… She is very….*Very* [emphasis] good looking…	343.
	SR:… Confidential…	344.
	UA: and… And by the fact that she is gender biased as well… Pause… She gives… She is more polite to the boys… Boys of the class than the girls… [Pause] okay… So the boys really like her [pause] for being pretty [pause] and for being lenient to them as well okay? So… Once I entered the class and [pause] girls told me this happened, this happened… I said okay, now "relax, tell me *kiya howa"[relax tell me what happened]. "Miss humay pata hai ke larko ko kui achi lagtee hain"*[Miss we know why the boys like her]… So pause …things like this…	345.
	SR: Yeah	346.
	UA: *Baat yeh hai ke* [the thing is this] students are in your capacity [pause]… They…	347.
	R: you know I… I… I'm sorry	348.
	UA: they they cannot judge teacher…	349.
	R: strictly speaking the area we are getting into… That's the whole concept of evaluation… who is… Who sort of ..whose should… really counts in	350.
	type of situation…. ?	351.
	SR: Hmm	352.
	R: I'm going to write this down… It's an issue that everyone seems to… Except for RH who has not like said anything…	353.
	RH: laugh	354.
	R: has sat quiet…	355.
	RH: I'm sorry…	356.
	SR and CB speaking together	357.
	RH: they are… Some teachers you can say.. who are not [pause] honest with their profession and if they are not evaluated they will not work properly.	358.
	UA: they should be evaluated but not by students. Students at undergrad level means.. *BBA I ke students aap ko evaluate kar rahay hain, Kui, kis liyae* [students in BBA I are evaluating you, why, for what reason?]	359.
	CB: it's true… I know… When I was doing my O levels there there was a teacher… ah….A male teacher and he was very handsome actually… But he was not a good teacher but he was handsome [laughs]	360.
	General laughter	361.
	CB: so we all graded him very excellent…	362.
	UA: laughing uproariously	363.
	R: I'd like to talk about evaluation but in a minute… RH has been very patient … Can I thank everyone… Especially UA [laughs] for her fascinating passionate views on evaluation	364.
Joint Turn	General laughter	365.
	RH: well I think teaching is like training to play piano or guitar.	366.
	R: okay…	367.
	RH: and [pause] students are [pause] over here are like guitarists or pianoists	368.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	[Sic]… Okay? Now in the classroom… There are all type of…ah.. Guitarists. One who don't know how to..[Pause].. handle **the guitar**..	
	SR: Ahem	369.
	RH: one who don't know how to… to use the fingers, one who don't know how to move those..ah.. wires I guess okay?	370.
	SR: strings…	371.
		372.
	RH: strings… So there are every type of student in the class. Teacher is the one [pause] who teach them how hold the guitar, how to play the music and…ah [pause] the contribution of *all* [emphasis] of the guitarists… All of them can play a beautiful note with the music…	373.
	R: Oh.. So you're saying it's like an orchestra then?	374.
	RH: exactly	375.
	R: you are the music teacher… You have all these different kind of learners	376.
	RH: exactly	377.
	SR: hmm	378.
	R: they have all these different kinds of gifts and are somehow bringing them together and it's not just learning from zero but also getting them to sort of gel together ..	379.
	SR: hmm	380.
	R: it's like summation interestingly enough of our session….teaching as a skill… It's an art… Because you need to be able to teach someone the skill you already know and possess and they need to be able to use it… So you have that. There's also the fact you have have …mixed ability	381.
	RH: hmm	382.
	R: you know… somebody who's naturally gifted and who already knows something and that is their background, their is somebody who might start at zero point, there is somebody who knows something but unfortunately is not particularly gifted and somehow you have to get them together. They have to sort of.. Of… work together like an orchestra where are the… the different instruments sort of meld together to create music. Have I got that right?	383.
	SR: exactly, yes you	384.
	R: so we have all the images, the performance and all of that, it's a lovely lovely summary…. It's a very big coincidence that sort of sums up everything…. Have I got that right?.... ok again, yours is also for me, a professional practice [indistinguishable]. For you because it's really the way you get to cope with all, [pause] the context, the learner situation…	385.
	RH: exactly	386.
	R: the everything , it's actually a mixture all of this, that's what you're saying ?	387.
	RH: exactly, yes	388.
	R: have I gotten it?	389.
	RH: yeah yeah	390.
	R: please tell me if I need to add bits and pieces… Nobody is saying anything	391.
	UA: no… No mean we are….	392.
	[Number of people talking together, sound of laughing]	393.

Appendix Ai

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Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	R: [indistinguishable]	394.
	UA: it's perfectly alright….. What you think about the teacher evaluation? [Addressing SR]	395.
	It's[Question provokes general laughter]	396.
	R: we'll get to this…[Indistinguishable]	397.
	[Laughter]	398.
	UA: okay, okay	399.
	R: I promise we' ll come to it… Absolutely… Okay now I'll just add final word that…though we haven't officially talked about this everyone seems to have this at the periphery … she doesn't (laughingly) have it at the periphery, it's at the centre for her, the whole issue of the evaluation… And I think, I think .. you know when we talk about evaluation sometimes we have some confusion about what this term means from what I've seen in Pakistan.	400.
	UA: [clears 12]	401.
	R: everyone thinks of evaluation either in terms of student evaluation but if you look at, for example… I have an ESP background, that's my initial sort of training you know, when I think of myself as a linguist… And for me evaluation is sort of comprehensive thing… It has two dimensions….the first part is.. is the assessment.. The results that you get…. The tests and so on and the other part of evaluation is feedback…. Now the feedback could be in terms of that you get from the students, the institutions… It could be… I mean there are different ways of doing an evacuation of the course… In an ESP situation and I think …in any effective teaching situation you need to have that. You can't judge somebody's teaching or the quality of a programme just by the nature of the results …. You also have to look at the soft feedback..	402.
	SR: Hmm	403.
	R: what's working what isn't [pause]. And somehow together…. when you bring those two … two prongs together if fuses into this concept of evaluation. [Long pause]. Okay now when we… you guys are talking about evaluation I get the impression that everyone is really concerned about *how* [emphasis] do you tell if the teaching is good or not? *How much* [emphasis] do you rely on the students? Do you have… are students … *Should* [emphasis] students be entitled to ..or should that much weightage be given to students are not? Having said that, there's the whole concept of assessment which has also cropped up… So I think that evaluation is also something, whether we're talking about it, we're thinking about it at some level	404.
	SR: Hmm	405.
	R: okay [exhalation], have I summed up more or less what everyone talked about? [pause]…okay, I would… Since you have a very passionate opinion on this…[Indistinguishable]… But SR and I were involved in a **small**-scale study… We were looking at student evaluation… And our hypothesis was… "That the popular teacher is the good teacher"…. You know..it's teaching and evaluation is more about popularity… Is about winning **the** students over..	406.
	UA: but it makes difficult for you to stay in the institution…	407.
	R: It's about popularity….Having said that, and RS is aware of the fact that I can be	408.

Appendix Ai

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	equally passionate about my views, so when I'm not the researcher and have to shut up [laughing] I make it very clear where I stand… It's a good point you're making… How much [pause] how much weightage should student evaluation be given? Having said that, I don't think, it's my personal opinion….	
	UA: Hmm….	409.
	R: some of it is based on my research experience and some of it is based my observation.. Sort of experiential knowledge… Students *do* [emphasis] know when the teacher knows what they're talking about… I mean, I think in the session that we both attended, I talked about the concept "apprenticeship of obser…observation"	410.
	UA: [Clears throats]	411.
	R: Now, you guys might be familiar with what the term means, but some way or the other in the last 2 sessions that we've had, everyone's talked about themselves as teachers, but somehow we've always gone back to our experiences as students as well on some level or the other. A lot of our teaching ..that we do is based on how we're taught. Now, you get two reactions…we could choose to do what has been done with you…	412.
	UA: Hmm	413.
	R: And generally in Pakistan is the case that we have very bad experiences as students…	414.
	UA: Hmm….	415.
	R: often there is ..as I've referred to in my initial MPhil research, a negative apprenticeship of observation …you react to how you've been taught…	416.
	SR: Hm….	417.
	R: "This is something I'm not going to do because my *own* [emphasise] experience was not positive"… "*because* of that initial training I will look for other ways to deal with the same thing"- have I got it right?	418.
	SR: Hmm	419.
	UA: right..	420.
	R: So… so to some extent a lot of what you guys have talked about teaching as a skill… a lot of it is also based on our apprenticeship of observation – our positive or negative experiences as *learners* [emphasis] that have influenced our beliefs, our convictions, the kind of… *orientations* [emphasis] we have to the concept of teaching, to the teacher – student relatiosnhips……[long pause]… right? So,now what this has to do with evaluation is for me…. is… that… you see the fact is that ..the students.. the imprint made on us by what was done to us ..means at some level we were judging them and the fact that we've come to informed decisions based on them means we *were* [emphasis] capable of judging them… do you understand what I'm saying?	421.
	UA: Hmm	422.
	R: Having said that, how much can you..should you rely on student feedback completely? No, I don't agree with that … I think it's a … for me it's a 60-40% split…	423.
	SR: Hmm	424.
	R: You know where 60% weightage [pause] should be given to student evaluation	425.

Appendix Ai

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Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	.. It also has to do with how well your… [pause] *instrument* [emphasis] for evaluation has been developed …	
	CB: Exactly…	426.
	SR: Hmm	427.
	R: Right?...[Pause]… It has also has to do with the … that shoudn't be your sole measure… I think that's an important measure….	428.
	UA: 60%?	429.
	R: You know why I'm saying it? Because seriously your students…look I have gone conducted sessions where in my feedback form..I've had 3 people saying..and I'm not exaggerating .."she's the most perfect teacher"and in the same, same class somebody said "she doesn't know the first thing about teaching"… [pause]….am I supposed to take either one of th..the extremes ?	430.
	UA: oh.. you	431.
	R: of course not. Obviously I must have done something right and I must have done something wrong,	432.
	SR: Hmm	433.
	R: but if I didn't have them telling me that I wouldn't be *forced* [emphasis] on that. You can't … students are not..should not be the sole judge… but you can't discount what they have to say	434.
	SR: Because they are one of the most important stake-•holders….	435.
	UA: Of course they are but …	436.
	CB: Something I'd like to add in support of what you're saying… In our last meeting we were discussing and UA and I raised a point that there was a teacher in her class and she knows that he is not prepared when he comes [pause] and I told you that…she would come in the class and "say we'll discuss today"…so we automatically know …[pause] she's not prepared. Its not about [pause] the students knowing …it's about you [indistinguishable] sifting the right data ..whether *they* can give you the right information or not… … students *are* [emphasis] very clever, they know as..especially at this level *they* [emphasis] know that at this level… where does the teacher stand ..whether she's prepared or not… So it's about the students' form… that how are you considering that thing from them…	437.
	R: I..I	438.
	CB: honest feedback	439.
	R: I agree with her…but it is weird… sometimes your students don't know… because they have to…	440.
	UA: popular…	441.
	R: till they.. till they get to the end ….	442.
	UA: popular teacher ….	443.
	R: is is a	444.
	UA: is a good teacher, ok fine, but look…	445.
	R:.. it's a question mark ..	446.
	SR: hmmm	447.
	R: it's a question mark. I didn't say a popular teacher *is* [emphasis] a good teacher ...it's a question mark.	448.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	UA: Ok, fine. In my opinion a popular teacher is *not* [slight emphasis] at all a **good teacher a good teacher**… There can be so many other ways to be popular [a slight scoffing laugh]…	449.
	CB: Laughing	450.
	General laughter	451.
	UA: In University A I got one of the most…[long pause] ah…"*kiya kehtay hain usai?"* [How do you say it/ what is it Called]…I …[pause] 90% I got good feedback from..from the students …that is which I heard from [pause] somebody else. That is also something I wanted to share with you… You saw your feedback right? I did not. I don't know even bit of it. I just told by my…I just been told by my HOD you got good feedback that is why we're giving you an extra course, okay…[Pause]… The thing is, *mera style thora different hai* [my style is a bit different]… I'm a free teacher… I'm a polite teacher, *mai discuss kernay dayte hoon* [I let them discuss things]….	452.
	CB: you are very authoritative… We can see that [laughing]	453.
	UA: *Mai authoritative bhi hotee hoon* [I am also authoritative at times]	454.
	General laughter….	455.
	UA: *Mai un ko discuss bi karnay daytee hoon un ke [indistinguishable]… Mai un se yeh bhi kehte hoon..*[I let them discuss as they please.. I also say this to them that..] I.. I…I am.." I can teach you the [pause] same thing for 10 times…and by the [pause] 11th time that I ask you this..you *should* [emphasis] know, okay .. so if..if this is being authoritative then I am authoritative…	456.
	R: within our discipline we have that as well… [laughs]	457.
	SR: Hmm	458.
	UA: So, the this paying is that …what I..I you believe is that…[Pause] popular teacher is not at *all* [slight emphasis] a good teacher in *Pakistani* [pause, slight emphasis] framework…	459.
	R: ah..because that's the Pakistani and Western…	460.
	SR: Hmm	461.
	UA: Pakistani framework because [pause].. it becomes sooo difficult for you to stay in the institution as a popular teacher. Because the teacher who's been working there 10 years.. [Slight pause] they started.. They start thinking that.. "*Hum kiya jhak mar rahay hain dus saal se..ye atay hee foreign poupular ho gayee hai..sub bachay"* [what have we been twiddling our thumbs for 10 years that she's just come and is instantly popular, all the kids…] My classes did it with me… UA or nobody… UA or nobody… This thing [pause] made so many difficult… it means it made things difficult for me… Very very difficult to handle. *Abhi mera wahah pe rahna mushkil hai* [even now it is difficult for me to stay there]….	462.
	R: so why do you think…. So are we talking about institution politics?	463.
	SR: Haan [yes]	464.
	UA: exactly … *ye..*This popularity thing makes you… And [pause] and the students are responsible for it.. They make you popular… *woh falah teacher woh bohat achi hain, woh falah teacher woh achay nahein hain* [that teacher she's very nice/good, that teacher he's not nice good]… So this popularity .. you ….makes you [pause]… when you are young, you are capable and you are [pause] passionate and you are	465.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	willing to work [pause] the senior faculty *hates* [emphasis] you for this…[Long pause]… And they do not… They do not…. They never..ah… Support you… Youwill hardly find anybody who's going to support you…so… You have to..you have to keep in mind …	
	R: that you don't become too popular ? This [laughing voice] is the first time I've heard this…	466.
	General laughter	467.
	UA: you… you have to keep a very low profile when you're becoming popular…you…look R.. You have to keep in mind… You have .. with..with.. all these things.. you have to keep this thing very well in your mind that you are talking about the Pakistani environment	468.
	SR: Hmm	469.
	UA: and not the Western environment..[pause].. Somebody…	470.
	Pause	471.
	R: what does that mean…?... Please explain…I…..	472.
	UA: *Pakistani environment may aap ko bohat saree cheezay aisi kernee parte hain jo wasay nahein bhi keray tu chlata hai…..*[In the Pakistani environment you have to do a lot of things of a nature which in other circumstances if you didn't do it would be fine]	473.
	R: *yanee kiya?* [as in , what do you mean?]	474.
	UA: for example…[pause] jaisay my brother is also a..ah…he..he a degree from England. He said that over there…that,, [pause] the atmosphere is different… They support you… I don't know .. I've never been there [pause].. People support you and people do not do very much amount of work….[Indistinguishable]	475.
	R: [Loud spontaneous laugh]… I have 2 degrees from England… He must have gone to a different England…..	476.
	UA: okay fine…	477.
	More laughter, number of people talking	478.
	UA: But the thing is… *daikhain* [look] Okay but the thing is….again *mai X University ke baat keroo ge* [Again I'll refer back to University L]	479.
	CB: That's why I'm saying..I..I don't have any experience with …actually I can't say anything about evaluation because we are they are never evaluated Cheryl wine….	480.
	UA: I have been to *3* [emphasis] different …	481.
	SR: Clearing throat	482.
	UA: ..institutions and then I'm talking like this so…	483.
	R: Alright, okay we have evaluations…	484.
	R: we know that .. [laughing], CB you were saying something ….	485.
	CB: I was just saying that they are some points which I [pause].. I can't understand because institution politics…I don't see this in University L because we are in fixed hierarchy…	486.
	R: Ahmm	487.
	CB: With us our chairman is chairman.. mutlab hum kisi ka bighar nahein saktay right..[I mean we can't really affect anyone else]…and [slight pause] we are too junior that even if we are popular the distance will always be there... So there are some points that I do not agree with… I do not relate with this evaluation process	488.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	because we are not evaluated…	
	NK: [asks something, indistinguishable]	489.
	CB: as teachers they are never evaluated….	490.
	SR: student evaluation	491.
	CB: there are some points that I do not relate with…	492.
	R: that's fine, I'm not saying that you have to… I'm saying this is our list of concerns so far as we stand…. Now I want to…. I'm sorry we are over time… Somebody was very very… felt things very deeply today [laughing]..they were particularly emphatic and and we are all very grateful… It sort of brought every body else out… What I would like to	493.
	SR: clearing throat	494.
	R: what I would like to do is for everyone to look at this list and think about what kind of project you'd like to work on… Everyone seemed to be concerned about professional practice…	495.
	SR:hmm	496.
	R: in some capacity or the other, whether it's referring to how you deal with one particular problem related to a pro…professional practice … You know which is a very prevalent problem…	497.
	Mobile buzzing	498.
	SR: Hmm	499.
	R: or whether it is…has t student to do with teaching as a skill… And managing against institution politics, popularity and God forbid student evaluation!	500.
	UA: [burst of laughter]	501.
	R: or [laughing]… the whole idea of having within.. And the dimension of a lecture-based classroom..	502.
	SR: clears throat	503.
	R: having that interaction between the teacher and the learner… Everyone or..or whether your..your… It's.. It's a music class you know and you have all these different [slight pause] people playing different instruments and at the same time you have to sort of get them together…. So what we're really looking at.. What I can see… A common thread coming out is….is this concern with professional practice	504.
	SR: Hmm	505.
	R: and the focus is less about the student dimension for everyone… From what I can see…	506.
	SR:hmmm	507.
	R: It's more an orientation of how *you* [emphasis] as a performer, [indistinguishable] or the coach… Or someone who is doing the batting on the … on the cricket pitch..[Laughs] or somebody who's a sharpener… and the theatre and all of that	508.
	SR:[indistinguishable]..*batting yeh hoti hai aisai*…[this is batting?].. Look at this..[Laughing] this is not at all batting….[Laughing]	509.
	General laughter	510.
	SR: [Giggling] look at what she's saying and what she's doing…..	511.
	R: [laughingly] So the thing is.. That seems to be a… Something everyone is	512.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

	concerned about so maybe [pause] within professional practice may be that's what we looking at as a project…	
	SR: clears throat	513.
	Long pause	
	R: that we would like to do something that has to do with our own professional practice…. Like.. What I would like us to do is.. We are already 15 minutes over time and UA's already checking her…her..her.. Very pointedly..	514.
UA:	*Text waigarah aa rahay hain* (texts and all coming i)] *koi masala nahein hai* (it's not a problem)	515.
R:	what I would like us to do is.. I would like you to think about this whole dimension of professional practice [pause] and I will send you some, two articles	516.
SR:	hmmm	517.
R	: on like different aspects of professional practice [indistinguishable]…. And you guys, if you want, can go the extra distance like SR apparently has, she did her reading up.. You guys can do that… And if you have…. and if you find an article… Everyone has everyone's contact	518.
SR:	clears throat	519.
R:	seriously I have worked very hard on that…[Laughingly]… So please use that information if you need it and share it with one another… If you find any interesting reading material share it with us as a group you know.. So we can all refer to it…[Pause] I would like us to me before I go but I don't know when I'm going right now…	520.
RH:	Ahmm	521.
R:	As soon as I book my seat I will let you guys know… I will not be here probably for two and a half weeks… When I come back we will need to have that meeting where we sort out what exactly	522.
SR:	hmm	523.
R:	we'll be doing [pause].. And then we'll have two more meetings and that's it. And I'm leaving in the middle of January so…. I mean I can't put off going back to the UK any more… So we will have to sort of…[Pause] I mean what I'm what I'm saying is [pause].. I'm saying that we have to do a lot of work. What's nice is we've done a lot more work than you guys realize.. I was… I was [pause] doing my transcription the other day and I was smiling because there were so many things that had come up…[Pause] I don't know, [pause]it seems like… It's nice to see everyone engaged…. It's nice to see some people being engaged okay [laughing].. With lots of energy and passion..there…[Laughing]…	524.
SR:	Chuckling	525.
R:	But it's… it's …. I… I… I don't know if it's working for you or if it isn't but the thing is that I'm the one at the moment setting the pace, I don't know …I don't want you to tell yourself when you're working that you *can't* [emphasis] sort decide to take the initiative …I am perfectly okay … I've written the words "research team" because that's how I *see* [emphasis] it. I see us as a team …whether or not we're a 'cricket tem'… or a five-member cricket team or a very bad cricket team..	526.
UA:	Laughing	527.

Appendix Ai

Transcript of Focus Group Discussion (FGD) III- Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2, Venue : Rm 3, University X
Discussants: Researcher (R) – Participants: UA, CB, NK, SR & RH

R:	but we are a *team* [emphasis]. And the idea is that every member feels free to initiate… if they think something is wrong or something is going right or you've gotten an idea …. [indistinguishable]… for example… you want to something else that makes for more effective sharing or helps us… the idea is that the more we share the more refined our ideas will become. So this is a free space, so yes so we can tease each other about feeling things vv deeply and it's great! You don't have to worry about saying the right thing or the wrong thing…. I'm saying trust yourselves to take the initiative… What I liked today was that you did sort of engage each other without needing [pause] .. [SR clearing throat, indistigusihable].. without mediator needing to be there… I think it'sgreat. That's where we need to get- if we need to refine our ideas we're doing it together …there's joint ownership that means there's also joint onus….	528.
UA:	Let me ask my teacher [addressing CB] is it…is it really great[laughs]	529.
CB:	Giggles	530.
R:	At the moment she's not your teacher, she's a team member [laughing voice] … I'm sure …. She wouldn't be here if she wasn't …	531.
CB:	In the morning, I expelled out of my chair's [chairman of the department] because he thought I was a first-year…	532.
	General Laughter	533.
CB:	It was *so* [emphasis] embarrassing …..	534.
R:	CB, when I still got to class sometimes and when I'm looking more …ah..more, more ditzy than normal… In ADP classes I've been told that when I was made the coordinator that you have to stop smiling so much because people won't take you seriously … sometimes when I go and sit with my students and someone comes and says that there's not teacher in the class because we all sort of sit together and they can't tell the difference. In the presentations I go and sit with them so it's easier ..we can make eye contact – so …it's ..a.. it's great…it's nice.. Yu hold on to it, it's a privilege [laughs]… Ah…do you have any questions any suggestions before we .meet next time? Any idea that you have, please either message or call or whatever okay…. Or something you think …. or even f you have feedback to give…critical feedback means positive or negative …something makes sense to you…. Alright, thank you very very very much…	535.
SR:	You'll be needing this … [handing over copy of concept maps]	536.
UA:	Yay tu [This is]	537.
CB:	There is one thing that means we are [indistinguishable]… evaluation..?	538.
	Background Noise, a number people speaking together	539.
R:	No, no we're not . What I'm saying, if you could just …What I will so is ..	540.
SR:	Hmm	541.
R	: I will sum this up in an email saying these are the areas we've identified …now within professional development..what I'm saying is that	542.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

Tabulated Transcript of FGD IV – Nazakat CI Group- Cycles I & II		
Name of Interactant	Text in Turns	Turn No
R:	Alright this is meeting IV, Karachi Group.. It is ..ah…[slight pause].. January.. what's the …. Janua ry…	1.
UA:	4th	2.
R:	January 4th 2013… we were supposed to start at 3 but it is now ..what?	3.
UA:	45…	4.
R:	Three… three forty five..okay everybody is here more less so.. …[slight pause].. with [slight pause].. the stories that everyone is telling of their [slight pause].. their story as a learner..[slight pause] and then we'll go on to the second part of the agenda… alright…	5.
Pause… sound of shifting….		
R:	Alright… here UA start…	6.
UA:	Okay my story as a learner is very very [slight pause]..interesting..in..in [slight pause].. some aspects and in so..ah.. [slight pause].. some aspects it's not as well…ah… Since ah…[slight pause]..my childhood I would say that I… I'm..I'm an *average* [slight emphasis] learner… *average* [slight emphasis]…student.. I..I never scored first..first div *mashallah* [Allah be praised] so ..ah.. in that case I was kind of a ..ah.. ummm [pause]..	7.
CB:	Murmurs [indistinguishable]	8.
UA:	Problem for my teachers…in..in …ah [slight pause] some cases [slight pause].. For example when I [slight pause].. when I don't want to learn I don't learn [slight pause].. and when I don't want to take anything [slight pause].. I don't take it [slight pause].. When I want to take it, I take it in some way or the other…so…	9.
R:	What does *take it* [slight emphasis] mean?	10.
UA:	[slight pause].. Take it means..when I want to learn something I..I.. *learn*[slight emphasis] it .. But when I don't want to learn something …no matter [slight pause].. how *hard* [slight emphasis] the teacher tries..I..I don't… I don't respond …[slight pause].. I'm kind of a stubborn learner…ah..umm..[pause] .. My story as a learner I would say that ..ah…. [pause] the phase that I would *like to* [slight emphasis] refer to is my university ah…[pause] life…[slight pause].. University when I was doing my MA in literature degree… [Deep breath, long pause]… there was my …one of my teachers.. [loud exhalation]… her name is Miss HX ..[pause] …In *her* [slight emphasis] class, no matter what [slight pause].. what *rubbish* [slight emphasis]..what carp we used to say…she used to take..[slight pause] that …As in, she used to say that "Okay, your point of view may be right but right *now* [slight emphasis] we are not discussing this"… [slight pause]… So why am I …I mentioning this point? Because that…this…this …this thing [sniffs] in some way or the other…	11.
SR:	[Clears throat]	12.
UA:	motivated us to participate in the class as it *required* [slight emphasis] us to do ..so in that case *she* [slight emphasis] is the one…ah ..[slight pause] who [pause] kind of guide…who gave me a kind of guidance..so that..um [pause] about choosing my	13.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	career as teacher… [slight pause] ..So because of *her* [slight emphasis] I'm in teaching …[slight pause]… I..I would say…	
R:	Guidance?... Guidance in what way?	14.
UA:	I…I… saw her teaching in my class… I was inspired.. I was inspired by the *way* [slight emphasis] she used to deal with us and I was inspired by *so* many things and …ah…[slight pause] and *she* [slight emphasis] was the one who called me once and sh…and said "what are you doing?"…and I said to her "I'm working in a bank"… And she said "you *should* [emphasis]..ah… go for teaching"… and I said "why"… And she said "You..[slight pause] I…I…I.. think that you..you'll do good in it..and it'll be…ah…[slight pause] beneficial for *you* [slight emphasis] and for your students…both… [pause] because in our kind …in our..ah universities teachers..ah… we need teachers like [slight pause] *you* [slight emphasis]…because you are kind of [slight pause].. *mutlab*..[I mean]…umm [slight pause].. you're not very good in academics may be but you are good ..as in [slight pause] convincing people and you are good in communicating with people… you are..ah.. [slight pause].. accommodative..in..in so many ways.. So that is why..I..I..think that you should go for teaching"… And *this* [slight emphasis] is because of her…Initially I used to think "if I don't get job anywhere I'll become a teacher "… And then I got a job somewhere and then I didn't want to do it but because of *her* [slight emphasis] I..I opted for it…so as learner	15.
R:	Because of the example she set or because of the faith she showed in you?	16.
UA:	It *is* [slight emphasis] because of the [slight pause] example she set. Because it was her *practice* [slight emphasis]… [slight pause] ..her practice in the class that made me realize that..pl…ahh [slight pause]…I..I..should do it…. Another thing.. this was one aspect of *me* [slight emphasis] being a learner and *now* [slight emphasis]..what..what aspect..I… would like to mention is some way ..ah.. [slight pause]..a very different aspect ..from what I..I..mentioned before ..but I..it was..it was beneficial for me as a learner [deep breath, pause]… There is one of our senior teachers right now…teaching us …Two major courses he taught…And [slight pause] initially what he used to do that [pause]… he used to..[slight pause] ignore our [slight pause] questions… don't answer them [slight pause]… Treat them as if..as if we are..umm …saying something which is the most *stupid* [emphasis]… [slight pause]… thing or most stupid question..o… on earth.. And she *made* [emphasis]…us learn this way and he *made* [emphasis]…us learn this ..[exhalation].. He gave us an assignment and said that "you have to do it one month… no more discussions.. thank you very much..".. And we had to do it on our own ..no matter how hard we tried … So this was another *way* [slight emphasis] of teaching …and as I [slight pause]..ah… as I read somewhere about action research that "clever man is that… clever man is that who ..ah… who explains…ah… you a thing which he knows and wise man is that who [exhales] introduces [slight pause] in front of you and *make* [slight emphasis]…you learn it… That…[slight pause].. no matter if he knows it inside out…[slight pause] but he makes *you* [emphasis]…learn that…by..by yourself.. So this way, another way..of pre… from which…from which…I was… I..I am still [exhales] inspired [slight pause] but the thing is it bec…it.. in my opinion it [slight pause] differs from person to person.. [slight pause].. It differs from level to level… If I [slight pause].. start copying *that*	17.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	[slight emphasis].. strategy or if I start [slight pause] taking or implementing that strategy on my undergrad learners that won't help [slight pause].. Trust me.. that won't help *at all* [emphasis].. So [slight pause] according to my opinion [slight pause].. my teacher's strategy for us is very good [exhales, clears throat] and it works as well but the other teacher's [slight pause] sh…strategy..which I..which I mentioned [slight pause] before, is good for the the of kind a learners who are not very independent as ....as I will say..	
SR:	[Coughing bout]	18.
UA:	Who are not very independent in terms of learning …who need your help..your guidance	19.
SR:	[Coughing bout]	20.
UA:	"Miss how to do this…miss how to that".. because their *major* [slight emphasis] is not language…	21.
SR:	[Coughing bout]	22.
UA:	They're not doing their majors in..in..langauge	23.
SR:	Coughing bout]	24.
UA:	They are [slight pause] studying something else.. They are studying engineering, they're studying medical, they're studying ..ah ..business studies..so..	25.
SR:	[Coughing bout]	26.
UA:	So in that case …[inhalation] I must say that [slight pause] the first strategy that I would like to copy and I…used to…copy *that* a lot when I …when I started teaching..[slight pause].. My experience as a learner was very very good in so many… many…so many terms and I would like to say that as teachers we *have to* [slight emphasis]..we ..we should not start…we..we should not stop the process of learning in our…in ourselves..we should not star.. we should not stop the process of learning …it is *because* [slight emphasis] ..we..as teachers..we sto the process of learning [slight pause] that is why we are like *that* [slight emphasis]…[pause].. We are…we..we..we have a margin.. we have a [slight pause] *line* [slight emphasis] in our classroom… I am a teacher..I should not… this is my line..I need not to learn more things now…Since I am .. [exhalation].. the place where I work [slight pause]..those teachers are teaching the same course from 8 to 9 years .. And they need not to learn anything..[pause].. They.. they	27.
	R: They *need not* [slight emphasis] or they don't want to learn?	28.
	UA: They don't *want to* [emphasis]..they don't want to basically…They don't want to learn anything because they…[slight pause]…*woh* [they]…they ..ah [slight pause].. they say to me that… *mutlab* [I mean]..come on… "*aight saal se hum ye hee parha rahey hain…tum humay bata rahee ho yeh?* [pause]…*Yeh ker rahay hain hum aight saal se* [we've been teaching this for eight years and you're telling us ? This *is* (slight emphasis) what we've been doing for eight years].. And recently one of the teachers designed a book for BBA ..sec..second semester and she *herself* [emphasis] did not know that the book was wholly solely dependent on the *audio* [slight emphasis] listening..[pause]… which the book *required* [slight emphasis] …[pause] to..to..	29.
R:	Hmm	30.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

UA:	do… To accompany…which..which..which the exercises *required* [strong emphasis]..to..to be with them..And..and the book was designed and she said to me that "You have to design the paper according to that"…. How can I design the paper when I cannot use the book in the classroom?.... [pause]… And you, yourself do not know that..that the audio..the audio recording is *mandatory* [slight emphasis] for that book.. …[slightly longer pause].. For example if you have an audio clip..[slight pause] and you have *that* [slight emphasis] chapter in front of you [slight pause] And they..and..and it is said that…ah…"listen to the recording now"… [slight pause]…then, if you don't have the recording..what..what would you learn? ….[Pause]… So in that case, they *don't know* [slight emphasis]…[slight pause] what they are doing because they are not *so* [emphasis] experienced so… since the beginning [laughs] my ..my point of view is that I'm more interested in teacher..teacher development…professional practice dev..ah..[pause].. development in..in…the professional practice.. Because ..if we..we would be developed [slight pause].. we would develop ourselves we would be able to ah…[slight pause] give more to our students… Since I'm doing linguistics I've tried new strategies in my classes and they are..they are ..[slight pause].. even they are [pause].. satisfied.. [laughs] I am satisfied that I am teaching them [slight pause] something new…[slight pause] And they want to learn new things and…ah [slight pause] it is because I am learning something …ah.. something else [slight pause] from somewhere so *that* [slight emphasis] learning..I'm [slight pause] implementing on…on *them*[slight emphasis]… [slight pause]…as much as I can …As much as …as much as they can *take* [slight emphasis]… So in my opinion…	31.
R:	How do you know that this is as much as they can take?	32.
UA:	according to their level …according to…according to their..umm [slight pause] understanding…. Obviously I cannot… I cannot apply the *whole* [emphasis] MA linguistics on them but I..[Slight pause] sometimes I teach them…. this is the way.. We.. We u.. hve to pronounce R in the … In the..[Slight pause].. language.. In the… In the.. Words… It is pronounced in the beginning… It doesn't get pronounced in the end… It's pronounced when it is… before of a vowel or something else… They can learn it they cannot learn the psycholinguistics aspect of..[Exhalation] the language I don't teach them that… But as much as I..ah…ah… can teach them.. I do and this is just because *I* [slight emphasis] am learning… I..ah..ahh [slight pause].. As a teacher *I* [slight emphasis] am learning… So *that* [slight emphasis] learning I'm implementing on them…	33.
SR:	[clears throat]	34.
	UA: So long as I…I.. I'll be learning… I'll be an active [slight pause] teacher I guess…[exhalation] .. I…ah..[Pause] stop the learning… The process of learning… I don't think I would be able to do something new in the classroom.. And I *don't* [slight emphasis, slight pause].. understand how teachers [slight pause].. are satisfied with their practice even when they don't learn anything for [slight pause] two or three years..[Slight pause]… Or they ..ah… [Slight pause] don't take…ummm… they don't want to learn anything [slight pause] new or any development…[Slight pause] or any..	35.
R:	so if I can [slight pause] sum up… It's a teaching belief for you that for you to teach	36.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	means you *have to* [slight emphasis] learn?	
Long pause		
R:	yes?	37.
UA:	step by step… Step-by-step and more and more …	38.
R:	okay one last question… You talked about your learning..[Indistinguishable, CB coughs].. Teaching…. What does good mean?	39.
UA:	effective for me, memorable for me, inspiring…	40.
R:	but you've chosen only to talk about your University and you said before that.. As a… As a… Learner you were a stubborn learner..[Slight pause]… So you saying that there is a consistent experience to your learning?	41.
UA:	because I was not given personal attention,[slight pause] before I reached to the University…	42.
R:	Your learning…	43.
UA:	nobody cared…	44.
R:	sort of… [Indistinguishable because UA begins talking]	45.
UA:	nobody cared….	46.
SR:	Hmm..	47.
UA:	if I was not learning nobody cared…[Slight pause].. But in the…	48.
R:	how do you know nobody cared?	49.
UA:	[long pause] because nobody asked me….[Slight pause] *anything* [slight emphasis]….[slight pause..] They were just …	50.
R:	can you give me an example?	51.
UA:	they used to.. ah..[Slight pause]… For example [slight pause] when I was in college..[Slight pause]… they used to be 80 90 girls..[Pause]	52.
SR:	Hmm	53.
UA:	and the teacher never asked… One of the girl a question…	54.
SR:	Hmm	55.
UA	she used to come… I.. I..I..ah.. [Slight pause] did my bachelors and Masters both from …ah….ah.. [Slight pause] government college… Okay… So the teacher used to come and deliver the lecture.. And used to go… She used to go… She did not ask..ah… She did not ask *any* [slight emphasis] of us any question [slight pause] throughout the course..[Slight pause]… Throughout the four years which I…. Which I…	56.
CB:	… Didn't even know if they existed or not..	57.
SR:	*haan* [yes]	58.
UA:	exactly….	59.
NK:	that's how it is..	60.
Joint Turn	Everyone talking together…	61.
UA:	unless you do something wrong…[Slight pause]	62.
CB:	Yeah…	63.
SR:	*haan* [yes]	64.
NK:	Hmm	65.
UA:	which I did..	66.
CB:	Chuckles	67.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

UA:	Which I used to do a lot… I used to be in the sports … And whenever there was a… There was a clash kind of a thing… I used to be in front of them…[Slight pause]… They [slight pause] knew me …. She's the one… So… In… In terms of [slight pause] learning… Nobody knew and [slight pause]… nobody cared…	68.
[Long pause]		
SR:	Hmm…	69.
R:	So, one second [slight pause] you feel questioning on the teacher's part shows caring?	70.
[Long pause]		
UA:	caring and attention…	71.
R:	Equ… It shows that they are [indistinguishable because UA talking]	72.
UA:	*obviously* [slight emphasis] the teacher is making sure that what ever she is teaching or he is teaching… Are you getting are not…? For example when I teach in my… In my …ah….Institute .. I .. I…ah..[Slight pause]… After I guess… Every 2 to 3 minutes… Two minutes three minutes… 2 minutes…[Pause].. I say that "I'm making myself clear …	73.
SR:	Hmm	74.
UA:	Anybody…?" [pause].. "anybody who has questions?" [pause]..So..ah… things like that…they…they don't care…. In our..our government sector they don't care whether you're learning or not…	75.
SR:	*haan* [yes]	76.
UA:	and ..since I….ah.. [slight pause]..if I tell you honestly my schooling is not very good… I…I did not get my early education from a very good [slight pause]	77.
CB:	Hmm	78.
UA:	Good schools means ..ah..[pause] where the teachers [slight pause] care for the students.. care• in the sense that they are making *sure* [slight emphasis] they are learning something or not … they are… [slight pause].. they care for their progress…that if you…if you get 60% …[pause].. they will.. they will..ah.. they will have a thought in their mind that you should…you should get ..ahh[slight pause].. should 65 in the next term.. They… they did not..[slight pause]	79.
SR:	Clears throat	80.
UA:	So in that case I'm saying that when I entered university the teachers cared…[slight pause].. They used to ask me the questions…all of us…	81.
SR:	Hmm	82.
UA:	They used to ask questions… we used …we ..in fact if I…if I re…rephrase my thought..it.. it would be like..[slight pause] *we* [slight emphasis] used to care that we are answerable.. any…time..any moment the teacher can ask us questions..*toa* [so]…so for that…	83.
R	a sense of accountability for you…?	84.
UA	*Exactly* [slight emphasis].. I felt a sense of accountability…I..I thought that I was..I was..I was *answerable* [emphasis].. So in that case I ..I started.. Since I.. let me..let me..let me tel… let me mention something..ah [pause]… I more point over here…which is that ..[inhales].. in our ..in our society if college teaching is like this… university teaching is like this..so in…in that case…it turns ..it turns upside down when… When you enter into a university is just *opposite* [emphasis] of what	85.

Appendix Ai

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Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	college teaching is all about…	
R	What does that mean?	86.
UA	Opposite means in terms of *everything* [strong emphasis] ..in terms of getting knowledge, in terms of learning, in terms of…er courses, in terms of papers in terms of checking in terms of marking… After the examination as well..[Pause]… In college you don't study… fine… You… You go to the..	87.
SR	[indistinguishable]	88.
UA	to the bookshop, [slight pause], take the five years…	89.
SR	Hmm	90.
UA:	the paper gets repeat.. Every… Every alternate year [pause]	91.
SR:	Hmm	92.
UA:	you.. You can… You can prepare…ah… the paper.. Of 2011 if you want to give the 2013… In the University you don't get the.. Past past paper	93.
SR:	Hmm	94.
UA:	obviously you don't..[Pause]…ev.. Even if you get them, you don't get the… The same paper again…[Slight pause]… *Ever* [emphasis]	95.
CB:	and… And then in college what happens that… You don't know who.. Who's going to check your papers..	96.
SR:	Hmm	97.
CB:	make your papers…	98.
SR:	Hmm	99.
CB:	[slight pause]… And then there is a sense of affiliation with the University teachers… You know that they are the teacher who're going to make your paper..[Slight pause]… Check your paper… You can ask them… You can *argue* [slight emphasis] with them in case something goes wrong… So it's totally different actually…	100.
UA:	so in that case… We… We felt that as an *average* [slight emphasis] learner..as an *average* [slight emphasis] student.. I.. I thought that.. I used to think that… I am accountable… I.. I am answerable"…[Slight pause]… same as [slight pause]… As CB said that …she is going to make the paper, she is going to *invigilate* [slight emphasis] the examination and she is going to mark you and she is going to give..[Slight pause] the result…. And after..[Slight pause].. And after a semester she's going to teach you some… Something else again..	101.
CB:	Hmm	102.
UA:	so in that case you feel like..ah…[Slight pause] being..ah..	103.
R:	built up a relationship with the teacher?	104.
Long Pause….		
UA:	ah… It depends upon you… As a…as as a student it depends upon you… Don't get… Obviously don't get…ah… Very…ah…[slight pause]..	105.
R:	personal [laughs lightly]?	106.
UA:	very ..ah.. very close … don't get *chummy* [slight emphasis]	107.
R:	chuckles	108.
UA:	but ..ah…ah ..yes I..I have a relationship with my teachers… *still* [emphasis]..still… Up till now, [slight pause]… I go to them, meet them, I sit with them, I have tea with them… And I.. And I really..	109.

Appendix Ai

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Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

CB:	[indistinguishable because UA begins laughing]	110.
UA:	Really [laughs again].. I *really* [emphasis] want to be with them… Obviously I have [pause]… I really… I really respect them a lot… Since..ah…[Slight Pause]… There's another thing which I would like to mention over here….[Slight pause] The Department of English which I… I have seen..[Slight pause]… Many of… There are many…. So many students like me..[Slight pause]… They are a no more part of the Department but still come... If a… It is a teacher calls them and says that "*yeh kam karna dayna please" or "tum se kam hai"* [Please do this task for me or we need you to do this work]… They make *sure* [emphasis, slight pause] that the work gets done.. because their teacher..[Slight pause]..has.. has asked them..[exhales]… I used to go to the Department… I passed out in [slight pause] 2008.. And *now* [slight emphasis] I'm doing a masters in 2009, 2010 and 11 … I not know… I would be… Doing.. Doing this… But *still* [slight emphasis] I used to go regularly… I used to get in touch with the teachers… And [slight pause].. This is….ah… all because of them… I would sum up by saying that what ever I have learned so far in my professional life is mainly because of my university teachers [slight pause] because the way they have taught them… They have taught us… *All* [slight emphasis] of us…is really ah….[Pause] reason of what [slight pause] we are today…	111.
R:	okay.. Last question…. You've talked about your journey as a learner and you've done a sort of back and forth…	112.
SR:	clears throat	113.
R:	of your university life which seems to me.. listening to you… your ideal learning situation …And for you there's a contrast between your university experience and your college experience…	114.
UA:	right…[laughs]..	115.
R:	like you said	116.
UA:	Yes	117.
R:	that they're opposite..?	118.
UA:	Yes	119.
R:	then you've talked about how you are as a practitioner… You chose in your story to talk about how you are as a practitioner and every little while you stopped and you asked "is everything clear? [Slight pause]… So I mean, for you if you had to talk about your *entire* [slight emphasis] learning journey and how you are as a practitioner… what would you say.. Say your response has been…. How has your experience influenced you [slight pause] as a practitioner, [slight pause], overall? 1 to 2 sentences only..	120.
UA:	to a greater.. To a greater extent… I… I took the good things and I.. And things which I… Which I thought… Which I thought… That…ah..[Slight pause] this *should be* [slight emphasis] there and they were not [slight pause] at the time….	121.
R:	such as?	122.
UA:	such as..[Slight pause] explaining the… The ideas again…[Slight pause] one of our teachers… He is a doctor… A Ph.D. Dr… So he is a very good teacher but *we* [slight emphasis] are not Ph.D.'s… So in my opinion..[Slight pause] he should come a bit [pause] down to teach us…	123.

Appendix Ai

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Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

R:	so that is your insight? Even while you're teaching you're thinking about your.. .. your teaching your thinking about your own experiences as a learner and that feeds into….	124.
UA:	this is the *only* [slight emphasis] thing which I have… Which I have changed…. Otherwise… I.. I.. I have taken all the good things… This is the thing which I have… I have changed in *me* [slight emphasis] being a teacher… I.. I practice a lot… And I [slight pause] *make sure* [emphasis] that they get me… I don't…ah…	125.
R:	okay and you want to make sure they get you because you felt like when you were studying…	126.
UA:	*yes* [emphasis]	127.
R:	no one bothered to care…	128.
UA:	Bothered in the sense… They were… They were… Quite… Means that [pause]… Again…ah… I..I.. Our class was a mixed..ah..[Slight pause] capability class…	129.
R:	okay…	130.
UA:	some people were from O' levels, A-levels… Some people were my.. My..	131.
R:	are you talking about college now?	132.
UA:	background… No no no I am talking about University… My my… University… Some people were from O-level, A-level… Some people were background like me… Some people…ah..ummm above average…. I was… An…[Slight pause] average student… so… ah…[Slight pause].. Did not really… Maybe they don't have time… Maybe they don't have that idea [slight pause] that we can be ah…[Pause] what… What should I say… We can be dumb … Dumb enough.. Up to this extent.. We… We may be… I.. I may be…. So..ah… Maybe because of that… So this is the only thing which I.. Which I changed… Otherwise I take all the good things which I have learned… Which I had been given…	133.
R:	what are the bad things in the one thing?	134.
UA:	They don't lower…their..their level…	135.
R:	Any other bad thing which you sort of…	136.
UA:	*no* [emphasis]	137.
R:	responded against?	138.
UA:	no not anything…	139.
R:	what about in college? Were …anything bad… In college you felt didn't work?	140.
UA:	college teaching was not at all [slight pause] influential and in.. inspirational…	141.
R:	are you sure?	142.
UA:	yes, yes.. The the… experience which I got	143.
R:	really? The fact that you need to ask questions, isn't a response to you not… nobody bothering to ask you questions?	144.
UA:	we were not allowed to ask questions….	145.
R:	so you feel like you are…	146.
UA:	and… And one more thing… That the… There were only 2 to 3 teachers who used to take classes…[Slight pause] that it…	147.
[Slight pause]		
	R: So the fact that you make a point of making sure you engage with your students may also be a response to how you…. to your being on the receiving end…?	148.
UA:	*No* [emphatic] what I keep in mind… What I keep in my mind… Because I'm bound	149.

Appendix Ai

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Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	to take classes…[short laugh]….No matter whether I want to or not…	
R:	Ahmm	150.
UA:	I'm bound to take classes.. Where I.. Where I'm working…	151.
R:	Ahmm	152.
UA:	because I'm not ..I'm not a government employee… Like… Like them… But the thing is… thing is that [slight pause]… the thing is that I… I keep in mind my university experience all the time…[Pause]	153.
R:	the positives of your university experience?	154.
UA:	the… The positive and the one… one or two, which I mentioned, the negative things as well…[Slight Pause] …. again.. if our… Our teachers….do that ..there must be some reason behind that and maybe we are not so much experienced… Some times students take you for granted extra caring nature [slight pause]	155.
R:	Hmm	156.
UA:	that is… That is also a point..[Pause].. Our teachers don't do that may be because of that..[Slight pause].. That.. That.. They know better than us that maybe.. Maybe we become [slight pause] over-dependent on that… Sometimes students to do this…Sometimes they kind of [slight pause] started [slight pause].. They kind of started dictating you…	157.
R:	[indistinguishable because UA talking]	158.
UA:	that you should… That you should give me..ah.. 40 marks out of [slight pause] 50 [pause]… Or 60 marks out of 70.. They.. They start doing things…	159.
	Everyone talking together….	160.
R:	that's… That's okay… That's their *job* [slight emphasis] to push the line as much as they can..	161.
CB:	chuckles	162.
R:	that's all..	163.
UA:	but *we* [emphasis] were never allowed.. We never *dare* [emphasis] say anything [pause]	164.
Sympathetic noises from members in the background…		
UA:	even she.. Even she is my teacher and *now* [slight emphasis] my friend as well… I..I never said anything like that to her because I know that… Even when we were..ah.. Coming right now… We were talking to each other and she was saying that "I don't have any issues…" But….To one of the problems we were discussing.. In in her response she said that… In that issue "I don't have any issues" but in response I said that "I know that being a teacher… you have some.. some duty.. Some…ah.. Something which you can do and something which you can't do, simply… I won't ask for anything [slight pause] like that.." But…ah… the thing is that… We never dared anything like this… But the students of today…	165.
SR:	Hmm	166.
UA:	they.. they do..	167.
R:	and you feel that the students of today do because the teachers have an extra caring nature?	168.
UA:	exactly…ah… teachers… see… this is the point… teachers have are to be lenient but they have to be balanced as well [slight pause]	169.
R:	And you feel that if the students [indistinguishable because UA talking]	170.

Appendix Ai

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UA:	we are….	171.
R:	…discuss that they want more marks as being lenient?	172.
UA:	[Long pause]… *No* [slight emphasis]… It's your… Your… It's up to you…[Slight pause].. To what extent you've given them..[Slight pause]… the liberty to… To *speak* [slight emphasis] to you	173.
R:	Hmm	174.
UA:	… They will say ..they will get the chance they will say what ever… as you said… But it's your *duty* [slight emphasis] as a teacher to make them sure… This can't… This… This… This is not *possible* [slight emphasis…..]	175.
CB:…	Like ..ah….one thing	176.
R:	what is not possible? Airing their responses…	177.
UA:	Taking their dictation as it is…Listening to them is something else …but taking the… their dictation …	178.
R:	As in changing their marks in response to their demands?	179.
UA:	I say..I say ..I say to them [slight pause].. fact to face..that don't take..ah.. they don't give m…ah..[slight pause] the dictation..[slight pause] and you're not supposed to give me that… [pause]	180.
R:	Okay	181.
UA:	do not …do not.. dictate me…	182.
R:	alright we what kind of teacher your students get…. [laughs]	183.
Joint Turn	General laughter	184.
R:	Okay thank you very very much for your story UA [laughs].. Who'd like to go next…	185.
CB:	…[indistinguishable, background noise]…. Can I sit over there…actually not feeling well…	186.
R:	Of course wherever you're more comfortable…	187.
CB:	I'm really sorry for today..no..no.no… that's fine…	188.
R:	Does anybody want tea or something ?	189.
UA:	Ah.. I would…	190.
R:	There's patties… there's cake…	191.
Overlap	Everyone talking together ….	192.
R:	Hang on.. I should have got tissue paper.. SR I need tissue paper.. ahhhhh.. [slight shriek...]	193.
NK:	I shouldn't start now I guess…?	194.
R:	No, no please start….	195.
NK:	Or should I?	196.
	Here R has a exchange with CB about her feeling ill and probable causes and possible remedies…- In the recording from 23: 32- 24:42]	197.
NK:	Shall I start…because two of the members are missing so I thought…	198.
R:	Yeah let me just wait…like…because you see the idea is that…	199.
CB:	[indistinguishable]	200.
R:	is when we have to work as a group	201.
NK:	Okay	202.
R:	you have to get to know who *you* [slight emphasis] are …	203.

Appendix Ai

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NK:	hmmm	204.
R:	As practitioners and as a group as well…. I mean I was …like really happy with my Islamabad group…[slight pause]..like when everybody started interacting and you know really… You see I won't be here and you'll be each other's support system…	205.
CB:	Hmmm	206.
R:	so that means that [interruption some indistinct conversation in the background] bonding *needs* [slight emphasis].. You need to know where you ALL stand as learners… [slight pause].. You know here UA stands in unequivocal terms as a learner so… [laughs slightly] So let's see where NK stands	207.
NK:	Okay my journey as a learner [pause]… if started form the time my school [inhales]… so I would say that primary level, one is not much conscious [slight pause] about the learning process ..so I'm not…I'm not going to comment on that…that part… It went well [inhales] but I have nothing much to say about that…ahh.. Moving to the ..ah…um [slight pause].. secondary [slight pause] education… I would say [slight sound as inhales] there were few teachers…ah…like at matric level…there were few teachers …umm… who [slight pause] when they used to teach in class..[Slight pause]… We [slight pause].. as students used to [slight pause] feel that they're certain to drawbacks in their teaching [slight pause]… because they didn't have command over their subject… And when they used to teach nobody used to understand anything..	208.
Joint Turn	Sound of amused laughter	209.
NK:	because.. Because it was a subject like physics and maths..	210.
SR:	Hmm	211.
NK:	usually there is a problem like this..[Slight pause] in schools that [slight pause] they're no good teachers for physics and maths [slight pause].. But whoever they gets [slight pause] is teaching the subject..[Inhales].. Either a person has command..ove.. over that subject [slight pause] or not… [pause] and the students have to tolerate [pause]	212.
R:	Okay so you know they didn't have command over the subject because you guys didn't understand it? So what is a question of [slight pause] having a command…	213.
NK:	And they…	214.
R:	or not being able to pitch it?	215.
Long Pause		
NK:	They didn't have much command..[Slight pause] because it was the same method they used to follow and..ah..[Slight pause] *even* [slight emphasis] they.. they were… able to know that the students were not getting the point.. But they never used to change their strategy [Long pause]	216.
R:	so you weren't happy with them as teachers?	217.
NK:	As teachers.. yeah..	218.
R:	can you elaborate what their method was that you were so obviously unsatisfied [Laughs] with?	219.
NK:	yeah.. for example..ah…[Slight pause]… Our maths teacher… He used to just [pause].. He's use to come in the class and he used to [slight pause] tell the..[Slight pause].. chapter number… Exercise number…and he used to start writing the… Solving the sum on the board… That's it…[Slight pause] without explaining what is	220.

Appendix Ai

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	happening, *how* [slight emphasis] it is happening, *how* [slight emphasis] we have to do it..[Slight sound of amusement]… Without giving any kind of a *concept* [slight emphasis, slight pause].. So we can just… And we used to [slight pause] write it down as it is…	
R:	you used to copy it?	221.
NK:	Copy it..yeah!	222.
R:	without working out of the problem…. From the board? And that was it?	223.
NK:	yes *that's it* [slight emphasis]…	224.
R:	Okay…	225.
NK:	Yes that *how* [slight emphasis] we used to teach maths at *matric* [slight emphasis] level..[pause]..	226.
R:	Wow….	227.
NK:	and that's the level…where.. …ah.. it**'s** the *base* and [slight emphasis]	228.
R:	Ahm	229.
NK:	so all that is not something [slight pause]… I think I think that is not something that should happen..[Slight pause]… As a teacher if you know that you don't have command over a subject you shouldn't teach that..[Pause] you shouldn't opt for that subject in the first place… [Long pause]… Okay I try to avoid this thing in my [laughs]	230.
R:	[laughs…. Indistinguishable because R and NK laughing]	231.
NK:	[indistinguishable]… In my case as well….	232.
R:	[still laughing].. So what I get from that is that you don't… That you feel… that you're only teaching something that you feel that you can do justice to…..?	233.
NK:	Yeah… The thing that I enjoy… The thing that I.. Which I have interest..[Slight pause]… And [slight pause] which I can *make* [slight emphasis] my students enjoy that subject and learn that subject..[Pause]…	234.
R:	…th… this is your belief, experience…	235.
NK:	Yeah.. This is how…[Slight pause] *I* [slight emphasis] think learning should be…	236.
R:	It…[Clears throat]	237.
NK:	the factor of interest should always be there…[Pause]… It should not be like a burden..[Slight pause].. That you're forced to learn that's why you have to learn…[Long pause].. That's not how [slight pause] it should be…..	238.
R:	so is it based on your experience with your Maths and physics teacher?	239.
NK:	Yeah..yeah…that's of a… that level…	240.
R:	[laughs]	241.
Long pause		
UA:	… By by listening to the these things…	242.
NK:	No… I think everyone has encountered this…It's very common..	243.
CB:	I'm surprised at your reaction.. You know….	244.
NK:	Yeah! *Why* [emphasis] are you surprised? It is something very common here…	245.
CB:	[chuckles]	246.
R:	No I'm.. I..I…I told you… I went through a very different system.. [Slight pause]	247.
NK:	Yeah…[Slight pause] maybe that's why…	248.
R:	so…	249.

Appendix Ai

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UA:	that *is* [slight emphasis] why	250.
SR:	Hmm	251.
NK:	but… I… I… I went to a good school but *still* [emphasis]…	252.
SR:	Hmm	253.
NK:	[slight pause]… They didn't have good teachers for *matric* [emphasis]…. [Pause]….	254.
R:	[laughs]… Okay I get it.	255.
	NK: [laughs].. That's the problem	256.
R:	Then what happened?	257.
NK:	… Then after that…ummm [slight pause]… At inter level…[Slight pause] I would say that inter system in Quetta is better than[slight pause] Karachi because teachers they take…[Slight pause] Even at the public lev…	258.
R:	we're talking about … This is college…. college?	259.
NK:	college level [slight pause] yeah…It's..ah… Even at public colleges [slight pause]… The teachers [slight pause] they take the classes very regularly… And the students also attend [slight pause] the..ah… lectures more regularly as compared to… Over there also there are bunkers [slight pause]… Because when you [slight pause] enter college life… So this is something very important for everyone… That least you have to.. To bunk class… How can you….	260.
Joint Turn	General laughter….	261.
SR:	*fashionable* [emphasis]	262.
NK:	Yeah… How you would be cool or something like that…[Pause]… They were bunkers but the percentage was better as I've heard from here that nobody goes to college usually… And they go to [slight pause] tuition centers [slight pause] in the evening… That's how…	263.
UA:	[indistinguishable]	264.
NK:	it is… So [slight pause] so it was different but over there also the problem that I have..ah..[Slight pause] felt..[inhales]… The problem in the behaviour of the teachers… That they [slight pause].. At times they start arguing [slight pause] w with the student in a way [slight pause] as if they are equal to the student…[Slight pause]… The start almost like a fight…[Pause…]	265.
R:	weren't you in a girl's… This was a girls…	266.
NK:	Yeah..yeah…	267.
R:	Yeah, in Que… Quetta.. so I don't think there would be ….	268.
NK:	No there are… But it was a girls' college where I have studied… So [slight pause] I felt [slight pause] as if the teacher is losing her respect while [slight pause] doing it…because I felt like in my school…	269.
R:	By engaging with them on that level?	270.
NK:	Yeah..like that… Because in my ..At school level the..[slight pause] teachers used to give a lot of respect to [slight pause] us..As young learners…even we used to get respect from the teachers…so at intermediate level..if the student…if the teacher is humiliating the student so…[slight pause] I think the teacher is..[pause]..ge…losing her own respect by doing ..so I…[pause]..	271.
R:	Can you give me an example? I mean this seems to have really made an impression [slight pause] ..	272.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

NK:	[short laugh]…	273.
R:	Of how a teacher…would engage with a student in a way that you felt…	274.
NK:	For…for example…Lemme give you a very simple example…ah…we I've studied from an English medium school [slamming of the door].. We were habitual of saying good morning ..[slight pause]…	275.
R:	Okay…	276.
NK:	When I entered college..ah..umm.. there was a like…um…mixed-proficiency class…like some of them were from Urdu medium, some of them were from English-medium…	277.
R:	Ah… I see..	278.
NK:	But..but the teachers..most of them..may be some of them were from Urdu-medium background so they didn't like this thing…	279.
SR:	Hmm	280.
NK:	"that why are you saying good morning"… they..they used to get *offended* [emphasis]…[pause]	281.
R:	Did..	282.
NK:	"it's better if you say *As salaam Aleikum* [Muslim greeting, means sending Allah's blessings on the addressee… in Pakistan this greeting as much as a social convention as a religious one]… they said like that… we were like "*what* [emphasis] ..have I said?..[pause].. "what was *so* [emphasis] offending?"	283.
Joint Turn	NK and R laugh together …	284.
R:	Alright…	285.
NK:	So there were such things… [pause]	286.
R:	and then they would.. As in they would get offended and [slight pause] yell? [Slight pause]… Or offended as in they would just tell you off?...	287.
NK:	Means they used to….[slight pause] Keep this thing in mind..like they used to keep this grudge sort of thing …that they…	288.
SR:	[Clears throat]	289.
NK:	That they…	290.
R:	Like when they mark the papers?	291.
NK:	not when they mark the paper… [slight pause].. but overall [slight pause] their interaction with you in the class was like that…	292.
UA:	But in college you don't mark the paper of the same student …	293.
NK:	Yeah … the papers are not marked..[slight pause] by teachers….	294.
R:	No..no in priv..private colleges you have to give	295.
Overlap T	NK and UA talking at the same time: No..no …but …you don't	296.
R:	… their final you don't mark but their mock and stuff you mark…	297.
NK:	No..no mine [slight pause] was a public college … and there was no mock [slight pause] exam..there was nothing *at all* [emphasis]…[everyone talking at the same time] .. there was one annual exam…[other participants also taking in the background].. for which you have to prepare..	298.
CB:	That's fine.. even if there were mock exams …ahh… There were there in St K's but [slight pause] nobody cares… what if you fail…	299.
R:	I taught in College N… you… it was a big deal if you failed a mock…	300.
CB:	So in ST K's… we had..like the mock examination but we…	301.

Appendix Ai

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UA:	College N is so far that nobody can reach there…	302.
R:	[laughs] Okay I'm sorry NK	303.
NK:	but …ah…it was only [slight pause]..few of the teachers…I'm not …I'm not going to say that *all* [emphasis] the teachers were like that but *some* [slight emphasis] of them were like that…[pause]…This thing I didn't like [slight pause] about them…	304.
R:	That they..they would…use..use it…use their position…	305.
NK:	Yeah!	306.
R:..	to humiliate you…	307.
NK:	because as a teacher they should understand this thing that.."students have come from different backgrounds so I should cater to their needs" [pause]	308.
R:	Ahmm	309.
NK:	They should not bring their own insecurities [pause]….	310.
R:	…to the classroom?	311.
NK:	Yeah!...to the classroom..that's what I felt… Okay after that, university level, as..ah… she said that…university level was [slight pause]…my..ah… experience was the same [slight pause]..that it was the best part..[inhales]..when I've dome MA linguis…MA Literature…so all my…*all* [slight emphasis] of my teachers ..very motivating ..very friendly …our classrooms used to be very interactive [slight pause] and we used to [slight pause] enjoy learning … In never felt that it is …[slight pause]…studies is a burden…at *that* [slight emphasis].. level..I enjoyed [slight pause]..each and every class and *every* [slight emphasis] moment…so it was [sound of swallowing] … I learnt this thing that a teacher *should* [slight emphasis]… [ting of mobile, slight pause] create *interest* [slight emphasis]…..[ting of mobile…]	312.
R:	So sorry…go ahead…	313.
NK:	So yeah…*I* [slight emphasis] think that a teacher should [slight pause] create interest in the class so that whatever the students are learning they should *enjoy* [slight emphasis] it also.. They should not feel that is burden and in order to get the degree we have to get [pause]..this… [pause]	314.
R:	Can I ask you a question NK?	315.
NK:	Yeah…	316.
R:	How much of it had to do with the [slight pause] environment you were in and how much of it had to with the fact that you seem to genuinely like Literature ?	317.
[Long Pause]		
NK:	No..It's.. It's the *entire* [slight emphasis] environment…Because all the teachers were like that [pause]..it was the kind of environment	318.
R:	there were like ….motivating?	319.
NK:	They were motivating…they were encouraging …because ah.. some..ah… I have some of my [slight pause class fellows..who have come from Interior… they were very weak..Their spoken was very weak… they were not much confident…but [slight pause] with the passage of time..because the *teachers* [slight emphasis] were so motivating ..so they *improved* [slight emphasis] a lot…[pause] And by the end of our [slight pause] masters [slight pause] their presentaions…[slight pause]..their spoken improved…their expression improved..and [slight pause] it was obvious that this is just because of the teachers [slight pause].. Because of	320.

Appendix Ai

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Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	them as well as learner ..because they were motivated ..and [slight pause]..ah..they were working *hard* [slight emphasis] …But I think that the teachers have a lot.. [slight pause]..a *great* [slight emphasis] role in that…So this is something [slight pause] which every teacher should adopt this practice of motivating and encouraging…*even* [emphasis] those who are very weak…[pause]…even the weak students [long drawn out breadth] and then my last experience..that is of doing [slight pause] doing MA Linguistics [long release of breath] so there I've …I've experienced a *totally* [slight emphasis] different kind of environment from [slight pause] my previous [slight pause] university because [pause] here the teachers..I think the teachers are [slight pause]..*too* [slight emphasis] demanding…	
R:	Okay that's interesting…. What does that mean?	321.
NK:	Ah….ah means that..[slight pause] no matter what you do they are [slight pause] not..they don't show satisfaction..or they don't show much appreciation…	322.
Long Pause…		
R:	Appreciation by saying that…you know..that they…they..complimenting you on your work?	323.
NK:	No..no..not complimenting you on wo….. they don't even say it's *right* [strong emphasis]…[long pause]…when you answer something…	324.
R:	They don't….	325.
NK:	Not very clearly…means	326.
SR:	Hmm…	327.
NK:	[pause]..in a vague [slight pause] sense…means there is no…	328.
UA:	These are the kind of teachers which [slight pause]..I..I.. mentioned that…	329.
NK:	Yeah..	330.
UA:	[slight pause] who *make* [emphasis] you learn….	331.
SR	?	332.
NK:	Yeah…	333.
UA:	in someway or the other	334.
NK:	they don't…	335.
UA:	you won't escape…	336.
NK:	make an *effort* [strong emphasis] to teach you I would say…	337.
CB:	[indistinguishable because NK begins talking]	338.
NK:	They don't make an *effort* [emphasis] to teach you …[pause]	339.
CB:	Interestingly ..	340.
R:	ah..	341.
CB:	both of them are…ah..narrating the same thing ….	342.
SR:	But in two different perspectives ….	343.
Joint Turn	Everyone talking at the same time…	344.
UA:	…own perceptions….	345.
R:	It's very very interesting…	346.
CB:	Interesting…yeah….	347.
R:	Two perspectives….	348.
CB:	of the same event …	349.
UA:	We are talking about the *same* [emphasis]…same	350.
SR:	same	351.

Appendix Ai

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UA:	thing ..right ..the same faculty	352.
SR:	the same teaching style…	353.
UA:	same everything ….	354.
CB:	Same teacher….	355.
R:	But they're looking at it from two totally different…	356.
NK:	two different aspects…	357.
R:	points of view …	358.
RH:	[Indistinguishable, laughs]	359.
NK	And one thing that I disliked was that they don't *make* [emphasis] the students comfortable in the class even… it's the..the teacher's duty to make the students comfortable….	360.
R:	Again, belief, conviction or what..NK?	361.
NK:	Sorry…?	362.
R:	Who says…where is it written that it is a 'teacher's duty' to make you comfortable ? [smiling voice]	363.
NK:	No [laughs slightly] …It is just my personal opinion.. That's what I'm telling you..	364.
R:	based on … Based on what you experienced as a learner?	365.
NK:	I think that when you make your students comfortable.. Then only they can share what is coming in their mind… If they haven't understood anything… they will [pause] *speak* [slight emphasis] out… "No…	366.
UA:	Are you referring	367.
NK:	I haven't"	368.
UA:	to the facilitator philosophy? That the teacher should be a facilitator?	369.
R:	No…	370.
NK:	No..not to that level but at least [pause]… the teacher *should* [slight emphasis] to some extent..	371.
R:	But where is this particular opinion and I think, that's what UA is trying to ask you, coming from? Is it based on how someone…like your experience as a learner..	372.
NK:	it's based on my own experience… Like I was active in my classes ..ah.. When I was doing MA Lit… literature…I used to participate a lot in the class right… But as I told you… Because of the behaviour of the teachers…. They were very encouraging… What ever you say… even if it's wrong.. they would say "it could be like this"… And then move on… But… They gave you..	373.
SR:	clears throat	374.
NK:	the encouragement to say something….	375.
R:	and because they gave you feedback when you gave a response… Yes?	376.
NK:	but…[Pause]..Ove..over here in my… Second Masters.. I felt that [slight pause] if I'm going to say something… It's going to be very..[Slight pause].. If it [slight pause] turns out to be wrong.. it's going to be *very very* [emphasis] degrading and insulting for me in the class… because of the teachers…they	377.
R:	because of …they…they… that's how teachers …	378.
NK:	NK: Sometimes..they start making fun…means they don't care much about [slight pause] anyone's feelings …It's somehow like that [laughs slightly] for *me* [emphasis]..	379.
R:	Okay..	380.

Appendix Ai

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NK:	I don't know… that's my personal opinion…	381.
R:	Okay alright that's fair enough… [slight pause]	382.
NK:	Yeah… I think..I think that *such* [slight emphasis].. an environment…it's not easy for everyone to study…may be for some people they can coop[SIC] up with this situation but…	383.
R:	Ahmm	384.
NK:	[slight pause] for some people ..they can't just *speak* [emphasis] out in..[slight pause]..in such a scenario..where there is so much pressure and…	385.
R:	Because they feel in.. because they obviously feel intimidated ?	386.
NK:	Yeah…	387.
R:	Because they feel like their responses will be *judged* [emphasis]?	388.
NK:	Yeah….[Long pause]….	389.
R:	Okay….alright….	390.
NK:	So….. [pause]	391.
R:	So… umm… we were talking about school and you were happy sort of..	392.
NK:	Hmm	393.
R:	Except in secondary school… [smiling voice]	394.
NK:	Yeah….[laughs slightly]	395.
R	You were not happy with the physics and maths [laughs]	396.
NK:	Yeah[laughing]	397.
R:	Then you went to university and you got a very..[pause] what you…for you what seems to be really… it was *fun* [emphasis] because you felt it was very *supportive* [heavy emphasis]	398.
NK:	Yeah and it was environment in which [slight pause] I think my abilities were *polished* [slight emphasis]..	399.
	Long pause	400.
R:	Okay…and you know that because you…you yourself…you said you were very *active* [emphasis]?	401.
NK:	Yeah… and it was a *good* [slight emphasis] learning experience….	402.
R:	It was a good learning experience ..and then [slight pause]…you're contrasting it with your present learning experience…?	403.
NK:	Yeah [a drop in pitch here]	404.
R:	which is…[pause]…well… okay how does *all* [slight emphasis] of this apply for you as a practitioner? I mean you think of yourself as a practitioner ..and how you teach or don't teach or choose to teach or don't….	405.
NK:	Yeah…how…	406.
R:	how…	407.
NK:	How it has affected me …ah… when I..ah.. [slight pause] teach I try to make my students comfortable in the class…right… Another thing is how…[pause]…means I'm not going to *scold* [emphasis] or I'm not going to insult them or humiliate them if they give a wrong answer…[Long pause]	408.
R:	Okay alright…	409.
NK:	Right? They are free to ..ah [pause] ask me question… If they don't understand they are free to stop me and ask a question….	410.
R:	Ahmmm…	411.

Appendix Ai

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NK:	And..ah [slight pause] another thing is I'm..I'm ready to [slight pause] go down to I *their* [emphasis] level because I know [slight pause] their level [pause]…I…I'm not demanding them to come to my level..[slight pause] "if you want to study you have to come to my level"… That's not…[slight pause] that's not how it is.. I don't think it *should* [slight emphasis] be like that…	412.
R:	Again based on your own experience…?	413.
NK:	Yes… the teacher should *try* [emphasis] to come down to the level of the student and [pause] shouldn't demand vice versa…	414.
R:	Okay..and anything else?....	415.
NK:	That's it….	416.
	Long pause	417.
R:	Thank you very very much for your story [scratching sound in the background]..is it okay to ask you *where* [emphasis] you're doing your Linguistics from?...	418.
NK:	[pause]…. Same place [again in a lowered tone]	419.
R:	Wow…!	420.
NK:	[laughs]	421.
R:	So not saying anything because whatever I say is not going to be diplomatic… [laughs]…Okay..	422.
CB:	Can I be the last one?	423.
R:	Okay CB has…	424.
CB:	[laughs]	425.
R:	who wants to go next RH or…	426.
CB:	Actually I want to ask just one question…ah…..	427.
R:	Does anyone want any pastry…	428.
		429.
CB:	No thanks….	430.
R:	Tea… *Chai pe lo* [Drink some tea].. Didn't the patties make you feel slight better….	431.
CB:	yeah…	432.
SR:	*is kp bandh ker daytay hain..palay chai le aatay hain* [let's switch this off and get the tea first]	433.
Recording over… [40:27secs]		
	701 0016	
R	*Woh nahein honay wala* – [that's not going to happen] We're continuing with meeting four!	434.
Joint Turn	General Laughter	435.
SR	*Meree turn tu end may ayae ga* [my turn will come at the end, falling intonation]	436.
CB	*Aaj to meri baree nahein aaye ge* [I won't get my turn today, rising intonation]	437.
RH	Okay ..[slight pause]. I'll also start from my primary school and then secondary and then on the same order that they are following. So in the school level…[pause] though .and *not only* [slight emphasis] in the school level, but *throughout*[slight emphasis] my studies, I was really a very shy student. I never..ah.. used to speak or… [slight pause] ask any question in the class, until and unless *teacher* [emphasis] asked me any question. But I *want* [slight emphasis].. [pause] attention of the teacher…*all the time* ⇑ [emphasis] , okay . If the	438.

Appendix Ai

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	teacher doesn't pay attention to me, then I usually don't take interest in that subject and usually don't get [slight laugh] good marks in those subjects. And when the teacher gives me importance or some ..[pause] attention to me, then I usually get the highest marks. And I [slight pause] take *a lot of interest* [slight emphasis] in that subject. The same is the case *throughout* my [slight pause] school life, especially from class 1 till 7; I studied in a Cambridge school. And because the strength was very low, so the teacher use to give attention to all the students. But after that I did my master's – sorry matric from [slight pause] another private school…matric system.	
R	Okay.	439.
RH	And there [inhalation] the strength was large in the class, and because of that I didn't get *any* [slight emphasis, dropping intonation] attention…not as much as I used to get…and because I	440.
R	What kind of size are we talking about?	441.
RH	Umm…it was around [slight pause] 40, 50 [distinct pause..clears throat]….I [stretching the word, quiver, pause] –I mean I [distinct pause] get through it, but not in [distinct pause] the sense that I want to. Right? After that there was college and ..ah [slight pause]again the same problem [falling intonation]. And after that university level! In university…ah.. [pause] I *again* [slight emphasis] get the same…ah… attention that I *used to* [slight emphasis] get in my school life [slight pause]. So [rising intonation] again I get good marks, I got 2nd.. 2nd position in my Masters in Literature and in Linguistics as well… there was…. it was 4th in Linguistics. So [elongated] in *my* [slight emphasis] teaching, I used to do the same thing. I give importance to each and *every* [emphasis] student of my class, whether they are weak (rising intonation] or good [falling intonation, pronounced pause]. And even if they are *sleeping* [rising intonation, exclamatory], ..ah…sometimes students are.. they feel like sleeping in the class because of any other reason…so I just [slight pause] try my best to keep them awake in my class.	442.
R	How?	443.
RH	By asking them questions again and again [rising intonation] or by asking them, "What did I said, what was I talking about?" and things like that [falling intonation]… so that. I mean I try to give importance to *each and every* [emphasis] student of my class. That's it! Any question?	444.
R	It's a very short [slight pause] summary	445.
CB	Unlike UA!	446.
Joint Turn	Loud laugh from everyone	447.
RH	[laughing] Time is balanced over here!	448.
CB	Giggles	449.
UA	Yeah right! [rising intonation]	450.
R	You talked about how you didn't ask questions when you were in school… [slight pause] *and* [stretched] you didn't talk much, but you wanted the attention of the teacher…why didn't you ask questions, why didn't you talk much?	451.
RH	Hmm…(Again laughs hesitantly). Well… maybe because I am the only daughter and there was no one at home to whom I keep on talking all the time. It's like…	452.

Appendix Ai

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R	You used to keep silent?	453.
RH	Yeah, all the time in the class (with a slight chuckle), but I want *attention* [slight emphasis] of the teacher… [rising intonation] And even same happened in University L as well. When I was doing my Masters in Linguistics, there was one teacher…there were around *30* [stretched] to 35 students in my class and she used to look only on 3 to 4 students, and we were as if that we were not in the class…	454.
R	There was no eye contact?	455.
RH	Yeah there was no eye contact…so I feel that there is no use of sitting over here, because she doesn't even look *once* in the whole [slight pause] one hour class. Okay I'll tell you [appears to be addressing someone else] after it ….(with a laugh). So.. [elongated].. I	456.
R	*University L ke MA linguistics ke unofficial evaluation ho rahee hai* [rising intonation, laughs]	457.
CB	[laughs] *neechay koi jagah hai* [literally means is there any space below but is equivalent to saying is there some space below where I can hide]	458.
Joint Turn	General laughter	459.
RH	So…I…[clears throat]…still feel.. that, *I* [stretched] don't feel that *if* I am given that subject, I would not be able to teach [long pause] in a..I mean [pause] best way… I don't think I would be *able* [slight emphasis] to..	460.
R	Because…	461.
RH	just because..ah [stretched].. I didn't *get* [stressed & stretched] what she was [pause] saying [pause] because of the less attention.	462.
R	Wha… what about studying on your own [slight pause] RH?	463.
RH	Yeah I do on my own, but I feel until and unless I don't get the things [slight pause] what teacher is *saying* [stretched]…[inhales] I don't feel myself satisfied….	464.
Pause		
R	Okay… And wha.. *how* [stretched] would your teacher atten- what would qualify as teacher attention for you? You've given me one example of eye contact, right, what else? [slight pause] How else do you know that the teacher is really concerned about you, is paying the right amount of attention [amused voice]? You are "getting your sunlight"….	465.
RH	By asking questions and it's *very* [stretched] clear from the face of the student that whether they are *getting* [emphasis] the things or not…whether they are paying *attention* [emphasis] or not…everything is clearly written on the faces of the students.	466.
R	So you are saying, it's the lack of concern on the teacher's face….	467.
RH	Exactly! Exactly [stretched].	468.
NK	Exactly [stretched].	469.
RH	Most of the teachers are like [rising intonation, pause] that I feel [long pause]…most of the teachers. There are some good as well but,	470.
R	-Are you talking about your M.A in Linguistics *or* [stretched] teachers in Pakistan in general?	471.
RH	Teachers in Pakistan, in general as well…Including that teacher as well.	472.

Appendix Ai

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	(With a loud laugh).	
UA	She wants to satisfy [emphasis, laughing] about her MA [laughs] *Linguistics* [stretched, laughing]	473.
R	No I mean [laughing voice]	474.
NK	This meeting should be secret and confidential [laughs]	475.
UA	*Nahein jee hum tu*	476.
Ovelapping Turn	R, NK & UA talking together [laughing]	477.
UA	If this continues for more than 5 minutes – *tu walk out karna paray ga* [If this continues for more than 5 minutes I'll have to walk out]	478.
Joint Turn	NK, RH & R laughing	479.
UA	*Kui mai tu* [because I will…indistinguishable…laughing]	480.
RH	Laughing	481.
UA	UA we [laughing voice] we already have the goods on you so …you've said stuff about University L…*aisee koi baat nahein hai* [there's no such thing, laughs]	482.
	More laughter from group	483.
R	Okay so [slight pause] when you're talking about how all of this – the *fact* [slight emphasis] that even though you were a quiet *learner* [stretched]… and you don't believe on the teacher to explain	484.
RH	Hmm	485.
R	And you don't want the teacher to explain everything …I don't think, is it an explanation issue RH	486.
RH	No no no…	487.
R	or you feel that the teacher is not i*nvested* [emphasis] in your learning?	488.
RH	Ah…[stretched] I feel that whatever the teacher is *teaching* [stretched]…, it's the best that she can do…[pause]	489.
R	Ahem	490.
RH	I learn on my *own* [emphasis], [pause] as well. But the *thing* [stretched] is that [stress] what *I* [stretched] feel, until and unless the teacher *don't* [emphasis]-[pause] l*ook* [stretched] at me or I *don't* [emphasis] absorb what she's saying. [Prolonged pause]. I feel as if I am *nobody* [emphasis] in the class.	491.
R	You feel that there has to be a *connection* [stretched]	492.
RH	Exactly!	493.
SR	It is very common	494.
R	And..and You feel that the teacher has to be… It's a little bit like …tt's interesting that so far everything that all three of you've said is really very very similar	495.
RH	Hmm	496.
R	That you feel that the teacher has to be …b…What I mean *invested* [emphasis], that they *need* [stretched] to care, they are invested in your *learning* [emphasis],	497.
RH	Exactly	498.
R	they are invested in you as a learner, that in their horizon somewhere you exi	499.
Pause		
RH	Yeah *facilitator*[stretched] , *supporter* [stretched]	500.
UA	It depends from person to person…*jaise inko chaiye ke teacher unki taraf*	501.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	dekhey aur mujhe chaiye ke wohh meri taraf na dekhey. [Like she prefers that the teacher look at her and I would prefer the teacher not look at me] *(Big laugh from everyone).*	
R	There are so many places I go with that comment [laughing voice]	502.
	General laugh	503.
R	But I'm not going to …anyway	504.
Joint Turn	General laugh	505.
R	*Kaun sa teacher kaisay daikh raha hai kui daikh raha hai* [Who the teacher is, how are they looking at you, why they are looking at you…. Amused voice]	506.
Joint Turn	Loud burst of laughter	507.
R	*Gender kiya hai* [what is their gender]..[indistinguishable]… we're not going to go into it [amused voice]	508.
Joint Turn	Burst of laughter and then everyone talking together	509.
UA	[indistinguishable].. *koi bhi..*[whoever]…[pause]..*kui keh mai* [starts to laugh] *hurkatay ker rahee hotee hoon class main* [because I'm always playing the fool in class]	510.
RH	That's why….[laughing]	511.
NK	"*actually mai mustiyan kar rahee hotee hoon*" ["Actually I'm always up to mischief…"amused voice]	512.
RH	That's why	513.
CB	Yes one thing I would like to add that… ah [stretched] ..[pause]… If I… I mean I'm not going on my …ah [stretched] detailed argument but the thing is that if I talk about UA and myself..[slight pause].. Our experience of university L is *differen*t [emphasis]..	514.
SR	Hmm	515.
CB	And I can figure out the reason for that. The *reason* [slight emphasis] is that *we* [slight emphasis] have the experience of the morning course and *there will* [emphasis]..be a difference between the way *teachers* [stretched]	516.
SR	Hmm	517.
CB	have energy in morning and the energy they have in the evening.	518.
UA	Bilqul! [Absolutely]	519.
CB	And sometimes students, when they come in the evening, being a teacher, the students are irritating that you are *not* [emphasis]..[pause]able to understand how to tell them a single word. They say "we have worked, we have a master's degree and we're doing a double masters" but you *know* [emphasis]..[pause] they are not [slight pause] capable of that…[slight pause]..so *all* [stretched] these things	520.
R	Capable of doing their second Masters?	521.
CB	They are not even capable of being called first masters.	522.
R	*Wah!* [wow]	523.
UA	Yes …because their level is not up to the Graduate level as well.	524.
CB	And then there are so many issues at the evening program….like it's a private program and then we have very few teachers there. So these are few problems…but we have a different experience, because we've experienced the morning thing.	525.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

UA	There is this girl with me in Master's class, who has done her first Masters from somewhere else…other province and the things which I get easily [slight pause], she doesn't.	526.
R	But maybe it's not just getting it….it's also depend on the way it's presented, the oriented way…	527.
UA	*Wohh baat sahi hai, lekin dekhey na hamarey yahan aik Gold medalist ki jo percentage hoti hai, wohh 70, 74 hoti hai, theek hai. You might find it irrelevant, but let me*[slight pause] *mention the fact that…hamarey yahan gold medalist ki jo percentage hoti hai, wohh 70, 74 hoti hai aur us gold medalist ko aap kahi bhi ley jaaye.* [That's true but consider that at University L a gold medalist has a 70, 74 percentage alright ? you might have it irrelevant but let me mention the fact here.. Our gold medalists attain a 70 to 74 percentage and you can take our gold medalists any where]	528.
R	UA I *hate* [slight emphasis] to say this.. I know we're getting off the topic [slight pause] but I know *3* gold medalists from University L… I have a position from University L and I think it's *crap* [emphasis].….I didn't go and collect my medal, because I happened to know…that two of the gold medalists can barely write one straight [slight pause] sentence in English [pause]- from University L, our Department. I won't go there because I don't want to…but I ..I *dis*-agree [emphasis] with you there on a ..on a per….anyway we are getting off the topic…	529.
RH	I am not only talking about the *draw*backs [stretched]	530.
R	[indistinguishable because RH also talking]	531.
RH	Let me point out one important thing….there *are* [emphasis] teachers as well, who give extraordinary *importance* [emphasis]	532.
SR	Clears throat	533.
RH	extraordinary *support*[emphasis]extraordinary *clarifications* [emphasis, rising intonation]	534.
R	But talk about *yourself* [emphasis] right now [interrupts RH]…can you give an example of what happens when you *don't* [emphasis] get that attention. This is not an a evaluation of the MA Linguistics programme..jokes aside…	535.
RH	Hmm	536.
R	like you're saying in *your* [stretched] experience, when you don't have the eye contact…the eye contact signals some kind of connection between you and the teacher.	537.
RH	Exactly!	538.
	R If no connection is established, *you* [stretched & stressed] as a learner find it very difficult to engage with learning [pause]…Have I it right?	539.
	RH Right, right, exactly, exactly…and where I get the attention, where I get *everything* [stretched & stressed], I mean eye contact…then [slight pause] I think I am perfect in that subject.	540.
R	Okay	541.
RH	And I am *able* [emphasis] to teach that [slight pause] as well.	542.
R	So how does [slight pause] all that filter into your teaching…? You gave me an example, you make sure your students don't sleep, you ask them questions….do double check, you make sure that you are catching them by saying that, "what did	543.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
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	I say?" and watch everybody else laugh snickering because they *know* [emphasis] that the other person has no idea ….	
RH	[Laughs] Right…	544.
R	What else? [slight pause] How else does it feed into …do your experiences [slight pause] as a learner feed into [slight pause] how you are as a practitioner?	545.
	RH As a *learner* [stretched]…[pause]… Well ..[pause] *I* [prolonged elongation] follow those *teachers* [stretched]… *who* [stretched]… ..by whom I *really* [emphasis] get impressed…by their *teaching* [stretched], by their attitude…I try to follow them. For example…basically…I don't know maybe it's only with me that..ah….my mind is such that I [pause] *record* [emphasis] the *whole* [stretched] lecture.	546.
	R Okay you are a good *aural* [emphasis] learner?	547.
	RH Exactly! So that is *very* [emphasis] important for me and that's what I try to do in my class as well. I try to teach the students *each* and *everything* [stretched & stressed] right from the beginning till the end [slight pause] and from the *lower* [stretched] level till the higher…	548.
R	R: and what [indistinguishable because RH talking]	549.
RH	*Reaching* [rising intonation, stretched] them to the higher level.	550.
R	R: what you told NK that the *pitch … coming down* [emphasis] to their level….	551.
RH	Exactly..[slight pause]..exactly	552.
R	that's also important.And what UA said about step by step, that's also important	553.
	RH Right!	554.
	R Alright.. Is there anything you want to add? Okay who wants to go next?	555.
	Long Pause	
	R: Thank you *very* [emphasis] much [pause] for your story RH and I'm *so* slightly stretched] sorry that we took like a..like a..a bit of a detour because …[indistinguishable]..Go ahead	556.
	SR Ah…I would like to start *again* [stretched], like they *did* [stretched] with my schooling…But the thing is that, I don't have [slight pause] *anything* [stretched] strong to say about my college and university. *College* [stretched]..the thing which has [slight pause] made me [slight pause] a learner which I am now or I was at school….	557.
R	Hmm	558.
SR	so starting from the [slight pause] schooling …Good school, good student, good learning and now I'm going to talk about	559.
	R [Indistinguishable] good?	560.
	SR Yes, we're going to talk about *good* [stretched] because *that* [emphasis] time grades mattered! Now also.	561.
	R Grade will *always* [emphasis] matter..	562.
	SR Yes, but since it was ah… a.. missionary school and there *were* [stretched]..ah different strategies used for teaching and learning…but *still* [emphasis] we were [pause] not allowed to *ask* [stretched]..*questions* [emphasis]…[pronounced pause] ….not many questions.	563.
R	What do you mean not *allowed* [emphasis]? As in you were openly *forbidden* [emphasis] or discouraged?	564.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

SR	*No* [prolonged elongation] ah.... Probably we were discouraged. Not officially. We were discouraged so that…ah..ah…for example there was *always* [stretched].. a class of *20* [emphasis] and not more than that…so *that* [stretched].. if one person is *asking* [stretched].. a question and then probably it would waver and the *classroom discussion* [stretched]…It was *not* [slight emphasis] at all a discussion orientated class *from* [stretched]. grade 1 to grade 8…it was *all* [slightly stretched]…ah… lecture-based. *Though* [slightly stretched & stressed] good strategies were used and *good* [slight emphasis] ..[pause] *grades* [stretched] were obtained, but still..ah.. the why part was missing. And from *there* [slight emphasis]…I was *conditioned* [slight emphasis] as a *learner* [slight emphasis[not to ask "Why".	565.
R	Okay… you fel.. that the "why" wasn't important?	566.
SR	The "*why*" [stretched] wasn't important. And I won't talk much about [slight pause] grade 9 and 10 and then the Intermediate…because they were ..ah… [slight pause] board exams and we [slight pause].. all of us use to prepare in a certain way…where we *had to* [slight emphasis] pass the exam, get good *percentage* [stretched] and then go into the professional coll.. colleges and so on and so forth…Now throughout a Science [clears throat] student…when I entered University L, I entered into Faculty of Arts, so [slight pause] there was no academic rigor for me [slight pause], so that's why I didn't study hard, and I..I..I.. Graduated from Mass Communication. So that again did not have any impression on me as a learner and I can't say that there were teachers who impressed me…not because I was somebody really high-fi or somebody *really* intelligent that there was nobody to impress me…just because I was *average* [stretched & stressed], I took what the teachers were saying, I disseminated what the teachers were asking…and again there was no "why". So I still lack the critical part of the "why" in my personality.	567.
R	Till university, Masters in Mass Communication?	568.
SR	*Till* [stretched & stressed] university…*And* [stretched] *then* [emphasis] I joined University X..ah [slight pause].. in *the* [slight emphasis] ADP… so I like *her* [stretched] example [slight pause] from *this* to *this* [emphasis]. You know *here* [stretched & stressed] we are talking about *rationales* [stretched].. Like at University X, in the..the Center of EL, [inhales] when I was as a student, so they were asking about *justi*fications [stretched].. …and I've been.. I *had* [emphasis] been teaching…[slight pause]. *After* [slight emphasis] university I had been teaching for *quite* [slight emphasis] some time. *And* [stretched] ah…*again*[emphasis] as a…as a school learner I wanted…ah.. *attention* [stretched] *and* [stretched] attention in the way…the eye contact and the teacher know*ing* [stretched] the name and the teacher *asking* [stretched] questions and slight pause] the teacher re*lating* [stretched] to us. And *obviously* [slight emphasis], since most of the teachers were *strict* [emphasis]…[pause] …ah [stretched] that they *have to* [emphasis] follow a curri*culum* [stretched & stressed] and *no* [emphasis] hay wire in the classroom…[slight pause] *so* [stretched] there was a certain *decorum* [stretched & stressed] or a *discipline* [emphasis] we followed and..[discernible pause] I..I..I don't *know* [stretched & stressed]…I still *am* [stretched] conditioned to be like that- being an *only child* [stretched & stressed]	569.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	also…then also the same *authoritarian* [stretched & stressed]..um. thing from home, it came to [pause] school and *then* [stretched]..um..[pause] I was already *conditioned* [slight emphasis] so the college and the university did *not* [emphasis, pause] matter a *lot* [emphasis] to frame my personality…. [slight pause] as… as a learner. [Inhales] ..When I say good learner [pause].. I am *adaptable* [stretched]…[pause]…I take *whatever* [stretched] the teachers are saying. So when I came to the *Advanced* [stretched] Diploma *here* [stretched & stressed]…I started doing that [rising intonation]. And *then* [slight emphasis] I saw the other partici*p*ants who were *probably* [stretched] not that *good* [slight emphasis] a learner, but still they were questioning …[slight pause.] ..the "*Whys*" [stretched & stressed] and the "*What's*" [stretched] you know. *And* [stretched]..and again.. ….and ..and I could see R [stretched & stressed] and I could see the other teachers *literally* [stretched & stressed]..ah…catering them and *answering* [emphasis] to them, and they were not *snubbed* [emphasis]. And from *there* [stretched] I [pause] *obviously* [emphasis] I started reading the literature- I was not an informed practitioner [falling intonation], I was *only* [stretched & stressed] teaching on my instincts. After I graduated [slight pause] I started teaching in a language institute for *quite* [empahsis] some time. And I can [pause] *say* [stretched] that I was a popular teacher, just because I could *make* [stretched]- I could *connect* [emphasis] with the students, [pause] I *could*..ah… make them speak, I could..ah…[slight pause] make a difference in their lives as far as the [slight emphasis, pause] language is concerned. Since the language institute don't focus on *grades* [stretched] and they don't focus on GPA obviously…that was not ah… big hassle for me to *accom*plish [emphasis]. But *then* [emphasis] [pause] coming to ADP, joining here…when..ah [stretched] I read *literature* [stretched] and *then* [slight emphasis] I came to know okay eye contact is also *important* [stretched]…and I..*I* [slight emphasis] *am* [stretched] doing that. Just because my teachers were *strict* [emphasis, pause]…eye contact was there, the *name* [slightly stretched] was there, but still there was no *con*nection [strongly stressed, pause] between the student [slight pause] and the *teachers* [stretched] in school. There was just a connection; an *academic* [slightly stretched] connection…[slight pause].. I would [slight pause] you know call it an academic connection, it's *all* [stretched] academics [discernible pause], nothing else. But like coming to ADP, *here* [stretched] I realized that okay now teaching learning has changed, not at a tertiary level, not at a level *what I am* [stretched & stressed]…but maybe it has change in schools also now,	
R	Hmm	570.
SR	Ah….students *are* [emphasis] getting autono*my* [stretched] and students are getting the [pause] *attention* [stretched] to what they want inside the classrooms and outside the classrooms. So [slight pause] , um [slight pause] I still think that [pause] the learner I *was* [stretched & stressed]……and what my teacher's lack, like most of us said, " we don't…like I don't try to do that in the class"…And the only thing I *still*	571.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	[emphasis]…remember is that, I *want* [strong emphasis] to remember the names of every student so *that* [slight emphasis]… I can call them. And I… [slight pause]..I find it [pause].. it's a *belief* [emphasis]. It's probably not written anywhere, but it's just a…just my *belief* [slightly stretched & stressed]…that if I [slight pause] call somebody by name,.	
RH	Hmm	572.
SR	[pause] that is *how* [slightly stretched & stressed]… I am making the strong*est* [emphasis] connection, because we *teach* [stretched & stressed, pause]… so many, many, many, many students, so this.. Thus is one of the aspect I am talking about	573.
R	You said this was based on your experience in [indistinguishable] school…you also felt you were anonymous?	574.
SR	No [intake of breath] not at school, *not at all* [emphasis] at school. From school what I gathered was *that* [slight stressed], it is not about only academic connections [slight pause]..ah.. it is the *social* [slightly stretched & stressed] connection probably which you make with your learner. I know keeping the certain boundaries in..in into account…	575.
R	That person matters as a person…you are talking about, you investing in a learner as an individual?	576.
SR	Yes and probably that is how you can make a *difference* [slightly stretched & stressed]…	577.
R	Okay then, this connects [pause] with what NK talked about…	578.
SR	Hmm	579.
R	She talked about understanding [slight pause]the *background* [emphasis] that the learners are coming from	580.
SR	Hmm	581.
R	Where they're coming from [rustling noise in the background].. has so much to do with *who* [slightly stretched & stressed]	582.
SR	Yes .. and you know the *empathy* [slightly stretched & stressed] aspect ?	583.
R	Ahem	584.
SR	They go [slight pause] through certain things within the classroom or *probably* [stretched] they do not have *ac*cess [emphasis] to certain things which the other class mates *would* [emphasis] have. *Just* [emphasis] picking up that connection [still pause] *would* [emphasis] make… I'll …I'll just give an example. Today [pause] I took an exam of *45* [emphasis] students *and* [stretched] they are with me [pause] for the past..ah… 3 years. And one of the girl said, "Miss you didn't announce in the last class that we had an exam today". *Mai nay kaha* [I said that] "But it's in the Master's schedule [pause]..so.. "and you, *you* [slight emphasis] are in the *third* [emphasis] *year* [stretched]…one more year and you are *graduating* [stretched] …". She's a weak student….she said, "No, but *my* [stretched] expec*tation* [emphasis] with you is the same" [slight pause].	585.
CB	Hmm	586.
SR	*So* [stretched] that is how they … [slight pause].. they take you as a person….that [slight pause] she thought I was not *caring* [stretched] any more just because I didn't announce…*Aur mai nay kaha* [And I said]: "When did you come to know that today is.. it was an *exam* [stretched]?" She said [slight pause] "Today morning	587.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	and 8:30 was the exam". It was a reading exam, obviously she wouldn't have pre*pared* [stretched], but *still* [slight emphasis]… [pause]..	
R	Hmm	588.
SR	So she *had* [emphasis] the autonomy and probably [intake of breath, pause] she had *that* [emphasis] bond and connection [slight pause]. She was not afraid of me…. And that was a *learning* [stretched & stressed] for me… That	589.
R	that *she* [emphasis] felt she could *tell* [emphasis]that .. you didn't	590.
SR	That…that… *Yes* [stretched] …	591.
R	She felt you *weren't* [stressed & stretched] *invested* [emphasis] in her?	592.
SR	And… *ah* [stretched]..umm.. *neither* [slight emphasis] in her or in the *whole* [stretched] class, because most of them are studying with me [slight pause] for the past 2, 3 years. *So* [stretched] I..I told her *why* [slight emphasis] I didn't announce! In year 1 and 2, their expectations is different, [intake of breath] and in 3 and 4, since they are older students and graduating in one year, so the expectation is different …but *her* [stressed & stretched] *answer* [emphasis] in saying that "*My* [stretched] expectation is the same". [Prolonged pause]. So that again [slight pause] you know…So *how* [stressed & stretched] you treat the weaker students, not even in academic weaker, but weaker as a *personality* [stretched] also. I have seen that she is not a *group* [emphasis] being…so whatever…um, as far as impact [slight pause] on my teaching is concerned [pause]..the… the impact I took from my school. The good impact that is [pause] …..ah [stretched]..um that learning matters, but how learning matters,	593.
R	Ahem	594.
SR	But *how* [stretched & stressed] learning matters… *then* [emphasis, pause] I have seen that it's not the *learning* that matters [stressed & stretched, pause] probably it's the *academic* [stressed & stretched] connection, as well as social connection with the student… you know that *matters* [stressed]. Yes…*tang kartey hai*… [Yes they bother you] once you *have* [slight emphasis].. they have your email ids [exhales], you know *10 o'clock* [stretched] in the morning they are asking about *APA…* [stretched]	595.
R	Laughs	596.
SR	And I don't know about the manual to answer.	597.
R	*3 o'clock* [emphasis] in the morning	598.
SR	Yes…. You know there are some things you can answer…for example you can answer about grammatical rules or something you can *have* [emphasis] at home, but I don't have the APA manual and they expect I should. So…	599.
R	3 o'clock in the morning they sms	600.
SR	But probably the students learn *better* [stretched & stressed]..They learn better if you have a social connection with them….um [stretched] so…. [exhales]…[Long pause]	601.
R	Okay you feel…you talked about why the 'why' part only parted to you only once when for [slight pause] sort of inservice programme- so how is it [sound of crackling paper deafening] your realization that the why matters.. sort of makes its presence felt in your classroom as a practitioner ? [Prolonged pause].. Okay [falling intonation] I… I.. don't know	602.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

SR	Um….Yes *still* [stressed & stretched] ah the "why" matters, but it's very difficult for me … outside the classroom to ask the same question or to ask a *why* [stretched & stressed, pause] to anybody else. It might have..ah [pause] political implications I don't *know* [stretched]. that's *why* [emphasis]… I don't have a why… ah…I [rising intonation *dig up*-[emphasis], I try to *ask* -[emphasis] *myself,* I try to ask people whom I am comfortable with, who are very *few* [pause], but still I *re*frain [stretched] from asking a why.	603.
R	Why ?	604.
SR	Ouuff [short explusion]	605.
R	[laughs] *Why* [slightly stretched] not a why?	606.
SR	*Yes*..[stretched]… I'm…I'm.. [slight pause] *unable* [slight emphasis] *to* [stretched]…ah…*still* [emphasis] understand a why….For example I can give you..*ah* [stretched] I can make objectives and then I am making a very good lesson plan and it is *learning centered* [stretched] & stressed also, it is *learner centered* [stretched] & stressed] also..everything….But *again* [emphasis]if anybody asks "*why* [stressed & stretched] did you do a certain activity?", I *don't* [emphasis] have the answer.	607.
RH	Right, blank… blank	608.
SR	*Yes* [stretched …slight emphasis]..[pause]	609.
R	So is it [indistinguishable because SR begins talking]	610.
SR	Umm… may be it is [indistinguishable because R begins talking]	611.
R	Maybe you *don't* [slight emphasis] have the answer, because you are not comfortable to be [slight pause] put in a position to answer?	612.
SR	*Ah*…[slightly stretched] ummm…	613.
R	To rationalize your choices then?	614.
SR	I don't *know how to* [stretched & stressed] rationalize…I… I.. I..this is very *pers*onal [stretched]….[indistinguishable because RH begins talking]	615.
RH	It is *not* [emphasis] a matter of asking questions or [indistinguishable because SR also talking]	616.
SR	*Yes* [strong emphasis] *probably* [stretched] it goes … it reciprocate to [slight pause] if I don't *ask* [stretched] a why, that's why *I* [emphasis] *am* [emphasis] un*able* [stretched] to *answer* [stressed & stretched] a why. I am *feeling* [stretched] this because I am *still* [emphasis] a learner.	617.
CB	Perhaps it's…[slight pause] it's *not* [slight emphasis]. Because you've justified very well that why you lack a why…[pause]. So perhaps you have *developed* [slightly stretched] this, but you are not able to [pause] *grasp* [emphasis] the idea that you have *actually* [emphasis] developed a why answer…[indistinguishable because SR begins talking]	618.
SR	For example [slight pause] if I *even* [stretched] talk about my written assignments,	619.
R	Good point [seems to be addressing CB, barely indistinguishable because SR talking]	620.
	it is *very* [slight emphasis] *difficult* [stretched, rise in pitch] um..[slight pause] for me to jus*tify* [stretched] what I am writing. And the [slight pause] *evaluation* [stretched] I can do *well* [emphasis], but the justification I still *lack* [stretched].	621.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

R	B…[pause].. But it's *interesting* [slightly stretched], I mean what she said…it's very interesting. The fact that you can justify because you don't [indistinguishable because loud noise in the back ground] you have the ca*pacity* [stretched] to work out the why…so maybe you *do* [stretched & stressed], justify, but you set a standard for yourself that…that makes it difficult for you to *believe* [prolonged elongation].. [slight pause] that you answer the why satisfactorily?	622.
SR	*May*be [stretched], maybe.	623.
CB	Believing is different, but there is … like you justified very *well* [strong emphasis]. We all [pause] now are *convinced* [stressed & stretched] that why you lack a why, means that you have *justified* [stretched] it.	624.
	SR But how..how.. the other part is [pause] the other side of the story is that I *need* [slight emphasis] to work on it.	625.
	R On…on having the con*fidence*[slightly stretched] that you [pause] *can* [emphasis] justify a why?	626.
	SR *Or* [slightly stretched] even	627.
	UA: [indistinguishable because SR continues talking)	628.
	SR: to *ask* [emphasis] a '*why*' [slight emphasis & stretched] or example a why from her or a why from her…even as like *a* [slightly stretched, slight pause] participant or a group of people [slight pause] we *don't* [slight emphasis] know each other, nothing at stake but *still* [emphasis] I don't [pause]- *Doesn't* [emphasis] *mean* [slight stretched] I don't bother.	629.
	UA: [intake of breadth]…Hmm ..But one thing [slight pause] which I have *seen* [slightly stressed & stretched] so far in *the* [stretched] ..in the meeting [slight pause] when it comes to you [sight pause] you justify things and you explain things in *a* [stretched] *comprehensive* [stressed & stretched] manner [laughs]. Like..like CB said that *we* [emphasis] don't *have* [stretched] any why to ask [laughs, pause] we are *convinced* [stressed & stretched] that you *don't* [slight emphasis] have a why. So..you…wha… [pause] in my opinion what you need to do is [slight pause] is.. to be…be confident on that [slight pause] that point that you don't have a why.	630.
	SR *Maybe* [stretched] …[pause]…maybe… [stretched , pause]	631.
	R How [stretched] do *you* [slight emphasis] know that you *can't* [stretched] rationalize that? …I want to know that because someone else has told you?	632.
NK	Student evaluation [indistinguishable R speaking]	633.
SR	Maybe….	634.
R	Has someone *told* [emphasis] that you *don't* [slight emphasis] justify it *sufficiently* [slight emphasis] or is it just your *perception* [stretched & stressed] that you don't justify yourself?	635.
	SR Maybe it's *my* [stretched] perception *ah* [stretched] that….for example I just…I don't have a *yardstick* [slightly stretched] to say *why* [stretched] I am saying that [slight pause] *ah* [stretched] or where it came from. How did it occur to me that [slight pause] why is a problem…[slight pause] *ah* [stretched] ..um if *I* [stretched] see my assignment or if I talk about my teachers at the the *ADP* [stretched] level [pause] probably very *few* [slightly stretched] of them must have said that something is not [slight drop in pitch] very critical, otherwise…maybe	636.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	[pause] *ah* [stretched] the *self*-evaluation [emphasis] is *very* [stretched] strict or I have [slight pause] reached up to a certain [intake of breath] *ah* [stretched]	
	R: Unrealistic standard [smiling voice]?	637.
	SR: [expulsion of breath] Hmm [stretched] *maybe* [stretched]	638.
	CB: One thing…	639.
	SR: *maybe* [stretched]…[pause] .. *maybe* [stretched]	640.
	CB: *Perhaps* [slightly stressed stretched] a reason why I am giving all these good points is because you can understand…it's a very *difficult* [slightly stretched & stressed] realization that [slight pause] 'I am not able to do *this* particular thing because of that particular reason'. So you must have reason that 'why I am *not* [slight emphasis] *able* [slight stretched] to explain or clarify this particular concept or justify'…and you must have *thought* [slight emphasis] about it and after *thinking* [slight stressed & stretched] about it…then this is the point that you have *reached* [stretched] 'I am not able to do it [slight pause] because I lack why'…this is *again* [emphasis] a connection of *why* [stretched] right?	641.
	SR: Clears throat	642.
	R I don't know [slight pause, drop in pitch] .. I mean from her account I don't get the impression that you feel that you can't explain	643.
	CB: No..no.. I mean	644.
	R: It seems to be more to do with [slight pause how you feel that *you've* [slightly stretched] *thought* [slight emphasis] about it	645.
	SR: Or how I [stretched] ah… [slight pause] *compare* [stretched, drop in pitch] myself to others	646.
UA:	[indistinguishable because SR continues speaking]	647.
SR:	Maybe it's [slight pause] like that.. The *people* [stretched] I am with or my colleagues ..*ah* [stretched] ..people *more* [stretched] talkative and [stretched & stressed] and I then *gauge* [stretched]	648.
NK…	[indistinguishable] more critical and…	649.
SR:	*Yes* [stressed & stretched]	650.
NK:	It comes out of them	651.
SR:	Since it *comes* [stretched] out of them	652.
NK:	..they ask more questions	653.
SR:	*Ah* [stretched] since it comes out of them *I* [stretched] find them more critical and *ah* [stretched] I *don't* [slight emphasis] talk much .. *ah* [stretched] irrespective of my classrooms so [slight intake of breath] *maybe* [stretched] this is one reason that *I* [stretched] find myself *not* [strong emphasis] to be critical	654.
	R: Or you *think* [emphasis, pause] you're not critical	655.
	SR: Um… *ah* [stretched]..um.. Yes I think I'm not	656.
	R: I mean *finding* [stretched] yourself and *thinking* [stretched]..[slight pause] are two different	657.
	SR: I don't know if……	658.
	R I mean finding yourself than thinking about it…?	659.
	SR: [expulsion of breath].. I am… I don't *know* [slight stretched] if I can [slight pause] *make*[stretched] a [slight pause]	660.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	R: [low laugh]	661.
	SR: or bridge that [slight pause] thinking	662.
	R: laughs softly again	663.
	SR: or … finding.	664.
	R I don't know, but [slight pause] I mean it's interesting [slight pause] because so *far* [slightly stretched] we have your self-evaluation and that's been very, very, very honest, in the sense that [slight pause] …I mean there will always be *parts* [stretched] of us as learners [slight pause] and as practitioners…where you *need* [stretched & stressed] to be able to say [slight pause] 'okay *this* [emphasis] is something that I am working at or I am not working at'…and I think [pause] that sometimes when you don't do it [pause] it's because -you know that there is some chap called Fuller and he talks about the *stages* [slightly stretched] of teacher development..[slight pause]- she's smiling, because she's done this with me- and he says in the initial years, you are teaching, you are more worried about your practice and then from *practice* [stretched] you are worried about how you're seen professionally [drop in pitch] and then there're 3 stages- he divides it up… He did research on *ah* [stretched].. [intake of breath] on sec… on… on secondary school teachers	665.
	SR: Clears throat	666.
	R: and then in the *final* [stretched & stressed] stage [pause] he *says* [stretched] when you're towards the *end* [stretched] and matured as a practitioner and you're sort of a *veteran* [stretched & slightly stressed, pause]- At that point you're only interested in your student's learning. I mean I've always *disagreed* [stressed & stretched] with Fuller, because I feel like a lot of [pause] of *who* [slight emphasis] we *are* [slightly stretched]…- and that answers your question- [slight pause] as practitioners has a lot to do with [slight pause] *who* [slight emphasis] we are as learners.	667.
Joint Turn	A chorus of hmms	668.
	R: Until we don't have that *bridge* [stretched & stressed]… [pause] It's not..it's not the same process for everyone	669.
SR	Hmm [stretched]	670.
R	It's *individual* [stretched]	671.
SR	Hmm [stretched]	672.
R	and it really has to do with our *own* [stretched] frames of reference [pause]… [	673.
SR	Hmm [stretched]	674.
R	intake of breath] a *story* [emphasis]	675.
SR	Hmm	676.
R	of our learning journey, so it's a *huge* [stretched & strongly stressed] part of our frame of reference [slight pause] which is why we were talking about it. But I think SR has brought up a good point and I am not using it as a teaching point- [slight pause]- I am just saying that [slight pause] for *us* [stretched & stressed] as practitioners…UA keeps talking about [pause]... I think she said 'teachers *need* [emphasis] to learn' but I think I would *differentiate* [stretched] between..between..between [slight pause]learning something and implementing it and *growing* [prolonged elongation]…	677.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	SR: Hmm	678.
	UA Hmm, development [slight pause, seems to be chewing something] development	679.
	R: Exactly…	680.
	SR Application of the skills	681.
	R I mean-for me development [slight pause] learning and growth sort of comes together under development.	682.
	UA: *Bilqul, bilqul…*[absolutely, absolutely]	683.
	R But I think..you the fact is that you *can* [stretched] look back..like CB said if you have the capacity to look back at your own practice and be able to *critique* [slight emphasis] it… it's different. … so… [pause] Okay alright…thank you very very much.. You're still not out of time enough [smiling voice]	684.
	CB I am so *much* [emphasis] *involved* [stretched] in *her* [stretched] point [prolonged pause] that I *almost* [stretched] forget [slight pause] what I am supposed to say [intake of breath]. *Anyway* [stretched]…[Long pause] …I am just facing one difficulty right now [slight pause]- that there are *so* [stretched many things that I do as a teacher [pause] but I am not able to understand that *this* [emphasis] is the thing that I learned from my *school* [stretched, pause] and perhaps [slight pause] in reaction of my school and *this* [slight emphasis] the thing I have learned from my experience. But *now* [stretched] at this point, when I stand,	685.
R	Indistinguishable because CB begins speaking again	686.
CB	I think that all these things *are* [stretched, pause] they depend on perhaps maybe factor [pause]. But I feel one thing is *that* [stretched, pause].. I read it somewhere that [pause, swallows]: "The students will f*orget* [slight emphasis] what you said [pause], but they will never forget how you made them *feel* [slight emphasis]"..	687.
SR	Hmm	688.
CB	And this is one *crucial* [stressed and stretched] point,	689.
R	Indistinguishable	690.
CB	this is a very interesting thing and..ah… I remember that when I was in perhaps [slight pause] class 2 or class 3 [slight pause]. I was not a *very good* [slight emphasis] student in school ..[slight pause] a very, very bad student.. and that may be because at *that* [slight emphasis] *point* [stretched] we had some teachers [slight pause].. who *use* [stretched] to explain to our lectures [slight pause] ..what we *now* [slight emphasis] understand are good *strategies* [stretched].. involving students and everything [pause]… [intake of breath].. But *we* [stretched & stressed] liked *teaches* [stretched] who used to write on the *board* [stretched] and we just here and copy. But *now* [stretched] I realize that I did my ma.. *matriculation* [stretched] from a very good school, because [pause]..ah the *trend* [stretched] there was that…they used to *make* [stretched] us involved in several activities [intake of breath] and *so* [stretched, pause] I l*earn* [stretched] the best way when I am involved in something [slight pause]. When teachers were giving me the lectures, at *that* [slight emphasis] point I thought it's a very good strategy, I don't have anything to *do* [slight pause] just sit there and *chill* [stretched] you don't have so much homeworks [SIC}..[Pause]. But [intake of breath] *now*	691.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	[stretched] I realize that what I do in class [intake of breath, pause] So [slight emphasis] many group activities, so many activities which *involve* [stretched] students in the class are there [pause]. And this is one thing I learned [slight pause] perhaps from my school	
	R Can you give me an example of…?	692.
CB	Yeah, sure	693.
R	Are you saying that particular teacher…When did you *realize* [stretched] that you learn *better* [slight emphasis] as in a sort of a more c*onstructivist* [stretched] constructivist approach?	694.
CB	Okay [slight pause]now this is something which I did sub..[slight pause] sub consciously .. I won't say *un*consciously [slight emphasis] and I just *realized* [stretched] it right at *this* [slight emphasis] particular point, that the reason I am doing it maybe because of my school.	695.
	R Okay.	696.
	CB This is why I am saying that I have *never realized* [stretched] that there are so many things in my personality which are [slight pause] influenced by my school or my college..[pause] but now when I sit I can [pause] make a connection between all these things. And then again *ah* [stretched] what I do in class is that *I* [stretched]….because most of the students..ah… we are exposed are perhaps my age or perhaps [pause] older than me or perhaps one or two years younger than me [intake of breath] *so* [slightly stretched] I feel that [slight pause] I have a very [pause]…you know attitude that I am the most *insecure* [stretched] person in the class, I want to have *them* [emphasis] a sense of *superiority* [slight emphasis. And so when you have them and they depend [pause] - and you have a different connection…I am not sure whether I have be able to explain it in good words or not…but if you *make* [emphasis] them feel that they are superior or perhaps equal than you, then you have *such* [stretched & stressed] a bonding. Because I realize that…in our systems [pause] students are taken as machines perhaps. [intake of breath] We don't have the capacity or we don't have the *place* [stretched & stressed] to think about their emotions. But I am *so* [stretched & stressed] much involved in affective factors -that how can you *motivate* [stretched] students. *Even if* [slight emphasis, pause] I am not able to [pause] develop proficiency in a student in one semester, but there *must* [slight emphasis] be some change in his personality. That if *so* [stretched & stressed] much language development is not there but *still* [emphasis] the *capacity* [stretched & slightly stressed] for learning is there. So..ah [intake of breath] this is one thing and that's it. Like all the ideas are running around this one *single* [slight emphasis] point that we must be very careful about [pause, swallowing] students' feelings [pause] if you do it [slight pause] they *will* [slight emphasis] motivate [SIC]. And *how* [stressed & stretched] you are going to do it [slight pause] that depends on your *own* [slight emphasis] strategies. What I do in my class is that…if that's a point of relevance [slight pause, intake of breath] I try to remember their names [slight pause] *students'* [slight emphasis] name [slight pause] and then I tell them that they can talk to me after the class. But now at this point *ah* [stretched] what occurred to me when UA was speaking…that there *should* [slight emphasis] be certain limitations and *then*	697.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	[slight emphasis]- *this* [slight emphasis] boundary is very *difficult* [slightly stretched] to make. Because in one of my classes, I said that, "You people can ask me questions, I am here around right of the class". So one boy came and asked me, "Mam are you *really* [slightly stretched] married?" Now this is *not* [slight emphasis] the kind of questions that they are supposed to ask.	
RH	Hm	698.
CB	*So* [slightly stretched] the kind of *line* [stretched] that we have to make [slight pause] -it's very *difficult* [stretched] to set the boundaries.	699.
	UA: Hmm	700.
	Long Pause	701.
	R Of course … *so* [slightly stretched] ..ah..[stretched] Okay, so you've given me one *example* [stretched] of how you feel [slight pause]- that your learning history [slight pause] in school… sort of influenced…I am assuming when you talked about the teacher… you used a lot of activities ?	702.
	CB Yeah.	703.
	R And you said that till this point- I mean… till now… you really hadn't made the connection between the strategies … you ….you use…	704.
	CB Yeah…	705.
	R So are you… do you use a lot of strategies in your classroom?	706.
	CB You see strategies …Of course all the…*ah* [stretched] many strategies…but ah… what *I* [slightly stretched] rely *most* [slight emphasis] on is [pause] the activities the students themselves carry [slight pause] but then there are certain limitations. [intake of breath].. this is some…These strategies should be to carry out the tasks, in	707.
	R: The students themselves what…?	708.
	CB: Carry out *tasks* [slight emphasis]…	709.
	R: Okay	710.
	CB: which the students are *involved* [stressed & stretched] in [slight pause] *actively* [slight emphasis] involved.	711.
	R: Okay	712.
	CB: But then there are certain limitation! I can do this in language classroom [slight pause] but then when I have to *transmit* [slight emphasis] 10 [slight pause] units of a *major* [stretched & stressed] course for *Master's* [emphasis] students in *10* [emphasis] classes… I *cannot* [slight emphasis] do it there [slight pause]	713.
	R: [indistinguishable because CB begins talking]	714.
	CB: It's all about [prolonged pause]…	715.
	R: [indistinguishable]	716.
	CB: there I *don't* [stretched & stressed] it..	717.
	R: Okay	718.
	CB: I mean I can't *afford* [slight emphasis] it [slight pause] I mean the time *can*not [stretched] be [intake of breath]	719.
	SR: Hmm!	720.
	CB: there……So in *10* [stretched & stressed] classes [slight pause] I have to just transmit the lecture [slight pause]- just transmission [intake of breath]. But *I* [slightly stretched] personally prefer [pause] *so* [stretched] many group works in	721.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	which *students* [emphasis] are involved. And then there is sense of *accountability* [emphasis, pause] and this maybe….because ..*ah* [stretched] I guess that my schooling was good and the college *I* [stretched]- I graduated from St Joseph's [drop in pitch]… not graduated- I did my inter from St Joseph's [exhales, pause] and it *was* [slightly stretched] a good college [discernible pause]… there were *mixed* [stretched] teachers *of course* [stretched, pause]. There were some teachers who *take* [slightly stretched] the classes and there were some teachers [slight pause] who didn't even [intake of breath] *bother* [slight emphasis] whether the you exist or not, whether you are present or not [drop in pitch, slight back ground noise]. But then [rising intonation] there were some *good* [stressed & slightly stretched] teachers. And [slight pause] *ah* [stretched] *again* [emphasis] the group activity or *perhaps* [slightly stretched] the *active* [slight emphasis] participation of students [slight pause] was there [pause]. And they *always* [stretched, intake of breath] used to ask "Whether you understand it or not"… Maybe [rising intonation] because it's habit…because I feel that I have *developed* [stressed & stretched] this habit – that what I do is that [intake of breath], "Do you get it? *Samajh mai aa gaya aap logon ko* [Do all of you understand] ? [pause]… Do you get it?"	
	R So the *modeling* [slightly stretched]… You feel that your experiences in school [slight pause] and *college* [slightly stretched] served as a sort of a [slight pause] model… served as a model for you?	722.
	SR *ah* [slightly stretched]… *No* [slight emphasis] ah…. This *is* [slight emphasis] what I am saying… that I don't know…[prolonged pause] …I don't know whether this is a model or perhaps that's my experience or perhaps my learning of linguistics [slight pause, shallow intake of breath] but there *is* [slightly stretched] something which has made an impact [slight pause] but I *cannot* [slight emphasis] decide what is *that* [slight emphasis]…*this* [slight emphasis] is the problem.	723.
	R Okay but you *do* [slightly stretched] remember in school [slight pause] and college that people *did* [slightly stretched] check with you [slight pause] they did *ask* [slight emphasis] whether you understood or not?	724.
	CB: Yeah… Yes they did…	725.
	R: They did involve you in activities?	726.
	CB: Yes! [pause]… They *did* [emphasis].	727.
	R How about *university* [slightly stretched]? [slight pause]. Is it safe to talk about university [drop in pitch, smiling voice]?	728.
	CB Yes [stressed & stretched] because *again* [stretched] I did it from [slight pause] *morning* [slight emphasis, smiling voice] system and that's *absolutely* [stretched & slightly stressed] different. You see [pause]… *ah* [slightly stretched, exhales] one thing I…In university I was a *good* [slightly stressed & stretched] student . [pause]. And therefore I don't know how *bad* [slightly stretched] students feel. I was the one who had attention [slight pause] so I don't know whether the bad students have attention or *not* [slight emphasis]. This is the point! That's why I don't know how students who are not motivated themselves….and there are so many factors. One thing that my teaching is so much influenced by my parents.	729.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	R: Were you a law-*abiding* [slightly stretched] student by any chance [slight pause] as well? [smiling voice]	730.
Discernible Pause		
	R: Y*es* [slight emphasis]	731.
	CB: Y-*es* [stretched]	732.
	R: You probably were a very *good* [slight emphasis] student [slight intake of breath]..in the sense that you got the marks and you didn't create disruption in the class …	733.
	Discernible Pause	734.
	R: Yeah	735.
	Slight pause	736.
	CB: Yeah, this is *what* [slight emphasis] I'm saying. Therefore I don't know how students who were *not* [slight emphasis] motivating themselves – and there were *so* [stretched] many factors …One thing [slight pause] that my teaching is *so* [prolonged elongation & slight emphasis] *much* [emphasis] by my parents.	737.
	R Okay [pause] what does that mean?	738.
	CB: Like my *parents* [stretched] are teachers themselves.	739.
	R: [slight pause]- okay	740.
	CB: And my father [slight pause] my mother [slight pause] they *always* [slightly stretched] used to talk about [slight pause] their *experiences* [slightly stretched] in class [slight pause] and…	741.
	R: Do they teach the same subject?	742.
	CB: *Yeah* [slightly stretched]	743.
	R They're both English teachers?	744.
	CB: Urdu!	745.
	R Urdu teachers, okay….	746.
	CB: My father is now [slight pause] *doing* [slight emphasis] his D.LIT [slight pause] a degree after PhD. And my mother *is* [slight emphasis] an MPhil. And they are *always* [stretched, slight pause] talking about the *research* [slightly stretched] they are conducting and their teachers. [slight pause]. So I used to hear *so* [stretched & stressed] many things from them. Perhaps *something* [slight emphasis] in heritage [pause] or *perhaps* [slightly stretched, slight pause]-But I *do* [emphasis] know it *very*, *very* [emphasis] consciously that the *influence* [slightly stretched] is from *there* [slight emphasis]. [intake of breath]. But whether it's from the *school* [slightly stretched, slight pause] or the college [slight pause] or the university, I don't *know* [slight emphasis]…[Pause, intake of breath]. Because *something* [slight emphasis] is there [slight pause] but I am not… *perhaps* [slightly stretched, pause] … Again.. I [slight pause] *must* [slight emphasis, slight exhalation] go [slight pause] and have a self-analysis. [Swallows, pause]. It *may* be [slightly stretched] a weakness in my personality that I don't know [pause] *why* [stretched] something [slight pause] is happening. Again I am going towards why…I *know* [slight emphasis] that there *is* [slight emphasis] a *change* [slightly stretched, pause]..ah.. I *am* [emphasis] improving in my *ah* [stretched] professional *practices* [stretched, pause]…*But* [stretched] whether…[pause] … it's from the [slight pause] *school's* [slightly stretched] influence or the college's influence or from my own [slight	747.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	pause] studies' influence [slight pause] or by my parents [slight pause] I don't know.	
	R How do you *know* [slight emphasis] you are [slight pause] improving in your professional practices?	748.
	CB: It's because I can *see* [stretched & stressed, pause] the *bonding* [stretched] between *me* [slight emphasis] and my student… *and* [emphasis] the outcome [slight emphasis] as well. Because when I feel I *am* [emphasis] satisfied [stretched] with the class …[pause, intake of breath] because I know [slight pause] for instance when the students are answering *very*, *very* [emphasis] well… ah their faces *show* [slightly stretched & stressed] whether they are able to *understand* [stretched] something or not.	749.
	R: [Indistinguishable]	750.
	CB: *Exactly* [stretched & stressed]. [pause]. And then you are not *doing*[slight emphasis, pause] *justice*…[emphasis]….Because in our university [slight pause] *another* [slight emphasis] issue is that whether you are *being* [slightly stretched] *just* [slight emphasis] with *your* [slightly stretched, pause] job or not [pause] because there is no accountability. [Intake of breath, pause]. If you are *just* [slight emphasis]… yeah …..	751.
	SR Being able to *understand* [stressed & stretched] that the students understand or *not* [emphasis, pause] *is* [strong emphasis] probably a step forward to *ah* [stretched, pause] a *better* [emphasis] professional practice… [prolonged pause]… You know you start [pause] *caring* [stretched & stressed, distinct pause] that [pause] there are *people* [slightly stretched] who exist in front of you...	752.
	R [indistinguishable] inside classroom	753.
	SR: *So* [stretched & stressed, distinct pause] so they understand or they *don't* [slightly stretched & stressed] understand….*so* [slight emphasis, marked pause] you *know* [slightly stretched & stressed] the *realization* [stretched] means that this *is* [stretched & stressed] improvement in the practice	754.
	R: Hmm	755.
	CB: And practice [distinct pause] the last week in University L *ah* [slightly stretched] I conducted a workshop on [distinct pause] the "Management of Learner-centered Classroom" [slight pause]. And this is why I thought *a lot* [stretched] about it [slight intake of breath] and I did some kind of [spause] you see very *informal* [slight emphasis] action researches that how I can improve myself….So [intake of breath, distinct pause] I remember when we were in school, we used to sit in "U" Shape sitting arrangement [pause] so everybody is facing the teacher,	756.
	R: Hmm	757.
	CB: *And* [slightly stretched] I do this [slight pause] in my class…[distinct pause, intake of breath]. But it *may*be [slight emphasis] because of my school or it *may*be [slight emphasis] because of ling*uistics* [slightly stretched] room…	758.
Joint Turn	A chorus of response from groups [indistinguishable]	759.
	CB: Yeah… And it *may*be [slight emphasis] because I read form [slight pause] TESL books	760.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	SR: Hmm	761.
	CB: So you see it can be from *anywhere* [emphasis, pause]. I don't know from *where* [slightly stretched & stressed]…but the *difference* [emphasis] is there…	762.
	R But……becau… [slight pause]. May be you're more *convinced* [stretched & stressed] because it's worked for you. Can you think of one *negative* [stretched & stressed, pause] experience you've had as a learner [slight pause] CB?	763.
Distinct Pause		
	CB: [intake of breath]…You see this is what I am saying that um [expulsion of breath, pause]….	764.
	R: No…no… [indistinguishable]	765.
	CB: I am actually thinking about it.	766.
	R Yeah [slight pause]… *anything* [slightly stretched & stressed] that [pause]- If you have to think about the *worst* [strong emphasis, slight pause] classroom experience you've ever had?	767.
	SR [intake of breath]…There's one thing I would like to say that [slight pause, blows nose] …In our school we were forced to [distinct pause] learn something… Yes *absolutely* [emphasis] how can I [slight pause] *even* [slight emphasis] miss that point [slight pause].. now it make sense that [slight pause]. I *always* [stretched & stressed] feel that if a student doesn't want to…like for instance I have to do a ..um [slight pause] a reading comprehension activity and I gave a text to students, and somebody says, "It's a very boring topic" [expulsion of breath, pause] so I have another back… back up activity prepared for them. And I…I *do* [emphasis] tell them that, "Please tell me if you don't like the topic [slight pause] or the text… so I have a another [SIC] material". I'm *sure* [stretched & stressed] that this is from [slight pause] my school experience [inhales] because I *hate* [emphasis] Chemistry *so* [stressed & stretched] much that I don't even *remember* [emphasis] that *I* [slightly stretched] took a chemistry course in school. I cannot *even* [stretched & stressed] recall one *single* [emphasis] class of Chemistry *honestly* [stretched].	768.
	R: You're *that* [emphasis] *traumatised* [stretched] by Chemistry..?	769.
		770.
	CB: *Yes* [slightly stretched]	771.
	R: Okay we have a maths and physics hater and now we have a chemistry hater.. [laughing voice]	772.
	CB: Our chemistry teacher *was* [emphasis] good [slight pause]- I…I remember her [slight pause]… but I..I don't remember any class of hers…[pause]… what we *did* [slight emphasis]	773.
	R ..And..and the reason why you *don't* [slight emphasis] remember is because you didn't like the subject?	774.
	CB: [slight pause]…Yeah! [pause] I am *not* [emphasis, distinct pause] *that* [slightly stretched] kind of a person	775.
	R: A chemistry person?	776.
Somebody coughing in the background…		
	RH: Scientific….	777.
	CB: Yeah….[pause] that's the thing…	778.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	R Okay [pause].. And you *feel* [slightly stretched] that [slight pause] because it wasn't interesting that's *why* [slight emphasis] you didn't engage?	779.
	CB: *Exactly* [emphasis]	780.
	R:And based on *that* [slight emphasis] experience [slight pause]…you *always* [slightly stretched, slight pause]- you don't want to *force* [slight emphasis] a certain topic on the students?	781.
	CB Yeah and then there is just one more point is that …*ah* [slightly stretched, pause]…um… for some teachers in my college – I remember *that* [slightly stretched] *ah* [slightly stretched, pause]… I remember that there were some very *good* [slight emphasis] teachers [slight pause]- excellent teachers *honestly* [slightly stretched]- And in *some* [slight emphasis] teachers' *class* [stretched], I understand everything *very* [slight emphasis] clearly [pause] and *some* [slight emphasis] I am not *able* [slight emphasis] to do it. And *then* [slightly stretched] when I came in *ah* [slightly stretched, pause] my [pause] M.A *Final* [slight emphasis] and we had some kind of [indistinguishable] personality types [pause]. And I found out [slight pause] that I am a person who is [pause] like…[prolonged pause]- I learn *more* [slight emphasis] when I *see* [stressed & slightly stretched] something…[slight pause].. This is why I *always* [slightly stretched] ask you… that *please* [stretched]….	782.
	SR [indistinguishable]…diagram	783.
	CB: Exactly [stressed & stretched].. And *so* [slight emphasis] *this* [emphasis] may be one [slight pause] one *point* [strong emphasis] that our *teachers* [slight emphasis] would just *deliver* [emphasis] the *lectures* [stretched, pause] and we were involved in discussions [slight pause] but *again* [stretched] the *visual* [emphasis] aid was not there [pause].	784.
	SR: Hmm	785.
	CB: And *this* [slight emphasis] maybe because when I…when I come to the class and when I *go* [stretched & stressed] to my classes [intake of breath, pause] I make *the* [slight emphasis] handouts prepared for them [slight pause] along with the lectures [pause]	786.
	R: Hmm	787.
	CB: … because I realize that just *one* [emphasis] thing was missing [slight pause] in *some* [slight emphasis] of the classes.	788.
	R W…. okay [slight pause]…and that was the vis…the visual aspect?	789.
	CB: Yeah [slight exhalation]	790.
	R: Pitching to *visual* [slight emphasis] learners?	791.
	CB: And..[slight pause] ..*ah* [slightly stretched] from that it's not about catering to them …. In *fact* [slight emphasis]… it's about catering to *all* [stretched & stressed] kinds of learners. [Intake of breath]… they maybe *visual* [slightly stretche, pause] they maybe verbal. So [distinct pause] what I do *now* [slightly stretched] is that [slight pause] I *try* [slightly stretched] to make- of course…for all the classes it's not practical [slight pause]- but I try to make [distinct pause] *activities* [strong emphasis] that cater all *kinds* [emphasis, slight pause] of learners [pause]… *ah*..[stretched, pause] and then in the last *meetings* [slightly stretched, slight pause] I was [distinct pause] talking to people about [slight pause]the	792.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	larger classes and *discrepancy* [slight emphasis] in students. And *during* [slightly stretched] this period I figured out a problem for that…[fall in intonation, pause].*Ah* [stretched, pause] should I go for it now?	
	R Yeah go ahead [rising intonation]	793.
	CB: [Swallows, distinct pause]…Again in *the* [slightly stretched] *ah* [slightly stretched] last few workshops….I gave a workshop on [slight pause] how to manage different kinds of classrooms [pause]… And during that I *realized* [slightly stretched] that of course….we all know that there are 8 kinds of intelligences, so what I did was *that* [stretched, pause] in my class for one week- a *language* [stretched & stressed] classroom [slight pause]- a *totally* [stretched & stressed] 1st year class….I [slight pause, intake of breath] *made* [slight emphasis] some kind of activities that catered to *all kinds* [markedly stretched & stretched] of intelligences and the students' response *was* [emphasis, pronounced pause] *absolutely* [markedly stretched & stretched] *different* [emphasis, pause] *drastically* [stretched] *amazing* [emphasis]. I *always* [slightly stretched] used the orthodox… Like what they were doing is *that* [emphasis, pause] I *had* [slightly stretched] some *activities* [stretched]. Also I had some *activities* [slightly stretched & stressed] in which *linguistically* [emphasis] intelligent learners had to participate *a lot* [emphasis]. [Pause]… Then I had some *activities* [slightly stretched, pause] that required [intake of breath] *e-spontaneous* [slightly stretched & stressed] answers. *Then* [stressed & stretched, pause] there were some activities that required *so much* [stressed & stretched] thinking! So *all* [stressed & stretched] the students participated *very*, *very* [emphasis] well [slight pause]… so I *figured* [slightly stretched] out that *even* [slight emphasis] if there is a class of *200* [stretched & stressed] people [pause]… there are *8* [slight emphasis] kinds of *personalities* [slightly stretched] in them.	794.
	R [slight pause]… Hmm… *We-ell* [stretched] according to Howard Gardner there are now more than 8 intelligences [slight pause]	795.
	CB: Yeah of course [pause]…	796.
	R: but 8 are confirmed… [fall in intonation]	797.
	CB: Exactly…	798.
	R Okay [slight pause]… *So* [slightly stretched] this is your own *in*formal [slightly stretched] research [pause]… that you felt this and you *tried* [stretched] it out…	799.
	CB: Exactly [emphasis]	800.
	R: You were convinced	801.
	CB: and this *may*be [slightly stretched] because of some of the students of my school and college…but I *cannot* [slight emphasis] point out [pause] I *cannot* [stretched, pause] think about it [slight pause] that *which* [stressed & stretched] one.	802.
	R B… but you pointed out [indistinguishable] that is your *own* [emphasis] you	803.
	CB: Yeah	804.
	R: *realization* [stretched & stressed],	805.
	CB: Yeah	806.

Appendix Ai

Transcript of Focus Group Discussion (FGD) IV– Nazakat Cooperative Inquiry Research Group – Cooperative Inquiry Cycles 1 & 2
Discussants: Researcher (R) – Participants: UA (T), CB, NK, M) SR (R) & RH (S)

	R: that you are a *visual* [emphasis] learner and the fact that [slight intake of breath, pause] you try to *compensate* [stretched] for that	807.
	CB: Yeah	808.
	R: by making sure that in your classes people with different kinds of intelligence [slight pause], you know different kinds of *personality* [slightly stretched]… different kinds of learning *strategies* [stretched] are sort of…[slight pause]- their needs are attended to?	809.
	CB: Exactly [emphasis]… and then one *more* [stretched] thing is *that* [stressed & stretched] [pause]…*ah* [stretched] I was just *ah* [stretched] beginning to tell this [pause] in my [pause]…I mean in my *beginning* [slightly stretched] phase of speech…that when I was in class 2 [slight pause] or 3 [pause] I did an [slight pause] *Urdu* [slight emphasis] assignment…it was not just a *sentence* [slightly stretched]… I *had to* [slight emphasis, pause]….*copy* [stretched] what they say …[slight pause] "*Khulasa*" [summary cum interpretation, emphasis] of something from [pause] *ah* [slightly stretched] the board [slight pause]… and I did it [slight pause]… and then after that I made some kind of you know *design* [stretched, distinct pause] around it…And [pause] I told you people that I was not a *very* [slight emphasis] *good student* [slight emphasis, pause] in the beginning of school…[intake of breath]..but the next day the teacher said "wow this is such an excellent [indistinguishable].. everybody should *copy* [emphasis] it [slight pause] and she's made an *extra* [slightly stretched] effort" . So I *realized* [slightly stretched] that [pause]…I *still* [strong emphasis] *remember* [slightly stretched] that *particular* [slight emphasis] event. And so…	810.
	R The appreciation…	811.
	SR Yeah…and *so* what I do is *that* [slight intake of breath, stretched & stressed, pause] I give [slight pause] *written* [slight emphasis] feedback to my students.. [Prolonged pause] And this is something I *must* [strong emphasis have learned from there. [Prolonged pause] .. *Of course* [slightly stretched] from linguistics and everything [intake of breath, pause] but still [pause] there *is* [stressed & stretched] an influence of *that* [slight emphasis].	812.
	R …[indistinguishable]… makes a difference	813.
	RH: schooling *is* [emphasis] very important	814.
	CB: Yes a *feedback* [stressed & stretched, slight pause] a *written* [stretched & stressed] feedback and [distinct pause] *some* [slight emphasis] sort of *appreciation* [stretched, pause].. tha…ah [stretched] it's it's a… a *good* [slightly stretched, pause] for instance *answe*r [slight emphasis, pause] and *ah* [stretched] you can improve on these [slight pause]… *and* [slightly stretched] these points… [pause] so *something* [slight emphasis] has to be there.	815.
	R Wow [laughing voice]! Is there anything you would like to add?	816.
	CB: [Pause] *N-oo* [slightly stretched]	817.
	R Okay [low laugh], what the time is it first of all…(Interview finished).	818.
	SR: 5:00	819.
	R: Oh my God! But we started 45 mins late… but I can see from everyone's fact that you're really tired…	820.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

Name of Interactant	Text in Turns	Turn No
R	This is a [slight intake of breath] combined meeting *for*… [slightly stretched].ah the Nazakat Group [distinct pause]. V and VI [pause].. This is our *final* [slightly stressed] meeting… We have two agenda items..[crackling sound like a bag of chips being reached into]..We will be *discussing* [prolonged elongation, distinct pause] .. we be discussing a *task* [slightly stretched] sheets [slight rise in intonation] *and* [prolonged elongation] finalizing *what* [slight emphasis] our intervention is going to be *on* [slightly stretched, slight pause] How long it's going to be [slight fall in intonation].. and *basically* [slightly stretched & stressed] a general *broad* [slightly stretched] plan [distinct pause]… And everyone will be asking questions [falling intonation] if they *so* [slight emphasis] *choose* [slightly stretched & stressed] to .. I *Which* [slightly stretched & rising intonation] judging by past experience [fall in intonation] will not *really* [slight stretched, pause] may.. may [rising intonation] not happen..[audible intake of breath, pause] .. Alright [rising intonation] let's start! Who wants to go? .. [pause] *Task sheet* [slightly stretched , pause] *one* [emphasis]!	1.
	Background noise	2.
RH	Task sheet .. [seems to be prompting someone – almost speaking in an undertone]	3.
NK	*Okay* [stretched] so we have *three* [stretched] ah… things to discuss over here [rising intonation]. The first one is the Pakistani *classroom* [slightly stretched, slight pause], the second is the English classroom, and the third is [slight rise in intonation] is the ideal Pakistani English *classroom* [slight emphasis]..	4.
R	Ahem…	5.
NK	*So* [stretched] according to *me* [slight emphasis] ..the *first* [slight emphasis] that is *ah…* [stretched, pause] Pakistani classroom I have ..[distinct pause] I have got down some *points* [slight emphasis]	6.
R	*Sure* [rising intonation]	7.
NK	The *first* [slightly stretched] point according to me *is* [stretched] .. that ..*usually* [slightly stretched & stressed] we see that in Pakistani…ah *Pakistani* [slight emphasis] English classroom usually there is use of *the* [stressed & stretched] first language .. *students* [slight emphasis] are *prone* [slightly stretched, slight pause] to use the first language.. which *usually* [slightly stretched] and it's difficult for them to . [distinct pause]. …*use* [stressed & stretched] English [prolonged pause].. The second [pause] problem that I…ah…. *see* [slightly stretched, slight intake of breath] is that	8.
R	You're talking about *the* [slightly stretched].. Pakistani..cla….the..the [slight pause] …the *problems* [slightly stressed] with…with theh Pa… with the general English Language classroom or *Pakistani* [slightly stressed] classroom?	9.
NK	*Pa*kistani [stretched]	10.
R	[indistinguishable because NK also talking]	11.
NK	*Pakistani* [slightly stretched & stressed] English classroom .. [indistinguishable because R and NK talking simultaneously] *Typical* [prolonged elongation & strongly stressed] Pakistani classroom.. it has these issues.. [increase in pace of delivery] The second one is [coughing in the background] that they *knowledge* [stressed & stretched] of the gra…grammar *rules* [stretched & stressed, intake of breath] but they	12.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	are *unable* [slightly stressed] to im*plement* [stretched] those rules in *English* [slightly stretched] usage [distinct pause, intake of breath] And another thing is t*hat* [slight stress, pause]…*students* [slightly stretched]..we find students *are* [slightly stressed, pause] *unmotivated* [stretched] to study this subject because it is [slight rise intonation, increase in pace] …ah.. something which is *imposed* [slightly stressed] on them and it is a *compulsory* [slightly stressed & stretched] subject [fall intonation and decrease in pace] so they don't show much *interest* [slightly stressed]…[distinct pause]	
R	By *imposed* [slightly stressed] you mean that [pause].. because..because it's a	13.
NK	*Because* [slightly stretched] it's a c*ompulsory* [stretched] subject	14.
R	[indistinguishable because NK also talking]	15.
NK	they don't *choose* [stressed & stretched] it… they *have* [stressed] to study.. they don't have a *choice* [stretched] that's why [intake of breath, pause] ..*ah* ..[slightly stretched] okay then.. *another* [slight emphasis, slightly stretched] …ah… these three points were related to students [slight pause] ..*Then* [stretched].. there's *this* [slightly stretched].. the last two *points* [slightly stretched] are related to *teaching* [stretched & stressed] methodology..[intake of breath]… the *teachers* [stretched & stressed, slight pause] *usually* [slightly stretched] they rely on ..on *course* [prolonged elongation, stressed] books and…[slight pause] we find very *few* [slightly stressed, stretched] teachers …ah.. who *put* [slight emphasis] a lot of *effort* [emphasis] in teaching .. And t*hey* [stretched, rise intonation] design a lot of activities [distinct pause] and *their* [stretched] classes are *activity-based* [stretched & stressed] *Usually* [stretched, pause] it is…they [pause] follow the [audible swallowing] *traditional* [stressed] method..	16.
R	What is the traditional method [slight fall in pitch] as you understand it?	17.
NK	*Yeah* [slightly stretched]… *Umm* [stretched].. the *traditional* [slightly stretched] method is that …*ah* [stretched] they [slight pause] teach grammar *explicitly* [stretched & stressed] and only *two* [emphasis & stretched] skills are in focus: reading and *writing* [slightly stressed & stretched]	18.
R	Okay	19.
NK	*Listening* [slightly stretched] and *speaking* [slight emphasis] is usually ignored	20.
R	Okay	21.
NK	*So* [stretched] that is how I see a *typical* [stressed & stretched] Pakistani classroom…and *moving on to* [stretched]	22.
R	Sorry can I ask a quick question?	23.
NK	[pause]… *yeah* [stretched, rising intonation]	24.
R	You said that.. you said that as regards *methodology* [slightly stretched & stressed] that the *two* [slight emphasis] things that you *feel* [stretched] are ..you know are…*typify* [stressed & stretched] the…the Pakistani classroom..	25.
NK	*Yeah* [stretched]	26.
R	Is..is … in terms of *methodology* [slightly stretched & stressed] is .. you actually said traditional *methods* [stretched, all in pitch] and you explained that	27.
NK	Yeah	28.
R	And you said *course* [slightly stretched] books… very few *people* [stretched] like do activity-based teaching and so on [slight intake of breath] what's wrong with the	29.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	course book? *Most* [slightly stressed] *people* [slightly stretched, I'm assuming, at a certain level [fall in pitch] in intermediate and so on.. you *have* [stretched, intake of breath] a syllabus	
NK	*No* [slight rise in pitch] I'm *saying* [stretched] that the teachers ..[pause] they *totally* [strong emphasis] rely on the course books..	30.
R	What's wrong with relying on the course books?	31.
NK	No! There's nothing wrong with it… [rising intonation and pitch] *but* [stretched & stressed] ..ah.. the thing is that they *don't* [stretched] ..ah …*develop* [slight emphasis] some activities *themselves* [stretched & stressed, coughing sound in the background] according to the [slight pause] *requirement* [slight emphasis] of the *class* [slightly stretched]… may be according to the requirement of different *students* [slightly stretched & stressed, intake of breath, pause] that's a *lacking* [slightly stretched]	32.
R	Okay you *feel* [stretched] course book.. the course book by itself is [slight intake of breath] alright .. but [indistinguishable because NK begins speaking]	33.
NK	but it *needs* [stretched & stressed] something	34.
RH	Other .. other books should also be	35.
NK	Other books should *also* [slight emphasis] be consult [SIC]..*and* [stretched] the teacher *should* [slight emphasis, pause]… ah *design* [stretched] some *activities* [slightly stretched & stressed] other than the book	36.
Joint Turn	Everyone talking together [but a muted volume]	37.
CB	Can I ask a question?	38.
R	Sure …[slightly stretched]… Everyone please feel *free* [slightly stretched] …this is a *discussion* [slightly stressed] not…	39.
CB	Yeah. *If* [slightly stressed] the *course book* [stretched] is *perfectly* [stressed & stretched] fine and…. *And* [slightly stretched] ah… I mean in accordance with the standards and levels of all the students then what's the *need* [stretched] of…[pause] designing other *activities* [stretched, prolonged pause] …*Even* [stretched] if the course book has *all* [stressed & stretched] the activities… [indistinguishable because NK begins talking]	40.
NK	Okay …if…*if* [slightly stretched & stressed] else… *then* [slightly stressed] self-sufficient then there's no.. there's no [indistinguishable because CB begins talking]	41.
CB	[indistinguishable because NK talking] .. general situation …[indistinguishable because NK talking]	42.
NK	I'm *assuming* [stretched & strong emphasis, rising intonation] a general situation.. *where* [stretched & stressed] the course is *not* [strong emphasis]…*ah* [stretched, distinct pause]	43.
RH	Ah.. *actually* [slightly stretched] what happened	44.
NK	satisfactory [falling intonation]	45.
RH	when we *only* [slightly stressed] focus on the course book then the [coughing sound in the background] *students* [slightly stretched] don't take much [pause] *interest* [stretched & slightly stressed] because they think *everything* [stressed & stretched] is in the book [falling intonation] we'll do it afterwards	46.
CB	Okay	47.
RH	*That's* [slightly stretched] the reason	48.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

NK	*Yeah* [stretched]	49.
RH	They don't *participate* [stretched] in the class [rising intonation], they don't attend the classes regularly [slight pause] that's the problem [falling intonation]	50.
R	There's an interesting [slight pause] *conundrum* [slightly stretched, rising intonation]… I mean what she said about the fact that you know .. you *can't* [stretched & stressed] pay atten…ah..it's not *really* [slightly stretched] *designed* [stressed] *specifically* [slightly stretched & stressed] for a group of *learners* [stretched, intake of breath] it's for a general thing.. I mean for me it's a *ESP* [slightly stressed] issue ..because *really* [stressed & rising intonation] no matter how *good* [slight stress] a course book *is* [slightly stretched, slight emphasis]… *sometimes* [stretched & slightly stressed, rising intonation] there will *always* [slightly stretched & stressed] be an issue of *pitch* [emphasis, slight pause]	51.
NK	*Yeah* [stretched & stressed]	52.
R	And interest [indistinguishable because NK begins speaking	53.
NK	There's *always* [stretched] need for some *changes* [stretched & stressed]	54.
R	Yeah	55.
NK	And if those changes are not made [slight pause] *then* [slightly stretched & stressed] it is *not* [strong emphasis] suitable for the class	56.
R	[intake of breath] you're now *modifying* [stretched] it to a *specific* [emphasis & stretched]	57.
NK	*Yeah* [emphasis & stretched]	58.
R	Learner group	59.
NK	Modification would be *required* [slightly stretched & stressed]	60.
R	Would ..would *always* [slightly stretched & stressed] with *effectiveness* [stressed & stretched, pause] I mean that's what you [rising intonation] ?	61.
NK	*Yeah* [stressed & stretched]	62.
R	I think..I think I would agree with you … my belief.. is a [fall intonation] little bit similar	63.
NK	Okay	64.
SR	*Modification* [stretched] would also require have the different learning styles within *the* [slightly stretched, pause] group…[indistinguishable because clearing of throat sound in the background] without which you're modifying without *keeping* [stretched & stressed] *what* [emphasis] learning styles is [SIC] suitable .. [intake of breath] so that would *also* [emphasis & stretched] ..ah… be helpful	65.
R	And it also picks up on..wha..	66.
Joint Turn	Soft sounds of assent	67.
R	*what* [emphasis, slightly stretched].. what CB discussed as an *earlier* [slight emphasis] *issue* [stressed & stretched] when she was talking about the *different* [slight emphasis] kinds of learners [intake of breath, increase in pace] *but* [emphasis] learning styles is not just about different intelligence.. everybody has a *different* [slightly stretched & stressed]	68.
SR	Hmmm	69.
R	They're ..they're so many kinds of different learning styles if you look at Re… Rebecca *Oxford's* ..[dstretched, distinct pause] *ah* [stretched]	70.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

NK	Indistinguishable	71.
R	It's a *comprehensive* [stressed & stretched] *list* [stretched, short laugh] of learning styles	72.
NK	*Yeah* [slightly stretched]	73.
R	I mean you *can't* [emphasis] attend to *everything* [slightly stressed, stretched]	74.
SR	Hmm	75.
R	But yeah it's a really good point	76.
NK	Okay… now I'll move to the next [pause].. *ah* [slightly stretched] topic – that is the *ideal* [slightly stressed] *Pakistani* [slightly stretched] classroom.. what it *should* [slightly stretched & stressed] be according to me [slight fall intonation, intake of breath] …*ah* [slightly stretched] I think *that* [stretched, pause] I'll try and relate it to the [slight pause] *typical* [stressed & stretched] one…*ah* [stretched] students [slight pause] they should have the knowledge of grammar rules and *being* [slightly stretched] able to implement them [distinct pause] *properly* [stretched & stressed intake of breath, slight pause] *Then* [slightly stretched the second thing is that students should take *interest* [stretched & stressed] in the English Language classroom and that's [increase in pace] the *duty* [slightly stressed & stretched] [slight pause]..of the teacher … *how* [stretched] *..ah..* he or she *makes* [stressed, pause] the class interesting [long indrawn breath] the third thing is *that* [stretched] ..ah…[pause] the class.. the class *should* [slightly stressed] be an interactive classroom because it's a [slight fall in pitch] language classroom … *students* [slightly stretched, rise in pitch and intonation] should be *encouraged* [emphasis] to *speak* [slightly stretched] in English..[slight pause] *even* [slightly stressed] if they're speaking incorrectly but they should be *encouraged* [stressed & slightly stretched]	77.
R	Okay why do you think it *needs* [slightly stretched & stressed] to be interactive because it's a language classroom?	78.
NK	[intake of breath].. *so that* [stretched]	79.
R	*Specifically* [stressed and stretched] because it's a language classroom	80.
NK	*Specifically* [slightly stressed] because it's a language classroom it needs to be interactive *because* [stretched] like…*ah* [stretched] when students *interact* [stretched] I think *then only* [stressed & stretched, slight pause] *their* [stretched, slight pause] …ah [slightly stretched] *skil* [stretched] , language skills are developed .. it *needs* [stressed] *interaction* [slightly stretched, distinct pause] for that	81.
R	Okay [low pitch]	82.
NK	*And* [stretched & slightly stretched] .. *ah* [stretched] and the *last* [slightly stretched] point is]that [rising intonation, a change in treble] *ah* [stretched] it *should* [slightly stressed] be *activity-based* [stretched, pause] learning [intake of breath] and students should get to an [increase in pace] opportunity to *use* [stretched & stressed] English Language to *express* [slightly stressed] and to *communicate* [slightly stretched] with each other [fall intonation & pitch]	83.
R	Okay so this is what you're saying [indistinguishable] even if it's an *incorrect* [slightly stretched & stressed] use at least they're using it? Why [rising intonation] do you think it should be *activity*-based [slightly stretched] ? What's so special about [pause] *activity-based* [indistinguishable because NK begins talking]	84.
NK	*Yeah* [truncated]! I'm saying it *because* [slightly stretched] *ah* [stretched] through	85.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	activities the teacher can develop [pause] *interest* [stressed] of the students [pause] they will *not* [stretched & slightly stressed, pause] be demotivated and *bored* [stretched & stressed] in the class [pause, intake of breath] when there is activity	
R	[pause] Okay so you think it's ..it's..it's *a* [stretched].. you like at it as a [indistinguishable because NK begins talking]	86.
NK	It's a *motivating* [stressed & stretched] factor	87.
R	as a motivational *tool* [slightly stretched]	88.
NK	*Yeah* [emphasis]	89.
R	Okay [rising intonation] alright	90.
NK	[intake of breath] *and* [slightly stretched] the teacher should focus on *all* [stretched & stressed] the four skills [distinct pause].. ah…they should *not* [emphasis, pause] *ignore* [slightly stretched] speaking and listening …[increase in pace of delivery] which is usually ignored in *typical* [stretched & stressed] Pakistani classrooms…[intake of breath]…*so* [slightly stretched, slight fall in pitch]… ah [pause]	91.
R	Okay	92.
NK	[intake of breath] that's *how* [slightly stretched] I put it… [pause].. then *ah* [slightly stretched, pause] the *ideal* [stretched] English classroom according to me is..[slight pause] it's [pause] a classroom which is very *lively* [slightly stressed & stretched] and *interactive* [stressed].. students *are* [slight emphasis] very *motivated* [slightly stressed & stretched, pause] and students are encouraged [slight pause] *again* [slightly stressed] to *participate* [slightly stretched] in activities and *group* [slightly stressed] discussions and it is a class again that caters to the *needs* [slightly stretched] of all *types* [slightly stressed] of *students* [slightly stretched, pause] … *And* [slightly stretched & stressed] ah… all the skills *are* [stretched] in focus [prolonged pause]	93.
R	*Okay* [slightly stretched, intake of breath] I have *one* [stretched] …*ah* [slightly stretched] *last* [slightly stressed] question. You keep *saying* [slightly stretched] that.. you *feel* [slightly stretched] that all four skills *should* [emphasis] be focused. Why do you think that is *so* [stretched & stressed, coughing sound in the] important? Why [slight rise in intonation] the should? [prolonged pause] Is it because it is *recommended* [stressed] in books?	94.
NK	[Prolonged pause] *Ah* [slightly stretched] one of the reasons is because it is recommended in books *another* [slightly stretched] thing is *that* [stressed] I think that [slight pause]…*ah* [slightly stretched] you can't learn a language unless you have *command* [slight emphasis] over the *skills* [slightly stretched, pause]… and if you're lacking in one skill *so* [stretched] ah.. it's a *great* [slight emphasis] …it's a *drawback* [slightly stretched & stressed, pause, fall in pitch] being a student	95.
R	Okay…*for* [slightly stretched]..for *effective* [slight emphasis] language *development* [stressed] it's important to *have* [slightly stretched] exposure of.. to… to learning the four skills?	96.
NK	Yeah	97.
R	Okay, fine that's fair enough [indistinguishable because CB begins speaking]	98.
CB	*Of course* [slightly stretched]um… learning a language means … [indistinguishable, background noise] *academically* [stressed] .. so you *need* [slightly stretched, whirring sound in the background] you need *writing* [stretched & stressed] and reading .. and	99.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	ofcourse [stressed] in *real* [stretched] life ..*so* [slightly stretched] you'll need speaking skills and listening skills …[prolonged pause] so same thing	
NK	[Hammering sound in the background] Okay. *Now* [slightly stretched] I *move* [slightly stretched] to task number two …I'll show you this [crackle of paper] .. *how* [slightly stretched & stressed] I have depicted this… [pause] may be not like most of you have done it [laughs]…it's again a kind of *symbolic* [stretched & stressed] *representation* [slightly stretched]…*Here* [stretched] I represented the ideal English classroom as *a* [stretched] double-storied [pause] *house* [slightly stretched, pause] because it is *fully* [emphasis & stretched] *developed* [slightly stressed].	100.
R	Okay, what [rise in intonation] does *that* [slight emphasis] mean [laughs]?	101.
SR	*Hmm*[slightly stretched]	102.
NK	It *means* [slightly stretched, intake of breath] it has [slight pause] all the *qualities* [stretched & stressed] that it *should* [slightly stressed] have [pause]	103.
R	And the qualities that it *should* [slightly stressed] have.. [indistinguishable because NK begins talking]	104.
NK	That I have discussed..	105.
R	that the [indistinguishable because NK also speaking] *interactive* [stretched & stressed]	106.
NK	Yeah….that I have *just* [slight emphasis] discussed	107.
R	that the students are *motivated* [stressed & slightly stretched]	108.
NK	*Yeah* [slightly stretched, rise in intonation]	109.
R	They're *allowed* [slightly stretched & stressed] to develop the four *skills* [stretched, rising intonation]… *okay* [slight pause]	110.
NK	*Yeah* …[slightly stretched, slight pause] all …all these things are present [slight pause] *in* [stressed] *this* [stretched, pause] ideal classroom ..[slight pause]…*then ah* [stretched & stressed, intake of breath] the *ideal* [slightly stretched] *Pakistani* [slightly stressed] English classroom ..it [slight pause] it is *not* [slightly stressed & stretched] up to that level.	111.
R	*Why* [stressed & slightly stretched] isn't it [slight fall in intonation] up to that level?	112.
NK	*Because* [slightly stretched & stressed] of *ah* [slightly stretched, slight pause]..*certain* [slightly stressed & stretched]..*ah* [stretched] what to say….	113.
R	It *isn't* [emphasis] or it *can't* [strong emphasis] be?	114.
NK	It *can* [stretched & stressed] be [slight pause] of course it can be *but* [slight emphasis]it… [slight pause] it's *not* [stressed & stretched] because [increase in pace] there is *still* [stretched & stressed] room for improvement	115.
R	Okay	116.
NK	That is why.. it is *not* [emphasis & stretched, slight pause] up to that mark ..*and* [stretched & slightly stressed, crackle of paper] I have depicted the *typical* [stressed & stretched] Pakistani classroom [crackle of paper] in the form of a *cottage* [emphasis and prolonged elongation, laughs]	117.
R	Okay	118.
NK	A bit *funny* [slightly stretched] *but* [slight emphasis] *actually* [slightly stretched] I want to show *this* [stretched & stressed, pause, crackle of paper] that there *is* [slightly stretched] *still* [slightly stretched] a lot of room for *improvement* [slightly stretched & stressed]	119.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

R	Okay	120.
NK	it is *under-developed* [emphasis & stretched] and it *has to* [strong emphasis] develop more	121.
R	Which is *why* [slightly stretched & stressed] it is a cottage and not a double-storied house [rising intonation, laughing tone] ?	122.
NK	*Yeah* [stretched, laughing voice, laughs]	123.
R	alright… [slight pause] Okay alright	124.
NK	Yeah *that's it* [slight emphasis, crackle of paper]	125.
R	Okay, alright [slight pause].. So *what* [slight emphasis] is the *difference* [slightly stressed, rise in intonation] between the *two* [slightly stretched, slight pause] *cottages* [stretched & slightly stressed]?	126.
NK	Which two?	127.
R	This one and *that* [slight emphasis] one?	128.
NK	*This* [slight emphasis, slightly stretched] one is *more* [stretched] developed as compared to *that* [emphasis]	129.
R	*So why* [stretched, rising intonation] is *that* [stressed] the l*east* [stretched] developed though? [intake of breath] Because are you *looking* [slightly stretched & stressed] at it in terms of in terms of *your* [slightly stretched] *context* [slightly stressed] because the *last question* [slightly stretched, slight intake of breath] was really based on *your* [slightly stretched]	130.
NK	Yeah , *actually* [slightly stretched, slight pause] *from* [stretched] *typical* [stretched & stressed] Pakistani classroom *I'm* [stretched]..*umm* [stretched, slight pause]..In *my* [slightly stretched, stressed] mind it *is* [slightly stretched, pause] the *drawbacks* [stretched & stressed] that are t*here* [stressed & slightly stretched, increase in pace] in Pakistani classroom …which we *see* [stressed & stretched]	131.
R	Hmm	132.
NK	in the Pakistani classroom [intake of breath] so I've *focused* [stressed] on *that* [slightly stretched & stressed]…	133.
R	Okay	134.
NK	Not on the *brighter* [stressed & slightly stretched] side [slight pause] but on *the* [slightly stretched] darker side [munching sound]	135.
R	*Well* [swallowing, slightly stretched] that's fair enough [rising intonation] …Alright thank you *very very* [slightly stressed] much [munching sound] NK. Very very *original* [slightly stressed, slight pause] a depiction. A very very interesting way of looking at it [slight fall in pitch]	136.
NK	Okay	137.
R	Do you have any questions for her? *Please* [stretched, intake of breath, rising intonation] this is not a *class* [prolonged elongation and strong emphasis, laughing tone]	138.
NK	[laughs]	139.
R	This is a *discussion* [stretched & stressed] group	140.
NK	Laughs	141.
UA	*Bhai* [stretched, mobile buzzing] *mai duono suratoo mai phastee hoon* (Well I'm in hot water in either case)	142.
NK	Laughs	143.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

UA	*Ziyada bolu tu* (If I talk too much)….[indistinguishable because general laughter]	144.
NK	Laughing	145.
R	*Nahein* [stretched] *ziyada* [stretched & stressed] *bolnay mai tu kis… mujhay tu koi objection nahein hai, hum kise ko koi objection nahein hai* (No, I have no objection to anyone having something to say, none of us have any objection)	146.
UA	*Is liyay hum nay soocha keh matlab hum apna comment drag kar rahay hain* (That's why we [equivalent to royal we] I mean thought why should we drag our comment in)	147.
R	*Nahein, Nahein* (No, no)	148.
Joint Turn	NK laughs and everyone also protesting/reassuring	149.
CB	*Aap ko kis nay soochnay meh majbur kiya hai especially* (Who could made you think such a thing especially …) …[amused tone, rising intonation]	150.
UA	*Mai aap ko shock mai nahein dalna chatee thee keh mai apna tasks sheet* ***nahein layee*** [stretched] (I didn't want to put you in shock by telling you that I hadn't brought the task sheet)	151.
R	*Uff* (cultural onomatopeaic expression/exclamation to express surprise, pain or exasperation) thank you for the shock	152.
Joint Turn	General laughter	153.
NK	*Finally* [stressed & slightly stretched, laughing] you have *given* [slightly stressed] the shock	154.
UA	*Abhi woh task sheet* [indistinguishable because group members still laughing] *bun rahee* (At the moment the task ----- is being readied)	155.
Joint Turn	Group members chuckling	156.
UA	*Mai bolu* (I'll talk)	157.
NK	***Acha*** *woh bun rahee hail* (Okay it's being readied) .. [stretched, laughing tone)	158.
Joint Turn	General laugher	159.
R	Okay [indistinguishable because UA begins speaking]	160.
UA	[indistinguishable] …*drawing mai tu bohat buray hain….****analogy*** [stretched] *sooch…sooch rahay thee laikan ..woh samaj mai nahein aaye ab takI* (our [still in the royal we pronoun] drawing is bad.. was thinking about an analogy but I haven't been able to think of anything as yet)	161.
R	It's okay..*jab click hojaaye ga tu ho jaaye ga* [laughs]…. (when it clicks it clicks) … Does anybody else have any questions [prolonged pause]…*No* ? [slightly stretched]	162.
UA	*Nahein* (No)… I think [pause] umm *kafi* (to quite an extent) … *being* [stretched, pause] a teacher in Pakistan…[slight pause]… or being a teacher..in *the* [stretched] the *typical* [stressed] *environ… enivronment* [stretched, coughing sound in the background]… *hum sub* ***ke*** [stretched, slight pause] *almost more or less yahee sooch hai* (we all have almost more or less the same understanding/ thinking)	163.
SR	Hmm	164.
UA	It depends upon *wha…what* [stretched & slightly stressed, slight pause] *facilities* [stretched] we have	165.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

SR	Hmm	166.
UA	*And kis tarah* ***humay..***[stretched & stressed, slight pause]… *hum* ***kitna*** [stretched] *yanee* ***allowed*** *hain* (And how we….. the extent to which I mean we are allowed)	167.
SR	Hmm	168.
UA	[slight pause] *woh* ***istamaal*** [stressed & stretched] *karnay kehI* [fall in intonation] *liyay* (to use them)	169.
R	What do you mean *kitna* ***allowed*** [stretched & stressed] *hain*? *Agar* (If)…..[indistinguishable because UA begins talking]	170.
UA	*Matlab humaree* ***limitations*** [stretched & stressed, pause].. *umm* [stretched] R [rise in intonation]…*humaree humaree* ***limitations*** [stretched & stressed] *hain* …*hum sub kuch class mai* [slight pause] ***innovations*** [stretched & stressed] *ya kuch* [slightly stretched]…*koi naiee cheez* ***try*** [stressed & slightly stretched] *karna chatay hain sub nahein kar saktay hain* (I mean we ..ummm R we have…we have limitations.. we all might want to bring innovations to the class … or try something new we aren't able to do all of them)	171.
SR	Hmm	172.
NK	Hmm	173.
UA	*Hur jagaa ka* ***mohawl*** [stretched] *alag hai* (Every place has different environment)	174.
SR	Hmm	175.
UA	*hur jagaa kee..kee* ***limitations*** [slightly stretched, increase in pace] *alag hain* (In every place there are different limitations)	176.
NK	*Institutional* [stretched]	177.
UA	For example… for example *these* [stressed] people [slight pause]….*they* [stretched] teach us… they teach us…*kiya kahtay hain us ko* [pause]..*yanee sirf* ***larkiyaan*** [slighty stretched] *hotee hain aap ke class mai trans-gender class nahein hain un ke- multi-gender class nahein hai theek hai nah? ..* (What do we call them? I mean you only have girls in your class it's not a trans-gender class , right?)	178.
NK	Hmm	179.
UA	*Matlab meri classy meri class mai woh alag hai masala- Matlab* ***limitations*** [stretched & slightly stressed] ***bohat*** [strong emphasis & prolonged elongation] *saree cheezoo mai dakhai…University W ka* ***crowd*** *[slightly stretched] alag hai, humara alag hai baqi aur jagoo mai alag hai* (I mean I have a multi-gender class, in my class there is another problem altogether. I mean there are limitations in so many things, University W has a different crowd, in my place we have different crowd and other places its also different)	180.
SR	Hmm	181.
NK	Hmm	182.
UA	*Matlab yai keh, issay…* ***limitations*** [stretched & slightly stressed] *ko lay keh meri murad yeh hai* (I mean this… with respect to limitations what I mean)	183.
SR	[coughs]	184.
UA	For *example* [slightly stretched] *yeh keh…* ***jaisay*** [stretched & stretched] *mai nay last time bhi jo hai zikr kiya tha* ***keh*** [stretched, swallows, buzzing of mobile] " ***stu-dent*** [stretched & stressed] *aa keh dayta hain keh* [pause, intake of breath] *" miss meray nah* ***aap*** [stretched] *agar sessional mai 35 may se thirty number laga daingee* [pause] to mayra ***A grade*** *bun jayee?"* (For example, it's like I said/mentioned last time as	185.

Appendix Ai

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	well that a student comes to me and says " Miss if you give my 30 out of 35 in the sessional I'll be able to get an A-grade) She is my friend [slightly stressed] and [stressed & slightly stretched] my teacher I can never dare [stretched & stretched] say this to her	
SR	*Hmm* [slightly stretched]	186.
UA	*Tum agar meray liyay paper mai itnay marks laga dou gee* ***tu*** [slighty stretched] ***itna-a*** [stretched] *ho jaye ga-* ***nahein*** [strong emphasis, slightly stretched] *kar saktay* (If you give me so and so mark on the examination then I'll get such and such – No I (Royal we version)	187.
CB	That's *my* [slightly stressed & stretched] idea and that's *your* [slightly stressed] idea basically [at this point CB rubbed her fingers together – gesture suggestive of a bribe]	188.
UA	*Nahein bohat achi tarah* …[indistinguishable because group erupts into laughter]	189.
Joint Turn	General laughter	190.
R	I *love* [stressed & slightly stretched] that [laughs, indistinguishable because group members still laughing]	191.
Joint Turn	General laughter	192.
RH	[laughing] It depends on the *student* [stretched & stressed] and teacher [slight pause] *both* [slightly stressed, NK also talking]	193.
NK	*Both* [stretched & slightly stressed]. *And* [slightly stretched] the environment of the	194.
R	*And* [stretched] the environment-	195.
NK	the *institute* [slightly stretched & stressed] as well	196.
R	that's a *good* [stretched & stressed] point- and the environment of the institute	197.
UA	*Aur bhi teachers ko jaantee hoon laikan unka* ..(I know other teachers as well but) [indistinct, coughing, R begins talking]	198.
R	*Laik-an* [stretched] *UA* [in rising intonation] we should be asking CB if somebody else *does* [stressed] *say* [slightly stretched] this to *her* [slightly stretched] …(But UA we should be asking CB if somebody else does say this to her)… adjust [indictinct Ua saying something]	199.
NK	*What* [slightly stretched] would you do?	200.
UA	*Nahein mayra nahein khiyaal hai kui* ***keh*** [slightly stretched] yai [slight pause, munching sound] ***students*** [slightly stretched & stressed] *ke* ***saath*** [slightly stretched] *inka itna* ***woh*** [prolonged elongation, pause]….(No I don't think so because she doesn't mingle that much with students)… [indistinguishable because R begins talking]….	201.
R	*None* [stressed] of your students have *ever* [stressed] asked to adjust the marks CB?	202.
SR	*What* [slightly stretched] about..?	203.
Joint Turn	General laughter	204.
CB	It *depends* [slightly stressed] *on* [stretched]. …some students have a very *strong* stressed, slightly stretched] political backing	205.
SR	*Hmm* [stretched]	206.
	Pause	207.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

R	*So…*[CB begins talking]	208.
CB	*That's* [stressed & prolonged elongation] a different case	209.
R	No… if it's *not* [slightly stressed] a political case.. we're we're not talking about [drop in intonation] political exceptions…. not as a *general* [stretched] thing you know – phenomena- where people have said [increase in pace] " you know *can* [stretched] you please look at my paper and re-adjust the marks ?	210.
CB	You see *ah* [slightly stretched, pause] there is [pause] a *cu-ulture* [stressed & stretched] in..in *our* [slightly stressed] university because [intake of breath, increase in pace] I have no experience with other universities so I *cannot* [slightly stressed] make a generalization ….[intake of breath, long pause] *students* [slightly stretched] say " *keh* ***miss*** [stretched] ***aap*** [stretched & stressed] *fail ker diya aur* [swallows] ***meray*** [stressed & stretched] *bohat achay number aaA"* (Miss *you* failed me and *I* got good marks)	211.
R	*Hmm* [stretched]	212.
CB	Laughs	213.
NK	*Ye-eah* [stretched]	214.
CB	You get it… Like if there is something *wro-ng* [prolonged elongation & strongly stressed]so it's from *me* [slightly stretched] as a teacher but if it's something *right* [stretched] then it's from the student [slight pause] .. but it's not [indistinguishable R coughing] … you see they say… [increase in pace] sometimes they say *" miss itnay cum marks aaay hain achay marks dain daytee"* (miss we got such low marks you could have given better/good marks) *but* [stretched] they *actually* [stretched & stressed] don't *mean* [slightly stretched, stressed] it.	215.
R	It's a way of *complaining* [slightly stretched & stressed]	216.
SR	*Hmm* [stretched]	217.
CB	Exactly [slight rise in intonation & pitch] *But* [slightly stressed & stretched, slight pause] some students have *very* [stressed, pause] strong political backing and they have these issues but *we never* [slightly stressed, slight fall intonation] change marks [clearing of throat]… And… and in support of *what* [stressed, stretched, pause] discussion was *going* [stressed & stretched] on [slight pause] *limitations* [strong emphasis, stretched, intake of breath].. I would like to share an example .. *that* [stretched & stressed] *last* [stretched].. last semester it *happened* [stretched] that I designed a very *wonderful* [stretched & stressed] oral *activity* [slightly stretched] for *students* [slightly stretched] and you *know* [stretched, slight pause]..*ah..*[slightly stretched] I had my *laptop* [slightly stretched] I just *need* [slightly stressed]… there was *nothing* [slightly stretched] ..I needed *from* [slightly stretched, pause] the university except for the electricity	218.
R	[brief laugh] and it wasn't there	219.
CB	And it was not *there* [stretched] see [rising intonation, background noise] *accommodation* [slightly stressed]	220.
R	It's ok I had a joint presentation in University W a year and a *half* [slightly stretched] ago and the electricity went when I started and my boss *wouldn't let me* [slightly stressed] *take* [stretched, stressed, pause] anything *else* [stretched]	221.
UA	Another thing is *that* [stretched, slightly stressed, slight pause]…er…while..while I'm teaching.. at NBU [stretched & stressed] as a visiting faculty *so* [stretched, pause]	222.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	there are [stretched].. there are so many *adaptations* [slightly stretched] for *us* [stressed , stretched] as well..[slight pause]… *If* [prolonged elongation] *ah* [stretched] I want to talk to my student there's no place for me [pause]..	
R	As in an *office* [slightly stretched, slight drop intonation]?	223.
UA	*Koi office nahein hai* (There's no office) [indistinguishable because R begins talking]	224.
R	They don't give you an *off-ice* [slightly stretched, rising intonation, slight rise in pitch]	225.
Joint Turn	A number of people speaking together [UA & R, CB among them]	226.
R	Gives you no *privacy* [stretched, indistinguishable because other members talking at the same time]	227.
CB	*Yeah* [slightly stressed]	228.
Joint Turn	A number of people speaking together [UA among them]	229.
UA	There's ..*the..the* [slightly stretched] *facul-ty* [stretched, stressed] lounge [intake of breath] *us mai* ***aap*** [stretched & slightly stressed] ***baith*** [slightly stretched] *jayai …since meri thoori..matlab as a …as* ***a*** [stretched, distinct pause] ***individual*** [stretched, stressed] *meri PR bohat* ***hai*** [slightly stretched] *aur mai logo se bohat baath cheet kartee hoon..*[pause] *meray* ***bohat*** [slightly stressed, pause] ***dost*** [slightly stretched] *bun gaye hain wahan per* [increase in speed] *mai* ***kisee keh bhi*** [stretched & stressed] *office mai* ***baith*** [slightly stressed] *baith* [slight pause] *saktee hoon* [prolonged pause] *ya agar woh apni class lainay ja rahay hotay hain tu mai keh daytee hoon keh "bhai mujhay apni office ke chaabi day duo mujhay apnay student se baath karnee hai* [slight drop intonation] … (You can sit there.. since I have .. I mean as a ..as a individual my PR is high/good and I talk/socialize/mingle with a lot with people I've made a lot of friends there.. I can sit in anybody's office or if they have to leave to take a class I can say that " Mate/well can you please leave your office key with me I need to speak to my student")… So that's *another* [stretched] thing .. *laikan* [stretched] *agar yai* ***nahein*** [slightly stretched] *tu* (But if you *don't* have this then)	230.
R	That is *UA's* [rising intonation] *net-working* [stretched, slight increase in treble]	231.
Joint Turn	Outburst of laughter from the group	232.
UA	[increase in speed] *yai agar* ***nahein*** *ho ga tu pher* ***kiya*** [stretched] *karay ga visiting faculty.* ***Kis*** [stretched, slightly stressed] *tarah se baath karay ga. Student ko kaisay* ***time*** [stretched] *day ga. Student ko* ***time*** [stretched, stressed] *tu chaheeyay* [some what indistinct because CB begins talking]. (If we don't have this done what is visiting faculty supposed to do? How will they give time to students? Students need/ want that time be given to them)	233.
CB	The other thing is *that* [stressed, slightly stretched] we *occupy* [stressed, stretched] the room. [small pause]. *Matlab* (I mean) a teacher *retired* [slightly stretched] and *we* [slightly stretched, slight drop in intonation]…..	234.
R	*Wo-w* [stretched, increase in pitch, rise in intonation] look at *that* [stretched]	235.
UA	*Aisa hee hai* (It is like that)	236.
NK	[laughs] *Conq-uer* [stretched& stressed] the room [laughs again]	237.
R	*Talk* [slightly stretched] about the *ma- fia* [stretched & stressed] *bhaeey* (no	238.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	equivalent in English but used as a filler to signal surprise / solidarity functions as a kind of equivalent filler as the word " well" –)… they're .. they're like *off-ice mafia* [stretched]- *we* [slightly stretched] have *land* [slightly stressed & stretched] mafia	
NK	laughs	239.
Joint Turn	General laughter	240.
R	Now we have office mafia [rising intonation]	241.
Joint Turn	General laughter	242.
UA	For example [increase in pitch] there's a table and a *chair* [slightly stretched] in that office *which ..which* [stretched] CB is *talking* [slightly stretched] about	243.
CB	And *that's* [slightly stretched] my office [laughs]	244.
Joint Turn	General laughter	245.
UA	Once I *came* [slightly stretched & stressed]	246.
CB	[still laughing]	247.
UA	Once I *came* [slightly stretched & stressed] Khadija.. Khadija was sitting on that *chair* [slightly stretched]… Another time I *came* [stretched & stressed]	248.
CB	[laughs]	249.
UA	*Another* [slightly stretched, stressed] time I *came* [slightly stretched] I saw someone	250.
R	*Apparently* [slightly stretched, stressed, rising intonation] it's a *rotating* [slightly stressed & stretched] off…	251.
NK	[laughs].. Nobody *knows* [slightly stretched] *whose* [slightly stretched & stressed] office it is	252.
Joint Turn	CB & UA speaking together	253.
CB	*Actually* [stretched & stressed, indistinguishable because UA begins speaking]	254.
UA	*Theek hai* ? *Kisee* ***aik*** [stretched & stressed] *keh us mai nahein hai* (Right ? It isn't any one person's)	255.
CB	*Haan* [yes]	256.
UA	*us mai nahein hai…theek hai* [alone is it?..ok?]	257.
NK	No five to six people share it…*Haan* [yes]	258.
UA	*HEC ke nai koi digital library hai woh bhi humaray* ..[indistinguishable] university mai hai…jab mai nay baat wha ke tu visiting faculty is not allowed (Some new HEC digital library is also in our university but when I talked about it I found visiting faculty is not allowed…)	259.
NK	Oh my God…	260.
UA	[Background noise indistinguishable].. *aap use nahein kar saktay* [you can't use it]	261.
R	*yahaan yahaan University N ke baat ho rahee hai*? (we're talking about university N here?)	262.
UA	*Yes* [emphatic] …*mai nay jo apne jo hai..un ke jo coordinator hai..un se baat ke..*[slight pause] *tu unnay muj se bola keh " ku tum kui nahein use kar skate hoe? Tum use kar saktee hoe"…main nay kaha "nahein mai visiting faculty hoon"… "tum visiting faculty hoe?* (I .. the person who is my …who is their coordinator …I spoke to her and she said "why can't you use? You can use it" … I said "No, I'm visiting faculty".. "Your	263.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	visiting faculty?)	
NK	[laughs]	264.
UA	*"Koi baat nahein Yar tum dost hoe"* [Never mind mate, you're a friend]…	265.
R	Okay	266.
UA	:[Indistinguishable because UA interrupts R, overlapping turn]… Research… Research… *teacher* [emphasis, pause] *research nahein karay ga tu aur kiya karay ga I mean* [pause] *agar woh karna chata hai..journals parhna chata hai tu kuch karna chata hai tu woh kahan jayee* ? *University L… Univesity L ke ander mai nay kabhi JL dakhee nahein keh kahan hai* [pause] *wahan peh humat jaana hota hai theek hai…*(if the teacher doesn't do research then what will he do… I mean if he wants to do it…wants to read journals ..wants to do something where is he supposed to go? University L… within University L I've never even seen Institute J ..that's where we would need to go)	267.
R	What's JL?	268.
RH	LJ	269.
UA	JL	270.
RH	LJ	271.
UA	LJ right… *wahan ja keh aap journals ko jo hai access kar sakaty hain ..woh bhi aap ko* [indistinguishable]…*ab aap mujhay bataeey..*[pause] *duo to teen log hain gin ke pass gari hai…*[pause] *jo LJ ja saktay hain…*[LJ right.. that's where we can access journals …we … now you tell me..in our class there are only two or three people who have a car.. who can go to LJ]	272.
R	Hmm	273.
UA	*tees logo mai se…kitnay log jo hain who paydal ja saktay hain* [out of 30 people.. how many people can go there on foot] University L…	274.
Joint Turn	[No of people talking simultaneously]	275.
UA	University L is a *big* [slight emphasis] place..[slight pause] so…	276.
CB	Hmm	277.
UA	So.. the thing is the limitations like this…*yaani access nahein hai..university ko chaheeyay nah…keh jab students hain apna keh… un ko jaisay international universities mai hota hai..woh aap ko access day deytay hain…us access say aap jo hain*..[indistinguishable*] kar saktay hain* (I mean there's no access – the university should when it has students –like international universities they provide you access – with that access.. you can do)	278.
RH	*Udhar tu shuttle bhi nahein jatee hai* [even the shuttle doesn't go there?]..	279.
UA	You can access the	280.
SR	On a wider level we *don't* [stress] have libraries … *jaisay* [like] Institute T [in University X] is not accessible [slight pause] for everybody…[pause]	281.
R	But it's not… I….Institute T belongs to a private uni…	282.
SR	Hmm..	283.
R	university….it *cannot* [strong emphasis, slight pause] be accessible..	284.
SR	[indistinguishable] but we do not have any other …	285.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

UA	I cannot access Institute T as a University L student but if I have somebody in University X then I can access ..[slight pause]…	286.
R	It…in some way…	287.
UA	It *shouldn't be* [strong emphasis] like this [pause]	288.
R	But you…you see if someone's taking *personal* [slight emphasis] responsibility [stretched] for giving you…	289.
SR	Hmm	290.
R	and not giving you access directly [slight pause].. I'm assuming they will *let* [slight emphasis] you..they will *borrow* [emphasis] the book on your *behalf* [stressed]… [slight pause].. That's *completely* [emphasis] different from…	291.
SR	Hmm	292.
UA	I mean come on R…[the slight pause].. the thing is that *library mai ja keh mai atomic energy mai books thoori logee* [I'll hardly go to the libabry and borrow books on atomic energy, amused, slightly scoffing laugh]..*Yanee apnee hee books loogee* [I mean I'll take my books, short huffing laugh] R: You don't *understand* [stressed].. [slight pause]..knowledge… knowledge is.. I mean if you look at it..look at it abroad [slight pause] knowledge is a *commodity* [stressed and stretched]. Access represents-..represent..represents… ummm…ummm.. ...represents an asset (delivered in a quick rush)…[slight pause]	293.
SR	Hmm	294.
R	Universities are *rated* [stressed & stretched] on how many journals they have signed up…	295.
CB	Hmm	296.
R	that's one of the …the bases on which they are rated. A private university would have to be [pause] *stupid* [emphasis] to allow general people to have access because *that* [slight emphasis] *access* [stretched] allows their faculty to gr…grow [slight pause] which means they *pub*lish [slight emphasis], which means [incrase in pace] if the *university* [slightly stretched] if it is research-led, moves *forward* [slightly stressed, Long pause]. I mean it has a lot of other *ramifications* [stretched & stressed] apart from just being in the *library* [slightly stressed & stretched]. The problem is in [intake of breath] *in* [slightly stressed] Pakistan we don't look at [sharp intake of breath] I mean *all* [stressed, stretched] *economies [*slightly stretched] if you look at it as a knowledge-economy thing..it's like..ah.ah a *country* [slightly stressed] giving away its foreign exchange or something saying " it's ok you need it, you take it" [slight pause] … *I mean* [stretched] …	297.
UA	*But* [slightly stressed] the *thing* [slightly stressed] is that *ah* [slightly stretched, slight pause] *limited* [slightly stretched & stressed] .. *resources ah*.. [stretched] *sometimes* [slightly stressed, pause] give you *a* [slightly stretched]	298.
R	Yeah [increase in pitch] I…I…*I'm* [slightly stretched] *not* [slightly stressed] disagreeing with you [slight intake of breath].. I'm *saying* [slightly stressed & stretched] the system of *looking* [stretched & stressed, slightly sharp intake of breath] .. having everything *based* [stressed] on the *concept* [stretched & stressed] of a *knowledge* [slightly stressed] *economy* [slightly stretched] is what I have a problem	299.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[drop in intonation] with	
UA	For *example* [stretched & slightly stressed, slight pause] *that* [stretched, swallowing, smacking of lips, slight pause] *matlab* [slight pause] *bohat saree cheezay hain* [slight pause] ***limitations*** [stretched] *mai* [pause]..*trans* [slightly stretched] *transportation aap ke library… main library tu kisee dakhee hee nahein.woh tu…. University W* ***ke*** [stretched] *main .. main library tu* ***access*** [stressed & stretched] *nahein kar saktay –* ***im-possible*** [prolonged elongation, stressed] *hai aap ke liyay* ***evening*** [slightly stretched & stressed] *ke student hotay* ***huway*** [slightly stretched] *library* ***access*** [slightly stressed & stretched] *karna* (they're lot of things within the issue of limitations- trans..transportation to the library, nobody's even seen the main library, You can't access University W main..main.. library- it's impossible being an evening-programme student to access the library)	300.
R	You [slight rise intonation & pitch] *must* [stressed] have accessed it? *I've* [stressed, rising intonation] accessed it and I've never *been* [stretched & slightly stressed, background murmuring] to the library at University W [intake of breath, drop in intonation] I *made* [slightly stressed] all my friends go.	301.
	Background murmuring- pause	302.
UA	*Jo* ***kitaab*** [stretched] *aap chahtay hain wahan pay hotee nahein aur agar hotee bhi hai tu aik dafa mai nay-* ***mashallah kitabaay*** [stretched] *kam- wasta mera hota hai* ***extra*** [stressed] *kitaabo se laikan yay keh log* [background conversation] *jo pachaas Sadthi* [increase in speed] *safay meray…meray* ***kaam*** [slightly stretched] *ke* [increase in pitch] *thay woh pharay howay thay kisee nay* [intake of breath]..(The books that you want/need they're never there and if you do find them- once I got – mashallah books – I have a lot to do with/use extra books but the 50 – 70 pages I ..I needed, somebody had torn them out)	303.
R	*Nahein!* [rising intonation, increase in pitch, stretched]…Tsk! That's *so* [stressed] *evil* [stretched]	304.
RH	Hmm	305.
R	[indistinguishable because murmuring becoming increasingly audible] defacing a book is such *sac-rilege* [strong emphasis, stretched, increase in pitch]	306.
UA	[pause] *see* [stretched, stressed] things like this [prolonged pause]	307.
R	[sharp intake of breath, coughing sound in the background] It's the [increased pace] environment, the culture, it's the *access* [slightly stressed], it's the limitations [slight pause] Okay [slight rise in intonation]?	308.
UA	[prolonged pause]Hmm	309.
R	Alright [rising intonation] *very* [slightly stressed] good point… we're so glad you weren't quiet [amused tone] …*see* [slightly stressed]	310.
NK	Laughs	311.
Joint Turn	Group Laughter	312.
Joint Turn	Everybody talking [R talking but indistinguishable]	313.
NK	This was a *trick* ![stressed & stretched, laughs]	314.
SR	I had thought you said that you wouldn't *speak* [slightly stressed] today [rising intonation]	315.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

Joint Turn	Group Laughter	316.
R	I would have tried it if I were her [rising intonation].. Okay, alright [amused tone, slightly raised pitch, sowho would like to go *next* [slightly stressed, stretched]? [shifting sound] CB?	317.
CB	[prolonged pause, crackling of paper] Alright! [rising intonation, slight rise in pitch] Perhaps you will *re-gret* [stretched, slightly stressed] that why didn't *you* [slightly stretched] *allow* [slightly stretched & stressed] us to use *goo-gle* [slightly stretched] *pic-tures* [stressed & stressed but any way [slight drop in intonation, slight laugh, pause] let it go…	318.
R	Laughs	319.
CB	Okay [laughs slightly, intake of breath] Three things *first* [stressed & stretched] Task one- the *Pakistani* [slightly stretched] English *classroom* [stretched]..*ah* [stretched] I wrote *cramming* [stretched & stressed] and surface learning [prolonged pause]	320.
R	Okay, alright [slight rise intonation]	321.
CB	*And ah* [stretched] the point it's not…it..it.. I mean it's not *stu-dent*[stressed, slightly stretched] –*centered* [stretched & stressed] *and* [slightly stretched, slight pause] *then* [slightly stressed] *transmission* [Stretched, slightly stressed, drop in intonation] of knowledge… it's just *the* [slightly stressed] transmission..there's *no* [slightly stretched] *interaction* [slightly stressed & stretched] in the classroom and *why* [stressed & stretched] interaction is [drop intonation] *important* [stressed, nasal intonation] we have already *talked* [stressed] about this in *our* [slightly stretched] session. It's it's just *cramming* [stressed & slightly stretched] and students are *made* [slightly stressed] to	322.
R	What do you mean by *transmission* [slightly pronounced treble]?	323.
CB	You see *how* [stressed, slightly stretched] I understand the term is *that* [slightly stressed] the teacher *comes* [stressed, stretched] and then she *trans*-mits [stretched] *everything* [slightly stretched, stressed] that she *knows* [slightly stretched & stressed]. It's just a *transmission* [stressed] it's *not* [stressed] *interaction* [slightly stretched, enunciated]. She doesn't know [nasal intonation pronounced] whether *the* [slightly stressed, increase in pace] students are *getting* [slightly stressed, stretched] it or *not* [slightly stressed]. They ask like " did *get* [stretched] it?" but this is *not* [strongly stressed, stretched, slight pause] a question *actually* [enunciated, stretched, pause] ..it … *perhaps* it's.. it's [slightly stressed] out of habit: " Did you *get* [slightly stressed] it…***samaj*** [stressed & slightly stretched] *meh aageyah? Aur agar question pooch rahay hain so there's a* ***look*** [slightly stretched & stressed] *that I didn't ask a question*, *it's just out of habit that I'm saying I* [increase of pace, slight intake of breath]. (Did you get it..did you understand? And even if a question is being asked there's a look that I didn't ask a question, it's out of habit that I'm saying) …so it's *just* [slightly stressed] *transmission* [stressed & stretched]	324.
R	It's out of politeness [background noise, indistinguishable]	325.
CB	*Jee* (Yes)	326.
R	***poochnay*** [stretched & stressed, higher pitch] *ke liyay* (for the sake of asking)..[laughs]	327.
CB	It's a similar question that if you say " how are you" and I say " Oh I'm not *fine*	328.

Appendix Ai

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	[stretched]". You'll feel.. you'll *feel* [slightly stretched] *irritated* [stressed, slightly stretched, nasal intonation] that I *just* [stressed] asked that " how are you" I didn't expect ….	
R	[indistinct] laughs	329.
CB	*Yeah* [slightly stretched] that's the same	330.
R	Yeah…[indistinguishable because CB begins talking]	331.
CB	It's only *cramming* [stressed].. Students are *made* [strongly stressed, stretched, nasal intonation] to *learn* [stretched & stressed] *only* [slightly stressed] learn… that's *surface* [slightly stressed, intake of breath] learning ….there's *no* [slightly stressed] *deep* [slightly stretched] learning in that [drop in intonation, pause] *And* [stretched] they *can* [slightly stretched, stressed] remember something that's for short-term memory ..*perhaps* [slightly stretched & stressed] they will know the *rules* [strong emphasis , prolonged elongation, intake of breath, slight pause] but since it's *not* [slightly stressed & stressed] a *deep* [slightly stretched] learning thing so they *cannot* [stretched & stressed] *internalize* [stretched] it [pause]. [Intake of breath] they *cannot* [slightly stretched & stressed] *implement* [stretched & stressed] it in [rise in intonation] in conversation or in writing [intake of breath]. *Then* [stressed] the *i-deal* [slightly stretched] English classroom [nasal intonation] it's *deep* [stressed & stretched] learning with *mul-ti-ple* [stressed, stretched] *re-sour-ces* [stretched, drop in intonation]	332.
R	*Hang* [slightly stretched] on [rise in intonation, slight rise in pitch] can we just *come* [slightly stretched] back to the *typical* [slightly stressed] classroom for one second?	333.
CB	*Ye-ah* [slightly stretched]	334.
R	You'd talked about the fact that it's *trans-mission* [slightly stretched, slight intake of breath]	335.
CB	*Yeah* [slightly stressed]	336.
R	and *you'd* [slightly stretched] *defined* [stretched] transmission as the teacher is *there* [stretched, pause] *to* [stressed] *trans-mit*[stretched]	337.
CB	*Yeah* [stressed & slightly stretched]	338.
R	Assuming [higher pitch] ..*probably* [prolonged elongation] through the *lecture* [slightly stressed] method ?	339.
CB	Yeah	340.
R	Right? And you're *saying* [slightly stretched] as there's no *inter-action* [stretched] so there's no [indistinguishable]…*even* [stretched] .. *ev-en* [prolonged elongation, stressed, rise in pitch, pronounced treble] questions related to..*to* [stretched] sort of feedback " do ..do you want to know something else" are *per-func-to-ry* [stretched, stressed, pause] in *your* [slightly stretched] opinion [pause]… you know they're… they're going through the *motions* [stretched]..	341.
CB	*Yeah* [stretched]	342.
R	They *don't* [slightly stretched] really *genuinely* [slightly stretched, stressed] *want* [stressed] to know if..if students have understood or not.. *Then* [slightly stressed] you *diff-er-ren-tiated* [stretched] between surface *lear-ning* [stretched] and deep learning [slight drop in intonation]	343.
CB	*Yeah* [stretched, slightly stressed]	344.
R	You said that *probably* [slightly stretched & stressed] because they don't have deep	345.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	learning they don't *really* [slightly stressed] get to *learn* [stressed] in conversation [lower pitch, slightly intake of breath] I'm *curious* [slightly stressed, pause] I mean *how* [stressed, prolonged elongation] do you do *surface* [stressed] learning with a *language* [stressed, slightly stretched]? Are you talking about a *literature* [stressed, stretched, increase in pace] classroom or a *language* [stressed, stretched] classroom?	
CB	[intake of breath] You *see* [slightly stretched, rise in pitch] I'm talking about a *lang-uage* [stretched, fall in pace] in *a* [stretched, pronounced pause, sound of swallowing].. surface learning you see is *of course* [slightly stressed] *there* [stretched] Again I will say how *I* [slightly stressed] understand [nasal intonation pronounced] this term…	346.
R	Okay, that's fine [pronounced treble, drop in pitch]	347.
CB	[pause] Suppose what happens *that* [stretched, slightly stressed, pronounced nasal intonation] What *she* [stressed, stretched] was talking about – *grammar-translation* [stressed, stretched] method- teacher *goes* [stretched] there and *explains* [stretched, stretched, pronounced nasal intonation] that *this* [stressed] is the *struc-ture* [stretched] *and* [slightly stretched, intake of breath] you will *use* [slightly stretched]…. *Ta-ke* [stretched] a very *sim-ple* [stretched] example	348.
R	*Ahemm* [slightly stretched]	349.
CB	A very *concrete* [slightly stretched] example – the *struc-ture* [slightly stretched] using *s* [slightly stretched] and es. Now take an example of a *primary* [slightly stressed classroom *and* [slightly stretched, nasal intonation pronounced] what happens *here* [slightly stressed] is that teacher *goes* [stretched] and *says* [stretched] that [intake of breath, pause] – *now* [slightly stretched & stressed] this *is* [slightly stretched] ah …"she *goes* to school and I *go* [stressed] to the school] and now you're not going to *do* [stressed & stretched] it. *E-ven* [stretched & slightly stressed] at *this* [stressed, slightly stretched, nasal intonation] point I feel I make mistakes in this and *that* [slightly stressed]. May be because I'm not a native *speaker* [stretched & stressed] I don't have *so* [stressed & slightly stretched, slight pause] much *exposure* [stretched] to native –speaking people *so* [stressed & slightly stretched, pause] this is because we have *learned* [stretched & strongly stressed] on *very* [slightly stressed] *surface* [slightly stretched, intake of breath] We have *not* [stretched, stressed, pause] been *practiced* [stretched & stressed] about *this* [slightly stressed, gentle expulsion of breath] and we're *not* [slightly stretched & stressed] exposed to some *real* [stretched] life examples so that *it's* [slightly stretched] *surface* [slightly stretched, stressed] learning [indistinguishable because R begins speaking]..s and es	350.
R	[indistinguishable because CB & R speaking together] without *being* [slightly stressed]	351.
SR	*Hmm* [slightly stretched]	352.
R	*exposed* [stressed & slightly stretched, slight pause] to its *actual* [emphasis] use.. is that.. *that* [slight rise in intonation, slight stress]?	353.
CB	*Ex-actly*! [stressed & slightly stretched]	354.
R	[indistinguishable because R & CB speaking together] is that [indistinguishable] NK	355.
CB	[indistinguishable because CB & R speaking together] And *ex-pos-sure* [stretched and slightly stressed] just doesn't *o-nly* [stretched & slightly stressed, nasal intonation]	356.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	mean native exposure [slight pause] since we have *limitations* [slightly stretched & stressed]. It also means [slight intake of breath] *per-haps* [slight stress] they're made to *learn* [stretched, strong emphasis] several texts in *which* [slightly stressed, pause] it is a *sto-ry* [stretched] of- written in third person *pro-noun* [slightly stretched]	
R	Ahem	357.
CB	That *she* [stretched] she is a girl and *she* [stretched] likes *tha-t* [slightly stretched & stressed, intake of breath] so they will *in-ternalize* [stretched & slightly stressed] those.. but something that we *lack* [stretched, slightly stressed] in out classroom- in a *typical* [slightly stressed, stretched] Pakistani classroom ….	358.
R	That ..that aren't *allowed* [slightly stressed, slight rise in pitch] *en-gage-ment* [stretched & stressed, slight intake of breath] with the language ?	359.
CB	It's *not* [slight emphasis] about [nasal intonation] being *allowed* [slightly stressed, stretched].. it *per-haps* [stretched, slight decrease in pace] they don't even *know* [slight emphasis] that.. it may..may be *be-cause* [stretched]	360.
R	The *teachers* [stretched & stressed, slight rise in pitch] don't know?	361.
CB	*Lack* [slightly stretched & stressed] of *teacher* [stretched & stressed] training	362.
R	Oh okay the *teachers* [slightly stretched] don't know that the students *need* [strong emphasis, stretched] to engage with the *lang-uage* [slightly stretched] in *real* [slightly stressed] terms not *just* [stretched & stressed, intake of breath]	363.
CB	*Exact-ly* [slightly stretched,]	364.
R	in terms of *rules* [slightly stressed & stretched]	365.
CB	And you see [nasal intonation]	366.
NK	*Excessively* [stressed, remainder indistinct]	367.
CB	When..when there is an *issue* [stretched, nasal intonation] it's not only *one* [stretched, stressed] *fac-tor* [slightly stressed]… the [slight pause] *cause* [stretched, stressed] may be [increase in pace] *because* [slightly stressed, decrease in pace] teacher [SIC] don't *know* [stretched & slightly stressed] teacher's not *that* [slightly stressed] trained [intake of breath] *e-ven* [stretched, slightly stressed] if she *knows* [slightly stretched & slightly] she's not trained *enough* [slightly stressed] to use that [intake of breath, increase in pitch & pace] and perhaps she doesn't have *time* [stretched, stressed]! She cannot *do* [slightly stressed] it. She has certain *li-mi-tations* [stretched, stressed, coughs]	368.
R	We're [higher intonation, CB coughing] back to limitations	369.
CB	[coughs] Exactly	370.
R	Okay [lower pitch]	371.
CB	[coughs] Sorry.. yeah [slightly stretched] And the *i-deal* [stressed & slightly stressed] English classroom I said *deep* [stretched & stressed] with multiple resources…. I need a break actually I'm having [coughing]	372.
R	*Ah* [slightly stretched] water ….	373.
CB	[coughing]	374.
R	[Background murmuring, SR's comment indistinguishable] just *sit* [stressed, slightly higher pitch] I'll go and get it while somebody *else* [slightly stretched] looks at their stuff.	375.
CB	[short laugh] I'm such an *ill* [stressed & slightly stretched] *par-ti-pant* [slightly stressed]	376.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

R	[high speed, indistinct] you're ill that's what's important	377.
CB	[coughing]	378.
UA	[comments in Urdu but indistinguishable because CB coughing] *participant*[stretched]	379.
CB	*Mai tu bemaar* [Hey I'm ill]	380.
UA	*Isay kahtay hain* (this is what is called)… [the remainder indistinguishable] ***haan*** [stretched & stressed, laughs] ***meeting*** [stretched] *ke baad tu* ***be-maari*** [stretched & stressed] *aayatee he hai* [Yes, illness comes after a meeting]	381.
CB	*Nahein, yar pata nahein.. acha howa keh* [indistinguishable] *bund hai* (No, mate/friend I don't know….. It's good that ----- are closed)…[background disturbance]	382.
R	[seems to re-entered, comment indistinct] she's coming	383.
CB	*Mai itna* ***bol*** [stretched] *nahein saktee .. meray lectures tak* [I can't talk that much .. even my lectures]…[coughs]	384.
UA	[background noise] ***Aj-kal*** [stretched] *pata nahien*	385.
CB	*It's* [stretched] … *pata nahein* (It's … I don't know).. *anyway* [stressed, pause] so *ah* [prolonged elongation, coughs] the *ideal* [stretched & stressed, nasal intonation pronounced] English classroom *deep* [stretched & stressed] learning with multiple resources [drop in intonation, pitch] that's what I said	386.
R	By [high pitch, rise in pace/tempo] deep and surface learning I assume you're referring to Ramsden's definition right? You're saying *that* [stressed]…	387.
CB	Exactly	388.
R	And [tempo fast-paced] surface learning *re-lated* [slightly stretched].. you used the *w-ord* [stressed & slightly stretched] *cram-ming* [stressed] and use of *grammar-translation* [slightly stresse, intake of breath].. so you're saying that they're *a-llowed* [stressed & stretched] to *cram* [stretched & stressed] and *re-gur-gi-tate* [slightly stressed, slight drop in intonation]	389.
CB	They're *allowed* [slightly stressed, increase in pitch]. That's the only *ac-ceptable* [pronounced emphasis] *ver*-sion [slightly stretched, increase in pitch].*And* [stretched] I *have* [stretched & stressed] seen teachers saying that [nasal intonation]*…ah* [slightly stretched, distinct pause] .. For instance, [munching, pause] I'm not *sure* [slightly stretched] whether it's…it's a *nice* [stretched] example or *not* [slightly stretched & stressed] what happened in the "three *idiotic*" [stressed] *mo-vie* [slightly stretched] right? [pause]	390.
R	[Laughs]	391.
CB	I *hope* [slightly stretched] you've seen that?	392.
R	Yes, yes	393.
CB	The *def-inition* [stretched & stressed], the definition that was given just *as* [stretched] it's given in the books [nasal intonation], the *great* [slightly stretched] linguist, the great scientist can define it in [nasal intonation] a better than *stu-dents* [stressed & slightly stretched] so *why* [stretched], why [slight rise in pitch] they don't accept it – I'll give an example [slight pause] perhaps it was also *their* [slight emphasis] class – I said I'm [nasal intonation] not going to accept the *de-fini-tions* [stretched, pause]	394.
UA	*Hmm* [slightly stretched]	395.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

CB	And *per-haps* [slightly stretched] somebody in *her* [stressed & slightly stretched] class said that…*ah* [stretched] may be we *know* [slightly stressed & stretched] but we're not able to *ex-press* [slightly stressed] it. So I said that you can *a-ssist* [strong emphasis, stretched, pause] *your* [stretched, slightly stress] answer with the *defi-ni-tions* [stretched & stressed] example but you're not going to rely on that only. *Tea-chers* [slightly stretched] *do* [stretched, emphasis] that. They want *ve-ry* [slightly stressed & stretched] fine language [pronounced nasal intonation]. Language that is written by perhaps [slight pause] very *good* [slightly stretched] scientists [slight pause] very good *scho-lars* [slightly stretched], very good *ling-uists* [slightly stressed]- people who can *write* [slightly stretched & stressed] well [slight pause. That all *pro-motes* [slightly stretched] *cramming* [slight emphasis] and *nothing* [slightly stressed, drop in intonation] else.	396.
R	*O-kay* [slightly stretched, remainder indistinguishable because CB begins talking]	397.
CB	Because your students know …[indistinguishable because UA begins talking]	398.
UA	*Sometimes* [stressed] teacher [slight pause] *tells* [stressed & slightly stretched] the *word-to-word* [stretched] definition in the *class* [emphasis, slight rise in pitch] or *some-thing* [slightly stressed, slight drop intonation]	399.
CB	*Yeah* [slightly stretched]	400.
UA	*W-hen* [slightly stretched & stressed] when someone like *me* [stretched & stressed] asks " *ma'am* [stressed, increase in pitch] wha.. is .. what does that mean?" [distinct pause].. "Okay you have …you have *told* [slightly stressed] us *the* [stretched, CB coughs] definition word-to –word [rise in pitch] but what does that *mean* [strong emphasis, stretched, higher pitch] ?"	401.
Joint Turn	UA & CB talking together [also ongoing audible but indistinct background conversation]	402.
UA	[indistinguishable because CB also talking] they cannot express *whatever* [stressed] they have said [rise in pitch & pace]	403.
R	Indistinct [UA & CB talking at the same time]..	404.
UA	[prolonged pause] … *ex-plain* [stronged emphasis, stretched] sometimes *tea-chers* [high-pitched, strong emphasis, elongation] are unable to *ex-plain* [stressed]..	405.
R	Are you *im-plying* [stressed] that the teachers are *hiding* [stressed] behind the *def-i-ni-tions* [slightly stretched, slight rise intonation]?	406.
UA	*No* [very strong emphasis, raised pitch]	407.
R	[indistinguishable because UA & CB begin talking] explain ?	408.
UA	*Again* [strong emphasis, high pitch]	409.
CB	Yes of course	410.
Joint Turn	R, UA & CB talking at the same time	411.
UA	*Again* [strong emphasis, high pitched] *char saw saal pehlay mai nay jo point diya tha* [high-speed delivery, rise in pitch] the… *tea-chers* [stressed & slightly stretched] are [slightly pause] *least* [emphasis, stressed] interested in their own development (Again as per the point I had made 400 years ago the teachers are least interested in their own development]	412.
R	*char saw saal pehlay* [rise in intonation, indistinguishable because group members begin laughing]… (400 years ago)	413.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

Joint Turn	Group members laughing and UA talking	414.
UA	***Saheee hai, Kui*** [stretched] *keh* ***de-velop-ment*** [stretched] *ke zarorat nahein hain* [rise in pitch]…(Right.. because development is not needed)	415.
CB	*Ex-actly* [slightly stretched]	416.
UA	*Un ho nay* …they .they *ne-ver* [stressed]…*jab aap ko paanch saal saath saal aik he jaga mai parhaatay howay ho jatay hain* [increase in pace] *tu aap ko zarorat nahein rahtee* [intake of breath, drop in pitch & pace] *aap bohat ziyada* ***con-fi-dent*** [stressed & stretched, slight pause] *ho jaatay hain..mujhay* ..(They…they.. they never… when you've spent five years seven years teaching at one place so you have no need … you become extremely confident – I) .. " I don't need to refer to the *books*" [stressed & stretched] …	417.
CB	*Hmm* [stretched]	418.
UA	*Aur jab aap* ***ap-nee*** [stressed & slightly stretched] ***development*** [slightly stretched] *ko* ***koi*** [stretched & stressed] *us… aap apnee apnee development ko* ***ti-me*** [stretched & stressed] *nahein daytay* [high-speed delivery] *so sometimes you are* ***un-able*** [stressed & slightly stretched, fall in tempo] to *ex-plain* [stretched & stressed] the [marked drop in pace] thing [slow pace] you [slow pace] *say* [stretched] in [slow pace] in [slow pace] in [slow pace] the [slow pace] *cl-ass* [stretched] because you are *ha-bit-ual* saying *those* [stretched] things [resumption of normal pace, increase in pitch, intake of breath]..*and* [stretched & slightly stressed]	419.
R	*I..I..I* [stretched].. can I *just* [slightly stretched, rise in intonation] *probe* [slightly stressed] a little bit if you don't mind? *I..I* [slightly stressed] I'm not quite *sure* [slightly stretched] what you're *saying* [slightly stressed, stretched]. Are you *saying* [slightly stretched & stressed, discernible reduction in pace] *keh* (that) teachers don't bother to prepare after a certain while, because…they *have* [slightly stretched]	420.
UA	***Bilkul*** [emphatic]… (absolutely)	421.
CB	You see it's not *even* [stretched, stressed, nasal intonation] about bothering [indistinguishable because R still talking]	422.
R	Just one [slightly stressed] second…	423.
CB	Yeah	424.
R	*Or* [stretched & stressed] are you *saying* [slightly stretched & stressed] that they ..they they *use* [stressed & stretched] the *definitions* [stressed], because they don't understand *what* [slightly stressed] it means [rise in intonation] in the first place?	425.
UA	*Sometimes* [stressed & stretched] it happens [rise in pitch & pace] !	426.
R	*Sometimes* [slightly stretched & stressed] what happens.. this what happens [barely distinguishable background noise] *this* [stressed] way or *that* [stressed]?	427.
UA	***Teachers*** [slightly stretched] *jo* ***hai*** [stretched]***,*** *wohh definitions batatey hai word to word aur kuch students unse poochtey hai, "Miss iska kya matlab hua", so kabhi kabhi aisa hota hai ke teachers* ***apni*** [stressed] ***hi*** [stretched] *baat* ***ex-plain*** [stretched & stressed] *nahi kar paateay hain*. (Teachers, they tell you/give word to word definitions and when students ask them " miss what does that mean?" so sometimes it happens that teachers can't explain what they themselves are saying)	428.
R	***Kyu*** [strong emphasis, stretched, rise in pitch] nahi kar paatey hain? (Why aren't	429.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	they able to do so?) I..[indistinguishable because UA begins speaking]…	
UA	[indistinguishable because UA begins speaking at the same time as R] *unhone kitaab se* ***defi-ni-tion*** [stressed & stretched, rise in volume] *parhi hoti hai* [pause] …(The definition they have read in the books)	430.
SR	*Hmm* [stretched]	431.
UA	*aur wohh wahi cheez aa keh…us ko* ***again*** [stretched & stressed] ***ref-er*** [stressed]*karoo ge..*(and that very thing they come and…. I will refer again to that) [drop in pitch & pace] Weh…Well… there is a *difference* between being *well* (stressed & stretched] trained and well educated.	432.
R	That is *true* [slightly stressed]….v.v.*nice* [indistinguishable]… *Alright* [stressed]	433.
Joint Turn	General Laughter	434.
R	Yes [laughs] as you can see that seems to be my favourite word [laughter in the background]… CB we interrupted you …I'm *so* [slightly stressed] sorry	435.
CB	Yeah… The same thing that I was talking about that its [marked nasal intonation]…*ah* [pause] …In *ideal* [stressed & stretched] English classroom… *deep* [stretched] learning still multiple resources ….	436.
R	Umm	437.
CB	*Right* [stretched] ? …But we talk about *ideal* [slightly stressed] English classroom, I mean in *Pakistan* [slightly stretched], *then* [slightly stressed] *deep* [stretched] learning and *tea-cher* [stretched, slightly stressed] as a resource [coughing in the background] because	438.
R	[indistinguishable]	439.
CB	You see the difference *bet-ween* [stretched, pause] point B and C is that; *here* [stressed, increase in pace] we're talking about multiple resources. For instance [slight pause]…ah [slightly stretched] like take an *exam-ple* [stretched] *of* [stressed, slight pause] a *classroom* [slightly stretched & stressed], an *ideal* [slightly stretched] classroom that I think	440.
R	Ahem	441.
CB	that all the students are *sit-ting* [stretched & slightly stressed] and [slight pause] on ah… *e-very* [distinct emphasis] *seat* [slightly stretched] there is a *lap-top* [stressed], and there *is* [stressed, pause] an *in-tra-net* [slightly stressed, drop in pace] in the *class* [slightly stretched] and a very *big* [stressed] LCD there [increase in pace, slight increase in volume] and the teacher has also a laptop and she is sharing or *he* [slightly stressed] is sharing different *things* [slightly stretched]. And they can rely on [increase in pace] *mul-ti-ple* [stretched, slightly stressed] resources…for instance not only *book* [stretched & stressed]	442.
RH	Hmm	443.
CB	there are so *many* [stressed] *jour-nals* [stretched, drop in pace] and *then* [slightly stretched & stressed]	444.
RH	Hmm	445.
CB	*E-ven* [slightly stressed, stretched] when they go *home* [stretched, increase in pace]], there are di..digital *libraries* [slightly stressed] or *perhaps* [stretched, intake of breath] some *groups* [stretched] in which they can *do* [stressed, slightly stretched]	446.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	their conversations [at speed]. And *then* [stressed] there *is* [slightly stretched, distinct pause, swallows] a *class* [stretched]. I [increase in pace , pitch] mean the *same* [slightly stressed & stretched] class, let's talk about it…and *all* [stressed & slightly stretched] the facilities are there, *but* [slightly stressed] the teacher is *not* [slightly stressed] trained [pause]…*so* [stressed]	
R	The teacher is *not* [slightly stressed]	447.
SR	*Trained* [stressed]	448.
CB	The teacher is not *trained* [emphasis, slightly stretched] *so* [stretched] there would be a *problem* [stressed]!	449.
SR	Clearing throat	450.
CB	In *Pakistani* [stretched, nasal intonation] context, you see I *would* [slightly stretched] *again* [stressed] say that the example that I have in mind is [slight pause] *of* [slightly stressed] University *N* [stressed] *context* [slightly stretched]	451.
R	Yeah this is what I said [increase in pitch]…think about your *own* [stretched & stressed, increase in pace] teaching context and *talk* [stressed] about it	452.
CB	*Yeah* [slightly stressed, short]. *So* [stretched] I know there are no *facilities* [slightly stretched. We *know* [strong emphasis] that we have a projector, but we have never *used* [stressed] it, because the *Chairman* [slightly stressed, discernible fall in pace] is afraid *that* [slightly stressed & stretched] we *might* [slightly stressed, slight pause].. you know *break* [slightly stretched & stressed] something.	453.
R	You've [slight pause] *never* [stressed, slightly stretched] used the projector?	454.
CB	*In* [stressed] the class [rise in pitch]!	455.
R	*Never* [stressed]?	456.
RH	*Same*'s [slightly stressed] the case with us	457.
NK	*Yes* [stressed, slight rise in pitch]!	458.
CB	I *have* [stretched] given *presentations* [slightly stressed, marked nasal intonation] on *that* [slightly stressed]	459.
R	Blackboards?	460.
RH	Whiteboards	461.
NK	Indistinguishable [because CB begins talking]	462.
CB	*No* [stressed, rise in pitch]! There *are* [stretched, slightly stressed] blackboards. There are *black-boards* [pronounced elongation] and you *see* [slightly stretched] there's no difference between blackboards and white boards except that it is easy to write [marked nasal intonation]…	463.
R	on a white board….	464.
CB	Yes I know it's easy to write on a *white* [stretched, drop in pace], board.	465.
R	I'm *allergic* [slightly stressed] to chalk dust [low-pitched delivery]	466.
	So that's our *own* [stressed] problems [slow-paced delivery] *right* [slightly stretched, marked nasal intonation]? But that doesn't make any difference in *how* [stretched]..ah… you are going to *present* [stressed] the knowledge *there* [stretched, slightly stressed].	467.
R	That's true [low-pitched, fast-paced]	468.
CB	*So* [stressed, marked nasal intonation] what I'm saying [rise in pitch & pace] that a teacher is a resource [slight pause, drop in pace, deliberated delivery] by this I mean that within the *very* [slightly stressed, distinct pause] *limited* [distinct emphasis,	469.

Appendix Ai

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	slightly stretched] *re-sour-ces* [stretched, rise in pitch] that are available for us, teacher *max-i-mizes* [strong emphasis, slightly stretched, slight rise in pitch] her teaching style. And that *means* [slightly stressed, stretched] *totally depending* [slightly stretched & stressed] on *lec-ture* [stressed, slightly stretched] but it should be made [rise in pitch] in *such* [strong emphasis, slightly stretched a way that it's more *in-tegrative* [slightly stressed, truncated, slight pause]. *So* [stretched, stressed, rise in pace & pitch] *she* [slightly stressed, marked nasal intonation] can integrate [marked drop in pace] for instance *many* [slight stressed, distinct pause] *ac-ti-vi-ties* [slightly stretched] *which* [stretched] … and *now* [slightly stressed] again [marked nasal intonation] about *language* [slightly stretched & stressed] classroom, many activities [increase in pitch, slight rise in pitch] facilitating *oral* [marked enunciation, marked pause] *dis-cussion* [stressed, slightly stretched] and that [discernible pause] *makes* [stretched & stressed] students *feel* [slightly stressed] that they are *important* [slightly stressed, slight drop in intonation]. And ..ah…*how* [stretched & stressed]? You can…ah.. ask [nasal intonation discernible] *them* [stressed, slightly stretched] for their questions, you can ask them [slow-paced delivery] for their *comments* [slightly stretched & stressed, marked pause]. And *then* [slightly stressed, marked nasal intonation] there is *another* [marked nasal intonation] problem of *large* [stressed & stretched] classes [fast-paced delivery, discernible rise in pitch]! You *can* [stressed, stretched, marked nasal intonation] solve it also [high-speed delivery]. *Why* [stressed, pronounced elongation]? *Because* [marked nasal intonation, slightly stretched, intake of breath, distinct pause] you *can*[stretched, slightly stressed, marked nasal intonation] make multiple groups and *wi-thin* [stressed & slightly stretched] *groups* [stretched] the students can discuss and they can share *points* [slightly stretched, nasal intonation, intake of breath]. You can *assign* [stretched, stressed, slight pause] *within* [stressed] a group [rise in pitch, slight pause] different *kinds* [slight stretched, discernible pause] of *roles* [stretched, slightly stretched] to students, that you are the *spokes-person* [pronounced enunuciation] and you *are* [slightly stretched, drop in pace, slight pause] the monitor *here* [slightly stressed] you are going to *di-rect* [slightly stressed] all the *ac-ti-vi-ties* [slightly stressed & stretched]…So in *that* [slightly stressed & stretched] way [marked nasal intonation], *teacher's* [stressed, stretched, marked nasal intonation] *stance* [stressed] is *only* [stong emphasis] resource in *Pakistan*i [stressed]context, in *ideal* [stretched] Pakistani context. And this is *why* [stretched, rise in pitch, increase in pace] the *main* [stressed] focus should be on the *training* [stressed, & stretched, drop in pace, slight pause].*Because* [slightly stressed, slow-paced] you *see* [slightly stressed] whenever a teacher is *hired* [slightly stressed & stretched] that means she is educated [clipped delivery, drop in intonation, prolonged pause]. [Audible swallowing sound]… then *maybe* [slightly stretched] for primary sect ion only Graduation, for secondary [slight pause] *or perhaps* [slightly stretched] for university and college Masters…but she *is* [stressed] educated, we cannot deny that [drop in pace] but she is *not* [stressed] *trained* [slightly stressed, drop in intonation, marked pause] *right* [stretched]? So….um.. any questions on *that* [slightly stretched, marked nasal intonation] or should *I* [stretched]	
R	[indistinguishable because SR begins talking]	470.
SR	How *large* [stretched & stressed] are the classes?	471.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

CB	You *see* [stretched, distinct pause] they vary *from* [stretched, pause] 20 students to *two* [stressed] hundred students…I have [slow-paced delivery] a *class* [slightly stretched] of 200 students in University *N* [stressed]…*And* [stretched& slightly stressed] ..*ah* [slightly stretched]	472.
R	Is it a language or literature class [low-pitched]?	473.
UA	[indistinct]	474.
CB	It's a *compulsory English* [slightly stressed] class	475.
R	It's a language	476.
CB	It's a language *class* [slightly stretched]…	477.
UA	[indistinct]	478.
CB	It's a language class… *And* [stretched] *things* [slightly stretched, marked nasal intonation] *are* [strong emphasis, marked pause] going very well there.	479.
R	[marked pause] How do you know [low pitched]?	480.
CB	I *know* [stressed & stretched, nasal intonation] *that* [slightly stretched]..ah.. [discernible pause, swallowing sound] *because* [slightly stretched & stressed] you see it's *my* [stretched, slight pause] *4th* [slightly stressed] year of teaching,	481.
R	Ahmm	482.
CB	*When* [drop in pace] I *was* [stretched]… it *was* [slightly stretched, marked nasal intonation, slight increase in pace] 2nd year of teaching- *first* [stretched & stressed] time [slight rise in pitch, increase in pitch] I had a very *large* [stressed] class. *180* [stressed] students in class *and* [slightly stretched, slight pause, slight intake of breath, nasal intonation, drop in pace] the results were not very well [drop in intonation], students seemed *very* [distinct emphasis, slow-paced] bored and then feel very *irritated* [truncated delivery] *then* [slight emphasis, slight rise in pitch & pace] there are some kind of ..you know *feedback* [stretched & slightly stressed]from the students which cannot be *mea-sured* [stressed, stretched, drop in pace] in terms of words and numbers.. but [increase in pace] you know *that* stressed, distinct pause] the students are not really *en-joying* [slightly stretched & stressed] it, they are not learning anything, their *faces* [slightly stressed] *do* [strong emphasis] reveal.	483.
SR	*Hmm* [stretched]	484.
CB	And *how* [stretched, stressed, increase in pitch & pace] do teachers know? *Maybe* [drop in pace] because [slight pause] they have some kind of *in-stincts* [stressed] on that [increase in pace]. I *cannot* [emphasis, slight pause] *justify* [stretched] that you know…Okay I'll do it…I'll give an *example* [slightly stressed, marked nasal intonation] when *UA* [stressed] will *be* [slightly stretched]..ah…sharing *her* [slightly stretched] point, I'll show you *how* [slightly stretched & stressed] students are *bored* [amused tone]… you know like *this* [stressed] and like *that* [stressed]	485.
R	No…no…CB	486.
Joint Turn	Outburst of laughter	487.
R	*All* [stretched & stressed] teachers [indistinguishable because laughter continuing & CB also begins talking]	488.
CB	I'm *saying* [stretched] *just* [slightly stressed] an example [amused tone, laughter in the background].. and you *will* [stressed] *understand* [slightly stretched, marked nasal tone] that I am feeling *bored* [stretched, laughing tone, pause] … *right*	489.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[stretched, rising intonation]…..	
RH	RH's laughter audible	490.
CB	*Just* [slightly stretched]… just for an example [rise in: pitch, pace & intonation]?	491.
UA	*Why* [stretched] me?	492.
Joint Turn	Outburst of laughter	493.
CB	Because you were feeling… you don't *mind* [stressed, marked nasal intonation] actually [laughing tone].	494.
Joint Turn	CB laughs and group joins in	495.
R	No..no she knows [high-pitched]..[indistinguishable because UA begins talking]	496.
UA	*Bilkul…bilkul* (absolutely…absolutely)	497.
CB	*j-ust* [stressed & slightly stretched] an example	498.
R	[indistinct]	499.
UA	…*50* [stressed] *to* [stretched, slight pause] *70*% [stressed].. what …what CB has said, I will..I will say the *same* [stressed & stretched] thing!	500.
R	Okay…*alright* [slightly stretched]	501.
CB	And I *still*[slightly stressed] have her *result* [stretched & slightly stressed, laughing tone, slightly pronounced nasal intonation]… [laughs]	502.
R	*So* [stretched, slightly stressed] they *have* [slightly stretched, drop in pace, slight pause] *bored* [slightly stretched & stressed] expressions….	503.
UA	Them …..100…*100*% ….[stressed]	504.
CB	[brief laugh] *ye-ah* [stretched]	505.
Joint Turn	Everybody laughs	506.
R	And they have *bored* [slightly stressed, rising intonation, amused tone] expressions …and *now* [stressed & slightly stretched] they don't have bored expressions, is that how you *know* [slightly stressed] they're going… it's going *well* [slightly stretched, rising intonation, muted pitch]?	507.
CB	It's [marked nasal intonation] not *only* [slightly stressed] about the *bored* expressions, the students were not *par-ti-ci-pa-ting* [stretched, drop in pace] because *again*[stretched & stressed] there is *one* [stressed, intake of breath] *li-mi-ta-tion* [stretched, stressed] *here* [stressed] in University N ..we *cannot* [stressed, stretched, slight pause] *assess* [slightly stressed] *their* [stretched] …we *can-not* [stretched, slightly stressed, slight rise in pitch] give marks [marked nasal intonation] on their *oral* [prolonged elongation] skills, we have *no* [stretched] facilities [drop in intonation]for that [intake of breath]. But *then* [stretched] *wh*-en [slightly stretched, slight pause] …in one month you *do* [stressed] realize that who are the students who are speaking [marked nasal intonation] *a lot* [stretched, slightly stressed, slight pause]	508.
R	Hmm	509.
CB	And *who* [slightly stressed] are them [slight pause] who are not speaking anything [slow –paced] and who are them who are not *able* [stressed, stretched, marked nasal intonation] understand anything [marked rise in pace] … so have some kind of *friendly* [stressed] environment in the class [fast-paced] … What I do is that I *have*	510.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[slightly stretched] a *very* [stressed, marked pause] friendly environment in the class [marked nasal intonation, fast-paced]. I try *to* [slightly stretched] *memorize* [stressed, stretched, slight intake of breath] their names …*of course* [stretched] *200* [stressed] is *not* [stressed, pause] possible [slight pause],.. But when you take the attendance *regularly* [slightly stressed] you *do* [definite emphasis, slightly stretched] *memorize* [enunciated] their names. *And* [slightly stretched, slight intake of breath].. *ah* [stretched, marked nasal intonation] *one thing* [stressed, slightly stretched, rise in pace] I did for my *class* [stretched, slight pause]….it was a *combined* [stretched, slightly stressed] group of Sindhi, Persian and Bengoli [fast-paced delivery]…	
R	*Departments* [truncated, low-voiced, rising intonation]?	511.
CB	Yeah [slightly stretched]….And ah [stretched, intake of breath] the students of *these* [slightly stressed] departments are *not* [stretched, slightly stressed, marked pause]..ah [slightly stressed] very *well* [stretched, slow-paced, slight pause] proficient [pause].	512.
R	*Hmm* [slightly stressed,	513.
CB	*So* [slightly stressed, slight pause]….[SR says something in the background but indistinct] I *asked*[slightly stressed] them that, "*Please* [stretched, slow-paced] put a *tag* [slightly stretched, slight pause] on *your* [slightly stretched] …ah like on your *shirts* [slightly: stretched, stressed] so I can remember your name….[slight expulsion of breath] ". And to *a-void* [slightly stretched, marked nasal intonation] a *ridiculous* [stressed, truncated, fast-paced] I *also* [slightly stressed] did *that* [slightly stretched]. *Then* [stretched, slow-paced] there were some *groups* [stretched, marked pause]. *And* [slightly stretched] within the group, there *was* [stressed, slight pause] a *monitor* [stressed, slightly stretched, pause] …one who *di-rects* [stressed]… *Only* [stressed, stretched] the group monitor [slight intake of breath], the one who *directs* [slightly stretched] *all* [stressed] the group activities that are *go-ing* [slightly stretched, fast –paced delivery] on, one was the *spokes* [stretched] person, and [marked drop in pace] *then* [stretched] one was the person who was supposed to *give* [stretched].. you know *the* [slightly stretched] ...the written *feedback* [stretched]. And [marked nasal intonation, slight pause], one was the *person* [stretched] who was *supposed* [slightly stretched, increase in pace] to…when others are presenting, he *must* [stressed, distinct pause] *jot* [stressed, stretched] out some *questions* [slightly stretched] and *then* [slightly stressed] *say* [slightly stretched] it.. And the students *were* [strong emphasis, slightly stretched, slight rise in pitch, intake of breath, distinct pause] *ac-tive-ly* [stressed] involved in that! And *when* [stressed] they are *actively* [involved] in that, *in-e-vi-table* [slightly stressed, truncated] they *do* [strong emphasis, stretched] learn [drop intonation & pitch] something [pause].	514.
SR	*Hmm* [slightly stretched, low-pitched]	515.
CB	This is my *belief* [stressed, pause]! *Again* [stretched, slightly stressed].. this *may* [stretched] be a *false* [slightly stretched] belief…	516.
R	It…it… it *matches* [stretched, stressed, rise in intonation, fast-paced] with what NK was *saying* [slightly stretched & stressed] …	517.
CB	*Yeah* [stressed, truncated, slight rise in pitch, slight pause]…*of course* [stretched]	518.
R	that the *act* [definite emphasis, stretched, fast-paced delivery] of not just *in-vol-ving* [stretched, stressed] them in *ac-ti-vity* [slightly stressed] but holding them	519.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	accountable [stressed] I think somebody else [slight pause] *UA* [slightly stretched] talked about *accountability* [stressed & stretched] *last* [slightly stretched]	
CB	*Yeah* [slightly stretched]	520.
R	time… She *said* [slightly stressed]..you know.. you *feel* [slightly: stretched, stressed] like you're *ac-count-table* [stressed, slightly stretched, CB coughs] because you're supposed to be able to *answer* [stressed, fast-paced delivery]	521.
UA	You're *answerable* [stressed]	522.
R	By assigning them a roles you [drop in pace] felt[pause they were *forced* [stressed, slightly stretched] to *en-gage* [stressed, stretched] in what was going on ?	523.
CB	*Yeah* [slightly stretched]	524.
R	because they had a *stake* [stretched, slightly stressed] in it	525.
CB	*Again* [stretched, stressed, nasal intonation, intake of breath] a *very* [slightly stressed] big problem that we face is a large class! classes are very, very large. It's the same class I'm..I'm talking about [pronounced nasal intonation] *200* [strong emphasis] *stu-dents* [stressed & stretched, intake of breath] …*so* [stressed, stretched] then what happened they were forced to engage ….um…it is actually the *course* [stretched] that I teach, that is "*Academic* [stressed] Reading and Writing [drop in pitch & intonation]". It's English Compulsory *II* [stretched] but it's academic reading and *writing* [slightly stretched]	526.
R	Okay..[low-toned]	527.
CB	*So* [slightly stretched] I made the students write *a lot* [slightly stressed], but of course it's not practically possible for me [stretched, prolonged pause] *check* [slightly stressed] *200* [stressed, stretched, pronounced pause, nasal intonation] sheets. *Even* [slightly stressed] once a week it's *difficul*t [stressed] I have 7 courses, I *cannot* [stretched & stressed] totally *depend* [stressed] on that *one* [stressed] single course. So *I* [slightly stretched & stressed, pause] use a strategy of *peer* [stretched] checking [swallows! And they were checking each *other's* [stretched, pause] articles *and* [slightly stretched, slight pause] they were giving feedback on that [pronounced nasal intonation, relatively slow-paced]. So they were *involved* [strong emphasis, rise intonation & slight rise in ptich] in this process [pause] and this is why they *learned very* [stressed] well [drop in intonation]. So for me the *ideal* [slightly stressed] English classroom….I would sum up, it's deep learning and teacher is a *re-source* [stressed & stretched]. That even [slow-paced] if you *don't have* [stressed, pronounced nasal intonation] the projector, you don't have your own laptop or you don't have internet *re-source* [stretched, slightly stressed], so how can you do it[drop in intonation]? *And* [slightly stressed] then *ah* [slightly stretched slight pause] *one* [slightly stressed] more thing is *that* [stretched], we might not have internet in our classes *but* [stressed] *stu-dents* [slightly stretched] have the exposure of *internet* [slightly stretched, pronounced nasal intonation] *somewhere* [slightly stressed, pause]. *Perhaps* [slightly stretched] not in their rooms, so perhaps in their *own* [slightly stressed] home, or perhaps in their friend's house.	528.
R	You're talking about it [slight pause] in terms of their having *access* [stressed, slightly high-pitched, CB starts to cough]	529.
CB	Yeah [coughing spasm continues] Just excuse me one minute [stifled voice]	530.
R	No problem	531.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

CB	[continues to cough] I'm sorry for *that* [slightly stressed] You people *can* [slightly stretched] *dis-cuss* [slightly stretched]	532.
R	If we [CB coughing] start apologizing for coughing God *knows* [stressed, stretched] where we'll go next [amused tone, CB still coughing]… Does anybody have any *comment* [slightly stretched, rise in intonation, R indistinguishable because CB coughing] *Alright* [slightly stressed] even in an ideal classroom [R indistinguishable CB's coughing spasms louder]…at the end of the day	533.
UA	What..what..*what* [stretched] she mentioned about the classroom	534.
R	[indistinguishable seems to be addressing CB but UA talking ta the same time	535.
CB	[indistinguishable because UA still talking]	536.
UA	*Wh*-at [stressed] she *mentioned* [stressed] about [pause] the *cl-a-ss* [stretched] which has *laptops* [stressed] and screen, that was the *Pa-kis-tani* [stressed & stretched] ideal or *her* [stressed] ideal class?	537.
R	*Her* [slightly stressed] ideal class	538.
UA	*Her* [strong emphasis] ideal classroom [slight drop intonation, fast-paced] *okay* [slightly stretched]. [pause]. *Since* [slightly stretched] *thoora sa* (a little bit) I would like *to* [stretched, slight pause] add a comment here… I have *taught* [stretched, slow-paced] in such a classroom *which* [stretched].. where everybody had computers in front of them [slow-paced, drop in intonation], and I was one [further drop in pace, slight pause] who was directing them, and I had a *master* [stressed] console type thing in front of me, and I use to *share* [stretched] things. *Actually* [stretched] these things [nasal intonation prominent] *only* [stressed & stretched, swallows] you know *reduce* [stretched & stressed] the *e-ffort* [stressed & stretched, slight incrase in pace] of the teacher. I mean if *I* [stretched] ..if I want to make them [slow-paced] *pronounce* [slightly stretched] the word "Multiple", so *I* [stretched] *click* [slightly stressed] the button and a thousand times, hundred *times* [stretched] the word "*Multiple*" [stretched & stressed] would be *pro-noun-ced* [stressed] . *So* [stretched, sligt pause]…in *my* [slightly stretched] in my *opi-nion* [stretched, intake of breath], *teacher's* [stressed, slightly stretched] effort [slight pause] is *still* [stressed] there. It's *just* [slightly stretched & stressed] like [slight pause] ke ***wohh*** [slightly stretched, sligt pause] ke *thoora uski* ***e-ffort*** [stressed & stretched] *ko kam kar deta hai, yani* ***thakta*** [slightly stressed] *nahi hai wohh banda, zahir hai* ***itni*** [stretched & slightly stressed] *achii classroom hai, to AC* ***bhi*** [stressed] *hoga* ***us*** [slightly stressed] *mai.* (it's only that the teacher's effort gets reduced a little bit, I mean that person doesn't get tired…obviously if it's such a nice/high-tech classroom it'll also have an AC in it)	539.
R	It [slightly stressed] *gives* [stressed & stretched] the teacher more *tools* [slightly stretched, rising intonation]?	
UA	***Haan*** [stretched] *bus thoora sa relaxation hoti hai teacher ko!* (Yes, but it only allows for the teacher to be have a little bit of relaxation/respite	
R	It *facilitates* [slightly stressed] their teaching ?	
UA	Exactly [stressed] *Us se* ***learning*** [stressed & stretched] *mai koi faraq nahi parhta.* (It doesn't make a difference to the learning)	
R	In *your* [slightlystretched] *opinion* [slightly stressed]?	540.
UA	***Haan*** [stretched, emphatic] *kyunke maine parhaya hai aise classroom mai* [stressed fast-paced, rise in pitch] ….(Because I have taught in such classrooms)	541.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

R	Or in your *observation* [slightly stressed, UA begins to speak]..	542.
UA	*Kyunke maine* ***parhaya*** [strong emphasis, prolonged elongation) *hai aise classroom mai .Mera* ***experience*** [stretched] *hai yeh is mai!* (Because I have taught in such classrooms..I have experience in this,).	543.
R	In *your* [slightly stressed] experience?	544.
UA	*Bilkul Bilkul* (yes, yes, intake of breath). There was a *language* [slightly stressed] *lab* [stretched] in the ..in *the* [stretched] place where I use to work *before* [stressed] Institution Waris…*ah*[stretched, slight pause] in Pakistan Navy *so* [slightly stretched]… In *Karachi* [slightly stretched] nobody has that language lab…[pause]…that *type* [stretched] of language lab [drop in intonation]…*Us* ***mai*** *[stretched] hamarey pass… ah* ***wohh*** [stressed] *students aatey hai, jinko* ***English*** [stretched] ***bilqul*** [stressed] *nahi aati thii* (There students who came to us were those who didn't know any English).	545.
R	Hmm	546.
UA	***Yani*** (I mean [stressed]) with *used to* [slightly stressed, coughing sound in the background] start some b…..some.. *with* [slightly stretched]… with *some* people, we use to *start* it from *A* [stretched & stressed, slight pause] and *B* [stretched & stressed] and *look* [stressed] and *speak* [stressed, stretched]…Like.. like *..like* [stretched] *this* [stressed] we use to do with them. *So* [slightly stretched, intake of breath] *that* [stressed] ideal classroom helps in *that* [stressed] way. *Obviously* [slightly stressed], *when* [slightly stressed] .. when …when you want to tell them t*hat* [slightly stressed, slight pause], "Please *give* [stressed] me *the* [stretched, slight pause] pencil, *so* [stretched] we … *we* [slightly stretched] have a *picture* [stretched & stressed] of that, a person giving pencil to the other person", and the sentence *is* [stressed] written, "Please give me the pencil"… *and* [slightly stressed]..and..and..ah. I use to press the *button* [slightly stressed& stretched]and it use to *pro-nounce* [strong emphasis] the word….[slight pause]… it *used t o*[slightly stressed] say the sentence [drop in intonation]. So in my *opinion* [slightly stressed& stretched], teacher's *role* [stretched] is still *there* [slightly stretched] *and* . [slightly stressed].*ah* [slightly stretched]maybe more *challenging* [stretched & stressed] ..in …in *that* [slightly stressed] type of classes. *Because* [slightly stressed]..in…in *Pa-kis-t-an* [stretched, pause, intake of breath]…in Pakistan…. in Pakistan [increase in pace] *we* [slightly stretched]..we have students, *e-ven* [prolonged elongation]if they *are* [slightly stretched, pause] *jaisay* ***wohh*** [slightly stressed& stretched] *Urdu mai kahtay haiyy* ***khatam*** [strong emphasis] in terms of their *proficiency* [slightly stressed] in *English* [slightly stressed]…(like that saying/colloquialism in Urdu- they are death/the end in terms of their proficiency in English)	547.
Joint Turn	General laughter	548.
UA	*Even* [slightly stressed, stretched] if they are ***khatam*** [strong emphasis, amused tone]	549.
R	[comments but indistinct]…(even if they are the end]	550.
UA	[laughing] ***bad*** [stressed] *ke* ***super-la-tive*** [strong emphasis, prolonged elongation,….laughingly]….. (Bad…. its superlative) …. *Worse* [prolonged elongation,	551.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	strong emphasis] ! ..even if their proficiency *le-vel..* [slightly stressed] Even if their proficiency is good they are *able* [slightly stressed] to *understand* [slightly stressed, drop in pace] a *few* [stretched, strong emphasis] things of English.	
R	Theek hai!...(Alright..)	552.
UA	*There are* [slightly stretched].. a *few* [slightly stretched]..a few *countries*, [slightly stressed & stretched], *es-pecially* [slightly stretched] I would like to mention *Kazakhstan*, *Turkmenistan*, *Azerbaijan* [slightly stressed] and other ..	553.
SR	*Haan* [slightly stretched]	554.
	… other Soviet Countries [sharp intake of breath], they *don't* [slightly stressed, rise in pitch] *e-ven* [stretched & stressed] know *what* [slightly stressed] is *A* [slightly stressed & stretched] and *how* [slightly stretched]to *write* [slightly stressed & stretched] a *A* [slightly stressed & stretched] and *what* [stressed] is the *role* [slightly stressed] …of *A* [slightly stressed] in ...[begins to laugh] in English Language [group laughter in the background]. *So* [slightly stressed, still laughing, slight pause] with [rise in pitch] *stu-dents* [slightly stressed, stretched]..like [slight pause] *like* [slightly stressed] *them* [strong emphasis] we have to…we have to *give* [slightly stressed & stretched]] *a lot* [stretched & stressed] ….	555.
SR	[Clears throat]	556.
	We have to put *a lot of effort* [stretched & stressed] maybe *50* [strong emphasis, rise in pitch] times more than we would …in *our* [slightly stretched]… [slight pause].. in our *na-tu-ral* [slightly stressed]…in our *u-sual* [slightly stressed] Pakistani classrooms [drop in intonation]. *So* [slightly stressed & stretched, intake of breath] …ah….the *idea*l [slightly stressed] classroom [increase in pace] *which* [slightly stretched]..which …*CB* [slightly stretched] mentioned [slight pause] *helps* in[stretched & stressed] that way. [slight pause]. ***Bohat*** [prolonged elongation, rising intonation] *saaray* ***re-sources*** [slightly stressed & stretched]**, in-ter-net** [stretched & stressed] *tasweerayh* yeh, *wohh* [slightly stressed] ***web-site*** [slightly stretched & stressed], *exercises* [stretched & stressed]…*yeh wohh …* [pause] *6 months* ***mai***[slightly stretched & stressed, coughing in background] ***we*** *use to* ***make*** [slightly stressed] *them* ***speak*** [slightly stressed & stretched] *and* ***understand*** [slightly stressed] *English*…(A lot of resources, internet pictures, this and that website, exercises of this and that type… in 6 months we use to make them speak and understand English)	557.
SR	Hmm	558.
UA	***6*** [stretched & stressed] *months ke baad* …. (After 6 months)	559.
CB	*But* [slightly stretched & stressed] the *re-source* [stressed] is the *teacher* [slightly stretched & stressed] … If the teacher is not *trained* [slightly stretched & stressed] even in that… [R begins speaking]	560.
R	That's *exactly* [stretched & stressed] what she was *saying* [slightly stretched]	561.
UA	***Theek hai*** [slightly stressed] !…(Alright !)	562.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

R	She's saying *all* [stretched & stressed] these *rules* [stretched & stressed]	563.
UA	*When* you went out, *tu maine* [slight pause] ***yehi*** *[slightly stressed]in se kaha ke, wohh* ***resources*** [slightly stressed]*se thoora sa teacher ko* ***ease*** [slightly stretched & stressed] *ease..****ease*** [slightly stretched & stressed] ..(When you went out I said the exact same thing to these people that those resources for the teacher ….ease ..ease…ease)	564.
SR	*Hmm* [slightly stretched, low-toned]	565.
UA	*karney ki liyay hotay takey ….usko* ***pachaas*** [strong emphasis] *daafa* ***aik*** [slightly stressed] *cheez* ***pronounc****e* [stretched & stressed] *na karni parhey* [quickening pace, rise in pitch]. ..(are there to ease things… They don't have to pronounce one thing 50 times…)	566.
R	***Sahee*** [slightly stressed] *hai* (Ok, alright)	567.
UA	…*Wohh* ***sys-tem*** [stressed] *hota hai…*But *who* [strong emphasis]…who can *afford* [slightly stretched & stressed] that [rapid pacing, couging sound in the background]? ***Yani*** [stressed, lightly stretched] 2007 *ke ander* [drop in pace] *maine* [slight pause] *apni* ***maujoodgi*** [slightly stressed] *mai* [intake of breath] *wohh* ***lab*** [slightly stretched & stressed] *lagtey huay* ***dekhi*** [slightly stressed] …*Aur wohh* ***us waqt****,* ***2007*** [stressed, incrase in pace, rise in pitch] *mai* ***75 lacs*** [strong emphasis] *ki lagi thii,.. Aur* [drop in pace] *abhi bhi wohh hai unke pass* ***chal rahi hai*** [stressed]… *Aur* ***isii*** [stressed] *maqsad ke liye wohh use hotu hai* [drop in intonation***] listening*** [slightly stressed] *and speaking ke* ***liye*** [slightly stressed]. [Pause, intake of breath]…. *But, matlab* ***how*** [slightly stretched & stressed, drop in pace] *…how many of the* ***in-sti-tutes*** [slightly stressed] *who can* ***afford*** [slightly stretched & stressed] *that? I ..I..I* ***guess*** [slightly stretched] *no…****Institute Waris*** [stressed, rise in pitch, drop in pace] *has* ***4*** [stressed] *computer* ***labs*** [slightly stretched]***, but*** [slightly stretched]…***they*** [slightly stressed]*… they are not language labs, they're…compu …* [murmuring in the background] ***computer labs*** [slightly stretched & stressed]…***ah*** [slightly stretched]… (There's that system there… But who…who..can afford that… I mean I was there in 2007 when it got set up, I saw it… And then, in 2007 it cost 75 lakhs [7,500, 000]…It's still there and still being run and used for listening and speaking..But I mean how…how many of the institutes who can afford that? I guess no…. Institutes Waris has 4 computer labs but they ..they are not computer labs..ah ..and)	568.
CB	*We* [slightly stressed] have *language labs* [slightly stretched, buzzing of mobile in the background]… We don't *use* [slightly stressed] it.	569.
UA	***Haan*** [slightly stretched & stressed] …(yes)	570.
CB	*Jahan* ***class*** [slightly stressed] *hotee hai* (Where we have class)	571.
UA	***Nahein*** [slightly stressed]***..****nahein..nahein… wohh to* ***use*** [stressed] *nahein hotee* ***nah*** [slightly stressed]….(No..no…no…that doesn't get used, right)	572.
CB	*It's* [stressed] a language lab and [indistinguishable because somebody talking on the phone in the background]	573.
UA	*It* [slightly stressed]…it *used* [slightly stretched & stressed] to be a *good* [stressed] one ! *And* [slightly stretched] it was *operational* [stretched] as well….	574.
R	[indistinct]… it wasn't *operational* [slightly stressed & stretched] when I *was* [slightly stressed] there …	575.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

UA	It *was* [stressed]…[drop in intonation & pitch] …it was [slight pause]..*some* [slightly stressed] time…	576.
NK	We have *heard* [stressed]..that *once* upon a time	577.
R	In…….till *I* [stretched] left *2002* [slightly stressed] it was *not* [slightly stretched] …or *maybe* [slightly stressed] I don't *know* [slightly stretched]…. I never really *did* [slightly stressed] anything]…[indistinct] *except* [slightly stressed] *make* [slightly stretched & stressed] other people do *stuff* [slightly stressed] for me [laughs]	578.
UA	*Okay so again wohi baat kahungi ke teacher ko* ***thoora*** [slightly stressed *sa …thoora sa* ***ease*** [slightly stretched & stressed] *ease kar dayta ..But for* ***that*** [slightly stressed] ***that*** [stretched & stressed] classroom teaching … ***that*** [slightly stressed] ***kind of*** [stretched & stressed] *classroom teaching bilqul aik* ***separate*** [stretched & stressed] *training hoti hai uski* [drop in intonation, rapid pacing]…(Okay so again I'll say the same thing …that the teacher gets some..some ease.. it eases things.. But for that..that…that classroom teaching … that kind of classroom teaching completely separate training is done)	579.
R	*But* [slightly stretched] the *point*[slightly stressed] is that you *agree* [slightly stretched] with what [drop in pace] she's *saying* [stretched]..*that* [slightly stressed] at the end of the *day* [slightly stretched] even if you *have* [stretched] the *technology* [slightly stretched & stressed] and you *don't* [slightly stretched] have *somebody* [slightly stressed] who *knows* [slightly stressed] what they're *doing*…[slightly stretched & stressed]	580.
UA	*Of course* [strong emphasis]..the *thing* [slightly stretched & stressed] is *that* [slightly stressed]…[R begins speaking]	581.
R	[indistinguishable because UA & R speaking together] if you haven't been *given* [slightly stressed] the *required* [slightly stretched & stressed] skill-set to be able to make [intake of breath] *full* [prolonged elongation]…and *fully* [stretched] exploit those *resources* [slightly stretched & stressed]..it's…it's kind of …it makes *no* [stressed, rapid pacing] *difference* [stressed] at the end of the day..	582.
UA	***Daikhay*** [stretched & stressed].. ***simultaneous*** [slightly stretched & stressed] ***two*** [strong emphasis] *situations hai…., dekhey mai aap ko batati hoon,* ***vice*** [slightly stretched & stressed] *vice versa jo chalti hai* (Look simultaneously two situations occur which are vice versa). If you know *what* [slightly stretched & stressed] to do and *don't know* [slightly stressed] *how* [stressed & stretched] to do, it's *useless* [slightly stretched & stressed, slight pause]. And if you don't know *how* [stretched & stressed] to do and don't know *what* [stressed & stretched] to do, then it's again *useless* [stressed & stretched]. ***Tu*** [stressed, distinct pause]. ***Humaray haan*** [stressed] *…matlab* [slight pause] ***Pakistani*** [slightly stressed]..*ah.. atmosphere mai tu hum yeh* [slight pause] ***sooch*** [strong emphasis] *bhi nahi saktey ke kabhi* ***University Y*** [slightly stressed] *ke pass* ***ai-saa*** [stressed & slightly stretched] *language lab hoga, ya kisi* ***aur*** [slightly stressed] *institution ke pass* ***aisa*** [slightly stressed] *language lab hoga. Even* ***Waris Institute*** [slightly stressed] ***charges*** [slightly stretched] *80 thousand* ***per*** [stressed] *semester*[slight pause]***, per*** [stressed] *student* [intake of breath, drop in intonation]***…But*** [slightly stretched, intake of breath, slight pause] ***even*** [stretched & stressed] *then unke pass bhi aisa language lab* ***nahi*** [stressed]*ho sakta* [slight pause], ***na hoga*** [stressed]… ***kyunke*** [slightly	583.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	stretched] *un koh…**wohh*** [stressed] *kehtey hai ke hum…hum, "Our **major*** [stretched & stressed] *aim is **to*** [slightly stressed, drop in pace] *make our students **proficient*** [slightly stressed] *in English and we are **not*** [stressed & stretched, drop in pace] ***bothered*** [slightly stressed] *so much about the language lab thing and **all*** [slightly stretched & stressed]*"…*(So. At our place… I mean in the Pakistani atmosphere/environment we can't even think/imagine tht University Y could ever have such a language lab… or that nay other institution could have such a language lab…Even Waris Institute which charges 80,000 per semester per student… but even they can't have such a language lab…because …. they don't…they say … "We… we… our major aim to make our students proficient in English and we are not bothered so much about the language lab thing and all")	
R	Hmm	584.
UA	***Business*** [slightly stressed] *ke **field*** [stressed, slightly stretched] *mai wohh chaley jaaye* [slight pause] ***achii*** [stressed] *presentations dey dain, **sub*** [stressed] *dey dain…For **example*** [stretched, stressed, slight pause] ***thoora*** [slightly stressed] *sa* [slow-paced] *pata nahein… hum log **topic*** [stressed] *se **hut*** [emphasis, distinct pause, drop in intonation] *na jaaye kahi hum log ….*(They [the students] should go in the field of business, give presentations…. For example…we might get a little .. I don't know.. a little off-topic) [Intake of breath]..There was an *event* [slightly stretched] one and a half month back called..*ah* [slightly stretched] "*Mega* [stretched, stressed] Presentation". *So* [slightly stressed] there was *a* [slightly stretched] *10* [slightly stressed] marks presentation for the *3rd* [stressed].. third semester and they *were* [slightly stretched]… they were *like* [prolonged elongation] *ah* [stretched]….*giving* [stressed] that for *10 marks* [slightly stretched & stressed]. The course was *o-ral* [slightly stretched] …oral *communication* [slightly stressed]; I was one of the j*udges* [slightly stressed& stretched] of that pre*sentation* [slightly stressed, dro in intonation]. So when *I* [stretched, slight pause] *went* [stressed] *there* [stretched]….. there were *slots* [slightly stretched] …like from 9:30 to 11:30, they *had* [slightly stretched] *somebody* [slightly stressed] as *judge* [slightly stretched], from 11:30 to 2:00 …then from *2:00* [slightly stretched] to 3:00 it was lunch and then *afterwards* [slightly stretched] 3:00 to 7:00 was..was *my* [slightly stretched & stressed] time. I *was* [slightly stretched] the judge from 3:00 to 7:00 [drop in pitch]. *What* [slightly stressed] *I* [stretched, slight pause, rise in pitch & intonation]..ah… observed [slight pause over *there* [slightly stretched] *that* [slightly stretched & stressed, munching sounds] there *was* [slightly stressed, increase in pace] a presentation [munching sound] and there was a *documentary* [slightly stressed]	585.
R	There was a *what* [slightly stretched, rising intonation]	586.
SR	A *documentary* [slightly stressed, low-voiced]	587.
UA	A *documentary* [slightly stressed].. to…	588.
R	Ok	589.
UA	students *were* [stretched, pause] *bound* [stressed] *to* [stretched, slight pause] *make* [slightly stressed] a documentary about the presentation…. And they *were* [slightly stretched].. they were supposed to *act* [stressed, slightly stretched]. For *example*	590.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[slightly stretched] *if* [stretched] we have a *group* [stressed, pause]	
R	Ahem	591.
UA	of presentation, *I* [slightly stressed] present and *she* [slightly stressed] present and you all *should* [strong emphasis] *be* [slightly stretched, stressed, rise in pitch] in the *documentary* [slightly stressed, drop in intonation] if you are not *willing* [slightly stressed] to *present* [slightly stressed], *okay* [slightly stretched]. So the ..in the.. in this iss….so *fo-cus* [pronounced emphasis, prolonged elongation , sharp rise in pitch] of the *course* [slightly stretched] is *what* [strong emphasis, rising intonation]? *O-ral* [stretched & stressed] Communication…but *what* [stretched & stressed, rise in pitch] the *teache*r [slightly stressed,stretched, pause] *is* [stretched pause] doing there ?...[Prolonged pause].. the.. the *means* [slightly stretched & stressed] *you* [slightly stretched] are *teaching* [slightly stretched] them *presentation* [stretched & stressed, rise in pitch] skills okay, *O-ral* [stretched & stressed] communication [fast-paced, slight pause] *and* [slightly stretched] *the* [slightly stressed] presentation, [slight pause]of course [increase in pace]. When I *saw* [slightly stretched & stressed] the presentation, ***wohee*** [slightly stretched] *same* ***bullet*** [slightly stretched & stressed] *points,* ***wohi*** [stressed] ***bay-kar*** [stretched & stressed] *kisam ki* ***cheezain*** [stretched]*,* ***wohi*** [stretched & stressed] ***stu-pid*** [slightly stretched, stressed] *kisam ki presentation,* ***aur*** [slightly stretched] *koi* ***use*** [stressed, slightly stretched] *of qeuorum* [SIC] *nahein,* ***kuch*** [emphasis, slightly stretched, rise in pitch] ***nahi,*** [stressed]… ***Matlab*** [slightly stressed] ***bachay*** [slightly stretched & stressed] *ko kuch* ***pata hi nahi*** [stretched & stressed] *keh wohh* ***kya*** [stressed] *kar raha hai,… sara* ***hee*** [slightly stretched] ***focus*** [stressed] *hai,* ***documentary*** [stressed] *pe. Abh yeh* ***tu*** [slightly stretched]***teacher*** [strong emphasis, stretched] *ki* ***ghalati*** [stressed] *hai na* [rising intonation]*? …*(When I saw the presentation, it was the same bullet points, the same useless kind of thing, the same stupid kind of presentation, and there was no use of quorum, there was nothing… I mean the kids/children didn't know anything about what to do .. all the focus was on the documentary.. Now this is the teacher's fault isn't it?). I *raised* [stressed, rise in pitch] *my* [stretched] point that, "*Mam* [stressed] it is *not* [slightly stressed] the *competition* [slightly stressed] of *film* [slightly stressed] making or *acting* [heavy emphasis, stretched] *or* [slightly stretched]…or something else, *where*'s[stretched & stressed, sharp rise in pitch] the *presentation* [slightly stressed, pause], *okay* [slightly stretched]?" ..[Prolonged pause]… So there's ….	592.
R	Are *you* [slightly stressed & stretched] talking [fast-paced]… talking about the teacher ?… here *you're* [slightly stressed] talking about…	593.
UA	The *teacher* [slightly stretched] *knew* [strong emphasis, stretched, rise in pitch] *what* [strong emphasis, slightly stretched]..what to do, but she *did not* [stressed, stretched, pause] *know* [slightly stretched, stressed] *how* [prolonged elongation] to do.	594.
R	*But* [slightly stressed] I *don't agree* [slightly stretched, stressed, slight pause] with you..[slight rise in pitch]…The *con-cept* [stressed, slightly stretched] of *o-ral* [slightly stretched] is [indistinguishable because UA begins talking]…	595.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

UA	So *that* [stressed, slightly stretched] is *what* [stressed] I'm *saying* [stretched] she *did not* [strong emphasis] know *how* [stretched] to do it [rise in pitch]….	596.
R	She *didn't* [stressed] *know* [slightly stressed] *what* [stressed, stretched] oral *com-mu-ni-ca-tion* [stretched] *is* [stressed, fast-paced].. that's a *what* [strong emphasis, stretched] not a *how* [stretched, stressed, rise in pitch]	597.
UA	*See* [stressed, slightly stretched] ..] *So* [slightly stretched, slight pause] *she* [stressed] is *tea-ching* [stretched, slightly stressed, sharp rise in pitch] *there* [slightly stretched, slight pause]..*from* [slightly stretched]…for..for *more* [stretched] than *18* [slightly stretched & stressed, sharp rise in pitch, slight pause]..more than *8* [stressed, slightly stretched, fast- paced] years and *she* [slightly stressed] is doing the *same* [strong emphasis, clipped].	598.
R	This *particular* [slightly stressed] person seems to be a *big* [slightly stressed] problem for UA [laughing tone] .. *she* [slightly stressed].. comes up *every* [slightly stressed] little while..	599.
UA	*No..no*.. [slightly stressed] *no* [stressed, rise in pitch] ..The *thing* [slightly stressed] is *that* [stretched] …The thing is *that* [slightly stretched] if *you* [strong emphasis, prolonged elongation] are… ***limitations*** [stretched & stressed] *ke* ***again*** [slightly stretched & stressed] … *Mai* ***iss*** [stressed] ***cheez*** [stretched] *ko* ***li-mi-ta-tions*** [slightly stretched, stressed] *mai ley ke* ***aaungi*** [slightly stretched]… ***If*** [strong emphasis, slightly stretched, slight pause, fast-paced] ***I*** [slightly stressed] *am the* ***one*** [stressed, pause, intake of breath]*… If* ***I*** [slightly stretched & stressed] ***get*** [stressed] *one section of* ***Oral*** [stressed, slightly stretched] *Communication,* ***I*** [stressed] *will* ***teach them*** [stressed, distinct pause] ***something*** [stressed, slight pause] ***else*** [stressed, stretched].	600.
R	But because you *understanding* [emphasis , slightly stretched]…. [indistinguishable because UA begins talking]	601.
UA	*Because jab* ***mujhay*** [stretched & stressed, rise in pitch] ***Oral Communication*** [animated conversation audible in the background]….[slightly stressed] ***miley*** [slightly stressed] *ga, tu* ***mai*** [slightly stretched]***In-ter-net*** [stressed] *pe* ***poora*** [slightly stretched & stressed] *aik* ***mahina*** [slightly stretched & stressed] *lagaungi* ***parhne****y* [stressed] *ke liye,* ***keh*** [slightly stressed] ***Oral*** [slightly stretched] *Communication mai* ***basically*** [stretched] ***hota*** [slightly stretched] *kya hai.* (If I am given Oral communication then I'll spend a month on the internet studying what is entailed in oral communication)	602.
R	*But* [slightly stressed] UA for *me* [prolonged elongation, stressed, animated conversation continuing in the background] it goes *back* [slightly stressed] to the point that *she* [strong emphasis] was *talking about* [slightly stressed]…where *it* [slightly stressed] had to do with *…I* [slightly stressed]..I *think* [slightly stressed] of it as [R indistinguishable because of animated discussion in the background]…when *she* [stressed] was *talking about* [slightly stressed]…it is *not* [stressed, stretched] just about *having* [stretched] *the* [slightly stressed] *re-sources* [slightly stressed & stretched]..it is about *knowing* [stretched & stressed] *what* [slightly stressed] and *how* [stretched & stressed] to *do* [slightly stressed] it…And *that* [stressed] has to do with the teacher's *own* [stretched & stressed] ability and *knowledge* [slightly	603.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	stressed]… an ab..in *this* [stressed] case ability… I *don't* [slightly stretched & stressed] know about the ability [fast-paced] but the teacher *seems to* [slightly stressed] have to some *issue* [stressed] with *the* [slightly stressed & stretched] the *whole* [slightly stressed] *con-cep-tual understanding* [stressed] of the [indistinguishable because UA begins to talk]	
UA	And *if* [stressed] you [R begins to talk]	604.
Joint Turn	[R indistinguishable because everybody talking together]	605.
UA	*Exactly* [stressed]! And if *you* [stressed, stretched] *go* [stretched] there… for example *me* [stressed, slightly stretched]….*do* [slightly stressed] do *something [*slightly stressed, slight pause] *else* [slightly stressed] in oral *communication* [slightly stressed, intake of breath], *they* [slightly stretched] will *not* [slightly stretched & stressed] let *you* [slightly stretched, slight pause] *do* [slightly stretched & stressed] that. *Because* ***end*** [slightly stressed] *mai* ***tu*** [prolonged elongation] ***competition*** [slightly stressed] *hota haina* ***presentations*** [slightly stressed] *ka.* ***Abh*** [slightly stressed] ***mera*** [slightly stretched & stressed] *section …kisi* ***aur*** [stressed] *tarah ki presentation dega,* ***aur un-ka*** [slightly stressed] *section kisi* ***aur*** [slightly stressed] *kisim ki presentation dey ga* [drop in intonation]*…* (Because at the end there's a competition isn't there .. Now my section will do a different kind of presentation and her section will do a different kind of presentation)	606.
R	[indistinct] …***Criteria*** [slightly stretched & stressed] *peh* ***bhi*** [slightly stressed] *aajaeye ga* (But it will also come down to the criteria)	607.
UA	***Criteria*** [slightly stretched & stressed] ***judge*** [strong emphasis] *kaun karega* [sharp rise in pitch]*? Matlab ..****HOD*** [slightly stressed] *..our* ***HOD*** [stressed] *is* ***a Chartered Accountant*** [slightly stressed], *unko* ***kya*** [slightly stressed] *pata* [drop in intonation] *keh..oral…* ***oral communication*** [slightly stressed] ***kya*** [slightly stretched]… *kya hotee hai. Bohat limitations hoti hai* (Who will judge the criteria? I mean HOD… our HOD [head of department] is a chartered accountant .. how would he know what oral.. oral communication is)	608.
R	*But* [slightly stressed] it's a *good* [slightly stretched & stressed] point … We go *back* [slightly stressed] to the *same* [stretched & stressed] point …	609.
UA	*See* [stressed, slightly stretched] …***Tu*** [slightly stressed] ***yeh bhi*** [stressed] *aik point hai* … (See , so this too this a point to consider)……. [indistinguishable]	610.
R	[indistinguishable because UA begins to speak…] A *very* [slightly stressed] good point …	611.
UA	***Aik*** [stressed]… *aik* ***limitation*** [stressed, slightly stretched]….***se-ni-ors*** [stressed, prolonged elongation] *humaray pass* ***kehe kehe*** [slightly stressed] *jaga mai* ***aisay*** [slightly stressed] *hain…*	612.
R	***Se-ni-or*** [stressed]..*ke baat…*(This discussion on seniors) ….[indistinguishable because UA talking]	613.
UA	***Jo*** [that)…[.stretched, stressed]..	614.
R	***Humaray*** [slightly stressed] ***Islamabad group*** [slightly stressed] *mai* ***bhi*** [stressed] *aaey hai* [fast-paced]….*aap keh seniors jab* ***prob-le-ma-tic*** [strong emphasis] *hotay hain…*(Has come up in our Islamabad group discussions as well.. When your seniors	615.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	are problematic then…)…[indistinguishable because UA begins talking]…*kuch limitations hotay hain…*(there are a few limitations)	
UA	***Bohat*** [stressed, stretched] ***limitations*** **[**slightly stretched] *hoteey hain*	616.
R	They set the *stan-dard* [stressed, slightly stretched, sound of brushing of fingers against fabric]	617.
SR	Hmm…	618.
R	*They're* [slightly stressed] some things you *can* [strongly stressed] do and some things	619.
RH	*Especially* [stressed] .. if they have done literature… *master's* [slightly stressed] in *literature* [stressed, laughter in the background].. *Because* [stressed] then they are not *aware* [slightly stressed & stretched] of *linguistics* [stressed]…. [R & NK laugh, indistinguishable because everybody talking together]	620.
Joint Turn	Everybody talking together ..	621.
R	[indistinguishable because R & RH talking at the same time and everybody chiming in]	622.
RH	But …but [indistinguishable because everybody talking together] .. *you know* [stressed]..you know we're talking about linguistics ….[indistinguishable because of echoing sound and scratching sound in the background]	623.
R	*Yes* [slightly stressed] *obviously* …but I have a deg.. *degree* [slightly stretched] in the *other thing* [stressed] but ..[outburst of laughter from NK and then group]	624.
Joint Turn	Everybody talking together	625.
R	I *agree* [stressed]… *Again* [stressed] we're *talking* [stressed] about the *same* [stressed] thing [indistinguishable because UA begins speaking]	626.
UA	***Limitations*** **[**slightly stretched, stressed] ***bohat*** [slightly stretched & stressed] *Saari hai. Sub se bara issue* ***Pakistani*** [slightly stretched & stressed] *environment* ***mai*** [slightly stretched & stressed, slight pause] ***isi*** [slightly stretched & stressed] *ka hai …* ***limitation*** [slightly stressed] *ka.* [Slight intake of breath] … *For example aap ke pass* ***resources*** [slightly stretched]*ki limitation hai, aap ke pass* [increase in pace] *training and* ***development*** [slightly stressed] ***ki*** [slightly stretched]..*ki limitation hai, education and* ***knowledge*** [slightly stressed] ***ki*** [slightly stretched]….*ki* ***limitation*** [slightly stretched]..*hai, aap ke pass* ***environmen****t* [stretched & stressed]….***working*** **[**strongly stressed] environment.. *work place* ***environmen****t* [slightly stretched & stressed] …(There are a lot of limitations. The biggest issue of being in the Pakistani environment…is that..the issue of limitation .. For example, you have resources related limitation, you have limitations related to..to training and development… you have limitation related to..to education and knowledge.. you have environment – workplace environment …)	627.
R	[Sound of assent]	628.
UA	*Ki* ***bhi*** [slightly stretched & stressed] *limitation hai* [rapid pacing]. *Yeh* ***aik*** [slightly stretched] ***problem*** [stressed & stretched] *mainay app ko bata diya hai hai …*[slight	629.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	intake of breath] *Yeh* ***aik*** [slightly stretched] ***masala*** [slightly stressed] *hota hai….****Doosra*** [stressed] *yeh masala hota hai* [increase in place, slight pause] *if you are* ***young*** [slightly stressed] *and you do* ***good*** slightly stretched & stressed] *in the* ***class*** [slightly stretched & stressed, distinct pause] *as a ..as a ..as* ***a*** [stretched] ***teacher*** [slightly stretched, whacking sound in the background] *, so* ***if*** [slightly stretched] *students* ***like*** [slightly stressed] *you* (related limitations also. I've told you/shared this one problem with you. The other problem is that when you are young and do a good job as a… as teacher, so if the student like you)	
R	*Yeah* [slightly stretched & stressed]	630.
UA	***If*** [slightly stretched & stressed] ***students*** [slightly stressed] ***like*** [slightly stretched & stressed] you *and* ***they*** [prolonged elongation, slight pause] – ***matlab*** [slightly stretched] *…and jab hum aapas mai baat kartey hai, tua hum yehi kehtey hai ke, "Students* ***hee*** [slightly stretched] *jo haina yeh aap ko* ***phanswatey*** [slightly stretched & stressed] *hai", kyunke wohh* ***pooray*** [slightly stretched & stressed] *campus mai kehtey phir rahey hotey hai ke, "****Hamari*** [slightly stretched & stressed] *teacher* ***bohat*** [slightly stressed *achii hai"…aur seniors kehtey hai, "Hum kya* ***jhak*** [strong emphasis] ***maar*** [stretched]*"* (and they – I mean when we are talking amongst ourselves then we say that " it's the students who get you into trouble". They go around campus telling everyone that " our teacher is very good" and our seniors say " Yes and we've been wasting out time")	631.
Joint Turn	Sound of assent from the group	632.
UA	*rahey hai yahan pe?* ***Wohh*** [slightly stretched & stressed] ***bohat*** [slightly stretched] ***achii*** [slightly stretched, pronounced nasal intonation] *aa gayi hai* ***kahi se*** [slightly stretched & stressed] *".* (…all these years. "She, whose just turned up form somewhere, is very good..)	633.
SR	*Hmm* [slightly stretched]	634.
CB	*These* [slightly stretched] *are* [strongly stressed & stretched] the *limitations* [slightly stressed, distinct nasal intonation] *but* [stressed, slightly stretched, distinct pause] if *we* [stretched] *understand* [slightly stretched] that the *purpose* [slightly stretched & stressed] of teaching English is *learning* [slightly stressed] and *students* [slightly stressed, distinct pause] …***Yeh*** [slightly stretched & stressed] *jo* ***saaray*** [slightly stressed] *masail hain which have* ***no*** [stretched & stressed] ***relation*** [stressed] *with learning ..*[indistinguishable because UA begins speaking]..(All of these issues have no relation with learning)	635.
UA	*But* [stressed] *…aap..****aap*** [slightly stretched] ***aapki*** [slightly stretched] ***motivation*** [stressed & stretched] *ko effect kartey hai yeh, aur* ***motivatio****n* [slightly stretched & stressed] *aapki* ***classroom*** [slightly stretched & stressed] *mai* ***nazar*** [slightly stretched & stressed] *aati hai..*(This affects your…your- Affects your motivation and your motivation shows in your classroom)….[UA indistinguishable because R begins speaking]	636.
R	But *she's* [slightly stressed, sharp rise in pitch and pace] talking about *not* [stressed] *just* [stretched] teacher as *resource* [slightly stretched & stressed, fast-paced] but the *teacher's* [stretched, slightly stressed] *own* [stretched] *mo-ti-va-tion*	637.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[stretched]…You *guys* [stretched] were *talking* [stressed] about [indistinguishable because UA begins speaking]	
UA	*Teacher* [stretched & stressed] is a *person* [stretched & stressed]… *Like* [slightly stretched, strongly stressed] *if* [stretched & stressed] *if* [stretched] *I am… I am disturbed* [slightly stretched & stressed]	638.
R	[indistinct]	639.
UA	*tu* ***mai*** [slightly stressed] *class mai jaa ke* ***koi*** [stressed, prolonged elongation] ***extra*** [stressed] *wohh* ***nahi*** [strongly stressed] *karungi.* (So in the class I won't go and do something extra)	640.
CB	*So* [stressed] you must be *trained enough* [slightly stressed] ah… *to* [slightly stretched, *reg-u-late* [slightly stretched & stressed] your *emotions* [stretched] in the class [comment from other members but indistinct].	641.
UA	***Bilqul*** [prolonged elongation, strong emphasis] ***train*** [stretched, stressed] ***kartey***[slightly stretched] *hai* [coughing in the background]*…but* ***she*** [stretched] *..lekin dekhey…*(Absolutely they get trained but she .. but look) ….*Again* [stressed] [stretched] would say that, she *only* [strong emphasis] knows the atmosphere of *UA*… *UA* [stressed] is *not* [stretched] *that* [stressed]	642.
CB	[Indistinct]	643.
UA	I *mean* [stressed] …*haan* ***bilqul*** [slightly stressed] ***hai*** [strongly stressed] *iss tarah ka masala..* jab *aap kahi aur jaaye gay, aur* ***pher*** [stressed] *aap jab dekhey gey ke aap ke saath is tarah ki cheezain ho rahi hai aur aap wahan per* ***akelay*** [strongly stressed] *hain, tu phir aapko masla* ***hoga*** [strongly stressed]…***bohat*** [stretched & stressed] *masla hota hai, is se* ***motivation*** [stressed] *affect hoti hai* (I mean, yes it's absolutely there-that kind of problem. When you go somewhere else and then you see/experience all the things that are done with you and you're all alone there so then you have a lot of problems.. that has an effect on your motivation). For *example* [slightly stretched & stressed] I would like *to* [stretched] *mention* [slightly stressed]	644.
R	UA I'm *really* [stressed] sorry I have no problem with you sharing but we need [indistinct echoing effect] *her* [slightly stressed] picture and …and ..	645.
UA	[indistinct]	646.
CB	*She's* [slightly stretched] the *last* [stressed] one *alright* [slightly stretched, laughing tone]so we can *devote* [slightly stretched & stressed] *all* [stretched] time [amused tone] to her	647.
Joint Turn	R laughs and other group members join in	648.
CB	I said [slightly stretched] that you *will* [slightly stressed] *regret* [slightly stretched & stressed, slight pause] ..*This* [stressed] is the *picture* [slightly stretched & stressed] alright?	649.
R	Oh that's *great* [slightly stretched & stressed, indistinguishable because CB begins speaking]	650.
CB	*Deep* [stretched & stressed, R speaking in the background] learning versus *surface* [slightly stretched & stressed] *learning* [stretched].	651.
R	Okay	652.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

CB	You see on *surface* [slightly stretched & stressed] and you can see "oh *wow* [stretched] that's an *excellent* [slightly stretched & stressed]. If you *only* [stressed] see that *there* [slightly stressed] *no* [stressed] *carrot* [slightly stretched & stressed]	653.
R	You mean *that's* [stressed] the *typical* [stressed & slightly stretched] classroom	654.
CB	[Sound of paper being shuffled] You *see* [stressed] that's *ah* [slightly stretched, distinct pause, exhalation] the *picture* [stressed] of *Pakistani* [stressed, slightly stretched] classroom.. the *typical* [stretched & stretched] one	655.
R	Which one?	656.
CB	*This* [stressed, slightly stretched] one stressed.	657.
R	The *typical* [strong emphasis, stretched]?	658.
CB	*Yeah*! [emphasis]	659.
R	*That's* [slightly stressed & stretched] the *one* [slightly stressed]	660.
CB	*And* [slightly stretched, pronounced nasal intonation] *this* [slightly stressed] *is* [stretched] the *i-deal* [prolonged elongation] situation in *both* [slightly stressed] of them. Because you're not *really* [slightly stressed] *focusing* [stretched & stressed]	661.
R	[Indistinguishable because CB begins speaking]	662.
CB	*Learning* [[slightly stretched & stressed]… You *see* [slightly stretched & stressed, background discussion but indistinct] the *point* [stretched & stressed] here is *that* [stretched]… It is *not* [stretched, slightly stressed] necessary [slightly stressed] that *students* [slightly stretched], when they are *giving* [stretched, distinct pause] you *answer* [slightly stretched & stressed] at the same *point* [slightly stretched], when you can *see* [stressed & stretched] that something is being *learned* [stressed], some *know-ledg*e [strong emphasis, prolonged elongation] has been *trans-mitted* [slightly stretched]. For instance, I am going to *measure* [slightly stretched & stressed] knowledge in terms of numbers.	663.
R	Okay	664.
CB	*100* [slightly stretched & stressed] *in-for-ma-tion* [slightly stressed & stretched] is being *transmitted* [slightly stressed], it's an *ex-cellent* [stressed, slightly stretched] thing! *So* [stretched] *95* [slightly stretched] year, *5* [slightly stretched] year..[prolonged pause].. But *some* [stressed, pronounced nasal intonation] information has been *transmitted* [slightly stressed] and everything has gone *there* [strong emphasis, stretched, pause] the *depth* [stressed] side……[prolonged pause].. That *means* [stretched] that *deep* [slightly stretched & stressed] learning is *there* [slightly stretched & stressed]. It may not be *obvious* [slightly stretched & stressed], but students are *learning* [slightly stressed & stretched], it's *even* [slightly stressed] *taking* [slightly stretched & stressed] them in. But *here* [stretched, slightly stressed] the students are *not* [slightly stressed & stretched] taking anything in, *everything* [slightly stressed] is *a* [stretched, pause] .. ***jo*** [slightly stretched & stressed] *hum kehtey* ***hai*** [slightly stressed] *ke sir*	665.
RH	*Hmm* [slightly stretched]	666.
CB	*peh se ghuzar gaya* (You know when we say: it went completely over their heads). *This* [slightly stressed] is the *situation* [stressed & stretched, sharp inhalation of breath]	667.
R	*Okay* [slightly stretched & stressed] do you mind [slight drop in pitch] *labeling* [slightly stressed & stretched] it for me… I *mean* [slightly stretched] so that I *know*	668.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[slightly stressed] *what* [slightly stretched & stressed] represents *what* slightly stretched & stressed].	
CB	Yeah *sure* [slightly stretched] sure .. I'll *do* [slightly stressed] that.	669.
R	So that I know what it is [slight rise in pitch]. I think *when* [slightly stressed] put it *across* [slightly stressed & stretched] the *line* [stretched]	670.
CB	*Yeah* [stretched]	671.
R	So *that* [slightly stretched] *lay-er* [slightly stretched, increase of pace] of top *soil* [slightly stressed & stretched] ..of the *con-tin-uum* [prolonged elongation]	672.
CB	*Exactly* [stressed & stretched]	673.
R	So what *happens* [slightly stretched] at the *other* [stressed] end? *Jo* ***iss*** [slightly stressed & stretched] ***side*** [stretched] *se nahein hai* (Which isn't there from this side)	674.
CB	*No* [emphasis] there *is no* [stressed] end…it's ..it's..it's it's *eternal* [strong emphasis, stressed]!…[laughs]	675.
R	You *feel* [stretched] … For you the *distance* [stressed, slightly stretched] *be-tween* [prolonged elongation, pause] the..the *typical* [stressed, slightly stretched] ah…*ELT* [slightly stretched] *Pa-kis-tani* [slightly stressed] classroom	676.
CB	And..ah …*no* [slightly stressed]	677.
R	and the *ideal* [slightly stretched] classroom isn't that *much* [slightly stretched]…it's *all* [stressed & stretched] part of the *same* [slightly stretched] *continuum* [slightly stretched & stressed] that goes on [static: mobile buzzing]	678.
CB	You *see* [slightly stressed] *this* [strong emphasis] is the *con-tin-u-um* [slightly stretched & stressed, static: mobile buzzing] what *I* [stressed, stretched] *understand* [slightly stretched] by *how* [stretched, distinct pause] you *are* [slightly stressed, stretched] *in-ter-na-li-zing* [distinct elongation, strong emphasis].	679.
R	*Okay* [slightly stretched] alright..So the [indistinct] represents	680.
CB	This *is* [stressed, slightly stretched]….[R begins speaking]	681.
R	Your *internalization* [stressed] process	682.
CB	*Exactly* [emphasis]! Your *pro-cess* [stressed] of *in-ter-na-li-sing* [stressed] information,	683.
R	*Hmm* [slightly stretched]	684.
CB	So *everything* [slightly stressed] is *here* [stretched]. It's in the *short term* [stressed] memory	685.
R	Okay [clattering sound in the background] *alright* [slightly stressed]	686.
CB	And *here* [slightly stretched & stressed, pronounced nasal intonation] things are *go-ing* [stressed, slightly stretched] in your *long term* [stressed] memory,	687.
R	Okay, alright	688.
CB	You are *actually* [slightly stressed] *re-member-ing* [stressed & stretched] for *long* [slightly stretched]. You can *re-mem-ber* [stressed, stretched] it, you can *process* [slightly stressed, increase in pace] it whenever you want, you can *actually* [stressed] *re-call* [slightly stressed & stretched] it, you can *im-ple-ment* [stressed] it. And *here* [stretched, slightly stressed], this is [slight pause] *going* [stressed & stretched] in *your* [slightly stretched] long term memory [pause]	689.
R	Okay [drop in pitch]	690.
CB	*Right* [emphasis, rising intonation]? And then from *this* [slightly stretched & stressed], there *is* [slightly stretched] also the *point* [stretched, slightly stressed] *that*	691.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	ah [slightly stretched] in *our* [stressed] classes what we do is *that* [stretched], that's *again* [stressed] our *fault* [stretched] or *flaw* [slightly stretched] or lack of *training* [slightly stretched]….That students who are participating *a lot* [stressed], we *do understand* [slightly stressed] that they have *learned* [stressed] it, and the student who is *si-lent* [slightly stretched & stressed],	
SR	*Hmm* [slightly stretched]	692.
CB	You *feel* [slightly stretched] that the person has *not* [stressed] learned. That's a *gap* [stretched, pause]…the *out-ward* [slightly stretched[side may be *dif-ferent* [slightly stressed]. When you only *see* [slightly stressed & stretched] the *upper* [stressed] side, you *feel* [slightly stretched] now that *this* [stressed, increase in pace] is *grown* [slightly stretched], this is not *grown* [stretched]…But within the [indistinct], something *else* [slightly stretched] has *grown* [stretched] *very* [stressed] *ba-dly* [slightly stretched] right! Okay [starts coughing] *that's* [stretched] it [stressed] !☺	693.
R	*Okay* [slightly stretched, amused tone], alright. You have something *here* [slightly, stressed, CB coughing in the background] *too* [stretched].	694.
CB	*Yeah* [stressed, slightly stretched]! That's *tea-cher* [slightly stressed] as a *resource* [slightly stretched, coughs]. And *computers* [slightly stretched]*internet* [slightly stressed], *small*-size [slightly stressed, slight drop in pace, CB coughing] classes [indistinct because static: incoming mobile message]. If *teacher* [slightly stretched] is *re-source* [slightly stretched] then *nothing* [slightly stressed] is a *problem* [slightly stressed].	695.
R	So *when* [slightly stressed] you *have* [slightly stressed] teacher as a resource you're *saying* [slightly stretched] there is a *possibility* [slightly stressed] of [indistinct static because of buzzing mobile] … sort of *thing* [slightly stressed]….where you *know* [slightly stressed] you *have* [slightly stretched & stressed, slight pause] that *inter-nalisation* [slightly stressed] is taking place *whether* [slightly stressed & CB begins speaking] or not you can *see* [stressed, slightly stretched] it.	696.
CB	They're *two* [slightly stressed & stretched, slight rise in pitch] different concepts. You *see* [slightly stressed & stretched] one thing's that [slight pause] *if* [slightly stressed] *tea-cher* [slightly stressed & stretched] is *pro-ficient* [slightly stressed] and *very* [slightly stressed] trained then *nothing* [stretched & stressed] else [distinct pause] matters [buzzing of mobile]	697.
R	*No* [slightly stressed] but [CB begins talking]	698.
CB	*Limitations* [slightly stressed] are *always* [stressed] there.	699.
R	But you *see* [slightly stressed] at the end of the *day* [slightly stressed] the classroom [buzzing of mobile] doesn't exist in a *vacuum* [slightly stressed & stretched]. I'm asking you *how* [stretched & stressed] the teacher *being* [slightly stressed] a *re-source* [slightly stretched] *affects* [stretched, slight pause]. I *mean* [slightly stretched, rise in pace] what is the *role* [slightly stretched] that they play in the [indistinguishable because CB begins] of *learning* [slightly stretched & stressed]	700.
CB	*Yeah* [slightly stretched]	701.
R	What would be the *role* [stretched, slightly stressed] to ensure *deep* [slightly stressed] learning takes place?	702.
CB	I *gave* [slightly stressed] you several examples of *that* [slightly stressed]	703.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

R	Yeah	704.
CB	For instance [slightly stressed] …*again* [slightly stressed, slight pause] *all* [slightly stretched] of *this* [stressed, distinct pause] based on one *hypothesis* [slightly stressed] that I have…that if *you* [slightly stretched, slight pause] *ah* [slightly stretched] specially the *language* [slightly stressed] classroom, you *facilitate* [slightly stressed] *oral* [stretched] communication, *oral* [stretched] conversation [slight intake of breath], then students *do* [slightly stressed] then students are *actually* [slightly stretched & stressed] i*n-volved* [slightly stressed] in that.	705.
R	Hmm, hmm!	706.
CB	*Deep learning* [slightly stretched] does occur [increase in pace]! And that's something that maybe *because* [slightly stressed] what *literature* [slightly stressed] supports [slight pause or *maybe* [slightly stretched] *because* [slightly stretched] of my own understanding ..*ah* [slightly stretched] my very *limited* [slightly stressed] understanding of *4 years* [slightly stressed] that this *hap-pen*s [slightly stressed & stretched]. Students are *made* [strong emphasis] to *participate* [slightly stressed] when students [slight pause] *feel* [stretched & stressed] that they are *important* [slightly stressed]. They *can* [stressed] be *asked* [stressed, slight pause] questions any *time* [slightly stretched], and they *need* [slightly stressed] to understand it, because they have to *pass* [slightly stressed] papers and everything. *And* [slightly stretched] they need to understand *because* [slightly stretched & stressed]…*ah* [prolonged elongation] to *save* [slightly stretched & stressed] their *faces* [slightly stretched & stressed] that they are *not* [slightly stressed] *embarrassed* [slightly stretched & stressed] , they are not ashamed. When they were *ac-tive* [slightly stretched & stressed] participants, *so* [slightly stretched] *deep* [slightly stretched & stretched] learning *is* [stressed] occurring!	707.
R	Can I *ask* [slightly stretched] you that *how* [slightly stretched & stressed] you *know* [stretched] that deep learning has occurred? [slight pause]? I'm *very* [slightly stressed] curious [indistinguishable mobile buzzing in the background].	708.
CB	*Per-haps* [slightly stretched] teacher's *intuition* [slightly stretched]. [Distinct Pause]. Okay first thing, again *here* [stretched] ..*ah* [stretched] .. we have a l*imitation* [slightly stretched & stressed], limitation *that* [slightly stretched] what we do in a language classroom is that, we *measure* [prolonged elongation, pause] the *end* [stressed] *product* [slightly stretched]. We don't see how *much* [stressed, pause] *dis-tanc*e [stressed & stretched] the students have *co-vered* [slightly stretched]	709.
R	*Ab-so-lutely* [stretched]	710.
CB	In *Auzaan* [slightly stretched] university what happens that we fee [slightly stretched]	711.
R	Ahem	712.
CB	.. we..we ..we *think* [stressed] that all *students* [slightly stressed] are standing on the *same* [slightly stretched, pause] *point* [slightly stressed]	713.
R	Ahem	714.
CB	But if a *person* [slightly stretched] a *student* [slightly stretched] a *good* [stressed] student starts from *here* [stretched] and he ends *there* [slightly stretched]….But *there*	715.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[slightly stretched, pronounced nasal intonation] was a student … a very *bad* [slightly stretched, increase in pace] student, he started from *there* [slightly stretched] and he has standed [SIC] *there* [slightly stretched]…we never *measured* [stretched] *that* [slightly stressed] .. that distance and we *cannot* [strong emphasis]! We have *no* [slightly stretched & stressed, slight pause] *measures* [prolonged elongation] for that.	
R	It's *interesting* [stressed, fast-pace, rise in pitch]! It's it's a.. it's *almost* [slightly stretched] like you're talking about l*ike* [slightly stretched] the *ZPD* [Slightly stressed] *right* [slightly stretched, the zone of *proximal* [slightly stretched] development. …	716.
SR	*Hmm* [stretched]	717.
CB	And a *student* [slightly stretched] started at *zero* [slightly stressed] and *reach*ed [stressed] at *5* [stressed] you *know* [slightly stretched] and *..and* [slightly stressed] has the *ca-pa-city* [slightly stressed & stretched] of *7* [slightly stretched & stressed, slight pause], that's a *lot* [stretched & stressed] of *learning* [slightly stretched] as opposed to somebody who's *from* [stressed] *zero* [slightly stressed] to *50* [stressed] *and* [slightly stretched] and has *only* [stressed] reached from..from *5* [stressed] or maybe *7* [stressed]…he has travelled the distance in terms of *kilometers* [stressed], but the *actual* [slightly stretched, stressed] difference, *actual* [stressed & stretched] distance *travelled* [stressed]	718.
NK	*Exactly* [stressed]! *And* [slightly stressed] since I have *one* [slightly stretched, slight pause] *ah..* [slightly stressed] *limitation* [slightly stretched]…*ah..* in our *system* [slightly stressed] that we cannot *measure* [stressed] *that* [slightly stretched] distance *covered* [slightly stressed], so *what* [slightly stressed] I do [increase in speed] in my language class *..20 marks ke hai **first*** [stressed] assignment [the first assignment of 20 marks]	719.
R	Ahem	720.
CB	*So* [slightly stretched] I ask the students to *keep* [slightly stretched] a *reflective* [stressed] journal.	721.
R	Okay	722.
CB	And they *have to* [stretched & stressed] write *2* [stressed] reflections every week,	723.
R	Okay	724.
CB	*So* [stretched] looking at *their* [slightly stretched] *first* [stressed & stretched] reflection and the *last* [stressed & stretched] reflection, we *do* [stressed] feel that there *is* [stressed] a *difference* [slightly stressed & stretched]- that a *difference* [slightly stressed] *has been* [slightly stressed] made and we can *mark* [stretched] on that. [Pause]. So *deep* [stressed & stretched] learning for instance [slight pause] if you are *telling* [stressed] them, if you are e*xposing* [stressed] them to the *rules of* [stretched] simple *present* [slightly stressed],	725.
R	*Haan* (yes)	726.
CB	*By* [slightly stretched] *mul-ti-ple* [slightly stressed] strategies you may like say *directly* [stressed] or you *may* [slightly stretched] give *some* [slightly stretched, pause] *text* [stressed] to them, or perhaps you may give them *some* [stretched, slight pause]..*ah..* [stretched] *news report* [slightly stressed & stretched] that is *using*	727.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[stretched] *that* [slightly stressed] tense…and *then* [slightly stressed] in *their* [slightly stretched] *first* [stressed & stretched, swallowing sound] text, there were *errors* [stretched & stressed] and if you see it in the *last* [stretched, slightly stressed] are *not* [slightly stressed & stretched], there are *no* [stretched] errors *actually* [slightly stretched]. So you *see* [stressed] the *differences* [slightly stressed] are *there* [slightly stressed]!	
R	*How* [slightly stretched] do you know it'their *work* [slightly stretched]?	728.
CB	You *see* [stretched] for *some* [slightly stressed] students it s*hows* [slightly stretched]. When you are *asking* [stressed, slightly stretched] them to *write* [slightly stressed, slightly stretched] *reflections* [stressed, stretched] and when they are *writing* [stressed] it *actually* [stressed], reflection no 1 *will be* [strong emphasis, stretched] different from reflection no *13* [slightly stressed].	729.
R	*Yeah* [slightly stretched] but *how* [slightly stretched] do you *know* [slightly stressed] that refelection *13* [slightly stressed] will be *their* [slightly stressed] work? I *mean* [stressed] *I'm* [slightly stressed] sorry. I'm…*I'm* [slightly stressed] …[indistinguishable because CB begins talking]	730.
CB	I *asked* [stressed] them to… I'm *sorry* [slightly stressed] I didn't understand your question *actually* [slightly stretched & stressed]	731.
R	I think *she* [strong emphasis, stretched] understands the *question* [slightly stressed].	732.
SR	*Hmm* [slightly stressed]	733.
R	I *mean* [slightly stretched] you *see* [slightly stressed & stretched] for me, the *problem* [slightly stressed] with… my *issues* [stressed & stretched] with giving *homework* [stressed]	734.
CB	*Yeah* [slightly stretched & stressed]	735.
R	Is *that* [slightly stretched] I can [drop in pace] *never* [slightly stressed] be *sure* [slightly stressed & stretched] that *when* [slightly stressed] I give *pro-ject work* [stressed] to a student I can never be *sure* [stretched & stressed] that it is *actually* [stretched & stressed] their *fi-nal* [stressed] *pro-duct* [slightly stretched & stressed]- that [slight drop in pitch] they *have'nt* [slightly stressed] had *help* [slightly stressed] with it. Which is *why* [stretched] when I *de-sign* [slightly stressed & stretched] *assessments* [slightly stressed]	736.
CB	*Yeah* [slightly sretched]	737.
R	I *make* [stressed & slightly stretched] *sure* [stretched & stressed] that there is a *com-po-nent* [stressed & stretched] that..that *really* [stressed & slightly stretched] *checks* [stressed & stretched] *whether* [slightly stressed] or not they *have* [slightly stretched] that this is *completely* [slightly stressed] their work…I've had *somebody* [slightly stressed] give me a *reading* [slightly stressed] assignment where they *copied* [stretched & stressed] like *half* [stretched & stressed] the..the *def-i-ni-tion* [slightly stressed] of the *poem* [slightly stressed] from *Wikipedia* [slightly stretched]	738.
CB	Yeah	739.
R	And they *forgot* [slightly stressed & stretched] it was *me* [stretched]…. Okay	740.
UA	laughs	741.
R	I *think* [slightly stressed] that's a *very* [stressed] bad idea…[indistinguishable because CB begins talking]	742.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

CB	You are *talking* [slightly stressed] about that they *don't* [stressed] plagiarize?	743.
R	Not *plagiarize* [slightly stretched, increase in pace, slight rise in pitch]. It's doesn't *have to be* [slightly stressed & stretched] to be *from* [slightly stretched] the *internet* [slightly stretched] they can *just* [slightly stretched] get someone *else* [slightly stretched & stressed] to *write* [slightly stretched] it.	744.
NK	*Exactly* [stretched]& stressed]! So the solution is *that* [slightly stretched] the r*eflection* [slightly stretched] they *have to* [slightly stressed] *write* [slightly stretched] is in the *last* [slightly stretched] *5* [stressed] minutes of the *class* [slightly stretched & stressed].	745.
R	So you *make* [slightly stressed] *sure* [stretched] that it's *class*work [stressed, indistinguishable because CB begins speaking]	746.
CB	*Exactly* [stretched & stressed]! And I *don't* [stressed & stretched] *read* [stretched] it *in* [slightly stressed] the class, I *just* [slightly stressed] sign it	747.
R	Okay	748.
CB	…so that they *don't* [slightly stressed] *change* [stretched] it…*After* [stretched] the *semester* [slightly stressed], at the *end* [slightly stretched] of the semester [slightly intake of breath], they *sub-mit* [stretched] *their* [slightly stretched] copies and *then* [stressed] I *see* [stretched] it.	749.
R	Okay this is one way of *making sure* [stressed & slightly stretched] that [indistinguishable because violent spasm of coughing from CB]…a *neccesisty* [slightly stressed] too.	750.
CB	Yeah	751.
R	That was *all* [slightly stressed] I was [drop in pace] *trying* [stressed] to say. Sort of… Because I ..I *can't* [slightly stressed] *imagine* [slightly stressed & stretched] any of my students [indistinguishable because CB coughing again] *homework* [slightly stressed] and *actually* [slightly stressed & stretched] produce *work* [slightly stretched & stressed]. I mean *now* [stretched & stressed, sharp increase in pace] my students *don't* [slightly stressed & stretched] do it. I *know* [slightly stressed, CB coughing in the background] their style. I can tell from the *second* [slightly stressed, CB couging in the background] *line* [slightly stretched] if *they've* [slightl stressed,] written or they *have-n't* [slightly stressed, CB couging in the background].	752.
SR	Hmm	753.
R	So *that's* [slightly stressed] *be-sides* [slightly stressed] the point [CB couging in the background]. *Okay* [slightly stretched] *alright* [slightly stretched & stressed].	754.
CB	*When* [slightly stretched] you *keep* [slightly stressed & stressed] a check on…..*If* [slightly stressed] you're *giving* [slightly stressed] for instance an assignment [pronounced nasal intonation] on *essay* [slightly stressed & stretched] writing [slight pause]. And *if* [slightly stressed] *you* [slightl stretched] keep a *check* [slightly stretched] on them on *dif-fer-ent* [stretched & stressed] stages [slighlt pause], then *again* [slightly stretched & stressed] there are some *chance* [slightly stressed] some *high* [stressed] chances of *originality* [slightly stressed & stretched, slight pause]. *So* [slightly stressed] you see *these* [slightly stretched & stressed] are the *errors* [slightly	755.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	stretched] and can you [drop in pace] *make* [stressed & stretched] this *defined* [slightly stretched & stressed, dictinct pause].. *And* [slightly stretched] you *know* [slightly stretched] you can CB indistinguishable because R begins speaking at the same time]	
R	And *they* [slightly stretched] work *through* [slightly stressed] the *drafts* [slightly stretched] ?	756.
CB	*Yeah* [slightly stressed] *of course* [slightly stretched & stressed]. And *what* [slightly stressed] you could do is *that* [slightly stretched] you can give *only* [slightly stressed, increase in pace] *one* [strong emphasis] essay of *20* [stressed & stretched] marks but in *sev-er-al* [slightly stressed] stages. *First* [slightly stressed & stretched] outline, *then* [slightly stressed] *draft* [slightly stretched] one, *draft* [slightly stretched] *two* [slightly stressed]	757.
R	*Ahmm* [slightly stressed]	758.
CB	*And* [slightly stretched] the *final* [slightly stressed] draft [pause]. *So* [slightly stressed, pause] there *may* [slightly stretched] be *some* [slightly stressed] i*s-sues* [slightly stressed], I *mean* [slightly stressed] some *higher* [slightly stressed] *probability* [slightly stretched] that the work is *going to be* [slightly stressed, drop in pitch] original. [Distinct Pause]	759.
R	*Okay* [slightly stressed] so you can *increase* [stretched] the *chances* [slightly stretched] of *ensuring* [slightly stretched] that they don't feel [indistinguishable because CB begins speaking]	760.
CB	*Yeah* [slightly stressed]! And *one* [slightly stressed, pronounced nasal intonation] thing *more* [slightly stretched & stressed] that, being a *tea-cher* [stretched] I *mean* [slightly stressed] *being* [stretched] a..*ah* [stretched] a *linguist* [stressed] if you *talk* [slightly stressed] about it, it's *not* [stressed & stretched, drop in pace] something of..*ah* [slightly stretched] of *credibility* [slightly stretched & stressed] but I *feel* [slightly stretched that *if* [slightly stressed] you *give* [slightly stressed] them some *trust* [distint emphasis], if you *show* [slightly stressed & stretched] them that you *trust* [stressed, slightly stretched] them, *then* [slightly stressed] the *difference* [slightly stressed] is *being* [slightly stressed] made. [Prolonged pause].	761.
R	Just *how* [slightly stretched] long have you been *teaching* [slightly stressed] again? [Low-pitched]	762.
CB	Just *4* [slightly stretched & stressed] years *only* [stressed]. This is *why* [stretched] I am [slight pause] *saying* [stretched] *these* [slightly stressed, amused tone] things.	763.
R	*No* [emphasis]. I think *it's* [slightly stressed].. It's *very* [stressed] nice that in 4 years you can remain this *i-dea-listic* [slightly stressed & stretched]. *It's* [slightly stressed] it's *nice* [slightly stressed] to see…[distict pause]…*very* [slight;y stressed & stretched] to *see* [slightly stretched]. *Alright* [strong emphasis]! Do you *have* [slightly stressed]… does *anybody* [slightly stressed] have anything to *ask* [stressed & stretched] about *deep* [slightly stressed] learning or *surface* [slightly stressed] learning or *her* [slightly stressed] concept of 'teacher as *resource* [slightly stretched]?.	764.
NK	No I think it's okay.	765.
R	*Alright* [slightly stretched & stressed]! Thank *you* [slightly stressed & stretched]	766.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	very very [stressed] much *especially* [stressed, CB starts coughing] *because* [slightly stressed] you know of the *state* [stressed] of you throat [CB coughs]….Okay [clattering sound in the background] *who* [slightly stressed] wants to *go* [slightly stressed] next? [Prolonged pause]… SR?	
SR	It's *interesting* [slightly stressed] to *see* [slightly stretched & stressed] that we *ask* [slightly stressed & stretched] our *lear-ners* [slightly stressed & stretched] that- *all* [stressed] the *students* [slightly stressed] *that* [slightly stressed] they *think* [stressed] the same *way* [slightly stretched]. It's very *interesting* [slightly stressed] that all of us also *think* [stressed & stretched] the same way [amused tone].	767.
R	[Laughs]	768.
SR	We *didn't* [slightly stressed, amused tone] *chea*t, *copy*, *plagiarize* [stretched], but most of the *di-a-grams* [stretched & slightly stressed] or most of the things we have to say it's *almost* [slightly stressed], *almost* [slightly stressed] the same…*Umm* [slightly stressed & stretched]...so when I *talk about* [slightly stretched & stressed], I am keeping the *o-nus* [slightly stretched & stressed] *like* [slightly stressed] - on *the* [stretched]…on the *students* [slightly stressed] rather than *like* [slightly stretched] on *us* [slightly stressed]…*Ah* [slightly stretched] *..because* [slightly stretched & stressed] probably *it's* [slightly stressed] *my* [slightly stretched] *belief* [stressed] that it is the *teachers* [slightly stressed] .. it is *the* [slightly stretched] *students* [slightly stressed] who *make* [strongly stressed, slightly stretched] us *do* [stressed] *ah* [slightly stressed & stretched] things. For *example* [slightly stretched & stressed] *our* [stretched] *motivation* [slightly stressed] as a *teacher* [slightly stressed], our *motivation* [stretched, slightly stressed, drop in pace], our *professional* [slightly stressed] *development* [slightly stretched, slow-paced] *and* [stretched] *all* [stressed] these *things* [stretched & stressed]..*ah* [stretched]..are *be-cause* [strong emphasis, prolonged elongation] *ah* [stretched] of our *learners* [slightly stretched & stressed], *be-cause* [stretched & stressed] of our *students* [slightly stressed]. *So* [slightly stressed & stretched] it *depends* [slightly stretched & stressed] from *place* [slightly stretched to *place* [slightly stretched] where we *teach* [slightly stressed], so it is our learners *who* [slightly stretched] *give* [slightly stressed] us that *push* [slightly stretched & stressed] and *drive* [slightly stretched & stressed] *to* [slightly stretched]…*ah* [slightly stretched] *excel* [stressed] or to *move forward* [stressed] in our *career* [slightly stressed] ladder or in *our* [slightly stretched] p*rofessionalism* [slightly stressed]. So when *I* [stressed & stretched] talk about a *typical* [stressed] classroom, I *find* [slightly stretched] it *that* [slightly stretched] it is a *classroom* [slightly stressed & stretched] *where* [prolonged elongation] *ah.. spoon feeding* [slightly stretched & stressed] and *again* [slightly stressed] it's *very* [slightly stretched] *in-teresting* [slightly stressed & stretched] that *e-ven* [stressed & slightly stretched] the *ex-amples* [slightly stretched & stressed] of the *subject* – verb [stressed] *agreement* [slightly stressed] *I've* [slightly stressed] written are *al-most* [slightly stretched & stressed]	769.
R	[Laughing]	770.
SR	the *same* [slightly stretched, amused tone], *Ah…umm* [slightly stretched] that they *want* [stretched] *grammar* [slightly stressed], they want *cor-rection* [strong emphasis, slightly stretched] *and* [slightly stressed] they *want* [slightly stretched &	771.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	stressed] the *translation* [slightly stressed] of "*Kar* ***chukka*** [stretched (he's done it)]" and "*Kar* ***Chukki*** [stretched, (she's done it)]" and "***Karung****a* [stretched, (will do it] *aur Kar* ***paaunga*** [stretched & stressed, (will be able to do it)] and *so* [slightly stressed] *on* [prolonged elongation]….which a *typical* [strong emphasis, stretched] classroom has. Ummm….*And* [slightly stretched] *even* [stressed & stretched] *made* [slightly stressed].. *this* [slightly stetched & since what I *have* [slightly stretched] *written* [slightly stressed]..*I've..* [slightly stretched, slight pause] also *made* [slightly stretched] *pictures* [slightly stretched & stressed] as *well* [stretched, intake of breath], that our *students* [stressed, increase in pace], they *have* strong emphasis, stretched] a *question* [stressed] *mark* [slightly stretched], that what we are like t*his* [strong emphasis] and they have *this* [stressed] in their *minds* [stretched], on *their* [stretched] *face* [slightly stressed], in *their* [stretched] body language….which says *that* [slightly stretched & stressed] "*miss* [slightly stretched & stressed] *you* [stressed] get the salary at the end of *the* [stretched] *ah* [stretched]… month, so *you* [stressed] *do* [strong emphasis] it for ourself, why *should* [slightly stretched & stressed, slight pause] *we* [strong emphasis]?	
R	It *goes* [slightly stretched] ba…it's the *teacher's* [stressed] *responsibility* [slightly stressed]	772.
SR	*Yes* [distinct emphasis] it's the *teacher's* [strong emphasis] *responsibility* [stretched]..*ah..according* [slightly stretched] to *what* [slightly stressed & stretched] *the* [stretched]…*ah* [slightly stretched] the *thing* [slightly stressed]. *And* [stretched] *that* [stressed]…*ah..*[slightly stretched]…they *think* [stressed] that *that* [stressed] will *improve* [slightly stressed & stretched] ..ah ..their learning.	773.
R	The *spoon feeding* [slightly stressed & stretched]	774.
SR	*Yes* [emphatic]! The *spoon feeding* [slightly stressed & stretched, rise in pitch] and..*and* [slightly stretched].. the teacher *don't* [slightly stressed] ..On the *contrary* [slightly stressed & stretched] it's the *teacher* [slightly stressed] who's probably *ex-cel-ling* [strong emphasis] in..*in* [stretched] *ex-plaining* [slightly stresses d& stretched] that in *so* [prolonged elongation] many *different* [stressed] *ways* [slightly stretched, slight intake of breath]. *So* [slightly stressed] *she* [slightly stretched & stressed] *not* [slightly stressed & stretched, slight pause] as professional [increase in pace] development *but* [slightly stressed] the *va-ri-ation* [stressed & stretched] she *brings* [stressed] in *her* [slightly stretched] *teaching* [slightly stressed] methodology *just* [strong emphasis] because the *students* [slightly stressed]..ah.. *are* [slightly stretched, slight pause] *as-king* [slightly stressed]. *You* [stressed & stretched] *do* [stressed] whatever you *have to* [stressed] because *you* [strong emphasis] get *paid* [slightly stressed], we *don't* [slightly stressed & stretched] get paid so *that's* [stressed & stretched] why … You *know* [slightly stretched & stressed] that is why *if* [stressed & slightly stretched] in the *research* [stressed & slightly stretched] the *students* [stressed] have written *that* [slightly stressed] as well [increase in pace] .. when *we* [slightly stressed] we *doing* [slightly stretched & stressed]	775.
R	*Hmm* [stretched]	776.
SR	an *online* [slightly stretched & stressed] *research* [slightly stressed]..they *have* [slightly stressed & stretched] they have *practically* [stressed & stretched] *said* [slightly stressed] that …And *they* [slightly stretched] have done that [CB	777.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	coughing]…*so* [slightly stressed & stretched]…*I'm* [slightly stretched]…*I'm* [slightly stressed] not *talking* [slightly stressed] about *tertiary* [slightly stressed] level ….I'm not *talking* [slightly stressed] about *the* [slightly stressed] school level- the *secondary* [slightly stressed] level when *they* [stretched] you know..*have* [slightly stretched] the *fi-nan-cial* [slightly stressed & stretched] thing in *mind* [slightly stretched, pause] "*naukar hai aap and* ***do*** [strong emphasis] it" (You're a servant, do it). " *That's* [slightly stressed] what *our* [slightly stretched] parents *pay* [slightly stressed] you *for* [slightly stressed], so *if* [stressed] *you* [strong emphasis & slightly stretched] are *making* [stressed] us *work* [slightly stressed & stretched] *hullo* [stretched & stressed] what are *you* [stressed] doing then. *So* [slightly stressed] this *is* [slightly stretched] a *very very* [slightly stressed] *personal* [slightly stretched, distinct pause]…*ah* [stretched].. *mindset* [strong emphasis, slightly stretched] in *secondary* [stretched, slightly stressed, slight pause] and tertiary *level* [slightly stressed] students and *probably* [slightly stressed] it will *come* [slightly stressed] *down* [slightly stretched]… *tri-ckle down* [slightly stressed] to the *primary* [slightly stressed] level *some* [slightly stressed].. *some*how [stressed]..*Ah* [slightly stretched] but *what* [slightly stressed] *I* [slightly stretched]…as *far* [slightly stretched] as the .. [recording corrupted]	
	701 0022 - Recording continued	778.
R	*Please* [slightly stretched] *tell* [stressed] me that this was recorded. Ahh [slightly stretched, stressed] meeting *continued* [stressed]	779.
RH	*Okay* [stretched] I'll *fo-suc* [stressed] *more* [stretched] on the *physical* [slightly stretched & stressed] *as-pect* [slightly stressed] of the classroom *and* [stretched] the *method-o-logy* [slightly stressed] as well.	780.
R	Are we talking about the *ty-pi-cal* [stressed] Pakistani *classroom* [slightly stressed]?	781.
RH	*Yes* [slightly stressed], *ty-pi-cal* [slightly stressed] then *i-deal* [slightly stressed & stretched] and *then* [slightly stressed] *after* [slightly stretched] that [slight pause] ..*ah* [slightly stretched] *my* [slightly stretched & stressed, drop in pitch] *i-deal* [slightly stressed & stretched]. *First* [slightly stressed] of all when we *talk* about *Pa-kis-tani* [prolonged elongation]..ah…*ELT* [stressed] *classroom* [slightly stressed & stretched] the *physical* [slightly stressed] [increase in pace] *condition* [slightly stressed] it's *back*-to-*back* [slightly stressed] *sea-ting* [slightly stretched & stressed] arrangement is *there* [slightly stressed & stretched]. There is *no* [stretched, stressed] audio-visual *aid* [slightly stretched & stressed], *no* [slightly stressed] *pro-jector* [slightly stressed] *and ah* [stretched] there are *no* [slightly stretched] *charts* [slightly stressed & stretched] I *mean* [slightly stressed] *nothing* [slightly stretched, pause] by which a *teacher* [slightly stressed] can *take* [slightly stretched] *help* [slightly stressed] in *order* [slightly stressed] to *explain* [slightly stretched & stressed] the *things* [slightly stretched & stressed]. *Most* [slightly stressed] of the *time* [slightly stressed & stretched] it's *the* [stretched, pause] ..And *if* [stressed] we *talk* [slightly stretched] about *methodology* [slightly stressed & stretched] it's *lecture*-based [slightly stretched & stressed] *code* [stressed] *switching* [slightly stretched & stressed] and *code-mixing* [stressed & stretched] is *there* [stretched]. The strength is *too* [slightly stretched] high and *there* [slightly stressed] is a *a lot of* [slightly stretched & stressed] *high* [slightly stretched] strength. *Yes* [slightly stretched,	782.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	stressed] that's *it* [slightly stressed]. *And if* [slightly stretched] we *talk* [slightly stretched] an *ideal* [slightly stressed] *class-room* [slightly stretched] *has* [stretched].. [indistinguishable because R begins speaking]	
R	Just *one* [slightly stretched & stressed, amused tone] one question [laugh]	783.
RH	[Laughs] I'll go *really* [stretched & stressed] *fast* [slightly stretched & stressed]	784.
R	[laughs] Just ..*just* [stretched]..just a *couple* [slightly stressed] of questions.	785.
RH	*Yes* [slightly stretched, amused tone]	786.
R	*If* [slightly stressed] I *can* [slightly stressed] just *recap* [slightly stressed & stretched] a *ty-pi-cal* [slightly stressed & stretched] Pakistani classroom for *you* [slightly stretched] *is* [stretched & stressed, intake of breath]..you've ...*you've* [slightly stressed & stretched] thought of *ty-pi-cal* [slightly stressed & stretched] in terms of *is-sues* [slightly stressed] again... *So* [slightly stressed]... the *issues* [slightly stressed & stretched] are the *way* [slightly stressed & stretched]..*ah* [slightly stretched].. the classroom is *arranged* [slightly stretched & stressed, intake of breath, slight pause]..it *has* [slightly stretched] *and* [slightly stretched] you *know* [slightly stretched]	787.
RH	the *lack* [stressed] of *re-sources* [slightly stressed & stretched]	788.
R	The *lack* [slightly stressed] of *re-sources* [slightly stressed & stretched] there's *also* [slightly stressed] the *lack* [slightly stretched] of... also you *feel* [slightly stressed] the *lack* [stressed] is *also* [slightly stressed] in the *me-tho-do-logy* [slightly stretched & stressed].	789.
RH	*Ex-actly* [strong emphasis], *exactly* [slightly stressed]	790.
R	*So* [slightly stretched & stressed] *it's* [slightly stretched] *lecture*-based [slightly stressed] like *you* [slightly stretched] said [intake of breath]..*And* [slightly stretched] plus....	791.
RH	No *inter-action* [stressed & slightly stretched]... *No commu-ni-cation* [slightly stressed & stretched]	792.
R	Okay..and *th* [slightly stretched]...*that's it* [slightly stretched, emphasis]... *that* [slightly stretched] covers t*he* [slightly stretched]... I..*I* [slightly stretched] like the fact that *she's* [slightly stretched] *chosen* [stressed] to give you *a* [stretched] ..*the* [slightly stressed]..*image* [slightly stretched stresse]...	793.
NK	The *complete* [slightly stressed] *pic-ture* [slightly stressed & stretched]	794.
R	*Ah..ah* [stretched] of the *ty-pi-cal* [slightly stressed & stretched] Pakistani classroom – and there's *nothing* [stressed] else ? *Nothing* [slightly stressed] *re-lated* [slightly stressed] to [indistinguishable because RH begins talking]	795.
RH	*High* [stressed & stretched] strength	796.
R	You want to *talk* [slightly stretched & stressed] about? ..[intake of breath] *Big* [slightly stressed] classroom?	797.
RH	*Big* [slightly stretched, stressed].strength...Ahmm	798.
R	that..that *CB* [slightly stressed] talked about ...*Anything* [slightly stressed & stretched]	799.
RH	*Less* [slightly stressed, drop in pace] *motivation* [slightly stretched], *less* [slightly stressed] interest because the *students* [slightly stressed & stretched] *become* very *passive* [slightly stressed]. They just *keep on* [slightly stressed] *listening* [stressed & slightly stretched] and] *listening* [stressed & slightly stretched] *all*	800.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[slightly stressed] the time.	
R	Okay [slightly stressed]	801.
RH	*Yes* [slightly stressed & stretched] *there* [slightly stressed] is *white board* [slightly stressed] and *marker* [slightly stressed] and *duster* [slightly stressed], *so teacher* [slightly stressed] ..*so* [slightly stressed & stretched] that's the *only* [slightly stressed] *teacher* [slightly stressd] can *use* [slightly stressed].	802.
R	The *white board* [slightly stressed & stretched] and the *blackboard* [slightly stretched, drop in pitch]	803.
RH	*Yes* [slight emphasis]	804.
R	*Alright* [slightly stretched & stressed]	805.
RH	Or *the* [slightly stretched] *black* board [slightly stressed]…*Well* [slightly stretched] *if* [slightly stressed] you talk about the *ideal ELT* [slightly stressed] classroom, *especially* [slightly stressed, slight rise in intonation] the *physical* [slightly stressed] condition, *then* [slightly stressed] it *has* [slightly stretched] projectors, *the* [stretched]..*I* [slightly stretched] look at it on the *net* [slightly stretched] there are *now* [slightly stretched & stressed] *3-D* [slightly stretched] projectors	806.
SR	*Hmm* [slightly stretched]	807.
RH	*Available* [slightly stretched & stressed, slight intake of breath, slight pause] in the *ideal* [slightly stretched] classroom.	808.
SR	[indistinct]	809.
RH	*Sorry* [slightly stressed & stretched]?	810.
SR	*Interactive* [slightly stretched & stressed] *boards* [slightly stretched]	811.
R	*Yeah* [slightly stressed], interactive boards [echoing intonation]..yeah	812.
SR	*Hmm* [slightly stretched]….	813.
RH	[Prolonged pause]…*Interactive* [slightly stressed] *board* [slightly stretched, rising pitch & intonation]?	814.
R	*Yeah* [slightly stretched & stressed] *because* [slightly stretched] you *write* [stressed & slightly stretched] in it and *then* [slightly stretched] ..*and* [slightly stressed & stretched, distinct pause] and it's *just* [slightly stretched] *very* [slightly stressed] *cool* [slightly stressed & stretched] and *us se* ***print*** [stressed & slightly stretched] *bhi nikul jaata hai* [increase in pace] ***interactive*** [slightly stressed] *board mai* (You can even get a printout from it, from the interactive board)	815.
SR	*No* [stretched & stressed] *idea* [stretched]	816.
NK	*Just* [stressed] *heard* [slightly stressed & stretched] about ..[slight pause]…	817.
RH	*Never* [slightly stressed & stretched] *seen* [stretched, laughing] it… *Okay* [slightly stressed]..*So* [slightly stressed & stretched] there *are* [slightly stretched] *charts* [slightly stressed & stretched] ..*there are* [slightly stretched]	818.
R	It's *connected* [slightly stressed] to the *inter-net* [slightly stressed] so while *you're* [slightly stressed] *writing* [slightly stretched] ..it's *just* [slightly stretched]…completely *awesome* [slightly stressed]…[prolonged pause]…*but* [slightly stretched] technology *hates* [slightly stressed] me so…	819.
RH	[laughs]…	820.
R	[laughs]	821.
RH	*oKay* [slightly stretched] there *are* [slightly stretched & stressed] *audio-visual*	822.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[slightly stressed & stretched], there are *listening* [prolonged elongation, slightly stretched]..I mean *tape re-corders* [slightly stretched] for [coughing sound in the background] …*listening* [stretched & slightly stressed] and for *speaking* [slightly stressed] as *well* [slightly stretched]…*Pro-per* [stretched, slightly stressed] *labs* [slightly stretched]..*ah* [slightly stretched]..*less* [slightly stressed] number of *stu-dents* [slightly stretched], *con-trol-lable* [slightly stressed & stretched] *stu-dents* [slightly stretched, stressed]	
R	*What* [slightly stressed] do you *mean* [slightly stretched] by *controllable* [slightly stretched & stressed]?	823.
RH	[Indistinct sound]	824.
R	Do you *mean* [slightly stretched & stressed] *controllable* [slightly stressed] in terms of *numbers* [slightly stressed, stretched]?	825.
RH	*Numbers* [stressed & slightly stretched]..*numbers* [stretched & stressed]! I *mean* [slightly stressed] the *teacher* [slightly stretched & stressed] can *focus* [slightly stressed] on *each* [slightly stressed & stretched] and *every* [slightly stretched, stressed] *student* [slightly stressed].	826.
R	Okay	827.
RH	She can have *eye* [slightly stretched] contact with *each student* [slightly stressed]. She can *fo-cus* [slightly stretched & stressed], *understanding* [slightly stretched & stressed] the *things* [slightly stretched] or *not* [slightly stretched & stressed]..[Intake of breath]…*Whether* [slightly stressed] they *are* [slightly stretched] *speaking* [strong emphasis, stretched]….[indistinct] *communicative* [slightly stretched & stressed] class, *activity*-based [slightly stretched & stressed] *class* [slightly stretched] and *group* [stressed] *dis-cussions* [slightly stressed & stretched] can *easily* [slightly stressed & stretched] take *place* [slightly stretched]..*ah* [slightly stretched] *low* [slightly stressed] *strength* [slightly stressed] *and* [slightly stretched] the i*mportant* [stressed] thing *is that* [slightly stretched] it's *usually* [slightly stressed & stretched] in a *semi*-circular [slightly stressed & stretched] or *u*-shaped [stretched] *class* [slightly stretched]…in which *all* [slightly stressed] the *students* [slightly stressed & stretched] face each other *and* [slightly stretched & stressed] the *teacher* [slightly stressed]	828.
R	Ahmm	829.
RH	*Tu* (So)..*interaction* [slightly stressed] *is* [slightly stretched] more *proper* [slightly stretched & stressed] in *that* [slightly stretched] case...[distinct pause]..Hmm	830.
R	*More* [slightly stretched] *proper* [stressed & stretched]… does… do *you* [slightly stressed] mean *that* [slightly stressed]…there *is* [slightly stretched].. there *is* [stretched & slightly stressed] *..in* [slightly stressed] *required* [stressed & stretched] level of *interaction* [stretched & slightly stressed]	831.
RH	*Yeah* [emphasis]!	832.
R	Or it *facilitates* [stretched & stressed] interaction? *Which* [slightly stressed, drop in pitch] one is it?	833.
RH	[Polonged pause]…the *required* [slightly stressed] one	834.
R	[indistinct .. RH begins speaking]	835.
RH	*Because* [slightly stressed, rise in pitch] you *see* [slightly stretched] it can *easily*	836.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[stretched & slightly stressed, increase in pace] take place. When you're sitting *back*-to-*back* [slightly stressed, increased pace] it's very *dif-fi-cult* [slightly stressed, stretched] to *talk* [stretched] like *this* [stressed].	
R	*Okay* [slightly stretched]…[indistinguishable because RH speaking at the same time]	837.
RH	[Indistinguishable because R also speaking]	838.
R	Require…it *facilitates* [strong emphasis, stretched] the *required* [slightly stressed, drop in pitch] level of *in-ter-action* [slightly stressed]	839.
RH	*Ex-actly* [strong emphasis]! [Slight pause]…*Exactly* [emphasis] ..*Now* [slightly stressed] if we talk about *my* [stressed & stretched] ideal English classroom then it *will be* [slightly stressed] somewhat similar to *the* [slightly stressed] *i-deal* [slightly stretched & stressed] to ELT classroom *but* [slightly stressed, slight pause] the *dif-fer-ence* [slightly stressed] will *be* [slightly stretched]…ah… in *terms of* [slightly stretched & stressed] the *number* [slightly stressed] of students. *Be-cause* [slightly stressed & stretched] the *number* [slightly stressed] of *students* [slightly stressed & stretched] are *more* [stressed] as compared to *the* [slightly stressed] *ideal* [slightly stretched & stressed] classroom, so for *that* [slightly stretsched & stressed] we *cannot* [distinct emphasis] arrange *u*-shaped [stressed] class.	840.
R	*Okay* [slightly stretched]	841.
RH	*But* [slightly stressed] we can *have* [slightly stressed & stretched] a *second* [stressed] *row* [slightly stretched] in *ah* [stretched, slight pause] *U-shaped* [stressed & slightly stretched] *class* [slightly stretched] but the *sea-ting* [stressed] should be in *such* [stressed] a way the *second* [strong emphasis, rise in pitch] *row* [slightly stressed] should *be* [prolonged elongation] in *between* [slightly stretched] the *two* [slightly stretched & stressed] students.	842.
R	*Ah* [stretched, indistinguishable because NK begins speaking]….	843.
NK	So that *everyone* [slightly stressed & stretched] can *see* [slightly stressed & stretched]	844.
R	You have a chance to have *eye* [slightly stretched & stressed] contact with everybody?	845.
RH	*Exactly* [slightly stressed]!	846.
R	*Without* [slightly stressed]	847.
RH	*Exactly* [slightly stressed]!	848.
R	one person..you *have* [slightly stressed] them at an *angle* [stressed]..I mean its like *this* [stressed & slightly stretched]	849.
RH	*Two* [stretched]…*ah* [slightly stressed]… one in *between* [slightly stressed] two	850.
R	*Okay* [slightly stretched]…*alright* [slightly stressed]	851.
RH	*Facing* [slightly stressed & stretched] in *such* [slightly stressed] a way	852.
R	Okay	853.
RH	*And* [slightly stretched] all of them *in-teract* [slightly stressed & stretched] with *each* [slightly stressed] other as well	854.
R	Alright, *okay* [slightly stressed, drop in pitch]	855.
RH	And teacher can have a *eye* [slightly stretched & stressed] contact and *fo-cus* [slightly stressed] on *all* [stretched] the *students* [slightly stretched]	856.
CB	I *don't* [slightly stressed] understand *how* [slightly stretched]..I mean…	857.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

RH	..ah…*U-shaped* ….[End of recording]	858.
	Recording continued	859.
R	I *think* [slightly stressed] *iss ke* ***battery*** [slightly stressed & stretched] *khatam ho gayee hai* (I think its battery's died)…[background conversation but voices indistinct]	860.
CB	*What* [slightly stretched & stressed] we can do is *write* [slightly stretched] our *points* [slightly stressed]	861.
R	*No* [slightly stressed]..no..no.. *yes* [strong emphasis] that would be *great* [slightly stressed & stretched] but this is *terrible* [stressed & slightly stretched]….I'm *like* [stretched, slight pause].. it's *working* [stressed & stretched] now… *It's* [slightly stressed, drop in pitch] working now.. I *don't know* [stressed] what's going *on* [stressed]	862.
CB	[Indistinct]	863.
R	I *normally* [stressed] *have* [stressed & stretched] back up…[comment in the background, voice indistinct, pause]…. Okay *go on* [slightly stretched & stressed]	864.
RH	*Okay* [slightly stressed & stretched, low-pitch, drop in intonation] *So* [slightly stretched & stressed] I've *al-most* [slightly stretched, slight intake of breath] discussed *ev-ery-thing* [slightly stretched & stressed] of *Task* [slightly stretched] *now* [slightly stressed] this *is task II* [slightly stretched]. I have [slight pause] *al-ready* [slightly stressed] *shown* [slightly stretched, intake of breath] it to *you* [slightly stressed].. *Now* [slightly stressed] *I* [slightly stretched] connected – *this* [slightly stressed] is the *physical* [slightly stressed, stretched] *representation* [slightly stretched & stressed] of *the* [slightly stressed] and *then* [slightly stressed] *related* [slightly stretched] to it .. When we look at *Pakistani* [slightly stressed & stretched] classroom … *back-to-back* [slightly stressed, pause].. [buzzing of mobile ….sound of Allah-hu Akabar- - in the background].. *Excuse me* [slightly stressed, drop in pitch]	865.
R	[Laughs] … Okay.. I *like* [stressed, amused tone] the ring tone	866.
UA	I thought *keh* ***kiya*** [slightly stressed & stretched] *ho raha hai* (what is happening]	867.
Joint Turn	Everyone talking together [sound of laughter in the background]	868.
SR	*Azaan* [stressed & stretched].. (Word for Muslim call to prayer)!	869.
R	[Indistinct]	870.
Joint Turn	[Sound of general chatter]	871.
R	*Azaan* ***nahein*** [slightly stretched & stressed] *hai* [low-pitched]	872.
RH	***Takbir*** [stressed] *hai* ..(It's Takbir [word for that particular hym/chant/phrase]… [Prolonged pause]	873.
R	*Okay* [slightly stressed, low-pitched]	874.
RH	Okay…*So* [stretched & slightly stressed] *ah* [slightly stretched] *oh yes* [stretched & stressed] I was *discussing* [slightly stretched & stressed] this *thing* [slightly stressed, intake of breath] ..*Back-to-back* [slightly stressed & stretched] seating *arrangement* [slightly stressed, slight pause], no audio-*visual* [slightly stressed & stretched] aid, *no* [stretched & stressed] projector, no lightening [SIC], *high* [stresse & slightly stretched, rapidly paced] strength, *less* [slightly	875.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	stressed[activity, motion, interest [monotone] *results* [slightly stressed] in *low* [slightly stressed] *learning* [slightly stressed & stretched]… This is t*he* [slightly stressed] *Pakistani* [slightly stressed & stretched] classroom	
R	*So* [slightly stressed]	876.
R	Okay this is meeting 4 *and* [slightly stretched] *5* [slightly stressed] Nazakat Group for cycle 1 and *2* [slightly stretched, slight pause] *continued* [slightly stressed]…we had [slight pause] *difficulties* [slightly stressed] with the *batteries* [slightly stressed]. Alright *UA* [slightly stressed] our last member is going to *con-tinue* [slightly stressed]! The *second* [slightly stressed] *task* [slightly stretched].	877.
UA	Just *forget* [strongly stressed, stretched] about the task 3 *right now* [stressed, rapidly paced].	878.
R	No, no, *no* [stressed] we *can't* [slightly stretched, stressed, slight rise in pitch], we *have to* [strongly stressed] finish it today.	879.
UA	*Okay* [slightly stressed & stretched, drop in intonation] can we have a *break* [slightly stressed & stretched?] *then* [stressed].	880.
R	[indistinct].. What *time* [slightly stressed] is it?	881.
CB	It's *12*:*30* [slightly stressed & stretched]	882.
SR	But let *her* [slightly stretched & stressed] finish.	883.
UA	I..*I'll finish* [slightly stretched & stressed] and *then* [stressed] we can have a break and *then* [slightly stressed] we can resume.	884.
R	You *guys* [slightly stretched & stressed] *definitely* [stressed]..[indistinct]	885.
CB	*Let* [slightly stressed] *her* [slightly stretched] finish it first..	886.
UA	*No, no* [slightly stressed], *No* [stressed].. I'm *dying* [slightly stressed & stretched]	887.
R	*What* [slightly stressed] would you guys like for lunch?...[indistinct]	888.
UA	*Sorry* [slightly stressed, rising intonation]?	889.
R	*What* [slightly stressed] would you guys like for lunch [rise in pitch]?..[indistinct]… I don't want you guys to *have to* [stressed] come back. I'm leaving on Friday… [indistinct]… You'll have to come back for the *last* [stressed].. you have *no* [stressed] *choice* [slightly stressed, rapidly paced]	890.
SR	Don't you *realize* [slightly stressed & stretched] we're coming with you [amused tone[	891.
R	*Yeah* [slightly stressed].. you can come with me in my *suitcase* [slightly stressed & stretched, amused tone]	892.
Joint Turn	Group members talking [voices indistinct]	893.
R	*Alright* [stressed, rise in pitch, short laugh]… So [slightly stressed] after *UA* [slightly stressed] *finishes* [slightly stressed & stretched] and all of you [indistinct]… *No* [stressed].. we're going to *make* [stressed] UA [amused tone, rapidly paced] *finish* [slightly stressed] the task today – task one *and* [slightly stressed] *two* [slightly stretched, slight intake of breath] we'll *not* [slightly stressed] do *three* [slightly stretched]…[swallows, slight pause].. *Umm* [slightly stressed] you *tell* [slightly stressed] me *when* [slightly stressed] we *can* [slightly stressed & stretched] meet… because *I* [slightly stretched, drop	894.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	in intonation] am leaving on Friday		
UA	*Tomorrow* [slightly stressed] is *fine* [slightly stressed] for me	895.	
R	*My* [slightly stressed & stretched] days *are* [stressed, slight pause] completely given to the research	896.	
CB	*Actually* [slightly stretched & stressed] *since* [stressed] I thought [pronounced nasal intonation] this is the *last* [slightly stressed & stretched] meeting *I'm* [slightly stressed] leaving *tomorrow* [slightly stressed] and *I* [slightly stressed] *won't* [slightly stressed & stretched] be back *before* [slightly stressed & stretched] *I8th* [slightly stretched]…[prolonged pause]	897.	
UA	*Wow* [stressed & stretched]!	898.	
CB	I thought this is the *last* [RH stressed & stretched, drop in intonation] meeting …	899.	
R	*Yeah* [slightly stressed] it *is* [slightly stressed & stretched, rapidly paced].. it's *supposed* [slightly stressed] to be	900.	
UA	*Is* [slightly stressed] it *okay* [slightly stressed & stretched] for you *if* [slightly stressed] you *stay* [slightly stretched]?	901.	
R	*But* [slighty stressed] *they* [stressed, slightly stretched] can't	902.	
SR	they *can't* [stressed, slightly stretched] stay	903.	
R	[indistinct]	904.	
UA	*Ah* [slightly stretched & stressed]	905.	
CB	[prolonged pause] I *cannot* [stressed, slightly stretched] change the plans because	906.	
UA	*Tu..**HEC*** [stressed] *ja rahay ho **nah*** [slightly stretched]… (you're going to the HEC right?)	907.	
Joint Turn	[CB & R talking but voices indistinct]	908.	
CB	*Can* [slightly stressed & stretched] I be your *online* [stressed, slightly stretched] participant? Will *that* [slightly stressed & stretched] *do* [slightly stressed]?	909.	
Joint Turn	[prolonged pause]… [R, UA, CB begin talking together]	910.	
R	I'm really *scared* [slightly stressed & stretched] of skyping.. for *some* [slightly stressed] reason *techonology* [slightly stretched] *seems to* [slightly stressed] go [indistinguishable]	911.	
RH	How much *time* [slightly stressed] will it take [low-voiced]?	912.	
R	I *don't* [slightly stretched] know .. it depends on *how* [slightly stressed & stretched] much *time* [slightly stressed & stretched, rapidly paced] it takes *you* [slightly stressed] guys..	913.	
Joint Turn	[Indistingusihable because CB & RH talking at the same time]	914.	
R	*Hmm* [slightly stretched, rising intonation]?	915.	
RH	*If* [slightly stressed] we *con-tinue* [slightly stressed & stretched] with it, how *much* [slightly stressed & stretched] time will it take ?	916.	
R	It *would* [slightly stressed] *take* [slightly stressed & stretched] us another *40* [slightly stressed] minutes ..if your *dad* [slightly stressed & stretched] can't *wait* [slightly stretched] that long you have to *tell* [slightly stressed] me… *What* [slightly stressed] do you want to do?	917.	
RH	I have *no* [slightly stressed & stretched] idea what to do *now* [slightly stressed &	918.	

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	stretched]	
NK	*Because* [slightly stressed & stretched] they're *waiting* [slightly stressed] outside now	919.
CB	*So* [slightly stressed] for your *last* [slightly stressed & stretched] meeting I'll be your *online* [slightly stressed & stretched] participant	920.
R	*When* [slightly stressed] are you *leaving* [slightly stressed] tomorrow *then* [slightly stretched]?	921.
CB	Tomorrow *morning* [stressed & slightly stretched, slight pause].. *Like* [slightly stressed] I have a *flight* [slightly stressed] *seven* [stressed] 'o'clock [slight pause] *that's* [slightly stressed] the problem [prolonged pause] .. I *wouldn't* [slightly stressed] have *kept* [slightly stressed] it but [drop in pitch] *I* [slightly stretched] thought it was the *last* [slightly stressed] meeting.. *that's* [slightly stressed] why	922.
R	*Okay* [slightly rise, rise in pitch] what we can *do* [slightly stressed] is..you can.. you can ..*ah* [slightly stretched].. you can come on *skype* [slightly stretched].. we have *no* [slightly stressed] issues.. But *what* [slightly stressed] about the *rest* [slightly stressed] of you?	923.
UA	*Tomorrow* [slightly stressed]	924.
NK	*Same* [slightly stressed] time ?	925.
R	She's *travelling* [slightly stressed & stretched] tomorrow	926.
SR	*Haan* [slightly stretched]	927.
UA	*Kiya* ***jaatay*** [slightly stressed & stretched] *hee* ***wohh*** [slightly stressed] *ho ga?* …(What..will start as soon as you get there?)	928.
Joint Turn	[indistinguishable: a number of participants speaking together]	929.
R	What time can you *come* [slightly stressed] online?	930.
RH	*Today* [slightly stressed & stretched] in the *evening* [slightly stressed & stretched]	931.
CB	*I'll* [slightly stretched] *reach* [slightly stretched & stressed] by *nine* [slightly stressed]	932.
R	*Nine* [slightly stressed & stretched] what?	933.
SR	Nine *am* [slightly stressed], *nine pm* [slightly stressed]	934.
R	Where *are* [slightly stressed & stretched] you going?	935.
CB	*Islamabad* [slightly stressed & stretched]	936.
R	*Haan* ***tu*** [slightly stressed & stretched]…[prolonged pause]	937.
CB	I'll *be* [stressed] online *any* [slightly stressed] time …Just lemme *reach* [slightly stressed & stretched] there [pronounced nasal intonation]	938.
R	*How* [slightly stretched] about *eleven* [slightly stretched & stressed]?	939.
CB	[Indistinct]	940.
UA	*I..I..I* [stretched] can *bring* [slightly stressed] *my* [slightly stretched] laptop.	941.
R	*Yeah* [slightly stretched & stressed] I can bring my laptop *too* [slightly stressed & stretched]	942.
UA	*Haan hum* ***duono*** [slightly stressed] *layaaee gay pher* ..(Yes we'll both bring it)…[slight pause] *jo* ***bhi*** [slightly stretched & stressed] *chal jayee..koi masla nahein hai* (whichever one works.. it's not a problem).. I have *EVO* [stressed & stretched] as *well* [slightly stressed, slight pause]..*koi masla nahein hai* [low-voiced, drop in intonation].. (It's not a problem)	943.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

Joint turn	[Indistinguishable, several members talking at the same time]	944.	
SR	We have *wifi* [slightly stressed, low-voiced]	945.	
UA	I *have* [stressed] EVO [rise in pitch].. *duono* ***hee*** [slightly stressed] *chala day gay..* [we'll switch on both]	946.	
SR	***Laikan*** [slightly stressed & stretched] *lay aayay ga* [Yes but do bring it, other particpants talking in the background]	947.	
UA	***Lay*** [slightly stressed & stretched] *aa-ay gay* …***back up*** [stressed] *keh liyay…**wi*** [slightly stressed & stretched]..*wifi peh internet **itna*** [slightly stressed & stretched] *saaf chalta nahein hai wasay* …*(*We'll/I'll bring it as a back up..the internet doesn't work that well on the wi..wifi in any case)	948.	
SR	*Hmm* [slightly stressed & stretched]	949.	
R	Does *EVO* (stressed] *work* [stressed & stretched]?	950.	
RH	[Inditinct sound]	951.	
R	Okay, *alright* [slightly stressed] then, you bring *EVO* [slightly stressed & stretched] and I'll bring my laptop just in case *anyway* [slightly stressed]	952.	
UA	*Till* [slightly stressed] *last* [slightly stretched] night …it *was* [slightly stretched] working	953.	
CB	The *electricity* [slightly stressed] doesn't *do* [slightly stressed] anything *there* [slightly stressed & stretched] … I'm not *sure* [slightly stretched & stressed] about it	954.	
R	*So* [slightly stretched] *we'll* [slightly stressed] confirm with you at *eleven*	955.	
CB	*Acha* [low-voiced].. (Okay)	956.	
R	*Theek hai* (Alright)?... (Prolonged pause) Because if it doesn't *work* [slightly stressed] then I'll *just* [slightly stressed] call you up and you can *just* [slightly stressed] *tell* [stressed] us on the phone- what you *think* [slightly stressed] or *don't* [slightly stretched] think	957.	
CB	*Right* [stressed]..[indistinct] … I can give it to you ..*no* [slightly stressed & stretched] problem … If can *complete* [slightly stressed] the task *why* [slightly stressed] should I..[indistinct]	958.	
R	Yeah we can *do* [slightly stressed that as well *just* [slightly stressed] in case..Okay *alright* [slightly stressed]..UA very very quickly because *they* [slightly stressed]…*their* [slightly stressed & stretched] respective *guardians* [slightly stressed] …[indistinct]	959.	
UA	*Okay* [slightly stressed]… *umm* [stretched, distinct pause].. most of us *are* [slightly stretched - *all* [stressed]of us are teaching in the *same* [slightly stressed] atmosphere so all of us have *the* [slightly stressed] -almost [slightly stressed & stretched] the *same* [slightly stressed & stretched, slow-paced] ideas *about* [slightly stressed].. about things. *Ah* [slightly stretched] *Pakistani* [slightly stressed] English classroom *has* [slightly stretched, pause] as all of you…*all* [slightly stressed & stretched] have *almost* [slightly stressed] mentioned that…it has.. with *a* [slightly stretched] ..*with* [slightly stressed] a *authoritative* [stressed, slightly stretched] teacher and instead of *wri-ting* [stressed] the *lecture* [stressed] method, I have written the *grammar translation* [stressed] method.,.	960.	
R	Okay [low-voiced]…*on* [slightly stressed]? Alright	961.	

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

UA	instead of *wri-ting* [stressed] the *lecture* [stressed] method, I have written the *grammar translation* [stressed] *me* [slightly stressed].. method. Whatever…whatever they..t*hey* [slightly stressed, slight pause] *have* [stressed & stretched] in front of *them* [slightly stressed] they *translate* [stressed] for *them* [slightly stressed] for *the* [slightly stretched].. for the students and *ask* [slightly stressed & stretched] *questions* [stressed] and t*hings* [slightly stressed] like that.	962.
R	B… There's a *difference* [slightly stressed & stretched].. I'm sorry .. if you guys *need* [slightly stressed] to *go* [slightly stretched] it *fine* [slightly stressed]....please *go* [slightly stretched] ahead and go.. I mean you were [indistinct]	963.
NK	We'll *wait* [slightly stressed & stretched] till *she* [slightly stretched] finishes [low-voiced]	964.
R	Are you *sure* [slightly stressed & stretched]?..	965.
NK	I've *told* [slightly stressed] it's going to take *half* [slightly stressed] an hour	966.
R	Okay, *alright* [slightly stressed & stretched].. Because the *thing* [slightly stressed] with *lecture* [slightly stressed & stressed] method and *grammar* [slightly stressed] translation method is [indistinct].. Because *when* [slightly stressed, RH coughs] you're *talking* [slightly stressed & stretched] about *code* [slightly stressed] switching ..and.. *and* [slightly stressed] you're talking about them *tran-slating* [slightly stressed] concepts and *lecture* [slightly stressed] you're saying they're just *delivering* [slightly stressed]?	967.
UA	*No* [strong emphasis, slightly stretched]! *Grammar* [slightly stressed]..*by* [slightly stretched] *grammar*[slightly stressed] translation method I *mean* [slightly stretched] *that* [stretched & stressed, rise in pitch] *whatever* [slightly stretched] is in front of them, they *translate* [stressed] it into *native* [stressed] language	968.
R	*Okay* [slightly stressed] so they do	969.
UA	And *then* [slightly stressed]	970.
R	They *do* [slightly stressed] *complete* [slightly stressed & stretched] translation?	971.
UA	*Of course* [stressed]	972.
R	*And* [slightly stressed & stretched] they also *do* [slightly stressed] *transmission* [stressed]	973.
UA	*Exactly* [Strongly stressed]!	974.
R	*Duono saath kartay hain.. lecture method* ***bhi*** [stressed] *kartay hain aur grammar translation bhi* (They use both together… they use method and grammar translation as well)	975.
UA	*Exactly* [Strongly stressed]! *Both* [slightly stressed & stretched].. *both* [slightly stressed] of them…	976.
R	***Sahi*** [slightly stressed] *hai*	977.
UA	*and ah* [slightly stressed & stretched, pause] *time* [slightly stressed] matters *a lot* [slightly stressed].. students *wait* [slightly stressed] for the class *to* [slightly stretched, pause] *umm* [slightly stretched] finish.	978.
NK	Which *means* [slightly stressed, remaining comment indistinct]	979.
UA	*And* [stressed]..*ah* [slightly stretched] *boredom* [slightly stressed & stretched]…there is a *boredom* [slightly stretched & stretched], there is a *complete* [stretched, slightly	980.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	stressed] silence, or *complete* [stretched, slightly stressed] *noise* [slightly stressed]…	
R	[laughs]	981.
UA	Ah.. they are …they are two *extreme*s [stressed] . So this is *how* [stressed, a cough in the background] a Pakistani classroom *is* [stressed]…what ..*what* [slightly stressed] we think	982.
R	Okay so *it's* [slightly stressed].. it's noise*less* [strong emphasis] it's *quiet* [stressed & stretched]! [indistinguishable because UA begins talking]	983.
UA	It's *rather* [slightly stressed, rise in pitch] *over* [strong emphasis] *controlled* [slightly stressed] or *control-less* [strong emphasis] classroom.	984.
R	Alright.. it's a *teacher-centered* [stressed] classroom?	985.
UA	*Okay* [slightly stressed]	986.
CB	The silence *uneasy* [stressed, slightly stretched, slight pause]..like [indistinct] there is a feeling of *uneasiness* [slightly stressed & stretched]	987.
UA	*And* [slightly stretched, slight rise in pitch] *ah* [slightly stretched] coming to the *ideal* [slightly stretched & stressed] English *classroom* [slightly stretched] *ah umm* [slightly stretche d]…	988.
R	***Aik*** [slightly stressed] *minute* .. (One minute).. I'm sorry but I *can't* [stretched] *not* [slightly stressed] ask questions it's part of my research.. I'm *really* [slightly stressed] sorry	989.
UA	*Please* [slightly stressed], please, please	990.
R	By *uneasy* [slightly stressed & stretched] silence do you mean that students *aren't* [slightly stressed] happy? Is it *related* [slightly stressed] to the *concept* [slightly stressed] of *bore-dom* [slightly stressed] or is it related to	991.
UA	They don't *care* [slightly stressed, stretched]. They just want to get it *ov* [stressed]	992.
CB	*Sometimes* [slightly stressed & stretched] you assume the students are *listening* [slightly stressed] to you and *sometimes* [slightly stressed] –we *have* [stretched, stressed] to ask *questions* [slightly stressed] about *this* [slightly stressed & stretched] ..[indistinct] .. to *my* [slightly stretched] class and I *enquire* [slightly stressed] are you getting *every*thing [slightly stressed] or are you aren't [increase in pace] getting *anything* [stressed & stretched]?	993.
UA	***Haan*** [slightly stretched] ***exactly*** [stressed*]..same..bilkul same* (Yes, exactly ..same..absoultely …same	994.
R	Or they *aren't* [slightly stretched] *bothered* [slightly stressed] about getting *anything* [slightly stressed]?.	995.
UA	***Bilkul*** [slightly stressed]..*bilkul* …..*bilkul* [amused tone]..(Yes absolutely.. absolutely.. absolutely).. lagey ga, ke mai yeh karungi kaise. Should I move on towards the next thing?	996.
R	[laughs]	997.
UA	*In* [slightly stressed].. *Ah* [slightly stretched] *silence* [stressed] *is* [stretched]..is *used* [slightly stressed] for *two* [slightly stretched].. *in* [stretched] ..*in* [slightly stressed] *two* [slightly stressed & stretched] ways, *rather* [slightly stressed] you are getting *everything* [slightly stressed], *so* [slightly stressed] you don't *need* [slightly stressed & stretched] to *ask* [slightly stretched] questions,	998.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	rather you are *not* [stressed] getting *anything* [stressed, rapidly paced] so you want to get it *over* [stressed] *and ah* [slightly stretched] for *that* [distinct emphasis] purpose you use *silence* [slightly stressed].. *that agar hum* ***khamosh*** [stressed & stretched] *rahein gey, tu class* ***jaldi*** [slightly stressed]] *khatam hogi* [laughing tone], *aur agar hum* ***zyada*** [stressed] *boley gain, tu class* ***dair*** [stressed] *se khatam hogi* [laughing tone] ..(that if we keep quiet then the class will finish quickly and if we talk a lot then the class will finish late). Okay *boredom* [strong emphasis]..*um* [slightly stretched] *over-burdened* [stressed & slightly stretched] *some* [slightly stressed, slight pause] .. some *kind* [slightly stressed]	
R	*What* [slightly stressed] is *over-burdened* [stressed]?	999.
UA	You don't *get* [strong emphasis] the *things* [slightly stressed] which are going around you..*that's* [slightly stretched]… *overburden* [stressed] on you [drop in pitch & intonation]..	1000.
R	*Okay* [slightly stressed]..*But* [slightly stressed] you're *saying* [slightly stretched] that the silence - teacher is *giving* [stressed] them *everything* [slightly stressed] then *why* [slightly stressed] are they ?	1001.
UA	***Agar*** [stressed] *mujhay* ***samajh*** [strong emphasis] *mai aa jaaye ke mai* ***kya*** [stressed] *kar rahi hoon, tu mujhay* ***zyada*** [stressed] *kaam bhi* ***shayad*** [slightly stressed] *zyada na lagey* (If I'm able to understand what it is that I'm supposed to do then even a lot of work probably won't seem like too much)	1002.
R	*Hmm* [slightly stressed]	1003.
UA	***Kyunke*** [stressed] *mujhay* ***pata*** [stressed] *hoga ke mujhe karna* ***kaisay*** [slighty stressed] *hai…*(Because I'll know how I'm supposed to do it)	1004.
R	*Hmm* [slightly stressed]	1005.
UA	***agar*** [slightly stressed] *mujhay* ***samajh hi*** [stressed] *nahi aa raha, tu phir mujhay* ***thoora sa kaam*** [slightly stressed] *bhi zyada lagay ga keh mai yay* ***karoo*** [stressed & stertched] *ge* ***kaisay*** [slightly stressed, laughing tone]..(If I don't even understand what to do then even a little work will seem like a lot that how will I do it)	1006.
R	*Ah* [prolonged elongation, stressed]! *So* [slightly stressed] *even* [slightly stretched & stressed, rapidly paced] when they're translating *everything* [slightly stressed]	1007.
SR	[Clears throat]	1008.
R	*there's* [slightly stressed] *no* [stressed, rapidly paced] way of *telling* [slightly stressed] the teacher "*Hullo* [slightly stretched], drop in pace] don't *understand* [stressed & slightly stretched] – *give* [slightly stressed] it to *me* [slightly stressed] some other way"…?	1009.
UA	*Exactly* [slightly stressed, drop in pitch and intonation]! So that's the *thing* [slightly stressed]..*ah* [slightly stretched] so *should* [slightly stressed] I move on *towards* [slightly stretched, drop in pace].. towards the *next* [slightly stressed] part?	1010.
R	[indistinct]	1011.
UA	*Ideal* [slightly stretched] English *classroom* [slightly stressed, rising intonation]?..[pause].. *okay* [slightly stressed] *ideal* [slightly stressed & stretched] *English classroom* [slightly stressed] is for *interested* [strong emphasis] learners. [Distinct pause]. *The learners* [slightly stressed] who are	1012.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	interested [strong emphasis, slightly stretched] in *learning* [slightly stressed] the *language* [slightly stressed],	
R	*So* [slightly stressed] we *have* [slightly stretched] a *SR* [slightly stretched] situation. *Your* [stretched] *ideal* [slightly stretched] English *classroom* [slightly stressed] also has [indistinguishable because UA begins speaking]	1013.
UA	*Exactly* [stressed]..*Interested* [strong emphasis & stretched] learners. *So* [slightly stretched] we have *fun* [strong emphasis, slight pause, drop in pace], we have *relaxed* [stressed] atmosphere, we have *learning* [slightly stressed, increase in pace] and *knowledge* [stressed], we have *friendly* [stressed] atmosphere, we have *understanding* [distinct emphasis, slightly stretched] between the *teacher* [slightly stressed] and the students, we have *prac-ti-cal-ity* [strongly stressed, slightly stretched] of *the* [slightly stressed & stretched] knowledge. *Once* [slightly stressed] *I* [slightly stretched]	1014.
R	What is *practicality* [stressed, slightly stretched] of knowledge?	1015.
UA	*Exactly* [stressed].. Ah [slightly stretched, slight pause] ..*Again* [slightly stressed] I would refer *to* [slightly stretched] my *Master's* [stressed] *class* [slightly stretched & stressed] - *my* [stressed & slightly stressed] teacher *told* [stressed & stretched] me *that* [slightly stressed] …We *teach* [slightly stressed & stretched, pause] in the *pedagogical* [slightly stressed] grammar class, I *learned* [stressed] that *very* [strong emphasis] important thing, *without* [stressed & stretched] which I was teaching *so far* [stressed & stretched, sharp intake of breath]…that we *teach* [slightly stretched] our students that, I am a *doctor* [stressed], I am *not* [stressed] a doctor, *am* [stressed] *I* [stretched] a doctor?	1016.
SR	*Hmm* [slightly stretched]	1017.
	If I am *not* [stretched & stressed] a *doctor,* then *why* [stretched, slightly stressed] should *I* [slightly stressed, slight pause] *give* [slightly stressed] examples like *this* [stressed] in the class? *What* [stressed] my *teacher* [slightly stretched] *taught* [stressed] *us* [slightly stressed & stretched]… [starts laughing]	1018.
R	[coughs & laughs and other group members join in]	1019.
	give [stressed & stretched] them the *real* [stretched & stressed] *life* [slightly stressed & stretched], *give* [stressed] them the *knowledge* [stressed] which is *based* [stressed, slightly stretched on *truths* [stressed], give them *the* [slightly stressed] *situations* [slightly stretched & stressed] which are *real life* [slightly stressed & stretched] situations.	1020.
R	*Authentic* [slightly stressed] situations	1021.
UA	*Okay* [slightly stressed & stretched] when you are *not* [stretched & stressed] a *doctor* [slighty stressed], then *why* [stretched, laughing] are you saying being a doctor ☺ (With a loud chuckle).	1022.
R	[laughs]..[indistinct]… a *philosophical* [stressed] argument [indistinct]	1023.
UA	*So* [slightly stretched, slight pause] *practically* [stressed]	1024.
CB	"To *be* [slightly stressed or *not to be* [slightly stressed]	1025.
R	*Yeah* [slightly stretched]…*Hamlet* [slightly stressed & stretched]	1026.
UA	*I* [stretched].. I can *say* [slightly stretched] that I *am* [slightly stressed] a *driver*	1027.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	[stressed], I am *not* [slightly stressed] a *driver* [slightly stressed], am I a *driver* [slightly stressed]? So *I* [stretched]…I *do* [stressed & slightly stretched] drive…so *I* [stretched].. I… I *am* [stretched, slightly stressed], I am *not* [slightly stressed & stretched] a doctor so [slightly stressed & stretched] then *don't* [slightly stretched] *get* [stressed] the *real* [stressed].. the *real* [stressed, slightly stretched] *essence* [slightly stresse] of *the* [slightly stressed, pause]	
R	The *relevance* [stressed]	1028.
UA	The *relevance* [slightly stressed] and the *basic* [slightly stressed] *understanding* [slightly stressed & stretched] of *the* [stretched]…they *will* [stretched, stressed] *always* [stressed] *say* [slightly stressed] *that* [slightly stressed] red, blue, green are ***ganda*** [stressed, (dirty/] colors. Okay (chuckles).	1029.
SR	*Hmm* [slightly stretched]	1030.
R	[laughs]	1031.
UA	[laughs] and the *wrong* [stressed] thing is [slightly stressed] *internalized* [slightly stressed]. *Achaa* ***yeh*** *[stretched] aik* ***friendly*** [stressed, slightly stretched] ***atmospher****e* [slightly stressed] *hai, aur* ***iskay*** [slightly stressed & stretched] ***aander*** [slightly stressed] ***understanding*** [stressed] *hai* [slightly pause], ***learning*** [slightly stressed & stretched] *with* ***fun*** [stressed] *hai.*	1032.
R	*Ideal* [slightly stressed & stretched] classroom *ke baat kar rahay hain* (We're talking about the ideal English classroom)?	1033.
UA	*Ideal* ***English*** [stressed] *classroom,* ***mera*** [stressed] *ideal tu* ***abhi*** [slightly stressed] *aaye ga* ***aagaey*** [slightly stretched]… (Ideal English classroom, my ideal will come later on)	1034.
CB	*Ouff Allah* ..(Oh my God!)[indistinct]	1035.
UA	*theek hai theek hai* (alright, alright)	1036.
R	[Indistinct]	1037.
UA	*Now* [slightly stressed & stretched] *coming* [slightly stressed] on.. now coming *on* [slightly stressed] my ideal English classroom [laughs]*…my* [slightly stressed & stretched] *ideal* [slightly stretched] *English* [slightly stressed] classroom *is* [slightly stressed] consist of *15* [stressed] people *only* [stressed], *15* [slightly stressed] *learners* [slightly stretched].. *15* [slightly stressed] students…	1038.
R	We're talking about *strength* [slightly stressed] of the class ?	1039.
UA	*15* ***strength*** [stressed] *hogi iski* [pause]…. (the strength will be 15)	1040.
R	***Kyu*** [slightly stressed] *15?* (Why 15?).. *Why* [slightly stressed & stretched] not *12* [slightly stressed]?	1041.
UA	*Be-cause* [slightly stressed & stretched] *ah* [slightly stressed] *15* [stretched, slightly stressed]mai *manage* [stressed] kar sakti hoon, because the maximum strength I have was 6 aur wohh teaching bhi bohat challenging thii, to mere liye easy rehta thaa manage karna individual performance ko. Matlab mujhe pata hota thaa ke yeh student abh kaisa chal raha hai, yeh kaisa chal raha hai…upto 15 I can do that, above 15 I cannot!	1042.
R	*And* [slightly stretched] .. um.. *upto* [stressed] 15? You can *manage* [slightly stressed] a *class* [slightly stretched] upto 15?	1043.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

UA	*Yes* [stressed, slight pause] ..*Upto* [slightly stressed] 15- *because* [slightly stressed] in *Navy* [slightly stressed] I *used to* [slightly stressed] teach *six* [slightly stressed] people – the *total* [stressed] strength I had was *six* [stressed]..and *teaching bhi* ***bohat*** [stretched] ***challenging*** [stressed] *thi.. tu meray liyay* ***easy*** [stressed & slightly stretched] *rahta tha* ***manage*** [stressed] *karna apna* ***in-di-vi-dual*** [stressed] *performance* [An indistinct comment from CB in the background and UA begins laughing] ***in-di-vi-dual*** [stressed] *performance* ***manage*** [stressed] *karna- matlab mujhay* ***pata*** [stressed] *cha jata tha keh yeh* ***student*** [slightly stressed] *kaisa chal raha hai* [increase in pace] *yeh* ***student*** [slightly stressed] *kaisa chal raha hai* [rapidly paced]..[slight intake of breath].. (the total strength I had was six and teaching was also very challenging for me..so it was easier for to manage my individual performance… managing individual performance- I mean I then know how a student is doing – how this student is doing, how that student is doing) ..*Upto* [stressed] *15* [slightly stressed] I *can* [slightly stressed] do that *above* [slightly stressed] I *cannot* [stressed, drop in intonation] ..*So* [slightly stretched]	1044.
R	Okay *so* [slightly stressed, intake of breath] *15* [slightly stressed] is the *maximum* [stressed & stretched] ..[indistinguishable because UA begins talking]	1045.
UA	*15* [strong emphasis] *maximum* [slightly stretched, stressed]	1046.
R	In *a* [stretched] …in a *class* [stretched] ?	1047.
UA	*Maximum* [stretched, stressed]… *maximum* [stressed].. *15 log is mai hongey…**Aur*** [stretched] ***again*** [slightly stressed] *mai* ***wohi*** [slightly stretched] *wali baat karungi, knowledge based on* ***the practical*** [stressed, slightly stretched] ***life*** [slightly stressed]. (There were a maximum.. maximum of 15 peope.. And again I'll make the same point, knowledge based on practical life.)	1048.
R	Okay, *alright* [slightly stressed]	1049.
UA	***Theek*** [slightly stressed] *hail? Iss mai* ***knowledge*** [slightly stressed & stretched] [pause]… ***Achaa*** [slightly stressed, distinct pause, sound of swallowing] ***learning*** [stretched] *of* ***language*** [stressed] *as well as the* ***character*** [stressed] *building of the students* (Aright? In there would be knowledge .. alright learning of language as well as character building of the students)	1050.
R	Okay	1051.
UA	***Mai*** [stretched, pause] ***development*** [slightly stressed] *peh* ***bhi*** [slightly stretched] ***personality*** [slightly stretched & stressed] *development of the* ***students*** [slightly stressed], *and personality development of the* ***teache**r* [strong emphasis, slightly stretched] *as well.* ***Kuch*** [stressed] ..*wohh..Oh..ugg.. yeh* ***zaroori*** [stressed] *nahi hai ke* ***aap*** [stressed & stretched] *hee student* [rapidly paced] *ko sikhayein, sometimes* ***you*** [stressed & stretched] *learn from the* ***students*** [slightly stretched]. (On development I'd also.. personality development of the students and personality development of the teacher as well. A little …that..oh…ugg.. it's not necessary that you are the one who teaches the student, sometimes you learn students	1052.
CB	*Hmm* [slightly stretched]	1053.
CB	***Tu*** [slightly stressed] *yeh duono taraf se* (So this works both ways)	1054.
R	[indistinct] *fa'alsay ka rung can also be called* ***ganda*** [stressed] *colour* (The purple	1055.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	colour can also be called an awful colour)	
UA	[Laughs] *Okay* [slightly stressed] *so* [slightly stretched] another *thing* [slightly stressed] which you might find *interesting* [slightly stressed & stretched] is that…it should be a *perfect* [slightly stressed] *combination* [slightly stressed & stretched] of *intrinsic* [slightly stressed] and e*xtrinsic* [slightly stressed] motivation	1056.
R	*Ohhh* [stretched], very *nice* [stressed] use of terms, please translate for me [laughs] *what* [slightly stressed] does it mean?	1057.
CB	[indistinct] *mujhay poochna tha* (I wanted to ask)	1058.
UA	[loud whoop of laughter] This is a *term* [slightly stressed] that we just *learnt* [slightly stretched & stressed]	1059.
R	Yeah but *please* [slightly stressed] explain what it *means* [slightly stressed]	1060.
UA	in *psycholinguistics* [stressed]… *Because* [slightly stressed & stretched]	1061.
R	*What* [slightly stressed & stretched] is *it* [stressed]?	1062.
UA	***Kuch*** [slightly stressed] *logon ki* ***extrinsic*** [slightly stretched & stressed] *motivation hoti hai* ***bhai*** [stressed], ***promotion*** [slightly stretched & stressed] ***milna*** [slightly stressed] *hai, ya* ***kuch*** [stressed] *hona hai… I* ***mean*** [slightly stressed] ***language*** [stressed] *learning ke* ***reasons*** [stressed] *hotey haina* (Some people have extrinsic motivation	1063.
SR	Hmm	1064.
UA	*ke Kyu hai* ***aap*** [stretched] *iss class mai..* ***Theek*** [stressed] *hai. Kuch logon ke* ***intrinsic*** [slightly stretched, stressed] *motivations hotey hai…****wohh*** [slightly stressed] *apney* ***aap*** [stretched] *ko* ***develop*** [slightly stressed] *karna chahtey hai. For example yeh* ***yahan*** [slightly stretched] ***isi*** [stressed] *meeting mai kisi ne kaha thaa* ***kay*** [stressed], *ya* ***shayad*** [slightly stressed & stretched] ***hamari*** [slightly stressed & stretched] *class mai kisi ne* ***kaha*** [stressed] *thaa ke, "Hamarey kuch cousins England mai rehtey hain, to wohh jab aatey theey, tu wohh* ***bohat*** [slightly stressed] ***fluent*** [stressed & stretched] *English boltey they, to mera dil* ***chahta*** [slightly stressed] *thaa un ko* ***dekh*** [slightly stressed] *ke, ke mai bhi* ***aise*** [slightly stressed] *bolun"…to yeh unki* ***intrinsic*** [stressed] *motivation thii I guess,*	1065.
CB	*Hmm* [slightly stressed]	1066.
UA	***koi*** [slightly stressed & stretched] .. *koi* ***monetary*** [stressed & slightly stretched] *faida*	1067.
CB	[indistinct]	1068.
UA	***Ah*** [slightly stressed & stretched] ***Tu*** [slightly stressed & stretched]…To theek hai…it should be a *good* [stressed & stretched, slight pause] combination of intrinsic and extrinsic motivation.	1069.
R	Are you talking about *again* [slightly stressed]…This is *again* [stressed] the l*earner* [slightly stressed & stretched]!	1070.
UA	***Bilqul*** [slightly stressed, slight pause] *learner ke liye*… ***Learner*** [slightly stressed, stretched] *ke liyay..* ***learner*** [slightly stressed & stretched] *ke liyay*	1071.
R	The *students* [slightly stressed & stretched] should *have* [slightly stretched] a *certain* [slightly stressed] *amount* [slightly stretched] of *intrinsic* [stressed] and *certain* [slightly stressed] amount *of* [slightly stretched]	1072.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

UA	***Aur*** [slightly stressed] *aik aur* ***cheez*** [stretched] *jo* ***maine*** [stressed] *yahan per likhi hai* ***jo*** [stretched].. *umm.. shayad* [stressed].. [indistinct] *...**meri*** [strong emphasis] class *jo* ***ideal*** [slightly stretched & stressed] *class hai, uske* ***saarey*** [stressed & slightly stretched] *students ka* ***proficiency*** [stressed] *level* [pause] *would be* ***same*** [stressed]..[prolonged pause] *or* ***more*** [stretched] *or less same.*	1073.
R	[indistinct] .. *UA* [stressed] .. sorry but *I'm* [slightly stressed] just *jumping* [slightly stressed] in for *just* [slightly stretched] one *second* [slightly stressed] You *do* [slightly stressed & stretched] *realize* [slightly stretched] that extrinsic *motivation* [slightly stretched] *is* [stretched] *also* [slightly stressed] something that a *teacher* [slightly stressed] is *responsible* [slightly stressed] for? *Right* [slightly stressed]? ***Student*** [slightly stretched] ka ***nahein*** [slightly stressed] *hota. You* [slightly stretched] might.. you *might* [slightly stressed] have *diferrent* [slightly stressed] reasons for *language* [slightly stressed] learning *but* [slightly stressed] *that* [slightly stretched] ..that is a *kind* [slightly stretched] of *motivation* [slightl stretched]...*like* [slightly you *might* [slightly stretched] have *integrative* [slightly stressed] purposes	1074.
UA	*Nahein* [stressed]... *motivation* [stretched, slightly stressed] *behind* [slightly stretched] your *coming* [stressed] in the class ....*behind* [stretched] your *reason* [slightly stressed] of *coming* [slightly stressed] in the class.	1075.
R	*Extrinsic* [stressed] *motivation* [slightly stretched]	1076.
UA	*Bilqul* [stressed & slightly stretched]	1077.
R	is *also* [stretched] something that *the* [slightly stressed & stretched] teacher is *responsible* [stressed] for?	1078.
UA	*Bilqul* [stressed & slightly stretched]	1079.
R	*For* [slightly stretched] that *push* [slightly stretched & stressed] ..that *external* [slightly stressed] p*ush* [slightly stretched] that *comes* [slightly stressed & stretched]	1080.
UA	*Bilqul* [stressed & slightly stretched]	1081.
R	*We* [stretched & stressed] are *responsible* [stressed, slight pause] for that	1082.
	Bilqul [stressed & slightly stretched]	1083.
R	*So* [stretched, pause] are you *saying* [stressed, slightly stretched] that the *combination* [stretched, slightly stressed] in terms of *intrinsic* [slightly stressed] and *extrinsic* [slightly stressed] for *you* [stretched, pause], *all* [stretched] of the *ones* [stretched]...???	1084.
UA	***Teacher*** [slightly stressed & stretched] *ke liye maine* ***alag*** [stressed] *se likha hai,* ***develop*** [strong emphasis] ***motivated*** [stretched, slightly stressed] *teacher.* [Prolonged pause]	1085.
RH	*Hmm* [slightly stressed]	1086.
UA	***Yeh*** [slightly stressed] *tu* ***learners*** [stressed & slightly stretched] *ke liyay hai...**Teacher*** [stressed & stretched] *ke liyay*	1087.
CB	[indistinct] *Teacher* [slightly stressed] *should* [strong emphasis] develop *extrinsic* [slightly stressed] *motivation* [slightly stretched] in students.	1088.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

UA	***Haan*** [slightly stretched] *laikan* ***Un*** [stressed] *ke*	1089.
CB	and *also* [stressed] ***intrinsic*** [stressed] motivation if they're *focusing* [stressed] on *personality* [slightly stressed & stretched] development	1090.
R	*But* [slightly stretched] you *see* [slightly stretched] *CB* [slightly stressed] what I'm trying to *say* [slightly stretched] is- *Look* [slightly stretched & stressed] *intrinsic* [slightly stressed] is *what* [slightly stressed] is *within* [slightly stressed]. The *reason* [slightly stressed & stretched] why you *learn* [slightly stressed & stretched] a *language* [slightly stressed] whether it's for *integrative* [slightly stressed] *purposes* [slightly stretched]- *like* [slightly stressed] brcoming like a *native speaker* [slightly stresse d& stretched] or it is *for* [prolonged elongation, slight pause] *instrumental* [slightly stretched] purposes or for *getting* [slightly stressed & stretched] a *job* [slightly stressed] – *that* [slightly stressed] is *still* [slightly stretched] *intrinsic* [slightly stressed] *motivation* [stretched] because *wohh* ***motivation*** [stretched, slight pause, intake of breath] ***extrinsic*** [slightly stretched & stressed] *purposes se aatee hai laikan wohh mo..* ***motivation*** [slightly stretched] *learner ke ander se aatee hai-* ***jo extrinsic*** [slightly stretched & stressed] *motivation hotee hai it's part of your external* ***environment*** [slightly stressed] – it could be related to *marks* [stressed], it *could* [slightly stressed] be *related* [slightly stretched *to* [stretched]..it could be related *accountability* [slightly stressed & stretched] you *know* [slightly stretched, slight pause] *that* [slightly stretched] the *teacher* [slightly stretched, slight pause] expects – it *could be* related *to* [slightly stretched, increase in pace & pitch] *even* [stretched] something *like* [slightly stretched] *face-saving* [slightly stressed]	1091.
SR	*Hmm* [slightly stretched]	1092.
R	"I *don't* [slightly stretched] want to *embarrass* [slightly stressed & stretched] myself in front of *ten* [stressed] people by doing a *terrible* [slightly stressed] presentation." *So* [slightly stretched] what I'm trying to *say* [slightly stretched] is *extrinsic* [slightly stressed & stretched] motivation when they *enter* [slightly stressed] your *class* [slightly stretched] becomes *intrinsic* [slightly stressed] when they *bring* [slightly stressed] it with them.	1093.
UA	*Tu* [slightly stretched, slight pause] *combination* [slightly stressed & stretched, pronounced nasal intonation] *baney ga inka* ***duono*** [slightly stressed & stretched] *ka,* ***intrinsic*** [stressed] *aur* ***extrinsic*** [stressed].	1094.
R	[indistinct] ***you're*** [slightly stressed] *saying jo* ***extrinsic*** [stressed] *hai* ***tu*** [slightly stressed] *pher that will* ***not*** [stressed, fast-paced] *come from them, then* ***that*** [slightly stretched] *will come from*	1095.
UA	*Class* ***mai*** [stretched] *wohh* ***develop*** [stressed] *hogi* ***na*** [slightly stressed] ***aur zyada*** [slightly stressed & stretched, animated conversation in the background], ***class mai*** [slightly stretched & stressed, rise in pitch] *wohh* ***aur*** [slightly stretched] *zyada* ***enhance*** [stretched] *hogi.*	1096.
R	What I'm *trying* [stretched to *say* [slightly stretched]	1097.
UA	*with the help* [stretched & stressed] of .. *When the* ***teacher*** [stretched] *would be* ***developed*** [stretched & stressed] *and* ***motivated*** [slightly stressed &	1098.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	stretched] ***wohh*** [slightly stretched, slight pause] ***help*** [stressed] *karey ga*	
CB	*For* [slightly stretched] instance	1099.
UA	*unko* ***zyada*** [slighty stressed]	1100.
SR	***Haan*** [slightly stretched]	1101.
CB	*What* [slightly stretched] happens in *our* [stressed] *schools'* [slightly stretched] students *that* [slightly stretched & stressed, distinct] – there are *actually* [slightly stressed] the *parents* [stretched & stressed] who *want* [slightly stressed & stretched] the student to *learn* [stretched, slight pause] to *speak* [slightly stressed & stretched] English *very* [slightly stressed] very *well* [slightly stressed]	1102.
SR	*Hmm* [slightly stretched]	1103.
CB	*So* [slightly stretched] they are *coming* [slightly stretched, stressed, rising intonation] with the *motivation* [slightly stretched] but *that's* [slightly stretched] *not* [slightly stressed] intrinsic that's *extrinsic* [stressed] because their *parents* [slightly stressed, stretched] *want* [slightly stressed] that	1104.
UA	Hmm	1105.
R	*Ab-so-lute-ly* [prolonged elongation, strong emphasis], the.. *they* [slightly stretched] want it because it *comes* [slightly stretched] from the *parents* [slightly stretched & stressed] not form *themselves* [slightly stressed, intake of breath, pause] [slightly stressed, intake of breath, pause].. You know for *example* [slightly stretched] if your working towards a *promotion* [slightly stretched] then that still *counts* [slightly stressed & stretched] as *intrinsic* [slightly stressed] *motivation* [slightly stretched, increased pace] because it has to do [clattering sound] with *instrumental* [slightly stressed].. *"keh* ***hum*** [slightly stressed & stretched] *iss* ***purpose*** [strong emphasis] *se"*	1106.
UA	*So* [slightly stretched] there would be a *combination* [stressed, slightly stretched] *of* [slightly stretched, slight pause]..of *the* [slightly stressed] *both* [slightly stetched & stresse] types of motivation and *pro-fi-ciency* [stressed] level [slight pause] of the *students* [slightly stressed] would be *more* [slightly stressed] or *less* [slightly stressed] same.	1107.
R	[indistinct]	1108.
SR	*Hmm* [slightly stretched]	1109.
UA	***Hum*** [slightly stressed& stretched] ***placement*** [slightly stressed] *test ke* ***baad*** [slightly stressed] *jub* ***proficiency*** [slightly stressed] ***nikaaltay*** [slightly stretched] *hai* ***tu*** [slightly stretched & stressed] *pher!*	1110.
R	*So* [slightly stretched] in an *ideal* [stressed, slightly stretched] you *get* [slightly stressed] to have a *proficiency* [slightly stressed] test as well [slight rise in pitch & intonation]?	1111.
UA	***Bilkul*** [strong emphasis] *hum* ***placement test*** [slightly stressed, rise in pitch] *ley gay* ***proficiency*** [slightly stressed & stretched] *ke* ***hisaab*** [slightly stretched & stressed, a coughing sound in the background] *se logon ko…more or less* ***jinki*** [slightly stressed] ***same*** [slightly stretched] *proficiency. So* ***that*** [stretched, slight pause] *ah* [slightly stressed] ***teacher*** [slightly stretched] ***zyada*** [strong emphasis] *us mai achay results* ***produce*** [stretched & stressed, slight intake of breath] *kar sakta hai* ***jab*** [slightly stressed, rapidly paced] ***proficiency*** [stressed] *sub ki* ***same*** [stressed] *hogi* [slight	1112.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

	pause, indistinct comment by CB] *usko kisi ko* ***ley*** [stressed, slightly stretched] *ke nahi chalna parhey ga.*	
CB	*And* [stretched] they can [pause] *measure* [prolonged elongation] the distance covered *very* [slightly stressed] easily.	1113.
SR	*Hmm* [stretched]	1114.
UA	*Exactly* [stressed]! ***Teacher*** [slightly stretched & stressed] *ke liyay bhi* ***thoora*** [stressed, SR commenting in the background but indistinct] *aasaan hoga, aur wohh zyada* ***mehnat*** [stressed] *kar sakey ga.*	1115.
R	Okay *alright* [slightly stretched]	1116.
UA	And..*ah..ah* [slightly stretched] in the *end* [stressed] I would like *to* [stretched, slow-paced] *show* [slightly stressed] you *ah..ah* [slightly stretched] some... an *example* [slightly stressed] of the *work* [emphasis, slightly stretched]…[indistinct, prolonged pause, sound of page being turned]…***Agar*** [slightly stretched] ***typical*** [stressed] *classroom* ***mai*** [slight pause, slightly stretched]..ah… ***learning*** [slightly stressed] *iss* ***tarah*** [stressed] *hogi,* ***jaisay*** [slightly stressed] ***glacier*** [stretched, slightly stressed, distinct pause]..***ah*** [slightly stretched] ***So*** [slightly stressed] *agar* ***typical*** [slightly stressed] *classroom mai learning* ***iss*** [slightly stressed] ***tarah*** [stressed] *hogi,* ***jaisay*** *CB nay* ***baat*** [slightly stretched] *ki* ***keh*** [stretched, slightly stressed, pause]	1117.
R	Surface and *deep* [slightly stressed] learning	1118.
UA	***surface*** [slightly stressed & stretched] *level ke* ***ooper*** [slightly stressed, slight pause, drop in pace]*,* ***tu phir*** [slightly stressed] *aik* ***ideal*** [slightly stressed & stretched, slow-paced] *classroom mai learning iss tarah hogi.* ***Hum*** [slightly stressed].. *yeh.. this is.. this is..* ***ah*** [slightly stretched]	1119.
R	[indistinct, rapidly paced, rise in pitch]	1120.
UA	***Bilkul*** [strong emphasis, slight pause] …*Aur matlab..****ah*** [slightly stressed] *aap* ***judge*** [stressed] *nahi kar saktey* ***surface*** [slightly stressed] *level ko dekh ke..keh* ***aap*** [slightly stretched[So this is my deputation.	1121.
SR	*Hmm* [slightly stretched]	1122.
UA	***Yaani*** [slightly stretched] *uss ke* ***ooper jo*** [slightly stretched & stressed, slow-paced] *kitni knowledge hai*	1123.
R	It's like an *iceberg* [slightly stretched & stressed, rapidly paced]	1124.
UA	*Agar* ***typical*** [stressed, slow-paced] ***ah*** [slightly stressed & stretched, pause] *classroom mai* ***knowledge*** [slightly stressed] *itni hogi tu* ***iceberg*** [slightly stretched] ***hai*** [strong emphasis] *hai* [slight pause] *deep* [slow-paced], *deep sea mai* ***aur*** [slightly stressed & stretched] ***agar*** [stretched, pause] *literary…****literal*** [stressed] *level peh daikha jayai tu uss se* ***kahee*** [stressed & stretched] *zyada hai*	1125.
R	[indistinct, high-pitched, rapidly-paced] ***koi*** [stretched] *koi uss main..*yu…ugh.. *even* [stretched, slightly stressed] ..[indistinct] *itself* [stressed] cannot tell you just *how* [stressed, slightly stretched]	1126.
UA	Tell *you* [slightly stressed & stretched] *how* [stretched] *wha* [slightly starched] ..*what* [slightly stretched]	1127.
SR	*Hmm* [stretched]	1128.
R	how *deep* [stretched, slightly stressed] its been	1129.
UA	tell you *how* [slightly stretched] *deep* [stretched] and how *big* [stressed, slightly	1130.

Appendix Ai

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	stretched] is it	
R	Okay	1131.
UA	*So* [slightly stretched] *this* [slightly stressed] is *my* [slightly stretched]…my *interpretation* [slightly stressed, drop in pitch]	1132.
R	Okay *wow* [stretched, slightly stressed]. *So* [slightly stressed] what does the *teacher* [slightly stressed, crackling of paper] *do* [slightly stretched] in the *ideal* [slightly stressed & stretched] classroom [slight pause] apart from be..being *friendly* [slighty stretched & stressed], teaching the students to *write* [slightly stressed], *intrinsic* [stressed] motivation ***aur*** [slightly stressed] *kuch?* ***Content*** [slightly stressed] *and* ***curriculum*** [slightly stressed & stretched] *ke* ***koi*** [stressed & slightly stretched] ***baat*** [slighty stretched] *nahein howee..* [indistinct]… Its an *issue* [stressed, slightly stretched] something to be *concerned* [slightly stressed] about in an *ideal* [slightly stressed & stretched] classroom?	1133.
UA	[Prolonged pause]..***Ideal*** [slightly stressed] *classroom mai* ***bohat*** [stressed] *saaray..uh..wohh..****cheezay*** [stressed] *hoogee jo* ***aap*** [slightly stressed & stretched] *ke* ***pre-conceived*** [stressed, drop in pace] *notions hoongay* ***keh*** [stressed, pause] … *since* ***it's*** *a* [stressed].. *it's an* ***ideal*** [stretched, slightly stressed, slight pause] ***situation*** [slightly stressed] *tu* ***teachers*** [slightly stressed & stretched] *haumaray pass* ***ussee*** [stressed, slightly stretched] *hisaab se hoongay* [pause, intake of breath] *jo* ***waqaie*** [stressed, stretched, pause] .. *we* [stressed] will *focus* [strong emphasis, stretched]…we will *focus* [slightly stressed & stretched] on the term '*right* [strong emphasis, slightly stretched] man for the *right* [emphasis, slightly stressed] *job* [slightly stretched]' . ***Right*** [stretched, slightly stressed] *level ke* ***liyay*** [slightly stressed & stretched] *hum* [distinct pause] ***right*** [stressed & slightly stretched] *teachers ko lay gai…* ***jo*** [stretched, slow-paced] *chotay bachay ko* ***handle*** [stressed] *kar sakta hai*	1134.
CB	***Right*** [slightly stressed] *level peh* ***right*** [stressed] ***students*** [slightly stretched]	1135.
UA	***Right*** [slightly stressed] *level peh* ***right*** [slightly stressed] ***student*** [slightly stretched]	1136.
R	[Laughs]	1137.
UA	*Jo..****jo*** [stretched] *jo* ***primary*** [stressed] *level ke liyay* ***behtar*** [stressed] *loog hain…****matlab*** [slightly stressed] ***patience*** [stressed] *wa'alay*	1138.
SR	Teaching should be *prac-ticed* [strong emphasis, stretched] as an *industry* [slightly stressed]	1139.
UA	*Right* [strong emphasis, slightly stretched] man for the *right* [emphasis, slightly stressed] *job* [slightly stretched] …***yeh*** [slightly stretched] ***coporate*** [stressed, slightly stretched] *term hai aur* ***bohat zyada*** [stressed, pronounced nasal intonation] *use hotee hai* ***marketing*** [slightly stressed] *wagharah mai* ***jaisay*** [slightly stretched & stressed, slight pause] *uh..****corporate*** [slightly stressed] *ke* ***ooper*** [slightly stressed]..*Teaching* [stressed, stretched]..*ah* [stretched] I *never* [stressed] saw somebody *using* [slightly stressed & stretched] this *term* [slightly stretched]	1140.
CB	So you are the *first* [slightly stressed & stretched] person [low-pitched, amused tone]	1141.
UA	*For* [slightly stretched]… [laughs] for, *for* [stretched]..for *the* [stretched].. *for the*	1142.

Appendix Ai

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	[stretched , rise in pitch] *allocation* [stretched & stressed] of the *courses* [slightly stressed & stretched]	
SR	*Hmm* [stretched]	1143.
UA	***Keh*** [slightly stretched] are *we* [slightly stretched & stressed] are *we* [prolonged elongation] looking for the ' *right* [slightly stressed] man for the *right* [slightly stressed] job'	1144.
R	*But* [slighty stressed] that's what you're *supposed* [slightly stressed] to do? It's *sad* [stretched] that they're *not* [slightly stressed & stretched].	1145.
UA	*Hmm* [slightly stressed & stretched]	1146.
SR	*Hmm* [slightly stretched & stressed]	1147.
UA	They're *supposed* [strong emphasis, slightly stretched, rise in pitch] to	1148.
R	They're *not* [slightly stretched] *looking* [slightly stretched & stressed] at whether there's a *right* [slightly stretched] *fit* [slightly stressed & stretched, slight pause] between what is *required* [slightly stressed & stretched] and who's …who [indistinguishable because UA begins talking]	1149.
UA	For the *first* [slightly stressed & stretched] *time* [slightly stretched] this *is* [slightly stretched] this is *practiced* [stressed] in *my* [slightly stretched] *university* [slightly stressed & stretched] that we *have* [slightly stretched]…that we *received* [slightly stretched] a *form* [slightly stressed & stretched] *umm* [slightly stretched] asking *us* [slightly stressed, rise in pitch] that *what* [slightly stressed & stretched] courses woud you *like to* [slightly stressed] teach? So there were *four* [slightly stressed & stretched] *choices* [slightly stressed]. We are not *supposed to* [slightly stressed, slight pause, pronounced nasal intonation] we..we…*we* [slightly stretched, slight pause] *cannot* [slightly stressed] take more *than* [slightly stretched] two …two *courses* [slightly stretched & stressed]	1150.
SR	*Hmm*	1151.
UA	as a *visiting* [slightly stressed] *faculty* [slightly stressed & stretched] so *they* [slightly stretched, slight pause, coughing sound in the background] asked *what* [slightly stretched] courses, *so* [slightly stressed] like they [SIC] were *four* [slightly stressed] options so *everybody* [slightly stressed & stretched, slight pause] gave four *options* [slightlyk stressed] *..And* [slightly stretched] *ah* [stretched] according to the *numbers* [stressed] one, two, three, four *now* [slightly stretched] see what they are going to *do* [slightly stressed & stretched] with *that* [slightly stretched] ..with that *thing* [slightly stressed & stretched]…*maybe* [slightly stretched] they will *improve* [slightly stretched] ..they *want to* [stressed] improve the level	1152.
R	But *asking* [slightly stretched] what they *want* [slightly stressed, stretched] to *teach* [slightly stressed, drop in pace] .. I know *lots* [stressed] lots of people who want to teach lots of things [rapidly-paced] that students *really* [stressed] don't want them to teach	1153.
Joint Turn	A number of participants talking at the same time	1154.
UA	***Wohh*** [stressed]…***humaarey*** [stressed]*.. humaarey* ***yahan*** [slightly stretched] *us din department mai koi* ***baat*** [slightly stretched]*kar raha thaa.*	1155.
SR	[Indistinct]	1156.
UA	***critical****…*[stressed, slight rise in intonation] *pata nahi koi course hai* ***MS*** [stressed &	1157.

Appendix Ai

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	slightly stretched] *mai, jo* ***introduce*** [stretched] ***introduce*** [slightly stressed] *honay wala hai* ***critical*** [stressed, slightly stretched] *something*	
R	Critical *thinking* [stretched].. [indistinguishable because UA begins speaking]	1158.
UA	*Critical thinking* [slightly stressed]!	1159.
R	Critical *reading* [slightly stressed & stretched]	1160.
CB	[Indistinct]	1161.
UA	I *don't* [slightly stressed] *know* [slightly stretched]!…*So* [slightly stressed & stretched] the *teacher* [stretched].. *asked* [slightly stressed] one of us… the *teacher* [slightly stretched] *asked* [slightly stressed] *ah…*[slightly stretched] ..*one* [slightly stressed] the teacher *said* that, "is it *critical* [stressed] something [rising intonation]?" *The* [slightly stretched, drop in pace] HOD said, "*Yes* [stretched" [slight pause, "*Okay* [slightly stressed] I can *teach* [slightly stressed] it".	1162.
Joint Turn	Group members laugh	1163.
UA	So [R commenting simultatneously but voice indistinct] *HOD* [slightly stressed, rise in pitch, drop in pace] said in *reply* [slightly stressed & stretched] that, "There are *lots* [stressed, slightly stretched] of people, who are in hospitals and they are *cri-ti-cal* [slightly stressed, amused tone]".	1164.
R	[laughs]	1165.
UA	"So are you *going to* [laughing].	1166.
Joint Turn	NK laughs and then other group members join in	1167.
UA	" are *you* [stretched] going *to* [stretched]" *help* [slightly stressed, stretched] them as well ? the teacher just said like that, "Yeh critical hai kuch, mai parha doongi	1168.
CB	[Indistinct]	1169.
NK	*Tall* [stretched] claim .. [Indistinct]	1170.
UA	*Critical* [stressed, slightly stretched, guffaws loudly, then other members join in]	1171.
R	*Okay* [slightly stressed, slight pause] alright! *Umm* [slightly stretched] thank you *all* [slightly stretched] *very* [strong emphasis] much for your time [slight pause, sound of swallowing]! *We* [slightly stressed] will pick a *tentative* [slightly stressed] time of *eleven* [slightly stressed] to one [slight pause]. CB will get *back* [slightly stressed to us about *how* [slightly stretched]	1172.
SR	*Hmm* [prolonged elongation]. *Can* [slightly stressed] we make it *like* [slightly stressed, pause] the *end* [slightly stressed & stretched] of the day because [drop in pace] I did not to go Institute U *today* [slightly stressed & stretched]	1173.
R	*So* [slightly stressed] you'll have to go tomorrow	1174.
SR	[Indistinct because R begins speaking]	1175.
R	*Hum* ***afternoon*** [stressed, slightly stretched] *mai kar saktay hain kal?* (Can we do it in the afternoon tomorrow ?)…[Prolonged pause].. *Three* [slightly stretched & stressed] to five [pronounced drop in pace, fall in pitch]?	1176.
UA	*Kal afternoon mai sahee hai* (Tomorrow afternoon would be fine)	1177.
SR	Three to five *here* [slightly stressed & stretched] ?	1178.
UA	*Here* [slightly stressed]	1179.

Appendix Ai

Partial Transcript of Focus Group Discussion (FGD) V –Nazakat Cooperative Inquiry Research Group Cooperative Inquiry, Cycles 1 & 2 –Venue: University X Discussants: Researcher (R) – Participants: UA CB, NK, SR & RH

R	*Here* [rising intonation, sallows audibly, intake of breath]. We'll do it here. Okay. So 3:00 to 5:00 *tomorrow* [stressed, slightly stretched] in the *afternoon* [stressed, slightly stretched] is fine…I would *like* [slightly stressed] *you guys* [slightly stretched] to look *through* [slightly stretched] task *sheet* [stretched, pause] *2* [slightly stressed] which *is* [slightly stressed, slightly stretched] *task* [slightly stretched, slight pause] *3* [slightly stressed]. Task sheet *2* [stressed] but *task* [slightly stretched & stressed] three….*And* [stretched] I *want* [slightly stressed & stretched, slight pause] …these are *just* [slightly stressed] suggestions about what our intervention project can be *on* [stretched, slightly stressed] …Everyone seems to be *really*, *really* [stressed, slight increase in paced] *concerned* [slightly stressed & stretched] about *methodology* [slightly stressed]. So we could *have* [prolonged elongation] our project on *trying* [slightly stretched & stressed] out …a met…met..*different* [slightly stressed] kinds of methodology, that is [slight intake of breath] *either* [slightly stressed] related to *motivating* [stressed, stretched] students or making them *autonomous* [stressed] or..*or* [stretched, stressed].. or using methodologies related to *group work* [slightly stressed], like she is *already* [slightly stressed] *do-ing* [slightly stretched]. Or it could be related to *materials* [stressed, slightly stretched]…so you *need* [stretched] to think about *what* [slightly stressed] you'd *like* [slightly stressed] to do ..*ah and* [slightly stretched] get back to *me* [slightly stretched]. Our Husrat group has already *chosen* [slightly stressed] what they are *doing* [slightly stretched]and they are doing *two* [slightly stressed] objectives and *two sub* [slightly stressed] courses. (Discussion ended). (*Only this part of discussion from the researcher was audible and fantastic to work at / maybe the recorder was placed near her voice*)	1180.
CB	Can we *discuss* [slightly stressed] it right *now* [stressed]? [Indistinct] so that…. Prolonged pause]	1181.
R	Yeah we can *do* [slightly stressed] that and then we can *confirm* [slightly stressed]. *Ten* [slightly stressed, rising intonation] minutes? [slight pause]. *Un ke pass* ***time*** [stretched] ***nahein*** [stressed] *hai* ..(they don't have time). It's *not* [slightly stressed & stretched] *fair* [slightly stressed.	1182.
	End of recording	1183.

Appendix Ai

NK, Tasksheet, N. CI Cycles 1 and 2

TASK 1 ⇨ Brainstorm and in the space below write all the associations that come to your mind regarding the following:

a. the 'typical' Pakistani English Classroom (can be the language or literature classroom or both)
b. the ideal English Classroom
c. your ideal English classroom based on your understanding of the Pakistani context generally and your teaching context specifically

a) Pakistani English Classroom:-

i) Use of First language (usually Urdu)
ii) Knowledge of grammar rules, but problem in implementing those rules.
iii) Students are unmotivated to study English as it is a compulsory subject.
iv) Teachers rely greatly on course books instead of designing interesting activities for the students.
v) Only 2 skills i.e Reading and Writing are in focus.

b) Ideal English Classroom:-

i) It is very lively & interactiv
ii) Students are motivated.
iii) Students are encouraged to participate in activities and group discussions.
iv) It is a class which caters to the needs of all types of students.
v) All four skills are in focus.

c) Ideal Pakistani Classroom:-

i) Students having knowledge of grammar rules and being able to implement them correctly.
ii) Students take interest in the English language Classroom
iii) Interactive classroom where students are encouraged to speak in English even if its incorrect, to build up their confidence.
iv) Activity based learning in which students get an opportunity to use English language inorder to express themselves & to communicate.
v) Teachers try to polish all four language skills.

TASK 2. ⇨ In the blank sheet that has been provided visually depict, that is make a visual map/ representation of how you see these three elements (the typical Pak classroom, the ideal Pak ELT classroom & your ideal of the Pak ELT classroom keeping ground realities in mind) as being related [Hint: As always please don't worry about the artistic standard of the drawing this isn't an art test ... all you need to be able to do is visually depict your understanding.....)
Good luck !

TASK 2.2 ⇨ You'll be asked to present and explain on your drawing in the joint and last group meeting for Cycle 1 & 2

Appendix Ai

NK, Tasksheet, N. CI Cycles 1 and 2

TASK 3 ⇨ Review what you've discussed and thought about in the course of our team discussions so far and identify 4 areas that you might want to work on as your intervention project as it relates to your practice. Some suggestions in the form of possible areas have been included below:

a. methodology as it relates to handling heterogenous- ability groups and/or developing autonomous learners
b. materials development as it relates to (a) heterogenous- ability groups (b) motivating learners (c) teaching language through literature (d) interactive learning environment
c. ?

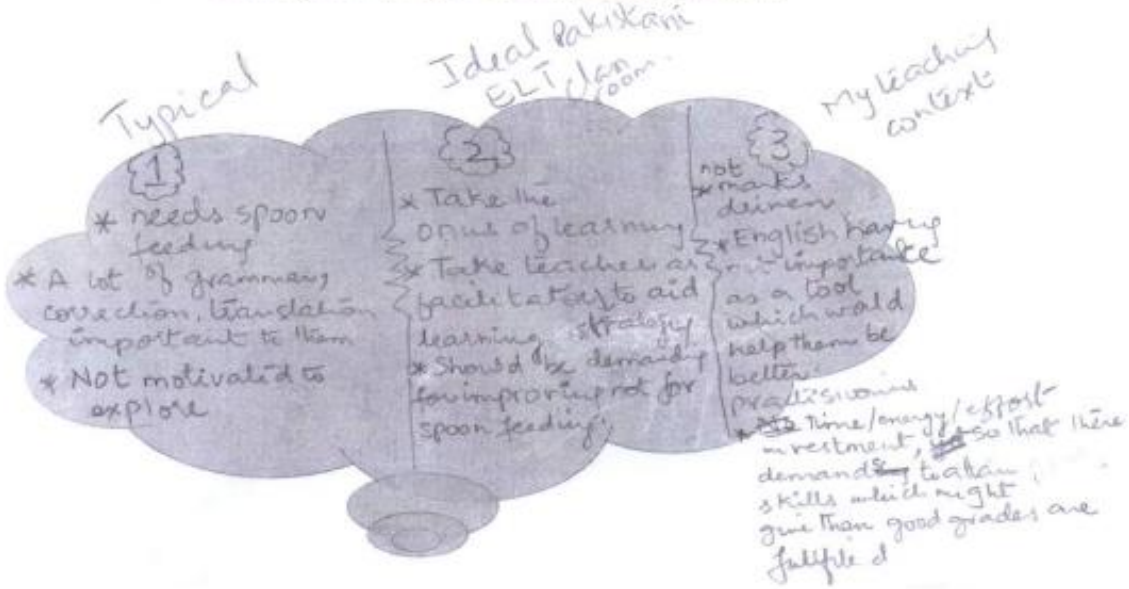
1) Improving students learning process by motivating & encouraging them, raising their self-esteem and highlighting their potential.
2) Trying to make learning less of a burden & imposition and more of an interesting activity, by introducing activity based learning.
3) Planning lessons to improve language skills
4) How can errors be removed through correction of various types?

Appendix Ai

SR, Tasksheet, N. CI Cycles 1 and 2

TASK 1 ⇨ Brainstorm and in the space below write all the associations that come to your mind regarding the following:

a. the 'typical' Pakistani English Classroom (can be the language or literature classroom or both)
b. the ideal English Classroom
c. your ideal English classroom based on your understanding of the Pakistani context generally and your teaching context specifically



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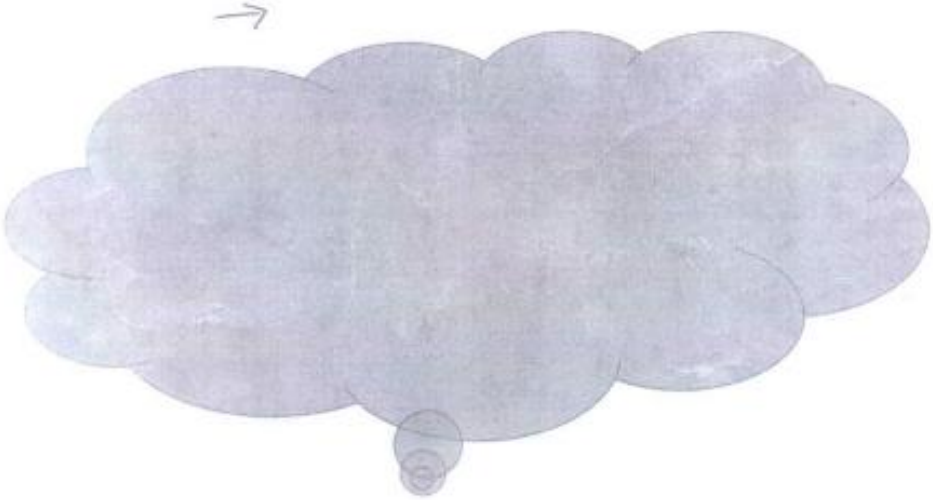
Appendix Ai

SR, Tasksheet, N. CI Cycles 1 and 2

TASK 3 ⇨ Review what you've discussed and thought about in the course of our team discussions so far and identify 4 areas that you might want to work on as your intervention project as it relates to your practice. Some suggestions in the form of possible areas have been included below:

a. methodology as it relates to handling heterogenous- ability groups and/or developing autonomous learners
b. materials development as it relates to (a) heterogenous- ability groups (b) motivating learners (c) teaching language through literature (d) interactive learning environment
c. ?

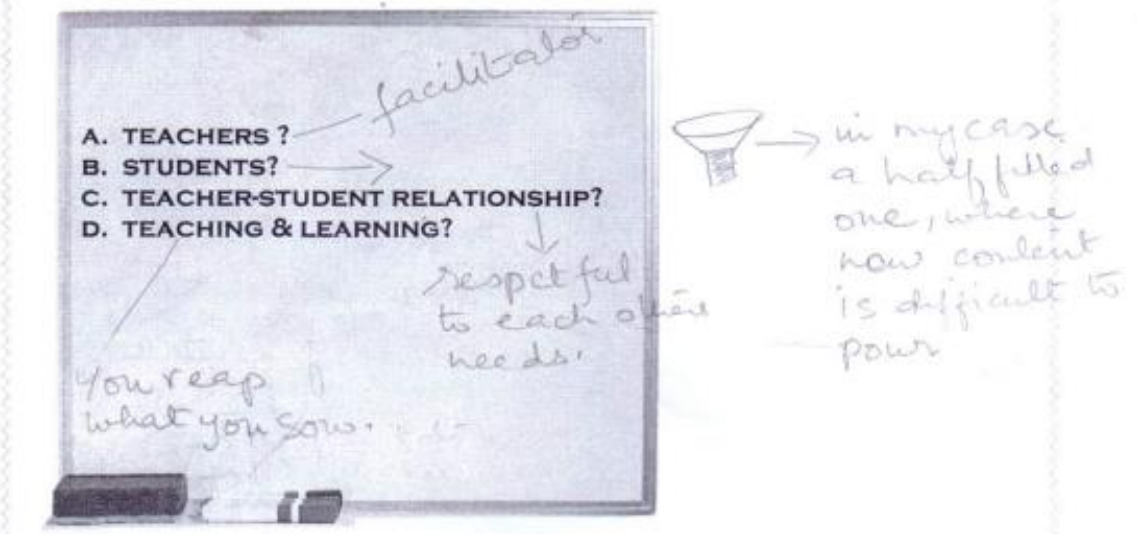
→ Making group work (work)
→ Setting tasks within gps to ensure individual performance.
→



Appendix Ai

SR, Tasksheet, N. CI Cycles 1 and 2

TASK 1 ⇨ Brainstorm and in the space below write the first word/s or analogy/ simile (s) that come to your mind when you think about the following: a. teacher, b. students c. teacher-student relationship d. teaching and learning



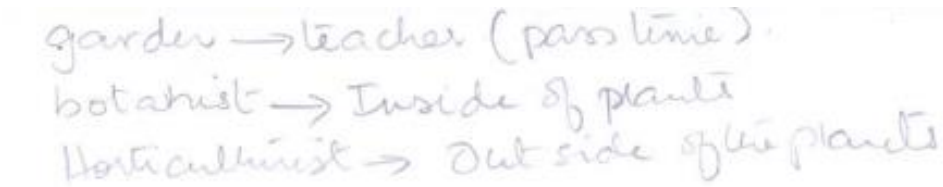
TASK 2. ⇨ In the blank sheet that has been provided visually depict, that is make a visual map/ representation of how you see these four elements (the teacher, students, teacher-student dynamic and teaching and learning) as being related in your English Language classroom..
[Hint: Please don't worry about artistic standard of the drawing; ☺ this isn't an art test ... if you cant't think of these elements as a complete picture then just draw or choose an image that you feel is representative.]

TASK 2.2⇨ You'll be asked to present and explain on your drawing in the 2nd group meeting

GOOD LUCK !!!!!!!!!

Appendix Ai

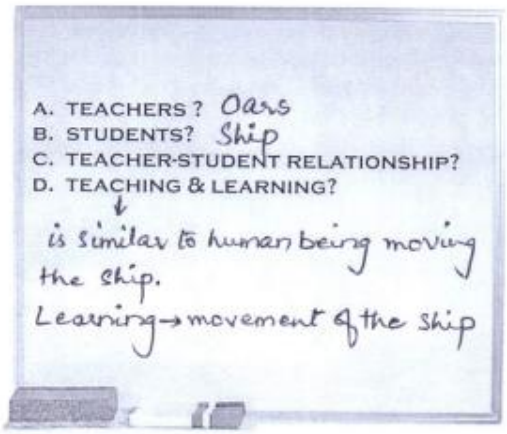
SR, Tasksheet, N. CI Cycles 1 and 2



Appendix Ai

RH, Tasksheet, N. CI Cycles 1 and 2

TASK 1 ⇨ Brainstorm and in the space below write the first word/s or analogy/ simile (s) that come to your mind when you think about the following: a. teacher, b. students c. teacher-student relationship d. teaching and learning



Teacher-Student Relationship:-
Students are just like ship in the Sea of Knowledge and teacher like oars help it to move and reach the destination

TASK 2. ⇨ In the blank sheet that has been provided visually depict, that is make a visual map/ representation of how you see these four elements (the teacher, students, teacher-student dynamic and teaching and learning) as being related in your English Language classroom..
[Hint: Please don't worry about artistic standard of the drawing; ☺ this isn't an art test ... if you cant't think of these elements as a complete picture then just draw or choose an image that you feel is representative.]

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GOOD LUCK !!!!!!!!!

Appendix Ai

RH, Tasksheet, N. CI Cycles 1 and 2

Task 3:- Review what you've discussed and thought about in the course of our team discussions so far and identify 4 areas that you might want to work on as your intervention project as it relates to your practice. $

(a) Methodology as it relates to handling heterogenous ability groups and/or developing autonomous learners.

Communicative Language teaching would be the most appropriate method for heterogenous group of learners, as all the students will get a chance to speak and communicate in order to remove hesitation. Interaction give them confidence and their speaking improves.

(b) Materials development as it relates to (a) heterogenous ability groups (b) motivating learners (c) teaching Language through lit (d) Interactive learning environment-.

① Group assignments ② Group presentations
③ classroom activities ④ Discussions.

(c) I would like to work on the following:-

1- Seating arrangement + audio-visual aids.
2- Activities to make my class more and more interactive.
3- Equal attention to all the students of the heterogenous group of Students.
4- Well prepared lesson plans & lectures.

Appendix Ai

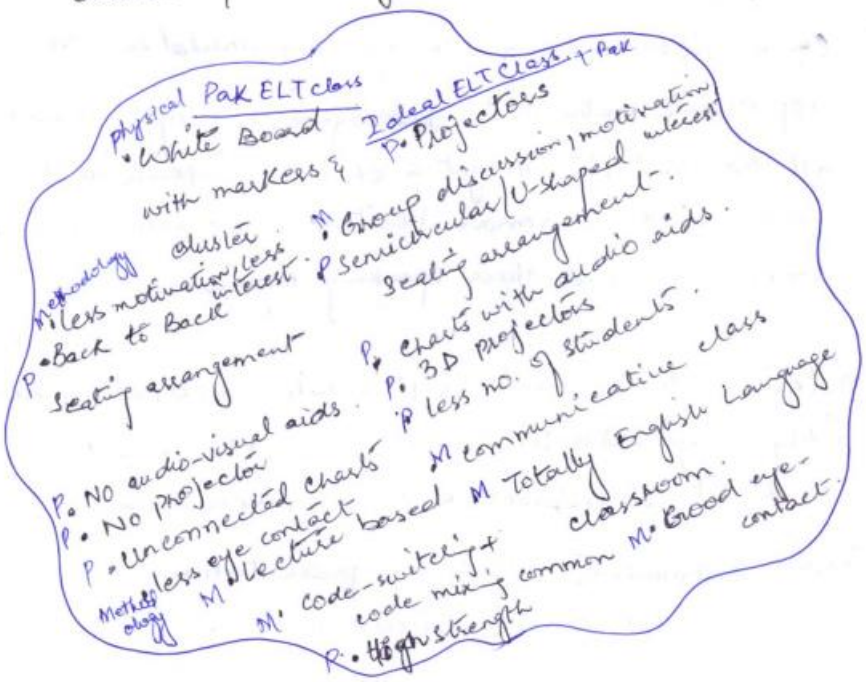
RH, Tasksheet, N. CI Cycles 1 and 2

Task 1:- Brainstorm and in the space below write all the associations that come to your mind regarding the following:-

(a) the 'typical' Pakistani English classroom

(b) The ideal English classroom.

(c) Your Ideal English classroom based on your understanding of the Pakistani context generally and your teaching context specifically.

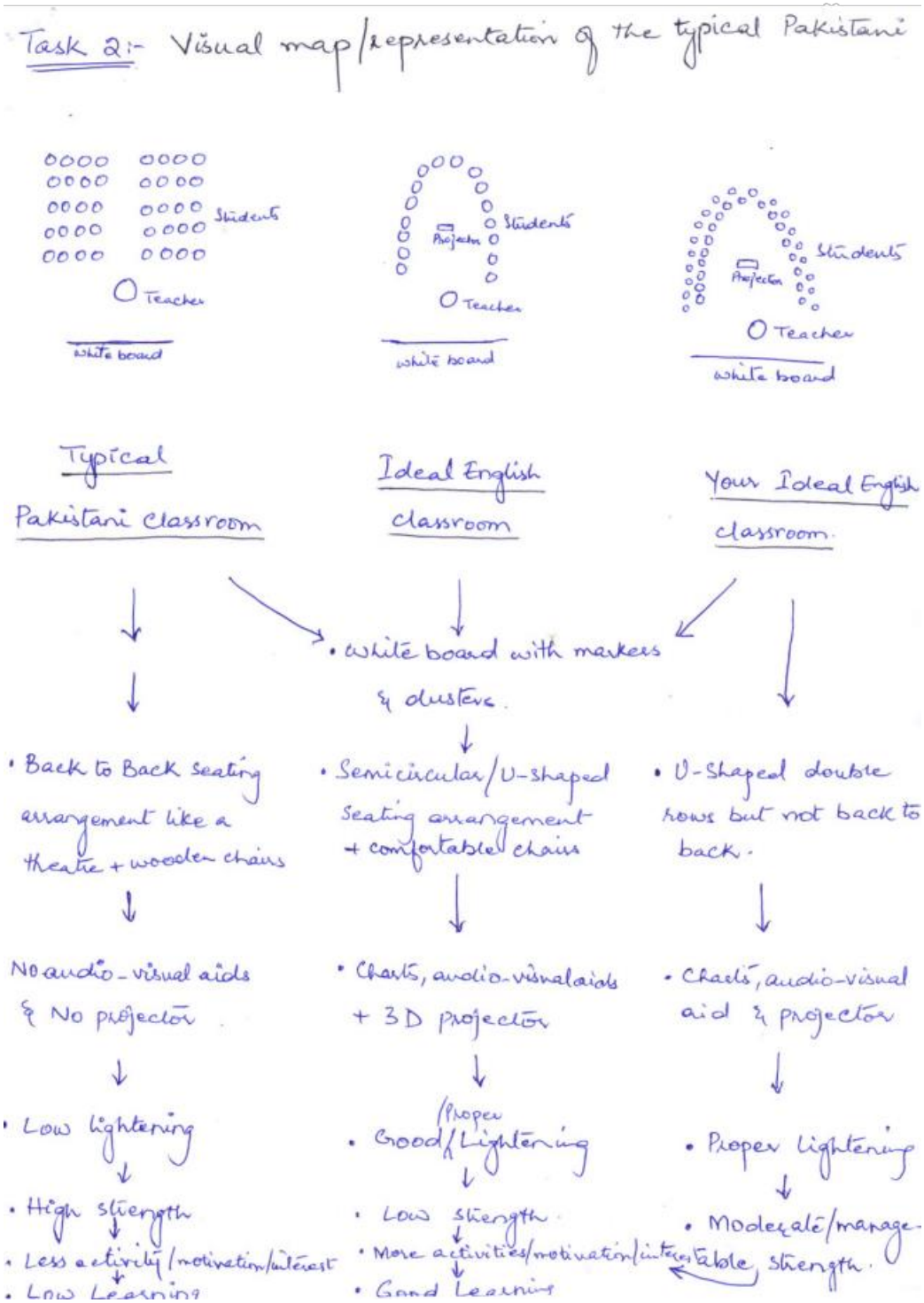


Task 2:- Make a visual map/representation of how you see these 3 elements as being related.

Task 2.2:- Explain the drawing.

Appendix Ai

RH, Tasksheet, N. CI Cycles 1 and 2



Appendix Ai

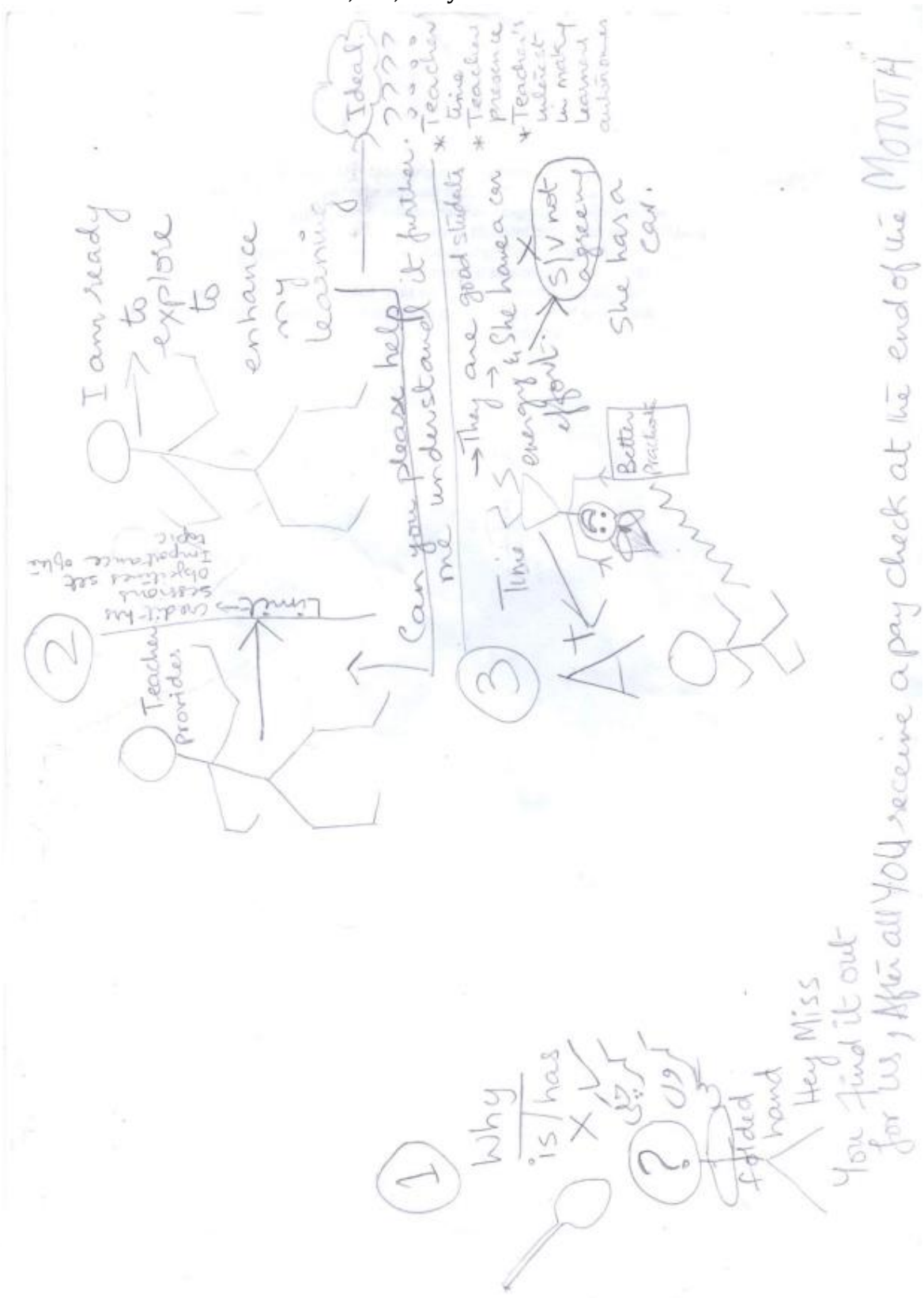
NK, CM, CI Cycles 1 and 2

Appendix Ai

NK, CM, CI Cycles 1 and 2

Appendix Ai

SR, CM, CI Cycles 1 and 2



Appendix Ai

SR, CM, CI Cycles 1 and 2

Teacher-Learner R/S as friendly

Students bad error

→ Pass time

Teaching-Learning depend on how serious they are

Performance Now / evenifin

Students

Inside

Teacher-Student R/S learner-centered learning centered (focused more)

Teaching-Learning → Instill skills which are life long

Teacher-Student R/S cordial learner centered

→ outside (looks)

Student → performance → person → learner matters

Teaching-Learning → Till the student is with them they take full charge of their learning

Appendix Ai

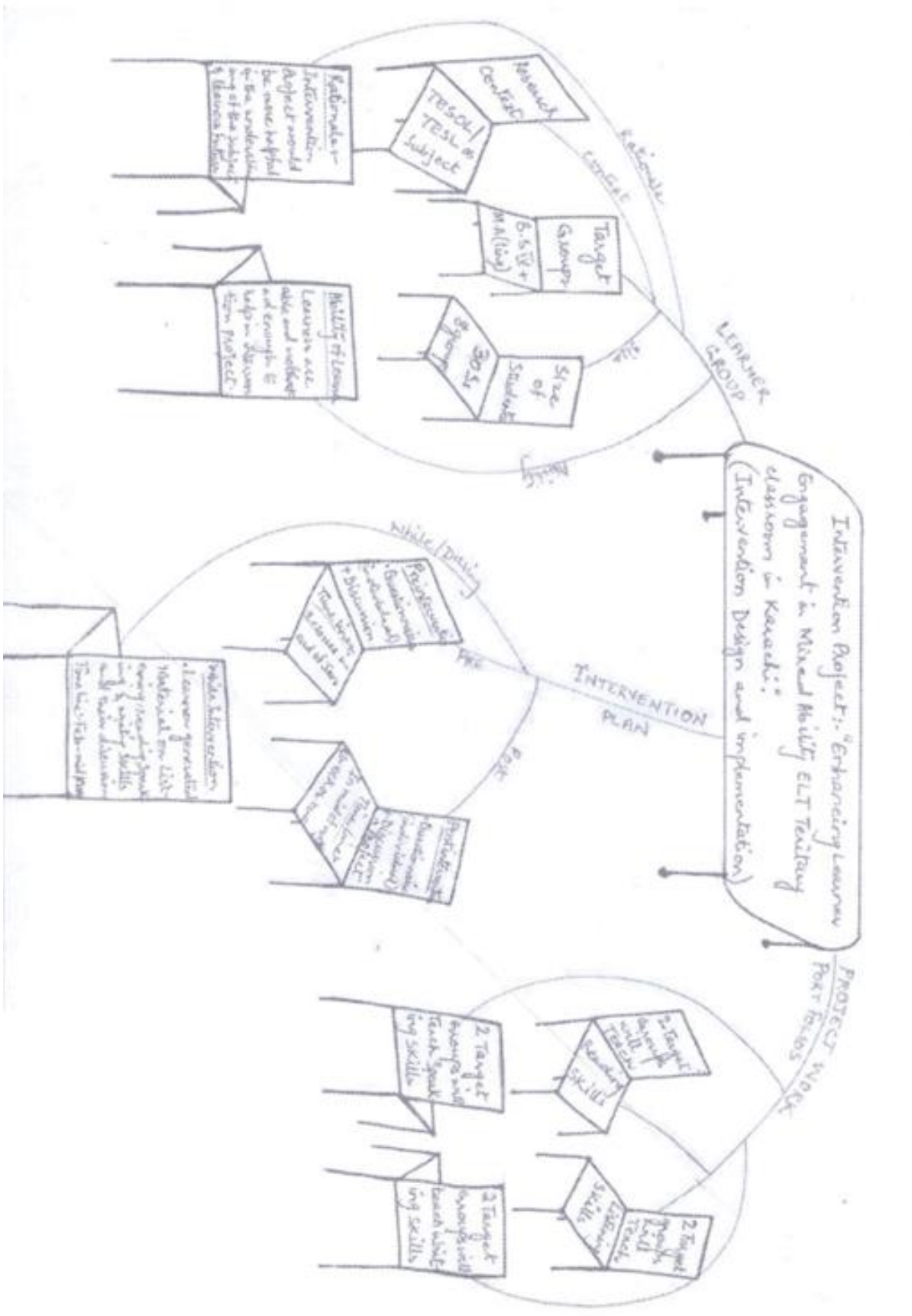
RH, CM, CI Cycles 1 and 2

TASK 2. VISUAL REPRESENTATION OF TEACHERS, STUDENTS AND THEIR RELATION SHIP:

VISUAL REPRESENTATION OF TEACHING AND LEARNING:

Appendix Ai

RH, CM, CI Cycles 1 and 2

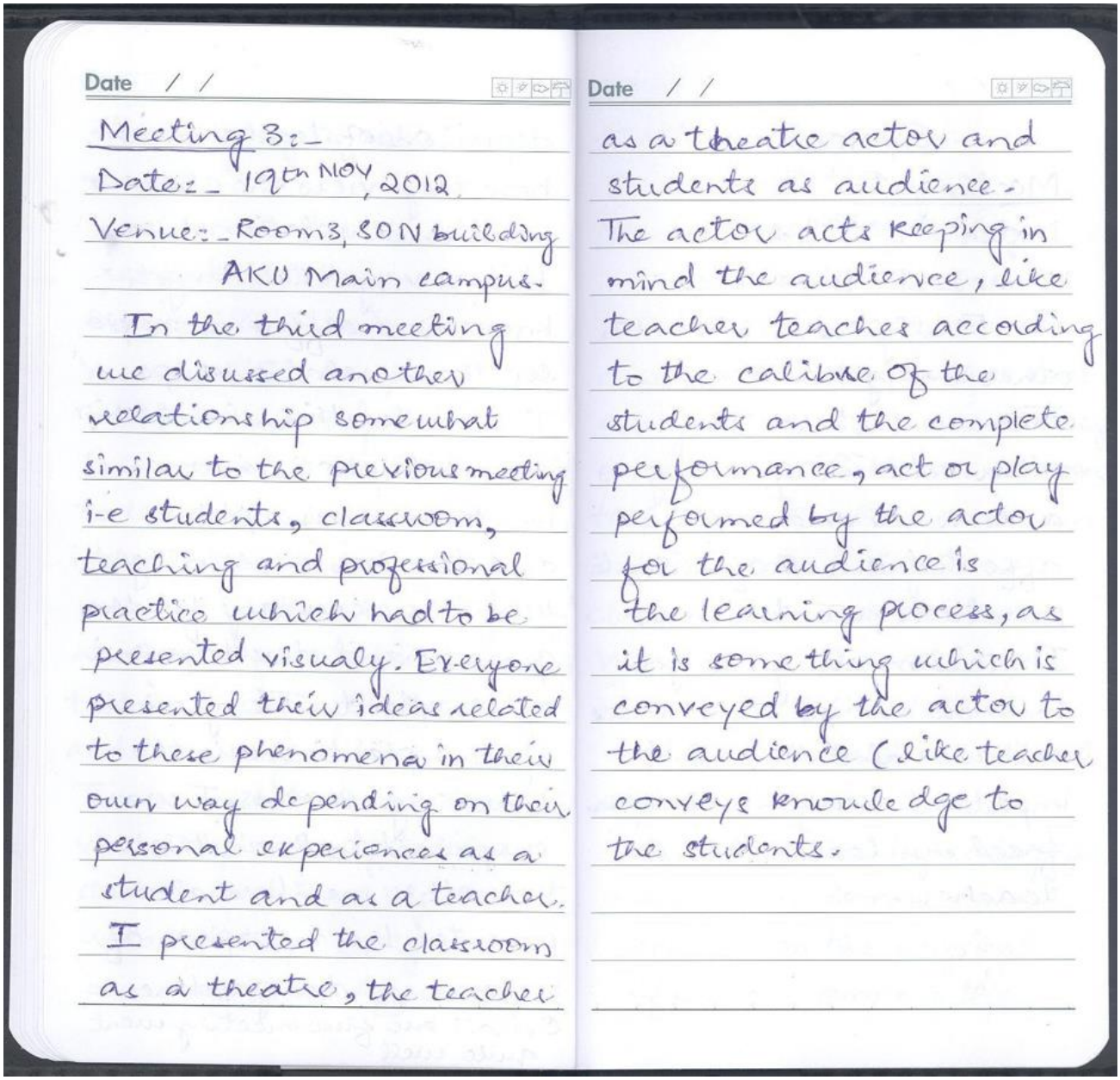


Appendix Ai

CB, CM, CI Cycles 1 and 2

Appendix Ai

NK. Reflection Diary



Date / /

Meeting 3:-

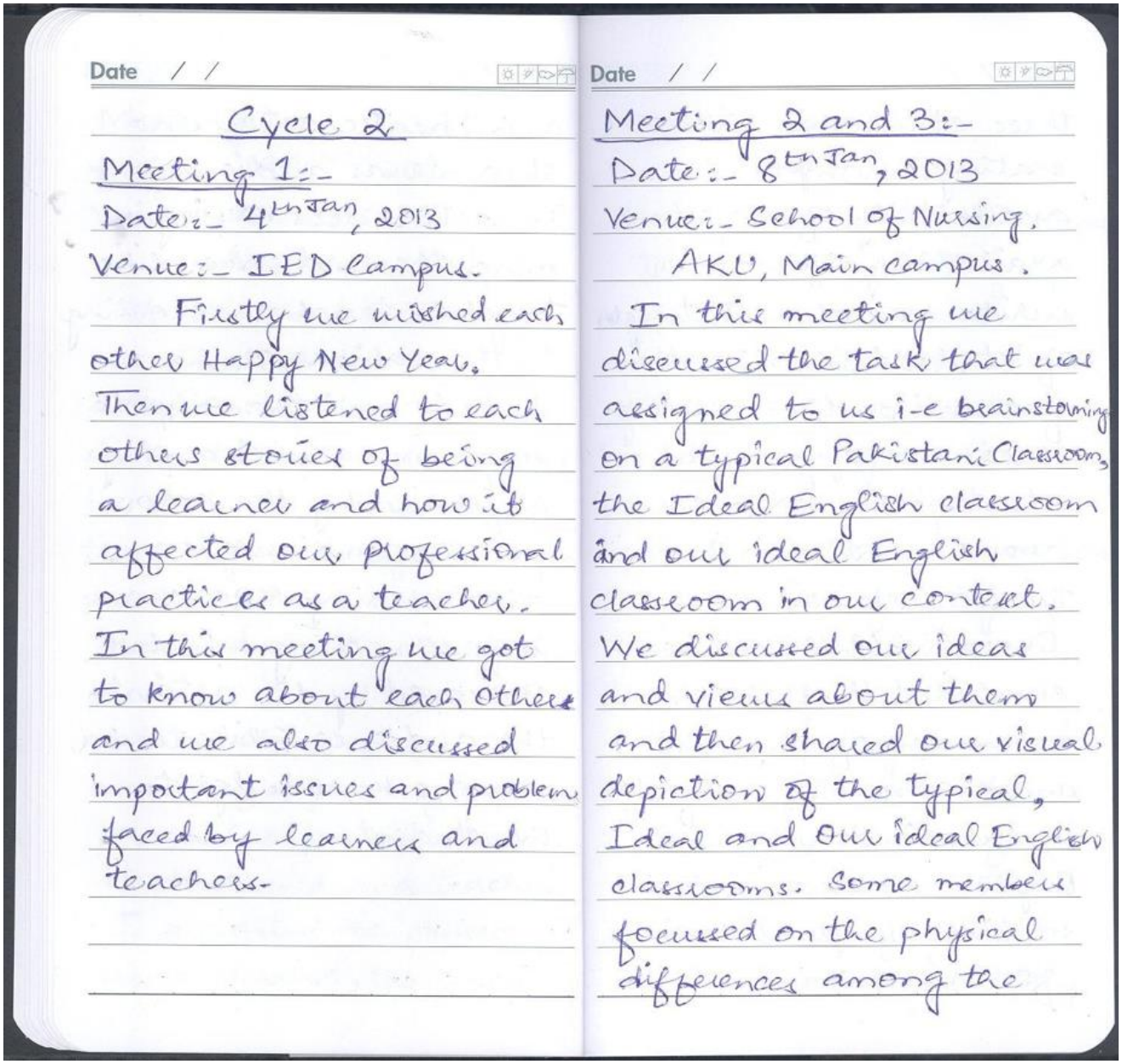
Date:- 19th NOV, 2012

Venue:- Room 3, SON building AKU Main campus.

In the third meeting we disussed another relationship somewhat similar to the previous meeting i-e students, classroom, teaching and professional practice which had to be presented visualy. Everyone presented their ideas related to these phenomena in their own way depending on their personal experiences as a student and as a teacher. I presented the classroom as a theatre, the teacher as a theatre actor and students as audience. The actor acts keeping in mind the audience, like teacher teaches according to the calibre of the students and the complete performance, act or play performed by the actor for the audience is the learning process, as it is something which is conveyed by the actor to the audience (like teacher conveys knowledge to the students.

Appendix Ai

NK. Reflection Diary



Date / /

Cycle 2

Meeting 1:-

Date:- 4th Jan, 2013

Venue:- IED Campus.

Firstly we wished each other Happy New Year. Then we listened to each others stories of being a learner and how it affected our professional practices as a teacher. In this meeting we got to know about each others and we also discussed important issues and problem faced by learners and teachers.

Date / /

Meeting 2 and 3:-

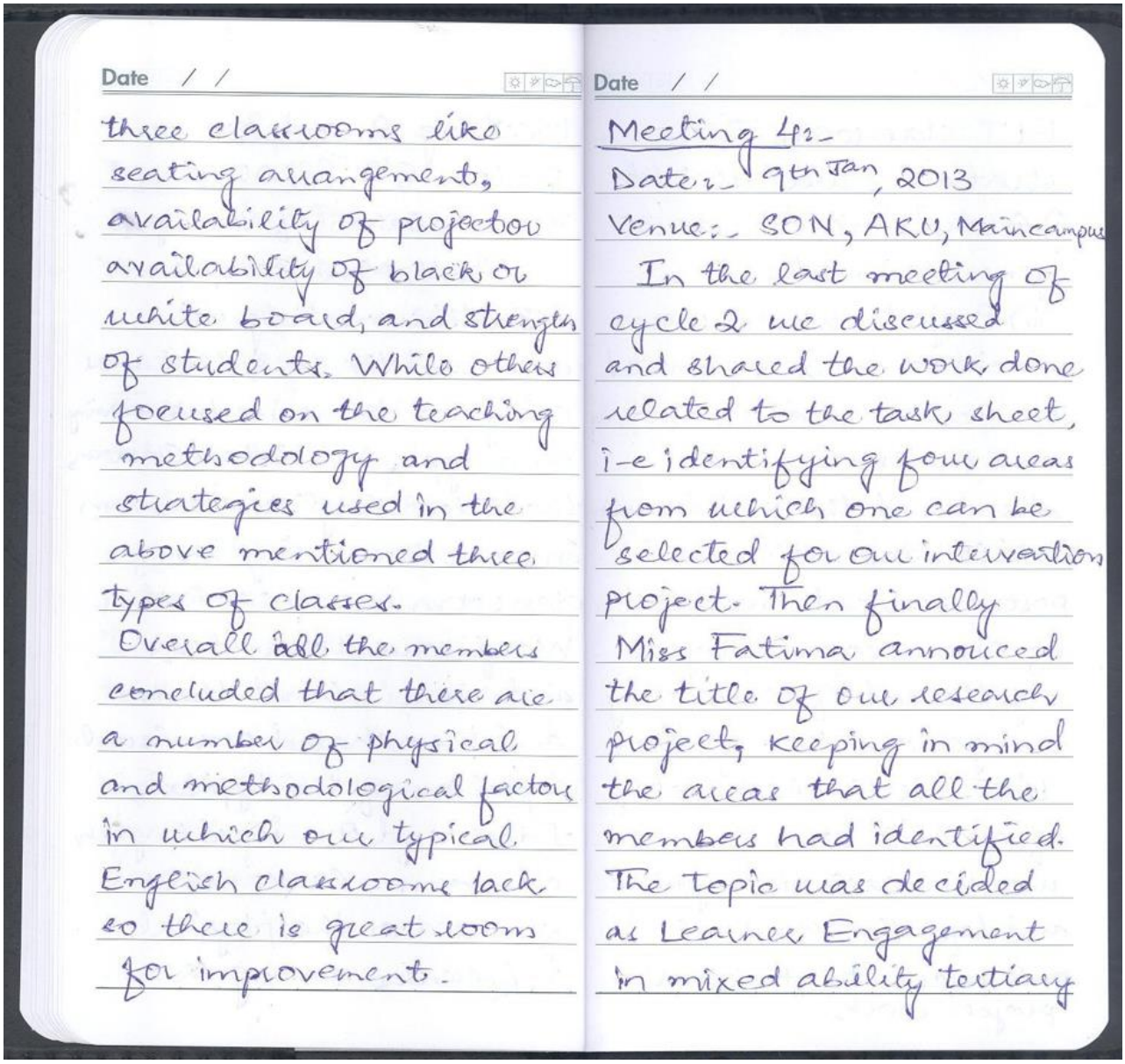
Date:- 8th Jan, 2013

Venue:- School of Nursing, AKU, Main campus.

In this meeting we discussed the task that was assigned to us i-e brainstorming on a typical Pakistani Classroom, the Ideal English classroom and our ideal English classroom in our context. We discussed our ideas and views about them and then shared our visual depiction of the typical, Ideal and Our ideal English classrooms. Some members focussed on the physical differences among the

Appendix Ai

NK. Reflection Diary



Date / /

three classrooms like seating arrangements, availability of projector availability of black or white board, and strengths of students. While others focused on the teaching methodology and strategies used in the above mentioned three types of classes.

Overall all the members concluded that there are a number of physical and methodological factors in which our typical English classrooms lack so there is great room for improvement.

Date / /

Meeting 4:-

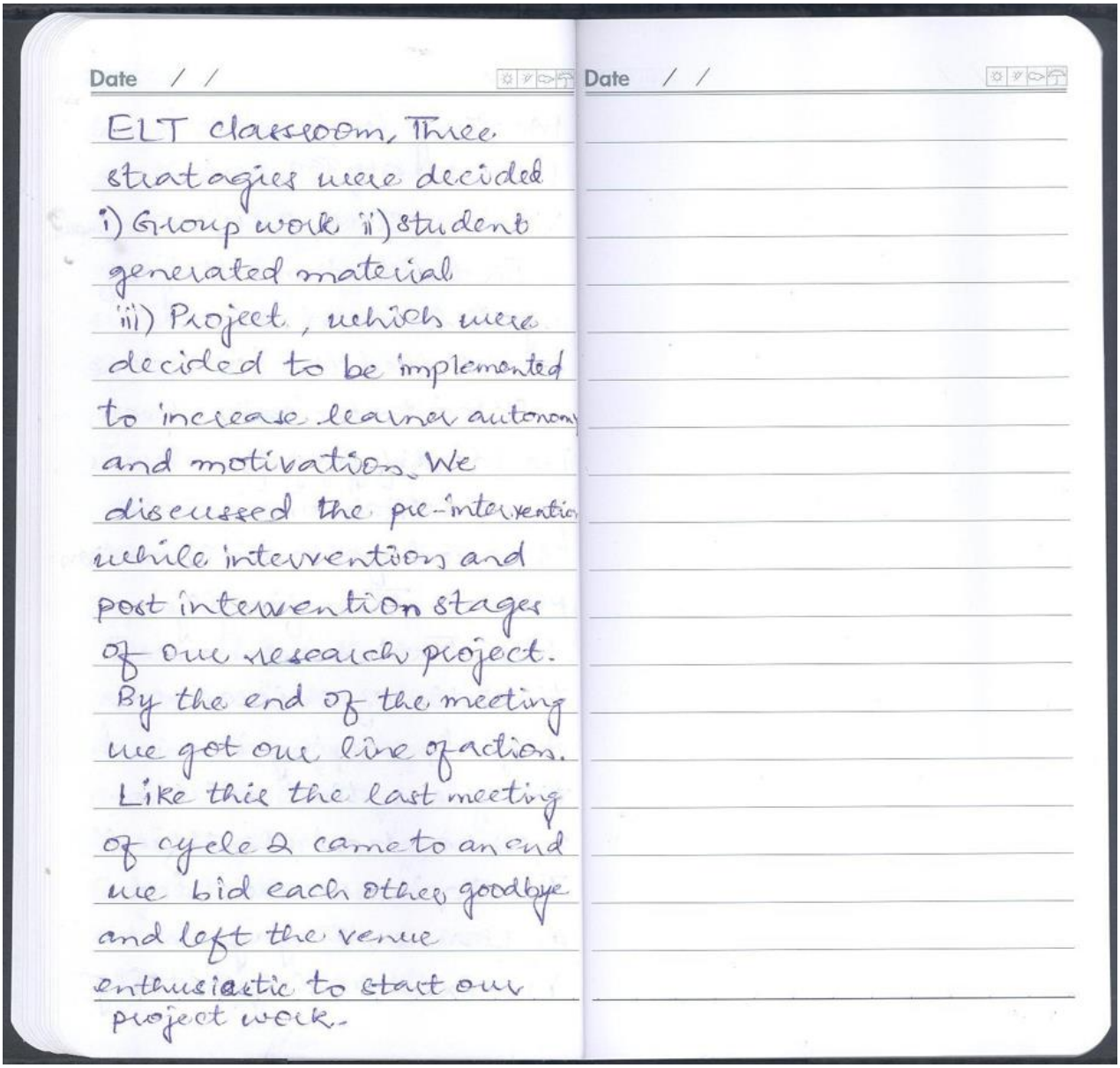
Date:- 9th Jan, 2013

Venue:- SON, AKU, Maincampus

In the last meeting of cycle 2 we discussed and shared the work done related to the task sheet, i-e identifying four areas from which one can be selected for our intervention project. Then finally Miss Fatima announced the title of our research project, keeping in mind the areas that all the members had identified. The topic was decided as Learner Engagement in mixed ability tertiary

Appendix Ai

NK. Reflection Diary



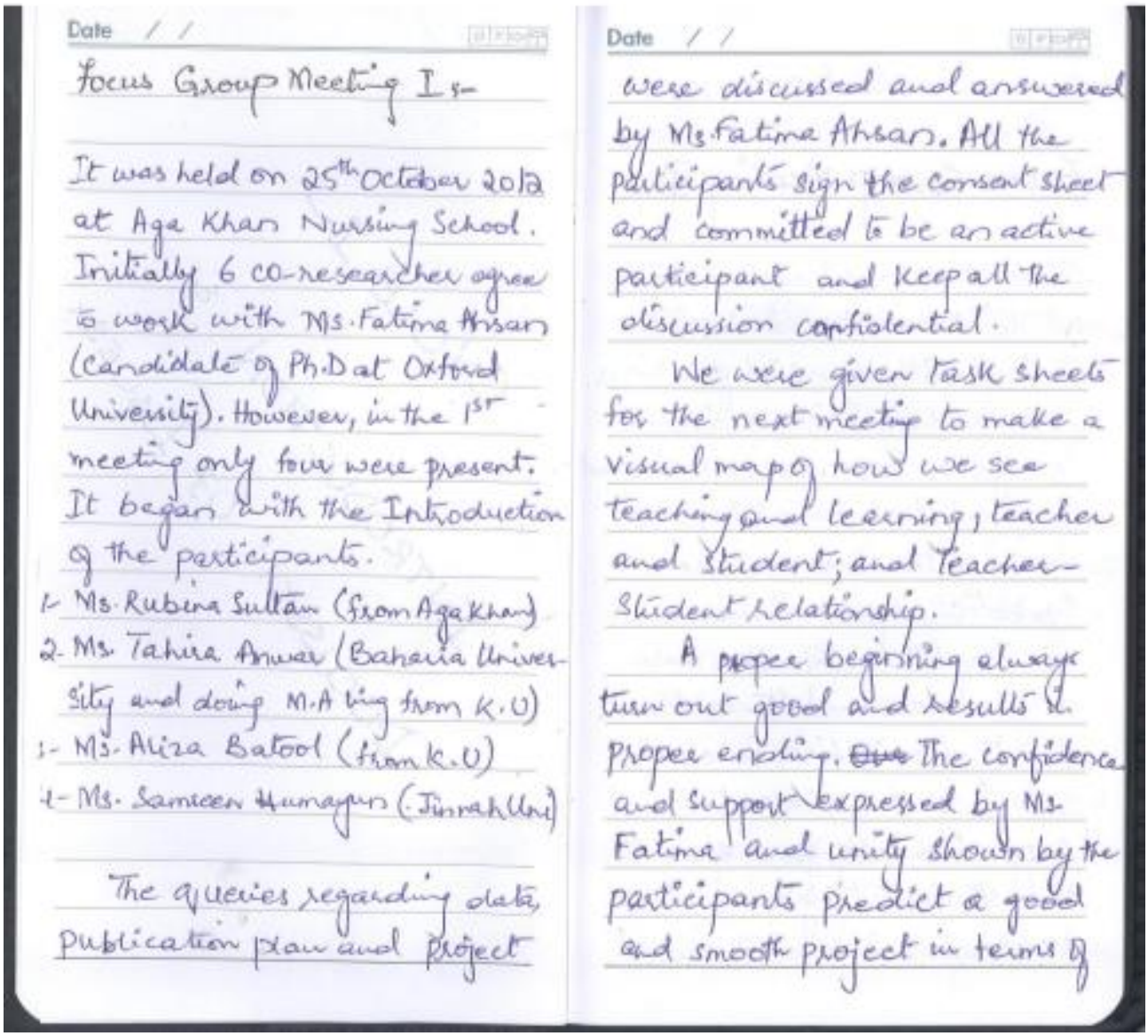
Date / /

ELT classroom. Three strategies were decided i) Group work ii) student generated material iii) Project, which were decided to be implemented to increase learner autonomy and motivation. We discussed the pre-intervention while intervention and post intervention stages of our research project. By the end of the meeting we got our line of action. Like this the last meeting of cycle 2 came to an end we bid each other goodbye and left the venue enthusiastic to start our project work.

Date / /

Appendix Ai

RH. Reflection Diary



Date / /

Focus Group Meeting I :-

It was held on 25th October 2012 at Aga Khan Nursing School. Initially 6 co-researcher agree to work with Ms. Fatima Ahsan (Candidate of Ph.D at Oxford University). However, in the 1st meeting only four were present. It began with the Introduction of the participants.

1- Ms. Rubina Sultan (from Aga Khan)
2- Ms. Tahira Anwar (Baharia University and doing M.A ling from K.U)
3- Ms. Aliza Batool (from K.U)
4- Ms. Samreen Humayun (Jinnah Uni)

The queries regarding data, Publication plan and project

Date / /

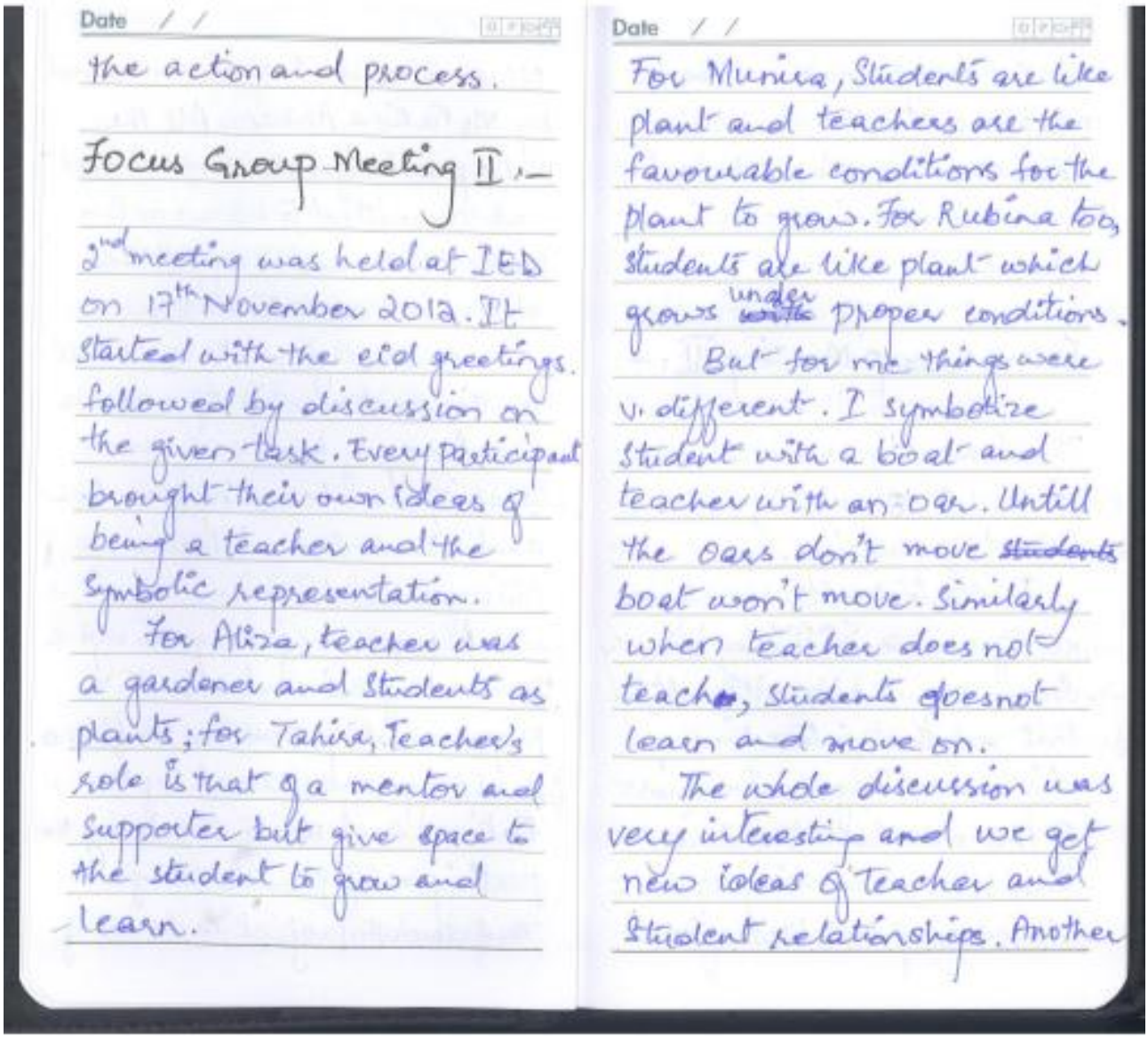
were discussed and answered by Ms. Fatima Ahsan. All the participants sign the consent sheet and committed to be an active participant and keep all the discussion confidential.

We were given task sheets for the next meeting to make a visual map of how we see teaching and learning; teacher and student; and teacher-student relationship.

A propee beginning always turn out good and results in propee ending. ~~Else~~ The confidence and support expressed by Ms. Fatima and unity shown by the participants predict a good and smooth project in terms of

Appendix Ai

RH. Reflection Diary



Date / /

the action and process.

Focus Group Meeting II :-

2nd meeting was held at IED on 17th November 2012. It started with the eid greetings. followed by discussion on the given task. Every participant brought their own ideas of being a teacher and the symbolic representation.

For Aliza, teacher was a gardener and students as plants; for Tahira, Teacher's role is that of a mentor and supporter but give space to the student to grow and learn.

Date / /

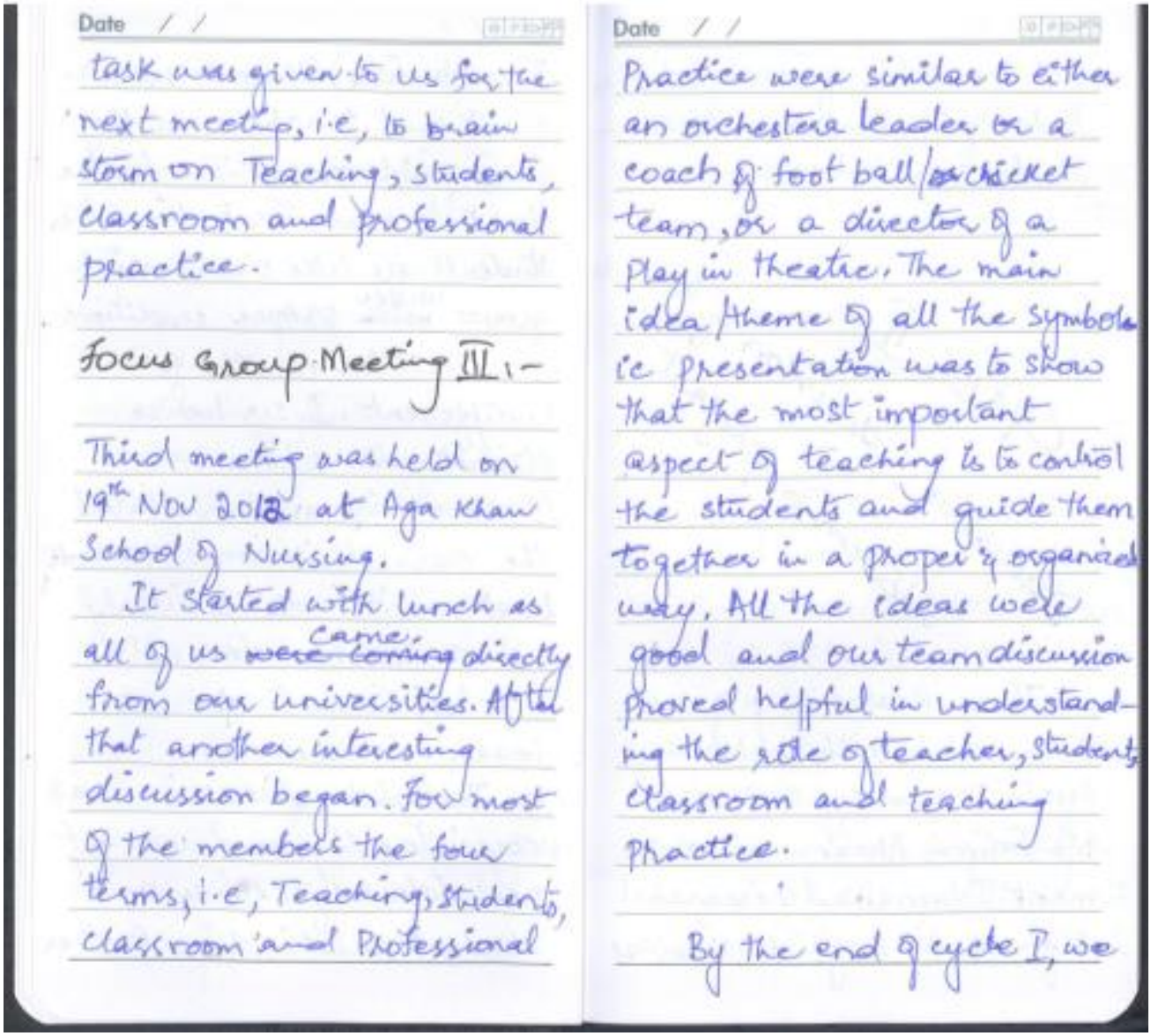
For Munira, Students are like plant and teachers are the favourable conditions for the plant to grow. For Rubina too, students are like plant which grows under proper conditions.

But for me things were v. different. I symbolize student with a boat and teacher with an oar. Untill the oars don't move ~~students~~ boat won't move. Similarly when teacher does not teach, Students doesnot learn and move on.

The whole discussion was very interesting and we get new ideas of Teacher and Student relationships. Another

Appendix Ai

RH. Reflection Diary



Date / /

task was given to us for the next meeting, i.e, to brain storm on Teaching, students, classroom and professional practice.

Focus Group Meeting III:-

Third meeting was held on 19th Nov 2012 at Aga Khan School of Nursing.

It started with lunch as all of us ~~were coming~~ came directly from our universities. After that another interesting discussion began. For most of the members the four terms, i.e, Teaching, Students, classroom and Professional

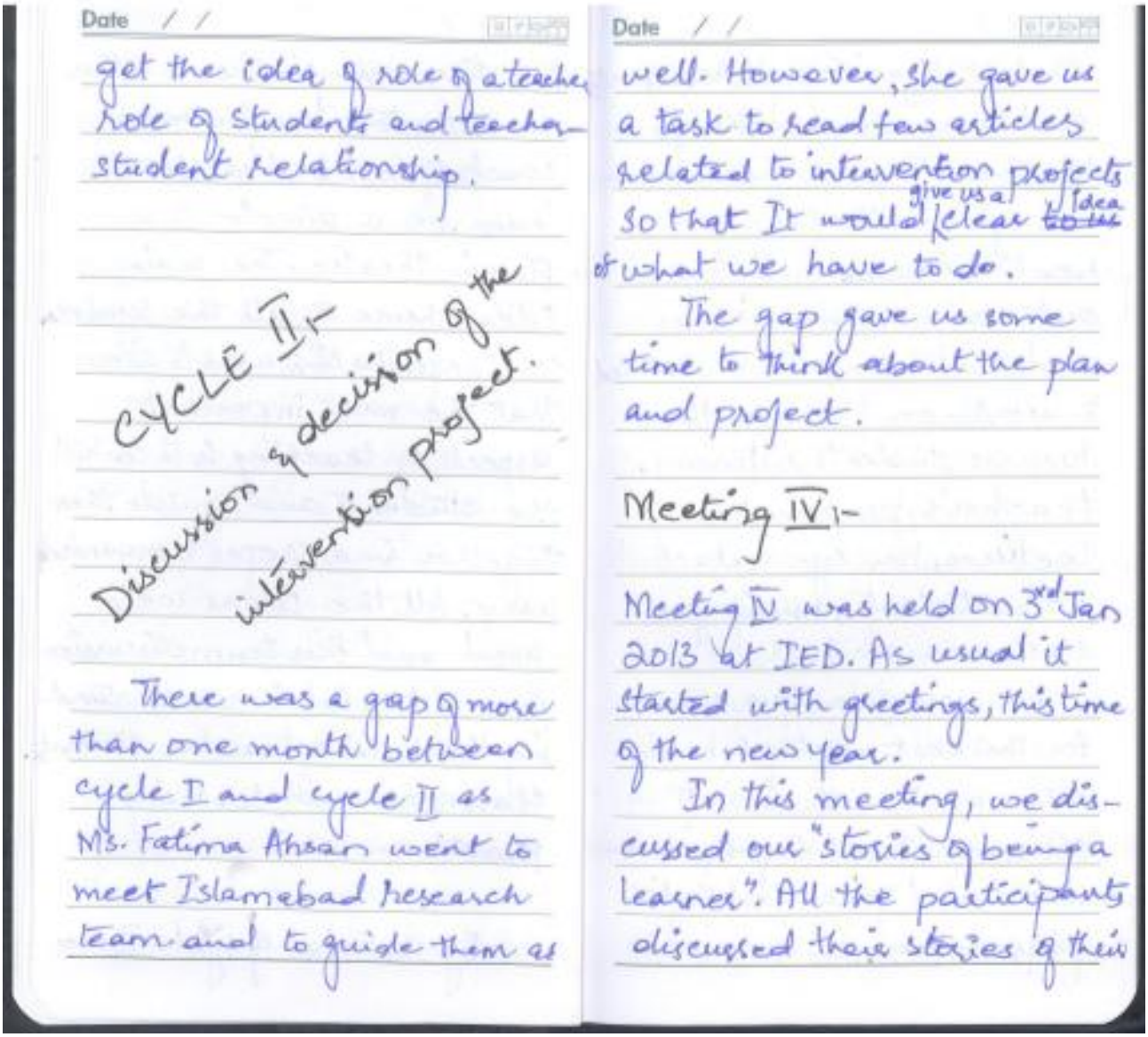
Date / /

Practice were similar to either an orchestera leader or a coach of foot ball/~~or~~ cricket team, or a director of a play in theatre. The main idea /theme of all the symbolic presentation was to show that the most important aspect of teaching is to control the students and guide them together in a proper & organized way. All the ideas were good and our team discussion proved helpful in understanding the role of teacher, student, classroom and teaching practice.

By the end of cycle I, we

Appendix Ai

RH. Reflection Diary



Date / /

get the idea of role of a teacher, role of students and teacher-student relationship.

CYCLE II:-

Discussion of decision of the intervention project.

There was a gap of more than one month between cycle I and cycle II as Ms. Fatima Ahsan went to meet Islamabad research team and to guide them as

Date / /

well. However, she gave us a task to read few articles related to intervention projects so that It would give us a clear idea of what we have to do.

The gap gave us some time to think about the plan and project.

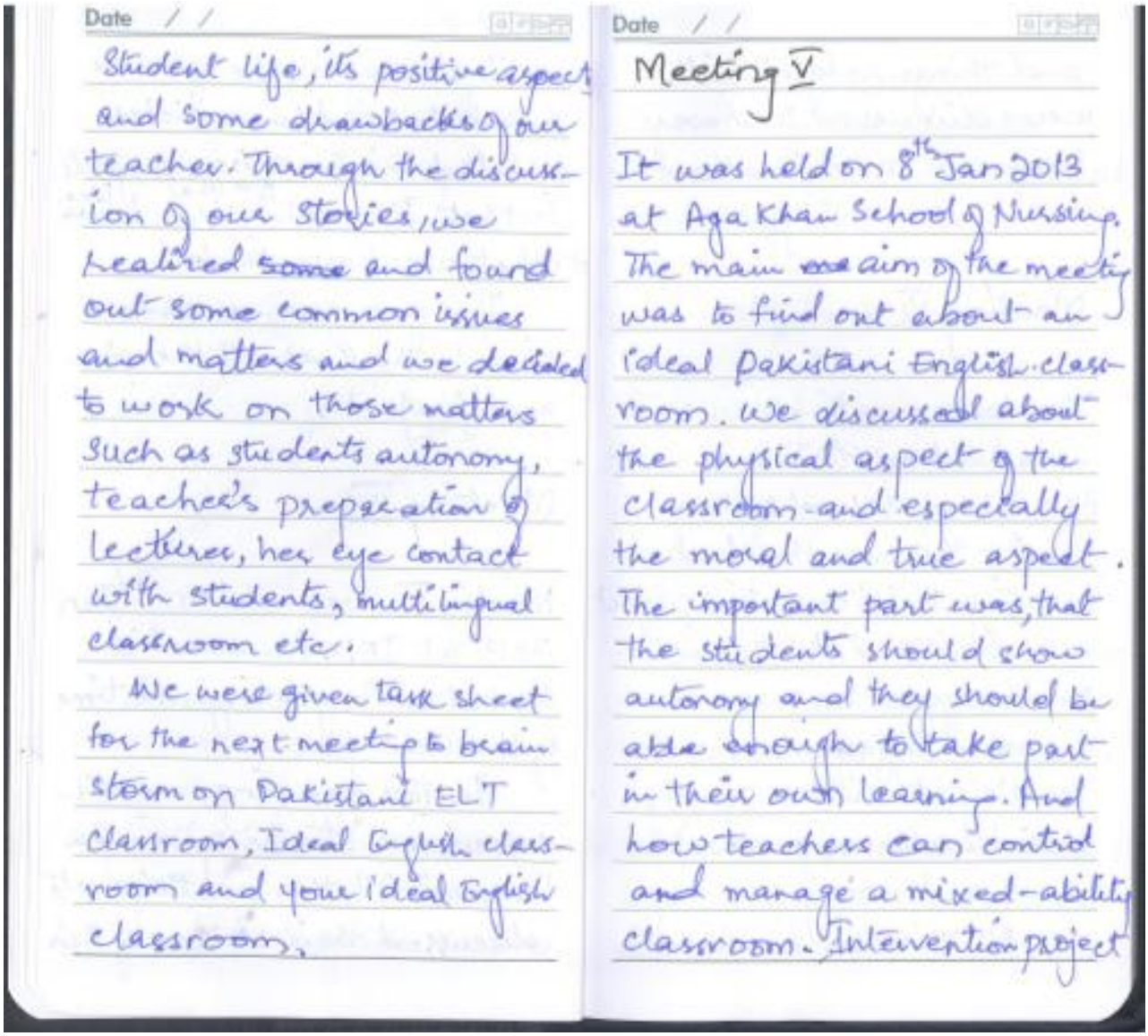
Meeting IV:-

Meeting IV was held on 3rd Jan 2013 at IED. As usual it started with greetings, this time of the new year.

In this meeting, we discussed our "stories of being a learner". All the participants discussed their stories of their

Appendix Ai

RH. Reflection Diary



Date / /

Student life, its positive aspect and some drawbacks of our teacher. Through the discussion of our Stories, we realized ~~some~~ and found out some common issues and matters and we decided to work on those matters such as students autonomy, teacher's preparation of lectures, her eye contact with students, multilingual classroom etc.

We were given task sheet for the next meeting to brain storm on Pakistani ELT classroom, Ideal English classroom and your ideal English classroom.

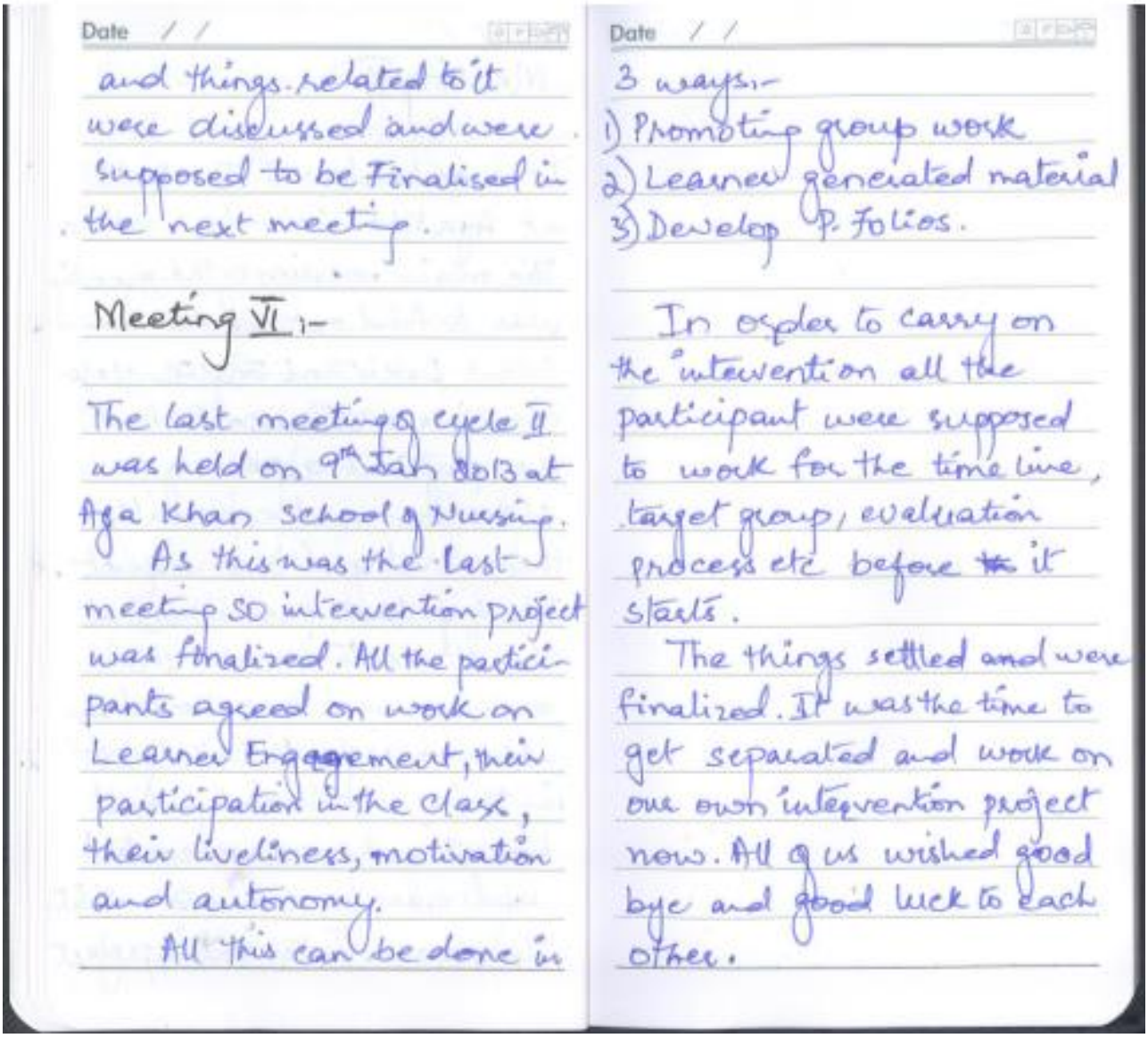
Date / /

Meeting V

It was held on 8th Jan 2013 at Aga Khan School of Nursing. The main ~~one~~ aim of the meeting was to find out about an ideal Pakistani English classroom. We discussed about the physical aspect of the classroom and especially the moral and true aspect. The important part was, that the students should show autonomy and they should be able enough to take part in their own learning. And how teachers can control and manage a mixed-ability classroom. Intervention project

Appendix Ai

RH. Reflection Diary



Date / /

and things related to it were discussed and were supposed to be Finalised in the next meeting.

Meeting VI :-

The last meeting of cycle II was held on 9th Jan 2013 at Aga Khan School of Nursing.

As this was the last meeting so intervention project was finalized. All the participants agreed on work on Learner Engagement, their participation in the class, their liveliness, motivation and autonomy.

All this can be done in

Date / /

3 ways:-

1) Promoting group work
2) Learner generated material
3) Develop P. Folios.

In order to carry on the intervention all the participant were supposed to work for the time line, target group, evaluation process etc before it starts.

The things settled and were finalized. It was the time to get separated and work on our own intervention project now. All of us wished good bye and good luck to each other.

Appendix Aii

Transcript of Focus Group Discussion (FGD) I- Husrat (H). CI Cycles 1 & 3
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, BT (T), JK, GV
WT sahib (male participant)

Turn-taking Table of FGD I- Husrat Group- CI Cycles 1 & 2 (Recording 701_ 0012)		
Name of Interactant	Turn	Turn No
BT	*Unusually extra-ordinarily* [ss, laughing tone]	1.
R	[laughs]	2.
BT	*enormously* [protracted elongation, stressed] *kind* [stressed]	3.
	BT [ss] has been *extra- ordinarily* [s & s] *kind* [s]… [laughs] *BT* [slightly stressed] has been very *kind* [slightly stressed, slightly short laugh] ..*Okay* [slightly stressed] *Umm* [slightly stressed, slight pause] … *This* [slightly stressed] *is* [s st. slight pause] meeting *one* [slightly stressed], *our*[s & s] Husrat *Research* [slightly stretched] Group.. All *members* [slightly stressed & stretched] are *present* [slightly stretched, slow paced], except perhaps [slightly stressed & stretched] one *optional* [slightly stressed & stretched]…*Umm* [slight pause, slight drop in pitch] this is meeting one so we'll *all* [slightly stressed] be *introducing* [s st& s] ourselves. Could we *quickly* [slightly stressed] *talk* [slightly stretched] about the *agenda* [slightly stressed, rapidly paced]...The i*dea* [slightly stretched & stretched] in *today's* [s st, slight pause, drop in pace] meeting is to do *3* [s st& s] *things* [s st, slight intake of b] *…w*e'll [slightly stressed] *all* [slightly stretched]*introduce*[s st& s] ourselves, so that *everybody else* [slightly stressed] knows *everybody else* [slightly stretched]…*which* [slightly stretched] is *kind* of [slightly stressed, rapidly paced]*pointless* [ss] *actually* [st s]I've come to the *conclusion*[slightly stretched, amused tone]	4.
Joint Turn	[HX & BT laugh]	5.
R	Since *everybody* [slightly stretched] seems to everybody *else* [slightly stretched, amused tone*hum* ***sub sirf*** *[s s]* ***recording***[s s]*keliye* [we'll only be doing this for the recording] we'll *introducing* [slightly stretched] ourselves. The second part *is*[stretched, slight pause] is for *you* [stretched, slight pause] to sort *of* [slightly stretched, slight pause] .. *I* [slightly stressed] will be *sharing* [slightly stretched, slow-paced] the *consent*[s s] *forms* [s &st] for *you* [slightly stretched] to sort of *officially* [s s&st] sign *them* [slightly stressed] and *then* [slightly stressed] I *will* [slightly stretched, slight pause].. I *will* [slightly stretched] *return* [slightly	6.

Appendix Aii

Transcript of Focus Group Discussion (FGD) I- Husrat (H). CI Cycles 1 & 3
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, BT (T), JK, GV
WT sahib (male participant)

	stressed] them [slight drop in pitch] .. And you can *ask* [stretched, stressed, rise in intonation] whatever *questions* [slightly stressed] you need to ask. And the *third* [stressed, stretched, sharp rise in intonation, slight rise in pitch] most important part of the *agenda* [s s] isfor us to *work out*[slightly stressed] a *schedule* [slightly stressed & stretched] for the next *5* [s st] meetings, that is *sort of* [slightly stressed, drop in pitch, increase in pace] *mutually* [s &st] *acceptable* [ss, ps murmuring in the background]. Having said *mutually* [s s&st], I understand that everybody has their own *priorities* [ss] but *because* you are working as a group and this is an *8*-month [slightly stretched]*project* [slightly stretched & stressed], ***kabhi*** *na* ***kabhi kisi*** *na* ***kisi****ke* ***toes*** [stretched & slightly stressed]*ke upper koi na koi* ***step***[stressed] *kareygaa*… [amused tone (At some point or the other somebody or the other will step on someone's toes), laughs, slight intake of breath, pause] …So it is *better* [slightly stressed & stretched] for us to *sort of* [slightly stressed] *work* [slightly stretched] in a way that *everyone* [slightly stressed, increase in pace] gives *way* [slightly stretched] to somebody else, so everyone is *adjusted* [stretched], there is no *resentment* [stressed, slightly stretched] that *way* [slightly stretched, slight intake of breath] that somebody was always *favoured* [slightly stressed & stretched] at the expense of somebody else. [slight pause] Are [slight drop in pitch] you *guys*[slightly stretched] *okay* [s &st] with t*hat* [slightly stressed]?	
	Prolonged pause [crackling of paper, murmur of voices]	7.
HX	*Yes* [slightly stressed, low-pitched]	8.
R	*Alright* [stressed]! *So* [stretched] let's *start* [slightly stretched]…who'd like to *go* [slightly stressed] *first* [slightly stretched]? [Prolonged pause]..***acha***[slightly stressed] BT *nay* HX *ko* ***start*** [stretched] *kara diya ha i*[(okay BT has got HX to start), amused tone]	9.
	Giggling sound	10.
R	***Tu***[(So), slightly stretched & stressed] *HX* [slightly stressed]!	11.
HX	*Okay* [slightly stressed] I'm *HX* [full version of name, slightly stressed], *Assistant Professor* [slightly stressed], Institute of Finance and Technology [IFT, pseudonym]. I *have* [slightly stretched] *over* [slightly stretched, slight pause] *ah* [slightly stretched, slight pause] *8* [slightly stressed, whirring sound in the background] years of experience of *teaching* in higher education, *and* [slightly stretched] *teacher training* [slightly stressed] about *2 and a half* [slightly stretched] years [low-pitched].	12.

Appendix Aii

Transcript of Focus Group Discussion (FGD) I- Husrat (H). CI Cycles 1 & 3
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, BT (T), JK, GV
WT sahib (male participant)

R	Okay, and you could *just*[slightly stretched] have to talk about *why* [stretched] *what* [ss]. *why*[slightly stretched] .. *why* [slightly stretched] you're *interested* [slightly stressed]this *particular* [slightly stressed] project? [prolonged pause, whirring sound in the background increasingly louder] You *don't* [stressed] have to talk about it if you don't *want*[slightly stressed] to [rapidly paced, amused tone] it's *okay* [slightly stressed]	13.
HX	[laughs]	14.
R	*No* ***zabardasti*** [No compulsion/obligation), stressed]	15.
HX	Okay that's a *difficult* [s s] question, but putting it *simply* [slightly stressed] I am *really* [slightly stretched & stressed] interested in *research* [slightly stretched], *and* [slightly stretched & stressed] *ah* [stretched] I *know* [slightly stressed] the problems that people face while *they're* [slightly stretched] doing their *research* [slightly stretched] from *abroad* [slightly stressed] , so I would like to *give* [slightly stressed] them that *support* [slightly stressed]	16.
R	*ah* [slightly stretched]v I got it.. it's your *contribution* [slightly stressed & stretched] to the *study* [slightly stressed & stretched]as a kind of [indistinguishable, laughs & HX joins in] Okay *alright* [slightly stressed], thank you *very* [slightly stressed] *much*[slightly stretched] HX…who would like to go *next* [slightly stretched, slight rise in intonation & pitch]?	17.
BT	[Prolonged pause] My name is *BT* [full version of name, slightly stressed & stretched, slow-paced], *and*[slightly stressed] *I'm*[slightly stretched] from *Graduate*[slightly stretched] Public Lyceum, Eight Road *Husrat* [slightly stretched & stressed, intake of breath, slight pause]. *Well* [slightly stressed] I have an experience *of* [slightly stretched, pause] *15* [slightly stretched & stressed, laughs & group joins in with muted laughter] years [sharp slightly drawn intake of breath], and *I* [slightly stressed] have *taught*[slightly stressed] at *different* [slightly stressed] levels, *Graduate* [slightly stressed] Level, as well as *Masters* [slightly stretched & slightly stressed] level. I *have* [slightly stretched] taught *Literature* [slightly stressed], as well as *Language* [slightly stressed, slow-paced]…*So* [stretched] you can say *that* [slightly stretched] my experience *varies* [slightly stressed] from *language* [slightly stressed] to *literature* [slightly stressed]. *Ah* [stretched]..*why* [slightly stretched] I'm *interested* [slightly stressed] in *this* [slightly stretched & stressed]…*First* [slightly stressed] of all *research* [stressed, slight pause]…I would like to be a *part of the* [slightly stretched] research *pro* [slightly stressed] *projec*t, [slightly stressed, slightly stretched] and *secondly* [slightly & stretched] I am *really* [stressed, rise in intonation] interested in *syllabus* [slightly stressed]*designing* [stretched, slightly stressed]. *Umm* [stretched] It's a *rare* [slightly stretched & stressed] o*pportunity* [slightly	18.

Appendix Aii

Transcript of Focus Group Discussion (FGD) I- Husrat (H). CI Cycles 1 & 3
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, BT (T), JK, GV
WT sahib (male participant)

	stressed]; It is for the *first* [stressed] time that somebody has *asked* [stretched, s s, rise in intonation] the *teachers*[slightly stressed] to *please* [slightly stretched] *cooperate* [slightly stressed] with *those*, or please *come in*[slightly stretched & stressed] to *do* [slightly stretched] the *syllabus* [slightly stressed] designing…it's really *thrilling* [slightly stressed & stretched]. Thank you very *much* [slightly stressed, stretched]!	
LT	I am *LT* [full version of name] from the *same* [slightly stretched] *college*[slightly stretched & stressed, slight pause], Graduate Lyceum and I've been *teaching* [slightly stressed] *for* [stretched, slightly stressed] *15*[slightly stretched] years [laughs, BT's interjection indistinguishable], *we* [stressed] are *colleagues*[ss&st].. *We* [slightly stressed] *started* [stressed] together, and *I've* [slightly stressed] been teaching *Literature* [s s] and Language *both* [slightly stressed & stretched] And *ah* [stretched] *today* [slightly stressed, slight pause] now in *this* [slightly stretched] educational *scenario* [slightly stressed & stretched], the *focus* [slightly stretched] is on *language* [slightly stretched & stressed], so *we* [slightly stretched] have been studying l*iterature* [slightly stressed & stretched] all our *lives*, *and* [stressed] *ah* [stretched] I've *never* [slightly stressed] been a part of *any* [strong emphasis, s st] *research* [slightly stressed] *project* [stretched], so this is something very [slight pause] *new* [stretched] to m [slight pause] and I would *like to* [slightly stressed] be *part* [slightly stretched, drop in pitch]of it.	19.
R	Thank *you* [slightly stressed] very *much* [slightly stretched, slight rise in intonation]	20.
R	[laughs]	21.
GV	I am *GV* [full version of name, intake of breath] and we *are* [slightly stretched, pause] from the *same* [slightly stretched] group. I'm almost *teaching* [slightly stressed & stretched] since last *15* [stretched, stressed] *years* [slightly stretched]	22.
R	[laughs] You have *identical* [slightly stressed, stretched] sort of *career* [slightly stretched] paths as they *go* [slightly stressed]	23.
GV	And *waiting*[slightly stressed] for *our* [slightly stressed & stretched] *promotions* [stretched], and which has *not* [slightly stressed & stretched] been *possibl*e [slightly stressed] without any *publications*[stretched & slightly stressed] or *research* [slightly stressed] or *whatever*[slightly stressed] we can be *shown* [slightly stressed] in front of our *seniors* [stressed & stretched] pause. This is *the* [slightly stretched] *sad* [slightly stressed & stretched] *side* [slightly stressed]! That's *why* [slightly stretched] I am *very* [stressed] *much* [slightly stretched] *interested* [slightly stressed] that if *publications* [slightly stressed & stretched] can *help* [slightly stretched] us in our *promotions* [slightly stretched, pause] in *promoting* [slightly stressed] our *scenarios* [slightly stretched & stressed] in which we are doing *teaching*[slightly stressed, intake of breath, slight pause] and *teaching* [slightly stressed] and *teaching* [slightly stressed, pause], Something	24.

Appendix Aii

Transcript of Focus Group Discussion (FGD) I- Husrat (H). CI Cycles 1 & 3
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, BT (T), JK, GV
WT sahib (male participant)

	must be [slightly stressed, pause] *different* [stretched & slightly stressed, pause], that we *can* [slightly stretched] *do* [slightly stressed & stretched] in our *classes* [slightly stressed, clinking of crockery and series of thuds in the background], in *our* [slightly stretched] *own* [slightly stressed] minds…[pause, rattling of crockery in the background]..*ah* [slightly stretched, pause]The *syllabus* [slightly stretched & stressed] which I *was* [stretched] *taught* [slightly stressed] in my *first* [slightly stressed, slow-paced] year, *second* [slightly stretched & stressed] *year* [slightly stretched], I'm *teaching* [slightly stressed] the *same* syllabus to my students, *al-most* [stretched, slight pause] *22* [slightly stressed] *years* [slightly stretched, slight pause] have been *gone* [stressed, slightly stretched, sounds of assent by BT]. *And* [slightly stretched, pause] this is *the* [slightly stressed, prolonged pause] *worst* [stressed & stretched] thing I *must* [stressed] say! *We* [slightly stretched] *must* [stressed] *break* [slightly stressed] the chain *and* [slightly stressed, drop in pitch] we are here [slightly stressed & stretched] to bring a *change* [slightly stretched & stressed, sounds of assent by BT]! [Prolonged pause] I hope so Inshallah…!	
R	*Inshallah* [slightly stressed]! Okay [slight intake of breath]…	25.
WT	I am *WT* [slightly stretched & stressed], I have been teaching at National University of Modern Languages for last 9 years, (slightly stressed)and I have been in this (slightly stressed) language business for last almost 7 or or 8 years. Previously I started up with these local academies, (slightly stressed), and after that I just joined this (slightly stressed) university sector, and now (slightly stressed) I deal with this corporate sector (slightly stretched) where I teach English Language to different business sectors (slightly stressed). And why did I take this one? (slightly stretched). One, (slightly stressed) is that I learned a lot (slightly stretched), and still I am planning to learn a lot about ESP (slightly stressed), because HX is the only one, (slightly stressed) who really give us something about ESP (slightly stretched) and we really got benefited from that (slightly stretched & stressed). And when she just told me about this project (slightly stretched & stressed), I really took a lot of interest (slightly stressed), because tomorrow (slightly stressed) I would like to go for this (slightly stressed) and this is my chief concern thing as well (slightly stressed), and now I just (slightly stressed) I went to two different companies, where they asked me that (slightly stressed), "Did you ever participate in any of the research project?" So, those two questions made it compulsory to take part in this project (slightly stressed & amused), so that's why I am available to that! (stressed & stretched)	26.
R	Thank you very much!	27.
JK	Okay, I am JK (slightly stressed), and I am teaching at Margala College for the last 7 years (slightly stressed), and I am now an Assistant Professor over there (slightly stressed). So why I wanted to take interest in this (slightly stressed) research project (slightly stretched, pause). First, (slightly stressed) I wanted to help you with your research project,(slightly	28.

	stressed) because I also understand the kind of problems which the researchers are facing in Pakistan, (slightly stretched)because you know (slightly stressed)I am also a Researcher as well. And the other thing,(slightly stressed & stretched) like (slightly stressed) as she said (slightly stressed), I have been teaching the same (slightly stretched) syllabus for the last so many years (slightly stretched). Of course I would not be able to design the syllabus again (stressed and stretched), because the policymakers are also there (slightly stressed), they will not allow us to interfere in this & (☺ stressed & stretched), unless you become a part of the Curriculum Designers (stressed & stretched). But you see (slightly stressed) teaching the same syllabus (slightly stressed) in some other way (slightly stretched), and adopting new teaching methodologies to make the same syllabus interesting for them (slightly stressed) and for us as well (slightly stretched), and then (slightly stressed) you know (slightly stressed) with the focus more on teaching of language (stressed & stretched), then you know (slightly stressed) just focusing on ideas without making our students able to really communicate well in English Language (slightly stressed)…that would be the main (slightly stressed) criteria and that would be the main reason (slightly stretched and stressed) for why I am here! (slightly stressed)	
R	Okay, (slightly stressed) so all of you (slightly stressed) seem to have your own very clear aim (slightly stressed), and very clear objectives (slightly stressed) for the project (slightly stressed & stretched)…That's great (☺ stressed & stretched)! It's my turn now (slightly stressed). Before we start the meeting, I would like to tell you that why I want to do the project (ss)…I have been working in Pakistan's Higher Education Sector for 10 years, (ss) because I started out as a Lecturer of English(slightly stressed).That was my first appointment (slightly stressed), and it was my first experience about Public Sector System (slightly stressed), because I have been through, uh … I did my O' levels and A' Levels (slightly stressed), so I have never had any interaction with how our public school system work (slightly stressed & stretched). And uh, ah, I have never taught our books (slightly stressed), and I had to teach in the classes where you had really, really (stressed & stretched) heavily- based (stretched & stressed) content subject, and then you had English (slightly stressed) sort of thrown somewhere in the middle (slightly stressed), where you taught them grammar and idioms. And (slightly stressed) I had a class of 45, sometimes 85 (stressed) students. I was taking 7 sections (slightly stressed), and I had absolutely (stressed & stretched) no idea how to teach them. And I think when I left the college and I went to Aga Khan University (slight pause), I	29.

Appendix Aii

Transcript of Focus Group Discussion (FGD) I- Husrat (H). CI Cycles 1 & 3
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, BT (T), JK, GV
WT sahib (male participant)

	had this really, really (stretched & stressed) deep (stressed) concern, and somehow (slightly stressed) while I was doing this (slightly stressed), I also got involved in teacher education (slightly stressed), because I was a Dissertation Editor for M.Ed. Dissertations. And I became sort of a Language Consultant (slightly stressed), and so I build from there (slightly stressed). And then I ran courses for the HEC on behalf of our of, Center of English Language for about 4 years (slightly stressed). And I have ran our own Specialist Diploma Program, which is equivalent of a Masters' (slightly stressed & stretched) for another 3 years (slight pause for breath). And I came to the conclusion that (slightly stressed) despite everything we were doing, we won't really be helping anyone (slightly stressed), because teachers come (slightly stressed), they leave their classrooms (slightly stressed), they come and sit in our classrooms (slightly stressed), they listen to us talk (slightly stressed), we listen to them talk (slightly stressed), and they go back (slightly stretched), and it's chapter closed (ss, & slight pause) and nothing happens! (slight pause). I read a lot of anecdotal, er, anecdotal- based sort of articles (slightly stressed), I won't say it's actual data (slightly stretched), because a lot of it's just (slightly stressed) based on other people's intuition or experience (slightly stressed & stretched). When they say teachers in Pakistan are demotivated (slightly stretched & stressed) and they don't really (slightly stretched) want to try for whatever reason. But I don't think that's it (slightly stressed). Then I really (slightly stretched) think that the space (slightly stressed), opportunity (slightly stressed) and the support (slightly stressed), you know, where they have sort of a (slight pause) peer group to help' em, help them (pause). I think that we can (slightly stressed) do research, and we can bring change in our classrooms (slightly stressed & stretched). *Kis kis ke paas pencil pen nahin hai wo bata dey. [Those who don't have a pen or pencil, please say so.]* So basically (slight pause), ah, this is what my design is based on, (slight pause) that if practitioners are given (slightly stressed) the space and opportunity (slightly stressed), and some kind of support (slightly stressed), then they will (slightly stressed) be able to design projects that work or don't work in their classrooms (slightly stressed), (slight pause) but at least they will try! (slightly stretched & stressed). Moreover, they will also be able to (slight pause) sort of develop (slightly stressed) and find (slightly stressed) the research skills that you need to do it (slightly stressed & stretched). Often we have brilliant ideas (slightly stressed), we just (slightly stretched) don't have the time to implement it (slightly stressed), because we don't have the time to refine (slightly stressed) our	

	project (slight pause). I know I have done it (slightly stressed & stretched). You start off (slightly stressed) with this really (slightly stretched) brilliant plan (slightly stressed) and somewhere in the middle (slightly stressed) you just suspend it (slightly stressed), because (slight pause) there are always papers to mark (slightly stressed), or something that's urgent (slightly stressed), and your (slightly stressed) stuff always gets left behind (slight pause). I have 4 (slightly stressed) unfinished papers that I have never finished (slightly stretched & stressed). I know that they are there (slight pause). I have the structure (slightly stressed), but I have never published (slightly stressed), because I just (stressed) don't have the time to do it (slight pause). So when I was doing my Doctorial Project (slightly stressed), in that there were different kinds of options that we could do (slightly stressed), and I said that I want to (ss) to do a project where the teachers have ownership (slightly stressed), because I think (slight pause) if we have ownership (slightly stressed) or we have some kind of right to exercise and say (slightly stressed), "Look, this works and this doesn't". (slight pause). I don't have the data to prove it (slight pause), but I have the experience (slightly stressed), I have the intuition (slightly stressed), I have the understanding of the context (slightly stressed). And at the same time (slight pause), you have a group that you can turn to (slightly stressed) when you are stuck (slightly stressed), without worrying about judgment (slightly stressed) or, oh! I may be less than them (slightly stressed), or they know more than me (slightly stressed), or I am in this position where I am been judged for it (slightly stressed). I know that's the idea of this research project (stressed)! And this is supposed to be a 14-month project (slight pause), which (slight pause) thanks to all kinds of unexpected problems (slightly stressed) has shrunk to 8 months (slight pause). It has 4 phases (ss). The first phase is (ss), where you're supposed to identify a problem (slightly stressed & stretched). In the second phase (slight pause), you identify some kind of solution (slightly stressed) based on your reading (slight pause), you design it together (slightly stressed & stretched). Once you design it, however, (slightly stressed), how you implement it in your particular context, (sst) will really depend on the context itself (stressed & stretched), because so much effects what we do in our classroom (slightly stressed), not just the classroom (slightly stretched & stressed), but the students (slightly stressed), but your institution (slightly stressed), your own temperament (slightly stressed), your own personal circumstances (slightly stressed, slight pause))… and you will have to (slightly stressed) make those adjustments (slight pause). Once you have done the design (slightly stressed) , implementation (slightly stressed) will need to be for at least (slightly stressed) the minimum of 3	

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Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, BT (T), JK, GV
WT sahib (male participant)

	months (slight pause)…minimum (slightly stressed), and then you have 2 months to sort of decide to think about it (slightly stressed), and then you will do a final evaluation (slightly stressed), which is the fourth and the final phase (slightly stressed & slightly stretched). In the final phase (slight pause), we will also be having individual interviews (slightly stressed), because everyone will be talking about their experiences! (slightly stressed & slightly stretched). The project is really about (slightly stressed) gathering people's voices (slightly stressed), their own interaction with this entire experience (slight pause), what it meant to them (slightly stressed), what they did professionally (slightly stressed & slightly stretched), it made a difference or it didn't (slightly stressed) whatever…whatever your own sort of stories (slight pause) that we will be sort of trying to record (slightly stressed). And at the end of the day (slight pause), the part of the data which includes us implementing the project that we design (slightly stressed) will be joint ownership (sst) …So (slight pause) while I will be the Principal Investigator in the sense (slight pause), because the project comes underneath sort of that particular ambet (slightly stressed)…You all have to write in a way, so supposing you want to sort of present some part of the data, as long as you have to check that and when we are okay with it, then you have a right to do it. It's very different from like being a participant, because the participant means you are just…it's like being a receiver ☺, okay you just get it and then I decide what you do with it, and then when I say okay, this is done…it's not like that, you have every right to jump in when you don't agree with somebody else, obviously we all need to play nice ☺, so jump in a way that's constructive! But the idea is that, we really get to have a chance (sst) to grow by learning from each other's ideas and from the theory, that we will be creating space within our schedules to interact with it….Okay I have talked for a very, very long time and I am done! ☺ (ss) Do you have any questions that you would like to ask?	
BT	Not at this stage (slightly stressed); it's quite new now.	30.
R	Okay alright…Okay, so can we move to the third part of the agenda (slight pause), which is (slightly stressed) really working out some kind of schedule that we are using for work (slight pause for breath intake)… because I only have about 2 weeks (slightly stressed). I have now 9, 10 days left (slight pause), and in these 10 days we need to have 5 meetings (slightly stressed), because we need to complete the cycles one and two (slightly stressed). I have done a pilot, and in the pilot, I got the entire 4 cycles in about a month and a half (slight pause). It was very, very intensive (slightly stressed & stretched). The time period that I have noted for each cycle (slight pause), it's based on the pilot that I did (slightly stressed),	31.

Appendix Aii

Transcript of Focus Group Discussion (FGD) I- Husrat (H). CI Cycles 1 & 3
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	because I needed to see how it worked (slight pause for breath), and the pilot was the reason why I was given permission (slightly stressed) to actually come up in the field (slight pause), because there was enough data to support the fact that something like this can (slightly stressed) work. So you guys need to tell me about your schedule (slight pause)…This meeting is a short one (slight pause), but the next one will be a little bit lengthy (slightly stressed) and you will have to read pretty intensively (intake of breath)…before the last 3 meetings (slightly stressed). We will be reading, I mean you don't have to read on your own, you can discuss that and so on (slight pause for breath), but the idea is that we read the literature, we design our project, we have it ready, so we can implement it by January! (slightly stressed). You need that time (slight pause). I had thought that if we do the first two meetings after this (slightly stressed); meeting 2 and 3 is really based on our own experiences (slightly stressed). We sort of record where we start from (slightly stressed). So if we can do both of the meetings this week and then start on the second part, where we actually do identify the problem, and we start reading (slight pause for breath), so by the third meeting we need to have identified something that we all (slightly stressed) need to work on (slightly stressed), so we can start reading on it and doing the design. So would that work for you? (slightly stressed) Can we have two more meetings this week? Just probably one after the other, so that you know that at least this is done and you guys have something to ponder over, to digest (slightly stressed) it mentally at least.	
BT	We have to do that!	32.
GV	After classes in the evening.	33.
R	Are you free in the evening (slightly stressed)? HX when do you get free?	34.
HX	I have a concern that I have to bring my daughter with me and she does make a lot of noise. ☺	35.
R	Is that a nursery in the premises or…?	36.
GV	We have a nursery here, but it's not available in the evening!	37.
HX	But if we could start like at 12:00 maybe, as we get off at 2:00?	38.
Joint Turn	(*They are discussing the schedule with each other*, talking altogether).	39.
R	Okay I am giving you the hardcopy of the information sheet! Does anyone want a hardcopy of this? (short pause) I want you guys to sign the form (quick short breath). You are signing, it's a commitment (slightly stressed), but if	40.

Appendix Aii

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Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, BT (T), JK, GV
WT sahib (male participant)

	there is something, that obviously you can't participate in a project (short pause), I would be very sad. *Aap mainsey kuch bhej chukey hain, magar usmey data nahin tha.* But we'll have to make the adjustment (short, humorous laugh☺); but this is a commitment from both our sides. If you notice, so it's not just you signing, it's my signing too ☺. Once you sign, I will take your written notes, make the photocopies and return the photocopies to you. I will keep the originals, is that alright?	
Joint Turn	Researcher: If we can say, start off at 2:00pm? RPs: Yes! (In chorus). R: Some of you are free after one, we can make the adjustments. The next two meetings have to be after 3. Chorus: Date? What should be the date? R: Whatever you're comfortable with. It can be November 2012.	41.
R	Theek hai! Okay, so I will give you some homework. You guys have to do it before you come (short pause for breath). I will email this to you as well _ This is the first one, this is incomplete; somehow the photocopy has missed the first line, I will send you a softcopy as well. But basically *aapko mai separately dey doongi*…So the first part is the brainstorm (short pause for breath) and in the space below you need to write a word or an analogy or a simile, that comes to your mind when you think about the following _ teacher-student relationship, teaching and learning. _ And then what you need to do in a second task is that you need to draw some kind of concept map. Now it's up to you _ some people do not feel comfortable with the drawing, so what my Karachi group did, well they chose images from Google, *to aap ko jobhi aasan lagey*; *lekin* seriously (slightly stretched & stressed), I don't want you to feel shy about your drawing. You may be amazed that what your brain keeps inside of it, and, if you sort of, trust it and stop worrying about the artistic standard, I am sure everyone will do splendidly. And then you need to prepare (short pause), like talk about what your drawing and what your ideas represent in the next meeting, which is on Wednesday! *Aap taiyar hain, koi question hai*?	42.
WT	No! ☺	43.
R	Okay I will send you this on softcopy as well, *aur aap mujhe apna email deydein*! *Last wala yeh hai ke* I will be giving you reflective diaries. Now don't panic okay ☺.	44.
GV	I don't ☺	45.
R	Reflective diaries are not for me to check every day (short pause) *ke aap ne kitna likha hai*, but the idea is that sometimes when you are thinking about something, at random times you have like this insight, wow!(stressed &	46.

Appendix Aii

Transcript of Focus Group Discussion (FGD) I- Husrat (H). CI Cycles 1 & 3
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, BT (T), JK, GV
WT sahib (male participant)

	stretched). I think we do like that! _ And the problem with those times are, if we don't really noted down, if we leave it to our memory, it will fade away (slightly stressed), they disappear. So this is a project really all about us engaging with ideas. I would like you to sort of write down those random thoughts or ideas or insights (slightly stressed), so those are the kinds of things that you have to comment on and that have to be actually shown in 3 submissions in all. _ So you can do it every day (short pause). You can (short pause) like have one brilliant brainstorm and just have one, and that's what you chose to share. It's not my job to monitor you. Like I said (short pause for breath), in this particular room where we are meeting in, it's basically a shared enterprise, so we are all equally responsible (slightly stressed), we all have equal ownership, you have every right to agree, disagree, but the task you will have to do (slight pause), I have written it in my information sheet. Okay, do you have any other questions you would like to ask? (short pause) So we have agreed for a meeting on Wednesday ,1:30 to 3:00 o'clock and this is the venue. If there is any other change, please let me know! And my last request would be that, I think the idea of having the space is for us to have open sort of sharing, where you really get a chance to, sort of, talk about whatever is affecting you as a professional or researcher or whatever. You know it's not a therapy, but it's all related to how you do the project. *aap ke apney* frustrations, always interact with your work, whether or not you say it's separate. Somehow or the other it happens. So that means that whatever sharing there is, is confidential, and should ideally not be discussed with people outside. Okay, I played my teacher role and researcher role(slight pause with humour ☺), so I am done!	

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

Name of Interactant	Turn	Turn NO
R	This is … *ah* [slightly stretched] December *5th* [slightly stretched], Research meeting II, Husrat *grou*p [slightly stretched] … We're going to be dis*cussing* [slight intake of breath][slightly stretched & stressed] the task sheet that was distributed last *time* [slightly stretched]….*umm* …2… 3 of our members aren't *here* [slightly stretched]… we're… we *were* [slight emphasis] going to wait for them but we are 10 minutes behind schedule [increase in delivery pace, audible intake of breath] we're starting out with the *participants* [slight emphasis]…*ah..* [slight pause] researchers who are here and then we'll [drop in pace] move on from there… [prolonged pause]…alright… [mobile buzzing, R's voice indistinguishable]… batayai (please elaborate [formal tone])…. [pause].. [background noise]… Who'd like to go first? [laughs]	1.
HX	This is….. [indistinguishable, background noise]	2.
R	[Crackling of paper].. *ah.* [slightly stretched]… is it ok if we go task by task.. or would like to like to.. ah..[slight pause] do the sheet at one go? Wha*tever* [slightly stretched].. you	3.
HX	I think [interrupts R] I'll do the whole *sheet* [slightly stretched].. *um* [slightly stretched, slight pause]..	4.
R	Alright	5.
HX	Ok ..[slight pause] what would *you* [slight emphasis] like me to…*ah* [slightly stretched]…for teachers… the first thing that I could think of was like… *gardener* [slightly stretched, distinct pause] *…coach* [stretched, prolonged pause, slight intake of breath] *and* [slightly stretched] for *stu*dents [slightly stretched] it was *obviously* [slight emphasis] according to that [slight drop in intonation] *flowers* [slightly stretched] or *trees* [slightly stretched]…*ah* [slightly stretched, distinct pause] .. or *team players* [slightly stretched & stressed]… [distinct pause]	6.
R	Okay, alright ..matching *analogies* [slightly stretched, rise in intonation] alright…	7.
HX	Yeah…and then teacher student relationship, I thought a lot, but the only thing that I could think of, was that, it's not an event, it's not for one day…it's a	8.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	process. That's the only thing that I could come up with. ☺	
R	[Laughs] okay so you feel a *bit* [slightly stretched].. When you think about teacher-student ..*ah*...[slightly stretched] relationship.. you think of it [slight pause] as a *process* [slightly stressed & stretched]	9.
HX	It's *a* [slightly stretched]... it's a process	10.
R	What *kind* [slight emphasis] of process [rising intonation] are you talking about [slight drop in intonation]?	11.
HX	I mean….i was thinking about myself when I am teaching…like I would give you an example, you might find it funny. Because in this semester, I joined late in this semester…I mean we have the minds…the way we do things, we have a timeline for things. So it takes about 3 or 4 classes for the teacher and students to get adjusted, and know one another, and know the way that both sides work. And after that you are comfortable with one another. I didn't get that time, and it became very difficult for me to adjust with the timeline….and now the time adjusted and it's almost the end of the semester. So the process has to be cut short, so it's not working as well as I wanted it to.	12.
R	Okay…	13.
HX	So it's like we…like everything, because humans get time to know one another, how things are working and so on. I mean there are a lot of elements, like how does a teacher at time react, what does she want the students to do, what are her expectations, the students have to learn that. And the teacher has to help the students to see how she wants them to learn, and what she wants or he wants them to learn. So it's can't be done in one…	14.
R	One day…	15.
HX	Yeah…	16.
R	Or you are saying that it's not like an instant relationship, it's something that slow and gradual…that's the whole concept for process.	17.
HX	Yeah.	18.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	Okay alright!	19.
HX	Okay and then for teaching and learning…okay I give up with sort of an equation, that when students and teachers they interact with one another, there is interaction, the interaction can be aided or get better with different things. Like for example audio visual aids, books, material, activities…But the interaction and how these all elements and the variables work, then they make teaching and learning. I mean the interaction is the key to it.	20.
R	Okay so you are saying, that if we look at it as a formula.. the *one* [emphasis] *con*stant [stretched] factor that is there is *always* [slightly stretched & stressed] the interaction between the two.	21.
HX	Yeah whatever form it takes!	22.
R	Whatever form it takes. And whatever the other variables or this is a constant variable ….. Have I gotten that right?	23.
HX	Yeah	24.
R	*Interesting! Please* [prolonged elongation] don't *wait* [slight emphasis] for me to ask you the questions.. Please *jump* in [stressed & stretched] this is a *group discussion.*	25.
HX	Yeah…	26.
Prolonged pause [7 seconds]		
HX	Questions [rising intonation]?	27.
Pause	[1 second]…	
R	[Laughs].. Do you want to talk about your drawing then?	28.
HX	This is borrowed, but this is always how I think about teaching and learning. It's basically because I teach communication, so this is one of the theories of communication, and I have adopted it according to teaching and learning. It's basically….this is the teacher, and the teacher's field of experience, whatever she knows, whatever she has, whether it's related to English or not. Because we	29.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	bring everything that we are, our personalities, everything to the classroom….So this is the teacher and his or her field of experience. And this is the student…we can think of this as the whole class or one student…it depends upon how we look at it. But they are bringing their field of experience, and whatever they know about the world to the class….And the interaction…again as I was saying, interaction in my opinion is a key. So when they interact with one another, both sides are sharing their field of experiences somewhere.	
R	So that's what this area is?	30.
HX	Yes….this is the first interaction you can say! And this is like a limited space, a limited area of field of experience sharing, overlapping….Then as time goes on, the second line shows, after some time, there is an increase in the area of field of experiences growing on both sides, and then eventually it becomes quite bigger as the time goes on….So in my opinion, it is a process, and that's how I feel it goes….Now 2 things are there, various noise…like in classrooms I remember, whenever there is a long war going somewhere, it's very difficult to teach ☺.	31.
	(Laughing in chorus).	32.
HX	For example…or if the teacher is somehow upset with something, it can be something Psychological from the student's part or the teacher's part…it doesn't go as well as it's expected. Or sometimes I remember, when I was a student, one of my teachers, we didn't get along, we had a very severe personality clash, and we always had a problem while teaching and learning. It was a difficult experience! Also sociological issues…Like for example I remember one class that I had…and they were all the green paghri people you know, and they use to be very hostile. I mean I could feel the negative vibes radiating from there ☺.	33.
Joint Turn	(Laughing in chorus again).	34.
HX	So I still remember…I mean there are sociological factors. Even in this class I have this experience, that they say that ***khawateen*** ko *ghar baithna chaheyay* ..[slight pause].. *woh yaahan kui aarahee hain ? Humareey maayai or behanay bhi tu ghar baithee hain* [falling intonation, intake of breath] and so on { Women [formal version =ladies] should sit at home, what are they doing here? After all our mothers and sisters are sitting at home and so on}	35.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

Joint Turn	Everyone talking together	36.
LT	*Para raheen hain* (laughing tone)	37.
Joint turn	Everyone laughing	38.
HX	[laughs] Role of dominance .. *tu* (so) why is that…	39.
BT	*Acha theek hai*	40.
Joint Turn	General laughter	41.
R	*Nahein nahein baat karay nah* (No, no please go on with what you are saying)	42.
HX		43.
R	*Laikan mein poochu aap se.. aap ko lagta hai keh sociological hai per.. I'm getting the sense that…* for *you* [stretched] you're say*ing* [stretched] it has to do with the *male* [slight emphasis] *attitude* [stretched]..so do you think its a *sociological* issue or it's a sort of a cultural issue? I mean I am asking, I mean I don't know? I mean are you saying that it's something that you would expect everywhere? Or is it against the certain attitude and prevalent sort of…where the genders are concern or certain relationship issue….Aap ne aik bohat interesting cheez mention ki thii, ke wohh parha rahi hain, aur aap ne kaha thaa, "Dominate kar raheen hain"…So it's that something that you feel it's just sociological…or it's sociological because that is our reality….i don't know.	44.
HX	I think nature of men are same everywhere! They tend to be like dominating. It's not only, like you could say that it is containing in this eastern area…I mean in west also, we have this male dominating society.	45.
BT	*Nahi yaar, wohh maar kha bhi laytay hain…aisi koi baat nahi hai.*	46.
LT	*Nahein idhar bhi maar kha laytay hain* ☺	47.
Joint Turn	General laughter	48.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	*Nahein.. because aap ne Green pagari kaha thaa…I am curious…*	49.
HX	That is one example.. I mean there are different ways of…. I will give you another example. I don't know how to describe it….i will give you the description of the student, then you will see…. The student was very you know casually dressed…and I always have the fear that his pants are going to slip off.	50.
	(Researcher is laughing)	51.
HX	And you always have a personal space that you want, ke ji is mai koi aur step in na kaarey. But usko sub jorh ke kharey hona, aur I would always step one foot back ke jii yeh hai….aur usko hameshaa yeh karna hota thaa. And every time I have to say ke, " I mean please take a step back or something". Us mai uska bhi jo tariqa-e-kaar thaa, wohh yehi thaa ke ji khawateen jo hain wohh…. Barey modern style se, but he would give me the same kind of message.	52.
R	That… that you have a place…I mean, it's interesting, mai is liye pooch rahi hoon, is liye ke, for example like I drive in Karachi, right, and there are other women, female drivers in Karachi, but I know, if we look as a percentage, then there will be 90% male drivers and only 10% female drivers. Now I always feel, like there is a special hostility because I am a female. So they will try to overtake you if there is no space, they will haunt you. Even if you would give an indicator, they will act like you are always the one violating.	53.
BT	*Here I am on their part (with a laugh)…* because females drive like that.	54.
HX	I think here they are justified, because there are female drivers, which are….OMG.	55.
R	*….. I mean*	56.
BT	You are very right….sometimes it happens, when you wish to take a little bit of space and they say "O*kay* it's a female one…I will see how you come forward".	57.
HX	*Female is though a very nice word to say, but usually they say that "Auntie chala rahee hain"*	58.
BT	*Yes they say, "Auntie chala rahee hain"*	59.
R	Yeah that's what I mean…see I am talking about my own perception, for Pakistani men specially, they have an idea of where woman belong or they	60.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	don't belong. Like whenever I am driving, I always get the sense that they don't think that the women belong for the road, they sense that the females don't have a right on the road, because they drive in a way…. I know my chachas, my father is the first person to say, "Aurat chala rahi hogi". Though we all drive, my mom drive…and we all just like, "Excuse me! how could you just say that?" He says that, "It's not my fault"….	
HX	Achaa sorry to say, achaa aurton mai bhi thoori si discrimination hai…I don't want to specially point them out, but this is very true and I have experienced it many times. Ke wohh khawateen jo bilqul apney aapko cover kar ke chala rahi hoti haina, unko to jii karta hai ghari ke ander ghus ke banda horn dey ke, "Please give us a little bit of way". wohh us pe bhi nahi hilti…Lekin yeh baat bilqul sahi hai, God forbid if there is an accident, so definitely yehi hota hai, "Lo aurat hai, dekha…pata thaa issii ne hi maarna hai…isii ne hi maara hoga, definitely isii ne hi maara hai".	61.
LT	Achaa iske ilawa aik aur cheez…so sociological baat aap kar rahi hain, us mai yeh hai ke, jaise is dafa is semester mai jab mai BBA ki class mai gayi, it has 102 students.	62.
R	Jii.	63.
HX	And I haven't taught this bigger number in a while, so it's been a different experience. Aur abh positively aur negatively jo bhi advantage hai, ya disadvantage yeh hai ke…I cant speak Pashto, but I can quite much understand it now after one and a half years of marriage ☺. So they are commenting on me in Pashto, but now I can understand…So yeh hai ke wohh pakrey jaatey hain. Abh dono classes mai yeh hua hai ke jo Pathan lot hai…..they have their own fixed ideas, bara unka conventional kisam ka aik culture hai probably. I don't know….but yahan aa ke bhi wohh yehi apply kar rahey hain, ke ji dekho, yeh bahar aaii hui hain, aur yeh falah….aur is tarah ke comments kar rahey hain saath mai. Isi tarikey se jo doosri class hai, jo fresh example hai, wohh yeh hai ke jii…5 larkey hain, all 5 of them are Pathan, 4 pathan aik aik koney mai, aur aik darmiyaan mai betha hua hai, aur sub apas mai Pashto mai communication kar rahey hain, Pashto mai communication chal rahi hoti hai unki.	64.
R	Aapki 102 students ki class mai?	65.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

HX	Yes….so that's the interesting part.	66.
LT	Male chauvinism to hai definitely.	67.
R	Is it male chauvinism because there are been men…that's just the nature of the beast? (With a huge laugh)….Or is it really because they are very sort of fixed gender…? I don't know, I mean I am asking, I don't know?	68.
LT	Actually I think a little bit by nature and then it is nurtured also…nature and nurture, it both play a role. For example if we compare a metropolis city like Karachi with Noshera, so it's like the same, we have the same culture or things. But in Karachi we see people more accepting towards all these things. But in Noshera…and if you go even beyond towards the tribal areas, you can't even think of women driving.	69.
R	LT a…aap bohat hi generous ho rahi hain ke Karachi mai aapko lagta hai ke they are so accepting. (With a big laugh). You are been very nice!	70.
LT	See I am talking about in comparison.	71.
R	Okay you are saying it relatively speaking!	72.
LT	So if you move beyond borders, then obviously Karachi would become like Noshera in front of London ☺.	73.
R	That's interesting!	74.
BT	LT ka yeh kehna hai ke Karachi mai aapko yeh baatein sun ney ko mil jaati hai, but at least you can do that.	75.
R	Haan, haan.	76.
BT	Though women can listen to all these things…because she is doing that….In Noshera, in Peshawar, you can't even think of doing that.	77.
R	No one drives?	78.
BT	No women drives.	79.
HX	Noshera mai drive hoti hai, maine drive kii hai, so I know ke Noshera mai drive ho sakti hai…lekin jaise hi aap tribal areas ki taraf jaaye gey, so definitely	80.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	eventually wohh waqai mai restricted ho jaaye gii. Rahim Yaar Khan mai aap sooch nahi saktey. Agar aap kisi male member ke saath nikley hain, and if he is not a blood relative or your husband, then you are going to be shot.	
R	What?	81.
LT	Yeah!	82.
HX	I was in Rahim Yaar Khan…and it was so interesting. One of my students, she use to come on a bike, and we were like, "Awwww" (feeling astonished on this act). But she use to…So it was that one exception you could say.	83.
R		84.
BT	Exceptions are always there! (With laugh).	85.
R	Okay can you put this in a box!	86.
HX	Okay…over here I am saying that this is basically that we are in a specific context or a city. Like for example, normally teacher and students, they are meeting under certain circumstances…and their roles are set in that parameter, that ambit….Like for example, when I am going to see my students in the classroom, I am going to be acting towards them in a different way. But in case, I meet them…let's say after the semester, after they have Graduated….Then it's going to be a different situation. Okay how can I put it? ….The way we are looking at our students, or the way the students are looking at us, it is related to the settings where everything is happening….the social context.	87.
R	So that's why the box….because this what you are saying is basically….like you used the word "Parameters".	88.
HX	Yeah.	89.
R	Accepted parameters and that's the context…or whatever, the area within which you operating.	90.
HX	Yeah.	91.
R	Okay…that's very, very interesting, very comprehensive…I would call you a Mathematician, very mathematical ☺. [	92.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

HX	[laughs]	93.
BT	Waise in our context…hum jo classes letey haina, though it is called communicative classes, lekin us mai hamara jo student role haina, that is only this much, the teacher role is this much….all the time. That's why we here specially designed presentations for them…For God's sake, "do speak out something". Special presentation classes unki lii gayi ke, "Aap dice pe aa ke kuch to bolein". Aur mera khayal hai ke Margala mai to itna bhi nahi hota.	94.
JK	Not in other English language classes, but definitely I try my level best to revise and adopt my own teaching strategies. (With smile). Like I just make them work in pairs, I give them some time to read in the class, and I ask them questions. I always you know make them speak something…or at least participate in whatever it's going on. I ask them to make such conceptual map in the classroom.	95.
BT	Sorry mai aapki baat kaat rahi hoon R…Yeh wohi baat hai, my father asked me, "You enjoyed, did they? You are trying, are they also?"	96.
JK	I am not talking about the culture in general… really it's not the culture…	97.
HX	Whatever you are saying, mai is mai aik cheez add karungi yahan pe, wohh yeh hai ke…is tarah mai bhi yeh keh sakti hoon ke probably shayad dekhney waley ko yeh lagey ke student utna interact nahi kar raha meri class mai.	98.
JK	Exactly!	99.
HX	But I know…for example there are classes, jin mai students baat nahi karengey wohh itni zyada, but if I ask them to write the same thing, they are going to take their hearts out. So interaction necessarily does not mean that they are talking.	100.
R	You are not talking about face to face…you are talking about interaction in terms of sharing of ideas?	101.
HX	Yeah sharing….As I said, it could be take any kind of form.	102.
R	It could take any kind of medium?	103.
HX	Yeah.	104.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	It doesn't necessarily have to be a verbal?	105.
HX	No….because today they meet with me, they c an communicate with me over there, they can send me emails, they can talk to me after the classroom.	106.
R	Do they use all these mediums to communicate?	107.
HX	I mean today's meet has been something which students really enjoyed. Because now a days everyone has a What's App and blah, blah, blah on their mobile phones…they won't eat, but they will have the best phone possible. So they have these appliances and they can do it. So I mean aided by the internet, I think it makes it easier for the teacher and students to communicate.	108.
R	Okay alright.	109.
BT	*Yay difference hai public or private sector mai*	110.
JK	I cannot give my phone number to the students, it really becomes a great problem for me. So what I can do is to just ask them to come to me anytime whenever they are free, and whenever I am free…So if they could have any kind of problem, whatever they are having, they could just come to me any time. I can solve them.	111.
R	But no exchange of numbers!	112.
JK	No.	113.
R	Because it's against the rules?	114.
JK	I mean it's not required as well at the Graduate level in College.	115.
LT	I actually tend to give my number to my students, because they can call me any time (with smile).	116.
BT	I do also! Especially to my Graduate classes I do give them my number,	117.
LT	if they have any problem, we could discuss it on phone.	118.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	Maybe it's because of your comfort level…or may be your college …maybe it's a practice in your college and maybe not in theirs….Because aapke institution ke attitude pe bhi depend karta hai.	119.
HX	Because I can understand whatever they are saying…because with me, it's like we have a girls and boys both…So it has happened a few times, that your number reaches the wrong person, because students out of enjoyment or whatever, they give it to the wrong person and then it becomes a very big problem. It has happened a few times and then my number is restricted to the CR….the CR can convey any message to me. But still I know, a lot of students who somehow do get my number….and it becomes like the other day, before the session exam, I got the text at 12:30 a.m. asking me, "What the paper pattern was"…for example.	120.
	(Everybody's laughing).	121.
JK	So it starts annoying you at times also!	122.
HX	Yeah I mean, it has it's positives and negatives, everything.	123.
BT	Haan kabhi kabhi to dewaron pe bhi likha huaa aa jaata hai hamara number.	124.
	(Again laugh in chorus)	125.
HX	Jii ☺ I get it!	126.
JK	When I was doing my course work, so all of my teachers had given us their numbers and we use to contact them, we use to feel free whenever we want to contact them. and they always responded so well….but again you know, in the beginning I tried to give my number to the students, but then I saw that it was not really required, it was not needed really. Because as you see, our syllabus is already so book oriented I must say….and the students, they did not have much questions to ask related to the subject. The pattern paper is already prescribed…I can just give my number to those students, who are participating in some functions, or the ones who are organizing those functions…So as organizers I can easily give my number to them.	127.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	Okay so you feel like it's easier for you to give your number for coordination purposes,	128.
JK	*Haan*	129.
R	but not necessarily for….	130.
JK	[Clears throat] To give it to all my students, so that it could [HX begins speaking] to roam freely.	131.
HX	Okay what JK has said, I would like to add, because in our case, our courses are not book oriented, we cant get…	132.
JK	*Haan*…exactly	133.
R	It's an ESP situation	134.
HX	*Haan…* it is an ESP situation …So I mean the course outline is there, but I cannot prescribe one book and say that everything is in that.	135.
R	Because you probably develop your own that thing!	136.
HX	Yeah!	137.
R	That's what we do in my university…so I understand that.	138.
HX	Hmm!	139.
R	Okay alright! HX now I want to take your name and stuff … Who wants to go next ….We have asked Hania so many questions, and she has opened the door to so many interesting discussions….LT	140.
LT	Okay…Actually I believe that there is no one specific role, the teacher has to play various roles ☺, she has to be mentor, facilitator, practitioner, counselor, course designer, developer, improviser….It's just like a gardener taking care of his plants, which are all different with different ability…Like you have a class of mixed ability children, and you have to teach students according to that. Some are like, they have the higher level of skills, proficiency of their skills. And some you have to like, pull out of them and all that…	141.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	Okay….so you keep changing your behavior. (R & LT speaking together)	142.
LT	Yeah shape shifter. (With a huge laugh).	143.
R	(with a laugh) Okay shape shifter, that's another one. Alright…okay.	144.
LT	Okay…Then for students, I think they are the learners; obviously they are the stakeholders in the process, and the gatherers, collaborators.	145.
R	Gatherers of what?	146.
LT	Of whatever is been coming to them. [LT laughs]	147.
R	[laughs] Okay.	148.
LT	Like I am taking the analogy of garden.	149.
R	Alright okay [laughs].	150.
LT	So gathering whatever, it maybe the seeds, or whatever…Then they are the collaborators, obviously it's a process….they are collaborating within their groups and then with the teacher to learn something….(after a slight pause of pondering). And then teacher student relationship…I think it moves in a circle of things. Like it comes back full circle [pause] to teacher! For example, maybe you could say, it is like a practitioner thing, that it starts with the diagnosis, the levels….existing level of the student.	151.
R	Hmm, hmm	152.
LT	And then you devise your treatment plan…	153.
	Interruption because WT sahib arrives, prolonged pause, crackling of paper]	154.
LT	Okay…even I have made this circle, because it starts with the diagnosis…And then the treatment plan and then implementing or practice of that plan. And then feedback from the students, and then you revise and review your initial diagnosis, or your level, or your treatment plan. So it comes back full circle! It's	155.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	not like, it goes in straight lines or something like that…So I believe that the relationship, it would complete when feedback comes and then the teacher sort of response to it, that what she has to do next. So improvising all the time I guess (with a smile).	
R	Okay…it's interesting. I think LT you must have done your job well, because almost it has the description of what good teaching is [LT speaking but indistinct because R continues to talk]….Because you cannot teach someone without knowing everything.	156.
LT	Yeah.	157.
R	We have this constant discussion, that effective teaching is really about the level you start at! …Okay it's interesting…So for you, sometimes the students are flowers, because you talked about being a gardener…So it's like a garden, so you have like entire variety of flowers.	158.
LT	Yeah I have given the analogy of the garden.	159.
R	And for you they are not just the flowers, but they have also become the gatherers, because they are the ones collecting the flowers [LT begins speaking, WT's commenting but voice indistinct]…	160.
LT	And sometimes some students would need a support.	161.
R	Okay alright!	162.
LT	It would like lean onto something….treatment or something ☺ and some would grew very wild, and they are so creative, that you have to let their ideas grow. [R begins laughing] They are so creative, that they bring their own color or strength to your class.	163.
R	Okay you have anticipated my question. I think in our Nazakat research group, somebody adopt by the gardener…I ask them the same question I was about to ask you, but you have answered it…Because you have different kinds of gardens, you could have a formal garden, you can have a informal garden…informal garden means you know exactly where everything is placed….i mean I don't know much about gardening, I am trying to start like I do….But after she started talking about, I was interested enough to find out….Sometimes you have an informal garden, where you let things grow as	164.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	they will, because that's the nature of it..[LT begins speaking]	
LT	See we have the class of differentiated ability always, a mixed ability class…so you have to treat everyone accordingly.	165.
HX	I think something to that…Like in our case, we don't know who we are going to teach. So every class has such a different mixed of people coming from so many different places. So the garden already has such a lot of potential.	166.
LT	But for that you have your diagnosis actually, so you could sort of take a diagnostic test, to sort of see where ….[HX interrupts].	167.
HX	No I am not talking about ability, I am just talking about the potential that they are bringing with them. it's not only the ability that they have….Some of them…I mean the language level that they are at, the creativity also comes with where they are coming from at times. Because, I don't know, whether you all have the same experience….But pupils coming from poor backgrounds, they normally brings the most creativity to the class….I mean that's my experience, not always, but generally. And pupils who are coming from comparatively pampered backgrounds, they normally tend to stick to stereo types. So that's my experience!	168.
R	I am fascinated!....Okay go ahead!	169.
HX		170.
R	The wild flowers	171.
HX	The wild flowers and the plants that you are talking about, I think they have that potential [LT interrupts].	172.
LT	Yeah and that's why I said that you have to let them grow, but at times you have to spruce them… like trim the edges. (With a laugh).	173.
R	So informal garden, but at the same time, now and then there is a little bit of pulling when you feel that they are not going to the right direction.	174.
LT	Yeah.	175.
R	Maybe it addresses HX's potential question as well. Aap ko pata hai wohh itna durr jaa sakta hai agar aap usko redirect kardein…Mujhe gardening ke baarey mai kuch pata nahi hai, mai sirf apna upper upper ka wohh keh rahi hoon.	176.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

LT	Yeah…So this is the tool box, in which a teacher is carrying empathy, contextualization,	177.
R	Okay	178.
LT	motivation, comprehensive input and reinforcement, collaboration….	179.
Joint Turn	[R laughs and group members join in, BT's "wow" in the background almost inaudible]	180.
LT	So with these tools, I think you could manage your garden! (With a laugh and pleasant tone).	181.
R	Okay…This is just to confirm, obviously you have the water, so water is an input for you?	182.
JK	Yeah comprehensive input.	183.
R	Comprehensible input … Okay and the spades?	184.
LT	Spade is like trimming.	185.
R	Okay the parts of your tool set are making sure that they are growing the way you want them to grow?	186.
LT	Yes…Sometimes you have to put in the fertilizers as well. (With a big laugh, R joins in and then begins speaking but voice indistinct as LT continues speaking), as their roots are very weak.	187.
R	So what kind of fertilizers are you talking about? Are you talking about love, care, scolding?	188.
LT	Yeah, you have to be empathetic	189.
R	Okay	190.
LT	towards the kids I think the teacher has	191.
R	Which goes back to your tool thing.	192.
LT	Yeah.	193.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	And it's connected to this?	194.
LT	Yes.	195.
R	Waooo! (Screamed with excitement)…Okay anybody else have any comments to make..[pause] this is	196.
WT	Well this is a empiricist for positive starts…and I will go for this post, post empiricist start…I mean my phenomena says it…Unfortunately how did I got plucked I don't know, but it is there… I have also prepared [the rest is indistinct because R begins speaking]	197.
R	I am dying to explain how this qualifies as an empiricist; I am one of those people who find when people use terms…irresistible to ask what exactly you know qualifies for their understanding. So we will be asking you for your post, post, post empiricist (with a laugh)…We have an excellent comment, which I am dying to explore in two minutes. Does anybody else have any comments to make? [Prolonged pause]… Mujhe aik sawaal poochna hai…HX's grew her little box, so it's within a certain sort of context…you used the word "context", right HX ?[Prolonged silence] To yeh bhi aapko lagta hai ke yeh within a certain area operate karta hai?	198.
LT	Hmm! It's like the environment, the classroom.	199.
R	Okay alright.	200.
LT	Where you are like sharing this communal bond with your students.	201.
R	Hmm!	202.
LT	And it is the classroom, where all the learning takes place.	203.
R	So for you this whole thing represents your classrooms?	204.
LT	Yes.	205.
R	Within the environs of your classroom?	206.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

LT	Yes.	207.
R	Right, thank you so much! (After a slight hiatus). Who would like to go next?	208.
YP	And the D one is teaching and learning….It is like I plus one.	209.
R	Are you using Krashen?	210.
LT	Yeah. (with a laugh).	211.
R	Okay.	212.
LT	"I" is something like their existing knowledge.	213.
R	And where does the plus one come from? Once you've done the diagnosis and realize what their….	214.
LT	With all these tools.	215.
R	Okay.	216.
LT	By using all these tools.	217.
R	To decide what the plus one will qualify.	218.
LT	Yes.	219.
R	Okay, can I ask you…Aap logon ki textbook to nahi hoti?	220.
LT	No….for the language ki class, we don't have the textbook. We have like the course outline.	221.
R	So you guys develop your own materials?	222.
LT	Yes…most of the time.	223.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	So the plus 1 again would depend on your reading of the class?	224.
LT	Of all the skills…maybe if you are going for a listening skill, then you have to devise your own activity…listening of songs and they have to fill in the blanks and all that….in the same way for reading activities, you have your own lesson plans and all that.	225.
R	Okay alright….i am happy to supply you with papers….[indistinct comments in the background]	226.
BT	We have to write our names on that?	227.
R	Obviously it will be confidential, so I will blank out your names, but I need to know who is against my coding systems…(after a pause). So that's okay….and I will make copies, so you could also get the copy of your own word….Its just to make sure that I am doing it on the honest part and not interfering with the data (With a smile)…so I will be happy to give you those.	228.
BT	Hmm!	229.
R	Okay alright, who goes next?	230.
YP	I am starting with a maze.	231.
R	So we are starting with your visualization.	232.
YP	Yeah.	233.
R	Okay alright.	234.
YP	This is a classroom, and it's just like a maze!	235.
R	Okay.	236.
YP	The role of a teacher is of a conductor and instructor. He demonstrates different activities to help the language acquisition. He is a sort of helper, plus he is a choreographer. He himself does some different things…An Educationist Donor Freeman says, "Good teachers know what to do"….	237.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	[laughs]	238.
YP	So every time as the teacher will begins as a guide to get through this maze. Because the path to success, it's not straight, it's always hazy and zigzag. So the teacher is always there as a guide. Then the students, they are learners, recipients, participators and collaborators in group work activities. And if we see the teacher learner relationship…Teacher is always there to trigger some activity, it's like a chain, then he orders to teach them well, what to do…then comes the response and feedback. And in this way he insights learning through stimulating and handling and triggering different language tools and activities. Potential is there, but he has to channelize the students towards the right direction. And then the last one, again it's I plus one…preexisting knowledge is added, the teacher's experience and the activities he introduces. For example students know the rules of grammar, but the rules are not enough….sometimes we have to build up a proper context, real life context, in which they learn easily. And again…this is a sort of diagram, the teacher observes… observation is there, he observes for example the weaknesses and the errors made by him in learning, which made by the students in learning. Then hypothesizing …the main thinking of different solutions…I mean the remedial steps and then the experimentation, exploiting the whole things or techniques and tackling.	239.
R	So for you it's almost like a research activity….i mean you have the observation stage. And then we have the second stage, where you say based on the observations.	240.
YP	Yeah.	241.
R	You get the data, you analyze it, you say okay…To yeh ho sakta hai, this is the solution. And then we do the experimentation, where you try the solution as how it would work.	242.
YP	Yes.	243.
R	See you are perfect for this process. (With a laugh). Everything you want to do now ☺.	244.
YP	(Laughing). Thank you!	245.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	Doesn't we have anything to add before I ask my question?...i always have questions, I had questions as a student, I had questions when I am a teacher…that's the nature of my personality….So please jump in whenever you want to…I am perfectly okay with it. That's the whole idea!	246.
	(After a pause).	247.
R	You talked about the teacher being a guide and being a maze.	248.
YP	Hmm	249.
R	And you said that the path to success is not direct, it's not straight.	250.
YP	Yes.	251.
R	And it is like a maze, because you have this turn and that turn, and so and so for…So are the students all walking at their own pace, or are they walking together and how does the teacher keep track of them not getting lost?	252.
YP	Not all of them, but some have some ability to learn quick…	253.
R	So they know how to find their way out by themselves?	254.
YP	No they also need some guidance.	255.
R	Okay.	256.
YP	But they use to do less hard work as compare to the weaker ones, even the pronunciation is wrong, they can't read, they can't write, they need help. We tell them how to start writing answers of comprehension questions…their tenses are weak. So every time teacher handles them carefully to lead them towards.	257.
R	So you are saying that every student make their ways for their maze at their own pace? Aap yeh keh raheen hain?	258.
YP	Not at their own pace, but with the help of the teacher.	259.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	Okay let me put it in another way…You know like when you go to a museum visit or something, you always have the tour guide, and they keep hasting people that "Sir this is something of interesting"…Then they give a little speech, "Blah, blah, blah, blah…" And then you go to the next side….So it's that your journey for the maze…?	260.
YP	We participate as a guide….teacher has to make them use different things, and then instantly he has to make them learn everything in the class, right.	261.
R	Hmm, hmm.	262.
YP	Because he is teaching them language, and with my students in the class I am teaching, their basic is Urdu, right and they are very weak in English. Today we were doing an activity in the class, and they were asked to come on the rostrum and read a passage, even they were making mistakes in reading very simple words, the abbreviation, she read it as "Abbreviation", (pronunciation was uttered wrong to give the example)…So I was correcting every time. So it depends on the students, some are very good in everything, they presented their path very well, but some required continuous guidance.	263.
R		264.
HX	I mean I almost have the same question as yours…Because one thing is that they need guidance all the time, but the second thing is…I mean again using your analogy, like if it's like going to a museum or amusement park or something, and you need a guide along you…Then for me if I am a student, then I have an interest in something it doesn't necessarily mean that everyone has interest in the same thing….so maybe I might want to stop at one place, where others don't want to, and still I want to find my way….So I mean where does the teacher fit in? I am still trying to figure that out!	265.
LT	I think there is a role of teacher as an intervention. Like you have to sort of take the class as a group together forward.	266.
YP	Theek hai.	267.
LT	Because otherwise they would be starting talking about maybe fashion and other things….as they would have a lot of things to talk about. So teachers and intervention is always very important to check them, that the group is moving towards the right path, so that they are not digressing or something.	268.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	I think LT sort of partially answered…as you said that there are individual flowers, now they are like one group, I mean it's an interesting thing…I mean this has pinpointed….I mean teaching is a problem, because when you have a big class, then you have to worry about the group dynamics, the group level, and where you need to get…You know like the whole idea of "I" plus one means you are going through the destination that everyone has to reach.	269.
LT	Like they are different flowers, but they are growing in the same garden.	270.
HX	There are different requirements and needs and everything.	271.
R	And you also have to remember the garden, (BT trying to speak but R continues speaking you can't forgetting the sight of the garden and the flowers.	272.
LT		273.
BT	Yes.	274.
R	So maybe it would create balance.	275.
BT	Yes you have to create the balance!...I would like to put it like I have shown with two different things….Sometimes a teacher has to be like a "Sun" giving full energy to the class, right. So that the class may grow to full! And sometimes a teacher is like a moon, giving a very light room.	276.
Joint Turn	(Everybody is laughing in chorus and then talking together)	277.
BT		278.
HX		279.
WT	That is to be expected	280.
BT	And sometimes you have to like give all of your energy to the class, you have to guide them properly, you have to show them the proper path. You can also say that the teacher is like a doctor sometimes! You have to diagnose what is the basic problem.	281.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

HX	Hmm	282.
R	Treatment plan!	283.
BT	Where lays the problem? And then you have to give that treatment. Sometimes the treatment is very light sort of…and sometimes it has to be like a very high dose. (With a big laugh). And sometimes it is like lifesaving drug.	284.
WT	This is a post empiricist task, doctor has to be very good at Psychology.	285.
BT	Yes exactly, he should be a Psychologist as well.	286.
WT	Yeah you should have given just the best dose, so that the patient would get rid of that disease.	287.
HX	One thing that I would like to add to this…which is really very interesting. That is the moon analogy! Sun is okay, that's something that you are giving your own light, but when you are the moon, you are using someone else's light. So you are using the information or the research that you have done, and you are trying to put it into your teaching. So I think that is very interesting, a very apt analogy, I like it!	288.
R	…….(Everybody started taking the lunch).	289.
BT		290.
HX		291.
		292.
		293.
JK	So the analogy of garden would be shifting towards the analogy of food! (Laughing in chorus).	294.
R	For my pilot ….	295.
JK	I used to think differently when I was getting into my PhD	296.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	(After a pause of having lunch together).	297.
JK	Okay for me, teacher is a practitioner, he is a researcher, he is a facilitator, knowledge builder and also a learner….And because you see learning is something which never gets stopped, learning always takes place, if you are eating here, talking, then you are learning something. And I am sure after conducting some research, there will again be somebody else bringing more changes in our own context….So students, they are learners and they are knowledge sharers…Then teacher student relationship, it's operative and usual learning takes place in class. Then teaching and learning, it's based on mutual relationship, it's share the knowledge enterprise. And teaching is learning, and you need to have some sort of shared intentionality…And this is how the construction of knowledge actually takes place in classroom. Like the conceptual map, which is based on these points… the conceptual map which I have drawn is, like learning lies in the same class. And you see it has 3 branches, on one side the teacher, then teaching and then the students. And for me the teacher, the students, they are both actually cooperating with each other in the process of learning. Like of course I do not deny the role of the teacher as a guide, as a facilitator, as a knowledge builder, he has to be well prepared, he has to be a moon, he does the work no one does….But again you see, my teaching…I don't know, but for me my teaching has to come on learning. Every day I go to class, I just come back with learning something. For that purpose, of course when I talk about the context of my classroom [murmuring in the background], we have to just engage them in certain discussions, we have to just share up the knowledge with them, then the students also have to share their knowledge with us, in order to know what they actually think of…and you see whatever the ideas they have come up with. And again you see, while talking with them, you just get to know where the lack behind, so that you could just make some changes. Then our learning strategies! And I always you see just encourage my students to go for research, to go for some sort of….i don't know, but now I just want to make my students independent. I want to see them grow independently. To go for more research, to bring some changes within their own context, to come up with new creative ideas. And I always appreciate them for doing so [pause].. yeah.	298.
R	Okay can [indistinct]….	299.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

JK	Yeah sure	300.
R	so we have the teacher, the learning is in the center	301.
JK	Yes learning is in the center point.	302.
R	And you have the teacher, the students, so it is all sort of surrounding…	303.
JK	Yeah both are learners.	304.
R	Okay... Okay you used the word "Intentionality", something like 5 times, what does that mean for you?	305.
JK	Shared intentionality…[laughs].. didn't want like they are both here with the intention of learning, though I don't try to use any research term though….but again I am shared intentionality…	306.
R	Ummm	307.
JK	am the one who knows all….you see I always go with the intentions of learning something from my students. And learning in a way, so I kee	308.
R	because a teacher, if I go to my class with the idea that you see I am just going to add as a right, Ip on teaching, learning takes place as far as my strategy is teaching, so I have to be concern. As far as knowledge is concern, even as far as language is concern, there I have to facilitate the process of learning, but as I am also doing, so I am also learning. And teaching is learning for me! (With a slight laugh).	309.
R	Okay. Umm I'm sorry I have *question* [stressed & stretched]	310.
JK	I have started thinking differently now for some reasons!	311.
R	Okay.	312.
=JK	All the time I have to read more, I have to study more…like you all do of course, so we all are learning.	313.
R	I am sorry, I have a question.	314.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

LT	Okay, sure, sure, sure.	315.
R	I think I would ask HX's question, because I understand, obviously you go in…For you teaching means to learn, because it's really about, you constantly sort of growing.	316.
JK	Yeah exactly.	317.
R	I get that.	318.
JK	Exactly.	319.
R	So what happens on the student's side if it's not the shared intentionality?	320.
JK	I think we all come to the college with the purpose of learning.	321.
R	So it's your assumption?	322.
JK	It's not my assumption….Because they come to the college for the purpose of learning [HX tries to speak but JK continues to speak]. And I think we as a teacher, before going to class, we all assume or we all know…I mean it's based on facts, they come to class with the purpose of learning, isn't it so?	323.
HX	Can I add something to this?	324.
R	Yeah.	325.
HX	Okay in my opinion, I do not agree with this at all!	326.
JK	[Laughs] Okay	327.
BT	Same here!	328.
HX	I have never, I mean rarely seen students to have the actual intention of learning...	329.
BT	Never was a better word	330.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

HX	you have to actually bring them to their agenda in a way, that they don't actually know that they are actually been taught at times. I mean that's my thinking! At university, I have seen that a lot…I would give you the example of BBA; I have never seen students coming there for learning. They are there because they have to be there, because they have been sent to be in this class, sort of.	331.
JK	No shared intentionality in this way…that you see we all know that they are learners, and we are the teachers, but here shared intentionality in terms of learning, that not only that they are the learners, but we are also the learners in a way.	332.
R		333.
JK	The process of teaching is learning! I mean [R begins speaking]	334.
R	Okay it's interesting!	335.
LT	That maybe another challenge for the teacher to develop their interest or something.	336.
JK	Like we are using the analogy of moon, as a gardener, then of course we are talking about the flowers, here flowers are the leaners….Isn't it so?	337.
R	Devil's advocate …I don't know ☺…Okay how would you define learning?	338.
JK	Learning in terms of our teaching, like teaching strategies, learning in terms of our construction… [R interrupts]	339.
R	Now you are talking about your learning, but what is the nature of learning?	340.
JK	Okay it's an English Language classroom…first of all I can make a difference here, one is the basic interpersonal communication skills….where else if you are associated with any profession, so then you are focusing more on the communication skills. Here we are also focusing on the communication skills, but again, the kind of English which has been taught in my context, that is very academic English… highly academic.	341.
R	I'm sorry what does that mean?	342.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

JK	We have to just develop their cognitive language proficiency, like we do not focus more on the basic interpersonal communication skills usually,	343.
R		344.
JK	but it's like using your own classroom, and if you look at the kind of syllabus, which is taught at Graduate level, it's kind of academic,	345.
R	Hmmm	346.
JK	that is literary language….[HX interrupts]	347.
HX	JK how do you say it's going to be academic, are you talking about the university where I am teaching…I mean I don't understand? Can you explain?	348.
JK	For example I am teaching at BS level, or teaching the students the management skills…you really focus more on the communication skills, like for example you make them learn how to engage them in…(BT interrupts JK).	349.
BT	We teach Functional English.	350.
JK	Yes Functional English, the simple one.	351.
BT	They are given specific books, which are filled with exercises, which are filled with poems, which are filled with essays, which are filled with short stories…and there is no question on grammar, or	352.
JK		353.
BT	no question of language in that. the whole two years are spent in just reading that text to the students.	354.
YP	Reading and comprehension.	355.
R	Okay what do they degree after they finish the two years?	356.
JK	They have to just appear in a paper, and they have to clear the paper.	357.
R	No, but what is the degree that they get?	358.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

BT	Bachelors!	359.
HX	B.A. Honors.	360.
R	Okay, so you are saying that in a Bachelor's level syllabus, it is two years…i am assuming after inter.	361.
JK	Yes.	362.
R	It's only literature based?	363.
	Yes its literature based.	364.
HX	And I would like to comment on that, because I remember, when for the first time I was asked to give a demo…I was just Graduated and after 3 days I was at the college to give an interview. And they asked me, "Can you teach memos in the classroom"….and I was like…(She is expressing as she got astonished on such demand from the management)…	365.
JK	Though we have letter writing, though we have formal hand writing, formal application, pronunciation…	366.
R		367.
JK		368.
BT	Jab hum applications unko parhatey they na.	369.
R	Letters and application…[	370.
BT	Yeah letters and application, formal letter writing and applications…To wohh us mai yeh nahi dekhtey they ke kya parhaya jaa raha hai, what is the language we use, wohh hum se yeh poochti thein ke, "Mam! Do we have to write regards on the left side or the right side?	371.
JK	Where to put a comma, where to put a full stop?...	372.
BT	Where to put a comma, where to put a full stop?... Matlab yai	373.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

JK	Exactly! Exactly	374.
BT	And we use to say left side pe [pause]…then they ask, "Mam! Wohh book mai to right side pe diya hua hai",So they were just confused in these things…And every time I have to tell them ke, "Beta! Is se koi faraq nahi parhta, it is just okay…yeh dono hi sahi hain".	375.
JK	Ji bilqul, abhi parson hi aisa hua hai, it happened to me. That girl [HX begins speaking]	376.
HX	Is mai mera jo personal experience hai, is baarey mai jo yeh baat chal rahi hai, is mai yeh hai ke we have a big problem…we don't teach them how the English is going to be used. Now I remember, initially when I started teaching, so it took me a very long time, because I couldn't understand how English language teaching faculty, English literature people, who have done Masters in English Literature, how they ave.. how are teaching Communication Skills….Because how does it relate to English…So it took me a very long journey to get there, to understand how it related to that. (After a small hiatus of thinking). I am only sharing this, because this is the difference that every one of us is going to feel, the students that come out of the Bachelors program, who are only studying literature, it's very difficult to…	377.
JK	Hmm	378.
R	For them to *actually* [slightly stressed & stretched] *use* [stretched & stressed] the language…	379.
JK	Yeah.	380.
R	It's that what you are saying?	381.
HX	Yes we use the language in actual communicative events, because the communicative approach is missing everywhere. I mean even in this class where I am teaching, I will give you an example, the first semester students, after coming here, they have done their Inter and they are doing their BBA…giving them the concept that when you are writing or when you are communicating in the work place,	382.
JK	Hm	383.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

HX	you have to think of the purpose, the specific purpose, the specific audience that you are writing for, and the specific format that you have to write for…They are like okay, is this something we have to write…(Showing surprise element in her speech)…I mean they just can't get around with the concept initially, it takes a lot of time to think in.	384.
R	And why do you think it takes a long time to sink in?	385.
HX	Because the syllabus that they are studying at Inter level, it's all literature [JK begins speaking at the same time]	386.
JK	literature.	387.
R	So you are saying they don't really get a chance to actually interact with using language in a communicative way, therefore it takes a while for them to adjust to that concept.	388.
HX	Yes.	389.
R	Have I gotten your point?	390.
HX	Yes….Like they are always thinking of what the teacher wants,	391.
JK	Hmm	392.
HX	or what is written in the book…Although at graduate level…the Undergraduate level, that's not the requirement,	393.
JK	Hmm	394.
HX	we don't have any prescribed books or anything, that they can follow [JK comment's but indistinguishable because HX also speaking]	395.
R	Are you talking about your own institution, or it's just a general observation?	396.
HX	I have talked generally, because I have talked to a lot of practitioners, and they say the same thing. And it's a very big problem, and it's critical thinking skills, because they are used to memorizing answers and so on, or they have stereo typed answers and everything, they don't have the critical skills. Like for example if I say okay, assume that you are a Manager in this company and write	397.

Appendix Aii

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Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	an essay ….and they are like, "Okay what does being a manager…" They won't think about anything, they say, "Tell us what to write, we don't want to imagine".	
BT	Exactly!	398.
Joint Turn	(Everybody is laughing in chorus).	399.
R	Okay alright.	400.
JK	Actually teaching of language in a context is really a functional aspect of language, how to use English in a specific context, like manager client relationship, doctor and patient relationship…or for example different contexts. You know teaching of English in a specific context is really missing in my own context. And then you know within my own context, what I wanted to say, even then I'll try my level best to polish their creativity, this is what I told you, this is what in my hands….So that you know they could come up with their own creative ideas, to do some sort of research, to read more books, literally books…I mean within my own context, I have created some innovation and some creativity.	401.
R	Okay alright….JK if we go back to your concept map, then you said…you refer to the word "Context" a number of times. Are you saying that this relationship exists within that space of the context, and what you are allowed to do within it.	402.
JK	Yes exactly.	403.
R	[JK & R speaking at the same time]	404.
JK	Exactly	405.
R	I mean you have talked about the fact that you have a literature based curriculum, so that's your constraint.	406.
JK	Hmm.	407.
R	Is there any other constraint? You say within … You referred indirectly to the concept of this being a bounded space, because of things that you can't control…?	408.

Appendix Aii

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Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

JK	I think more focus should be given now on teaching of language as well…I mean it's not that we should stop teaching of literature, but it's not a literature classroom, like we have a separate subject Elective for English Literature…those who want to go for English Literature, they can really go for it…And we are having 200 marks specifically for this English paper at the end of the year. But again I am talking about the curriculum designers, they can make some changes within the prescribed syllabus, they can specify some marks for the communication skills in other words. But even then I would like to share one interesting thing with you…that you see before two years; I just had to attend the workshop, an ENT seminar which was held at AR University…I don't know if you have heard the name of Mam Zakiya Sarwar.	409.
HX	Yes she is the Founder of SPELT.	410.
R	Hmm, hmm!	411.
JK	Yes Founder of SPELT…So she just delivered her lecture on teaching of language through literature, so I have learned a lot from her. Now what I do is that, I just make them read something in the classroom, or I just ask them to share their own ideas, and I just encourage them to speak in the classroom, so that they should at least be able to express themselves	412.
R	Hmm	413.
JK	….though whatever they are been teaching, whatever the syllabus is…So she also gave us the idea of bringing an audio player to the classroom, and just we can already record the short stories and we can just make them listen to the short stories and ask them few questions, so that their listening skills [BT begins speaking] would also get polished and strengthen. The reason that I wanted to say	414.
BT	But what is the strength of your class?	415.
Joint Turn	BT & JK speaking at the same time [4 secs]	416.
R	Interposes with a comment but indistinct because BT and JK still speaking	417.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

Joint Turn	[JK & BT laugh and the everyone else joins in]	418.
JK	See I was really excited, I really wanted to implement the idea in my class, but just imagine, if I just play the audio, the cassette player in my own class, it is definitely going to create disturbance in the other classes as well, they will definitely complain against me. (With a slight laugh). I cannot bring…She just gave us the demo of the short stories, which is been taught at the Intermediate level…but when I talk about the short stories taught at Graduate level, they are very long stories, I cannot do the stories in only one class. (With a laugh). Mere haath mai kya hia, ke agar mai Pasaney Stort parha rahi hoon, to mere haath mai yeh hai ke us se related books unko parhaun…so that they could enhance their learning, plus the creativity element. Mera inclination creative writing ki taraf bohat hai, ke I should just make them write something in the class. lekin yeh hai ke skill wise, I try my level best to just focus on the skills.	419.
BT	But is se related aik aur cheez bhi hai, is se related jo hai wohh aapka examination system bhi hai.	420.
JK	Exactly.	421.
BT	Aapka examination system jo hai, jab wohh evaluation pe aata hai, so what type of paper it is making, ke aapke students se wohh kya pooch raha hai…Abh wohh aapke students se pooch raha hai ke, "Ji jo aapne story parhi haina, aap uski summary likh dein"….So what's the use of that?	422.
YP	Listening and speaking!	423.
HX	There is no listening, there is no speaking, koi creativity nahi hai…Achaa jo creativity hai, wohh is tarah ki hai, ke usko hamey karwaney ka time hi nahi milta, ke aap essay likhwa rahey hain…	424.
JK	*Haan, haan*	425.
BT	How to write an essay, nobody can teach that. Because wohh aapka syllabus itna heavy hai, ke us tak pohnchney ka aapka time hi nahi milta class mai. Matlab main problem is that asee [(80)] girls ki class ko….	426.
JK	asee [(80)] girls	427.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

BT	aur zahir hai assee larkiyaa jis room mai bethein gein, us room mai aap sooch sakti hai ke how much loud voice is needed. [pause]	428.
R	Okay [clinking of crockery] we talked about the environment issue, that we talked about before the things…we would look it again, ke aapke pass jo hai, nahi hai, and working within that constrain…	429.
HX	Abhi jo aapne constrains are poocha thaa, us mai yeh hai ke…I taught for a very little time in NCG [=.	430.
R	NCG is?	431.
JK	Nazakat Model College for Girls!	432.
R	Okay.	433.
JK	And coincidently I studied in both the institutes as well.	434.
R	Okay.	435.
HX	So I mean the first thing is that, the class time is very little.	436.
R	How much? [indistinguishable because HX and JK also speaking]	437.
HX	40 minutes.	438.
R	And how many classes per week?	439.
JK	Do you remember the first emailed I have send to you? (With a laugh).	440.
R	Yeah, yeah…I only have 45 minutes class…	441.
JK	Yes and the number of students are not less than 60. [laughing]s	442.
HX	I mean, I have 102 students in a class, and one and a half hour, I don't know where does it goes….	443.
JK	*Haan*	444.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

HX	So I mean that's the one thing that you have the time constraint.	445.
BT	Isko bhi chor dein…R leave all these things, they are very privileged ones…What about….	446.
R	You are the privileged [rest indistinguishable because BT begins speaking]	447.
BT	see I have taught for about one year in Huzoor Khan, a class of 300 students.	448.
JK	Oh My God!	449.
WT	Waoo!	450.
JK	*Mashallah* [laughs]	451.
R	[laughs]	452.
BT	And sometimes I am talking on the loudspeaker.	453.
JK	Thank God you had a loud speaker	454.
BT	Zahir hai jab aap ground mai bethey hongey, to aap loudspeaker [JK comments but indistinguishable because BT continues to speak] mai hi bolein gey na….Aur Graduate class ki girls ki wohh halat hai….they don't know even ABC of English. During the whole 10 years [R coughs] in their schools, they don't have any English teacher. Aur mere aaney se pehle wahan per aik Chemistry ki teacher thein, jo unko Graduate level pe parha rahein thein English [a participant clears their throat]….Kya parha rahein hongi! (With a slight and amusing laugh)….What ideal [laughs] sort of situations we are discussing.	455.
HX	*Nahein* ideal even in Nazakat was telling in the last meeting, that I was appointed through FESC…I went to Histon 4 College…	456.
BT	I taught there	457.
HX	Yeah you have an idea…So the first assignment which I got, was to check 15 papers…and seriously and literally I was checking in a way, that I really have to sit through it, to see that whether there was even one sentence that was [BT	458.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	starts speaking correct.	
BT	correct.	459.
HX	And…	460.
BT	Correct…yes exactly! I told her that day, ke wohh summary likh rahi thii, and suddenly she forget what to write, usne 4 lines chor ke neechey se start kar diya, and then she wrote in Urdu…"Sorry Mam! Mai yahan se bhool gayi thii".	461.
	Sound of members giggling	462.
JK	Cal… [sound of murmuring in the background]…So that's why I do this to sharpen their cognitive skills, to make them good learners, in a way to construct their knowledge, to just enhance their learning. [somebody clears their throat] And see I could do this within my own context…and within the context meaning the syllabus, the settings, the environment, and everything.	463.
R	So interesting…you think the way of enhancing their cognitive language skills, it's through polishing their creativity.	464.
JK	Polishing their language skills and creativity…I mean I don't know, why people just always draw a line between creativity and skills, then content…	465.
R	No, no, no, I am not drawing a line (with a laugh).	466.
Joint Turn	[R & JK talking at the same time]	467.
JK	See, jab bhi mai kisi forum pe gayi hoon, we were talking about skills, then content…waise hi mai aik bat kar rahi hoon, it is my own idea…	468.
R	[indistinguishable because JK continues speaking	469.
JK	.Abh yeh hai ke aap language skills ki learning kar rahey ho, to content lies within the language. I mean creativity aap aik context aur content ke ander….i cannot bring the element of creativity, that is also a part of language learning. I mean creativity and language learning…Just I talked about Mam Zakiya Sarwar, her lecture was on "Teaching of Language through Learning"….So I have these difficulties, I cannot bring the audio player and could not bring the multimedia….Maine laptop laaney ka idea kiya, to yeh dar hua ke kahi wohh	470.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	chori na ho jaaye. Seriously barey problems hotey hain….	
BT	[comments but indistinguishable because JK continues to speak]	471.
JK	Lekin yeh hai ke at least aik poem ko bhi break kar kar ke, bajaye iske ke wohh traditional teaching aur teacher oriented classroom ban jaaye, ke bus mai hi bol rahi hoon, mai hi bol rahi hoon, and the students are just sitting dull and silent…I just make them read the poem in the classroom, then they understand and come up with the idea of whatever they have understood…Jaise bhi aapki baat hai ke wohh Urdu medium se aaye huay hain, they cannot speak well and all that, but jaise bhi hain, mujhe unko bohat zyada encouragement karni parhti hai…Bohat mushkil hai jo wohh water aur gardener ka idea diya jaata hai.	472.
YP	Translate karna parhta hai kya aapko	473.
JK	At times translate karna parhta hai.	474.
YP	Code switching?	475.
JK	Yeah, but now I don't hesitate to go for code switching….because I have to keep in my own mind this context of the learners as well [pause]	476.
R	And the context of the learners requires you to code switch?	477.
JK	Yeah to code switch …and I do that.	478.
R	And you switch into Urdu, Punjabi or what?	479.
JK	Into Urdu…	480.
R		481.
JK	.and then they share their own ideas, and I make them read again, and then of course there is a time when I deliver my own lecture as well, then I share my own knowledge, my own ideas…and then I just make them write down something in the classroom. It's my achievement…otherwise aik class mai writing skills aur writing practice ke upper to focus hota hi nahi hai. So even if	482.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

	they could write down a paragraph or two in a classroom, and then I just assign them the home assignments, or phir uske saath test…to matlab this is what I am been trying. (With a slight laugh).	
R	So do you give them feedback on the work that they are doing?	483.
LT	Yes of course…yeh maine paka kiya hai ke I just check their assignments, I check them regularly. I just try to check each and every word of it, aur jo language mistakes hoti hain, wohh mai point out karti hoon, aur theek bhi kar ke deti hoon. Aur phir uske upper aur comments ke, "Ji language pe focus karein…"	484.
WT	I have to go, my class would be exactly at 3:00…	485.
R	Okay before you go, I think I would like to repeat our initial understanding that we had at the beginning…this meeting space is a private space and confidential, that means whatever goes on here, it's just between the people who've signed the consent forms. We cannot by the nature have outsiders…it is not something that I would like to be able to bring up again. I am really sorry, but this is a contract, that we signed with each other. Nothing is discussed within this room goes out…cannot go out, because that is the understanding that we have, it supposed to be a safe space, so we cannot even have outsiders. Today's meeting was an exception. I do not want to have to repeat it again…okay.	486.
WT	Okay.	487.
R	The other thing is that…I will be giving you the task for our next meeting, and I need to have it this week, to aap bata dein ke aapko kab suit karta hai? Walid Sahab, aapko janaa hai, aap beshak jaayein, because you have a class today…So maybe you could just give me a tentative….Kal ya parson, ya Saturdays?	488.
BT	Saturdays sahi hain.	489.
R	To phir kal ya parson ka bata dein mujhe? Aap mujhe message kar dein bey shak.	490.
YP	Saturday is possible.	491.
HX	Yeah Saturday is possible, it's fine.	492.

Appendix Aii

Transcript of Focus Group Discussion (FGD) II . H. CI Cycles 1 and 2
Venue: College MN
Discussants: Researcher (R) – Participants: HX (S), LT, YP (R), BT (T), JK, WT sahib (male participant)

R	I don't think, aapka college to nahi khula hoga?	493.
HX	Nahi college to khula hai.	494.
R	Okay…to idhar bhi ho sakta hai where I am staying, E11…it's upto you guys?...last time I was making you guys do a lot of work, my apologies…mai aapko jaldi se yeh dey doon. (After a small hiatus). This is a task sheet, that we would need to complete, because we would not be able to do the cycle without it.	495.
	(Task sheets are been distributed).	496.
R	If you could give me your concept maps and all your writing on what is represent, mai aap logon ko copy bana doongi.	497.
	(After a small pause of papers exchanging and all that.	498.
R	Thank you so much. This is the end of the meeting; everyone is very nice, blah, blah, blah.	499.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

Table of FGD III Transcript – Husrat Group- Cycles I & II

Name of Interactant	Turn	Turn NO
R	Okay this is meeting 3,	500.
BT	he's there…. [laughing]	501.
R	Okay this is meeting 3, [amused tone] we are again in the college that we have been in…Post Graduate College for Girls and they give me a venue for the third time. We have 3 members here, one on the way and maybe one more; two will not be able to make it. We been had some very interesting discussions, which unfortunately haven't recorded. Today we are supposed to follow up with the second task, that one of the participants had a chance to do, and then we will go on to task 3. And everyone, we started off with some really, really interesting discussion, so we would be following up with that. Jab tak WT Saahib aatey hain, BT and you guys, you give me just one more idea, so I'd like to amend the task a little bit. While we're taking feedback for this task sheet 2, I was just wondering if you could also like to sort of talk about your history as professionals you know [murmuring in the background]…I mean what BT was talking about, whether we contrast or not…so much of our history as professionals, as learners, as people who have been part of the educational system, it's really linked to all of that, though we are in a classroom as a teacher, as a professional practitioner, all of that's interlinked…So it's upto you to decide how you want to tell your story, you can connect it directly with the task, or you can talk about the task, you talk about your story, whatever you feel comfortable with! Aur phir hum ki WT Saahib dono cheezain saath ley lengey, waise bhi BT said he has lots and lots of exposure, and wohh lag raha thaa, so I am sure that he will have lots [pause]… Who would like to go first?	502.
JK	Okay I would start! While just thinking about the teaching students and classroom, the analogy of a farmer just came to my mind. Like our classroom is like the home, where the teacher is like a head…I mean this is what came right in my mind when I was thinking. Okay we are all like one family, where the teacher is like a head, at times he is friendly, at times he have to be strict, because he has to inline the students as well. But at the same time he is a guide, he is a helper, he is a social knowledge for them, and then he encourages them, he motivates them, he promotes their creativity, their critical thinking. And then since we are here talking particularly about the English Language classroom, of course the main focus has to be on communication, because the teacher has to make them speak, what to speak, where to speak and of course how to speak. Like a head, he has to play the role of such a person, who is been, you know	503.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	at the same time he is a very learned person, I mean this is what is required from a teacher, that he has to be a learned person, I mean this is what I think…I mean he has to be a source of knowledge for the students. No matter it's an English Language classroom or some other teaching classroom. But at the same time, he has to creative…when it comes to the classroom, classroom is just like a home way or you know lively at the same time, so that a very learning atmosphere has been created. So he does not has to act like a head, who is been so disciplined, so strict, so rigid…	
R	[laughs]	504.
JK	H wants the students to follow and do not shake their head by sitting in the class…And students are of course like learners, and since he is the head of the family, he has to raise them like children. Of course the same sort of bond cannot be established between teacher and students, which is really found between a father as a head or a mother as a head, but again he has to you know clear for them, in a way he has to clear for the kind of background where they have come from, for the kind of mental problems, psychological problems they are facing, and you see what the pressures which have been built on the minds of the students. And again he has to motivate, encourage them a lot, because you know I personally feel…well the teacher, no matter irrespective of all the financial pressures, irrespective of all the other constrains which the teacher is facing…I am sure, you all will agree with me, that a teacher would never like to do injustice with the students at any rate, no matter what we feel like doing, but by the end of the day, in the next morning…specifically I am talking about my own context, when I go to classroom…I don't know, this is what I was discussing with Saba as well yesterday…I don't want to use a word "Light" ☺ or "Spirit", pata nahi, I have that very spirit of a teacher. Maybe I am young, maybe after few years, I would be a changed person, I cant say anything about it. But then when I talked about my professional practice…see I have been teaching in the government sector, it's a government college, it's a girl's college, the students are from the very different background, I *have* [slightly stretched, slight pause] very frankly developed a sort of sympathy for the students as well, I really want to help them no matter what, and that's why I do have to continue with my own research work…So you know when I talked about my professional practice even, okay leaving behind the financial pressures, the situation has improved to some extent in our own sector, but you know lot of constrains come to my mind, because you know in government sector, we just need all the syllabus to be unified very to the point, you know we have to follow our senior's advice, which is more like an order. Like I would like to share an example with you, like my Head of Department asked me to just find out the pattern paper of letter writing before 3 or 4 months, you know instead of opening the key book, I just consulted some different websites, I consulted Oxford Advance Learners Dictionary as well, because the letter writing format is given in that dictionary as well. I just want to set a course, which was just presented to me before 3 or 4 years by another colleague of mine, who was just working on English Language teaching, and she has designed a very good syllabus, like how to make it more easier, how to make it more effective and	505.

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	easier…So I just find out that now a days centration, they have been put before the subject. And then you know you need not to go for "Yours faithfully" all the time in case if you have mentioned the dictionary as well, in case if you just write down the name of the person who you are addressing to, then you can write "Yours faithfully", otherwise not…I mean we have set a certain pattern paper, but I mean a lot of objection was raised to it, I have to face a severe reaction from the colleague that why I have put centration before the subject. Literally I mean the kind of reaction which I had to face, it was just [long pause]	
BT	Peer pressure [murmur]	506.
JK	a peer pressure [murmuring], yeh to professional jealousy hai, abh aisi baaton ko karney ka dil nahi karta hai ☺. [laughs]	507.
R	Definitely I think these are very real when you talk about professional practice, these are very real things.	508.
JK	And then you know the other objection was that why didn't I put a comma within the date, because now a days we can also write the date like 15th December 2012, you don't want to put any comma, full stop…I mean I was just trying to create some sort of convenience for the students as well, that they should really get rid of the dilemma of whether to put a comma or to put a full stop.	509.
R	Okay	510.
BT	That will not be accepted by even the Examination Cell, jo aapko examine karengey, wohh bhi nahi isko accept karengey, jo aapke bachon ke papers ko examine karengey, jo test ko mark karengey, wohh bhi nahi karengey isko accept.	511.
JK	Dekhey no matter my students have to appear for the exams by the end of the year, in case agar paper checker bhi nahi karengey, aur mai wahan per references to nahi dey sakti ke ji yeh, yeh, yeh ☺. So there is a lot of difference between this.	512.
BT	Aap nahi jaa saktey, you cannot deviate, digression jo hai wohh hamarey liye possible nahi hai, bus aik raasta hai, aur uske upper aap ne chaltey jaana hai.	513.
JK	To phir mai kehti hoon ke then why should I put my efforts for that, just tell me, just tell me ☺, I need an answer. Jab mai aik comma nahi hata sakti hoon aur mujhe itna severe reaction dekhna parhta hai, to mai itna sub kuch yeh kar rahi hoon…phir maine yeh dekha, there is one more colleague of mine, she is also a PhD…abh kal Saba se aise hi baat ho rahi thii, informal discussion, so I discussed with her that, you know what I've learned from her, what does she do now that she just….kyunke wohh bohat achii hai Mashallah se, Dr. Fauzia Tanveer Sheikh, pata nahi aap ne inka naam suna hua ke nahi, wohh M.Phil., PhD ki classes bhi leti rehti hain….Anyways, to maine dekha ke khamoshi se, she just keeps on doing her work very quietly, like she goes to her classroom, makes her own strategies, lekin jahan per unko lagta hai ke you have to, you cannot just make certain changes, she does not just jump into whatever is going	514.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	on, she just tries to keep herself in line with the system, at the same time she is trying her level best to do whatever she can do within her own limitations. I must use the word limitation, so within her own limitations.	
BT	Restrictions!	515.
JK	Haan jo unke liye possible hai, yes restriction is another word, aur possibilities hai classroom mai, to wohh, wohh karti rehti hain. And she does not even discuss openly her ideas in staffroom.	516.
LT	That's very good!	517.
Joint Turn	R laughing and group joins in	518.
JK	To maine yeh seekha hai, if I doesn't want to die myself out as a teacher, so at the same time I want to do something for the students too, aur chalo mere pass abhi time hai, mai young hoon, chalo thoori si free hoon, chalo jo bhi keh lo, lekin I have to do something for the students. So very biasedly she just made certain strategies, applies them in the classroom, and she just really don't discuss it in the staffroom, incase if somebody ask for her advice, like I do, I just keep on asking her that how should I move on in my classroom, next what to do, to wohh apna karti hein, hum apna kartey hain…So this is what I have learned from my own experience.	519.
BT	JK have you read Mr Chips?	520.
JK	Yes ofcourse [laughs] I've read Mr Chips	521.
BT	I sometimes feel we're all Mr Chips	522.
JK	*Haan hum kui nahein* [rest indistinct because BT begins speaking]	523.
BT	*Settle* [stressed & stretched] *down* [prolonged elongation, slightly stressed].. calmly in the same old garden, never changing anything ☺, very satisfied.	524.
JK	Yes very satisfied!	525.
BT	That's why I am saying that we do not need PhDs and MPhils in our colleges, what we need is refresher courses every year, so that we should not become a Mister Chips, I really don't want to become Mister Chips, I don't want to, that's really scary.	526.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

R	I think Mr. Chips is a personality known to all of you, unfortunately not to me ☺.	527.
BT	Mai aapko wohh dey doongi, aap parh lijiye gaa, do din mai khatam ho jaaye ga. It's a novel.	528.
JK	Mr. Chips is a main character of a Novel Mr. Chips, he was a teacher.	529.
BT	We are teaching this Mr. Chips for the last 20 years in Intermediate.	530.
JK	He was having a very traditional use, he was a very traditionalist, having very strict discipline area…Phir yeh hoga ke finally he got married.	531.
BT	Yeah later on after Catherin Bridges! Mr. Rostan aa ke usko kehta hai ke change this tradition, so he said, "Why should I change it"…☺ So all of us are Mr. Chips, we are never deviating from anything.	532.
JK	I just realized something in his character as well, as Mr. Chips, he was a traditionalist, but at the same time he was very sincere with his students, he was a very good teacher.	533.
BT	All of us are very sincere with our students.	534.
JK	Yes…He did not want to adopt only certain professional practices just to make it as a source of earning…I would not deny that earning bhi aik big aspect hai hamarey teachers ka.	535.
BT	Dekhey bohat saari cheezain us mai aa jaati hai Iffat…No let me be very clear about it. Aapko bhi koi ghar nahi run karna parhta hoga, mujhe bhi apna ghar barey mehdood (limited) scale pe run karna parh raha hai. To Mr. Chips ko bhi koi financial problem nahi thii, lekin aap mujhe yeh bataye na ke agar inki extra income na ho, agar inki extra financial aid na ho, would they be able to run their houses?	536.
JK	Of course not!	537.
BT	Within one week or ten days hamari jo pay haina, aise khatam ho jaati hai jaldi se. Oh I am exaggerating 10 days, 10 days is too much ke 10 din hamari pay bach jaaye, meri ghari ka jo kharcha hai, wohi 20,000 rupees hai, because it is on petrol, and I am daily coming from Islamabad to Rawalpindi. Aik aur cheez bhi mai aapko bataun…ke still we are not getting any promotions, we are not getting any benefits, I mean koi bhi us mai cheez nahi hai. Aap har cheez pe federal ko compare karo na Punjab mai, aap mujhse kahogey ke yaar aap log kahan bethey huay ho, where are you sitting. Aap isko bhi chor dein, just we have a lot of sincerity with our students.	538.
JK	Exactly!	539.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

BT	Because I am taking the classes, I am taking my classes ☺, and I am regularly going and I am doing my level best, khas taur per apni BS classes mai, jitna humne innovative hona hota hai, jitna humne extra unko dena hota hai, we are doing it. For example abhi last week maine unko step ahead…jo ke Beacon House mai takriban 10th class mai lagi hui hai, us se maine unko comprehension is tarah karwaye, that in the same passage they have covered comprehension, they have done essays, they have done the reading, they have done the listening, the speaking, the grammar, the vocabulary. Theek hai, abh if there are 20 girls, I have given them 20 extracts and then I asked them to share with each other. So 20 extracts were done theek hai! kuch na kuch unko faraq parh gaya us se…So that shows my sincerity! But what about the sincerity of my colleague, who is in a boy's college and he just goes to mark his attendance and comes back and goes to any academy, he is not sincere! And he openly says that, "I am not sincere! Mai kis liye sincere ho jaaun"…Dekhey as far as the financial thing goes, if you look at the history, Haroon-ur-Rasheed ke jo betey they na Mamoon-ur-Rasheed aur Amin-ur-Rasheed, unko hukum hota thaa ke wohh apney ustaad ke jootey uthaye…theek hai, they were so much to respect their teacher…wohh Khalifa-e-Waqt ke bachey they and they were going to be the kings, lekin unko yeh hukum that, "You should lift the shoes of your teacher". Aur jo wohh teacher parhaney ke liye aata thaa na, to usko yeh nahi kaha jaata thaa ke, jaao tum ustaad ho, tum aish karo, usko denaar diye jaatey they, usko hirey jawahiraat diye jaatey they, why, just to give him full satisfaction, ke usko yeh problem na ho ke mai apney bachon ko kahan se paalun.	540.
GV	Worth of knowledge!	541.
BT	That was a worth of knowledge! Matlab jab ustaad aata thaa, to uske saamney barey barey qazi, even they use to stand up ke achaa ji ustaad aa gaya hai, unki koi respect hoti thii, unki koi worth hoti thii…Abhi aap mere saath bahar chalein, kher mere saath to aisa nahi hota, lekin maine bohat saarey teachers aise dekhey hain, jinko kandha (shoulder) maar kar larkiyaan ghuzar jaati hain. Why, because they have no sense of respect!	542.
R	So whose fault is that?	543.
BT	Dekhey yeh aik poori chain hai, aur jahan tak syllabus ka taluq haina, wohh bhi mai aapko bataun, that is also a chain, it start from the elementary level, shooru se start kar ke…aisa nahi ho sakta ke jab mere pass aik larki aaye gii, to mai bilqul uski peechli history bhool ke sirf usko aaj se start karwaungi, that is not possible! Mujhe uski poori peechli history pata honi chaiye, matlab wohh kis standard se aayi hai, kis level se aai hai, phir mai usko teach karun…Have you seen that movie, one of my favorite movies, "Taarey Zameen per". Have you	544.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	seen that movie?	
R	Yeah!	545.
BT	That should be a teacher! Us tarah ka hona chaiye…matlab he should be a Psychologist, us ne uski book dekh kar, usne andaza lagaya ke look at this child, look at the mental condition of that child, halankey wahan per us bachey ko maar diya thaa criticism kar kar ke wahan per. And he gives a very good example of some island, where you don't cut the tree, you just sit beside that tree, aur aap wahan per usko itna bura bhala kehtey ho, itna, and after some days the tree is gone, wohh wahi per hi murjha jaata hai…And that is very true! Matlab aap aik bachey ko jab tak analyze nahi karogey…aur wohh kis tarah ho sakta hai. Matlab JK aap mujhe yeh batayain, ke agar aap 7 saal ke baad bhi promote nahi hoti hain, aur 18 saal tak aap aik hi grade mai hain, will you be satisfied? Will you have a sound sort of mental condition? Never, never! To jab tak aap teacher ko satisfied nahi kartey, proper due respect ke saath saath proper financial satisfaction usko nahi detey, how do you expect ke aik achaa teacher hoga….Aap meri baat chor dein, I am a very blessed one, aap inki bhi baat choor dein, yeh bhi bohat blessed ones hai…Aap kabhi jaa ker dekhein, jo government schools mai teachers ka haal hai. Matlab aap jab criticism kartey ho, saamney ley kar aatey ho, media pe aap teacher ko laatey ho, usko expose kartey ho, ke ji teacher ne falah bachey ko maara thaa, falah bachey ko maara thaa, aap ne kabhi us teacher se poocha hai ke hum ne tumhey kya diya hai? Why we are giving you? 4000 Rupees…aur phir uske baad aap 30, 40 bachon ki class bithatey hain, aur aap kehtey hain ke, "Ji aap inko barey pyaar se parhaye, kyunke education jo hai wohh bari mohabbat se deni chaiye"...Kahan se aaye gi uske pass mohabbat, kahan se aaye ga uske pass pyar? Kidhar se? Why are you expecting if you are not giving that to that person? How is it possible? Aap kabhi jaa ker dekhein na un logon ko jo villages mai parhatey hain, villages ko bhi chorey, jo chotey shehron (cities) mai parhatey hain jo log becharey, wohh kin conditions mai jaa ker bethtey hain, you cannot imagine ke is college mai, which is one of the best colleges in Punjab, yeh jo hamara college hai, yeh cream college hai, best hai, matlab this is not one of the best, this is the best college of Punjab, colleges mai yeh sub se behtreen college hai, aap kahi se bhi iski history utha kar parh lein, medals isko miltey hai, iski girls jo hai, wohh extracurricular activities mai first prizes, second prizes ley kar aati hain, sub kuch hota hai yahan per…I invite you, you come during the months of June and July, come over here! There are rooms where there are no fans…Jis waqt June mai hum aa rahey hotey hain, to hum aise hotey hai, "Ufff!" June ki gharmi hoti hai, aur hamarey saamney 80 girls bethi hui hoti hain. Aur jo 12:00 se 1:00 baje ki class hoti haina, us waqt jii chahta hai ke…though I am from a very sound background, matlab agar meri jagah per koi aur ho, ya mai ho, to us waqt jii chahta hai ke larkiyon ke saath bhaag ley banda!	546.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

JK	Jo bhi background ho teacher ka, magar you could not stand in the classroom, there is no ventilation.	547.
BT	Matlab aap ke pass fan nahi hai, electricity nahi hai ka fan chaley…Abh dekh lein ke is waqt light has gone aur abh mai bethi hui hoon yahan per, dekhey mere haath kitney thandey ho rahey hai ☺….because yeh bohat warm hai.	548.
LT	You have an example	549.
YP	laughs	550.
BT	Matlab kya karein, larkiyaan bethi hui hain, unke pass chairs nahi hai…	551.
YP	Infact light nahi hoti, girls paper kar rahi hoti hain!	552.
BT	Aap kehtey hai ke English parhaye yahan per, kaise ghusaye hum English yahan? ☺ tell us the way ke kaise hum ghusaye? Yeh to bari elite kisam ki baatein hai ke aap yeh kahein ke, ji mai unko kaise change karwaun? Mai unko syllabus kaise doon? Falah kaise…? Come to the basic root of the problem! Yeh meetings karna bari bari, conferences karna, bari bari terms bolna English ki, ke ji yeh cognitive hai, aur yeh falana hai….I mean this is all useless, totally useless! Come to the basic problem, basic…Aapki yeh building nahi khari ho sakti until and unless you have got a good foundation.	553.
R	And a good foundation is the incentives given to the teachers?	554.
BT	Good foundation is the teacher's satisfaction, good incentives that are given to the teacher, the refresher courses…Phir sub se bari baat yeh hai ke aik education system aisa hona chaiye, matlab agar aapka Punjab ka education system hai, to wohh education system aisa hona chaiye ke hamey pata ho ke kis level pe, kis hadh tak English ki zaroorat hai.	555.
LT	*Kiss tarah ke English*	556.
JK	The *time* [stressed] of English, this is also important	557.
BT	kis level pe, kis hadh tak English ki zaroorat hai. My niece, who is teaching class 3 in Frobels, she is teaching a novel to the students of class 3…Mai abhi tak apney bachon ko nahi keh sakti ke aap novel parhein, wohh parh hi nahi saktey, they cannot read it. Magar wohh unko parha rahi hai novel, "The diary of a Wimpy Kid".	558.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

YP	Class 4 tak wohh likhna shooru ho jaatey hain!	559.
BT	Yes class 4 tak wohh likhna shooru ho jaatey hain, aur 10th tak, O'levels tak aatey aatey bara achaa likhtey hai wohh. Matlab agar public sector haina, to us mai you should join hands with each other. Yeh jo parta hai ke pata nahi ji metric mai hum kya parh rahey they, phir pata nahi uske baad FSc mai hum kya parh rahey hain, phir B.A mai hum kya parhey gey…FSc ki level ki jo English hai, Intermediate level ki, wohh yeh hai ke 60% aapka paper objective hai, aur 40% written hai…Theek hai, abh 60% objective mai kya ho raha hai? What is happening? There is no preparation for the students, wohh nahi karta, kyu nahi karta? Because number one, he is a Science student, number two, he is a Arts student, Arts student does not have vocabulary, wohh uski taraf aata hi nahi hai dar ke maarey, he is so afraid ke wohh uski taraf aa hi nahi raha. Jo Science student hai, wohh kehta hai ke, "Mujhe bohat achii aati hai, maine aana hi nahi hai English ki taraf"…Now what's happening, the 60% objective paper, when the paper is in front of you, the person next to you, you ask her that, "What is this? Right or wrong?" If she answers "Wrong!" okay wrong…he cheats and he gives the paper and he secures 60% marks…and he doesn't know how to even write a sentence on his own. And when he comes to the Graduate level, when he or she is taught short stories, she is taught Bertrand Russell, she is taught Shakespeare, she is taught Wordswoth .. she is taugh Huxley ,.	560.
R	Aldous Huxley?	561.
BT	woh kiya hai novel Old Man and the Sea",	562.
LT	*Uss ka* Hemingway	563.
BT	Hemingway… Ernest Hemingway	564.
YP	Wohh phir bhi aasaan hai [rest indistinguishable because BT begins speaking]	565.
BT	Now this is a jump .. this is a jump from the first step to the last one, yeh jo darmiyaan mai steps hain, yeh kahan chaley gaye? Matlab from objective paper of 60 marks, suddenly you are jumping to Hawksley, you are jumping to Bertrand Russell…Aap ko mai honestly bataun, usko poorey 2 saal Bertrand Russell ke spelling hi nahi yaad hotey.	566.
YP	Parhna hi nahi aata!	567.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

BT	Parhna hi nahi usko aata! Usko Andres Hawksley bolna hi nahi aata. When I came in the beginning, so one day I went back…my father was a very good friend of mine, I use to share everything with him…To maine unko jaatey hi kaha, maine kaha, "Baba! Aaj bara hi maza aaya", he was like that, "Okay! Kya maza aaya?" I said, "Aaj maine na apney bachon ko Shakespeare ki 'All the World is Stage' karwaii, uff! Itna maza aaya, I explained so much…itna maza aaya"…He was quietly looking at me and then when I stopped, to unhone mujhse aik sawaal poocha, kaha, "Baat suno! Sirf tumhey hi maza aaya, ya unko bhi kuch samajh mai aaya?" ☺…So the students couldn't understand anything.	568.
R	Aap batayain, aap mai change kya thaa?	569.
JK	Mai kya karti hoon, I make them read the lesson in classroom, I really want to work on their reading, abh chunkey zyada focus hamara reading aur writing ke upper zyada hai…To abh yeh hai ke mai kya karti hoon ke I just make them read the lesson in the classroom, like I give them 25 minutes, then make them read the first paragraph say and then they have to make a mind map, or you know something like that, they have to at least find the thesis statement in that paragraph…Lekin pata hai kya hota hai, in the beginning bohat mushkil hota hai…To yeh kiya, phir unhone poora ka poora chapter karliya, the day when I have to discuss the question answers with them, phir maine unko bola ke, "Just again make a mind map of all the points whatever we have read in Bertrand Russell". Of course then I also kept on repeating all the points which we have discussed reminding them off, aur wohh khudh bhi kartey hain…khudh bachey bhi thoori si yeh wali class ke achey they.	570.
BT	Very good point! ☺ very good point	571.
JK	Differences *tu hain* ….Research ke liye to we have to go for the facts and see what actually is happening! Though I am teaching from the 5 years or 7 years, but jis cheez se mujhe sub se zyada khushi hui, wohh yeh ke for the first time the girls, they gave me a very good response, they really understood who Russell is and what his Philosophy is, what he has talked about…and I hope so that they will remember it. But again it took me at least 2 weeks just to teach Russell and I had time, because the session is going to be over and I am almost done with my syllabus.	572.
BT	Yeh Russell ko mujhe bhi zara samjha dijiye ga! ☺	573.
JK	So phir wohh critical thinking ki taraf mera focus hota hai, kyunke zahir hai wohh wali baat hai ke I have to just want that kind of syllabus, wohh wali cheez hai…So I just really ask about their views whether they really agreed with Russell or not, or the areas where they could really come up with…They have the interest of language no	574.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	wonder! I mean it's my own experience, it's not that they are not willing to learn or they did not come up with any idea…Wohi wali baat haina ke zaban ki hindrance hoti hai, magar thoora sa hamey appreciate karna parhta hai ke, okay just share your ideas in Urdu, so at least they should speak up and they should just speak their minds out. So then they really came up with good ideas…otherwise the students are good thinkers, they have a lot of knowledge as well.	
BT	See they are human beings ☺, but they don't think in the class.	575.
JK	Lekin phir mujhe karna parhta hai ke, "Okay jo bola hai, usko speak in English", to wohh bohat koshish karti hein.	576.
BT	Sub se zyada jo important cheez haina, chaley teacher ko bhi aap chor dein, khatam karein saari baat, lekin sub se important cheez yeh hai ke at which level how much of English is needed and what kind of English is needed.	577.
JK	how much of English is needed and what kind of English is needed….Yes this is a very important one!	578.
BT	For example my Physics students [mobile ringing in the background], they don't know how to write the research proposals, yeh zaroor include karein, because this is very important…See whoever is designing our syllabus, they go on extremes, either they go on this extreme or that one, there is nothing in between.	579.
R	What do those extremes represent? …	580.
BT	This is the literature extreme and this is the language extreme! They both go hand in hand together. Matlab aap aisa literature ley kar aayain, ke hum us mai language seekha sakhein un bachon ko. Literature cannot be excluded all together! Matlab this is not possible ke aap unko sirf yeh kahein ke, "Ji aap yeh memos likhna seekh lein, aap yeh proposal writing seekh lein"…kahan se? From where that vocabulary will come? That will come from literature! Unko thoora sa Literature aap enter karein…like I mean 5 points aap unko dey dein, chalo points na dein, aap short stories unko dey dain. At least they should have some exposure…matlab 5 short stories, 2 essays, is tarah ki koi cheez aap dain, aur aap unko yeh parhaye. Aur phir us mai jo questions aaye, aapko pata ho, teacher ko bhi pata ho, jo syllabus designer ho, wohh, teacher aur jo paper checker hai, un teeno ko pata ho ke hamara target kya hai basically! In this year, what the student is going to achieve? Hamey jo Dave ne karwaii thii na, us mai hamey usne bohat barey barey journals diye they, aur usne kaha thaa, he was very kind to us.	581.
LT	Portfolio!	582.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

BT	Yes take a picture of this, this was the portfolio, yeh new moves hain…Usne is tarah ka hamey aik aur portfolio diya thaa, aur usne hamey kaha thaa ke, "You have to write down what you are going to do in the class, and how you are going to do it? What sort of techniques you would use?" Aur us mai sub se upper jo cheez thii na, that were the objectives, he said to us that, "Set your objectives, through this thing you are going to achieve this". Usii ne hamey yeh formula bataya that, "Your formula of achievement is I+1…just achieve this 1, I am not asking you to go for 10, I am not asking you to go for 50, I am not asking you to go for 100, no, just 1, but achieve this 1". So the syllabus designer, the teacher and the paper checker or the paper setter, they should know that at this level what kind of students will come, he should not keep in mind the brilliant students, no, he should keep in mind the average students, not the lowest, not the brilliant, but the average one, right! And what does that average student need? I mean this is not at all necessary, jaise hamey abh unhone Functional English keh diya, ke ji Functional English hai. Uske baad inhone kaha ke, "Ji jo BS1 jo hai, pehla semester jo hai, un saaron ke liye hum aapko yeh outline dey rahey hain, theek hai, abh aap ne yeh un saaron ko karni hai"…abh wohi outline jo hai wohh Urdu waley bhi kar rahey hain, wohi outline jo hai, wohh history waley bhi kar rahey hain, aur wohi outline Physics waley bhi kar rahey hain…why? Maybe those who are doing Physics, they might be having some different sort of needs, ho sakta hai ke unka level jo hai wohh yahan se bohat different ho. It needs a lot of work, but the outcome will be very good!	583.
YP	Urdu walon ke liye bohat tough sabit ho raha hai, aur Chemistry waley jo hai, unke liye bekar.	584.
LT	If you go out in the professional world, then it's not like that you are from Urdu or from English, you have to compete there, so that's why they have got these outlines ke this is the level	585.
YP	Nahi thoora sa different hona chaiye, jaise Chemistry aur Physics walon ke liye thoora tough aur Arts walon ke liye thoora sa light, aik level per wohh nahi chal paata hai.	586.
LT	But when they would enter to the professional life, so then they have to compete over there.	587.
R	You are saying, there are people who are specializing in Urdu and people who are from the Science groups.	588.
YP	Okay, so English is a core course and you teaches it as a subject, or it's just been uses as a medium of instruction?	589.
LT	Not for Urdu obviously.	590.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

R	No, no, not for Urdu, but for other sides…I mean obviously Urdu mai aap specialization kar rahey hai, English mai to wohh nahi ho sakta, but in the sense that part from that….	591.
LT	What I am talking about, like when they have to write, like applying for job interviews, then they have to write that application, this is what the course outline is, that we are teaching them how to write application or prepare for job interviews, how to do presentations…So when they are out in the professional field, they will be doing all this, applying for jobs and writing job applications, so for that they need English. I mean that's the official language of Pakistan.	592.
YP	But we are talking about the text contents what they are studying for the sake of comprehension and vocabulary, they are facing a lot of problem in it, the new book, jo humne introduce karaii hai, to uska level unke liye bohat tough hota hai.	593.
R	What is this new book called?	594.
YP		595.
LT	English for Academic Purposes!	596.
R	Okay and you are saying that, you feel that it's something that's not working. And who is the published by?	597.
LT	It's like a collaborative effort by British Council and HEC.	598.
R	Okay…and do you have Bertrand Russell Essays in that?	599.
	No, no, no, that is in B.A.	600.
R	And you are talking right now about?	601.
	Yes not B.A.	602.
R	Okay…Well it shouldn't technically be Functional English, but that's beside the point. It can be a mixture of a lot of different kinds of syllabi, not necessarily Functional English, though you could have a Functional-notional syllabus…it's interesting, you guys think that it's a Functional English syllabus, then probably is a Functional English syllabus.	603.
LT	But it's not! ☺	604.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

JK	In a way it should be used in its own context. Like for example it should be used in the context of a bank, so that is why they call it Functional.	605.
R	No JK I understand what Functional English means, but EAP is definitely not supposed to be…	606.
JK	Okay theek hai, you are talking about EAP.	607.
R	Yeah I am talking about the EAP…I mean I'm intrigued I like to see the book, because maybe it's a professional sort of surprise, but EAP is not just Functional or Notional, generally a multiple syllabus, which is a combination syllabus.	608.
LT	It is, it is actually, because we are talking about writing CVs and doing presentations, and how to prepare for interviews. And at the same time, we are also focusing on the skills as well…like speaking, listening.	609.
R	So you have the skill syllabus, I am saying you have a Functional syllabus, and a little bit of notional is there, and a sense of Grammar and stuff as well?	610.
LT	Yes, there is like the basic adjectives or whatever.	611.
R	Aap logon ki critical thinking aur reading aur writing bhi hai is mai?	612.
LT	Yes, there are questions that challenge students to do critical thinking as well, open-ended questions, like what is your opinion, not focusing only on the passage, and they are required to give their own.	613.
R	And do they have to do tasks as well?	614.
LT	Yes tasks as well!	615.
R	Okay, theek hai, there is a mixed syllabus, but you are saying that it's not working, I am more interested in that.	616.
YP	It's according to the level of my class.	617.
R	No, no that's fine…I think that's the most important thing, because it's very nice to have something in a vacuum, it's only when it's implemented that whether it works or not.	618.
YP	See I substitute the content and I have brought my book from the syllabus of my own daughter, she is in class 5, then it worked well….There were pictures, the level, it was a little bit easy and they got it.	619.
LT	Actually they have.. the resource that they have sort of consulted is the publications of the newspapers and so it's a little bit like very informative and dry….	620.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

YP	Yeah…and tough	621.
LT	like no short stories or maybe like introducing a poem somewhere, just to give a flavor of writing.	622.
R	Okay you are saying that there are mostly newspaper articles and ?	623.
LT	Yes and all the tasks and activities are research designed…	624.
YP	that's why it's very tough.	625.
R	That's it's tough because they cant follow it or because it's boring…?	626.
LT	It's tough because it's monotonous…	627.
Joint Turn	LT & YP laugh & R joins in	628.
LT	Yes, like it's the same articles with same kind of information, like about climate and about gender discrimination	629.
R	It's topical, but they don't know how to relate to the topical!	630.
LT	Sorry?	631.
R	As in it's topic -based?	632.
YP	Yeah of course!	633.
R	And because you think it's pitched too high in terms of language, or in terms of the way they heat up the themes that they have used…	634.
YP	In terms of diction as well!	635.
R	You think that diction is also very difficult for them.	636.
YP	Yes.	637.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

R	Okay alright, it's really interesting…it's becoming a genuine discussion …BT has talked about a lot of other problems…Do you want to talk about how you see your professional practice, or anything that you've drawn?	638.
BT	How do I see my professional practice?	639.
R	Or any other things that you have written? Who are you as a teacher, classroom, anything, which you would like to share your mind map ..[pause] nahein? [laughs] Nahi acha theek hai ☺. YP would you like to go?	640.
YP	I don't think about any image, ideas, analogy…So different metaphors came to my mind. The classroom if it's a kitchen, alright, so the students are different pales, and teaching is just like dishwashing.	641.
R	Teaching is dish washing okay ☺. That's very good!	642.
YP	Yes…Cleaning with hot water, spirit and devotion is the part of the teacher. And rinsing with a bit of force, this force is pushing up, always some students, they need a push.	643.
R	You are talking about the drive that you need to give them to…?	644.

YP	Yes.	645.
R	Okay alright!	646.
YP	And they should be fully involved in different activities, then only the cleaning and cleansing would be successful. Then what will happen, they would learn a lot. Again if a classroom is a factory, so teaching would be manufacturing, something producing…students are the raw material and the teacher is going to use her professional practice. It could be moulding, shaping, labeling and grading. Molding means tenderizing the talent or the basic innate and capability to learn language, it need tenderizing, moulding, right….according to, like sometimes you go to the grammar, teach them rules and then you give them some model, exploit the language yourself and then students learn. Then shaping, then you start doing different things, I mean the talent which naturally they have or the learning capacity they have, it needs some shaping, so that they can achieve the target. Then there is labeling or grading, evaluation on the part of the teacher after testing things with that.	647.
R	Okay…and how does sort of all this relate for you? What their relationship is?	648.
YP	Because I have titled that, "Teaching is manufacturing", right, making the students…the target that we should successfully achieve a learned language, right, the new target language which they are trying to learn. So different professional practice is, there are different methodologies or strategies which you set to make them teach all the things, or for the required results. So this is all connected!	649.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

R	And what about constrains? Where do constrains, restrictions…unko jo bhi aap kehna chahey?	650.
YP	Constrains…inside the classroom, if a teacher wants to introduce some innovative steps, nobody can disturb him from outside, right.	651.
R	Should disturb him or can?	652.
YP	Can! But the constrains are regarding the students, according to that level…like some students, they have a very slow pace. So the teacher, if he is teaching all the students, and if some are stuck somewhere, then he has to come back, wait for them and reexplain. And if the pace is, I mean it has some balance or it is equal for all the students, then you can call that you are achieving some success in teaching. Right! And finally all of them are on the same level. At least if they cannot write the required assignment or whatever the task you have given them, but at least if they have understood what you are saying or what is been explained to them, then it's enough!	653.
R	How do you know that they have understood what you're saying?	654.
YP	Because they come up with some feedback, the task, if it is done by them, so the teacher has succeeded.	655.
R	When you distribute the task and do you take the feedback verbally or is it [indistinguishable because YP begins speaking]?	656.
YP	Sometimes it's in the form of a verbal, oral discussion, but finally they have to write something.	657.
R	And do you also check what they write?	658.
YP	Yeah, it can be given as a home task, that go home and think over it and write few lines, and it is also checked on the next day.	659.
R	Okay you guys also check it as well?	660.
YP	Yeah, and sometimes in the class too…	661.
R	So do you do it yourself or is it through peer checking?	662.
YP	It depends on the nature of the task given to them, sometimes the peers are made and they are asked to exchange their work and check.	663.
R	Okay that's the way it's a peer feedback!	664.
YP	Yes, and sometimes they are in groups and the group leader, he or she checks whatever they have written, and then we match and make a comparison with the other group what they have written, and the group 1, 2 or 3, what are their ideas, how far they are similar and how far they are different. And in this way they learn a lot! They find new ways of thinking…I mean it's a sort of interaction with the whole class, because in this way they also learn from each other.	665.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

BT	Sometimes it happens that we ask them to do some project, I mean if they have done some assignment just for…I mean you can say a little bit of encouragement, a little bit of support, a little bit of fun, we ask them to do a project, and they do the project, and then we ask the rest of the classes to come and see…they come, they see and they appreciate it.	666.
R	Okay, so it's like they put on some sort of exhibition?	667.
BT	Yes exhibition!	668.
R	So it's like everyone else comes and comments and so on?	669.
BT	Yes.	670.
R	Okay, so it's for appreciation?	671.
BT	Yes.	672.
R	And does it includes in the percentage of their final?	673.
BT	Yes it does! Like maine apni base 1 ko aik movie dekhaii thii, "Lion King", aur unhone wohh dekhii, phir unhone uske upper different project kiye, kuch ne dialogues ke upper kaam kiya, kuch ne story ke upper kaam kiya. Phir pori class ko maine ikhatey kar ke aik project diya thaa ke, "Achaa! Abh aap ne isko aik model ki shakal mai karna hai", to unhone uska aik model banaya thaa…it was a beautiful model, bohat achaa, bohat khoobsurat model banaya thaa! I showed it even to the Principal, aur phir uske upper maine marks bhi diye they unko. Kiski us model mai kitni effort thii, kisne kya kiya hua thaa, kisne kis hadh tak kiya thaa…Unhone itni bari si sheet ke upper poora baqaida aik forest banaya thaa. Us mai unhone dekhaya thaa ke when Raphansel was ruling and when Symba was ruling, it was all green. Bohat achaa thaa, lekin when the Scar was ruling, it was all bend, sub kuch khatam ho gaya thaa, even those animals, they were dying…To phir kiske kis hadh tak kaam kiya thaa uske upper, phir unko uske upper marks wagera miley they.	674.
R	How do you know ke kisne kitney hadh tak kaam kiya thaa?	675.
BT	Unhone khudh apna, apna wohh liya thaa na, ke hum yeh cheez bana lengey, itna hisa hum bana lengey, itna hisa hum bana lengey, itna hisa hum kar lengey…Phir there were some, who were explaining it, how do they present the explanation, kis tarah unhone saara wohh kiya, uske upper phir humne unko marks diye. Maine aap se kaha na ke it needs a lot of work on the part of the teacher, but again teacher ko yeh pata ho…Matlab aap poochey gey ke mujhe kaise pata chala, mujhe yeh pata chala through Dave, he told me the different techniques…and they did it with a lot of interest. Achaa maine un se yeh kaha thaa ke, "Jis tarah aap ne yeh movie dekhi hai, is tarah aap khudh aik movie ka aik chota sa extract lo, aur usko khudh aap develop	676.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	karo"…Phir unhone wohh baqaida actions ke saath kiya thaa, you remember, maine aap logon ko bhi aik dafa class mai bulaya thaa. Balkey iski class mai mai gayi thii, isne bhi aisa kiya thaa.	
YP	Aap drama theater technique ki baat kar rahi hain?	677.
BT	Ji drama theater techniques ke naam se!	678.
R	They enacted it?	679.
BT	They enacted it and I was really surprised ke Physics ki larkiyon ka aik group, matlab mere pass to Physics ki class haina poori, to us mai mukhtalif groups baney, to aik group ne snow white pe kiya thaa,	680.
R	Disney Snow white?	681.
BT	aur unhone khudh wohh likha thaa, matlab wohh movie ka aik chota sa part ley ke aik scene create kiya thaa. Unhone khudh aik script tayar kiya thaa! Aur itni achii literary English mai kiya thaa…kehney ko matlab Physics walon ki kya hogi English. They enacted it and I was really surprised ke Physics ki larkiyon ka aik group, matlab mere pass to Physics ki class haina poori, to us mai mukhtalif groups baney, to aik group ne snow white pe kiya thaa, aur unhone khudh wohh likha thaa, matlab wohh movie ka aik chota sa part ley ke aik scene create kiya thaa. Unhone khudh aik script tayar kiya thaa! Aur itni achii literary English mai kiya thaa…kehney ko matlab Physics walon ki kya hogi English.	682.
JK	Nahi the Science students are always good at English, they are better!	683.
R	They are better at English than?	684.
JK	The Arts students!	685.
R	Okay. You'd mentioned this before	686.
BT	To matlab mera kehney ka matlab yeh hai ke, unko humne yeh technique jo hai, ya humne yeh cheezain unko kaise introduce karwaii, because at that time we just recently did that.	687.
R	This course that you said that you done with the HEC	688.
BT	Yes it was done with the HEC	689.
R	Okay they both talked about the constrains that they feel that they have, like Iffat talked about constrains related to curriculum, related to professional jealousy, related to the fact that even you don't have the timing, you have big classes…you know you talked about the garden thing, you have the flowers of different shades, different sizes, that means different levels…and you also talked about indirectly, when you said sort of taking them all along with you…So that's a constraint BT very, very articulately said about, how teachers are really underappreciated, in a sense that they not in the terms of their monitory sort of appreciation, infact that you have to run a house on a salary that you get, but also in terms of how they seen in terms of the respect. Have I gotten it	690.
BT	Yes, yes!	691.
R	And then of course you have the issues with curriculum, you have the issues with pitch, you know how much English do they need, what kinds of English…Iffat also	692.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	talked about that. Are these all constrains, or is there something else which you want to say here?	
R	And then of course you have the issues with curriculum, you have the issues with pitch, you know how much English do they need, what kinds of English..JK also talked about that. Are these all constraints, or is there something else which you want to say here?	693.
BT	One more thing I would like to point out…Those students, unfortunately, now I am talking about the real life situation, those students, who are in public sector, they are always lacking behind. And those students, who are in private sector, they are always ahead.	694.
R	We have our private sector representatives, we will cover that…	695.
BT	Is it true or is it false?	696.
HX	It is *very* [stressed] true	697.
WT	[Clears throat] It is very true because when you just look at the private sector, these are like, every time you got to make a lot of efforts, and with every day you have got to come fresh and you got to prepare, and it's mainly your performance which helps you a lot to get promotion and all that. But when you just look at this public sector, there are problems.	698.
BT	Nahi us mai aik aur problem bhi hai, us mai syllabus ka bara difference hai, wohh wide difference hai.	699.
JK	There is a lack of coordination between the curriculum designer and paper setters, because the questions which are really asked in the question papers, for example agar 40 marks hai for the paper B and we have to teach them dialogue writing, but the choice is there between dialogue writing or translation.	700.
R	Translation?	701.
JK	Meaning based translation, but otherwise teachers teach them…	702.
R	No, no I am saying you still required a little examining on translation.	703.
JK	Yes, they are still you know…	704.
WT	I got your point in this way, like in corporate culture, when people, like students, when they finish with the studies and they go into the market, some of them, some of them they go in the private sector, and some go in the public sector…I really thought in that way, not in this way…	705.
BT	Is liye maine education sector ke us se kaha thaa, matlab itna difference hota hai, jo mere kehney ka matlab hai, for example jo FSC kar raha hai, theek hai, aur jo O'levels, A levels kar raha hai, unki knowledge mai zameen asmaan ka faraq hai.	706.
JK	Exactly!	707.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

BT	Aur unke bolney ke style mai, unke confidence mai, unki knowledge mai, likhney mai, expression mai zameen asmaan ka faraq hai. Aap abhi yahan per kisi class mai chaley jaaye Graduate level pe, aap kisi bachey se English mai sawaal karein, she will never be able to answer you, you go to any private sector, I challenge you, O levels ki bachi ko aap aik question karein, wohh aapko 20 points dey dey gii wahan pe.	708.
LT	Even our Science and Arts students, I mean I am taking one section of Science and one section of Arts, I am the same teacher, I am teaching the same curriculum and everything ☺, but my Science students, they would come up with different ideasm.	709.
BT	A lot of different ideas	710.
LT	…result would be like, there is a lot of difference between both of the	711.
R	So we go back to JK's point, that it also depends on the class as a whole, I mean that particular class's level, it's not just the curriculum or the teacher, you know it is the class itself level, that makes a huge difference.	712.
LT	Yes.	713.
R	So is it just their proficiency, or is it their attitude that we're talking about? Or is it all of that?	714.
BT	It is the education system somehow!	715.
LT	They have a strong foundation, like from class 1 or from nursery, from the primary school also,	716.
JK	they are hard workers also.	717.
YP		718.
		719.
R	Okay so you are saying that the difference also when it comes also gives you different work ethics, that Art students aren't use to work very hard…have I gotten it right?	720.
JK	Yes.	721.
WT	It's parenting as well, some parents, they are very cautious from day one, but it's not, we cant just generalize it. I have seen it in the university level [murmuring in the background], there are 3 or 4 students, I mean I always appreciate them…she said that, "Whatever I do here from 8:00 to 1:00, my father and my mother always use to discuss it with me"…so obviously parent's thing is there. Whereas maybe some students are coming from the houses, where every time yelling is going on in the houses, the parents are fighting around, and after that that person, that student comes to your class, do you think that he will take interest? Maam for God's sake we're talking about a lot of issues	722.
BT	Mai aapko choti si aik baat batau…kal Shafiya ki tabiyat thoori si theek ho gayi na raat ko, Mashallah wohh behtar ho gaya, to at night time he was lying by my side and the TV was on, now I must tell you that he has gone to school only for 15 to 20 days, not more than that, my grandson I am talking about	723.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

WT	Okay.	724.
BT	To wohh raat ko mere saath laita hua hai, and what he is doing, "Rolly polly, rolly polly up, rolly polly, rolly polly down, rolly polly, rolly polly left, rolly polly, rolly polly right" ☺, So this is the school, we haven't taught them this.	725.
YP	4 directions are taught to the children just in few days ☺	726.
BT	Yes, English 4 directions…Abh agar usko play group mai yeh seekhaya jaa raha hai, so naturally jitna jitna wohh upper jaaye ga, usko behtar se behtar cheezain seekhaii jaaye gii na. To yeh difference hai!	727.
JK	In private schools!	728.
BT	Yes in private schools!	729.
R		730.
WT	When I simply look at the external environment, they didn't give any environment, any room for what happens inside the one…now all the theorists, they said that, you cannot kept this area, you have to focus on this area, because of course external environment, it plays a very important role, but we just cannot deviate…like I got this wonderful course, like Interpersonal Communication Course, in which students, they have got to go for self-exploring, and believe me once they start exploring these things, they get everything.	731.
R	Exposure in the sense that they talk about themselves and all that?	732.
WT	exactly! What happened and where did it come from…For example my silent students, they are unable to ask questions, they were always scared in sharing the things, they did it at the school level and the college level…one of a leftinent, she told me that why she kept quiet in the school because of her teacher, then she talked about this, I mean this phenomena of silence, why do the students, they just remain silent…Us mai I just want to only discuss one thing, aik hamari technique hai, it calls "Sitting with Nelli"….This technique is like gardening and all that, sitting with nelli is like, in the course of your life, especially talking about this education background, I mean when you are a student at school level, then at college level, and sometime at university level, you just look at different models…at school level, you like several teachers, their way of teaching the students, then you just go at the college level and university level, and then people who really inspired you, once you become a teacher,	733.
JK	you just start following the same person. True, true!	734.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

WT	No.. I mean if you are from a government school, it's all like that, whereas if you were going to a private school, then you are going to follow those practice. You won't scowl at the students in the private sector, once you scowl the students and the second day the parents are there that, "Why did you scowl at our child?"	735.
R	Aap private sector ki baat kar rahey hai?	736.
WT	Ji mai private sector ki baat kar raha hoon!	737.
BT	Scowling is something very big, why the teacher was looking at my child.	738.
R	You are saying that one huge factor is also accountability in public Vs private sector…private sector mai accountability hai, aur public sector mai koi accountability nahi hai, aap log yeh keh rahey hain	739.
BT	Public sector mai detey bhi to kuch nahi haina, to phir accountability kya hogi ☺.	740.
WT	When I went for my Masters, I went for my MPhil, I did not see a single course which could just drive me, or teach me that well once you become a teacher and then you go to different classes, this is how you have to teach the children…when I finished my studies, that was a big horrified story I would love to share.	741.
R	Yeah please just share!	742.
WT	I went to a college, and you know my models, they were like very strict teachers, even male and female.	743.
R	Are you talking about your own learning experience?	744.
WT	Yeah my own learning experience!	745.
R	Okay.	746.
WT	And I really got inspired from these teachers, so once I get into the private college, I said, "Whatever I am doing inside the class, you should not ask me", so I just went to these 4, 5 steps, this is how I use to teach people and people were so scared, like in my class, they use to grab each and everything. Okay one day what happened, a student, who was suffering from a fatal disease, and I didn't know that, because he was not allowed to share this whole thing, only my concern was, "Did you prepare or not? Are you prepared or not?" This is what I was only asking to him.	747.
R	In a private sector college?	748.
WT	Yes in a private sector college! One day I just stood up and I just slapped him, his ear was injured, after that that student recently fell down and after that he has got up…at later night at 12 o'clock, he just started feeling intensive pain and after that his mother just took him to a hospital, the ENT Specialist looked at his ear and said	749.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	that, "Well somebody slapped him"…and that guy was so scared that he didn't say anything, he said, "No, no I just simply fell down", and then his mother just called his one of the cousins and then he said that, "We have got our English teacher, he is very strict, he simply slapped him and that was so hard, he fell down and after that…" So since that day, I stopped teaching at that sector…So this was one of the horrible stories of my own life. But now like it's transformation and 100% transformation.	
R	I think it's a very brave story…We all have moments in our teaching careers…	750.
BT	Achaa yeh aik mai bhi is tarah ki share karna chahungi, that when I just appeared for my Graduation and I was free for one year, my parents, they just suggested that why don't you go somewhere, and teach, and I went to a school, Sadiq Public School, uske jo Principal haina, wohh kaafi sakht they, to jo Head Mistress thein, unhone mujhe yehi kaha ke, "We are giving you class 2 and you have to be very strict for the children, koi unko khuli choot deney ki zaroorat nahi hai, aur jo bhi aisi baat karey, to khainch ke aik thapar lagaye". I went into the class, and I just looked at them and they were just little children, I said, Oh my God! How can I, ☺ I mean kaise aap inke saath aise strictness show kartey hain… So that was the only one day that I taught over there, and next day se I am not doing.	751.
JK	Aik aur point now, for example if you are taught in the private sector and you have to join in the government sector, and you go to the class in the same sweet tone and then you would say to yourself that, "How can I survive without scowling and without shouting". I hate myself for doing that, literally I am using the word "Hate". Because it's not a part of my personality!	752.
WT		753.
BT	Taarey zameen pe sirf movie mai hi ho sakta hai, aur kahi real life mai nahi ho sakta ☺.	754.
JK	Because baad mai phir mai wohi ban na shooru ho gayi.	755.
WT	Because they have to justify it .. that taray zameen per is possible	756.
Joint Turn	Group laughter	757.
R	Okay.	758.
WT	Maam kuch aisi bhi problems hain.. look at this PCC college	759.
BT		760.
WT	Just imagine a father is coming and his son is there and he is telling him do whatever you like …. They lack critical thinking [clinking of crockery]	761.
R	This is … private sector *ke aap baat kar rahay hain*	762.
WT	Private sector.. private sector	763.
R	Tht even there they don't have critical thinking	764.
WT		765.
BT		766.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

WT		767.
JK	And PCC is for the middle class.	768.
R	What is PCC, I'm sorry?	769.
BT	Punjab College of Commerce!	770.
JK	You know those who score 550 or 540, they are not able to get secure admission in any other university or any other college, they just go to PCC, parents are really happy that their child is going to PCC, because they are really able to pass the exams and they are able to get admission somewhere, dekhey wohh baat haina, wohh jo result oriented hona, aur wohh jo productivity ka level hai, yeh hamey mil kya raha hai? Just like ke wohh consume aur wohh relationship hai.	771.
R	Wohh manufacturing wala relationship hai ☺.	772.
JK	Yeah.	773.
R	Ke kya aap produce kartey hai end mai ya nahi?	774.
JK		775.
WT	There should be a proper training for the people joining any private sector, like in Canada, America, like you go and you join any of the sector, so first of all you have to go for a proper certificate	776.
R	Yes you can't teach without your teacher qualification.	777.
WT	Though I have done my university, but I have no experience at all, now this is like in this process, I mean with different experiences, with this learning and you just change your personality… spirituality at work	778.
JK		779.
BT		780.
WT		781.
Joint Turn	Group laughter	782.
WT	Our job is just to groom …. *akhir teen months mai kaisay course cover hota hai? Inn practices ko nah… uss mai bachay ka koi kasoor nahein*	783.
JK	*Hum nay wohee discuss iya pehlay ke background*	784.
BT	Waiasya mai aapko aik baat batau, yeh mera apna aik personal experience hai…Jis teacher ne parhana ho na, wohh aap ko 2 saal ka course 3 mahiney mai bhi parha deta hai. Spirituality is main thing …hamari apni Chemistry teacher thein, hamey unfortunately koi nahi mila aur akhri 3 months mai she came, metric ki baat kar rahi hoon mai, aur unhone hamey akhri 3 months mai parhaya and I have secured 89% marks in Chemistry. Meri base bana dii unhone sirf 3 months ke ander.	785.
JK	Conceptual clarity dii hogi aur aapka confidence build up kiya hoga?	786.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

BT	Exactly!	787.
R	It's not just the 3 months, the 3 months represents a lack of commitment, maybe your Chemistry teacher was very committed.	788.
BT	Yes very committed, no doubt about it!	789.
R	She was very committed, so those 3 months were equal to somebody else's one year or two year.	790.
BT	Yes.	791.
Joint Turn		792.
R	If you are a responsible teacher…I am assuming, aap yehi kehna chah rahey haina?	793.
WT	Exactly!	794.
R	That if you are a responsible teacher, then your conscience wouldn't allow you to just come 3 months before an exam and teach the students, it's a big risk to take with their future…aap yeh keh rahey hai?	795.
WT	Yes.	796.
JK	But she is saying that she was given the task when the 3 months were left.	797.
R	Wohh alag baat haina, wohh alag baat mai yeh keh rahi hoon.	798.
JK	Exactly!	799.
BT	Mere kehney ka matlab sirf yeh hai, what she has pointed out, that few are the committed teachers, devoted teachers	800.
WT	Teaching is just a wonderful job, where you have to sacrifice a lot.	801.
BT	Hamey bhi yehi seekhaya gaya hai, aur hum bhi yehi kar rahey hai peechley 15 salon se. ☺ we are sacrificing everything actually.	802.
WT	Bohat achii baat haina!	803.
BT	Uska phir aap ko agli duniya mai reward bhi bohat miley gaa ☺.	804.
JK	Nahi reward to aapko is duniya mai bhi mil jaata hai…like I was on contract for 6 years, working on a contract was a very complicated sort of experience.	805.
R	Because you don't have a fixed, permanent decision?	806.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

JK	Exactly, that's true! Like your seniority is not counted ☺. Aur phir jab aise family background se hotey haina, jis mai aapko aise treatment ki aadat nahi hoti, to phir aapke liye wohh bohat mushkil hota hai. Though our pay scale was given to us by the government, means government was paying us, not the college, we were not paid by the college for anything like that…so I was not given that very special treatment, on the other words I was given a very special treatment ☺.	807.
R	Okay the kind of specialty that nobody wants ☺	808.
JK	☺ To mai bata rahi hoon ke I was so dishearted, and at the same time I wanted to do somethin g for the students. And whenever I wanted to share anything with the seniors, so I don't know what they saw in me, or what they were afraid of, they would not really like to just take some few steps as far as English language was concern…I mean just doing something for the students was the concern. So what happened in the end, I was doing my PhD, so for 2 years I remained so busy, that I wasn't stop thinking about the students, but I started paying more focus on my studies. And then I applied for the 18 graded Professor and I have been selected here ☺, so I am now their senior. Matlab yeh mai waise hi share kar rahi hoon…but at the same time abh yeh cheez hai ke meri thoori si better position hai, because now I am an Assistant Professor.	809.
R	But you got your Assistant Professorship because of your Mphil?	810.
JK	Yes because of my PhD yes.	811.
R	Because you enrolled in PhD and because you have completed your Mphil?	812.
JK	Yes.	813.
BT	Nahi she appeared in direct selection.	814.
R	What is direct selection?	815.
JK	It's Federal and Service Commission Exam, where they advertise their post…	816.
R	And then you sit for the exam?	817.
JK	Yes.	818.
R	Is it a written exam?	819.
JK	Yes and then they call for the interview.	820.
R	Achaa!	821.
JK	And then after being a lot of procedure finally.	822.
BT	Achaa written kya hota hai?	823.
JK	Written bhi hota hai, and it took almost 2 and a half years to complete the procedure, I applied in October 2010…To jo hum spirituality of the teacher ki baat kar rahey they na, to as a teacher wali jo cheez thii na, wohh kabhi Alhamdullilah se die out nahi hui. I really stopped thinking about the students and about the kind of environment that I was working in, because they were talking about the professional practices as well, but then after learning a lot, after studying in PhD, and then when again I compared the situation as what is been going on at our own colleges, so it's totally opposite…	824.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

R	So JK you were involved in PhD, that you were getting some kind of mental stimulus saved you from the environment…?	825.
JK	I found more enemies!	826.
R	You got even more enemies! ☺ alright!	827.
JK	Really! ☺ my HD, she is a very nice lady, I have informed her that, "I am going to participate in some research project", but deliberately I have not shared it with any of my colleagues.	828.
BT	Aap ki aik colleague hai Rubina?	829.
JK	Yes exactly Rubina Mughal!	830.
BT	And Safia Gulzar?	831.
JK	Yes Safia is there!	832.
BT	Unko hamara bohat Salam kahiye gaa!	833.
JK	People are good too, aisa nahi hai ke sub negative hai.	834.
BT	Maine un logon ke liye koi adjective use nahi kiya hai, maine sirf unko yeh kaha hai ke mera Salam kehna, to unhone kaha ke Walekum Salam to unhone aapko wapis kehna nahi hai, mai hi keh deti hoon ☺	835.
JK	My God! ☺	836.
BT	Abh do baaton mai poori situation clear ho gayi hogi aapko!	837.
R	Okay can I sort of sum up…it's amazing, at least it's a genuine discussion, it's not like ke aap ke answer ka time hai, aap ke answer ka time hai. okay so we would go back to YP and then we will come at BT we would come to LT at the end…is that okay	838.
BT	Yes.	839.
R	Okay you were talking about the dish washing, I love the analogy ☺, and then you talked about the factory, how is manufacturing and production, and Iffat was also talking about how this reflexes certain attitude as well. For everybody it's really about been able to produce at the end of the day, whether it's in terms of getting into admission into the colleges, or getting a good job, or whatever…it always in terms of the benefits that you get as a result of that. And I was asking you about the constrains that you faced, and you talked about the fact that reaching at a level that the students understand, being able to have a curriculum that all of them can follow, rather than being above them…Are there any other constrains, because itni saari baatein hui hain aaj. We have talked about the financial incentives, we have talked about the fact that you face a lot of professional hostility as well when you try to do something new…WT Sahab bhi apney seniors ke baarey mai kuch yehi keh rahey they. Then we talked about the divide between public and the government sector. And we talked about the lack of coordination between paper setting and so on, yani ke unka foundation hi weak hota hai. Mai sahi samajh rahi hoon na!	840.
BT	Very true!	841.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

R	Is there anything which you would like to add, which you feel is a constraint when you think about all of this, your classroom, your students, you as a teacher, your professional practice?	842.
YP	Hamarey yahan jo hai constraints mai, aik to yeh hai ke time limit! Thoora time hai aur syllabus unko kaafi zyada cover karna parhta hai.	843.
BT	Aik ghantey se aagey kya karna hai aap ne ☺	844.
YP	Dekho hum jo class ley rahey hain, it's of 30 minutes, and we take a class of 1 hour for 3 days only. So we always worry about the syllabus, ke achaa yeh karana hai, yeh karana hai, bohat saari cheezain reh jaati hai.	845.
R	Okay so you have a very, very heavy syllabus?	846.
YP	Yes very heavy one! Us mai hamarey short stories ke pata nahi kya number hai, phir poems and….	847.
R	R This is the BS Syllabus?	848.
YP	No, no this is the Intermediate syllabus. Un students mai se kuch bachey aise bhi hain, jo gauu (village) se parh kar aaye hain, unko to reading tak nahi aati, unko title nahi parhney aatey. Abh maine unko start kiya, ji brainstorming hai, title ko discuss karein, yeh karein…phir maine text unko explain karna shooru kii, meri complain chali gayi Principal ke samney, inke samney ki baat hai… complain yeh gayi ke, "The teacher, she doesn't explain us in Urdu". Achaa maine un se kaha thaa ke, "Bachey dekhey jahan per bhi aap ko zaroorat ho, mujhe stop karein, aur mujhe poochey ke Urdu mai bataye"…matlab wohh yeh chah rahey theey ke mujhe theme bhi Urdu mai likh ke dein, abh answers hamey roman English mai wohh likh ke detey hain.	849.
R	And this is your English paper?	850.
YP	Yes…if we give them a question that, "What is the theme of this poem", what roman mai spellings ke saath likha hoga, jis tarah wohh text messaging kartey hain ke, "Is poem mai poet ne yeh kaha hai".	851.
R	How do they give the exam rather	852.
YP	Yes…So some of them are at that level. Phir Principal ne mujhe bulaya, unhone mujhe kaha ke, "Aap inko Urdu mai explain kyu nahi kartein?" Maine kaha, "Mam yeh problem is waqt poorey college mai chal raha hai, saarey bachey yehi kehtey hai ke bhi hamey Urdu mai samjhaye"…Unko phir maine kaha ke, "Aap apney text ko khudh ghar ley jaayein, iski Urdu translation kar ke…" Different paragraphs I send to them, takey mere upper to bana rahey na is tarah se, yeh to koi level na hua. Phir unko maine kaha ke, "Is mai paste karein, chotey chotey paragraphs hai, inki Urdu likhein, aur book ke upper paste karein, takey aap ko pata chaley, matlab khudh aap karo, everything you are demanding from the teacher". Bohat zyada is mai phir aap confuse hotey ho!	853.
R	*Aap ki class strength kya hai?*	854.
YP	Class strength is almost 63, 64.	855.
R	And how many students, like the ones you are just describing, on an average?	856.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

YP	50 to 60% of them!	857.
R	50 to 60% will be at this level?	858.
YP	Yeah they are at this level! Asal mai mai dekhun to meri class mai 10 students hain, they say that, "We don't need any Urdu translation, aap hamey English mai hi bataiyein"…lekin wohh nahi hota, they stop me then and there and they say, "Mam! Is lafz ka matlab bataiye hamey"…To us mai different strategies hai, I always ask them to write down meanings on their own, I will check your work, write down the meanings, because I am not going to explain each and every sentence, if I start doing that, to aik class mai aik haftey mai wohh chapter khatam nahi hoga.	859.
WT	The students who come from the poor educational background or the remote areas, basically they are the product of this translation method, once they are into that,	860.
YP	Exactly	861.
WT	they are like always blind and whenever they sit in the class, so they always expect from the teacher to do all the things for them.	862.
LT	You know as a teacher, we are also getting into the habit of translating things all the time.	863.
Joint Turn	Everybody talking together [3 mins approx.]	864.
R	Parkinson and Reid	865.
WT	Then when a creative teacher goes in the classroom, they don't like her.	866.
BT	Shukar hai pathar maar kar nahi bahar nikal detey aapko ☺.	867.
Joint Turn	Everybody talking together …	868.
R	The reason is no one talks about this, sub ko we know that what is going on in the system, but there is no recorded data that says that this is the reality of the classrooms that we teach.	869.
JK	Spirituality at work… Bohat saarey log mujhe kehtey hai ke you move to the private sector, it may be a very easy step for me to move in a private sector, but then again the situation, it remains the same, even if I leave the government sector, nothing would change here, but again you see what would become of the students, of those students who are been taught in the same government sector. If we say that we have to do something for the teachers in the research, then we need to do something for the students as well, not only for the teachers.	870.
R	So you are working in a public sector is your contribution…	871.
JK	Yeah that would be a contribution to my own self.	872.
R	It is! YP a ne to commit kar liya hai yeh ☺.	873.
JK	Lekin phir again mera dil nahi manta, phir mai kehti hoon ke I am running away from the system or I am doing what.	874.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

BT	Aap ka dil maan jaaye ga, 10, 15 saal ghuzarney dein ☺	875.
YP	Hamara jab syllabus yeh change hua, subjective se objective, F.A level ka, level wahan se ghirta hai. Aap yaad hoga, jab humne parha, humne kaafi achaa parha, hamarey teachers is tarah se nahi, sawaal hi peda nahi hota thaa ke hum kisi key book se yaad karlein.	876.
BT	Hmm! Yaar mujhe to pehli martaba idhar college mai aa ke pata chala ke key books bhi hoti hai.	877.
YP	Infact aap ne agar kisi key book mai se likha paper mai, to wohh is tarah cross kar detey they, zero dey detey they. Achaa bohat confuse they hum, Urdu medium school se parhey huay they, chand convent school ke students bethey hotey they, wohh unke laadley, aur unko bara appreciate kiya jaata thaa, matlab wohh discuss kar rahey hain, wohh theme bata rahey hain, aur hum abhi words meaning mai phansey huay hain. Phir unhone kaha ke, "Aap aisa karein ke aap text mai se banaye, usko short karein, aur phir us mai se banaye". Us mai to aik dum vocabulary high ho gayi! Abh unhone jab se objective rakha hai, bachon ne text parhna chor diya hai, short question answers se aik dum summary, poems ke explanation, aur wohh sara us level tak ka, Hawksley wohh parhna, aur Russell ko parhna, aur Shakespeare ko samajhna, to impossible hai. Purana wala course bohat achaa tha, jisko humne bhi parha, aur phir hamarey students ne parha. Us mai at least yeh thaa ke literature ka environment thaa, short stories hai.	878.
R	Aap intermediate ke syllabus ki baat kar rahi hein, that's what I understand?	879.
YP	Yes.	880.
BT	We 3 are not talking about the B.S, because B.S mai to maine aapko bataya na, they have totally…	881.
R	Yes shifted to a language oriented….	882.
BT	Yes totally literature unhone nikal hi diya us mai se.	883.
R	Us mai bhi problem hai Rabiya jo aik cheez mujhe samajh mai aa rahi hai, aap keh rahi hai us mai bhi problem hai. And I think Iffat also talked about the fact that you can't completely do away with literature, because for us it represents something else.	884.
BT	*Abh wohh literature parha rahi hain, aur unka shikwa yeh hai ke, "There is no language in that", hum language parha rahey hain, hamara shikwa yeh hai ke, "There is no literature in that".*	885.
R		886.
BT		887.
LT		888.
JK	Their language is not taught the way it should be taught! ☺ Jaise 40 marks haina paper B ke liye…aur maine kal yeh dekha jo abhi aik naya syllabus aaya hai	889.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	3rd year ka, jo ke affiliation ho ke from this year, 3rd year is just now affiliated with the Quaid-e-Azam University.	
BT	Achaa!	890.
JK	Haan, hamari khatam ho gayi abh Paroos University ke saath B.A, abh nahi hoga.	891.
BT	Achaa! Haaye yeh bara achaa hua! Congratulations!	892.
JK	Kaafi positive points hain!	893.
R	Kya positive points hain?	894.
BT	I am telling you why it is positive….is liye ke jab hamarey papers 2 saal ke baad, ya saal ke baad jab larkiyaan paper dey deti hain, and they go to Punjab University, so Punjab University, it's a leviathan, iske pass itney zyada colleges aur universities hain, ke isko pata hi nahi chalta ke kahan se kya aaya, aur kya nahi aaya. And I am telling you very truthfully ke mere samney aise cases huay hain, ke aik bachi ne bilqul papers hi nahi diye, aur uske 70% marks they. Uske papers hai hi nahi, usne diye hi nahi, she said, "I am totally absent", aur uska jab result aaya na, to uske 70% marks they. Aur uske bajaye, mere samney ki aik larki thii, her name was Sadiya Akber, it happened somewhere in 90, 92, when I appeared in Graduation, mere saath wohh thii, she was very good, she came from America, English to uski bohat hi achii thii….to pata chala ke usne jab papers diye, result mai uske likha hua thaa ke koi result hai hi nahi. Jab usne pata karwaya, to unhone kaha ke, "Ji aap ke to papers hi ghum ho gaye". Papers were lost! Now if you go over there, agar koi larki, jaise meri kuch bachiyaan thein, jo ke bohat achii thein, creative writing mai bohat zabardast thein, aur matlab mai bohat strictly marking karti thii kisi zamaney mai. Aik Ambreen thii, aur aik Syeda Amna jo thii….wohh is kisam ki thii that she use to write poems, aur uski poems publish hua karti thein International paper mai. Jab uska result aaya B.A ka, us waqt hamarey pass simple B.A thii, jab uska result aaya, to uske 45% marks they, aur jab usne jaa kar wahan per pata karwaya, to usko paper kis tarah dekhatey hain wohh…yeh aapka paper haina, wohh aapko kehtey hai, "Haan ji! Tayar hai", tayar hai….(she was thoroughly turning the pages of a book in a quick manner). Yeh dekhey ji ho gaya paper, jaaye ji. Fees daal dii jaib mai, aik paper ko dekhney ki 2000 rupees fees hai aur khatam. Punjab University se niklna jo haina, it's a blessing.	895.
WT	Mai jab kabhi dekhta hoon, to mai tension mai hota hoon Pakistan ke haalat dekh ke, phir mai fantasy swing pe jaata hoon, ke aaj mai Prime Minister ban gaya, uske baad mera pehla kaam yeh hoga ke aaj ke baad saarey colleges, specially B.A ke, yeh Punjab University se affiliated hongey.	896.
BT	Bilqul karna! ☺ oye, hoye. Hum itney mentally peaceful ho gaye huay hai, we are affiliated with Gujrat University, magar yeh hai ke Punjab University bohat behtar ho gaya hai pehle se, matlab kam az kam yeh nahi hota ke bachey becharey gaye huay hai…meri literature ki class thii…mai aaj tak yeh phenomena nahi samajh	897.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	sakii, shayad aap mai se koi mujhe samjha dey….B.A ki literature ki class thii, us class ko maine from the day one liya thaa, F.A se liya thaa. Matlab they have been with me for the last 4 years and they were only I think 25 girls in the class, very extraordinarily good class, bohat zabardast kisam ki. Aur mera unke baarey mai yeh khayal thaa ke yeh class 100% result dey gii mujhe, halankey Graduation ke Literature mai 100% kabhi aatey nahi hai larkiyon ke result. Lekin mera us mai yeh thaa ke yeh kamal ki class hai, bohat zabardast class hai. Uff! Aur I was so committed, as far as the commitment goes, I was so committed ke meri niece ki shadi thii, aur maine sirf aik chutii kii thii.	
WT	Waoo good!	898.
BT	Larkiyaan pareshaan ho gayi thii ke, "Mam! Kal Maliha Baji ki shadi hai", they came to my place, matlab wohh itni mujhse close thein ke wohh mehndi pe mere ghar aaii…agley din baraat thii, aur mai college mai thiii apni 2 classes leney ke liye, mai ley kar wapis gayi hoon classes. Aur jab unka result aaya, to it was 52%! And I was so shocked ke mai beemar ho gayi, mai poorey aik, derh mahina beemar rahi ke yeh kya ho gaya. What happened, yeh mere bachon ke saath kya ho gaya! Aur yahan tak khatam nahi hui yeh baat, yeh abhi continue kar rahi hai…Aur sirf 40 days ke baad those girls appeared again, they secured more than 60% marks. Tell me how is this possible? This is not a Maths paper, this is not a Physics paper, this is a Literature paper, how is that possible? Ke 40 days mai koi miracle ho gaya unke saath, koi asmaan se wahiyaan nazil honi shooru ho gayi, ke jo larkiyaan 20 marks dey kar fail ho gayin, wohh 60% marks ley kar pass kaise ho gayin, just after 40 days.	899.
WT	In federal system, they sometimes use to check 1000 papers a day!	900.
R	1000 papers a day?	901.
WT	Yes.	902.
BT	You are paid per paper na.	903.
WT	Us mai mind set ban jaata hai ke hum ne itney papers check karney hain…wohh mai dekh ke aaya hoon.	904.
JK	Lekin dekhein aik baat hai, for your research we have to design something from within our own context as you said earlier, like we cannot change the syllabus, we cannot change the students.	905.
R	Aapko mai aapka concept map dey doon, actually we don't have it…aapko concept map se shooru karna hai, ya kahan se shooru karna hai, aap log mujhe batao? Aapko kya lagta hai?	906.
WT	Concept map se!	907.
R	Okay. It is very fascinating…actually do cheezain hain, first of all humne 4th meeting mai, I would like you guys to talk about your stories as learners. Now it's upto you	908.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	to decide your story as a leaner from, when you were official leaners, or learner as teachers…Lorf kehta hai ke, "Whether we are officially teachers or not, we are constantly apprentices, we are always watching, monitoring, observing". You know we are apprentices, you know you are constantly learning.	
WT	Exactly!	909.
R	Now as professionals, there are two reactions of observation, we become apprentices by following what we saw, or we have something that I prefer doing my research, is a negative apprentice of observation. Kuch aisa hota hai jo aap ke saath hota hia, aap chahtey hai that it all happens to somebody else. So there is a conscious decision on your part to do everything opposite to what you've been under receiving. So one of the most important thing as a practitioner is who we are. I think Asif Sahab's story was brilliant, but it's sort of set up what I would like to talk about, that when we talk about changing our practice or whatever we bring to the classroom, and everything to do with whom we are. So I like to think about your stories, it can be of 5 minutes, it can be through an example. And the other thing is, I would also like you to talk about what you would like to do as a project. Because I have shared cooperative inquiry case, ke exactly what it is. We will talk about that as well! Our next meeting, aap mujhe bata dein, I am leaving on Saturday…us mai job hi aapne plan karna hai, to aap log bata dein ke next meeting kab karna hai. Sirf 14th ko nahi rakhiye ga, mujhe lagta hai GV mujhe bohat zor se lagaye gii, kyunke wohh	910.
JK	BT would be in Islamabad!	911.
R	Yes, so either I will ask you for your college….? To aik to aap mujhe bata dein ke kab rakh saktey hain meeting.	912.
YP	Monday ko kar letey hai.	913.
BT	Meetings ke timings kya hongey?	914.
R	Aap logon ko jo timing banti hai, I am at your service.	915.
JK	I will make it after work, or in the afternoon.	916.
BT	I come to college at 8:30…agar after work hum log karein to jiii after work ho sakta hai?	917.
JK	Haan after work ho sakta hai, 2:00 baje ke baad.	918.
BT	Haan 2:00, 2:30 baje ke baad Monday ko.	919.
	(They were discussing the schedule and date of the next meeting).	
BT	Aap log mere ghar aa jaaye, G9.	920.
WT	Haan wohh sub hi ko nazdeek parhey ga.	921.
BT	E11 to suntey hi log bhag jaaye gey! ☺	922.
R	To G91 would suitable for everyone?	923.
Chorus: Yes.		
R	*Okay to mai phir sirf BT ko bata doongi!*	924.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

BT	Okay Monday 1:30 at my place.	925.
R	Achaa WT Sahab bata rahey they apna concept map.	926.
WT	Whether it's positive negative or whatever, people usually go up with their own ideas, like fixed mind and they start up with this teaching. The private sector is totally different and the government sector is totally different.	927.
R	*Yani unka aik fixed mind set hota hai.*	928.
WT	Yeah, like this is how the students are taught.	929.
R	And this is the only reality, there is no other reality?	930.
WT	Yes.	931.
R	*Achaa samajh mai aa gaya!*	932.
WT	And then they are not concern about, like you just talk about gardening, this gardener has got nothing to do with the soil and what's it's requirement, he simply goes, I mean directly starts, whether it's going to damage or give benefits…Even if he is doing some sort of just positive thinking, it's only for the very selective mood, it's very difficult for him to just think of it. So this is one of the aspect and it takes place too. For example Ashfaq Ahmed.	933.
BT	Yeah He has written different books named as "Zawiya 1, Zawiya 2, Zawiya 3".	934.
R	I am sorry I only know about Iqbal and I kind of stops my knowledge of Urdu Literature.	935.
WT	*Mere saath koi masla nahi hai ke mai 5 saal library mai betha rahu*	936.
BT	*Oye, hoye kya baat hai! kisne tang kiya aap ko ☺. Bohat lucky ho aap.*	937.
WT	So in book, he shared the beautiful stories, in which He said that, "When I just became a college teacher, and I went to my classes and I use to make people stand on the dais and speak for the class", and He said that, "I was so passionate about it, that one day I just asked one of the students and he was like very much reluctant and he simply refused, I just asked him after and when he refused for the third time, I just took him from my class out in the corridor, and then I just publically insulted him by going to all of the classes of my college, I said that, 'look at this guy, how he did this". So He further said that, "Basically I don't know whether it was like my pride, that why didn't he say no to me, and then I just took the revenge, and I was thoroughly satisfied that well I have done all these positive things, and second day that student didn't come to the college again, and after that he never came. And now whenever I just think about this one particular incident, I always feel very much guilty that why did I do that, I mean it's because of me somebody left, and on another part I am responsible for this". So obviously we have got a lot many cases, in which we use to do like that. Like Dr. Sohaila, she did her PhD from British University, so Sohaila keh rahi thii ke, "When I was at my metric level, so I just attempted my paper and I couldn't submit my assignment or whatever, so the teacher, she just stood next to me, and I was just attempting my paper, then she said	938.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	that, 'Mai dekhti hoon ke tum kaise pass hoti ho'…" I mean look at these believes that once I just assign you something, and you are unable to come upto my level, and you did not submit, and now you are sitting and doing something positive, well I will never let you do that.	
R	*Aap keh rahey hain ke wohh ego ka clash aa jaata hai.*	939.
WT	*Ji ego ka clash aa jaata hai!*	940.
BT	*Maine samjha ke shayad aap Dr. Sohaila ki abh ki dastaan sunaney lagey hain…Abhi bhi unke saath yehi hua hai.*	941.
WT	*Abh to kher Pakistan mai koi itni achii teacher afford nahi kar sakta* ☺	942.
BT	*Sahi baat hai*! Mam Sohaila has done her PhD from Canada, she came back, she is a very highly qualified person, but uff she faced such a criticism, that finally she resigned from there, now she is in "Concepts".	943.
R	She faced criticism because she was doing something different than the other people?	944.
BT	Yes exactly, because of her hard work.	945.
WT	Exactly!	946.
BT	*Wohh* Mam Alliya ki teacher hai in PhD.	947.
R	Achaa, is she also the Head of her Department?	948.
BT	*Yeah mai bata rahi hoon na ke* she is in "Concepts" now.	949.
R	Okay.	950.
WT	*Abh inke saath problem yeh hai ke,* like there must be a check and balance, the students use to give the feedback about you, us mai achaa yeh hota hai ke, I mean if you have got a positive feedback, or even if it's negative and you as a positive person, it really helps a lot to just groom yourself.	951.
R	I mean the feedback which you get, whether it's positive or negative, but at the end it's positive because you learn?	952.
WT	Yes because you learn! *Abh hota yeh hai ke government schools, ya* government colleges mai kahi pe feedback mere khayal mai nahi hota.	953.
BT	*Teachers ka feedback*?	954.
WT	*Yes teachers ka feedback! To abh yeh hona chaiye, yeh bohat positive hai*.	955.
R	*Aapka recommendation hai ke feedback milna chaiye teachers ko?*	956.
WT	*Yes hona chaiye!*	957.
BT	ACS Forms *hotey hai.*	958.
WT	Nahi ACS Forms to administration ki taraf se hotey haina, yeh to students ki taraf se hona chaiye feedback. Aap ne class ko parhaya, abh wohh aapke baarey mai dey gii feedback.	959.
BT	Kuch kuch hota hai, I mean itna to nahi hota, bohat strict kisam ka nahi hota, lekin beherhaal hamey baaz dafa jo hai, is tarah bhi hota hai ke hamey baaz dafa aik	960.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	doosrey ke baarey mai kaha jaata hai ke aap apni raaye dey…Matlab mujhe kaha jaaye ke, "Ji, aap inke baarey mai kuch likhein, ya unke baarey mai kuch likhein". Ya even sometimes hum khudh apney haath se students ko, ya koi bahar se aa ke students ko pakra detey hain papers, questionnaires, "Ke falah teacher ke baarey mai aap likh kar bataye, ke kya hai". But you know sometimes it is very negative.	
R	Yeah I think it's very political as well, because it depends on who writes the comments for the teacher, friend or enemy.	961.
WT	Is mai bohat saarey issues hai. like Dr. Ismail, wohh poorey Asia mai Pakistan ko represent karta hai, wohh kehtey hai ke, "Yeh students meri kya feedback dengey, jinko class mai proper bethna bhi nahi aata".	962.
BT	Exactly! To yeh aik aspect hona chaiye!	963.
WT	Is se pehle proper training honi chaiye teachers ki, I mean right from day one they should have something, ya bohat zyada koi gold medalist hai, to wohh zehn mai yeh na rakhey ke aagey se sub aik gold medalist ki tarah hi us se behave karengey, aur specially bachey. Phir teacher ki jo apni aik fixed personality bani hui hai, us mai status ko challenge honey ke liye kuch ….	964.
R	This is all what you have got?	965.
WT	Wohh to ultimately mai usko kar raha hoon, ke yeh wohh teacher hai, jo bagher kisi soochey samjhey aatey hain…Phir yeh aagey thorey thorey selective aa jaatey hain, yeh dekhein na selection se kar raha hai dekh ke.	966.
R	*Achaa, theek hai.*	967.
WT	*Yeh random hai, yeh fixed style hai, aise hi chaley ga, lekin har teacher change hota hai, apney lehaz se change hota hai, apney hadh tak ho, to it's fine, magar agar practices ko dekha jaaye, to bari problem hai fairly speaking, jitney fixed mind set waley bachon ko frustrate kar ke bheja jaata hai, wohh not only apney ghar ke liye, future mai apni wife ke liye, balkey in generally society ke liye barey problematic ho jaatey hain, kyunke phir unhone revenge lena hai. Abh yeh jo latest research hai, iski self-esteem linked hai, father mother ko kuch kahey gaa, wohh ultimately bachey ki self-esteem damage kar raha hai. Abh wohh hota kya hai, bachaa 15, 20 saal ke baad aik din father ka haath pakar leta hai ke, "Stop it!" agar wohh aisa nahi bhi karta, to bhi at least wohh baaghi ho chukka hota hai.*	968.
R	*Dil mai!*	969.
WT	*Ji. Abh wohh school mai jaaye ga, ya college mai jaaye ga, university mai jaaye ga, abh parents responsible haina, responsible hum to nahi haina ☺, ghar waley responsible hai. Phir agar us bachey ke saath aisa hi kuch school mai ho jaata hai, ya college mai ho jaata hai, to aapka kya khayal hai ke wohh us society ke liye koi productive member hoga?*	970.
BT	Sorry to interrupt! Mai yahan per na aik example dey rahi hoon…Again example from my own experiences ☺. Twice it happened in this college and once in	971.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	Gujar Khan, there was a student of mine, mere pass wohh sirf 2, 3 din rahi, uske baad wohh Rabiya ke pass chali gayi, Rabiya has also seen the whole situation. Achaa! Uski matlab look kya thii, that she was very thin, tall, around my height and uske itney chotey, chotey katey huay baal, and she use to dress up like a man.	
R	Okay identity crisis!	972.
BT	*Haan! Achaa wohh galey mai aise daal ke chalti thiii…Bari ajeeb, matlab yeh nahi ke usne koi badtameezi wagera ki ho, nahi, she was a very nice person. Meri class mai wohh proctor thii, wohh 2, 3 din meri class mai rahi, then she went to her class. Achaa! Abh usne daily aik kaam karna shooru kar diya, mai jahan pe class ley rahi hoti thii na, wohh bahar khari ho jaati thii aa ke, aur usne mujhe squad karna hota thaa doosri class tak, phir wahan pe khari ho jaati thii. Matlab apni class ley kar aaii, 5 minute pehle bhaag kar aa gayi, wahan per khari ho gayi, phir mujhe squad karna usne…Achaa! Finally she said that, "I am in love with you!"*	973.
WT	What an affair! ☺	974.
BT	*Sir hamarey liye yehi affair hota hai.*	975.
WT	*Waqaye achaa hai!* ☺	976.
BT	*Achaa! I am sorry, but being very realistic, mai shayad hoon thoori bohat romantic, lekin realism thoora sa zyada hai. Okay instead of snapping her, mai usko barey aaraam aaraam se samjhati thii, mai kehti thii, "Beta! Meri baat suno" she says that, "Don't call me Beta!" Achaa! I became very, very soft with her, maine usko barey pyar se samjhaya, mai uske ghar bhi gayi phir. Matlab aap involvement ki baat kartey haina, sometimes you are so much involved in a student. Phir mai uske ghar gayi, mai jaa ke uski mother se mili, and what I saw was, the background was, ke uske maa aur baap mai apas mai laraiyaan hoti thein bohat….bohat laraiyaan hoti thein*. Aur wohh us se na faraar hasil kar rahi thii…She actually wanted somebody's love and she couldn't understand what sort of love!	977.
WT	Exactly!	978.
R	Redirect !	979.
BT	*Yes…Phir maine usko bohat aaraam se samjhaya, uski thori si zara maine brainwashing karni shooru kii. Maine kaha ke, "Dekho! Larki ko larki rehna chaiye, aur teacher jo haina aapka…" Matlab bara mai usko samjhati gayi…It was a very long process. Takriban yeh hua ke final usne Masters kiya yahi se Urdu mai, aur jab tak wohh Masters kar ke nikli na, so she was totally transformed into a girl, bilqul aik wohh ban gayi hui thii proper larki ki tarah. Abh Mashallah she is a mother of two children!*	980.
R	*Yeh BT ki* success story *hai!* ☺	981.
BT	Yeah this is my achievement! Another girl just like her, *bilqul usii tarah ki, wohh bhi aisi hi thii, ussey maine pyar se samjhaya, phir aik dafa maine uski maa ko kaha…Matlab usually mere mothers se bhi taluqaat hotey hain. Phir maine unki*	982.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	mother ko kaha, maine kaha, "Isko kya problem hai, isko aap dress up kyu nahi karwatey larkiyon ki tarah?"…Matlab aap dekhein na, har aik ki treatment maina thoora sa faraq hota hai. Usko maine bohat pyar se treat kiya, because mujhe pata thaa ke isko agar mai zara sa dabao (pressure) dalungii na, she will screwed. Ya yeh kuch kar ghuzrey gii, ya yeh bhaag jaaye gii.	
R	Every flower needs a different kind of care.	983.
BT	Yes. *Iska mujhe pata chala ke iske father nahi hai, iski mother hai, lekin ghar mai koi problem nahi hai. Isko maine aik baar pakar ke kaafi sakht kism ki iske saath treatment kii, maine kaha, "Tu seedhi hoti hai, ya nahi hoti? Mai tumhey bilqul theek kar doongi"…Now I wish ke mai aapko dekha sakun, she is totally a girl now, itney baarey baarey wohh pehnti hai jhumkey ☺. Baal usne itney itney barha liye huay hai ☺. Aur shadi bhi ho jaaye gii Inshallah kuch arsey mai. To jaise yeh background ke baarey mai keh rahey haina, ke parents mai koi problem hoti hai. Aur maine aksar yeh dekha hai ke jin bachon ke parents mai koi problem hoti haina, wohh zaroor is tarah ki attention seek karney ki koshish kartey hain. Kabhi wohh bilqul "Taarey Zameen per" wala bachaa ban jaatey hain, kabhi wohh bilqul different ho jaatey hain, kabhi wohh kuch kar letey hain. To yeh aik bohat important factor hai!*	984.
R	The home background, *jo aap ne shooru mai bhi yehi kaha thaa*!	985.
WT	*Jii phir is mai barey masail hotey hain! Okay the people who are just going to transform themselves…okay mera to aisa ho gaya hai ke whenever there is a workshop at Askariya College, then in every workshop I use to give my example, to wohh kehtey hai mere baarey mai ke, "Training karwaney wala aa gaya, is teacher ne khudh kya kiya thaa". ☺Secondly mai teachers ko bohat observe karta hoon, mujhe un se bohat achey achey points miltey hain, matlab mere liye kuch role models hotey hain.*	986.
R	Sir you are constantly in a practice?	987.
WT	Yes in a practice! And I always tell my students that, "Do not expect anything fixed from me, and when you go out of this semester, don't say to others that this is Sir Asif Masood, but you will be shocked to know that I would be an entirely different person in the next semester"…So after going through all these theories, now I feel quite nice in my class.	988.
R	*To aapne constant decision liya hai to transform yourself not just as a teacher, but as a person based on your chastile moments, sub ke chastile moments hotey haina, according to Chastile, you have that moment in your life, where you suddenly realize that your reality has shifted, and when you response to that reality shift, there is a complete shift in how you think and interact with the world. Kabhi kabhi kisi ka bohat baad mai hota hai, sometimes you have it early in life, some people don't even know that they shifted, but we all have those moments, and in teaching also, jo aap keh rahey hain.*	989.
WT	Yes.	990.
R	You know we all have those moments, when you look at yourself through sort of a	991.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	third party's eye, and you think, this is me, this is what I am doing or not doing, wohh jo moment aata hai, when you start questioning yourself and your reality, represents as Chastileship…Now some people are very lucky, they are constantly doing that kind of…*wohh itni mehnat kartey hain apney upper, that they have several. Kuch logon ka agar zindagi mai aik dafa bhi ho gaya, aur unko pata chal gaya, to wohh to….I mean kher*! I mean it depends on you, as a person we all have those moments.	
WT	*To aik to yeh thaa*, secondly for me a teacher is like an army instructor, and his class is the academy, and the students are the different cadets…and once the instructor decides something, so then the cadets have to follow it.	992.
R	So right now standing where you are, who is a teacher and who is a student for you now?	993.
WT	I mean as a teacher you are a mother.	994.
R	I think yeh JK ki example hai ke you are a parent.	995.
WT	You are specially a mother.	996.
R	Father ko reject kar diya ☺.	997.
BT	Not only there is a mother, this is not always on mother, you have to be a father too.	998.
WT	Because fathers, they have got different exposures outside, so they sometimes push the children on a particular direction. Whereas mother is always there, she is there just to incorporate almost everything in their personality; the mother has to accept everybody's problem, issues, plus points and all that. *Wohh apni beti ko bohat pyar karti hai bihaney se pehle bhi, aur phir wohh mother usii condition mai rehti hai agar wohh beti Khuda na khwasta divorce ho ke ghar mai aa jaati hai, to mother, mother hi rehti hai.*	999.
R	*Haan wohh complete acceptance hota hai.*	1000.
WT	Similarly there is a toper, she loves her mother a lot, and then there is a failure…I saw one of my brother, he was doing a very good job, and ultimately my mother, she got so possessive about him that, "Look you are not doing fair thing and all that"…To abh yeh process yeh ho gaya hai ke jis mai, I mean I am not an instructor, I am not an army personnel, who is there to just simply give orders and all that…That was the mother, I mean they all are coming with their own mind sets, and if they go outside, if they don't do any sort of hard work, then they would be responsible for that, and punishments are always there in the market. So instead of just taking that pride, that now I am satisfied myself by sending them out of my class, or by just giving them very low marks in general evaluation and ultimately jo bahar unko punishment miley gii life se, wohh kaafi miley gii.	1001.
R	So your job is just to support them, and try and teach them?	1002.
WT	Now at university level it's not teaching, I am a ghost and I am a jin.	1003.
R	*Aap equate kar rahey hai, ya differentiate kar rahey hai dono se?*	1004.
WT	*Equate kar raha hoon!*	1005.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

R	*Theek hai!*	1006.
WT	Okay *wohh aap ne nahi parha, bara interesting article hai* education mai. Phir jo training hai in the classroom, it's just like a training mall, we have got these training colleges, because at university level, we don't have to behave like the school teachers, or that environment, because Harvard Gardener is excellent for them, I mean they are just going to develop their test for certain subjects and all that, and they are open to all these areas.	1007.
R	Okay when you are talking about Harvard Gardener, are you talking about the Harvard Gardener reference multiple intelligence?	1008.
WT	Not multiple intelligence! At school level it really works, I mean design your lesson plan and keep those aids, and different types of intelligence. But when it comes to university level, like it's meant for special orders, so they have just selected one particular field and our job is to help them to settle those, prepare themselves for that particular market, so that they should have the same mind set. And when they go into the market, they shouldn't have to face any problem. I tell them in the university that, "Look you are the business electives, we don't have the student teacher relationship, mai aap ke saath waisa hi karunga jaisa aap ke *saath market mai hoga, kabhi koi promotion, kabhi koi kar diya, kabhi yeh kar diya, kabhi quit kar diya, everything with go up". Aur wohh accept kartey hain! Hum un se kehtey hai ke, "Aap future ke leaders hain, aap future ke transformers hain, aur aapko hum ne aise tayaar karna hai, hamari majboori hai, aap kaam kar ke laaye gey"…*and then you just go and you really help them to prepare for all this, then you really push them very hard, they really feel like working and they don't feel like any problem, like typical problem of teacher student relationship.	1009.
R	So you haven't set a goal, you have a vision, like you encourage them, you push them towards achieving that goal.	1010.
WT	Yes achieving that curriculum, and we are free at university level, we don't have any fixed…???	1011.
YP	*Dekhein hamey bohat saari techniques chorni parhti hai, cant go with them, syllabus reh jaata hai, aur complaints pohnch jaati hai, "Ji teacher ne syllabus cover nahi karaya, hamey to yeh question aatey hi nahi hai", uska aik hal yeh hai ke unko mai kehti hoon ke, "Daily aap 10 yaad kar ke aao", unko mai 4 likhwaun, 3 likhwaun, while I am taking attendance, go on doing this test. Theek hai, us mai wohh check nahi ho sakta hai, us mai language ki mistakes, ya grammar cant be checked. To saarey check karein apna apna based on a model. Hamarey teachers bhi hamarey saath is tarah kiya kartey they na. Jahan tak correction ka hai, to uske kuch hadh tak to hal hum nikaal letey hain. Like our teacher, what she use to do, jab paper ho jaatey they, to wohh board per likha karti thein ke, "These were the common errors which almost every student has done"…aur mai bhi yehi karti hoon, ke board pe likhti hoon students*	1012.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

	ke common errors. To is tarah corrections aur frequent tests nahi liye jaa saktey, yeh bohat bari problem hai, without checking phir bekar hai, student cheating kar ke karey, ya jaise bhi…to yeh hai.	
R	Okay.	1013.
YP	*Mera jo Urdu ka major hai, mujhe bohat is cheez se ghusaa aaya ke unhone mujhe Urdu ka discipline utha ke dey diya. Abh inko kaun parhaye gaa B.S level ki English…Achaa maine shooru mai unko kuch nahi parhaya, maine book ko touch nahi kiya 3 haftey tak. What I have been doing, ke maine un se poocha ke, "Translation aati hai?", "Nahi Mam", phir maine poocha, "Kis tarah yaad kiya thaa metric mai, kis tarah test preparation kii, phir kaise pohnchey udhar". Kehney lagey students ke, "Hamari teacher kya karti thein, wohh kehti thein ke yeh paragraph ki English hai, isko aap rata laga lein, yaad kar lein, yeh paper mai likh aaiye gaa". Phir maine apney students se kaha ke, "Theek hai metric ki books laaye". Unki metric ki book mai itni achii exercise hain, they are really easy. Yaqeen karein ke maine B.S Honors walon ko pehle Metric ki parhaii, matlab unko translation seekhaii. Uske baad unko FSC level se kuch karaya, uski revision karaii….Hona yeh chaiye, achey schools mai aap dekhein jo syllabus hum design kar rahey haina, uska jo pehla one third portion hota hai, it is consisted of the previous class's course, uski saari revision hoti hai, phir jaa ke student agla step leta hai. Phir mere students ne mujhe force kiya ke Mam hamey Urdu mai samjhaye, maine kaha theek hai. Maine un se kaha ke, "Aap Urdu mai express karna chahtey hain, Urdu mai karein, lekin please likhein English mai, theek hai". Abh aap meri class mai aaye gii Monday ko, aap dekhiye gaa ke wohh aein hai, balkey unhone mujhe hairaan kiya hai….Maine unko pehle bohat zyada meanings bataney shooru kiye, ke chaley inko mai jitna facilitate karun, lekin unko jab bana banaya kaam mil jaata hai, to unki creativity khatam ho jaati hai, wohh phir kuch nahi kartey khudh se, spoon feeding ho jaati hai. Abh maine unko assign kiya aik aik passage aik aik group ko 3 girls ka, I asked them to find out the meanings, I told them that, "This is your task to do, yeh kaam aap khudh karo". Doosri baat yeh ke I asked them to give the summary".*	1014.
R	Of each paragraph!	1015.
YP	Yeah of each paragraph! It was very easy for them, 10 sentences *unke liye kar lena bohat aasaan hai, bajaye iske ke mai hi poora lesson parhti jaaun, explain karti jaaun. To jab wohh personal effort apney put karey gey na…maine un se poocha ke, "Abh aap ko pata chala ke aik teacher kitni mehnat kar ke aata hai, aur aap us mai se 50% bhi apney ander absorb nahi kartey". Phir meanings ka bhi yeh masla hota hai ke inko context ke saath usko milaney nahi aatey.*	1016.
R	They cant understand that the words exist in a context! *Unko sirf words meanings yaad karney hai.*	1017.
YP	*Aur wohh jo meanings laati hain, wohh 3, 3 meanings laatey hain, to us mai se hum aik set kartey hain, jo ke hamara suit kar raha hai.*	1018.
R	Contextualize!	1019.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

YP	*To matlab unko bohat achaa us se faida ho raha hai! Ghalat salat bolti jaati hai, magar mai unko us waqt kabhi nahi tokti, matlab usii waqt correction kabhi nahi karni chaiye, baad mai aap bula ke samjhaye.*	1020.
R	Achaa you don't do it in public, like in front of others	1021.
YP	No, rather I encourage them…D*ekhey English sub ko aati hai, unko bolney ka moqa dena, unko encourage karna, unko aagey laana…Shayad maine khudh is tarah ke mahaul mai parha hua hai ke teacher bohat discriminate karti thii,* she clearly use to draw a line between us and the conventarians and all that.	1022.
R	Conventarians are?	1023.
YP	People coming from elite schools, convent students!	1024.
R	Okay	1025.
YP	*So I have been a very good student till metric, but when I enter college, meri saari creativity aur saarey ideas, though I have the ideas in my mind, magar teacher ke sakht behavior ki wajah se, matlab wohh foran reject kar dengii, ya kahey gii ke English mai baat karo, wohh saara phir dab jaata thaa. To abh in bachon ke liye mai wohh saari books laati hoon, apney betey ki sambhal ke rakhi hui hai, class 1 ka hai, abh meri beti jo hai wohh convent mai parh rahi hai, in bachon ko spellings nahi karna aatey jo hamarey bachey hai, wohh spelling ko rata lagatey hai, spelling to kabhi rata laga ke kiya hi nahi jaa sakta. To phonetics ke through kuch poems hai in schools mai, kuch rules hai, wohh inko seekhati hoon….dekhey inka koi kasoor nahi hai, agar lakhon rupey nahi laga saktey unke parents, to unko kya matlab parhaya na jaaye? Unko aap thoora peechey ley jaaye, unko chotey level se shooru karaye, gradually they will understand the difficult things, gradually they would tackle with their own course. Ahista, ahista ho jaata hai, lekin yeh hai ke us mai mehnat bohat zyada aapko karni parhti hai. Lekin wohh bhi aap hi ke faidey mai hai, phir next semester mai aapko bohat kum mehnat karna parhti hai, jo aapke students hai, aap unki base khudh banatey hai. Aaj subah mai parha rahi thii, CSS ke students hai 3, unhone kya seekhna hai, "Ji hamey comprehension seekha dein". Un students mai se aik Clinical Engineer hai, job bhi kar raha hai, aur aik bachi jo hai, usne IR mai Masters kiya hua hai. Maine un se kaha ke, "Aap Percy writing seekhey, so how you will follow the ideas", kyunke bohat tough unko articles diye jaatey hain newspaper se, ke iski aap percy banaye. Aur us ma jo baat shooru hoti hai, wohh end tak pohnchtey pohnchtey unko nahi aati, bohat saarey words ke meanings nahi aatey, English itni weak hai. Maine unko kaha ke, "Aap simple strategy lein, ke aap subject verb noun ko follow karey, aap subject ko dekhtey rahey, aur uske baad subject, verb, object, synthetically in sentences ko parhein"…Phir unko maine parts of speech bataye, ke is tarah se hain, unko aik chota sa task diya, ke in sentences mai aap underline karain, then they were able to do Percy writing.*	1026.
R	So did you do sentence analysis as well?	1027.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

YP	Yeah, sentence analysis *pehle karaya hua thaa! Maine un se kaha ke, "Aap academy mai kyu nahi gaye, mere pass kyu uth ke aa gaye", unhone kaha ke, "Wohh to bohat high level se shooru karaye gey, aur hamara yeh hai ke hum basic knowledge seekhna chahtey hain". To teacher ko foran zero ke chaley jaana chaiye jahan wohh dekhey ke level low hai, matlab mai agar unko lecture deti rehti, comprehension percy writing ke rules se hi shooru karati, ke yeh rules hai, is tarah karo, so then they would not understand me. But now they are more than happy ke abh wohh khudh se kar rahey hain, unko pata chal gaya. Unka yeh thaa ke, "Yeh aik jungle of words hai, is mai hamey nahi pata chalta ke kaunsa idea lena hai, aur kaunsey words leney hai, phir unko original apni language mai transform kar ke usko likhna hai". Maine unse kaha ke, "Agar aapka level bohat kum hai, to aap bachon waley level pe aa jaaye, aur usii tarah se alif, bey, pey se shooru karein".*	1028.
WT	It's okay if you go for the comprehension, but take the material from their own fields, so it should benefit them, do not take things from stories…Just make them visualize about their own field.	1029.
R	I am sorry LT *ka reh gaya, aapko kya aaj karna hai, ya?*	1030.
BT	LT ka bhi reh gaya, aur GV ka bhi reh gaya, phir next us mai kar lengey.	1031.
R	*Hum aapko next time karlein?*	1032.
LT	It's okay, it's fine.	1033.
R	She cant talk, I can see ☺ aapne constraints ki baatein nahi kii hai? Is there anything new which you want to talk about….I mean you guys have talked about a lot of things.	1034.
WT	Our main target of all the universities is just to get the maximum strength, so that they should pay.	1035.
R	Yeah lots of money coming in!	1036.
WT	Though the student have a very poor admission background	1037.
R	In private sector?	1038.
WT	Yeah in private sector! Now we have 6 sections in PDA.	1039.
R	And how many students in each section?	1040.
WT	70 students!	1041.
R	Oh that's a lot!	1042.
WT	And till the 4th semester we have like 30 in each class.	1043.
R	70 se 30?	1044.
WT	Yes 30, aur uske baad 6th aur 7th semester mai we just come back, and there are only 20 students.	1045.

Appendix Aii

Transcript for Focus Group Discussion (FGD) III – H. CI Cycles 1 & 2
Discussants: Researcher (R) – Participants: BT, WT, JK, YP, & LT
Venue: College MN

R	Like aap 70 se shooru hotey hai, aur kam hotey hotey 20 tak aa jaatey hain?	1046.
WT	*Wohh hum nahi kartey.*	1047.
R	*Wohh khudh kartey hai!*	1048.
WT	Ji *students ko khudh koi interest nahi hai. Aur doosra yeh hai problem, whenever I just go to the Communication class, I just tell them that, "Look a very nice example, there is a very nice blind girl, and she is blind from her birth, now how would you tell her about Shahrukh Khan and Salman Khan, kaise hum us larki ko convince karey gey, jo by birth blind hai, ke itna khoobsurat…usey beauty ka kya concept hai, usne dekha hi nahi hai".*	1049.
R	Interesting!	1050.
WT	*Theek hai, isi tarikey se apni business school mai maine students se kaha ke, "How to convince you right now, whatever we are discussing, it doesn't matter how we are going to motivate you, or to give you a lot many things, it's all rubbish, because you know nothing about your practical field, ke kya hoga. I mean if you just go to any multinational company, if you see that environment, aapko pata lagey ga ke kya adjectives hotey hai, nafa, nuqsaan, paisa, sood…Now it's just been taught you in a class, so you love it".*	1051.
R	So WT Sahab! You are talking about orienting your students to their particular discipline, that's a huge part for you of teaching them English?	1052.
WT	Exactly!	1053.
R	Okay interesting! Thank you so much, we all run by almost 40 minutes, I really appreciate you guys sitting through…Khadija, Warda and Saba are left for next time. So Inshallah Talah Monday 1:30.	1054.
BT	*Mai sirf yeh thoora sa us mai change karna aik chah rahi thii, ke agar aap 1:30 se like 4:30 tak 2 meetings ikhatey hi kar lein.*	1055.
R	*Agar aap karna chahtey hai, so that would be brilliant! Phir us mai hum design bhi udhar hi karlein, phir aik hi aur meeting karni hogi.*	1056.
BT	Bus aap log HX se aur JK se karlein confirm!	1057.
WT	HX to free hain!	1058.
BT	Free hain, haan to bus theek hai, 1:30 se ley ke 4:30 tak ikhatey hi karlein 2 meetings.	1059.
R	Okay I have to remind everyone! (Meeting concluded).	1060.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

Table of FGD IV (Combined CI meeting 4 & 5) Transcript- Husrat Group- Cycles I & II (Phase I)		
Name of Interactant	Turn	Turn NO
R	Acha theek hai (alright then).. this is meeting thre… fourth [slight elongation and pause] and fifth and everyone has been very kind [laughing tone], WT sahib (honorific version of Mr) has not been able to come [pause, audible intake of breath] GV aaj (today, slightly elongated] fi…finally [elongated & emphasis] court *se free ho gaye hain* (GV is finally free of going to the [law] court today)…[pause, laughs] *tu aaj hain* [elongated & pause] *aur woh aaj* [pause] *apna* ah [pause] task sheet 1 *aur* task sheet 2 *ke baat keray gee* (she's here today and today she'll talk about task sheet 1 and task sheet 2) and then [slight pause] HX is going to [slight [pause] sort of give task sheet 2 [prolonged pause, shuffling of papers] okay, alright pause]…*main idhar rakh du?* (shall I put it here?)	1061.
GV	Ah …um [stretched] this is *the* [slight emphasis, pause] mind map	1062.
R	Ahuh	1063.
GV	in which the *role* [slightly stretched, slight emphasis] of the teacher *is* [slight emphasis, pause] like the captain of *the* [slight emphasis] boat [pronounced pause]	1064.
R	Okay	1065.
GV	*And* [slight emphasis, slightly stretched] students [prolonged pause] are the ship [elongated] *and* [slight emphasis, slightly stretched] the ocean *is* [emphasis, prolonged pause] in front of them and they have to [distinct pause] go through it [slight intake of breath] *and* [slight emphasis, stretched, pause] in *my* [slightly stretched, slight emphasis] *opi*nion [slight elongation] it is *not* [slight emphasis] a one-*man* [slight emphasis, slightly stretched] show- the teacher come in the class delivers a lec*ture* [stretched] whether it is understood by students, or the walls or the chairs [audible intake of breath]. We take *the* [slight emphasis] feedback also [pause] from the *students*. [slightly stretched].. and *they* [stretched and stressed] guide us. Because teacher *is* [emphasis] *dependent* [stretched & stressed] upon the boat [slight pause] who sailing in the sea.	1066.
R	Okay [low laugh]	1067.
GV	This is …ah..what [stressed] *I* [stretched] want to explain [pause] *so* [stretched, pause]..ah… there are… there is a troubled water [SIC, slight pause], hardships of weather [pause], unpredictable [distinct pause] circum*stances* [stretched, pause] .....*And* [slight emphasis, slightly stretched] *the* [slight emphasis] successful *teacher* [slight stretched, pause] is just like [slight pause] an *old* [slightly stretched] seas*oned* [stretched & stressed] cap*tain* [slightly stretched, distinct emphasis] who takes them all through these hardships	1068.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	Okay, so interesting… can I ask you about the captain analogy? *Mai nay inn kay garden analogy ke baray mai bohat bohat saray...*(I had a lot a lot… about her garden analogy, rising intonation) I *loved* [emphasis] exploring it… You know there is this general understanding that captain *hota hai tu final* ***responsibility*** [stress] *us ke hoti hai* (that whoever the captain is, the final is theirs) cannot abandon the ship	1069.
GV	But somet*imes* [stretched and stressed] ah… [pause]…obvio*usly* it is possible…. [indistinct because R's voice overrides]	1070.
R	[simultaneous speech] I'm asking *you* [stress] what *your* [emphasis] understanding is … what being the captain means for *you* [stressed & stretched]	1071.
GV	Ah….but *sometimes* [stressed & stretched] the students become *the* [stressed & stretched, pause]…. *Sailors* [slightly stretched] or *the* [stressed & stretched, distinct pause] sitting in *the* [stressed & stretched] Titanic sometimes… it sinks	1072.
R	Okay (slightly stretched, laugh] sometimes it sinks.. I	1073.
GV	*So* [stressed & stretched]	1074.
R	so it your responsibility then as the captain of the ship ..[slight pause] to say it is s*inking* …[slightly stretched, slight pause] so final account*ability* [slightly stretched & stressed] it is mine…. [slight pause]…so I will… whatever happens I will *stay* [slightly stretched] with the ships…aa [slightly stretched] *aap* [polite formal form of you, stretched]..where do *you* [slight emphasis] stand ?	1075.
GV	*Ye-es* [elongated] to *some* [slightly stretched, pause] extent it is …[distinct pause] accountability of the captain of the *teacher* [stressed & stretched] *…or* [prolonged elongation]…ah…ah…[pause] *…guide* [stressed & stretched] ..who *guides* [slightly stressed & stretched] them ..[slight intake of breath] but *ultimately* [stressed & stretched] there *is* [stressed & stretched] the role of students as well.	1076.
R	Ahem…	1077.
GV	It is *ah* …[stressed & stretched, prolonged pause]… side by *side* [stressed & stretched] they go… [pause]… hand in *hand* [slightly stressed & stretched] with each other… You *cannot* [slight emphasis] say that it is the [slight pause] *whole* [prolonged elongation] res*pon*sibility [slight emphasis] of the teacher … [noise from the mike].. sometimes if they do not *cooperate* [stressed & stretched] with the teacher …[slight pause] the ship will sink [falling intonation]	1078.
R	Okay… [slight pause]..aa…*aap* [formal version of you] like you *keep* [slightly stretched] saying it is like…it is the *Titanic* [slightly stretched, slight pause] you need *everyone* [slightly stressed & stretched] to do their bit.	1079.
GV	[slight pause].. Ahem…. This *all* [stressed & stretched]	1080.
R	Okay so what about the *hard*ships [slight emphasis] of weather? What do *they* [slightly stressed & stretched] represent for you?	1081.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

GV	*Hardships* [slightly stressed] of weather in the sense [slight pause] ..ah…sometimes there *is* [stressed & stretched] *un*predictable [slightly stressed] *syllabus* [slightly stretched, slight pause]… the students are *not* [slight emphasis, slight pause] prepared for their task , *sometimes* [stressed & stretched] there *are* [slightly stretched, distinct pause] some *dis*ability [stressed & stretched] of the *stu*dents… [slight pause] they get *ill* [stretched], there some *fi*nancial [stretched] problem of the *students* [stressed & stretched]… they don't *feel* [stretched] it is *the* [stressed & stretched, pause] appropriate *time* [slight pause] to have *the* [stressed & stretched] studies …so these are the [rising intonation] hardships… the *un* [stretched, pause] *avoidable* [slightly stressed & stretched] circumstances	1082.
R	*Can* [slightly stretched & stressed] I ask you… because this is re*ally* [slight emphasis interesting .. in our discussion so far we have not talked about *students'* [slight emphasis] *fi*nancial [slightly stretched] circumstances…	1083.
GV	[intake of breath]	1084.
R	*Aap* [slightly stretched] *ke experience mai* (in your experience) that *impacts* [stressed & stretched] in your classroom?	1085.
GV	[Prolonged pause] *in* [prolonged elongation] *my* [slightly stretched] experience I have to face pause] a *lot* [heavily stressed & stretched, rising intonation] of *students* [slightly stretched]… I am also a hostel warden and they discuss *their* [stretched] personal problems with me [slight intake of breath]… I am *their* [slightly stretched] Student Affairs' In charge….. [sharp intake of breath] There are *so* [heavily stressed & stretched] many problems they cannot discuss in front of *all* [prolonged elongation] the fa-kulity [SIC, stretched] …[intake of breath] So I *personally* [stressed & stretched] inquire their personal [slight pause] problems [falling intonation] .. And sometimes they are *so* [stressed & stretched] unavoidable and in-*evi*-*t*able [stretched] circumstances… [intake of breath].. she is [indistinguishable] my attention [rising intonation, referring to HX's baby, snapping fingers]	1086.
R	[rising intonation] *yeh bohat* (she is very…)	1087.
GV	She is such a *dar*ling [heavily stressed & stretched] baby	1088.
R	[laughs]	1089.
GV	*So* [stressed & stretched] …*ah* [stressed & stretched]	1090.
R	GV what about the *stormy* [stressed & stretched] waters …[slight pause, crackling of paper] ..? *Aap nay kaha* (you said) the water is the …is *sea* [slightly stretched] of knowledge….*mai* ***yahee*** [slightly stretched] *samaj rahee hoo jo aap nay kaha* (this	1091.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	is what I've understood)	
GV	*Jee bilkul ..bilkul* [Yes exactly…exactly]	1092.
R	So what *happens* [stressed & stretched] when the waters turn stormy? What does that represent for you?	1093.
GV	Stormy water … in my [pause] *opi*-nion [stretched]…this is a …ahh…*imaginary* [stretched] picture	1094.
R	Yes.. I understand that *completely* [slight emphasis]…I..I	1095.
GV	*Imaginary* [stretched] picture..ah…ah… *so* [stressed & stretched] many…	1096.
HX	Can I.. [slight pause] butt in ..if that's ok?	1097.
GV	Hmm	1098.
HX	About *the* [slightly stretched] financial circumstances of the students- I have to agree with *one* [slightly stretched] point… there *is* [slight emphasis] a difference and it does make an impact..[slight pause] especially like…ah.. if you're talking about..*ah* [slightly stretched] for example …. I mean if you're talking about Management sciences students or MBAs…	1099.
GV	Ahem	1100.
HX	*Ah*..[slightly stretched] I'll give the example ….*um* [slight emphasis] MBA students need to have a *specific* slight emphasis] perspective about what they're doing because they're supposed to be business executives…	1101.
R	*Ahem*	1102.
HX	And sometimes what happens is.. that…*ah* [slightly stretched]…when they come from *a…*[stretched, pause] different circumstances and have*…um*…[stretched] meagre resources …it is *difficult* [slightly stretched] to ..um… make them [slight pause] *understand* [slightly stretched] what *aff*luence [slightly stretched] and a *what* [slight emphasis, pause lot of money…[, loud crackling of paper] and how to handle it would mean..[slight fall in intonation]…because they…. indistinguishable, loud crackling of paper] understood what that *whole* [stretched] society	1103.
R	*Ah..*[slightly stretched] so they *can't* [slight emphasis] adjust to *concepts* [slight stretched & stressed]	1104.
HX	Yeah	1105.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	that are alien… outside *their* [slight stretched & stressed] particular	1106.
HX	Yeah [loud crackling of paper]	1107.
R	Experience …	1108.
HX	[crackling of paper] yes, *exactly* [slight stretched & stressed]…Secondly what happens is that they …*ah* [prolonged elongation]… I mean… I'm not sure I should say this *but* [emphasis] not *every* [stretched] ah… student .. I mean it could a student from *a…um..* [crackling sound, indistinguishable]… a lot of money I mean it could be a family from *a…*[slightly stretched] from a distant [indistinguishable]	1109.
GV	Thank you for the diary [seems to be addressing R]	1110.
HX	*So* [stretched] …*ah* [stretched, pause] but the *main* [slight pause] thing is that *they* [stretched & stressed] have certain *attitude*s [slightly stressed, slight pause] or certain *ways* [slightly stretched] of looking at life.. so *normally* [stretched] when the student reacts in a certain way *you* [slightly stretched & stressed] *normally* [stretched] have this idea that … okay this is the kind of background this person is coming from	1111.
R	[slight pause] so okay you're saying that… and I think this is *something* [slight emphasis] that we've talked about before ….WT was saying something about students' *home* [emphasis] background being a *huge* [stretched & stressed] factor in the [crackling sound] classroom.	1112.
GV	Yes *definitely* [stressed & stretched]	1113.
R	And..and *obviously* [stretched] *affluence* [stressed & slightly stretched] or a lack of *affluence* [stressed & slightly stretched] being…*ah* [stretched] .. and you're saying from their *behavior* [slightly stressed] itself … how they react and interact in the classroom….. [HX starts speaking]	1114.
HX	I'll give a really *weird* [emphasis] example I'm sorry…[slight pause]	1115.
R	*Please* [slightly stretched] go ahead	1116.
HX	Like …*ah*…[slightly stretched, pause] …my husband and I come from very different socio-economic backgrounds [fall intonation]… [slight pause, intake of breath] .. My family although it wasn't really affluent but we were…I mean we were well-taken care off and my father was a bureaucrat so my father well	1117.
R	*Comfortably* [stressed & slightly stretched] well off	1118.
HX	So [stressed & slightly stretched] I mean we did have bad times but it wasn't as bad as I mean saying we went without food or something but my husband..he comes from an improverished background he comes from kpn and he...his father	1119.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	died when he was nine and he comes from a village where he has never seen money…he has seen hunger he has seen… so the way we act and react it's very different..so I mean.. he values money much more than I do maybe because…	
R	he has..he knows what its like to really know…	1120.
HX	Because he has put himself through school and college…so that is the difference you see with students as well	1121.
R	That their whole relationship with money affects their relationship with other people ..	1122.
HX	Yeah… yeah	1123.
R	In terms of interaction patterns as well?	1124.
HX.	Ah… at times	1125.
R	In terms of their relationship with money? That's what I'm trying to [slight pause].. establish	1126.
HX	It's …*ah* [stretched]….it…i think it does it depends on people act towards others…like ah it depends on how much you start [stressed] to value money…like for example if you have had a bad childhood, for example, or are still having a… it depends on whether you *yearn* [stretched] to have more money and then you've started to look for people who are [stretched] with money and you see what they do with or like in many cases that I've seen the students what they do is that they start blaming *God* [stretched]and stuff…and that is the way they are dealing with religion…like when i…ehh...i'll give you an example, I remember a student in the last two semesters. I taught him for two semesters because he didn't pass one of his courses so he had to take the class again and what he would do is as soon as he would fail a course he would start blaming God…that this is all his fault…He doesn't want me to succeed, but I am going to succeed. I am going to go against Him. I mean that sort of a thing…	1127.
R	[laughter] Hmmm. But does that sort of [inaudible] How do you know? Do they come talk to you about this…	1128.
HX	But I mean…like for example if I had given him a grade…I said this is your assignment, he would start muttering	1129.
R	[Laughs] *ye zulm hai bhai day ke pher wapas layna* [(this is cruel to give and then take it back) seems to be referring to HX's baby]	1130.
Joint Turn	Group members laugh [some comments but because everyone murmuring together inaudible]	1131.
HX	Ah.. [amidst joint laughter]she loves to tear papers and stuff…ummm…whatever comes in our hands	1132.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	[laughs] Yes, obviously, poor thing	1133.
Joint Turn	Laughter	1134.
HX	Ok so..*ahhh* [stretched]..he would just start *muttering* [stressed] as soon as I give him and then I would ask '*what is going on?*' [slightly stressed] and I would say come to me and [slight pause] *discuss* [stretched] while other students would *do* [slightly stretched] ther activities, and then he would start off his speech that God has been very unkind to him since he has been born and he has gone through this this this this thing…	1135.
GV	There is an essay of why boys fail in college…it gave exactly, exactly the same scenario	1136.
HX	Laughs	1137.
GV	And I totally agree with her because four or five days before, there was a serious [stressed] example…I will…example one of my students committed suicide [deep breath] she was a first year student. She got 900 marks in her matriculation. She committed suicide just because of the reason that she …her father couldn't pay fee for the college. And I was so much in depression that if she had talked to me before, we could have some solution we could do some help to her and this is a four or five days before…	1138.
HX	When they went to she died in a van	1139.
Joint	Murmuring	1140.
GV	if if she would have talked to the teachers	1141.
HX	Yup	1142.
GV	this is the ahh ahh and the titanic sank	1143.
R	And the titanic. I understand. There is nothing you can do.	1144.
GV	Hmmmm	1145.
R	As in… ahh, so, I mean so, I mean..so, from your student's example it seems like the financial pressure	1146.
GV	Financial pressure	1147.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	i know I sound naïve…The reason I'm saying this is because our context in some ways is so different from their context	1148.
GV	And we cannot do anything	1149.
R	And sometimes you don't understand the difference in socio-economic background that exists for us because you have some people who come from, it's like living in two different worlds	1150.
GV	[speaking over R, so indistinct]hmm, exactly	1151.
R	I mean, that's why, I don't know…*ap lohg mujeh batiaye* [you people tell me] I mean sometimes they don't understand it. Like when we talk about it abroad, they [stressed] don't have so much of a gap	1152.
YP	Yup	1153.
R	between the haves and the haves nots	1154.
GV	Yeah	1155.
R	*Liken hum lohg kia jo hai* [but we what we have] this, they think everyone in Pakistan hai lives more or less lives below the poverty line	1156.
HX	Laughter	1157.
R	You see so they think we are basically a deprived people. What they don't understand is *kai* [that] in some cases *jasai* [as] you were saying the diff, the contrast between some people having a really really sort of luxurious life and some people having a very deprived background, sometimes makes that even worse than if everyone was living below the poverty line. Though, I mean, *isliya* [that is why] I'm asking you again about the affluence factor because Warda is the first person to bring it up as	1158.
HX	Yes	1159.
R	a conscious presence in the classroom. *Ap lohg ko bi laktha hai* [you people also feel] that makes a huge difference?	1160.
HX	Yes	1161.
R	That the difference in backgrounds in terms of the social economic gap [stretched pause] in your [stressed] classrooms?	1162.
YP	[stretched pause] Unless a student comes and talks about umm her specific problem [clap]	1163.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	You ca..you generally can't tell that [words indistinct]	1164.
YP	You cant tell. We cant guess from their appearance because usually most of the girls if they have very low backgrounds, some of my students they have their mothers as ahh maids, they are maids working in different peoples house, but they are wearing very good uniforms and having each and everything… sometimes even they have cells [stressed]… cell phones so it has become difficult nowadays	1165.
LT	And we have these scholarship grants which [clearing of throat makes some words indistinct] these students and the students do contact that teacher. Obviously it is something they don't want to talk about [crying in the background]	1166.
R	Obviously.	1167.
YP	It is something very personal and you feel very	1168.
R	I understand.	1169.
YP	Mostly they hide it.	1170.
R	They mostly they hide it.	1171.
LT	They hide it.	1172.
HX	They try to.	1173.
R	How do they hide it? I mean, do they never talk about it, they never refer to it. And you can't guess from their behaviour or anything [indistinct due to overlap]	1174.
LT	From their appearance	1175.
R	what there background is or how they interact with other people … can you tell there is a difference	1176.
LT	No, its very difficult	1177.
R	Its very difficult. *Ap ka tho* different situation *hai* [yours is a different situation] because you get to know them so well, but based on the fact that you get to know them so well, can you when they come in… into your classroom even when you don't know their background, can you tell that there's a difference?	1178.
YP	there is…we have to develop a rapport with them being a teacher and student. Until and unless you don't develop a rapport and go to that extreme you cannot judge any, you cannot tell them what is in front of you and you cannot…its all general methodation [unclear] of the student	1179.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	Ok You have to go much deeper [loud because of overlapping with GV]	1180.
GV	I remember You need to go much deeper than the surface [overlapping with R]	1181.
R	Before you know what their true circumstances	1182.
GV	Yes, yes	1183.
LT	We used to have a teacher who used to do a lot of charity work so students would actually seek her out and go and talk to her about their problems and she would help them out with books and buying them uniforms and all that. But because she has that reputation, not that students would come to all the teachers and would talk about them	1184.
many	[difficult to understand as all talking at once]	1185.
LT	Financial pressures too	1186.
HX	Do you think where a student is coming from ahh it makes a difference to the English Language Proficiency they have?	1187.
LT	[long pause] Ahhh partly, I guess because if ahh she or he comes from lower soci-economic then obviously not going to private schools they have [pause] more focus on speaking and all that that so those	1188.
GV	Influences …. [overlap so unclear 14:07]	1189.
HX	That is another thing [overlap so unclear 14:07]	1190.
GV	….. that we can guess [overlap so unclear 14:07]	1191.
LT	We don't have a uniform standard of [stressed] English everywhere govern.. in government schools I think they probably start from class fifth or	1192.
R	Sixth. In grade six.	1193.
GV	Hmmm [indistinct]	1194.

LT	So [stretched] its obviously a lot of difference, at least where their speaking is concerned.	1195.
R	Do they get a lot of chances to speak in your classrooms? [pause] that you can tell	1196.
YP	Yes [stretched]	1197.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	So that you can I was thinking {indistinct due to overlap]	1198.
LT	[loud] in language classes they do.	1199.
R	{indistinct due to overlap] In your classes	1200.
LT	In language class they do, but not in the literature ones.	1201.
R	So, but in the language classes does everyone can you pinpoint who speaks and who doesn't. I mean I mean to say, I'm asking because, I mean in my experience of college teaching, which I did for about eight months	1202.
?	Because	1203.
R	[raised voice] teaching 75 students and six sections	1204.
LT	In language class we have these tasks...like they have to make these presentations	1205.
R	Hmmm	1206.
LT	So they will be making…students will be making individual presentations as well as group presentations	1207.
R	Hmmmm	1208.
LT	So then we know, and then we have ahhh..ahhh..like listening classes and speaking classes, so we design activities where they would speak [stressed]	1209.
LT	Not that everyone is participating every [stressed] day but	1210.
R	That that that that now im just asking whether you get a chance to assess whether it is	1211.
GV	I [stressed]want to share something which is off the record.	1212.
R	Ok. I..i'm	1213.
All	{Laughter}	1214.
R	I'll do that. Don't worry	1215.
GV	When i go into class, a new class, I share this joke with my students because I just want to initiate to participate in each and every activity [pause] *bachai thay do nah* [there were two children] one was of three years old, one was of five years old and their father was very worried. "*Yeh tho bachai hai, meri Ali aur Umer, aur yeh parhtay nahee hain* "[these are my two sons, Ali and Umer, and they don't study]. He discussed his problem with his friend. "*Yar yeh kia bat hai? Yeh aik thrrn aur eik paanch saal ka*." [What is this? I have two sons, a three year old and a five year old] "Ok, I'll in the evening and I'll teach them." When he came in the evening, he brought with him a pack of sweets. *To duno behtai wey hai, Ali aur Umer* [so they were both sitting there, Ali and Umer] . He gave two sweets to Ali and two sweets to Umer. "Umer, how many sweets you have?" He said, "Two" "And Ali, how many you have?" He said, "Two." [giggles] Ok He said, "Ali, give one sweet to Umer" he did the so….he did so	1216.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	"Ali, how many sweets?" "Three" "And you?" "one." He added one sweet each. one and one. Four and two. It carried on for a while. *Tou duno thori dair ke baat keytai hai jo chota tha, teen saal wala bholta hai, "Bhai, bhai dheko ye uncle batoo batoo mei parhi na jai aa [so both, after a little while, said, the younger one, the three-year old said, "Brother, brother, be careful, lest by talking talking uncle actually teaches us something"]*	
R	Laughter	1217.
?	*Hamai sikhadai* [teach us] [laughs]	1218.
GV	*Yai* [This]this is the psyche of the student.	1219.
R	The the resistant to learning?	1220.
GV	They [stressed] are resistant. *Tho* [so] The role of a teacher is *ke unko bato bato mei parhana hai* [pause] *kei vo yei na samjai ke galei mei dhool to baj juka [*hestation*] baj juka . Ab tho bajana tho hai suur sei baja lenghai. Wo be khush* teacher *be khush* [to teach them in conversation so that they don't think that they have to wrap a drum around their neck to play. Now they have to play, so they'll play it by ear. They're happy and so is the teacher] So [stretched] *magar* [but] we have to try our level best to initiate our students *bolo, bolna seekho* [speak, learn to speak] you can learn English very easily. Can you speak English? No. Can you read English? Yes. Can you write English? Yes. Then why can't you speak English?	1221.
HX	Ok. I would like to share something interesting regarding this. The [stretched] Aahh. In the last two semesters I've been carrying out needs and [unclear] for almost all the classes I've been teaching and although its not part of our curriculum because have a prescribed course outline…	1222.
R	Which is the….your department sets it or..? Who sets the prescribed outline?	1223.
HX	We design it [overlap] [unclear] because the experiment has nine	1224.
?	*Thei ke na* [see here]	1225.
HX	campuses so that faculty of each department got together and the [unclear due to overlap] set it.	1226.
R	Has it been consistent?	1227.
many	[Overlap-unclear]	1228.
HX	So that anyway [overlap-louder-background murmur] so that ahh any way [overlap- Someone else?] students of each every class have a very ummm. what should I say? they think that they have they have a very high proficiency, although when you come to their ground realities it is completely [overlap] different.	1229.
R	Well, I'm sure. They think with hyper-efficiency everything with a fake accent. At least, my students do that. They think that accent equals proficiency. *Jitne accent jarengai vithne unke proficiency high ho ge. Unko legta hai mei behri ho, mujhe vo samej nehe arehe hai* [the higher their accent the higher their proficiency. They think I'm deaf and I don't understand] but they are making	1230.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	all kinds of mistakes but the accent is there, so I'm convinced [laughter-unclear] …they're progressively slow. So you were saying…	
HX	Yes, I was saying that ..i mean, that if we try to say, I mean, if you need to have more practice in speaking, for example, as you were saying that, most students are very, I mean, they are comparatively ok in writing, ehhh but they are unable to speak, even if you try to make them speak, they will say that we are alright with speaking, we know how to speak. So that is one of the challenges I have.	1231.
GV	They don't try. They don't [stressed] try.	1232.
R	Why do you say they don't try, I mean, what's stopping them from trying?	1233.
LT	I think maybe in the when they go outside they don't need English to converse like buying things or like	1234.
GV	yeah	1235.
LT	Talk in Urdu and get away with it, so in ..maybe [stretched] A student going from here to London, when he goes out in the market or in the bus station, he has to use English	1236.
GV	*Vo dehki* [have you see] English to English Seri Devi *ki*?	1237.
R	Haan	1238.
GV	How interesting that is	1239.
HX	I've heard a lot about it [overlap]	1240.
BT	*Bo haut saari hummari classes mei khas thor mei* [in a lot of our classes especially] if someone tries to speak in English and obviously [stressed] she makes a mistake, the rest of the party, they make such a fun of her	1241.
GV	Start smiling [laughter]	1242.
BT	*Itna uske uuper... Acha pir doosra, jho English bol be rhaha hai* [so much of her…yes, secondly, whoever is speaking English] the rest of the party *usko itna* criticize [stretched] *karti hai* [criticizes that person so much] *O baraai English ke putr o baraai English ke putr* {in a more masculine, bluff voice} [what a big English child, big English child]	1243.
R	Laughter	1244.
BT	*Ki Kia bol? Angrazi bol.. tho vo unke jho ek hutai hai na agar bi bol na ki khuiish hai be tho vo aik dum sa khatum ho jaiti hai* [what did you say? You spoke English?.. so that even if they desired to speak immediately finishes.]	1245.
LT	Then it is restricted to classroom somehow the English language. They don't go home	1246.
R	But.. [LT begins speaking)	1247.
LT	and speak with their parents or with their siblings[interrupted]	1248.
BT	*Yea bohut zarori hai yea bohut barah hai* [this is very important…this is very big…]	1249.
Turn Overlap : LT & BT	The fact is [LT indistinguishable because LT & BT speaking at the same time]	1250.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	But *Aap kiu* [why do you]LT , because, I mean, are you talking about your students, they're girls, I mean some of their experiences may be different. The reason why I'm saying that is because, in today's market, being what it is, there's no way you can progress in the proper sector without	1251.
BT	[strident] they know that [overlap] the corporate sector is something else. They know that.	1252.
	Nai nai [no.no]	1253.
R	They don't work in the corporate sector?	1254.
HX	There are a few difference, in my opinion. The main thing is like the students who are coming to university know that they are going to do a job [background murmuring] and most of them all, despite the fact that they are coming from impoverished backgrounds or whatever, they are expecting to get somewhere.	1255.
R	huhmmm	1256.
HX	Students, I have taught at ICG and I have taught at IMCT	1257.
R/HX	I'm [overlapping-unclear]- something about college for girls	1258.
	Modern College for Girls, I have taught over there, and I have seen students over there and they, I mean, it's sort of like EGP, that there's no purpose…they don't where they are actually going	1259.
R	They should know the purpose?	1260.
HX	Yeah. So they have no idea where they're going. So that is one hindrance	1261.
R	But they feel that it has no practical value	1262.
many	unclear	1263.
BT	*Yea vohi point hai jho unke pata nehai hai jho humne kis level pei kaunsi English parhani hai* { this is the point..they don't know what level to teach English}	1264.
R	*Ap ka last vala point tha* [your last one was]	1265.
BT	*Jho mera last vala point thai. Magar hum ghar zaroori taur sey parhathai sometimes jho hai vo zaroori English parai rai ho thei jiske zaroorat kyo nahei ho thi practical field mei. Aur ye bahoot valid point hai kea mei corporate sector ke baat ker rehai hai jho ap ko eik baat, eik choti si example duu..eik student thei* [what was my last point. But we, very significantly, teach, sometime what is essential English that has no importance in the practical field. And this is a very valid point. Let me give you an example: there was a student] she was having literature with me but she was not at all fluent in English. *Eik normal sei the, balkei normal sei be below thei average sei be below thei*. [she was normal, in fact she was below normal, she was below average] Nowadays she is working with Zong	1266.
R	Ok	1267.
BT	*Aur uske ap English the kei. Kiya baat hai. Mei ne* {and now listen to her English. How great is that? I…]	1268.
Two ppl	[unclear]	1269.
GV	*Aap Misbah ko the kei humari.[*laughter] *Ab* [look at our Misbah, now] she is working with an NGO vo vo [she she]	1270.
BT	When you come into the environment, you adopt it fluently.	1271.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

GV	Vo [that] personality…	1272.
BT	As long as they're not in the environment, as long as they don't need it prac..practically *usko admire kernai kei liya zarorat nahi hai* [she doesn't need to admire]	1273.
HX	*ye bhaat nahi hai* [that is not the case] the reality *vapis liya* is that delayed needs *jho hei vo jho chees samnai hai nehei jho pata nehai jho iste mal karni hai* [which are that if you don't understand or know what to use]	1274.
R	So you can't address it	1275.
HX	Yea	1276.
R	Because it means delayed needs VS immediate needs.	1277.
HX	I mean you realize [interrupted]	1278.
LT	[unclear] Learning language in context. As you put them in the context	1279.
HX	Yea	1280.
LT	student would learn ..ahh	1281.
BT	Definitely, definitely learn it	1282.
LT	But if you ahh start a discussion in class, they don't see the point..what it..where it is going…	1283.
R	[unclear] But is it the environment or did she go for classes? The reason why I'm asking this is because I teach in a private university, AKU, its an international university so English is very very important to us. You don't….it it holds up promotion in all kinds of things. I'm not just talking about specialists, I'm talking about employees. Having said that, its been my experience when I've taught nurses and doctors and other employees, there is this resentment, you know where when they talk about instances?? They really really important but they don't want to take the risk to speak it and i remember somebody telling me *kei* [that] "You don't really understand. I don't want anyone to make fun of me. I want to learn, but I don't want to learn" because somehow they seem to equate their lack of proficiency with the judgment that the lack of proficiency represents that their ahh lack of intelligence or ability on their part.	1284.
?	This is fair	1285.
HX	This is generally a concept that	1286.
R	So jho BT jho khe rahi hai [so what BT is saying] that's why I'm curious because I thought that	1287.
LT	I mean we need to I.. umm.. make students come out of their shells, and these walls walls	1288.
R	But isn't there.. has it been your experience as well that you feel that this is also one of the things that *jho* [that] Tayaba is saying that they are afraid to be judged [pause] on their English so it is just	1289.
	[Overlap-unclear]	1290.
R	I don't want to speak	1291.
BT	*Mera …meri ye eik* [my..my one] practice since many years *meri practice hai kei* [my one practice is that] when the first day comes and I go to a new class, I go tell them..i am very encouraging and I tell them that I always tell them that,	1292.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	"Look. You..it is not your mother tongue so you can make a lot of mistakes and you should [stressed] make a lot of mistakes. *Pir mei unko thora se thora se playful be ho kar unko samjha thei ho kei angraiz ne hai dehr saw sayl hakumat kei aur vo hammeisha uulta.* [so then I , in a little little playful manner try to make them understand that even the English who ruled always spoke incorrectly]	
R	[Laughs] I actually agree with you	1293.
BT	*Hummangta vo bolte hai* [I want (grammatically incorrect) he says)	1294.
?	Exactly	1295.
R	[Laughter]	1296.
BT	*Usne kabhi aaj tak Urdu nahi seeki.Usne itni seeki kei kay vo tumhe* communicate *kar lay. Tumbe at least itni English seekho. Ghaltia karo*. [he never learnt Urdu even til now. He learnt enough to communicate. You should also learn the same amount. Make mistakes.] Do make mistakes a lot of mistakes and don't laugh on it. *Agar Urdu mei mistakes karo gai to mei punish karo gi* . [But if you make mistakes in Urdu, I will punish you.]	1297.
	Laughter	1298.
BT	English *mei mistakes karo gai to koi ne punishment nahi* [if you make mistakes in English, no one is going to punish you]	1299.
GV	*Ye bi* Winston Churchill *ban jati hai.* [she becomes Winston Churchill] I will…	1300.
BT	*Huh..Bilkul bilkul huh* [Yes, yes] I'm with you very hard of you [overlap unclear] to make ahh …ahh…	1301.
GV	Mistakes	1302.
BT	Mistakes in Urdu..tho	1303.
R	I'm very grateful that you've been very kind about my Urdu so far [laughing]	1304.
BT	*Laykin uske bevajood uske baad eik hummari darmian mei eik tussle start ho jati hai..* [but even then, even after that, a tussle comes between us] I'm always encouraging them and they're always return it. *Peechay peechay chalte* [they walk behind, they walk behind] {overlap-unclear}	1305.
LT	*Mei, mei Urdu mei bata dehte ho* [I'll tell you in Urdu][laughter-overlap-unclear]	1306.
R	It's all part of it, I mean, I just want to establish why you think the..like the teacher said there is no practical purpose, maybe there's no environment, but they could also, the idea of, ahh. Aahh. I'm assuming, some kind of face-threat issue in the sense that they may lose face if they make mistakes, they will be judged, they'll be laughed at, you know, somebody else will know that their English isn't good enough	1307.
BT	*Ma'am mei bolto lu, pir ma'am meri behzati na hogai, kehe mey bolti*[Ma'am can I speak, but ma'am, it will be embarrassing if I speak}{overlap-unclear}..*iszet* [honour]	1308.
GV	Exactly. I say the same thing. *Ke Kissey aap daar te hai?* [Who are you afraid of?]	1309.
GV	*Kissey aap daar te ho?* [Who are you afraid of?]	1310.
BT	*En logua sei?* [these people?]	1311.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

HX	I completely agree with this *Kiu kei her semester mei* [because each semester] I go and reach the same issue. In the first class I establish the rule no one, no one can laugh at another person's English, there...everyone can make mistakes, everyone	1312.
LT	It's a learning platform	1313.
Joint Turn	Joint Turn	1314.
BT	*Liken ye dar unke undar hei* [multiple voices] *aur nehai khatum ho ga* [Yet the fear inside them will not dissipate]	1315.
BT	I mean, *Ho sakta hai kuch larkia [*it's possible that some girls] they will come forward *usmeh problem kia hoti hai jho* [the problem with that is] those who come forward *na* they take all the time *[pause] pir vo hi bolti hai* [then they are the ones who speak] *[multiple voices, laughter unclear-26.19] English mai vo jho nehai seekti rahi hai vo choop...* [in English. The ones who don't learn, they keep quiet] Can you believe last time, last semester *mai meri pas, naam lei ker mei bolti ho there were two girls, Tayaba Syed, aur uske saat Ramsha Kanwal, the. In duno ko eik project dia va tha karna kei liya* [I had, I can name them, two girls, Tayeba Syed and with her Ramsha Kanwal. I gave these two a project to do.]	1316.
R	*Huh ye tho itni scary hei in ko sari students ke naam yaad hei*. [teasing] [yes, she's so scary, she remembers all her students' names]	1317.
BT	Presentation *jho hai vo unko daini thee mujhe daini. And [stretched] Mera, really, meina sirf aur sirf unke pheroh ko* [child scream] *haat nahi lagaia liken baki* [they had to give me a presentation and my… really, the only thing I didn't do was touch their feet everything else] I did everything that please come on the rostrum. Say a single word. *Pir meine use kaha* [Then I said to her] Tayeba, "Look. This is my voice. I just want to hear yours. At least laugh out. I just want to [laughs] I just want to listen to your voice. *Kuch bol do."* [Say something] She didn't. [sounds bewildered]	1318.
R	Till the end?	1319.
BT	she didn't. one whole hour I spent with them. She didn't. [long pause] she said no. *Pir upne ussme meine unko finally meine unko kaha meine unko kaha [laughs] vo jho meri class ki hai na [stretched] CR, Syeda, tum yaha pey khiri ho ja aur jho yeh bole unko record karlo* [laughing] [Then on my own initiative, finally I said, I said to my class CR, Syeda, you stand here and record whatever they say]	1320.
R	[laughter]	1321.
BT	*.. kia bola* [what they are saying] when they are speaking. Second thing, when they are speaking, *liken unke voice itni kum hoti hai* [but their voice is so faint]	1322.
R	Cause they're nervous of what is said? [overlap]	1323.
BT	*Itni tori hoti hai unke* [their voice is so faint]	1324.
R	Or they're not used to using their voices? Which is it?	1325.
BT	out of fear	1326.
R	[laughs]	1327.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

Multiple BT	[overlap, but ?? louder than rest] out of fear of *kha lay* [you can say] [indistinguishable] ….out of confidence …*ya Urdu mei baat karaingai to ap gate pari karaiho kar awaz ai gee* [when they speak in Urdu, you'll hear them standing even at the gate] {general laughter} *Liken jub aap…vo kuch bolai to mei unko se kei te ho, "Yaar, baat sonoo angaar mei upne rostrum par karai ho kar assei kahew* yeyeyeyeyeyeye … [but when you…when they say something, I say to them, "Friend, listen to me, if I stood at my rostrum and said yeyeyeyeyeyeyeyeye] Can you hear me? {general laughter} What would become of your ahh lesson, *yaar* [friend]? *Kia karo gai?* [What are you going to do?] So please*, itna tho bola ka mujko tho awaiz ai jai baki saab ko samaj ai na ai* [say enough that I can hear you, regardless of whether anyone else can.]	1328.
HX	Aacha, I would like to add something to this.	1329.
R	*Jee* [yes]	1330.
HX	Aik aur jho issue hai pattanai…[one more issue is, I don't know…]	1331.
BT	*Miraat, mei bohut zahqmi ho under sei in panra saal ho mei* [Mirat, I've been injured badly on the inside in these 15 years] {laughter} *muje maat cherah karo* [Don't tease me] {laughter}	1332.
R	*Jee, aap kuch kerai thee*, Kanwal? [Yes, you were saying something, Kanwal?]	1333.
HX	I was just saying *aik aur* misconception *hai,* [there is one more misconception] at least this is what I feel, *vo atta hai jiske vaja sey arai atai hai bolnai kai mamlei mei, vo yai hai kai* [stretched] [which comes, due to which-don't know meaning-when speaking, that is …that] when students things start to..ehh…try to speak in English, they think that they need to, I mean they think they need to have accuracy, complete accuracy just as if they would be reading from a book. This is a misconception that, I mean with every class, with every class I have to break. I normally report something from …ahh the television in English where they need to…where they speak and then I ask my students to listen to Urdu speakers talking and then I say, what is the diff..nahh….what is happening.	1334.
R	Are… In the sense that they will not understand spontaneous speech will always have some mistakes.	1335.
HX	Mistakes, yes and there are uhhs and there are a lot of gaps and…	1336.
R	Fillers and so on.	1337.
HX	Exactly. {indistinguishable}	1338.
R	Aaahmmmm*. Hum Urdu mei jab bol rahai hai tho wasehe tho bati kar rahai hai* {slightly indistinguishable} [When we speak in Urdu, that's how we talk] so you do that. Does it work?	1339.
HX	Yeas, it works. After that a lot of students start to open up. I'm not saying that every student…ummnah..does, but still there is a big difference because they start to realize that..uuhh.. they, uhh, they are aiming too high, or they, I mean its probably a bit more idealistic than they, than they can actually get, so after that they start to speak a bit.	1340.
R	Ok.	1341.
GV	*Bilkul* [Absolutely] I agree with her. *Mei aik personal sa* [I'm going to share a	1342.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	personal]	
R	*Haan, zaroor* [Yes, absolutely]	1343.
GV	*aik experience share karo gee kiu kai, bilkul yay sahai key rahi hai, issi tera, meri aik ahh..ahhh. Bachoo ke saat bi meina ya hee share kara hai, kai* [experience, because what she's saying is absolutely right. In this manner, my one..I was sharing this with my children, that] it's three, it's about three years back, *tho mehmahn ai, tho* [a guest came and so] she was..aahh…British girl, *tho vo ah kar merai pas beit gaiee to bati shuru ho gaiee. Tho mein unke liai..sardi tee tho heater on kia dry fruits la kar rakka bohut sarai rakai kay bahot tendh sey sei aie hai, tho mujhe tori dair baat keheti hai* [so she sat next to me and we started talking. So I…it was cold, so I turned on the heater and put out a lot of dry fruits for her as she had come from the cold. After a little while she said to me,] "Sweta, today was a cold day." And I said, "Yes" [stressed] "Yassra, *Liken kaal tho sunny day tha, itna tho nai tha*" [But yesterday was a sunny day, it wasn't so…] "Yes, yes, yes." *Thori daar meinai heater aur tehz kar dia. Usko dry fruit kilahna shuru kar dia. Thori daar ki baad to, pir,* again [For a little while, I turned up the heater and offered her more dry fruit. A little while later, again] "Sweta, today was a cold day." "Yes, yes, yes, oh there was a cold day. I agree." *Vo assay kehnai lagai [*she started saying] {laughter} *End mei, mujhe kehati hai, umm, assay he mujhe chalana. Zid jho kai kehati hai,* [In the end, she said to me, this is the wayshe spoke to me, whining, you would say] "Please, open the door." *Tho vo assal mei keh rai ti jaissai hum boltai hai kai darwazah kol dai. Vo darwazah khul wana chah rahi ti.* [So what she was really saying was, the way we say that open the door. She wanted the door to be open] It was so..*vo* [that] heater, dry fruit…	1344.
R	It was too hot for her	1345.
GV	It was too hot. *Tho vo meri zabaan mei, mujhe khush kar nai ke lia meri* native language *meh kai darwazah kol nai ko assai kehe rahi ti aur mei* …[So she was speaking my language, to make me happy she spoke in my native tongue to say open the door, and I] I was thinking she is saying, "There was a cold day." *Tho vo* [So she]	1346.
R	Aahh	1347.
GV	*Kehai ti hai, 'Darwazah kol dai'* [said, 'Open the door']	1348.
R	'Kol dai' [Open] {overlap} ahhh	1349.
GV	*Tho uska* [her] accent, and the way she was saying and the pronunciation, I thought, she was saying that …	1350.
R	{overlap} Assuming that it was an..it was an {unclear}	1351.
GV	It was an English sentence. *Tho ye he baat kai gee vo native language hai, vo hum ustahra nahi bol saktai. Ji tera vo huma ri tera Urdu nahi bol saktai. Tho apnai buchao ko agaar barahhe sumjah nai ki koshish karti ho theikeh, vobi to*	1352.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	aissay voi jassai kai ye baat kar di 'maaghtha hai, kaarhtha hai, ithdaar ou, vaha jaou'…tho, haan…[So this the point of the native language: we can't speak like them like they can't speak Urdu like us. So I try to make our youth understand that they also mispronounce simple Urdu phrases like he asks, he does, come here, go there…So, yes]	
R	{Overlap} And they don't feel embarrassed about it…the lack of proficiency	1353.
GV	Benezeer Bhutto. {pause} *sari umur usne jitney, 'dehrahi hai'*	1354.
HX	*Kia kabara kia hai* [what a mess she made]	1355.
GV	*Kia karabara* [What a mess.]	1356.
R	I promised myself not to talk about politics {laughter} on the record, I just …{unclear due to laughter}	1357.
GV	*Aap loogh usko copy… burreh fakhar meisoos kar kai copy kar tai the* [you people would copy…feeling very proud, you would copy]	1358.
R	*Khar uske Ungraizi bhe assi the jassai uske Urdu* [But her English was like her Urdu	1359.
GV	{overlap} *uske* [her] Urdu. *Haan tho* [yes, so] problem	1360.
HX	*Yai jho hai teacher training ki kharabi kai baar* [the problem with this teacher training] you might remember this, Asif, you might remember this. It was ahh..it became a very good joke. It is..*merai six years ka related tha* [it is related to my sixth years]. I remember my husband, because I pulled a [stretched] muscle. {laughter}. During the teacher training, I was expecting	1361.
R	Ahhhh 32:05	1362.
HX	So.. finally after 2-3 days I had to go to the doctor and take medicines and so on. One day my husband asked me.. you might remember this..kay I said my husband asked "patta kaisa hai". Aur main keh rahi Ya Allah Patta? Ye patta kon sa? konsa? Laughing Soch soch kay, baray sochnay kay baad phir kehtay hain muscle My husband is a pathan so who "thay" nahin bol saktay	1363.
	Laughing	1364.
GV	Main Saudi gayeen to har jaga parking main na no barking. Woh pay nahin boltay na barking to har jaga likha bay alif ba r kaaf noon to har jaga barking not parking	1365.
R	I think its also in context aap jo keh rahi theen na about umm you're your thing with her. You were expecting also that she would speak to you in English and then there was also the fact that it was a [something didn't understand] so sometimes its also that when we are making sense of the conversation the context jo aap log pehlay bhi kehtay hai..	1366.
GV	Pehlay..(in the middle)bilkul	1367.
R	…makes a huge difference to what we understand..	1368.
GV	Bilkul yehi cheez hoti hai and ye bachon ko samajhni chahye.. koshish to bohat kartay hain likan	1369.
R	..kehtay hain na socio-cultural component of language learning that they understand that language exists in a context and if you don't understand the	1370.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	context, sometimes you..	
GV	So Via contextualization	1371.
R	Haan haan	1372.
GV	Kay until and unless you don't go into a particular context..you get..	1373.
	(A lot of them speaking together, not entirely audible)	1374.
	Language cant (something) in isolation	1375.
YP	Larkiyon kay dimagh par har waqt love hee chaya wa hota hai.. koi question tha kay do you agree that men love to dominate women? To aik larki nay answer ghalat likha.. to mainay kaha ye kiya likha hai aap nay aap ko question samajh nahin aya?.. to us nay kaha mam ye dekhain is main to love likha hai. Love	1376.
	Laughing	1377.
YP	Aur kuch dominate aisay I love	1378.
	Id love to teach this summer camp	1379.
BT	Punjabi	1380.
YP	Acha main itni pareshan, mainay kaha hamari to itni male dominated society hai aap kya keh rahi hain..	1381.
BT	Us nay nahin dekha.. us kay liyay sab say key word love tha	1382.
BT	Us nay likha man hai ya woman hai to beech main love hai to phir gal kya(consistent laughter)	1383.
YP	Aik factor hai Main us waqt bohat pareshan thee main has bhi nahin sakeen .. ab mujhay ehsaas hua kay ye to baray mazay kee baat	1384.
	I think that	1385.
		1386.
		1387.
	Acha to band kar deejyay baad main dobahra on kar lain gay	1388.
R	Acha to so far we have talked about a lot of things, now we'll be doing the next part.. ab sab kaam kaam kee baat…	1389.
BT	I'm sorry im sorry main aap kee baat ko kaat rahi hoon, ye wala jo joke hai ye zaroor apnay mentors ko wahan..un say share karain	1390.
R	(Laughs) I'm recording all of this but that love thing is ..she'll start giggling because I'm sure they also have to, taught teenagers. To saaray teenagers ko wohi lafz nazar aata hai jo un kay liyay relevant hota hai.. aur sab kuch delete ho jata hai..	1391.
R	That goes without saying..	1392.
R	My nursing students were not from, who can have quite a lot of input, un ko aur kuch nahi samajh ana { they don't understand anything else}	1393.
GV	WT sahib nahin aa rahay?	1394.
R	WT sahib keh rahay hain un kee international conference hai to un ko ijazat nahin day rahay to shayad ill ask him to come to that place tomorrow takay un kee recording main set wet kar loon	1395.
GV	Im not available on Thursday and Saturday	1396.
BT	Kyun? Hun kee una hai tenu	1397.
GV	Thursday aur Saturday	1398.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	(Speaking together inaudible)	1399.
HX	(Speaking with others talking about their schedule at the back, therefore not clear enough)…There was a curriculum developer and he was telling about a book he uses,	1400.
GV	(interrupted) Friday ko rakh letay hain? pakki baat hai?	1401.
HX	Im Pakistani and im greeky	1402.
		1403.
HX	In Arabic that they are.. (inaudible)	1404.
Joint Turn	(Too much noise, everyone speaking at the same time)	1405.
HX	Sounds like amreeki	1406.
	Oh My God	1407.
R	Laughter	1408.
R	So that's why baychaaray they kept saying the same thing (laughter)	1409.
R	(Background noise –talking in punjabi) I think this is a very important issue that's come up. GV aap mujhay aik cheez batain. Warda, mujhay batain kay in ko chor dain ye mujhay jaan say meri .. sochain promise kay aap..	1410.
BT	(while interrupting) Ab Thursday cancel ho gaya. Ab yehi to discuss kar rahay hain. Kal kar lain?	1411.
BT	Kal kar lain	1412.
	Kal kar lain	1413.
	Kal kar lain	1414.
	Aaj Thursday, Friday, Saturday..	1415.
	Aaj hee kar lain	1416.
	Aaj hee kar lain	1417.
	Aaj raat tak idhar hee baithay rehtay hain	1418.
	(inaudible – everyone speaking together – laughter)	1419.
	Ya jab who ayen gee hum un ko bhi khanay kay lyay bitha lain gay	1420.
	Araam say	1421.
	Laughter	1422.
	I'll tell you how it works..	1423.
	(Phone ringing)	1424.
	Ye Kisi kee tee tee baj rahi hai	1425.
	Pause. Phone ringing	1426.
	Laughter	1427.
	Aap hee kee baj rahi hai	1428.
	Laughter	1429.
R	Umm..Actually aap logon ko..we need to work out what you want to do for your project. Now I, I have, I have been listening to all the recording we have so far and the common issue as said for all four of you was really the issue of EAP, it working in your classroom and how you can make it more aa Warda you you were not..you missed..	1430.
GV	I miss two meetings	1431.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
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Venue: BT's House

	Han	1432.
	The last one	1433.
	Last two	1434.
	Last two? No no	1435.
R	Nahin aap first wali main theen, second aur third main nahin..	1436.
	Second aur third main nahin theen	1437.
R	Cause dono woh hum nay aap kay court day kay din hee rakha tha..I'm really sorry..To we missed you	1438.
	(Low voice) It's fine	1439.
R	To What they were discussing the issue of, Iffat was also discussing the issue of how you sort of, you can find a way to reconcile.. aa literature and language. They said that in your experience you have shifted to an EAP curriculum. Saba main aap ko sirf fill in kar rahi hoon. EAP curriculum which you feel is too dry..I think that's what Khadija said last time that it's very dry, it's very uninteresting..they want journal articles and (baby in the background) and students don't always relate very well..Rabia said she's getting stuff from her her own children's O'Level text books..Woh O'level schools main hai because shes saying it's more suited to their level. (Hmms in the background). So I was thinking since EAP is more or less all our context, we could do umm, we could do a project on umm using umm authentic material in our EAP classrooms. Now it's upto you to decide what authentic in.. I should say aap ko pehlay explain kar deti hoon what I understand by authentic as per ESP definition: Authentic material is not necessarily material jo aap nay khud likha ho ya aap ko, aap nay kisi situation say liya ho. Any material that has never been used for par..exploited in that particular way for that particular kind of task qualifies as authentic material.	1440.
HX	Okay	1441.
R	..which is a genuine communication, jo hum logon ka jo articifial material hota hai, jaisay ELT kitaabon main hota hai, the the dialogues and so on are grade wise, elementary, intermediate and advance, that is unauthentic material because woh specially learners kay level kay lyay likha hota hai. Likan anything that is authentic material is always genuine communication, whether or not you choose, whether you you get it from electronic media, ya you know movies or or TV programs or you get it from print material like books..like literature for me is authentic communication because it is not written(pause) for somebody's level. It is written because it is a genuine thing, communication between the author and the audience. (Pause)To what I was thinking is perhaps all of us could do a project..Saba I was also thinking that for you it could bring some kind of variety in your EAP classrooms using, because for example you guys could use electronic media, you know like Asif sahib is using a TVprogram called Suits to create an ambiance, but I was thinking that it's a really good way of giving language input. In log kiyan in ka business ka woh hai, aap lo you you feel that one major issue is motivation. So I have used umm one of my (pause) I get bored very very easily so one of the	1442.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	thigns I did I did, well was a module I specialized in was teaching language through literature, to aap log jo, it was my, part of my ESP training and my intention has always been kay hum academic purpose kay lyay literature intelligently istamal (use) karain. It is much, it can be as effective as using your own specialist material in the classroom because us ka impact different hota hai (agreement in the background) us ka motivational purpose different hota hai. So I was, I was thinking of working on a project you could do that, it could be one. You could also, the other kind of project you can do is, in terms of shifting your learner roles or facilitation, aap log batayen, I I thought because EAP and issue you're facing came up again and again in the recordings, it felt like a real issue for, jo mujhay laga..	
BT	What we have to do with this project actually?	1443.
R	Basically what you would do with the project is we would design a 3 or 4 month project. I mean aap logon kee to obviously do (2) classes hoti hain in a week jo mujhay yaad par raha hai.. derh..It's 3 hours a week. (Pause). It's 3 hours a week, I think..	1444.
LT	One hour per day	1445.
R	One hour per day, so 3 hours a week	1446.
LT	You're right	1447.
R	So I was thinking that its up to you to decide how you want to do it but since you're all in the same college, you could work out lesson plans that you could employ with your students and if you want to use literature or use language in your literature classroom to bring that bring that difference or that motivational level or to just, sometimes you just get bored, you want to do something different in your class because aap jo keh rahay thay na refresh your course..	1448.
GV	(Low voice) Sometimes you need to	1449.
R	..you need the stimulation..so what you could do is, you could design task and material, I would for, example I can look at your EAP book that I looked at. They're basically trying to focus on integrated skills. To we can adapt (stretched)literary text that you feel are level..	1450.
BT	It's like I have done this time na, abhi recently main nay ye kiya jo abhi mujhay who stepping head mili na(pause) class 8th kee hai jo Beaconhouse main parhai jati hai	1451.
R	Step ahead	1452.
BT	Step head whatever	1453.
R	Step ahead	1454.
BT	Who jo mainay parhi to mujhay bohat achi lagi who. Ab main nay us main say jo for example aik (one) larki ko main nay jo aik poora tha extract tha who main nay diya (pause) aur us nay us ko read bhi kya, us nay us ko as a comprehension bhi liya, us nay us kay ooper creative writing bhi kee, us nay us kay ooper thori see aa search bhi kiya kay ye basically mujhay who bohat acha laga, ye jo cheez these na kay us nay jo searching waghaira kee, ye..on her own pay kee..	1455.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	(simultaneously) on her own pay kee	1456.
BT	Bilkul	1457.
BT	Matlab us ko main nay highest us ko 10 out of 10 marks diyay, kay ye bohat acha tha kay who baqaida gayee hai us nay net kay ooper search kiya hai, dekha hai, phir mujhay poora background poora ka poora bataya kay basically is ka background ye hai us main say ye extract liya gaya. Us main phir us nay comprehension bhi kee, us nay creative writing kee to us kay baray main khus bhi us nay likha, that was a sort of essay writing writing thee, matlab meray syllabus main donon cheezain theen. Us kay baad phir us nay grammar bhi kee..un larkiyon nay phir grammar bhi kee. To do you want to have such a project?	1458.
R	Actually..	1459.
BT	(interrupting R) Woh basically literature ka aik (stuttering) extra..	1460.
R	Actually that's your project. What I am saying is you need to decide what it is that you want to bring to your classroom. Is it in terms of your professional practice, is it in terms of what you want to inculcate or bring out in your student? Or is it like a mixture of both?	1461.
GV	Kis level kay students kay liyay..?	1462.
R	That that would be.. aap logon ka project hai im there to discuss,,	1463.
LT	Like we have to design the whole curriculum?	1464.
R	No you'll have to design a mini curriculum, like a small part. For example, you could do it for one semester only and it it would be, because its your project, the idea is to give you guys sort of support,(agreement in the background), so I would be there to give you support	1465.
BT	Full semester hai to us ka curriculum basically kya hona chahye? Us kay andar kya kya cheez..	1466.
R	Nahi nahi you have to try it with your students, you would have to try it out in the classroom. It's upto you to decide what you want to do. Aap motivation pay kar saktay hain aap learner autonomy main kar saktay hain..aap jo keh hai ho na kay apnay initiative say.. aa this is again something that has come up again and again, you people have been very concerned..	1467.
BT	(interrupting) Hum nay, hum nay us ko phir apply karna hai	1468.
R	Haan	1469.
BT	..Class main apply karna hai	1470.
R	And its upto you to decide kaisay us ka effect kaisay study karain gay aap, us ke reflections kay basis pay karain gay aap, your own analysis, do you want to do a small focus group? Because I want you guys to have a chance to really trust yourselves as researchers as well, because..I mean I know aap kehti hain refresher course kee zaroorat hai, mera argument yahi hai kay we (stress on the word) learn to help our students in a more sort of disciplined, maybe trust our own instincts. We can also generate research that has more meaning than someone coming from outside and saying kay ye, aap yahi jo date kee baatain kar rahi theen, it was useful, but at the end of the day aap log nay jo apply kiya, you didn't apply everything that (inaudible word) you looked at your own	1471.

Appendix Aii

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	context and you tried to make changes that would work for your own students. We are doing this all the time. We just don't get enough credit for it because we don't do it in a in a way that is systematic.	
LT	Okay so, so basically the objective, the objective, the proficiency of students..	1472.
R	Aap group	1473.
LT	How to enhance the proficiency of students and (R speaking at the same time) what are the things we would like to do and what would methodologies we would adopt..	1474.
R	It's up to you, what you decide, what our our group decides together is our objective. It can be students..you see proficiency for me I would suggest not to do it because woh bohat bara area hai..(background talking)	1475.
LT	I just want to, kay what are the parameters, (all speaking together) like if we are going to work.. (background noise)	1476.
R	Like for example, you could, within proficiency, you could choose one particular aspect, like it could be an aspect related to (baby in the background) encouraging students to speak..	1477.
BT	Yaar Saba kar aap raheen hain, maza mujhay aa raha hai yaha..	1478.
	Giggles	1479.
	It could, it could be..	1480.
	Giggles	1481.
	Kya mama kay saath kya ho raha hai	1482.
LT	Okay maybe, maybe how to motivate students to speak	1483.
R	It could be motivating students to speak, it could be motivating students to do more independent learning	1484.
LT	Okay so..	1485.
R	It refers to his learner autonomy, it could be..	1486.
GV	(in the background) HEC kay saath meeting..	1487.
R	It could be a different kind of rapport which students may, you know you and the students work more in partnership with each other and there is less pressure on the teacher to do everything, ye mujhay yaad hai Rafia last time bhi yehi keh rahi theen kay everything is on the teacher, you can't trust the student. It's up to you to decide kay aap ko kis cheez pay..(talks in the background) what are your WORD to do…and then we work out a way, a plan to, that will work in all your classrooms. (Pause). To aap log batayen?	1488.
BT	Sorry to disturb you, mujhay ye batayen kay what's the plan of JK? (pause) Main woh kaam phir kab karna start karoon..?	1489.
GV	I am a diabetic patient, main insulin apnay saath lay kar aye thee	1490.
	Everyone speaking together, unclear.	1491.
	Pata nahin kon(stretched)	1492.
GV	(Simultaneously) Kab say khana nahin khaya	1493.
	Giggles	1494.
	Nahi nahi koi diabetic..	1495.
	Giggles	1496.
LT	Main non diabetic hoon	1497.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
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	(loud) main waisay mainay lasagna kha lee	1498.
	Laughs	1499.
	Mainay waisay lasagna kha lee	1500.
	Acha suno	1501.
R	Agar hum Thursday ko meeting na karain, to Friday ko kar lain?	1502.
BT	(Interrupting) Nahin nahin kal kar lay na yaar	1503.
R	Theek hai, phir aap arrange kar dain gee, because..	1504.
GV	Kal meri taraf aa jayen..agar koi masla hai to..	1505.
R	Nahin nahin I want to take you guys out for lunch! I owe you a lunch because you guys..	1506.
BT	Kal kyun nahin chal letay?	1507.
R	Ye aap zulm..	1508.
	Unclear	1509.
	Kal club main meeting kar lain	1510.
	Unclear	1511.
BT	Side room main to nahin, Hum hall main baithay hon gay..	1512.
	waheen baith kar meeting kar lain	1513.
	jahan par lounge sa hai un ka chota..	1514.
	Nahin..	1515.
YP	(unclear) baith kar len gay waheen meeting	1516.
R	Mujhay sirf, I can use two things for recording devices.. bilkul theek hai..	1517.
	Pause	1518.
	Wahan pay use karnay detay hain mobile?	1519.
	Generally its totally..	1520.
	Everyone talking at the same time so unclear	1521.
BT	Thora sa zara in ko side pay karain to main..	1522.
	Idhar say	1523.
	Pair abhi doctor ko dikhana hai	1524.
	Idhar kar leti hoon to phir kya	1525.
	Nahin noo problem	1526.
R	Hum zameen par dastakhan bicha detay hain..sunnat wala kaam karain gay..	1527.
	(background) Yahan jaga hai..	1528.
	Baith jao araam say	1529.
	Baith jao	1530.
R	To aap mujhay batayen..what do you think of the idea that I floated..If I go through the cooperative inquiry ka process, aa aap ko mainay us ka article bheja hai..There are four stages. First stage main ye hai you get to know each other, you identify the problem, jo hum.. I sort of think kay hum nay indirectly identify kya wa hai kay in the sense kay you all talked about your issues with language and literature, with the EAP syllabus…you talked about students kee dependence..	1531.
	(background noise)	1532.
R	Kay aap saari responsibilities..proficiency aap log ab baatain kay you don't	1533.

Appendix Aii

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	know how to talk for example, to aap log ab batayen kay what you think is a common objective, because I talked to HX and I'm waiting for it..	
HX	(telling the rest) is waqt ye bus gali main murr rahi hai..)	1534.
	Un ko boliyay kay idhar diabetic patients hain..to..aur TRI (stressed) diabetic patients bhi hain..to..	1535.
	Giggles	1536.
	Bohat garmi hai..	1537.
	Aa This is very nice	1538.
LT	So all of us like have to design one project	1539.
R	You you design a project in the sense that we decide on a common objective. At the end of three months this is the objective we are trying, I know that umm..dave has talked to you guys about the fact that it's always objective focus, so as a project we need to decide what our proposition..	1540.
GV	(interrupting) design the project and its implementation	1541.
R	Yea, design the project kay aap log kitnay, kaisay karain gay will you do it over six classes…will you do it over three months.. these these are all independent timelines (baby noise in the background) and objective, the group has to sit together (sound of ceramic colliding), us..us kay baad, us kay baad how it works in your object…in your individual classes will be your data because sometimes you know we keep talking about the shared similarities in our situation, but. Hello darling (excited addressing someone). (continuing) but we have aa. Haye baychaari bhaag gayee..dara diya	1542.
R	Woh jo difference aye ga hum logon kay styles main..hum jis tara hum logon kay external circle main (background noise) different circumstances, weather conditions main..that..that will affect how it works (laugh at the back)that is what I am interested in, so If you can, if you think about this for a little while we're having lunch, and ill be making you guys talk about your stories as learners, its up to you to decide aap ko kahan say shuroo karna hai, kahan pay stop karna hai ya nahin..aap logon kee story hai.. soo..	1543.
LT	I think you should go first (laughs)	1544.
R	No no no no I can't go first, I, I'll have to go last..(constant laughs at the back) you know I know that it seems scary because I, when I did my MPhil course, this was one of the questions I asked, tell me your story and they all said hum kahan say shuroo karain..	1545.
LT	Abhi to abhi to nahin hua..	1546.
R	What I mean is that it's a never ending story	1547.
LT	Haan it never ends I guess	1548.
R	(someone's phone ringing) so it's up to you to decide where to start your never ending story, from now we're going backwards, from from..chronological order, from the middle..	1549.
	Okay aa before..	1550.
	Okay, washroom jana hai?	1551.
	Noise	1552.
	(Background) come here	1553.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
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HX	Acha learner story kee kya story hai..	1554.
	Aaa (background noise)… to the learner story	1555.
R	I think we..	1556.
	Talking in the background	1557.
R	Jab hum batain kar rahay thay kay there is so much of our WORD filtered into what we are talking about..	1558.
GV	(continuous talking on phone louder than host)	1559.
		1560.
R	You know how you teach, how you were taught, what you were taught, who were you interactive with, all of it is..ee..effects everything else..aap ka frame of reference effects and it affects your persona as well.. so that's why, I thought getting to know one's stories would be..aa I promise I will tell my at the end (giggles)	1561.
GV	Still on the phone too loud.	1562.
R	Sitting with nelly is..umm.. is not a ..this is how nelly talks this is how nelly speaks. Mujhay ye.. main saba ko is liyay bata rahee hoon kay ye bohat problem hai ye log bohat advantage letay hain. They teach us all these really random strategies and terms that will be oriented. That this is the final truth, this is the	1563.
LT	All these big sounding terminologies..	1564.
	Everyone speaking together, one still on the phone	1565.
	OHHHH (excited) tell me this is this is what we have been doing	1566.
	Inaudible, everyone speaking together.	1567.
R	..ko bolo masoom aye hai nahin khana khaa rahee takalluf main	1568.
	(background) haan jee baba..	1569.
	Uff..	1570.
GV	(still on phone) Kahan hain gaari main? Meeting main?do ghantay baad phir main..	1571.
HX	…I wasn't able to because I lost all pages…	1572.
	(inaudible) (kid coughing) (background noise)	1573.
	To aap log chahtay hain kay hum kal karain phir?	1574.
	Dekh letay hain	1575.
	Aap kay trip pay na chalay jayen aap kay saath	1576.
	Giggles	1577.
HX	Zaroor (stressed) you're most welcome.	1578.
GV	Wahan jaa kay meeting kar letay hain maza aye ga. Kashmir poo-oint pay	1579.
	Giggles	1580.
	Snowfall ho gayee hai?	1581.
YP	Wohi to keh rahi hoon kay snowfall hai, mana kar rahee hoon?	1582.
	Aaj ho rahi ho gee snowfall	1583.
	Haan aaj to laazmi ho gee	1584.
	haan aaj laazmi hui ho gee	1585.
	Thori bohat to hui ho gee na	1586.

Appendix Aii

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Venue: BT's House

GV	Bachon say main nay kaha bearish ruknay dain.. ye phisalnay hee to hum jaa rahay hain..	1587.
R	Acha main to aap ko kaafi sara thora homework karna paray ga hum kal kar rahay hain. I need you guys to (small pause) I will send you, cause rabia was talking about it, I've found aa a presenation I had done a long time ago on linking language and literature, to I'll send that to you (stretched) I will also send you something on learner autonomy and I'll also send something on motivational and teaching people to speak. Aap log, aap ka to access nahin..kya ho ga?	1588.
YP	Main lay loon gee na	1589.
R	Sahi hai..aap sure hain? Because aap ko kal hee milay ga because hum hum..and I need you to look at this cooperative inquiry pay main nay.. aap log bayshak aik doosray say..	1590.
GV	Aik hee day dain aik hee pay kar lain..	1591.
R	Last meeting before I leave	1592.
	Ye problem hai	1593.
R	Zara sa is main time hona chahye	1594.
	Hum main main main is lyay keh rahi theen …	1595.
R	Phir Monday ka kar lain..	1596.
GV	Phir Monday ko hee.. (laughs)	1597.
R	Main Karachi say skype kar sakti hoon..aaj hec bilkul, aaj subha bhi main nay un say baat kee..bohat pagal kiya wa hai, main they've they think I don't know what they think I'm doing in Islamabad. Main shauqiya..un ko yehi lagta hai, kabhi Karachi main hoti hoon, kabhi Islamabad main hoti hoon, aap UK kab jaa rahi hain..pata nahin kya kya? (Pause) To I've told them kay main Saturday say pehlay to aa hee nahin sakti, I can't (pause). Woh un kay paas meray ticket kay bhi details hain, they're monitoring me also. Is rate pay to they'll also tell me kay aap thappa lay kay ayen	1598.
	(Pause) (Background talks)	1599.
GV	Kisi kay woh to phir possible…	1600.
R	Warda the last one, we we would need everyone there because everyone has to sign off with it, problem yehi hai.	1601.
	Whispers	1602.
R	Agar main extend kar sakti hoon, aap ka bhi ye hai..	1603.
GV	Mera bhi yehi hai kay bachaiyon kay saath, principle kay saath, har jaga pay commit ho gaya, hamari phir saari conveyance arrange ho gayee	1604.
R	What about Friday ko bhi nahin kar saktay?	1605.
	Friday? (stretched)	1606.
GV	Friday ko kar lain phir main Faisalabad nahin jaoon gee	1607.
R	Haye main, im sorry	1608.
GV	Main Friday, 14th ko main available nahin hoon	1609.
R	14th..	1610.
	That is Friday	1611.
	That is Friday	1612.

Appendix Aii

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Venue: BT's House

	Aur is haftay aik case hai mera..	1613.
	Haan I remember ..aur so far its revolving on 14th	1614.
	Pause	1615.
	Kal hee hai	1616.
R	Kal NAME kya kar rahi hain main ye soch rahi hoon	1617.
	aa…aa thurday ko move kar rahay hain?	1618.
	Kal day batayen kon sa?	1619.
	Nahin kal, Kal hee ka din hai..	1620.
	Pause	1621.
HX	Aaj say bus I'm manageing everything, kal ka hai to I have to rearrange everything again..to ab ye hai kay.. lets see..	1622.
GV	Mujhay pata nahin tha kay..main pehlay say commit kar aye theen wahan par	1623.
	To let's see how we can manage	1624.
R	Yaar warda aap ye kar sakti hain kay aap at least notes bhej dain, haina, aap apnay…I'll tell you what needs to be done. We need to go over the literature and decide kay what everyone wants as a group shared objective. We actually need to understand kay cooperative inquiry kya hai, I think main nay apnay information sheet main bhi bataya hai, that's why I gave you the article. I did not want to explain it myself because kabhi kabhi aap ka interpretation kisi aur kee interpretation say (breath) different hota hai so I thought, I thought we would come to a shared interpretation once everyone had has read it. To aap log ko mainay ye copies shayad aap log ko bhi bheji hain	1625.
GV	Dee hain	1626.
R	Main nay to (gulps) aap log bayshak har cheez aisay bhi saath discuss kar saktay hain to aap saath hee discuss kar lain. Us kay chaar, chaar phases hain.	1627.
GV	Discuss kar letay hain	1628.
R	Cycle one main hum jo problem karain which we need to do today aur tomorrow kay beech main, us kay baad cycle two jo hai us ko hum sirf aik hee meeting main compress kar kay karain woh aap logon ko decide karna hai what (stresses) kind of project you want to do (pause). That means objective (phone ringing), timeline	1629.
	(interrupting) To we can go through it right now…	1630.
	Han we can go through it	1631.
	.. and decide	1632.
	Everyone in agreement ("Haan" – stretched)	1633.
LT	We can decide, at least we could decide the objective and obviously the..	1634.
R	While I'm while I'm and then I'll be, I'll be calling you guys up and you guys can mail me the stuff and give me your lesson plans and stuff, aur lesson plans bhi nahin, general (emphasized) plan ho jaye kay hum is time par is.. what we want to achieve.	1635.
GV	Lesson plan won't be possible kyun kay (pause) agar hum (pause)three months ka design kar rahay hain us main lesson plan bohat lengthy banay ga	1636.
R	Nahin nahin lesson plans in the sense kay sometimes, some some samples of lesson plans kay how you're going to do	1637.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	Haan	1638.
R	But if you don't want to do a lesson plan you can do like a general plan	1639.
	General	1640.
R	General plan kay this is our timeline , this is how much we'll cover and this is how we'll do it	1641.
	Hmm	1642.
R	Theek hai?	1643.
LT	These are the objectives to achieve and this is how we'll do it	1644.
R	Dekha main nay so blu..I'm so bad hum nay aap kee help bhi nahin kee	1645.
	Ayen gee iffat?	1646.
	Woh dhoond rahi thee ghar last jo meri baat hui hai	1647.
	Talking in the background	1648.
R	Haye Tayyaba is like gone, like all out	1649.
	Kya kya nahin	1650.
	Haan	1651.
R	To I can do that (emphasized) Warda kay aap Thursday karna, ye sub umm, karna and then I can talk to you on the phone, I can talk to you also, ya aa aap 14th ko hon gee bhi nahin?	1652.
	Pause	1653.
GV	Ye aisi cheez hai jo main..	1654.
R	Nahin I completely… woh I already feel like a zaalim..i completely understand..but if we can have some understanding of where you all stand on on on these.. hum abhi bhi kar letay hain hain cooperative inquire, aap logon kay paas, ko any of them? Woh saba kay paas..kitni achi achi, who hamesha apni saari cheezain lay kay aati hain	1655.
	Inaudible everyone speaking together	1656.
	Ab ye karain kay..	1657.
	Theek hai..	1658.
	Assalaamoalaikum (everyone)	1659.
R	So nice to have you! Aap bilkul achay time pay ayee hain	1660.
	Right on time	1661.
R	Aap ye karain kay, ye page seven pay chali jayen, sirf methodology pay	1662.
	Background talks	1663.
R	If you just look at the methodology us main chaar phases kee explanation. Have you seen? (pages turning)	1664.
	Yeah I have seen it but I couldn't (page turning)	1665.
YP	(In the background) pandra (15) min main chor dain us kee waisay hee bohat chuttiyan ho gayee hain..theek hai? meherbani	1666.
	Assalamoalaikum (everyone)	1667.
	Can you give me the next page please?	1668.
	Yeah yeah sure (pages turning)	1669.
	Saba ayyye	1670.
	Dekhain ye to	1671.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	Saba kay haan to khana mila	1672.
	Giggles	1673.
	Haan iffat aye hain to… Allah ka shukar..	1674.
R	Aap theek hain? Main pareshan ho gayee kay aap kahan reh gayeen? Main nay kaha kay kiya ho gaya hai	1675.
HX	Can I share something interesting? If aa, we (pause) were (pause) we have a very long history	1676.
	Haan	1677.
	We have a very long history	1678.
	We were together in school	1679.
	(background noise)	1680.
HX	Then we got lost in our own lives, then we we reconnected	1681.
	Giggles	1682.
	Bohat bhook lagee wee hai aa jayen	1683.
	Tayyaba mujhay bachon kay baaray main batayee	1684.
	Tayyab thank you so much for all this	1685.
	Yaar ye walay chahye hain aap ko kn say walay chahye hain flat walay?	1686.
	Saba flat ya…?	1687.
	Gol	1688.
	(Sound from utensils)	1689.
	I'm also a gol person	1690.
	Aap ko woh aa kay dena paray ga im not in a position	1691.
	Batayen kya chahye main aap ko doon	1692.
	Ill eat a bit later taakay main thori…	1693.
	Are you sure	1694.
	(Sound of plates)	1695.
	Pause giggles	1696.
	Dekha mainay aap ko poocha..takulluf main	1697.
	Please shuroo karain	1698.
	Ye to hamari oriem diet hoti hai	1699.
	Shurro karain	1700.
	You shouldn't be doing bardaasht	1701.
	Jo jo jis kay aagay hai who shuroo karay	1702.
	Haan yehi sahi hai jo jo agay hai who shuroo karay	1703.
R	Ye tayyaba ko laga ham pata nahin kitnay saaray log hain	1704.
	Ye salad ye aap nay banaaya hai	1705.
	Nahin ye is kee maid nay banaya hai	1706.
	Who keh rahi hai..	1707.
	MashaAllah MashaAllah	1708.
	Raita	1709.
	Neebu	1710.
	Main bhi aap say khud batati hoon	1711.
R	Chotay main I couldn't tell the differenct between takleef and takulluf	1712.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	Everyone speaking together	1713.
	Child coughing	1714.
	Giggles	1715.
HX	When one of them tried to, my brother at work who urdu bol letay hain	1716.
R	Likan aap kee mother to nahin bol sakti	1717.
HX	Jee bara hee masla hota hai	1718.
	But they understand wuite a bit	1719.
HX	Jo bachiyan hain can speak English	1720.
		1721.
		1722.
HX	Interesting ye hua kay	1723.
	Child in the background	1724.
HX	They laugh so much kay wohi masla	1725.
HX	It's the same with every..	1726.
R	Its an in group situation in the sense that if you're part of the in group, pragmatic way of thinking	1727.
	Everyone speaking together	1728.
HX	…I can understand but I can't speak..	1729.
	If you can't communicate you cant have (WORD)	1730.
	What would you like?	1731.
R	What can I give you? Take it yourself? Very good. Should I lift it for you?	1732.
	Iffat	1733.
R	What else would you like? Would you like some lasagna? Wow independent child	1734.
	Teacing kids autonomy	1735.
	Everyone speaking together	1736.
	Exactly	1737.
	Background sound of plates etc	1738.
	Main lay rahi hoon	1739.
	Aap please khayen hum aap kay baghair kaisay khayen gay	1740.
R	Aap meray baghair moon say hayen gay	1741.
BT	Hum aap kay saath bhi moon say khaa saktay hain	1742.
BT	Main abhizara bachon ko khila rahi theen.. chakkar aa rahay thay usay	1743.
	Everyone speaking at the sametime	1744.
	Aur chawal bhi lay jayen	1745.
	Yes thank you	1746.
R	To whos starting with their something gol, come on someone tell me the story	1747.
Joint Turn	[Murmuring in the background, pause]	1748.
R	This is the learners history here …Lerarners history it's the best part I love it	1749.
Speaker indistin	Hmm [ongoing conversation in the background]	1750.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

guishable		
R	To whos going first bata dain na don't be shy	1751.
Speaker indistinguisbale	*Mai* [indistinct ongoing conversation in the background]	1752.
GV	Main kahan kha kay	1753.
R	HX?	1754.
HX	Just tell me one thing, do you want us to tell something particular in history	1755.
R	No its your story it up to you to decide how to tell it what to ell, what you want to include, what you want to exclude	1756.
HX	Okay I haven't had much of a thought but ill go anyway (giggling) (pause) okay as far as, I mean I don't know where to start, so im starting where I (pause) rememberrr. (pause) I (stretched) iffat can give a better idea, I wasn't a very good student when I was in the 5th class (giggling) but eventually upto metric I had more interest in extracurricular activities and so on, but then eventually aaa (pause) I was given the opportunity although my father was against it, I joined BSc home economics.	1757.
R	Okay why was your father against it?	1758.
HX	Because he wanted me to go into literature directly. And he said its going be difficult to find jobs with bsc home economics so its better to find something more practical. But Anyway he said you can go for it. I went there, I really enjoyed it, but the main thing about a learner over there was we didn't have any specific books (pause) so we had to (stretched) get material from different places and put it together and try to umm go with the curriculum that was provided to us. Some of the teachers were very good they would provide good material, others were not. So we had to search and search and umm at that time my father was at the course that I could go to different universities, I went to the national library to get material, I went to the Allama iqbal open university and I cannot explain the amount of photocopying that I did at that time. (child coughing) I remember that I had two big boxes of this size and I would get a photocopied and I would read through it, then I would aa study it, and my routine would be then I would read after coming home, then I would help my mother in the house chores, then I would aa stay up all night to do the practical work. It was very interesting because by the end of.. I remember, and during all that time I remember one of my good friends, she loves to read novels and aa I already was a good reader but I didn't read novels much at that time but because of her I developed the habit of reading. And that helped a lot in aa increasing my vocabulary, and aa I don't know whether this is making sense or not…	1759.
R	Aaa go ahead I'm listening (unclear because of food in mouth)	1760.
HX	Then what happened is that, I mean all of these things eventually helped me because it made me as you know you were talking about earlier an autonomous learner, because I was able to search material and decide on my	1761.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	own without actually knowing how to see which material was relevant and what I needed and so on and how to apply to practical life (pause). And then I was already mm.. because I was already good at house chores because I was umm my father started to train in doing house chores when I was in class 4.	
R	Your father? (shocked)	1762.
HX	Yes (pause)	1763.
R	How did he train you?	1764.
HX	Because he said that I want her to be good at house chores, so (stretched) he said okay you have to make tea and initially I remember I made such pathetic tea but he would just tolerate it because he knew I would get eventually	1765.
R	And you were doing home economics?	1766.
HX	No, 4th class I started…	1767.
R	Acha you started cooking when you were in 4th class	1768.
HX	Yeah.	1769.
	Giggles	1770.
R	Okay, chai is a very important part of cooking	1771.
HX	I think I made tea for the first time when I was in class three then the next was I made suji ka halwa, then I don't know, eventually it (laughs in the background) it went on from there.	1772.
BT	It went on and on and on and on	1773.
	Giggles and pause	1774.
R	And then?	1775.
HX	Then I passed out, I was expecting to have a very good um position in something but I was 5th in class	1776.
R	Home economics	1777.
HX	Yeah home economics. And I was happy because I had put in a lot of effort and it paid off in a way that I was happy and I was able to apply a lot of thing. Then after that, my health was not that great because I had a lot of migraines and so on, so my father wasn't willing to send me to Lahore for Bsc home economics so eventually I ended up in ICG Islamabad College for Girls and I did my Masters and it was such a difficult experience	1778.
R	Masters in?	1779.
HX	English literature. And I hadn't known first thing about literature even though I had English compulsory that has a lot of literature component but we were not literature students so we were actually (pause) able to understand how to WORD things and out class teacher in 5th year was one of the most difficult teachers ever . I don't know whether any of us here who are from ICG would know Ramsha Basher we had a very bad time. She was a perfectionist so we had a very difficult time. So the 5th year was spent trying to learn what literature was and how to go about the assignments and all	1780.
	Pause	1781.
HX	Anyways aa (pause) in 5th year, in ss, I think one of you might have an idea that in 5th year we don't have aa, the result of the year comes very late in final year	1782.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	5th year is is?	1783.
HX	Previous year. And then aa…	1784.
	Sorry	1785.
R	You guys have 4 years? 2 years of MA previous and then?	1786.
	Okay	1787.
BT	Sadia kuch nay kha rahay bilkul, yaar aik minute zara tehro mujhay plaiton main to dekhnay do	1788.
	Pause	1789.
BT	Kuch bhi nahin lya	1790.
R	Okay pause because we're eating lunch at Tayyaba's and she is getting very appalled, being all host-isy and all khaya nahin khaya	1791.
BT	Woh kon us din keh raha tha haan us din Khadija kya keh rahi theen aap kee who koi aunty hain jo kehti hain kay tum khao. Main subha say kharri rahi woh pakany kay lyay to pait bhar kay khao warna utthnay nahin doon gee.	1792.
	Thora la lain	1793.
	Bilkul sahi hoon. Khana bohat mazay ka hai	1794.
	And its MashaAllah very good	1795.
HX	Haan everything is so good	1796.
	Khana bohat mazay ka hai	1797.
R	Ye aap nay dil say pakaya hai	1798.
	Thank you so much	1799.
	Aur itna zyada pakaya hai	1800.
	Giggles	1801.
	Aur itna active way of feeding a small army	1802.
	Mera khayal tha kay aaj sab nahin ayen gay	1803.
	Laughs	1804.
	Khoob explain karti hai har literary cheez ko pakar kay. Explain with reference to context.	1805.
	Laughs	1806.
	Oyee junaa bacha so gaya hai us ko bhi khila detay na tola tola sa	1807.
	Us nay kha liya apna	1808.
	Laughs	1809.
	Yaar woh kya kha raheen hain jo peechay baitthi wee hain pattakhiyan	1810.
	Who bhi kha rahi hai	1811.
	Ye to bohat super independence hai is nay to apnay aap ko khud serve kiya and kuch keh rahi hai	1812.
	Ye kuch na kuch kehti rehti hai	1813.
	Ye choti wali chicken nahin khaye gee? Lasagna bhi nahin khaye gee? Kuch nahin khaye gee? Kya khaye gee?	1814.
	Abhi who aaloo us nay pasand farmaye hain woh khaye gee	1815.
	Mainay to sour piece kaha tha kay ye bachon kay liyay hai	1816.
	Aap anghoota na choosain	1817.
	Main kha rahi main kha rahi hoon	1818.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	Ye sab bhi record ho gaya hai us main	1819.
	Koi baat nahin im eating with my hand	1820.
	Giggles	1821.
R	Waisay I loooovve I love eating with my hands if you eat with your hand log aap ko jangli samajhtay hain kay aap apnay haaath say khana kaisay kha that you have to touch food with your hands. It's crazy. Aur goray to specially, goray to pizza bhi kaanta churri. Hum log jaisay pizza hut main khatay hain kaanta ..	1822.
GV	Har koi nahin kha sakta haath say is tara	1823.
R	With your permission tayyaba can I unpause her?	1824.
	Yes	1825.
	Okay	1826.
BT	Acha tabhi woh khamosh baitthi hui theen	1827.
BT	It was a pause	1828.
	Laughs	1829.
R	What you were in 5th year?	1830.
HX	I was saying in 5th year…I think all of us would have done Masters in literature know that the result comes very late for the previous year and I was waiting for a novel, I I mean we didn't have teacher for novel in the final year	1831.
R	This is not the professional teacher you were talking about	1832.
HX	No she was the novel teacher for the previous year, but in the 6th year, the final year we didn't have a teacher	1833.
R	Oh okay	1834.
HX	And then I was so enthusiastic and I started teaching the class, can you imagine how crazy I was	1835.
R	This is why you wanted to teach the class	1836.
HX	Okay and I did and everyone did very well while I I got a supplee for novel in 5th year	1837.
	Giggles	1838.
	My god	1839.
	Clapping	1840.
R	Thank God so how did you how did you go about teaching them?	1841.
HX	Aaa I had a lot of readings from different courses and different people had given me and it was a lot of good material, I used to read everything (child coughing) I did, I mean I would, at most copy my notes from 5th year	1842.
R	The one who's a perfectionist	1843.
HX	Yeah and I don't know when I did but a lot of my supposed students did very well and I got a supplee..	1844.
R	I'm sorry what does getting a supplee mean?	1845.
HX	I flunked	1846.
R	How is that possible?	1847.
HX	Everthing is possible in Punjab university	1848.
R	Hey everything is possible in Karachi board as well	1849.
BT	Aap ko kaha tha na Punjab university	1850.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	Punjab university achi cheezain keh chukay hain	1851.
BT	Yaar ye aik haddi hai, is ko phaink dain aur kuch khanay	1852.
R	Abhi who pause pay nahin hai abhi who play hai	1853.
	Aap pareshan nahin huay main kha rahi hoon	1854.
	Giggles	1855.
	Okay so I'm…	1856.
	Pause kar lain takay khana…	1857.
	Aap muhay aik kofta day dain please	1858.
BT	Anda bhi	1859.
R	Nahin nahin anda nahin	1860.
	Anday aur bhi hain	1861.
	Nahin nahin nahin just kofta, thank you.	1862.
	Qareebiyan murghiyan bhi hain agar tum log ko…	1863.
	Nahin	1864.
	Thank you so much	1865.
	Thank you	1866.
	Pause	1867.
R	So then?	1868.
HX	Then I had to overcome that disappointment. (background noise). I prepared again. I passed. And then within a few days…	1869.
R	Ye end hai?	1870.
	End nahin shuroo ka dekho...	1871.
R	I'm listeningBT , please go ahead	1872.
	Mmm chamach hai?	1873.
HX	Umm finally I overcame my disappointment. I reappeared for the exam to pass my novel paper. Anyway I passed and had a (child coughing) 6th highest number in the university, in the college. It went well but I was very unhappy because I was like I have so much passion for literature and I felt that I wasn't given the grade I..	1874.
	(Everyone simulataneously) you deserved.	1875.
	Giggles	1876.
HX	Anyway that happened and then eventually…	1877.
R	Did you have an explanation in your own head? (background talks making conversation barely audible)	1878.
HX	No I did my level best for it and I have no idea what happened	1879.
R	Was it the system? (Barely audible because of constant background talks)	1880.
HX	What I eventually understood was that aa people who had aa used kitab mahal, the (stretched) keys, they got the best marks	1881.
BT	Highest marks	1882.
HX	Yeah and because I had used several sources and research kee properly and I was flunked	1883.
R	Ofcourse han there was your initiative you deserved to…then what happened?	1884.
	I would like to share my experience, my experience of teaching, if you	1885.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	encourage the students to find some research (stretched) to get some extra material and, but in the end those students score better marks who have just you know consulted or read just the kitaab mahal	
	(in the background) haye baree kharab option	1886.
	So just tell me what should we do as a teacher? (Giggles)	1887.
GV	Aaj aik baat, pata nahin who rumor thee ya kya tha. Students nay bataya tha aik aisa essay hai it cover twenty (emphasized) topics. You'll have to memorize just one essay and that will cover twenty topics	1888.
	Haan	1889.
	(Inaudible due to everyone speaking at the same time)	1890.
	Haan Haan	1891.
GV	Ye ye chal raha hai	1892.
LT	And the thing is that when we tell our students to go for these research they have to read so many chapters and then they have to like fish out their relevant material. All that material is already available there kitaab mahal and its very convenient	1893.
YP	(Noise) when you ask them to write on something on their own, the kind of material they use, is not upto the mark they are likely to fail	1894.
R	So you are saying that kitaab mahal is a good solution then?	1895.
LT	I'm not saying that it's a good alternative	1896.
	(everyone together) I, we are not saying that kitaab mahal…	1897.
R	ok I'm really sorry, as a researcher…	1898.
BT	Main nay jo aap ko kaha tha na bilkul shuroo main, doosri meeting main (pause) kay hamaray jo aa hotay hain na aa ye bananay, syllabus design karnay walay teachers, paper sitters aur examiners	1899.
R	They should work closely	1900.
BT	In ko sab ko aik doosray kaay saath hona chahye	1901.
HX	Haan	1902.
BT	Who hota ye hai kay jo paper check karnay walay hain na woh baithay rehtay hain budhay (stressed) budhay. They don't like to change their ideas and they don't like anyone to change the idea	1903.
R	And they feel, is that what you are saying happened to Saba?	1904.
BT	Exactly. Woh jab ye dekhtay hain na 'un ain kith oyaan, o baqwaas kya kar diya see, marks kata utay, tay deyo zero number. Ainay o to likhaye naye jo mainay yaad kitiya see' (Punjabi)	1905.
R	What was that? That was Punjabi right?	1906.
BT	Yes , tenu samajh hee nahyee aye	1907.
R	Nahin mujhay mujhay sab samajh main aa gaya	1908.
	Giggling	1909.
R	Sab (stretched) samajh main aa gaya	1910.
JK	I'm the designer, im the paper sitter and the checker as well and im going to see things differently, im going to train my students differently	1911.
BT	Woh jo mainay us din aap ko example batayee thee na, meri aik student thee, meri do teen students theen, likan bohat achi theen, woh khud say aa creative	1912.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	writing karti theen aur un kay 45 percent marks aye, aik kay 47 % aye aik kay 45 % aye. Woh jo 47% wali hai na kal main us kee Facebook picture dekh rahi theen, us nay meray khayal say who MPhil kar liya wa hai bahar say kisi university say. Us nay who pehna hua tha, cap pehni hui thee. To woh (pause) matlab us kay 47 % marks aa rahay hain, how is it possible? Is ka jab main paper check karti theen na to mujhay dhoond dhoond kay bhi aik ghalati nahin milti thee. Yaar koi aik (stressed) ghalati language kee ho, sentence structure kee ho, koi grammar kee ho mujhay nahin milti thee. Un hee kee class main, un hee kee class main aik larki thee is ko main nay warning dee thee (pause) main nay us kay parents ko bula kay kaha tha kay ye larki, aap mujhay likh kar dain kay ye larki jo hai ye finals main pass ho gee ye larki final main pass ho gee	
	Thank you (in the background)	1913.
BT	Ye main nay kaha wa tha… Aur jab woh finals main hui to us kay 43 percent thay. (Pause). Now you can imagine kay woh bilkul jo fail ho rahi thee throughout, us kay 43 hain ayr jo creative writing kar rahi thee us kay 45 hain	1914.
LT	We don't train out students how to answer the question.	1915.
HX	We don't…	1916.
LT	We focus on the, like the material, the material, the content is like 50 % but hwat the question is asking, what the examiner is asking they need to understand, they write the same answer for all the questions	1917.
R	So is key a good solution then because the key teaches them what to write for the exam?	1918.
GV	Key is not always the solution (low voice)	1919.
R	Key is sometimes solution	1920.
BT	Nahi nahi woh aap samjhi nahin hain baat, woh jo keys hoti hain na, woh un main aik banday ka kamaal nahin hota. Woh bohat saray bandon kee set kee wee hoti hai	1921.
HX	Woh cut paste hai	1922.
BT	Theek hai	1923.
BT	Woh cut paste hai	1924.
HX	Different different sources say you can even tell while you're reading kay ye kisi aur source say hai ye kisi aur source say hai they're not giving credit to the sources	1925.
LT	Acha they acknowledge the sources as well	1926.
	(Inaudible-everyone speaking at the same time)	1927.
BT	Jo paper checkers hotay who saari umer (age) un keys say hee parhatay aye hain	1928.
BT	Ye jo	1929.
	Murmuring in the background, Pause	1930.
	So	1931.
	Murmuring in the background, Pause	1932.
	Eventually, what they say is this is	1933.
	Woh chala aa raha hai to wahi chalta jaye	1934.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

BT	Un ka bhi yahi haal hota hai kay main nay to Ahmed ko apnay behtareen dost kay taur pay use kiya main baap kay taur pay kyun use karoon	1935.
	Giggling	1936.
	To woh...	1937.
LT	But the thing is as soon as the aa aa students would see Milton they would start writing without understanding the question is asking (emphasized).	1938.
HX	Mera khayal hai woh love wali baat pay aa gaye kay sirf love hai…	1939.
	Inaudible due to everyone speaking at the same time	1940.
YP	Doosri baat ye hai kay woh start kar hee nahin saktay paper na likh saktay hain (pause). Milton ka naam hai Milton say related us kee date of birth hai date of death hai woh likh dain to at least aik start to mil jaye (pause) content thora sa barh jaye ga	1941.
	Milton …	1942.
	Understanding to aye jana chahye	1943.
R	Okay so im sorry Saba's back on pause, the rest of your story Saba…	1944.
HX	Okay I…aaa aaa interestingly enough just aaa I think a few days after my Masters aaa there was an advertisement of ccc CSS examination my father encouraged me to give the examination although I had zero preparation and I somehow passed the exams without any preparation. So during that time aaa I umm the post work COMSATS came and I applied and I got the job, within a few days of getting the result. And (sigh) that started aa my journey as a teacher, as a professional teacher and trying to understand what is going on. Aaa you were saying in the beginning Mirad that, you love to ask questions, I am, I'm bnot much different, it's the same case. Because eventually when I started to teach business english, I I asked everyone to give their course outlines and see what they were teaching aa I remember the title was Business Communication, everything underneath was literature. Another teacher's course outline was all (stretched) grammar, another teacher's was a a mix and match of different things and I was like why is the name Business Communication when this is wat is happening and…	1945.
R	Grammar I understand because we seem to have a huge fixation on grammar in Pakistan, but literature as well under Business Communication?	1946.
HX	Yeah, that was the interesting thing. And that's what put, I mean started off going into the COMSATS library and finding communication books and so on and trying to understand what was going on and it took me (breath out) two and half years to get to the conclusion where how business and communication skills how they are related when I finally found ESP but aa (giggling) you might find it funny but seriously it was very difficult search because (phone ringing) how was I supposed to link these two things. Why would literature teachers, why do they teach business communication? (Pause) I mean it was a learning process and I looked at a lot of books, I remember when my father was alive I used to bug him a lot and I was like I don't know how how this relates and then he would give me different ideas I mean (pause)	1947.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	Was your father also in the same field as you were?	1948.
HX	No, he wasn't.	1949.
R	To he was like your mentor, because you refer to him in everything that I'm asking?	1950.
HX	Yeah, aaa my father was, I think every daughter has a different affiliation with his, with her father so on but my father like was I mean although we're three brothers and sisters I was given a lot of importance somehow…	1951.
R	You're the youngest or the middle child?	1952.
HX	The eldest	1953.
R	Aaaaahh	1954.
LT	And the only and the only daughter as well	1955.
R	I'm sure your siblings love you (Giggles) go on	1956.
HX	Somehow my father, I mean he repeatedly said this, that he saw a lot of himself in me so somehow I always got the attention and I was aaa communicator because my middle brother, he does not really talk a lot and my youngest one was born quite later on so I had blind share of the love and attention of my parents, both of them. Pause. But professionally my father really helped me, in everything I mean I what I am today I think is what my parents made me with their contribution. But anyway I'll come to that part eventually (giggles) Ok I passed in CSS but I didn't get good enough grades to get allocated anywhere and I was teaching and I was happy and then I at some point I had applied for FPSE, I got the job, I joined G10 3, G10 4 college for a while (pause) I was so appalled by the situation over there and the English of the students I just left it although my father repeatedly told me this is not the right thing to do and you are going to have a very bad time (pause) and (clears throat)	1957.
R	Go on I'm listening saba	1958.
HX	Sorry?	1959.
R	I can multi task I mean I can…so, you, then?	1960.
HX	Then after that umm I mean I started to learn things, I started to think of going for PhD, my father encouraged me to apply to a lot of places but somehow things didn't work out. Then after that in 2007 aa we all of our family went for Umrah and what happened is that aa we had an accident and both my parents expired, in that accident. And that was another learning experience…	1961.
R	In Pakistan?	1962.
HX	No, in Saudi Arabia. Yeah we were going from Makkah to Madina	1963.
	Long pause	1964.
HX	So that was another learning experience because I was the eldest and somehow I felt that I had a lot of obligation to my parents and my brothers. So I had took on the role of different person, my love was at that time… And I had a lot of injuries, I was in the hospital for a month and when I came back to Pakistan I still had a lot of serious health problems and aa I had to set up a home again and so on so there was a lot of things going on so my professional	1965.

Appendix Aii

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	life was at a halt in a way but my in charge of humanities at that time he encouraged me to apply for a scholarship at that time and I was like how am I going to go to UK while I am I mean there's only been a few months since the accident I can't leave my brothers and so on. But he was adamant that I had to apply and somehow I applied and I got a call for the interview and the there were 7500 people and only one person had to be selected and I just don't know how I got selected and I didn't know whether I would go, but I did go and I really feel it was the right decision at that time because…	
R	Where did you go?	1966.
HX	I went to UK, University of Leeds, for a year's Masters	1967.
R	A year's Masters in?	1968.
HX	TESOL	1969.
R	Teaching second…	1970.
HX	Teaching English to speakers of other languages. And it was a good experience because I learnt from a lot of very good teachers and it helped me answering a lot of different question that I had from the beginning, when I started to teach business and these ESP courses	1971.
R	Theek hai I I'm curious, I mean professionally speaking TESOL, I mean generally not I mean as a practicitioner I would say TESOL is fairly general, did you specialize in ESP?	1972.
HX	Yes, we, I had kay…what's his name John Flavadue as one of my teachers he is a EAP person…	1973.
R	Hmmm (acknowledgement by host in the background)	1974.
HX	…I did my specialization in Teacher education and ESP, EAP, issues in EAP, and it was a good experience because aa I mean as compared to courses I see over here in MPhil and PhD, TESOL degrees in UK I've seen have a lot of curriculums now but are very practical and that is one thing that really helped because it made me think aa as a researcher while I was teaching and it made me.. it helped me a lot in what should I say the teacher cognition you would say maybe that how teachers make the decisions. Initially when you are not thinking like a researcher you don't think how they're thinking but eventually it makes you I mean when you start thinking about it it helps you in understanding yourself and how you are making decisions, so that is something which I really	1975.
R	So what did you understand about yourself? Thinking about your thinking?	1976.
HX	Like for example, I mean you were saying that we're not given a lot of due credit for the effort we're making in classes like for example, if a class is very difficult and you have to change the strategy that, you had made a good lesson plan and you were in class, sorry, and you had to make a judgment call at a very difficult time and change the whole lesson plan at the last minute to cope with the situation and the class. You're being inonovative and you're taking a risk but you are doing that and you are actually thinking that okay this is the problem in the class, how are you going to deal with it?	1977.
R	It's a conscious risk that you are taking, it's a planned risk	1978.

Appendix Aii

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HX	Ya, so, these are, I mean this a small example, then like for example when you are designing and even though you are adapting material for a certain class, you are using your intuition or the knowledge of the student or the learners and you are saying okay this is not something they are going to understand but if you tone it down, this is how it is going to adapt to your class. Again you are making the decision and you are trying to understand and you are trying to relate all the variables involved. (hmms in the background) So these are things that you learn along the way.	1979.
R	Let me ask, backtracking a little bit…	1980.
HX	Sure sure	1981.
R	Like when you talked about, I'm sorry if this is painful for you, but you talked about how, what happened in Saudi Arabia and you feeling responsible for your brothers and your parents not being their anymore, you talked about it being a huge learning experience for you and then you sort of went off you know and you were talking about, what what did you mean, I mean I can imagine it being aaa (stuttering) obviously that kind of experience changes you but for you what did you mean…	1982.
HX	I was I mean I talked a bit about my father and aa I was very close to both my parents, I mean if i…	1983.
R	Yeah the unshared attention, we all heard that	1984.
HX	And that meant that I I mean there were my best friends I mean one of my colleagues she makes a lot, she used to make jokes about me because my mother was the one who dropped me to the university because she used to drive. I never learned to drive and I am still very bad at not learning to drive but umm as soon as I, as soon as I would get settled in the office I would call her at home and I would say okay this is the situation and now this is what I am going to do. So I I mean we shared everything, we were like sisters sort of, we had that kind of WORD and we would love to do everything together. We went for shopping, we went for walks, we did everything together, and then with my father I had a very different type of a situation. I'll give you a very stupid example of the last book that we shared because we had a longstanding tradition that we would aa read the same book and then we would dis, exchange notes on it. The last book that we, that I remember at least was Harry Potter 7 (giggles) so we had I mean that kind of thing so I (stretched) after that it's been like I didn't have that support anymore. (Pause). And living with two brothers, I mean I, for one thing, because of my mother wasn't there I didn't have any female companionship at home. (Pause). And that was a very difficult experience, initially I just didn't know what to do with my brothers because I was so used to, I was sitting with my mother or my father or doing this or that for them so it was a very big void in my life, I didn't know what to do with it inititally and then secondly I I thought, I mean for sometime I realized that I took on the role of my mother in a way that I was pampering my brothers and doing umm what she used to do, although obviously I can't do it, even I do it it's not going to be the right thing to do but initially I tried to make	1985.

Appendix Aii

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	the environment as homely as possible so that is something that I, I mean there are a lot of things and I realized how difficult the time my mother and father had as parents aa because my eldest brother is a handful, he's a problem child from the beginning so	
R	The one who was born late	1986.
HX	Yeah so, then I realized what a difficult time it must, they must've had when they were alive. So I mean these are different things, then when you don't have protection in the family, whatever you do is exposed to everyone, you have to find ways how to negotiate with people and put a brave face in front of people, to cover up for you brothers and try to figure out how to (stretched) maintain relationships with different people in the family. (Pause). I mean these sort of things I had to…	1987.
R	So it was a different kidn of growth but it was a no non not necessarily academic but huge in terms of maa-turation	1988.
HX	It really was I mean it did make an impact like was saying whatever you are it impacts your teaching as well and it does because [pause: 2 secs] I learnt different things and I realized that that I mean I mean it might sound really simple or it might sound very commonplace but umm many at times I realized [pause: 4. 5 secs] I mean I'll give you one example to quote how dependent I was on my parents in a way because I remember when I was in the hospital, in the in Saudi Arabia, I remember the the first time when I actually realized, when I was conscious enough to realize that my parents were not there anymore (sound of curtain opening/closing) I just couldn't believe that I was breathing without them, I mean it's really maybe stupid but you can't imagine, and then I realized that I was too dependent on them, so that is ah…[pause: 3 secs], then another thing that I realized was that whatever I am today, whether they are here or not, whatever I am today and whatever I am going to become it is going to be, I mean their efforts are always going to be there, how they chipped in and how they helped make my personality, it's always going to be there	1989.
R	It will always be a part of what you are	1990.
	Exactly	1991.
HX	So I don't actually lose aa I mean who I am or what they made me but aa it's not going to be as practical as it used to be when they were there. So that was a different adjustment and then I started to look at people in a different way and I realized that whoever is coming in front of you they are what, I mean they are as their genes and all and what their environments make, environment makes them, then sometimes it, I started to realize that how a stud-, a person, like in terms of a student how a person if his parents are neglecting him or her, how are they going to react, what are they going to do. Somehow this has, I sensitize to that as well (pause)	1992.
R	In a way that you weren't before?	1993.
HX	No. (pause) I mean these are some of the things that I…	1994.
R	Okay, yes so I'm sorry I made you go back in time, so we stopped off where	1995.

Appendix Aii

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	you came back with you, with your specia-, your degree in TESOL, and by the way my mother's going to kill me she's got a degree in TESOL and I still don't know what that mean, I'm so – it's okay. (giggles at the back)It's all good, so degree in TESOL, you came back and is that where your journey is continuing or there's something you would like to add	
HX	Yes I would like to add a few things. First of all aaa (cough)I had a lot of enthusiasm that I could do a lot of things because I learned research and I could help other people know what I learnt over there but somehow, the system over here doesn't support that. I tried a lot (background noise) by teacher training sessions for my own teachers and I realized that because my research was on my own environment I figured out they didn't know about ESP, my administration wouldn't let me do that	1996.
R	Your (stretched) your university administration?	1997.
HX	Yeah and that was a big lesson and I cannot do what I want to do (pause) I don't know whether it makes sense but even then I conducted need analysis, I did some research, I got a bit of my work published as well but that was my own effort and it was own and lone (both emphasized) effort you can even say.	1998.
R	And how was the sobering thing for you? What did you assume, what had you assumed before you went for your degree? You thought that it was your fault that you couldn't	1999.
HX	I thought that I could bring change, I thought that I could make a difference because I knew that there a lot of teacher training was needed, I knew that a lot of people needed teacher development, it's a neglected area in Pakistan.	2000.
BT	Ye aadha kis nay khaya hai (in the background) itni	2001.
	Main to aadhay ka dairh. (giggles)	2002.
	Ye to mera itni zabardast cheez hai na	2003.
BT	Garam garam gulab jaman	2004.
	Hmmm	2005.
BT	Ye aap kay haath main kiya hai	2006.
LT	Pehlay main khaoon gee main khaaon gee (laughter)	2007.
HX HA evidence	(Noise in the background) problems, I mean I can see there is a lot of room for improvement, and there are simpler things that can be done but somehow our red tape never allows it and today, the frsutrations that I have today with my workplace are all related to this point that I want to do something but things have been made so difficult that things don't really materialize. (pause) and eventually what happens is that I come down back to the, I want to, I don't want my professional development to, even though I cant help by this so (pause)	2008.
R	Okay is there anything else you want to add? To this journey that you you feel you're taking a learner, any other sort of important points? Or reference points you want, you feel the need to give or do we just say the story is dot dot dot at the moment..	2009.
HX	Yeah I think that's the way to say, I mean there's a lot to learn and a lot to give	2010.

Appendix Aii

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	but I thin that aa given second chances that I have had and I've tried to make the best of it, I know I could've done better but I cannot be dissatisfied riht now but I would like to carry it out until I die	
R	(loud sigh) that goes without saying (giggles) alright thank you so much, I think BT deverves like a special thank you because she was the first one to begin with, its always hard to be the first one to go and talk about your history and then she was been really sort of, it was a very very interesting story (agreements in the background) (giggles) so would like to go next? (pause) go ahead, main idhar rakh doon JK , idhar table pay rakh do taakay bistar saaf raye	2011.
YP	Sometimes ye hota hai kay agar main nay abhi abhi judge kya hai in ke story basically agar aap ko neglect kiya jaye kaheen bhi to us ka bhi reaction kay taur pay aik acha teacher banta hai this is what I am	2012.
R	Negative apprenticeship. Of observations	2013.
YP	Ye kaafi late hua likan, during my education, I think I was with my parents, what happened with me in my, my in laws family kay aik sort of woh thee matlab, rejection	2014.
R	For marriage	2015.
YP	For me kay (background talks making inaudible)	2016.
	Aur pata nahin kehna chahye kay nahin, mujhay yaad aa raha hahi kay jis tarha main nay parhaya aur who mera cay-reer kee bhi beginning thee because aa when I got engaged, I that very year I joined as lecturer, after 3 months..	
Joint Turn	Inaudible as everyone speaking at the same time	2017.
R	Was this after your graduation?	2018.
YP	It was after my Masters, after bbs kee examination	2019.
R	So the start of your married life, the beginning and your…(baby in the background)	2020.
YP	Career as teacher (baby crying)	2021.
GV	Allah aap ko itna ajar day is khanay kaaa(stretched)	2022.
BT	Ameen	2023.
	Its soo	2024.
R	She also wants you to know that she's paying close attention to your story. So your lectures and your marriage started together	2025.
YP	Yes yes and after, immediately after my marriage I have to face such lot of thanks kay achay nandain theen matlab formal see education maslan chota chota kaam tha, us say bhi hai aagay kaafi, un ko ye tha kay matlab is say pehlay kay ye hamain karay hum isay daba dain to…	2026.
R	Your nandain…all married nandain?	2027.
YP	Some of them are married	2028.
R	But they all…and you also grew up in that town?	2029.
YP	Yeah I have to live with them. We were living a a joint family, meray susar thay who politics main thay (background voices) unhon nay college setup banwaya,	2030.

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	us say pehlay wahan college tha hee nahin. Us main jab main gayee hoon to us main ye tha kay I had a very big class of 300 students	
HX	Woah	2031.
YP	jin ko teen chaar saal say kisi say nahin English parhai thee because nobody want to go there. I was married there to us main wahan pay appointment bhi karayi, forun mera…	2032.
R	Agar main interrupting hoon likan before when you were, when you started your lecture or when you were with your parents, were you in the same town or you shifted the town in the middle?	2033.
YP	I shifted to the town where my in laws were living	2034.
R	Okay where were you living before?	2035.
YP	Aaa I was from bhawalpur, it's sort of a big city…	2036.
R	I know I know	2037.
YP	Kaafi big (giggles)	2038.
R	Acha it's a very big city I mean…	2039.
YP	From every WORD, it's a very big city environment, university hai, college aur bohat aisay aisay hain. Jab ye state thee Pakistan bannay say pehlay, to ye bohat purani state hai, wahan woh phir aik lambi baat ho jaye ge, to…	2040.
R	Nahi it's fine, to aap keh rahi hain kay infrastructure tha in Bhawalpur?	2041.
YP	Yeah but I married to another town	2042.
R	Yeah so after you married you moved to…	2043.
YP	Yeah it was a comparatively smaller one, kyun kay bohat hee zyada… (background noise) bohat poorana mahaul tha, bohat qadeer (emphasis) jis ko kehtay hain	2044.
	Giggles	2045.
R	Aap thori see detail day dain, I'm just trying to form like an image	2046.
YP	Right, for example kay I was not allowed to go to the market in that town	2047.
R	You could never go to the market?	2048.
YP	Never, never I never went because it was said to be kay aap kay susar ko saara sheher jaanta hai to aap to nahin jaa sakteen. I feel like suffocated. Us main ja kay chand ghar thay un kee family aisee thee kay us kee saas ka ghar hai us kay side main us kay bhai rehtay hain aur aik aur family hai, un hon nay poora maholla sa… us kay andar bus jana hai…	2049.
R	She was surrounded by	2050.
YP	I cannot see my friend I cannot call my relatives, bohat restricted life thee kay itna zyada woh pressure tha na, aa we were not used to it…I belong to a very sort of religious orthodox family but very enlightened one. We were allowed to go to universities, everywhere. My younger sister she was even sent to Islamabad to do her MPhil in that university, aa Qai- Qaid-e-Azam University but you know hearing all that aa woh tha.	2051.
R	When you started your lecture or when you were living with your parents you were in the same town?	2052.
YP	Us ka ye tha kay hamay mana kabhi bhi nahin tha. Na hamain cousins kay saath utthnay baithnay main… wahan ye tha aa another thing jaisay aap poora	2053.

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	background chahti hain kay pressure kitna tha to woh bhi..	
R	Nahi nahin it's your story so…	2054.
YP	(interrupting) so I-I Once I had been a very popular member of my family, I had a very sweet voice so I used to sing songs (stretched) and naat and these everything but…	2055.
	Bus ye ho jaye abhi	2056.
	(while laughing) ab nahin hoye ga	2057.
	(name inaudible) woh bhi acha gaati hain	2058.
R	Kya kya chupa chupa kay rakha hai	2059.
BT	Haina? Bohat (stretched) kuch chupaya wa hai yaar!	2060.
YP	Us main ye tha kay I was not allowed to do any (stressed) sort of thing	2061.
R	You weren't allowed to sing even if (inaudible due to noise)	2062.
	Nahi nahin not at all because they don't want…	2063.
	Perform it once because…	2064.
	Pata nahin kya reasons thay…	2065.
R	You were not allowed to sing even among the women?	2066.
	Yeah, among the women, even naat!	2067.
BT	Even (stressed) among the women nahin, ONLY in women (while laughing) you never sang before any male person	2068.
YP	(voice too low background noise of water/tea pouring) … I 've been a member of every society, I have been organizer functions aaa	2069.
BT	Society means literary society, dramatic society	2070.
R	Yeah yeah yeah in college	2071.
YP	In university I was…	2072.
	Co-curricular activities	2073.
	… in charge of all such activities. Is main debate ho gaya, ye ho gaya wo ho gaya…	2074.
	Yaar	2075.
	So is kay baad ye hua	2076.
	Areeba?	2077.
	Haan jee	2078.
	Chai kay baad aik WORD aur	2079.
	Han jee	2080.
	(everyone laughing)	2081.
R	Aap aik dafa uth jayen gee to GV aap kee bhi kahani sunain gay	2082.
	(laughs)	2083.
	Mujhay to abhi bhi chahye hota hai	2084.
	(laughs)	2085.
YP	So I had to give up my all, my potential WORD it was my college	2086.
R	Something in baby voice	2087.
BT	Ye meri record ho raha hai beech main	2088.
R	Koi baat nahin koi baat nahin no problem nahin saba aainda yehi karnay walay…	2089.

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BT	(baby voice) Chotuuu cheechee	2090.
	Chota member hai ye chota member	2091.
BT	Acha aik pause bhi pause pause	2092.
R	Pause kar lain	2093.
	Haan jee	2094.
BT	Ye aa Kashmiri chai hai	2095.
R	We love you	2096.
BT	Theek hai…thank you very much	2097.
R	We love you	2098.
BT	Thank you very much but I'm straight	2099.
	Aur sab say…	2100.
	(laughter)	2101.
R	See…this is a problem…ye aap logon kay college main	2102.
BT	This is a great problem there you know (laughter) acha is kay andar na to namak hai naa cheeni to aap kya daalna pasand karain gee jo aap daalna pasand karain gee woh…	2103.
	Main to namak aur cheeni	2104.
	Zara sa namak zara see cheeni	2105.
	Mujhay to ye…	2106.
	Aur is main ye bhi, ye bhi hai…woh nahin add karna? Suugar nahin add karni?	2107.
BT	Suugar and salt both	2108.
	Dono…	2109.
	Chooran nahin	2110.
	Chooran nahin hai yaar…	2111.
	Woh to…	2112.
	(inaudible due to everyone speaking at the same time)	2113.
	Nanananana ye aap sab kee taste kay mutabiq hai	2114.
R	Mujhay nahin pata Kashmiri chai…	2115.
	Basically woh hoti hai…	2116.
	Namak	2117.
BT	…namak wali is main main nay namak, woh laa rahi hai namak	2118.
	Dekha	2119.
BT	Is main main nay namak nahin add kya tha	2120.
	(laughs) chooran kya tha	2121.
	Cheeni hai, cheeni kon lay ga is main?	2122.
BT	Aur mujhay thora sa namak bhi chahye (a few others also asking for it) ye main Warda say inpire ho gayee hoon	2123.
	Betay ghalat logon say inspire na hua karo (laughs) kitni…	2124.
	(everyone speaking at the same time)	2125.
	Kitni… (cutlery sound)	2126.
R	Acha tayyaba to hum logon pay paas sirf aik ghanta rehta hai aap sab log bhaag jayen gay…	2127.
BT	How much? How much? How much?	2128.

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R	Aik aa, dairh chamach day dain I-I'm unfortunately addicted to sugar	2129.
	(cutlery sounds)	2130.
GV	Fortunately	2131.
R	No no unfortunately. My biggest problem. Main plane kee seat main nahi fit honay wali mujhay bohat dar lag raha hai	2132.
BT	(while laughing) kya kya dar pala wa hai logon nay…wahan pay extra WORD mil jati hai?	2133.
	(Everyone speaking at the same time)	2134.
	Train main mujhay woh …	2135.
BT	Jee saba? Aap kya lain gee?	2136.
HX	Aaa same…not dairh chamach, aik chamach	2137.
	(speaking at the same time)	2138.
BT	Yaar ye namkeen chai hai	2139.
	(Background conversations)	2140.
	Acha aap kee chai main ye daloon?	2141.
	Aap nay daalna hai?	2142.
	Nahi	2143.
	Haan haan	2144.
	Dekho zara is ko	2145.
	(Background conversations)	2146.
R	Ya ya soch rahi hai mama ka swtich over kaisay ho gaya role… okay can we re-play please aaj… I'm being I'm being very bad	2147.
	Saba? Thori see cheeni?	2148.
	Ham dono nahin pee rahay (all background conversation)	2149.
	It was (while thinking) 97	2150.
R	19-1997?	2151.
	(Quiet with sounds of spoons) Sprinkle?	2152.
YP	Us kay baad meri usi college main appointment hua…I told you it was a class, a class of 300 girls	2153.
R	And aap nay kaha since three four years they had not been taught English	2154.
YP	Yeah not been taught English so I had to teach them, and aa aa what I used to do, I used to make them sit in a ground because there were no such aa there was no such big room where…	2155.
	Loud conversation about tea making her story inaudible	2156.
YP	Bohat jiddat say parhaya…girls ka ye tha kay they could not read from a single word…un ko words, meanings, sara kuch kiya quiz main to un kar saath to aa kuch asra guzra aa haan ye baat main kahoon gee kay respect hai. Ye cheez main nay jo suni kay hamain lagta tha kay in ko woh…apnay ghar main ye tang hain jo ye hamaray saath har waqt…	2157.
R	You mean you basically you have nothing else to do so larkiyon ko sikhana hai (background conversations)	2158.
YP	Us main ye tha kay college kay ye haal tha kay parinciple theen, she was a handicapped woman she used to live, woh office say bahar nahin aati theen so (low voice making some parts inaudible) main nay us ko college ko thora sa	2159.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	trust main develop kya main dekh rahi theen kay sometimes laughing and aa passing…(pause while background conversations still going on)…insensible those aa opinions so I snapped them	
R	The girls were like joking with the pns?	2160.
YP	Yeah aa totally, it was a totally negelected college so main nay sara (background conversation too loud making her story inaudible) aa mera to poora college hee mera student tha because inter college tha and there were only two sections…	2161.
R	And you were taking both so you virtually aa became the principle along with the only teacher, English teacher	2162.
YP	Yeah you can say. Us main discipline ko bhi improve karaya, attendance aap kee aur itna zyada hua kay pehlay aap kee first time ham naa aa baray arsay kay baad functions karaye us main inter-collegiate itna acha hua kay us main bachon nay Dear Departed, it was a part of second year book, plays ka tha Dear Departed, to main nay un say kaha kayy ye enact karain…aap yaqeen karain kay un nay itna acha kiya kay mujhay entry karani parri pooray sheher say and my in-laws, they were called to kaafi wahan pay..meri own family hai, political us main hai, meri saas (mother-in-law) ayeen un kay saath aa meri mumani saas ayee, phuppo saas ayee, everyone was sitting in front there and I was you know on the stage, appreciate mujhay unhon nay bilkul nahin kiya likan baharhaal, pooray sheher main…	2163.
R	But obviously you were their bahu so they got reflected…	2164.
YP	Un kee bahu nay jo sara system hai who restore karaya hai aur teachers were very senior there Unhon nay bara appreciate kiya Kay ye to kai saalon say hamara English play hua hai aur aap nay bara in kay saath mehnat kee matlab issi tara environment bara acha hua everbody was enlighted aa even the girls matlab us main bohat maza aya us main kaam karnay ka… phir jab Islamabad main transfer kara kay to phir meray jo father-in-law thay un ko bohat phone aye kay jab say bahu gayee hai pareshan haal hai, English kee teacher to awwal to kaafi arsay nahin aye hain to woh ooncha hee nahin bolti to whatever (pause) was (pause) the complain mujhay matlab (pause) un ko khudi realize hua kay okay kaam…	2165.
R	What what your work was	2166.
YP	Usmein ye k bas after that I shifted to pindi once again, it was a very big stage, right, my first class of third year. There were 19 or 20 literature students, very bold. I mean, they were in my class, wo section istara se tha k Psychology literature ki combination thi, bohot taiz bachey the. (laughter) 1999 mein mein itni sit thi (laughter), aur meri shakal se tou koi bhi nahi kehta tha k ye shadi shuda hai. Usmein ye hai k it had been two and a half years yahaan shift huey we, tou uss class ne tou mera bohot mazaak uraya, I was literally shivering. Aik wo Bsc classs unhoun ne mujhe pakra di.	2167.
R	Mazaak kis baat ka kiya?	2168.
YP	Aaaa (stretched) bas yehi jesey aapas mein bolna..	2169.
R	(interrupted) Batameezi karna…	2170.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

YP	(laughter in the background) mujhe assumption ye thi k ye pindi ki larkiyaan bari taiz hongi. Un k liye mein bohot zyada taika thi, bachoun k liye, lekin wo wakaey hee bachiyaan yahaan ki bohot different hoti hain, hamarey tou idhar, wo tou (background noise) Ahmedgar East kahaan aur kahaan Rawalpindi k students	2171.
R	exactly.. exactly	2172.
YP	tou pehley aik dou haftey tou unhoun ne mujhe baraa tough time diya. Then what did I do, I started first (laughter), I tired to control them by asking different questions. Acha jee aap literature k students hain aap mujhe ye bataein, ye literary term hai isko define karein, satire kya hai, ye kya wo kya hai. Finally they were in control. Phir wo zahir hai parh k ni aatey the serious ni hotey the, tou ahista ahista kya hua k mera ussi class k saath bohot zabardast clash hua. (background conversation) So first they went to the principal to ask, change our teacher. Meri tou dar k maarye waz ni nikalti thi unsey shuroo shuroo mein. Phir mein ne, kher, phir mein ne apney saarey Masters k notes nikaaley, unko us lihaaz se parhana shuroo kiya, k ye literature k hain tou inhein literature k hawaley se har cheez explain honi chahiye. I took out all my notes…	2173.
R	(interrupted) What do you mean literature k hawaley se?	2174.
YP	It was BA, I mean it was a BA, theek hai, BA jo hamara jo course ka syllabus tha, aap wohi parha ri hain na?	2175.
R	Hmmm (agreeing)	2176.
YP	Usmein, it contained all, I mean literary sections were there. For instance Shakespeare, and (names a few authors). (background conversation) What difference I made, I gave them first a background of the writers. Ustara shuroo kiya phir un ko terms bohot zyada kiye, and then gradually they started getting impressed by me. AUr phir unhoun ne kaha, finally, mujhe pata chala k wok is had tak hongey, umeed zyada nahi thi kyun k bachey bohot zyada taiz the, lekin istara control kiya k unko matlab ye confidence dilaya k I have knowledge, but they should give me a chance they should not, aaa (stretched), scare me by their, (pause) I mean, all these, aaa whatever they are…	2177.
R	(interrupted) Basically, aisey hogaey after class, yes alright.	2178.
YP	Yes (background conversation) gradually I developed my trust upon them (laughter) as a teacher.	2179.
HX	Have you seen the movie, ummm, Geonovis ki movie hai jismein she is a teacher.	2180.
R	Mona Lisa Smile	2181.
HX	Haan Mona Lisa smile. It reminded me of that	2182.
YP	(laughter)Tou one day what happened k baatoun baatoun mein pooch liya k aap ka star kya hai, ye hai, wo hai, it was 17th September when I entered the class. They were having a (paused) big cake on the roster and they were waiting for me (laugher)	2183.
	How sweet (stretched)	2184.
R	Wow that's wonderful	2185.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

YP	I was really surprised and felt success that I have atleast won their hearts. Uskey baad tou Mashallah phir, mujhe aik, aaa (stretched/pause) confiscicate in	2186.
R	(Interrupted) infront of you	2187.
YP	(laughter) infront of me that I need a special environment, encouraging one. When somebody says you are nothing, I become nothing. I can't understand why I am like this. (laughter)	2188.
R	I don't know Rabia, I think you are all like that.	2189.
HX	Not really (background noise)	2190.
	Laughter, if somebody says that you are…(laughter)	2191.
BT	I retaliate, and I react. When somebosy say na you are nothing, I say okay, let me show you what I am. (laughter)	2192.
YP	This is what my mother in law literally did with me, and I said	2193.
LT	(interrupted) but we get rejected and disappointed as soon as when someone let's you down you become dejected.	2194.
R	I'm really sorry but I'm going to tell you guys to pause for one second	2195.
	Okay (inaudible background conversation)	2196.
BT	(Laughter, Punjabi phrases)	2197.
	(loud laughter)	2198.
R	Aap pareshaan hai tou aap soujaein ham aap ko utha dengey (laughter)	2199.
BT	Mera tou dil cha ra hai yahaan goa takya le aoon terey liye (laughter)	2200.
R	No Rabia so you felt like there was a changing relationship and you don't insight yourself as a learner, supporter. Ye jo aap apni reflection kar ri hain	2201.
YP	As a learner I've been very good. I've been a very keen student for studying everything and doing every difficult task and would love to remain ahead of everyone. I was so much dominating in every class that I would never leave the first chair. Nobody would sit on that chair. (Laughter)	2202.
R	HaeyYP , if you and I were in college together mein tou itna cherty, ham sab peechey bethtey tumharey. (laughter) Sab tumhein tang kartey.	2203.
GV	Sab se peechey beth k sab se acha samajh aata hai, kya khayal hai?	2204.
BT	Haan sab se peechey beth k sb samajh aata hai.	2205.
R	Bahar sab se acha samajh aata hai (loud laughter)	2206.
	Sahi hai (laughter)	2207.
LT	You feel comfortable and relaxed sitting..	2208.
BT	Sab se peechey beth k sab se acha samajh aata hai. Wo saarey topic jo class mein discuss nahi horahey hotey. (laughter)	2209.
R	Acha tou aap..	2210.
BT	(interrupted) aap mujhe thora sa aagey ko dhakka dein (laughter)	2211.
R	Tou aap keri hain k wo, you're differenciating between you as a learner and you as a teacher, You think they are two different faces ya, I mean are they two separate realities, you as a learner or a student and you as a teacher,	2212.
BT	(inaudible)LT , ham ne socha tha k ham 8, 9 maheeney baad, BT aur JK k saath aisey bethey hongey. (laughter)	2213.
	(Background conversation)	2214.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	I'm sorry I missed that bit.. (inaudible)	2215.
YP	It was all good, like I was teaching…(inaudible) (laughter)	2216.
R	It's interesting for you, separate reality hai ya aapko lagta hai wo linked hain? Jesey na agar mujhse koi poochey na…	2217.
YP	(interrupted)They are separate	2218.
R	They are separate for you.	2219.
GV	(background conversation) itni pyaari si rocking chair thi, plesse usko ni gum karna	2220.
R	Acha abhi ham rocking chair pe detail… ye kahaan hai mera recorder…. Sorry I interrupted you, so you talked bout yourself responding. So like a flower would respond to the sun, you need a warm encouragement, so is this you as a person or you as a learner or as a professional. Who is this particular…	2221.
YP	(interrupted) as a person..	2222.
R	As a whole	2223.
YP	As a whole	2224.
R	And in your personaly life and your profesisonaly life, in every way, I mean you respond better to positive atmosphere.	2225.
YP	I like being encouraged, I feel relaxed. I get disturbed very soon (pause) even if I am not at mistake and somebody points it out, then I get disturbed. And I get shattered even (laughter). I can't focus, I can't answer, I totally..(pause).. blur.	2226.
R	Tou..	2227.
YP	I don't know why. It has happened to me after my marriage I'm telling you.	2228.
R	You have lost your confidence…	2229.
YP	I have lost my confidence literally.	2230.
R	But did you ever face discouraging circumstances before your marriage? If you don't mind me asking.	2231.
YP	No not at all, it was very encouraging.	2232.
R	So you never faced any kind of criticism?	2233.
YP	Aaaa(pause) only little bit, because my mother used to protect me from everything. I was the middle child, but I was very sensitive and I started crying very soon, so she said don't share any sad news with her, don't disturb her. If somebody dies in they family, they wouldn't tell me.	2234.
R	So are you the middle child or brothers and sisters or what?	2235.
YP	I was just in the middle, but I don't know why I was so dear to my mother. I was very dear, I was a very obedient child, I used to love my mother so much, when she used to (pause) snub me I was always aa (stretched), I used to umm, just I mean, umm, run after her wherever she would go. Until and unless she starts speaking again with me. I can't tolerate it, so somehow she fostered me like that	2236.
R	I know your relationship with your other siblings, Saba ne tou kaha ham barey chaheetey bachoun k saath bethey the. Ye large share of attention. Ye mama ki favorite, ye sab se sunaa parega k kya kya stories hain lekin, what about your other siblings	2237.
YP	Aaaa (pause)	2238.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	I mean as in your relationship with them, did that impact on your journey? That's what I'm asking.	2239.
YP	My relationship…. (inaudible) no.	2240.
R	So where are we now, we've talked about you coming and teaching in Pindi, and this big sort of triumph, you know, after facing really difficult circumstances, you've managed to win their heart, obviously they wouldn't have given you…	2241.
YP	(interrupted) I rpoved it through my results actually. The first result they gave me of my BA classes was 96%, it was a record in Sindh, because the highest result so far, for many years, it was, 86%. It was a difference of 10%. Even the principal called me and appreciated, Mrs Samar Mubarak Malik, she was very keen about teachers results, so and after that I was, aaa(stretched)..	2242.
R	(interrupted) you maintained the results every year..	2243.
YP	94, 95, the same result in BA class. Then what happened, there was a sort of professional jealousy, just to give me combination of literature and psychology class. Then suddenly when they realized that she is scoring very high results every time, (pause) they changed my section and they started giving me such combinations as education and islamiat, …..	2244.
	(laughter/inaudible interruption)	2245.
YP	What happened was it needed a lot of hardwork, very very, aaa (stretched) literally it, aaa (stretched) (laughter) I was in, what should we call it, sweats. Usmein ye tha k kuch bachey aisey the k jinsey kuch bhi nahi karna parhta tha mein likhti rehti thi k acha kitney improve karliye kitney reh gaey, ye bhi aagey aagaey ye bhi aagey aagaey…	2246.
HX	(interrupted) you do respond well to encouragement, like every one of us, but you were given a bad time and you still worked hard…	2247.
R	(laughter/ inaudible) yeah I was thinking the same.. (background conversation)	2248.
YP	Haan because I had to maintain that standard, even k aik class, itni wo thi, matlab, isko aik saal ni parhaya doosrey saal wo mujhe BA mein mili, unkey bhi result 90% tak pohonchey, tou mujhe yehi hota tha..	2249.
R	You proved the fact that it didn't really matter what your student group was, it was you. What do you mean by working hard, does it mean…	2250.
YP	(interrupted) working hard means you have to work in different, aaa (stretched), I mean, aaa, according to the level of different students. Mera hota tha encouragement pe bohot zyada aik tou. Us se, us flattery se, mujhe pata hai bachey, teacher k aik remark unkey dil mein reh jaata hai aur wo ghar jaa k wo think about it the whole night. Ismein ye hai k unko ye ni kehna k kyun ni kiya aur aap karti kya hai. Acha usmein meri class mein jo convent k school k bachey the unko mein hamesha thora down karti thi	2251.
R	Based on your own experience…	2252.
YP	Exactly..	2253.
R	Aap ne kaha tha aapki teacher jab favoritism karti thi aapko kaat tha tha	2254.
YP	Exactly, wo mujhe tina chubta tha aur abhi tak bhi mujhe khayal aata hai k	2255.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	teacher ko kabhi aisey ni karna chahiye tha. Because she did a great harm to me. Mujhe unhoun ne jo,aa, merey first year mein unhoun ne jo mujhe pass kiya, unhoun ne kaha k I have given you 30 marks. You scored 30, I have given you grace of three marks and you have passed. In this way you have passed. It was so deteriorating. Jab final result aaya tou I got 133 marks. It was a composite exam, end mein ye hota tha jaisey aaj kal hota hai. First year unhoun ne mujhe barha ehsan farma k 30 marks ya 33 marks grace marks de k pass kiya. Second year mein bejha. Matlab I had this much talent k mein ne, agley saal, convent ki larkiyoun k peechey kar k, I scored 2nd position in the college aur 133 marks mein ne liye aur wo merey moun pe dekh ri k ye kya keri hai. Mein ne unko dou teen dafa batay phir result mein ne unkey saameny rakha. She was quite….	
R	(interrupted) she must be thinking isney kisi ko paisey diye hongey aur aisey milgaya. (laughter)	2256.
YP	Bohot bohot wo daant tit hi. Acha usmein ye hai k agar aap unko aik level pe rakhein, abhi bhi pichley dinoun first year ki aik larki k saath mein ne ye kiya k she has a very good spoken English tou wo har waqt baaki bachoun ko peechey kar k khudi numaya. Emin ne usko thora sa daanta, phir wo complain karney principle k paas chali gai, wo group na har class mein mera wo haal karta tha. Unka ye kehna hai k unko discourage ni karna unko ye kehna hai k you are very dear to me but I am much more worried about those who don't have the same standard. Aur unka kusoor nahi hai agar wo govt schooloun se parh k aey hai aur inka, agar ye privileged hain k wo in schooloun mein parhey hain, tou inki koi khoobi nahi hai. Theek hai. I have to bring the weaker ones to that level, usmein ye hai k kuch bachey us encouragement se khush ho k kaam shuroo kardetey the lekin kuch teen chaar aisey dheet hotey the k wo bilkul aisey tass se mass nahi. In every test in every exam. Phir mein unko kehti thi, unko bulaya, unka personal liya k ghar mein kiya masla hai,,atlab I never asked them unless students told their own stories. Mein private unkey usmein ni parna chahti, lekin sirf is wastey k kam as kam parha shuroo kardein. Unki jhooti mooti tareef kardi tou wo thora sa batatey hain k haan ye problem hai. Tou that is all. Usmein ye hai k uskey baad successful hogaya. I was given a class of masters to teach American literature Us class k ye haal tha k usko unhoun ne, dou saal ka course hota hai, seven and a hal months were left for their final exam and they were only taught one writer, literally. Aaa (pause). Masters, American literature, so (pause) I used to take their extra classes, I used to take I mean sometimes three or four classes a day. noone else was talking a class and I used to call and aaa, the staffroom. Usmein ye hai k unhoun ne BA record result diya, 40 marks aajatey the usmein American mein, they scored all of them they scored 50 plus. So it was.. and this went on..	2257.
R	SO for you is this all for encouragement. The fact that you know despite adversity you continued to..	2258.
YP	Because I have will to do, willingly I will do these things. I love to do these tasks for my students, and for this sake I have been doing different courses. I tried to jump in any course which is offered by HSC. (laughter) bachey chotey	2259.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	the barey the, whatever circumstances the uskey bawajoot mein jaati thi k kuch na kuch new hota rahey. Wo alaida baat hai k ismein meri apni itni koi nahi thi. Meri aik teacher ki advice thi k ye professional iskey liye bara acha hota hai k aap se kisi course ka kahein tou aap ne jaana hai. Tou unki mein ne advice le li. (inaudible)	
R	So if you have to explain why you took professional courses you would say you feel it gets monotonous or do you feel you get something else from it	2260.
YP	Something else, some new techniques. Even pehli jo conference thi usmein mera beta bohot chota tha aur hamari koi aur family nahi hai koi relatives nahi hain, usko mein..	2261.
	(Interupted)isko mein thori dair bahar lejaon (baby screams)	2262.
R	Ofcourse ofcourse, I'm not cruel. (background conversation)	2263.
BT	Dekho usney apna kaam kesey karwa liya hai na jo wo chahta tha k mama xara khari ho k mujhe walk karein. (laughter) (inaudible) (laughter)	2264.
R	Haey aap k bhai aey hain?	2265.
BT	Usney ye kaha hai k babay ko aap yahaan chor k bhai k saath jaein. (laughter)	2266.
YP	Is this enough?	2267.
R	No I mean it's fine, your last comment on your journey as teacher or learner or whatever it means to you.	2268.
YP	Aaa(stretched) my last comment is this k (pause) a devoted teacher, even his, aaa, enthusiasm can be hampered by circumstances.	2269.
R	Hmmm (laugher) that's your parting message, that at the end of the day devotion is not enough we have this thing that circumstances come in. alright thank you very very much, YP. LT , kaun jaaga wa hai? (laughter)	2270.
LT	Mein phir soney ka time dekhri houn [{It's seems like its time for me to go to sleep again} laughter, background conversation]	2271.
BT	Nahi bachoun ko bara acha handle karti hai [{ No it handles children really well} laughter)	2272.
R	Mashallah se..[{By the grace of Allah} laughter, background conversation.] Okay Tom and Jerry Chase *par..*{ on the subject of}	2273.
GV	Everyday I have to face a new challenge. I have forgotten all the days which have been in the past. I have been very very good before my marriage.	2274.
BT	Pehley hee wo kaun sa tayyar thi shadi k liye aur tum usko aisi aisi baatein karo. [{She was already reticent about getting married now you're frightening her off even more}, BT seems to be addressing R, laughter]	2275.
R	(Laughter) *dil halka hogaya* {Does your heart feel lighter} ? I'll talk about why we talked about this, later but..	2276.
HX	There's one thing I would like to say, sorry I'm just slipping in, thinking that I forgot about my life after marriage experience. [laughter, background conversation]	2277.
GV	*Aaj tou mein bari mushkil se takiyee laga k bethi houn.* { Today I'm sitting here with great difficulty and resting against all these cushions}	2278.
R	(laughter) we are very very grateful	2279.
GV	My mother was a principal of the school, very, we had a very, very,	2280.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	harmonious life. It was full of joys, laughters we are two sisters. Mother was a principal. It was a beautiful home in Faisalabad. Father was a former umm and he had a very prestigious job in unilever. So it was the most happiest days of my life before marriage. *Aur phir uskey baad.. {And then after that}*	
Joint Turn	[inaudible comments, laughter]	2281.
GV	..shaadi hogai, bachey hogaey { I got married, had children} . Life was totally a risk for me. I attempted suicides for two times because my husband was so cruel to me at that time. Then we were separated.	2282.
R	Can I ask?, I'm sorry I'm prying, but was it the circumstance of the marriage itself or was it the inlaws or…	2283.
GV	The marriage itself was great torture. Then I was transferred from Faisalabad to Pindi. I have been here for last five years or more. I joined here in 2007 and until then I am here. Is atrted my new life from 2007.	2284.
R	You were reborn..	2285.
GV	And I was struggling day and night and I call it a tom and jerry chase, one of my daughter is with me the other is with her fathers because he is a very successful business man, he has a lot of money and he aaa exploit my daughters. Everyday I think what I have to do so it's a traumatized.	2286.
BT	Bechari yaar, itna serious na liye kar zindagi ko. { Poor thing, mate/friend, don't take life so seriously}	2287.
GV	Tou { so} , but Allhamdullilah { All praise is due to Allah} I am in the main stream of management administration of my college, I have very good terms even from club to the principal. I got the most most most (stressed) sincere friends. BT and LT	2288.
R	She is being nice to you guys	2289.
YP	I still remember the time when she came to our college. Credit all goes to BT She had to fight her fight, even to get her hair dyed. (laughter) *Aik din mein colour le aongi aur tube le aongi aur yahein class mein tumharey baal dye karna shuroo kardungi.*{ 'one day I'll just bring the colour and the tube and dye your hair in class'}	2290.
GV	*Shaadi se pehley tou ye tha k saariyaan bhi pehenti thi paazebein bhi pehenti thi*. ({ Before my marriage I was the kind of person who would wear saris and silver anklets } laughter)	2291.
BT	*Abhi aap agley saal aa k dekhna k saara kuch wohi hoga* ({ And you'll see by next year you'll be that person again} laughter] (Background conversation.)	2292.
GV	*Matlab zaroorat nahi pari kabhi peechey murr k dekhney ki k kahaan se ai* { I mean there was no need to llok back and see where I'd come from} what was my journey in life from where I started. *Kidhar jaegi, kya hoga* { Where will one go, what will happen}.	2293.
HX	But aik cheez hai yahaan jo aari hai { But there's one thing that's coming out of this} which I agree with. *Jesey mera accident jab hua* {Like when I had my accident} and when I came back to work I was house bound for 6 months *kyun k pair mera ni theek hora tha*{ because my leg wasn't healing properly} and	2294.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	then when I came back, *merey collegeues aur friends ne itna support kiya hai. Mein bara arsa mai ban k jaati rahi, tou eventually wohi issi kissam k*… {my colleagues and friends gave me such support, for a long time I was … but eventually that kind of} inaudible]	
R	Ye.. JK is also willing to comment. (laughter, background noise)	2295.
HX	But eventually they brought me back to life. Tou I think work place being supportive I think has a very big…[R begins speaking]	2296.
R	Yeah it makes a big difference. So GV, if I look at your journey you're saying it's like two phases. There is the happily ever after phase, pre marriage. And there is a tom and jerry chase after marriage. (laughter) so if you have to take about and you talked about, you know, how you stand…	2297.
GV	(interrupted) I'm Jerry and my Husband is Tom (laughter)	2298.
R	Okay so if you have to sort of look at your journey and look at how it connects with your teaching or who you are as teacher or if you have to give one final statement or reference point, you know bout your journey.	2299.
GV	My husband was used to bullshit me all the time..	2300.
R	Okay I'm going to, obviously I'll have to rephrase that.. but okay	2301.
GV	*Mein aap ko ye bataoon* k { What can I say} I lost my confidence, I lost my temper, I lost everything.	2302.
R	Lost as in you were angry or lost as in you lost the compatibility	2303.
GV	*Dari sehmi chup kar k bethi hui meri beti dedh dou saal kit hi, his aaa,* {I used to be scared, cowed and sitting in a corner silenty, my daughter was a one and a half years old, his…aa} her father was used to call me *batameez aurat* {mannerless woman}. *Wo Punjabi mein usko nahi aegi wo aik lafz tha. Meri bet yehi samajhti hai k shayad mama ka naam hee yehi hai. Tou, aaa(stretched) uska kya hua k har waqt darri hui, bolna nahi, kuch ni karna aur yahaan aa k jab mein ne dobara se teaching start ki mujhe itna (stressed) Allah taalah ne uska mujhe, wo, ajar diya na k mein jahaan bhi students, koi aur, ma'am ye, ma'am wo, itna logoun ne izzat di hai*. { It was in Punjabi, it won't translate, it was a word. My daughter began to think that may be this is mama's name. So…ah.. what happened is that I stayed cowed and terrified all the time, not uttering a word, when I came here and started teaching so Allah rewarded for my patience and endurance, I'm blessed that wherever I go students are like 'maam this, maam that' so many people treated me with such respect} *Tou* { so} , it's all by the grace of Allah taalah and the profession I have chosen. *Kyun k jab mein wahan thi tab tou mein job bhi nahi karti thi. Kuch bhi nahi karti thi. Tou matlab, ye aik bohot Allah ka karam*..{Because when I was there I couldn't even work/do a job. I couldn't do anything.. So I mean this is also this also such a big blessing from Allah}	2304.
R	So your final statement is that being a teacher is what makes you, make people sort of rebuild themselves. Is it fate, or is it faith, or what is it?	2305.
GV	Aaa, it is fate.	2306.
R	You think it's fate? *K aap ki journey aap ko jahaan lejaey..aapko nahi pata* {Where your journey took you… you couldn't even have imagined}.	2307.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

GV	*Haaan mujhe nahi pata. Matlab abhi bohot zyada mein* { Yes I don't know .. I mean even now I'm not} I'm not bold, I'm not very much confidence, I don't have anything with a confirmation that it will happen. Kuch bhi nahi hai. (background conversation) *Matlab mein istara kuch bhi nahi kehsakti k kya hai merey paas kya hoga. Bachoun k father k saath mein ne itna acha….still wo bachoun ka baap hai, saarey faisely uskey hain, bachey uskey hain* { There is none. I mean I can't say anything like what I have or what I will have . What will happen next Allah Taalah knows. I mean the children's father wasn't that good to me .. but still he is the children's father, all the decisions are his, the children are his.}. *Kyun k* {Because this is} *this is always men dominating society. Kal ko mein ne inki shaadiyaan bachiyoun ki karni hai tou* { Tomorrow when I get these girls married so} *I need their father all the time to stand with me. Isliye mein ne ab bas sab kuch Allah taalaah pe rakh diya hai* { So now I've left everything up to Allah Talaah} . *I don't have many long term plannings. Kya hai, kya hoga* {What is, what will be} . *Mein bas aaj mein zinda rehti houn* {I just live for today'	2308.
R	I think living for today is, is, is a good motto	2309.
GV	*Aur ye merey dost hain jinhoun ne mujhe past se nikaal k present mein khara kardiya hai.* { And I have friends who brought from the past into the present]	2310.
R	*Baal dye karney ka threat bhi de diya unhoun ne* [{Yes they even threatened to dye you hair} laughingly]	2311.
GV	*Barey barey threat diye hain, ye tou aik chota sa threat tha* {They've given really serious threats, this is just a minor one}.	2312.
R	*Acha* {Ok} GV my last question. I mean BT has talked about how her own students helped impacted on her teaching and YP sort of talked about indirectly, I don't know if she recognized it, but, she talks about love and encouragememnt that she extends to her students. I'm assuming that also comes from your own experience of what it feels like to be crushed and you rather give them positive reinforcements, give them the encouragement, because you feel that they will thrive more, based on your experiences. *Tou ap mujhe bataein, k* {So can you tell me} based on where you are standing and where you are..	2313.
GV	(interrupted) students are more than my children. (pause) I own them all, I talk to you about their financial problems, about their emotional problems, they discuss with me each and everything which they don't even discuss with their mothers. They own me as a mother, they tell me. My students are my only investment. They, umm, give me benefits all the time. They make me busy, they make me laigh, they make me console, everything (stretched and stressed). I'm living in the hostel, simply just like living in a full crowded house. (background conversation) this is a privilege on me..	2314.
R	So you're saying your own personal circumstances has made you this person for them, or who they are for you it's because of that.	2315.
GV	Yes, definitely	2316.
R	Alright thank you very much. So who is next? (laughter) (background	2317.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	conversation) So I'd like to thank you all for sharing some really personal stuff. It's been really fascinating. You know where we come or who we are has everything to do with what we were. So..	
LT	Okay so I'm actually not very confident. I'm a shy person. But not like this. As a child my mother tells me that, aaa, that you used to be very naughty, and you wouldn't go to sleep. You could see the light anywhere in the house and you would be there. And we used to live in this aaa, aaa, like, aa	2318.
R	Joint family system	2319.
LT	Joint family system, so I would be roaming all around the house and it was like for quite a while. Actually what happened was that I was the first and the first born and I was very pamepered.	2320.
R	*Aik tou aap saarey* { It seems like you were all} *pampered* (laughter)	2321.
LT	And then after me was ummmm my sister. So it was again a girl so my parents were not very excited. So I was still the special one. (laughter) and then finally my brother was born and suddenly..(inaudible) so from there I think my personality is sort of , aaa(pause), maybe you can say turned. I became withdrawn chil a little bit. But my grandfather, my grandmother, they were very scared what if..	2322.
R	Your *dada dadi or nana nahi* { your granddad and gran or your nan and your grandpa*?*	2323.
LT	*Nana nani I* {Grandpa & Nan}. We used to live with them. My father was, like, he used to go on postings all the time	2324.
R	So there was a good support system	2325.
LT	My mother was working in the college so she cant be transferred like when she was in aaa, she did her masters in fine arts so she was like lecturer in her college so we used to live with our nana and nani so I used to sleep with them. So that I would sleep in the middle of my nana nani. (laughter) (background conversation) so it was like that and I was not fond of studying and I was never studious child. I was like more of outgoing and playful I would catch butterflies or gather pebbles all afternoon.	2326.
R	You were very tomboyish, catching butterflies..	2327.
LT	Not tomboyish but like…	2328.
BT	*Ye kiski baat hori hai* (background concersation) (laughter) (inaudible)	2329.
LT	And I would be building sand castles	2330.
R	*Aap loug beach k paas rehtey thay* { Did you all leave near the beach}?	2331.
LT	*Nahi youn pebbles kharey kar k banatey the. Rait k andar haath maarna, youn roz batar batar phirna* { No I used to pile pebbles and make them .. of sand and putting my had inside, I just used to roam about here and there}. I would gather all the, like, all the, my *nana* {Grandpa} had this big *house* and this sprawling lawn and everything ummm, *bohot saarey hamarey servants hotey* {there were many servants} and they have separate quarters. I would go there to gather all the….[laughter, inaudible]	2332.
R	How old were you?	2333.
LT	I think I was in class three. I was not at all studious. I would make them read	2334.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	or make them do their homework or whatever I could do with them *na* [{ you know} laughter) *haan tou* {yes so} it was like that. My nana would take me to school *aur mein unkey ghutnoun se chimat jaati thi k* {And I would cling to his knees} please don't leave me please don't leave me *aur wo mujhe baad mein kehtey the k tum merey saath jab aisey chimarti thi tou mera dil aik dam baith jaata tha k mein isko kyun chor k jaara houn idhar. Aur issi tarha se na bas phi*r { and he tell me later that 'when you cling to me like that it makes my heart sink that I'm leaving you like that] ….so I never had a good relationship with my brother obviously. (laughter) now we are very close. Uptil college we used to be fighting all the tome but now after my marriage he…	
R	He decided *k acha chalo* { tht ok } now she's married so I should be nice to her..	2335.
LT	Now we are very close, infact he is the closest to me now from all the family. And I loved… there was no cupboard in our house *jiskey upar chalk se mein ne kuch likha na ho* [{ on which I didn't write with chalk} laugher) because she was a college professor and she would have chalks with her all the time.	2336.
R	So you would obviously get hold of them	2337.
LT	So it was like that, then in college, actually when I wa sin class 8 we had this, umm, my sister she was very studious. She always used to stand first in her class, and my brother was also very, he used to get first position or second position. I was like always in the class like 11th, 12th, 15th. These were my positions. But my nana was very sweet. He was always brought a lot of books for me not only English but I have all the literature books of *hateen hijazi, shafiqur rehman* [Urdu writers], English even. All *merey jo novels hain na* { the novels I have you know] are gifted by him. *Jitni meri books hain wo mujhe laa k detey the*. { All my books were given by him} Encyclopedia and what not. He was a judge by profession. So he would always bring me books and I was fond of reading like iw ould read newspapers or magazines or anything except my course books. (laughter)	2338.
R	So you didn't actually have a problem with learning you had a problem with a formal learning environment. Wo GV wala joke *hai k baatoun baatoun mein hi sikha paey*…..{ Like that joke that GV recounted that he taught the children in play, without them realizing}	2339.
LT	I was a resistant child *kyun k mujhe yaad hai k meri* { because I remember that my } sister she used to report, after final report she would write a letter to our *dada k mein bhi first aai houn, bhai bhi first aaya hai, aur LT jo hai na wo pass hogai hai* [Grandad that I've come first and my brother has also come first and LT has actually passed} laughter) this was the sentence *jo mujhe yaad hai* {that I remember} she used to write in all her letters. *Uskey baad* {After that} class 8th *mein hamara* change *hojata* {there used be a chnage } *tha hamarey saarey* { all our } students were separated. I was the arts student, I was good at painting and drawing..	2340.
R	And building sand castles from rait and pata ni kya (laughter)	2341.
LT	And it was time when all the toppers of our class, the cream got shifted to	2342.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	science. And then there was, we were just checking, friends were sitting and checking and there was this friend of mine*. Usko aik larki comment karti hai k ab tou tumhara raasta to clear hai na. arts k group mein tou tum hee first aogi, there is no challenge left for you. Tou* { She said to another girl 'now your path is unimpeded. You'll be the one to come first in the arts group', so} after that there was a reformation and then I never let her came first.	
R	I see you and YP are opposites, she needs to be encouraged, and you need to be challenged. (laughter)	2343.
LT	Maybe (laughter) and then I won scholarship in class ten and like my, college was Esna high school in Lahore and they used to give scholarships for the top positions so I was like that. Then in college it was, then it was all like roses roses roses after that. After that I was, umm, I became, you could say, conscientious student, I used to do my work and everything and teachers were very happy always with me, they would. Because I used to.. even in class I was an active student not only in the examination. And then, what else..	2344.
R	I don't know it's your story. Whatever else happened after marriage then	2345.
LT	(background conversation) I got engaged in my third year and then I got married in my fifth year.	2346.
R	You completed your studies after your marriage.	2347.
LT	Yes	2348.
HX	*Acha chalo husband Mashallah bohot supportive hai* { Ok so your husband by the grace of Allah is very supportive}	2349.
BT	*Inkey husband Mashallah bohot pyaarey hain* { Her husbad by the grace of Allah is lovely}. He is very nice *MAshallah MAshallah, Allah unko bohot zindagi de*.. [All praise be to Allah, by the grace of Allah, may Allah grant him a long life} background conversation]. Unka merey saath interaction istara hua tha k last year my husband fell ill and went to.. (background conversation), he's a doctor*, tou mein ne inko fauran telephone kiya unhoun ne Nasir bhai ko telephone kiya aur unhoun ne wahaan pas ICU mein within minutes wahaan par karma le k diya hai. Wahaan pe meri unsey salaam dua hui and I really became a fan of him. He's very nice. Allah taalah in donoun ko bohot khush rakhey.* (background conversation)	2350.
LT	So I think with life, even with teaching, you can go on planning and planning but you will be faced with a totally new situation. It's a challenge everyday. The first day I talked about changing roles and all that tou teaching and life is always like that. You can go on planning and planning and review things but you don't know what's lying in store for you. You can plan and plan.. and you have to improvise right (stressed) there then on the spot, and move ahead. I believe that positive thinking and moving ahead…	2351.
R	Can you give me one particular example of where this particular connection comes from.	2352.
LT	Well actually one is, I'm a cancer patient.	2353.
BT	She was a cancer patient.	2354.
R	Yes exactly, the war is the most important part..	2355.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

LT	So, aaa, I thought that somehow it was over for me but it wasn't over for me. *Allhamdulillah* { All praise be to Allah} so you see, then I thought this is a challenge. I have taken all my life as a challenge and this is over now and now it would be a smooth run but then my daughter was born and she is a special child so you, you know you can go on planning and planning and life would again bring you with something that you'll say *acha* (stressed) a*bhi ye bhi rehta tha* { ok, so there was this to come as well}? This was still there? *Ye bhi abhi hona tha* {This also had to happen}?	2356.
R	So ye wohi baat hai…[{ So this is the same thing as } LT begins speaking]	2357.
LT	So I guess your roles they keep on changing. You have to.. the first day I talked about the teaching in nursery..	2358.
R	Yeah yeah I remember that…	2359.
LT	So in life as well as in the learning process it happens. And with my students also I know that, it is, they are here for sometime, they would learn and they would move on and it's moving forward journey. I always tel them *k* { that} you can't be stopped by the hurdles. You need to move past you need to move ahead. No matter how much difference you make later or small or big	2360.
R	But you feel at that point a little difference is made somewhere and you know youre progressing somewhere and that's what you have to believe in. so can you give me and example of how it fills over in your teaching. Or does this ideal or shape shift come from this belief, *k har cheez har waqt k liye hoti hain* {that everything is for a certain time}	2361.
LT	I think its like. For example, you can make all the lesson plans and everything but if the class is not ready or if the girls the students are not ready to learn, the lesson plan goes to waste. You have to think of something else. Maybe you could talk to them about their everything and maybe after half an hour they would come around and maybe then you could continue them. So I believe in changing all that. It's not something static, it's not something static.	2362.
R	So you feel your experience has made you particularly flexible.	2363.
Pause:		2364.
R	[3.43 secs] *K kuch bhi hosakta hai* {that anything can happen} so you should be able to adjust to *kuch bhi*..{to anything}	
LT	*Haan*{yes} maybe, it measn that take as it comes. But with a positive attitude..	2365.
BT	That is the main point. If you allow me I would just like to say a few words about LT. LT though she has, *wo shayad apney moun se na boley lekin mein ne iskey barey mein bohot note ki hai wo kisis bhi, khuda na khasta, Allah isko hamesha apni hifz o emaan mein rakhey, lekin jin problems mein, isney bari light andaaz mein apni saari problems aapko batai hain, job hi waqiyaat halaat hain. Itney light hotey nahi hain. Matlab mien abhi kuch arsa pehley aik beemari se guzri houn mujhe pata hai jab aap ko pata chalta hai you* are suffereing from something it feels as if the whole world has toppled down. Everything is finishing. Sab kuch khatam hogaya. Tou jo itni bari cheez mein se aur itney burey burey traumas mein se guzrey wo mera khayal hi bilkul toot photo jaey, khatam hojaey bilkul, totally destroy hojaey. But LT is something. She is a	2366.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	wonder person, ajeeb cheez hai ye. She is so positive (stressed about life).	
LT	They are like my family, my husband my children my friends.	2367.
BT	She is so positive towards life, she is so positive towards people, I mean mein ne guzartey dou saal mein is khaatoon k moun se kabhi kisi insaan ki negative quality nahi suni. Matlab mein yahaan tak kehti thi k ham bethey huey hain k lou ji, tareef karani hai tou khadeeja se keh dou khadeeja tareef kardegi beshak jitna bura us bandey ne kiya ho jitna bura wo banda kar ra ho, jo marzi wo kar ra ho, 'nahi nahi apa, wo usko pata ni chala hoga, nahi nahi.. (laughter)	2368.
YP	*Haaan wo jo baat kar rat ha na uski ye intention thi* [{laughter)	2369.
R	I'm sorry can I jump in…. (inaudible)	2370.
LT	Tolerating and tolerance can sometimes it can be taken as a weakness, sometimes my friends would say you don't have a smiley, you don't retaliate	2371.
R	I don't think your friends think that	2372.
LT	They know it but sometimes they do think that. That you never retaliate.	2373.
BT	Aur mein ne is se ye, ye positivity mein ne is se bataey bagheir bohot chori ki. I try to be positive myself k nahi theek hai jaisey wok eh rahi hai na theek hai.	2374.
LT	And I do give them positive feedback as much as I can, try to bring them out of their complexes. And I think the greatest fulfillment is then after so many years you don't even remember the face of your student and then they would come to you and say ma'am do you remember us? (laughter) it's so fulfilling to see that they remember you and this is how you taught and this is how you taught, we are trying to emulate you, and all that. It's fulfilling.	2375.
R	Just one last question. Your positivity is something, a conviction in the fact that you should be positive. Does that come from your own experiences? Do you think it's a temperament thing? *Ya donoun ka* combination { Or this a combination of both}?	2376.
LT	I don't have a choice really. (laughter)	2377.
R	No I think we always have a choice. It might be something that you believe in.	2378.
	I mean when I was suffereing with my chemos and radio therapy and all, my hair all gone and everything, I thought would it be better if I sit in the corner and cry or would it be better if I come back to life and sort of have a normal life. So the answer was there. Always like a therapy for me.	2379.
R	So that choice was there	2380.
LT	Whatever I do, i…	2381.
R	You reflect on it and then come to your conclusions.	2382.
LT	Yes. I do a lot of self therapy	2383.
R	I think anybody who grows has to do s*elf therapy warna aap kahin pohonch hee nahi saktey*. Thank you so (stretched) very very much. *Kher aap ko end mein mein bolungi aap bohot dangerous lawyer hain*. (laughter) (inaudible) everybody who has shared their stories thank you very very much. It's not for the sake of prying, but..	2384.
JK	I was just listening to your stories and seems to me all of you have seen some tough time in life and ive been comparing myself because it seems to me as if I have been complaining to God a lot but I haven't been through anything	2385.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

Joint Turn	Allah Taalah aapko salamat rakhey. Ameen	2386.
JK	I haven't practically done anything to share or to show the very positive side of my personality as we were talking about LT's positivity. I'd like to share something….	2387.
YP	Aapko pata hai kis baat se mera itna saans thanda nikla hai k koi tou aisa hai. Mein khauf khaari thi k khudanakhasta idhar se bhi koi aisi baat na nikal aey.. (laughter)	2388.
JK	Nahi aisa nahi hai k kabhi mein ne koi mental trauma suffer nahi kiya, but you know after listening to this it just remids me of the ayat "fabiaye aalah rabi kuma tukazibaan" …… (inaudible)	2389.
	(Background conversation). HX leaving	2390.
R	I think I would like to emphasize that this is your story. We all have a dfferent learning technique and I think their stories are very inspirational. It makes you appreciate all that works for you and be ashamed of yourself for complaining. Atleast in my case. K mein ne jitna chik chik kiya hai, I have no right to.	2391.
JK	Nahi wohi apki learning makes you who you are wali baat hai aapki. I would like so share	2392.
R	(interrupted) are you married or single	2393.
JK	I'm single. Allhamdulillah if I talk about my personal life first I live with my parents. I have three sisters and one brother and the rest of my sisters are married allhamdulillah. They are settled down in their places and my brother lives along with my parents. *Tou mein wohi sochri thi after listening k thori thori baateing aisi thi jaisey aik constant fight hoti rehti hai* So I was thinking after listening that were some things such as the constant fights} *between me* { and my brother, most of the time it's petty isues, or they want me to get married or some reason. So I was laughing when BT pointed you out for not getting married, so you know I don't have a reason for not getting married. (laughter). As a learner *mein apna experience share karoun tou* {if I share my experience } I was a science student when I was in school. So what happened, I did my fsc and I got good scores like 8 or 7 marks, 27 marks etc. but unfortunately I could not go through the test or my marks were not upto the merit so I could not get into medical college	2394.
R	Is that what you wanted to go in initially?	2395.
JK	Exactly, and not me but because my parents wanted me to be a doctor*. Meri bari typical story hai aur jo mein houn na nateeja jispe aaya hai. Tou wo*, {Mine is a very typical story and what I am is because I didnn't get the result} my parents wanted me to appear for the entry test again, the next year because we had been given a chance that we could appear as many times as we wanted to…. So I finally got into literature and I opted English literature in my BA and	2396.
R	So you decided to go for literature because that..	2397.
JK	That was because I was very keen to know what literature is and I used to read a lot urdu novels and English short stories aswell but not because I had	2398.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	some very high fi philosophical interest to go into literature. *Kyun k literature kya hai* {what is literature}*?* Different *hai, matlab life k philosophical aspects ko saamney laata hai* { It's different, it brings life's philosophical aspects to the forefront} . *Kher then wohi BT wali baat* { Anyway it's the same story as BT's} my father wanted me to do CSS. So chalo let's go for CSS because these are the two professions. Either you are and engineer or a doctor or go to CSS or Army *mein chaley jao* { you enter the army} Typical thinking. I was a, *wohi kya kehna chahiy*e { what should I say} , victim of, (pause) conditioned learning and conditioned.. *wohi aao kehsaktey ho na learning ki koi* { there you are dragging yourself and there's no learning} condition. First of all I was really disheartened because in third year, the previous, of BA, I always actually never took interest in studies. I was a very good student till my Fsc but I stopped taking much interest in studies because it was a blessing for you, it was not a blessing for me to start studying arts subjects, kyun k hamarey school mein kyat ha, in others words God for bid me, undermine kartey the na arts k students ko aur science k students barey jo hamarey, English koi deal kar ra hai tou unsey karo. Wohi typical jo story thi. Kher first year tou it actually took me a year to understand what actually literature is, and we qere good at studies and we were keen to know what actually literature is and I must say you see by that fourth year my understanding and comprehension of literature was much better than those students who were already arts students. Because people are reading literature without knowing what actual literature is. I mean you are talking about, arts people if they are doing it they will not be able to come up with satusfactpry answer. Acha kher phir wo BA hogaya. Ab aagey kya karna hai chalo theek hai time lagta hai chalo English mein ghuss jaatey hain (laughter) meri typical si story wohi na. merey problems merey sahi wo aur tara k problems hain. Phir I didn't want to go to Islamic university for some reason because you know the students are made, they are (pause)… they are required to wear an abaya, a gown and a scarf. It has been taken as a uniform aur compulsion si hai. I never wore an abaya, lekin phir gai Islamic mein hee phir.	
R	May I ask why you went there?	2399.
JK	Because my father wanted me to go to Islamic university. And that, *wohi na* { you know the same thing} , you suffer a lot being a good child. (laughter) *Khul k ab baat kar re hain tou mein ne dekha hai mera inner invert jo hai* {I'm talking freely, I'm seen that my inner introvert} inner self has never been in expressment with mine. Otherwise I would have been much better	2400.
R	What would you have liked in you if you were to do what you wanted to?	2401.
JK	Seriously it actually never, my parents, never…	2402.
YP	(interrupted) *jaisey aap kahani suntey hain na tou 3 idiots wali kahani yaad aari hai* {As I'm listening to your story so I can't help but remember the 3 idiots [an Indian feature film] story (laughter)	2403.
JK	*Typical kahaani hai* {It's a typical story} ..(laugher)	2404.
LT	*Jaisey* {like} oh I wanted to be a doctor my mother said no you can't be a	2405.

Appendix Aii

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	doctor (laughter)	
JK	Confused learner *ni jesey banjatey* {is what tend to become} . Confused *hgai na* { you become confused don't toy} . you are reading everything, studying everything, they insist you can do it, and then *acha chalo karley ye* {alright let her do this} . I just forgot to know what I wanted to be and why I am, really, in literature. I was never ever made to think what I wanted to be and who I was. Maybe after this I'll move home and follow my dreams.. (laughter)	2406.
R	It's never too late..(laughter)	2407.
JK	Maybe I would like to become a singer rather. (laughter) *uskey baad kya hua* { after that what happened} when I was done with my masters I was home and we started preparing my preparation for CSS *aur phir* { and then} I appeared for CSS but again (stressed) unluckily I could not go through. *Phir wo merey andar ki cheez jag gai k jesey wo aik dafa medical mein kiya than a tou nahi hua tou ab bas mein ne ni karna, tou phir dobara se bas tha k mein ne nahi karna CSS. Kyun k jab wo aap k andar aik honest ni hota aapki external environment k saath tou phir* {And then that thing inside awoke being which had stirred when I was doing medical that enough is enough and I don't want to do it, so again it was a case of I don't want to do CSS..Because what's inside of you is } no matter how much you try to do something at the end of the day you don't feel satisfied doing what you never actually wanted to do. So again, but then you see I applied for jobs advertised for federal government colleges and my father was in the government sector. He's retired now. He was the deputy secretary. He has retured now, so he always wanted me to just go for the govt job. He was in the ministry of defence. P*ehley pindi mein they phir Islamabad mein bhi rahey hain, different unki postings* { first in pindi and then in Islamabad after 6 or 7 months he was posted in some differrnt department}. *Kher anyway, phir wo* { anyway, after that} I was a school teacher, *CSS bhi nahi hua, job karli* { Couldn't do CSS either so I took up a job}, it was a contract. So then started my actual learning.	2408.
R	When you started teaching?	2409.
JK	When I started teaching on contract. Because when I got to know what it means to have osme sort of personalities that we were talking about that day aswell in the beginning actually , there was an environment of learning. Initially when I had joined, but the present time you know even new members which were appointed, after me, but since they had been appointed by they wanted them to be treated as seniors (stressed). They were younger than me but they were senior so they made a point that my name should be written on the bottom (stretched)…(background conversation) *aap youn soch lein k aik baar workshop hori thi, English language speaking ki workshop thi ham sab ko wahaan bulaya wa tha matlab wo teen bhi the, unkey naam tou kher job hi* the { You can just imagine, once there was a workshop an English language speaking workshop, we had all been asked to attend it, those three were also there, whatever their names were} , my principal was really, you know, a very motivating factor for all of us. She wanted all the staff to go on different	2410.

Appendix Aii

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Venue: BT's House

	workshops and attend different workshops. She was the one my principal at that time had joined margalla campus. She was farah Khalid…She was the one who wanted to conduct seminars and workshops and she wanted us to organize…	
R	(interrupted) she basically wanted to get you guys involved….	2411.
JK	She wanted us to go for our own professional development. Phir kya hua cheezein change hui aur loug aey and phir mein dekhti houn k somehow I became static. I went to classes I had to teach them, literature to literature hai BA ka, it's a source of learning it's a part of learning as well. Theek hai (stressed) ham usko wo ni kehtey. Wo bhi accept karlo chalo. But then koi focus nahi koi pressure nahi hai, there is no language teaching and you want to take some steps but there was no encouragement given to you. Nobody wanted you to become so, to be in the limelight. Wo samajhtey hain k we are going to challenge them or want to comepete with them or whatever their old thinking was. I didn't really care for these kind f factors much. So I got , so I did not apply for CSS again and then afterwards I applied to FPSC to become permanent for ummm…	2412.
R	What is FPSC?	2413.
JK	[inaudible, group conversation ongoing in the background] *acha kher tou mein ne teen chaar dafa* apply *kiya*, { so any way I apply two or three times for the} [laughter] for the 17th grade	2414.
BT	You are on contract?	2415.
JK	No umm I'm permanent now, then after seven years I applied for 18th grade.	2416.
BT	So what about those 7 years?	2417.
JK	*Wo mein aapko bata ri houn k wo meri actual learning tab start hui thi* { I'm telling you my actual learning started then} , that was mental torture for me, really. I don't know, people, umm, *logoun k attitude mujhe samajh mein ni aatey. Aur aapki creativity ko polish karna tou dour ki baat hai* { I don't understand peoples attitude. And let alone polishing, enhancing your creativity} they never encourage yo*u* at any rate, rather they want you to let down yourself in your own eyes.	2418.
Joint Turn	[group conversation- everyone talking together]	2419.
R	They basically crush your spririt.	2420.
GV	*Ye tou aisey hota tha k sweepers waghera ko bheja karti thi k jaa k dekh kaun teacher class lera hai*..{ this is like sending the sweepers to spy on the teachers to check who's taking class}	2421.
R	My God..(laughter/ inaudible)	2422.
JK	*Haan tou mein ne bhi ye kiya* k { So what I did} I shifted my focus towards studies and towards my students also. So then I went into PHD. Then again you see when it is choosing a subject whether to go for PHD linguistics or literature. Phir bas andar se feeling aati thi k literature karna hai lekin phir sabney kaha go for linguistics, it has better scope and you can find better shops, you can shift towards university..	2423.

Appendix Aii

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R	It's a practical (stressed) choice	2424.
JK	Yeah it's a practical choice, so I was thrusted into going for linguistics not that I had some very special reason to go for linguistics. And then when again after spending two years doing my post call then it came to a choice for doing my thesis. *Wo pata lagta hai na* { you know then you realise} , it seems so difficult to make a choice when you have never been trained to take your own decisions on actually what you want to do and who you actually are. Isn't that so?... and you need to teach our students to have faith in their own judgements and their own deciisons and even if *agar* {if} decision *theek nahi bhi hota hai na* {is the worng one, you know} they suffer the consequences, it's okay (stressed) they learn form it. They learn from their experience and it's going to give them, ah..., *a new beginning hosati hai* { it can be a new beginning} , *a new challenge hosakta hai* { it can be a new challenge} , new openings *hongi* {will happen} . *Aur atleast unko pata lagey ga k hamara decision kesey letey hain aur kahaan lena hai aur kab lena hai. Aur kya lena hai aur wo hain kya aur unhoun ne karna kya hai* { At least they'll understand how to take decisions, at what point to take it and when… and what to so and what else they need to do}?	2425.
BT	Each grief in your life gives you a new death..	2426.
JK	*Bohot grief, matlab mein ne dekhein kitna suffer kiya hai us waja se. phr dekhein wo jo* choice hai…{ There was a lot of grief, I mean look at how much I suffered because of this … then look at the choice} interrupted/inaudible]	2427.
BT	*Ye isne suffer kiya hai*…{this is what she's suffered}	2428.
R	*Aik second aik second*…{ one second, one second}	2429.
BT	*Nahi dekhein mein ye pata hai kisliye kar ri houn k* { No I mean look I'm doing this because} you should be very careful in using words…	2430.
JK	As a learner, as a student I suffered…	2431.
R	Can I just ask you….	2432.
GV	You were at the seashore playing with the pebbles and you did not even know what the pebbles are….	2433.
BT	No but we really wish that you don't know anything like that, ever…	2434.
R	If I can just ask you *k aapney jo ye choose kiya* {what you've chosen} , I mean this decision that you decided, to sort of distract yourself by sort of going for your own studies and focusing on your students, I mean as a self reflection do you feel that at the root of all your sufferrring, where did, at what time did that realisation come?	2435.
JK	Whenever I go for an interview, they ask me what is the reason behind going for so many distractions.	2436.
R	I don't know if it was a distraction…	2437.
JK	Yeah I try to show it as not a distraction but a plus point that I was able to get involved in so many things.	2438.
R	But at what point did you feel in your analysis that the root cause of all of this is because you've never eally been allowed to trust or make your own decisions.	2439.

Appendix Aii

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Venue: BT's House

JK	Again I would say even when counselor take the decision of my marriage I somehow, there is something within me… *matlab aik hoti hai na urge hoti hai, desire hoti hai, wish, chalo wish bhi chor do*u {I mean there's an urge, a desire, wish, ok forget about wish} . You don't feel like going for something and you have been forced to do something….	2440.
BT	Are you saying that you are sort of a passive personality?	2441.
JK	Not really a passive personality but have become a sort of compromising personality but in the end I cannot end up compromising aswell so a confused personality.	2442.
R	You feel inclined to give in when someone pressurizes you, but at the end of the day…	2443.
JK	Exactly, I don't actually want to do what others want me to do but at the same time I don't want to discourage them and I want to feel like doing what actually I want to do. (laughter) (inaudible)	2444.
BT	*Dekhein na uski waja kya hai emin aap ko batati houn. Uski waja ye hai k jab maan baap hotey hain na upar aur aisey kar k bethey hotey hain, tou jo neechey wala plant hota hai na wo grow ni karta, until and unless wo pataa uth jaata hai na aur dhoop parti hai us par uskey baad uski katai hoti hai uskey baad usko cut kiya jaata hai, uskey baad(stressed) wo grow karta hai.* {Look I'll tell you the reason for this. The reason is when there is a mother and father they're looming like this [motions] so the plant falling under that shade it can't grow, until and unless that leaf casting its shade is removed and it gets sunlight and after that its pruned and then cut and only then it grows} This is a very big factor. You know why western people are so different from us.wo jahaan pe hotey hain 16 k unko bahar phenk detey hain { you know where they live, after 16 they're thown out}	2445.
R	That is not necessarily a good thing… I mean is it a good thing? *Mein pooch rahi houn* {I'm asking} ?	2446.
BT	*Nahi dekhein mein pooch ri houn* {No look here I'm asking} …. Somehow circumstancesa are such that I don't like extremes though I am an extremist myself, but I don't like extremes. *Na tou itna sheltered hona chahiye insaan ko, k usko samajh hee na aey k usko karna kiya hai, aur na k usko itna open hona chahiye k wo maadar pidar azaad hojay j tu ne jo kuch karna hai tu karley. Aisey ni hona chahiye.. aap khud* {Neither should one be so sheltered that they can't even understand what they should do and neither should one be so open they're utterly heedless of what is proper that they do whatever they want}… my father, *Allah taalah unko maghfitat de, iski behtereen* { may Allah will it so that he rests in peace, is the best} example the. He never (stressed) forced us, any one of us for anything. (stressed) *mein ne Fsc mein apna… acha chalein aap pehley complete karlein mein uskey baad apna bataoon gi…*{ In my FSC I …ok first why don't complete your turn and then I'll tell you}	2447.
R	*Acha tou nahi* { so} JK where are we now and how does it feed into your teaching?	2448.
JK	I think as a teacher I just started forcing my decisions upon my stduents I	2449.

Appendix Aii

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	become an seerive or a dictator sort of teacher and I just push my students to go for something or even to follow some very, eve, you know, strict pattern and not to you know divert form what I have told them tou I think its not something that is very good for their own grooming as students.	
BT	*Grooming tou phir hui hee nahi na* { there is no grooming then is there}. There is no grooming, no [stressed] grooming..	2450.
R	So how to you manifest this reluctance to not force them, to give them space to grow, BT *wali baat na*…{ exactly what BT just said}	2451.
JK	I tell them the different ways to go, for example whenever they come to me for their…..	2452.
BT	She is giving them space…	2453.
R	She has learnt form her own experience to give other people space.. *apk yeh kerahai hain* { is that what you're saying} ?	2454.
BT	Haaaan [{yes} stretched]	2455.
JK	Haan exactly, tou wohi hai, lekin ye k I tell them different ways to go on but tell them to make a decision at their own so that they are able to take their decisions themselves. Plus I feel like women in Pakistan need to do some work on professional career counseling..	2456.
BT	Merey father ne wo professional guidance	2457.
R	He was a very progressive thinker..	2458.
BT	Iska lahore mein unhoun ne ye khud kiya tha, uska maqsad ye tha k jab bachey Fsc, FA kar k nikaltey hain tou unko unsey poocha jaey k wo kahaan jaana charey hain aur phir unko batay jaey k tumhara aptitutude ye hain aur tum ismein karo. [{ He told me .. his point was that when children complete their FDC or FA, they should be asked what they want to do and then they should guided as what they have an aptitude for and what they should do} background conversation]	2459.
JK	I mean after four years of studying something the students come to realize that oh this is not something that I wanted to do (laugher)	2460.
R	So JK what is the last thing that you would like to say, har kisi ki story k aagey dot dot laga re hain..YP ka apna tha, GV ka apna tha, sab aka apna tha..{ everyone's story has a dot dot dot in front of it.. YP had hers, GV had hers, everyone had it}	2461.
JK	I would say [pause: 3 secs}, umm, we should give some space some space to others for their own growth as individuals, as learners, as family members. (laughter) let them be, let them be, really. Because we are trying to do something good for them but unconscipously we are making them be in the middle of nowhere. (laughter) *aisa nahi hai, allhamdullilah* { It's not like that praise be to Allah} I am really blessed one as well *koi allhamdulillah masla nahi hai…*{Allah be praised there's no problem as such}	2462.
R	I think *sabka, sabka Allah taalah kehta hai na k test different hota hai* { everyone, Allah Taalah says everyone is set a different test} , in your own capacity, everyone is tested, *unka test unkey liye difficult hota hai kisis aur k liye asaan ho* { their test is difficult for them but for someone else the same	2463.

Appendix Aii

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	thng would be easy}	
BT	Allah taalah se dua karo k Allah taalah tumharey parents ko salamat rakhey aur jab tum unkey ghar se niklo tou Allah taalah tumhein koi bohot (stressed) acha husband milo jo tumharey upar aisey hee rahey bilkul…	2464.
JK	Exactly, mujhe yehi tou problem hai mujhe husband bhi chahiye jo aisa bhi ho waisa bhi ho..(laughter)	2465.
BT	Miljaega, miljaega	2466.
R	*Mein kuch nahi kerahi* {I'm not saying anything} , I don't trust myself to comment on this..	2467.
JK	*Nahi ye hai na agar aap as* { No it's true that as} a *child complete surrender kardein* { you surrender completely} , surrender yourself to your parents but *wo possible nahi hai hamarey liye, pata ni wo andar ki* { it's not possible for us, don't know what it is inside}….(interruption) (inaudible)	2468.
R	Yes you have to trust youself and whether it's a mistake or not, you have to take responsibility of the consequences. If you're forced you'll blame everyone but yourself, I mean that's my personal opinion. Okay sorry we have BT's story left…. I just want to remind you.. (laughter) (background conversation)	2469.
BT	Yaar I am alhamdulillah a very happy person. I had some tests and trials in life but they are gone now. Allah ne merey upar bari karam nawazi ki hui hai. Meri beti bhi hai, mera beta bhi hai aur mera aik chota sa grand son bhi hai aur merey itney pyarey pyarey dost bhi hain aur merey bohot achey achey rishtedaar bhi hain.	2470.
Joint Turn	(background conversation about next meeting time)	2471.
R	Thank you you all for coming and sharing with us	2472.
	After a very long time I feel like I am talking to English language teachers and I am feeling relaxed. You people are more professional, and I am feeling relaxed. (background conversation about next meeting) (laughter) (Scheduling conversation) *aapki story ka abhi bhi aik minute rehta hai.* {there's still one minute to your story}	
BT	Mein aap ko kya bataoon? { What do I say}	2473.
R	Nahi jo hi… { No whatever it is}	2474.
BT	Meri story happy ending… [{ My story happy ending} laughter]	2475.
R	Tell us your story as a learner or what you think is important enough to talk about.	2476.
BT	I was I was a very submissive child.	2477.
R	Aik tou saarey k saarey itney submissive the k bas.. { It seems that all of you were so submissive}	2478.
GV	*Wo zamana hee submission ka tha.* {That time was of submission}	2479.
BT	*My father, barey struct kissam k insan the, barey dominating the. Poori family mein unka bara roab tha.* {he was a very strict kind of person, very dominating. He had a lot sway over the whole family}	2480.
R	Was he the eldest in your family?	2481.

Appendix Aii

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BT	Yes, the eldest one, the supportive one. And *merey mammon yahaan the unko bhi unhoun ne support kiya. Unki apni alaida story hai. When he came here from Kashmir. Koi rishtedarr nahi tha koi help nahi thi, tou wo jab aey hain yahaan par tou unki sirf aik charpai thi soney k liye jagaa nahi thi sirf aik charpai thi aur aik karma tha chota sa, but when he passed away unhoun en apney chaaroun bachoun k liye aik aik karma banaa k rakha hua tha chota sa* {Even my maternal uncle who was here, he supported him. His [seems to referring to the uncle] is a separate story}he worked so hard, so (stressed) and he was such a self made person *aur meri waldah ne unkey saath mil k kandey se khada mila k, kabhi koi complain ni ki kabhi koi… matlab jaisa unhoun ne khilaya meri maa ne khaaya, jaisa unhoun ne pehnaya meri maa ne pehna, meri walda ko wo jitney paisey diya kartey the maheeney k kharchey k liye usmein se wo unko saal k baad 20, 25 hazaar wapis kiya karti thi* {and my mother she stood with him, she stood shoulder to shoulder with him, never any complaint, never.. I mean whatever he fed her she ate, whatever clothes he bought her she wore, whatever money he would give her for monthly expenditure so even in that after the year/after end of the year she would return 20, 000 to 25,000}. He used to say, *ye kya aurat hai yaar. Kabhi isney merey se ni maanga k koi cosmetics houn merey paas koi cheez ho. Unhoun ne bohot ayashi ki zindagi guzari unki mukhtalif jagoun pe transfers hua karti thi all over Pakistan* { what a woman, she's never asked/demanded anything from me, 'I should have some cosmetics', I should have this or that' She lived a very pamapered life, he used to get transfers to different places in Pakistan}	2482.
R	Your father was a judge?	2483.
BT	No he was an advocate and he was MA economics aswell. You that's why mein kerahi houn na unhoun ne vocational guidance cell apna khola hua tha. Uskey baad phir wahaan se retire huey tou unhoun ne apni law practice strat kardi. Phir barey bhai, bhai behen bhai phr mein, since I was the youngest one, merey upar har aik ka roub bhi bohot chalta tha aur mujhe pamper bhi bohot kiya jaata tha. Roab ka matlab k ham jo kerahey hain wo tu ne maanaa hai har haar mein, aur pamper ka matlab ye k, jo cheez kahegi dengey.. (laughter)	2484.
R	Okay so it worked both ways. (laughet)	2485.
BT	Exactly, tou phir Fsc mein aa k meri himmat jawab de di. Meri family mein saarey science parhney waley hain koi bhi arts ki taraf ni gaya, tou I was the first one to go into arts. My brothers were like kya kar ri hai yaar. I was like mein ye kar ri houn. My father was like tum Bsc karlo. Merey father k saamney koi baat ni karta tha doosri, kisi ki awaz ni nikalti thi. Mein ne keh diya k ye saamney kitaabein pari hain, aap ne literature parhana hai tou parha dein warna koi baat ni, dou waqt ki roti tou aap mujhe de hee rahey hain mein ghar mein beth k bartan dho lungi. Halan k I was very submissive.	2486.
R	But you defied him at that point..	2487.
BT	Yes, I said that, mein ne nahi parhna, mein ne science nahi parhni	2488.
R	Was it, I'm sorry I'm interrupting, was it a challenge to study literature a reaction to you not wanting to study science	2489.

Appendix Aii

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BT	No I was very much interested in poetry, I used to write my poetry also at that time. Tou unki ye foresight ye thi he understood k theek hai ye na parho.	2490.
R	He gave you the space	2491.
BT	He gave me the space. Tou uskey baad bohot saarey mokey aey phir mein ne masters bhi karliya bohot kuch hogaya.	2492.
R	Mokey as in opportunities or mokah as in…	2493.
BT	*Mokey as in mukhtalif cheezein hoti rahein* {opportunity as in different things happened} . *Matlab aapney BA karliya, MA karliya* {I mean I did my BA, I did my MA, *BPSC join karliya* {I joined my BPSC,}. *Tou* { so} my mother was very proud of me k meri beti ne bpsc join karliya hai baraa kamaal karliya hai.. (laughter) (inaudible) us waqt aap literature kiya kartey the aur phir pubic commission k through select hojaya kartey the. I remember at my time, LT is aware of all of these facts, merey time pe actually I was doing a workshop, I was doing a diploma actually at allama iqbal university and during that workshop of one week, one of my instructor came over there, she was all covered like that and she told me, she asked me, mein ne unsey poocha ma'am mujhe aap ka number chahiye, unhoun ne mujhe kaha number tou tum choror tum mujhe ye batao tumney test interview qualify karliya hai? Tumhein aagai hai BPSC ki call. Mein ne kaha how do you know? Kehti hai I was in the board. That board jo hoya wahaan par, usmein wo bhi thi. And then she told me there were 25,000 candidates aur unmein se mera number 40th nuber aaya. 25,000 mein se unhoun ne sleect karna tha 90, ya 89 ko. Aur unemin se unhoun ne select kiye sirf 78. They couldn't get.. us waqt bhi halaat ye the English k.	2494.
	(background conversation) (inaudible)	2495.
BT	Tou kher yahaan tak tou barhaal the story goes very smooth, uskey baad barhaal.	2496.
R	You don't mind me asking k kya hua..	2497.
BT	Haan jee bilkul mein bataney lagi houn, khula khula dish hai kuch chupa hua nahi hai. I got married and Mashallah wo family bhi 6 ki thi. 8 uski apeni behnein thi, dou soteli thi. 10 total behnein thi. They were 10 and one mother in law. It was equal to century. Bas wo unhoun ne jo hosakta tha mere saath poorey dedh saal mein kiya. Jo hosakta tha, jo (stressed) everything that you can imagine, happened to me. (laughter) (background conversation) us se pehley bhi merey saath aik problem hogaya tha k that person who was my husband (background conversation) yaar uneky ghar mein aisa tha k wo loug direct bahar tap se paani peetey the. Matlab unkey ghar mein bhi aata tha lekin wo kehtey the k tap mein gandaa hojata hai paani tou aap bahar se lao. Tou before that two months before I had a very big fight with all of them. The person who was supposed to be my husband, he hit me very badly, I was injured. *Meri backbone na thori si bechari teri hogai, darr gai. Aur meri jo left leg aur left pair.. yaar itna serious kyun hori ho (laughter) . jo bilkul waisey hogaya, k* {My backbone poor thing is a little twiste, it got scared. And my left leg and left foot.. mate/friend no need to become so serious[seems to be addressing R] it become just like [gesticulates], so } I used to limp around.	2498.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

R	As a result of this assault?	2499.
BT	Yes exactly, tou wo mera pair bilkul aisey latak gaya. Mujhse chala ni jaata tha and all the time I used to have a very deadly sort of pain in my back. Matlab 100 mein 100. Tum ye samjho k bohot shaded kissam ka pain tha because all the time it was suppressing a nerve. Us nerve k suppress honey se meri blood supply khatam hogay hui thi. Us pe unka ye tha k I used to get up at 6 or 5 in the morning and I used to do all (stressed) the household work. Phir uskey baad mein college aaya karti thi.	2500.
R	Acha and you were working also?	2501.
BT	Yes I was working at that time, uskey paas hee tha ghar unka college k, mein ne tou wo unki baiti, apni niece ko bhi parhaya hua hai, after divorce. Saara mein kaam waghera karti thi. Agey bhi wo quarrels waghera chalti rahi. My mother got operated, unki aankh ka operation hoa and he didn't let me go.kuch asra aisey guzar tou mein ne kaha meri ma aka istara operation hua wa hai mujhe jaaney dou wahaan pe. Tou he said acha okay fine tum chali jao, jao. Mein ne apna bag pack koya aur aagai. When I came here he started with me. That was 20th or 22nd May 2000. The next day when I got up and when I came out of my room I was limping and my brother, him and my fatger were sitting outside and they just noticed that what is she doing. Because all that time I wasn't here. They didn't see me	2502.
R	You didn't call them and tell them anything..	2503.
BT	Not at all, not at all. Mein en tou unko ye bhi nahi batay hua tha k merey saath itni problems hain, merey saath itna masla hai, dedh saal guzar gaya is baat ko. Mein ne unko bilkul kabhi ni bataya. My father used to ask me, he just used to phone me like that and say kiya hua hai tumhein kuch hua hai and I would say mujhe kuch bhi nahi, theek houn bilkul. My mother used to feel something but my father was very clear that she is not happy, there is some problem with her. Then they took me to the doctor and doctor said iska operation hoga aur aik operation mera abhi bhi due hai. 12 saal guzar gaey wo abhi tak due hee hai. Meri jo tail bone hai na wo broken hai.	2504.
R	The have to reset it?	2505.
BT	Nahi wo remove hoti hai, reset ni hoti. But I don't have the heart to do that. I don't have the heart to actually undergo another surgery. *Acha* {ok} on 5th July 2000 I got operated, they never came back…	2506.
R	Your husband and his family?	2507.
BT	Yes, yes, yes. Phir my father went to their place and said clearly that I want a divorce for my daughter *tou* ***sab kuch*** [stretched & stressed] ***wapis*** [strongly stretched] *karo* {so give everything back}. I was very sick at that time, I couldn't sit, *mein beth nahi sakti thi, mein bohot aik tou mentally bohot kamzor hogai thi bilkul in donoun wala haal tha mera. Bohot zyada* { I couldn't sit, for one thing mentally I was very weak/broken, I was in a similar state to these two [seems to gesturing to two other participants]} you wouldn't believe *k aap mujhe sarak k us taraf khara kardein na tou mein sarak cross nahi karsakti thi. Mein istara hoti thi k aik kadam chalungi tou gir jaongi* {if you left me to	2508.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
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	cross a street I wouldn't have been able to. I was in such a state that had I even taken so much as a step I would've collapsed]. I couldn't climb stairs, I couldn't come down from the stairs, *mujhe abhi bhi kabhi kabhi hota hai k mujhe pakar lou mein araam se utroun neechey* {even now sometimes I have this that I have to ask someone 'hold my hand so that I can climb down slowly}. *Mental aisis state hojati hai k.. phobia sa hojata hai* {you go into such a mental state it's like you have a phobia}. *Tou* {so} then *uskey baad*, *ye 5th july ki baat hai* {after that, this on 5th July}, in October I got free from that trauma, but that day was very cruel and crucial for me because the same day it was my birthday, it was the day of my freedom you can call, and somehow it was the day my father passed away. So it was a very (stressed) hard day for me. *Mein samajhti houn k Allah taalah mujhe maaf karey, Allah taalah mujhe maaf karey, jab ye kehti hain na k suffering ki hai, tou* { I think, and may Allah forgive me, may Allah forgive me, but when she [seems to be addressing JK] she has suffered} she has not, they have never (stressed) seen suffering. I mean what really suffering is, they have never even, I mean the least realization of suffering, I used to think, I couldn't sit at all, and I used to think that tomorrow there will be two dead bodies, my father, and me, both. But I am still alive, life is going on *aur uskey baad, phir aagey ka jot ha na, jo chala jaata hai is dunya se uskey liye tou asaan hota hai wo chala jaata hai dunya se, jo reh jaata hai na uskey liye dunya bari crucial hojati hai.* I was sick, I had a mother who was totally ill, I had a daughter who was very young and I had a debt of 3 lac rupees on me and I had no finance in my bank. Now I'm laughing, I was laughing at that time also. And above all, my mental and my physical condition was very [strongly stressed] bad. Extremely (stressed) bad. Mental *tout hi hee, physical bohot buri thi, mein istara beth ni sakti thi* {My mental state was bad, but my physical state was also very bad, I couldn't sit up like this [gesturning to her current position]} for one whole *year* [strongly stressed], I wasn't able}. *Zahir hai jab aap mental torture se guzrey huey houn tou physical ability bhi khatam hoti jaati hai* {oBviously when you've gone through mental torture so your physical ability will also die}. I used to go to college, *aur mein istara kar k beth thi hi wahaan pe* { I used to go to college and sit like this [gesturning]}. I went on. *Thorey din ki chutti ki mein ne phir* {I took a few days off then} I kept going. And then life kept going on. *Thora thora kar k mein sehatyaab hoti chali gai. Phir mein ne apni mother ko bhi baraa sambhala* {Little by little I began to recover my health. Then I gave a lot of support after my mother because I felt after my father she is the only one who is left for me. I really didn't want to loose her in any case. I really adored her. Mein ne aapko us din bhi bataya tha k she was just like khaana kaabah to me, jis k ird gird mein, 12 years, baara saal, many of my colleages, many of my relatives kept telling me why don't you get married again, why don't you get married again, why don't you? I said how can I do that? I have two such big enormous [heavily stressed]responsibilities, I have got a mother and I have got a daughter. How (stressed) can I leave her. My life is gone. Its finished, it's my daughter now who needs me. Mein usko kaisey chor k chali jaoon? Tou phir uskey baad ahista ahista hotey hotey Mashallah she was in	

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	class 9th or 10th at that time. Phir usney MBA karliya aur phir uskey baad uski shaadi hogai. Lekin aik baat hai k in everything (stressed), I have seen mercy of Allah, everywhere. Whenever I was down, blessings have come, whenever I was down, my environment, the people around me, they tortured me or they put me down. It was always Allah who supported me. I mean from somewhere I used to get solace and peace aur mujhe bohot aik support si milti thi. Tou bas 12 years have passed. Phir thori si aur trial ai meri zindagi mein. I got my daughter into marriage and few months, a year or so, they were quite problematic for her and for me aswell as a mother becaue though I have not given birth to her, I have really raised her up as a daughter. Shayad it was much more than a mother. Kyun k jaisey ye iski baiti hai na tou wo usko marey gi bhi pakar k, jhinjorey gi bhi pakar k, usko matlab aik thapar maar degi k tujhe ye ni pata chala tujhe, I was not like that. I was never like that because wo merey paas aik amanat ki tarha thi. I told her clearly, that never call me your mother because I am not your mother. I can be more than a mother but I am not your mother. Your mother is still up there and she is watching. Tou kabhi aisa na ho k teri aankh mein koi ansoo aey. Matlab if you have anything, any grief, any problem, any happiness, share it with me. Merey saath tu share kar. Mein tujhe hosakta hai mein tujhe jhirak doun, mein tujhe bura bhala kahoon but doesn't matter in the long run I will be with you. I will be supportive. Tou mein ne kabhi teri aankh mein ansoo nahi dekhna bilkul bhi. Ye tu mujhse jo hai na jis din shayad she will only weep that day when I will be dead, bas, us se pehley tu ne nahi rona bilkul bhi. Tu ne apney job hi terey ansoo hain na job hi terey dukh hain, you give it to me, tu mujhe bata, mein tujhe support karungi, mein tujhe defend karungi. Tou wo kuch Allah ki bari meherbani hai k mein samajhti houn Allah ki bari karam nawazi hai, balkey ussi ki hee karam nawazi hai it is nothing that I have done. Us ne bhi merey upar baraa, bohot trust kiya. Bohot, matlab we are like this. Kabhi bhi usko khuda na khasta koi problem hoti hai she comes and tells me everything, har baa two merey saath share karti hai aur mein usko, job hi merey hissey mein hosakta hai, whatever I can do in my capacity I always do for her. Tou when she got married, there were very happy moments for me and you know I never once cried during her marriage, though everybody was really aghast and they were really shocked, she was only 21 years of age when she got married, rather she had just entered in the 21st year in March it was her birthday, on 18th march and she got married on 1st april. She was really young at that time, chotii (stretched) sit hi, bachi sit hi bilkul, tou everybody was like you will be left all alone (stressed and stretched) what will you do. I said doesn't matter (stressed). Allah usko abaad karey apney ghar mein ussey merey saath thori rehna tha, im very happy that she got married, I am really very happy that she got married. And I did not drop a single drop of tear, bilkul, aik haan albata jis waqt uski shaadi hui, tou jab baraat thin a, jab ruksat hori thi tou everyone was crying. My brother was crying, my mother was crying, my elder brother was crying. Everybody was crying and I was the only one saying acha chalo na chalo na chalo. I was not going near her at all, bilkul	

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	mein uskey kareeb ni jaari thi. Jis waqt wo car mein bethney lagi na, tou she just lifted her eyes and she just held me like that aur usney mujhe apni taraf khencha, just in those few moments I lost myself aur mujhe halkey se bilkul dou teen ansoo aey aur wo poora record hai usmein, mein ne usko aisey pakar k galey lagaya hai aur mein ne kaha bas bas, because mera ye hai k jab koi khushi ka moment ho na tou rona ni chahiye, you should celebrate the happiness. But then after those few moments, again there was a trial. She was not conceiving, and we had a very terrible time. So much that I remember that I used to cry so (stressed) much, I used to cry so (stressed) much at nights I used to offer my tahajud and I used to cry so much that agar wo ansoo ikhatey karliye jaatey na tou Pakistan mein khushi khatam hojati. Itna mein roti thi wahaan. Itna (stressed) mein roti thi (stretched) k mein aapko bata hee nahi sakti. Tahajud parh parh k mein duain maangti thi k Yallah tu kuch kar uska problem solve kara, and then suddenly one day it happened. (laughter) she went for, she and her husband went for umm, checkup and the messaged me back that bari ammi, I am coming, they had just given her the good news that she is pregnant. Those moments were really something, which I can't explain what I felt at that time and then he was born, and you know how much I love him. (laughter) so allhamdulillah after that, life is a bit smooth and I really pray to Allah that it should be smooth for the rest of my life. Inshallah Inshallah. And recently I just got this attack of grief that my mother left me but it's Allah's will, and we havd to submit. Im really thankful to Allah for all his graciousness, I am very thankful to Allah for giving me such people around me who really supportive, I'm telling you, they are not my friends, they are a part of me. I'm telling you that during those grevious moments that I have passed because of my mother, had they not been around, I would have not survived. They were really like giants around me, I mean they supported me so hard, itna inhoun ne mujhe pakar k rakha aur smabhaal k rakhaa aur itna inhoun ne merey saath wo kar k rakha aur usmein aik bohot hee takleefdey aur cheez ye thi k just one month before that Wardah lost her father. Tou wo aik uska aona dukh tha aik mera dukh aagaya beech mein, tou ye teenoun merey saath istarha, aur ye k awal tou ye merey paas he hoti thi, aur jab ye merey paas nahi bhi hoti thi tou mujhe matlab har aik ghantey k baad har aadhey ghantey k baad inkey messages aarey hotey the even, you wouldn't be able to believe that even at 2 o clock in the morning, they used to console me, they used to message me k it's okay, koi baat nahi Allah taalah kher karey, Allah taala aap ko aasaniyaan ataa farmaey. Aur mein ye samajhti houn k shayad my family and my friends, they are, pata ni mujhe baaz dafa dar bhi lagta hai k kahin Allah taalah ne mujhe saari nekiyoun ka ajar is soorat mein tou ni de diya. (laughter) I really cant explain what they are to me, I mean, really, they mean the world to me. Aur mujhe kabhi kabhi, go k mein bohot dua karti houn inkey liye, wherever I go, (laughet/0 I am sometimes so afraid that if they are gone somewhere how will I survive. Mujhe ye ni samajh aati k inkey bagher kesey xindagi gurey gi so I just pray the four of us	
R	Amen, you always stay together, always stay who you are, Inshallah, nazar-e-	2509.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	bad se bachaey. My last question, aapki Mashallah se, I don't know what words to use, it's been a very eventful life so far and even through your learning journey, so you have to talk about how this journey has shaped you as a teacher, everyone sort of comes to that	
BT	Mein ne aap ko batay hai na mein ne kaheen bhi in my whole whatever conversation I had with you, I don't think I have used any negative remark, nowhere, though I have passed very crushing moments, bohot takleefdey momets se mein guzri, but Allah's grace and mercy that I have always emerged number 1 successful, number 2 positive. Ye dou cheezein, so this success and positivity has always given me a very optimistic side of life. So, mein, jo aik cheez apney students k saath emin karti houn I really get involved with them. Matlab mein kabhi aisa nahi hota, the very first thing that I tell to me students is that I am your mother, I am your spiritual guide, I am your spiritual mother. Don't hesitate, if you have any (stressed) problem, you just come to me, because I am not here only to teach you this text, I am here to teach you about life lessons. And I keep on giving them moral lessons or lessons from Quran, or lessons from, haan! Aik aur cheez mein ne in saaloun mein discover ki k my father gifted me a lot of things but the most precius gift was this Quran. This 8 copies of Quran. Ye poori 8 jildoun par mushtamil hai and phir again it's all Allah's grace and mercy and kindness that I have been able to go through the whole of it, usko poora mein ne para aur ye Allah ki hee taraf se hai k mujhmein itni enlightenment aata ki k mujhe bohot saari cheezein, bohot kam cheezein lekin bohot saari cheezein samajh aagai usmein. So aik tou ye cheez bari clear hogai merey upar k is dunya mein na wahdaniyat sirf Allah taalah ki haicaur doosra jo aik cheez, jo shayad bohot saarey logoun ko samajh nahi aati wo ye hai k we have to be there infront of Allah one day, day of judgement, accountability, tou I try my best k job hi mein kaam karoun, jis kisam ka bhi mein kaam karoun, usmein aisa ho k kal ko usmein mujhe accountability mein utni sharam na aey jitni aani chahiye, aegi tou sahi kyun k zahir hai insaan perfect tou nahi hota tou utni sharam nahi honi chahiye, tou I tried my best k mein apney students ko job hi mein unko doun chahey wo text mein se doun ya chahey wo mein waisey hee moral lessons doun wo mein poorey apney khuloos k saath doun. Aik yahaan pe mein, bohot choti si cheez mein relate karungi, one of the incidents of my life, though I have a lot of incidents regarding my etaching field, one of that was that once I went to my Fsc class, this was way back, I went to work there and it was a medical class, aur I took the roll call, and mein aik naam pe jaa k ruk gai aur mein ne usko repeat kiya aur mein ne kaha ye tou teen din se nahi aarahi. Tou somebody told me k no she is present, but she is not in a state to answer you. Tou I said what, what is the problem? Acha wo uthi, wo thori si pareshan thi mein ne kaha kya hogaya hai aapko, tou bolti hai ma'am mera na wo medical college mein admission hogaya hai, mein ne kaha acha ye tou bari achi baat hai beta nahi ma'am mein nahi jaarahi wahan, mein ne kahaa kyun nahi jaari, kehti hai wo ma'am meri shayad shaadi hojaey. Mein ne kaha ye tou us se bhi achi baat hai, congragulations, tum kyun itna pareshan kyun ho? She said ma'am bas mein	2510.

Appendix Aii

Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	aisey hee pareshan houn, tou aap kya kehti hain ye matlab… mein ne kaha bohot achi baat hai bhai, Allah taalah Mubarak karey tumhein, nai zindagi Mubarak karey tumhein it's a great thing. And somehow I felt that her status, little but, changed, wo jaisey itni hui wit hi na grey colour ki wo greyness uski thori si colorful hogai. Uskey baad after class ended I had to rush, aik baj raha tha, I had to rush to college in pindi, tou it was quite a long way, I just rushed back, tou mujhe gate k upar pohonch k aik dam se bachi kehti hai ma'am ma'am meri baat sunein, tou I stopped over there and turned, it was the same girl and she just came and she embraced me usney merey yahaan pe rakh k wo jo roi hai, mein ne kaha isko kya hogaya hai, what happened, tou mein usko kaha betey kya baat hai mujhe batao tou sahi. She told me k ma'am mujhe aaj subha, koi science ki teacher thi wo mujhe mili, tou unhoun ne mujhe kaha, mein ne unhein batay k mera medical mein istara hogaya tha tou mein wahaan pe istara ni jaari kyun k mera istara I'm getting married, tou unhoun ne mujhe kaha tum nahi jaari? Bari bewakoof ho tum, pachtao gi tum saari umar, shaadi kar k kya milega tumhein. Bohot pachtna parega tumhein. Aur mein us waqt se bari disturbed. Now look at the commenst that teacher had given, how negative they were. K us bechari ka na dil beth gaya hua tha saara din, aur mein ne usko sirf itna k nai zindagi ki shurooaat hai theek hai tou aao ne mujhe ye kahaa hai tou ab mujhe thora sa feel hora hai, behtar feel hora hai, tou aap mujhe bataein k aapney mujhe aisey hee kaha tha. Then I stopped, mein ne kaha mujhe tum mujhe ye batao k kis se tumhari shaadi hori hai?she said wo hamarye family relatives hee hain. Mein ne kaha acha larka kya karta hai. Kehti hai wo America mein hota hai. Emin ne kaha uska kya stance hai, kehti hai wo ye kehta hai k tum idhar aa k parh lena. Mein ne kaha tum phir bewakoof ho jo aisi baatein soch k pareshaan hori thi. Ye tou bari achi baat hai, tumhein tou America mein parhney ka mil raha hai. Tum tou America mein parheny k liye jaari ho, kiteny logoun ko milti hai yahaan se opportunity, I think that you are very luck, don't you think so? She said yes ma'am ye tou sahi hai lekin dekhein na ye teacher ne aisey kaha tou mein bohot wo hogai hui thi pareshaan. And after that she got married, and after marriage she came back and she was very happy aur usney baraa mujhe aa kar kehti hai ma'am I'm really thankful to you aapney merey zehen se kiya is cheez ka. I mean this sort of thing was my success. Allhamdulillah I have a lot of such successes in life. Give whatever optimism you have, give whatever optimistic thoughts you have, whatever positivity in life you have to others. Give your sunshine to others, if you have.	
R	I don't think everyone has sunshine unfortunately most people don't try to look for it.	2511.
BT	Most of them are very clowdy (laughter)	2512.
R	Sometimes you look for the clouds. So that's your parting message before the … for your journey?	2513.
BT	Haan my parting message is that if you are a teacher, you should not be a teacher of the text only, you should be a psychologist, you should be a guide to them, you should be a comforter sometimes, sometimes we have to be a little	2514.

Appendix Aii

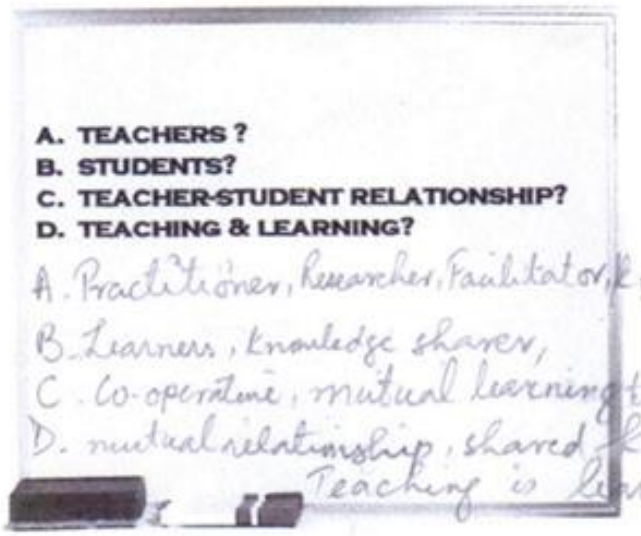
Transcript of Focus Group Discussion (FGD) IV Cycle I – Husrat. CI Cycles 1 and 2–
Discussants: Researcher (R) – Participants: GV (V), HX (S), LT, YP (R), BT (T), JK
Venue: BT's House

	bit strict as well	
R	A disciplinarian aswell	2515.
BT	A disciplinarian aswell, but above all, you should be a mother, you should have a motherly approach. Matlab jaisey maan aisey kabhi kabhi bachey ko jhatka bhi deti hai na, wo bhi pyaar se deti hai taakey tum seedhey hojao. (background conversation) so this is my message, k aap thora sa, matlab aapko unko thora time dena chahiye, slmetimes it is not possible, but ye hai k kabhi kabhi, specially those students who come to you. Mein ne waisey ye seekha hai, matlab I am one of those people jinko agar koi khuda na khaasta takleef milti hai, tou jo takleef wo lerey hotey hain wo wish ye kartey hain k doosroun ko wo takleef na ho, aur wohi baat hai k keep on reviewing my own acts aswell. (background conversation)	2516.
R	You feel that quick introspection helps?	2517.
BT	Yes exactly, exactly. And im really thankful to Allah because I really feel myself growing. Mein ne aaj ye karna tha kal ye nahi karna (background conversation)	2518.
R	Okay, umm, thank you very very very much. I would like to say two things. First of all, I really, I mean I think umm as a researcher I can not thank you enough for being so open with your stories. As a person I cant thank you enough for being so open with your stories because like I said, I have been incredibly inspired. Sometimes you need to see someone elses stories to realize k aapka job hi hota hai na wo pebble hee hota hai, chota sa, and you need something to put it all in perspective. So I mean, I really enjoyed today's meeting for professional reasons and to a very very lareg extent for personaly reasons. Aap logoun ka poora aik extra ghanta le lia hai, I really cant thank you enough. I mean Rabia apni donoun betiyoun ko le k aai hai aur ye pareshaan hai k ghar jaaney ko kab milega. I really really really appreciate you giving me your time, way above, and the second think is I want to thank tayabah specially because, khaaney bana k khilana. (laughter) I really felt like we become more like a group that can trust each other, so I'm very very gtafeul to you for every…	2519.
YP	Saba k commenst sunney the aapney? Jaatey jaatey kehti hai k mera ye khayal hai k agar mein chali bhi jaati houn tou hamein phir bhi miltey rehna chahiye. (laughter)	2520.
BT	Mein ne iffat ko bhi yehi kaha hai. Hamara bhi thank you kardiya hai aapney but honestly we really thank you, honestly abhi kuch arsey pehley tak ham soch bhi nahi saktey the k iffat aur saba hamarey ghar aasakti hai aur ham aisey beth saktey hain aur ham aisey discuss karsaktey hain cheezein.	2521.
	(inaudible) (background conversation)	2522.

Appendix Aii

JK., Tasksheet, H. CI Cycles 1 and 2

come to your mind when you think about the following: (a) teacher, (b) students, (c) teacher-student relationship, (d) teaching and learning



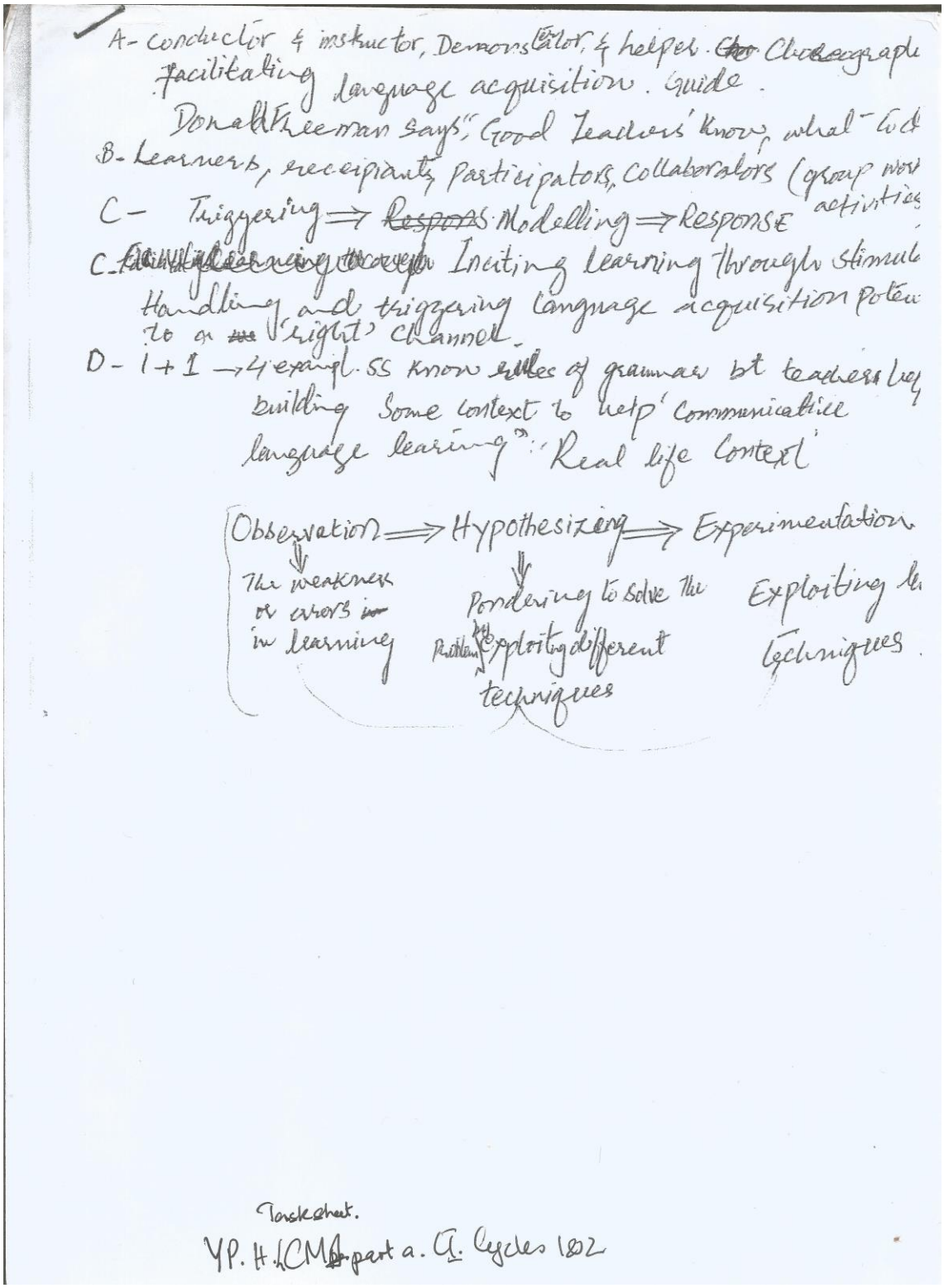
TASK 2. ⇨ In the blank sheet that has been provided visually depict, that is make a visual map/ representation of how you see these four elements (the teacher, students, teacher-student dynamic and teaching and learning) as being related in your English Language classroom..
[Hint: Please don't worry about the artistic standard of the drawing; ☺ this isn't an art test ... if you can't think of these elements as a complete picture then just draw or choose an image that you feel is representative.]

TASK 2.2 ⇨ You'll be asked to present and explain your drawing in the 2nd group meeting

GOOD LUCK !!!!!!!!!

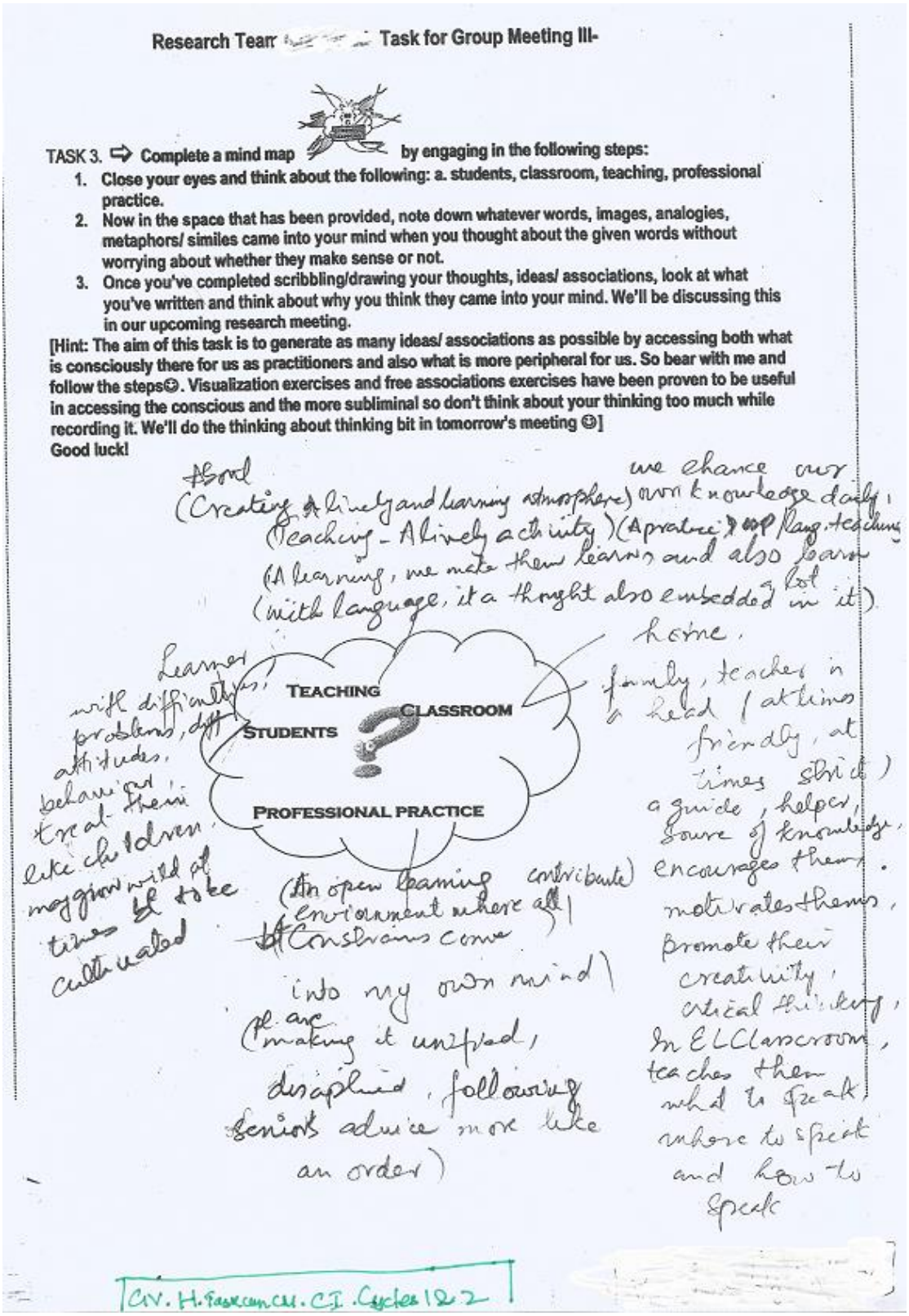
Appendix Aii

YP, Tasksheet-cum-CM, H. CI Cycles 1 and 2



Appendix Aii

GV, Tasksheet, H. CI Cycles 1 and 2



Research Team [redacted] Task for Group Meeting III-

TASK 3. ⇨ Complete a mind map by engaging in the following steps:

1. Close your eyes and think about the following: a. students, classroom, teaching, professional practice.
2. Now in the space that has been provided, note down whatever words, images, analogies, metaphors/ similes came into your mind when you thought about the given words without worrying about whether they make sense or not.
3. Once you've completed scribbling/drawing your thoughts, ideas/ associations, look at what you've written and think about why you think they came into your mind. We'll be discussing this in our upcoming research meeting.

[Hint: The aim of this task is to generate as many ideas/ associations as possible by accessing both what is consciously there for us as practitioners and also what is more peripheral for us. So bear with me and follow the steps☺. Visualization exercises and free associations exercises have been proven to be useful in accessing the conscious and the more subliminal so don't think about your thinking too much while recording it. We'll do the thinking about thinking bit in tomorrow's meeting ☺]

Good luck!

Board (Creating a lively and learning atmosphere) we change our own knowledge daily, (Teaching - A lively activity) (A practice & up Pang. teaching (A learning, we make them learn and also learn (with language, it a thought also embedded in it)

TEACHING
CLASSROOM
STUDENTS
PROFESSIONAL PRACTICE

Learner with difficulties, problems, diff. attitudes, behaviour treat them like children, may grow wild at times if take cultivated

(An open learning environment where all Constraints come into my own mind) (Plan making it unplaid, disciplined, following Seniors advice more like an order)

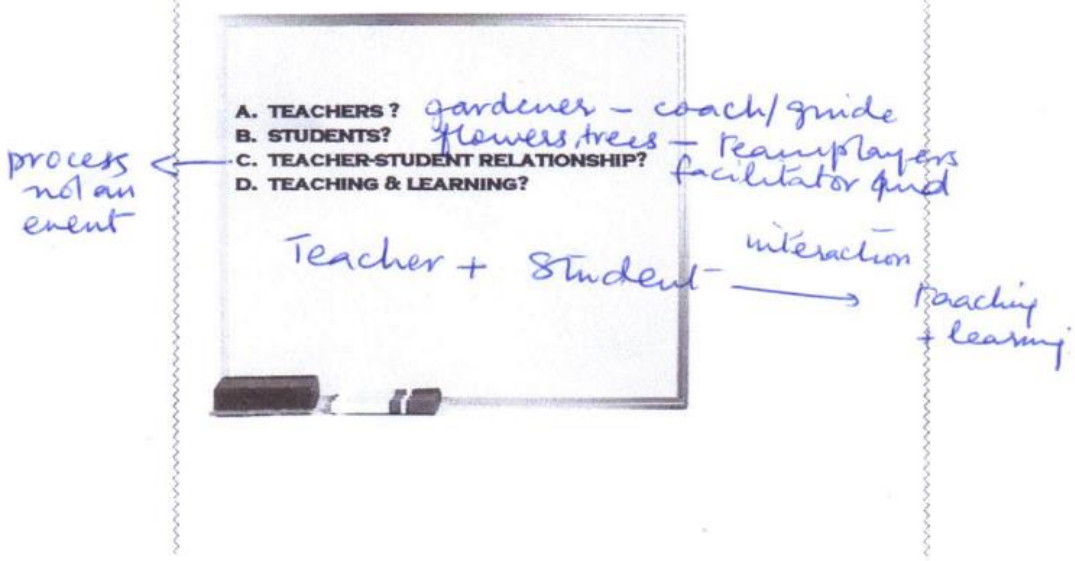
home, family, teacher in a head (at times friendly, at times strict) a guide, helper, source of knowledge, encourages them, motivates them, promote their creativity, critical thinking, In ELClassroom, teaches them what to speak, where to speak and how to speak

GV. H. Tasksheet. CI. Cycles 1&2

Appendix Aii

HX, Tasksheet, H. CI Cycles 1 and 2

come to your mind when you think about the following: (a) teacher, (b) students, (c) teacher-student relationship, (d) teaching and learning



TASK 2. ⇨ In the blank sheet that has been provided visually depict, that is make a visual map/ representation of how you see these four elements (the teacher, students, teacher-student dynamic and teaching and learning) as being related in your English Language classroom..
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TASK 2.2 ⇨ You'll be asked to present and explain your drawing in the 2nd group meeting

GOOD LUCK !!!!!!!!

Appendix Aii

HX, Tasksheet, H. CI Cycles 1 and 2

Students: learners, receivers, communicators, workers, sponges,

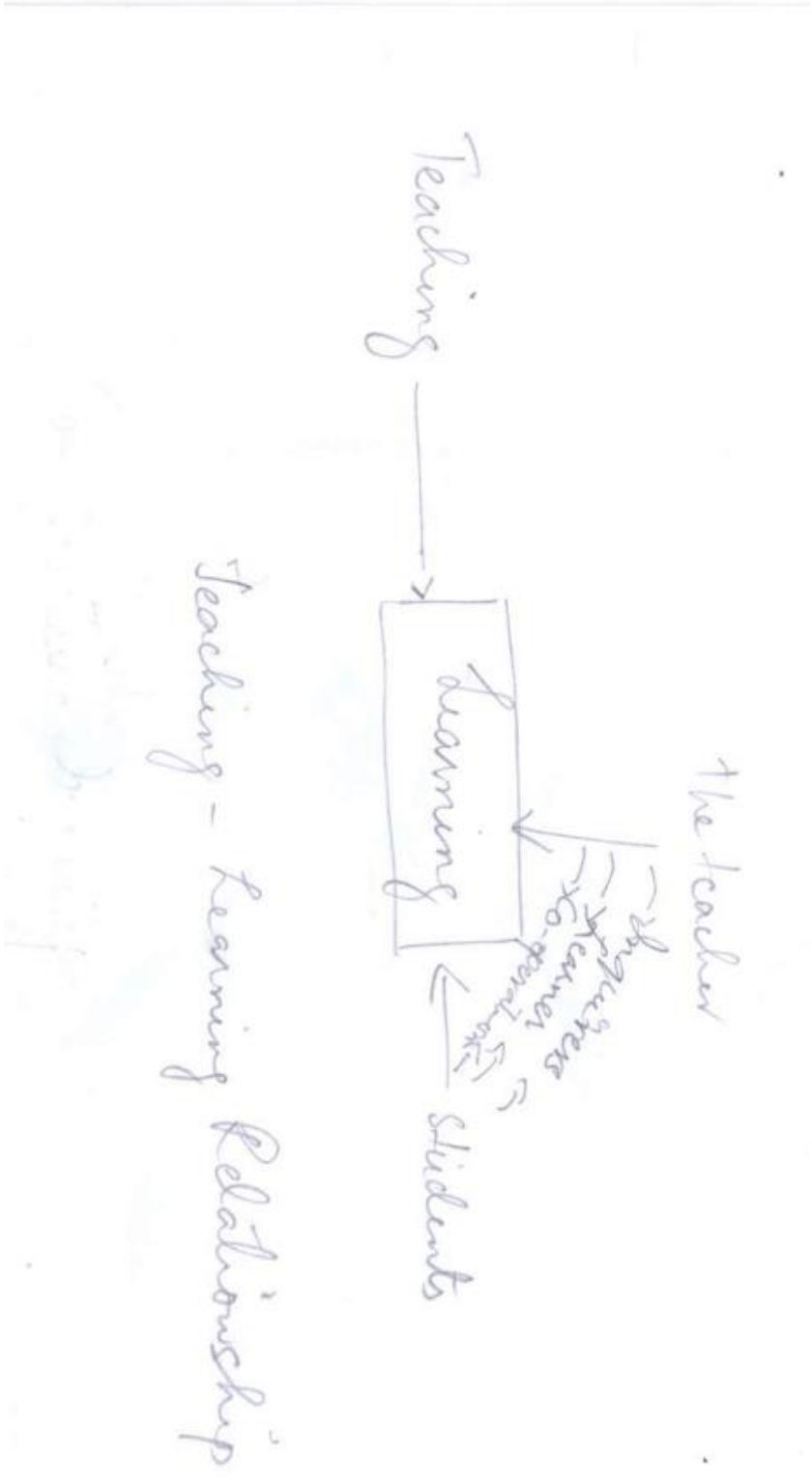
Classroom: meeting place, confined place, interacting place, private hot spots

Teaching: communicating, real life communicative event, planning, innovation, two way traffic, interaction

Professional practice: Being organized, Being prepared, knowing the trade, being ethical, role models, knowing how to manage many different variables, some known some unknown

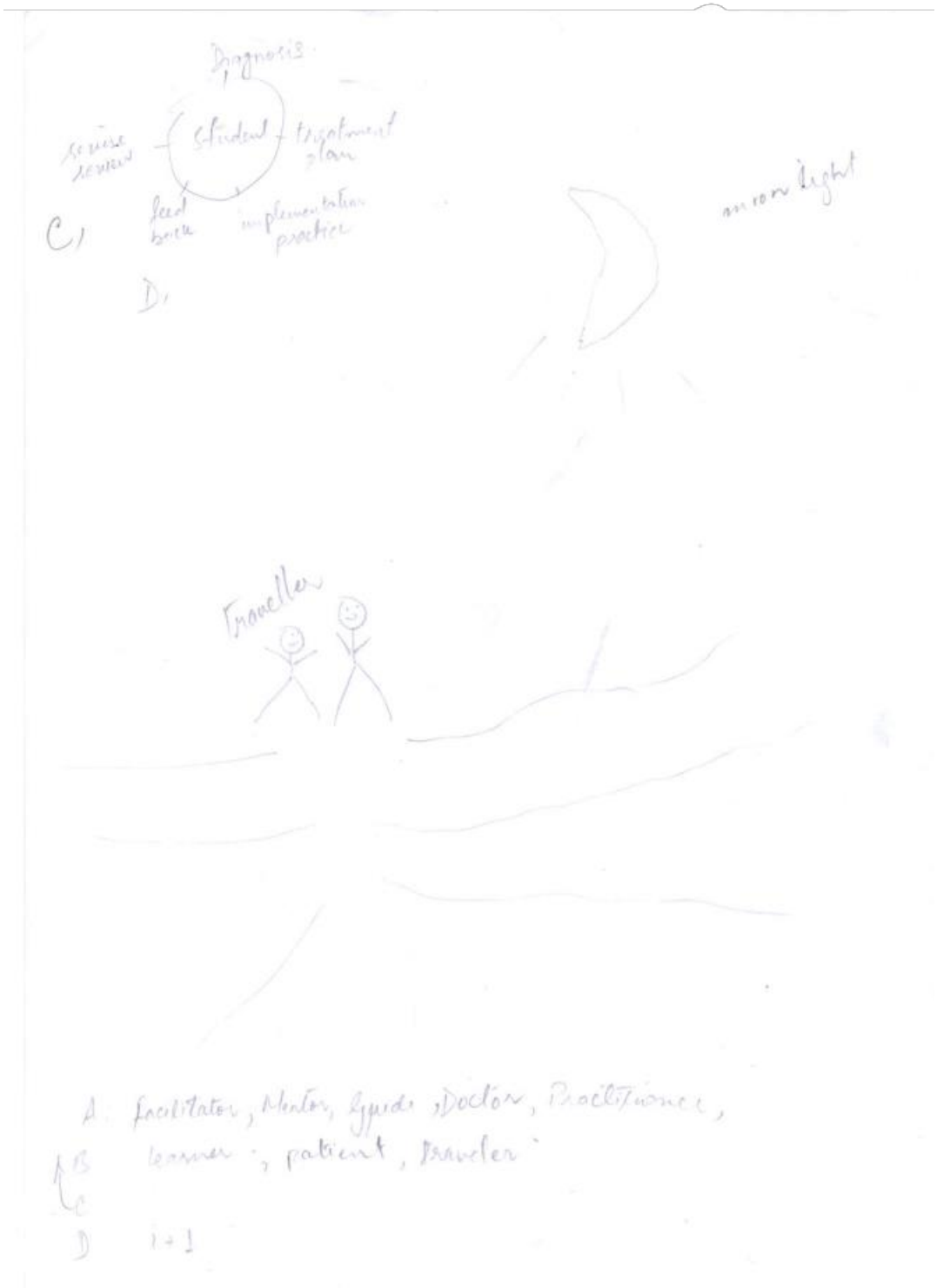
Appendix Aii

JK, CM, H. CI Cycles 1 and 2



Appendix Aii

BT, CM, H. CI Cycles 1 and 2

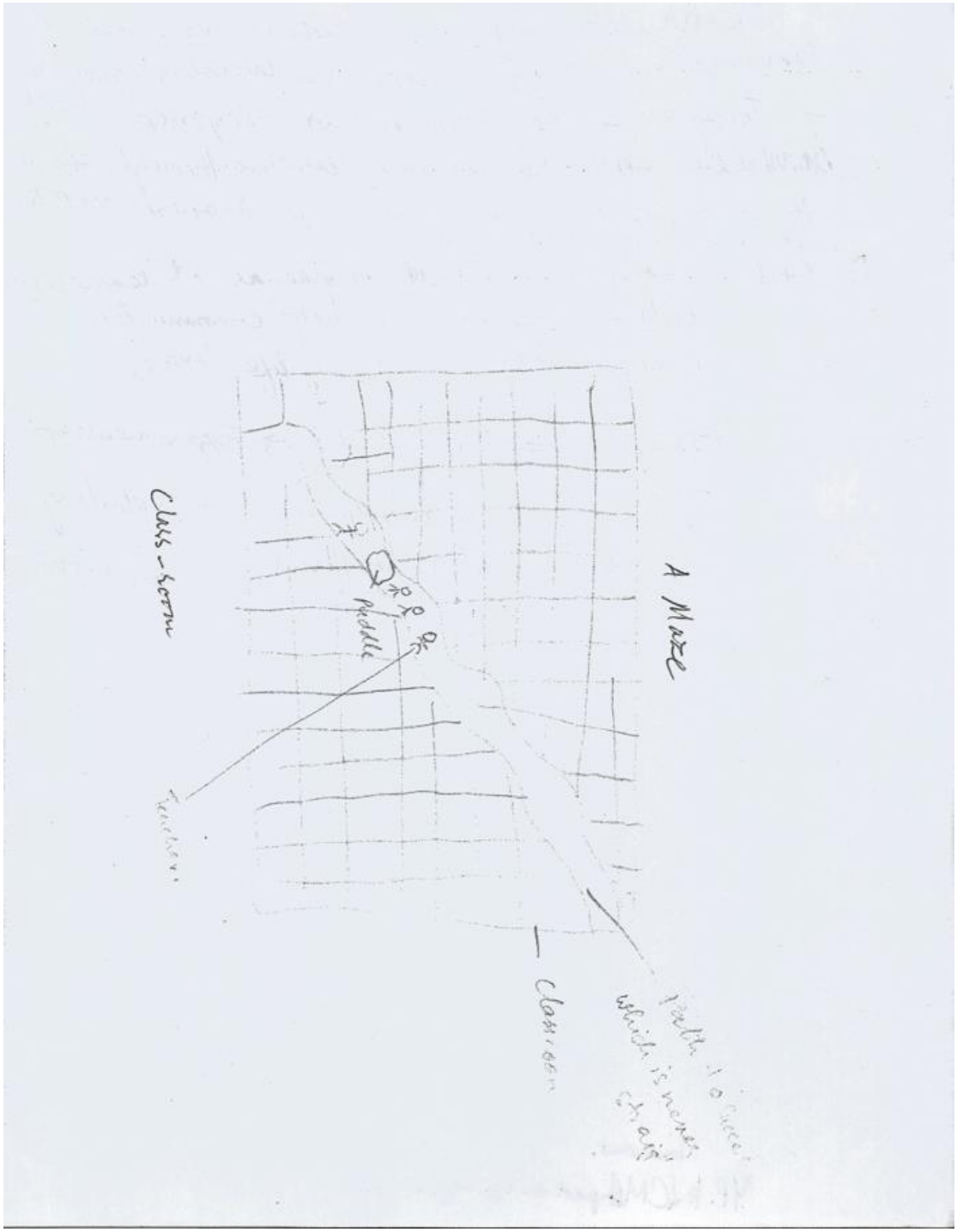


Appendix Aii

BT, CM, H. CI Cycles 1 and 2

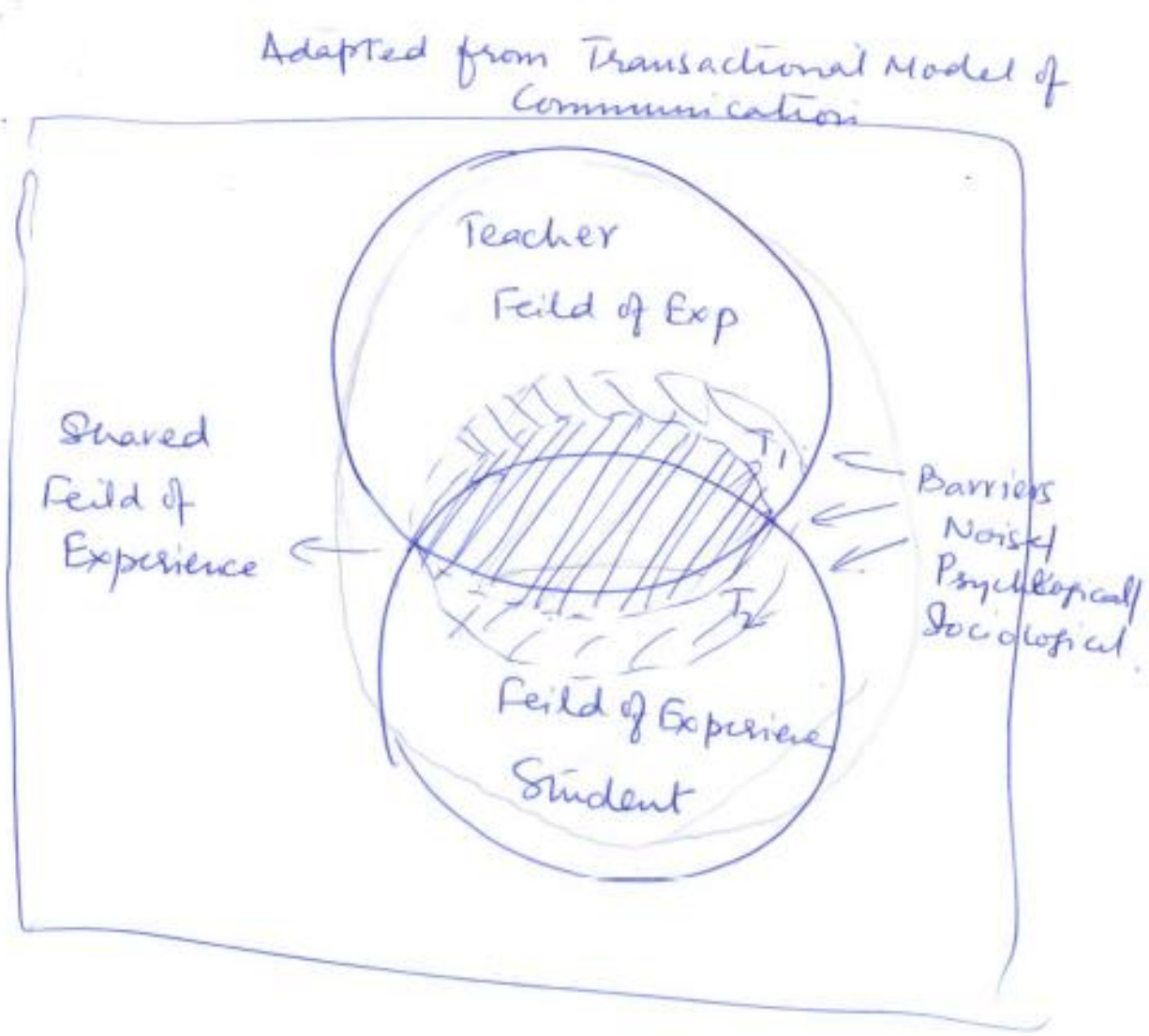
Appendix Aii

YP, CM, H. CI Cycles 1 and 2



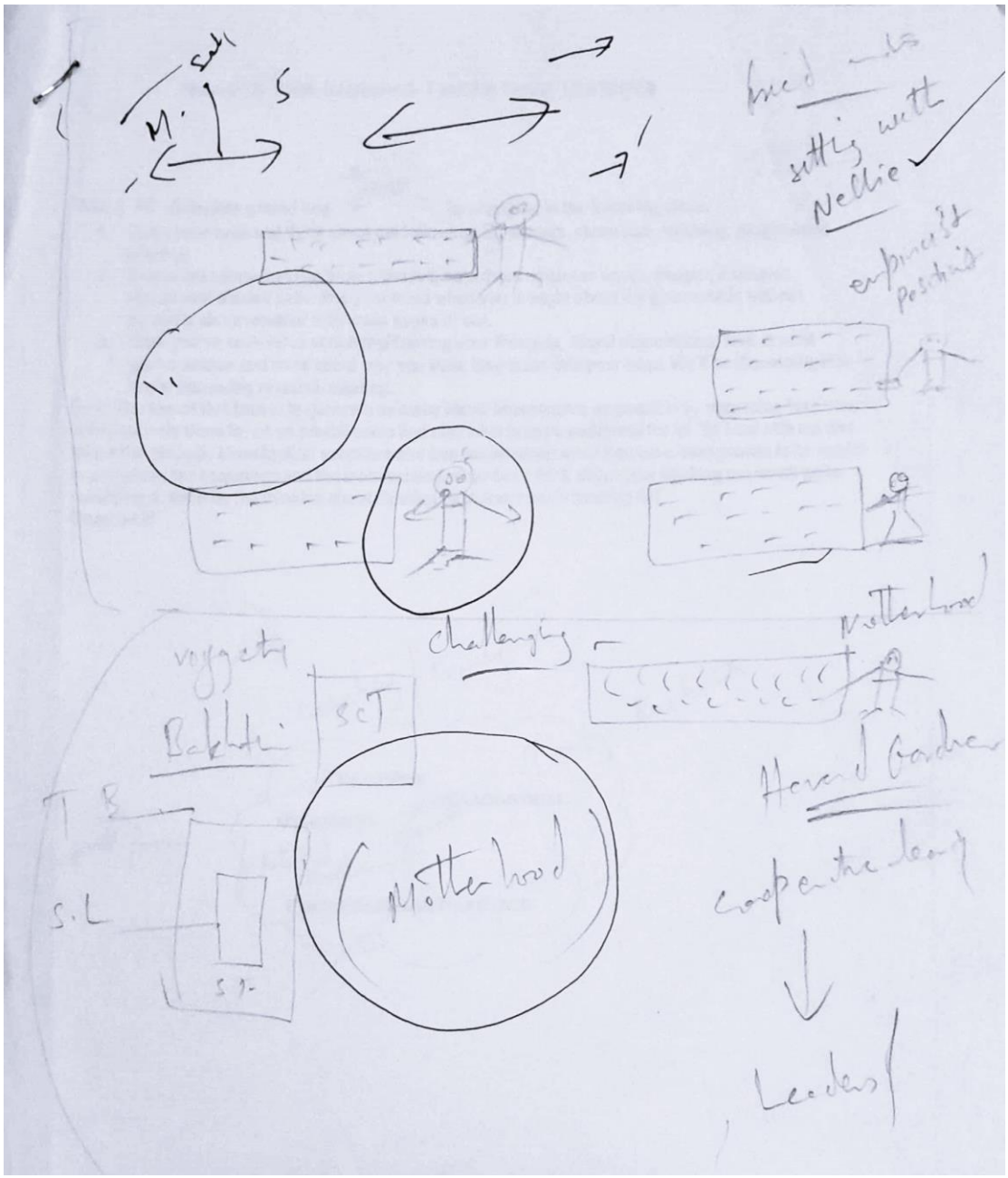
Appendix Aii

GV, CM, H. CI Cycles 1 and 2



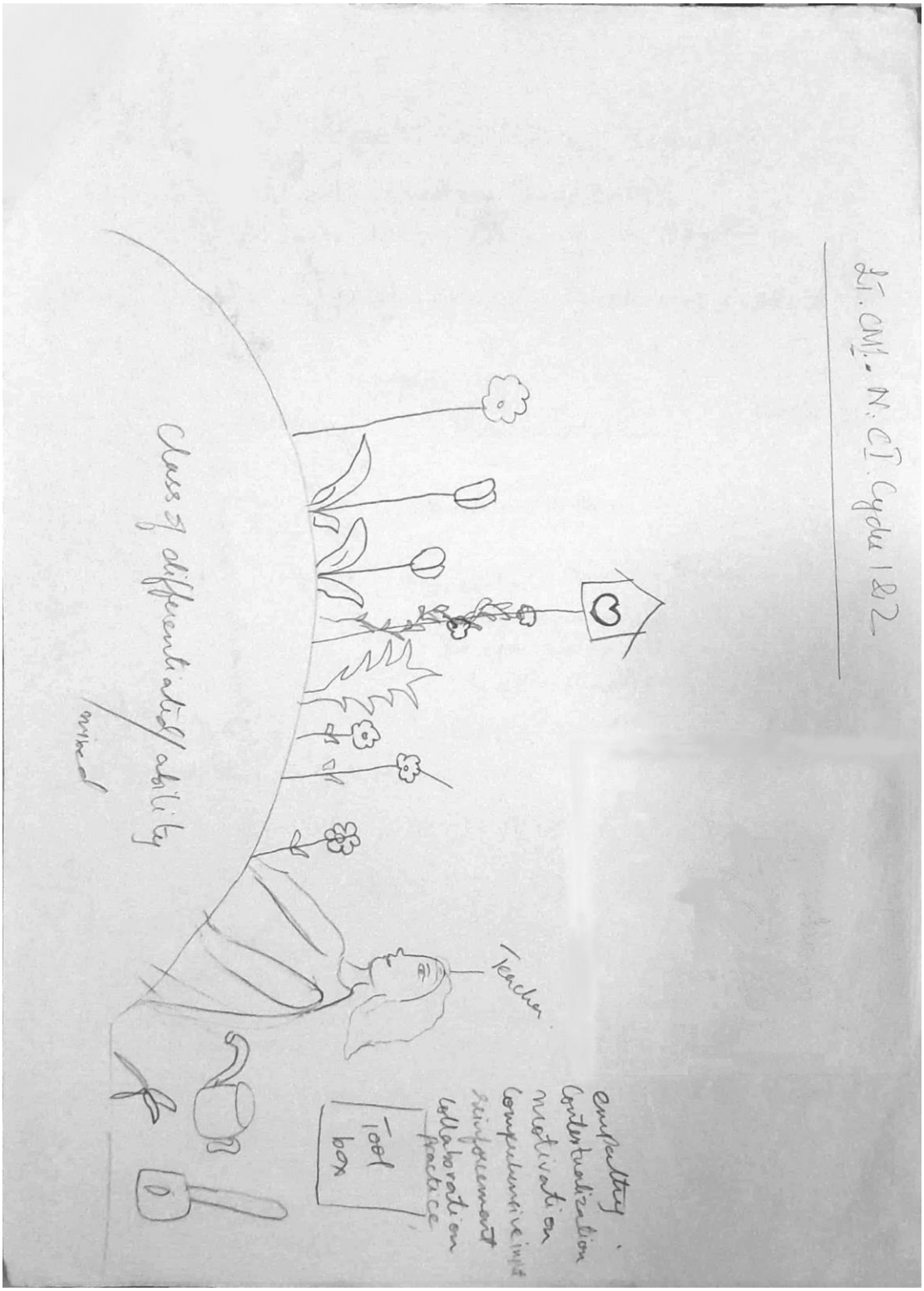
Appendix Aii

WT, CM, H. CI Cycles 1 and 2



Appendix Aii

LT, CM, H. CI Cycles 1 and 2



Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) I (wma file incomplete – ipad recording needs to be included)
Cycle 4–N.Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

TCU Table of FGD I Transcript-Nazakatcxz Group- Cycles 4		
Name of Interactant	Turn	Turn NO
NK	Their general opinion about the subject and …ah about their opinion as how much they think that they are involved in their classroom and what do they think about the teaching methodologies]… So such questions were there] in the questionnaire So ah.. I I ....distributed the questionnaire and I got the feedback from them [s. After that what I did was I gave them certain topics on which I them to bring material], relevant material – that was the idea of student- generated material, so I worked on that so	1.
R	Okay…	2.
NK	*Yeah* [st]	3.
R	But I mean that's slightly different than what you'd said to me…. the learner generated, but I think that's fantastic!	4.
NK	Ah!… I think I'd sent you the same thing … I mentioned three topics , that was …ah the research tools.	5.
R	Hmm, hmm!	6.
NK	Observation questionnaire and interview	7.
R	Yes, I remember that!	8.
NK	So I… I gave them one topic at a time and I asked them to bring relevant material on that. So when students, they brought that material, then I went through that material and I gave them feedback, how relevant it was what was wrong with the material, everything. After that, what happened…Then I did this with 3 different topics, and when I was done with all that, then I assigned the same topics to different group of students, and then I asked them to present with the same material that they had.	9.

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R	That they had chosen?	10.
NK	Yeah which they had chosen… And then I gave the feedback to them, along with that feedback, I added some points, which I thought that they have missed, maybe those points were not there in the material, so I added it.	11.
R	So you asked them to sort of think about the material in terms of those missing points?	12.
NK	Yes…And then I discussed those points with them, that was how I give the feedback. Then I gave them those topics for presentations, so they presented it with the help of material that they brought themselves. So….. it was like, they were doing something on their own, individual work. And it was, I did this in group, I divided them and they did this in a group activity…So the presentation was also in the same way. And after getting along with all this, then the last stage was, that I again gave them questionnaire to get the feedback, that now what they think after all these activities. Has these activities affected their interest in the class…So I haven't analyzed the questionnaires as such, but I have gone through them. And I have seen that most of the students, previously they were saying…As the subject was difficult and it was a bit dry, so they were like afraid of the subject, and they thought that it's going to be dry and difficult. But afterwards I got some positive [ss, st] feedback from the students, they said that, these activities increased their involvement in the class, and they developed some sort of interest…So yes, it had a positive impact!	13.
R	I mean, can you tell me as how many you gave out, and how many questionnaires you got back in return?	14.
NK	*Hmm actually* I haven't done that *much detailed* analysis [laughs] ☺. Because we were not in touch for so long, so I have collected everything, but I haven't worked on them yet, that's why I don't want to give you wrong statics. (*Smiling*).	15.
R	That's fine! (*Smiling*). Okay, so based on the overall, your objective was to get their interest in the class.	16.
NK	Yeah!	17.
R	To make them feel involved?	18.
NK	Yeah to make them feel involved!	19.
R	And as you know that the students don't want to take any responsibility from themselves.	20.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) I (wma file incomplete – ipad recording needs to be included)
Cycle 4–N.Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

NK	Yes!	21.
R	I mean this is the thing that came out from everyone, *ke aap kuch parhatey hain, magar end mai unko kuch yaad nahi rehta hai, phir wohh kisi aur ki class mai jaatey hain, aur kehtey hai ke kabhi parha hi nahi.*	22.
NK	Yeah….And after that they were like who is going to us in research, if it's you [ss & st], it's good [(Laughing).	23.
R	So they are willing to do with you?	24.
NK	Yeah they are willing to do with me, as how we are going to choose the topic, and how are we going to do it, and they were like curious to know what is going to be the next step. So it means that they have developed that much interest. Previously they were like, "It's such a dry subject! How I am going to study it? There are so many books"…so such issues they had in the beginning. (*Slight chuckle*). I told them that there are 4 books actually, but I have combined them to make one book for you, so you should be grateful, but they were not. (*Laughing heavily).*	25.
R	(*Laughing too*), because they have not done the work, that's why!	26.
NK	Yeah.	27.
R	Do you have any questions? Because I remember, you said you took an M.A Literature Course?	28.
NK	M.A Linguistics.	29.
R	Okay M.A Linguistics.	30.
NK	And B.A students, because they have this course introduction to research methodologies.	31.
R	Ahh, so that's why! And did you find a difference in how the groups are responding, or what they say?	32.
NK	Ahh! Actually the students of M.A Linguistics, they have already done their research in Literature when they were doing their Masters in Literature.	33.
R	So they have a base!	34.
NK	Yes, they had a base; they were not that much afraid of the subject, they knew some of the basic things of research methodology, so they were more comfortable	35.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) I (wma file incomplete – ipad recording needs to be included)
Cycle 4–N.Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

	with the subject.	
R	Okay.	36.
NK	Others were a bit afraid in the beginning, but with the passage of time they got comfortable.	37.
R	Okay so the difference which you felt that they were already more comfortable in terms of the M.A Linguistics?	38.
NK	Yes, yes, a little bit!	39.
R	But did they respond effectively towards the end?	40.
NK	Towards the end…No, there was not much difference.	41.
SR	And NK, what was your idea of choosing these, why did you choose two different category of students?	42.
NK	No, no, I didn't choose 2 different categories; actually it was a combined class.	43.
SR	Ohh!	44.
NK	Because both of them were having the same course, so we merged them and we took one class, so that's how it is.	45.
SR	Okay.	46.
R	How you break the classes and how did you group out of that?	47.
NK	It's almost 40 to 45.	48.
R	And so how many groups with that? Because you said you divide them up in groups?	49.
NK	Ahh! Total 8 to 9 groups were there!	50.
R	Okay, so I mean you had 5 to 6 students in a group? Something like that right?	51.

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Partial Transcript of Focus Group Discussion (FGD) I (wma file incomplete – ipad recording needs to be included)
Cycle 4–N.Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

NK	Yes.	52.
R	And did you make a group member or make them separate?	53.
NK	No, I didn't make the groups myself, because I let them choose for themselves, otherwise they have so many issues cooperating with me, and I have issues with them, and things like that. So I let them choose for themselves, so that they are comfortable with the group.	54.
SR	Even the dialogues are by default say!	55.
	(Chorus laugh).	56.
NK	See we all have experienced the same thing.	57.
SR	Now when we have different students, so now we will change the dialogues, we will say something else.	58.
NK	Yeah.	59.
R	I don't think so! It's very liberating and depressing at the same time, because you are saying the stuff which your students have said to you, and you said, yeah I have accept it.	60.
	(*Chorus laugh*).	61.
R	So did any of the groups have members from both? BS or M.A?	62.
NK	I think there were 2 groups there in M.A Linguistics, and in BS, they were 6 to 7 groups.	63.
R	Because BS is bigger?	64.
NK	Yes it's bigger!	65.
R	And M.A Linguistics must be a smaller?	66.
NK	Yes…Because we have started it only this year. So it's the first batch!	67.

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Cycle 4–N.Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

R	Achaa hai, jo 1st, 2nd aur 3rd batches ke saath hota haina, you don't feel that sense of investment in the others, but the first, that always also get the experiment a lot.	68.
	(*Chorus: Yeah…)*	69.
R	Right! Okay how you felt about it?	70.
NK	I felt that, previously I use to take the conventional approach of teaching, that is lecture based. Because this is the subject, that I thought that maybe if I was doing it on my own, I would not have introduced maybe these activities or group work, or things like that. Because we think that there is shortage of time, so we should stick to the syllabus, and we should cover the course as soon as possible. But introducing these activities, I felt that the class gets more lively, and the students get involved. So I felt good by myself as well! Because the students, they are responding positively to the teacher, so I felt motivated as well!	71.
R	Hmm, hmm, but you have said you have to do a lot more work, it's that true?	72.
NK	No, it was not that hectic!	73.
R	Okay I remember when you were talking about teaching Literature previously, you said it's a theater, and how you use a lecture based classroom, because you got to teach literature.	74.
NK	Yes.	75.
R	Would you still stand by that, or would you try similar activity in a literature group?	76.
NK	No, I haven't done anything like that in Literature classroom.	77.
R	I mean, now that you have engaged in this…because you were saying you never tried it before, and you seem to be, you feel like their response made you feel motivated.	78.
NK	Yeah…So I think that I will plan to do it more often in other classrooms as well.	79.
R	Do you think there will be a difference in their…?	80.
NK	Yeah there will be, yeah! I think that there will be a different response. The *subject* <ss> is *really* < ss> different…so there *should* <ss, stressed> be a different kind of response and I am curious to know what will happen. (*Slight chuckle).*	81.

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Cycle 4–N.Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: College
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R	Okay…Yes.	82.
RH	I did *almost* <ss> the same *thing* <r. ss, amused tone>!	83.
R	Okay.	84.
RH	But I did it *on* <ss, s.p> BS 4th year and M.A Linguistics, the same *students* <ss, st>.	85.
R	Okay.	86.
RH	First of *all* <ss> .*ah* <r. ss> I asked them to solve a *question* <st, rising intonation> and *that* <ss> was based on the questions were related to the subject that they were going to	87.
R	This is at the beginning? Sort of pre intervention?	88.
RH	*First of all* <ss> I *took* <st> the *questionnaires* <ss, st> that was based on the *over* <s.st, s.p> overall knowledge of the sub that was *given* <ss, st> in the first class <d.p> in the general introduction <clearing of throat> then *I* <ss> divided them in 8 *groups* <ss>. *Two* <s.ss> of MA *Linguistics* <s.ss> and six of *BS then* <ss, s.st, R begins speaking> .	89.
R	Two of MA lings <rising intonation> b/c again *same* <ss, st> class <rising intonation>?	90.
RH	Yeah <emphatic>! *Four* <ss,st> for *each* <ss, st>	91.
R	Bicharay sooch rahee hogay *key kiya <ss> ho raha hai* <laughs *>?*	92.
RH	Laughs	93.
R	Okay <laughingly> *phir* [then].	94.
RH	Then after that, I asked them as *a* <ss, clears throat, p> sorry… I did the *skills* <ss, st> in two groups. The groups were supposed to *bring* <st, p> no, no, no.. I got *confused* <ss, st>. So I divided the skills in 2 groups… First of all, all the groups were supposed to bring the material	95.
R	Relax…<relax>	96.

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RH	*First* <s.st> of *all* <ss> the groups were supposed to *bring* <ss, st, d. p> …*ah* <ss> the *material* <ss, st>… their *own* <s.st> *material* <e.ss> on *any* <ss> particular *skill* <s.ss, v.s.st>, that *was* <ss> I was *going* <v.s.st> to *teach* <s.st> in the *future* <ss>.	97.
R	Ahhh! So you told them that they could choose, I am assuming then they have a syllabus <RH begins speaking at the same time> and you let them choose?	98.
RH	*Yeah, yeah, yeah* <rising intonation, increasing st & pitch>	99.
R	Ke yeh syllabus hai, yeh skills hai <RH begins speaking at the same time>	100.
RH	Exactly, exactly	101.
R	you choose whatever skills…	102.
RH	Exactly,	103.
R	And <RH begins to speak again>	104.
RH	I told them that they are *going* <ss> to *study* <s.st> *4* <st, ss> skills ; I will start *with* <ss> *listening* <s.ss & st> skill and *then* <e.ss, d. p> *speaking* <ss, s. p> reading and *writing* <s.ss>.	105.
R	Hmm, hmm!	106.
RH	So when I was *about* <ss> to *start* <ss, st> listening *skill* <s.p>, I *asked* <st, ss> them to *bring* <s.st> the *materia*l <ss>.	107.
R	Ahhh, okay, alright!	108.
RH	*Right* <rising intonation, ss>. *Then* <s.st> when I *started* <st, s.p> *speaking* <ss> skill <s.p>, I *asked* <s.st> them to bring the material <p.>…So they *bring* <s,st>the material *first* <st, ss> and *then* <s.st>I give my *lecture* <s.ss>.	109.
R	Okay.	110.
RH	Then *I* <s.ss, slight intake of b> ask them *to* <e.ss> find out the *difference* <st.> between what *they* <ss, st> have *collected* <ss, st> and what *I* <ss> have *taught* <ss, st> them. Then I checked all the material, and I give highest marks to…I mean 2 groups were selected with the best material that they have collected. And those 2 groups on each skill were supposed to give presentation at the end of the	111.

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Venue: College
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	semester. As how they can teach this particular skill, their idea of teaching this particular skill.	
R	That's so interesting!	112.
RH	So they were very *happy* <e.ss, s.st> to know that they have got the *highest* <ss> marks <laughs, s.p>,	113.
R	<laughs>	114.
RH	So they were more *enthusiastic* <st.> to give their presentation on that *particular* <st> skill. Then *2* <st> groups were *supposed* <st>to give *presentation*<s.st> on *any* <p.ss> one *skill* <s, p.>,	115.
SR	<clears throat>	116.
RH	in which they have got the *highest* <st, s> marks <d.p>…That's *how* <m.s> the semester *went* <m.st, intake of breath>! *But* <st, s, p> I mean<s.p>, almost at the *end* <s> of the *semester* <ss, st, s.p>, I took their *presentations* <ss>. And *then* <s> after that <sharp of intake of b,p>, I asked them to *solve* <s.st> another *questionnaire* <s> on <u>their</u> <p.s> *experience* <p.st,s, p>, *based* <*st*>on their *experience* <s, st>	117.
R	Okay.. did you < RH begins speaking>	118.
RH	of learning in such a way.	119.
R	Did you get a chance to *look* at the questionnaires…	120.
RH	*No ,* not at *all* (starts laughing)	121.
Joint Turn	Group laughing	122.
RH	*Not* at *all*I just took it *back* and I *put* it in the *file*, laughing, increase in pitch>.	123.
Joint Turn	SR, RH and NK talking and then at the same time, laughing, words indistinct but seem to be laughing about their failure to do the analysis of their questionnaires, R tries to join in	124.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) I (wma file incomplete – ipad recording needs to be included)
Cycle 4–N.Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

SR	So afraid that I *looked* for the file in my boxes	125.
		126.
RH	We could analyze it together, so that we can help each other how to analyze.	127.
NK	Yes…I have planned that on these lines we have to analyze, what are the thick points on which we have to focus.	128.
R	I think that's a brilliant idea! That's a very good idea…So tell me based on your experience, how do you feel about it?	129.
RH	Little better than the previous one! Because previously, I asked them to give their presentation just after I have completed my skill. But this time I asked them to bring the material. So it was making them more enthusiastic to learn that particular skill. How to teach that skill!	130.
R	So if I could just rewind you, that RH you have done this, but a previous group…	131.
RH	No, no, no, I am saying, previously, I mean in the last few years…	132.
R	This I am saying, in the previous years, you have done something like that.	133.
RH	Right.	134.
R	But the only difference was that you asked them to bring the material.	135.
RH	Yes I asked them to bring the material before I teach them.	136.
R	Okay…and you felt just that difference on asking them to take the responsibility of doing the research, or bring the material.	137.
RH	Right.	138.
R	Using this particular learner generated style, so you guys feel that it seems to work.	139.
RH	Yes.	140.

Appendix Bi

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R	And was there a difference in how you felt about it at the end?	141.
RH	Good! It was good! (*Smiling*). I feel that they are doing something on their own. I am focusing on my lectures when the material is provided by them.	142.
R	But is there a difference, not just in terms of their presentations, but if they have to give an exam at the end of the year, so do you have a chance to look at their exam results and so on…	143.
RH	Yeah, it's much better!	144.
R	Their exam results are what you expected, better than what? Other previous groups have gotten?	145.
RH	Well, previous batch was a best one I suppose ☺, so I cannot compare this batch with the previous one.	146.
Joint Turn	<Members excitedly talking at the same time>	147.
SR	We set out yardsticks to those ones but	148.
RH	But this batch is a little bit dull one!	149.
NK	*This* <s> one [IS]	150.
RH	But I *try* <p.st, e.s> to *make* <st> them *active* <s.st> to keep them *involve* <m. s>, so they work…As compare [SIC] to if I haven't *done* <st> this <laughing, p>	151.
SR	*Hmm* <s>	152.
RH	then maybe the results would be bad…(*Smiling*).	153.
Joint Turn		154.
R	Is there a difference in terms of their total grades, as compared to the group that you guys have taught….Because sometimes that makes a difference, if you have a brighter class.	155.

Appendix Bi

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RH	3rd year is quite bright!	156.
NK	Yes 3rd year is quite bright! But I taught them another course in the previous semester, but this course was different. So I can't say what was the effect on this particular subject, that was Introduction to Research. Previously I taught them prose…	157.
R	Ahhh! *Were* <ss> they *more* <s, st> active *less* <st> ?	158.
NK	They use to be dull in prose when I was teaching them essays of Russell. (*Laughing)*. Because a very few people have interest in politics and some stuff, so that was natural. But not throughout the course, because I taught them Gilebral Strail, that was very interesting, so they use to take interest during that. Then Baken's essays were there, so that was also a fun thing, that's it!	159.
R	Okay.	160.
NK	I thought that, to me, this course is an interesting stuff as comparison to this research one. This is a bit dry! Because for me, Literature is something very interesting, I enjoyed myself, so I enjoyed teaching. And somehow I enable to make the students enjoy as well. (*Smiling*).	161.
RH	But most of the students of our B.S is interested *more* <st, m. s> in Linguistics as compare to Literature.	162.
NK	Yeah.	163.
NK	Because B.S students, they have got more subjects of Linguistics than Literature, so their inclination from the very beginning is towards Linguistics.	164.
R	Is there a way why in terms of the degree, that they get…	165.
RH	Yes, somehow it is like this, maybe the syllabus is like that, or maybe they are studying Linguistics and Literature together. I mean they don't know the difference between the two!	166.
R	Ahhh! Okay.	167.
RH	Whereas others are just Master students, they are studying Linguistics.	168.
R	Whereas with the B.S, they are just doing the basic sort of…so that makes a difference…Oh, okay alright….Okay now SR?	169.

Appendix Bi

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SR	I wish I could be that fortunate with TESSEL and the TESOL group, but I have nursing students. And I choose my first year, the babies who enter the school of nursing. The reason was that, if I would have chosen 2nd year or the 3rd year, they already know how we teach.	170.
R	Hmm!	171.
SR	So they might probably resist autonomy and they might think that, maybe we don't want to work, that's why she (*teacher*) is asking us to bring materials. So first semester and the first years! And our prescribed curriculum objective was to teach them skimming, scanning and inferencing.	172.
R	Hmm!	173.
SR	So what *we* <s> did *was* <s> that <s.p>..*ah* <s>, we *divided* <s> the *whole* <s> ..*ah* <s, s.p>… *semester* <ss, rising intonation> and *the* <s> I was *teaching* <s> *40* <s.st> students <increase in pitch>, but we had *120* <st> students. *So* <st, drop in pace, s, s.p> *120* <st> students did the *same* <s> what *we* <s> planned <intake of b>. So we started with *the* <s, p>…. skimming, scanning, *practicing* <st, s> in the class. We had classes *twice* <s, st> in a week! And then there was a *difference* <s, st> in skills and *then* <s, st> they *presented* <s>. The presentation was *either* <st, s> a power*point* <s> or a *drama* <s> or *whatever* <s, st, s.p>… *however* <s> they *wanted* <m.st> to do <p>… and it was *graded* <st, s> then finally what, we gave them a project, where we asked them to bring books, select books in a group of 6 to 7 students. And from those books, then they used the skimming and scanning and inferencing skills, and then they present it.	174.
R	Okay.	175.
SR	And it was graded!	176.
R	They do as a drama, as they perform it?	177.
SR	Yeah, yes, yes.	178.
R	That's interesting!	179.
SR	And I wanted to record it, but *somehow* <s> I could not *manage* <s, s.p>,… so that's why. But *most* <s> of *them* <st> *ah* <s> did a *drama* <s>. *And* <s.st> *ah* <s, p>… it went *extremely* <s> well!	180.

Appendix Bi

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RH	<murmurs something but indistinct>	181.
SR	*The* <s>… The *best* <s,st> thing *was* <s> *that* <s.st, drop in pace, s.p>,… I *myself* <s, st> was very *motivated* <st, s> while they were doing it. I felt so involved, just because they were involved and they selected a book, and they selected all the three reasons…Then I asked them to write a reflective journal of why and how and what the experience was.	182.
RH	Hmm, *right* <low-voiced, s.st>	183.
SR	And at the end what we did, there were *almost* <st, s, s.p>,…. *everybody* <s, st, p>, like the whole 120 students were so good, that we gave them 8 marks out of 10 to everyone.	184.
R	Who is "We"?	185.
SR	As in me and the team I was a part of. Because I thought that it would be difficult for me to do it in my class. Because since 40, and then the other…So whenever there is a difference in the instruction, or the material, then things become a little difficult for other teachers also. I might be penalized, or they might be penalized for something. So when I say "We", the teams of teachers are there.	186.
R	You guys then incorporated it as a team teaching thing, your intervention that you planne[1]d?	187.
SR	Actually we have a project in first year, a reading one.	188.
R	Yeah I remember!	189.
SR	So we planned it in a way, that we asked them to select books on their own.	190.
R	Okay alright.	191.
SR	And then we helped them out as well! Because then we did not team…If it is called team teaching, because we were teaching individually in our classroom, but the plan was the same, d. Because we knew that we are going to grade them with one same marks.	192.

[1] 3 /several insertion sequences from RH here -she's mirroring – making encouraging noises as SR describes her intervention

Appendix Bi

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Joint Turn	<SR speaking but R RH and NK all interpose/chime in, RH continuing make encouraging sounds>	193.
SR	and the marking was the same, *everything* <s, m.st, rise in pitch> was the same. I probably did a *bit* <s>more by asking them to make portfolios and all that. But since I was a part of this project, that's why I was doing that, but they did not mind, the other 2 teachers didn't min	194.
R	So did they also make the portfolios in the classroom?	195.
SR	The other 2 members, no they didn't.	196.
R	Okay…no, but they were okay with you?	197.
SR	Yes they were okay. Because *we* <m. s & st> as a team decided that this is what we have to do, and the route which we have to take, it should be the teacher's	198.
RH	*Own* <low-voiced, st> [IS]	199.
SR	own. So it depends on how you interact with the students, what they can do, what they want to do, and how *much* <e. s, m.st>they can do for you.	200.
RH	Hmm	201.
SR	So that's how we did it! *So* <s, rise in pitch> I was *extremely* <s> worried, *how* <m.s & st> to *ask* <s> students to *get* <s> stuff… I was very worried, I did not know how we are going to do it	202.
RH	Hmm	203.
NK	How they are going to react	204.
SR	, and how they are going to react to it. But *yes* <s, st> when we *asked* <ss> them <sp>,… for a *book* <s, s.p>, they *literally*<s, st> took it the way…And then in their presentations, I do have some PowerPoints, so they *literally* said that, "This was the *best* <s, st> thing, this is the skill focused, and this was something bad about the book", and all that.	205.
R	Okay, so they did a critique as well?	206.

Appendix Bi

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SR	Yes, because we asked all the groups, we asked them that if they *did* <s> *this* <s>, so what was this, and which *skill* <s>did they adopt. So *it* <s> it *went* <s> *extremely* <m. st> well! After we finished, I had a questionnaire for them, and they filled this questionnaire at the end of the semester, last day of the semester. So again it needs analysis now!	207.
NK	*Right* <s>	208.
SR	So I need to *learn* <s,st> also how to analyze it, and how to go about it now, and so on and so for.	209.
NK	Yeah what's the next step?	210.
SR	Yeah what's the next step?	211.
RH	Yeah, how we have to analyze.	212.
NK	That what we have to do next now. (*Smiling*).	213.
SR	That was a remarkable change! Now I think a *bit* <s,st> confident to ask my students to get something. Again I would say that RH is lucky that she is teaching TEFL and TESOL students, so they know, she can say a particular skill, and she can use these linguistic juggles, I cannot with my students! But somehow, probably I might ask them in future to bring the texts of their own choice. And then probably I can develop exercises for them, and see which exercise works well, and which doesn't.	214.
R	You said "That was a remarkable change", I mean why did you feel, why did it qualify as "Remarkable change"?	215.
SR	Since I have been teaching on the 1st year, and since I am teaching this type of objective for the past 4 years. So it was always like, we go in the class, we give them materials, they work on it, and they get back to us.	216.
R	Hmmm!	217.
SR	And then they take an exam! So this time, a portion which was graded…the best incentive was that it was graded.	218.
R	And you think that was important?	219.

Appendix Bi

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SR	Yes that was important! Because they knew, they did not know that they will be getting the same marks, but it was graded. So 10 marks probably was 2.5% or between 2 to 5% of their total criteria.	220.
R	Hmm!	221.
SR	So I sometimes think that my students work really hard. And I did bring this up with the team that, "Should I grade them more?" But obviously they told me, "No, even if it is your research project, you shouldn't, it should be the way it is going to be"…Because I made them work a lot, that's why, so that's why I thought I should do so. So the *change* <st, s> in my *teaching* <s, st> was *remarkable* <s>!	222.
R	Okay alright!	223.
SR	I found myself to be *more* <s.> motivated towards making them learn something. Or towards making them whatever we have done in the first few months, to see a *change* <s,st>how they have internalized it. Rather than giving them an exam, only an exam, and then they do it…So this was something having a *lot of* <s, st, s.p>… *autonomy* <s, s.st> on *their* <s>part, and I was working with them, *I* <s> helping them out, but..*ah* <s>… they were *also* <st> a part of it. So I *cannot* <s.st> say that *my* <s>…*ah*.. <st, p>… *involvement* <s, st> was *restricted* <s.st, s> no, probably it was 50-50%. And really that's the reason I *enjoyed* <s, st> making *something* <s, m.p> work. So that's what I meant *remarkable* <s>!	224.
R	But how did they respond to made to work… if you felt that you were making them worand if you felt like you were making them work harder, how did you respond to it?	225.
SR	No, they did not feel that I am making them work extra.	226.
R	They didn't?	227.
SR	They didn't! Because they did not know that I am doing that *intentionally* <s, st>.	228.
RH	*Hmm* <s,st>	229.
SR	Because I use to colored papers, and I made it something fun, and something which probably doesn't matter…So they probably thought that I am doing more effort rather than the other teachers. (*Laughing*).	230.
Joint Tur	<Members all talking at the same time and laughing>	231.

Appendix Bi

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n		
NK	What a strategy!	232.
SR	Because one of my team member Asifa, so she said, "Hello! Why are you doing all this"…She knew that, that's why. So they (*students)* thought that, "Oh God! She is putting so much effort, so we should also do that". So that was the reaction!	233.
Joint Turn	<Members all laughing and talking together>	234.
R	(*Laughing*). Kya baat hai! I think planning for motivation in some ways is harder than just sort of teaching and preparing,	235.
NK	*Right* <s>	236.
R	because it's so much emotional investment.And I don't know if it worked for you like that…Were you thinking about it, as they all giving you the material, so sort of thinking about ways you could sort of enhance their skills more?	237.
SR	Yes…And one more thing, that all the team members, we *were* <s> we were… ah.. we asked them *not* <st> to *choose* <s> a book which *has* <s> a movie, so that they choose something which is only a book. So if they make you a drama, or they present it, so it's their own.	238.
R	Their own means?	239.
NK	Means that they would show some creativity and changing it into a drama. [IS]	240.
R	It was your logic, that's why?	241.
SR	Yes, so that they should not be influenced by the movie. So they choose "7 secrets of happy life", and those 7 secrets.	242.
R	Interesting!	243.
SR	Yes it was so interesting! But I helped them out.	244.
R	Okay.	245.

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SR	Some of the group members, they got 7 books…and I asked them to bring as many as they could.	246.
R	Then you help them to choose one from what they have generated. In the sense they had found enough options so you said ok	247.
SR	*Yes* <s, st> but what we saw that the *presentations <s, st>* should be different. let's do on this! So that I knew, that there are no 2 books in one class. Probably there were 2 same books in the other classes, in my class one group was doing, and in the other class, the other group was doing the same book. But what we saw was the presentation, so it could be different. So I was constantly involved with them, and that's what probably *motivated* <s, st> me also, and them also, that it can be done like that as well.	248.
R	I mean you are talking about your professional practice, and you are saying there was a change in them, but that's based on your observation, you don't have any actual data on that?	249.
SR	I do have a presentation, but that would be made at the end, and that's again based on the experience.	250.
R	The one you have like discussed?	251.
SR	Yes…Because, I did not find it myself, I did not find comfortable to share something before I start. Because they would not know *why* <s, s> they are filling a questionnaire.	252.
RH	Hmm	253.
SR	*Why <s, st>* or they *probably* <s> might think *now* <m. s> what's coming and that's why. Because they…they *are* <s> *just* <s,st> kids who enter the university.	254.
RH	*Yeah I <s>* but I have informed before I have done all that, you know, I told them that that's a part of my research.	255.
R	Okay, you informed them?	256.
SR	Yes I informed them and I had them fill this questionnaire.	257.
R	And you told them that you are involved in a project?	258.
RH	Yes…and even the questionnaire said that it's a research project.	259.

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	(*Discussing about the next 2 meetings*).	260.
R	I would like you to think about doing the research, and how you think you all do, that you would like to analyze the questionnaires…you could also send me a copy of the questionnaires, so I can look at it…I want to avoid us doing a quantitative analysis, because I am not really a big believer in quantitative analysis.	261.
RH	It can't be done quantitative analysis.	262.
NK	Because the questions are not like that!	263.
RH	Yeah!	264.
R	But you can do a frequency analysis. Or we could do a thematic content analysis. I mean if you can do your basic research…What I am trying to say is, so far we talked about making a group, but it seems to be me making most of the decisions, and I felt like that's not fair. I mean this is data belonging to you guys! So we work out a system on our own, but I will send you the material that I have on questionnaire analysis. I mean when I will look at your questionnaires, then it would be easier. But again the idea is for us to sort of grow as practitioners, so if it's a joint decision, then it will be different from me making a decision on my own. Would that be okay?	265.
	Chorus: (*hmm, yeah*).	266.
R	Okay…I also want you to think about your project as a whole, so I want you to sort of in the next meeting, what I like us to bring…and I will send you a task sheet. I will do that! It's basically, I want you to sort of think about your project as a whole. What you said out to do, and what you think you did? And again you could choose a metaphor, you don't need to draw something, but I have noticed that well you guys keep complaining about drawings, but when you do it, it's always really, really interesting!	267.
	(*Chorus laugh*).	268.
R	So a true image of what you thought, you said you out to do, what you thought would happen, and what did happen? So I mean like a 3 parts to your story, sort of a visual thing. You know whatever you want to, however you want to represent it, that would be fine.	269.
	Chorus: (*Okay)*.	270.

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R	You have some time for it, because I will be back on the 19th now…So I will meet, and I have to leave on the 30th of September. So within 10 days, we have to have our two meetings. The individual interviews I can come to you also, that's not a problem. I won't make you come all the way…You know whatever is easier for you guys.	271.
RH	Hmm!	272.
R	To mujhe bataye ke aap logon ka time line aap log dekh lengey, aur mujhe pehle se bata dain. Because agar nahi kar saktey hain hum 10 days mai, phir then I will have to shift…	273.
SR	I think kar lengey.	274.
RH	Yeah ho jaaye gaa…We will discuss our analysis in the next meeting?	275.
R	Yes.	276.
RH	Then it could be the last one!	277.
NK	Yeah.	278.
R	I want you to engage with sort of your own replay of what happened, what didn't happen.	279.
NK	Right.	280.
R	So whatever you feel is relevant to that experience…Because it's upto you, do you want to discuss the analysis and then discuss your experiences on the whole, the concept map? Or do you want to discuss the concept map and then the analysis.	281.
RH	I think we should discuss the analysis first.	282.
SR	Yes in the next meeting we have to discuss the analysis and then the concept map.	283.
RH	Yeah.	284.
SR	So each one of us can decide what we will be doing.	285.

Appendix Bi

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R	I will send you all the questions and everything we have covered. (*Slight chuckle).* Okay do you have any questions from me?	286.
RH	What we will do in the last meeting? (*Laughing*).	287.
NK	Yeah that's a question. (*Chorus laugh*).	288.
R	In the last meeting, I will give you like a summary of everything we have covered. In the last meeting, what we sort of living from the beginning till the end, okay.	289.
	(*Chorus: yeah).*	290.
R	And I don't know how long discussion of the analysis will take place. You have to think that what happened, and what worked or didn't work, and why…And once we start with the "why", then…	291.
NK	Then it's going to take a lot of time! (*Smiling)*.	292.
R	Yeah then it's going to take a lot of time. (*Smiling)*. So that's why I am saying.	293.
SR	And we have to discuss, how we are going to work towards the conclusion?	294.
R	Yes!!! From the analysis it has to be discussed. And I am a way forward…because what we would do, once we would got it, then we can work out how we want to plan our paper. Because I am planning…I mean I don't know, that if I will be able to do in the middle. So what we will do, we work out basically a basic plan for our paper.	295.
SR	Hmm!	296.
R	So you know we can work out that who is going to focus on what session. And then what we do is, at the end we will compile it together.	297.
RH	Right!	298.
R	So I am saying tentatively, we should have something in shape by December, you know then you would have your own working timeline Inshallah Talah, but then we can also start making the journals and so on to send it too. So this is a very original thing, no one has done anything related to sort of a joint project in Pakistan from belonging to different institutions.	299.

Appendix Bi

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RH	Right!	300.
R	So it would be obviously an international journal, because that's the reason why we did it.	301.
SR	Right!	302.
R	So that's why I want us to start sort of thinking about, so if you have any other idea, suggestions about the research, also you guys can present your work. Seriously! I mean it is a joint intellectual project, and you guys could also present it, you can present it in a national conference, you can present it in an international one…You know the idea is for us, it is about our teaching practice, we didn't look for some kind of funding for it. We have the conference by every 2 years, that happens to do with Women Empowerment…they use to give you some kind of fund, I don't know, abh to sub koi kanjoos ho gaya. Ankh band karni shooru kar dii hai.	303.
NK	(*Smiling*).	304.
R	Lekin hum dekh saktey hain, I am saying ke we can have options and possibilities. Now that we have something to work on!	305.
NK	Hmm!	306.
R	Okay alright! I am done from my side! Is there anything else that you would like to say, maybe about your reflective journals, it would be more like a summary, but whatever you are sending, I would also be asking you to sort of write down your stories as a story, of your experience through our project.	307.
SR	Okay.	308.
R	Right!	309.
NK	Right!	310.
SR	Including all the cycles or just this one?	311.
R	No, no, the whole thing! Because remember what we discussed in the last meeting, the whole idea is that you know it's different. When you are rated, and when you sort of write it as well, so you will be obviously sharing your experience. Remember everyone told us the story of their lives!	312.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) I (wma file incomplete – ipad recording needs to be included)
Cycle 4–N.Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

SR	Yes right!	313.
R	So this is your story as sort of you as a practitioner, participating in a research…And it can be start from anywhere, end anywhere, it doesn't have to be you just giving a fact, it is about you constructing a story. I know you guys are very creative! (*Smiling*). No but seriously! I think it's a privilege to be the kind of a person who learns Literature; you have to be a certain kind of person too. I think we have talked about this!	314.
NK	Yeah! (*Laughing*).	315.
R	I mean it's a different one!	316.
SR	That's very true!	317.
R	And she has done in Mass Communication, so I know you are super good at being creative.	318.
NK	That's a creative feel as well!	319.
	(*Interview ended*).	320.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

TCU Table of FGD II Transcript-Nazakat CI Group- Cycle 4		
Name of Interactant	Turn	Turn NO
Joint Turn	[Members seem to be in the middle of a discussion, indistinguishable because everyone talking together]	1.
NK	This is the last one… this is the last one.. because we haven't [emphasis] done this one…[laughs]	2.
RH	This is the last [slightly stretched] task?	3.
SR	Lag tu aisey raha hai [It seems like it]	4.
R	Haan [Yes]… this is the last one [increase in pitch! [Clanging sound, pause]… This is when we have our final meeting …[pause] which is on Saturday	5.
RH	Thank God …and what about seven?	6.
R	Whether we can keep today short and just talk about your evaluation, and then extend it against tomorrow…[increase in pace] ..aap batao kya karna hai? Aisay karain?	7.
SR	Tomorrow is a Saturday?	8.
R	Haan…My tomorrow is always the next day we meet in my head….	9.
NK	(Laughs)	10.
R	I'm pathetic...okay this is our second research meeting for cycle 4,Nazakat research group. UA is not been able to make it again…And we have a full quorum otherwise. Sidra and Nazia, Rania…all come, Rania and Nazia, they are really exhausted the way they have to come. We are discussing the second task sheet that I have send from Islamabad. The first one, we have already done, where everyone have talked about the intervention they done and described it. And the second meeting is really about you discussing…from the point of view, you said that, you have all done some kind of evaluation, you are going to discuss ways of how you going to process the results and what you brought from it. And then if you have done your concept map, that's great…Alright.	11.
NK	Okay, so task 5 and you ask us to find out one scenery or analogy or anything that comes to our mind related to our intervention project. So I have thought of a garden, that really goes like this that there is a traditional garden, trims the	12.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

	plants with a blade.	
R	Okay alright.	13.
NK	Then he is giving a proper instrument, that is a proper plant cutter, and then he starts cutting the plants with the help of that cutter. So it improves not only the trimming process, but also the growth of the plants. So I have taken the proper instrument for the intervention project…right.	14.
R	You are using the traditional thing?	15.
NK	Yeah the blade was a traditional method, that was used previously…for intervention I have brought the change, which has improved the growth of the plant, which is actually the learning process of the students.	16.
R	So you feel like that was the intervention, and that improves their learning process…So now where are you in this learning process as a gardener? Using a better tool? Do you have a different relationship with the plants?	17.
NK	In this case the gardener is a teacher, so I am the gardener, and previously I was using the old methods, that was the lecture based teaching, but now I have the new method, that is the group work, and students related material and I have seen the results. That it has increased the motivation of the students, and their task as well. And it has increased their interest to some extent in their subject. So that's the first one.	18.
R	Okay alright.	19.
NK	The second one…according to me, he is a baker person. He knows that how the students are going to see the intervention project. So you know, if this goes like this, then there is a baker person, who bakes the cake, but in such a way, that he could put all the ingredients together, at the same time make a batter, and let it bake. So he manages to bake the cake, but that is the ordinary one, because he is baking the cake without the process, without a proper method…So after that he is been given a proper recipe, and then when he followed that proper recipe, he has been given the details of the recipe ☺. It's like that, then all the ingredients are been put together, so the proper recipe is that that the egg yolk and the egg white is separated.	20.
R	Waoo ☺.	21.
NK	Then all the ingredients are mixed with the egg yolk, and the egg white is separated, it is blended separately, and then at the end the egg white is added to it, and then it would be put in the oven for baking…so when the cake comes out of the oven, it is soft and fluffy, it is better, because a proper methodology is	22.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

	used.	
R	Okay.	23.
NK	And how we make the relation of this with the students….in this way that this method also, it is longer, it requires more effort, but it gives a better result. So if we think with the perspective of students, were they thought about the intervention project, that although they are putting more effort in it, and they are taking a longer time as compare to just attending the lecture, taking the notes and then they appear it for the exam, it's difficult to work for the activities, but that's how they get more involved. So the result that appears is better, but it requires more effort.	24.
R	So both the similes you presenting what you said the students said.	25.
NK	No, no that is my own perspective	26.
R	As a gardener, first using the blade and using farmer sophisticated way…	27.
NK	Yes…and the second one is the student's prospective.	28.
R	Okay alright! I have one question here…you talked about the student's relationship with the intervention, and for you the intervention was as how it goes with the students.	29.
NK	Exactly.	30.
R	Where were you…do you see like it have any relation with you as a practitioner? It's like following an actual process or following a recipe, and the recipe means you know what the process is…	31.
NK	Yes the proper methodology.	32.
R	Yes the proper methodology….and it's like using the devices, and it's like having a proper device, but I mean is it all work to you a proper methodology, or did it have an impact on you as a practitioner?	33.
NK	I think as a practitioner, it is more professional when we are using the latest techniques of teaching, if we are involving the activities, so I think it is the growth of the practitioner, that we are experimenting with the techniques. So it's good for the person that he is doing it. And another thing is that, if I relate it to the students, then the students get motivated, and then they show more interest, so it has a positive impact on the teacher as well, because teacher also	34.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

	feels good about teaching and she also feels motivated.	
R	This is what you said the last time, that how you felt about the intervention…because you were so happy, you felt happy.	35.
NK	Yes, because they were curious presenting you that what is going to come next, so I felt that they do it.	36.
R	And so they enjoyed it, that's why you felt more happy.	37.
NK	Yeah.	38.
R	I think you used that a lot of times, as far as I remembers the data…alright, I love to stimulate, so we have the gardener and we have the baker and it's interesting. Okay we will talk about the concept map in the next meeting. discuss	39.
RH	Right.	40.
R	Or you want to do it right now?	41.
RH	No…Okay well I have selected the same simile…But the thing is that now I have selected the students as a oar	42.
R	And previously the teacher was the oar	43.
RH	Yeah…the oar and the ship was the students….now the ship is that ??? the ???and oars are the tools, now they are moving the ship, they are moving the learning part, and now they have reached to the goal. The teacher's part is very ??? the movement is done through the ??? teacher is there, but the movement of the ship is because of the ??? Then I think about the student's mind, I think I cannot imagine what they are thinking, but according to me, I think they might have spell like ??? where I started, and told the methodology what we are going to do, this research, the things that we are going to apply into the research, to their basis, I felt that they were not confident, they thought that it's going to be very difficult, how we are going to select the data, what we are going to select, and how we are going to do it. So it's just like climbing a mountain. Then they face many hurdles, because climbing a mountain means that there would be many hurdles, trees…I mean there will be various storms, so it is going to be very difficult for them. So afterwards, and I started with the reading skills, I felt that they have started into growing, like this climbing a mountain feels like, moving at the top of the mountain is going to be very difficult, but when the person starts doing it, they start enjoying. So there is a case over here, in case of my students, they started growing.	44.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

R	Like doing the climbing…	45.
RH	Yeah moving and just completing it somehow…so I think when they reach at the top of the mountain, I think they would get success.	46.
R	Okay can you like give me some example of what you are reflecting upon…??? You said that something happened or occur, and you feel like, okay they are happy with this, just the fact that the movement started, now they feel like they can climb.	47.
RH	Right! Then I asked them to bring the material, they asked that, "Mam! What are we supposed to select? What should be the context? From where can we select it?" these were the questions that they asked me. they were really worried, whether it will be upto the mark or not…so that's why I get an impression that it is like climbing a mountain.	48.
R	Then?	49.
RH	Well I give them marks, they were really very happy.	50.
R	So I think that's what you were objecting it on…the happiness that when they got the marks. But before they got the marks, you feel like they felt that they have to climb?	51.
RH	Yeah…not only the marks, marks shows that they have done something good, but the material they have selected, that is very relevant.	52.
R	It's like when they climb the mountain and in this case they saw the view, and in this case, the view was the marks. That you felt from their reaction, that you felt like it was like the climb.	53.
RH	Right. And at the end when I asked them to give the presentation, I have analyzed the questionnaires as well, some of the students have mentioned this thing clearly, that they feel very happy, because the material they have used was utilized over there in their presentation. They have already studied that material on their own.	54.
R	Alright, okay. so my question would be that how did you do the evaluation? you said you did the questionnaire, you said you talk about what we did in the questionnaire, how you did the analysis, so we move on to you Rubina before we get to that question, because you still have the concept map.	55.
RH	I can only talk about how I did the questionnaire, I have taken a question, that's how I did it earlier with one of my colleagues when I was working with her, and I did the analysis with her.	56.
R	Can you guys give me a copy of your evaluation? or jo evaluating form jo aap ne use kiya thaa.	57.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

RH	Yes.	58.
R	Okay were you nervous when you guys administers this questionnaire? Or I mean were you sure that you would get a positive response? Kya thaa?	59.
NK	When we were doing the first, so it was good.	60.
R	When you started?	61.
RH	Yeah…but afterwards, when we took the last questionnaire, by the end of the intervention project, we knew little bit what kind of response the students are going to give back.	62.
R	Because you are already getting those responses from them informally?	63.
NK	Yeah informally yeah….we know how they are participating, what kind of the forms they are giving during those activities; they were correcting the material and presenting. So we had a rough idea what kind of response it could be.	64.
R	Okay, so you think from their reactions…like you said you talked about the motivation level going on…both of you have talked about the motivation level going up, and that's for you is a sufficient indication, that it would be good…??? Okay alright, what about you?	65.
SR	My students are concern…??? (Very slow to capture). But now when I analyze the data, when I started analyzing the data, things are not that bad, things are not that bad.	66.
R	Okay.	67.
SR	They did appreciated, some of them, it is fine, but the only thing is that, just English might not be that important for them, so that they could learn and take it…I am just saying that since they are so young, they just have the English junior curriculum….So that is what is been seen….but once I am doing it, I am analyzing it, so I can't be pretty sure what is the end result, and what it would be like after I finish my questionnaire. I did not do the pre and the post, I did not do a pre questionnaire thing just because I thought that it's going to be extremely difficult for them to understand, what I am trying to do and how. And then I probably had to go through ethical review committee, because as using the subject as the students say it's my subject…So I didn't do that. I did the post intervention questionnaire, which I did very informally with them, just adding them though that I am connecting it for my feedback. Like how exactly they felt about that.	68.
R	Okay alright. So I mean, can you talk about that how did you design your questionnaire? Did you do it individually, or did you like have discussing it with	69.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

	any one?	
RH	It's the advantage of working together ☺.	70.
SR	I did individually, because the thing is that I would have explain what I want to do and how to do it, so I did it on my own	71.
R	Okay…So what I would like to just, maybe for the next time, because I know that this is a task…udhar to unhone koi evaluation ki nahi, definitely unko bohat maza aaya, lekin unke pass koi evidence nahi thaa mazey ka. What I would like you to do is, you talked about the initial results that you are getting from it.	72.
NK	Hmm!	73.
R	And also talked about, what is going through it when you guys did the work designing…and what you anticipated the response to be, and your designing match with….Okay…Now you shared the amazing analogies. Infact the ship itself has become the teaching and the learning, and we are all on the ship. I know the cake example was also very good, but the ship is a very fantastic analogy. ??? (Very slow to get). And I think you both said something about a similar kind of methodology, or learner generated material, when you have the opportunity to it. And infact what I want you all to do is, you all work on your concept map….??? (*Very much perplexed and slow voice/ echoed as the tape recorder is placed far). (They are showing the concept maps).* All of your analogies are fantastic, your participants have such rich imaginations, they are really imaginative.	74.
NK	I have depicted it in such a way, it is ??? that we have to compare what you did, what you wanted to do, what happened and what we would apply to that. Right…So this is what I did.	75.
R	This is what you did in the past?	76.
NK	No this is what I did in the first time…Then what I wanted to do, was this one…what actually happened, now it's going towards the perfection.	77.
R	Okay alright.	78.
NK	And what I would have like to happen. So what I did include the things that we have already done, what I make the students, I divided the students in the groups, I make them direct the materials, then I went through the material, I gave them the feedback, then the students presented all the things, materials, that was what I did, right….but what I wanted to do, I wanted to do was that, I wanted to increase their interest in the class, I wanted to increase their knowledge in the class, I wanted to motivate them. And I also wanted to see the effect of group work, and the effect of student's generated material on the	79.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

	students. This is what I wanted! Okay what actually happened was that, I felt that group work was not something new for them, because in other classes also they are divided into groups, so they are use to of the group work, it's not new for them. So I couldn't find the effect of group work.	
R	Because that was the integration between an methodology you were using, and your class and what they did it in other class.	80.
SR	Yes, yes…they were already use to of group work, so there was no new effect on them in the group work.	81.
R	And you sow the seed?	82.
NK	Yeah I fertilize them.	83.
R	Okay.	84.
NK	Okay, then the students were making me feel that it was not something new for them, so I felt that it was something which increase their interest and their involvement in the class. And they gave a positive feedback, they were interested in correcting the material, they were interested in presenting the same material. So that's what actually happened….Okay what I wanted, so I wanted to see improvement in student's grades as well. Like we were discussing in the previous meetings that will it affect their grades or will it affect their performance in the paper. So it goes well, that their performance was I think the same…and why they were unable to perform well, not because they haven't understood the content, they knew the content of the course.	85.
R	Hmm, hmm.	86.
NK	But the problem is with their language. Even if they have the concept, they are unable to put it in words….so these are the issues.	87.
R	But in terms of accent, in terms of them understanding the concept, you had a class to make sure they did that.	88.
NK	Yeah but most of the students….they have understood, they are curious to know how they are going to go on with the research, like they were actually thinking that how it is going to be…but it was research methodology that I was saying. So it shows that now they are thinking about their future interventions, they are curious and they are in confidence. So in terms of motivation and interest, the things have worked, but in terms of their performance in the paper, it wasn't anything improved in that.	89.
R	Okay alright, I think that's fair enough…I mean you can't take responsibility that how someone does performance at the end. You can only be responsible for	90.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

	wanting them to learn.	
	(Mix conversation).	91.
R	Okay do you guys want a break, or do you want to go on with your concept map? Are you done?	92.
NK	Yeah I am done.	93.
R	Yeah this is fantastic, this is great! Okay RH you said the same, I loved how you continue this image, like it's changing, it's incredible!	94.
RH	First this is what you did? What I did is now, I have made the students ??? and they are moving the ship on their own.	95.
R	Okay.	96.
RH	And the second question is "What you wanted to do?" I was trying to move this ship through my own ??? so that it would be under my control.	97.
R	Alright, alright.	98.
RH	So previously I was thinking like that.	99.
R	When you started doing that?	100.
RH	Yeah in the class, I thought that I will be controlling all the things…like I will ask them to do the things, and they won't be able to collect the material, anything relevant to it, this is what I wanted right…and they might not been interested towards collecting the material. But what actually happened is that, they took the ??? from my hands and started moving on their own.	101.
R	And how do you know that?	102.
RH	Well I can see that through their presentations, because in their presentations, they just to show the things which they have collected.	103.
R	I remember first you make them with the stuff and then you show them the stuff you have bought.	104.
RH	Right yeah! And I mean when I was teaching, I haven't seen what they have collected material, but after teaching, I looked at the materials that they have collected, and then I decided that come on, now give the presentation…So what happened, actually through their presentation, they proved that they are	105.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

	moving the ship now.	
R	Ahhh! After their presentations?	106.
RH	Yes…So after that they were taking that control.	107.
R	Okay….now this is something that you would like to answer that, "What would you have like to happen?" I mean what was your objective? Like towards the end, you thought, then you started out, you will give the hores, what is now happening?	108.
RH	Before I was thinking that I was the oar, right, if I am making them move in that sea, in the ocean, so that they can learn, right, this is what I was thinking, and from my teachings, then they can easily move in the ocean, they will be able to move in the ocean. But now they are moving on their own.	109.
R	They are moving on their own, so this is not what you wanted to happen, but what has actually happened?	110.
RH	Yeah.	111.
R	And you are happy on that?	112.
RH	Yeah obviously, obviously. (With a laugh). That now they are walking on their own feet.	113.
R	Yeah and this is something that you didn't say…The fact that now they would take the initiative to not only grip the oar, but you have your content and their content is enough, so that they could present it…	114.
RH	Yeah and I have come to this conclusion after looking at the questionnaire in the previous meeting…I looked at the questionnaire and I thought that I didn't get the results which I wanted. But they are very, very happy to learn on their own.	115.
R	And you feel like this is something which they wanted you to learn in such a way, that's what they said?	116.
RH	Yeah.	117.
R	Okay that's what they said?	118.
RH	Yeah…But one of my question is this.	119.
R	Okay, this is the expert thing that everyone have to talk about…the expert reviewing in a setting on your intervention….yeh wala hai?	120.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

RH	No, no, no, no…yeh wala hai.	121.
R	Okay what difference did you find?	122.
RH	Yeah exactly! The difference that you find their engagement in this subject and other subjects that you are teaching.	123.
R	Okay alright! So this is the question where you could give the hore…	124.
RH	Yeah…	125.
R	Okay….abh mai yehi sawal aap se poochney wali hoon, ke what in the questionnaire told you that maybe you disagreed, or you love to do…?	126.
RH	Like I have a question in the questionnaire, that talks about their feeling about this.	127.
R	Okay Rania is going on with answering, providing us evidence of question 5, ke exactly how from her regarding the oar analogy, the students became the oar and she became somebody on the ship…	128.
RH	Like started of a topic to begin in the class, helping them understanding of the topic and comprehension of the lectures was ??? And this is only done in their particular subject.	129.
R	Okay alright.	130.
RH	And not in the other subjects…So this has helped them and aided them in their understanding.	131.
R	So you feel like, because they generated the material themselves, that aided them in understanding, therefore the learners, they are generating their own materials.	132.
RH	Exactly!	133.
R	It meant that they took the responsibility for the learning?	134.
RH	Yeah for the learning right!	135.
	Alright…okay now Nazia is providing us with evidence?	136.
NK	Okay I asked this question in the third questionnaire, it was collecting material on different topics and presenting them into the class, a better way of understand the subject as compare to attending a lecture.	137.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

R	Hmm, hmm!	138.
NK	So one of the students have answered that, "Collecting material on different subjects and presenting them into the class is a better way of understanding".	139.
R	Okay hang on, let me see…okay so this is obviously, so is it only one response from the student or a number of them?	140.
NK	No, most of them said this…they don't get the questionnaire; they were asking the explanation of the questionnaire.	141.
R	Okay I get that…???	142.
NK	But even at the university level, they actually don't understand the questionnaire, they want the people to explain the question to them.	143.
R	Ya aap Urdu mai samjha dain…you could also say that, ya mai marks bhi apney ko hi dey deti hoon, aapko deney ki koi zarorat nahi hai…Okay how about we go to question 7 in our chart? Should I give 5 minutes or 10 minutes to think about it?	144.
NK	Should we write it?	145.
R	No you don't have to write it, you are the expert…??? (Perplexed again). You are the expert based on your understanding how the data is telling you. You are the subject expert, also the context expert, because you understand not only the subject, but how the subject is working in your context, the issues and so on and so for. And if you have students with you, you are evaluating, this is a methodology in terms of impact…I mean in terms of emotional motivation, in terms of the more objectives, in terms of results, in terms of everything…everything you know and you compare it, what kind of conclusions would you come to, what it could be, what could be your evidence, so that's the most important. Because kehna bohat aasaan hai…And as an expert, what kind of recommendations which you make for using something similar like this? It would be a 10 minutes task, where you can use your own things in your mind, you can use a group mind, if you want to discuss it, you can…And I will make it easy for you.	146.
NK	Is there any need to write?	147.
R	No, you can discuss, it's upto you, you are experts, you can do anything.	148.
	(Mix conversation).	149.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

R	You know today I saw my students from 1997, and they were just like same as they were at that time. And they said that, "Mam! Aap itney saalon se badlii nahi hai, aap bilqul waisi hi hain". (With a smile).	150.
	(A silence gap).	151.
R	You all said that you don't want to write, now all of you are writing ☺.	152.
	(Participants have again started writing).	153.
R	It's like I am an invigilator in an exam. (*Laughing*).	154.
	(Participants are again busy in writing/ little murmuring among themselves).	155.
R	*??? (Inaudible / echoed).*	156.
RH	I am done!	157.
R	Okay… Basically this is a review from our experts and what they could do in their capacities. Who would go first?	158.
SR	As far as my intervention is concern, what I noticed and found out that teacher's point of view and then student's point of view…as the students are so young, so they needed extra effort and facilitation from the teachers, in selecting the material, then in forming groups, and then working in groups…So my task and my efforts, so a teacher's trainer prospective, I think that a novice teacher cannot handle all that pressure. So number one, if you are doing a collaborative work with younger kids, you have just joined them, and then they are doing group work…So I have to teach them group dynamics. So group dynamics was one part, then first of all selecting the material was one part, because I am helping them. And as they are worried, how and then and what and all that…and then working on that material to come to a certain objective or covering certain learning objectives, that is another one. So extra effort from my part and the workload then is also there. That is a part other than the university, and then I have to check all the texts and all the emails and all that…So I think that if something like that is been done, so then the teacher has to be an experienced teacher, number one.	159.
R	Okay.	160.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

SR	And it is okay to work on clean slates, because they are younger kids, and it's better to teach them.	161.
R	The clean slates are the students right?	162.
RH	Yes the clean slates are the students, why I am calling them the clean slates, because probably in the schools they do not do group work, or even if they do, there is not a graded group work as compare to the university. So the group dynamics, that was completely missing and then they started fighting and then they are coming to me with all sorts of complains and taking names and all that. So I took a lot of group dynamics.	163.
R	How many sessions are you talking about?	164.
RH	Around two sessions, 125 students, and that made their lives so easy, and that made my institution's life so easy, because they started practicing group dynamics in other classes also. You know how the group works and what are the fictions, and developing all those forms, and signing them and all that.	165.
R	What forms?	166.
RH	I did that in my second year actually, when I was working on group work, so I had the form signed that, this is the form, this is the group performance and then I made a group leader…So I was just giving them a hint that this is how the formal group perform.	167.
R	The task of each member and you have to check the list that these are your group members and all that?	168.
RH	I was just discussing that in the orientation, but at the end of the semester, we see that their learning was extremely easy to get the outcome which I expected from them. So I think that in the report, I would really like to make a contract between a novice teacher and an experienced teacher, how they would handle that, and new students coming into the university…Because I think, even if I talk about myself, it was just informal groups made by me, I just use to say, "Okay make groups and okay do this in groups", whatever they are doing...But now since it was graded, and I wanted to see how the group works, how the group functions. So now it is graded, and then the students were coming to me and then they were saying that, "Somebody is overpowering them, somebody is bullying them"…So my learning also went with that!	169.
R	Okay alright! So your learning in terms of group work or managing group work?	170.
SR	Yeah presenting a task, which needs to be done in a group, that was also my learning. So I still like to take group work when I write my report, and take out things from there, because mostly all of us are saying that, "Group work is very	171.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

	good, and it's so easy to handle, and I mean it's so easy to grade"…So this is what I need to really think that it's an art work, it's a project.	
R	Okay…I just want to summarize what I have understood…You are saying that your learning, I mean I am looking at as an expert reviewing your context, how your intervention work…So the major learning was this reference, it was not enough to know the literature, it's what I have understood from what you are saying.	172.
RH	Hmm.	173.
R	It is about looking at the teacher's own background and experience, and the student's background, and then it is the literature, and then thinking about what's going to work in our context, have I got you correct?	174.
RH	Yes….and one more thing that we as teachers, I as a teacher assume that when you work in a group, the teacher's workload probably minimizes, that's what I realized. Because if you want to really work on a thing and if you are pulling them, then the workload increases. Because these are the new people there, they don't know how to work. So I am particularly taking them into account as their subject was new. I am not talking about my forth year or third year students, who are already channelize in a way how to perform in a group. But these people are very fresh…So how to manage group work effectively with kids who have just joined the university, so I would take this as a topic and then work on it.	175.
R	Okay alright… And are there any recommendations that you would like to make? This is what you do differently as an expert?	176.
SR	That the group work is not easy to manage!	177.
R	Okay.	178.
SR	On student's part also and on teacher's part also.	179.
R	Okay.	180.
SR	You know it needs a lot of documentation before, that what would be the task and how the group works and all that.	181.
R	So you are talking about preparation?	182.
SR	Yes.	183.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

R	And a lot of preparation is required, a lot of things needs to be in case to make the group work possible.	184.
SR	Yes.	185.
R	So the only thing about your intervention in terms of group work…I found that very interesting.	186.
SR	Yes, because in my university, the group work has become very common, probably in many universities the group work has become very common and it's becoming so easy to handle. So we as teachers need to identify that there are informal working groups and formal working groups. And obviously if there are formal working groups, so they are been judged and graded, so that needs a lot of concentration. See if I am a part of a group, who is taking all the workload, and people are getting the same marks, so my motivation level will go very down not even in the subject which is been taught, but in the other subjects as well, where might be other teacher working harder, but the student might have a prospective, "Oh God! At the end it is group work, so I am getting the same marks as the others are getting".	187.
R	It's very interesting….very, very interesting! Alright who is willing to go next?	188.
RH	Starting something is you know very, very risky, specially you know when the students are concern.	189.
R	This is your verdict as an expert looking at your context or is this a general idea?	190.
RH	This is about my students…when I tell them to bring some material, so they might think that I want some material to teach.	191.
R	Ahhh!	192.
SR	So that's why such an intervention is very difficult…	193.
R	Similarly you are talking about as a general thing or you are saying about your context, that your students feel? Are you talking about our context in terms of the student teacher relationship?	194.
RH	Yeah.	195.
R	That the teacher ask the students to bring the material.	196.
RH	If the teacher ask the students to bring the material, so they take it very differently, they think that, "She is putting less effort and she want us to bring	197.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

	the material". But this intervention, it was very, very risky, but I have applied it, and it was very fruitful and effecting and motivating for the students. In the same that when they collected the material, then they were focusing on my lecture more, in order to point out, I mean the content that they have gathered, whether I am using that particular or not.	
R	Ahhh…so they were evaluating that are you doing it or not, you were taking advantage of them…. ☺.	198.
RH	Yes….But when they found out that I haven't use their materials, then they started taking interest.	199.
R	Ahhh!	200.
RH	So they were evaluating it! That might be the teacher is using our material.	201.
R	Might be the teacher is using our material to teach us!	202.
RH	Yes exactly….but different thing happened, the lecture was totally different and they were really eager to find out, and they find out that whatever I am teaching is different from what they have collected. So this motivated them and increased their interest.	203.
R	Why do you think it motivated them? Because they felt like they could trust you?	204.
RH	The class which I have selected, it was very lazy, and I thought they might not take interest in it, but they have proved it, and they have shown that they are taking interest.	205.
R	I am still like curious…why you think certain motivation happened? What is because now they have seen your ability, or they felt that there was a genuine assignment? Kya thaa which increased their motivation?	206.
RH	Well they felt that whatever they have selected, it's not the material that they are collecting from me…I am teaching them something different.	207.
R	So that's why they felt that it was a genuine learning experience and not you trying to shift work onto them?	208.
RH	Exactly.	209.
R	Alright.	210.
RH	And whatever material they are collecting and whatever I am teaching, will give a better understanding of different things.	211.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

R	So they have not only taken you, but also they have taken the assignment all together, that have valued?	212.
RH	Exactly! And they feel more happy to collect the materials as I am not using it ☺. They are supposed to use it on their own…	213.
R	Okay alright, okay I got that…and then?	214.
RH	So the verdict is, this intervention can be according to the strategies, because we are teaching at the university level, and most of the lectures are lecture based. So when we ask the students to collect the materials, then they will take interest in the lectures as well.	215.
R	Okay alright.	216.
RH	So this is what they usually do.	217.
R	In your opinion…this can be adopted, modified in a lecture based classroom, where you can use a material of them collected and incorporated in the lecture?	218.
RH	Exactly!	219.
R	Because they think that ke yeh humne dhoondha aur yeh dekho yeh lecture mai hai, aur whatever…	220.
RH	Yeah humne yeh dhondha thaa, wohh hai ke nahi…then they will start questioning that either that is relevant or not.	221.
R	So in that way they will get engage?	222.
RH	Exactly!	223.
R	Very nice…okay that makes sense (laughing). Okay that recommendation is very well justified. Anything else?	224.
RH	That's all!	225.
R	Alright, you are done for now?	226.
RH	Yes.	227.
R	NK now you?	228.

Appendix Bi

Focus Group Discussion (FGD) II Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –Venue: College
Discussants: Researcher (R) – Participants: RH, SR & NK

NK	Okay in the beginning when I start by saying the students that what are they going to do, I told them that they will have to bring materials, and then I divided them in groups. So the first reaction that I got was that, "Yeah we are use to working in groups, that's not a big deal" and collecting material, we equated it with making the timeline.	229.
R	Ahhh!	230.
NK	So that they find that it's not something new, in the beginning they thought like this, it's not something different, it's not a big deal. But when I gave them feedback on the materials that they have brought, and then when I gave lecture on the same topic on which they were asked to bring materials…so what I did was that, a part, the content that they have brought, those parts that they have covered through their content, I just briefly went through it that these are the things, that I am teaching from the content which you have brought, but there are some things that is missing, which was not there, this is also important in this topic. So then I have shared all those things, and then I shared the examples. So then they understood the importance of that material that they can brought.	231.
R	So you felt like by letting them to do the research and engaging with it, and then also saying that, okay you have done a research, but it's incomplete… and drawing the contrast between what they have collected and what you added to it, it make them engage with the material as a whole?	232.
NK	Yes.	233.
R	Okay.	234.
NK	And when they came to know that this is the same material that they have to present as well, so they want me to add something to it, I said, "If you want to add something which might be missing, so in the presentation you can add something else"…because they have already given their feedback…So I think all this was something proved that, afterwards they started taking interest, eventually they came to know that there is an activity, and they started taking interest in it. So my verdict about this intervention is that, it went great, and it brought positive results. It increased their interest and increased their motivation. And therefore, I think that this technique can be used in other courses as well in the future.	235.
R	Alright! Great mind! Okay I have more questions, but this is on Saturday, thank you so very much. I really appreciate that all of you are making the time…in the next meeting, I want you people to share it from the beginning, from when you were invited to the research, what it all meant you? The whole thing! Be open about it. Alright thank you so very, very much!	236.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

TCU Table of FGD III Transcript- Nazakat CI Cycle 4		
Name of Interactant	Turn	Turn NO
	[Background noise … prolonged pause]	321.
R	Okay this is Sidra discussing task 3, cycle 4, session 3 Nazakat group. And today is 28th Saturday	322.
SR	So when I brainstormed, what came in my mind was that the intervention is an add-on.	323.
R	An *add*-on?	324.
SR	Yes.	325.
R	That's interesting! What does that mean? It sounds like a *plug-in*?	326.
SR	Yes a plug-in or an *add*-on, like the internet service providers, they are providing add-ons on the computer. Since I'm doing a lot of educational technologies these days.	327.
R	*(Laughs)*	328.
SR	Then even the cell phone companies, they are using add- ons … So add-on is something that makes things better for people, which make things faster for people, or it's to enhance something…So that's important! So this is how I have make it, that this is the teacher and this is a very normal classroom.	329.
R	Okay.	330.
SR	And when I say add-on, I discussed everything, that telecom and everybody is using add-on, so I am using add-on, my intervention is an add-on.	331.
R	Okay alright!	332.
SR	So this is a normal classroom, and this is where we are using add-on…this is a normal classroom, where how I started it.	333.
R	So this is a general teacher and these are the students, okay.	334.
SR	Now even they are learning informally whatever they want to learn, but when I use the add-on, the main add-on is group work, which is methodologically given.	335.
R	Okay alright.	336.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

SR	Okay…And this add-on is either purchased or downloaded, you know like that, so it is I will explain how…But it is free, that is coming from the teacher's side. Okay, and this add-on is group dynamics coming free, which is not the part or the objectives of the intervention, so it's free.	337.
R	Okay.	338.
SR	And then the teacher's involvement and the student's involvement, all this is coming free, and it's not a part of the intervention, I don't think that it can be like that.	339.
R	You did not execute these…?	340.
SR	Yes.	341.
R	These are the bonus features of the add-on?	342.
SR	Exactly! These are the bonus features of the add-ons. And how I realized that, because since they are new to the environment, so they need some group dynamics, and they need some environment, where they can fix in general, in a formal learning group, where they have been assessed as a group. So after using this intervention, this is the classroom, now teacher becomes here…And see how organized the groups are now.	343.
R	Yeah, they are completely different!	344.
SR	Yeah completely different….that this is the group dynamic part which is been added, this is the teacher learner environment. And I focused that even the teacher is learning.	345.
R	Okay.	346.
SR	Yes.	347.
R	You focused! Okay was that something that you planned it as a part of your intervention?	348.
SR	Yes.	349.
R	Or this is something you focused on doing?	350.
SR	No, I planned it that way! Because I was working with the informal learning groups a lot, which probably were easier to manage, there is no assessment.	351.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	What do you mean by informal groups?	352.
SR	When it is informal, then we make groups, and we ask the students to work outside the classroom also, to help each other. And they can work inside the classroom too to do a particular task, that is informal task! So even a teacher can do that for weaker students, and specially students who are living together, and if you find a weaker student, so that's how you….And then you talk to them, it's a group helping them all, but there is no onus on each other, that they want to do it, they don't want to do it.	353.
R	It's completely informal?	354.
SR	Yes exactly!…As far as the formal groups are concern, there you need to find a particular contract, then you sign it every week, then the group leader have to report to the teacher, that is there anything. And even the students who have difficulty working in a group, or have some friction, or somebody is you know taking an advantage of them, or the activities, or not letting them work, or if he is working too hard, so that student can also come to the teacher and talk about it.	355.
R	Okay, but this is in the informal?	356.
SR	No, this is in the formal!	357.
R	Ahhh! Okay you would work into the formal, and then you have the groups…	358.
SR	Yes…In one of my assignments, I worked on that, so I knew that, so since it was assessed, so I wanted to make it something better, where I could learn also, and the students could be helped as well. So this is the graph which I have made, and this is a sort of a change.	359.
R	Okay, do you have any questions? No? Okay that's interesting! Okay my question…You said that your objective was to work in a group work, and you're learning and your engagement and the student's engagement…What is basically your objective as your intervention?	360.
SR	Okay, the objective which I was trying, it was a reading based objective.	361.
R	Hmm, hmm!	362.
SR	Where I had taught them skimming, scanning…and then they used all these skills to select a book, and then to read the book in groups and then present.	363.
R	Yeah I remember it!	364.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

SR	So that was the main objective!	365.
R	The objective was that they are been able to present successfully on their analysis.	366.
SR	Yeah by skimming and scanning it.	367.
R	They are using it?	368.
SR	Yes and influencing by looking at the main idea…That's what the analysis also says that, they did not go through the book and they were not afraid of the number of pages.	369.
R	Yes, they were focused on certain readings of the books?	370.
SR	Yes.	371.
R	So that was your objective?	372.
SR	Yes…But I was clear in mind, that I am going to use group work, because it was a large class, and every student would not chose a book, and obviously could not work on it, so it was a 10% weightage of the total curriculum. So that's why I chose working in a group, in a formal learning group, where they work.	373.
R	So you anticipated that! Okay your concern was that it was the last class, that's why you did it? You said that informally you were doing that….???	374.
SR	Then they need is! The task is device in a way, that they had to work in groups.	375.
R	Okay! And your logic for it was, because it was not manageable, or ?	376.
SR	Number one, they got the support, and number 2, how to work in a group, because these were the first years and the first semester.	377.
R	Because you said that was not your objective?	378.
SR	The curriculum objective was reading, but how I used the intervention was that I made group work and the major.	379.
R	But you are saying, that it was also an objective to teach them, as how they have to work in groups.	380.
SR	Yes that was there. I thought that if they already know, because I have read a lot of literature on how the groups work. So I just thought that if they know that it's fine for me, then no extra work, so extra thing….but if they don't, so then I have	381.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

	to give them special sessions for group dynamics and how to work.	
R	So is your mission objective to use group work, because you said grouping is more manageable to do…	382.
SR	Yes.	383.
R	Okay…again we will go back on the concept. You said engagement, and by engagement, are you talking about their learning, are you talking about their involvement, their enjoyment? Or your own level of enjoyment or commitment?	384.
SR	See as far as enjoyment is concern, I don't think so there was any enjoyment, because there was hard work. I ask them to write reflection, I ask them to first summarize the chapters they were reading. And it was all hard work, so there was so enjoyment on their part also. And they were getting the reflections and the summary signed by me. So enjoyment, like enjoyment as in really enjoyment when the class is doing *Hala Gula...* it was not like that. But yes, as far as the learning is concern, I have written in my reflection, that there was so much on my part, that I thought that I am teaching them autonomy? Are they selecting the material themselves? And look at me, I am working so hard with them, like as the activity proceeded, it took around 7, 8 weeks. So it proceeded, and the final outcome and they were presenting either as a PowerPoint or as the drama, or as a dialogue, or as a poetry….So then I thought that, no the material they chosen, keeping in mind that they are going to do all this, so they read the main idea, they related it to how the group would present it. So then I thought, no my facilitation was only initial, for around 2, 3 weeks, the rest of the things, they did on their own. But they selected the material on the basis of what they have to do.	385.
R	Okay….but that means that they have the instruction that you gave them and they are doing it on their own.	386.
SR	Yes.	387.
R	It means that you did the initial work, but when the momentum started, then they presented on their own…	388.
SR	Yes.	389.
R	Then they did everything according to the plan…	390.
SR	Yes.	391.
R	Alright, okay…Interesting! And this is something that you have not anticipated?	392.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

SR	Yes.	393.
R	Okay you're talking about your own involvement, like the amount of effort you put it in there.	394.
SR	Yes the amount of effort, as far as helping them choose, the amount of effort making the reflective task sheets, and the amount of effort to keep them motivated by giving groups different names. And then filling their reflection in particular colored pages. So they use to come to me, "Miss remarkable the red ones…and miss explorers the green ones".	395.
R	*(Laughing).*	396.
SR	You know like that…So initially when they started becoming hooked to the group.	397.
R	So they have the group identity?	398.
SR	Yes they had certain group identity, which the class of 30 became only 8 groups.	399.
R	So part of the entire class, they have the identity that certain group needs.	400.
SR	Yes.	401.
R	That they are remarkable, they are explorer…?	402.
SR	Yeah exactly!	403.
R	Okay…Yeah now you? I want you to really feel open and talk about your…I mean actually planning the intervention, thinking about making those decisions, then doing the intervention, getting all that data aur phir thinking ke abh kya karengey…and then towards the end. So I want you to see that entire experience, and sort of talk about that? Go ahead!	404.
SR	See I've divided my reflection into 2 parts.	405.
R	Theek hai.	406.
SR	One for the intervention part, then the other one was for the research project…So as far as the intervention is concern, when I started, I had no idea how to do it. Keeping my workload in mind, I had just said yes to her…And then I was totally clueless what to do next. Then I spoke to my supervisor, that what should I do, should I select the group and start working on them. So I had no clue	407.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

	at all! So she said that, "You need to select an objective from your curriculum", and then since we are team teaching, so she said, "Devise the lesson plan that works for every class".	
R	So this is your group data?	408.
SR	No, this is my supervisor, Bilquis Iqbal, she helped me out to device, what to do, keeping that within my workload. Rather than selecting another group and then working on that…So that's how I selected, otherwise I couldn't have manage, she was experienced, and she was senior to me, and she knew about all that, so that's why….Then I could justify all the objectives, and then I started working on it. Otherwise I thought that why to involve the other team members, but since it was done in a way, so that was the intervention part. Otherwise I just discussed that, when everything was going on, I though Oh God! I am working around 80%, they are working only 20%...every group asks me for help, although I don't speak, I give all the 5 books, I ask them to read in front of me…So you know I was doing that apart from the class time, because in the class time other objectives were been giving care of. So they use to read, and then they use to say that, "Okay miss, this seems better"… So skimming and scanning, all coming while we were discussing, which material to select and how to work on that. Because I thought that since they are newcomers, they won't be able to do that. But I was amazed that one of the analysis, when I say newcomers, newcomers, when I channelize the data, one of the students wrote that, "Selecting the book helped me out, how to go in the library and see what shelves have which books". So at least maybe she was vocal about it, that she could project into words. But the others might be thinking it's too tribune to write it down.	409.
R	Okay.	410.
SR	Then they also learned the presentation skills… Because the first presentation, they were doing in a huge group of 120, they all presented in a group of 120, the whole classes, 3 sections…3 classes merged together. So that is how I realized that the end of the program, or the end of the module, or the end of the semester, it was okay it was my hard work, but it was their hard work too. So now in the second year, I kept ask them to do things on their own, because they already know what to do now. And my instructions should be strong enough to make them understand how to do it. So this is all about the intervention part!	411.
R	Okay…It's interesting! I want to see how you work there. I am just curious about one thing, you know we have got an intervention plan, so that figure it all for you within designing your own intervention. Remember, we, the Nazakat group all got their own, on what we were focusing on.	412.
RH	Yeah…which she made on the board?	413.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	No, no, the intervention plan, which I gave to you all?	414.
SR	Yeah the three strategies, that we have to focus on the group work…and the material and the project.	415.
SR	Yes, from there I got the group work and the project…Because that was the brainstorming repeated initially.	416.
R	Yeah brainstorming, and then in the end I sort of translated that into a kind of a plan.	417.
SR	By doing the brainstorming, I already had my assignment done.	418.
R	Okay alright… So let's talk about your journey, and like I said, please it's your journey, so include anything and everything except the kitchen scene *(Laughing).*	419.
SR	Okay…This research project helped me to identify what sort of a person I am. I was what's aping a friend in Canada, and she was working on a presentation…So she said that I am working on a presentation, so I said, "Okay we will talk later", so she said, "No, no I am very good at multitasking, so you go ahead, let's talk". So I just realized that I also multitask…So the next text that comes to me is on "Turtle", and that's how I realized okay, she is right, because see, what the turtle does…Like if I see myself, so whatever I am going to start, I first go in the shell, and then I think, and then come out. *(Laughing).*	420.
R	*(Laughing).*	421.
SR	And then the third, at my own face…because no race to run, whatever the other people are doing. At my own pace I start working ☺. And *Alhamdullilah* I get the objective! Sometimes neutral, sometimes positive, sometimes very good…Sometimes the outcome might be a learning sort of an outcome, but I do get something. It is not that something which is achieved is not worth, no…Then when I relate the same terminology with the research project, so the first thing is I go in the shell, because I can't say no…and the other thing is, I will be you know excluded from a research project, which can actually work in my professional world, I don't know what to do, I am inside. *(Heavy laughing).*	422.
	(Chorus laughing by everybody).	423.
SR	So I am not coming out, and there comes the task sheet, and then my supervisor say to me, "You haven't started working on your intervention part"…So then I say, "Yes, yes, I have, I will"…You know that is the thing I really want to come out of that shell. And then slowly, gradually, not understanding….and some people are too much, and I could not figure out that how to go out with this workload. Because reading was not initial, she gives a task, that was not an issue, but using the intervention on a class, where I am teaching for 4 years…So which year to	424.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

	choose, what to do, I don't know that. So that is how Bilquis helped me you know to choose which year to use, and then how to go about it. So still that was a push!	
R	Okay, so the push was an external thing.	425.
SR	Yes…the task one and then task two, and then task three…how am I going to do these tasks.	426.
	(Chorus laughing/ loud laugh).	427.
SR	And I really don't want others to say, "Oh! Have you done everything? Or everything is done. We have the questionnaires done!" And I say to myself, "Hello! I haven't even started!" (*Laughing again).* And remember I got an email from Fatima saying, "Would you help Urooj in doing this, this"…and I had no reply.	428.
R	Yeah I said what's going on, why is Sidra not replying.	429.
SR	Hello! How can I help Urooj when I don't know myself what to do. *(Laughing).* But still I thought that they are teaching Graduate students, mine are Undergraduate, very young….they have an edge that students are sincere, and all that…??? So that's why what I work with, and you know when I started working, I was confident enough that whatever would be the outcome, I have to facilitate the students anyhow.	430.
R	So you are saying, you kind of got a release once you started your intervention? Because then you felt like, theek hai, jo bhi hai, maine kar diya hai.	431.
SR	Exactly! Once it starts, so with my turtle pace, I go on, then I don't pull off.	432.
R	Okay, so it's just getting on a shell, and making the initial steps?	433.
SR	Yes exactly!	434.
R	And once you start, you do it?	435.
SR	Yeah leaving the rabbit behind! *(Laughing again).* Now see, I am confident enough to talk about something which I write.	436.
R	And looking back at the entire journey now from this angle, you know you are on the other angle, so it's like the time when you are walking and all that…	437.
SR	Like the task which we did in the last meeting? The 7th one? When you were saying ke how are we going to choose to write a report?	438.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	Hmm!	439.
SR	Now I am very clear, that if I choose to write, what are the points I am going to take. And an extremely good experience as far as my professional life in concern, it helped me out a lot.	440.
R	In what ways?	441.
SR	Because in the last meeting, you were saying that group work has become a thing, where teacher thinks that we don't have to work hard….So now I can prove that "No"! Group work is a group thing only, if the teacher is experienced enough, or if the teacher is motivated enough, or if the teacher is hardworking enough to make it work.	442.
R	So you are saying, now it's like a voice of experience? You know what you are talking about.	443.
SR	Yes.	444.
R	Before there was a literature based context that you talked about.	445.
SR	Yes.	446.
R	And now you know exactly what works, what doesn't and what to sort of compensate, because you have recommendations…	447.
SR	Yes.	448.
R	You need to have like a very clear system of how you are going to do it, and so on and so for…Do you remember you were talking it the last time, when you were thinking about that.	449.
SR	Yeah, and probably when I would do it the next time, it would probably be better than what I did this time.	450.
R	Okay, so the professional development just in terms of how you see group work or?	451.
SR	Professional development in, maybe how I would read about it now, and read about the other themes, which might come from there…	452.
R	What could be the difference in how you read about it?	453.
SR	The literature?	454.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	Hmm, hmm?	455.
SR	First I was only selecting literature how to, what sort of groups and collaboration, collaborator…Now the affectivity of group work and relating it to my context, and using portfolios in the group work, that would be my agenda for the next time.	456.
R	Okay, that's the change, the revision that you would make.	457.
SR	Yes…this time I make a portfolio, that it's not graded and I was the major part in making the portfolio…next time it's going to be graded.	458.
R	So you are going to the same thing, which you would going to add the portfolio, so you are making the portfolio…	459.
SR	Yeah and I am going to use it in a different objective now, because we have reflective ideas.	460.
R	So you are going to use group work in reflective ideas?	461.
SR	Yes.	462.
R	So it seems to not just have an impact on your professional development, or the knowledge of the group work, but how you evaluate the literature, or what kind of literature is it…But also in terms of what you are going to use for your teaching practices?	463.
SR	Yes….And probably some better practices for the students, that we can say that it start from this level and make them to work.	464.
R	As you are more conscious about that.	465.
SR	Yes.	466.
R	Okay that's interesting! Alright do you guys have any question? Okay now who would going to talk next?	467.
RH	NK!	468.
R	Yeah!	469.
NK	I will start from the day when my uncle mentioned to me that, "There is a kind of a research project, which Fatima is planning to do, and for that she needs university teachers".	470.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	Hmm, hmm.	471.
NK	So he said that, "I have already recommended your name*" (Laughing).*	472.
R	OMG, that sounds too flattering! *(Laughing).*	473.
NK	Yeah he said that!	474.
R	But you do it, you didn't say that no I don't want to do it…bus unhone keh diya, to bus.	475.
NK	Yeah, then I have to do it…So it was like this that, "I have already given your name, and this is something very good for you, so you should do it"…It was like that. *(Laughing).* So at that moment, there was one thing in my mind that what it is going to be.	476.
R	The intervention project, which you already said yes to him…	477.
NK	Yes.	478.
R	You said that, "He said yes, so I have to say yes".	479.
NK	No, but he asked that, "It is going to be like, almost it is going to go for a year, and there are going to be different meetings, and then a kind of research, in which you have to apply something on the students and things like that"…So it made my mind to some extent what it is going to be. But still there were many questions, that how it is going to be, as I was not clear about it. So I was little bit nervous and little bit curious to know, how it is going to be. *(Laughing).* But finally then I thought that, it's a good opportunity of meeting with other teachers belong to different universities. And I thought that being part of a research, it is also going to be something good. But when I have done my M.A. in Linguistics, so we were not given the opportunity to conduct a research.	480.
R	So how did you write your dissertation?	481.
NK	No, not the dissertation, only the proposal…So we only made the plan, but yeah see, that's something really strange. *(Laughing).*	482.
SR	Oh we were so keen of doing the research!	483.
NK	Yeah and we wanted to do it…But you know Karachi University and how they do things. *(Laughing).* So the course that we did, so the course was "Introduction to Research Methodology", that we did. So the system over there is like, they say	484.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

	that, "If you are going to score more than 60%, then only you have a choice to conduct a research", that's how it is! And they don't give you 60% marks, because marks are in their hands.	
R	Hang on! One second…So doing research is the privilege and you have to get above 60% to do it…So does anyone get the required 60%?	485.
NK	No…	486.
	(Laughing in chorus).	487.
NK	That's the funny part! Nobody got that marks…And me and another girl, we got 58%, they stopped us on 58%, but not 60%. *(Laughing)*…And we were like, although we were doing Masters in Linguistics, but without any research…So there was an urge in my heart to do some kind of research at least. *(Laughing).* Because we have this thing in our mind that, although we have made a proposal, but we haven't conducted the research properly, and we wanted to do it.	488.
RH	By doing double Masters!	489.
NK	Yeah having double Masters, and no thesis and no research!	490.
R	So you guys didn't submit a dissertation?	491.
NK	No, it was only a research proposal that we submitted, only the plan.	492.
R	So it's the exams and research proposal that your results are based on?	493.
NK	Means in one semester, we started "Introduction to Research Methodology", and by the end of the semester, we were supposed to submit the proposal as well.	494.
R	Ahhh!	495.
NK	So in one semester, how is it possible to conduct a complete research…It's not possible. I think it's not possible in 6 months to conduct a research.	496.
R	Is it possible if they have given you feedback on like your proposal and they making you submit it at the end.	497.
RH	And we don't know about our proposal as well!	498.
R	They didn't grade that?	499.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

NK	Initially she gave us some feedback on the topics that we choose, but you know after submission, not on the proposal.	500.
R	What!!! (*Shouted with great astonishment*)	501.
NK	Yeah!!! We don't know how much marks we have got in the proposal…We only know the total marks.	502.
RH	Yeah!	503.
NK	Including the proposal and the paper! So that's how it is!	504.
R	Okay, I am officially speechless!	505.
	(Laughing in chorus).	506.
NK	Okay….So this was also a reason, that I was interested to take part in the research project.	507.
R	You felt deprived?	508.
NK	Yeah, I felt deprived…So it was like this, but I made up my mind that it is something good to take part in such project. And I finally emailed you and I said yes, that I am going to take part in the research project....Okay after that, initially I missed the first meeting, unfortunately I was in Quetta.	509.
R	Yes I remember! *(Smiling).*	510.
NK	It was like that…Then I talked with RH also, that what are the things that I have missed. (Laughing), because I don't wanted to miss anything. So we discussed something, and then I got your mail, in which you mentioned the agenda set. And then I got the task sheet for the second meeting as well. Then it was in the second meeting, that I met everyone for the first time.	511.
R	Yes I remember! Including the researcher, because you didn't know who I am.	512.
NK	(*Laughing*) Yeah…Because that was the very first time that we met…Okay, then I think in the second meeting we did the task, in which we discussed student teacher relationship in teaching and learning. In that we used different similes and analogies to express that. And I used the simile of plant and growth.	513.
R	I remember that!	514.
NK	So that was the thing that we discussed! Okay after that…In the third meeting that we had, what was the thing that we discuss. We discussed our stories as a	515.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

	learner and as a teacher. I think according to me, that was a very important part of our meeting. Because in that meeting, we discussed many of the problems that we face as practitioners, and the problems that students face. And to some extent, all the problems were relating to each other. And collectively we got to a point, that the main problems are, that the students are not that much motivated to learn, they take English for granted…and things like that. And then we discussed techniques, what could be done to improve their motivation. And this discussion then leads us to 4 areas as far as I remember…That we said that, "These are the 4 things, these are the 4 areas that we can work on. And from those 4 areas, we reached the main topic of our research. And then you gave us the handout, in which it was sorted out how we are going to do it….Means it was a line of action that you gave. After that…till then, we were not sure how are we going to implement that. We understood the intervention project and the strategies, but we were not sure how to do it. So that was the second cycle I guess…cycle 3 was our intervention. In the beginning of the intervention, we discussed some of the things, that how are we going to implement, like Rubina said.	
R	You and Samreen?	516.
NK	Yeah me and Ms. Samreen…like Ms. Rubina said that, "It was difficult to decide, that this is the intervention project, but on which class should I apply?" Because I was also taking 2 to 3 courses. In one of the courses, the strength was too limited, so I thought that if I am going to apply something on them, there is no scope of group work or any other thing. So then I decided, then I took a larger class for it.	517.
R	Just because you are keeping the intervention plan in mind?	518.
NK	Yes I was keeping the intervention plan in my mind. Then I choose that, how am I going to implement it, what are the topics that I should select to assign to the students, and which are the topics I should teach myself…things like that. And then finally things started going in the right direction.	519.
R	How did you know it was going in the right direction?	520.
NK	Means when I ask the students to…Like I told you, in the beginning when I divided the students, groups were already made, I just asked them that, "I wanted to assign a group work to you, so give me the list of groups". They said the groups are already made!	521.
R	They have made…Because I remember you said that the groups have been made.	522.
NK	Yes, because I thought that if I am going to make a group, there will be a number of issues, so I let them decide for themselves, the groups that they want to make. And they said that, "The groups are already made and we are comfortable with	523.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

	those groups". So I said, "Okay fine!"…And then I assigned to them the topics, on which they have to bring the material. So at that time, they were not very serious about it.	
R	How do you know they were not very serious about it?	524.
NK	Yeah….Because they said that, "We keep on doing such things, like group work, we do group work, and we make assignments also in groups, so it's not something new".	525.
R	Ahhh!! So you got from the attitude, that there is not a big deal for them.	526.
NK	Yes, that was how they behaved! But then when I gave feedback to them on the same material, and when I used that material in the class along with my lecture, then they realized that this is something ills, this is not just like submitting another assignment, it has something new about it…So from that time onwards, I felt that their behavior towards this intervention is now turning positive little bit.	527.
R	Hmm okay! ☺	528.
NK	Then after that, when I told them that, "You have to give presentations on the same topic and the material that you have collected…" Because they have already got the feedback on that material, they asked me that, "Can we add something new to it? Because we think that there is some lacking in it". So I said, "Yes, of course you can add whatever is missing"…And then during the presentation, most of the students, they performed very well. So from their performance I get to know that, they were able to do the group work properly, because the end result was good.	529.
R	Okay…So from the end result, you could evaluate that they performed and worked nicely in a group.	530.
NK	Yes, most of them, they did!	531.
R	Okay alright.	532.
NK	Oh I missed the questionnaire part! (*Smiling).*	533.
R	(Laughing).	534.
NK	Yeah, in the beginning, I made them fill the questionnaire. And by the end, again I gave them the questionnaire… And the interesting thing is that, I made them fill the second questionnaire, that was by the end of intervention project, on the day of their paper. (*Chuckling)*.	535.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	Ohh!	536.
NK	But after the paper…I made them stay for a while…Why, because previously when I made them fill the questionnaire, usually the strength was missing, and many people, I can't keep on running after them and call…I send various messages, "Please come and fill the questionnaire that you haven't…" But nobody paid attention to it. *(Laughing*).	537.
R	Okay.	538.
NK	So I catch them on the day, in which I know there will be full strength.	539.
	(*Giggling in chorus).*	540.
R	Okay!	541.
NK	So I did that!....And then I apologize as well that, "I know that students are extremely exhausted after giving a 3 hours paper", but I said that, "Please I want a little time, so please fill these questionnaires".	542.
R	As now you are going to check their papers, so that's why…	543.
NK	Yeah so now they are bound to say yes.	544.
	(*A loud chorus giggle and chuckle*).	545.
NK	But some of them, they showed interest as well, that no this is something good, there is nothing wrong with it.	546.
R	But you said, like it's a big class…	547.
NK	Yeah, there were mixed responses. I can't say the entire class was enthusiastic about it…And there were people who, when they collected the material, I went through that, I knew that they haven't put much effort in collecting that material, maybe they have just got from internet, there are such cases as well.	548.
R	Of course!	549.
NK	Yeah we have to get rid of it, just like that!	550.
R	Yeah.	551.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

NK	But there were people, who came to the Department…because we have a seminar library in the Department; they came to the Department asking about the research books. So I get to know from that, that they are actually searching for the material, and through the right sources, that they are roaming in the main library, they are coming to the seminar library and looking for the books, it means that they are serious about it. So all this made me think that the things are going in the right direction! *(Laughed loud*). That's how I am going to prove it.	552.
R	(*Laughing too*).	553.
NK	Okay, so this been done! After the intervention, then when we meet, it was our meeting….We generally discussed the entire intervention. And then in the last meeting, in that we shared again a number of analogies and similes. (*Giggling loud).*	554.
	(*Chorus giggles).*	555.
NK	Which we are reluctant to do it.	556.
R	And when you do it, it has generated a lot of analogies…	557.
NK	That's really strange you know…whenever you assign a task, I am really very reluctant to start it. (*Laughing)*, because there is something like this…I have to be in a certain kind of mood to start writing, or to generate anything which involves imagination.	558.
R	Hmm, hmm!	559.
NK	So even if I sit down, and if I plan that I have to do it now, it doesn't comes out…So it is irritating that I have to do something, but it is not happening. (*Laughing aloud).*	560.
R	(*Chorus laugh by R*).	561.
NK	But finally when it does, *Alhamdullilah* it's fine.	562.
R	It's great not fine.	563.
NK	So overall, I think the experience, it was good for me in a sense that, it was an exposure to me, and it was a learning experience for me as well. And I have learned to experiment a little with my teaching. And for future, I planned that I am going to do…means I am going to assign group work, and I am planning to experiment a letter with group work. The other types of activities as well! Means student generated material was one thing, and making and present it in groups is	564.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

	something very common, that I planned to do something different as well.	
R	Okay alright! So you are saying in the sense, that the intervention have made you feel brave enough to experiment the things…?	565.
NK	Yes…because now I have seen that if I am going to apply some strategy like this, what is going to happen. So naturally it has made me a little brave. Because you are nervous to do something new.	566.
R	Yeah.	567.
NK	That's natural!	568.
SR	Was it graded the activity which they presented?	569.
NK	The presentation was graded, but not the material…Because I had another assignment to give them, otherwise I could have graded it, that was a problem.	570.
SR	Okay.	571.
NK	But yeah the presentation was graded!	572.
R	Do you make the curriculum?	573.
NK	No, no, no….that's not how it is. The curriculum is not made by us.	574.
R	This is handed to you like?	575.
NK	Yeah, so you have to follow it, yeah.	576.
R	Okay.	577.
RH	So you design?	578.
NK	Yeah we design the syllabus on the lines of HEC.	579.
R	Yeah, but HEC university level pe to nahi karta hai Masters mai?	580.
NK	We follow HEC Syllabus for BS, as well as for Masters.	581.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	Okay in terms of syllabus, in terms of assessments…	582.
NK	No assessment is decided by our Examination Department.	583.
R	Kya!!! *(Screamed with surprise*).	584.
NK	Yeah, that's how it is…Means the entire University's Policy, we have to go with it. We can't do anything on our own.	585.
R	But what about if you guys want to do an innovative kind of assessment? So you can't do that?	586.
NK	We are not very open to do that.	587.
RH	Yeah we have to do everything within those limits.	588.
R	And the Examination Department has experts in testing?	589.
NK	They don't have! Maybe they have experience, but I don't think that whether they have expertise in it or not.	590.
R	So all subjects are tested the same way?	591.
NK	Yes…But I think not only the Examination Department, but I think, such things are decided by the University, the higher authority, in board meetings and things like that…But not the Department! The Department is not independent enough to decide for itself how to assess.	592.
R	Because, I mean, I think that English is very different from other subjects…	593.
NK	Yes.	594.
	(*Mix conversation).*	595.
NK	There was a reason behind why I did it…Because the university from which I have studied, there also they use to ???	596.
R	But literature is not the learning of facts!	597.
NK	Hmm, that's strange, but…	598.
R	You know mai literature kabhi professionally parha nahi sakti, agar mujhe idiots ko parhana parhey, aur idiotic way mai parhana parhey, mai to…It's secret, it's	599.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

	too secret…With teaching literature in a way that I am not happy with…that's why I never try to taught it.	
NK	That's true! I agree with you!	600.
R	Oh waoo!	601.
NK	But they think that they have divided the assessment of the Science students and the Arts students, that's how they have divided it, and the commerce….3 parts. They consider all the Arts subjects to be the same, whether it's a language or it's a subject, they don't know what's the difference!	602.
RH	We know the difference, but they don't!	603.
NK	I know it's difficult to digest it! (*With smile)*	604.
R	No, no, this is very, very interesting! So I mean I am trying to like figure out with your context…So obviously you guys have a very, it's a very sort of yearly defined kind of parameters, within which you are working.	605.
NK	We are not bound in the sense how to teach, we can use any kind of methodology or any strategy.	606.
R	But you are bound when you assess?	607.
NK	Yes assessment, yeah…	608.
R	But at least teaching mai you are free, you have to cover the syllabus right?	609.
NK	Yeah we have to cover that!	610.
R	So your only actual room for experimentation is your methodology?	611.
NK	Yeah in the methodology.	612.
R	Yeah I am understanding to figure out!	613.
NK	Hmm!	614.
SR	I would like to add what NK has said! Like you asked her that, how did you know that it's going in the right direction…As far as I am concerned, I did not know if I was going in the right direction.	615.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	And how did you feel about it, that you were not going in the right direction?	616.
SR	I don't know…Because it's a huge class, and everybody is coming to me…and while analyzing the data, there were 11 people out of 30, who say that teacher should not select the materials for us.	617.
RH	Really! (*With astonishment).*	618.
NK	Waoo!	619.
RH	That's excellent!	620.
SR	The neutral 11 said that, "She (teacher) shouldn't"…and obviously the rest gave another statement.	621.
R	We all know what the rest have said.	622.
SR	Yes.	623.
R	Okay, so that's pretty awesome! So you started out with not knowing, and even till the end, you said that when you looked at the data, you didn't know ke kya hua hai?	624.
SR	Yes…And you know, as far as I was concern, I was just thinking that I am making them go in a right direction. We are working on, I am working on….And they are reading and they are using the same skills, and they have done it in the presentation. And again, they have filled the questionnaires…	625.
R	Okay you know she talked about how she felt, you have talked about what you have done…but how did you feel about the process? The only part that SR chose to think, it was about the feeling…but how did you feel about it?	626.
RH	Once we started the project, NK went all with the description, like yeh hua thaa, yeh hua thaa, yeh hua thaa…aur phir yeh hua thaa. And what she felt about the project was ghayab.	627.
NK	(*Laughing vigorously*). Okay what should I add?	628.
R	I don't know! I don't know! But it's interesting that you chose to talk about how you felt, you talked about being invited to join the project, and the decision to take a project.	629.
NK	Yeah.	630.
R	And then when she started talking about participating in a project, it was only what you did.	631.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

NK	No I told you that in the beginning of the intervention, the feedback that I have got from the students, it made me a bit nervous, because I thought maybe they are interested in it, the attitude that they showed. But as the intervention went on, and the time that they brought the material, they submitted it to me, I gave them the feedback, and then I use the same material in the class, then I started feeling*…(R interrupted NK during her talk).*	632.
R	You are talking about their feeling, but what is your feeling?	633.
NK	Means I am saying that, when they were participating in a better way, so I felt that satisfaction.	634.
R	And before when they weren't participating?	635.
NK	I was nervous!	636.
R	Okay you were nervous.	637.
NK	Yeah.	638.
R	How about doing our meetings itself….like no one have talked about it, but you can be honest, did you feel like you were getting anywhere….in one meeting you said that, you felt that you talked about your learning history…	639.
	(*Mix conversation*).	640.
R	When you guys send your reflections, I think you guys made an amazing summary of everything we covered, each FGD…So it came to like this.	641.
	(Chorus laughing).	642.
R	That's why I am asking…you know every time you talk about it, you focus on impact, or you focus on what you feel, everything that you can prove…	643.
NK	I don't know! (*Laughing).*	644.
RH	I think it's difficult for her to express herself!	645.
NK	Yeah that's the thing! (*Smiling*).	646.
R	No but every time you talk about, it's all about we did this, this is what we covered, this is what happened! I mean its amazing OMG! But when we talk about what it all meant to you, like she talk about it, she was worried, she was nervous…what she said no, what she said yes, but with NK we have this thing…	647.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

NK	I told you that, in the beginning, when I had to take the decision, he told me that, "You are going to be a part", but I was thinking, "How it is going to be, there will be so many meetings, that is going to be of one year"…So I was quite nervous about a number of things.	648.
R	You know probably how it came to NK, that was different.	649.
NK	Maybe that's the reason!	650.
R	Yeah that's the reason!	651.
NK	Maybe!	652.
R	Because it's fascinated, it's like her feelings came after she made the decision.	653.
	(*Chorus giggling).*	654.
SR	Not Fatima, not research project, nothing!!	655.
R	Okay SR already told that she is all about the feelings! *(Laughing*).	656.
SR	(*Laughing too*). Where it would be compensation! (*Laughing vigorously)*.	657.
R	Anything you would like to add NK…That now looking back now at the project, so would you like to say something sort of addition? You know like, "I came, I saw…" like that, or whatever…As she said what she has to say.	658.
NK	Ahh! About the overall experience…I think that I have learned a lot through this. During the meetings, when we were discussing the issues, there were certain issues that I was not familiar with.	659.
R	Such as?	660.
NK	Like…In different institutes, there are different methodologies which are used…In our institute, we experiment very little, like there are typical methods that are used. And in terms of facilities as well, like we don't use projectors, they are not available to us. But like here in Aga Khan also…like Tahira shared that in Behria, she is all the time using the projectors and things like that…So how is teaching along with those facilities, and how is teaching without them? That was also a comparison! So I got to know about new things. I think as a teacher also, I am not very experienced, so that is why it was a learning experience for me. Meeting with all you people as practitioners, and getting to know your experiences as learners and teachers… So all together, I think it was a learning	661.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

	experience for me!	
R	And the intervention in itself? Like you started and till the students are giving you a positive sort of… their attitude change?	662.
NK	Then I decided that yes, I can do some experimentation in the class.	663.
R	NK, unka attitude change hua, to phir kya hua? Kabhi socha hai?	664.
NK	Maybe I would have thought that no experimentation…It's not safe to experiment. *(Laughing*).	665.
R	(*Laughing*).	666.
NK	Just keep going on in the same way…there was a probable possibility.	667.
R	I think the first analogy you gave me, that the teaching and learning for you is like a theater.	668.
NK	That was the second one….The first one was the plant idea.	669.
R	Yeah yeah…and the second was, for you the teaching learning relationship is just like a theater.	670.
NK	Yeah.	671.
R	Where you have to prepare for your teaching and learning of the literature….I remember!	672.
NK	Yeah.	673.
R	So is it still theater and audience for you now?	674.
NK	In the last semester, I taught 2 subjects of Linguistics, and now also I am teaching Linguistics along with Literature…So now I think I have realized that, the students part is also a great fun in overall teaching scenario, it's not only the teacher…all the efforts should not be on the part of the teacher. Because activity base teaching involve student's contribution to the teaching, and students taking the responsibility of their learning. So this was something new to me that I have learned!	675.
R	Like we had a really serious discussion about the teacher preparing, and the teacher taking responsibility for it at the end.	676.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

NK	Yes.	677.
R	Then it would be responsive to student's feedback…feedback pe evaluation pe lambi discuss hui thii….yaad hai. (*Smiling).*	678.
NK	Yeah!	679.
R	So now you feel like, is it still theater or something else? Or shall I ask you at the last day, so you guys still think about your new analogy for it?	680.
RH	Yeah, yeah.	681.
NK	Yeah.	682.
R	Alright…RH you are on! The mike is to you, so go ahead!	683.
RH	Well, I start by saying that we are so use to finding out our similes and analogies, that I've found one in this case as well.	684.
R	Okay alright.	685.
RH	So I have c.onnected these 4 cycles of intervention with the cycle of studies for any student.	686.
R	Okay.	687.
RH	Starting from school, and then moving towards Intermediate, and Graduation, and Masters. For first cycle…When you call me, before that, I think you have talked to Fehmina.	688.
R	Yes.	689.
RH	And because she was busy with her own family life and university life, so she was unable to do it. So she asked me if I could do…And the same case as NK, we haven't done any research. So I was willing to do something, and this was an opportunity for me, so I joined. But just like a student, a little boy or a girl, who is send to school…So the first day of our school was similar to the first meeting.	690.
	(*Chorus laughing).*	691.
R	How was this similar? (*Laughing).*	692.
RH	All of them were new…she was absent.	693.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	Yes.	694.
RH	All of them were new, it was a new place for me, and I was not aware what is going to happen, what we are going to do.	695.
R	Hmm!	696.
RH	I mean I was totally blank! I was not at all clear…And even the mails that you send me related to what we are going to do, I didn't get any time to read those.	697.
R	Ahh, okay alright!	698.
RH	So I was just blank sit, that what is going to happen…Just like I was crying inside like a little kid going to school. (*Laughing loud).*	699.
SR	Yeah feeling afraid! (*Giggling and chuckling too*).	700.
RH	Yeah feeling afraid that what is going on! And please somebody help me! (*Laughed Loudly*)….and things like that.	701.
R	(*Laughing too*).	702.
RH	Then after that, you gave us some task, then I discussed it with NK…And just like a small child started going to school, having friends…So NK was in the second meeting, so then I found that a true friend is here, she is going to help me.	703.
NK	Yeah thank God that we have met!	704.
RH	Yeah I felt that thank God somebody is here, with whom we can discuss and sort out the matters.	705.
R	Okay.	706.
RH	Then we started working, and we passed on our first cycle, just like we have done Metric.	707.
R	"Just like we have done Metric"…what do you mean by that?	708.
RH	I mean going through a school, it was over.	709.
R	So you are just following the project, jaa rahey ho, ho raha hai, khatam ho gaya hai, jo karna thaa, kar liya, done?	710.
RH	Hmm! Aik paper hua, task one, second paper, task two.	711.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

	(*Chuckling loudly).*	712.
SR	So the tasks are like papers! So it's like classes and moving towards another class…	713.
RH	Yeah marks achey nahi aaye, so the teacher is going to yell! ☺	714.
R	Yeah sahi baat hai. ☺	715.
RH	So every task was like giving a paper!	716.
R	Like, in a sense of how nervous you felt?	717.
NK	Like students, they are afraid that the teacher is going to scold us, but we use to felt that it is going to be embarrassing…We thought that if we have made a commitment we should do that, we should not turn us embarrassing.	718.
RH	So this feeling was throughout this project…That yeah we have made this commitment, we have to do it properly.	719.
SR	We have to build a trust!	720.
RH	Exactly!	721.
SR	And the thing should be correct one!	722.
	(Chorus laugh).	723.
R	So for the task sheet you approached it in the same way, that I have to get it right, I have to keep my commitment…	724.
SR	Yes.	725.
R	Oh! It just sounds very scary to me!	726.
RH	So just in that way, covering all the tasks, I crossed the first cycle, that is the metric. Then we went to our second cycle, that is Intermediate…The feeling was almost the same, we have studied something, we know something that we are doing and what we have to do, but it was not completely decided…After we completed the cycle II, it was decided what we are going to do, and how we are going to do. Just like after doing Intermediate, we decide that in which specilisation you have to go.	727.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	So you felt like you deciding that decision, ke exactly kya karengey, kis cheez mai specialize karengey?	728.
RH	Yeah exactly! Where we are and what we have to do now, right, whether we are suppose to go in Medical or Engineering or any other field.	729.
R	Yeah I understand that!	730.
RH	Okay…Then it was intervention part, the cycle III, that is related with the Graduation, its long, it's time taking, hardworking is there. Things were going on; somehow we try to manage (*Smiling).* Again I would say that, I am multi tasker but sometimes I feel that I am not coping up with the time, it seems that the time is less, and the burden is quite more.	731.
R	OMG	732.
RH	So somehow I try to cover it up, because I have made a commitment and I have to do it, I thought that I have to do it, whatever the thing is, whatever is going on, whether I am okay or not, but I have to do…So in this way I've completed the third cycle. And now looking at this fourth cycle, we have already done the Graduation mark.	733.
SR	So it's the Masters time!	734.
RH	Yeah…The thing that was here one year back in my mind, that as we are doing a research, and even I can show something that I have done a research, I have done Double Masters without any research…but now I am a Master and I am a Researcher, though as a Co-Researcher, but I have done something, officially I have done something.	735.
R	You know what I like about this project; you guys were all Co-Researchers, because your interventions, you guys designed completely on your own.	736.
RH	Right!	737.
R	I mean you might have consulted other people, but at the end of the day the final decision, the plan, the adjustments you made your intervention, they were all your own. So in that sense you all functioned very much as Independent Researchers.	738.
RH	I was discussing the same thing with NK, that we have given many assignments, which were very difficult, and they were quite research based, but it's just an assignment.	739.
NK	But we say that it's a research.	740.
RH	Yeah now officially we can say that we have done something!	741.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	Absolutely!	742.
RH	Now we are Masters! We have done Masters! (*Smiling).*	743.
R	Yeah!	744.
RH	After about completing the cycle IV, we all have done the analysis part…	745.
R	You have the data, and then now you are talking about what it means, you have done the expert review…	746.
RH	Yeah we have done the conclusion!	747.
R	See you guys are ready to write the reflective paper in your heads.	748.
NK	Inshallah!	749.
R	Inshallah, Inshallah! Okay, alright, so I will ask you the same question I asked them…Which is you know, I see, I came, I saw, I conquered, or I did, or I survived, I had a learning experience…What was it for you? Like you talked about how scary it was right through the first cycle, second cycle, third cycle, and forth cycle is like doing a Masters…	750.
RH	Yes.	751.
R	So what does that mean to you, doing a Masters, which means how do you feel about it?	752.
RH	I came, I saw, I conquered.	753.
R	So you feel like this, and now you feel?	754.
RH	As a part I have done something!	755.
R	A sense of achievement! And you feel more confident now?	756.
RH	Yeah more confident!	757.
R	In terms of your research…You can say I have done the Masters, I have done a research.	758.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

RH	Yes research!	759.
R	And it's not like an empty thing?	760.
RH	Yeah, that's something very satisfying! Let me tell you the whole thing, I was very, very scared when I talked to you for the first time, I thought that what kind of a person she is going to be, and what will happen, but *Alhamdullilah*!	761.
R	*(Laughing).*	762.
RH	So I got this experience! Actually that was the first time for me.	763.
R	I am thinking that was I that scared (*Laughing*), because we were in the beginning, because it's very, very different, you know working with so many different people…And seriously, I mean when I met all of you, I still scared in the first meeting…	764.
RH	Yeah what about you? Your feelings? (*Laughing).*	765.
R	I think it was a big and learning journey as it was for you people…Probably not, because in that cycle, I have to leave you guys alone, I wasn't allowed in terms of the research design to write to you, or talk to you, and you guys contact with me…and there was no contact from that side…and I was thinking ke, "Mai kya karun…?" (Smiling), aur maine message send kiya thaa, uska bhi jawab nahi…maine kaha abh kya hoga, kaise hogey…if they need any help, I can't even offer to like poke my nose in, because there is nothing coming from that side…So when I came, also I was scared to contact everybody, you know I was like having pretty so much pressure on them, it doesn't seem fair on what everything is going on…So trust me…when people tell me about the challenges that they were facing, it makes me think about so many other things. So what this also taught me that you can do something just as professional, working together, you have to consider by yourself that you work as a group, and you think there is a way that we can do the research…	766.
RH	Yes it is possible!	767.
R	So I have that thought…..I mean you know you are doing a good job as a researcher, but you feel scared and lost…That's everyone say, because that means you are genuinely engaging in what you are doing in…So still you get your data, I found that very interesting, still you get your data, you don't know ke kaise, kya karna hai.	768.
RH	Yes kya hoga!	769.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

R	And the data starts striking you, in a way that it did before, because it start making connections.	770.
RH	Right.	771.
R	So I mean that scared as well.	772.
RH	Hmm.	773.
R	Okay…Now there is a big question for all of you, and I am going to ask you guys separately, okay…And the individual interviews. I want you to think about, to take a minute and think about this entire journey…And think about the word "Change"! Do you think there is any connection, because if you see, so there is a change…I mean you don't have to force the connection, it's upto you, just do free association. You guys have like similes, analogies, and brainstorm…So I really want to think about the association, think about this entire journey, where that was a 4th cycle, so there could be an analogy.	774.
RH	Perfection!	775.
R	So I want you to think about this entire experience of being into end…And think about that what the word "Change" means to you? And whether it figured, so you share it all or why, why not. And I will ask you in your individual ones…Alright, so we are setting up individual times, what time do you want me to come to your place?	776.
RH	Okay, on Tuesday, I have a class at 11:00 till 12:00…So I think if you come at 12:00.	777.
R	So should I call you from outside the gate, because aise react kartey hai jaise pata nahi kyu aaye hain yahan.	778.
RH	Yeah yeah, I really apologize for that, but that's how it is in our institute.	779.
R	No, no it's okay…I taught in DHA, mujhe sub pata hai, aur bachey to aise bhagtey they, jaise jail se nikal rahey hain becharey.	780.
RH	Yeah, hamara bhi kuch aisa hi scene hai.	781.
R	DHA mai to pori line hoti thii larko ki…wohh apni ghariyon mai larkey aaye, larkiyaan dabak ke ander beth gayin, aur zoom kar ke nikal gaye…	782.
RH	Abh to yeh hota hai ke larkiyan dekhney ke liye aatey hai, apney betey ke liye rishta mangney aayi hain, apney bhanjey ke liye larki dhoondh raheen hain…Yeh cheezain hoti hain.	783.

Appendix Bi

Partial Transcript of Focus Group Discussion (FGD) III , CI. Cycle 4– Nazakat Group, Venue: K
Discussants: Researcher (R) – Participants: RH, SR & NK

NK	Ke agar aap check nahi rakhein, aap samjhey ke kisi student ki mother hongi, if you let them in, aur wohh pata nahi kis purpose se aayin hain, pata hi nahi hai…To yeh strange activities hain. So then we will pick you from the gate!	784.
SR	Okay. (*Interview ended*).	785.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

SS Interview Transcript Nazakat Group- CI Cycle 4		
Name of Interactant	Turn	Turn NO
R	Okay… this is my individual semi- structured interview with *NK, it's* part of Cycle 4... The final cycle. Alright...So let's start with something….I told you to sort of cover all the things, and I asked you to reflect about how you felt, do you remember?	786.
NK	*Yeah* [slightly stretched]	787.
R	And you said "Okay I'll think about it" and I said that I'd ask you again in an individual interview [slight rise intonation]. Do you remember?	788.
NK	Yes….So like I have to start from the beginning, that how I felt about the…? pitch, slight pause]	789.
R	No…Basically you have to just think about it as a reflection, I mean things happened, but now looking back, you have come to this conclusion, that I have this experience…I mean did you feel like it was some sort of shift for you, and how you were thinking about it?	790.
NK	Yes…There was a shift! Like you said that you are going to ask me something about "Change".	791.
R	Yes.	792.
NK	The word "Change" and how it is related to the intervention.	793.
R	Yes.	794.
NK	So I have been thinking on those lines…So actually I thought that "Change" is a word, which I am not very comfortable with. (Laughing vigorously). Yeah that's not a good thing, but that's how it is, I am not very comfortable with the word "Change"…So usually I try to stick to things, that are already tried and tested, to play safe, not to find something new.	795.
R	Hmm!	796.
NK	So if I compare my situation as a teacher previously, when I was teaching literature, so at that time…Because I was following the same line, I was teaching on the same lines, on which I was taught by my teachers. Because I thought that, I idealize the teachers, so I followed their methodology.	797.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

R	These are your teachers in your Masters specially…?	798.
NK	Yeah.	799.
R	Because students like them very, very much, because they are encouraging and all that…	800.
NK	Yeah…So when I started my career as a teacher, so I try to copy them in a way, that I quite teach in the same way like they use to do. And that work well! Which was… Means, if we are talking about literature class, so it was a lecture based class. Because in literature, it's very difficult I think to incorporate the activities. Usually the students, which come to take admission in Literature classes, they don't have a proper background of Literature; they don't know what they expect from the course. We have to tell them all together from the beginning, that what does the course offer, and how they should prepare their minds. So I think that we have to work extra hard with the literature students, to make their minds work according to the requirement of the subject, to be more imaginative to understand things.	801.
R	So you feel like in that case…I remember, because we have this discussion in our third cycle, you said that for you it was a theater, the students are the audience.	802.
NK	Yeah, yeah.	803.
R	You said that in the literature classes, it's difficult to not use a lecture base…	804.
NK	Lecture base, yeah…Because I think it's the teacher, who is putting most of the effort. Maybe, there are students, who already have a strong background of Literature, with them, discussions and things like that are possible. But in our scenario, it's very difficult! We have only 1 to 2 students, who can actually have a discussion with the teacher. So rests are totally depending on the teacher, and they expect that the teachers are going to explain everything to them.	805.
R	Okay….So this is the way you work, you idealize your teachers, you worked with those methodologies that they use?	806.
NK	Yeah…And then when I use this…Why I didn't felt a need to change, because, when I use this methodology, the students were also satisfied with it, so there was nothing wrong with it.	807.
R	It was working very well!	808.
NK	Yeah it was working very well, that was a thing! But then a change feel, in a sense that I was given new subjects, that is of Linguistics. So I have to plan my things differently! And then I started change, where I have to incorporate activities and things like that…But it was only a plan. But when I became a part of this research	809.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

	project, so it give me an opportunity to implement those changes, that I was planning in my mind, that these are the things which are requirement of such courses, which I am teaching now. So it gives me an initiative to bring that change! It was like…Ms. Sidra was saying "The push, that is important". (Laughing).	
R	(Laughing too).	810.
NK	If a person is reluctant to bring change, so naturally a person will need that push. So I think that this research project was that push, that was required to push me towards that change. And I finally took the initiative of bringing that change. And after bringing that change, now I have changed the analogy]\ of that simile of a theater. Previously like, the students were the audience…So the audience role is very nominal in a theater. The thing is that, although, everything that is been done in a theater, it is directed towards the audience.	811.
R	Hmm, hmm!	812.
NK	But they don't contribute much to the play! The only thing that they contribute is their feedback. But now, how that classroom has changed…That now, I think the teacher, the teacher now turned into the Director.	813.
R	Ahhhh! (Screamed with excitement).	814.
NK	And the students are the actors now!	815.
R	That's fantastic NK! So you are just telling them that, okay these are your options for you…	816.
NK	Yeah… Means, I am now the Director, I will tell them the plot, which is the course outline, I will assign the roles. Like if I am supervising group work, so I will assign the roles, maybe the group members, the group leader…and how they are going to work together. So I am only there as a Guide and as a Director. But the main performance, that has to be done by the students. So their role has increased now, because they are performing! And the audience…who are the audience now? They are parents!	817.
R	Waaoooo! (Really feeling happy and excited on such simile).	818.
NK	Because, the parents are the one, who are going to look at the performance of their children, and they are going to give feedback, so now they are the audience. So now the simile of the theater has changed for me!	819.
R	So it's like, now you are working on the same side…	820.
NK	We are working together! And I think that now the learning process, it is going on with the mutual work of the teacher and the students, both are playing equal part. Previously the teacher's part was more.	821.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

R	It was more, because that's how you saw it?	822.
NK	Yeah.	823.
R	Now you feel after you turn your work as an intervention, now you feel like the students can take a more active role…and for you they are now more like actors in this format.	824.
NK	Yes.	825.
R	And your role has changed into your mind.	826.
NK	Right!	827.
R	You said in the second meeting…I asked you to sort of rules to change, that is innovations that you would work in the literature, because I don't know if it will work in the literature…	828.
NK	Yeah that's, I will say the same thing now, because I haven't experimented actually with the Literature class, and I think it is difficult to initiate that kind of change. Because the same thing, the courses of Literature, they are very lengthy, and the teachers have to like, put everything in their minds.	829.
R	(Slight chuckle). So NK you said that you are the Director, and the students are the performers.	830.
NK	Right!	831.
R	So it's that how you see it now in Literature, or you are not willing to…?	832.
NK	No, it's doesn't depend on my willingness. But I think that, the feasibility of bringing this change is less in a Literature class, so that's what I think. Maybe if I apply it, then only I can see the result, whether it works or not.	833.
R	Okay…And are you thinking about eventually ready to it…	834.
NK	Yeah I will try definitely to bring a similar kind of change in a Literature classroom as well. But I think, for that I need to see the students as well, their caliber…are they able to do it or not, are they able to participate or not. Because there are certain batches, who are quite dull, all together the batch is like that…And there are certain batches, who are very active. So you can't do anything with the dull ones, no matter how much you try to motivate them, whatever you do, they remains the same.	835.
R	Okay.	836.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

NK	So I made a way, but I can't say…	837.
R	No, no, that's fine, that's fine…So we talk to that, you and change, but what as a whole of change…?	838.
NK	Yeah I am telling you, the personal characteristic, in my personal life also, and in my professional life also.	839.
R	Okay, you don't like taking any kind of risk?	840.
NK	Yeah taking risk!	841.
R	Okay alright! So I am assuming that when you have to try the change, so it would be very scary for you?	842.
NK	Yeah it was a little bit scary! I told you that I was nervous when I was starting, because I was thinking that what kind of feedback I am going to get. And the same doubts that we discussed in our meetings that, sometimes, what they start thinking…If the teachers are asking them to participate more, instead of thinking that it's going to be a healthy activity inside the class, they start thinking that maybe the teacher is trying to reduce her workload, and putting more workload on us. (Laughing).	843.
R	(Giggling too).	844.
NK	So that's how it is…	845.
R	??? (Slow to understand).	846.
NK	See it's only been 3 years; this is my third year that I have been teaching. So maybe with the passage of time, and when the experience I get, I will be more comfortable with change.	847.
R	Okay alright.	848.
NK	Because first I should perfect myself that what I know, and then I should try something new. (Chuckling). So that's what I think!	849.
R	Okay alright! So then you are happy with the standards, that reached to sort of extend to the outer world?	850.
NK	No, not in every case, but like there is a different scenario in the Literature classroom as compare to Linguistics and Language.	851.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

R	No, no, I am just talking about generally?	852.
NK	Generally…No, it's not the same in every case. Like if I am teaching…Because previously I was also given English Compulsory, so that was a language teaching. In Language teaching, I think, I am able to implement those changes and things, but not in the Literature one.	853.
R	No I am asking, is it maybe because in Literature, you had a very, very positive experience with people using a certain methodology?	854.
NK	Yeah!	855.
R	And in your head, you feel like it's something that really works? Well I remember we had some very, very interesting discussions about Linguistics, and how it's taught, and you already cepatize it with the way, with your own experiences, and how it is taught.	856.
NK	Yeah!	857.
R	So does that make you feel more willing to say okay, I know there is a problem…?	858.
NK	Yeah, I felt that my experience of studying Linguistics was....in which the teachers were putting less effort, that was obvious…and expecting a lot. So there was a lot of pressure on the students. So I want that, when I am teaching Linguistics to my students, they should not feel that I am not putting much effort. And I want to make things simpler for them! I want them to participate in the class to be active, but I also want to sanctify things for them. It shouldn't be like that, that they are looking for guidance and they are not getting it.	859.
R	NK…If you were your student right now, what would you want to be able to thinking about your intervention? What would you like them to think about your intervention?	860.
NK	What would I like them to think?	861.
R	Yes, what would you like them to think!	862.
NK	Okay, what they actually think…I can't tell that! But what I want them to think… it's naturally, that I want them to think that this intervention has brought a positive change in their learning process. And the overall environment of the classroom…I think that now their involvement in the class, it increased because of the intervention. So I want them to feel good about the intervention, in a sense that now they are working actively.	863.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

R	Okay.	864.
NK	That's what I want them to think! But I don't know what they thought actually.	865.
R	(Laughing).	866.
NK	Only the questionnaires can give us a little bit idea about what they thought. We have the responses!	867.
R	Okay alright! So if I ask you, rather we sort of discuss these interventions, we discuss the project…You sort of talked about that you are changed in the project…If you have to recreate the whole thing, our project from the beginning till the end, from the time you got agree to become a participant in the project, till the end…So if you have to like recreate in your mind, like it was a new thing.	868.
NK	Hmm!	869.
R	So which scenes would be the most distinct for you? Like if you see a certain movie, that sort of impress themselves on your visual, you recall things.	870.
NK	Right!	871.
R	Then we say that, "Ohh! Could you see that scene? Those were the colors and all that…"	872.
NK	Okay…So the scenes that are still vivid in my memory, are the same which I shared. The one…that meeting, in which we discussed our experiences as a learner and as a teacher.	873.
R	Ahaan!	874.
NK	Because, I think, that was the part, in which I get to know the research members with whom I was working…And we discussed some of the important issues related to learning and teaching.	875.
R	Okay…So that's one!	876.
NK	Yeah that was one! And the second one would be, the one in which we finally decided the topic. Like we decided 4 areas…Because before that, we were wondering, which direction this research is going to take. Because you are discussing things which are quite general! So there was a question mark in my mind. (Smiling).	877.
R	(Laughing loudly).	878.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

NK	That actually what is going to be the topic of our research.	879.
R	Okay alright!	880.
NK	Yeah!	881.
R	So you felt like that?	882.
NK	Yes that day, when we finally decided, so I was clear, okay this is what we are going to do. (Laughing too).	883.
R	So if you remember it more vividly, because you were worried, and you were trying to get some kind of answers?	884.
NK	Yeah answers, yeah, it was an answer.	885.
R	That day it was clear to you? Or you felt like, okay from a general, we were actually going somewhere specific?	886.
NK	Yeah specific!	887.
R	So you feel like you are going somewhere…?	888.
NK	Yeah, it was like…Finally we were given a plan that day, our line of action, that how we are going to do things through. Although at that moment, it was just the plan, and implementing the plan…for implementation we had to plan a lot of things. But still it was a kind of satisfaction for me that day! It got clear that day!	889.
R	Yeah I know, I am supposed to do…	890.
NK	Yeah we were discussing things, and the same kinds of discussions are going on.	891.
R	Okay, so those are the two most distinct memories for you throughout the process?	892.
NK	Right yeah!	893.
R	How about doing your intervention? Any memories doing the intervention, anything that you felt?	894.
NK	I think, it would be the day, when the students, they performed, they gave their presentation…Because it was the final project! And at that day, when I was observing their presentation, I was looking at them. So I felt that the students were performing	895.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

	well, so it was like a kind of satisfaction for me, and I was happy to see that they are performing well, and they are using the same material that they found themselves. So I felt that they are doing something on their own. Maybe that I have given them an opportunity to do something on their own. Mostly students, what they do, in private university, like maybe in our university…this is the trend I have felt, that students are quite dependent on the teachers. Contrary to that, which is the scenario in Nazakat it is totally opposite to that. I think I have discussed this before as well.	
R	Hmm!	896.
NK	I felt it to be a difference between a government institute and a private institute. The approach is different!	897.
R	You feel in a private institute rather than a government institute, you feel like you are more accountable for giving more, and it demand.	898.
NK	Yeah.	899.
R	Where in government institutes, almost there would be free… I mean.	900.
NK	Yeah…So there are very few teachers in the government institutes I think, who maybe by nature, they are like that, or they are more responsible, so they teach with full responsibility. Otherwise, because there is no check and balance, so people, they try to teach in their own way.	901.
R	We have discussed it already, evaluation, check and balance… ☺	902.
NK	Yeah, that we have already discussed! (Laughing).	903.
R	Okay…So you feel like that was the difference…	904.
NK	Yeah.	905.
R	That's why you feel ke kya hoga… ke bachey kya karengey.	906.
NK	Yeah, when they had to give the presentation, I was thinking, is it going to bring a change or not, which I was expecting to see…Because, like we have introduced a technique, so naturally we are curious to know, whether it is going to work or not.	907.
R	But you work so hard for that.	908.
NK	Yeah, so one has expectations related to it. So I was worried, how are they going to perform, are they going to perform well or not…But when I saw their performance, I	909.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

	was satisfied, it was good!	
R	Satisfied, you were happy with how they did, or you were like satisfied overall, that all the nervousness and worriedness gone?	910.
NK	Yeah, the nervousness was gone, and I felt that the purpose is achieved to some extent, in a sense that they have learned to do something on their own. So the students, they are looking for the material and planning the presentation, and doing the presentation…Because, like if I compare my situation with that, what Ms. Sidra said, she said that, she had to put a lot of effort with the students, to supervise the group work, to help them find the groups and things like that…But as far as my case was concerned, a very few students came to me, asking about, "From where we should get the material?" I told them that, "The resources are free, you can take the material from anywhere. But to start it with, this is the seminar library; you can take the books from there. There is main library, you can go there"…And then some of the students came to me, and showed me the material that they were searching. But I think that I didn't have to work very hard with them! So they did it on their own!	911.
R	So if you wrote a general article NK, what would be the things that you would like to emphasize with regard to this entire experience, that you felt…Like you feel that your audience really need to have?	912.
NK	Okay, my audience being teachers.	913.
R	Your audience being the reader public, the literature, it would be writing on teacher education, or applied university…	914.
NK	Okay.	915.
R	Yeah!	916.
NK	So I think it could be that…Like in teaching Linguistics and Language, I would say that it's good to experiment a little with new teaching methodology. Like the strategy that we use…so group work is something, that is commonly done. But the student's generated material… according to me it's a strategy, which was new for me as well, I didn't know about it previously. And I think it works well with the students! So it is something, I think I am going to recommend to other teachers as well, that they should try to incorporate this in their teaching methodology, it is going to bring a good change.	917.
R	A good change, a positive change! And you feel like, again in terms of language and related material, like the idea of the literature…?	918.
NK	Maybe the traditional method of lecture based classes, so in that, there is no scope of such things, maybe that's why it was not there.	919.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

R	And the idea of somebody, as the students… and including your lecture, I mean not you, but as in generally.	920.
NK	Yeah.	921.
R	Then a traditional classroom could be…?	922.
NK	It would be strange maybe, because different teachers have different approaches. And previously I think, the approach that was there was that, the teacher should be in full control of the class.	923.
R	(Smiling).	924.
NK	Right, that's what how it used to be!	925.
R	Absolutely!	926.
NK	And anything which the students are interrupting, that was taken to be something wrong, and the teachers use to get offended by such behavior.	927.
R	Why do you think that they get offended, because it was the discipline issues?	928.
NK	Yeah discipline issue was also there. They want the students to remain silent and to listen to them. That was how previously the classes use to be! But with the passage of time, when the approach is changed, now it is like…teachers are, they allow their students even to talk about the teaching methodology a little bit, but previously it was not like that, before it was not like that. Means, I can't imagine myself telling any teacher at college level, or school level, or university level, that "I think you should start doing this, it would be better"…Such a suggestion was not acceptable, not welcomed by the teachers.	929.
R	Yeah I could imagine that!	930.
NK	They would say that, "How can you tell me what to do, because I am the teacher, I know it"…So that was not it was (Smiling). But now things are changing!	931.
R	Why do you see that now it's changing?	932.
NK	Because teachers are more open to suggestions now.	933.
R	This is based on what? This is based on your experience as a practitioner, or your experience as a student?	934.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

NK	This is based on my experience a little bit…Like, it is also based on my M.A Linguistics Course that I did. In which the subjects that were there, TESOL…the teaching methodologies that we read, we studied…So I came to know about the different techniques which can be used. Because I haven't seen those techniques being applied previously in my educational career. So it was an addition to my knowledge, that there are so many things which can be done, there are so many ways to teach.	935.
R	NK, such methodologies which you read about, have you applied in your university classroom?	936.
NK	That was applied?	937.
R	The techniques that you learned about TESOL….were they role models for you, the teachers who were teaching you the theory?	938.
NK	Yeah, like TESOL is taught by Mam Talat, and every methodology that she use to teach, she use to practice it in the classes. Well like, there was one total physical response, in which the teacher, she doesn't have to speak anything, through gestures and motions, she tries to convey the idea to the students. Because in that, the students have to make an effort to understand and therefore they learn in a better way. So she did that! Then communicative method teaching, in which different activities are made by the teacher for the students. So firstly, our Teacher Mam Talat, when she taught the topic, she made us perform those activities. Then when we gave the presentations, we also made the same kind of activities for the rest of the class, when we taught a topic…Like we were doing I remember "Reading Skills", and we had a presentation, so in that we had to make activities for the class.	939.
R	So was it for only your classroom or…?	940.
NK	It was, we applied it on our own classroom.	941.
R	Alright, okay, on your fellow students?	942.
NK	Yeah on our fellow students…So I think I have a little bit of practical experience, with more the knowledge that I have it, it's in theory till now.	943.
R	Okay alright, it's in theory…And you think that all the theory would work in our classrooms?	944.
NK	Not all, but some of them can!	945.
R	Okay, why not all?	946.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

NK	I think, because all the methodologies can't be applied on every class. There are things that can be applied, whereas there are things that can't be applied.	947.
R	What are the things that can't be applied in the classroom?	948.
NK	Like, this technique, "TESOL Physical Response"…When we were doing it, so we discussed this point that, in this technique, the teacher has to make a lot of effort and it requires time also…a lot of time. So if there is a course in which, the time in which we have to cover the course is limited, and there is a lengthy course, then you can't go on with such activities. So thinking about all these things and feasibility…sometimes it's there, sometimes it's not, that's what I am saying. Yeah all of them can be applied but according to the class.	949.
	(***Somebody came in the room and interrupted the rhythm of the interview).***	950.
R	Okay this is the continuation of the individual interview with NK…We would start it again! Okay, so NK, you have talked about what worked and how you went towards the change, you talked about the project…Now if another college of you comes to you and say that, "I have been invited to participate in the similar project".	951.
NK	Right!	952.
R	"So what should I do, and what advice would you give me for this participation"…so then what would you say?	953.
NK	Okay, I will tell her to participate in it, because it's a wonderful experience, it's a learning experience.	954.
R	Honestly! (Smiling).	955.
NK	No I am being honest! (Smiling), why do you think that I am not being honest? Because the thing is…As far as research is concern, I think the opportunities and the guidance, as how to conduct the research, is limited in our scenario. So if a teacher like me gets an opportunity to get involve in a research project, I think it's a golden opportunity, one shouldn't say no.	956.
R	Okay.	957.
NK	And that's what it is my perspective!	958.
R	Okay alright!	959.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

NK	That's why I will encourage that colleague to take part.	960.
R	If you have to give them any advice regarding the participation, what would it be? Or maybe regarding the whole process…?	961.
NK	Maybe based on my own experience, I may tell her that, "You should think about, you should make up your mind about it…there must be something which you want to explore related to maybe your teaching, or any of the student's problem, that you think that we need a solution for that". So I will tell her that, she should make up her mind before entering that project, so it may help her and the rest of the people in deciding the topic.	962.
R	Okay she should know what…?	963.
NK	What she wants from that research project.	964.
R	Okay alright! That's interesting! Anything else that you want to give advice for?	965.
NK	And she should keep a record of whatever the activities are, because I failed to do that. (Laughing heavily).	966.
R	Why do you think that it is important? (Laughing too).	967.
NK	I think it's important because…like we are planning to write a research paper afterwards, and for that I think minor detail is important. So for that, like we say that whenever you are conducting a research, you should not miss out the data, otherwise it affects the result.	968.
R	Hmm, hmm!	969.
NK	So if one is participating in a research project, I think every meeting, every discussion, everything is important. One should have a proper record which I missed because of certain things. (Smiling).	970.
R	Don't worry; you can have it from me.	971.
NK	Yeah.	972.
R	Now I want you to tell me, if you are still where you work…or in that sense, you feel like there is something you like to add, or something….?	973.
NK	Okay…(After a silence of pondering). I think this is something which is the same…Means, the first simile that I shared.	974.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

R	Yeah this is gardening!	975.
NK	The gardening one, in which the teacher is providing light, which is very important for the growth of the plant. But now I can see it with a different perspective. If we say like, the autonomy of a learner, how much responsible he is of his own learning himself…So looking at it now; I see that now in this simile also, the teacher's part is not the complete one. The light of the sun, which is initiating the growth of the plant, but the plant is growing itself. So the part which is played by the plant is more than that of sunlight.	976.
R	That's fair, interesting! There is quite a lot of paraline between your director and that…I swear to God, I am so ??? (Little perplexed), and every time I ask you to come up with more and more. (Smiling).	977.
NK	It's maybe because I have been teaching poetry for so long.	978.
R	You feel like the sunlight is important, but the sunlight isn't the one…the growth is actually coming from the plant itself.	979.
NK	Yeah from the plant itself yes!	980.
R	The sunlight obviously providing the necessary energy, whatever.	981.
NK	Yeah energy, environment.	982.
R	The environment, that you need.	983.
NK	Yeah, but in this growth, the part of the plant is more than the sunlight.	984.
R	Okay.	985.
NK	(She is going through some papers/ voice of turning the papers). It's the same in the theater.	986.
R	Yeah I remember!	987.
NK	So on this one, I think, I have already given you the new perspective.	988.
R	The director…	989.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

NK	Yeah, now the teacher has turned into the director, and the students…previously the audiences are now the actors, who are performing…And because I thought, then who is going to be the audience. (Laughing). So the most appropriate person to be the audiences are the parents, because they are observing the performance of their children, and they give feedback as well, so they are the audience. (Laughing).	990.
R	So you really invested a lot of thoughts in this way ☺.	991.
NK	No sometime it clicks! It's not only time! Maybe I will give it one hour, and I can't come up with a simile…and maybe it's only 10 minutes, I concentrate and I get up with that.	992.
R	Yeah sometimes it happens and sometimes it doesn't!	993.
NK	It goes not only with the similes, but my writing process as well….not even creative writing, maybe it's something related to the course. Sometimes it's very easy to write, the thought process and the writing process are in harmony, sometimes it's not. (Smiling).	994.
R	??? And the magic of the whole thing that you read…???	995.
NK	Yeah I think creativity is like that!	996.
R	???	997.
NK	This is a comparison between a Pakistani classroom and an ideal English classroom, and the ideal Pakistani classroom…So for this one, I gave the example of the three mansions.	998.
R	Yes I remember that!	999.
NK	If you remember that! ☺	1000.
R	Yeah ☺.	1001.
NK	So a typical Pakistani classroom, I have written under developed, it's like a cottage.	1002.
R	Yeah, yeah I remember!	1003.
NK	When I was giving this idea, what was in my mind was, the classroom that I told you, that previously what was the approach of the teachers, that they were not very open to suggestions from the students. And it was the teacher centered class, a lecture based class…So this is what a typical Pakistani classroom is like! Even if it's an	1004.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

	English classroom, like that day we were discussing that, most of the people, they don't know the difference between a subject class and a language class, they take it in the same way.	
R	And it's only if you belong to the Pakistani context, you know that for them literature or language is the same…	1005.
NK	Yeah they can't identify the difference between the two! So a typical Pakistani classroom…maybe if I talk about university level, so things are a bit better. But if we talk about college level, how is a college classroom in Pakistan, I think it's a typical Pakistani classroom, in which the same old methodologies are used, and they don't experiment much. But there is a room of improvement! So I think an ideal Pakistani classroom would be…if we incorporate some of the changes, like we make the students participate in group work, and we give them different activities, so it is just going to bring a good change. So that would be an ideal Pakistani classroom if the changes will be implemented.	1006.
R	Okay, so can I ask you a question then?	1007.
NK	Yes!	1008.
R	Alright…If you think about your intervention classroom, would you describe yours and was it an ideal Pakistani classroom?	1009.
NK	I think not exactly an ideal, because ideal is too good, you cant achieve it that easily. But I can say that it's a step towards the ideal.	1010.
R	(Laughing) Okay alright!	1011.
NK	Neither a typical Pakistani classroom and nor an ideal one, but it is like a process towards you trying to become ideal.	1012.
R	Okay.	1013.
NK	Trying to achieve that!	1014.
R	Okay…I've asked you about your entire journey, I've asked you about how you sustained…So if you have to like talk about change in a context of what change is obviously, so first you define change for me as you see change generally?	1015.
NK	I think change is adopting something new!	1016.
R	So for you, "Change" is adopting something new!	1017.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

NK	Yes.	1018.
R	Okay alright! So if I chose you for this entire project from beginning till end, there is an experiment, and the experiment is the journey to change…what would you have to say?	1019.
NK	My journey to change….I will say that, my perspective as a teacher has changed. Like I have shared the similes as well, so it's the same, that I have become more I think comfortable, or I have got brave enough to bring change in my teaching methodology.	1020.
R	Alright, okay.	1021.
NK	Previously I was not, I was afraid to bring that change, so it has given me an initiative….So I think now, I am brave enough to bring that change. (Slight chuckle).	1022.
R	Alright…So if you have to choose a title for your journey, or if you have to talk about that what change is for you, then what would it be? I mean if you think about your project, it could be everything…generally?	1023.
NK	It would be like, "Something difficult to adopt, but it is very important".	1024.
R	So "Change is something difficult to adopt, but it is very, very important". That is change for you?	1025.
NK	Yeah!	1026.
R	So that would be your title?	1027.
NK	Yeah.	1028.
R	Alright, okay…this is the end of the questions…If you now want to ask anything?	1029.
NK	Yeah related to data analysis…are we done with it? Because I think we discussed the things very generally, I don't know how is this data analysis going to lead us towards the conclusion?	1030.
R	Okay, that's a good point…that's why I told you people to send me your analysis…	1031.
NK	Okay we have to send you the analysis informally.	1032.
R	We will do, we will take everyone's data, and then we will sort of ??? (*Slow and difficult to capture/ R is explaining the whole process further).*	1033.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

NK	If I have to identify that both the analysis are leading to what?	1034.
R	Yeah, basically these are two lines, your qualitative and your quantitative…??? (*Again difficult to capture / maybe the recorder appears to be at some distance from R*).	1035.
NK	Okay alright, now I get it.	1036.
R	So that's how it would going to be!	1037.
NK	For that, are you going to communicate with us online, you won't be here?	1038.
R	Yeah I won't be here ???	1039.
NK	Yeah I think this is something which we can do through mails as well.	1040.
R	Yeah exactly…and generally speaking, I don't write a paper by looking at the research, I start by doing my analysis, once I got my themes, then to understand them, I go back to the literature and I look to start it…So what I would like to do is basically ask sort of identify what you come up with things…and then divide up ke kaun, kaunsey theme ke liye research karna hai, and then they will write their own sections, so we would get 3 projects, we would describe each project, and we share it that this is what we want…	1041.
NK	Okay fine!	1042.
R	So do you understand?	1043.
NK	Yeah I get it!	1044.
R	Good question by the way!	1045.
NK	Finally I came up with the right question!	1046.
R	???	1047.
NK	Yes this is something, I think this is the difficult part of analysis, because like I have shared this thing with you, we haven't done research practically, so there are few things, till here the things were not that difficult, I don't know how to do data analysis properly…I was a little bit worried about how it is going to be.	1048.

Appendix Bi

Transcript of Semi-Structured Individual Interview (SI)
Cycle 4–NK, N. CI. Cycle 4–Venue: NK's Institution
Discussants: Researcher (R) – Participant: NK

R	Yeah that's very natural! I was thinking that how you people are going to do this as well, that's what I wanted to see.	1049.
NK	Yeah.	1050.
R	The kind of questions you ask, because that shows a difference that how you do the analysis.	1051.
NK	Right!	1052.
R	[inaudible]	1053.
NK	You can share some links with us!	1054.
R	[inaudible]	1055.
NK	I would go and share a reminder with you, because you may get stuck in some work and forget ☺.	1056.
R	Yes ☺. ???	1057.
	(Interview ended).	1058.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SS Interview Transcript- Nazakat. CI Cycle 4		
Name of Interactant	Turn	Turn NO
R	Okay, this is SR's individual semi-structured interview…And we are just going to ask you a few questions. SR and I am going to discuss the things that we discussed before and sort of follow up from there. Okay, so SR…I sort of asked you your relationship with change, anything about your entire journey of the project…and does change comes out anywhere to you, and if it does, then how does it make a difference?	1059.
SR	Probably before relating change to this project, I would like to start to relate the change with my overall professional development for past year. So my getting admission into the Master's program.	1060.
R	Masters in E-learning?	1061.
SR	Yes, yes, in TESOL Educational Technology, which is from the University of Manchester…Probably from there, the word "Change" seated into my professional sort of development. And from there, everything related to change started coming into my professional life. Doing that Masters for the change, then doing the assignments, that brought change into my practice. Because obviously, since I was a full time practitioner, so it was very good to connect my assignments and the tasks I do online to my real teaching. And then I got the opportunity of working on this project. As I have been discussing that, yes, I wanted to change, and I wanted to take into account buzz words, that group work, and group work is this and group work is that…So from there, I started connecting change to my classroom practice. And how would I bring a positive change, not only in my teaching methodology, but obviously in the students.	1062.
R	Hmm, hmm!	1063.
SR	Because, if I am teaching them something, which is bringing change in their life, and if they are using that change in their other things as they grow up, that is as they go ahead in their academic years…then it means that there was some positive change taking place. So that's why I decided to use fresh Grads who had enter the university, and probably did not have a lot of training into working in a group. And then in my last meeting, I was talking about that…Everything, and every task, and every methodology which I used as an intervention, was related to some kind of change, some kind of positive change as far as the learners is concerned primarily. And probably secondarily as far as my positive change is concerned. So, if I talk about	1064.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

	change here, with reference to my learners that…Number 1, they started working as a group. Number 2, they were taught group dynamics from juvenile groups, and fighting groups, they converted into the working groups, and then into the formal working groups. And then the group identity, when I started giving them names, so the group identity will develop. So, you know, that was sort of positivity in my teaching learning as well. So, I just can connect it like that!	
R	Okay, do you see the change in them for you, was brought positive change into your teaching and practice?	1065.
SR	Yes…and probably that gave me strengths, that yes, something can be practiced, but yet it needs a lot of hard work, and it needs a lot of probably devised methodology to work on something. You can make something work in a better manner! That is, make a change…change was one objective. Apart from having skimming and scanning, and obviously inferencing and all that.	1066.
R	What is change for you?	1067.
SR	For me probably change is not from bad to good, it is from good to bad also.	1068.
R	So a change is always something that could go positive?	1069.
SR	Yes…Because if I talk about my personality, and if I keep the turtle thing in mind. I don't call people with negative adjectives! So I would not say that for me change is from bad to good.	1070.
R	*Okay.*	1071.
SR	I find everybody good! Even in my personal life, I find people good, that's why I trust people, and even my learners. So I don't say that somebody is weak, somebody who does not work hard.	1072.
R	And incapable of learning.	1073.
SR	Yeah incapable of learning.	1074.
R	You don't want to stigmatize them?	1075.
SR	Yes…so I do not use the word "Bad"...within good, obviously there is a lack. My definition of "Change" is from good to better.	1076.
R	Okay, alright…So this is your definition for your students. What is change for you as an individual and as a practitioner, as a whole? Is it the same that "Change is something from good to better"?	1077.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	To some extent, from good to better! But, there is another side of my personality, that when I talk about myself, or when I analyze myself, so I don't make myself too high.	1078.
R	Okay.	1079.
SR	So probably that's motivating! People might think that that's negative thinking, but I find it quite motivated. Because, then I work for a positive change. I find a fault!	1080.
R	You are saying that you don't believe in basics???	1081.
SR	Yes, for example I take a class, and Alhamdullilah, if it was a lesson which probably went extremely well, so I might not look at the good things, and that's quite negative as well. But when I reflect, I might not look at the good things. I might only reflect on something which shouldn't have happened, either from my side, or from the student's side. Because, if a student does something wrong, I think that was my fault.	1082.
R	So are you saying, for you, on a personal level, change is from bad to good, but for your students, it is from good to better?	1083.
SR	Yes, because really to be very honest, it's very, very difficult for me to call somebody else with a negative word. And as for myself, I use a lot…and that works!	1084.
R	How does that work?	1085.
SR	No, because I think, I performed better on the other side, or same thing which I took into account, I work on that, and I make it happen in a little better manner, rather than what I did the last time.	1086.
R	You are saying that, you don't have exact thing standards for your students?	1087.
SR	Hmm!	1088.
R	Which are the exact demanding standards for yourself?	1089.
SR	Yes, I put myself to a lot of tests!	1090.
R	So that's why you believe, that the celebrating, that was positive, you look at the negative, not for the sake of the negative, but how to sort of make it better?	1091.
SR	Yes make it better, yes…and that brings change. So you know, if for one time one thing is fixed, obviously the other lesson has something else, so now I start fixing that.	1092.
R	*(Smiling).*	1093.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	So always on the run, always on the run…That doesn't make me satisfied also, really I am too perfectionist a person, which is probably not very good, but still that doesn't make me satisfied…And I don't know, it puts a lot of pressure on me as well. That you know, you are so judgmental of yourself, and your own yardsticks are so strong of yourself. But it works!	1094.
R	You think that works? It keeps you better?	1095.
SR	Yes, and I feel more satisfied actually!	1096.
R	By torturing?	1097.
SR	No, by torturing and then working for something better.	1098.
R	Okay, alright…So if you go back to your intervention, let's go back to your intervention, because you said, your objective was some kind of change in them, what was that change? And was it from good to better; was that what you are looking for in them?	1099.
SR	Yes…from good to better in probably so many things! Like I keep insisting on the group work, the affectivity of the group work, the efficiency of the group work. And whatever, they had learned throughout the semester, using that or applying that in that particular objective, was also one of my objectives to see. I've never used that sort of a strategy.	1100.
R	A graded group work?	1101.
SR	Group work…a graded group work number one, and with the fresh grads who are just coming to the university. So the graded group work, and probably, we test an objective and it's done.	1102.
R	Hmm, hmm!	1103.
SR	This time we were testing the objective throughout also, with the continuous assessment as well. And then at the end, we used that all the objectives as skimming and scanning and inferencing in that book part also. So it was very nice to see a transformation of a sit down exam into something which was different.	1104.
R	Then you actually demonstrating it you know.	1105.
SR	Yes.	1106.
R	Rather than just been testing…	1107.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	Yes, and you know, that gave them the idea how to use a particular English skill, that is either skimming or scanning or inferencing in their other nursing subjects as well.	1108.
R	So you are saying, it has the confidence of the skill and…???	1109.
SR	Yes.	1110.
R	Okay alright, you keep talking about the change from good to better, so in that sense, you felt like, the fact that they could transfer the skills, so is it an evidence from good to better?	1111.
SR	Yes.	1112.
R	The fact that they start thinking of themselves in terms of the group identity?	1113.
SR	Yes, you see it was a bulleted outcome, that they started behaving, they started recognizing the group identity, they knew the group dynamics. And then they could transfer the skills also. So in the beginning, like I was talking in the last meeting, I did not know that. I did not keep all this in mind, my main objective was group work, and seen the transferring of skills. I did not know that they are going to be completely new to group work. And obviously, teaching them, that is orienting them with the dynamics, and then making them work fiction; lessly was a very demanding one. Very demanding and very challenging!	1114.
R	Okay…??? You are concern, because they are doing a lot of group work, but you don't know how effective it is in grouping them.	1115.
SR	Hmm.	1116.
R	And you feel like, they get support from each other as well…it give them a chance to really maximize their learning opportunities.	1117.
SR	Yes.	1118.
R	That's why you are saying that the group work is sort of a ???	1119.
SR	Yes, because in the classes also, we give them group work, we ask them to work on an activity…Probably; we are not fostering any positivity or any change with reference to group work. They just think, then it is sitting with a bunch of people and doing something.	1120.
R	Group work is what, involving them…	1121.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	Yes, group work is all about understanding how to work with people, that requires a lot of social skills, it requires a lot of negotiation, it requires a lot of empathy and tolerance.	1122.
R	Hmm, hmm!	1123.
SR	And which probably covers the group dynamic part. And it also requires you to question somebody, that if somebody is taking the lead, so you just get that courage and confidence to question, why a certain thing is been done, because if one person is saying this, so why to do it?	1124.
R	Last time we had a very long discussion, how you feel about some things, you feel like you don't question…	1125.
SR	Yes, yes exactly.	1126.
R	I think you don't question up, and you can't justify?	1127.
SR	Yes.	1128.
R	You are not satisfied with the way you…	1129.
SR	Yes…So probably Literature sometimes says that, it is the teacher's belief.	1130.
R	Yeah.	1131.
SR	So that lacking in me, I want some time to ask why and how, but I just don't have the strength and courage to do that. So that's why I was training them….Specially the ones, who are not confident enough to do that, right from the beginning to obviously question. And I was more involved with those, they use to come to me, and tell me that who is bullying them, and who is saying this and that. So on my part, I think that I did make a positive change, not even only in the formal learning and the academics, but the other things as well, which was probably not graded.	1132.
R	??? So that's why you are saying, that's why you would call it as a positive change?	1133.
SR	No, the overall learning was a positive change, but these were you know small, small offshoots of the intervention from good to better…In a group, overall from good to better, and probably individually also.	1134.
R	The add-ons?	1135.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	Yes the add-ons…Individually also for, probably the group, it was fine, but there are two members of the group, be add-on work as well.	1136.
R	Okay alright! Can you just sort of go through, if you have to summarize this entire project how to implement, as a movie, what are the scenes that will be more vivid for you?	1137.
SR	(*Little hiatus of pondering*).	1138.
R	Or it could be nothing?	1139.
SR	No, no, no…6 o'clock in the evening, and 6 or 7 groups outside my office, with everyone having 5 to 7 books in their hands.	1140.
R	This is you are talking about your intervention?	1141.
SR	Oh God!!! Yes.	1142.
R	(*Laughing heavily*).	1143.
SR	And I was like, "Oh God!! Now what should I do?"…Obviously it was an extremely…I still visualize it, when I was going through the portfolios, I could relate to the remarkables also, I could relate to the gems also, I could relate to the highflyers also. It's been like quite some time, but I still remember, and they still meet me in the corridors, and they relate to the same thing. And the way they use to come to me, and then I use to put checks, and this group is coming for, because one group is selecting the book, and the other group is like, "Our vans are going and all this"…So I miss that! Because now I am not teaching them, things are pretty streamline; we are doing academic writing in other classes. So it was fun! I think for them also, it was fun.	1144.
R	How?	1145.
SR	It's very vivid! Because my class was from 2:00 to 4:00, and we started at 4:00, they went to the library, some of them came back to me, so that 6 o'clock evening thing is still very vivid in my mind.	1146.
R	*(Laughing*), alright, so this is the most vivid scene from the intervention. Now if you think about the entire project, so your participation from the moment you were invited, and you know the focus group discussion, and your intervention with the students about 6 o'clock in the evening…So you are replaying the entire thing as a movie, and you are replaying it, what would be the most vivid scenes from this entire thing?	1147.
SR	The most vivid was, when I was probably travelled to Canada and I thought I was not able to do it. Because that was the time, I was pretty tired up with work, with	1148.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

	traveling. I knew that before traveling also, lots of energy drained, after coming back, lots of energy drained. Obviously 5 days over there…So that's very vivid in my mind. That uptil the brim, I wanted to say no, and then I wrote to you quite a long email. Then I received an email, that okay, fine, you can take your time…So that I remember! Before that, coming to the FGDs and working, so till then, things were fine. But when we started working, so I don't know anything specific. Because it's just running like a role now with different, different snap shots of the same thing. So I cannot relate to anything specific!	
R	Okay, so you don't have like one clear snap shot? Apart from this, like vivid…	1149.
SR	Don't forget, I am a turtle!	1150.
R	You are the turtle!	1151.
SR	Yes…So I have everything slowly, gradually moving, and when you have slowly, gradually moving things, so you do not picture a lot.	1152.
R	Okay.	1153.
SR	I have everything there!	1154.
R	Okay coming from another way…So you have this stream of snap shots… you have the camera roll, you have the snap shots there, but you do not have the distinct sort of things.	1155.
SR	Hmm!	1156.
R	So overall, if you think of this image, this stream of pictures, which was in your head, what would it be?	1157.
SR	Probably, huge fully garnished, baked dish, I would not mention any particular dish, which was raw…And I am not relating it to a cake or anything, but it was there. And it will be eaten like that also, but obviously a lot of effort went into it. When I see effort, it's not only effort on my part, obviously effort on the researcher's part also. That there was lot to be done! And then we spice it up more, and then we spice it up more, and we are not considering any recipe in mind. You know I could grate everything, like that…So we are not following any recipe, and we start something, could be eaten up like that also, but we say ke, "Oh ho, lets change it now, and add something new, to give it a new taste, so we can feel the difference between that one and this one"…And you know, sometimes you might revert to the old one as well.	1158.
R	To the basic one!	1159.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	Yes to the basic one as well, because you might think that, okay, let's try to basic one again. So I would relate it like that! Because when you start taking the new recipe, first of all it's your innovation, so you like it so much that, "Oh waoo! Wonderful! What a great thing I did".	1160.
R	*(Laughing*).	1161.
SR	I am hoping I am not doing takabur again.	1162.
R	No, no…(S*miling)*.	1163.
SR	But there is no harm in reverting to the basic one again. And in doing the basic one, and then again doing the innovation of the recipe, and trying it again…because the other day, "Why make boiled rice, so let's make Arabian Rice, it's almost the same, just add butter and something". And then, "Arabian Rice again, okay the boiled rice", and then from boiled rice, "Let's make Spinach Rice again, it's almost butter and boiled rice and spinach…" So it's a variety of something, and then reverting back to basic.	1164.
R	And what is basic for you?	1165.
SR	Basic for me was just going in the class, and either have lecture based lesson, or have a lesson, where there is a lot of activities involved. Or doing lesson, where I am focusing on an objective. But when I talk about different spices, so see, when I use my intervention, I said, "The primary objective was focusing, but there were tertiary objectives also, the group dynamics, and then making the questioning skills, and the other things also"…So these are all the spices.	1166.
R	That makes it exotic!	1167.
SR	Yes. And I can come back to the traditional style again just for a couple of sessions, or a couple of objectives, can go to and fro.	1168.
R	Okay alright! But you think it gives you more options?	1169.
SR	Yes, and that probably gives change to my teaching style as well.	1170.
R	By change you mean variety?	1171.
SR	Yes, here I mean variety.	1172.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

R	Okay, now change from a better to good?	1173.
SR	Yes.	1174.
R	Or in your case, from bad to good?	1175.
SR	Yes, but it's variety!	1176.
R	Okay alright…Whatever you have given me till now, I want you to look at these, and tell me if you want to keep it like that, or you need changes that you would like to make?	1177.
SR	This all or the last one?	1178.
R	Yes the last one is also here, if you want to see them, I have it.	1179.
SR	No, no…	1180.
	(*Going through the documents*).	1181.
SR	It's not necessary to make any changes, right.	1182.
R	If you feel that, then it's fine.	1183.
SR	See here I am talking about skimming skills, if they are like that, so that's how I tried to make a connection by making them work effectively in a group.	1184.
R	Hmm, hmm!	1185.
SR	But I think that it's just one time, it needs to be repeated.	1186.
R	It was about your intervention group?	1187.
SR	Yes my intervention group…It needs to be repeated, obviously then forget.	1188.
R	The group dynamics?	1189.
SR	No, the graded group work, it needs to be enforced.	1190.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

R	So you are saying, you still stand up what you did?	1191.
SR	Yes.	1192.
R	Okay alright…So if that's the case, so can you explain how that connects with that, where the students are the plants are you are the gardener, and you are very, very careful, so how that all connects?	1193.
SR	(*Not answering*).	1194.
R	Okay if you have to just give an analogy for teaching and learning now, what would it be?	1195.
SR	I did talk about the definition of a gardener, so I still find myself as a gardener, because if I were not, so I wouldn't have work on devising something, and making an effort on devising something to make it work in a better way.	1196.
R	Alright…	1197.
SR	Probably here, I was making a strong connection between group work, that's why I made the teacher in the middle, and the other small working groups, and I arranged them in a way, showing that they are working in a proper manner.	1198.
R	Okay.	1199.
SR	No, it does not change the idea of the teacher not being the ??? it was more towards the emphasis, and this visual is more towards showing group work.	1200.
R	Okay…??? (*Very slow to capture and transcribe*).	1201.
SR	On their own, and finally when they present it, obviously it was something which was only 30% on my part, and 70% on their part. But probably, when we were in the initial stages, I had started counting the percentages. And when we were selecting the books, I had already come to the 50%, without knowing that I should wait, and give weightage when they are done. So obviously when they finished, then I recapitulated and then I thought, no, selecting the books was only 10 or 15 or 20% weightage to what needed to be done.	1202.
R	Hmm, hmm!	1203.
SR	So then I changed, and then I said that, okay, they did it by working hard.	1204.
R	??? (*Again slow*).	1205.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	Yes exactly! And that's how I felt as well, that's how I felt as well. But, you know sometimes, I know what you are asking, that the horticulturists should be trained now to alter the plants in a way…	1206.
R	No, no, no, I am not asking this.	1207.
SR	Probably, I was judging my effort.	1208.
R	Because I remember what you said, you said that was really surprising for you, that things are already worked out how they are going to perform, and they come up on their own, you know, and you felt like that in itself also…and I was fascinated with it, that you felt it was graduating. You did the initial work, build the base, and then in the end, they were the ones, you gave the example of the ores, that the students were the ones who have sort of given the corner momentum and all that.	1209.
SR	Yes to the ship, yes.	1210.
R	So I am asking in terms of your ??? so how would that figure…	1211.
SR	No, but you know, the horticulturists, they keep in mind which plant, where, how, and how big, and how small, and seeds of flowering, or green, or sunlight…So the horticulturists know all this!	1212.
R	They know all this?	1213.
SR	Yesss!	1214.
R	So they know that where does the plant coming…??? (*Voice is literally very slow and murmured*).	1215.
SR	Okay…Probably this was the first time I was trying that, although I take charge of being the horticulturists, but I was trying this for the first time in a group which is quite young. So that's why, I thought that it is the percentage I am talking about.	1216.
R	No, no, no, no, I am not talking about the percentage…	1217.
SR	You want me to relate?	1218.
R	I am just curious about, I seen your project in terms of your relationship with your analogy of horticulturists…you know they anticipate that what plant would respond to what, right.	1219.
SR	Hmm!	1220.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

R	So in this horticulturists responding, providing them the environment, providing them everything else.	1221.
SR	To the?	1222.
R	To the plant, because you see the plant grow, right…and from you said, the percent was there, percent that you were surprised at that…so does that mean that the horticulturists ??? (*Perplexed to transcribe / only SR's voice is clear and fine*).	1223.
SR	Yes…Probably, at that time and point, I thought that I have done the 50%, and I gave the 50%.	1224.
R	Hmm, hmm!	1225.
SR	That's what I want.	1226.
R	Hmm, hmm!	1227.
SR	And I still manage, and I was very positive about it, that okay, they are newcomers to the university, so even if they do 50%, it's fine. That's what I anticipated!	1228.
R	Then you thought that, it's okay if they would do this much?	1229.
SR	Yes this much! Because 50% is coming from the horticulturists and 50% is coming obviously from the plant…But when they present it, then that was the time I realized, that it was not 50%, what I did was very less, when it was all done, all finished, then I realized that the horticulturists did only 30%, and the plant was beyond expectation, they did better!	1230.
R	Okay….so if you have to take any insight format, what would it be?	1231.
SR	For my teaching?	1232.
R	For yourself as a practitioner?	1233.
SR	Probably lots and lots of hard work for all on the teacher's part. Because the stage where I was trying to make them select materials, it was a very, very low stage, when they had just joined the university. So lots and lots of hard work to get 70% up…You know, when you are a farmer, you get the fields and you grow crops. So probably lots and lots of hard work.	1234.
R	Okay.	1235.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	Lots and lots of hard work to device the activities, and to make the activities work effectively, and then to freak out if they are not working effectively, and then to make them better in the next class, or for the next task. And probably the process cannot be repeated as well!	1236.
R	It can't, why not?	1237.
SR	Probably the learners change, and my experience changes, I know, you know as a horticulturists…So this was good, this was bad, I should change this, I should now try to get something better, and they took advantage of me here, so now I should take advantage of them there in the next class. (*Smiling).* So probably, it would change! And maybe next time, when I try, so it would only 20% on my part, and 80% on them. Because probably, then I might be better for certain plants, and when I say certain plants, that is certain category of plants. And when I say category of plants, that is making group-work work.	1238.
R	Okay alright! Okay SR, now I would take you away from that….it's all about the horticulturists, and initially they need to start.	1239.
SR	Yes I think, initially they are, they need to start…yes initially they are, then they provide an environment, and then they baked, and then they see the growth or the outcome okay. And then they put something else to make the outcome better.	1240.
R	Okay.	1241.
SR	And then the process goes on!	1242.
R	Okay.	1243.
SR	So initially they need to start.	1244.
R	But you are saying, once they initially start, then the plant could also respond.	1245.
SR	Yes!	1246.
R	So it also depends on the plant or it's just about the horticulturists as a student?	1247.
SR	I think it's more on the horticulturists.	1248.
R	As how they do it?	1249.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	Yes, as how they do it, yes!	1250.
R	Okay alright! So, supposing a colleague came to you, and asked you about the intervention project, so what kind of advice would you like to give to him, either about your participation, or to make it a good experience…	1251.
SR	About the intervention which I used?	1252.
R	No, about the entire project? Your participation in this entire project?	1253.
SR	Okay this entire project!	1254.
R	Yes this entire project! You know from beginning to end? And if he ask you about your advice that, "If I would do this, how do I make this experience good for me".	1255.
SR	Participation in a project like this?	1256.
R	Yeah?	1257.
SR	Okay, okay…Alright! So I would first start that, "Please check your schedules!"	1258.
R	*(Laughing*).	1259.
SR	"Please see if you can manage!"	1260.
R	Okay.	1261.
SR	"And please see, if you can build a trust between the Researcher and you as a Participant, and then say yes. You just once start something, and then you think that you won't be able to manage, and then you think that you don't even discuss it with the main person..." So I would say, "First you know clean up your platter, make the table clean…Before saying yes, ask the Researcher what it intakes? And then say yes".	1262.
R	Okay!	1263.
SR	"And if you think that, you know whatever the Researcher is saying, you think that number one, it is manageable, and number two, the sense of getting something out of it…If it is there, then only you would work with the motivation and zeal in a project like this. If you think that you are just doing it for the sake of it, and if you think that you might just stop it in the middle, and it's okay…So no, that's breaching trust!"	1264.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

R	Okay.	1265.
SR	So if somebody comes to me, I would first advice, "Before saying yes, look at yourself, look at what is doable. Look that these are the things, which might be involved. This is the time span, which might be there. So if you think that you can manage…Obviously leaps and bounds are everywhere, you will have problems, Participants have problems, Researchers have problems. But still, do work within those problems, and to communicate the problems within each other, to ask for help, so that people are ready to give you help".	1266.
R	Okay.	1267.
SR	"So this is more important!"	1268.
R	Okay.	1269.
SR	"Do not just say yes, because it is a Research Project".	1270.
R	Okay so you are saying that if you would get a research project, figure out that whether it would going to work for you or not, and then say yes... Anything else? Any other advice you feel that the other person needs?	1271.
SR	And then I would probably also give them something positive, like, "See, at the end of the day, you will be at the receiving end".	1272.
R	Hmm, hmm!	1273.
SR	"You will have work so much, you will have read so much, that you would probably feel the intervention might work, or might not work, it might result in the same way, or it might not result in the same way, you might work hard on the intervention, you might not work hard on the intervention you know…But everything will probably constitute to something positive, from good to better".	1274.
R	Why would it probably positive from good to better? Because, that's what you believe or you think that's about the project?	1275.
SR	No, that's what the project…You know, I was constantly thriving from my end, from bad to good, and for them, and that is for my learners, from good to better. So, it was probably the project, that gave me that motivation.	1276.
R	When you were doing the intervention?	1277.
SR	Yes, before that also! You know I entered into a study, to find out how it should be done. And my participation…And I felt that probably it motivated me a lot! That was just a very initial stage, till that time I did not know how to manage, and what to do	1278.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

	then. But after that I did not…Because, what I felt was, it constantly communicating my issues, my problems, and my timelines, it gave me the edge to work in a better manner, rather than keeping to myself!	
R	Okay alright…So in that sense you say it's positive, that you got to do something different.	1279.
SR	And I got to do something on my own!	1280.
R	And you got to do something on your own!	1281.
SR	Yes.	1282.
R	You got to like do it, and at the same time, the project force like be very careful and all that…	1283.
SR	Hmm! You know that project was a push to bring the turtle out.	1284.
R	Okay alright…Suppose I told you, that you are part of an experiment, and the experiment is enlightening the journey through change…What would you say?	1285.
SR	"SR's journey through change"	1286.
R	Yes, that's the new experiment!	1287.
SR	Okay…and what were the yes and the no part?	1288.
R	Do you agree with the title or disagree with the title? If yes, then why, if no, then why?	1289.
SR	Hmm, hmm "Yes, yes"…Yes I totally agree that the title is good enough for this *Dastaan* or a movie. Because when I started, I am taking particularly group working to account…Because, I've always find that weaker area as far as my teaching is concern. And I had decided that I am going to work on it, and luckily the themes also derived from there, and you were talking about it in our FGDs…So I was a horticulturist which is new in the field!	1290.
R	Okay.	1291.
SR	Who was trying to do with the group work.	1292.
R	Okay.	1293.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	And then I am asking people, and then I am reading literature also, and then I am unable to connect it with the objectives which I am doing, but still I am trying.	1294.
R	Hmm, hmm!	1295.
SR	You know, a novice horticulturist! And then this project comes, and then there are people, who are guiding me in the FGDs. And then there is the Researcher also, who thinks that things should be done in this manner, or things should be done in that manner. So from there, I pick up confidence, and then I start working on the intervention, obviously with the expert advice, from my supervisor which I mentioned, obviously from the Researcher…And then now I feel a bit of, you know, that's why I was insecure and thought that it is 50-50…I thought it was 50-50. If I was an experienced horticulturist, I would have waited, no it seems like 50-50, but obviously aagey jaa ke mujhe pata hai ke it's going to be 80-20, or 70-30. But I was insecure; I was new to it, that's why I thought Oh God! It's 50-50. But at the end, now, since it's a journey of change, and I think that was a sort of a positive change.	1296.
R	In terms of how you did it?	1297.
SR	Yes, and probably it would enhance my capability of doing it again.	1298.
R	Okay.	1299.
SR	So I agree with the timeline.	1300.
R	Okay, alright. It's my second last question….??? How it sort of influence, how you looked at the project, how you looked at the goal…	1301.
SR	Yes R…I wouldn't have said yes to somebody I don't know…You know, so it did influence me in a positive manner, thinking that, as a subject, I am in safe hands. I felt extremely secure, I was very positive about all the fumbles I make or the blunders. Because you know, I owe you as a person, so there was an extremely positive influence. That was probably the issue, that if I would say no, then what would happen. So the other day when I was mentioning this, it was not something bad that I am saying.	1302.
R	No, no, no, no…	1303.
SR	Because saying "Yes" to somebody, I am a person who connects with people, rather than connecting with professionalism, and you know I want to be a researcher…I probably said "Yes" because of you, rather than seeing the project.	1304.
R	Okay alright…I am just curious, because we have the long association, and you even participated in another project, and you been a Co-Researcher with two of the other	1305.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

	projects.	
SR	Yes, "Good teacher, bad teacher", and ??? project.	1306.
R	I mean, you have written like ??? so that's why I am just curious.	1307.
SR	Yes.	1308.
R	Would it be different, if you say yes to another Researcher, would it be going the exact same thing?	1309.
SR	Yes I would have! I admit it!	1310.
R	Why?	1311.
SR	Because I probably might not have been that open.	1312.
R	Okay.	1313.
SR	And would have not been myself! Probably not have said "No" in the middle, but would not have worked the way with the heart and soul I have worked for this project.	1314.
R	Okay alright.	1315.
SR	Because it was not the project first, it was Fatima first.	1316.
R	OMG!!! Okay alright! ??? who the word change is been used for, obviously it's you, yourself…but if you talk about the learner, or if you want to talk about the methodology, so for you change also means in the sense that there is a variety, or there is a change of things??? Would you have to come up with certain things for change, with respect to ??? (*So perplexed*). There could be so many different things…and then you talk about the students changing and the group work, and sort of change in general…You as a turtle and then your relationship with change, so what could be your story for change?	1317.
SR	There is always a silver lining!	1318.
R	(*Laughing)*. So with respect to change, there is always a silver lining, I am sorry SR, but I want to know that what does that means? (*Smiling*)	1319.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	Because you know, when I say that the horticulturist, he or she has to work very hard. And it probably seems to me that if you work hard, and the results are from good to better.	1320.
R	Hmm, hmm!	1321.
SR	You know it all depends on what definition we have of good, and what definition we have of better. So the hard work, patience always results in a silver lining.	1322.
R	I mean the silver lining is also a black cloud, so you are saying that change always has a black cloud?	1323.
SR	I might not say black cloud like I said…	1324.
R	I mean how does the change represent the silver lining? I am interested to know that?	1325.
SR	No, the result of the change is the silver lining, but since I said that, I do not say anything bad, then when I say about people, so I cannot say that that's a dark cloud.	1326.
R	Okay.	1327.
SR	It might be just an overcast probably.	1328.
R	Okay overcast, so that's the change…you said change requires hard work.	1329.
SR	Yes.	1330.
R	So change brings the silver lining!	1331.
SR	It does, yes! So I am not talking about dark tunnel and a silver lining…you know sometimes overcast is also too annoying.	1332.
R	Okay, so overcast, you know, you can see it…	1333.
SR	Yes, there is something where you can see it!	1334.
R	But it's overcast?	1335.
SR	Yes, there is an overcast!	1336.
R	And then you have the silver lining through it?	1337.

Appendix Bi

Transcript of Semi-Structured Individual Interview
N. CI Cycle 4 –Venue: SR's Institution
Discussants: Researcher (R) – Participant: SR

SR	Yes through it!	1338.
R	Which comes as a result of the change and the overcast?	1339.
SR	Yes of the change, yes.	1340.
R	Alright, that is fantastic! Thank you so very, very much for your time, energy and effort SR. If you have any questions, you can ask?	1341.
SR	No!	1342.
R	No questions?	1343.
SR	No!	1344.
R	Okay alright! (*Interview ended).*	1345.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

TCU Table of SS Interview Transcript- Nazakt Group- Cycles 4		
Name of Interactant	Turn	Turn NO
R	Alright [slight pause] *we* are at the *next* one…	1346.
RH	Okay	1347.
R	Aik *minute aik minute* (one minute, minute)… ***Hum***..(we).. [Slightly stressed] *aik minute… aik minute* (one minute, one minute) ….[pause] ..*This is our* individual interview – RH and I…It's Cycle 4, it's our *final* stage *and* [stretched] she's *talking about* [slightly stretched]– *we're* talking about stock of her *entire* experience from beginning to end…*Okay* [slightly stressed & stressed, rising intonation] Nazakat Group. Okay so *RH…Shall* I repeat my question? Shall I repeat my question?	1348.
RH	*Hmm!*	1349.
R	Okay… So if you think about your entire participation in the project.	1350.
RH	Hmm [slow in pitch]	1351.
R	Right from when you were invited like you *described* [stressed, slightly stretched], what I would have been like... And also the desire to do it, because you said like you wanted to do it, because you hadn't really done research… And you were internally satisfied with that.	1352.
RH	*Hmm* [slightly stretched, low in pitch]	1353.
R	That you had two Masters, but you felt like, you didn't have the research experience … Have I summarized how you felt?	1354.
RH	Yeah *[slight rise in pitch, pause].*	1355.
R	*Okay….* So from the focus group discussions to the informal interaction, the constant stream of talks, exam 1, exam 2, exam 3… *(Laughing).*	1356.
RH	(*Accompanying R in her laugh).*	1357.
R	You know to be given the intervention and having to make decisions about designing, to dealing with your students…and like you said in the third cycle, that you have made a commitment, and you had no idea how it would be working…But you knew that you have made the commitment, so somehow you have a very little time, and too many things to do…and somehow you just have to manage with the things. Have I summarized it correctly?	1358.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

RH	Yeah right.	1359.
R	And then you talked about, you know your practice overall.	1360.
RH	Hmm!	1361.
R	Where in this entire journey that you have taken, where would the word "Change" fit in for you? *(If it does fit in…)* and how this fit in? Please elaborate?...Is it a complicated question?	1362.
RH	No, no, no, it's okay *(With smile*)….The change I think is in the teaching methodology.	1363.
R	Okay.	1364.
RH	That I felt…In the sense that, previously I use to give the material, give the handout and then elaborate it in the class.	1365.
R	Hmm, hmm.	1366.
RH	But over here, the change is that I ask the students to bring the handouts, to find out the material related to the subjects that I am teaching.	1367.
R	Hmm, hmm.	1368.
RH	About the topics that I am going to teach to them.	1369.
R	Hmm.	1370.
RH	So I think this is a change, which I feel.rs	1371.
R	Okay…When you use the word "Change", what does it mean to you? I mean if you have to define the word of "Change" for yourself, what would it be? I mean in your terms of how you understand?	1372.
RH	"Change"…I think change is something different from the previous thing.	1373.
R	Something different from the previous thing…so the methodology was something different?	1374.
RH	Right, in the previous thing, right…that's why I am saying that I feel the change over there.	1375.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

R	Okay you felt the change over there?	1376.
RH	Hmm!	1377.
R	Okay alright…Okay… (*After a slight pause of pondering*). Supposing, I tell you that I disagree with your definition of "Change", of change in your methodology …And I say that, this entire journey was designed as a journey of change, would you agree or disagree? And if you disagree, then why would you disagree?	1378.
RH	Could you please repeat the question?	1379.
R	Like you said, for you the change…you think about where the word change fits in and this is our journey…the change for you is in methodology.	1380.
RH	Hmm.	1381.
R	And I say no, I say, actually this entire thing, project was an experiment, and the experiment was titled "RH's journey till change…" What would you say then, would you agree or disagree? If you disagree, then why would you disagree? If you agree, then why do you agree?	1382.
RH	Yes I will agree, because the change started from the beginning no doubt!	1383.
R	What change?	1384.
RH	The change in my thinking… the change in my thinking in a way that (*Smiles*), relating each and everything with the similes and analogies. And then change in thinking in the way, that I am going to do something different from what I haven't done…This is how I can relate to the change starting from the beginning in the whole journey.	1385.
R	Okay, so you feel like doing something different…You said change in the thinking, what was the change in your thinking?	1386.
RH	Thinking in the sense that, I haven't done the research, now I am going to do a research.	1387.
R	Hmm, hmm!	1388.
RH	And that research is going to be related to my teaching.	1389.
R	Hmm, hmm!	1390.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

RH	Something different.	1391.
R	Hmm, hmm!	1392.
RH	That came into my mind, and I was there thinking about it from the very beginning.	1393.
R	Hmm.	1394.
RH	And that beginning was around in October I think if I am not wrong…So it started from there. And since then I was thinking that we are going to do something different you know…That bring a change in me as well! Now I am ready to do something new, to practice something new with my students. Practice means, to have an experiment forum!	1395.
R	So is this for the same reasons that you have talked about?	1396.
RH	Yeah.	1397.
R	Is it because you feel brave enough, or confident enough, to try something different.	1398.
RH	Right!	1399.
R	In a way that you didn't do before?	1400.
RH	Yes within the limits of the university rules and all that.	1401.
R	And you talked also… last time I remember, in our previous meeting, you talked about the concept of risk.	1402.
RH	Yeah.	1403.
R	That with our students, if you ask them to do something, then they might feel that, it's because you don't know…	1404.
RH	I have taken a big risk…	1405.
R	Yeah.	1406.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

RH	So now I am confident enough to take another risk if I want to.	1407.
R	If you want you.	1408.
RH	Hmm!	1409.
R	So the change is in your willingness to try something new?	1410.
RH	Right!	1411.
R	Okay, alright…Okay, so supposing I told you, that this entire…I want you to imagine this entire project as a movie that you see in your head…right?	1412.
RH	Hmm, hmm!	1413.
R	From the very first day, you are sitting in a chair and you are meeting all the new people, and you have no idea what are they going to be like, and what they are going to do…Like you said, "It was like a first day of the school…" (*Smiling),* just scared, and then in your second day of your school, you have a friend, so you are just like an Awww! I got a friend… (*Screamed with excitement and happiness).*	1414.
RH	(*Laughing too*), yeah.	1415.
R	Okay, if you have to like pick up, like something from this entire journey from the beginning, so from the meetings till you doing a task, you worked for your intervention, you do your intervention to this end where you are sitting here right now…	1416.
RH	Hmm!	1417.
R	I want you to sort of pick 5 scenes, or at least just think about those scenes which are most vivid? Don't worry about being right or wrong?	1418.
RH	Most?	1419.
R	Most vivid? As you know you can see them in your mind, like clearly jisey kehtey hain?	1420.
RH	The last meeting of our second cycle!	1421.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

R	Hmm, hmm!	1422.
RH	Why? You also want to know the reasons? (*Laughing*).	1423.
R	Yeah, yeah absolutely I want to know! (*Smiling).*	1424.
RH	Because…Firstly we were late.	1425.
R	Hmm, hmm!	1426.
RH	And then…You offered us a sort of a lunch over there.	1427.
R	Hmm, hmm!	1428.
RH	And we were really hungry at that time. (*Giggling)*.	1429.
R	(*Accompanying with RH's laugh*).	1430.
RH	So we enjoyed eating it…And then we discussed our similes and all that. And then you come to a conclusion that what we are going to do.	1431.
R	Hmm, hmm!	1432.
RH	And that was the thing which is there in my mind…Because at that place, we decided what we have to do.	1433.
R	Okay.	1434.
RH	So I think, I can't forget!	1435.
R	You can't forget it…because you said, there was something which you was worrying about…Like you said that, we were talking about the intervention, lekin kuch nahi pata hai ke hum exactly kya karengey…	1436.
RH	At that point we came to know what we have to do!	1437.
R	Okay…And so then you have the reassurance of having like a plan, ke hum exactly yeh karengey.	1438.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project – Venue: University X
Discussants: Researcher (R) – Participant: RH

RH	Hmm…I have done the Intermediate then. (*Laughing)*, I know what to do now.	1439.
R	I mean from the way you talk about risk, you wouldn't describe yourself as somebody who is a natural risk-taker…You don't like taking risks, in the sense that you haven't…Because you seem to be like somebody, who like to do things really well?	1440.
RH	Right…And I only take the risk when I am sure I can do it. (*With smile*).	1441.
R	Okay.	1442.
RH	Where in this case I was not sure that whether I will be able to do it or not…But it was there in my mind, that I will try my best to do it.	1443.
R	And because now you felt that you have done all the tasks, and you knew exactly where it is going…So did you feel like, the plan make sense to you when you know the goal?	1444.
RH	Right exactly! Now I have realized that everything matters. Whatever we started from the very beginning, from the first task, everything is related to the intervention. At that time I was not aware of it!	1445.
R	Okay alright! Okay…So now, if somebody come to you and say that they have been invited to a similar project…And I am sure you have been meeting a lot of young teachers, you are the kind of person I can imagine being an informal one...	1446.
RH	How do you know that? (*With a huge laugh*).	1447.
R	(*Laughing too*)…Remember I am the Psychologist!	1448.
RH	Ohh!	1449.
R	I feel that I would really give advice, that matter to you as a person who think about it…Because you would care about others.	1450.
RH	Hmm.	1451.
R	And also because you have the professional knowhow, to be able to give advice…So if they say, "RH, you have been invited to take part in such research project, it is similar to the project you have been…So should we do it, and what advice would you give to us"….So what would you say?	1452.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

RH	Related to this project?	1453.
R	Yeah a similar project? They been inviting you to take part and they are really worried and scared…?	1454.
RH	Inviting me?	1455.
R	No, no, no…they want to do it by themselves, but they don't know whether they should go with it or not, they don't know what to expect.	1456.
RH	Okay.	1457.
R	Jaise first day of school mai nahi pata hai ke kya karna hai, kya hoga and all of that.	1458.
RH	Haan, haan, alright.	1459.
R	Like aapke pass koi advice nahi hai and all that…	1460.
RH	So obviously I would say ke go for it!	1461.
R	And what advice would you like to give them? I mean in terms of how to make it a successful experience for them?	1462.
RH	Be prepared to work hard!	1463.
R	Hmm, hmm!	1464.
RH	And be committable!	1465.
R	That's it? That's the only advice you would give to them for their project? And nothing else?	1466.
RH	It will give you confidence, it will be a good experience to you…But the only thing is if you work hard, and if you will be committed to this research project, then only you can learn anything.	1467.
R	Okay.	1468.
RH	Otherwise if you are not committed, you won't get anything from it!	1469.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

R	Okay, can you elaborate on the word "Committed", like what do you mean by committed? Do you mean committed in terms of you having to do so much work?	1470.
RH	Well, let me tell you one thing clearly, please don't discuss it with them…	1471.
R	Nahi, nahi, nahi…	1472.
RH	I have seen from the very beginning, there were 6 of us, that we started…And one of them, I won't take the names…One of them left in the very beginning.	1473.
R	Yes I remember!	1474.
RH	Second and third…They left in the third cycle.	1475.
R	Yes.	1476.
RH	Because of…I don't know what are the reasons, right…But have they learn anything? Nothing! I don't think so they have learned anything…They have lost an opportunity to learn new things.	1477.
R	You feel, because they didn't see it through…So you feel like, something that the person has to be prepared, firstly you have to see through?	1478.
RH	Exactly! If they were not committed, so that's why they haven't learn!	1479.
R	And when you will see through the process, then you will learn?	1480.
RH	Exactly! We 3 were committed to some extent…I know we were all the time late (*With a loud laugh*).	1481.
R	No, no!	1482.
RH	I know, but at least we try our best!	1483.
R	RH…I told Sidra, that agar koi miracle ho jaaye, kisi ka demaag kharab ho jaaye, and they ever asked me to set up at Department, and choose…you know, like ask people, you feel like, it could be really, really good contributing members, I would definitely be in giving your names…Your, then Nazia and Sidra …Because, I mean, when you talk about committed professionals or people who want to make a difference, so then you are looking for a certain type of person, and they are rare.	1484.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

RH	Hmm!	1485.
R	Because it's a big commitment!	1486.
RH	Not only in this case, I think in every field of life, commitment is important! Because if you do something for others… I always use this phrase ke, "Zindagi jo haina, wohh give and take se chalti hai, har kaam jo haina, wohh give and take se hota hai".	1487.
R	Hmm, hmm!	1488.
RH	If you are not doing anything, how will you get something! Until and unless you don't do anything for others, how will you get benefit from it?	1489.
R	Hmm!	1490.
RH	Over here, in this case, we have done something, it will be good for you, but it's there for us as well.	1491.
R	You feel like that?	1492.
RH	We have learned as well!	1493.
R	Yes! So you feel like, by giving something, you got something?	1494.
RH	Exactly! Some of the people said to me ke, "Faida kya hai iska karney ka? Hamey kya faida hoga?"… "Sirf paisa hi nahi hota, theek hai, sirf yeh nahi ke aapko koi naam miley"…There are other things as well! Maine literally yeh kaha hai unko!	1495.
R	(*Laughs*).	1496.
RH	Jin se meri baat hui hai, ke "Is mai kuch bhi nahi mil raha, naam bhi nahi hoga…Inhone to keh diya hai ke jii naam bhi nahi hoga aapka"…In the very beginning you said that you have to cover our names.	1497.
R	Yeah!	1498.
RH	Right?	1499.
R	Yeah, because I am not allowed to reveal your names!	1500.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

RH	Exactly!	1501.
R	But Inshallah we would publish a paper!	1502.
RH	Yes…But I had this discussion…So I just said that, "I mean money is not everything! Or the name or fame is not everything…We all learning something from it"…So the advice you were talking about, I will give this advice to them.	1503.
R	Okay alright! It's very interesting…you were explaining the word of "Commitment"…RH, when you talked about the third cycle, you sounded like, you were under a lot of pressure.	1504.
RH	Hmm, hmm!	1505.
R	Right! (*With a small giggle*)….So I mean, I feel like, all of this pressure didn't just fill into your professional life, its infact affected you as a person.	1506.
RH	Hmm, hmm!	1507.
R	So I mean, you want to elaborate on that, in the sense that…Like you said, you don't like taking risks…And you only like to take risks, when you are absolutely sure you can do it. Because it's not about other people, it's about you been satisfied with yourself ….Have I understood clearly?	1508.
RH	Exactly!	1509.
R	Right?	1510.
RH	Hmm!	1511.
R	So I mean, if you have to think about this in terms of all of that…Not just you as a practitioner, or some professional where you are committed, but as an individual, so what would you say? And thinking about the pressure which you felt in the third cycle?	1512.
RH	Hmm!	1513.
R	So how would you like to describe that, this journey? I would ask you to like take a step back and look it at as a distant prospective, so what would you say?	1514.
RH	Semester was going on, and usually in the first semester…Because this was the first semester, when our intervention part was going on…So usually in the first semester, some of our Department in the university….I mean we have to teach English Compulsory Courses to them, for example in Commerce, Computer	1515.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

	Science, these are the Departments which…I mean we only teach them in the first semester. So burden is there for all of us, and usually it's there on my shoulders, means I am supposed to take 4 or 5 courses in the first semester. So covering 4 or 5 courses in the semester is really difficult, right. Apart from that…the teachers over there right now, most of them are my students; except for Nazia and one two more…Most of them are my students. So whatever problem they have, they like to share it with me, and I do give them time.	
R	Of course… I can totally imagine that!	1516.
RH	So I mean giving students some time along with the studies, along with the 4 or 5 courses…And at the same time, my brother got married in April. (*With a smile).*	1517.
R	OMG!!!	1518.
RH	So that was also going on! And I was ill as well…So a lot of things were going on with me as well.	1519.
R	So this change is going on in your life at the same time while you were doing this?	1520.
RH	Exactly!	1521.
R	Hmm!	1522.
RH	So that's why I feel that I was under burden.	1523.
R	You were under burden, and there is only the fact that you have made a commitment, that kept you going on…	1524.
RH	Get to work in…	1525.
R	Get to work in, because you have made a commitment!	1526.
RH	At the beginning, I thought that, when I will collect the material, I will check it at the same time, but I didn't get time to check it on the same day. So I delayed, that whenever I will get time, then I will check it and let them know….Before the presentation, I check all the material that was given to me by the students, and then I will let them know their marks and about the presentation…So this was not what I've decided.	1527.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

R	This is what happened, that some adjustments you had to make in view of all of your professional and your personal commitments?	1528.
RH	Exactly!	1529.
R	Okay!...So obviously I am assuming from the way it was so pressurized, you must have been pressurized, and I am just saying that it was because of the fact that you have made a commitment, so you are forcing yourself… which means that, at times you almost wanted to give up?	1530.
RH	No!	1531.
R	Never?	1532.
RH	No, never!	1533.
R	Okay alright!	1534.
RH	I thought that I will do it, but when, Allah knows it better! (*Laughing*).	1535.
R	Okay Allah knows better! And you sort of kept on like…	1536.
RH	Like I will do it Inshallah! ☺	1537.
R	Okay.	1538.
RH	Let me tell you one thing more…	1539.
R	Yes!	1540.
RH	Samreen and I had fever yesterday!	1541.
R	I am so sorry!	1542.
RH	I was having 100 temperature!	1543.
R	Chchchch…(*Feeling sorry for that*).	1544.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

RH	And at night as well, I got fever again!	1545.
R	I am so sorry Rania!	1546.
RH	It's okay, it's okay, it's okay. (*Smiling*)…I don't want you to say it to you!	1547.
R	No, no, no, of course you should say…I am so sorry for that.	1548.
RH	Okay on Thursday…I think I have told you that our drama competition and all this…	1549.
R	Yeah I remember, you said it's very hectic, this coming week!	1550.
RH	Yeah…That's why we didn't meet on Monday!	1551.
R	Yeah I remember!	1552.
RH	But even after that…though you have given us 3 days, but we didn't get any time.	1553.
R	I remember!	1554.
RH	And we did all our analysis and all this task.	1555.
R	On Thursday!	1556.
RH	Yes on Thursday!	1557.
R	(*Laughing).*	1558.
RH	(*Chuckling too*). At 2:45.	1559.
R	OMG!!!	1560.
RH	Before we have to go, we have to complete it…So we went through all the papers quickly, and then we analyzed it on a rough sheet, and then we start doing it.	1561.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

R	Okay, so it was fresh in your mind!	1562.
RH	And after analyzing, and after looking at all these tasks, I keep on thinking about it in the rickshaw that we were coming over here, and then I have to sort of write it down over here…	1563.
R	Okay, so it was like, you just done and you are refining it in your head, and it's sort of came out?	1564.
RH	Exactly!	1565.
R	Okay!	1566.
RH	So I tried my best, not to say no…	1567.
R	No, no, you and Nazia have been very, very accommodating, infact you could say to me ke hum abhi nahi kar saktey…	1568.
RH	That was the first time…And because it was totally impossible for us, that's why I will say, otherwise it wouldn't have…	1569.
R	No, that's fine…RH, it's completely natural, if you would give me time on Tuesday, it's all good!	1570.
RH	Hmm!	1571.
R	I have a question as always.	1572.
RH	Okay!	1573.
R	You talk about the fact that cycle 3 was really tough, cycle 4 you are also saying that you sat there till 2:45…you people were doing the task, and then you were in the rickshaw, then coming…and you said you were running a fever as well, running a temperature.	1574.
RH	Hmm!	1575.
R	So I want you to sort of looking back, like what you said about… in your view, the change in methodology…And you talked about your concept, in which first you were the ores, then the students were the ores, and the ship was the teaching and the learning, and you were sitting on a ship.	1576.
RH	Hmm!	1577.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project – Venue: University X
Discussants: Researcher (R) – Participant: RH

R	Right?	1578.
RH	Yeah right!	1579.
R	So I mean looking at all of this, that's where you stand right now about teaching and learning as a whole.	1580.
RH	Hmm!	1581.
R	As you see teaching and learning today, at this particular time…So teaching is the ship, teaching is still the boat.	1582.
RH	Hmm!	1583.
R	The students are the ores, because you feel that the students are the ones, who takes you to the goal…and you are there, but you are there in the background…you are in the boat, but not directly participating.	1584.
RH	They (*students*) are able to move the ship now.	1585.
R	You feel like they are able to move the ship…	1586.
RH	And they are standing on their own feet.	1587.
R	But you are talking about the students that you did the intervention with…How about your own relationship with teaching and learning? I mean if you have to talk about your concept now of teaching and learning, so what would it be?	1588.
RH	I will make the students to stand on their own feet!	1589.
R	So your objective would be, to make them the ore?	1590.
RH	Exactly!	1591.
R	Have I got that correctly?	1592.
RH	Exactly, absolutely!	1593.
R	Okay alright! So now only I left with one last thing…So if you have to entitle your learning journey, or whatever it was…changes, differences…It's that what	1594.

Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

	your final word on "Change" it could be, the change means there been a difference, there been anything new.	
RH	Hmm!	1595.
R	It's that what it is? Or if you want to think about change in terms of everything that you gone through in the last 4 cycles, from school to that, to that, to that….What could be your final thing on "Change"? Is this respect to what all of this is meant to you, and everything you've been through in this one year…infact 8, 9 months actually, with your personal commitments and your professional commitments…Taking a risk when you don't like to take them unless you are 100% sure.	1596.
RH	Hmm!	1597.
R	So what would your final thing? What would I entitle it, "Change is what?"	1598.
RH	Change is…"Change is changing the change".	1599.
R	(*Laughing heavily*). Okay alright…Okay that is absolutely brilliant, but you have to tell that what does that means to you?	1600.
RH	"Change is changing the change" means, whatever change I have got now in this year, I change, try to change, bring another change in the next year.	1601.
R	Change is not just the change in the sense that, it is like I need a change…Change means to bring change in the change itself?	1602.
RH	Exactly!	1603.
R	Waoo RH! It's very, very deep; I wish you the very, very best of luck.	1604.
RH	(*Smiling*).	1605.
R	Do you have any questions to ask me?	1606.
RH	No.	1607.
R	No…Okay thank you very, very, very, very much RH! Are you sure that's it?	1608.

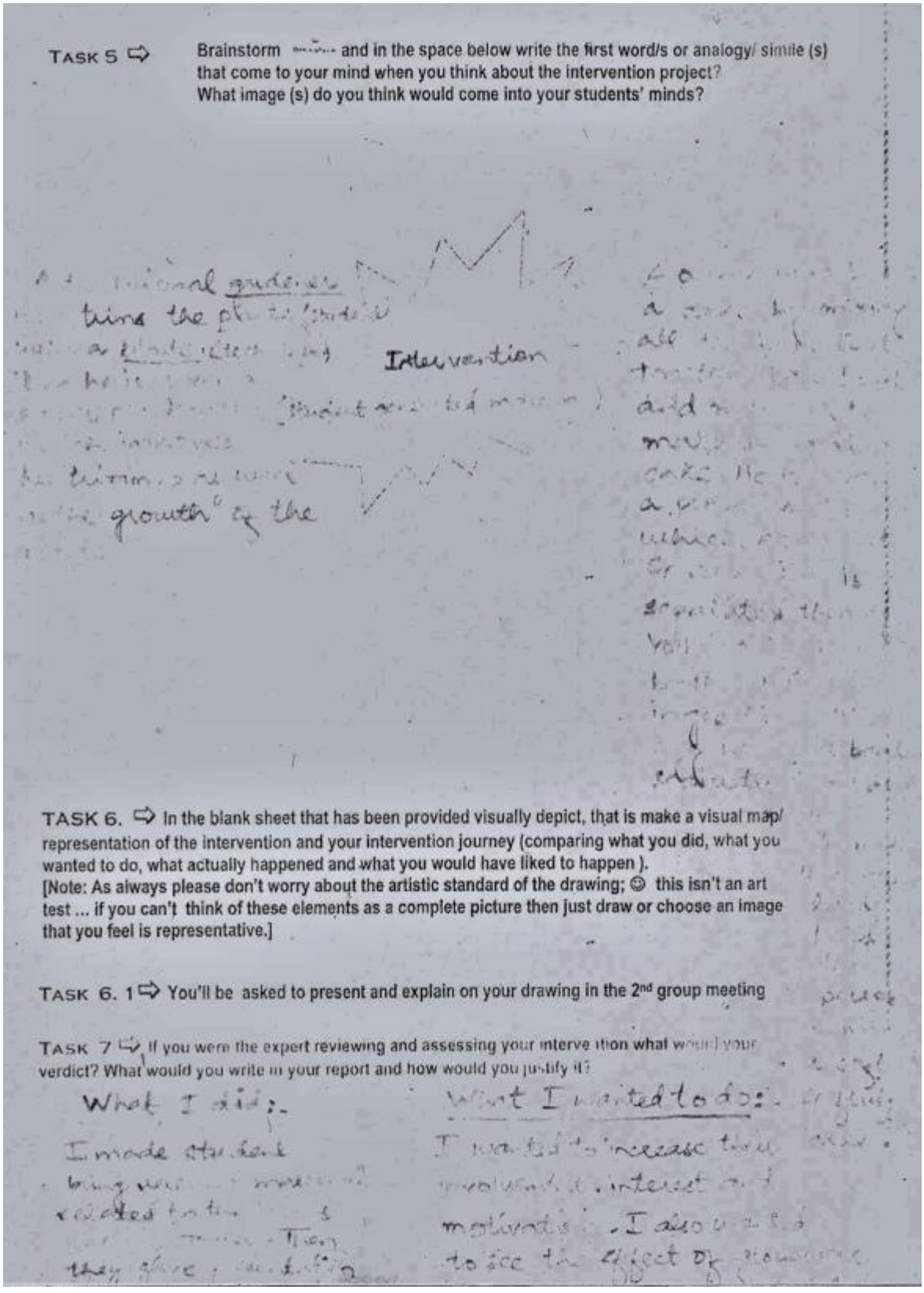
Appendix Bi

Partial Transcript of Semi-Structured Individual Interview
Cycle 4–Nazakat Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: University X
Discussants: Researcher (R) – Participant: RH

RH	Yes. (*Interview ended*).	1609.

Appendix Bi

NK. Tasksheet. N. CI Cycle 4



TASK 5 ⇨ Brainstorm ~~~~ and in the space below write the first word/s or analogy/ simile (s) that come to your mind when you think about the intervention project?
What image (s) do you think would come into your students' minds?

Intervention

TASK 6. ⇨ In the blank sheet that has been provided visually depict, that is make a visual map/ representation of the intervention and your intervention journey (comparing what you did, what you wanted to do, what actually happened and what you would have liked to happen).
[Note: As always please don't worry about the artistic standard of the drawing; ☺ this isn't an art test ... if you can't think of these elements as a complete picture then just draw or choose an image that you feel is representative.]

TASK 6. 1 ⇨ You'll be asked to present and explain on your drawing in the 2nd group meeting

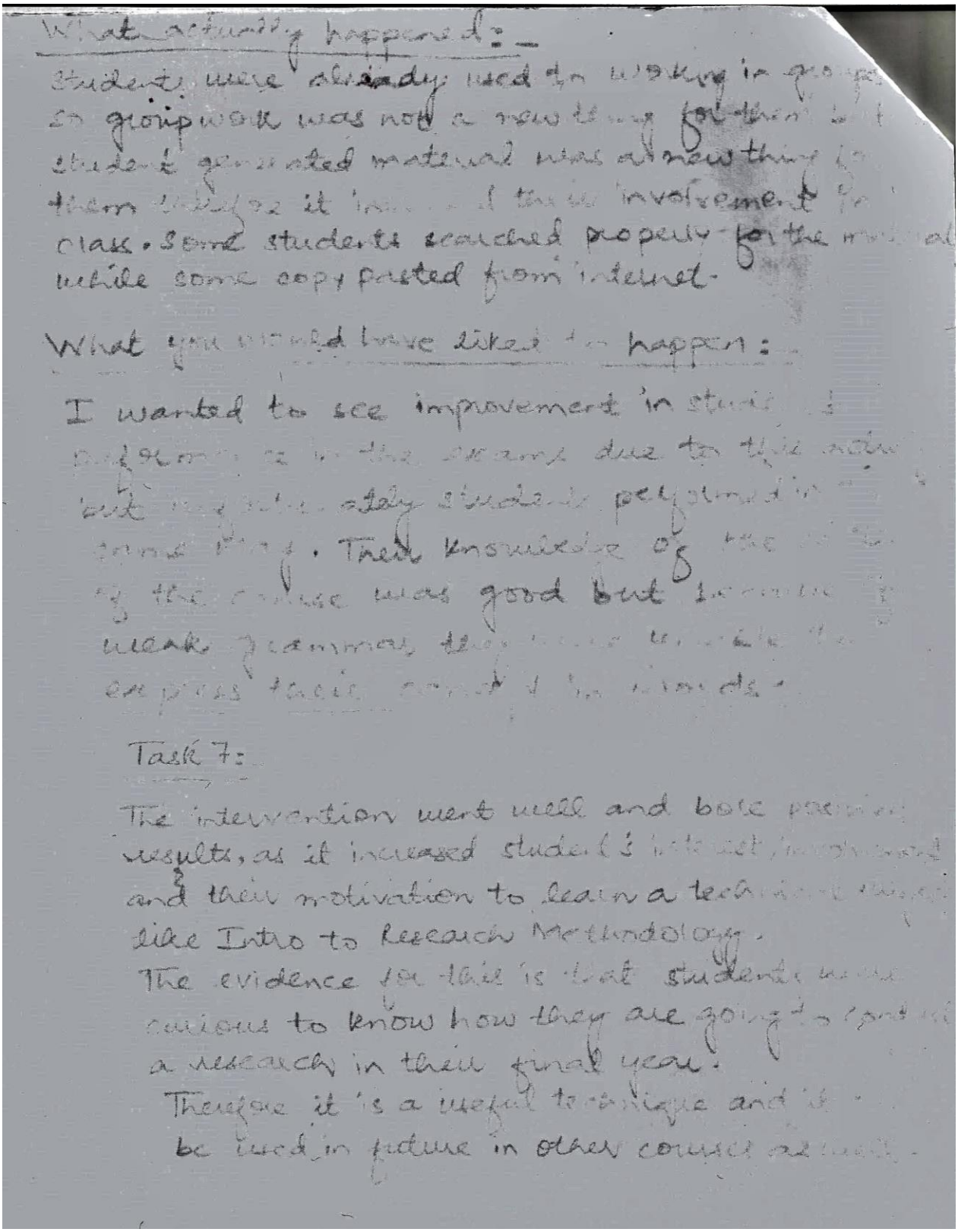
TASK 7 ⇨ If you were the expert reviewing and assessing your intervention what would your verdict? What would you write in your report and how would you justify it?

What I did:-

What I wanted to do:-

Appendix Bi

NK. Tasksheet. N. CI Cycle 4



What actually happened:-

Students were already used to working in groups so groupwork was not a new thing for them but student generated material was a new thing for them therefore it increased their involvement in class. Some students searched properly for the material while some copy pasted from internet.

What you would have liked to happen:

I wanted to see improvement in student performance in the exams due to this new but unfortunately students performed in same way. Their knowledge of the topic of the course was good but because of weak grammar they were unable to express their ideas in words.

Task 7:

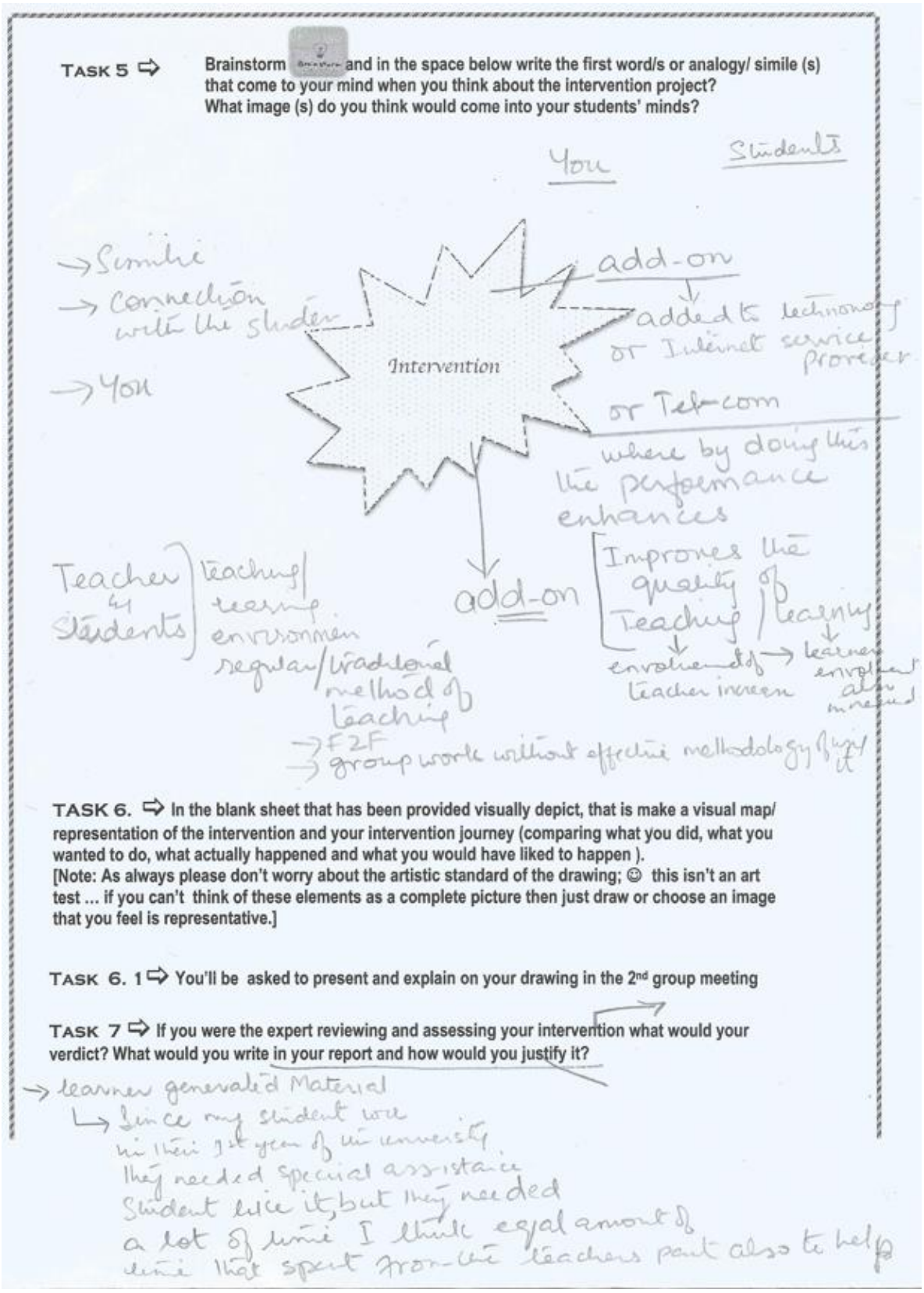
The intervention went well and bore positive results, as it increased student's interest, involvement and their motivation to learn a technical module like Intro to Research Methodology.

The evidence for this is that students were curious to know how they are going to conduct a research in their final year.

Therefore it is a useful technique and it can be used in future in other courses as well.

Appendix Bi

SR. Tasksheet. N. CI Cycle 4



TASK 5 ⇨ Brainstorm and in the space below write the first word/s or analogy/ simile (s) that come to your mind when you think about the intervention project? What image (s) do you think would come into your students' minds?

TASK 6. ⇨ In the blank sheet that has been provided visually depict, that is make a visual map/ representation of the intervention and your intervention journey (comparing what you did, what you wanted to do, what actually happened and what you would have liked to happen).
[Note: As always please don't worry about the artistic standard of the drawing; ☺ this isn't an art test … if you can't think of these elements as a complete picture then just draw or choose an image that you feel is representative.]

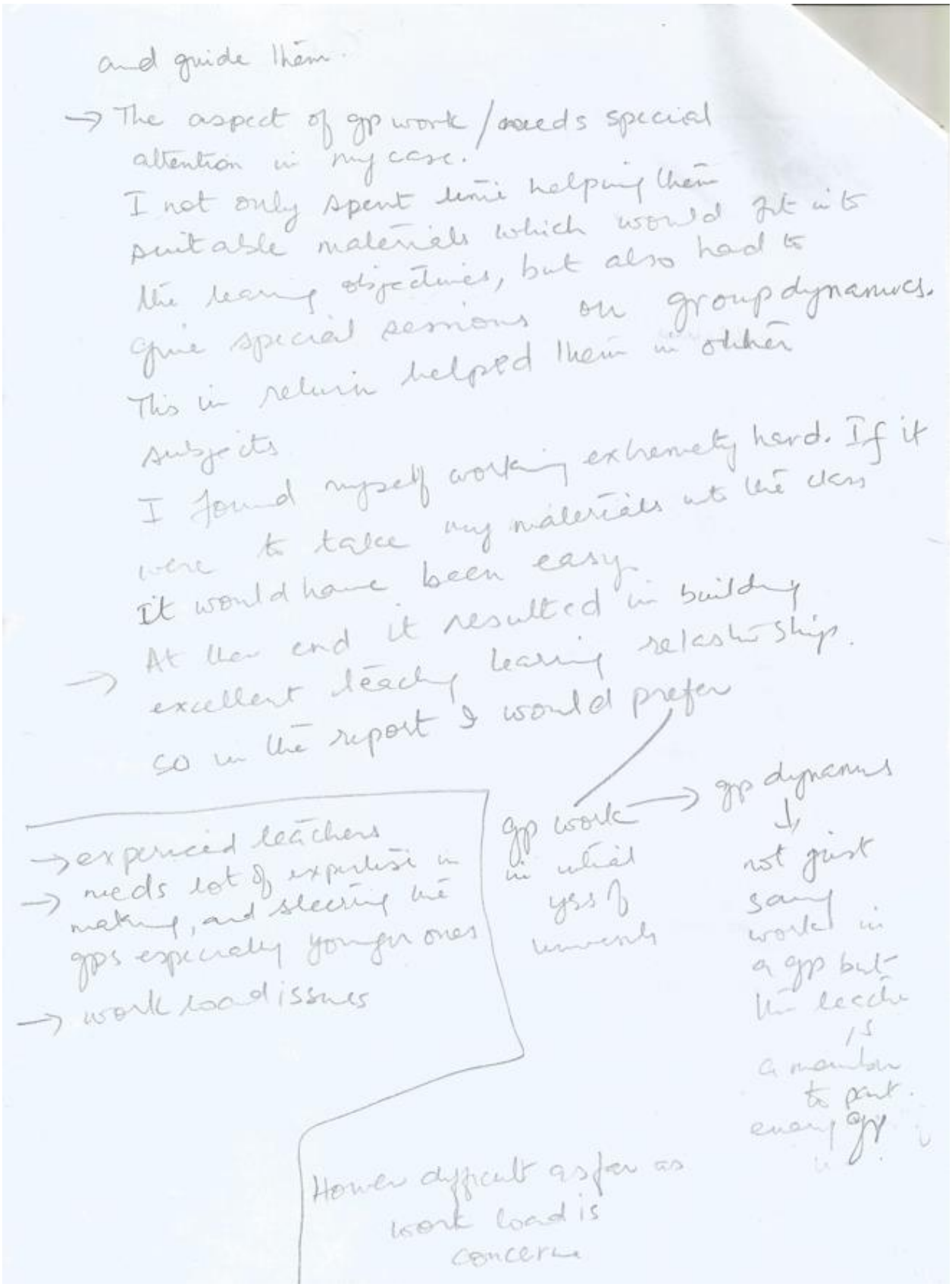
TASK 6. 1 ⇨ You'll be asked to present and explain on your drawing in the 2nd group meeting

TASK 7 ⇨ If you were the expert reviewing and assessing your intervention what would your verdict? What would you write in your report and how would you justify it?

→ learner generated Material
↳ Since my student were in their 1st year of the university they needed special assistance Student like it, but they needed a lot of time I think equal amount of time that spent from the teachers part also to help

Appendix Bi

SR. Tasksheet. N. CI Cycle 4

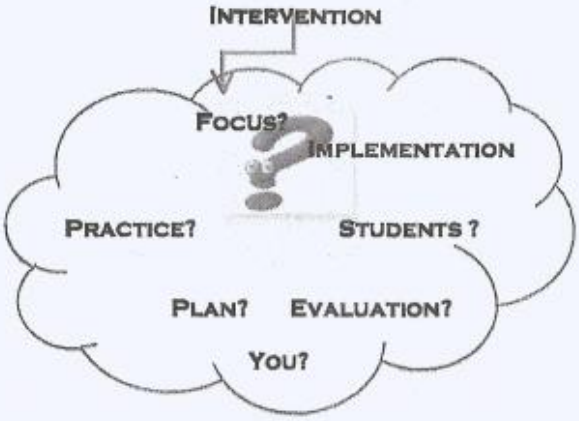


Appendix Bi

RH. Tasksheet. N. CI Cycle 4

Task Sheet 1 for **Research Team –Research Meeting VII (1st FGD of Cycle 4)**

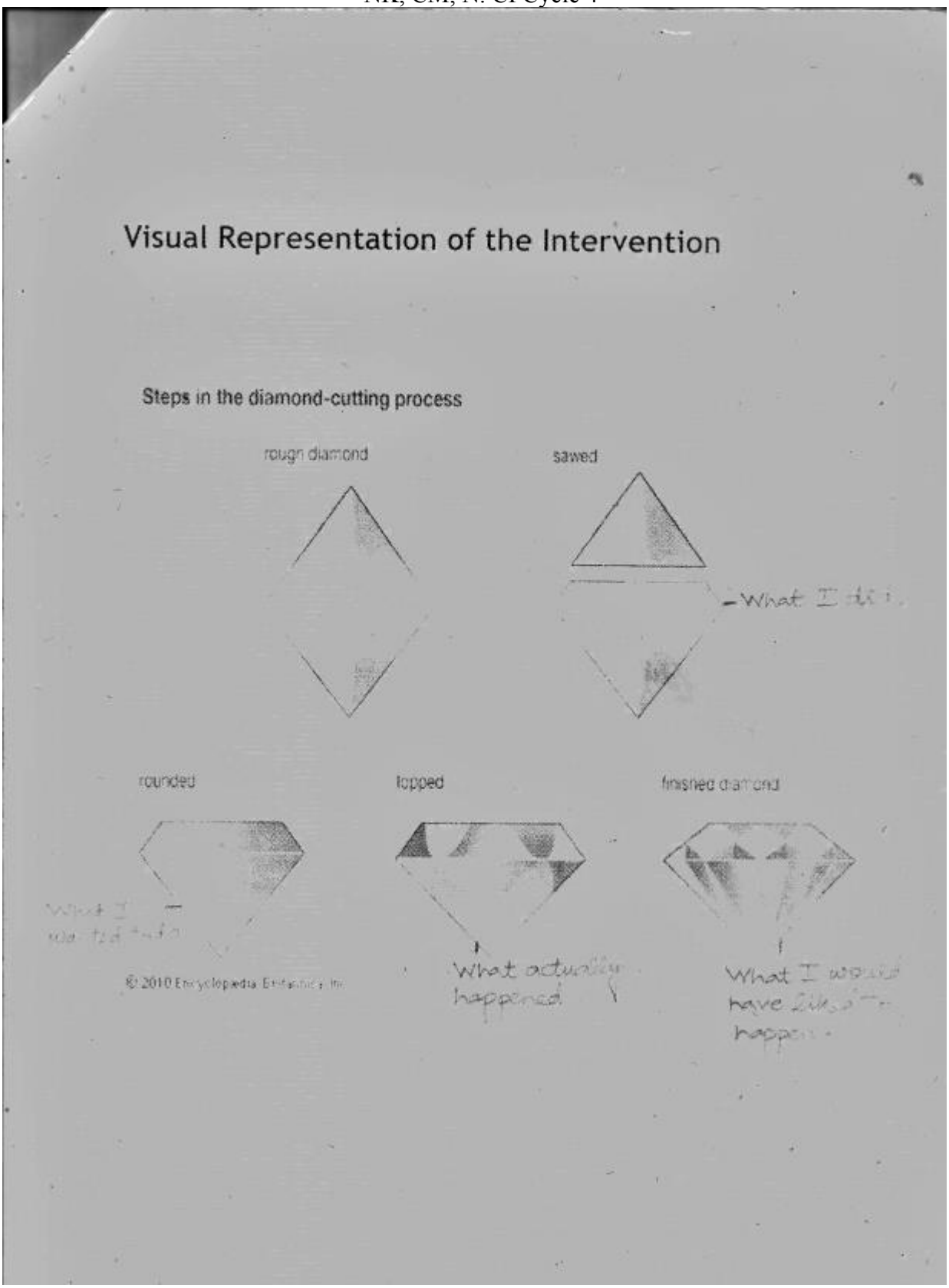
TASK 4. ⇨ Describe what you did in your intervention in terms of considering the elements included in the thought bubble:



- Plan was focused on enhancing communication skills - with the help of different methods, techniques activities [Level: BS Hons IInd semester .22 Ss]
- Real life situations (role-play - Mini-drama) were created to enhance lang. skills Speaking to listening to reading & then writing. (Practice + Phase Implementation)
- Practically the project Ss made/was to do to prepare a 'Reader' of their subject Academic Reading writing so that all the contents can be compiled in a book form
- I played the role of a guide throughout in collecting, classifying & composing the book

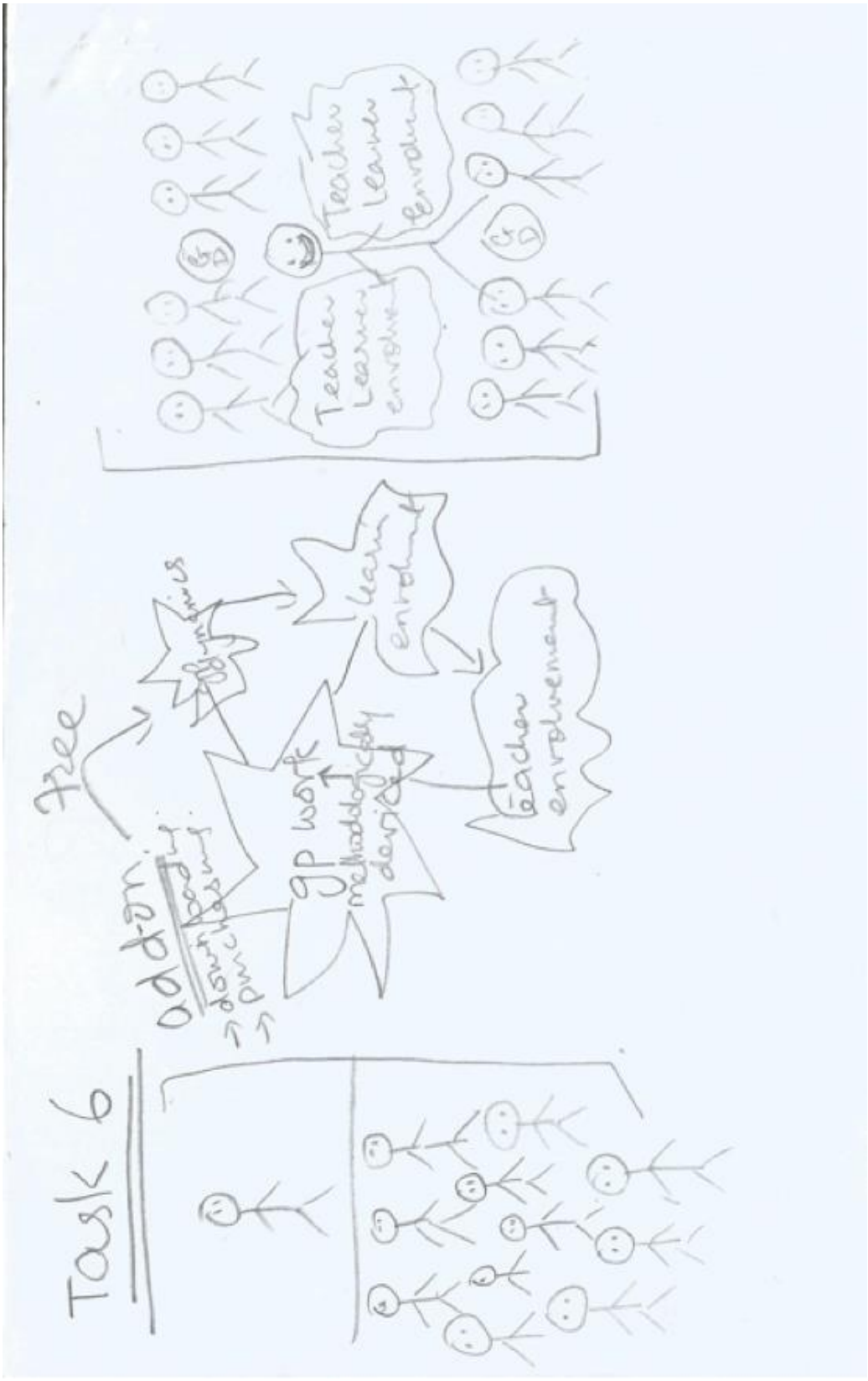
Appendix Bi

NK, CM, N. CI Cycle 4



Appendix Bi

SR, CM, N. CI Cycle 4

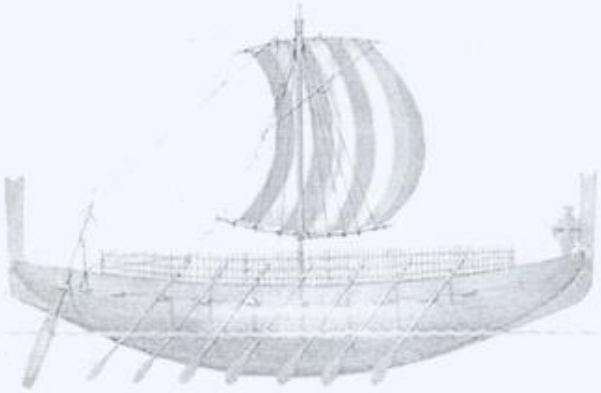


Appendix Bi

RH, CM, N. CI Cycle 4

RH. CM. N. CI. Cycle 4 → Post-CI. Cycle 3

TASK 6. In the blank sheet that has been provided visually depict, that is make a visual map/ representation of the intervention and your intervention journey (comparing what you did, what you wanted to do, what actually happened and what you would have liked to happen).



Appendix Bi

SR. Reflection. N. CI Cycle 4

Research Team **Task Sheet II for Group Meeting IX**

"No bird soars too high if he soars with his own wings ...."
William Blake

Final meeting

TASK 8. ⇨

Reflecting on your intervention and your entire experience of participating in the research journey through the research project write/narrate a tale/ a dastaan of your journey

.....Good luck!

Reflection part I (Intervention)

→ Considering the work load, I absolutely had no clue how I would justify in this research project and when, how and when I would use the Intervention. My colleague (AN) who was experienced and senior helped me decide how to go about this project integrating it to my teaching. By doing so I could manage justifying the learning objectives yet participating in the study.

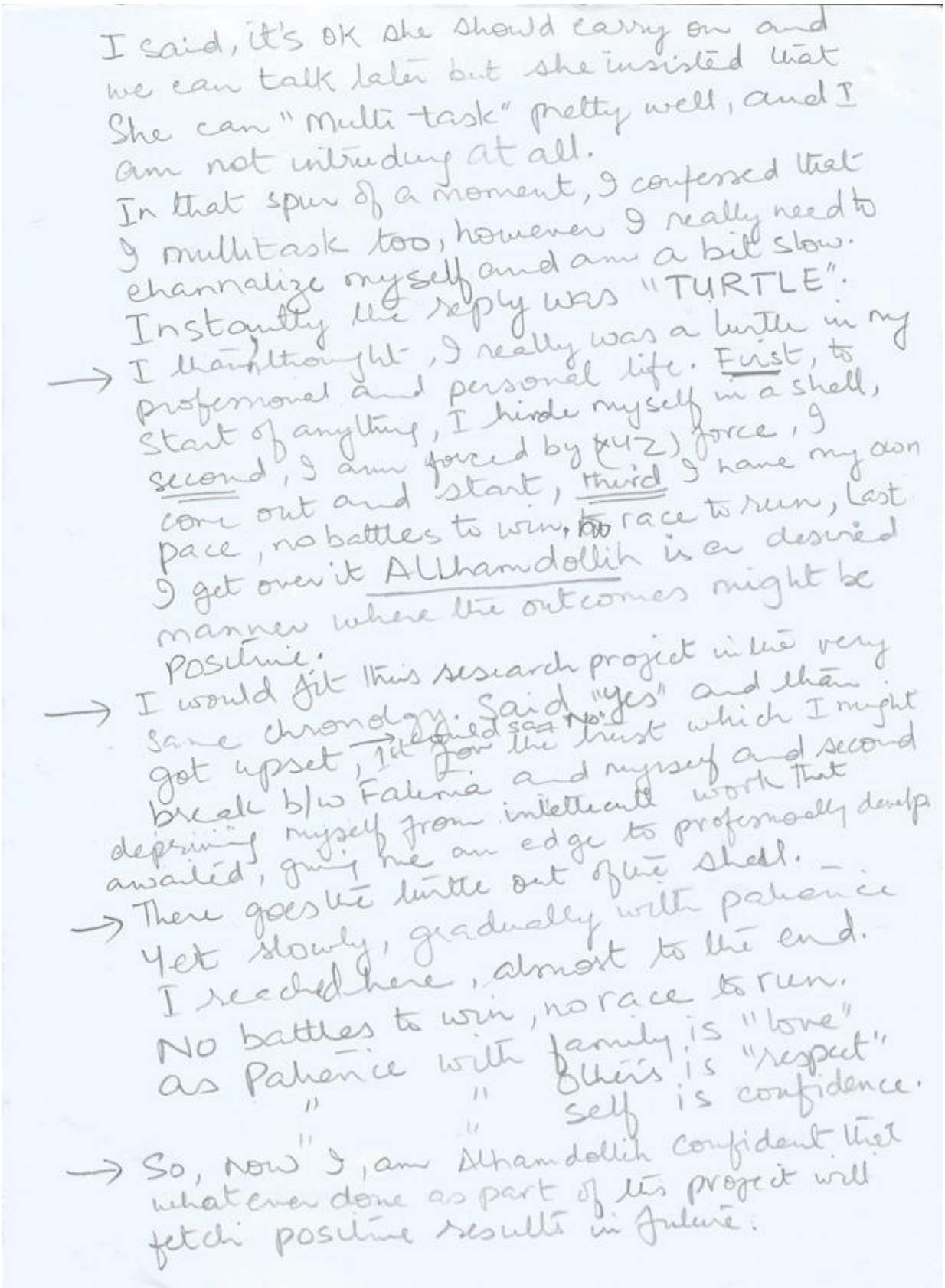
→ However, I was very enersed in what the students were doing, how they were doing it, manging friction with the group, yet on the other hand I felt extremely drained out and sometimes I thought "are my students autonomus" are they "choosing the material on their own" OR it is my effort yet once again. But as time passed and when I see their portfolio and the present shows (ppt, dramas, dialogues) which they made, made my belive, "it was their effort mostly".

Reflection part II → The Research Project = Narrated

Lately, I whatsapped a friend (a new inclusion) in Canada, asking what she was doing. It was 2.00 am there, and she was working on a presentation which she had to give the other morning.

Appendix Bi

SR. Reflection. N. CI Cycle 4



I said, it's OK she should carry on and we can talk later but she insisted that She can "Multi task" pretty well, and I am not intruding at all.
In that spur of a moment, I confessed that I multitask too, however I really need to channalize myself and am a bit slow.
Instantly the reply was "TURTLE".
→ I thought, I really was a turtle in my professional and personal life. First, to start of anything, I hide myself in a shell, second, I am forced by (42) force, I come out and start, third I have my own pace, no battles to win, no race to run, Last I get over it Alhamdollih is a desired manner where the outcomes might be positive.
→ I would fit this research project in the very same chronology. Said "yes" and then got upset, I did say no. for the trust which I might break b/w Fatima and myself and second depriving myself from intellectual work that awaited, gave me an edge to professionally develop
→ There goes the turtle out of the shell. —
Yet slowly, gradually with patience I reached here, almost to the end.
No battles to win, no race to run.
as Patience with family is "love"
" " Others is "respect"
" " self is confidence.
→ So, now I, am Alhamdollih confident that whatever done as part of this project will fetch positive results in future.

Appendix Bii

Transcript of Focus Group Discussion I, H. Group A. CI Cycle 4
Venue: KL Corporation
Discussants: Researcher (R) – Participants: HX (S) & JK

Transcript Table for FGD I –H. Group A. CI Cycle 4		
Name of Interactant	Turn	Turn NO
R	Okay [prolonged pause]…[clanging sound]	1.
JK	Okay	2.
R	This is *our* [stretched] Husrat group… Out of seven [pause] we have two members who have taken a *lot* [stretched]…. One of them has taken like *enormous* [prolonged elongation] pains just to come… and JK has been waiting [pause] since 3:10 pm for the meeting … she was *here* [slight emphasis] at 3:10 ..*so* [stretched] I *really really* [stressed & stretched] appreciate it…[rising intonation] HX has her baby with her [increase in pace] holding her with one hand [intake of breath] a sick husband and a *very* [stretched] bad day…so.. we're…we're waiting for everybody … but they haven't [emphasis] turned up and there's no information we're going to do [pause] the first meeting [fall in intonation] with *the* [slight emphasis] present members …… [prolonged pause]… so okay if you look *at* [stretched]… [pause] the task sheet *we* [prolonged elongation] what I'd *really* [stretched & stressed] to start with is just basically ….[slight pause] a *basic* [emphasis]description].. of *what* [slight emphasis] you did for your *intervention* [slightly stretched & stressed, audible swallowing]….*And* [stretched] you know [slight pause] with regard to [slight pause] the basic description [slight pause] I *sort of* [slightly stretched, slight pause] put the elements there in the brainstorm if you look at .. the …[pause] the task sheet…*So* [stretched, intake of breath] there's no *particular* [slightly stretched] order .. it's sort of *just* [slightly stretched]…it's up to you to *describe* [stretched] it…it as you want..*so* ..[slightly stretched] who'd like to go first…[prolonged pause]	3.
HX	*Okay* [slightly stretched] JK	4.
JK	Laughs	5.
HX	Laughs	6.
JK	… *Okay* [slightly stressed & stretched] we have [SIC] decided [intake of breath, pause] in *our* [slight emphasis] last meetings that *we* [stretched & stressed] are going to focus on *skills* [emphasis]…and we had decided the *situation* [prolonged elongation].. whatever situation we are facing in our *own* [stretched] workplace including the [slight pause] *students* [stressed & stretched]	7.
		8.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

Transcript Table for FGD II – Husrat CI Cycle 4 –		
Name of Interactant	Turn	Turn NO
R	This is the recording for Husrat cycle 4, group A, Javeiria and Hania give me the time and we are recording. Okay who is going first…speak one by one, takey aap dono aik sath na bolein…Theek hai bataye! Lets start with….you've both talked about your projects and I think Hania has gotten interacted by talking about her project…Javeria you both had the interesting ones. As Javeria said, even she changed her practicing one. It's not like you only worked with one group. It's like it fit it into teaching as a whole.	1.
JK	Yes exactly!	2.
R	And Hania talked about how basically she has not done her material ready, but the first time she did it. And her lecture intervention itself didn't go well…because you said it's about circumstances and whether or not, if it's not the circumstances, it was about opportunity and chance. I think you said that alright?	3.
HX	Yes.	4.
R	And now the second time you do it, you find it a lot more interesting and a lot easier.	5.
HX	Yes.	6.
R	So lets start of with that certain point. I ask you to think about your own feelings when you started of with doing what you are doing? Javeria shooru karein?	7.
HX	Like talking about the last time, the main issue was that I was new and I had multiple issues…but this time when I started, I have started to see things in a different way. Because last time I was struggling so much physically, with infrastructure as well as in my own discipline, because of my own physical issues, so it was very difficult. So my mind was not very relaxing about all those things. This time around, because I've already have gone it for one time, so for one thing, I feel that I am now much more confident to do whatever I am doing right now. And then secondly I have much more time to reflect.	8.
R	Because you have already done it once.	9.
HX	Not only because of that, but secondly because I am relaxed, because the second chances are better this time, and classes are on the ground floor…one thing. And secondly because I have already done a number of things, not as well as what I wanted to do the last time, but I have an idea, and I can anticipate a number of difficulties that I might have, and then I can adjust my material and whatever according to that. And it helps me to see how I take decisions and I reflect on my own practices.	10.
R	Can you give me an example of…you know your learning from last time, which is what you revised the preparation that you are doing for the second time?	11.
HX	First of all in last semester, one class was like 27 students and the other class was 59 students.	12.
R	Yeah I remember you said it was a very big class. Yeah.	13.
HX	Yeah that was from the semester before, but in the last semester, I had a big class…and this room was pretty small in which the students have to sit. So it was very difficult to manage what was happening. And not only because of the space in this room, but because of the number of students. And doing activities with them was quite a bit of a	14.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	challenge and there were a number of issues, that I had to encounter, because keeping everyone's attention and all…it was very, very difficult.	
R	Yeah you talked about the size and all…	15.
HX	Yeah it was challenging…what happens is that then you feel cramped. At least this is my understanding and this is my experience, that if you are cramped and if you don't have the enough personal space, so then it's very difficult for the students to work and concentrate. And then normally what happens is that, instructions have been much more often when there is little personal space.	16.
R	Alright.	17.
HX	Secondly it's difficult to give feedback to the students, because the room is small, and you can't go to see what different groups are doing. So they know that they are hidden from the teacher's eye. So they have a better way of getting away with whatever they want to do. So it's their disciplinary issues as well, because you don't have the space to walk and check them. Because my class was about writing, and until and unless I can give them a feedback while they are writing, it's not right…so that is one thing. So because of that, when I was told that in this semester, Javeiria can you please start the eating …(Somebody came and interrupted the talk)….So this time, when I was told that I might get 70 or 80 students in one class, I took out Fouzia Shamim's book about the large classes, I prepared my material according to that. And then when I entered in the class, I have 30 or 38 something students in both classes.	18.
R	So it was a pleasant surprise.	19.
HX	Yes it was a pleasant surprise. But I was prepared mentally to take the challenge. So that is one thing that I learned. And I designed all my activities keeping in view that I had to manage a large class, and how I am going to do it and all. So that is one major change that I had to bring about. Obviously when I found that when I am taking large size of classes, then I have to think of the necessary things.	20.
R	Which meant?	21.
HX	Which meant that although I am using the same activities, but I know that the number of students in one group are going to be smaller. So that is why it is much more organized and they are much more groomed, because it's easier to work with smaller groups and smaller classes.	22.
R	That's absolutely correct.	23.
JK	So there is a lot of difference in my own context, there is a lot of difference between the Science students and the Arts students. The number of students are much more in the Arts classes as compare to the number of students in Science classes. But the Science students are really much I would say brighter than the Arts students. Or maybe they work more… (Loud chuckle), they are brighter and more intelligent than the Arts students. Or maybe in schools, perhaps in schools… I mean the subjects of Arts have not been taken seriously I believe.	24.
R	Aap ne last time bhi yehi kaha thaa.	25.
JK	Yeah exactly…Like it was a big challenge for me to tune the Arts students…as I use the word "tune". And you wont believe matlab the first two students are not even able to write down a single word, did not know where to put a full stop, believe me, they do not know. I think Saba has taken some classes in that sector…And they even do not put a full stop. I mean in other words, you have to start from zero. We have to give them some	26.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	basic understanding of grammar. And it's good in a way, that the grammar portion has been included within our syllabus.	
R	Okay.	27.
JK	Because otherwise it wont work, lekin yeh bhi aik mazey ki baat hai ke theek hai. Like after summer vacation, when the new session had began, it took me almost more than a week to just focus on their tenses. To give them some basic concept of tenses, and to tell them this is how tenses are, this is what it is meant for. And even I mean shooru mai in the beginning, you have to switch a lot, and you break intentionally, because otherwise they start, I mean looking at you as if it's really going above their head.	28.
HX	Really.	29.
JK	So that's why we have to focus on teaching them the grammar rules again. Though the grammar rules have been taught to them from the last 10 years. But the problem is, that there is no implementation at all, actually saara problem hi yeh hai. To phir unko kya karna chaiye…then I showed them their own textbooks, ke see this is a paragraph, I mean not just ask them to give me some examples, which are really out of context…I mean like wohh khana kha raha thaa, wohh khana kha rahey hain…to mai to usii situation mai phansi hoon. Wohi same to same drilling, usii mai se aaye hai bachey. Shooru mai I remember, in the beginning, when I have joined my teaching profession, when I was quite young and enthusiastic (Laughing loudly)… kyunke aap naye naye university se aaye hotey hain, and you are suppose to know all those methodologies… Lekin somehow yehi hua ke after some time I lost my patience, you loose your patience, you loose your enthusiasm. When you find out, when you look around and see that the others who are following the same methodologies, their results are far better than yours unfortunately. So pehla mera point hi yeh thaa, ke I wanted to change my own methodology, aur mera first point hi yeh thaa. To yeh jo mai aap ko kal keh rahi thii na, this was something very frustrating, but it becomes so interesting in a way, that you are giving something to the students, you know students start taking interest. Like we usually put all the blame on students, aik normal practice jissey kehtey hain, ke they don't want to learn, lekin if you start teaching them, and if you start making them feel that you are understanding their problems, and you want them to learn, and you are ready to help them and willing to cooperate with them, to wohh bohat khush ho jaatey hain bachey specifically, they really share a lot of excitement, and they are really keen to learn. And mera nahi khayal ke there is anybody in the world, who is not willing to learn English. Everybody wants to! To yeh sara kuch to maine us class ke liye kiya thaa.	30.
HX	Just mai aik cheez add karun, there is a difference between the context that she is working on.	31.
JK	Yeah there is a lot of difference between your context and mine, a lot of difference.	32.
HX	Javeiria ke jo students hain, they are suppose to come to me. (mutual chuckle / somebody came and again interrupted the conversation). In the end of the session, we told him that this is the kind of teaching we want us to do, and it was based on pedagogical learning and skills. I mean introducing new skills into your teaching of language. We told them that they need to go and really conduct such kind of workshop at school levels. And whosoever is specifically talking about the English language teachers, whosoever has been conducted, he must or she must be given at least a month or two months training period. And after giving him or her some sort of training, he must be	33.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	allowed to go and start teaching the classes. Mai jo effort kar rahi hoon na, asal mai yeh efforts saarey ke saarey school mai ho jaaney chaiye practically.	
R	As you talked about the Arts and Science students, to mujhe yeh bataye ke how was your intervention with the Arts students, even knowing…	34.
JK	My intervention period was with Arts students, because this is the class which has been sent to you, that was not my own choice. (slight chuckle). That was the class, which I was already taking, I could not ask them to give me some other class of my own choice. But it's not a matter of Arts students, just I wanted to say that in the beginning, it takes more time to spend on the Arts students to really come on the track, but if you stick to your own teaching style, I mean they start coming to your level, they start understanding things, something was not actually wrong with their mental level.	35.
R	You are saying it's just based on the teacher,	36.
JK	Yes of course it's been based on the teacher. I mean if a teacher puts his effort, and if he wants the students to come to a certain level and learn something, so the students, they respond. If you give the students some time to participate actively in class, if you give them activities, if you give them exercises, if you give them something to read, yeh skills mai aata hai. If a teacher goes to class and if you are just speaking for the 45 minutes and goes back, without knowing what actually happened to the students. You know sir to sub hila detey hain, but the problem remains the same. But since I have changed my strategies, that I had told you that day…and even now my focus was on teaching about skills and giving them some direct exposure language, and above all, to engage them into some sort of practice, practice and practice…to make them do some practice in class, when it comes to either speaking, reading or writing, whatever the skill would be. So they really start taking interest in doing all that.	37.
HX	The students who are coming from her side, are going to be ending fine…but there are similarities, like for example I am taking students from BBA…and normally people do not want to take BBA, the reason is that whoever cannot take admission anywhere, they end up in BBA.	38.
R	Ohh!	39.
HX	Which means that this is normally the same issue, the difference which we were discussing about Arts students. There are people who are less motivated, they are not actually coming on their own wish to study BBA…So then yeh problem aati hai ke again you have to work much more. Like in last semester, I had two groups. I had MBA and I had Computer Science Group.	40.
R	But were you choose to have BBA or you were given BBA?	41.
HX	I choose it….again it's a matter of convenience, because their classes are conducted on the ground floor, so it's easier for me, theek hai first thing. And secondly I feel more comfortable with Business students, because I have been teaching there for a long time, so I know how to mold my strategies to make them learn.	42.
R	Okay alright.	43.
HX	So that is why I normally choose them, because I feel more happier when I am working with them. So these are the few things! Secondly jo Iffat baat kar rahi thii, ke students ke saath waqai time zyada lagta hai, wohi cheezain normally, I mean the same topic is going on in three different classes, but you feels much longer, it is lot of effort to bring them to a certain level, where they can use the same activities and do the same kind of things.	44.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	Like I can give you an example of today, I asked one of my classes…both are BBA's, two different sections…and I asked both of my classes to write a memo given on a specific situation, where all the details of the situation was given to them, and they had to write. One class did very well in doing the writing. But I asked them to go into the library and have a look for comparison, I told them to go and look at the newspapers and bring that…because the report that I asked them to write was about an accident that happened, and they had to report it back to the head office and something. So I asked them to go and write something, read something about an accident which was reported in a newspaper. And I mean one class could not bring any kind of comparisons. Yeah the other class, they did very well, they pointed out a number of things and differences, they have shared a number of reports and articles in the news item. But the other class, they were unable to do it. So the same level of students, sometimes they do a bit different in whatever they are doing.	
R	So you are trying the intervention in all the classes that you had Saba?	45.
HX	Yeah I have done it in all the classes.	46.
R	Ahaan!	47.
HX	Yeah I was in a way working on myself.	48.
R	Okay.	49.
JK	Jo Hania abhi baat kar rahi thii na…wohh jo haina, ke if you have guts to do some work at home, forget about it. And if you have would do, or a time comes, if you keep on asking them every day, when the time comes, when they actually start doing something at home. But I mean this is something which I found out that you know it's good to ask them to bring their box to class, give them some time in class to go through the report writing or letter writing. Or you know if it's possible for you to bring box or some sort of, if you can afford to have photocopies within your own scenario, which I have not (With a laugh). Aik machine thii, wohh bhi chali gayi…So at least you can ask them to bring their own grammar books, at least they could bring their own grammar books. Go through the texts themselves, or read it once, or just give them some time to just go through it…And then also add up their own points, and then write down the report of essay writing or comprehension, or whatever…I mean mera jo focus raha na is saarey mai, ke pata nahi kaise task hoga. And seriously my classes have changed a lot, or maybe I have changed a lot.	50.
R	But is this your observation or?	51.
JK	I do not read out the lesson now. I have stopped reading out the whole lesson. Like I use to read one paragraph, discuss it with them. I mean again I would mention Bushra's name and Abida's name. So they told me that it's basically speaking on your own speaking. And the students are not reading it, they are understanding it…reading means reading, absorbing…So in my case, most of the times I go for silent reading, I give them some time to absorb and just come up with their own ideas…exactly the way we use to do, ourselves.	52.
R	Did you do this as a result of the HEC session that you attended?	53.
JK	Yes this is what I had mention here, that you know I had attend a lot of things and I was aware of many other methodologies, like the same which I have talked about here and many others also. But you know in the beginning what happened that…I have mentioned here, you know in my own dastan, that in the beginning, the major problem which I faced	54.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	was to keep my mouth shut seriously in class.	
	(laughing)	55.
JK	This is what I was doing initially. So I was already looking for such kind of help and guidance.	56.
R	Okay you are already looking for help and guidance for your own intervention.	57.
JK	Yes for my own intervention…so this is what I have planned. You remember I had sent you a document, where I have mention to focus on reading and writing….You did not receive it?	58.
R	Nooo (In an astonishing tone)	59.
JK	I had sent you the document.	60.
R	Noo, I haven't received anything like that.	61.
JK	There I have mentioned my objectives, my teaching plans.	62.
R	Aap ne pehle bhi mujhe kaha, maine check kiya ke shayad maine Iffat ki koi email miss ki ho.	63.
JK	Ohooo, you have not received it. This was my plan! Achaa uski copy mai agar yeh send nahi hui, to mai doobara send kar doongi. Mai doobara kar doongi aur yeh bhi kar doongi. Yaad hai that day when we have met in the Husrat Club.	64.
R	Yeah, haan, haan,	65.
JK	And you know afterwards you had asked me to send you the copy, and I said that okay I will send it to you.	66.
R	Haan.	67.
JK	And I could not scan it, that's why I just type it in the word and sent it to you.	68.
R	Ohh!	69.
JK	There I have mentioned my own objectives. Yeh workshop ka natija nahi hai khali saara, not at all!	70.
R	Really!	71.
JK	My objectives…Achaa jab aap ne yeh kaha thaa ke you remember I have brought the syllabus line and objectives, which have been actually mentioned by the Quaid-e-Azam University.	72.
R	Hmm, hmm!	73.
JK	Because this class of English language has been affiliated with the Quaid-e-Azam University, that was a post session.	74.
R	Okay.	75.
JK	Mazey ki baat yeh hai ke is se pehle objectives pata they generally, but we never tried to follow the objectives. And when I had a look at the objectives, they were already mentioned over there. (With a loud chuckle). You remember? Kyunke humne yehi kaha thaa na ke we have to keep some foreign coordination among the paper checker, paper setters, objective setters…So I have mentioned my objectives.	76.
R	To phir aap ne jab dekha, to matlab samajh mai aai ke is mai objectives already they already. Aap ko pata nahi thaa.	77.
JK	Yes they already, but we never bothered that. (Loud chuckle). If this was not of much relevance to me on that point, hum yehi samajhtey hain ke writing ho to rahi hain, ho to rahi hain, lekin sorry to that ke yeh aik overall trend ban gaya haina hamarey sector mai bhi, including kuch school ki wajah se bhi…Bacho ki sirf memorization pe kaam ho raha hai.	78.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

R	Rote learning.	79.
JK	Yeah memorization skills to bohat achey ho rahey hain. (With a loud chuckle). Perfect ho rahey hain. Other than that, unki writing pe agar yeh shooru se ho, unki writing pe…aur yeh koi bari baat nahi hai. Hamara bhi to school thaa, matlab it was an English medium school aur achaa thaa. Lekin we remember ke speaking skills were not much focused on in my own scenario. I mean in our English class, we use to ask our teacher in Urdu.	80.
HX	Yeah.	81.
JK	Reading aloud kaun karta thaa, teacher ya students, yeh mujhe yaad nahi hai. Student to nahi na kartey they…students to hum bhi kartey they, we use to do it in school.	82.
HX	Yeah hum dono mai se koi aik hi reading kar raha hota thaa hameshaa class mai.	83.
JK	Shukar hai maine kabhi yeh nahi kiya barey ho ke….(loud laugh). Shukar hai!	84.
R	Aik minute…so I have a question, so I mean to say that both of you approach this in different ways. Did you see the intervention plan that I have send to you….Jab se is study ke liye mujhe bheja…I checked…	85.
JK	Nahi yeh hameshaa reply karti hai…	86.
R	But I never not reply, because Saba then discussed her issues, which finally mujhe yaad hai. And I sent her suggestions afterwards.	87.
HX	Mai to barey objectives ko meet kar rahi hoon…(With a laugh).	88.
R	Allah Saba please! (Mutual murmuring and laugh).	89.
JK	Skill wiskil koi nahi hamarey yahan chalti hai. (a loud laugh from everyone).	90.
R	Skill wiskil… (Loud chuckle).	91.
JK	Seriously. But phir maine na us skill pe bhi bara time spent kiya, maghaz maari ki, ke what actually is this.	92.
HX	Yahan pe jo main mujhe difference laga thaa apney hisaab se, mai Iffat wali baat ko aagey ley ka jaa rahi hoon….jo hum logon ne parhaii ki hui hain, uske hisaab se the main difference is ke university level pe everything is skill oriented.	93.
JK	Haan.	94.
HX	Aik to main thing, I don't know what other teachers do…but main jo point hai wohh yeh hai ke whatever you are doing, you have to give them an idea what they are going to do, which is not part of school and college.	95.
JK	Hmm.	96.
HX	Just to add something, ke one of the thing is that this intervention in a way, and matlab then whatever is happening around, everything added up in answering a lot of my questions in some ways. Kyunke one of the things was, I mean jo Javeiria ne shooru mai baat ki thii, usii ko mai aik behtar tarikey se keh rahi hoon…when I joined consex (I guess she is saying the name of the institution). I remember I had a lot of enthusiasm, and I wanted to conquer the world.	97.
JK	Yeah exactly! (With a slight chuckle).	98.
HX	But wohh wali jo cheez haina, wohh eventually it fades away, because you want to do so much, and you have so many obstacles and so many difficulties going on…and then you say ke jo routine mai ho raha hai, hota rahey. So this is one thing…because in the past year or so, I had been feeling that teaching, I am fed up of teaching, and I want to change my profession or do something differently.	99.
JK	And Hania keh rahi thii ke jab aap young hotey ho, saara kuch, and then you want to discuss your ideas with your colleagues, against kisi ki bhi baat nahi kar rahi hoon,	100.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	generally I am speaking…and specially those people who are your seniors, so they somehow indirectly…Abh mujhe samajh mai aata hai, ke they never appreciated me.	
R	They don't appreciate, they discourage…	101.
JK	Yeah they never appreciated, they discouraged us.	102.
HX	Everyone wants to bring you to whatever is going on, jo routine hai aap us mai karein, why are you being in a different way.	103.
JK	Exactly same!	104.
R	May I ask, why they responded in such way? Because they want you to be like them?	105.
JK	Hmm, that might be one thing.	106.
HX	Second thing is…I am only saying what I feel, and that is that if they feel that the other person is more competent or can become more competent, so then they don't want that to happen.	107.
JK	Yeah seriously!	108.
HX	So it comes back to what you are saying, so they want you to be the same as they are.	109.
R	So it's like a professional sort of jealousy.	110.
JK	Personal, traditional.	111.
HX	Yeah tradition bhi hai, kyunke wohh samajhtey hain ke jo hum kar rahey hain, wohh sahi kar rahey hain, jo aur koi innovation kar raha hai, wohh ghalat hai.	112.
R	It's because of seniority, because they feel like, because they have the seniority, that's why they are right, and whatever you are doing differently, that is wrong.	113.
JK	Hmmm! It's again the same thing, jo skills wali baat ho rahi hai, hamara jo aik concept hai, wohh yeh hai ke bus jaa ke…I am sorry to use this word, but it's like you are vomiting everything in the class. (Loud laugh). Sahi baat hai.	114.
R	I think it's a very good description.	115.
JK	And the students are suppose to lick it, I mean I am sorry to say that.	116.
HX	That's a very good example. (Loud laugh from everyone).	117.
JK	So in teaching, we have separated that from actually what we are suppose to do.	118.
R	Separated that in school?	119.
JK	No as a profession…teaching jo hai usko aap kar rahey hain ke wohh aap ne sub kuch class mai phenk ke aa jaana hai, and then whatever happens, it's not your thinking, you have done your job.	120.
R	Yes you have done your job.	121.
JK	Us mai yeh hota hai ke wohh jo practice of theory hai, wohi separation har jagah chalti rehti hai.	122.
HX	Aur agar hum kuch karwatey hain dono, to hum soochtey hai yeh hamey nikal dengey. (With a loud laugh). That's why we discuss it a lot regarding what we are doing, really, that helps us a lot, both of us.	123.
JK	Right! Mai yeh keh rahi thii ke this intervention helps me get back to the students, because I have lost it, and I didn't think that it was there anymore. So it has helped me to find myself again! So you have brought an idea about what we have actually done.	124.
R	Basically I want to summarize what I have understood…okay, so you plan an intervention right after you finished, right… I have send an intervention plan. I think javeiria aane apna intervention plan mujhe bheja.	125.
JK	Yeah exactly!	126.
R	Maine aap logon ka joint bheja.	127.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

HX	Yeah!	128.
R	Aur hum log dono ko shayad aik doosrey ki cheez nahi mili.	129.
HX	Hmm!	130.
R	But you carried through what we have agreed.	131.
HX	Yes because we have a long discussion, and I really understood…even aik aur baat reh gayi hai, even it's about teaching, you can teach literature very interestingly. I mean within the same approach, you can really make the students go through the piece of text, whether it would be poetry or essay, whatever is it, and the students can do according to their own understanding, again reading bhi ho gaya, we can just make them write down something, ask them to go further, involve them in some kind of activities and etc. I would say literature can also be taught in a very communicative manner.	132.
R	Okay.	133.
HX	Jo mai baat kar rahi hoon, us mai yeh dono cheezain hain. Literature maine arsey se nahi parhaya, but still I feel ke jo hum logon ko parhaya gaya thaa mere college mai, us mai we had a very good time, and that have given me a lot of ideas of what I can do now. Our faculties, they were wonderful, har cheez ko they relate it to the real life, and they want us to think, and do interesting activities. Like for example if we were studying "Show" then we have to read at least one drama for that, which is unusual over here. And we have to perform that play that we have read of. Theek hai.	134.
R	So you said, in school you were encouraged for that.	135.
HX	So I have studied with Javeiria for 3 years.	136.
R	In college?	137.
HX	No in school. 5 to 7 grade…and I have changed a lot of schools…and this is the first time in my schooling, that I actually enjoy my learning.	138.
JK	And I went to the same college for 2 years, I did my graduation from ICC, when I left the college, she entered the college. (slight chuckle). I had a wonderful time, I taught for two semesters to the architecture students and they still remember me, although it's 6 years now that I left them, but wohh abhi tak mujhe messages kartey hain.	139.
R	I am very, very glad, thank you so much, the food was delicious.	140.
JK	Yeah.	141.
R	So you both are from the same school, and I feel like you are also talking about your positive students in college, and Javeiria has negative so called, I don't know, you didn't really talk about your college.	142.
JK	I have done the graduation from the same college. Then I went to the university. I have graduated from the same college where she has done her Masters from. So right after my university, I did the job, I was very enthusiastic and I try to do all kind of things, and I did all that in one of my classes as well, the results were too good. But you know then the time factor, then it was pressure and plus no coordination, and when you look around, no one else was trying to do something really innovative in classes. Though I still try to follow it in my work place, in my college. But I mean I have lost my interest.	143.
R	Because of the attitude of your colleagues.	144.
JK	Matlab tradition keh lein, because no one is teaching in this way. It's just the rote memorization, rote climbing, read books etc, etc you know. Phir aap dekhtey ho ke aap ka syllabus nahi cover ho raha hai.	145.
HX	Syllabus we have to cover the course outline, it's not ke aap sara kuch karaye.	146.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	My university experience was really good, and I still remember one teacher, she has done her Masters from Lead University I remember. So he was a very good English Language teacher. His methodologies were very nice!	147.
HX	Teachers jo they, at school level…Javeiria and I, I don't know remember in last ya shooru mai, I don't remember which focus group discussion we have talked about this. So that teacher, she died a while ago, Mrs. Shaukat, she was a very wonderful teacher. Mai jab bhi dua kar rahi hoti hoon, to jo chaley gaye hain duniya se, to mai unko yaad zaroor karti hoon. Why I remember her? Because of two things, aik to she was very affectionate, aur doosri baat yeh thii ke she always took a holistic approach towards teaching. Yeh nahi thaa ke jo inke course mai hai, sirf wahi hai…she took us as human beings and try to teach us whatever was appropriate for girls. Although herself she had 3 boys, so this was very interesting.	148.
R	So she was concern about your real world.	149.
HX	Yeah simple things…matlab yeh ke kaprey agar see through hai, to is ke neechey shameez zaroor pehney and things like that. And then eventually what I am talking about college, teachers over there, I mean I was the CR in the class, so I had a wonderful time, because I have learned a lot, and I worked as a volunteer and stuff like that. And it was a wonderful experience. Lets go home and then we will talk over there. Bohat kha liya hai. Mai Kahwa pilaati hoon. Aa jaoo chalo.	150.
R	Haye, mai isko stop kar doon.	151.

SECOND FILE: (FGD II and SI of HX)

TCU Table of FGD II – Husrat Cycle 4 –		
Name of Interactant	Turn	Turn NO
R	I would continue with meeting II, Husrat group A…cycle 4. We are doing meeting II and III combine and then the semi structure, right after it Iffat is going to talk about her concept map.	152.
JK	You know what I wanted to do, as we have already talked a lot about it, that I basically bring the change in my own teaching methodologies, to go for classroom practice, to bring in some innovations in my own classroom, make my students go for you know do certain tasks, which really make them independent learners. Then you see….and again as I have shifted my focus more on teaching. This is I mean we have discussed it all, but I wanted and I had a plan to do.	153.
R	Yes,	154.
JK	Introducing the teaching of skills, focus on their skills, making them independent learners, and make my class interesting, more participative. And above all, of course I wanted some real learning to take place.	155.
R	you wanted some real learning to take place?	156.
JK	Yes real learning in terms of language.	157.
R	theek hai.	158.
JK	Yeah in terms of language…but you know as I have also talked with you about the	159.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	conflict that I faced for a longer period of time, that what made me as a teacher, and what made the learning process a real learning process. So I mean I have asked this questions many times to me and you know to others also….So this is what I have mentioned in the plan, which I sent you, we would talk about it later on. But you know I wanted to develop their critical thinking. And we have talked about it before as well.	
R	Yeah.	160.
JK	And to see and to critically evaluate and analyze the text, or whether they think the right to justify it in spaces more like teaching of…for example literature mai short stories, essays, short poems, means more of literature. So to critically evaluate with the writing as such, and how far is it justifying in saying what we have said. I mean at least in my classes, they must be given an opportunity to speak openly, with how they take this text, with what they think about the text. I mean I wanted to see their own treatment on the text, and give their own comments on that.	161.
R	I mean you keep saying that they enjoyed themselves and you saw that they could work on that.	162.
JK	Yeah they could work on that…And above all they have their own….i mean the term which I would like to use for what I wanted my students to have, is their own, I mean I would say "True sense of Judgement".	163.
R	Oh true sense of judgement….What does that mean Iffat?	164.
JK	I am writing it down on these points, because I forgot these points, so that's why I am writing down these points. For instance, recently I have taught them "Pakistan and the modern world" by Liaquat Ali Khan. It's a speech by Liaquat Ali Khan, which he have delivered in the University of Kansas. So this is the text, which I am teaching…and of course you have to see whether Liaquat Ali Khan is really justified in saying what he have said. Or you see if this text really portrays two picture of what actually we have already come to know about the independence of Pakistan, and the reason behind the creation of Pakistan. And how do we see Pakistan in the present scenario. And we would think whatever Liaquat Ali Khan said at that time is really you know applicable.	165.
R	So these are the kind of questions you were asking them?	166.
JK	Haan, yeh to aik normal discussion hota hai, yeh to pehle bhi hoti thiii class mai. Lekin jo naya thaa na, wohh critical thinking hai, yeh cheez hai. Lekin wohi na, focus zyada is cheez ke upper thaa, discussion was there, lekin wohh jo language teaching haina, wohh jo skill based teaching. Or you see just encourage them to really use more of English in class, and to develop their own ideas. So ideas were there, creativity were there. Aisa nahi hai ke students mai creativity nahi hai, but you know the way the text has been taught to them is totally based on, as we said earlier, wohh jaa ke vomiting wala word use kiya thaa. (laugh). But you know it's all the teachers starts to keep on you know going on, and just ask the students to just…I mean yeh mera style thaa, ke I always use to engage them in participation. And participation means, in discussion! Participation, that never meant to for really an activity.	167.
R	Okay participation for you is that, you really try to involve them in discussion before as well.	168.
JK	Yeh to thaa, it was always my practice to involve the students in discussion. So it was more like a discussing session in my class. I mean whether they speak English or Urdu… and it takes a longer period of time to completely switch to English language.	169.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	Lekin yeh thaa ke wohh jo teaching of skills ko jo introduce karna thaa aur reading ka, tu it should not be a teacher who is reading. That I read, I discuss the ideas and move on. Practically speaking, now what I do is that, jaise for example it's a reading class, I go and ask them after discussing the topic and to share some relevant background, and what's happening in our own scenario, etc, etc. To see as what the students use to say about it…Like before I use to say to the students that, "Okay girls, just read the first paragraph" and then we discuss…But now I give them some time to really go through the text, to read it by themselves.	
R	They do it in the class?	170.
JK	Yes they do it in the class. Shooru mai time lagta hai, phir they become quick readers as well. You know they take hardly less than 5 minutes to read at least one page, then they use to scan it, that could develop some ideas. Then we discuss it! This is the way I move on. Shooru mai yeh thaa ke time factor jo hota haina, it was a constrain. To yeh constrain to raha hai time factor ka. To shooru mai yeh problem raha jo maine face kiya. But you know kya hota hai, is strategy ke ander, initially it takes a lot of effort on part of teacher to really get them on the track. But once they get the habit of reading. Matlab skill kya hai, to develop their habit of reading.	171.
R	You are encouraging them to be in the class. You feel like there is a difference…Aap kehti thein ke tum parho…you feel like they haven't been asked for reading in class, to develop the skill…What if you ask them to read it beforehand and come? Do you think that would work?	172.
JK	Jaise mai aap se kal bhi baat kar rahi thii na, ke I need to speed up, speed myself up, or speed up the students too. Abh yeh hota hai ke…abh gradually I am learning new strategies as well. I mean there can be many other things to follow. Like for example, this is what I was planning for the next chapter, for the next lesson. Then I make the students to go through each and everything, now since they have started actually reading, and they have got an understanding of how to do it, really they can just come up with their own points. Unko nahi pata hota ke points kaise nikalney hain, yeh skills develop kaise karni hai, etc, etc. Achaa the difference is that, I use to read out myself before, and now it's they (students), it's they.	173.
R	What is your logic?	174.
JK	Because it use to happen this way.	175.
R	And what do you mean by, that this use to happen? Because this is what you experienced, this is what you saw?	176.
JK	Yeah, I have not received any particular training about how to teach really. This is what it use to happen in college, in universities.	177.
R	So this is based on your observation?	178.
JK	Yes this was my own observation. Aur jo teacher ki hum baat kar rahey they, he was a good literature teacher. Because he to teach literature in a communicative manner. He use to make us go through the text, we use to have the discussions. Rest of the teachers use to come to our class, they were otherwise morally very good teachers.	179.
R	Morally? What does that mean?	180.
JK	Yeh bohat, phir us mai phans gaye (laugh) ghalat word use kar diya. Morally in a way, in a way, I mean they have sort of restricted themselves, you know the teaching of literature as something really very scholar, and something holy. (Slight chuckle).	181.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

R	But how is that morally?	182.
JK	I mean as in our own social context. The teaching, I mean as I just said earlier, that was other teacher, he use to engage us in other activities as well. As compare to other teachers, they use to keep themselves and socially restrict themselves at a certain distance from the students, specifically the girls, as they are the girls and stuff like that. But you know this teacher, he use to speak openly with us.	183.
R	What do you mean by socially restrict?	184.
JK	I mean wahan pe, in that particular context…because I have done my Masters from the International Islamic University.	185.
R	Okay.	186.
JK	So I am talking about in that very particular context actually. Ho sakta hai ke morally chor ke spiritually or as a person, or as a human, he was like a much better person than others. You know we couldn't judge somebody's character. But you know, he says, he use to get more fan with the girls and this is some sort of reputation which he have developed over there. I mean I hope you understand what I mean to say?	187.
R	Yeah, yeah! Let me say what I understand.	188.
JK	Okay.	189.
R	You said that most of the teachers were reserved, I mean they were the male teachers.	190.
JK	Yeah they were male teachers.	191.
R	So they were very careful about how much they interact with the girls students?	192.
JK	Yes exactly.	193.
R	Because of our own cultural dynamic and the whole separation between you know.	194.
JK	And specifically I am talking about the International Islamic University. So because it's an Islamic university, so girl's campus was really at a larger distance from the boy's campus. And you know they were taught separately. And male teachers were only hired for the male campus, and they use to come to the girl's campus as a visiting faculty. To mera to bohat hi multi wala experience hai. But what I am saying is that, I still remember him, because he was a good teacher.	195.
R	Because he taught you in a communicative way, because he did maintain that distance?	196.
JK	I mean in his eyes, if I talk about him.	197.
HX	You could say that, how was he different from the other teachers?	198.
JK	Okay, lets put it this way. He was different, because he use to teach us in a very communicative manner, he use to engage us in participation, in discussion. He use to make us go through the text in class.	199.
R	Okay alright.	200.
JK	Yes. I mean he was not the one who use to read out loud. Whereas the other teachers, when they use to come, they are the ones who use to come and discuss all the ideas…So we were passive learners in other words, in most of the classes. But there were few…there were 2 female teachers also, aik Mam Uroosa bhi thein, inke ilawa aik aur Mam bhi thein. But you know they also use to teach us in a very interactive manner. So it use to look like a language class seriously.	201.
R	But you said there were few?	202.
JK	Yes there were few others, like hardly one or two.	203.
R	Okay alright.	204.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	Among the female faculty.	205.
HX	So how did he stand up from the rest of the faculty?	206.
JK	Because of his teaching methodologies sweet heart. Because of him making our class really a language learning classroom.	207.
HX	What do you mean by a language learning classroom?	208.
JK	I mean this is where we use to just engage us in participation. If it was a reading class, so we were the ones who were reading, we were the ones who were writing something. So it's a student centered, student oriented classroom. Yani our teacher, he use to make certain groups in class, and he really appreciate, like if he use to give us a piece of text, so we go through the text, we were the ones who use to go through the text in class. And we had to respond in certain process, which he use to ask later on. It was not he, who is teaching and speaking all the time.	209.
R	Okay.	210.
JK	Morally wala koi aisa issue nahi thaa, wohh to aise hi mere zehn mai aa gaya thaa…because I still remember a lot of people stood against him. Pata nahi wohh teachers they na, hum students they, pata nahi kya us ke reasons they. But then he left Islamic University, and then phir wohh JIK mai chaley gaye later on. Aur pata nahi abh wohh kahan pe hain, mujhe nahi pata.	211.
R	Aur aapko bara afsoos hai?	212.
JK	Afsoos nahi hai, lekin yeh hai ke pata nahi. (Mutual distant murmuring). Mai yehi to keh rahi hoon ke baqi logon ka jo unka wohh thaa, practice of observation, that was very negative. Unke khayal mai he use to interact more with the female students.	213.
R	Ahaan! So their mind was moving towards that.	214.
JK	Haan aur yeh ke unka classroom itna noisy hota hai, and girls students are enjoying with him. I mean not enjoying, but I mean…	215.
R	It was because there was too much interaction between the genders, that's why.	216.
JK	Yes genders…it was a gender issue exactly.	217.
R	Appropriacy ki baat aa gayi, cultural issue ki baat aa gayi. Aap jasie keh rahi thii ke your teacher, she just didn't teach you within the class, she also taught you the life skills. Like the example you gave of the shameez, it's more like a cultural thing. Jaise aap agar bahar bolo gey ke shameez pehney, to wohh boleingey "What?"	218.
JK	If you are a female teacher and you are teaching all the male students, I think gender issue is not so much. (Distant murmuring).	219.
HX	He was our teacher education teacher, to us mai hum log baat kar rahey theey, ke we asked about ke ji ideal class kya hai, language learning class. Us mai teacher ki kya prospective hai, activities that he give us, to yeh hai. ***(***18:17 minutes duration/ from now onwards it's the same audio which was there in the previous one)***	220.
		221.
R	This is the ISL group, session II and III combined with group A cycle 4. Sorry, go on. So you were talking about Simon Borg. I mean I've used *a lot* [stressed & stretched]. In fact a lot of my design comes from his work.	222.
HX	Ok, nahi *mai Javeiria ko ye explain kar rahee thee ..*	223.
R	Nahi – it's ok	224.
HX	I wanted to say the same thing.	225.
R	Okay	226.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	So I remember him as a good language teacher	227.
HX	Laughs, gurgles]	228.
R	[Laughing]	229.
JK	Irrespective of what others say about it.	230.
R	I understand the moral issue, because Hania also brought the moral issue, when she talked about her life skills. I mean how you conducted yourself in our culture as a girl…like the shameez and the dressing probably….which may not be of relevance to somebody in another culture, in another context.	231.
JK	Being a teacher every teacher has it's own moral values and morality, sense of morality. Now that's again very subjective…And as I was discussing it with you before leaving. When I thought of my own morality as a teacher, and what I actually wanted to give them to. And I have thought a lot about it. In the beginning it seems to me as if, in the English language classroom, did I need to go and start teaching them religion in other words.	232.
R	That's a point of reflection for you.	233.
JK	Point of reflection exactly, that what am I going to teach them. Matlab maine apney aap ko interrogate kiya. Is journey ko maine naam bhi diya ke self realization process.	234.
R	Seriously. (Laughing)	235.
JK	To maine bohat interrogate kiya khudh ko, us waqt to maine aik point pe aa ke, it was something very personal…then I saw you in my dream. (laughing)	236.
R	Oh wow, was it a nightmare. (laughing).	237.
JK	No it was not a nightmare believe me. And you know in my dream, you were constantly interrogated me of what actually you want to give your students, if you wont believe it. (Loud mutual laugh)…You wont believe it. Seriously…	238.
R	Oh …	239.
JK	I am not lying seriously. Shayad mai over committed ho gayi hoon, mujhe pata hai. (laughing). And you were wearing a gown, it was a purple colour dress which you were wearing. Purple color dress I remember. But one thing….that you had this much long hair falling down to your feet.	240.
R	Oh my God. I would love to have those hair.	241.
JK	And they were pure jet black (laughing).	242.
R	Oh really? (with astonishment)	243.
JK	I swear! You have very long hair, jet black, very thick…and then you were actually interrogating me, that what actually you want to give your students. You were continuously asking this from me. And I was the one who got irritated, but then I finally spoke up in my dream and got the answer myself.	244.
R	Oh really! Unbelievable Iffat.	245.
JK	Aur I said, "I want them to have their own sense of judgement" (laughing). This is what I said! That's why I named it as "Journey of self-realization" as a teacher. To have your own judgement, to have your own sense of judgement exactly, and to see things. To wohi wali baat aa rahi haina… Mai isko morality name dena nahi chahti, it's not morality. I mean morality is again very subjective, what you might consider moral.	246.
R	It might be very different from what you think about moral.	247.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	Exactly, it might be very different for me. Yes exactly…so to have and to see themselves.	248.
R	Okay.	249.
JK	English language ka yehi hai na ke pehle methodology bhi kar lii, skills bhi introduce karwa diya, sub kuch kar lo, sub kuch kar lo…acha maine apney initial phase mai likha, I every time comes up with a new technique, with a new strategy, this could be done in a far better way. Like today in the class you know, I was really afraid of completing the next lesson, and I was not left with much time to do it, because we have to meet the target also. So you know what I did, I instead of making them read the whole short story, I simply ask them to close the book and just listen to the story.	250.
R	This is what you did?	251.
JK	This is what I did today in my first period, in my first class, I just read out the whole story. And they have closed their books and they were simply listening the whole story. And listening was taking place. And I completed the whole story within one period. (laughing)	252.
R	That's the self-realization technique, but you are clear about why you decided to read.	253.
JK	Exactly.	254.
R	And this is different from you did the first time…Javeiria?	255.
JK	Wohh to yeh thaa ke because the books use to be open before them, and it was a reading class, but I was the one who was reading out loud and they were reading and listening to me at the same time.	256.
R	Whereas here?	257.
JK	Now if it's reading, it has to be totally reading, their own reading…. if it's listening, it has to be listening. I mean these skills are all integrating. It all happens simultaneously.	258.
R	I mean you use the same strategy, but you were very clear what you have to do…this time you were focusing on listening. It helps you to accomplish your objectives. And at the same time you knew exactly ke aap kya kar rahi hain.	259.
JK	Yeah I know exactly ke mai kya kar rahi hoon….haan yehi to mai keh rahi hoon. Ke just focus on one skill, beshak baqi ho rahey hain, but that's not the issue. This is how you will be able to meet your objectives and move on, because course bhi to complete karna haina saath mai. To yeh is tarah se mera ho gaya hai strategy mai jo aik shift hua.	260.
R	Hmm!	261.
HX	Us mai jo main cheez haina, jo mera point aa raha hai, wohh yeh hai ke, I remember very clearly, ke jab maine start kii thii, so for whatever reasons, they were not the same as Iffat's. So what I feel that the students need to be active in the classroom.	262.
R	Hmm.	263.
JK	If I say about myself, and I found myself and I made my strategy. Because jab hum language skills ki baat kartey hain, to language is like different activities…let me show you my diary. (She is showing the diary to R). it all has to be a very meaningful activity. In the beginning whatever comes to my mind, I just wrote it down. Reading skills hai, dekhein yeh writing skills hai, whatever the points use to come to my mind.	264.
R	Okay.	265.
JK	Hmm.	266.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

R	Haye mai scan kar leti yeh!	267.
JK	But I was just doing it without really knowing, whether it was really giving me such kind of learning or not….everyday I use to think about something different, I use to go to class and come back with something else to add something to it, or not to do it again…I mean in the beginning. See this, there are points to remember, here I was putting my signature and date. This is my conclusion, and I just write it down here.	268.
R	It's weird…	269.
JK	Conclusion bhi hai aur saath mai zahir hai yeh cheezain bhi aa rahi thii.	270.
R	Okay.	271.
HX	Normally I felt that not everyone is you know able to learn passively, there are students who are able to do it, but not everyone has been able to do it.	272.
R	But what was your feeling based on Hania?	273.
HX	Based on my personal experience.	274.
R	Okay.	275.
HX	I can give you an example, like while I was doing my BSC in Home Economics, I remember, I mean there were teachers who don't know how to teach in any other way rather than just giving the lecture, they are not ready to listen…I remember one of our teacher, she was our English language teacher, I remember her and the whole class use to bunk the class, and we were like 6 or 7 people who would be left…I don't remember her name. unki awaz bhi bohat soft thii, and she couldn't speak very loudly…to kaan laga ke sun-na parhta thaa ke wohh kya keh rahi hain.	276.
R	Unki awaz itni soft thii?	277.
HX	Haan unki awaz itni soft thii. And it was actually a class of 9:00 to 8:00.	278.
R	Oh Mashallah!	279.
HX	So hum seedhey bethney ke bajaye aise taik lagatey they…to wahan mujhe hota thaa ke if she would have given us activity or something to do…kyunke aik aur English language teacher thii, she was young and she just joined, I don't remember her name. humne unka naam Collen rakha hua thaa.	280.
R	Haan wohh jo Popeye ki girl friend…	281.
HX	Yeah I don't remember her name.	282.
R	She was thin and tall.	283.
HX	Abh unka yeh thaa ke she use to give us activities and she was giving us some kind of task.	284.
R	So that was a comparing and contrasting shift for you. (Laughing).	285.
HX	Hmm! Aik aur bhi thaa ke group work and pair work really works better. You know engaging the students in some kind of activity in class, and then afterwards having the discussion with them, and then you can have their feedback.	286.
R	So you feel engaging the students in the classroom is important.	287.
JK	Yes in the class it's really important.	288.
R	Kyu?	289.
JK	Because if they don't read, if they don't read otherwise, they don't write otherwise.	290.
R	Haaan. That's why you feel that the initial push has to be in the class.	291.
JK	Yes the initial push has to be in the class, that's why they have to be engaged in the class.	292.
R	Theek hai,	293.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	They start relying on the key books or some notes, they take the textbook as a burden on their mind.	294.
R	Ahaan,	295.
JK	If they have to read and you know…because although learners are not the active learners, who really want to learn…So if you engage them in any task, then they would do something in class, read or something. That's why you have to engage them in class as much as, as lot as you can do.	296.
R	To engage them in class and then they just rely on books.	297.
JK	Yeah and only rely on the teacher.	298.
R	Okay. So you guys have talked quite a bit about the initial one…Hania aap ne apna concept map kar liya hai?	299.
HX	Mai nahi kar saki, adhaa kiya hua wa hai.	300.
R	To aap kar lein…till then I can ask Iffat my separate questions. Is it okay?	301.
HX	Hmm.	302.
R	Okay. Alright…you said the students really enjoyed a lot, right?	303.
JK	Hmm, hmm!	304.
R	So how do you know they enjoyed a lot.	305.
JK	They enjoyed a lot, I mean they really learnt a lot.	306.
R	How do you know they learnt a lot?	307.
JK	I keep them asking these questions, they really find it interesting and they are learning a lot…And if they have got any problems, I mean I go to the class, and after that I ask them a lot of questions. And I tell them that, "If you have any problem, you can just come to me". I tell them right away. Now I am talking about this very particular class, which I am using for my interventional one.	308.
R	The Arts students?	309.
JK	Yeah the Arts students, 3rd year and 4th year. So my attitude with this class is a bit different, with the students of the other classes, because they know that I am working on a research project, they all know…So I try to have their feedback on daily basis, I keep on asking them. And sometimes as I can see on their faces…yani otherwise I use to in a way spend a lot of time on convincing them to speak or motivating them to speak.	310.
R	Okay…so Javeria mai aik baat kar rahi hoon, did you do some formal evaluation? Or you think you keep asking them? Do you expect them to tell you they have a problem?	311.
JK	No, no. like if it's a reading class, they read it out and then you see that whatever the problems they are facing, they use to discuss it later on. You get to know that. Because they read a paragraph, then they come up with their ideas. If they use to speak up, so then I easily came to know that whether they have understood the text or not.	312.
R	Okay so their understanding…	313.
JK	Yeah understanding, and their participation. If the students participate, then I get to know that they have really learn something or not.	314.
R	Okay Javeria, so how do you know that there is a difference in their participation? Are you comparing them to other classes that you worked with?	315.
JK	Not to the other classes, but my own previous experiences that whether they have learned it or not.	316.
R	Okay.	317.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	This is the same class which I took in 2nd year also. But I haven't ask them that have you find any difference in my teaching in the 2nd year and 3rd year. (With a slight chuckle). But I keep on just comparing it, I keep on observing them and comparing with my own past experiences.	318.
R	Okay….And your own past experiences and memories that you have with them,	319.
JK	Exactly…Because if the students are not able to write a single word and I kept on speaking a lot with what they were doing, and just you know you give them a lot of instructions to improve themselves, do this, do this, do this…but they were not really doing it…So this time I have stopped saying do it, do it, do it…rather than saying do it, I have started making them do it in class. Like in writing class, if I am just teaching them report writing, so I have given the certain instructions, that you write these instructions on the blackboard, and format is going to be there, I just ask them to bring their books into class. Kabhi kabhi ho jaata hai they forget, so I can just read out the whole report once, and then ask them to just look at it carefully, and then write it down themselves. So they are going to be use it in class.	320.
R	Okay, okay.	321.
JK	Mera to saara focus ho gaya na, I made them do something in class.	322.
R	So then you know what's going on.	323.
JK	Yeah so then I get to know what's going on. Aur phir yeh hota hai ke then they have develop their practice of writing and reading…I mean skill kya hai? To improve their ability to read, to making them read in class, it means making them a reader.	324.
R	Hmm, hmm!	325.
JK	Otherwise if I keep on saying go for this, go for this, they will never go for this…	326.
R	Okay.	327.
JK	Infact mujhe yaad aaya, aik Dr. Sohaila hoti thein, she use to make us do our term assignments in class. She asks us to open our books and whatever material we want to bring to class, and then we use to write our assignment in class. So we could not cheat, we could not do anything, whatever we use to do, we could just do it in class.	328.
R	So you talked about the fact that there was no formally evaluated your project and it's still going on?	329.
JK	Yeah it's still going on.	330.
R	You said that you still enjoy those memories?	331.
JK	Yes enjoying in a way that, you know I feel I am less stress now in my own classes, because previously the whole burden was lied on my shoulder of speaking and making them understand, and then we use to have discussions, we use to have it, but then it was just me who was talking, rather than they engage in the discussion or not. I use to ask them to speak in English, but you know they never, and that was not basically my task to really make them speak up in class in the target language…Haan so kya hota hai, that when I give them some task of course, I just keep on roaming in the class to just check their work and ask them, the problems they are facing, and then we have the discussion. So it's not me who is speaking all the time. So naturally I just feel relaxed I believe. (With a loud laugh).	332.
R	Okay, you talked about your intervention, your objectives being to allow them to develop their own engagement.	333.
JK	Hmm!	334.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

R	And you feel that you are closer to this,	335.
JK	Yes closer to this, trying to guide. Like they have their own views, have their own comments…all the time they have their own comments on the text, that they agree with it or not.	336.
R	Okay…and you also talked about the changes that you would like to make…	337.
HX	You want me to write a report or you want a detailed one or just a?	338.
R	No, no it's up to you to decide, like it's your story, I mean transparent kya hai? I mean basically you have to tell me that if you have to review what it could be…so this is the one question Javeria have not answered. Javeria if you have to review your course as an expert, what you did, what would your final verdict be?	339.
JK	My course or my intervention plan?	340.
R	Your entire thing, your intervention project? What would your verdict be? Aap ne koi verdict deni hai?	341.
JK	Frankly speaking, I would call it a self-realization project.	342.
R	Okay.	343.
JK	Okay and initiation period…because if I again evaluate myself, so I mean it's still the beginning of the journey. (Laughing).	344.
R	So you think it's the beginning of your journey. (With a laugh).	345.
JK	Yes it's the beginning of my journey.	346.
R	What do you mean by self-realization?	347.
JK	I mean even myself as a teacher, what I still want to do with my students, I got to know about myself, but still I wanted to do it with my students.	348.
R	Okay alright.	349.
JK	You realize that this is not something you have gone through with, so lets try something else. If I have kept on planning different things, I have not found anything ultimately. I would not have been able to name it really.	350.
R	Name it really?	351.
JK	In case, if I had been kept on trying different things, and in the end I would not have been really found out or see what I have done or what I actually wanted to do. So I would not have really been able to name it. If I found myself as a teacher, so then I actually wanted to do it…us mai kya hai, jo sub se pehla jo fact hai, ke we are English language teachers. But the language teacher does not really making an interactive class, of course it does, wohh to saara kuch kar leygi, wohh bhi nahi thaa pehle, wohh bhi karliya. But above all, actually it needs to be a teacher, and what she really want to give to the students. It really helps me in my process of being or even myself, as being as a teacher…my being as a teacher, my being as a teacher and nothing else.	352.
R	Okay.	353.
JK	In terms of methodologies, you know my being.	354.
R	Without knowing the logical sort of realities…	355.
JK	Yes,	356.
R	You are being with them and that's what makes you a teacher.	357.
JK	Haan,	358.
R	Okay alright.	359.
JK	And again it's still the beginning of my journey, I would call it. (With a slight chuckle).	360.
R	You feel that your self-realization has just began.	361.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	Yes it just began. Yeah self-realization, everything and you know.	362.
R	Okay alright, this is your initial background for your teaching and learning Iffat. Is it still where you are?	363.
JK	Yes…I realize that it could be more theoretical, (With a slight laugh).	364.
R	Hmm, hmm!	365.
JK	And there was a lack of practice, that now we are on a type of new practitioner.	366.
R	Oh really? Practice?	367.
JK	Practice, matlab parha to rahey they, magar we were just teachers, but wohh jo…	368.
R	Okay alright…So now you focus on to?	369.
JK	Being the teachers and practitioners…practitioners mean what you have to do as a teacher practically in classroom.	370.
R	Okay.	371.
JK	Yes.	372.
R	So you feel that's the change now for you?	373.
JK	Yes, yehi kar rahi hoon. (Laughing). I think now I have becoming more practitioner now. Previously it was more of a discussion of ideas which use to take place in my class.	374.
R	Okay and now what is the difference now…that there is a discussion of ideas.	375.
JK	Yeah now there is a discussion of ideas, my focus have shifted towards being more practical I believe. In doing so, when you just give the students an opportunity to speak and you relate them with their real-life situations, then you are giving more act to students to speak or be something in class. You start focusing more on practice in other words. It's not merely a discussion of ideas, maine theory ko practice ki taraf move kiya hai teaching mai.	376.
R	And you feel like this change has happen because of your intervention or the things which you were doing?	377.
JK	I think it has sharpened because of this intervention project, because then it happened afterwards, that I really started planning out things, and started really implementing them in my own classroom scenario. Before that we knew many things, but you know I tried and I left it…but now I of course have to do it. Because now I am into a phase, I am into a project, so I have to do things.	378.
R	Ahh, okay, alright….Next question…that's a very interesting discussion, okay…If you have to recommend participating in a similar intervention, some other participants, with approach, and you are asked to do the current intervention, which is not an intervention project from the beginning…shooru se ley ke akhir tak.	379.
JK	Haaan.	380.
R	And if you were asked to advice, koi aur participant aata hai, aik achii offer milti hai…that you have to discuss and plan intervention, and then do the evaluation. And they ask you for advice…What would your advice be? Please be frank?	381.
JK	Be very frank?	382.
R	Hmm!	383.
JK	Achaa one thing which was missing in our first phase, like it was only me who have to find out everything on my own, in my own context. Like I have mentioned here in this part, what I wont have like to happen, if there have been more planning on my own class, or if some sort of guidance….guidance means if we have spend more time	384.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	together on planning out things, that how or what actually I could do within my own context and you know how, how? So it would have been more better, it would have been helped me a lot, it would have save my time a lot in the beginning.	
R	You feel?	385.
JK	Yes I had feel, because in the beginning, I took a lot of time to actually realize what to do…I mean I have planned it that I have to go with flah, flah, flah, but shooru mai it takes a lot of time. You do one thing, you come up with an idea, you try it in your own class, but then you somehow don't feel satisfied, then you again go on for some other strategy.	386.
R	So you feel like if you had somebody to bounce your idea off.	387.
JK	Haan.	388.
R	That would have help much much.	389.
JK	Yeah. If we have made some sort of plan, a formal planning….if you are getting my point.	390.
R	Yeah of course.	391.
JK	A formal planning…because I was the only one who have to decide everything on my own later on, in all classes…thoora sa problem hua us mai.	392.
R	Nahi aap zaroor bataye…I am very happy.	393.
JK	Shooru mai…but this is how I feel it.	394.
R	No no it's great.	395.
HX	Jaise yeh thaa ke matlab for you, whatever you are doing is very clear, because it's your project, but for us, it was like…we discussed it, like I was out of touch with research for a while, so it took quite a lot of time in understanding, and try to figure out where I stood, that how we have to take it in class with our students. Aik aur cheez hai, I haven't talk to Tayyaba or any of the people, but this is my personal feeling, I don't know whether it's relevant, but I still felt like this….because I was struggling, in the first place when I was trying to plan out and everything, and I had a very difficult time finding the things and taking them to my class, and so on…That is why I felt, that I remember my experience of teaching in one school. And also the time when other teachers, who have asked me for their activities, but I had no idea about research. (The voice is very distant)	396.
R	Okay…So you guys worked out a plan, and your objectives…you feel like, there should be a more detailed sort of lesson plans together?	397.
JK	Yes detailed lesson plans.	398.
HX	Not only details…but sub se main cheez jo haina wohh yeh hai ke jaise problems darmiyaan mai aati hai, and you are unsure ke aap kahan jaaye…kyunke plan jo haina, wohh simply a basic outline. There are so many things in it, which you are completely unsure of, theek hai, and the things you have planned out, us mai itni cheezain aa rahi hoti hai, ke whether this is possible or you have to stick to your plan, and how are you going to do that, what are you suppose to do, theek hai. So it's a very big challenge, like you were talking with Naira today, and I remember the first time she came to me, that I don't know what to do, and she was completely lost…So although we have done research before, but still because we are out of touch for a while, I first lost in the beginning. So I thought that I still need more support.	399.
R	Okay, alright.	400.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

HX	Theek hai…again I had another person in my group aap ke saath, but I didn't have another person in the same context to discuss my ideas with.	401.
R	And I guess that would made a huge, huge difference.	402.
HX	Yes…like recently in university, our Departmental Head has made the groups of students, in which we have to work together, we have to share our ideas and issues. Although it was a difficult thing to do, because everyone has a different opinion, everyone has a different orientation, so after conducting the meetings and talking to people, and the people who are coming up with ideas and then I have startedt another intervention on my own over here in a different scenario, I realized that being in the same place and having to be able to talk with the other person constantly and getting feedback, and even bouncing of ideas is really a very big thing.	403.
R	Hmm	404.
HX	And it's over your mind, that it's difficult to do otherwise.	405.
R	Still you feel that you have someone to bound to ideas of….i mean how did you see, did you see it is reluctant to do it, because this is so scary or?	406.
HX	It was much more harder to do it. And it took much more effort than maybe it wouldn't have if we have another person.	407.
R	Okay. If you have like another few people to like turn to and talk to…	408.
HX	Yeah.	409.
R	Okay.	410.
JK	Like if I have ask them with the participants to bond, with the kind of research project, and some kind of you know, not clear cut instructions, but some sort of planning.	411.
HX	Not planning…I don't know how I feel, like this is something which I come across.	412.
JK	Hmm.	413.
R	Okay.	414.
JK	I mean I felt alone at times. Yeah I felt alone seriously. I mean there is no support…support in terms of material, then morale support, and then you know research support and help…like a supervisor. (With a laugh).	415.
HX	Mere liye bhi yeh thaa jaise Iffat ne bhi kaha, ke morale support jo haina, wohh sub se zyada chaiye thaa, kyunke I faced a lot of challenges, I didn't know whom to talk to about it.	416.
R	Okay.	417.
HX	But that's not the only thing, but there were lot of things, like for example I had to find things and I couldn't find them, I couldn't get access to different journals or whatever I was working on myself…and that took a lot of effort and time. So it was very difficult in that way.	418.
R	Okay alright…anything else that you would like to add…when you talk about that project…because this is incredibly insightful and incredibly useful. I think we need to know as what your experiences are…Okay so you are talking about the problems… but what's your advice for them to participate?	419.
JK	They should participate, they must participate in such kind of project.	420.
R	Why?	421.
JK	I mean it's really going to help them, change themselves and they see to inquire the things, and to see as a judge themselves what they are doing with the students, and whether they should really do it or not, or what else they can do with them. Or how	422.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	they can just sort of bring improvement to their own teaching practice.	
R	Okay so you are telling them to do the project, but make sure they had more support…Have I got that right?	423.
JK	Yeah more support.	424.
R	And?	425.
JK	And morale.	426.
R	Morale, and in terms of access, in terms of material?	427.
JK	Yeah mai kahungi ke material bhi.	428.
HX	Yeah more support in almost every way…like for example a person would say that I would like to have more support in whatever I am doing, and how they are doing, and whatever problems they might face and so on…and try to keep their personal contact.	429.
JK	I mean if we have personal contact with you, so it could have be better…because whatever ideas, individually with you maybe…	430.
R	Yeah because I know back to some participants, I message others, but there was actually no response, so I am curious…the reason I couldn't understand it, with the designed one…you guys were on your own. So technically I couldn't insist on contacting you, unless you contacted me first.	431.
HX	But this is how I felt…but the thing is, I mean I think that I am going in the right direction and I will be doing better this time when I can actually do the intervention. But the thing is that if I had been in personal touch with you, so that would have given me more confidence, and it might have given me much more better ideas and so on, if I have been in touch with you.	432.
R	So for example, it's like a research that took, like they gave the Skype address, and you could Skype with them or talk to them, or message them or email them.	433.
JK	Achaa aik aur baat bhi mere zehn mai aa rahi hai…I remember we have given a certain cooperative inquiry handout, if you have given us this, if you have given us some time, to just work on what actually we have to do in our own classroom scenarios. And then we could have one discussion individually with you.	434.
R	Yeah that's also very interesting.	435.
JK	Haina….this would have a lot better.	436.
R	Yeah it would have been a lot better.	437.
JK	Yeah like initially after giving the handout, focus group se pehle bhi individual interviews could have been conducted in order to know, and to you know give us an instruction.	438.
HX	Yes and a feedback be given to each person.	439.
JK	Exactly. It's a kind of a bumpy road, (With a laugh).	440.
R	Okay now I am turning towards my final questions okay….Javeiria if I told you that you are on a game show.	441.
JK	OMG.	442.
R	And this entire specification and this entire project, participation in this entire project was an experiment, okay.	443.
JK	Okay.	444.
R	And experiment was directed, and experimented was entitled "Javeria's journey to change" what would you say? And by asking this question, I want you to think about your whole experience of the project? Your participation in the project from the HEDs	445.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	like you said.	
JK	Hmm!	446.
R	To the informal interactions, to the task, to a student, to a practitioner, to the lonely basis when you were looking for something that work.	447.
JK	Hmm!	448.
R	Okay? Actually you use the word "Change" 3, 4 times with me. As well as the word self-realization.	449.
JK	Yeah self-realization, change.	450.
R	Where is this word fit in for you? Like you are in a game show or just imagine you are telling that this is your story, you are the central character, this is a movie, and you are narrating the movie that you see in your head, what would it be?	451.
JK	Story…	452.
R	And with respect to the title "Journey to change"…You can completely disagree with it, you can agree with it partially. These are your memories, your things…	453.
JK	For example I am on a road, I've starting walking on a road, I am on my own way, I was checking the few things. And after checking them, I just opened them, but you know then again I try to find out few more things, try to pick them up for my learning. (With a laugh).	454.
R	Okay so you are picking them up and looking at them, and then talking on the other side?	455.
JK	Yeah…but it's not that. I was throwing away everything I was just picking up…okay I am holding a bag with my hand, I am dropping in few things, and then you know moving on…but all alone. Then I also met Saba somewhere on the road, and she was a sort of inspiration to me. Like she also told me that she was also all alone on the road, and she was also suffering and going through the same sort of troubles. (with a laugh). At the same time, we had a lot of excitement and encouragement…yeah I was not alone, my students were also there. I had the whole class with me on my road.	456.
R	But you didn't know that.	457.
JK	I didn't realize that, but they were with me, I've just realized that they were actually always with me. They were there…matlab this is how I am thinking about. This is how I am trying to create a story.	458.
R	Yeah,	459.
JK	So my students were also there…we were all on the road. So my students, they were always there to give me some sort of feedback, barey mazey, mazey ke feedbacks bhi diye unhone. Kabhi yeh bhi kaha ke "Now you speak too Farsi at times". Haan aur yeh bhi hua ke phir jo ego boost hota hai teacher ka, wohh bhi…it really helped me. I get down on the earth. (With a loud laugh). So yeah the students stayed with me.	460.
R	This is once you began your project, or this is from the beginning?	461.
JK	They are still moving on the road, they are moving on.	462.
R	They are moving on…Okay, alright…So if you have to like define "Change" as you saw, and if you have to say what is change for you in terms of everything that you have experienced, looking back at this entire journey from the beginning to the end…What would it be? And as you said that it's not even the end, it's the beginning.	463.
JK	Yeah it's the beginning of my journey.	464.
R	So what is your definition of change? What does change means to you?	465.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	I have started to looking as how I am and where I stand as a teacher. Or what problems I do have as a teacher, and you know what problems my students are facing while they are interacting with me and after that.	466.
R	Okay.	467.
JK	So it's like knowing myself as a teacher, and trying to mend myself, doing good actually, what my students want to have in class. It's like coming down to their level first, understanding their problems, and not even after listening to them, you leave them in the middle of nowhere, no…at the same time, you have to just take them along and you know make them come up to further level of independent learning, and all those strategies that we have talked about. And make them do something…And to enable them to do something really in terms of learning, language, everything.	468.
R	You talked about change, you talked about what you expect from them, you talked about the difference you saw in your stuff…But if you have to like define change as a concept for you based on all of this? And define it as a concept, or give me an analogy or simile or anything, what would it be?	469.
JK	I see myself more as a practitioner I would call it.	470.
R	Lekin Iffat if you have to define change or if you want to give an analogy for change? You have seen change in yourself, so what would be an analogy for change?	471.
JK	My imagination is not working right now. (With a slight chuckle). Change, hmm….overall koi word mai agar isko karey to ke what is change.	472.
R	Word mai day dain, koi analogy dey dain, example day dain, kuch bhi day dain?	473.
JK	Change is "tuning".	474.
R	Yaani kya?	475.
JK	Tuning yourself as your students. (With a laugh)	476.
R	As your students to be better and better…	477.
JK	Yeah change yourself with the students.	478.
R	What does tuning means? Tune in as you get into the same repo base…	479.
JK	Exactly with the students….wohi hai ke coming on the same frequency and wave length with your students.	480.
R	That is for you, that is what it means?	481.
JK	Yeah…matlab abhi to yehi lag raha hai is waqt tak, maybe later on I would think about it.	482.
R	Yeah.	483.
JK	Haina kya pata, abhi zehn mai yeh aa raha hai.	484.
HX	Mere khayal mai this can be the first step for change, that would be the first step, you know the same frequency and the wave length.	485.
JK	Yeah that would be the first step.	486.
HX	But it's like making modifications, making different kind of modifications in different ways. My understanding is that students and teaching always influx, so you have to adopt yourself according to that.	487.
R	Okay.	488.
JK	Inshallah I would think over it.	489.
R	Yeah you think over it, and I will talk to you tomorrow. Iffat if I have any other questions, to mai aapko kal phone kar ke bata doon.	490.
JK	Theek hain.	491.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

R	Aur aap prepare ho jaaye, ke udhar se bhi I can just call.	492.
JK	Aur you can email….	493.
R	Okay.	494.
JK	So I would name change as "Self-realization process"	495.
R	That's fine.	496.
JK	This is some of my analogy, some of my imagination.	497.
R	Yeah that's great.	498.
JK	I could just write it down here. (With a laugh).	499.
R	Okay.	500.
	(Discussing the route with the driver)	501.
R	Okay Saba, now you can talk about your concept map?	502.
HX	Concept map…okay this is me, okay, and this is where I wanted to be, that is what the result of the intervention or whatever, it should have been here.	503.
R	Ahaan!	504.
HX	Okay I started off, I made my preparations, these are my preparations. Okay when I started my journey, it go smoothly…and from the beginning, instead of going to the displacement, the easiest way to my journey, it has been zig zag…and in between I have had so many obstacles.	505.
R	Such as your own health.	506.
HX	Yeah such as my own health. And there are classes, where I could have rote learning…	507.
R	You think this is ??? (Echo).	508.
HX	That could be a mix of both.	509.
R	It could be yani kya?	510.
HX	Like for example they have not given me MBA, I had to really fight for that to get that class. Like we discussed about it that which class could be the best for who.	511.
R	Hmm, hmm!	512.
HX	And you suggested that MBA would be the best. And they have not given me…although I have been teaching MBA, and I was the only participant who had taught MBAs for a while, per us mai yeh thaa ke they didn't give it to me, and I had to really fought for that. And I had a number of different issues related to that.	513.
R	Still that you asked for MBA?	514.
HX	Yeah I asked for MBA.	515.
R	And?	516.
HX	And like for example pressure bohat zyada thaa, there were a lot of things administratively regarding how to conduct the course and what was happening…a lot of paper work and so on. So instead of contributing in what I wanted to do and so on, I always had a deadline standing in front of me, and there were always problems, consequences about that. And when I felt that now I really start with some part of the intervention properly, it was about the end, coming towards the end of the semester. So all these issues contributed in making my way very difficult.	517.
R	Okay alright. Let me go back to my next question.	518.
HX	Okay,.	519.
R	Could you tell something to evaluate your intervention?	520.
HX	I didn't follow it, because I was really disheartened. I just took a feedback on a piece of	521.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	paper of what students thought about it. I still have sort of those papers, but most of them somehow got lost, because I shifted my office and so on…But the main thing was, like I gave the description over here. As if I was the driver, who doesn't know how to drive, but still I was really struggling in what I was doing. And although they talked about some classes, which they have really enjoyed, and it have been a very good experience…but despite of that I was struggling and I had problems in whatever I was doing.	
R	Okay. We could see that. And were you responding to that, or it was more difficult?	522.
HX	In one thought, they were trying to relax me, which was very interesting for the third time, in the long time I felt that they were making an effort that I start relax and things.	523.
R	How?	524.
HX	I mean with simple things, that they realize that I couldn't stand for very long, or that if I couldn't come to the second floor so easily, so they would try and arrange classes on the first floor. And then ask the administration, that why are you making our teachers suffer like this…So these two sort of things. But on the other case, the other class was really difficult in a way, because they felt that I was struggling and they try not to cooperate in every possible way. But then eventually I got control of the situation, but for couple of weeks, it was very difficult. I mean I realized that I was about to drown, and people were actually noticing it.	525.
R	Okay Saba, this is where you stand, what is teaching and learning for you now, that you are doing an intervention, you have already done once, and you did it with such difficulty…you talked about it bumpy, and you were frustrated, and it's zig zag.	526.
HX	Yeah…but there is one thing, I don't know how I am going to justice into this…but the main thing is that, this is like both of the teacher's knowledge and the student's knowledge is increasing. But in that, I think both teacher and student…maybe the teacher is more actually making changes and trying to reevaluate herself or reflecting whatever she is doing and trying to find means to make things easier and more interesting for the students. But the main outcome maybe remains the same. But the process which it is raised, I think it has changed in a way.	527.
R	Okay.	528.
HX	Yeah. I don't know whether this makes sense or not.	529.
R	This process has changed I mean in a sense that, where you realize that it's more like zig zag.	530.
HX	Yeah zig zag and it has a lot of I mean turns and splits and everything is happening. And eventually then you have to make a number of modifications. So it's not simple, although this is what you want to attain, but it's not simple.	531.
R	Okay Hania, can you talk about your journey through this, I mean as you said it's been a bumpy road, and it's like you talked about what advice you give to somebody who want to do this project? I am asking you the same question what I asked Javeiria …like Javeiria was on a change journey…Now if I say it to you, that this is a game show, and if you are on the same journey, and if you have to reflect back on your life, and on your life from where the project began to where it could have ended…And sort of what seems, what would be your change? You talked about what change is for you, but if you have to think about this entire journey, what sort of things are there in your mind? And where is the word "Change" fit in and all?	532.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

HX	Mere hisaab se jo Javeiria wali baat thii in a way, but it's in a different context, wohh yeh hai ke teaching and learning which takes place in the classroom, the teacher has to take the responsibility in different ways.	533.
R	Hmm, hmm!	534.
HX	And if the teacher is not prepared to make those changes, or make changes in a way that she could change and modify her strategy and her teaching methodology and techniques and the material according to what the students need. Teaching and learning cannot take place as well as you would like.	535.
R	Okay.	536.
HX	And for that the teacher again needs to have the realization, needs to be motivated enough to be there, you need to be there to be ready to make those changes.	537.
R	Okay….suppose you are the central character…It is the movie about the entire project, from the beginning, from where you were invited, to this point, and you have to narrate the case, and you were told that this entire thing would have been an experiment, and you have to made some change….There would change in terms of the change in the classroom, but is this the same about change with this entire project?	538.
HX	No again, it's what Javeiria was saying, it's self realization. The thing that we were talking about in the cafeteria is that, it's basically rediscovering myself coming back to what I was.	539.
R	What you were at the beginning?	540.
HX	I mean not obviously, I am wiser and I have more knowledge, but still there are enthusiasm and the motivation to help students in every possible way, and to learn from that and to be motivated, and then ready for every sort of change…that's somehow I have lost during my journey.	541.
R	So for you it's self realization and rediscovery, as a sort of you knew it.	542.
HX	I mean it's the combination of two things. Rediscovery, because now I feel, I mean in some ways, I do feel that whatever I want to do or wanted to do earlier when I started my journey as a teacher, I can actually do that. I have stopped feeling that when I have given up.	543.
R	And do that in terms of care, in terms of energy, in terms of interest?	544.
HX	Interest…it's different things over the years. Like for example the only research that I had was with my colleagues for any kind of guidance, then it was just with my colleagues, then I always got every kind of negative feedback or negative kind of vibes, that this is not something that you need to do, or you are just doing it without a reason, or it doesn't make any sense…And that was very dishearten and demotivating for me.	545.
R	Okay.	546.
HX	I don't know whether this is making any sense or not.	547.
R	No, no, no, no…	548.
HX	It's because I was relying on their feedback, rather than on my own, I mean what I could read from journals, I didn't know about them at that time.	549.
R	Okay.	550.
HX	I wanted to do research, but I didn't know how it would going to work.	551.
R	Okay.	552.
HX	I don't think I have what I want to right now…so I wait for the intervention to end here	553.

Appendix Bii

Transcript of Focus Group Discussion II, H. Group A. CI Cycle 4
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	and then I would send it to you.	
R	Oh that will be fantastic. Hania if you have to like your final definition of change, or still what you are telling Javeiria, that you don't agree with her.	554.
HX	I don't know how to put it in few words actually…I mean if I think it as a whole, so self-realization is much more than how normally we take self-realization or change. I mean I need to be ready in whatever way I want to reach to see what it has to be. Normally what the teachers use to do after some time like, I remember one thing, like repeating the same thing for 45 minutes without any change or reflecting of anything…	555.
	[The 3rd recording of few minutes]	556.
HX	You might remember Belti ka jo concept hai, kya hai?	557.
R	Uska concept hai, ??? observation.	558.
HX	Uski baat kar rahi hoon ke har kisi ka different hota hai, like did you study ???	559.
JK	Mai yehi to keh rahi hoon ke baqi logon ka jo inka wohh thaa ??? of observation, that was very negative. Unke khayal mai he use to adopt more with the students, female students.	560.
R	Ahaan! So their mind was moving towards Stantec.	561.
JK	Yeah aur unka classroom itna noisy hota hia, aur his students are not enjoying with him…	562.
R	No, no, there is too much interaction between the genders, that was their …appropriacy ki baat hai, cultural issue ki baat aa gayi, aap jaise keh rahi thii ke aapki teacher, you liked her, because she was not just teaching you within her classroom, she taught you life skills.	563.
JK	Yeah	564.
R	Like the example that you gave about the shameez, it's more like a cultural thing…jaise bahar agar aapko teacher bolein, ke aap shameez pehnein, to wohh boleingey what?	565.
HX	If you are a female teacher, and you are teaching all the male students, I think gender issue is more …(Conversation ended).	566.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK. SI. H. Cycle 4		
Name of Interactant	Turn	Turn NO
R	Okay. So you guys have talked quite a bit about the initial one…*Hania aap ne apna concept map kar liya hai?* {Hania have you done your concept map}	1.
HX	*Mai nahi kar saki, adhaa kiya hua wa hai.*{I wasn't able to do it, it's half-done}	2.
R	*To aap kar lein…* {ok, that's fine, go ahead and do it} till then I can ask Javeria my separate questions. Is it okay?	3.
HX	Hmm.	4.
R	Okay. Alright…you said the students really enjoyed a lot, right?	5.
JK	Hmm, hmm!	6.
R	So how do you know they enjoyed a lot.	7.
JK	They enjoyed a lot, I mean they really learnt a lot.	8.
R	How do you know they learnt a lot?	9.
JK	I keep them asking these questions, they really find it interesting and they are learning a lot…And if they have got any problems, I mean I go to the class, and after that I ask them a lot of questions. And I tell them that, "If you have any problem, you can just come to me". I tell them right away. Now I am talking about this very particular class, which I am using for my interventional one.	10.
R	The Arts students?	11.
JK	Yeah the Arts students, 3rd year and 4th year. But my attitude with this class is a bit different, with the students of the other classes, because they know that I am working on a research project, they all know…So I try to have their feedback on daily basis, I keep on asking them. And sometimes as I can see on their faces…*yani* {I mean} otherwise I use to in a way spend a lot of time on convincing them to speak or motivating them to speak.	12.
R	Okay…so Javeria *mai aik baat kar rahi hoon* {Javeria, I'm saying this} , did you do some formal evaluation? Or you think you keep asking them? Do you expect them to tell you they have a problem?	13.
JK	No, no. like if it's a reading class, they read it out and then you see that whatever the problems they are facing, they use to discuss it later on. You get to know that. Because they read a paragraph, then they come up with their ideas. If they use to speak up, so then I easily came to know that whether they have understood the text or not.	14.
R	Okay so their understanding…	15.
JK	Yeah understanding, and their participation. If the students participate, then I get to know that they have really learn something or not.	16.
R	Okay Javeria, so how do you know that there is a difference in their participation? Are you comparing them to other classes that you worked with?	17.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	Not to the other classes, but my own previous experiences that whether they have learned it or not.	18.
R	Okay.	19.
JK	This is the same class which I took in 2nd year also. But I haven't ask them that have you find any difference in my teaching in the 2nd year and 3rd year. (With a slight chuckle). But I keep on just comparing it, I keep on observing them and comparing with my own past experiences.	20.
R	Okay….And your own past experiences and memories that you have with them,	21.
JK	Exactly…Because if the students are not able to write a single word and I kept on speaking a lot with what they were doing, and just you know you give them a lot of instructions to improve themselves, do this, do this, do this…but they were not really doing it…So this time I have stopped saying do it, do it, do it…rather than saying do it, I have started making them do it in class. Like in writing class, if I am just teaching them report writing, so I have given the certain instructions, that you write these instructions o n the blackboard, and format is going to be there, I just ask them to bring their books into class. Kabhi kabhi ho jaata hai they forget, so I can just read out the whole report once, and then ask them to just look at it carefully, and then write it down themselves. So they are going to be use it in class.	22.
R	Okay, okay.	23.
JK	Mera to saara focus ho gaya na, I made them do something in class.	24.
R	So then you know what's going on.	25.
JK	Yeah so then I get to know what's going on. Aur phir yeh hota hai ke then they have develop their practice of writing and reading…I mean skill kya hai? To improve their ability to read, to making them read in class, it means making them a reader.	26.
R	Hmm, hmm!	27.
JK	Otherwise if I keep on saying go for this, go for this, they will never go for this…	28.
R	Okay.	29.
JK	Infact mujhe yaad aaya, aik Dr. Yasmeen hoti thein, she use to make us do our term assignments in class. She asks us to open our books and whatever material we want to bring to class, and then we use to write our assignment in class. So we could not cheat, we could not do anything, whatever we use to do, we could just do it in class.	30.
R	So you talked about the fact that there was no formally evaluated your project and it's still going on?	31.
JK	Yeah it's still going on.	32.
R	You said that you still enjoy those memories?	33.
JK	Yes enjoying in a way that, you know I feel I am less stress now in my own classes, because previously the whole burden was lied on my shoulder of speaking and making them understand, and then we use to have discussions, we use to have it, but then it was just me who was talking, rather than they engage in the discussion or not. I use to ask them to speak in English, but you know they never, and that was not basically my task to really make them	34.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	speak up in class in the target language…Haan so kya hota hai, that when I give them some task of course, I just keep on roaming in the class to just check their work and ask them, the problems they are facing, and then we have the discussion. So it's not me who is speaking all the time. So naturally I just feel relaxed I believe. (With a loud laugh).	
R	Okay, you talked about your intervention, your objectives being to allow them to develop their own engagement.	35.
JK	Hmm!	36.
R	And you feel that you are closer to this,	37.
JK	Yes closer to this, trying to guide. Like they have their own views, have their own comments…all the time they have their own comments on the text, that they agree with it or not.	38.
R	Okay…and you also talked about the changes that you would like to make…	39.
HX	You want me to write a report or you want a detailed one or just a?	40.
R	No, no it's up to you to decide, like it's your story, I mean transparent kya hai? I mean basically you have to tell me that if you have to review what it could be…so this is the one question Javeria have not answered Javeria? If you have to review your course as an expert, what you did, what would your final verdict be?	41.
JK	My course or my intervention plan?	42.
R	Your entire thing, your intervention project? What would your verdict be? Aap ne koi verdict deni hai?	43.
JK	Frankly speaking, I would call it a self-realization project.	44.
R	Okay.	45.
JK	Okay and initiation period…because if I again evaluate myself, so I mean it's still the beginning of the journey. (Laughing).	46.
R	So you think it's the beginning of your journey. (With a laugh).	47.
JK	Yes it's the beginning of my journey.	48.
R	What do you mean by self-realization?	49.
JK	I mean even myself as a teacher, what I still want to do with my students, I got to know about myself, but still I wanted to do it with my students.	50.
R	Okay alright.	51.
JK	You realize that this is not something you have gone through with, so lets try something else. If I have kept on planning different things, I have not found anything ultimately. I would not have been able to name it really.	52.
R	Name it really?	53.
JK	In case, if I had been kept on trying different things, and in the end I would not have been really found out or see what I have done or what I actually wanted to do. So I would not have really been able to name it. If I found myself as a teacher, so then I actually wanted to do	54.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	it…us mai kya hai, jo sub se pehla jo fact hai, ke we are English language teachers. But the language teacher does not really making an interactive class, of course it does, wohh to saara kuch kar leygi, wohh bhi nahi thaa pehle, wohh bhi karliya. But above all, actually it needs to be a teacher, and what she really want to give to the students. It really helps me in my process of being or even myself, as being as a teacher…my being as a teacher, my being as a teacher and nothing else.	
R	Okay.	55.
JK	In terms of methodologies, you know my being.	56.
R	Without knowing the logical sort of realities…	57.
JK	Yes,	58.
R	You are being with them and that's what makes you a teacher.	59.
JK	Haan,	60.
R	Okay alright.	61.
JK	And again it's still the beginning of my journey, I would call it. (With a slight chuckle).	62.
R	You feel that your self-realization has just began.	63.
JK	Yes it just began. Yeah self-realization, everything and you know.	64.
R	Okay alright, this is your initial background for your teaching and learning Javeria. Is it still where you are?	65.
JK	Yes…I realize that it could be more theoretical, (With a slight laugh).	66.
R	Hmm, hmm!	67.
JK	And there was a lack of practice, that now we are on a type of new practitioner.	68.
R	Oh really? Practice?	69.
JK	Practice, matlab parha to rahey they, magar we were just teachers, but wohh jo…	70.
R	Okay alright…So now you focus on to?	71.
JK	Being the teachers and practitioners…practitioners mean what you have to do as a teacher practically in classroom.	72.
R	Okay.	73.
JK	Yes.	74.
R	So you feel that's the change now for you?	75.
JK	Yes, yehi kar rahi hoon. (Laughing). I think now I have becoming more practitioner now. Previously it was more of a discussion of ideas which use to take place in my class.	76.
R	Okay and now what is the difference now…that there is a discussion of ideas.	77.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	Yeah now there is a discussion of ideas, my focus have shifted towards being more practical I believe. In doing so, when you just give the students an opportunity to speak and you relate them with their real-life situations, then you are giving more act to students to speak or be something in class. You start focusing more on practice in other words. It's not merely a discussion of ideas, maine theory ko practice ki taraf move kiya hai teaching mai.	78.
R	And you feel like this change has happen because of your intervention or the things which you were doing?	79.
JK	I think it has sharpened because of this intervention project, because then it happened afterwards, that I really started planning out things, and started really implementing them in my own classroom scenario. Before that we knew many things, but you know I tried and I left it…but now I of course have to do it. Because now I am into a phase, I am into a project, so I have to do things.	80.
R	Ahh, okay, alright….Next question…that's a very interesting discussion, okay…If you have to recommend participating in a similar intervention, some other participants, with approach, and you are asked to do the current intervention, which is not an intervention project from the beginning…shooru se ley ke akhir tak.	81.
JK	Haaan.	82.
R	And if you were asked to advice, koi aur participant aata hai, aik achii offer milti hai…that you have to discuss and plan intervention, and then do the evaluation. And they ask you for advice…What would your advice be? Please be frank?	83.
JK	Be very frank?	84.
R	Hmm!	85.
JK	Achaa one thing which was missing in our first phase, like it was only me who have to find out everything on my own, in my own context. Like I have mentioned here in this part, what I wont have like to happen, if there have been more planning on my own class, or if some sort of guidance….guidance means if we have spend more time together on planning out things, that how or what actually I could do within my own context and you know how, how? So it would have been more better, it would have been helped me a lot, it would have save my time a lot in the beginning.	86.
R	You feel?	87.
JK	Yes I had feel, because in the beginning, I took a lot of time to actually realize what to do…I mean I have planned it that I have to go with flah, flah, flah, but shooru mai it takes a lot of time. You do one thing, you come up with an idea, you try it in your own class, but then you somehow don't feel satisfied, then you again go on for some other strategy.	88.
R	So you feel like if you had somebody to bounce your idea off.	89.
JK	Haan.	90.
R	That would have help much much.	91.
JK	Yeah. If we have made some sort of plan, a formal planning….if you are getting my point.	92.
R	Yeah of course.	93.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	A formal planning…because I was the only one who have to decide everything on my own later on, in all classes…thoora sa problem hua us mai.	94.
R	Nahi aap zaroor ba taye…I am very happy.	95.
JK	Shooru mai…but this is how I feel it.	96.
R	No no it's great.	97.
HX	Jaise yeh thaa ke matlab for you, whatever you are doing is very clear, because it's your project, but for us, it was like…we discussed it, like I was out of touch with research for a while, so it took quite a lot of time in understanding, and try to figure out where I stood, that how we have to take it in class with our students. Aik aur cheez hai, I haven't talk to Bakhtawar or any of the people, but this is my personal feeling, I don't know whether it's relevant, but I still felt like this….because I was struggling, in the first place when I was trying to plan out and everything, and I had a very difficult time finding the things and taking them to my class, and so on…That is why I felt, that I remember my experience of teaching in one school. And also the time when other teachers, who have asked me for their activities, but I had no idea about research. (The voice is very distant)	98.
R	Okay…So you guys worked out a plan, and your objectives…you feel like, there should be a more detailed sort of lesson plans together?	99.
JK	Yes detailed lesson plans.	100.
HX	Not only details…but sub se main cheez jo haina wohh yeh hai ke jaise problems darmiyaan mai aati hai, and you are unsure ke aap kahan jaaye…kyunke plan jo haina, wohh simply a basic outline. There are so many things in it, which you are completely unsure of, theek hai, and the things you have planned out, us mai itni cheezain aa rahi hoti hai, ke whether this is possible or you have to stick to your plan, and how are you going to do that, what are you suppose to do, theek hai. So it's a very big challenge, like you were talking with Farkhanda today, and I remember the first time she came to me, that I don't know what to do, and she was completely lost…So although we have done research before, but still because we are out of touch for a while, I first lost in the beginning. So I thought that I still need more support.	101.
R	Okay, alright.	102.
HX	Theek hai…again I had another person in my group aap ke saath, but I didn't have another person in the same context to discuss my ideas with.	103.
R	And I guess that would made a huge, huge difference.	104.
HX	Yes…like recently in university, our Departmental Head has made the groups of students, in which we have to work together, we have to share our ideas and issues. Although it was a difficult thing to do, because everyone has a different opinion, everyone has a different orientation, so after conducting the meetings and talking to people, and the people who are coming up with ideas and then I have started another intervention on my own over here in a different scenario, I realized that being in the same place and having to be able to talk with the other person constantly and getting feedback, and even bouncing of ideas is really a very big thing.	105.
R	Hmm	106.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

HX	And it's over your mind, that it's difficult to do otherwise.	107.
R	Still you feel that you have someone to bound to ideas of….i mean how did you see, did you see it is reluctant to do it, because this is so scary or?	108.
HX	It was much more harder to do it. And it took much more effort than maybe it wouldn't have if we have another person.	109.
R	Okay. If you have like another few people to like turn to and talk to…	110.
HX	Yeah.	111.
R	Okay.	112.
JK	Like if I have ask them with the participants to bond, with the kind of research project, and some kind of you know, not clear cut instructions, but some sort of planning.	113.
HX	Not planning…I don't know how I feel, like this is something which I come across.	114.
JK	Hmm.	115.
R	Okay.	116.
JK	I mean I felt alone at times. Yeah I felt alone seriously. I mean there is no support…support in terms of material, then morale support, and then you know research support and help…like a supervisor. (With a laugh).	117.
HX	Mere liye bhi yeh thaa jaise Javeria ne bhi kaha, ke moral support jo haina, wohh sub se zyada chaiye thaa, kyunke I faced a lot of challenges, I didn't know whom to talk to about it.	118.
R	Okay.	119.
HX	But that's not the only thing, but there were lot of things, like for example I had to find things and I couldn't find them, I couldn't get access to different journals or whatever I was working on myself…and that took a lot of effort and time. So it was very difficult in that way.	120.
R	Okay alright…anything else that you would like to add…when you talk about that project…because this is incredibly insightful and incredibly useful. I think we need to know as what your experiences are…Okay so you are talking about the problems… but what's your advice for them to participate?	121.
JK	They should participate, they must participate in such kind of project.	122.
R	Why?	123.
JK	I mean it's really going to help them, change themselves and they see to inquire the things, and to see as a judge themselves what they are doing with the students, and whether they should really do it or not, or what else they can do with them. Or how they can just sort of bring improvement to their own teaching practice.	124.
R	Okay so you are telling them to do the project, but make sure they had more support…Have I got that right?	125.
JK	Yeah more support.	126.
R	And?	127.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	And morale.	128.
R	Morale, and in terms of access, in terms of material?	129.
JK	Yeah mai kahungi ke material bhi.	130.
HX	Yeah more support in almost every way…like for example a person would say that I would like to have more support in whatever I am doing, and how they are doing, and whatever problems they might face and so on…and try to keep their personal contact.	131.
JK	I mean if we have personal contact with you, so it could have be better…because whatever ideas, individually with you maybe…	132.
R	Yeah because I know back to some participants, I message others, but there was actually no response, so I am curious…the reason I couldn't understand it, with the designed one…you guys were on your own. So technically I couldn't insist on contacting you, unless you contacted me first.	133.
HX	But this is how I felt…but the thing is, I mean I think that I am going in the right direction and I will be doing better this time when I can actually do the intervention. But the thing is that if I had been in personal touch with you, so that would have given me more confidence, and it might have given me much more better ideas and so on, if I have been in touch with you.	134.
R	So for example, it's like a research that took, like they gave the Skype address, and you could Skype with them or talk to them, or message them or email them.	135.
JK	Achaa aik aur baat bhi mere zehn mai aa rahi hai…I remember we have given a certain cooperative inquiry handout, if you have given us this, if you have given us some time, to just work on what actually we have to do in our own classroom scenarios. And then we could have one discussion individually with you.	136.
R	Yeah that's also very interesting.	137.
JK	Haina….this would have a lot better.	138.
R	Yeah it would have been a lot better.	139.
JK	Yeah like initially after giving the handout, focus group se pehle bhi individual interviews could have been conducted in order to know, and to you know give us an instruction.	140.
HX	Yes and a feedback be given to each person.	141.
JK	Exactly. It's a kind of a bumpy road, (With a laugh).	142.
R	Okay now I am turning towards my final questions okay….Javeria if I told you that you are on a game show.	143.
JK	OMG.	144.
R	And this entire specification and this entire project, participation in this entire project was an experiment, okay.	145.
JK	Okay.	146.
R	And experiment was directed, and experimented was entitled "Javeria's journey to change" what would you say? And by asking this question, I want you to think about your whole experience of the project? Your participation in the project from the HEDs like you said.	147.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	Hmm!	148.
R	To the informal interactions, to the task, to a student, to a practitioner, to the lonely basis when you were looking for something that work.	149.
JK	Hmm!	150.
R	Okay? Actually you use the word "Change" 3, 4 times with me. As well as the word self-realization.	151.
JK	Yeah self-realization, change.	152.
R	Where is this word fit in for you? Like you are in a game show or just imagine you are telling that this is your story, you are the central character, this is a movie, and you are narrating the movie that you see in your head, what would it be?	153.
JK	Story…	154.
R	And with respect to the title "Journey to change"…You can completely disagree with it, you can agree with it partially. These are your memories, your things…	155.
JK	For example I am on a road, I've starting walking on a road, I am on my own way, I was checking the few things. And after checking them, I just opened them, but you know then again I try to find out few more things, try to pick them up for my learning. (With a laugh).	156.
R	Okay so you are picking them up and looking at them, and then talking on the other side?	157.
JK	Yeah…but it's not that. I was throwing away everything I was just picking up…okay I am holding a bag with my hand, I am dropping in few things, and then you know moving on…but all alone. Then I also met Hania somewhere on the road, and she was a sort of inspiration to me. Like she also told me that she was also all alone on the road, and she was also suffering and going through the same sort of troubles. (with a laugh). At the same time, we had a lot of excitement and encouragement…yeah I was not alone, my students were also there. I had the whole class with me on my road.	158.
R	But you didn't know that.	159.
JK	I didn't realize that, but they were with me, I've just realized that they were actually always with me. They were there…matlab this is how I am thinking about. This is how I am trying to create a story.	160.
R	Yeah,	161.
JK	So my students were also there…we were all on the road. So my students, they were always there to give me some sort of feedback, barey mazey, mazey ke feedbacks bhi diye unhone. Kabhi yeh bhi kaha ke "Now you speak too Farsi at times". Haan aur yeh bhi hua ke phir jo ego boost hota hai teacher ka, wohh bhi…it really helped me. I get down on the earth. (With a loud laugh). So yeah the students stayed with me.	162.
R	This is once you began your project, or this is from the beginning?	163.
JK	They are still moving on the road, they are moving on.	164.
R	They are moving on…Okay, alright…So if you have to like define "Change" as you saw, and if you have to say what is change for you in terms of everything that you have experienced, looking back at this entire journey from the beginning to the end…What would it be? And as	165.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	you said that it's not even the end, it's the beginning.	
JK	Yeah it's the beginning of my journey.	166.
R	So what is your definition of change? What does change means to you?	167.
JK	I have started to looking as how I am and where I stand as a teacher. Or what problems I do have as a teacher, and you know what problems my students are facing while they are interacting with me and after that.	168.
R	Okay.	169.
JK	So it's like knowing myself as a teacher, and trying to mend myself, doing good actually, what my students want to have in class. It's like coming down to their level first, understanding their problems, and not even after listening to them, you leave them in the middle of nowhere, no…at the same time, you have to just take them along and you know make them come up to further level of independent learning, and all those strategies that we have talked about. And make them do something…And to enable them to do something really in terms of learning, language, everything.	170.
R	You talked about change, you talked about what you expect from them, you talked about the difference you saw in your stuff…But if you have to like define change as a concept for you based on all of this? And define it as a concept, or give me an analogy or simile or anything, what would it be?	171.
JK	I see myself more as a practitioner I would call it.	172.
R	Lekin Javeria if you have to define change or if you want to give an analogy for change? You have seen change in yourself, so what would be an analogy for change?	173.
JK	My imagination is not working right now. (With a slight chuckle). Change, hmm….overall koi word mai agar isko karey to ke what is change.	174.
R	Word mai day dain, koi analogy dey dain, example day dain, kuch bhi day dain?	175.
JK	Change is "tuning".	176.
R	Yaani kya?	177.
JK	Tuning yourself as your students. (With a laugh)	178.
R	As your students to be better and better…	179.
JK	Yeah change yourself with the students.	180.
R	What does tuning means? Tune in as you get into the same repo base…	181.
JK	Exactly with the students….wohi hai ke coming on the same frequency and wave length with your students.	182.
R	That is for you, that is what it means?	183.
JK	Yeah…matlab abhi to yehi lag raha hai is waqt tak, maybe later on I would think about it.	184.
R	Yeah.	185.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

JK	Haina kya pata, abhi zehn mai yeh aa raha hai.	186.
HX	Mere khayal mai this can be the first step for change, that would be the first step, you know the same frequency and the wave length.	187.
JK	Yeah that would be the first step.	188.
HX	But it's like making modifications, making different kind of modifications in different ways. My understanding is that students and teaching always influx, so you have to adopt yourself according to that.	189.
R	Okay.	190.
JK	Inshallah I would think over it.	191.
R	Yeah you think over it, and I will talk to you tomorrow. Iffat if I have any other questions, to mai aapko kal phone kar ke bata doon.	192.
JK	Theek hain.	193.
R	Aur aap prepare ho jaaye, ke udhar se bhi I can just call.	194.
JK	Aur you can email….	195.
R	Okay.	196.
JK	So I would name change as "Self-realization process"	197.
R	That's fine.	198.
JK	This is some of my analogy, some of my imagination.	199.
R	Yeah that's great.	200.
JK	I could just write it down here. (With a laugh).	201.
R	Okay.	202.
	(Discussing the route with the driver)	203.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

Transcript for HX. SI. H. Group. A. CI Cycle 4		
Name of Interactant	Turn	Turn NO
R	Okay Hania, now you can talk about your concept map?	567.
HX	Concept map…okay this is me, okay, and this is where I wanted to be, that is what the result of the intervention or whatever, it should have been here.	568.
R	Ahaan!	569.
HX	Okay I started off, I made my preparations, these are my preparations. Okay when I started my journey, it go smoothly…and from the beginning, instead of going to the displacement, the easiest way to my journey, it has been zig zag…and in between I have had so many obstacles.	570.
R	Such as your own health.	571.
HX	Yeah such as my own health. And there are classes, where I could have rote learning…	572.
R	You think this is ??? (Echo).	573.
HX	That could be a mix of both.	574.
R	It could be yani kya?	575.
HX	Like for example they have not given me MBA, I had to really fight for that to get that class. Like we discussed about it that which class could be the best for who.	576.
R	Hmm, hmm!	577.
HX	And you suggested that MBA would be the best. And they have not given me…although I have been teaching MBA, and I was the only participant who had taught MBAs for a while, per us mai yeh thaa ke they didn't give it to me, and I had to really fought for that. And I had a number of different issues related to that.	578.
R	Still that you asked for MBA?	579.
HX	Yeah I asked for MBA.	580.
R	And?	581.
HX	And like for example pressure bohat zyada thaa, there were a lot of things administratively regarding how to conduct the course and what was happening…a lot of paper work and so on. So instead of contributing in what I wanted to do and so on, I always had a deadline standing in front of me, and there were always problems, consequences about that. And when I felt that now I really start with some part of the intervention properly, it was about the end, coming towards the end of the semester. So all these issues contributed in making my way very difficult.	582.
R	Okay alright. Let me go back to my next question.	583.
HX	Okay,.	584.
R	Could you tell something to evaluate your intervention?	585.
HX	I didn't follow it, because I was really disheartened. I just took a feedback on a piece of paper of what students thought about it. I still have sort of those papers, but most of them somehow got lost, because I shifted my office and so on…But the main thing was,	586.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	like I gave the description over here. As if I was the driver, who doesn't know how to drive, but still I was really struggling in what I was doing. And although they talked about some classes, which they have really enjoyed, and it have been a very good experience…but despite of that I was struggling and I had problems in whatever I was doing.	
R	Okay. We could see that. And were you responding to that, or it was more difficult?	587.
HX	In one thought, they were trying to relax me, which was very interesting for the third time, in the long time I felt that they were making an effort that I start relax and things.	588.
R	How?	589.
HX	I mean with simple things, that they realize that I couldn't stand for very long, or that if I couldn't come to the second floor so easily, so they would try and arrange classes on the first floor. And then ask the administration, that why are you making our teachers suffer like this…So these two sort of things. But on the other case, the other class was really difficult in a way, because they felt that I was struggling and they tried not to cooperate in every possible way. But then eventually I got control of the situation, but for couple of weeks, it was very difficult. I mean I realized that I was about to drown, and people were actually noticing it.	590.
R	Okay Hania , this is where you stand, what is teaching and learning for you now, that you are doing an intervention, you have already done once, and you did it with such difficulty…you talked about it bumpy, and you were frustrated, and it's zig zag.	591.
HX	Yeah…but there is one thing, I don't know how I am going to justice into this…but the main thing is that, this is like both of the teacher's knowledge and the student's knowledge is increasing. But in that, I think both teacher and student…maybe the teacher is more actually making changes and trying to reevaluate herself or reflecting whatever she is doing and trying to find means to make things easier and more interesting for the students. But the main outcome maybe remains the same. But the process which it is raised, I think it has changed in a way.	592.
R	Okay.	593.
HX	Yeah. I don't know whether this makes sense or not.	594.
R	This process has changed I mean in a sense that, where you realize that it's more like zig zag.	595.
HX	Yeah zig zag and it has a lot of I mean turns and splits and everything is happening. And eventually then you have to make a number of modifications. So it's not simple, although this is what you want to attain, but it's not simple.	596.
R	Okay Hania, can you talk about your journey through this, I mean as you said it's been a bumpy road, and it's like you talked about what advice you give to somebody who want to do this project? I am asking you the same question what I asked to Iffat…like Iffat was on a change journey…Now if I say it to you, that this is a game show, and if you are on the same journey, and if you have to reflect back on your life, and on your life from where the project began to where it could have ended…And sort of what seems, what would be your change? You talked about what change is for you, but if you have to think about this entire journey, what sort of things are there in your mind?	597.

Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	And where is the word "Change" fit in and all?	
HX	Mere hisaab se jo Javeria wali baat thii in a way, but it's in a different context, wohh yeh hai ke teaching and learning which takes place in the classroom, the teacher has to take the responsibility in different ways.	598.
R	Hmm, hmm!	599.
HX	And if the teacher is not prepared to make those changes, or make changes in a way that she could change and modify her strategy and her teaching methodology and techniques and the material according to what the students need. Teaching and learning cannot take place as well as you would like.	600.
R	Okay.	601.
HX	And for that the teacher again needs to have the realization, needs to be motivated enough to be there, you need to be there to be ready to make those changes.	602.
R	Okay….suppose you are the central character…It is the movie about the entire project, from the beginning, from where you were invited, to this point, and you have to narrate the case, and you were told that this entire thing would have been an experiment, and you have to made some change….There would change in terms of the change in the classroom, but is this the same about change with this entire project?	603.
HX	No again, it's what Javeiria was saying, it's self realization. The thing that we were talking about in the cafeteria is that, it's basically rediscovering myself coming back to what I was.	604.
R	What you were at the beginning?	605.
HX	I mean not obviously, I am wiser and I have more knowledge, but still there are enthusiasm and the motivation to help students in every possible way, and to learn from that and to be motivated, and then ready for every sort of change…that's somehow I have lost during my journey.	606.
R	So for you it's self realization and rediscovery, as a sort of you knew it.	607.
HX	I mean it's the combination of two things. Rediscovery, because now I feel, I mean in some ways, I do feel that whatever I want to do or wanted to do earlier when I started my journey as a teacher, I can actually do that. I have stopped feeling that when I have given up.	608.
R	And do that in terms of care, in terms of energy, in terms of interest?	609.
HX	Interest…it's different things over the years. Like for example the only research that I had was with my colleagues for any kind of guidance, then it was just with my colleagues, then I always got every kind of negative feedback or negative kind of vibes, that this is not something that you need to do, or you are just doing it without a reason, or it doesn't make any sense…And that was very dishearten and demotivating for me.	610.
R	Okay.	611.
HX	I don't know whether this is making any sense or not.	612.
R	No, no, no, no…	613.
HX	It's because I was relying on their feedback, rather than on my own, I mean what I	614.

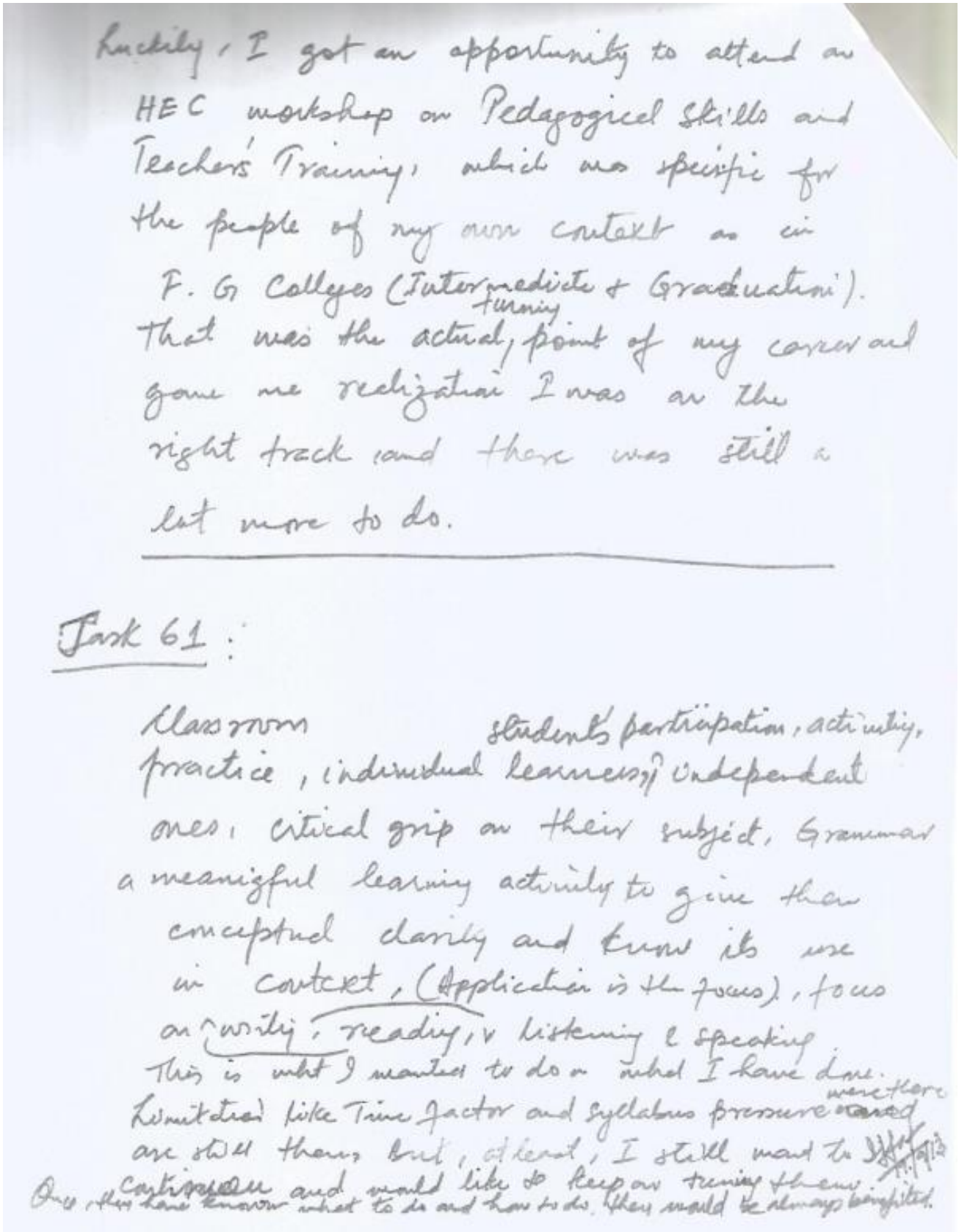
Appendix Bii

Transcript for Semi-structured Interview. HX. H. Group A. CI Cycle 4
Cycle 4 – H Participant Research Team, Cooperative Inquiry Intervention Project –
Venue: HX's Home
Discussants: Researcher (R) – Participants: HX, JK & R

	could read from journals, I didn't know about them at that time.	
R	Okay.	615.
HX	I wanted to do research, but I didn't know how it would going to work.	616.
R	Okay.	617.
HX	I don't think I have what I want to right now…so I wait for the intervention to end here and then I would send it to you.	618.
R	Oh that will be fantastic. Hanai if you have to like your final definition of change, or still what you are telling Javeria, that you don't agree with her.	619.
HX	I don't know how to put it in few words actually…I mean if I think it as a whole, so self-realization is much more than how normally we take self-realization or change. I mean I need to be ready in whatever way I want to reach to see what it has to be. Normally what the teachers use to do after some time like, I remember one thing, like repeating the same thing for 45 minutes without any change or reflecting of anything…	620.
	[The 3rd recording of few minutes]	621.
HX	You might remember Belti ka jo concept hai, kya hai?	622.
R	Uska concept hai, ??? observation.	623.
HX	Uski baat kar rahi hoon ke har kisi ka different hota hai, like did you study ???	624.
JK	Mai yehi to keh rahi hoon ke baqi logon ka jo inka wohh thaa ??? of observation, that was very negative. Unke khayal mai he use to adopt more with the students, female students.	625.
R	Ahaan! So their mind was moving towards Stantec.	626.
JK	Yeah aur unka classroom itna noisy hota hia, aur his students are not enjoying with him…	627.
R	No, no, there is too much interaction between the genders, that was their …appropriacy ki baat hai, cultural issue ki baat aa gayi, aap jaise keh rahi thii ke aapki teacher, you liked her, because she was not just teaching you within her classroom, she taught you life skills.	628.
JK	Yeah	629.
R	Like the example that you gave about the shameez, it's more like a cultural thing…jaise bahar agar aapko teacher bolein, ke aap shameez pehnein, to wohh boleingey what?	630.
HX	If you are a female teacher, and you are teaching all the male students, I think gender issue is more …(Conversation ended).	631.

Appendix Bii

JK, Tasksheet, Part 1. H. Group A. CI Cycle 4



Luckily, I got an opportunity to attend an HEC workshop on Pedagogical Skills and Teacher's Training, which was specific for the people of my own context as in F. G Colleges (Intermediate & Graduation). That was the actual turning point of my career and gave me realization I was on the right track and there was still a lot more to do.

Task 61:

Classroom practice, individual learners, students' participation, activity, independent ones, critical grip on their subject, Grammar a meaningful learning activity to give them conceptual clarity and know its use in context, (Application is the focus), focus on writing, reading, listening & speaking. This is what I wanted to do & what I have done. Limitations like Time factor and syllabus pressure were there & are still there, but, at least, I still want to participate and would like to keep on training them. Once they have known what to do and how to do, they would be always benefited.

Appendix Bii

JK, Tasksheet, Part 2. H. Group A. CI Cycle 4

TASK 5 ⇨ Brainstorm and in the space below write the first word/s or analogy/ simile (s) that come to your mind when you think about the intervention project? What image (s) do you think would come into your students' minds?

A Good change, giving good results. Seeing of the students, mind-relaxing, at times stressful when it becomes a bit difficult to get your students come on the track.

Students might take it as an independent learning process, where teacher is there to help them & to guide them, but letting them do actual practice in class.

TASK 6. ⇨ In the blank sheet that has been provided visually depict, that is make a visual map/ representation of the intervention and your intervention journey (comparing what you did, what you wanted to do, what actually happened and what you would have liked to happen).
[Note: As always please don't worry about the artistic standard of the drawing; ☺ this isn't an art test ... if you can't think of these elements as a complete picture then just draw or choose an image that you feel is representative.]

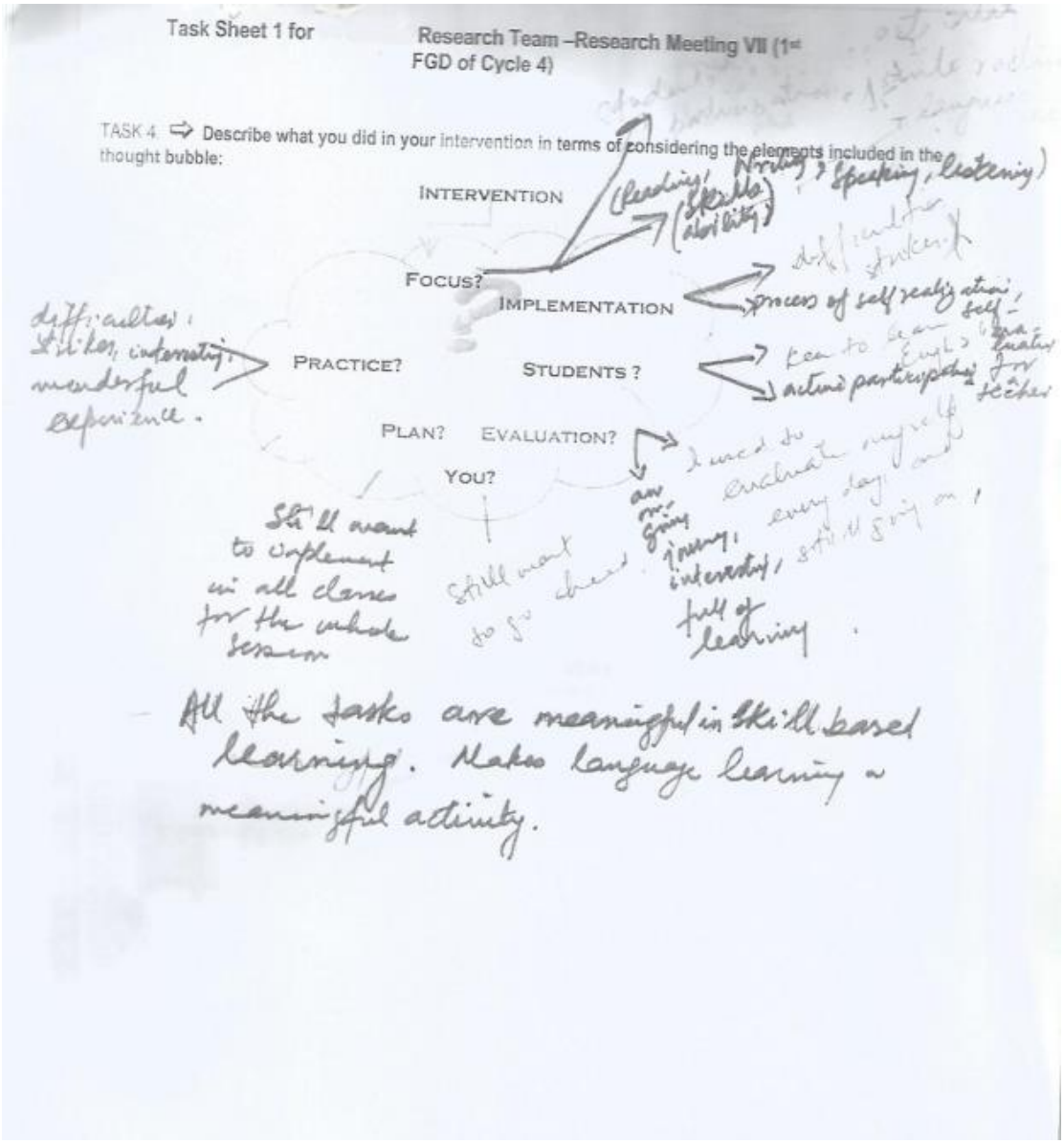
TASK 6. 1 ⇨ You'll be asked to present and explain on your drawing in the 2nd group meeting

TASK 7 ⇨ If you were the expert reviewing and assessing your intervention what would your verdict? What would you write in your report and how would you justify it?

→ If I had spent more time on how to implement it in class-room situation and could have some expertise's opinion and guidance, it would have taken less time and

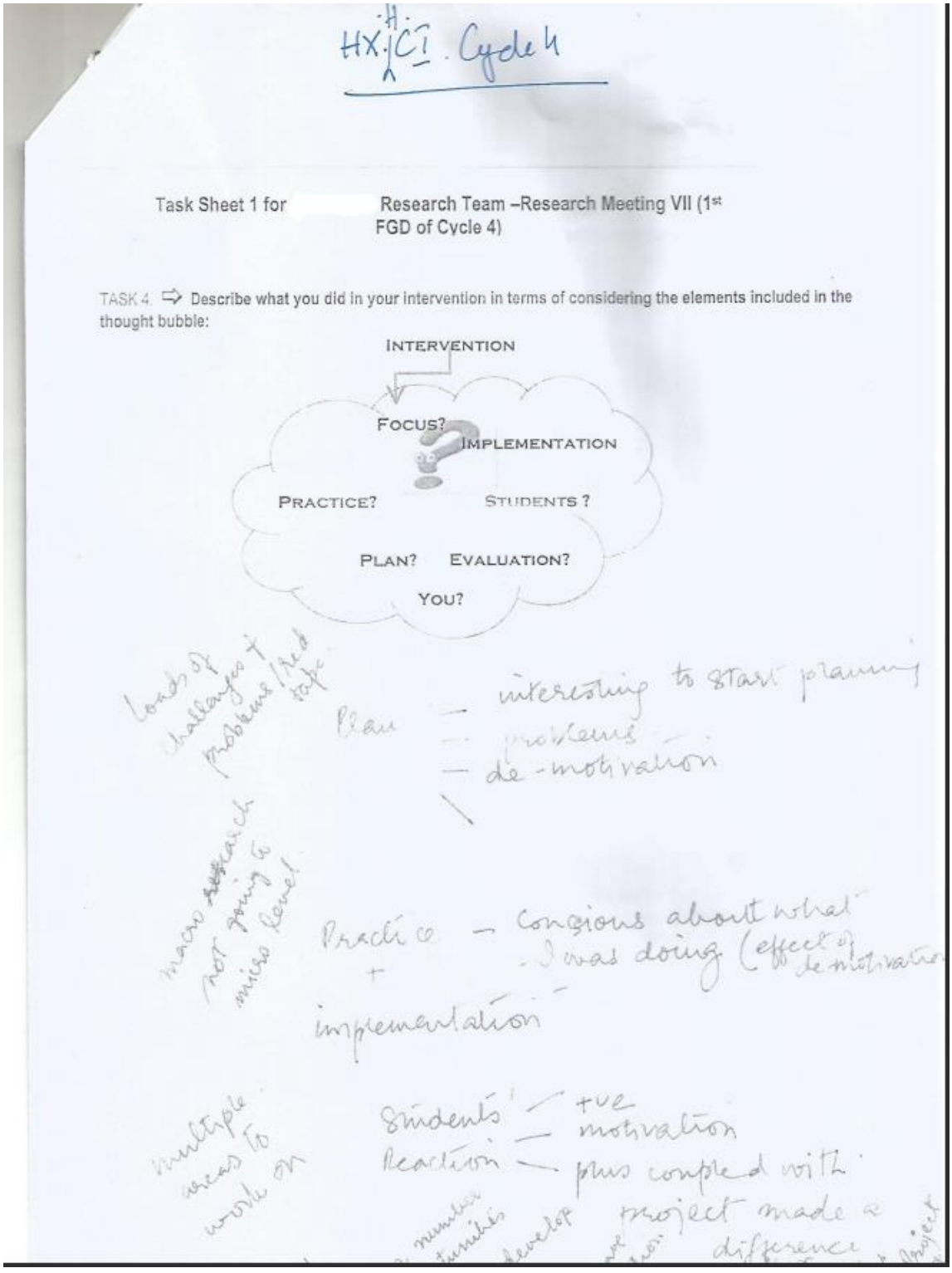
Appendix Bii

JK, Tasksheet, Part 3. H. Group A. CI Cycle 4



Appendix Bii

HX, Tasksheet, Part 1. H. Group A. CI Cycle 4



H
HX. CI. Cycle 4

Task Sheet 1 for Research Team –Research Meeting VII (1st FGD of Cycle 4)

TASK 4. ⇨ Describe what you did in your intervention in terms of considering the elements included in the thought bubble:

loads of challenges + problems / red tape

Plan — interesting to start planning
— problems
— de-motivation

macro approach not going to micro level

Practice — Conscious about what I was doing (effect of de-motivation)
+
implementation

multiple areas to work on

Students' — +ve
Reaction — motivation
— plus coupled with
project made a difference

Appendix Bii

HX, Tasksheet, Part 2. H. Group A. CI Cycle 4

Scan for HX H. CI. Cycle 4

TASK 5 ⇨ Brainstorm and in the space below write the first word/s or analogy/ simile (s) that come to your mind when you think about the intervention project? What image (s) do you think would come into your students' minds?

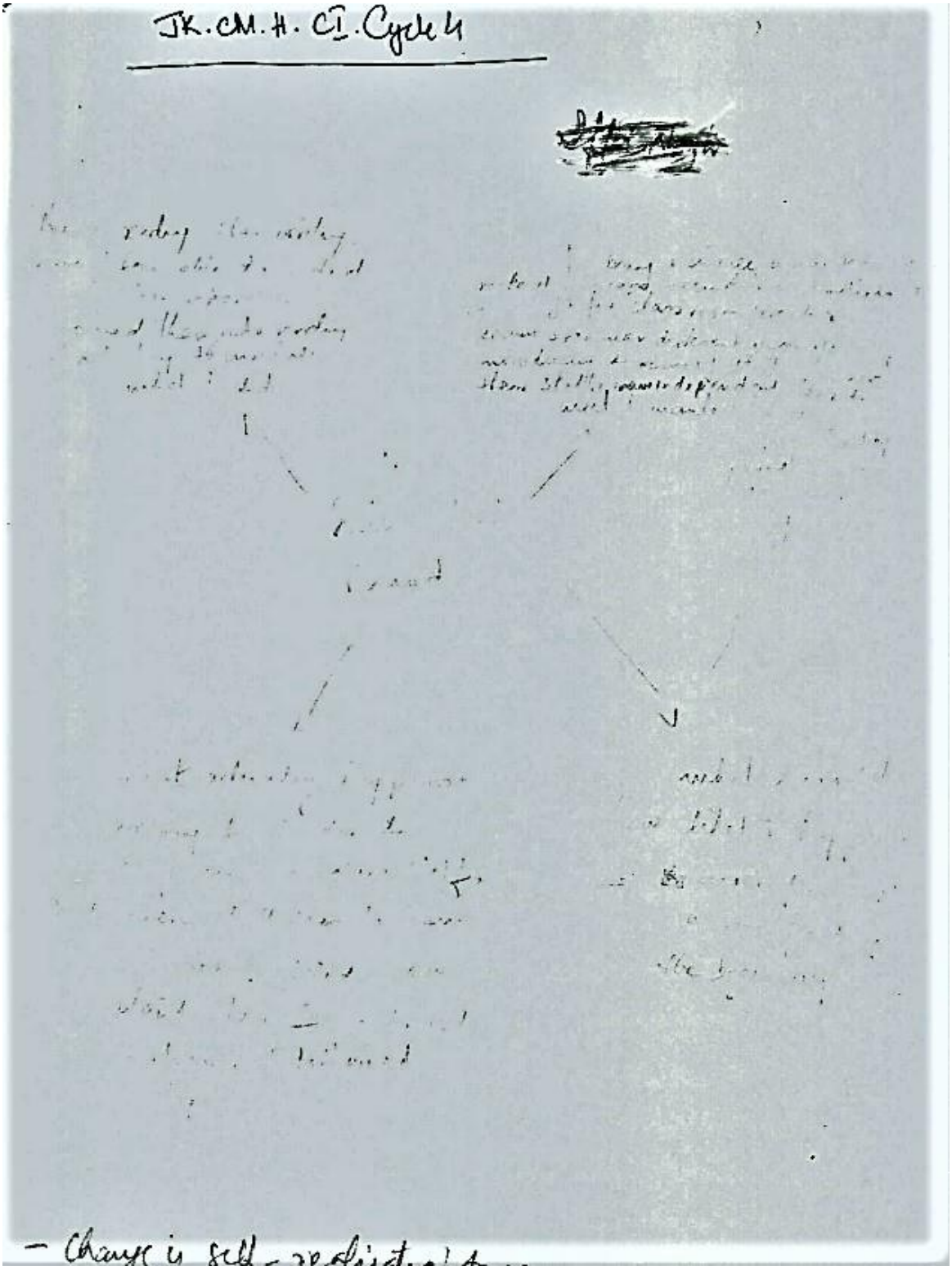
TASK 6. ⇨ In the blank sheet that has been provided visually depict, that is make a visual map/ representation of the intervention and your intervention journey (comparing what you did, what you wanted to do, what actually happened and what you would have liked to happen).
[Note: As always please don't worry about the artistic standard of the drawing; ☺ this isn't an art test ... if you can't think of these elements as a complete picture then just draw or choose an image that you feel is representative.]

TASK 6. 1 ⇨ You'll be asked to present and explain on your drawing in the 2nd group meeting

TASK 7 ⇨ If you were the expert reviewing and assessing your intervention what would your verdict? What would you write in your report and how would you justify it?

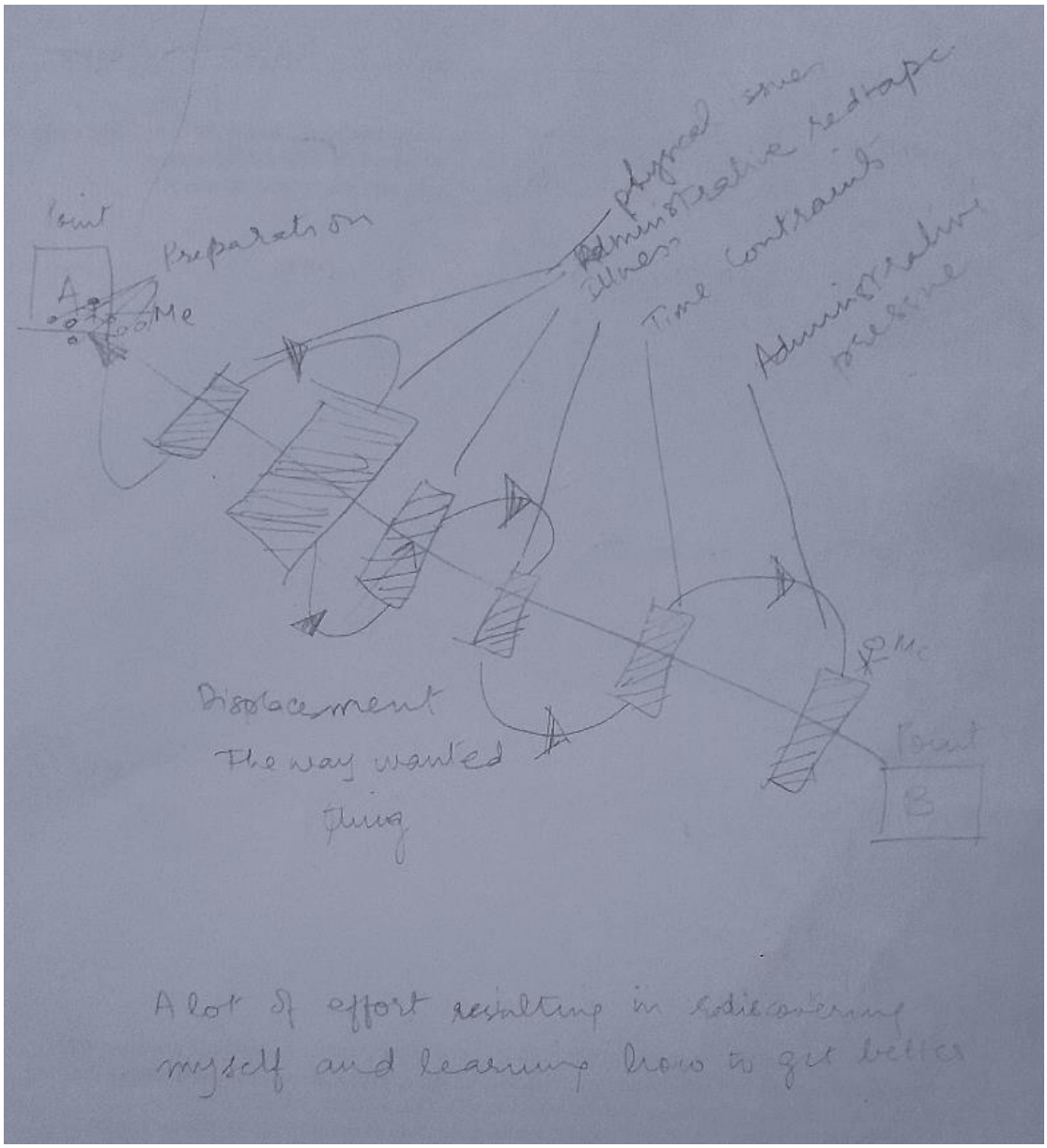
Appendix Bii

JK, CM, H. Group A. CI Cycle 4



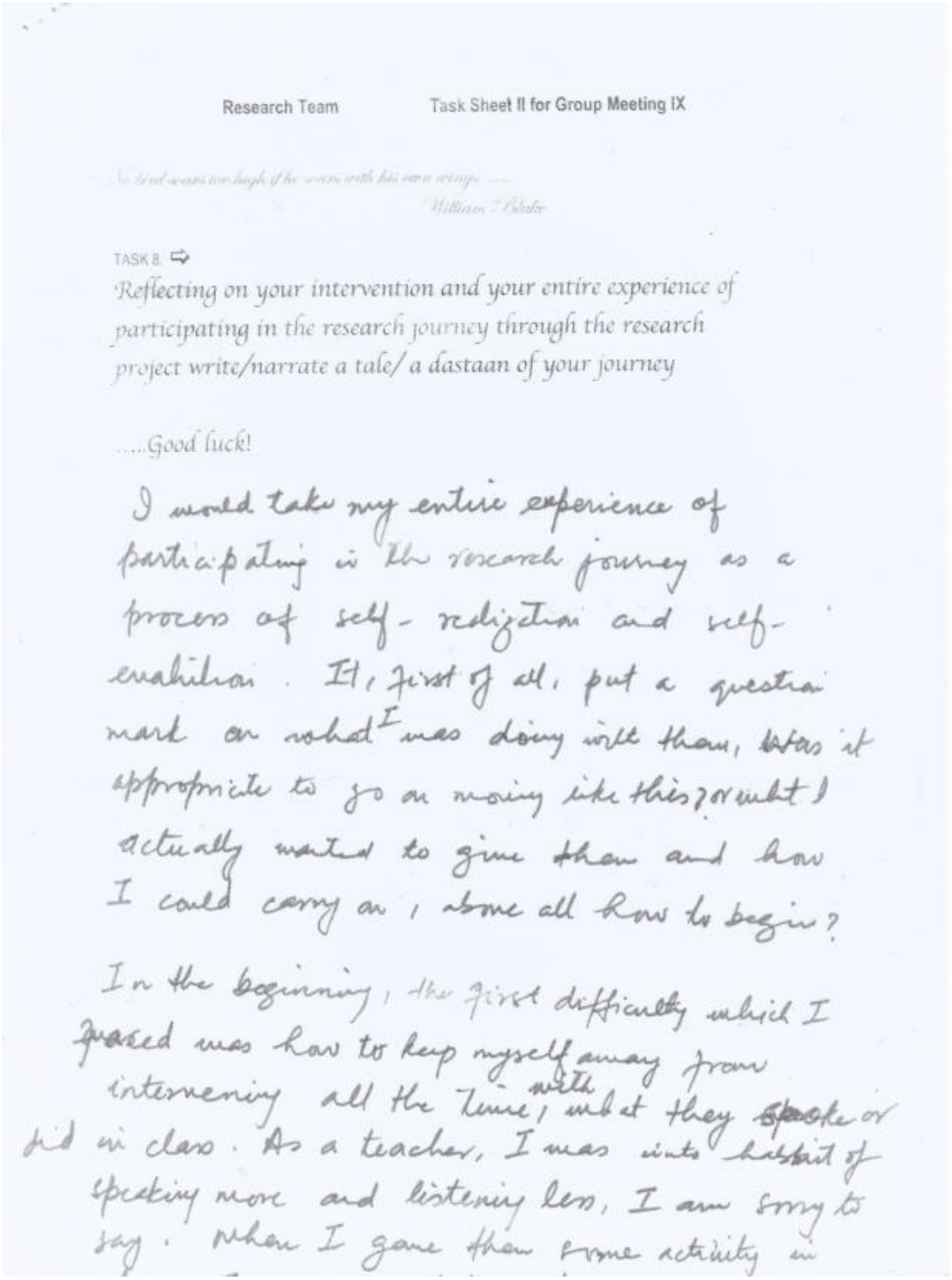
Appendix Bii

HX, CM, H. Group A. CI Cycle 4



Appendix Bii

JK Reflection. H. Group A. CI Cycle 4



Research Team Task Sheet II for Group Meeting IX

"No fool weeps too high if he weeps with his own wings"

William J Blake

TASK 8 ⇨

Reflecting on your intervention and your entire experience of participating in the research journey through the research project write/narrate a tale/ a dastaan of your journey

.....Good luck!

I would take my entire experience of participating in the research journey as a process of self- reflection and self-evaluation. It, first of all, put a question mark on what I was doing with them, was it appropriate to go on moving like this? or what I actually wanted to give them and how I could carry on, above all how to begin?

In the beginning, the first difficulty which I faced was how to keep myself away from intervening all the time, with what they ~~spoke~~ or did in class. As a teacher, I was into habit of speaking more and listening less, I am sorry to say. When I gave them some activity in

Appendix Bii

JK Reflection. H. Group A. CI Cycle 4

pointing out their mistakes. I meant to enhance their ability to listen and learn more, but unconsciously I was intruding all more and hindering their growth as independent learners. Plus I used to speak too fast all in one go, which was really hard for my students to absorb at times. And, all these practices I realize I have adopted after getting into teaching profession, which were turning me into more like an traditional teacher who we never liked at school and who scolded us a lot. So, everyday was a new day for me and is still going on the same way.

Six months were also a short period of time for me to do with what I wanted to do. This time has rather proved to be a starter for me, and has attuned me to go in into a reading, where actual journey has begun. (Issues like time factor, spending how much time on how much activity overspreading all etc.)

I am hopeful I would be able to cope up with the rest of the problems I have faced or which might come up on my way, by the Grace of God. I would also remain thankful to Fatima for being my source of inspiration.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

Turn-taking Table for FGD I. H. Group B, CI Cycle 4		
Name of Interactant	Turn	Turn NO
R	All you have to do is to describe your intervention, ke kaisa thaa…	632.
BT	Mai aap se keh rahi hoon, ke mai aapko wohh intervention bata deti hoon sara, theek hai…Uske baad aap khudh hi ikso fill up kar lijiye gaa usko sun ke.	633.
R	*Haan …haan* (*Yes, yes*)	634.
BT	To GV, jo bhi aapka experience thaa na, wohh aap zabani zabani bata dain…mai apna bata deti hoon. Maine aapko kal bhi thoora sa bataya thaa.	635.
R	Ji, ji.	636.
BT	It was a class of BS, second semester…they were not with me in the first semester. It was Physics Department. The girls were very shy; they were totally unable to speak. In the first week I was really surprise that how did they pass their viva, jo unka first year mai jo thaa presentation wagera, wohh unhone kaise pass kiya hoga? Kyunke they were not able to speak even a single word. Aur bohat hi wohh bilqul khamoshi ke saath bethi rehti thein. Whatever I use to say…I am a very jolly fellow in the class. Lekin uske bawajood, they were not able to say, except for a few girls, I mean 2 or 3 girls, none was ready to participate, none was ready to speak up. Yahan per aik wohh cheez hoti hai, ke presentation aap ne deni hoti hai. So usually the presentation is within the class, aur wohh barey limited level per hoti hai, wohh sirf apni class ke ander hi hoti hai. I had an idea that the most important thing, that they should learn English and learn how to speak in English.	637.
R	Hmm, hmm!	638.
BT	So what I did was, maine unko sub ko thoora sa, takriban 6 months mai se 4 month mai, maine unko yeh kaha ke, "You are going to select the topic of your own choice".	639.
R	Theek hai!	640.
BT	"Mai us mai koi interruption nahi karungi. Aur aapne wohh topic select kar ke PowerPoint ke upper presentation banana hai". Aur yeh jo mai unko bata rahi thii, yeh thoora sa zara unke liye aik backup kisam ka plan thaa. Lekin actually hua uske ulat…When I told them ke, "Mai us presentation mai Principal ko bhi bulaungi", to bechari aik dum se khauff ke maarey bilqul hi dabak gayi. They were so frightened, ke unhone saaf inkaar hi kar diya shooru mai. Lekin phir ahista ahista unko jab maine tayari karwani shooru ki, aur unko kaam karwana shooru kiya, to unko thoora sa confidence aana shooru ho gaya. Uski strategy maine yeh rakhi, ke saath saath mai maine thoora sa unko English mai guide karna shooru kar diya, unko thoori si presentation clips dekhani shooru kar dein. One of them was from Steve Jobs…Phir us se yeh effect hua ke ahista ahista they started speaking	641.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	up, they started showing interest.	
R	And this is based on your observation?	642.
BT	Yes this is based on my observation! Phir ahista ahista chunkey wohh khulti chalii gayi. Doosra yeh hua ke unhone class mai participate karna shooru kar diya. Aur thrice a week jo class hoti thii, one hour ki class, us mai maine koshish yeh kii unke saath, ke aik class aisi ho, jis mai wohh mukamal taur pe bolein, not me.	643.
R	Hmm, hmm!	644.
BT	Theek hai! I use to put some argumentative topic in front of them, ya mai koi aisa objectionable kisam ka question unko kar deti thii, jis mai wohh bey-saakhta bolna shooru ho jaati thein.	645.
R	Hmm, hmm!	646.
BT	It was first in Urdu, and then gradually it started in English, coming towards English.	647.
R	Okay alright!	648.
BT	Matlab first it was just in Urdu, then it was a mixture of both the languages, and then finally it was in English. Jaise bhi wohh bolti thein, tooti phooti, jis tarah bhi bolti thein, but they use to speak in English. And that was quite an achievement for me! Ke na yeh sirf bol rahi hain, balkey yeh English mai baat kar raheein hain. Achaa uske baad jo presentation hum ne karwani shooru kii, to aik bohat important point us mai yeh hai, ke us class ke saath mere week mai sirf 3 days hua kartey they, aur mujhe sirf one hour leney ki authority thii. Lekin mai unke peechey is tarah rahii, ke maine unko extra classes dein, 3 ke bajaye, 4-4, 5-5 din bhi unke saath kiye. Aur even aik din mai 2, 2 ghantey bhi unke saath kiye. Aur is mai bohat plus point yeh thaa, ke they were very happy with it. They were not feeling bored! Beech mai aik time aisa aaya, jab unhone aik dum se kaha ke, "Mam yeh bohat zyada hai, hum aik hi…" But then I bugged them up, aur unko kaafi maine support kiya, kaafi encourage kiya, us se phir wohh dubara se is mai involve ho gaye. Finally jaise jaise wohh time aata chala jaa raha thaa, unki excitement barhti chali jaa rahi thii. I use a little bit of psychological tricks with them as well.	649.
R	Achaa, achaa!	650.
BT	Bilqul last mai pohnch ke, maine unko thoora sa zara trigger up karney ke liye, I said ke, "I think ke aap log yeh jo saara kuch kar rahey hain, yeh aap is tarah kijiye, ke mera khayal hai sirf class mai hi kar lijiye. Mai kisi ko nahi bulati, Principal ko nahi bulati". And this time I was astonished to see, that they screamed so loudly and they said, "No! we want the teachers, we want the audience, we want the Principal over there". (*With huge excitement and screaming*).	651.
R	(*Laughing*).	652.
BT	So it shows ke they were really participating in it, aur wohh na sirf college mai, balkey idhar udhar bhi kaafi apna time ghuzar rahey they. To yeh mere liye aik bohat bara plus point thaa, ke wohh larkiyaan jo shooru mai itni shy thein, sirf is activity ki wajah se wohh barey is mai interested ho gaye. Finally the day came, aur hum logon ne bohat achii	653.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	arrangement kii, larkiyon ne…Apney hi ideas se, they prepared big chart papers, aur uske unhone cards banaye, aur unhone Principal aur saaro ko invite kiya. Matlab aik ceremonious type ka unhone isko event banaya!	
R	This was the girl's decision, ya aap ne guidance kiya?	654.
BT	My guidance was there, lekin mai sirf aik chota sa idea unko float kar deti thii, phir usko wohh khudh expand kiya kartey they.	655.
R	You didn't have to drive them; you just gave them the idea?	656.
BT	After 2 months it was not necessary!	657.
R	(*Laughing)*.	658.
BT	Matlab yeh bilqul aise hi thaa ke maine dhakey se ghari ko start karwaya, and then suddenly a slope came, aur wohh bagher kisi petrol ke, bagher kisi ghair ke neutral mai hi chalti chali gayi. *(Smiling*).	659.
R	(*Laughing heavily*).	660.
BT	Aur uske baad phir finally the day came in, aur us mai…(*Part A ended*).	661.
	(*Part B…Continuation)*	662.
BT	Phir jab wohh din aaya, and they started delivering their presentations, so it was really a good experience. Principal came, few teachers came, aur Vice Principal came, and they all saw it…Aur larkiyon ne itni confidence ka muzahira kiya. Itney achey tarikey se deliver kii. Un mai se koi bhi nervous nahi hua is baat ko ley kar ke, jii hamarey samney Principal bethi hui hain. Ya hamarey samney class ke ilawa koi log bethey huay hain. Halankey it was a class of 25 to 27 girls, like any other class, us mai hardly 4 ya 5 larkiyaan aisi thein, who were really brilliant, aur bohat achii thein. Takriban aap yeh laga lo, ke 15 larkiyaan jo hain, wohh aisi thein, jo ke average thein. Aur takriban almost koi 5, 6 ke qareeb larkiyaan aisi thein, jo below average thein.	663.
R	Okay.	664.
BT	Lekin kisi ne bhi, kisi ne bhi aise koi cheez show nahi kii, ke wohh kisi se khauff-zada (*frightened*) hain, ya kisi se dar rahein hain…One thing which I told them very strictly was ke, "Aap logon ne paper reading nahi karni". Though in presentation it is sometimes allowed to do the paper reading. But I told them that, "It has to be very natural, aur aap ne bilqul aise hi karna hai, jaise aap khudh sooch ke bol rahey hain. How to give a pause, how to give stresses, aap ne kis tarah usko chalana hai, aap ne kis tarah apni foot movement karni hai, kis tarah aap ne apney hands ki movement karni hai….To aap ne in cheezon ka bara khayal rakhna hai". And they did it!	665.
R	They did it, paying attention to the whole thing!	666.
BT	Yeah the whole thing, the whole guidance.	667.
R	The whole thing, from body language to everything?	668.
BT	Exactly! Har aik cheez ko…Aur sub se bari baat yeh thii, sub se jo important cheez thii,	669.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	wohh yeh ke unhone saari presentation khudh prepare kii thii, since it was their own topic.	
R	Okay everybody choose their own topic?	670.
BT	Yeah everyone choose their own topic! To unhone saari ki saari jo presentation hai, wohh khudh prepare kii thein. Us mai unhone mere se koi help nahi lii thii. Bohat hi kum, kisi aik aadh ne sirf yeh poochney ke liye ke, "Kya mai yeh daal doon, ya mai yeh nikal doon?" they showed me their presentations!	671.
R	Okay, so they were seeking advice, but they did the basic?	672.
BT	Yes…Do you remember Mirat, jab aap ne last session mai poocha thaa ke, "What is teaching like?" To maine jo aik vision pesh kiya thaa, wohh yeh thaa ke, "Sometimes it is like the glance of moon at night!"	673.
R	Yes I remember!	674.
BT	"And it is actually guiding the traveler, lekin wohh sun ki tarah usko mukamal taur pe har cheez clearly dekha nahi raha thaa". So this experience was exactly like that!	675.
R	Where you are giving them a little bit of light?	676.
BT	Yes a little bit of light!	677.
R	But not such…?	678.
BT	Yes not everything, not everything!	679.
R	A little light to find the way?	680.
BT	Yes…Aur wohh apna raasta us pitch dark area mai khudh-ba-khudh dekh rahein hain, bilqul us light glance of moon ki tarah. To jo maine aap ko idea diya thaa, yeh bilqul uske accordingly thaa. (*Smiling*).	681.
R	(*Laughing*).	682.
BT	Phir uske baad aur kya cheez thii…ke they were quite excited! Achaa aik larki un mai se…actually that was a very good experience of mine as well. She was basically a debater! Aur uske saath mujhe aik totally opposite experience hua. Jahan pe baaqi larkiyon ko mai bohat encourage kar rahi thii, bohat unko keh rahi thii ke, "Aap ne zara zor se bolna hai, aap ne yeh karna hai"…Lekin us larki ke saath aik totally opposite experience thaa, ke usko mai thoora discourage kar rahi thii. Aur mai usko baar baar yeh keh rahi thii ke, "You have to slow down, you have to low your pitch, you have to low your sound". But since she was a debater, to baar baar uski jo voice thii, wohh aik dum se bari loud ho jaaya karti thii.	683.
R	Because in our tradition, debate is all about drama!	684.
BT	Forcefully aap jitna zor se karein, utna aapko behtar samjha jaata hai.	685.
R	Yeah.	686.
BT	So finally aik time aisa aaya, jab finally usko maine kaha ke, "Ujaala! Please suppose that your in-laws are standing in front of you, so you don't have to be loud at all!" (*Laughing vigorously).*	687.
R	(*Loud laugh*).	688.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

BT	And mazey ki baat yeh hai ke she got my point! (*Laughing again*).	689.
R	It's important that she got your point! (*Laughing too*).	690.
BT	Aur usne phir apni presentation barey achey andaz mai pesh kii, bohat khoobsurat andaz mai. Aik aur case mere pass is tarah thaa, ke one of the girl, she had some vocal problem.	691.
R	Hmm, hmm!	692.
BT	Uske kuch vocal cords ka problem thaa, aur uski awaaz jo hai, wohh sahi tarah se aati nahi thii. Jo words wagera hai, wohh saarey mix up ho jaaya kartey they, clear awaaz nahi aati thii.	693.
R	Hmm, hmm!	694.
BT	And she was very hesitant, very unconfident, very hesitant!	695.
R	Would her voice come out slur, or was it gobbled?	696.
BT	It was gobbled actually! Matlab bilqul aapko samajh nahi aata thaa, aur uski wajah se wohh phir bolti nahi thii bilqul bhi class mai.	697.
R	Bechari!	698.
BT	Wohh bohat matlab ghabra jaati thii, ke meri baat samajh nahi aati…So just one day before, she kept on telling me off and on ke, "Ji haan, mai yeh kar rahi hoon preparation", kuch wohh suna bhi deti thii mujhe thoora bohat. But one day before presentation, my proctor, totally unconfident, she told me that, "Rabia is not doing it, she says ke mai nahi karungi, mera mazaaq uraye gey, to mai nahi karungi". So I was really hit by this thing, to maine usko phone kiya… And again I am telling that I use to play psychologically with the girls. To maine usko bajaye koi sympathize karney ke, ya bajaye usko bohat pyar se karney ke, I just called her up and I very strictly asked her, "Is your presentation totally ready?" And she was a little bit confused, and she said that yes it is…To maine kaha ke, "Jii kal jo hai wohh pehli turn aap ki hi hogi". It was sort of an order!	699.
R	No room for negotiation!	700.
BT	No room for negotiation! No softness in my voice, kisi kism ki kuch nahi…Yeh bilqul aise hi hai jaise war strategies mai, jab aapka sipahi jo hai, wohh aik dum se khauff-zada (*Frightened)* ho jaata hai, dabak jaata hai, to phir aap usko pyaar kar ke nahi uthatey, phir aap usko charhi (*stick)* ke zariye uthatey hain. Phir aap poori quwat (*force*) se usko hit kartey hain, aur wohh uth ke bhagna shooru ho jaata hai. (*Laughing*).	701.
R	(*Accompanying BT with her laugh).*	702.
BT	Aur wohh bilqul wohi hua us larki ke saath, she acted just like the same. Aur usne phir fori taur pe she said, "Yes Captain!" and she started running. (*Laughing heavily*). So it was another very good experience! Kuch bachiyon ne bara musical kisam ka kiya thaa. I would love to mention here that, though my college is a very big college, and it is the center of our Punjab, lekin uske bawajood bhi, with the very limited resources, we are doing all this B.S Course. It's a very hectic sort of a job, and very expensive sort of courses, lekin we are still doing it, we have not enhanced the fees of the students. And the whole burden is taken by the college! Since I am in the Event Management, so I know how it is to collect	703.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	funds for my college, and how difficult it is to ask for charity from everybody. Lekin in saaron mai bhi hum ghuzara kar rahey hain, aur itney achey talent ke saath kar rahein hain. I wish ke hamarey yahan per kuch thoora sa zara behtar agar ho, to hum bohat achey tarikey se apney bachon ko kar saktey hain. Is silsiley mai jo aik bohat hi, matlab aik takleef-dey (*painful*) kisam ka amal (*process)* thaa, wohh yeh thaa that my students have prepared everything on PowerPoint, but unfortunately due to the fluctuation of this electricity, none of them was able to do it.	
R	None of them? (*In a surprising and astonishing tone*)	704.
BT	None of them was able to do it on multimedia! At that time the electricity fluctuation was so much, ke almost 3-3, 4-4 ghantey aik dafa mai light off ho jaaya karti thii, and we had no other arrangement for that, ke hum kuch aur karein. Abh to phir bhi hum ne wahan pe kisi na kisi tarah se…thanks to our Principal; unhone wahan per aik generator wagera kar liya hua hai. Lekin us waqt kuch bhi nahi thaa! And I remember, ke jahan per itni achii presentations theein, wahan per aik bachii jo hai, us ne Taj Mahal ke upper presentation kii hui thii. And it was so good; I wish you could have seen it. It was so good! Usne aik to information bohat achii collect kii thii. For the first time I came to know that Taj Mahal changes color. At dawn, it is white in color, at dust it is pink in color.	705.
R	The color of romance! *(Laughing*).	706.
BT	Yeah the color of romance, exactly! And she quoted different pointed verses as well, aur us mai us ne music rakha hua thaa, aur bohat khoobsurat wohh presentation thii.	707.
R	So from her point of view, she did everything to create the right on beyond?	708.
BT	Exactly! Lekin wohh yeh wahan per nahi kar sakii, because of the power failure, and because we did not have any sort of arrangement at that time.	709.
R	As an alternate arrangement?	710.
BT	Yes as an alternate arrangement! To yeh sub kuch thaa mera, jo is session mai maine kiya hai, and that was a new thing… One thing more! Yeh ke aik bohat achii cheez yeh hui, when my Head of the Department saw it, and my seniors saw it, and the Principal saw it, they not only appreciated, but they got an idea, that it should be done in the classes as well.	711.
R	As an Interclass Competition?	712.
BT	Yes Interclass Competition ke taur pe honi chaiye, aur isko zyada se zyada karwana chaiye, tamam teachers isko karwayein. So that we can have good talent in front of us. Yeh bachey jo hai, wohh chupey huay hotey hain, aur yeh samney nahi aatey hain, to at least unko yeh platform milna chaiye. Aik boost inko mil gaya! Aur mujhe khudh feel hota hai ke, aik to yeh (*students)* mere se close ho gaye kaafi zyada, aur doosra yeh ke inko baat karney ka bohat achaa tarika mil gaya. Aur teesra yeh ke inke confidence mai bohat izafa hua.	713.
R	BT yeh aap ne observe kiya, ya unhone (*students)* aapko bataya, ya which one was it?	714.
BT	Nahi maine unko observe kiya, bataya bhi unhone….I mean 2, 3 of them remarked that,	715.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	"In our 12 years of study, this is for the first time, that we have really studied and learned English. And it was contributed 30% to 40% by the teacher, and 60 to 70% by the students".	
R	This is your own evaluation?	716.
BT	Nahi, nahi yeh unki evaluation thii.	717.
R	Nahi seriously? (*Screamed with surprise*).	718.
BT	Haan yeh unki evaluation thii ke, "Jii, this is for the first time in our 12 years of academic session, that we have really learned English".	719.
R	That's a really big thing!	720.
BT	They said, "Kyunke hum ne khudh English ko explore kiya, hamey wohh thoora thoora raasta to batatey chaley gaye, lekin humne usko explore kiya. Thoora sa hamey guide kiya, jahan pe hum ghalat they, hamey sahi kar diya, aur yeh pehli dafa hua". Aur phir iske saath yeh hua ke they told me about their problems in their other Departments, like Physics Department, Calculus Department…In Departments mai jo problems face kartey they wohh, phir yeh saara unhone mujhe explain karna shooru kar diya, unhone apney problems bataney shooru kiye. They trusted me!	721.
R	Because of the bonding that you felt that they have developed, because you put in so much of effort.	722.
BT	Hmm…Aur aik aur cheez yeh hai ke, Fatima now they are added on my Facebook as well. (*Smiling*).	723.
R	(*Laughing*).	724.
BT	Many of them! (*Laughing too).*	725.
R	Okay they become your friends!	726.
BT	Sort of friends, sort of friends.	727.
R	Okay.	728.
BT	The distance is still here!	729.
R	Obviously because you are the teacher!	730.
BT	Yeah, but they are very close to me as well. And now they are very happy, that in the next session, I am going to take them again.	731.
R	I can imagine that!	732.
BT	So that was my experience based on my observation, as well as the feedback from the students.	733.
R	Okay alright, thank you so much for the description of your project! Who would like to go next?	734.
GV	My experience was almost the same, lekin thoora sa faraq us mai yeh thaa [there was a slight difference in the sense], that I was given the Urdu discipline in B.S class. Urdu ke bachey aapko pata hai [The children {students} of the Urdu discipline], they were very fluent in Urdu, but very shy in English.	735.
R	Hmm, hmm!	736.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

GV	To yeh thaa ke unko kaise chalana hai [So what needed to figured out was how make them work] .	737.
R	Urdu discipline as in ke Urdu unka specialization thaa [that their specialization was Urdu]?	738.
GV	Jii specialization unki Urdu thii.	739.
R	Okay.	740.
GV	To jab unka pehla semester aaya [By the end of their first semester], so all of them were very fluent in Urdu. And they were so good in Urdu, that I was really impressed. Because meri kabhi bhi itni achii Urdu nahi hui [My Urdu was never that good]…Phir abh unko English mai kaise kiya jaaye [Then how to make them do it in English]? Because they were very skillful in their own language, but English was difficult for them. Us mai maine thoora sa unko is baat pe encourage kiya ke [So I encouraged them], "Your answer must come! Whatever I ask from you, you have to give the answer, whether it is in Urdu, or chahey tooti phooti English mai [or in Broken Englsih, in Photohari [a regional dialect], in Punjabi [a regional language], whatever the answer comes in your mind".	741.
R	But the answer should come?	742.
GV	*Bilqul yehi, paka…ke yeh farz ibadat hai* [It is absolutely, undoubtedly like obligatory prayers], *ke jaise namaz parhni hi parhni hai, aise hi jawab dena hi dena hai* [Just like prayer is mandatory so is giving an answer].	743.
R	(*Smiling).*	744.
GV	Chahey 2 dafa ghalat do gey [Whether its wrong twice], 3 dafa do gey [or wrong 3 times]…*Achaa jab hum chotey hotey they* [When we were young], *to aik program dekha kartey thay* [they used to show a programme], "You ask for it!" *Wohh aik language program hua karta thaa* [It used to be a language programme].	745.
YP	It was a foreign program I think?	746.
GV	Yeah exactly!	747.
YP	The people in that program were supposed to learn English; they belong to different natures and cultures, Punjabi, Pakistan…	748.
R	Are you talking about "Mind your Language"?	749.
GV	Yes "Mind your Language"! (*Screamed while uttering the name of the program*). Yes "Mind your Language". True! Yes it was amazing.	750.
R	(*Laughing).*	751.
GV	Us mai Ali, Jameela…Jameela was from India, Ali was from Pakistan.	752.
R	Yes.	753.
GV	*Phir aik movie aaii thii* [Then a movie had come out]"*English Winglish*", *Sridevi ki* [With Sridevi {Indian actress}], *aur us mai wohh America jaati hai* [in which she goes to America].	754.
R	Yes, yes.	755.
GV	To wohh humne class mai mil kar dekhi [So we saw that {the movie} in the class	756.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	together]. To bachey bara khush huay ke is tarah bhi English seekhi jaati hai [So the children {students} were fascinated that English can be learnt like this as well]…. *to practically abh kaise karna* hai [so how to do it practically], *pehle to unko yeh diya* [first they were given this]. Then I realized that if I would be a student, that how can I learn English? *To jo bachpan ki memories hoti haina* [so you know the childhood memories we have], childhood memories, they are very strong, very strong. And I still remember what nursery rhymes I used to sing in my childhood. *Phir maine soocha ke* [Then I thought], *chaley bachpan to har aik insaan ke ander hota hai* [look there's a child in all of us], har bacha ander se aik bachaa hota hai [every child is a child inside]. *Phir humne nursery rhymes ko apna topic liya* [so we took nursery rhymes as our topic]. *Aur bacho ko kaha ke* [And I instructed the children that], *"Aap ne iske upper aik act play karna hai* [You have to do act – do a play on this]".	
R	*Achaa* [Ok] act like a drama?	757.
GV	Yes.	758.
R	Theek hai performance based on it!	759.
GV	Yes! And they were so much excited, *ke jii yeh to unki favorite cheez hai* [that oh this is their favorite thing], because everybody is a child inside! Kyunke mujhe abhi bhi Tom & Jerry [Because Tom & Jerry], *aur wohh snail bana hua* [and the one which has a snail in it], clouds, butterflies *yaad hai* [are still things I remember]. *Tuo humne apni class ko bilqul waisa model banaya* [So in class we made an exact replica of them], *aur us mai phir jab nursery rhymes kii na* [and then we did nursery rhymes], *tuo* [so] the students thrilled were very indeed. *Phir uske baad maine usko practice is tarah kii ke* [And then I had them practice it in such a way], "*Aapko iski composition karni hai* [You have to write a small composition], that what had you seen that what is played in front of you, you will have to write into small sentences.	760.
R	Ahhh! You have to write very, very small description!	761.
GV	Yes! Like, "She came in the class, she was dressed in Pink, and Blue and White…" *Tuo bilqul yahan se hum ne start liya* [So we literally took a start from here].	762.
R	Theek hai.	763.
GV	*Aur phir iske baad jab unhone wohh dekha* [So after that they saw it {the enactment}], wohh pattern zehn mai thaa [they had the pattern in their minds], aur usko jab unhone describe kiya [and when they described it], it was a wonderful description!	764.
R	Seriously! (*Screamed with astonishment*).	765.
GV	Yes, and they all enjoyed a lot! Tuo wohh jo role plays thay [So those role plays], *aur phir description thii* [And then they did the description]…And gradually we were going into higher levels.	766.
R	Okay you were taking them?	767.
GV	Yes step by step! *Is mai comprehension* [In this comprehension]…*Comprehension ke steps*	768.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	jo thay [The steps in comprehension], that it would be precise, it would be summarized. *Agley din jab un se poocha* ke [The next day when I asked them that], "*Wohh bachii aaii* [Those students who came {and performed}], usne kya play kiya [What was the play]? Kya uska theme thaa? [What was its theme?]" To chunkey wohh aik boring subject nahi thaa [So because it wasn't a boring subject], to unhone achey se kiya kaafi [They did it well and covered quite a lot of ground]. And it was a very successful experience!	
R	It sounds good! And how about your feelings based on this experience?	769.
GV	I was really amazed, really amazed! Because when I saw the talent inside the students, and they were showing with full enthusiasm, with excitement and with interest, it created so much good effect, and it as really amazing!	770.
R	Kitni bari class thii [How large was the class]?	771.
GV	I had 15 students in my Urdu Discipline!	772.
R	So you feel like that was really successful, yeh aapki observation thii [was this is your observation], ke aap ne observe kiya ke yeh successful thaa [that you observed that it was successful]?	773.
GV	Itna successful thaa [It was so successful], ke [that] before the students were use to bunk the class, and I had been looking for them sitting inside the café, or outside. Mujhe pata hota thaa [I used to know], achaa yeh aaj class mai nahi aai [that okay today they weren't there in class], maine durr se usko ishara kar diya [I would gesture at them from afar]. (*Smiling)*.	774.
R	(*Laughing*).	775.
GV	Aur jab humne yeh activities kii [And when we did these activities], tuo balkey jiski class free bhi hoti thii na [so even those who has a free class], wohh bhi drama dekhney hi class mai ghuss aata thaa [they too would force their way in class to see the drama].	776.
R	Nahi [No] seriously! (*Shouted with Excitement*).	777.
GV	(*Laughing).*	778.
R	Means aap ne yeh karaya thaa ke [This means you did it so that] all of them do take part in play…	779.
GV	Nahi nahi [No, no] groups they, grouping hui [there was grouping], aur aik din aik group perform karta thaa [one day one group would perform].	780.
R	Achaa [I see]!	781.
GV	Yeah.	782.
R	So it was like they never knew ke kiski turn hai [so they never quite knew whose turn itn would be], aur kya karna hai [or exactly which one they would be performing]?	783.
GV	Yes…And it was just like a competition! *Phir maine Cadbury ka aik poora packet liya hua hota thaa* [then I'd brought an entire packet of Cadbury], *ke jii jo achaa perform karey gaa* [whoever will perform well], and we will have a treat of a Cadbury.	784.
R	(*Laughing)*.	785.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

GV	*To sub hi ne enjoy kiya* [So everyone enjoyed themselves]! Balkey aik din phir bachon ne kaha ke [In fact one day the children {students} said that, "*Chunkay* [Because] you have been observing throughout , you would be very hectic, t*uo aaj hum aapki Samosa Party kartey hain* [so today we'll do a samasa {savoury food item} for you today]".	786.
R	Haaye kya baat hai [Wow, you don't say!] (*With surprise laugh*).	787.
GV	*(Laughing*). *To sub ne apney apney paiso se aik samosa mere liye bhi khareeda* [So everyone pxooled their money together a bought a samosa for me as well].	788.
R	*Haye* [Cultural equivalent of 'bless their hearts']! How sweet! (*Super excited mode).*	789.
GV	And it brought me too close to them, that nothing seemed to me difficult or impossible. It was a group work, a team work!	790.
R	As part of the team, not like the teacher?	791.
GV	Yes as part of the team and not like the teacher! And it was a wonderful experience…*Aur phir uske baad Urdu Department mai aik shor mach gaya ke* [Then there was big fuss in the Urdu deparment], "*Haan bachey bohat khush hain* [Oh, the students are very pleased and happy, *wohh to abh Urdu to parhna hi nahi chahtey* [now they don't want to study Urdu] ". (*Chuckling)*.	792.
R	(*Accompanying GV with her laugh).*	793.
GV	"*Abh to wohh yehi kehtey hai ke English ki hi 2 classes karwayain* [Now they're saying that we want 2 classes of English]"…*Phir uske baad jo unki favorite poetry thii* [Then after whatever their favourite poem was], maine unko kaha ke [I told them that], "*Aap iska role play karain* [Do a role on this], *ya aap isko translate karein English mai* [or translate it into English]". *Tuo bara achaa hamara experience raha* [So we a very good experience]! *Phir jo hum ird ghird (around) se dekhtey thay* [Then whatever they sound around them], *usko English mai translate karwa letey they* [then they would translate that] .	794.
R	So it was not been about the books, it became about really interacting with the environment?	795.
GV	Yes!	796.
R	And do you think that made a difference, *ke unko laga ke* [that they felt like] it's not something dry?	797.
GV	*Bilqul* [Absolutely] it was not a burden, *ke ji yeh English hai* [that oh this is in English], jisko hum seekh hi nahi saktey [that we can't ever learn]…So they rather enjoyed English very much. And they were very enthusiastic, "Mam! *Hamara next semester bhi aap hi lengi* [Mam, will you take our class next semester as well]?" *Tuo maine kaha* [So I said], *haan* [yes]! So now they are saying ke [that], "*Abh to English jaisi bhi ho* [Now whatever English {the subject} is like, we will go through it, *hum parh lengey* [we'll be able to study it]". (*With a huge laugh).*	798.
R	(*Laughing too*).	799.
GV	So I found it wonderful!	800.
R	So GV if you would get a chance, so would you do something like this with another class as	801.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	you have done with them?	
GV	Definitely yes, definitely! *Kuch aur jis tarah bachon ko* [Some other way the children {students} can], *unki tuo chunkey Urdu bohat achii thii* [because they're Urdu was excellent], they were very brilliant students, to y*eh hai ke creativity unke saath kii jaa sakti thii* [so this kind of creativity could be done with]. So it depends on the level of the class!	802.
R	Okay alright!	803.
GV	Like at the moment I am taking FSC [intermediate {equivalent to doing A'levels], so *unke saath* [so with them], because they have a prescribed course, so we have some limitations and the same formula cannot be applicable on those students. So it depends on the class! *Ke jii students kaise hain* [that oh how are the students], *aur unke saath kya kiya jaaye* [And what can be done with them].	804.
R	But does it make you to try a new stuff based on your experience?	805.
GV	Definitely, definitely! Because repetition of everything becomes boring at sometimes. There must be a novelty, there must be something which would be new for them, they would definitely accept it, and adopt it.	806.
R	Okay, alright! (*Laughing*).	807.
GV	(*Chuckling too*).	808.
R	Thank you so much, and I am so sorry GV, that I have taken a lot of your time.	809.
GV	Most welcome, most welcome!	810.
R	Thank you so much!	811.
	YP Describing her intervention	812.
YP	How to start?	813.
R	Okay what we are doing today, is just a description…So if you look at the first mind map, I am just giving you sort of ideas, that what you want to talk about in terms of your description. What you did, how big your group was? And basically your overall impression? Jaise unhone kiya…So is it your story to begin? (*Laughing)*.	814.
YP	Okay…I was given English Studies BS IV, second semester, right.	815.
R	Hmm, hmm!	816.
YP	It consists of 22 students! The number was short, but the task or the subject which was given; it was a bit I mean challenging. The reason is that, I have to teach them Communication Skills.	817.
R	Okay alright!	818.
YP	All 4 skills integrated, starting from speaking and then resulting into writing. The culmination point! (*Loud laugh).*	819.
R	(*Laughing too*).	820.
YP	But it was difficult, because first of all the class was a mixed ability class. Only 3 or 4	821.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	students, they had a very sound educational background, and they had a strong hand on grammar, and the syntactical structures and everything. Plus they had wonderful ideas! They did whatever I made them do! But the rest of the class was a challenge. Mediocres, and then the lower ones…So it was totally a mixed ability class! So I had to work faster and harder, so that all of them, they can keep their pace equal, and their level should be brought to a certain standard. So every day, one thing I focused on, that they should write, either it is right or wrong….daily. There should be some written stuff, purely from their side, on their part. They should submit something, they should read it out, and then I would make the correction. So that helped a lot! Because gradually they improved, grammatical structure improved, their ideas, composition of ideas, how they should put them down, how they should jot them down, how they should start, how they should begin…And then they should develop the idea, and then they should finally bring it to some conclusion. This was done successfully!	
R	I am just curious, that do you find time to check the work as well?	822.
YP	No, it was not all the time the written checking, I use to check it orally, right.	823.
R	Alright!	824.
YP	I would make one student stand, she would read out her scripture, and I would go and making on corrections, so that would be heard by everyone. That is a technique used in the large classes, right.	825.
R	Yes absolutely!	826.
YP	And especially when you run short of time! (*Slight chuckle*).	827.
R	Yes absolutely!	828.
YP	So everybody was alarmed, that she should not make the same mistakes or errors, right. So that was the method for correction! There were written evaluation as well. First of all the contents which were given to me, that was so scattered, right.	829.
R	The content?	830.
YP	Haan ji, aik subject hota hai, jiska koi proper A to Z hai, History of English Literature hai, you have to start from Anglo Saxon Period and you will come to the 20th Century Literature. Lekin is mai jo thaa na, is mai yeh thaa ke aap ne bus Communication Skills seekhani hai, us mai unki grammar sahi karni hai. Unko sentence writing se ley kar ideas seekhaney hai. Unko types of writing seekhani hai! Then wohh saara kuch thaa….Us mai different techniques kii, which will enhance their interest and learning both, right. For example, I use to give them a theme, then ask them to role-play, so then their listening, speaking, reading skills would enhance. And plus after doing that role play, they were asked to write down some story related to their own life… Or after interviewing somebody, who might have been through the same experience or the same theme which was given in the story, and their mini drama role play.	831.
R	Alright, it's interesting! (*Smiling*).	832.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

YP	They did it! They did it so well…And we have picked few of them, those 4 or 5 girls as writers for our College Magazine.	833.
R	They were that good?	834.
YP	Yes they were so good! (*Slight chuckle*). They created a fiction of words, I mean small short stories and things like that… (*After a small hiatus*). Okay what else should I tell you? (*After a small hiatus of thinking and pondering*). Then there was another task! I thought as a teacher, because it was my first time to teach the subject "*Academic Reading and Writing*". And the contents were scattered in so many books. I thought another idea! There is a 10 marks project; every student is given in B.S… So in this project, I thought that I should ask them to make a reader of all the scattered content, and they should transform it into a book. So they did it successfully! I had been guiding them through the whole process.	835.
R	They got the material?	836.
YP	Yes they got the material from me… I mean 80% material was provided by me, right.	837.
R	Okay alright!	838.
YP	Because I had the books, 10 or 11 books there were…I selected the material. I taught them throughout the semester. And then finally I asked them at the end of the semester that, they have to compose it into a book form, they are supposed to make a reader. So that it should become a guide for the upcoming students as well as the teachers. It would be a reference book for them! So that people should not fuss around in different books, and they should not face any botheration for collecting the material all the time. So I composed it! … And it was a very successful experience! The students, they learned typing. What did I do…2 of the semester, they have been writing different stories, types of essays, different types of writings, acquisitory essays, and argumentative and descriptive. So I asked them to type those essays, so that their typing skills should also be improved….They did it so well, right! They had been helping 8 other, those who were very slow in typing; I mean they use to help them too.	839.
R	So it was like a grouping.	840.
YP	Yeah the group work! It was totally a group work…So we imparted a lot of time to it, I mean sometimes 3, 4 classes a day. Then finally we composed it! The composition was so good. Even the Principal, when she called and invited to see the whole work of the students, she was totally amazed and over pleased. She said that, "This is the thing, which the writers do, which the publishers do".	841.
R	Sorry to interrupt you YP…Was it prepared like a portfolio at the end?	842.
YP	It was not a portfolio, it was a reader!	843.
R	So in the reader, you said that all your work was in one place, and as you mean writer work?	844.
YP	Their own work…there was a section "My Own Creation".	845.
R	Ahhh! So they started with the material, they use and create it as their own….	846.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

YP	Yes exactly!	847.
R	That is so interesting! (*Screamed with overwhelming*).	848.
YP	Then I announced that, "I will give you 2 extra marks…8 marks would be for the compiling of the whole stuff which I gave you. And 2 mark for the section which you wrote by yourself".	849.
R	Ahhh! So unhone wohh type kar ke khudh banaya thaa.	850.
YP	Yeah right! Unhone bohat achaa banaya; unhone likha…Aur chunkey mere zehn mai yeh plan thaa, ke by the end I will ask them to make a reader. To mai unko kehti rehti thii ke, "Saath saath type kartey raho! Whatever you write, you give it to me, just do type it"…Kuch logon ko time nahi mila, ya unko nahi aata thaa, unko maine kaha ke, "Aap as it is laga dain". Jo bhi mera kaam check kiya hua thaa, us mai errors unki nikli hui hain, wohh saara kuch that was included in it… To us mai yeh hai ke unhone phir sectioning and classification bhi seekhi material ki. Basically I am the Editor of the College Magazine.	851.
R	Ahhh!	852.
YP	To mere wohh bohat experience kaam aaya! Unhone uske separators banaye, colored separators…. There were different sections, types of writings, and then dictionary of terms used in the academic reading writing…In one page they mentioned resources, different websites where they took all the material from.	853.
R	It's bibliography!	854.
YP	Yes bibliography exactly! Everything was included in it, it's a complete book … Unluckily I don't have it right now. Wohh kahi cupboard mai lock parhi hai aur key kisi ke pass hai. Wohh mai aapko dekhana chahti thii. (*Slight chuckle*).	855.
R	Alright!	856.
YP	And it was done in the Department for the first time! I was appreciated by my colleagues as well. They said that, "Everyone should do this, we should compile the material". Because B.S is just a new thing for our college…I don't know from how many years, but almost from 50 years we have been teaching here the simple system of B.A…right. For past 4 years we have started this B.S Honors. The major problem for each and every teacher is how to find the content, where to find it from. The content is given to us by HEC, in which different books are mention.	857.
R	And the content is just in terms of the syllabus and nothing else?	858.
YP	Yeah syllabus…No nothing in the form of books or anything else. (*Slight chuckle*).	859.
R	Ahaa!	860.
YP	So this we have to sort out. Books which are mentioned in the syllabus or scheme of studies, they are mostly not available anywhere. So we have to bother a lot every time.	861.
R	Every time you have to go for the material?	862.
YP	Yeah…And now I have decided that each semester I teach, I get the same project…I mean in every semester, either in the form of reader, or in the form of portfolio. This time I am given "Phonetic and Phonology". Again this material is scattered in so many books. So we	863.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	are going to make a portfolio, in which they would start compiling every day's tasks, activities, plus material which I will provide them. So that would serve as a guidebook for the teachers, as well as we are keeping these books in our Resource Room also, which are made by the students.	
R	So you are reference material produce by you people?	864.
YP	Yes by ourselves, even by our youngsters, our students! (*Slight laugh).*	865.
R	I think it's so good!	866.
YP	They were overexcited! Especially when they made the separators and the different sections, that this section is this and that, so they were overjoyed, because they did it on the computers. Some students, they did it by sketching. Different scales, I mean the creativity can be enhanced by applying different ways. So the students were more than happy! There was something practical to do for them!	867.
R	This is something to see at the end after you did the practical, they can see your work.	868.
YP	Right! People can see your efforts (*Smiling)*.	869.
R	Yes.	870.
YP	And they appreciate you…Jab maine un se kaha ke "Mai Principal ko bulaungi, yeh aapke liye barey aizaaz (*honor*) ki baat hogi, jab wohh aapko appreciate karengii". Principal hamari jo hai, wohh different hai baaqi Principals se. Sometimes Administrators achey hotey hain, lekin teachers achey nahi hotey hain…Basically she is an extremely good teacher!	871.
R	Okay.	872.
YP	Unka caliber itna achaa hai! Matlab wohh PhD Scholar hai….To us mai yeh hai ke faraq parhta hai. Jis tarah wohh inko appreciate kar ke gayin, wohh mai bhi nahi kar sakti thii. Aur bachey jo they, they were blushing! Aur phir Principal ne unke saath tasveer banwaii, to unke liye jaise koi lifetime achievement hoti hai.	873.
R	(*Laughing*).	874.
YP	(*Laughing too*). They were appreciated a lot wholeheartedly. Principal ne itna zyada bachon ko kaha ke, "Aap ne yeh kiya, wohh kiya, aur aap ne hamey hairaan kar diya, ke yeh jo publishing ka kaam hai, it's quite a difficult task"…Even we are thinking to start the subject of "Publishing" after seeing their work.	875.
R	(*Chuckling)*.	876.
YP	Ke bachey agar itna achaa kar saktey hain, to hum college ka magazine bhi inhi se banwayain, hum bahar jaa ke publisher se banwatey hain. To agar aap aik choti si koi activity trigger karein, to uska result itna achaa nikl aata hai, yeh mere khayal mai nahi thaa ke yeh itna aagey chala jaaye gaa… Baharhaal (*anyways*) problems bhi bohat theein. Abhi bhi kuch bachey itna achaa nahi seekh paaye, unka result bhi aaya hai. Unki jo basic weaknesses haina, wohh wahi pe hain. Even 3, 4 ne C+ bhi liya hai, "A's" bhi hain, "B's" bhi hain…Phir wohi hai ke background matters a lot! Abhi itni practice ke baad yeh haal hai. Agar practice na karaii hoti, kuch bhi na karaya hota, they might have been seen as more	877.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	low in grades. Jinhone 65 marks liye hain, wohh phir 33 mai hotey. Thoori si improvement chaiye!	
R	Okay so you mean it's their own personal sort of weakness?	878.
YP	Yeah it's their personal drawback! Matlab kya kehna chaiye…itni zyada unke ander deep-rooted hai, ke isko ukharrna bhi is level pe it's very difficult.	879.
R	Haan!	880.
YP	That should have been done uptil Matriculation. Theek hai, teachers wahan tak unko base bana ke bhejein. Hamarey pass bachey jo aatey hain…the subject is "Academic Reading Writing", right…and the students, majority of them, they are unable to speak, they are unable to read even.	881.
R	Really! (*Feeling astonished*).	882.
YP	Yeah reading skills bhi nahi hai unki achii. Wrong pronunciations…they stuck while reading. I make them do each and everything daily. I mean I make them stand and read whatever they have written, so many of them, they would read it wrongly. Wrong pronunciation ke saath parhein gey. Phir us se bara wohh hota hai. Lekin baharhaal (*anyways*) correction ho jaati hai, lekin itni zyada nahi ho sakti. There is a jungle of errors, which cannot be rooted out by one effort or one semester. (*Slight chuckle*).	883.
R	Yeah I can understand! (*Smiling)*	884.
YP	I am keeping the same semester with me; I hope that when they would reach to 8th semester in my hands, then I would be able to present some presentable thing. (*Slight smile*), then mixed ability class will achieve the same level. Phir Inshallah wohh isii tarah hota hai.	885.
R	Very hard to be presentable!	886.
YP	It happened! I have been taking for past 4 semester "Business Communication". In the beginning when they came, they were like, it was a mixed ability class…Jo 2nd semester thaa, wohh 1st semester se mere pass aaya, aur jo 1st semester mai pohnchey, unhone bhi aik reader compose kiya. Inko maine hadh se zyada guide kiya level ke difference ki wajah se. Maine socha ke just 2nd semester hai, matlab chotey bachey hain abhi, aur unhone bhi apna reader banaya Business Communication ka, unka kaam in se bohat zyada mature thaa. Aur guidance jo thii, that was only 10%. Material I provided, haan aik kaam bachon ne kiya, unhone jo Business Terms theein, wohh khudh nikali Net se.	887.
R	Okay.	888.
YP	Wohh mai chahti thii ke wohh khudh karein, takey wohh spoon-feeding na ho jaaye, aur wohh bohat mushkil kaam thaa, to unko exposure deney ke liye unke saath, ke baar baar wohh parhengii, computer mai daalengii…	889.
R	Like a glossy.	890.
YP	Haan glossy…Business terms unhone khudh nikalii, khudh unhone us mai se select kii, most important, aur phir unko book mai daala. Lekin baaqi saari books mai unko library se laa laa ker deti rahi. Maine un se kaha ke, "Yeh hai material, isko is, is tarah se compose	891.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	karna hai". I didn't show them any sample. Inko maine seniors ka sample dekhaya.	
R	Junior classes ko.	892.
YP	Exactly! Uske bawajood yeh mera dard-e-sir (*headache)* baney rahey. (*Laughing*). Daily they use to catch me.	893.
R	Aap B.S first year ki baat kar rahi hain?	894.
YP	Haan, haan!	895.
R	Yeh jo chotey waley hain?	896.
YP	Haan, haan juniors!	897.
R	Aur jo senior waley hian?	898.
YP	Wohh 4th semester ke hain!	899.
R	Ahaan! (*Sound of comprehension and understanding).*	900.
YP	Wohh mere haath mai they. Un mai yeh mixed ability ka problem thaa, lekin Alhamdullilah 4th semester tak aa ker un mai jo weak reh gaye they, wohh 3 they.	901.
R	Achaa.	902.
YP	Yeah sirf 3 students they…Rest of them, they improved a lot! Bohat zyada achii improvement huii, bohat zyada. Matlab jo mediocres they, wohh foran se upper aa gaye topers mai. Topers saarey they except 3 students!	903.
R	How many students were there in total?	904.
YP	They are again 27, 28 girls.	905.
R	28 for the junior B.S I and B.S IV?	906.
YP	B.S IV- 28, and B.S I - 22.	907.
R	A remarkable achievement!	908.
YP	(*Smiling*).	909.
R	Really it's a remarkable achievement!	910.
YP	It's not my credit only! Actually the Business Communication, the subject which they are learning, right…It's technical and practical, so they did their work quite successfully. There was no problem of language, right. These language learners are different! Theek haina.	911.
R	Okay.	912.
YP	Dekhein na, unka yeh hai ke unka exposure already itna achaa hai, wohh IT bhi parh rahey hain, wohh pata nahi aur kya kuch parh rahey hain, matlab Accounts parh rahey hain uske saath…Wohh barey meticulous bachey hain! Yeh bhi baat hai…Matlab teacher koi miracles nahi kar sakta aik dum se, ke yeh ho gaya, wohh ho gaya. It should be realistic ke matlab itna zyada kamaal nahi ho sakta. Hamarey mulk ke systems, aik system doosrey se itna different hai, jahan aap laakhon laga ke bachey parhaye gey, wohh to hongey A-one, theek hai. Bahar ke mulko mai bhi aik dum se aap utha ke bhej dain, aur wahan per unko admissions wagera har jagah mil jaayein. Baqi jo students ki lot hai, wohh to sarhh (*turning rotten*) rahi hai untrained teachers ke haathon mai. Mai peechley deno parh rahi thii aik research paper, us mai thaa ke, "Jo English ke problems hain, wohh	913.

Appendix Bii

Transcript of Focus Group Discussion I, Husrat Group B. CI Cycle 4
Venue: Participants' Institution
Discussants: Researcher (R) – Participants: BT, GV & YP

	is liye bohat zyada hai, kyunke is mai untrained teachers ka haath hai".	
R	Koi training nahi hai.	914.
YP	B.Ed. teachers aatey hai, theek hai, jinko hum job detey hain, un mai jo parhtey haina, B.Ed. kartey hain, us mai English Compulsory nahi hai, optional hai.	915.
R	Ahaa… (*In a surprised way*).	916.
YP	Aur aap yaqeen karein, aik B.Ed. teacher ko khudh maine dekha hua hai, the way they talk, Punjab Accent ke saath, jo bhi wohh local and dialectical form mai wohh English boltey hain, unko khudh aik sentence bhi bolna aur likhna nahi aata.	917.
R	To wohh bachon ko kya parhaye gey.	918.
YP	Aur wahan se yeh bachey aa rahey hain, to unke upper koi bohat bara kaam nahi karaya jaa sakta. Haan yeh hai ke din raat ki jaan-torh mehnat (*tiring effort)* ke bawajood bhi sirf 20% aagey improvement hogi, wohh bhi according to their caliber.	919.
R	Haan because it's their own starting point.	920.
YP	Yeah it's their own starting point, jitna wohh absorb kar saktey hain, ya jitna unke ander shoq hai.	921.
R	Haan!	922.
YP	Agar wohh shoq se learn kar rahey hain, phir unko aap upper ley jaa saktey hain. Warna yeh hai ke aap sir toorh lein…kyunke wohh 3 bachey abhi bhi mere liye hairaan-kun baat hai. (*surprising fact*)	923.
R	YP aap 3 bachon ki baat kar rahi hain, for me as a Practitioner 28 mai se 3 sahi ho jaayein, to mai to bohat khush (*happy)* ho jaaun.	924.
YP	Nahi mai aapko bata rahi hoon na ke mera saara kamaal nahi hai, unke baaqi subjects ka bhi kamal hai. (*Laughing loud).*	925.
R	(*Laughing too*).	926.
YP	Lekin continuous effort se kuch na kuch faraq to zaroor parha hoga na…Kyunke before unke English skills, language skills bohat poor they. Char (*4*) semesters se jab maine unko ghuzara, to 4th mai mujhe thoora sa achievement ka ehsaas hua. The culmination point! (*Somebody came in the room to ask for YP*). Is it over?	927.
R	Haan, haan! Thank you so much! (*Interview ended*).	928.

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

Turn-taking Table of FGD II. Cum SI Transcript for –H.Group B. CI Cycle 4

Name of Interactant	Turn	Turn NO
	PART A	
R	There were drawings on the concept map and discussing that she is drawing.	929.
BT	*Aik line rakhi hui hai [*There is one line], because they are at the same level, so this line is the level they should be. Right and they are trying to aim…(A slight pause), my students. I am not drawing all the students, and there are some 28 students in all. And we taught them how to aim. And I think 8 were inside the bull's eye.	930.
R	8?	931.
BT	Almost 8!	932.
R	Theek hai!	933.
BT	7 to 8.	934.
R	Those 8…you are talking about your students?	935.
BT	Yes, yes…8 students ne to bilqul [8 students absolutely], I mean their performance was excellent. So they had the excellent performance and just on target. Theek hai…Jaisa mai chah rahi thii un se, unhone bilqul waisa hi kiya [Alright, what I wanted they did exactly that] . Almost 12 jo hain [12 of them], they did better. Not actually 12, less than 12. They were like almost majority aap kahey gey [you'd say]. Idhar 10 kar lain [Make it 10]…Lets say 10 students aisi thein, jinhone [10 of them, they]they performed better. They showed a better performance.	936.
R	Aap kahan hain is mai [Where are you in this]?	937.
BT	Yeh rahi [Here I am]. (She is pointing herself in the picture).	938.
R	Okay, aap dekh rahi hain dur se [You're looking from afar]…(With a slight chuckle)	939.
BT	Haan dekh rahi hoon dur se [Yes, Yes I'm looking from afar]…,. Matlab maine unko bohat dur se guide kiya hai [I mean I guided them from afar].. Maine kisi kisam ka aisa wohh nahi kiya jo bohat close supervision ho, ya koi aisi cheez ho [I'm didn't anything that counts as very close supervision]. Unhi ke le,vel ke hisab se kiya [I did according to their level]… Achaa yeh level bohat important hai. [Okay this level is very importan], I came upto their level].	940.
R	Hmm, hmm!	941.
BT	Theek hai [Alright]. And then I liberated them.	942.
R	Ahan [Ahuh]! Okay, alright.	943.
BT	Theek hai [Alright?].	944.
R	So then they react, they came upto who…This is?	945.
BT	This is liberation.	946.
R	Okay.	947.
BT	This is what I delivered.	948.
R	Achaa yeh aap deliver kar rahi hain [Okay this is what you are delivering].	949.
BT	Yeah, yeh aisey, this is their level.	950.

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

R	And then you raise them?	951.
BT	Ji [Yes]…Theek hai [alright], aur yeh itna un mai faraq parha [And it made them such a difference], matlab overall dekha jaaye to [I mean if you look at it overall]. Itna faraq parha [It made such a difference]. Matlab mai yeh kahungi ke [I mean I will say this] dark was like this…(She is again showing something to R).	952.
R	It is basically whether you have imagine, that you were telling the entire story of the project to someone else.	953.
BT	Report?	954.
R	No, it's not a report, it is the whole idea, the dastan…It's you can tell it in any way you want. It's not about the facts, it's about your experience. So that's why I use to call it dastan. So aap ne shooru jaise [Like when it all began for you], when you joined the group.	955.
BT	The research group?	956.
R	Yeah the research group…So when you joined the research group from the beginning. You know it can be about proceedings, it can be about your frustrations that you have to come to meetings…And somehow your intervention comes through in the middle of somewhere. And the way you are now.	957.
BT	Okay.	958.
R	It's all about going back to time.	959.
BT	Achaa yeh dekh lein [Ok look at this]…Graph jo hai, wohh is tarah upper hi jaa raha hai [Look at the graph, it just going this wa gfy upwards]. Theek hai [alright]…Kuch larkiyaan yahan per thein [Some of the girls {the ss} were here], lets say ke 10 yahan per thein aur 1 yahan per thein [Let's say 10 of them were here and one was here].	960.
R	Theek hai [alright]!	961.
BT	But all of them, inki jo journey haina [their journey], wohh upward hi rahi [it's been consistently upward].	962.
R	Theek hai [alright].	963.
BT	Un mai se koi bhi [None of them], none of them went out of the circles.	964.
R	Theek hai [alright].	965.
BT	Theek hai…Is area mai koi bhi nahi aaya [Alright, no one here reached here]. Everybody tried!	966.
R	Okay they all tried to, they never been there to the center, but they tried to reach there?	967.
BT	Exactly bilqul [absolutely]…8 to kuch aisi larkiyaan hui[8 of the girls were such], jo ke yahan per thein [who were here], already kuch thoorey se behtar [already some of have gotten a little better]…dekhein in mai gap bohat kam hai [Look the gap between the two is quite small].	968.
R	Theek hai [alright].	969.
BT	Theek hai [alright]….Gap bohat kam hai in ke ander [There is a very small gap inside {SIC}]. So you can say ke yeh takriban aik hi level per thein [So you can say they were more or less at the same level].	970.
R	So there are 10, 10, 10 and 8?	971.
BT	Ji [Yes] exactly!	972.
R	In that some were good, some were better performance.	973.
BT	Yeah and some were excellent. You know the one who are in the bull's eye are exactly according to my hopes, unhone kiya [they did it].	974.
R	Theek hai [alright].	975.

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

BT	Theek hai[alright] …Achaa yeh wohh larkiyaan thein [Ok these girls were those ones], jo already thoori sii behtar thein [who were already {SIC} better from the beginning].	976.
R	Theek hai [alright].	977.
BT	So they improved excellently [SIC] right.	978.
R	Theek hai [alright] .	979.
BT	Uske baad aik aisa group thaa[ok there is one such group], jo ke average ka group thaa [which was a group in which students were all average]…Jo is level per thaa [which was at this level].	980.
R	Theek hai [alright].	981.
BT	Matlab they were shy [I mean they were shy], lekin unko jab boost mila [but when they got this boost], unko jab thoora sa liberation mila [when they got this liberation], yeh liberation unki hui [when they got this liberation], support hui [when they got this support], to unhone is level per kar liya [so they did up to this level], right.	982.
R	Theek hai [Alright].	983.
BT	Kuch aisi thein [Some were such], jo bilqul hi neechey thein [who were absolutely at the bottom].	984.
R	Theek hai [aright].	985.
BT	They were not able to speak, they were not able to say anything, they were not able to even search for anything. Unhone bhi kiya [They also did it], aur wohh is area mai aayin [and they also reached here]…bahar wohh bhi nahi rahi [they didn't stay outside either].	986.
R	So you are saying the outer most area mai [So you're saying they stayed in the outer most area] …	987.
BT	Yeah outer most area mai [Yeah they stayed in the outermost area]….Lekin wohh iske upper nahi aai [But the coulnd't come above this].	988.
R	They didn't come outside the circle?	989.
BT	Exactly.	990.
R	None of them?	991.
BT	Yeah none of them.	992.
R	Theek hai [alright].	993.
BT	Yeah none of them faltered, koi bhi jo hai wohh bahar nahi nikla [nobody went outside the circle]. Ya kisi ne yeh nahi kaha ke, 'Mam mai absent hoon, mai yeh nahi kar sakti [Nobody said that 'I've been absent, I can't do this']. 'Ya Mam meri yeh problem hai [Or 'ma'am I have a problem], ya mera yeh masla hai [I have this problem], ya yeh hai [or this] , mai nahi kar sakti [I can't do it]…Nahi [No]…Everybody did perform. And that was my achievement actually.	994.
R	Everyone got involved to the point ke unhone koshish kii [that they made an effort], they tried to perform.	995.
BT	Bilqul, aur mai dur hi khari rahi [Exactly, and I kept standing at a distance], lekin maine inko dur kharey reh kar bhi apni guidance se jo hai [but even from a distance I continued to give them my guidance], wohh itna faasla un mai [there was such a distance between them], itna matlab distance unke ander aa gaya [I mean they covered such a distance]. And it was really I can say, it was an honor for me, that they said ke they were very excited [that they said they were so excited].	996.
R	Would you evaluate your students in any way, in the sense ke aap ne [in the sense that what you did], apart from mocking them, did you look at their intervention apart from their	997.

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	observations? You realized *ke* [that] they all performed, *lekin aap ne koi aur evaluation nahi kii thii na, jaise* [but you do any other kind of evaluation, such as] s questionnaires or things…You just got their feedback?	
BT	Questionnaires unhone kiye they aik doosrey se [They did questionnaires on such each other].	998.
R	Nahi presentation ki baat kar rahi hoon?	999.
BT	Achaa presentation ki baat kar rahi hain [Ok you're talking about presentation?].	1000
R	Ji mai aap ke intervention ki baat kar rahi hoon [Actually I'm talking about your intervention].	1001
BT	Nahi maine wohh nahi kiya thaa unke saath [No, I didn't do that with them].	1002
R	But you got the feedback from them?	1003
BT	Maine sirf yeh feedback unka liya thaa [Yes, I just took their feedback]…Balkey [In fact] actually they were so excited, that they gave me the feedback. Maine un se liya nahi [I didn't take it from them], maine un se poocha nahi [I didn't ask them], bus maine haan un se sirf itna poocha thaa [yes I only asked them this], ke [that] how did you feel about it, what was the experience like? How did you feel or how was your experience?	1004
R	T*o aap ne in se poocha thaa* [So you did ask them something], did you ask them as a class, or did you ask them individually?	1005
BT	Nahi, I asked them as a class, not individually.	1006
R	In the end after they did the presentation?	1007
BT	Yeah after they finished their presentation, they were very happy, they were very excited. And it was a real fun for them. Wohh itni thein [They were so], matlab mai aap ko bata nahi sakti [I mean I can't tell you]…Achaa doosra, aik aur cheez yeh[Ok another, one other thing] they were so happy, that they arranged on their own a party. Juices wagera [Juices etc] Principal ko bhi pilaye khudh arrange kar ke. They arranged the juices and eatables for the Principal and guests. So unke liye [So for them], those 2 days were really grand for them. Aur unhone usko bohat enjoy kiya [And they enjoyed that a lot], they were very happy. Matlab maine bohat kam dekha hai ke aap kisi cheez ko [I mean I've seen this very rarely], parhney wali cheez ko is tarah enjoy kartey hain [that they enjoy something to do with studying quite this much], kisi academics ko aap is tarah enjoy kartey hain [that academics can be made to be so enjoyable]. Usually we don't!	1008
R	To mai iske saath saath aap ka individual bhi kar loon [So I can I do your indivual interview along with this?	1009
BT	Hmm!	1010
R	Chalo shooru se kar letey hain [alright let us start then]…	1011
	PART B	1012
R	Okay we have continue with Bakhtawar, she has just finished discussing her concept map, jo wohh keh rahi thein ke wohh bana nahi sakti [the one that she said she couldn't make], unhone paper mai hi kiya hai [she's done on the paper]…aisi koi baat nahi hai [there is no such thing], I think we underestimate our drawing. (With a slight chuckle).	1013
BT	Haan kabhi kabhi is se bhi behtar bana leti hoon [Yes sometimes I can make it better than this].	1014
R	We are going into the semi structured interview part. Bakhtawar' s in. terview for the final	1015

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	cycle…Okay so you said that at least 8 of them were excellent and they hit the target exactly as you said. I get the impression that you had very clear objectives. Aap apney intervention ke saath you had something very clear, that you wanted to be able to accomplish. What was that?	
BT	I think more than learning English, my point was to build a little bit of confidence in them.	1016
R	Hmm, hmm!	1017
BT	Confidence to come forward, to say whatever they have in their mind, to express their feelings in such a way, ke [that] whatever they are saying, it should not be like a rote learning, it should not look like a rote learning or something, ke wohh bilqul aisey laga ho ke ratafixed hai [that it should exactly feel like it's been rote-memorised].	1018
	PART C	1019
R	Okay this is you talking about your intervention.	1020
GV	Okay these are my students.	1021
R	Theek hai [alright].	1022
GV	And we all are swimming and I help them to swim into the deep water.	1023
R	Theek hai [alright].	1024
GV	Gradually and step by step.	1025
R	Theek hai [alright].	1026
GV	Pehle thoora sa gradually maine unko seekhaya [Initially I gradually taught them a little] . Pehle thorey pani mai [First in shallow water], phir zyada [than in the less shallow water], then in deep blue sea. (Mutual laugh).	1027
R	Theek hai [Alright].	1028
GV	And their target is to go over here.	1029
R	And this was your idea or this is still your idea?	1030
GV	This is still in my mind. That I have to adopt a role of a mother.	1031
R	Theek hai [alright].	1032
GV	I have to keep them into protection and under my warm wings, to learn them or to make them according to the requirements of the outer world.	1033
R	And you are not just talking about the course. You are talking about being able to function in the real world.	1034
GV	Yeah being able to function in the real world.	1035
R	Theek hai [alright].	1036
GV	Because course is simply a limitation. And it is a boundary! But we have to go beyond boundaries, beyond imaginations, and to make them more practical. And it would be very pathetic if we would limitize [SIC] them. So this is my core object.	1037
R	Okay so this is basically your vision for your students, and you are taking them from the shallow water to the deep water.	1038
GV	Yes, to the deep water.	1039
R	*To aap mujhe bataye* [If you could tell me], if you have to look at that imagination, where do you think your intervention fit in this image?	1040
GV	Exactly we practice from the very simple things and it was getting more and more tough day by day. So similarly like the same way, we were swimming in the shallow water and then going to the deep one.	1041

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

R	So you felt like you have started taking them in…so you felt that you had manage to, a*ap ne kaha* [you had said] step by step. You started with necessary skills, where you made them think outside, and then they work to sort of a little description. Uske upper se [On top of that], they also performed the nursery rhymes aap ne kaha thaa [you said].	1042
GV	Ji, ji [yes, yes].	1043
R	Which they really, really enjoyed.	1044
GV	Ji, ji, bilqul, bilqul [Yes, yes, exactly, exactly].	1045
R	Theek hai [alright]…this was all in English Gurya, or were they using in whatever form they wanted to.	1046
GV	It was not exactly in English.	1047
R	Theek hai [alright].	1048
GV	Maine aapko pehle bhi kaha thaa na ke [I had said this to you before] your answer must count, whether you do it in English or Urdu.	1049
R	So your intention was to get them to respond.	1050
GV	Ke fori taur per aap ke zehn mai kya aata hain [What comes to your mind on the spot]. Sometimes kuch bachey chahtey hain jawab dena [some of the children want to given the answer], lekin phir unhone dey diya [but somebody else gave the answer], to wohh bachaa soochta hai ke haan maine bhi yehi kehna thaa [so the child thinks 'I also wanted to give this answer]. To haan wohh aik hesitation hai, wohi jo 'Mind of Language' ka maine aapko bataya thaa [So yes, there is that hesitation, that same 'Mind of language' which I'd shared with you.	1051
R	Ji, ji bilqul [Yes, yes exactly].	1052
GV	Ke [That] that hampers the student to speak out. To us mai yeh thaa ke aap bata dain [so in that you need to tell them], baad mai [after that] hum [we] did and did not laga kar apna matlab bata dengey aapko [can tell you what we intend to say]. Simple sentences, simple tenses, use of that…Asal cheez hai ke aapko baqi samajh aai hai [what really matters that you understand the rest], whether you understood or not? To is liye phir bachey [so that is why], they were very enthusiastic… "Mai batau, mai batau [I want to tell you, I want to tell you".	1053
R	Pehle to wohh bolney ke liye hi tayaar nahi they [So at first, they weren't prepared to speak at all].	1054
GV	Yes.	1055
R	And then they started trying to speak.	1056
GV	Haan [yes]….yeh[this] hesitation, jaise Bakhtawar ne kaha ke dice per hi aana pehle unke liye Qayamat hota thaa [like Bakhtawar shared coming on the dais is like end of the world for them].	1057
R	Achaa mai Bakhtawar se apney individual sawaal end mai kar loongi [Yes I'm going to ask Bakhtawar her individual questions at the end], on the way back…Mai Gurya se jaldi se kar leti hoon individua [I'll do the individual with Gurya first]. Agar aapko recommend karna ho to [If you had to recommend], aap dono ke liye yeh sawaal hai [this question is for both of you], theek hai [alright]. If you have to recommend, if HEC approaches you and say, aap kisi aur ko na aisey project mai bhejein [and says you need to send someone else for this project]. Shooru se [From the beginning], it's all the boring meetings that you have to attend, all the texts you have to receive…So yeh project jo humne shooru se join kiya thaa [so you joined this project form the beginning], how you approached it, you came together, formal group discussion, and then you working on your intervention, and then you are doing it, and now you are trying to find times from where to be interviewed about it…Agar aapko advice	1058

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	dena hota kisi ko, koi aap ko approach kar ke kehta ke, 'mujhe kisi ne approach kiya hai aisey project ke baarey mai' [So if someone asked you for advice, if they approached you and said they'd been approached about a similar project]… what would you say to them? And what advice would you give them regarding your own experience?	
BT	If some of the participant is approaching us for our opinion?	1059
R	For advice, ke wohh keh rahey hain ke mujhe nahi samajh mai aa rahi [they are saying they don't understand it] , I don't know how to do it.	1060
BT	Nahi [No] are you talking about the participant?	1061
R	Yeah I am talking about the participant…who is coming to you guys by saying ke [that], 'aap logon ne yeh kiya hai [you people have done this], *tua advise karein* [so advise me]'?	1062
BT	Actually Meerat hamara bohat achaa experience raha aap ke saath [Actually Mirat we've had a very good experience with you].	1063
R	Nahi nahi Bakhtawar mere saath nahi [No, no Bakhtawar not with me].	1064
BT	Nahi, nahi mai bilqul honestly keh rahi hoon [No, no I'm being absolutely honest]. Nahi nahi koi takaluf wali baat nahi hai [No, no I'm not just being polite]. Hamara is liye bohat achaa experience raha [One reason why we had a good experience], ke [that] besides all the other problems or besides all the other business in life, yeh aik chota sa [This has neem a little]…*Dekhein aik tarah se hamey aik experience mila* [Look this way we got an experience].	1065
GV	It was a learning!	1066
BT	It was a relief, it was an experience, it was a learning! And for example, agar mai yeh kahun ke aapki taraf se agar hamey kuch nahi pata chala [even if I said we didn't learn anything from you as such], *to hamey baaqi participants* ki [from the other participants], aur unki [and their] how they are doing it in their courses, or what sort of teaching they are doing…Like I remember Wahan Sahab ne hamey kya kya experiences bataye thay [I remember the experience that Wahab sahib had shared].	1067
GV	Haan ji mujhe yaad hai [Yes I remember].	1068
BT	Some of them were very shocking. Jo unhone thappar maara thaa, wohh unke saath ho gaya thaa [The slap that he had administered, it stayed with him]. Mera khayal hai wohh isii liye nahi dubara aatey [I think that's why he didn't come back]. (Mutual laugh). Wohh hamarey expression se itney koi dar gaye theey us waqt [He was frightened off by the expressions on our faces], he was so frightened, and I mean like meri to ankhein hi phati reh gayi [Like I felt my eyes would pop out], maine kaha itni zor se [I thought he hit so hard]…Because in my whole life, matlab [I mean] I have been teaching for almost, agar mai total karun [if I add it all up] to almost koi 17, 18 years ho gaye hain mujhe teach kartey huay [it must be 17 10 18 years that I have been teaching], right. In those 17, 18 years, I clearly remember that there was only one child in my life, whom I had actually hit…It was not possible for me ke mai ussey hit karti…wohh khara hua thaa [he was standing there], chutti ka waqt thaa [it was the end of the last period], aur wohh jaana chah raha thaa [so he wanted to leave] , to maine sir pe uske halkey se tap kiya [so I tapped him lightly on the head]. And after that I felt so bad and I said sorry to him, ke maine ghalti se is tarah aapko tap kiya [that I accidentally tapped you], aap ke sir ke upper maine haath maara hai is tarah [I tapped you on the head like that]. I don't remember uske ilawa, ke [apart from that] there is a single boy or a single girl in my life, as a student, to whom I have hit. It is impossible for me. Matlab [I mean] I say things to them, I criticize them, I say different things to them. I sometimes say a little bit of humiliating things as well. Lekin [But] using your hand and anything…So us waqt [at that time] that was	1069

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	an experience, ke achaa aisey bhi hota hai [ok this also happens]. Then I remember the different experiences from Hania's teaching life, from Javeiria's teaching life….Even my own friends. Matlab [I mean] usually we do not have any such experience, ke mai iski class mai jaa kar bethun aur isko observe karu [that I get sit in somebody's class and observe them], ke yeh kaise parhati hai [that how do they teach], ya yeh mujhe observe karey [or someone observe my class]. To humne apas mai kaafi cheezain seekhi bhi hai [so we've learnt a lot of things amongst ourselves]. And besides that, we had very good get togethers. Hamara bara achaa aik time ghuzra [we enjoyed a pleasant time together]. (In a pleasant tone). Aur humne apni life ko share kiya aik doosrey ke saath [And we shared about our lives with each other]. To mujhe yeh saari cheezain jo hai [so all of these things], mera khayal hai [in my opinion] personally hum logon ne bohat isko enjoy kiya [so we enjoyed ourselves a lot]. Gurya ne bhi aur maine bhi isko bohat enjoy kiya [Gurya as well I we both enjoyed ourselves a lot]. So I would definitely advise everybody ke [that] , "Do take up such things, aisa zaroor lein wohh [that they should do such things]". Aur mera khayal hai ke is dafa agar meri Hajj ki problem na hoti [And I think if this time I didn't have this problem with Hajj, to aur thoora sa tum mujhse contact kar leti [if you could have contacted with me a little more]. (With a slight chuckle). To is dafa bhi hamara bohat achaa session jaata [So this time we would have had a good session].	
R	Nahi, nahi [No, no], this is also…I am very grateful.	1070
BT	Is session ki sub se khas baat yeh hai ke [in this session the most special thing is that] Miraat is actually hospitalizing [SIC] us. Waqai mai usne hamey bilqul aisa kar diya hua hai [Really she's absolutely made it so], ke jaise hum waqai mai hospitalize huay way hain [just like we're actually in hospital]. Aur lagta hai jaise mental hospitalization ho gayi wii hai [it's just like a mental hospitalization]. (Mutual laugh). Nahi [No], she is very hospitable this time. It is totally SHE that is doing everything for us, and it's very kind of her.	1071
R	Nahi, nahi [No,no].	1072
BT	To yeh bhi us cheez ka aik hissa ho sakta hai [So this can also be part of it]. (With a laugh).	1073
R	Aap ne Gurya learning ki baat ki thii [Gurya you had talked about learning]…Is it learning any good experience that you want to share or?	1074
BT	Gurya has made such a beautiful map. Please give me my one back, I am feeling so ashamed of it. (With a laugh).	1075
GV	Nahi, nahi aisa kuch nahi hai[No, no, no such thing] .	1076
R	Aap dono apna apna naam likh lein [Could both of you please write your names].	1077
BT	I would not write my name please. (In an amusing tone).	1078
GV	Kyunke aik wohi hamarey zehn mai aik [Because that is the only idea in our mind] monotonous sa thaa learning ka [the idea of monotonous learning] , ke ji books hain [that look there're books], parhna hai [we have to teach], assignments banani hain [we have to ready assignments]…but this sort of learning was really amazing. Ke bethey huay hain, aur bilqul aik apni bohat even personal cheezain bhi share kar rahey hain [That just sitting around and we were able to share even the most personal details]. So it was a very rare experience. I had never been experienced ever before. To is cheez ke saath aik bara confidence aaya [So we gained in confidence because of this], ke jis tarah humne yeh cheez seekhi hain, yehi agar abh bacho ko bhi seekhaya jaaye [so just as we learned, if we teach children like this] to bohat achaa hoga [so it would be absolutely amazing].	1079
R	Okay…Aap logon ne mind map banaye theey [You people had made the mind map] about	1080

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	teaching and learning, and the relationship it has…and I remember, again we go back to Bakhatawar, kyunke inki [because in her] concept map jo abhi bhi mere pass hai [the one that I have here], and it is not about the teacher being in a center, it is about the teacher providing the light…And then you also gave example of the moon. And Gurya has now given me the example of a mother.	
BT	Aik thoora sa mai yeh kahungi ke yeh jo [I will this say much] mother goose ka idea haina [the mother goose idea], it shows that Gurya is very passionate, and she is very protective, and she takes a lot of care of her students. Aur wohh jo hai [And she , wohh har cheez mai bohat zyada involve hai [She is very involved]. Jiab ke mere jo mind maps hain [Whereas in the case of my mind maps, specially jo wohh moon wala mind map hai [especially the mind map with the moon analogy], aur yeh aiming wala hai [and this aiming one]…it doesn't show the same thing. It shows only one part of my personality, that I want to give the students a room, a space, ke wohh khudh apney aap ko zara develop karein that they develop themselves], apney aapko aagey ley kar jaaye [that they take themselves forward/progress]. To yeh thoora sa difference hai [So this is a little different]! Haan wohh jo mera doosra idea hai [Yes my other idea], ke [that] a teacher should be like a captain, or he or she should be like a Sun, guiding and everything…Wohh kuch thoora sa zara Gurya ke saath milta hai [That is somewhat similar to Gurya's].	1081
R	So which one is you right now after your project?	1082
BT	Which one ko mai bilqul nahi karungi [will I not do at all], because I feel ke [that] as a teacher you should keep on changing your roles. I mean you should not stick to one strategy, you should not stick to one process. It is not possible for everybody. In every situation it is not possible. Situation changes, and you have to adopt yourself according to the situation. That was told by an American instructor as well.	1083
R	(With a laugh). That you have to be flexible.	1084
BT	Yeah flexible, very flexible. Matlab jaise hi situation aap dekhein [I mean as you soon as you notice a situation], aapko bilqul uske [you need to immediately] accordingly hi behave karna chaiye [behave accordingly].	1085
R	Okay alright my next question….achaa agar aap abhi dekhein [okay if you consider it now], jaise shooru mai aapki thein [like in the beginning], I remember when you describe your presentation, refer back to your initial plan of jo aap dur se dekh rahey hain [the one where you were looking from afar]…As you are saying that sometimes you are the Sun and sometimes you are the Moon depending on the situation. Right!	1086
BT	Yes.	1087
R	Aisa hi keh rahi haina?	1088
BT	Ji.	1089
R	And you still stand by that?	1090
BT	Meerat have you studied that novel, that we usually teach in FSC Part II, that is Mr. Chips, have you read that?	1091
R	No, no I haven't!	1092
BT	Okay please go through it. In my early years I used to feel just like Mr. Chips. He was the person, jo ke aik hi jagah per kaam kar raha hai [who teaching at one place], aur usko takriban almost koi I think 40 saal ho gaye huay hain [and he was in the same place for nearly 40 years]. Ussey almost 40 saal ho gaye hain us jagah per kaam kartey huay. [He was working at the same place for 40 years]. So though he is quite a jolly person, aur bacho ke	1093

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	saath matlab wohh bara [And with the children {students} he was very I mean]…But he is very, I mean sort of conventional. Jaise aap aik jagah pe stagnant ho jaatey haina [You like you stay in one place and become stagnant]…So when I taught it, and when I read it myself, I felt very irritated. Because I thought it is like me! I mean it is totally like me yaar [mate]. Aik hi andaaz hai mera [I have one style], mai aik hi tarah se isko follow kar rahi hoon courses ko[I am use the same methodology for the courses]. Wohi course baar baar parhaya jaa raha ha[The same course is being taught repeatedly]. Sirf faces mere saamney change ho jaatey hain [Only the faces that are before me change]. So they are coming and they are going, but I am just standing over there.	
R	And you are the same!	1094
BT	Yes and I am exactly like Mr. Chips…Then unless Garry Haskell, he came into my life, and he really treated me like Catherine…Yeh jo Mr. Chips hain [This Mr. Chips], unki zindagi mai bhi aik larki aai thii [he also had a girl come into his life], and she was Catherine Bridges. And fortunately they got married, but unfortunately there was nothing like that between Dave and me. (loud mutual laugh). Very unfortunate of me! Very unfortunate of me! (In an amusing manner).	1095
R	So, Garry was your Mr. Chips or Garry was your Catherine and you were Mr. Chips?	1096
BT	No, no, no, no…Garry was my Catherine, and I was just like Mr. Chips. And he really, really, just in one month, he really changed me a lot. Above everything, he took oaths from us, that we would not going to be Mr. Chips again. (With a slight chuckle). And we should be totally dynamic, very unconventional, and we will try to adopt different strategies, and we will keep ourselves informed by the different coming changes.	1097
R	Is that why you decide to take part in the project, because you didn't want to be Mr. Chips?	1098
BT	Yes, yes…I mean wohh bohat easy thaa [that was very easy], ke kuch chapters hai [there are some chapters], wohh aap parhatey chaley jaa rahey hain [you keep on teaching them over and over again], aur sirf aap ke saamney faces change ho rahey hain[any only faces before you keep changing], aap ko kuch prepare karney ki zaroorat nahi parhti [You don't need to prepare anything], aapko kisi kisam ke koi lesson prepare karney ki zaroorat nahi parhti us tarikey main [you don't need to prepare a lesson plan]. You just go through Mr. Chips, aap aik dafa usko zaroor parhein [you really must read it once], it's a very small novel in a very easy language. Bohat achaa hai wohh [it's very good]! Aap usko aik dafa parhein [You only need to read it once], aur aapko meri yeh baat jo haina yeh baari achii tarah samajh aa jaaye gii [you'll understand what I'm what I'm trying to say], ke [that] actually all of our teachers are Mr. Chips. Because there is no change in us.	1099
R	And all the teachers need a Catherine in a way?	1100
BT	Definitely, definitely! Is mai jab aap parh ley na [When you read it] Mr. Chips, hardly you will take I think one hour to complete it, to finish it, to apni jo thoughts haina [so you know your thoughts on it, wohh bhi iske saath zaroor integrate kijiye gaa [do integrate them with this]. Matlab mai aapko sahi keh rahi hoon [I mean I'm pointing you in the right direction], ke aap bataiye gaa [then you'll be able to comment], ke haan waqai [that yes there is a difference], what is the difference between now and then?	1101
R	Okay Gurya aap bataye [Gurya you tell me]…I know ke aap sirf 4 saal thein us school mai [You were in this institution for only 4 years].	1102
GV	Haan ji [Ye maam], haan ji bilqul [yes maam, exactly] bohat achii tarah se Bakhtawar ne usko jitna achii tarah se explain kiya haina [Bakhtawar has explained it in best way], wohi	1103

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	students wali baat [the same issue with students…Ke kehna to mai bhi yehi chah rahi thii [This is what I wanted to say as well]. Lekin chunkey meri itni wohh nahi hai ke mai us tarah explain karu [But I'm not that you know..that I could explain it like that]. Lekin [But] exactly…	
R	You also felt frustrated that you were not doing anything new and you are doing exactly the same?	1104
GV	Hmm! Abh Meerat aisa hai ke the course, which I am teaching to my students, I am used to have the same course when I was in 2nd year.	1105
R	Ahaan [Ahuh], so there is no change.	1106
GV	No change at all. abh 20 saal to mujhe ho gaaye hain FSC kartey huay [It has been 20 yrs to my own graduation]. Abh jo writer ne likha hoga [So whoever the the writer wrote is, usko bhi 5, 7 saal to ho hi gaye hongey likhey huay [it would have been at least 5 to 7 years to them having written it]. Yani hum apney students ko aaj se 25, 30 saal purana text parha rahey hain [so that means we're teaching our students texts that are from 20 to 30 years]. To us mai second hai, ke using the scientific method…Us mai aap dekhein, ke aaj se 30 saal, 50 saal pehle ki baatein jo hain [things from 50 years ago], can we implement it in every day's life? Kya hum unko yeh bata saktey hain [Can we teah them that?], ke yeh cheez aaj se 50 saal pehle ki thiiim [that these things were relevant 50 years ago], and it was by a European writer. To wohh hum se kahan pohnch gaye [Look at how far they've reached/progressed], hum wahi hain [and we're still where we were. Aur yeh cheezon ko hum repeat kiye jaa rahey hain [And these things are being repeated], without having the idea, ke kya hoga [that what will happen].	1107
BT	Isko bhi chor dain [Set even this aside]…2nd jo chapter haina [you know the 2nd chapter], us se pehle aa jaye [just come to the one before that], the 1st chapter. "The dying Sun". Whatever is written in that, it's totally hypothesis. Aur Science ne itni taraki kar lii hai uske muqabley mai, aur itni nayi theories aur hypothesis aa gaye hain [And science has advanced so much in comparison to that]. But we are still teaching the same big bang theory, and how life was initiated. Halankey Louis Buster jo hai, us ne yeh sabit kar diya thaa, ke [Whereas Louis Buster, had had proved that] living things are not created from the non-living things. Usne yeh cheez sabit kar dii thii [He proved this]! Lekin us mai yeh line ke [But still there is this one line], "We don't know how, but somehow life was created on this Earth"…And whenever I teach my students about that, I teach them from Quran, I teach them from the modern Science. And basically Quran ko to support karta haina [Science basically supports the Quran, right?] Science, aap jahan per bhi dekh lein [you can check any where]. And because we have the Quranic knowledge, to hamey yeh pata hai ke usko Science prove karta hai [so we know that Science will prove it]. So, I explain everything over there that, "See this is a very old fashioned, yeh bohat hi purana [this is very old/dated], bohat hi obsolete kisam ka text hai [this is a very obsolete kind of text] which I am teaching you". To us mai bhi aap yeh keh saktey hain [So in that you can also say] , ke us mai bhi maine yeh interventions jo haina [that I also, these interventions, yeh maine kiye hain [I have still done these] . Halankey [Even though, it is very difficult to teach this when you have a class of 90 pupil in front of you.	1108
R	You are talking about the FSC class?	1109
BT	Yeah FSC wali class.	1110
GV	Lekin after all wohh students to haina hamarey [But they are our students, unko bhi karwana [making them also do it], wohh purani baatein unko repeat karna [repeating the same old things, halankey aaj kal bacho ke pass us se zyada UpToDate knowledge hai [even those	1111

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	these days children have more up-to-date knowledge. To bara difficult ho jaata hai [So it becomes every difficult] to cope with their ideas, ke jo cheez likhi hui hai [whatever is written], usko hum kaise justify kar saktey hain [we justify it to the best of our ability]. To yeh hamarey liye phir khasa mushkil ho jaata hai situation ko control karna [So it becomes very difficult for us to control the situation]. Us mai wohi hai ke apna zehn dekho [In that, all one can do is consider their capacity/level of understanding], phir bacho ka zehn dekho [then look at the children's [students'] level of understanding].	
R	Achaa aap dono ne differently contextulization ki baat kar rahi hain [You both talked about contextualization but in different ways]. Jaise [For example] Bakhtawar is talking about this chapter, and she is teaching it according to the Quran, because she felt that it is more relevant for them…Aur aap apney students ki baat kar rahi thein [And you talked about your students], ke [that] you are teaching them from the books. You made them describe things from outside, because you felt that it would going to help them to connect with the world. Is it because you think ke [that] we can't connect with the content in the book, or the content in the book is not relevant, or not relevant in terms of not being updated…I mean kya hai [what is it exactly]?	1112
GV	Yehi cheez hai [Yes, this is], ke [that] not relevant wali baat hai [the not relevant point].	1113
BT	Because 50 saal se yehi cheezain hain [Because for 50 years its been the same thing]. Aap ke environment ke liye [For your environment], they are not suitable. Aur doosra yeh ke usko parhatey parhatey haina [The other thing is that teaching thing the same thing over and over again], hamara aik mind set ban gaya hua wa hai [we developed a mind-set], ke ji hum isi tarah hi parhaye gey isko [that we are going to teaching this in this way]. Usually teachers, they do not do any interventions, they do not bring any change in their teaching material or teaching methodology. Is mai wohh koi change nahi ley kar aatey, [They don't bring any change in this] because you know they are teaching it for 10 to 15 years, to bus abh yeh hai ke isi tarah parhao [so all you can do is teach it in this way], jaan churao isko [just get over with]. Aik to yeh jo hamara BS ka course hai [One thing is our undergraduate[, it keeps on changing. Yeh practical ki taraf zyada hai [this is oriented more towards the practical]….Lekin [But] besides that , matlab yeh jo aap ne kaha na ke hum isko kyu kehengey kisi ko ke aap yeh karein [I mean then like you said why would we then tell anyone to do this]. Hum usko definitely kahengey] Yet we will definitely tell them do it], because hamey doosro ka bhi pata chal raha hai ke doosro ki kya strategies hain [because we are finding out about other practitioners and the strategies they are using], doosrey kis tarah parhatey hain [the way others teach]. Phir jaise hum ne refresher courses kiye [Then just like we did the refresher cours], I would suggest ke [that] refresher courses, aur is kisam ke research works jo hain [and these kinds of research work], wohh hamarey teachers ke off and on hotey rehney chaiye [these should be done for our teachers on and off] . I mean it is very unfortunate for us, ke bahar ke log bhi jab aatey haina [that even when peple come from international contexts], to wohh students ke upper bohat zyada zor detey hain [they focus a lot on the students], ke achaa students ke liye yeh text hona chaiye [ok there should be this kind of tex for the students], students ke liye yeh material hona chaiye [this is the material that should be there for the students…But what about the teachers? That I already told you when you last time came.	1114
R	Mujhe yaad hai…[I remember]	1115
BT	To teachers ke upper koi bhi wohh nahi karta [So nobody focuses on the teachers]. Matlab hum to is waqt barey college mai bethey huay hain [I mean we are sitting in a well-	1116

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	known/big college], jahan per phir bhi thoorey bohat hamari Principal jo hai [where the Principal does to some extent], wohh hamey refer kar deti hain HEC ki taraf se [she refers/recommends us to the HEC]…But what about the small colleges? Unke liye kya hai [What is there for them]?	
GV	Unke liye yehi hai ke jo unhone khudh 20 saal pehle [All there is for them is what they themselves, 20] , ya 30 saal pehle parha thaa [or 30 years ago have studied], usii ko ley ke aagey chaltey jaa rahey hain [they keep going on with just that]. Koi us mai freshness [they don't have any fresh ideas], koi [no] novelty, is tarah ka to kuch bhi nahi haina [they don' have anything like this]. To yeh cheezain hamarey liye sometimes problem create karti hain [So these kinds of things sometimes create a problem for us].	1117
R	Okay my other questions are more of the individual…To mai aap logon ko bata doon pehle se [So can I share them with you from before]?	1118
BT	Pehle is se kar lo [Why don't you hers first, kyunke mere saath to aap baad mai bhi kar sakti ho [because you can do it with me later on as well].	1119
R	Okay.	1120
BT	To aap Gurya ka pehle kar lain [Gurya you do it first].	1121
R	Okay sahi hai [alright then] ….If I tell you Gurya that this is a game show, and this entire project is a kind of an experiment, and the experiment was focused on…well the title of the game show is "Journey towards change". Theek hai [Alright] ! Agar aap apna poora experience dekhein [If you consider your entire experience], ke aap jaise bata rahi hain [like you're describing], ke you started with this, then you joined the project…So if I ask you to think about your participation in the project, discussing with each other, your students, your practice, and if I ask you to think about the word "Change" in you and your story…So aap kya kahengey [So what would you say]?	1122
GV	Barey afsoos ke saath mai yeh keh sakti hoon ke, jin circumstances mai hum hain [I can say with a lot of regret that given our circumstances], aur jo limitations hain hamarey saath [and that limitations that we have], us mai hum bohat zyada change nahi laa sakey gey [within that we can't bring a lot/ a big change].	1123
R	Theek hai [Alright].	1124
GV	It won't be a big change, ke ji hum aik revolution ley aaye hain [that lo behold we've brought a revolution] in the field of education. Aisa nahi hoga [That won't happen]! Bilqul [Absolutely] a very little change, ke thoora sa apney students ko aik [that we can make our students a little], baar baar wohi baat ke, ke aik monotonous atmosphere se thoora sa hum unhey aik khuley mahoul mai ley aaye gey [it's the same point/issue again and again, that there is this monotonous atmosphere we've taken them to less stultifying environment]. But it won't be a big change!	1125
R	Nahi [No] I am talking about the change in your story, because I don't know anything about it. Agar suppose mai aap se mili nahi [Just suppose I've never met you before], and you are telling me the story, suppose this is all an imagination, so what would be your story? I don't know, this is your story. Agar aap kahey to mai band kar ke thoori dair mai aap ke pass aati hoon [If you prefer I can come back to you about this a little later]?	1126
GV	Haan mai thoora sa revise kar loon [Yes let me revise this a little].	1127
R	Haan [Yes] you can tell me your story or series of images, ke pehle yeh hua thaa [that first this happened, yeh hua thaa [then this happened], yeh hua thaa [then this happened], just imagine that it is a movie, that you are telling me. Whatever you remember about it,	1128

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	whatever it is, good or bad, achaa bura [good or bad].	
2	Theek hai [Alright]!	1129
	PART D	1130
BT	Achaa aik din aisa hua ke [One day what happened], once upon a time, aik dafa ka zikar hai ke mujhe call aai Rubina ki [as the story goes I received a call] from HEC that, "There is some scholar, aur wohh aayein hai UK se [and she's come from the UK], to unki agar koi aap residence wagera ka kar lijiyee [if you can do something about her residence], plus wohh koi research work kar rahi hain [she's done some kind of research], to aap unke saath kar lein [so can you participate in it". Achaa [Alright] I never had this idea before about the research work. So we were 4 fellows at that time, and we were very close friends. So I just talked to another of my girl-friend. (Mutual friend). She is a girl and she is my friend, so that's why she is a girl-friend. Other than that, we had no other communications. (In an amusing tone). Please be very specific! So her name is Lubna. And unfortunately she has to leave this course….Wohh aaj bhi bara yaad karti hai behrhaal [Even to this day she remembers it].To us se maine poocha [So I asked her], so she also told me the same story, that Rubina has called her up, aur usne koi aisi baat kii hai [and she said that], ke koi research hai [there is some research work]…So at first it was just the two of us. Aur phir uske baad [After that] once it happened, ke hum log HEC gaye [we went to HEC], and we all 4 were together. Aur wahan per [And there] Rubina again repeated the same thing, and she said that, "This girl Meerat, she wants to talk to you people aur kuch aisa hai [its something like this]. To usko thoorey se aur participants bhi chaiye [And she needs some more participants]". So we immediately took another name, and it was Gurya. So, this way we all three were present together. One of our best friends were still left out. Aur us tak abhi baat nahi pohnchi thii [And the news hadn't reached her yet], kyunke hamey yeh confirm nahi thaa [because it wasn't confirmed yet], ke Meerat jo hai wohh yeh karegi [that Mirat will do this]. And one day Meerat called me up, and thanks to our bad telephone services, mobile services, she tried to talk, and she tried it very har, but I couldn't understand anything, and I clearly said that, "Meerat I can't understand! Mujhe bilqul kuch nahi awaaz aa rahi [I can't hear anything], please aap dubara call karei n[please call again]". And she tried it I think 4, 5 times. And every time I made this excuse, and I said, "Sorry Meerat! I can't listen to you. Sorry Meerat". Because mai thoori si kaam-chor to mai hoon na [I'm a bit of lazy-bones]. To maine kaha ke bajaye iske, ke wohh mujhe call karein, behtar yeh hai ke wohh Lubna ko call Karley [So I told her that instead of calling me again she should call Lubna], to zyada behtar hai [it's much better]. And the poor soul, she was trapped in my whatever thoughts I had. And she acted exactly like the same. And she called Lubna, aur usne wahan pe usko mail bhi kii [she also emailed her from them], and Lubna told me after some time. She called me up and she said that, "Yaar wohh is tarah, is tarah keh rahi hai [she was saying this, and she was saying that". So I said ke [that], "Achaa chalo theek hai [okay, alright], aaney do [let them come], let's see ke yeh kya hai [what this is], kaunsi nayi cheez aa rahi hai [what new thing is this]". So finally when Meerat came to Nazakat. She talked to me, phir maine iski baat suni [then I listened to her]. To iska sub se pehla masla yeh thaa [Her first problem was this], ke iske pass residence nahi thii [that she didn't have a place to stay... So, I remember it was Friday, that she had to come, and the whole day I was arranging my guest room for her. And I immediately went to market and	1131

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	bought an electric geezer for her. Ke mai wohh us bathroom mai laga doon [That I should can put it in that bathroom], kyunke wahan per Thanda paani aa raha thaa [because there was only cold water coming in the tap there]. It was a little bit of cold winter. Little bit pinch of cold air…So wohh I wanted ke isko kisi kisam ki koi problem na ho [Because I wanted to make sure she did not have any problems[. Because for the next one week….in my thoughts, she had to live with me. So I prepared everything! And by the evening, she called me up and she said that, "I have arrange it somewhere in my Chacha's place, so I will come to your place tomorrow, in the evening". And I really got a relief and I said, "Oh thank God! Because the room was still not prepared properly. Okay the next day, it was completely a well-prepared room. And she came in the evening, and she was very happy to meet me. Apparently, she was very happy to meet me, I don't know.	
R	I was very happy to meet you! (In an amusing tone)	1132
BT	So we had a lot of chat together. And as usual I was quite open with her. But she was a little bit reserved and closed. And I tried to open her up, but failed, failed.	1133
R	Allah! (With a laugh)	1134
BT	And the one thing…Phir [Then] she went away, because she said that her residence has been arranged by her Chacha, and they are not letting her stay anywhere else. To pehle to maine as usual Pakistaniyo ki tarah uske upper kaafi zor daal [So first into true Pakistani tradition I pressurized her a lot], but then I thought ke nahi [that not], kuch zyada hi zor na parh jaaye bechari ke upper [that I don't want to pressurize the poor thing too much]. So, I let her go! Mai isko chor kar aai [Then I dropped her off]. To uske baad thoora sa yeh hai ke [Then it was a little bit like, since I was alone at that time with my niece and her family. And I did not have any sort of responsibilities, so I stayed with her for one week, and we really enjoyed it. We used to go to little bit places. Aur thoora sa hum ne iske liye [And we made a few] arrangement bhi kii [as well], that all arrangements were done by me and my colleagues. And she was very happy about it. 6, 7 people were there! Everything was going very fine. Her research work was going very well! Our Principal was very cooperative and the rest of the colleagues were very happy about this, and we all shared everything. And a meeting was arranged at my place as well, and we really enjoyed it. It was a rainy day!	1135
R	Lavish by Bakhtawar!	1136
BT	Okay lavish by Bakhtawar, lavish by the central figure…And I really loved all of them, and I was very happy and we really enjoyed it very much. I remember that, it was a sort of very rainy day. At that day, there were clouds and there were rains, and we really enjoyed all the food stuff, and sharing our own life experiences with us, all of us! And again, the 4 of us, we emerged as ICONS I remember. (With a slight chuckle) By the end of that day…that was the first day, when I loaded her up for the first time in a taxi, and I was feeling very embarrassed, that why she had to go by a taxi back to her lodging. The last meeting was in Husrat Club. Aur us mai isne hamey thoorey se projects bhi diye [In that she also gave us some projects], aur thoora sa kaam bhi diya [and some work], jo humne kaam daba ke bilqul naa karney ka faisla kar liya [which we vowed never to do], aur humne isko khasa tang bhi kiya [we really teased her]. Everything was going very smoothly! But one thing was, that she was saying thanks and sorry so many times.	1137
R	Ohoo!	1138
BT	She was repeating it so many times, ke [that] really mujhe embarrassment feel hona shooru ho jaati thii jab wohh mujhe baar baar thank you kehti thii [I really started to feel	1139

	embarrassed when says thank you again and again], baar baar sorry kehti thii [says sorry again and again]. Aur yahan per yeh Silsila bus nahi hua [And the whole thing didn't stop here]. She went away, hamari last party jo hai, wohh bohat achii rahi [our last party went really well]. And then finally she went away. Aur jab wohh wapis chali gayi [And she went back], to tab bhi usne mujhe itney koi messages kiye sorry ke [and even then she sent so many messages of sorry], aur thanks ke [and of thanks]…ke [that] for a moment I thought, that I should better change my number. (In an amusing tone). At least Meerat ko mera number na pata chaley [Mirat shouldn't find out my number], aur yeh baad mai mujhe sorry ya thank you bilqul na kahey [and then she wouldn't be able to say sorry and thank you]. But anyway, I think ke [that] it's in her brought up to be very grateful, and express a lot of gratitude. Infact she is a very lovely person! Okay phir [then], then she went away, somehow we got very busy, one of our participants which I earlier mentioned Lubna, she left us. She went to Saudi Arabia, and she had to leave this course as well. And we were quite disturbed because of her going away. She used to help us a lot in the study, and in this homework as well! So, we got a little bit disturbed. So, this time she came back, and somehow we acted upon her advice, upon her whatever homework she had given us to do, we did it in the class, and we really enjoyed it. I have told the details about it already. I felt a lot of change in myself, I felt a lot of change in the students. And I would say, this time Meerat I had a little bit of problems, which we are really sorry about. And all of us, we really apologize to her. Aur hamey is cheez ka waqai bohat afsoos hai [And all of us are genuinely regretful about that], ke peechli dafa ki tarah hum uske saath jo hai wohh nahi kar sakey [that we couldn't be there for her like last time]. Waise shukar hai Khuda ka nahi kar sakey [Though thank God], kyunke is dafa isko itney zyada thank you aur sorry kehney ka moqa nahi mil raha [because this itme itme she didn't get much opportunity to say thank you and sorry]. (Mutual laugh). Lekin wohh phir bhi waqt nikal kar hamey din mai takriban 10 martaba 'sorry' ya 'thank you' zaroor kehti hai [Even then she does find the time to say sorry and thank you almost ten times a day]. To aaj maine balkey usko aik baat bhi kahi thii [Today I said something to her]…Maine kaha [I said], "Jo achey friends hotey haina [Good friends] , unko jab thank you aap kahey [when you thank them], to saamney se kaha jaata hai ke [so they say], 'Kii matlab hai tera [what do you mean?] Ehsaan kitha tuu mere upper [Are you saying that I'm holding your indebtedness over your head]". So, jab sorry kehney ka moqa aaye [So when they had an opportunity to say sorry, to usne kehna hota hai ke [so they say], 'chal, chal, aagey nikl [go on, get out], fuzool baatein na kiya kar [don't talk nonsense]'. (In a friendly tone). So, there is nothing like sorry and thank you between friends, and she is really…Whatever learning we have got, that is a part…But another very wonderful thing is that, that she has become a part of our friendship. And we have discovered a very wonderful personality in her. And I really wish, I really wish her all the success in life. Mujhe bohat achaa laga is saari ki saari participation mai [I really enjoyed participating in this], I really enjoyed it a lot. I learned a lot. Aur sub se bari baat yeh hai ke [And the most important thing is], I am really thankful to her, because she has been so patient. I have been talking endlessly with her, and she has been a very kind listener. Wohh bilqul khamoshi se sunti rahi [She listened absolutely attentively], sunti rehti hai [She keeps on listening], sunti rehti hai [she keeps on listening], aur wohh kuch nahi kehti bilqul bhi [and she doesn't say anything at all]. Balkey uske saath saath Gurya ki bhi mai bohat shukar-ghuzar hoon [At the same time I am very grateful to Gurya], ke wohh bhi bari khamoshi se meri baatein sunti rehti hai [she is also sitting here quietly listening to me]. In fact, I am thankful to all of them, who are listening to me. And aaj to Meerat ne	

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	hospitality ki intehaa kar dii[And today Mirat has out-done herself in terms of hospitality]. Wohh aik cake bhi ley kar aai hai hamarey liye [She has also brought cake for us], aur wohh hamarey liye gifts bhi ley kar aai hai [she has also brought gifts for us], aur wohh hamarey liye donuts bhi ley kar aai hai [she also brought donuts]. Humne yahan per saara badtameezo ki tarah kha pee ker usko sirf aik chaye ki pyali ka hi poocha [We have like the rudest of people drunk and eaten our fill and only asked her for one sorry cup of tea], aur kuch bhi nahi kiya [and we haven't done anything for her]. I hope ke [that] we will compensate it. Abh mai central figure hoon [Now I am the central figure here, to mai to har baat karungi na [so I'll take about everything]. (With a laugh). So, you have to bear it with me. So, I wish her success in future. Aur mai yeh recording jo hai wohh Gurya ko deti hoon [And now I give this recording to Gurya]. Next is Gurya!	
GV	Points mai likha kartey theey [I used to write points], phir saara lambi line mai likh ke end mai likhtey they na [then after writing a long line I would write] "Same as above". (Loud mutual laugh and clapping).	1140
BT	That I really enjoy! (With a loud laugh).	1141
GV	To exactly, jab mujhe pata chala na ke aik scholar ne aana hai [when I heard a scholar was coming], and when I saw you, I thought ke "Itni sohni kurri" [she's so attractive]. (with a slight chuckle). So, it was simply a very new experience for me. Jis tarikey se [The way], the way you came, and we studied in a group. Aur itna [And it was such a] friendly atmosphere…Aisa maine aapko bataya na [Like I told you], ke aisa yahan nahi hota thaa pehle [this was not what happened here before]. Isi tarah baton baton mai pata hi nahi chala ke hum ne parh bhi liya, aur research ho bhi gayi [In this way just by doing casual chatting, without us even knowing we learnt and the research was also done]. So, it was really an amazing experience! To is mai yehi hai ke learning bohat zyada hui [So it just that there was a lot of learning]…Kyunke hum aik ghutey huay mahaul mai beth ker nahi research kar saktey [Because we couldn't have done research in a stifling environment]. It has no boundaries, no limitations! Aur phir itni zyada [And then there's such a lot of] acknowledgement… Wohi again [that again], ke [that] 'thank you', 'sorry'…aur itni zyada appreciation ke [And such a lot of appreciation] "Jii aap log bohat kamaal kar rahey hain [You're all doing such amazing work]". Balkey rather mai bohat reluctant thii [In fact I was very reluctant], kuch problems aatey rahey [some problems keep cropping up], ami abba ki death upper taley hui inhi waqto mai [my father and mother's deaths happened during this period]. To parson balkey mujhe text aaya [so the text came before yesterday], when I refused to join you in the class…Ke [That] "Jii aap nahi aa rahein [You are not coming], aur bohat shukriya aapka [and thank you very much], and thanks for your cooperation".	1142
BT	It was by me Bakhtawar!	1143
GV	Oye, hoye hoye hoye [oh, oh, oh oh]…Aur yeh mera guru hai [And she is my mentor]. Matlab yeh ho hi nahi sakta ke jahan yeh kahey aur meri koshish ho [I mean it's not possible that she asks me to do something and I don't at least try]….Jahan per mere par na jaltey ho, uthey mai nahi jaandi [Where you don't go, I don't go either]. (With a slight chuckle). Warna yeh [Otherwise this]…Kyunke [Because] we are supposed to be the best friends! To uske baad to mujhe jaise na par lag gaye [So after that it was like I got wings], neechey fata fat ghari jack pe charhatey hain, foran foran tick, tick, tick, tick, tick…(She is imitating as she is doing something very fast). Phir uske baad aap ke saath itna achaa raha na [After that everything went well]. Though mere liye situations kaafi difficult rahein, to us mai adjust kiya [Even though my situation was very difficult, I still tried to adjust with all of this]. To sub taraf aisa	1144

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	nahi hota [So this does happen from all sides]! So all thanks to you for that!	
R	No Gurya!	1145
GV	Nahi mai kehti hoon ke aisi research roz roz honi chaiye [No, I would say that research should be done in this way every day]. (In an amusing tone). The way you did, wohh itna zyada friendly [it was so very friendly], aur itna zyada aap ne appreciate aik aik step pe kiya [and you appreciated everything every step of the way], ke [that] "Ji, aap ne bohat achaa kiya [that you did really well". Halankey hum kuch bhi nahi kar rahey hotey thay [Even though we aren't really doing anything]. Because we were reluctant, we were not use to do all these sort of things. But encouragement and appreciation on your behalf was very much. Aur aap ne bohat kiya hai [And you've done a lot]! It was a wonderful experience!	1146
R	Wow! Mai aap se aik aur sawaal pooch lon [May I ask you a question?]…Aap ne learning ki baat ki thii [you talked about learning], and I had ask you…Gurya ne change ki baat ki thii [Gurya you talked about change], I told you that if this entire game show is directed towards your story of change…Shooru mai aap keh chuki hain ke [In the beginning you said], for you change is a change you feel in yourself…You think about your own internal journey… (The voice is very distant, the recorder is placed far from the voice). So, if you have to think about yourself as in the concept of change, so what would you say? Don't think about your students, think about you?	1147
GV	Us mai aik change jo hona chaiye thaa [The one change that should have happened in that was], wohh yeh hai ke thoora sa hamey freehand diya jaata [One change that there should be, is that we should be given more of a freehand].	1148
R	Hmm!	1149
GV	Jo mujhe chaiye change [The change that I want]…Ke jii is mai yeh nahi hai ke jii yehi cheez aap ne itna [that sir it shouldn't be that that this thing, so much should], i*ss* [in this] time period mai yeh karwani hain [be done] . Dekhein har aik ko seekhney ka usko time chaiye hota hai [Look everyone needs time to learn] Jo cheez yeh itni jaldi seekh sakti hain, ho sakta hai mai us tarah na karu [What someone can learn quickly, it may be that I can't learn like that]. Ho sakta hai jo mere haalaat hain, wohh aap ke na hon [It could be that my circumstances aren't the same as yours].	1150
BT	Jis tarah mai jaldi kar leti hoon, ho sakta hai inko dair lagti ho karney mai. (With a laugh).	1151
GV	To specifically hum isko limitize nahi kar saktey [We can't specifically limit it like this].	1152
R	And you say it in terms of time factor?	1153
GV	Yes time!	1154
R	Do you feel like as a result of trying an intervention, and participating, there has been any sort of any difference in you as a person, as a practitioner, or has it be enforced on you…So have you started believing in it even more or less or kya [or something else]? I remember aap ne kaha aap ke liye [you said for you] , you felt that you bonded with your students a lot, because they enjoyed themselves, you felt like you enjoyed yourself as well.	1155
GV	Bilqul [Absolutely]. Us mai mera thoora sa family set up bhi hai [My own family set-up has something to do with that as well], because bachey mere pass filhaal nahi hain [because my children are not with me at the moment], to wohh aik jo kami aai hui haina mere ander motherhood ki [so that need in me for motherhood {being maternal}, to mai usko kisi na kisi tarikey se explore [so I'm exploring that some way or the other], phir wohh passionate feelings jo hain [then those passionate feelings], they are the one qualities I had to do willingly or unwillingly. Jo cheezain mere ander hain, wohh mujhe karni hi parhti hai [Those	1156

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	things that are inside me {those driving me} I have to do them]. (With a slight laugh).	
R	So your family set up, and in your whole situation, your students have become, like you feel more attached with them.	1157
GV	My students are my family, and they supports [SIC] me. Whenever I am depressed, I go to them. I spend my time with them. So aik cheez jo haina [So one thing], wohh yeh hai ke [it is this that] such relation has been built up with each other, that I cannot go beyond my students. So yes, there is always a room for improvement and so it is a continuous process.	1158
R	I am feeling your students are your support.	1159
GV	Yeah I am enjoying with them day by day. They are simply, spiritually, morally, socially…you know by every aspect they are supporting me, my students.	1160
R	Achaa aap se aik last sawaal [So I have one last question]…Maine shooru mai jab aap se change ke baarey mai baat kii thii [So what I said to you at the beginning when I talked you about change], you were hesitant, ke jaise [like] change doesn't happen…You said that in education set up change is something difficult, and change can be very small.	1161
GV	Haan [Yes]!	1162
R	What is change for you Gurya? Aap ka apna point of view regarding change kya hai [What is your own point of view regarding change]? Agar aap ko isey describe karna ho, ya explain karna ho, to wohh kya hoga [If you needed to describe it, or explain it, what would it be]?	1163
GV	Sometimes mai kehti hoon ke [I say] change is permanent [Sometimes it seems to me that change is permanent].	1164
R	What does that mean?	1165
GV	Ke jab tak change nahi hoga na [Until and unless we don't have change], we will be getting bored. Like roz aik hi khana khatey jaaye [it's like eating the same thing every day], khatey jaaye [you keep on eating], so then we will be getting bored. So similar is the life!	1166
R	So you are saying that change is trying something different?	1167
GV	Yeah change is trying something different.	1168
R	And change is improvement!	1169
GV	Yeah change improvement hai [it is a change improvement].	1170
R	To phir aap kya keh rahi hain, ke different khana khaye [So then what are you doing, so that you can eat something different], ya apna muu ka zaiqa badley [or for a change in taste]. Takey taste improve ho jaaye [so that it improves the taste].	1171
GV	Yeah improve, mai improvement ke sense mai baat kar rahi hoon [I'm talking about it the sense of improvement]. Jaise wohh lecture jo maine aaj se 3 saal pehle diya thaa na [Like the lecture that I prepared 3 years ago], wohi lecture agar aaj doongi na [if I gave the lecture now, to wohh same nahi hoga [so it won't be the same]. Regarding the contextualization, regarding the topic, regarding of everything same, but there would be a different delivery of my expression.	1172
R	So, you feel like there should be an improvement and change?	1173
GV	Yes, there should be a change.	1174
R	This is your belief about change, ke kuch different hona chaiye [that it should be something different].	1175
GV	Yeah kuch different hona chaiye [It should be something different].	1176
R	Yehi Mr. Chips wali nahi honi chaiye [Just this they shouldn't be Mr Chips].	1177
GV	Haan yeh nahi honi chaiye [Yes, this shouldn't happen]. Bilqul [Absolutely]! Agar mera bus chaley to mai apney maathey pe likh ke laga doon ke [If I could have this written/tattooed on	1178

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	to my forehead], "Change is permanent" (In an amusing tone/ slight chuckle).	
R	Okay alright. Thank you so much.	1179
GV	My most welcome!	1180
R	I am very, very grateful! Bus yeh last wali cheez hai [just one last thing], jo aapko mujhe likh ke deni hai [that you have to write for me]…I am so sorry, mujhe pata hai ke wohh sir ka dard hai [I know that is a headache], sub kuch hai [it's everything], lekin meri jo supervisor hai [but my supervisor], unhone kaha ke aik to [they've said]…Aap ne abhi to mujhe bataya na [You've just said to me] , so it is your dastan, and you have to give it a title, whatever it is. Theek hai [alright]. Aap chahey abhi nahi karey [If you don't want to do it now, it's okay, aap kal dey dain [you can do it tomorrow].	1181
GV	Theek hai, maine likh liya, "Change is permanent". Theek hai ji [Alright], iske upper mai aap ko inshallah likh ker dey doongi [Inshallah I will write on this and give it to you].	1182
R	Thank you!	1183
	PART E	1184
R	We are continuing with Husrat group B, session 2, cycle 4. Bakhtawar sirf mere last 2 questions hain [Bakhtawar I just have 2 questions]. So we go back to your entire experience with the project, and you said that it was a learning experience, and you feel like your recommendation or something, that should be done every little while…Aap ne kaha thaa ke [You said that] if there would be such research projects or research sessions, takey [so that]you have change right.	1185
BT	Yeah!	1186
R	Tu aap mujhe bataye ke [So tell me], if you think about your own participation, and you talked about how it brought a change in you when you saw it with your own intervention…So what do you mean by "It brought a change"? Mere khayal se aapke bacho (Students) mai nahi, aap ne kaha [I think you said that not just in the kids (students) but], "A change in me"…So what did you mean?	1187
BT	Dekhein Meerat, I actually for the first time came to know, I have first time understood that learning is a two-way process. It is not always the children who are learning, sometimes it is the teacher as well. So, when the children, the students, they work by themselves without any spoon feeding, they bring you a lot of knowledge, theek hai [alright]. Aik to yeh change ho jaati hai [Ok so this is change], aapko bhi bohat saari knowledge mil jaati hai is wajah se [You get a lot of knowledge like this]. To aik to yeh change ho jaati hai [So this also one change]. Doosri yeh change hoti hai, ke aapka jo traditional tariqa hai, conventional tariqa hai teaching ka [The other change is this that in the traditional way, the conventional way of teaching], in which you are the center of gravity, and the rest of the people are just in an orbit revolving around you without thinking, without having their own will. They are just revolving around you, and those are your students, so without any sort of mental tension, mental work, wohh sirf aik planet ki tarah aapke ird-ghird ghoom rahey hain [they are just revolving around you like a planet]. Wohh aap ko sun rahey hain [They are just listening to you], they are just listening to you. And actually they are not listening, they are hearing you.	1188
R	Hmm, hmm!	1189
BT	Unka point of view sirf itna hai, ke aapka lecture khatam ho jaaye, unki attendance lag jaaye [Their {the students'} point of view is only limited to 'once the lecture has finished, they've	1190

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	marked on their attendance], and that's all. Aur unka koi nahi hai [That is the extent of their point of view/concern]. And examination point of view, ke examination point of view se wohh thorey se prepared ho jaayen [their examination point of view is this that they should be a little prepared]. That is all. Yeh sub cheezain, intervention jo Garry ne hamey karwaya thaa [All the things, the intervention that Garry {the Foreigner they had an main instructor on the HEC course the participants from Husrat attended], aur thoora sa aap ne hamey explain kiya thaa [the little bit that you explained to us]. Uske teht jab humne apni teaching strategy ko change kar diya, to obviously humne khudh bhi yeh cheezain seekhee ke, achaa is tarah karney se mujhe khudh for the first time pata chala, ke [After that w hen we change our teaching strategy so obviously there were things we also learnt thing, ok this is how we do it, I found for the first time] how different it is, how different that flavor is. When your students are working, aap aik halka sa kaam kehtey hain, aur wohh usko respond kartey hain [you tell them to the slightest thing and they respond]. So that is a very different taste. Bajaye iske ke aap boltey chaley jaaye, aur wohh sirf yawn karein class mai beth ke [Instead of you continuously talking, and their sitting in class and continuously yawning] and they have no participation. To yeh aik bohat bara change thaa, ke aik to aap ne unko motivate kiya [So this was a very big change that one you motivate them], you brought them, and above all you brought forward their hidden talents. Aur thoora sa aapko bhi is talent ka pata chala, ke [You also found out a little bit about your own talent], that you are also a you are also a good listener and you can absorb things as well. Even in this age, you can also absorb different knowledge, different things, matlab saari cheezain jo hai, wohh aap kar saktey ho [I mean that all the things, you can do them]. So, I think that's a great change. Aur jo maine aap ko Mr. Chips ki baat bataii, to aap bhi zaroor us novel ko parhiyee gaa [And things I've said about Mr. Chips, please do read the novel] and you will understand what I wanted to say. Because *is tarah shayad aapko* [in this way perhaps you] properly samajh na aaye [you won't understand], lekin agar aap usko parh lengii [but if you read it], to aapko bari achii tarah se samajh aa jaaye gaa ke [you'll really understand] what exactly I wanted to say. Kis kisam ka change aata hai [When there is any kind of change]…behavior mai change aa jaata hai [there comes a change in behavior], aapki thinking mai change aa jaata hai [there is a change in your thinking], you grow…Instead of being a stagnant pool, you become a running water. Means you are adding up something, you are subtracting some old ideas. To is tarah yeh cheezain jo haina, yeh bohat different ho jaati hai [So in this way, these things they become very different]. I always give them[the students] an example, I have already given it to you too, I think if you remember. I mean this is a most appropriate example, that comes into my mind whenever I talk about teaching and learning process. It is just like that, a human being is just like a water tank…*Jo hamarey gharon mai lagey hotey* haina [The ones we have installed in our homes] water tanks. So we have two different tanks, one is underground tank, and the other one is situated at the top of your building. Wohh jo underground tank haina, wohh aapki class hai , aapki information hai [You know the underground tank? That's your class, that's your information]. Matlab class ke liye, students ke liye jo teachers hain [This means the for the class, for the students the teachers], jo books hain [the books], interaction hai [the interaction]…yeh sub kuch jo hai [all of this], wohh aik underground tank ki tarah hai [it is like an underground tank].	
R	Theek hai! [Alright]	1191
BT	Wahan per aap paani daaltey hain, paani kahan se aa raha hai [The water that you put there, where is it coming from]? Bahar se, jo corporation ke pipes diye hai aapko, wahan se aa raha	1192

Appendix Bii

Transcript of Focus Group Discussion - FGD II & SI for GV. H. Group B CI Cycle 4
Venue: Group B's institution's staff-room
Discussants: Researcher (R) – Participants: BT, R and GV

	hai paani [It's {the water} coming from outside, from the corporation pipes allotted to you, its coming from there].	
R	Hmm, hmm!	1193
BT	Abh agar wohh paani wahan se aata chala jaaye ga na, to wohh tank jo hai, wohh fill up hota chala jaaye ga [If the water flow continues from there so the tank, it'll continue to fill up].	1194
R	Theek hai! [Alright]	1195
BT	Theek hai…To students ke liye teachers, aur teachers ke liye students [Alright.. for the students its teachers and for teachers its students], they are just like those water tanks.	1196
R	Theek hai! [Alright]	1197
BT	Abh wohh jab aap ke saath knowledge share karengey [So when they {the students} share knowledge with you], to it's just like that you have put on the switch of a water motor. Aur wohh paani khench kar upper waley tank mai, jo building ke upper situated hai, us tank mai wohh ley kar jaa raha hai [It will pull the water up to the overhead tank, the one situated at the top of the building, it's going in that tank], right. Abh wohh tank jo hai, wohh aapka brain hai [Now that tank, that's one to your brain].	1198
R	Theek hai! [Alright]	1199
BT	Wahan per wohh knowledge saari ki saari pohnch rahi hai. [That's where that knowledge, all of it is reaching/going]	1200
R	Theek hai! [Alright]	1201
BT	Theek hai…Abh jab wahan per tank fill ho gaya na, tank poora bhar gaya achii tarah se, aap ne neechey se taps khol diye [Alright, So when that tank gets full, when it's nice and full, you turn on the taps from below], so those taps are either your tongue or your hands, through which you express.	1202
R	Theek hai! Wohh jab upper bhar gaya phir?	1203
BT	Wohh jab upper bhar gaya na, to jab bhi aap tap kholengey, to paani aana shooru ho jaaye gaa.	1204
R	Because you have something now?	1205
BT	Yes because you have something!	1206
R	Okay! I am so sorry Bakhtawar mai aap se baat kar rahi thii is liye [it's because I was talking to you that's why] . (conversation ended).	1207

Appendix Bii

Transcript of Semi-Structured Individual Interview . H. Group B. CI Cycle 4
Venue: YP's Institution
Discussants: Researcher (R) – Participant: YP

SS Interview Transcript- FGD II cum SI Trans. For YP		
Name of Interactant	Turn	Turn NO
R	This is Husrat Group B. I'm talking to *YP* [*stressed*.] I'm *combining* the FGD with the semi-structured interview, because we *couldn't* do it the other way. We'll start with discussing the *concept maps* [*stressed*] and then go *on* to the next step. [*indistinguishable, background sounds, child's voice in the background]*	1208.
YP	[*Crackling of paper, YP asks a question but indistinct*]	1209.
R	*Jee jee* .. (Yes, yes). If you could *just explain* what it *is* that you've made. [Low-voiced, slight rise intonation, slow-paced]	1210.
YP	[*Prolonged pause, child's voice in the background*]…Alright! *[Slightly stretched & stressed, slight pause].* I've drawn the picture of experimentation, and it's a sort of an experiment, instead of lab, there is a classroom. [*Enunciated, slow-paced]* Right? Different techniques are being used, they are put in…The large beaker representing the classroom… And these techniques are number one, the communicative activities in group, trios, and pair activities. Then, there are other different techniques and methods to teach the language. Then the guided instructions on the part of the teacher, because the level is Intermediate.	1211.
R	So it's interesting! Can I just look at this…	1212.
YP	Yeah, there are different sort of chemicals, they are poured in.	1213.
R	Okay, this is like an experiment?	1214.
YP	Yeah.	1215.
R	Like there are different, different things…the classroom is a beaker?	1216.
YP	Yes a large beaker, in which the experimentation is been carried on. And the small beakers, they are containing different techniques, activities and guidance for the teacher and instructors. So that the whole thing can be achieved properly, and the results can be received according to the requirement. The formula which I made, it is resulting into another thing, right.	1217.
R	Hmm!	1218.
YP	My subject was Academic Reading Writing.	1219.

Appendix Bii

Transcript of Semi-Structured Individual Interview . H. Group B. CI Cycle 4
Venue: YP's Institution
Discussants: Researcher (R) – Participant: YP

R	Theek hai.	1220.
YP	Through all these techniques, I taught them how to read, write and listen. But the final concrete thing which we see, is the final skill of writing. So these scriptures, they show the ratio of language, learners…right. Few of them, they learned well writing composition. They were getting 80% marks, right, and few were in the middle, getting 60% marks.	1221.
R	It was from the exams?	1222.
YP	Yeah, the final results was that, right…By keeping them in mind, I have deducted all this. (*Smiling*). I mean, how much they have learned. And there were 3%, who have achieved C+.	1223.
R	Okay.	1224.
YP	Right, 3%...So this has been the ratio, right, after getting their final results from the university.	1225.
R	And can I just rewind, the B.A 8%?	1226.
YP	I mean 8 out of 10 means 80%.	1227.
R	Okay.	1228.
YP	Some scored 80% results, some scored 60%, and some just 3%.	1229.
R	Actually it was the starting point, were they low to start?	1230.
YP	They are still in the bottom in the beaker.	1231.
R	Like they are 20%...are they 28, maybe 3?	1232.
YP	Right. (*Slight chuckle*). Yeah…But there was another achievement, which I put in the center, because it was the effort made by the whole class. Regardless of them achieving 80%, 60% or 30%, they composed a reader or a reference book on "Academic Reading and Writing". Right.	1233.
R	Hmm!	1234.
YP	And all of them, they did it so well; right…Partly the credit goes to the teacher, and partly to the students as well. Few students were outstanding, who had been preparing their own, adding some few things in the form of their own creations,	1235.

Appendix Bii

Transcript of Semi-Structured Individual Interview . H. Group B. CI Cycle 4
Venue: YP's Institution
Discussants: Researcher (R) – Participant: YP

	their own stories, different sort of essays. And they, I mean included it into that reference book, right. It was their own personal effort, for which they were given extra 2 marks…, What else? (*With slight chuckle / questioning mode).*	
R	*(Laughing too*). Alright…okay I know that you were trying to prove the Academic Reading and Writing, but when you started this particular intervention, like when you were describing them all that…So I mean if you have to identify your exact objectives YP, to aapka aim kya thaa, aapne kya soocha thaa ke kya hoga as a result of that, what were you targeted at?	1236.
YP	As I have narrated in my *Dastaan,* (*Slight smile),* that we have to keep in view always the examination system and it's paper pattern, right.	1237.
R	Hmm, hmm!	1238.
YP	We are bound to it! I crossed even the boundaries of the syllabus contents, and I taught them a lot, right.	1239.
R	Hmm, hmm!	1240.
YP	And I was pretty successful in making them write something, "Guided Writing", which we can call.	1241.
R	Like you insisted that they write a little bit every day, whether or not…the composition technique.	1242.
YP	Yeah exactly! And I even sometimes ignored their mistakes. What did I do, I made them write from the very smaller level, smaller to greater. What did I do in the beginning, that I use to give them 5 idioms or proverbs, right…And I asked them to formulate a story around them by using these idioms or proverbs in it. And same I have been doing repeatedly…Like sometimes I use to give them few similes, and I have asked them to use them in a description. So I use to give them many things like that! These we call a "Tool Kit for Writing". So we prepared first of all that! Then they started learning paragraphs, and finally they were able to compose an essay. Like the writing starting from the beginning, and then developing the idea, taking it into the middle, and then coming down to the conclusion. So again, many of them…it was a mixed ability class, many of them, they did it well. But, the students who were not good at grammar, composition, syntax, they were unable to do each and everything, as it was required, or as it was the plan. My focus was to make them learn each and everything!	1243.
R	You said that you wanted them to learn each and everything, so you were focusing on everything, grammar, syntax, everything?	1244.
YP	Yeah! But if they are not good at that, how they can compose any essay.	1245.

Appendix Bii

Transcript of Semi-Structured Individual Interview . H. Group B. CI Cycle 4
Venue: YP's Institution
Discussants: Researcher (R) – Participant: YP

R	Right!	1246.
YP	How to write an essay then! I was bound to teach them all that syllabus content, so if their basic English is not good, if they don't have any command on the language, then how they can develop ideas, or how they can discuss any topic, unseen topic given in the examination? Anyhow, comprehension skills…at that, I was pretty successful. That we made a lot of practice from different books! Especially I introduced something very new. Keeping in view, that these students, they have to appear in the exams, GRE, GAT and whatever.	1247.
R	Why you feel about that?	1248.
YP	To get admission in the universities, right.	1249.
R	Ahhh!	1250.
YP	It is compulsory! Even in this year, we have made it compulsory for getting admission in BS I.	1251.
R	So it's not just for your Inter results and all that, you have to pass, get this…?	1252.
YP	Yes…So I brought a GAT book in the classroom, right…It is full of comprehension exercises, and different vocabulary, and all these items, right. And we did those GAT exercises and GRE exercises in the classroom, so that they can learn it very well, and the whole thing should be targeted. Why we are teaching them "Academic Reading and Writing", why we are teaching them "Comprehension Skills"? Because we are in a way preparing them finally for the GAT test, right. To a certain extent, that is also the objective! This is the platform, where they can learn all these skills. Otherwise they would face problem in the future, when they will sit for the GAT or GRE test, then maybe they will not be an expert in doing all multiple choice questions and comprehending the given stuff, the text and all that, so then the result would be failure!...So that did very well.	1253.
R	Okay! So this is another intervention that you brought…a part of academically.	1254.
YP	Yeah! And we included those exercises in our reference book. The book which we finally composed as a project, those exercises, few of them selected were included in that book.	1255.
R	Okay alright! Did your intervention as you had plan? You said that you did your best, you documented each and everything, and you are happy that the reader likes it, it's an accomplishment in itself…	1256.

Appendix Bii

Transcript of Semi-Structured Individual Interview . H. Group B. CI Cycle 4
Venue: YP's Institution
Discussants: Researcher (R) – Participant: YP

YP	Yes in the library…yeah.	1257.
R	You said even the Department was also very happy.	1258.
YP	Yes very happy!	1259.
R	So is it how you visualized it in your head? Aapne jab apna intervention plan kiya thaa remember?	1260.
YP	(*Slight chuckle*). Actually, that I planned during my work, because I told you, I had been facing a major problem. For the first time, I was given the subject. The major problem was that, how all the scattered content of the syllabus given by HEC should be gathered together.	1261.
R	Hmm, hmm!	1262.
YP	I consulted 10 to 11 books! So that scattered material becomes a problem even for the children as well. They got confused, which book they should study…And few parts of those books, they were unnecessary for them, right. They were not for their level, it was not meant for their level. So I excluded them and selected the vary material which I required, and which my students can comprehend easily. So all those things, they should be kept in some book form.	1263.
R	This was the changes that you made while you were doing…	1264.
YP	Yeah during that!	1265.
R	And while you were looking at the students and all that?	1266.
YP	Yes, it was a sort of need analysis of the teacher! (*With a slight chuckle*). What does a teacher need, and what do the students need.	1267.
R	Okay alright. I remember YP aap ne jab banaya thaa…	1268.
YP	Yeah, guiding the students through maze… (*Laughing*).	1269.
R	(*Laughing too*)…So I mean, if you have to think about the teaching and learning…I remember you talked about teaching for me, then you said, "Teaching for me is something like this…". Aap ne kaha thaa yeh. (*Laughing*).	1270.
YP	(*Laughing too*). Again it's the same! By God! Today I made the same thing.	1271.
R	After doing your intervention and making so many changes along the way, in response to the challenges that you were facing while you were doing.	1272.

Appendix Bii

Transcript of Semi-Structured Individual Interview . H. Group B. CI Cycle 4
Venue: YP's Institution
Discussants: Researcher (R) – Participant: YP

YP	Yes.	1273.
R	So do you still stand by the formula that you wrote for me?	1274.
YP	I think I do! (*Laughing*). Because I knowingly, totally, forgetfully I did the same thing. I drew the sinology, whatever I said to you.	1275.
R	(*Laughing*).	1276.
YP	That's what I wrote…So it was totally an experimentation throughout this intervention, right. I kept on observing the learners, as where they are getting exhausted by the weight of knowledge or whatever. I wanted to impart them, I made them relaxed, right. I mean, observation was not only on the part of the student's errors and weakness; rather I keep on making changes in my own plan, right. Sometimes I made it lighter, right.	1277.
R	In response to the students…?	1278.
YP	Exactly! Because semester system, it contains only 4 months, so there are lot of things to be done. So the plan should be flexible! (*With a slight chuckle*). We can say that according to the need… Anyhow the one thing which makes me happy, that I taught them so well, and beyond the boundaries of syllabus. This is what the requirement of every university.	1279.
R	Like for example, teaching them beyond the syllabus, and going back to the reader?	1280.
YP	Not only the reader…that was also not the part of the syllabus, that they should know how to compose a book, or how to publish a book, or how to collect the material…Contents were totally new, right. Like GRE and GAT, all those books.	1281.
R	This is not the syllabus requirement, but you were concerned about their future needs, ke unko aagey jaa ke kya karna hoga?	1282.
YP	Yeah! And another thing…I not only kept in mind their future needs, rather I want to make them in touch with the Literatumre. They are language learners, right; they are studying "History of Literature" in the form of literature, and nothing else.	1283.
R	Hmm.	1284.
YP	So in B.A, we had been teaching a very beautiful book of short stories and one act plays. It also exploited many of them!	1285.
R	Okay.	1286.

Appendix Bii

Transcript of Semi-Structured Individual Interview . H. Group B. CI Cycle 4
Venue: YP's Institution
Discussants: Researcher (R) – Participant: YP

YP	While telling them that this is the descriptive sort of writing, I gave them a short story as an example, right. And it was "A breakfast by Dustin Black", it's a very beautiful short story. It is a descriptive sort of a narrative, which tells extremely minute details of the scene, that what the Writer experienced during that breakfast with the rural family. So I asked them to read it. After that, they underlined all the words images, the concrete images, which is the technique used by the writers in descriptive writings. The third thing they learned is that, I asked them to reconstruct the story of their own. Their personal experience of having been for some time with simple people, rural people, right, their exposure with the rural life. So it was a multipurpose assignment, or project you can call it…That they were kept in touch with the pure literature.	1287.
R	And it was interconnected them with the language?	1288.
YP	Yes with the language!	1289.
R	Okay.	1290.
YP	And they enjoyed it a lot! And when they were recreating the stories, they were amazing. One of them, she wrote that, she went to her cousin's home, they live in the village and their life style was totally different, "I use to listen music all the time, and their activities were totally different. They use to sleep early; I was not use-to all of these things". But finally she concluded that she liked their life style, she was impressed and said that, "Simplicity has great beauty and attraction".	1291.
R	That's amazing that you remember also these particular sentences ☺.	1292.
YP	Yes ☺. Whenever I teach, I teach with my whole concentration and focus. (*With a laugh*). Though I am praising myself, but self-projection… Actually the thing which you are doing, you should be satisfied with it as a teacher.	1293.
R	Bilqul!	1294.
YP	Apna haq ada kar ke phir parhaye.	1295.
R	Ke jitna aap kar saktey they, aap ne kiya.	1296.
YP	Yeah rizq-e-halal kamaya hai. (*With a laugh*).	1297.
R	Yeah.	1298.

Appendix Bii

Transcript of Semi-Structured Individual Interview . H. Group B. CI Cycle 4
Venue: YP's Institution
Discussants: Researcher (R) – Participant: YP

YP	I tried my best, I level best to inculcate each and everything what I know. Actually the experience of past 17 years, it counts a lot, and from the very beginning I had been the same sort of teacher. Means, it's not that in the beginning I was shy, I might be, but during my first session…Because when I joined the college, my first college as Lecturer, so over there I might feel shy for a few days, but after that I controlled it. Because whatever I do, it's my habit, that I do it with full force and enthusiasm, and efforts.	1299.
R	Okay….Did you evaluate your intervention? In a sense ke jaise aap ne bachon se poocha, ya aapka apna personal evaluation system thaa? Did you look at that…I mean I know that you look at the results, but did you evaluate your intervention in any other way? Like you said, "The kids enjoyed a lot"…To kya unhone aapko bataya, ya aapne poocha?	1300.
YP	Yeah daily I use to get their feedback, right! Actually their responses improved.	1301.
R	Responses in class?	1302.
YP	Yeah! Maturity in their writings reflected that the techniques are working. And I consider or evaluate myself a bit successful…I will not talk about the final results, because many other things can also count in the final results. Lekin jab hum is cheez ko learn kar rahey they, that children, they were overexcited, they were never bored, they were ready to work. Jab maine dekha ke wohh kuch thak rahey hain, matlab they are overworked, phir maine us cheez ko thoora sa kum kar liya thaa. Kyunke itna zyada hamari university ki na to requirement hoti hai, phir bhi hamara yeh aim hai ke bachon ko us cheez ke liye tayar karna hai, ke university se, ya college se nikal kar unhey aagey pata nahi kahan kahan jaana hai. They should be prepared for the unseen!	1303.
R	Whatever they would face it as individuals?	1304.
YP	Yes, for the future challenges, so that they could cope with it.	1305.
R	Okay alright! Last question…If somebody would approach to you, and they said that they were been invited to participate in a similar project….So if they come and ask for your advice and said that, they are been invited to participate in this kind of project…?	1306.
YP	Definitely throughout our teaching career, different courses, and different conferences, and different invitations, they do come and we like to participate in them, because they are for our own enlightenment, right. Teachers also need reviewing and reflection! So every time it is good to participate in such things. Especially the session, which I participated with you, I came to know about many	1307.

Appendix Bii

Transcript of Semi-Structured Individual Interview . H. Group B. CI Cycle 4
Venue: YP's Institution
Discussants: Researcher (R) – Participant: YP

	problems, right. I mentioned it in my story that I learned a lot from the participants, the researchers, what they are experiencing in the different systems, what are their problems and what are ours, and what is the solution…Whatever are the problems, regardless of it, they are part of life. But if you are keen to learn something, you have to tolerate, you should have tolerance for that. (*With a huge laugh*).	
R	Do you remember any particular thing that really struck you, maybe while the intervention was going on, do you remember anything, any specific thing?	1308.
YP	Nothing! (*With a slight chuckle*).	1309.
R	I am just curious…	1310.
YP	During my intervention?	1311.
R	No, no, no, during the focus group…since you came here.	1312.
YP	Discussion?	1313.
R	Yeah the focus group discussions we had, you were talking about their stories and their problems, aap ne apney reflection mai bhi kaha hai…To mai aap se pooch rahi hoon ke aap ko kuch specific yaad hai, like something strikes in your mind, ke achaa theek hai, alright maybe…?	1314.
YP	Nahi wohh zehn se thoora sa idea out ho gaya. (*With a smile*). Lekin at that time I wrote few points in my diary. If you remember, you gave us a diary, a small diary.	1315.
R	Yes I remember!	1316.
YP	So after listening them, I wrote all these things. And then one day I was reading an article, it was also written about the same problems, "Need analysis in the teaching and learning of language", right…So the same sort of problems almost I came to know, rather they were in my mind and somebody else told, right. So I also realized that same problem I had been facing and it's also my problem. Tackling with the large classes, and traction and all those things.	1317.
R	Yeah the article was on large classes!	1318.
YP	Exactly! Large classes, and especially in the background of bilingual system of Pakistan.	1319.
R	While you were reading, did you came across your intervention or?	1320.

Appendix Bii

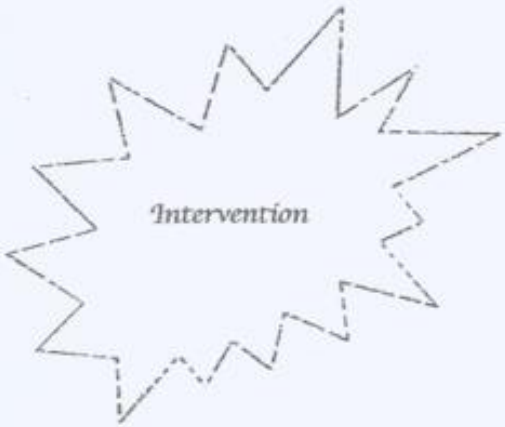
Transcript of Semi-Structured Individual Interview . H. Group B. CI Cycle 4
Venue: YP's Institution
Discussants: Researcher (R) – Participant: YP

YP	No just I came across!	1321.
R	By chance?	1322.
YP	Yeah!	1323.
R	Okay! Very last question…	1324.
YP	It should be last! (*With slight chuckle).*	1325.
R	Nahi yeh bilqul last hai….lekin yeh thoora lamba hai. Okay I want you to imagine, if I told you that you are actually taking part in some kind of game show. And this entire project from the beginning till the end, like it was like focusing on the journey of change. To agar aap se poochey, and if you have to narrate your story, it's a movie, you are playing it back in your head, and you are choosing scenes from your memory of this entire project from beginning till end…So what story would you tell? You can choose anything you want to, it's your story?	1326.
YP	I have to find an analogy?	1327.
R	You have to imagine, you are thinking about that somebody is saying that this is the journey of change…and you are saying that does change fit in, doesn't it fit in…YP agar aap se abhi nahi ho raha hai, believe me, mai aapko phone mai kar loongi, aap pareshaan is waqt nahi ho…	1328.
YP	(*With a laugh*). Haan mujhe kuch is waqt samajh mai nahi aa raha hain.	1329.
R	If you take the time to think about it, I can give you the time…I am leaving on Friday, theek hai, so I have delayed by… (*Interview ended).*	1330.

Appendix Bii

BT. Tasksheet. H. Group B. CI Cycle 4

TASK 5 ⇨ Brainstorm and in the space below write the first word/s or analogy/ simile (s) that come to your mind when you think about the intervention project?
What image (s) do you think would come into your students' minds?



TASK 6. ⇨ In the blank sheet that has been provided visually depict, that is make a visual map/ representation of the intervention and your intervention journey (comparing what you did, what you wanted to do, what actually happened and what you would have liked to happen).
[Note: As always please don't worry about the artistic standard of the drawing; ☺ this isn't an art test ... if you can't think of these elements as a complete picture then just draw or choose an image that you feel is representative.]

TASK 6. 1 ⇨ You'll be asked to present and explain on your drawing in the 2nd group meeting

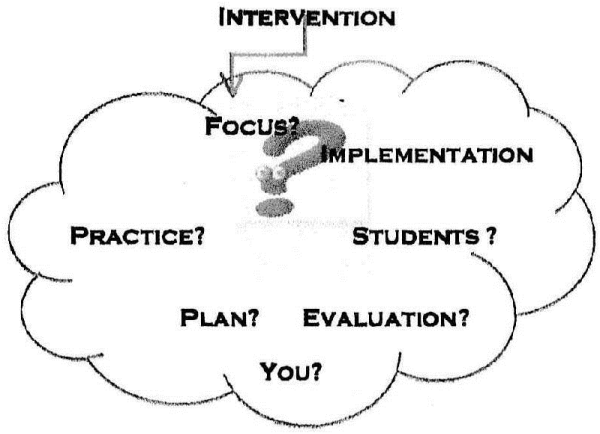
TASK 7 ⇨ If you were the expert reviewing and assessing your intervention what would your verdict? What would you write in your report and how would you justify it?

Appendix Bii

BT, Tasksheet, H. Group B. CI Cycle 4

Task Sheet 1 for **Research Team –Research Meeting VII (1st FGD of Cycle 4)**

TASK 4. ⇨ **Describe what you did in your intervention in terms of considering the elements included in the thought bubble:**

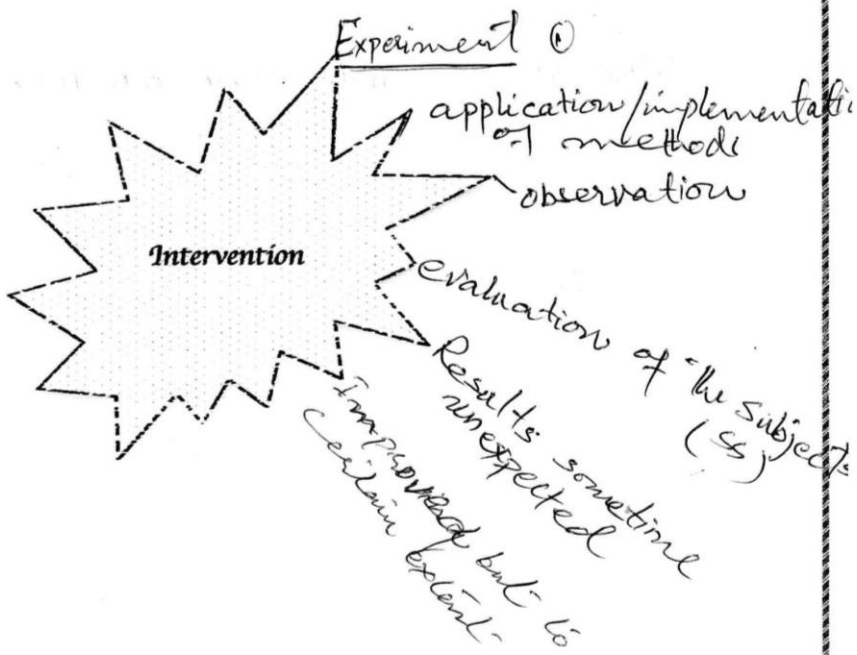


- Plan was focused on enhancing communication skills - with the help of different methods, techniques activities [Level: BS Hon IInd semester 22 SS]
- Real life situations (role-play - Mini-drama) were created to enhance lang. skills Spkeaking to listening to reading & then writing. (Practice + Phase)
- Practically the project SS made, was to do Implementation to prepare a 'Reader' of their subject Academic Reading writing so that all the contents can be compiled in a book form
- I played the role of a guide throughout

Appendix Bii

BT, Tasksheet, H. Group B. CI Cycle 4

TASK 5 ⇨ **Brainstorm** and in the space below write the first word/s or analogy/ simile (s) that come to your mind when you think about the intervention project? What image (s) do you think would come into your students' minds?



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TASK 7 ⇨ **If you were the expert reviewing and assessing your intervention what would your verdict? What would you write in your report and how would you justify it?**

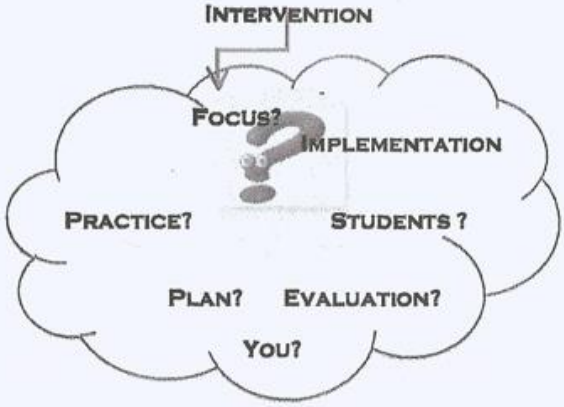
There were efforts both on the part of T. & Ss. However feed back was masked by the basic errors instilled in Ss language learning from the primary level.

Appendix Bii

YP, Tasksheet, H. Group B. CI Cycle 4

Task Sheet 1 for Islamabad Research Team –Research Meeting VII (1st FGD of Cycle 4)

TASK 4. ⇨ Describe what you did in your intervention in terms of considering the elements included in the thought bubble:

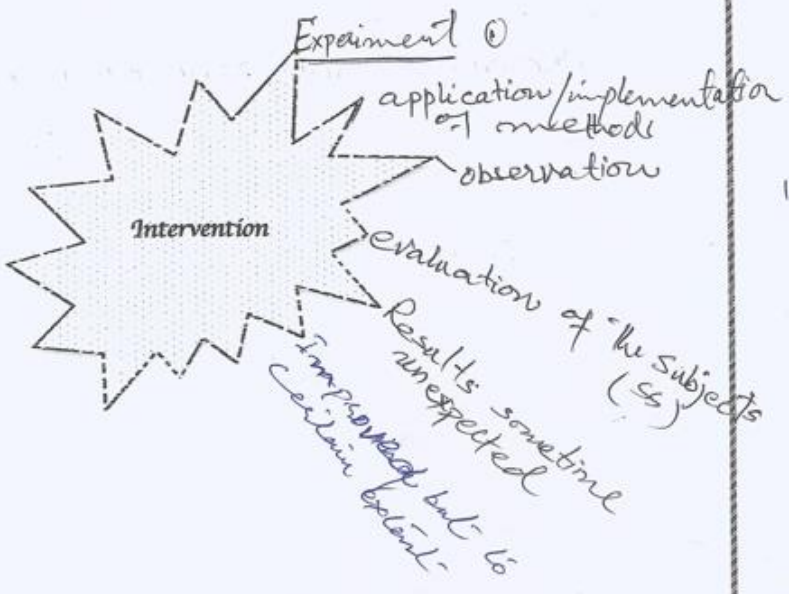


- Plan was focused on enhancing communication skills - with the help of different methods, techniques activities [Level: BS Hons IInd semester .22 Ss]
- Real life situations (role-play. Mini-drama) were created to enhance lang. skills Speaking to listening to reading & then writing. (Practice + Phase) Implementation
- Practically the project Ss made, was to do to prepare a 'Reader' of their subject Academic Reading writing so that all the contents can be compiled in a book form
- I played the role of a guide throughout in collecting, classifying & composing the book.

Appendix Bii

YP, Tasksheet, H. Group B. CI Cycle 4

TASK 5 ⇨ **Brainstorm** and in the space below write the first word/s or analogy/ simile (s) that come to your mind when you think about the intervention project? What image (s) do you think would come into your students' minds?



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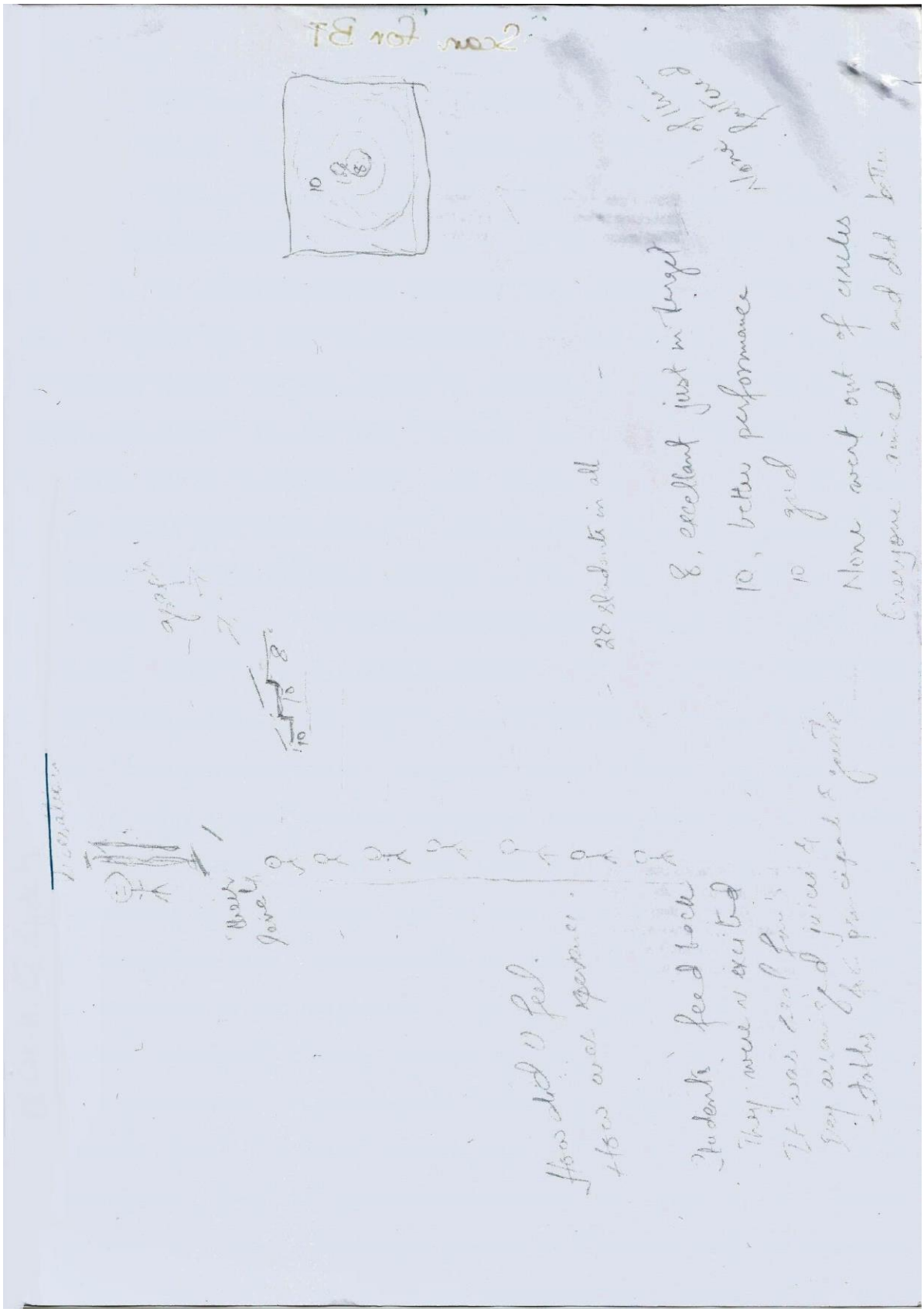
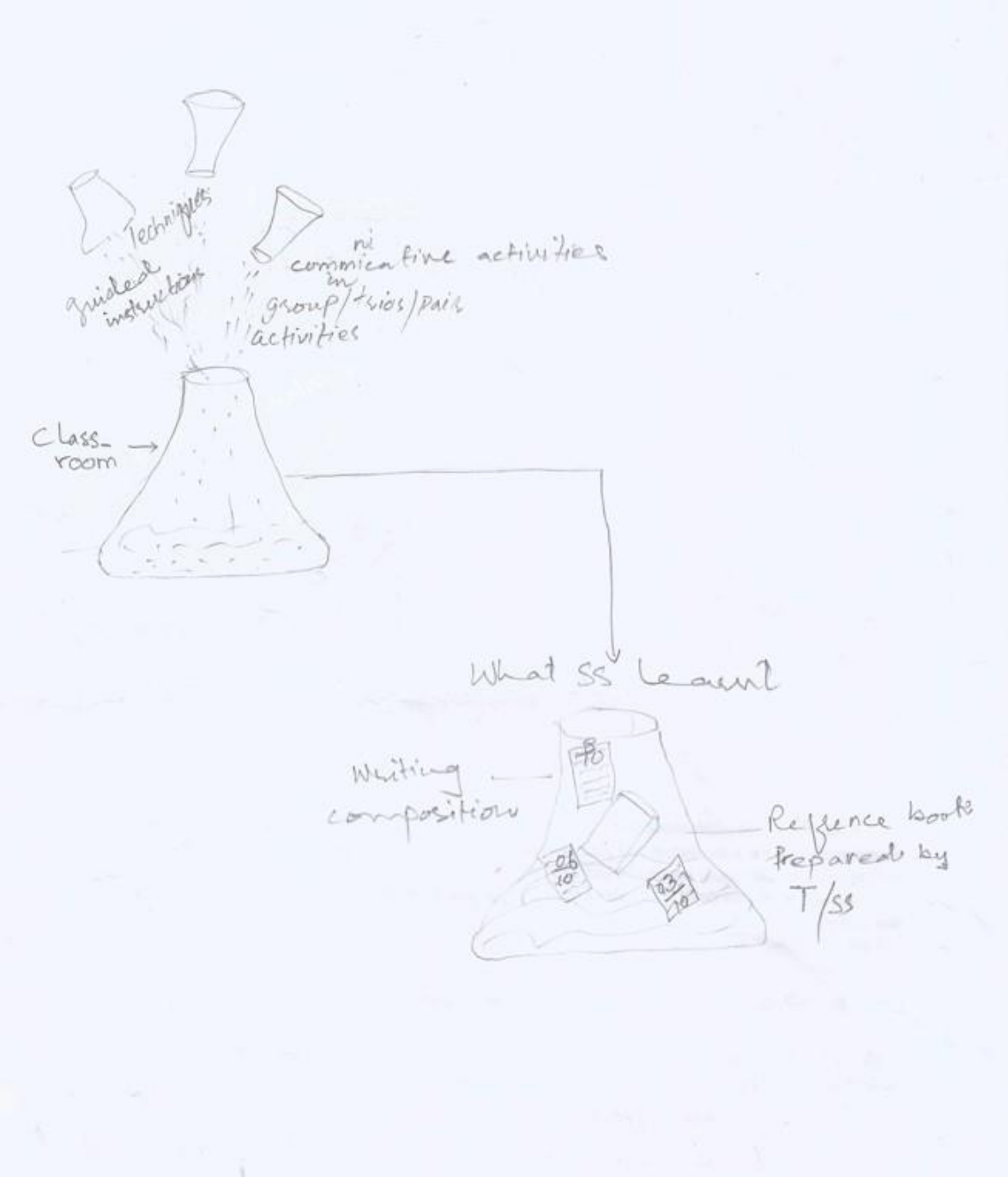
Appendix Bii

BT, CM, H. Group B. CI Cycle 4



Appendix Bii

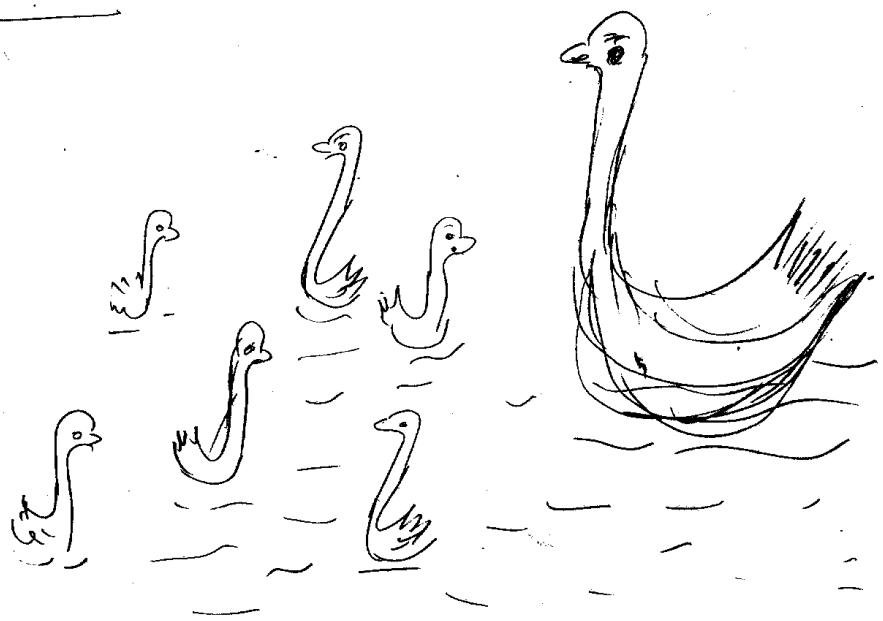
YP, CM, H. Group B. CI Cycle 4



Appendix Bii

GV, CM, H. Group B. CI Cycle 4

Cycle 4



MOTHER GOOSE

How To SWIM:

- FROM SHALLOW WATER TO ~~DEEP~~ BLUE SEA.

Appendix Bii

YP, Reflection, H. Grp. B. CI Cycle 4

No bird soars too high if he soars with his own wings ....
William Blake

TASK 8. ⇨

Reflecting on your intervention and your entire experience of participating in the research journey through the research project write/narrate a tale/ a dastaan of your journey

.....Good luck!

I joined the research group and came to know a lot about different aspects of language learning & teaching as well. The focus group discussions and responses (of other researchers) towards queries in 'question sessions' finally led me to the Needs Analysis revealing a wide range of perspectives on the use of English as L2.

I came to know that desire for teaching and learning is two-sided (interactive). To root out the major problems in lang learning on the part of SS, it is signal to teach lang in a very creative, active and ~~stut~~ student-centred method. All this was not an easy task in view of large classes where English can not be easily taught as a 'skill' rather

Appendix Bii

YP, Reflection, H. Grp. B. CI Cycle 4

than a 'subject'. System of evaluation & examination also helps a little as it requires crammed answers. The degrees are offered to those who present a good face sheet in the form of 'properly' written answer book. (and all this they do just to get a degree and then an employment)

However, different sessions of discussion with the research team made me a bit more conscious about my role as a language teacher. I thought about different ways, methods, techniques (some of which were shared by the research team members) and implemented them. To certain extent I succeeded but the results were not totally up to the mark.

In fact, learners own educational background counts a lot in their language learning. All the efforts on the Teacher's part bear fruit hundred per cent when the Ss have 'competence' for learning, if they have a sound foundation of understanding lang. started from a very early stage of their education

Preliminary data analysis also suggests that the pilot extended beyond its intended scope by not only helping to identify gaps in the design, but also through offering insights on both the conceptual and theoretical orientations of the study. Hence, the proposed design has been modified in response to these insights and the methodological gaps. A summary of these modifications is presented as Table 5.

Table 1: Refinements to Proposed DPhil Study Design

Insight from Pilot	Related to	Source	Response / Refinement
▪ **Group seemed to function as a learning community of practitioners**	Conceptual + theoretical grounding of the study	Conversational analysis of FGD data + content analysis of all data sets	Inclusion of Lave and Wenger's (1991), social learning theory- Community of Practice, included as an additional conceptual lens
▪ **Possible Impact of institutional context on teachers' engagement with conceptual change**	Theoretical grounding of the study	Content analysis of all data sets	Developing a more sensitised approach when exploring its interaction with participants' conceptual change experiences
▪ **Trustworthiness concerns related to issues of face (Goffman, 1967) and inducing of group- mind and participant re-construction and reliance on rehearsed scripts**	Study design	Conversational analysis of FGD data and content analysis of all data sets	- Designing focus group discussions through interweaving stimulated recall procedures as a strand. Each FGD builds on each other in a staged design - Incorporating semi-structured individual interviews designed to combine elements of focused interviews (Merton & Kendall, 1946) with stimulated recall procedures (Lyle, 2003) as an additional tool. to serve as a final methodological cross-check. The aim would be to use this to probe for and corroborate data on the individual participants' conceptual change engagement.
▪ **Sampling**	Study Design	Overall analysis of pilot study, its implementation and its data	-Extending the timelines of the study to give the researcher time to hunt for participants - To retain the purposive sampling and convenience sampling strands -To reduce the sample size from 14- 16 participants to 10-12. This would help to ensure greater depth while also making finding participants easier. -Trying to address representativeness and diversity concerns by carrying out the study in two cities instead of one, that working with a 4-5 member cooperative inquiry groups in 2 separate cities
▪ **Data Analysis**	Study Design	Researcher's reflections on engaging in preliminary analysis	- In the initial design the data was to be treated to 8 levels of analysis. In the pilot study, two additional data analysis tools were added: conversational analysis and discourse analysis. It is proposed that in the main study the data be undergo 13 levels of analysis using three strands of analysis within a hermeneutic data analysis framework. -- Stage 1. Data immersion during the progress of the study through

			engaging an on-going conversational analysis of focus group discussion data so that each discussion builds on the other -Stage 2. Discourse analysis of all data sets looking at individual participants - Stage 3. Reviewing the data as a whole to get an overall sense - Stage 4. Comparing and then distilling insights offered by three previous stages to design individual semi-structured interview guides. - Stages 5, 6 & 7. Doing a content analysis of concepts maps, reflections and semi-structured interview data - Stage 8. Using semiotic evolution (Taborsky, 1997) as a discourse method to analyse group and individual thinking - Stage 9. Engaging in a content analysis of all data relating to the group experiences with conceptual change - Stage 11. Preparing a narrative case study of the group engagement/ experiences with conceptual change - Stage 12. Doing a discourse analysis of all the analysed data relating to individual participant's experiences with conceptual change. Then completing the double hermeneutic circle and identify meaning by looking at the whole to part relationship. This would involve comparing the analyses of individual's engagement with conceptual change with narrative case study of group experiences of - The final stage of analysis (the 13th stage) would involve the preparing of individual and cross-case study narratives of participants' experiences of and with conceptual change

In retrospect, I feel that the most important lesson that the pilot taught me was the need to keep to flexible and responsive design because of the open-ended exploratory nature of the study and complications posed by the extreme political sensitivity of the research context. And as I have shared, I plan to address this through continually reflecting and reviewing the design by being as reflexive and immersed in the data as possible. At the same time because it is virtually a venture into the unknown, I need to be prepared, to have a clear plan. To this end, I have provided a diagrammatic organisational plan (see Appendix F) for the final write-up on the study but would stress that, in view of the data-grounded nature of the study, it be considered a tentative plan.

A Retrospective Narrative on the Evolution of Project as informed Essentially from the Insights of a Six-week Pilot Study

This narrative seeks to trace out how the proposed project has evolved. Accordingly, a major section of the paper focuses on describing the pilot study that was used to field-test the initial design and then elaborates on how the lessons it taught have informed the proposed study. Since data sets are still incomplete, as data is still tricking in, the discussion focuses essentially on study design.

The paper has four constituent parts. 1) An outline of the initial design of the pilot study, 2) A description on implementing the initial design through the pilot, 3) then a discussion on the revised design based on the insights provided by the pilot and finally 4) a commentary on the evolution of my thinking and understanding of the proposed project.

1.0 Brief Sketch of the Initial Design

Both Freeman (2001) and Borg (2006) make separate note of the fact that change is slow process, especially with respect to embedded and resistant beliefs/ pre-conceptions/ conceptions and that a longitudinal study is needed which genuinely engages teachers with and in a change process, for it to have any potential for leading to change in practice. My MPhil data seemed to indicate that ELT teachers in Pakistan have embedded conceptions that are highly resistant to change. Therefore it followed that a study focusing on teacher change as a process would need a design that allowed for participants to be engaged with conceptual change over an extended time–period and in way that it situates this engagement in "broader situational, cultural, and educational contexts" (Vosniadou, 2007, p.50). Accordingly it was proposed in the initial design, that the DPhil study be of 9- 10 months and employ an intervention project which combines elements of *Inclusive Conceptual Change Instructional Design* (Duit et. al, 2008) with the principles of *Cooperative Inquiry* (Reason & Heron, 2008) as the main tool to explore participants' lived experiences *of* and *with* conceptual change in regard to teaching and learning. It was also proposed that, in keeping with using an intervention as the main method, the study use interventional tools in the form of focus group discussions (FGDs), autobiographies, reflective journals and conceptual artefacts such as concept maps and case studies to both facilitate participants' engagement with conceptual change and to record and track their experiences and interactions with it. Since the study proposed to focus on teachers teaching English language at the tertiary level in Pakistan, and since Hermeneutic phenomenological approaches aim at developing rich or dense description of the phenomenon – that is on gaining depth rather than breadth (van Manen, 1997), it was anticipated that a purposeful sampling strategy would be needed to identify no more than 14-16 participants. These participants would be divided into two project teams, consisting of seven to eight participants. As Pakistan is politically volatile, it was anticipated that

access could be an issue, and it was proposed that sampling incorporate a convenience-sampling strand as well.

2.0 The Pilot: A Brief Description/ Summary

Pilot studies can be conducted for a multitude of reasons (Teijlingen & Hundley, 2001) ranging from trialling a major study by doing a mini-version of it (such as a feasibility study) to pre-testing tools and trialling the research design for refining them (Baker, 1994), and/or to convince funding bodies or stake-holders that the study has potential and is worth doing. I did a pilot for the present study for all the reasons cited above. I wanted primarily to trial the research design in terms of timelines, process and tools, but I also wanted to test and confirm the assumptions under-pinning the study design. I have yet to find a study on teacher thinking using a design such as being proposed for the present study, especially in a context such as acutely under-studied, politically-volatile, where the role of English is so controversial (see section 2) as Pakistan. Therefore another reason for conducting the pilot was to confirm the assumptions that underpinned the study. Accordingly, I conducted a pilot study in Karachi, Pakistan from the month of April 2012 to the beginning of the 3rd week of May, 2012. The study involved four participants: three female teachers and one male teacher. All four were teaching in the English Language centre of an international multi-campus university, which has its central campus in Karachi.

The study participants were identified through personal contacts as Karachi was in a particularly volatile state at that point, and gaining access to participants was an even more difficult proposition than had been originally anticipated. Prior to approaching participants, I met with the gate-keepers of the research site in the third week of March, that is both the director of the institute under whose aegis the centre comes and head of the centre, to clear access concerns. I then had a preliminary informal meeting with the prospective research participants to brief them on the study.

The first focus group discussion was conducted two weeks after this initial meeting. During the course of the study, the participants met together for a total of 8 focus group discussions. Each meeting (FGD) was approximately an hour and a half long with the exception of FGD 4, which was one hour long, and the final FGD (FGD 8) which was two and a half hours long. All together the FGD data amount to 14 hours of recorded data.

The focus group discussions tracked a four- stage cycle. In the first stage, participants decided/planned what the intervention project would be as a group, through reading articles, discussing and reflecting on their reading and teaching, as a group (FGD 1 and 2). The second stage involved participants designing the intervention through sharing a plan of action (FGD 3, also refer to Appendix C). In the third stage, participants implemented the planned intervention and reported on

its progress (FGD 4, 5 and 6). In the fourth and final stage, the participants engaged in a reflective evaluation of both the intervention project and their experiences of participating in the study.

In addition to the focus group discussions, the participants were also encouraged to submit four concept maps (see Appendix C). The first one, at the beginning of the project, required them to map their understanding of feedback and the change that they expected to see as a result of the intervention. The one at the end entailed their mapping journey through change with respect to the study and where else they felt there was an intersection between, change, the project they had done and their overall understanding of themselves as practitioners. They were also asked to submit two concept maps while they were engaged with designing and implementing the intervention. One on their teaching and learning history as it related to change, and where they saw the focus on feedback (the focus of the intervention project) as fitting in, and the other on their understanding of an exemplary classroom and where they saw a representative Pakistani classroom fitting in. While the participants were forthcoming in sharing the first two maps, accessing/obtaining the final concept map has been difficult. Only one of the participants submitted one at that time, the other three participants emailed theirs recently. In fact I received the last remaining concept map two days ago.

The participants were also provided with reflective diaries to encourage them to note their thinking as they planned and refined the intervention project; but again, though they said they had been writing in them they were not receptive to sharing the reflections they had said they had written. Two of the four participants have emailed their reflections. What is interesting is that both have made the effort to type out the documents even though I assured them that scanned hand-written reflections would be perfectly acceptable. It could be that participants were concerned about presenting a certain image and felt that typed out documents were more appropriate. Or it could be that the reflections were constructed to reflect the image they felt was expected. However there appears to be consistency in their narratives as reflected in data sets from the other tools and what they shared in their reflections. Hence perhaps while there may be an element of participant reconstruction, this consonance can be said to validate using these reflections as a data set.

The pilot study was designed as a three to four-week study but in actuality, it extended well over a period of six weeks.

3.0 Insights from Pilot Study: On Methods, Sampling, Data Analysis & Ethics

A preliminary analysis of the study data (focus group recordings, participant concept maps/drawings, lesson plans and my own field notes and reflections) indicates that using an intervention project that combined elements of *Inclusive Conceptual Change Instructional*) with the principles of *Cooperative Inquiry* (Reason & Heron, 2008) as the main method, led to some anticipated results as well as some

unexpected ones. It was anticipated that an intervention project incorporating both conceptual change instructional approaches and Cooperative Inquiry principles would allow participants to be "confronted" (Bullough, 1997; Posner et. al, 1982) with propositional knowledge related to the theoretical aspect of the intervention they were planning to implement in their ELT classrooms and the phases of trying to apply it, and having group discussions about it, would give them the opportunity to engage with their conception on a metacognitive level. Their journey then through the project, would serve as the study data, the main text to be analysed. Hence the interventional tools in some cases would function as both the means of facilitating the intervention as well as a means of recording it. Focus group discussions were seen as being a key tool. Both by facilitating the intervention in terms of initiating participants' conceptual development through dialogic exchange/learning (van der Linden & Renshaw, 2004) and also as a site for observing their thinking as reflected in their dialogue. Similarly, it was also anticipated that writing and exchanging autobiographies, using conceptual artefacts such as or articles (this would relate to participants' engagement with propositional knowledge), reflective journals and concept maps/drawings, would facilitate engagement with learning, and by extension with conceptual change. In terms of the study, tools such as FGDs, journals, concept maps/drawings, autobiographies would also help to track the change in their thinking.

In short then, the aim of using an intervention project as a method was to allow participants the space and opportunity to engage with thinking and reflecting on what teaching and learning means to them in terms of understanding and practice. What appears to be emerging from the data suggests that there was a match between intended aims and purpose and how the intervention project functioned in the field. It appeared to allow for the two main research questions: "RQI. *How can ELT teachers working in Pakistan's HE be engaged in and with a process of conceptual change with respect to their teaching and learning?"* and "RQ2 *What are ELT teachers' (research participants') experiences of and with conceptual change with respect to teaching and learning* and the six questions (see section 3.3.1) which subsume within them, to be explored. For example the last few lines in the concluding dialogue box in participant XY's final reflective map read "My quest continues as does my learning with everything that happens around me – but this project gave us.. space, some time to just talk, to talk about academic things, to vent our frustrations. It was good to see young faculty reading literature, contextualising it" (see Appendix C). In the reflection, emailed after the last focus group discussion of the study (FGD 8), participant JA makes a similar comment "This study has been a very liberating experience and although, there were many limitations in the way we designed the classes and material around feedback, still a lot of learning took place, at least for me" (see Appendix B). While there are issues with taking such self-reports at face value (Schater, 1999), the data from the focus group discussions both in terms of what was said and the evolution of the discussions, indicates that the intervention project was giving participants the space to talk about their professional practice and its

links with theory, and that this in turn seemed to lead to them having insights about not, just their professional practice, but even their lives.

A case in point would be participant SF. Participant SF has been working in the research setting (the institution the research was carried out in) since 2006. In terms of number of years in the department and responsibilities, she has a certain seniority, but in terms of rank, she is not quite at middle management level. While being quite participative during the focus group discussions, she appeared to be quite guarded in her responses. She spoke with authority/certainty when it came to questions of practice "feedback needs to be structured for it to work/ they [the students] need grammar/ The problem is that they're so dependent on us, our feedback" (FGD 2, 7, 5). There appeared however to be a certain wariness in her responses on topics/questions related to beliefs/ conceptual-orientation related questions. For instance, when participants were asked about what they expected to see as outcomes from the intervention on feedback that they were planning (FGD 2, 3), they all committed to some kind of expectation, "If we're looking at feed forward we have to strategise in a way that it is sustainable/We should share what we already do and we should bring a change/ I think how we should look at how much feedback is enough" (XY, FGD 2; JA FGD, 2; NG, FGD, 1). SF too volunteered an immediate response but it seemed very carefully hedged- "I think what I am looking for is am I doing it the *right* [italics signify participant's emphasis] way or not…this is something you know to be done like this or not... we give each other feedback like how well we are doing or not doing …keeping the literature also in view ...looking at ourselves – how good or bad feedback teachers we are or not". Such consciously crafted responses can be seen in most instances where she was required to venture out of what seems to be her comfort zone of describing or commenting on practice (even comments on practice were descriptive). Then in FGD 8 while evaluating the project, there is a sudden shift:

> I think I've been made to realise change takes time – it's difficult…it does affect me if there is no appreciation or acknowledgement …some acknowledgement that the person is struggling against their personal commitments, professional commitments etc …The cognition that you [addressing the researcher] pointed out, cognition is there and we internalise it [change] .. I think when you are speaking of change, I am speaking for myself only ..whether it's personal or professional whatever kind of change is happening, the numbness is there.. I am talking about my personal change ..my personal experience that I've gone through recently ..Since August 2011 I guess, the biggest thing I've learnt since my divorce is to shield myself from people.
>
> (Transcript for FGD 8, see Appendix C)

Keeping in view the nature SF's contributions thus far – where everything that was said suggested an orientation towards cultivating and maintaining a certain image, this venture into the personal, when

the discussion was focused on change as it related to the intervention project, seems uncharacteristic. This could be said to be indicative of a moment of genuine engagement between cognition and lived experience that extended beyond the parameters of thinking about teaching and learning, to a more complex integration between insights about professional practice leading to change in thinking in a more holistic sense. The final reflection submitted by participant JA also suggests a similar integration between insights yielded as a result of participating in the project leading to insights about the personal. She writes about her sister having cancer and undergoing treatment, her mother suddenly dying and then concludes "Now when look back at my life, I understand why I hate changes. It is mostly because I remember all the negative changes only" (Reflection on Change and relationship with intervention project, see Appendix C).

The fact that the pilot study data allows, even at this preliminary stage of analysis for teasing out such insights provides a basis for the claim made earlier in the discussion that the intervention project as a method and the interventional tools embedded within the intervention project's design: the focus group discussions, the concept maps/drawings and reflections, articles and lesson plans did allow for the two main questions: the *what* question on the experiences of the participants and the *how* question of what insights this offered with respect to engaging participants in the process of change at a conceptual level, to be explored. This can be seen in Table 1 where the preliminary analysis of the data appears to suggest that *all* six of the subsidiary questions were explored. In fact, what was interesting, and is related to an unexpected result, is the role the cooperative inquiry strand within the intervention project design, seems to have played. The data suggests that the cooperative inquiry principles functioned as a frame with the intervention project subsuming within it rather than the reverse as envisaged in the initial design (see 1.0). Since only a preliminary data analysis has been engaged in, I have been unable to examine how cooperative inquiry drove the study forward, but there is a clear indication that it did. It could be that the participants really responded to the sense of shared ownership that Cooperative Inquiry allows participants in their role as co-researchers. Perhaps it gave them the motivation to take the initiative to search for articles for the study and circulate them. That may be why they made time, even in the middle of the busiest time of term, to meet for the focus group discussions and why one participant even volunteered to teach on an additional programme to facilitate the implementation of the planned intervention. There is a sense from the reading the data that participating in a study where the participants felt/ saw themselves as researchers engaged in improving practice in a joint effort, and where, the power differentials between them and the researcher were considerably reduced, gave them the confidence to really challenge each other's and the researcher's ideas. The cooperative inquiry strategy, by giving them that ownership, also seemed to give them the safe space – the freedom to reflect and critique their own practice and this may have induced, through confrontation with literature, the state of dissatisfaction (Posner et. al, 1981) discussed in conceptual change theory (see Appendix A, p.6). It is a little too early to draw a conclusion though, as the data is still being analysed.

There is also indication that in the focus group discussions, where participants saw themselves as co-investigators engaged in a cooperative inquiry project, allowed for an almost natural exploration of some the subsidiary questions. For example, in FGD 8 (see Appendix C) the discussion on change and their evaluation of engaging in designing and implementing an intervention on giving student mediated feedback, led to participants commenting on the impact of the institutional context in terms of colleagues' attitude and internal politics on change efforts. SF's sharing of how her divorce had impacted on her understanding and response to changes, led to an analysis on XY's part about how this was a context and culture- related issue

> I don't know if this ah.. related to our context as well because when we think in terms of family relationships and responsibilities and the way we deal with them – are connected with them is different, it doesn't happen in all parts of the world the same way..in our culture if someone needs you for a wedding you're jolly well there – it isn't just for something dire (FGD 8)

Questions related to facilitators and barriers to change were explicitly probed but later on and to build on this discussion (see Appendices B). Similarly, the question related to context (see Table 1) did not need to be probed for at all because in the course of the discussion, participants expanded on it themselves. Hence, the only question, related to context, the focus group discussion probed for, was what participants meant by context-related problems (Appendix C). There is also the possibility that engaging in a Cooperative Inquiry project, as co-researchers, allowed participants to feel that they were meeting the research agenda set up by the university they work for. This may be likely because appraisals and promotions in the university in question are being increasingly linked to research. In retrospect, it could also be a case of how the study was presented to the participants. This is related to ethics and reflexivity and will expanded on later on in the discussion.

Table 1: The Subsidiary Research Questions & their Exploration as Reflected in the Pilot Study Data

NO	**Sub Research Qs**	**Data Sources - Analyses**	**Illustrative Data Extract**
i.	*What do research participants perceive as engagement with conceptual change with respect to teaching and learning as reflected in their accounts?*	Combined Content analysis of data from 3 tools (FGDs, Concept maps/drawings, reflections)	"Let me start by expressing my feeling of what 'learning' is for me..As my mind vivid mind carries me into the past, I can recall instances, starting from primary level right up to today.. basically family, friends, teachers, people (abroad), and the environmental system that I have been living with. This impact has brought change in my life; the change of understanding acceptance /They had intelligence but the spirit of learning was lacking. Thoughts come to my mind that perhaps I should have provided students with exemplars..It's a valid standard set for students to compare their work with (Orsmind, Meery and Reiling, 2000)..For me, this learning experience brings in the concept that 'Change' is important for every individual. As a teacher we have to expect anything from the learners. Only if we are willing to accept change in our lives it would easier for us to understand, to be patient, accept, trust, and appreciate many things". (Participant NG, Reflection on concept map; Reflection on project)

ii.	*What constitutes as conceptual change for the research participants as reflected in their accounts?*	Combined Content analysis of data from 3 tools (FGDs, Concept maps/drawings, reflections)	"conceptual change is cognitive change isn't it?"(SF, FGD 8) "for me I said change is… when NG and JA talked about things they did, it may seem as if no they aren't talking about theory but I think in terms if where they started from and in fact that they actually tried something, was very important.. I hope they carry it forward in terms of thinking about to do things differently like in another time..that is a very big change"(Participant XY, FGD 7)
iii.	*What factors did research participants perceive as facilitators in their engagement with conceptual change with respect to teaching and learning?*	Combined Content analysis of data from 3 tools (FGDs, Concept maps/drawings, reflections)	"For me another big change was that there are a very few people unfortunately in the department who talk about doing things or just even talk about making a difference. So as far I am concerned this [reflections on the intervention project and meeting for focus group discussions] is a very pleasant mode.. who do you talk to when you need to chat with someone about something to do what you think?" (Participant XY, FGD 7)
iv.	*What factors/issues did research participants perceive as beings barriers or hindrances to their engagement with conceptual change with respect to teaching and learning?*	Content analysis of FGD data	"I don't feel like doing anything ..as an institution I don't feel like I belong here any more… people around me are being – how you say –beep [mild profanity]- in a nice way?..[laughter]" (Participant JA, FGD 8) "Negativity of colleagues" (Participant SF, FGD 7) "As a coordinator I feel it's very discouraging ..things don't happen as they're supposed to..the resistance to change "Pakistan's a poor country, we don't have the resources- like yesterday I wanted to search something out on the internet for the project but I couldn't because there was no electricity" (Participant NG, FGD 8)
v.	*What evidence is there in their accounts of their engagement with conceptual change with respect to teaching and learning, having any impact on their practice or change in thinking about practice?*	Combined Content analysis of data from 3 tools (FGDs, Concept maps/drawings, reflections)	"I don't know I think I could have probably started the project – the compare and contrast essay and discussed with them [the students], how we're going to it and negotiated it..but I think just for the sake of doing it you know because I was so- I came up with like the energy and now we're going to bring the change, I've read so much literature. And I just went there and applied without actually negotiating with the students that whether they want it, were ready for it..learners are integral part of the process" (Participant JA, FGD 8) "to connect this too with your initial thoughts about change, teacher's work , gradually developing your understanding. Then you cannot separate talking about feedback .. Teaching is so involved that you can not compartmentalise"(Participant XY, FGD 7)
vi.	*What role, if any, did context and culture play in the interplay between participants' engagement with conceptual change as regards teaching and learning and their classroom practice or their thinking about their classroom practice?*	Combined content analysis of 3 data sets	"Whatever you say our context does impact" (Participant SF, FGD 8) "The students weren't ready for it..they want the teacher to give it [learning/knowledge] to them" (Participant JA, FGD 5) "NG was talking about his [personal] responsibilities and I can relate to that. I think I've learned to compromise on the level at which I operate, I would have liked to…develop a handout that is good , very good and so and so forth. But I had to accept with reference to my official and personal responsibilities ../ my

			mother is in her second life and when I had to do my assignment on second life for my course [MSc in E-learning from a prestigious UK university]and I could relate with that.. in our culture you can't separate your personal life (Participant XY , FGD 8 ; FGD 3)

The pilot study data also helped to identify gaps. Data indicates that the study design, as it relates to the methods and tools, while allowing for exploring the research questions on the whole, did not provide the required methodological cross-checks needed to counteract issues related to face (Goffman, 1967) and toeing to the 'public line' (Arskey & Knight, 1999) or phenomenon such as "group think" (Cohen, Manion & Morrison, 2003; Watts & Butts, 1967) during the focus group discussions. There is also a risk that this could have influenced the concept maps and reflections that the participants produced. Since, the aim of the study is to look at the individual and their conceptual change journey, measures to address this will be discussed in the revised design section.

The pilot study also provided useful insights regarding the design as it related to sampling. Earlier on (section1.0) sampling has been discussed in terms of initial thinking and the size used in the pilot. I have also alluded to concerns related to having my drawing from my circle of personal contacts for selecting participants because of the volatility of the political situation in the research context. In my initial design, I had anticipated that the latter could be a problem, and therefore when I had opted for a purposive strand where participant willingness and experience would be the main criteria, the strategy had also included a convenience-sampling strand. However, when I returned to the research context for the pilot, I discovered I had underestimated just how volatile the situation could become. In the eight weeks that I was there- there were innumerable strikes, our prime minister was indicted for corruption and there were a number of high-profile political party members who became victims of target-killings. Had I had the luxury of time, I could have devised strategies that involved my identifying participants through my professional networks without actually having to opt for people I knew. But time was something I did not have. My design required participants to meet for focus group discussions- to plan, carry out and evaluate the intervention project being used as the study method. In view of this, primacy had to be given to considerations such as geographical proximity and access. Therefore, I was forced to approach colleagues in the department I work for. I did however apply the criteria of willingness and experience while identifying which of my colleagues to approach. Each of my pilot study participants had a minimum of five years of teaching experience. One of them in fact had been teaching for twenty-nine years. In the study information sheet (see Appendix Fii) willingness has been explained as an interest in professional development. I operationalized this by looking at colleague profiles in terms of their continuing education engagements and projects they were involved in. I also drew from my personal knowledge and impressions of their professional interests and orientations. It is unfortunate, from a trustworthiness perspective, that the colleagues,

who qualified against this criteria, were all people that I had close professional and personal links with.

One of the participants is someone I consider my mentor. We have worked on a number of projects together, have co-presented several papers and have co-authored a paper and are currently involved in writing another one. I am also a co-investigator in a university grant-funded e-learning project for which she is the principal investigator. Another participant is a friend. We started our careers at the same time, and at the same place. We know each other quite well. We have also worked on a number of projects together and she is also a co-investigator on the university funded e-learning project I just mentioned. While the third female participant is not somebody I have worked closely with professionally, we have a certain rapport and she has referred to me in formal settings as one of her mentors. My male participant is also somebody I have extremely close professional links with. He is a former student, and I had supervised the small-scale research project he was required to complete for that teacher education programme. He was also a participant in my MPhil study. I realise that this may have impact in terms of general trustworthiness concerns and I took measures to counteract them. These included explaining and sharing documentation on the study as early as the preliminary meeting and being as reflexive as possible, both while doing the study, and during this initial phase of the data analysis. I think the cooperative inquiry strand also served as a counter-check both by reducing the power differentials and also because it allowed them to draw on their professional personas as practitioners- where the concept they chose to explore and design an intervention for, was in their classroom. Data seem to indicate that this may have given their voice an authority-a certainty, that counter-balanced those close personal links. In fact, looking at it retrospectively, I feel that those close personal links helped with rapport –building. Naturalistic research (Lincoln & Guba, 1985) emphasises on the need to establish relationships with research participants, to bond with them. My study focuses on the individual's engagement with conceptual change -being able to understand them through creating an environment where they can be comfortable is essential. Given the narrow timelines of the pilot, this may not have been possible had it not been for these pre-existing relationships. However, as sampling has emerged as a possible issue from the pilot study, strategies in response to sampling concerns will be discussed in the revised design section.

This then brings us to data analysis and the insights gained through engaging in a preliminary analysis of the pilot data. Hermeneutic phenomenological approaches generally do not follow a set data analysis process (Laverty, 2003). The focus is on interpretation through treating human experience as an extended text. Therefore, Hermeneutic studies use a grounded approach not a priori coding schemes. Accordingly, in the initial design, the study proposed to treat and analyse all accounts of participants: spoken, written or semiotic (such as drawings) and the group's analysis of their research project data, as texts in themselves in the initial stage of analysis. Then once the four phases of the project had been concluded, it proposed to prepare analytical texts for participants as a collective to establish a sense of the whole meaning of the text. Then in the final stages of analysis, the study

proposed to complete the double hermeneutic circle (Gadamer, 1975), that is establish the whole-part- meaning of the texts, by re-reading the texts produced by the participants to track their individual journey, and then compare it with the analysis of their accounts as a whole before finally preparing separate analytical accounts of each participants' journey. This meant that the final analysis would comprise of 14- 16 accounts (depending on the sample) of participants' experiences of being engaged with conceptual change. An additional data analysis strand would also be used in the form of semiotic evolution. According to Taborsky (1997), this is a kind of discourse analysis that allows researchers to analyse the participants' thinking as reflected in group exchanges. I would be using this to analyse Focus Group Discussion transcripts as the first stage of analysis of this data. Then the analytical data would be re-analysed hermeneutically in the second stage, by looking at data to track the interactions with conceptual change of participants on an individual level so that the final analytical accounts could be prepared.

This *was* the plan, but I have not had sufficient time with data to engage in all the data analysis stages as yet. As I have mentioned earlier, some participants are still emailing me either their concept maps or reflections and that makes building a clear picture of the data difficult. An attempt has been made though to pilot the data analysis stages with the data which is available. Since hermeneutic studies follow a data grounded approach, my data analysis plan changed in response to what I found in the field. My data immersion period began even while conducting the study- in the sense that I would repeatedly listen to the recordings after each FGD to make my notes. This interaction with the focus group data constituted my engaging in a form of conversational analysis (Heritage, 1984; Silverman, 2000) where I looked at the structure and sequence of the discussion – that what was said, when it was said and also in some cases how it was said and in reference to what. Based on my understanding of the conversation threads and emerging themes, I then interwove a strand of stimulated recall procedures (Lyle, 2003) by either citing or referring to earlier discussions or points of interest in the earlier discussions, in the subsequent focus group discussions. Once the study had been completed in terms of my conducting the final focus group discussion, I tried to follow my plan by repeatedly listening to the recordings and engaging in transcribing some of the focus group discussions to get a sense of what data was saying as a whole. I also tried to analyse the concept maps and reflections that were shared by participants as separate texts in themselves. The data analysis plan then altered as preliminary analysis did not allow for a semiotic evolution (Taborsky, 1997) discourse analysis of focus group discussions to be engaged in. Instead, the data was analysed using three strategies. Data (from all the tools- FGD data, concept maps and reflections) was repeatedly reviewed to develop a sense what the group was experiencing as a whole. I then engaged in a content analysis (Hitchcock & Hughes, 1995) by categorising data, looking for patterns and themes. A preliminary discourse analysis was also done to gain a sense of the experiences of participants as individuals. A modified version of Gee (1999)'s six-stage model of discourse analysis was employed for this. Gee recommends that in the first stage, the data organised in stanzas be dealt with as "clumps of tone units that deal with a

unitary topic or perspective" (Gee, 1999, p. 89). In this case my unit of analysis was data relating to individual participants. To this end, I re-examined data- from focus group contributions, concept maps and reflections to engage with the other five stages of the model. I tried to do semiotic building. I looked at the data for associated situated meanings and cultural models to do world-building. I also analysed the data looking at the larger purpose of the situation and how actions had been taken to advance that. I also looked at data from participants in terms of their socio-culturally, situated identities and relationships, their roles and identities and factors that would stabilise or transform these roles and identities, I considered issues of status, of power, of class. Throughout this process I also engaged in connection-building by looking at data in context with interactions of the group and participants as a whole. Unfortunately, what I have been unable to do is to engage in the final stages of the data analysis, and complete the double hermeneutic circle by examining meaning in terms of part-whole relationship, and preparing accounts of their journey. Despite this, even this preliminary stage of analysis has been helpful for designing refinements for the analytic framework; these will also be discussed in the revised design section.

This then brings us to questions of ethics. I have discussed the ethical challenge using the convenience-sampling strand posed when describing my sampling strategies earlier on. In the initial design the study I had considered a number of ethical issues such as access, voluntary consent and power differentials (Silverman, 2010). I had anticipated that I may have to approach participants on a personal level and that I may have to use personal contacts to negotiate access with their respective heads of department. I had also anticipated that since I had been involved in teacher education for a number of years, participants who I may have to tap could be former students or colleagues who I may be senior to in terms of rank making voluntary consent an issue. Therefore the initial study design incorporated a number of strategies to counter these issues. I planned to explain the purposes of the study in unambiguous terms, to prepare them for how time-intensive this study may be. The plan included provisions for both verbally, and in the form of a consent form, reassuring participants of their right to withdraw from the study at any point. To address concerns regarding power dynamics, I also planned to make a point of stressing that I am dependent on their goodwill. Both verbal consent and written consent form (see Appendix D for sample of consent form) was to be secured from participants. Other strategies included my trying to be accessible and open to questions any participants may have, and keeping the intervention project as flexible and responsive as possible. The aim was to make the collaborative project as participatory as possible. I planned on proposing that we (the co- investigators of the project and I) write a joint paper on the 'findings' of the intervention project. I had considered sharing the final analytical accounts as the outcomes of the study but at that point I could not say for certain that I would be doing so. I had also submitted a CUREC form (see attached email approving application, Appendix D) to get university approval for the ethicality of my pilot and main study design and I planned to share the approval details with my participants.

If the provisions for addressing ethical concerns and the procedures followed in the study are compared, it can be seen that the plan was adhered to closely. In my discussion on the sampling, I have also touched upon the measures taken to address concerns related to power differentials as well. As an additional measure I had also forwarded the email approving my CUREC application to the director of the institute, the head of my department and my participants.

Therefore, in terms of ethics it seems the strategies devised in the initial plan were viable. However, there may be ethical considerations to factor in with regard to my inadvertently emphasising the cooperative inquiry strand in the intervention project in my preliminary meeting with participants. I had done this in an effort to draw attention away from the instructional design strand because I felt that would increase the power differentials and make them more guarded in their engagement with the study. Yet by the time we had our first formal meeting, I had made a conscious choice to frame the intervention as a joint project. In the preliminary meeting participants had evinced a receptive-enthusiastic response to the idea of being co-researchers and motivation is an important consideration when engaging in a study such as this.

I realised when making the decision to highlight the cooperative inquiry strand that this could have implications with regard to voluntary consent. As I have shared earlier, research and innovations in teaching are high-stake concerns in the institution the participants work for. Yet, these ethicality concerns need to be balanced against the apparent effectiveness of using cooperative inquiry as a strand to address power differential concerns (this has also been discussed earlier). Further, the data and my reflections indicate that this strand and helped to establish closer links in the participants' minds between theory and practice. In addition, the participants and I have decided to write a joint paper on the intervention project. Therefore, ethicality concerns regarding voluntary consent, power-differentials and study benefits for participants, were attended to.

3.1 Lessons Learned – A Revised DPhil Study

In the previous section we looked at the insights provided by the pilot in terms of what worked and what needs to be 'tweaked' in the study design. This section presents a summary of these refinements. I will begin by briefly discussing the insights that preliminary data analysis has provided which also indicate that the conceptual and theoretical groundings of the study might need to be revisited in two ways. The study data in this initial stage of analysis seems to indicate that the participants felt that their learning was not just related to participating as co-researchers in an cooperative inquiry project or the focus group discussions or reading the articles or writing the reflections, but there is a sense from the data, that participants also felt as if they were learning, were cognitively engaged because they were working as a group. There was a great deal of sharing about teaching and learning related beliefs, about classroom practice, about notions of what constitutes professionalism and advice about negotiating issues related to office politics. Some of these were in response to probes, but to a large extent, this evolved from discussions on the intervention project that they (the participants) were

doing, to extend to other areas. While doing the initial content analyses of the focus group discussions, I noticed that these exchanges became more frequent and more extended as the project progressed and as our research meetings continued. We developed a rapport, and this evolved into insider jokes, exchanges of confidences – some professional and some personal. We seem to evolve into a kind of community (I use this deliberately because in the last few focus group discussions I seem to have stepped out of my researcher role to participate as a practitioner, giving and taking advice) with our own group identity. For example, in the seventh focus group discussion, while discussing office politics and other colleagues' attitude to change there was a definite sense of 'us' and 'them'. To understand what this meant I revisited my conceptual frame of reference but the learning theories (SCT and situated learning) that had been identified as providing a grounding for the study, while emphasizing the contribution of the social in the development of individual cognition, do not account for how or why a group would function like a community. However, there seems to be close correspondence between what I observed in the data and Lave and Wenger's (1991) social theory, *Community of practice.* Accordingly, *Communities of practice* has been included as third learning theory within the conceptual frame being used to inform the study (this has been discussed in section 3.2 of the transfer paper).

The data also suggests that factors such as institutional context may play an influential role in participants' conceptual change experiences (see Appendix B, Eg: Transcript for FGD 8). In my literature review I have drawn on literature related to technical cultures (Kleinsasser, 1983) and how institutional contexts have been found to have an impact on teachers' engagement with change but this pilot indicates that the lens be more sensitised to exploring this in the main study.

This then brings us to revisions needed in the study design. As I have discussed in the previous section the pilot study data indicates that the overall study design was effective in that it allowed for research questions to be explored. There is alignment between the theoretical bases for the design and how it functioned in the field. However, there were concerns related to the need for an additional tool, sampling and data analysis procedures. Therefore, a summary of the refinements proposed in response to the gaps highlighted by the pilot, have been presented below as Table 2 (this has also been included as Table 5 in the main transfer paper).

Table 2: Refinements to Proposed DPhil Study Design

Insight from Pilot	Related to	Source	Response / Refinement
▪ Group seemed to function as a learning community of practitioners	Conceptual + theoretical grounding of the study	Conversational analysis of FGD data + content analysis of all data sets	Inclusion of Lave and Wenger's (1991), social learning theory- *Community of Practice*, included as an additional conceptual lens
▪ Possible Impact of institutional context on teachers' engagement with conceptual change	Theoretical grounding of the study	Content analysis of all data sets	Developing a more sensitised approach when exploring its interaction with participants' conceptual change experiences

▪ Trustworthiness concerns related to issues of face (Goffman, 1967) and inducing of group-mind and participant re-construction and reliance on rehearsed scripts	Study design	Conversational analysis of FGD data and content analysis of all data sets	- Designing focus group discussions through interweaving stimulated recall procedures as a strand. Each FGD builds on each other in a staged design - Incorporating semi-structured individual interviews designed to combine elements of focused interviews (Merton & Kendall, 1946) with stimulated recall procedures (Lyle, 2003) as an additional tool to serve as a final methodological cross-check. The aim would be to use this to probe for and corroborate data on the individual participants' conceptual change engagement.
▪ Sampling	Study Design	Overall analysis of pilot study, its implementation and its data	-Extending the timelines of the study to give the researcher time to hunt for participants - To retain the purposive sampling and convenience sampling strands -To reduce the sample size from 14- 16 participants to 10-12. This would help to ensure greater depth while also making finding participants easier. -Trying to address representativeness and diversity concerns by carrying study out in two cities instead of one
▪ Data Analysis	Study Design	Researcher's reflections on engaging in preliminary analysis	- In the initial design the data was to be treated to 8 levels of analysis. In the pilot study, two additional data analysis tools were added: conversational analysis and discourse analysis. It is proposed that in the main study the data be undergo 13 levels of analysis using three strands of analysis within a hermeneutic data analysis framework. -- Stage 1. Data immersion during the progress of the study through engaging an on-going conversational analysis of focus group discussion data so that each discussion builds on the other -Stage 2. Discourse analysis of all data sets looking at individual participants - Stage 3. Reviewing the data as a whole to get an overall sense - Stage 4. Comparing and then distilling insights offered by three previous stages to design individual semi-structured interview guides. - Stages 5, 6 & 7. Doing a content analysis of concepts maps, reflections and semi-structured interview data - Stage 8. Using semiotic evolution (Taborsky, 1997) as a discourse method to analyse group and individual thinking - Stage 9. Engaging in an content analysis of all data relating to the group experiences with conceptual change

			- Stage 11. Preparing a narrative case study of the group engagement/ experiences with conceptual change - Stage 12. Doing a discourse analysis of all the analysed data relating to individual participant's experiences with conceptual change. Then completing the double hermeneutic circle and identify meaning by looking at the whole to part relationship. This would involve comparing the analyses of individual's engagement with conceptual change with narrative case study of group experiences of - The final stage of analysis (the 13th stage) would involve the preparing of individual and cross-case study narratives of participants' experiences of and with conceptual change

What must also be discussed, and have been alluded to at various junctures of the discussion, are questions related to study timelines and ensuring trustworthiness concerns are paid due heed to. Based on the insights offered by the pilot regarding the time-consuming nature of the proposed project and the complications posed by the political situation in the country, I have revised the timelines of the study from 9-10 months to 14 months. A tentative schedule for the project, the four stages of the data collection and the writing up stages have been included in the appendices (see Appendix E).

4.0 A Commentary on the Evolution of the Project

For arguing explicitly for why the proposed study should be done I think it is necessary for me to discuss how my thinking and understanding of this project has evolved since I began my term in Oxford in October. My initial proposal for this study was entitled "Developing a Collaborative, Context-based Model for Teacher Thinking and Conceptual Change: A Study with ELT Practitioners in the Higher Education Context of Pakistan". It focused on collaborating with ELT teachers working in Pakistan's tertiary sector to design an intervention that aimed at exploring bringing about a change in their conceptions about teaching and learning. The overall aim of the project was to develop a model for teacher education initiatives, which by being based on empirical data, would be more context-sensitive and therefore more relevant than the existing prescriptive and imposed models. Designing the intervention by actually implementing it with the participants, who would be both collaborators and subjects, was an embedded focus within this macro focus. It was a 'grand' vision, and in keeping with this, I read too widely, and without a clear focus. As a result, and not surprisingly, I was unable to distil my reading into a clear understanding of what I wanted to look at, and the proposal that I submitted at the end of term had a lopsided literature review, research questions that

were broad and vague, and lacked a methodological approach section. My second term began with my trying to process the detailed feedback I received from my supervisor, Dr Catherine Walter on the proposal that I had submitted. I went back to the drawing board and tried to use the feedback I had received to identify where I had gone wrong. This led to my realising that the scope of what I wanted to do was not only unrealistic but in direct opposition to the stance I had taken about teacher education taking a prescriptive approach. This led to a realisation- a shift in my understanding of the proposed project. I had been focusing on identifying principles of conceptual change and engaging in theory-building when that was not what I wanted to do, what the literature seemed to suggest the problem was. The problem, as I have discussed in the conceptual orientations sections, is that change needs to be seen with a more nuanced exploratory lens. Therefore a study design was needed where a collaborative project could be used for exploring teachers' engagement with conceptual change as regards their language teaching and learning as an interventional *method* not an aim. My present title " *A Context-based Model for Teacher Conceptual Change? Voices of ELT Practitioners in the Higher Context of Pakistan*" reflects this stance. I describe the wrong turn I took in the first term here because I feel that was a significant marker for how my thinking about the project has changed and matured. My thinking and understanding of the project has also benefited immensely from the feedback that I have received from Dr Catherine Walter and my co-supervisor Dr Ian Menter on the proposal submitted in Hilary term. One example of this would be Dr Mentor's suggestion that I look at *Community of Practice* as a possible additional theoretical lens. I was reading on it when I came across data that seemed to suggest that the participant was functioning as a community of practice. The fact that I was mulling over theory helped me enormously in making sense of that data. On the whole, this entire process of the project undergoing continuous change and refinement based on my analyses of mis-steps, re-writing and re-framing, comprehensive feedback from my supervisors and insights from the pilot study has contributed significantly in clarifying the what the why and the how of the project for me.

Appendix Cii

The Implementation of the Study- A Lived-Experience- Confessional Narrative

This chapter aims at describing the interplay between the study design, the field conditions and its resulting impact on its implementation. The current study takes a hermeneutic position on understanding (see Section I): our knowing of the world is our knowing of ourselves (Gadamer, 1995; Palmer, 1969, Schmidt, 2006). It follows then that all accounts of experiences are inherently subjective and need to be recognised as such. In addition, qualitative research literature (e.g., Merrick, 1999) emphatically highlights the need for researchers who are working within interpretivist paradigms to recognise their role as "human instruments". This is a particular concern in situations such as mine (Chap 3. Section 3.7), in which researchers are insiders in the context that they are researching and have to balance the etic (outsider) and emic (insider) perspectives.

One of the ways in which such concerns have been addressed in ethnography is through developing confessional (Van Manen, 1998) or vulnerable (Behar 1996) accounts of ethnographers'/ researchers' experiences of engaging in fieldwork. Such accounts, by being self-reflexive and self-revealing of the fieldwork process, seek to lay bare the researcher's role as an instrument and in doing so allow readers greater access to the world of the study (Miles 1979; Whyte, 1996). Accordingly, this confessional narrative has two main sections. A descriptive narrative of the field comprises the first section. This focuses on highlighting the field conditions and lived experience of the data collection process. The second section is a reflective/reflexive thematic analysis of the implementation phase. It is designed to function as a concluding analytic narrative on the overall implementation experience and its possible impact on the data generated by the study.

1.1 Descriptive Narrative of the four implementation phases of the study

The study was implemented over an 11.5-month period (end of October 2012- beginning of October 2013) and had four distinct phases. Each phase had its share of perils necessitating a constant reviewing of the study design and a re-working and revising of the implementation plan.

1.1.1 Phase I – Participant Recruitment

November 5th 2012

> Sent off the sponsorship requests to TNH Project [the Higher Education Commission's division that is concerned with English language teaching and teacher education] & am now waiting.

> So weird – my research was to have started nearly a month and a half ago & yet here I am w/ just one meeting under my belt, waiting on my Nazakat participants, waiting on my Husrat sponsors. (Research Journal Entry)

Even before entering the field, I was aware that this first phase of the study would be challenging. Findings from the pilot study conducted in April 2012 (see Appendix Ci) had flagged participant recruitment as a particular concern especially regarding staying within the study's stipulated timelines. Therefore, the final design for the current study included the adoption of a series of pre-emptive measures and responsive strategies. These included:

a. an adjusting of the study timelines; extending it from a ten-month to a twelve to fourteen-month project,

b. activating my professional networks to informally approach key gate-keepers to negotiate access whilst completing the pilot study,

c. engaging in an ongoing discussion with these key gate-keepers even after returning to Oxford in May 2012,

d. dialoguing with my professional contacts and enlisting their assistance in locating potential candidates through the months of May till beginning of August 2012.

However, as I discovered upon entering the field in August 2012, these efforts were not effective enough.

Nazakat is one of Pakistan's most populous and cosmopolitan cities. It serves as its economic hub and its political nerve centre. All disturbances in Pakistan's political macrocosm invariably impact Nazakat's political cosmos. Varying from transportation strikes; protests escalating into mobbing; street gun-battles between political factions; targeted political and sectarian killings; random car and motorcycle drive-by spree shootings, robbery, car snatching at gunpoint and terrorist bombing, all these stand an every-day reality for the inhabitants of this city. In 2012 the situation had gotten even more volatile because Nazakat's general law and order situation had deteriorated to the extent that kidnapping and incidents of car and mobile-snatching (where victims are held at gun-point) had become a norm.

I have lived in Nazakat for more than 15 years at the time of the implementation phase; so its volatility was something I was conscious of from the study's inception. Accordingly, I informally initiated the

process of locating potential participants for the main study even while carrying out the pilot study. This entailed my activating the professional network that I had developed by virtue of being involved with teacher education and language teaching in Pakistan for nine years as a faculty member of a

prominent and highly prestigious university. As a precautionary measure, I also drew on my personal relationships such as reaching out to my mother's professional network. My mother is also an applied linguist and has worked in Pakistan's education sector for the last thirty-odd years. At the time, she was also heading a humanities department so her network was even more extensive than mine.

November 6th 2012

> Rcd email from UA [Nazakat participant] confirming official clearance for access from gatekeepers. The study seems to be progressing but ever so slowly, it's the worst kind of mental torture… Need to contact my other three participants… Need to speak to Haseena [former student] Husrat, even four participants sufficient I guess – considering I presently have 6 in the Nazakat group- Dnt know when the Husrat one will get off the ground but it needs to be soon. Pressure cooker situation except the only thing that seems to be getting cooked to the pt of being a complete burnt mess is my mind! (Research Journal Entry)

I had returned to Nazakat to carry out the current study in mid-July 2012. Since it was Ramadan (Muslim holy month of fasting), I forbore from contacting the gate-keepers and potential participants from whom I had secured informal voluntary consent during my pilot study field visit in April 2012. Unfortunately, my patience bore little fruit. By the end of August, I was only able to secure confirmed consent from two participants out of my targeted sample of 10.

In the first week of September 2012, in desperation, I drew again on my personal contacts and got in touch with former students. The results were gratifyingly immediate. By the second week of September, I had written consent from six participants in Nazakat and the possibility of locating four participants in Husrat. It seemed as if I would be able to stay within timelines and begin the study by mid-September in Nazakat. Alas, this was just a lull.

Mid-September 2012 there was a crisis yet again. Two of the six confirmed participants stopped responding to all emails, texts or calls. A third participant suddenly became markedly obstructive. For over a week I continued to try every means (emails, calls and texts) to contact these two non-responsive participants. Finally, these participants responded. One participant had received a good marriage proposal and saw no reason to continue with the study. The other non-responsive participant confided that her participation had been vetoed by her husband. In the case of the third and increasingly obstructive participant I chose a direct approach, but only after all attempts at diplomacy and reassurance were rebuffed. This strategy yielded results. The participant alleged to being advised to withdraw from the study as there was a likelihood that participating in a study on an innovation would antagonise and alienate senior colleagues in their department and jeopardise their career prospects.

So, as of mid-September the Nazakat sample had whittled down from six to three. In the meanwhile, my efforts in netting participants in Husrat using personal contacts were also flailing. Hence, as October 2012 approached my study had a total of two confirmed participants and one participant that could only classified as an 'undecided': all of them located in Nazakat.

It would be mid-October 2012 when fortune would finally favour the study. Despite repeated attempts to contact them, the head of the English department of University Haqiqat (pseudonym: a public-sector university in Nazakat) remained unresponsive. I am a Haqiqat University alumnus. I had done my undergraduate and graduate studies at the English department. When I had contacted the department head during my pilot study visit, they had not only informally promised access to the site but also committed to facilitating the participant recruitment process. Finally, in mid-October 2012 I visited the department. This strategy was successful. A prospective participant contacted me. The participant (Chandni) had called me at the behest of two of my former professors. She was their protégé. Chandni (CB) had read through the study information sheet (see Appendix Fii) I had left with the professors and was eager to participate. In the same telephonic conversation, I was able to both confirm that Chadni met the sampling criteria and secure her verbal consent. In the same week I also secured consent from a fifth participant: Urooj Anwaar (UA). I had run into Urooj during a conference, and her participation in a session we had attended piqued my interest. I approached her through my mother who was teaching at the same institution as Urooj at the time, and she responded enthusiastically. Fortuitously, the 'undecided' participant also intimated that she was still interested in being a participant. Thus, as of October 20th, the sample size for the Nazakat research group had returned to six, with written consent having been obtained from all participants.

However, it was the beginning of November 2012 when the recruitment process in Husrat finally got underway. I was able to access contacts in the HEC and have them identify potential participants there.

Though this was a protracted process, entailing my sending them a number of emails (one of the emails is attached as Appendix Di) enlisting HEC's help and support in identifying participants, it was they who located two key participants. These participants then located others. It was through this kind of snowball sampling that I was successfully able to secure verbal consent from seven participants in Husrat within the space of four days.

1.1.2. Getting on with it- CI Cycles 1 & 2: Nazakat Research Group

October 25th 2012

> 1st research meeting today. Feeling an odd combination of dreadful anticipation and excitement. Feels strangely like a kind of competition situation. I've spent the last 3 mths (August to October) trying to get set-up & finally we have round I today & I'm all keyed

> up with the fear that all- creating such a hoo-ha w/ participants abt the study; it'll all end up being flat. Have thought-planning activities but I'm a little iffy about scaring them off
> (Research Journal Entry for CI Cycle 1 Nazakat Research Group)

The initial two phases of the data collection process – that is the initiating and completing of the first two cycles of Cooperative Inquiry (CI): cycles 1 and 2 — covered a period of over two months for the Nazakat CI Group. They began, as recorded in the extract included above, with the conducting of the first group meeting — FGD I — for Cycle 1 on October 25th 2012 and ended with the final meeting for Cycle 2 — FGD VI — being held, as the last extract included below indicates, on January 9th 2013. As has been explained in section 3.x.x, these two cycles are being described together because there was no clear separation between the ending of Cycle 1 and beginning of Cycle 2; and both the cycles aimed at the same end — preparing for commencing CI Cycle 3 — that is the individualised implementing of the jointly designed intervention project by participants.

To this end, the FGDs conducted as part of Cycle 1, aimed at the identifying of a shared/common problem by the participants in their capacity as co-investigators (see methods and embedded tools section). In Cooperative Inquiry literature (Heron and Reason, 1985), problem identification by participants entails a group cognitive engagement. Both through the sharing of practical knowledge via exchanging ideas and 'war stories' about teaching and learning, and through the research/participant group engaging with theoretical knowledge (propositional knowledge). The design elements in Cycle 1, to facilitate this kind of group engagement, had included using embedded tools: holding FGD meetings, having the members draw concept maps and using related tasks to stimulate group discussions and encouraging exchanges in these meetings, having them write and share reflections, and circulating articles on issues that the group jointly surfaced in the discussions and having the group jointly review and discuss them (see T. Chap 3. Table 2). One of the main insights from trialling this method in the pilot study (see T.Chap.3, Sec.3.3; Appendix Ci) was the role that establishing group rapport played in driving the study forward. Accordingly, the first meeting on October 25th 2012 had been designed to serve as a semi-informal, low-stakes introductory meeting. The focus was on having group members convene and provide them the space to talk about the study and ask questions about it, and to discuss how they saw it as contributing to their growth as practitioners.

The saga of the study's fluctuating fortunes continued as arranging this meeting also proved to be a fraught undertaking. Three out of the six participants were working in different institutions, in different parts of Nazakat with conflicting schedules. Negotiating a meeting time and day and a meeting venue that was accessible for all six participants, while contending with an increasingly turbulent city, meant sending countless emails, even more numerous phone calls and a continuous

flurry of text messages. Even then, two participants declined which led to the quandary of deciding whether to reschedule the first meeting or go ahead with it.

On the day, four of the participants (Rania – RH, Sidra – SR, Urooj– UA & Chandni– CB) did attend, though two were more than 25 minutes late, while the other two were 10 minutes early. The meeting seemed to have achieved its aims. It transpired during the meeting that this was at least in part due to participants' previous acquaintance.

What I remember most distinctly about this meeting was the quiet on the participants' part when I switched on the audio recording device. Securing consent had entailed informing them that they would be recorded. The participants were all engaged in casual conversation by the time the device was switched on, yet, this appeared to change the relaxed tone of the meeting. Participants' self-introductions followed after I had introduced myself, the project and the meeting aims. Participant introductions seemed constrained and stilted. Conscious of the fact that the meeting had already run over time, anxious to not frighten participants away, I decided to end the meeting as soon as the introductions were over. Accordingly, reminding them that all queries about the study, be it about the consent on study information sheet (see Appendix Fii-iii), would be welcome, I closed the meeting and switched off the recorder. All were verge of leaving when suddenly Urooj asked a question, and then Chandni followed with another query about the study and all of a sudden Sidra and Rania also got drawn into what evolved into a lively discussion. At that point, I considered switching on the recorder but refrained because it occurred to me that the meeting objective was being met – there appeared to be a tenuous stirring of rapport

This first meeting appears to have set the tone for the five subsequent meetings. Each meeting was preceded by the same cycle of emails, texts with calls being made at the last resort. There were issues with participants arriving on time. Even the initial IRF patterns of the meeting — exchanges with the researcher initiating the discussion and the participants responding and then my seeming to give feedback — were the same in the two FGDs that followed. This is one of the reasons why this meeting: from its arrangements to the event itself, has been detailed here. Another reason for this is that while it technically qualifies as the first meeting of Cycle 1 and marks the beginning of the data collection phase of the study, the recording of the meeting, which is quite short, does not, as the narration of events recounts, capture what actually happened in the meeting.

October 30th 2012

> Sent out the task sheet today…Sent out an sms to let all know that the email's been sent & got acknowledgement from 5 out of the 6ps. Wonder if the 6th one is quiet b/c jittery or a Pakistani way of turning yes to a no…Have to admit I'm curious abt what the responses to the task will

> be…what kind of visual maps I'll get to see in the main. Will they be same as the pilot? (Extract from Research Journal Entry for CI Cycle 1 Nazakat Research Group)

November 5th 2012

> Received my 1st acknowledgement from participant in Nazakat w/ ref to the task sheet and email I sent out. (Extract from Research Diary Entry for CI Cycle 1 Nazakat Research Group)

November 17th 2012

> All the members of the research team shared the work related to the task sheets, which includes two tasks. …The second task was the visual depiction of teacher student relationship. I presented this relationship in a metaphoric manner i.e., learner as a plant and teacher as sunlight…I was surprised to know that two other members also presented the metaphor of a plant and a gardener. Overall, our first meeting went quite well. (Extract from NK's –Participant -Reflections on CI Cycle 1 & 2 Nazakat Research Group- FGD II)

There was a fairly extended hiatus between the first and the second meeting. Arranging this FGD meeting had proven to be almost as challenging as the first. Nazakat was beset by an extended period of political unrest caused by a confluence in Pakistan's political and economic crises. Thus, it was November 17th 2012 when the Nazakat Research group members met for the second FGD meeting. This time there were five attendees as the sample whittled down to five again. (My apprehensions about the sixth participant's unresponsiveness proved to be justified. She withdrew from the study).

This second FGD meeting, as was the case for all six meetings, was held in one of the two main campuses of the university that I was working for at the time. In that sense FGD II, in some ways, functioned as the first proper meeting of the Cycle and it is apposite that Nazia Khanum (NK) describes it as such (see NK's November 17th reflective entry given above). All the members of the definitive research group being present when I gave an extended briefing in response to Chandni's concerns about the study and the participants' role in it, seemed to serve as a basis for members constructing a shared understanding of the project. Nazia's expression of surprise in the extract from the reflection regarding the similarity in her thinking and other participants, also indicates that the tasks appeared to have achieved what they aimed at doing: to facilitate the process of members opening up to each other about their understandings and experiences of teaching and establishing a common ground.

November 24th2012

> Have to admit the 3rd meeting of the Nazakat group felt promising. They were forthcoming and interested. I sincerely hope that this continues to be the case (Extract from Research Journal Entry for CI Cycle 1 Nazakat Research Group)

The third FGD meeting followed a week after the second one, on November 19th. The tasks for this meeting (see Appendix Diib.) had focused on eliciting participants to think about their teaching and classrooms and professional practice. As has been recorded in my entry about it, the FGD meeting discussions were animated. The most encouraging development was the discernible change in IRF patterns. Participants directly engaged with one another rather than waiting on me to initiate or respond to on-going exchanges. This meeting seems to mark an upward shift in mood in terms of the entries for the study.

January 4th 2013

> We listened to each others [*sic*] stories of being a learner and how it had affected our professional practice as a teacher. In this meeting we got to know about each others [*sic*] and we also discussed important issues and problem faced by learners and teachers. (Extract from NK's –Participant -Reflections on CI Cycle 1 & 2 Nazakat Research Group- FGD IV)

January 8th 2013

> In this meeting we discussed the task sheet that was assigned to us i.e. [,] brainstorming on a typical Pakistani Classroom and our ideal English classroom in our context. We discussed our ideas and views about them and then shared our visual depiction of the typical and ideal English classrooms…. Overall all the members concluded that there are a number of physical and methodological factors in which our typical English classrooms lack so there is great room for improvement (Extract from NK's –Participant -Reflections on CI Cycle 1 & 2 Nazakat Research Group- FGD V)

January 9th 2013

> As this was the last meeting so intervention project was finalized. All the participants agreed to work on Learner Engagement, their participation in class, their liveliness, motivation and j…In order to carry on the intervention all the participant were supposed to work for the timeline, target group, evaluation process etc. before it starts… The things settled were finalized. It was time to get separated and work on our own intervention project now. All of us wished goodbye and good luck to each other. (Extract from RH's –Participant Reflections on CI Cycle 2 Nazakat Research Group- FGD VI)

Cycle 2 was designed to respond to insights gained from my informal CA-inspired data analysis during CI Cycles 1 (discussed in section 5). This analysis suggested that Cycle 1 had not allowed the group sufficient time/stimuli to fully engage with their own conjectures about teaching and learning and each other's thinking. Hence Cycle 2 tasks focused on addressing that concern.

Cycle 2 meetings were postponed till after the first ten days of Muharram due to security issues; shia/sunni riots, target killings and bombing of Shia people (3 participants were Shia) and my 3-week visit to Husrat.

Even when I returned to Nazakat the CI group was unable to meet until January 4th 2013 (approximately one and half months later) to begin Cycle 2 due to unavailability of two members. Cycle 2, as the dates of the provided data extracts indicate, was an intensive period of data collection. The last two meetings FGD V and VI were rushed. My sponsors, the HEC, have strict time regulations about data collection visits to Pakistan not extending beyond three months (elaborated on in Section 1.1. 5) which was to lapse on 15th January 2013. Upon this being explained to them, the Nazakat CI participants obligingly agreed to have the last two meetings, FGD V and VI, on consecutive days.

In addition, I was severely ill for two weeks during this period. My journal entries for Nazakat CI Cycle 2 are sparse scrawls. They read as notes to self about the embedded tools and timelines. In spite of this, I reviewed and analysed all the data I had gathered, exchanged a furious spate of emails with my sponsors and, of course, waited on my Nazakat participants.

In summary, my data collection visit for Cycles 1 and 2 in Nazakat was a curious mixture of crawling and zipping through. The design was broadly implemented. Cycles 1 and 2, which ended up functioning as I extended cycle, were completed: FGDs were conducted; tasks sheets designed and distributed and completed versions collected; concepts maps elicited, discussed and collected; articles circulated and attempts at reviewing them made; and a visible outcome in the form of intervention protocol (see Appendix Diii) was designed on the basis of participant discussions. Yet all I remember feeling was a worried numbness.

1.1.3. Well on our Way- CI Cycles 1 & 2: Husrat Research Group

November 30th, 2012

> En route to [Husrat]. Crazy, frenetic pace in terms of arrangements — will be moving from uncle's house to PG house. The whole arrangement feels awkward. Staying as a PG in the house of a participant. Having participants find other ps is one thing but getting on terms of obligations with a participant seems to violate all kind of ethical lines or so it seems to me. I guess that's the difference b/w designing a study… and then entering the research arena. A researcher proposes all sorts of things and circumstances dispose of it almost as if it were nothing — Have not had confirmation from participants barring 3, don't know what the status will be w/ the other 2/3 participants…when the first meeting will be or the other 5 — all sorts of ques: will 2 intensive weeks be enough to complete the first two cycles... will we be able to

identify, design and be ready for the implementation? Will the research group 'gel' — what will the dynamics be — so much uncertainty…(Research Journal Entry for CI Cycle 1 Husrat Research Group)

December 3rd, 2012

1st meeting of RG Husrat seemed to go off well. 3 agenda items: 1. intro of Ps, 2. briefing on project and signing of consent forms, 3. setting up a tentative schedule for future meetings thru negotiation w/ all ps, were all attended to. Task sheets for meeting II distributed. Confirmed meeting set up for Weds…Met head of dept [Department Head of department in MN College, that agreed as a gesture of good will to the HEC to provide the research meeting venue for the duration of the data collection visit]: seemed warm, refined, experienced & professional – seems reflected in the dept… need to better understand the institution's culture (Research Journal Entry for CI Cycle 1 Husrat Research Group)

December 5th 2012

Sitting in BT's house, waiting to hitch a ride. Feeling quite terrible b/c her grandson is ill and she's coming/going for the meeting ...b/c I'm like a millstone round her neck. One of the 7 participants hasn't been able to make it b/c she has a court appearance. Will have to record her thoughts separately but kind of defeats the entire purpose. I'm flying out in 10 days…9 days and 4 meetings seems nearly undoable… Today is meeting II, the actual beginning of the project …don't know what to expect… In a complete fret I guess I am…(Research Journal Entry for CI Cycle 1 Husrat Research Group

December 7th 2012

Really worried. Have had confirmation from most of the ps ref tomorrow's meeting but no follow-up ref endorsement letter. BT naturally worried b/c has committed to her head about the official letter from HEC will be handed over b/f tomorrow's meeting. Maintaining relationship with p also sooooo difficult. How does one walk the line between being obliged/obligated & yet retaining that distance that one needs to purse… research… Had to have that uncomfortable exchange with participants reminding them of the confidential nature of the study & that they just can't bring outsiders in to sit through our meetings…still, wish there had been some recourse open to me rather than having to resort to rebuking albeit in a roundabout & subtle fashion. It's a huge risk — the participant might be offended enough to drop out, aggrieved enough to hold it against the study… this is the prob... the most difficult part of the study — establishing & sustaining a relationship w ps — so many hurdles (Research Journal Entry for CI Cycle 1 Husrat Research Group)

The research group met during the period December 3rd – December 14th 2012 for the four FGD meetings that comprised these cycles.

We will begin first with a summary of the data collection itself. The data collection visit for the first two cycles was designed to comprise of a minimum of six FGD meetings: three meetings for each cycle. This is what was given in the study information sheet that was shared with the participants in the first FGD meeting held on December 3rd 2012. This meeting was designed, as in the case of the first meeting of Nazakat group, to introduce members to the study and to each other. There were a total of six participants for this first meeting. Three of the participants belonged to the college that provided the venue. All of them knew each other; in that sense, there was a parallel between Nazakat and Husrat group members in terms of inter-relationships.

The initial meeting with the Husrat group established three things:

1. They were an experienced group with four members having 15 years of experience, one of the members was a doctoral student and the other had a master's from University of Leeds and had trained five of the other members;

2. They had a vested interest in the research project because it linked to promotion and/or better job prospects for them;

3. They were willing to participate in the project but had definite reservations about how it contributed to their development as practitioners.

FGD II was held on December 5th 2012 with a quorum of six participants, even though a seventh participant had joined the group. This participant also belonged to the same college as that of three of the members. These four were in fact, to quote, "best friends". The patterns of initiation of talk/discussion in the meeting where participants had engaged directly with one another without waiting for my initiation also appeared to indicate the establishing of group dynamics. There were some elements to the meeting though that had caused concern (see discussion on this in section 1. 1.5).

FGD III took place on December 8th 2012. Again, we had a gathering of six members. The seventh member, the participant who had been unable to attend FGD II, had sent in her apologies, this time citing an unavoidable professional commitment. This meeting too seemed successful in terms meeting agenda

coverage. The task sheet for this stage of the cycle (Cycle 1) was designed to bring participants closer to the goal of identifying a mutual problem to work on, through eliciting their thinking about their teaching and learning and specifically targeting how they linked it to their individual practices. One of the most interesting features of this meeting was that participants seemed to explicitly link their

discussions to what they felt the intervention project should be on. This was a contrast to discussions within the Nazakat Group at the same stage of the cycle. On the whole, the meeting had all the appearance of a productive one, yet there seemed to be an undercurrent: almost a kind of distancing. "So, discussion flowed or appeared to. However, what I asked, or said, tended to be greeted by long pauses and meaningful looks" (Report on Data Collection Phase I & II to Supervisors, January 2013).

The fourth FGD meeting was an extended one. The intensive round of meetings and juggling schedules to make time for the meetings was becoming increasingly difficult. It was suggested that two meetings be held instead of three, with one of them functioning as a combined meeting. Accordingly, the fourth FGD meeting, held on December 11th 2012, was designed to combine the first and second meetings for Cycle 2.

The meeting was held at Bakhtawar's residence at her behest. Bakhtawar, had played an instrumental role in, not only facilitating my gaining access to College MN, but also in helping to find the three other participants (this is discussed in detail in the challenges section) and when participants rejected the venue, I had arranged for the meeting for being too far, Bakhtawar immediately offered her house. Despite my protests she insisted also on hosting it.

> All in all, I was somebody they [the Husrat participants] could not quite place. This made our initial interactions quite guarded because even while doing the tasks, there was this sense that they were not at all sure I knew what I was doing. I think this became apparent to me in the meeting when we did bond [FGD IV]. I remember there was this moment when a participant said "I don't know how she's done it…but she's got so much out of us" (Report Submitted on Data Collection Cycles 1 & 2 to Supervisors, January 2013).

FGD IV was attended by all six of the female participants comprising the group while Wahab, our one male member remained silent. This meeting, as intimated in the report extract, is particularly memorable in that it seemed to represent a turning point in the nature of the engagement on an intra-participant level and on inter-participant and researcher level. In a bid to facilitate participants finding a common ground, thereby 'jump-starting' their thinking about how to design their joint intervention project, the task for that meeting entailed each participant recounting her learner history and linking that narrative to how she felt it had informed her professional practice. What followed was a four-hour intensive discussion conducted in a rather convivial atmosphere enhanced by a lavish spread. The discussion functioned almost as a kind of group catharsis because each member's narrative appeared to entail the sharing of tragic and traumatic experiences and how each member linked these experiences to her professional practice and how each member's analysis appeared to trigger a round of group reflection on what shapes teaching and learning. There was also a perceptible

shift in attitude to how they were with me; all of a sudden it felt like I had become less of an outsider. The participant's comment, included in the extract given above, seemed to give voice to this.

FGD V, held on December 14th functioned as the third meeting of Cycle 2 and the last meeting for this data collection visit; it had two distinctive features. For the first time, it had a full quorum of seven participants. The sense of bonding and trust that had been established in this combined meeting had carried over into the last meeting. There was sense of openness to the discussion, which had not been discernible in the first three FGDs. It appeared to affect even the one member who had not been present. A show of appreciation in the form of extending lavish hospitality is a deeply entrenched cultural norm in Pakistan.

Hence this last FGD was also a luncheon meeting, this time hosted by me, at one of Husrat's more exclusive clubs. There was the group again, partaking of a lavish buffet together. The flow of talk was characterised by an ebullience. Insights, yielded by earlier discussions, were shared; ideas were tossed around; suggestions for the joint intervention project proffered. This final meeting seemed to be successful. Participants did agree on what they saw as a shared problem, negotiated over possible solutions and a rough plan emerged as a final outcome. The meeting ended with my undertaking to send them an intervention protocol (see Appendix Diiib.) – a detailed design based on the one we had worked out together and then waiting for them to send me their customized intervention plan.

> I wore western clothes but non-designer and hidden under a robe, minimum make-up, did not indulge in name-dropping and avoided use of high-flown language and technical terms. I did not accord with their image of a researcher from Oxford at all. (Report submitted on Data Collection Cycles 1 & 2 to Supervisors, January 2013).

At the beginning of this section, this data collection visit has been described as being about obstacles and challenges. Four main challenges served as threads interlinking with all the minor challenges.

The first challenge, as described in section 1.1.1, was of participant recruitment and the retention. While this remained a persistent theme throughout the entire study, it was a particular concern during the Husrat CI Cycles 1 and 2 visit. After FGD II and between FGD III and V, as has been described earlier, participants' attendance in meeting remained unpredictable. Wahab, the sole male member was erratic in his participation. For instance, after complete radio silence (all texts, emails and phone calls were ignored) a day before FGD V he suddenly re-initiated contact. Similarly, Gurya Vazir (GV), the participant who missed was unavailable for meeting II and cancelled last minute for meeting III. Hence participant attrition remained a haunting spectre throughout the visit.

My second set of challenges, as also detailed in the given journal entry for November 30th, related to familiarity, infrastructure and cultural concerns. In Husrat there are issues with being a single female of a certain age. Social norms and security concerns make it impossible for single females to stay in

guest houses (be they public or private sector ventures) or take public transport. One of the design provisions for addressing these issues had included a plan for seeking HEC's support for accommodation, infrastructure and finance-related needs. I had already indirectly explored the possibility of during my visit for my pilot in Nazakat, and the plan, as a provision, had been a result of that tentative exploration. Section 4.1.1 includes a journal entry for November 6th where there is a reference to having sent off a sponsorship letter to HEC. In the same section there is description of the role HEC played in locating participants for the Husrat research group. Hence, the HEC did extend support, unfortunately not to the degree that I was depending on. Consequently, I had no place to stay (as my budget for the data collection visit did not allow for booking into high-end hotel) and no place to use as a base for conducting the meetings.

The resolution of my dilemma, as highlighted in the same 30th November entry, led to more complications. As a goodwill gesture, the HEC member handling my case had discussed my accommodation and venue issue with one of the Husrat CI Cycles 1 and 2 group participants, Bakhtawar Tahir (BT), offered me accommodation as a paying guest (PG) at her house for the duration of my stay. Bakhtawar who called and spoken to me even before I left Nazakat, had also offered two additional boons. She offered to arrange a meeting venue at her college. Moreover, she knew of three other fellow colleagues who would be interested in my study and was willing to initiate contact with them on my behalf. In the end, weighing in the exigencies of the situation, particularly my concerns regarding recruitment and the need for a venue, I accepted her offer. I decided to stay the first night at my father's cousin's house and then move as a PG to Bakhtawar's house the following day. It was during my courtesy call to her house the day I got to Husrat that I discovered that she shared the house with her adopted daughter and son in law. During the visit Bakhtawar confided that she had offered to facilitate my doing informal teacher observations at the college because she was reluctant to leave me at home as her son-in-law worked from home.

Her confession and my growing sense of unease as I acclimatised to Husrat's sub-culture, as recorded in my December 1st journal entry, prompted me to cancel the PG arrangement. I explained to Bakhtwar that my uncle was unwilling to let me move out. While she seemed sanguine in her acceptance of my decision there was an indefinable shift in our dynamics that became increasingly discernible as the study progressed. Since she was a link to MN college (the college providing the meeting venue), and to three of the participants, this had an impact on the data collection visits in Husrat.

The latter also represents the third challenge that confronted the data collection visit — the problem of establishing and maintaining relationships with participants in view of the other issues this visit was hamstrung by: the narrow timelines, the lack of infrastructure that forced a heavy-dependence on participants such as Bakhtawar, the inter-related concern of meeting venues and distance, and my own

lack of insider knowledge about Husrat's culture and how to address participant-expectation related concerns. The presenting of face (Goffman, 1969) has been identified as a consideration while designing and conducting/engaging in face-to-face interactions with participants in qualitative studies (Van Manen, 1998). I was quite conscious of the issue of power differentials. There was also the fact that research tends to be perceived in glorified terms in Pakistan. Research has only been emphasized as a core activity in universities in the last ten to twelve years, and even then, it is presented as a kind of Herculean undertaking — only for those who are most worthy. I decided to be as accessible and non-threatening as possible through being unassuming in appearance and manner during my data collection visit. This however, as the extract from the report suggests, appeared to add to, rather than reduce, the filters in my interactions with participants.

> Husrat is [an important city] and in addition to all the other filters, it seems to have its own particular culture. For example, they are a lot more conservative in how they talk and dress and [are] careful about the image they project… in Husrat, my professional history was viewed with certain amount of scepticism. I think the fact that I chose to dress down (I did not wear designer clothes) and did not work at establishing an all-powerful presence worked against me in the beginning. (Report submitted on Data Collection Cycles 1 & 2 to Supervisors, January 2013).

In retrospect, it seems that the image that I chose to project contradicted the identity suggested by my background and credentials, thus creating credibility issues. My participants may have thought that I was cultivating a false front or exaggerating who I was and were consequently distrustful.

In addition, in a rather complex dynamic, my relationship with the participant group was mediated through my relationship with two participants: Bakhatwar and Hania. Bakhtawar, as has already been explained, played a vital role in making this data collection visit possible. Not only was she instrumental in helping to resolve the crisis with participant recruitment, but also in facilitating access to a meeting venue. As the visit progressed, her role became even more increasingly central. She was quite conscious of my being unfamiliar with Husrat and was protective. Bakhtawar has a powerful personality and the three friends she brought into the study deferred to her. Often, I would have to route my requests through Bakhtawar because the other MN participants would only respond to her rather than to any direct communique from me. Accordingly, I made every effort to build a rapport with Bakhtawar and to acknowledge her contributions. I ensured the role she had played in the data collection visit was repeatedly recognised by myself and by other group members at every opportunity. Bakhtawar seemed receptive to these overtures but a certain undertow remained. Perhaps, if I had been more closely acquainted with Husrat's sub-culture I would have been able to handle the entire infrastructure issue in a more culturally appropriate manner.

Hania Xaidi (HX) was another key participant who helped me locate two other participants. I had a previous acquaintance with Hania. We had a lot of common ground. The entire participant group respected her gallant spirit for her numerous accomplishments and for being undeterred by what for others would be debilitating health issues. Her confidence in me and her active participation in the meetings helped inspire and reassure the rest of the group.

Thus, the mediation provided by BT and HX was extremely helpful; however, in a way it also added to the distancing effect, at least initially because all my interactions with the group, even while being direct, were not direct. The other four participants' perceptions and attitudes were filtered through the perceptions and attitudes of these two participants, which made establishing and maintaining relationships with participants on an individual level quite a challenge, especially in the beginning.

It seemed also that there may have been an expectations and overall value conflict in terms of how the participants saw research and their awareness of the ethicality issues involved. Research has recently been instituted as a criterion for faculty promotion in tertiary education by HEC. One of the objectives in having participants as co-investigators — was to ensure that they benefited from the study professionally as outlined in the study information sheet (see Appendix Fii). However, even though the information sheet and the emails sent out on the study made it clear that the first two cycles would be time intensive, it may have been a consideration that participants took lightly. Hence, the reality of the data collection visit may have made them realize they had under-estimated what was required. This could explain the flagging and erratic nature of participant response as the study got underway. Also, participants did not quite seem to understand the ethicality concerns involved. For example, a participant, Wahab Tareen (WT) had a stranger accompany him to one of the FGD meetings. Cultural norms compelled me to be silent and only gently object later. Perhaps, keeping in view both WT sahib's action and the group's lack of reaction, this may mean that confidentiality of data as a basic right of participants, is not a right that this group was concerned about.

In conclusion, the Husrat data visit for Cycles 1 and 2 required a lot of careful steering. The three main challenges that have been discussed were interlinked by the underlying challenge presented by having to familiarize myself with Husrat's local norms and practices — its subculture.

4.1.4. Ahoy, Ahoy there - CI Cycle 3 Nazakat & Husrat Research Group

March 25th 2013

No data from ps [participants]- can only pray & pray- Dnt know why I don't want to call them. Will have to nerve myself tomorrow. (Research Journal Entry for CI Cycle 3 Nazakat & Husrat Research Groups)

A Cooperative Inquiry design requires that the third cycle (Cycle 3) be an immersive implementation stage: in which co-investigators/participants implement the jointly designed intervention in their contexts and classrooms independently (Reason, 1994). The objective is to give them the opportunity to respond to contextual needs as they emerge during implementing the intervention project, through reflecting, reviewing literature and making changes to the intervention as individual practitioners, therefore no group meetings are held during this cycle.

The timeline for this cycle was negotiated with both Husrat and Nazakat research groups. Since this required considering teaching schedules for seven (Husrat CI group) and five (Nazakat CI group) individual practitioners respectively, and members in both groups felt they needed a minimum period of four to five months, the timeline for the implementation was finalized as being between mid-February 2013 and up to May/June 2013. It was decided that the meetings for the final cycle (Cycle 4) would begin at the end of July 2013 (after the summer break). The participants were clearly briefed about this cycle — about it entailing co-investigators being allowed to work on the implementation phase on their own, drawing on their own devices. This was discussed in detail in the first meeting, FGD I, and was detailed in the study information sheet provided to each participant before consent was secured. In addition to following design requirements, I also had funding restrictions. These stipulated that I could only stay in the field for three months. Accordingly, participants were reassured that even though I would be in Oxford, I was just an email, sms or call away and their queries would be welcome and addressed.

Cycle 3 was an action phase for the co-investigators but qualified as a wait period for me. Although an intervention design had been worked out with each research/participant group, it was sketchy in that it identified solely the broad details. Participants were supposed to work within their groups, or in the case of participants working in the same contexts, sub-groups, and work out a contextualised intervention plan. This involved them selecting a target student group to do the intervention with, designing/choosing the tools they would utilise to initiate the pre, mid and post intervention phases and deciding on the length of their intervention. They were to share their customized plan with me by the end of February.

In mid-February 2013, I received scanned intervention plans from only two participants (RH & NK: Nazakat Group participants). The remaining participants were silent and unresponsive to emails or calls. Mid-March 2013 a participant, Lubna Tariq (LT) from the MN college sub-group (Husrat CI Group) informed me that she was withdrawing as she and her family were relocating. Again, there was no response to repeated emails/calls. April 1st, 2013 saw yet another attrition. A Nazakat CI group participant, Chandni Basheer, had to flee the country because of religious persecution. But good news then followed. Three participants emailed queries about their interventions and Bakhtwar texted that the MN college sub-group would implement their intervention at the end of April 2013.

Our timeline for the implementation was until the end of July 2013. Yet repeated attempts to contact participants met with little success. Finally, Sidra (Nazakat CI Group Participant) contacted me for personal reasons and the ensuing conversation revealed that she and two others had completed their interventions.

Accordingly, with this as an impetus, I flew back to Pakistan in August 2013 and tried to re-establish contact with participants so that that last phase of action, the evaluation of intervention projects, could be engaged in on a participant group and individual level.

1.1.5. Rocks Ahead - CI Cycle 4 Nazakat & Husrat Research Groups

> September 17th, 2013
>
> The moment of truth has arrived or is about to arrive. At MN College, Husrat. Don't know if more than one participant will show up. Arrived at BT's house at 10 minutes to 8. Sitting outside for 10 minutes or so…. Am in the staffroom right now-ran into the participant [YP] who'd cried off b/c of being too heavily committed otherwise. Poor thing looked thoroughly uncomfortable…Handed over what I had gotten for her, not as a bribe or even coals of fire, but b/c she had made time to do the project & irrespective of her cont participation, it was her right- what she had earned… I don't know what participant rates will be. WT sahib said he will come but_GV [the study participant who is BT's bosom beau] had said she would come but…HX's daughter just released from the hospital…so much on others' plates…painful affinity with the ancient mariner- full of tales of woe- adding naught but the unwanted to others' cups… BT hasn't returned from class & no sign of GV- tho my reluctant participant has agreed to join in today's meeting… Afraid to put too much faith in this… (Research Journal Entry for CI Cycle 4 Husrat Research Group)

The evaluation phase of action that was Cycle 4 extended from August 30th to October 1st 2013 and included eight participants in all. The data collection itself was successful in that the cycle was completed despite the extremely narrow timelines and the further shrinking in sample size from ten to eight participants.

I fully recognized, when re-entering the field in August 2013, that contacting participants would be difficult, but yet again I underestimated how difficult it would be. I contacted all the participants but only three (Nazakat CI participants) out of the 12 participants responded. I persevered with my efforts. Finally, after two weeks, Urooj (the fourth Nazakat participant) called to explain her unavailability (only caregiver for terminally ill mother). In spite of her challenges, she claimed to have completed her intervention but would only be available at the end of August 2013. This entire exchange took place in the form of text messages as Urooj rejected all calls. The other three Nazakat CI group

participants (SR, RH and NK) were eager and welcoming and quite accommodating as to the proposed timelines. Hence the first FGD for CI Cycle 4 was held on August 30th 2013.

Before proceeding with a description of Cycle 4 it is necessary to highlight the problematic nature of this last cycle. This cycle could be entitled 'a series of unfortunate events'. I was relegated to the ranks of "unemployed" when University Y quietly dissolved my 25-year-old department, which had the following repercussions on the study:

- Venue in Nazakat was at University Y and was negotiated with great difficulty for Cycle 4.
- Sidra (a Nazakat CI participant) also employed by University Y shared my fate.
- University Y had partially sponsored my doctorate and the last funding tranche had yet to be disbursed. This was a concern because it was reserved for funding data collection for Cycle 4.
- Sudden participant attrition as Wahab Tanoi withdrew from the study last-minute, further reducing the Husrat participant sample.
- HEC was even less accommodating than before.

The first focus meeting for Nazakat group for Cycle 4, FGD VII, was held on August 30th 2013. Only three members attended, Urooj remained missing despite confirming she was coming. The task for the first meeting entailed each participant describing the intervention projects that they had designed and then implemented. As the participants were expansive in their descriptions, only the intervention accounts of two participants, Nazia (NK) and Rania (RH) were completed.

We had our second Nazakat CI FGD meeting for Cycle 4 on September 26th 2013 due to following:

a. Nazakat experienced further political upheaval

b. the participants had other professional commitments

c. I was away two and a half weeks for my data collection visit to Husrat.

Again, the same three participants attended: Sidra, Rania and Nazia. All the efforts to accommodate UA had only resulted in her text messaging her apologies right before the meeting. The tasks (see Appendix Di.) for the meeting had been emailed a fortnight earlier. This meeting focused on facilitating participants' engagement with thinking about teaching and learning through having them reflect on and analyse the interventions that they had designed and implemented. To this end, the participants were asked to draw and explain their comparative analysis of the intervention design and implementation through visual representations/concept maps. We finalized timelines for the last group meeting and the individual semi-structured interviews that marked the end of the cycle.

September 28th 2013 marked the end of the third and last FGD meeting for Cycle 4. This meeting focused on eliciting participants' final reflections on their intervention projects and their overall participation in the study. UA had remained unresponsive to further texts; hence this meeting also

represented a finalizing of the sample for Nazakat research group. Sidra, Rania and Nazia had established an easy rapport and their contributions in this final meeting had a suggestion of intentness and satisfaction. The latter was something that Rania and Nazia made a point of voicing: that they felt that they had arrived somewhere — as if they had reached a destination at the end of a journey. All three members also admitted to being more comfortable with their current group. Rania also confessed (this was off-the-record admission) to being relieved that Urooj had left. This was unexpected because the ongoing conversational analysis had suggested that the group exchanges in Cycles 1 and 2 had contributed to participant engagement.

After this last meeting, Rania and I initiated the final stage of this Cycle, the individual semi-structured interview on her journey through engaging with change in her conceptualizing about teaching and learning. The semi-structured interview was designed as an outcome of engaging in the first two stages of data analysis (see Section 3.3.1.5). It was designed to include *focused* interview (Merton & Kendall,) elements to spur an individual participant's discussions/recollections about the individual's experiences of engaging with change in conceptualizing via participating in the study. To this end, the questions included in the semi-structured interview guide were customized through quoting Rania's contributions at various junctures in the study, through refreshing her memory with the concept maps submitted in CI Cycles 1 and 2.

The semi-structured interviews with SR and NK were carried out on October 1st 2013 and followed a similar process to that used with Rania. Specific data from various junctures in the study was used to stimulate discussion. The semi-structured interviews were designed to serve as a methodological design check by ensuring that questions emerging from the four cycles could be explored. Ideally then, there should have been a week's gap to allow for data from the CI Cycle 4 to be reviewed and for a semi-structured interview guide responsive to insights on the individual experiences of participants to be designed. However, circumstances/events had colluded to leave little time for that, so the design had to be readjusted to allow for as much responsiveness as was possible within these constraints.

On September 8th 2013 I left Nazakat for Husrat to conduct the final phase of the data collection there. Hania had been the first of the Husrat CI group members to respond to my emails and calls but when I reached there, she informed me that she had a very hectic schedule. Prior to my flight, on September 7th, Bakhtawar had called to inform me she and her two friends had completed their interventions. She committed to participating in the final cycle but warned me that she would not be able to facilitate me in any other way. Apart from this being upsetting on a personal level, this was extremely perturbing because BT exercised a certain authority over the Husrat MN college subgroup members. Another Husrat participant I was able to contact prior to flying out to Husrat was Yasmeen Piracha (one of MN

sub-group members and part of BT's coterie of friends). However, we did not have a happy exchange as Yasmeen declined to participate in the last cycle and asked to withdraw from the study.

I flew to Husrat in a state of trepidation. I had no venue to hold the FGD meetings and participant attrition had already begun. My Husrat sample size had shrunk from seven to five and I was apprehensive about future attrition. The HEC refused to provide any further support. I secured a commercial venue in a central location for the FGD meetings with great personal difficulty. Then I informed the participants accordingly whilst stressing time was a constraint. Bakhtawar, Hania, Wahab sahib and Javeria (with whom I had no contact since January 2013) all confirmed their participation.

Our first Husrat CI group meeting for Cycle 4 was held on September 11th 2013. The meeting began nearly thirty-five minutes after the scheduled time because only Javeria and Hania (with her baby in tow) turned up despite both Wahab and Bakhtawar confirming they would be coming. Eventually I decided to hold the meeting with the members who had come.

The task for the first meeting of Cycle 4 sought to elicit participants' descriptions of their interventions — what their specific design features were and what implementation had entailed. Curiously, both HX and JK chose to frame their responses as narratives which were surprisingly similar. Both of them had faced immense difficulty in implementing their intervention projects. In both cases, these difficulties were linked to student and teacher de-motivation, overloaded teaching schedules and infrastructure-related issues. They both also reported having instituted their interventions for the second time with new student groups and finding the experience, even though the intervention was ongoing, a more rewarding one. HX and JK requested the next meeting to be a combined one so that only one more meeting needed to be coordinated. They also asked if the meetings could be done only with them as a two-member group. I acceded to their requests for two reasons. Hania and Javeria were school friends. They had an easy rapport and they trusted each other enough to be forthcoming in a way they had not been in Cycles 1 and 2 with the larger group. The similarity in their narratives also established a common ground, something that in all likelihood would not apply in a larger group. So, I decided to treat them as a sub-group.

In view of my decision to divide the main Husrat group into sub-groups, I deemed it best to meet Bakhtawar (as a spokesperson for MN college sub-group) separately. I cancelled the second group meeting and invited BT at the allocated venue. BT confirmed promptly. Even though I was quite ill I went at the set time. I waited at the venue for more than one and half hour, (beyond booked time) but Bakhtawar did not come. She did not message and she did not respond to my repeated calls. I became increasingly alarmed. However, when she finally picked and terminated my tenth call, I was reassured about her safety but also thoroughly upset. It felt like a deliberate slight: as if she had wanted to subject me to that empty waiting.

This data collection trip had been an extended crisis and I had many despairing moments during it, but none as dark as this. Finally, I decided to send one last text message to Bakhtawar reiterating both my gratitude for all that she had done and her right to withdraw from the study. BT responded by inviting me to lunch. Over lunch, she eventually confessed to employing avoidance strategies due to ill health and personal problems. She said she had tried quite hard during Cycle 1 and 2 to make me open up but I had remained reserved and was also offended that I had made all the arrangements for the data collection without consulting her. Even though this was baffling as she had clearly refused to be involved in our telephonic call I immediately and profusely apologised. All of a sudden Bakhtawar was her warm self. She expounded the intervention she had designed and implemented in MN College. I can still visualize that moment — the change in her, in her voice, in her expression, in her body language — her entire being seemed alight with energy and enthusiasm. The final upshot of this meeting was BT inviting me to MN College to complete the data collection in two days.

The extract from my journal entry for September 17th 2013 provides a fairly clear picture of that first FGD meeting for Cycle 4 with this Husrat participant sub-group. I had gone to the meeting expecting little and had ended up with a sample of three participants: BT (Bakhtawar Talati), GV (Gurya Vazir) and YP (Yasmeen Piracha). WT (Wahab Tareen) had confirmed again but as in the case of FGD I remained absent. This pattern: the assent in emails and then failure to show up for the meeting may be accounted to cultural factors. Cultural norms may have made WT unwilling to refuse outright, so he adopted the strategy of avoidance.

The first meeting went well in the sense that all three members provided a detailed description of their interventions and again in their recountals there was that sudden spark that I had seen in Bakhtawar in our luncheon meeting when she had expanded on her intervention.

The last meeting for Cycle 4 with this participant sub-group was held the very next day on September 18th 2014 in MN College. The group comprised of Bakhtawar and Gurya and since they seemed determined to keep their analyses as short as possible, the meeting was a brief one. I then conducted the semi-structured individual interview with Gurya immediately afterwards. Gurya had experienced two personal tragedies during the study implementation phase and this interview was quite emotional because she had to talk about them. Yasmeen, who participated in the first meeting even after saying she was withdrawing from the study, experienced another change of heart. She refused to participate in the second FGD meeting but she did agree to participate in the individual interview. Accordingly, I interviewed her as soon as Gurya's interview was over. What intrigued me was that despite Yasmeen's generally uncooperative, almost hostile demeanour in that interview, there was a subtle change, almost an unfurling, when she discussed her intervention. It seems that whatever her issues with participating in the last cycle were, she enjoyed the implementation phase. Bakhtwar's individual

interview, which was expansive, was conducted while she was driving us back to Husrat that afternoon. This brought Cycle 4 to a close with the MN College sub-group.

On September 19th I had my last meeting with Hania and Javeiria. They had coordinated the time and Hania had arranged for us to use a venue at the university she worked for. Despite this, we ended up having our combined meeting at Hania's house because Hania had a sudden nanny-realted crisis. Among the issues that this change in venue led to was the issue of conducting individual interviews with Javeiria and Hania both listening in because no private space was available and the meeting and interviews were conducted in Hania's sitting room.

This was one of the most problematic challenges that confronted this data collection visit in Husrat – the lack of access to private spaces while conducting the meetings and individual interviews. Unlike last time, MN College did not provide me with a meeting venue, hence the FGD meetings were conducted in the middle of the staff room and there were consequently interruptions and disruptions. This again was an example of forward planning being disposed of by the conditions in the field or, as in this case, the will and convenience of my participants.

On a final note, for this cycle: this action cycle marked the end of the data collection for the study. It was completed, as were the three earlier cycles, in the face of conditions verging on the hostile. Twelve participants had been provided the space and opportunity to engage with change regarding their thinking/conceptualizing of teaching and learning. Eight participants had seen the four phases of CI cycles all the way through. Data had been generated but what did it all mean? What is fundamental to the idiographic approach is the recognition that meaning is bound in the context of a particular situation at a specific time and "that what is found depends… on the particular interactions the investigator has with the elements of the site, including the values he or she brings to it" (Guba & Lincoln, 1985, p. 217).

1.2. I spy, I spy -Final Reflections on the Implementation Phase

> September 17th, 2013
>
> The lot of a researcher is a v. hard indeed. You thrust yourself on each & everyone…It's horrible b/c you're a wart at the very least & on a grander scale of the uninvited & the inescapable you are 'the' albatross – the curse from which all round you would flee if they but could (Research Journal Entry for CI Cycle 4)

This narrative has attempted to capture the lived experience of carrying out the study in the field so as to allow for a closer examination and thereby a deeper, more nuanced understanding of the study and its findings. The four themes that seem to emerge from an examination of this journey are:

a. Researcher issues

b. Participant issues

c. Field-related challenges

d. Funding-related limitations

All the benefits of having the researcher as an instrument identified in the literature (Guba & Lincoln, Van Manen, 1998): of it making for a more responsive, adaptable/flexible, holistic, refined approach to getting at the data seemed to apply in the case of this study. The changing conditions in the field required continuous adjustments, modifications and an evolving approach. In every cycle, there were diverse and in a number of instances, unpredictable challenges that demanded an adaptive, immediate and gauged response. The fluctuations in participant responses during the data collection and my continuously having to re-adjust my strategies to address the risk of participant attrition, is an example of this. However, where there were benefits, they were also costs.

Literature on dangerous fieldwork situations (e.g., Lee, 1995) highlight techniques and strategies for addressing concerns as they relate to minimizing physical risks for participants and researchers in such situations. Studies also emphasise the need for considering how risky or crisis situations impact on data (e.g., Nilan, 2002). What is now increasingly being emphasised are the emotional and psychological costs for researchers working in such fieldwork situations (e.g., Lee-Treweek & Linkogle, 2000; Lun, 2014). Bergman (2009) describes the "trauma" of her "lived experience" of doing fieldwork in Rwanda for her doctoral study thus: "While in the field the stress caused my chronic fibromyalgia to become intolerable to the point that I could not get out of bed for days. I am still feeling the effects of this stress when I am suffering from migraines, nightmares, chronic fatigue, sleeplessness, and overall pain… My biggest problem is the guilt and fear for what could happen to my participants and translators… I am traumatised by my own research".

Pakistan was in a state of political turmoil all through the eleven months of the implementation phase of the study. I knew this would affect timelines, that there would be participant accessibility concerns and involve a possible personal risk. What I had not considered was the host of psychological implications to these risks as they pertained to my participants. Nazakat is my home which means in some ways I am innured to its political volatility as it relates to personal risk and risk to my family. It had not occurred to me though that I would also be responsible for putting my participants at risk. It is only when Nazakat assumed almost critical levels of crisis during my data collection visit for Cycles 1 and 2, and I found myself fretting and fervently praying before and after each FGD meeting for the safety of participants, I realized that the emotional toll that this was taking. I even found myself trying to minimize the number of FGDs because I was worried about exposing my participants unnecessarily. This made negotiating with participants for meetings also a complicated undertaking. My data collection visits to Husrat did not provide a relief from this perpetual state of anxiety even

though Husrat was in a relatively more stable state. In my first data collection visit in December 2012, the narrow timelines, infrastructure related issues and lack of insider knowledge about the context (see Section1.1.3) had forced me to rely heavily on my participants' goodwill and generosity without my being able, it seemed to me, to give an adequate return. Unfortunately, all the measures I had taken to address such concerns during my second and final data collection trip in September 2013 had proved ineffective for reasons that have been described earlier (see Section1.1.5).

A number of participants were going through or had gone through a series of personal crises at that time. HX for example, had to contend with her husband being rushed to the hospital for suspected heart condition before one FGD meeting and her daughter being hospitalized for three days before another FGD. HX also had health issues all through the study and had been informed while Cycle 4 was in progress that she might need to have a major operation. GV had lost both her parents during Cycle 3 and had lost a custody battle for both her daughters just before the initiation of Cycle 4. BT was also in a state of personal crisis as was YP. This was true for two of my Nazakat participants as well: UA's mother was seriously ill and SR had lost her job.

I am generally accounted to be a highly empathetic person. In the case of this study though my empathy it seemed added to the emotional cost of serving as a human instrument. Empathizing with my participant meant imagining myself through their eyes and, as the above journal entry evidences, what I imagined was not pleasant. This made negotiating with participants even more difficult and draining. There were also indirect physical costs to serving as a human instrument possibly worsened by the emotional effects. I contracted and recovered from eleven bouts of flu between July 2012 and December 2013. I was diagnosed with Asthma in April 2013. Add this to the fact that I had a pre-existing back and gastric condition and suffer from severe debilitating migraine attacks and a rather pathetic but accurate picture emerges of a researcher in an almost constant state of ill health. These costs are being detailed here because reflexivity demands that I consider the possible impact my psychological and physical state may have had on this study as it may have affected my responses and decisions while conducting fieldwork.

One of the main reasons for using a Cooperative Inquiry (CI) frame as the method for the study was because it allowed participants to function and contribute as co-investigators (T. Chap. 3, Section 3.3). The data from the study suggests that this yielded the anticipated benefits in the sense that there was a discernible sense of ownership and authority when they discussed their intervention projects. There is also indication that their role as co-investigators, and their contextualized re-configuring of the joint intervention design and implementing of the intervention projects, impelled a certain degree of integration between practical and propositional knowledge. Yet having participants as instruments, as the narrative illustrates, was also challenging for all concerned. The participants were all functioning in crisis conditions. Their having to meet for designing an intervention, carrying it out individually

and meeting again to evaluate their projects *while* facing personal crises as has been discussed, on top of being in a volatile political situation where physical danger was persistent, did have an impact on the data collection. In methodological terms, this was also a challenge because the study's progress was heavily dependent on their action and was consequently affected by all the factors affecting their action.

The extreme political instability of the research context is not the only element that needs to be discussed when considering questions of the field. The culture and sub-cultures of the research sites, the role of local knowledge and the insider perspective, the participant and my own cultural baggage also figure as key elements. My role as a human instrument, as it relates to my professional identity, also seems to emerge as a connected consideration. The fact that my professional identity and linkages were considered an asset to doing fieldwork has been discussed earlier. However, it may have served as an impediment because of professional jealousy — my unemployed status making me a competitor in a limited job market. For instance, (refer to journal entry given in Section 1.1.3) the MN college sub-group head of department was initially "warm and refined" but when I met her during Cycle 4, she was pointedly distant and reserved to the point of being cold. Later on, I concluded from the former head's attitude and the change in how I was treated, the facilities I was allowed access to or rather barred from having access to, as well as my being forced to collect data sitting in a crowded staff room, that participants from MN college might have been so uncooperative because it represented a professional risk for them.

One main consideration that severely limited my options while designing and carrying out the study was that of funding. The HEC scholarship that I have been awarded is prestigious in that it is only given to candidates who gain admission to three of the top-ranking doctoral programmes in their given disciplines. However, the rules of this scholarship are stringent. They do not allow its scholars to seek additional funding for fieldwork. Scholars are only allowed to seek funding grants for fieldwork in exceptional circumstances and this needs approval. The scholarship rules discourage scholars from leaving their host country (the country they have to be sponsored to study in) or spending time away from the universities they are enrolled at for longer than three months. I had designed my pilot study keeping this stipulation in mind. While finalizing the design for the main study I had written to the HEC seeking permission to stay in the field explaining that the design required my immersion in the field. They had denied my request. Accordingly, I had amended my timelines of staying in the field only during Cycles 1, 2 and 4, for which approval had only come through because of the support and endorsement of my doctoral supervisor. Despite this approval, HEC suspended all disbursement of my stipend during my data collection as a surety that I adhered to the stipulated timelines. This meant that during Cycles 1, 2 and 4 I had severe time limitations as well

funding-constraints. While the latter was an issue because I exhausted most of my savings to support the data collection visits, the time restrictions were by far the biggest impediment.

However, what has not been highlighted is how funding limitations affected the overall progress of the study. For example, during our final individual interviews, one of issues identified by participants was that of my inaccessibility. My being away in another country during their implementing their intervention made them feel isolated and abandoned. One participant mused that they might have kept in closer contact if I had been a phone call away. Their comments reinforced one of my fears regarding the design requiring a cessation of all group meetings during the implementation phase/cycle. Originally, I had addressed this concern by planning to stay in the research site and keep in touch with the participants as they carried out the study. However, HEC's rules did not allow for that design check and the data suggests that this did impact on the study.

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Semi-structured Interview (SSI) Guide. CI Cycle 4 (N. & H. CI Groups)

Q 1. How did you think the intervention plan would work out?

Q 2. If you had to compare what you planned with what actually happened, then what would you say?

Q 3. Did you evaluate your intervention?

Q 4. If you had to do it again, what changes would you make?

Q 5. If you had to recommend / give advice to someone taking part in a similar project, then what would it be?

Q 6. Suppose that the entire project from when we first met to-date was a movie/ and you were telling its story – what would it be?

Q 7. What is teacher-learner relationship for you?

Q 8. What was your internal journey during this entire process- as an individual?

Q 9. Supposing I said to you this entire journey was your journey of change – what would you say?

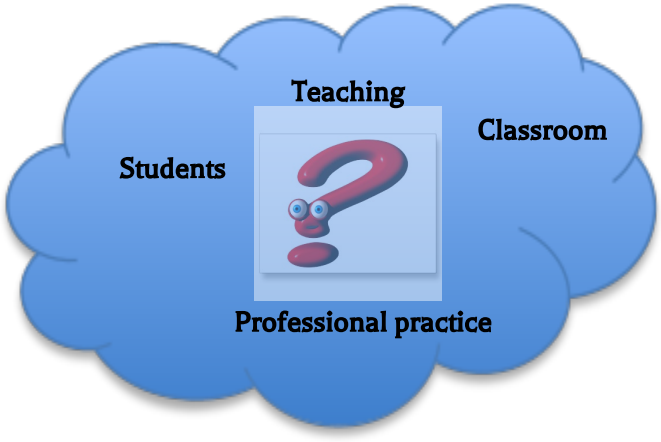
Q 10. Thinking about your participation in the project, from FGDs to informal interactions, to the R, tasks, the intervention, to your students, your practice – where would the word ‘change’ fit in anywhere – and if it does – how? Please elaborate.

Research Team Husrat - Task for Group Meeting III-

TASK 3. **Complete a mind map by engaging in the following steps:**

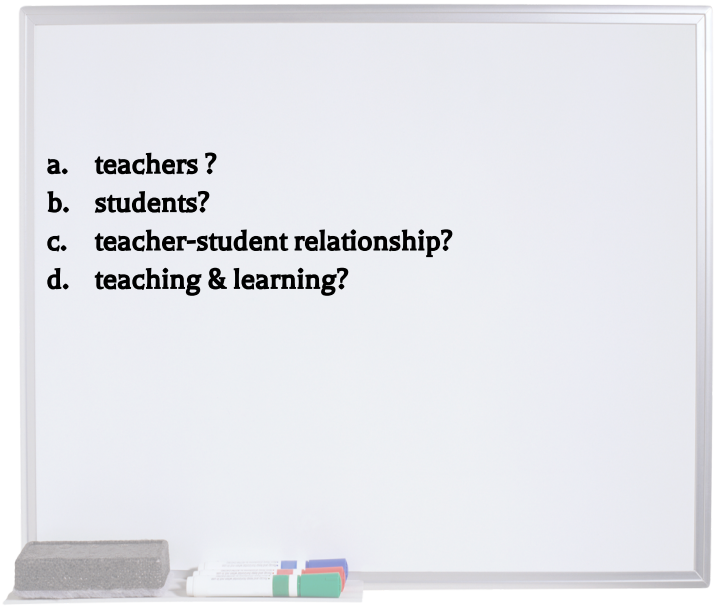
- **Close your eyes and think about the following: a. students, classroom, teaching, professional practice.**
- **Now in the space that has been provided, note down whatever words, images, analogies, metaphors/ similes came into your mind when you thought about the given words without worrying about whether they make sense or not.**
- **Once you've completed scribbling/drawing your thoughts, ideas/ associations, look at what you've written and think about why you think they came into your mind. We'll be discussing this in our upcoming research meeting.**

[Hint: The aim of this task is to generate as many ideas/ associations as possible by accessing both what is consciously there for us as practitioners and also what is more peripheral for us. So bear with me and follow the steps. Visualization exercises and free associations exercises have been proven to be useful in accessing the conscious and the more subliminal so don't think about your thinking too much while recording it. We'll do the thinking about thinking bit in tomorrow's meeting]
Good luck!



Task I

Brainstorm and in the space below write the first word/s or analogy/ simile (s) that come to your mind when you think about the following: a. teacher, b. students c. teacher-student relationship d. teaching and learning



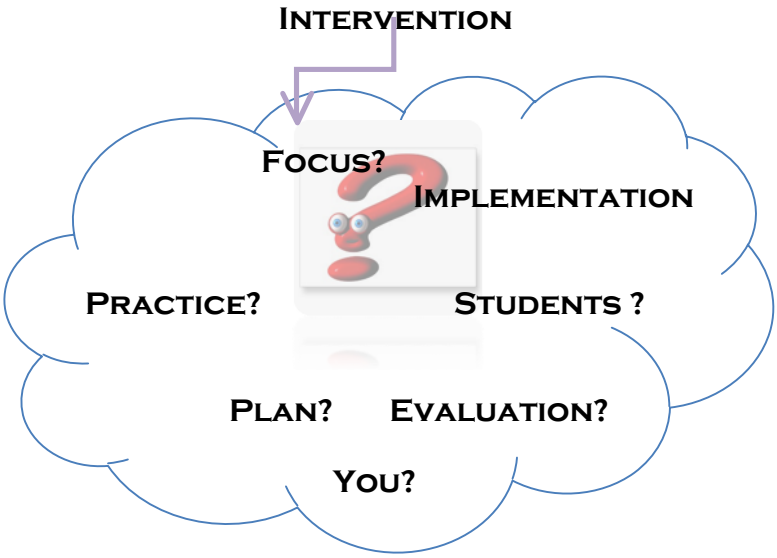
TASK 2. In the blank sheet that has been provided visually depict, that is make a visual map/ representation of how you see these four elements (the teacher, students, teacher-student dynamic and teaching and learning) as being related in your English Language classroom..
[Hint: Please don't worry about the artistic standard of the drawing; this isn't an art test … if you can't think of these elements as a complete picture then just draw or choose an image that you feel is representative.]

Task 2.2 You'll be asked to present and explain on your drawing in the 2nd group meeting

Good Luck !!!!!!!!!

Task Sheet 1 for [redacted] Research Team –Research Meeting VII (1st FGD of Cycle 4)

TASK 4. ⇨ **Describe what you did in your intervention in terms of considering the elements included in the thought bubble:**



Husrat CI Group -Task Sheet II for Group Meeting IX

No bird soars too high if he soars with his own wings ....
William Blake

TASK 8.

Reflecting on your intervention and your entire experience of participating in the research journey through the research project write/narrate a tale/ a dastaan of your journey

…..Good luck!

CO-OPERATIVE INQUIRY, PARTICIPATORY ACTION RESEARCH & ACTION INQUIRY: THREE APPROACHES TO PARTICIPATIVE INQUIRY

Prepared for the Handbook of Qualitative Research,
edited by
Norman K Denzin & Yvonna Sessions Lincoln,
Reason, P. (1994). Three approaches to participative inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of Qualitative Research (pp. 324-339). Thousand Oaks: Sage.

CO-OPERATIVE INQUIRY

Co-operative inquiry has its roots in humanistic psychology, in the idea that persons can with help choose how they live their lives free from the distress of early conditioning and restrictive social
custom (for example: Heron, 1977; Maslow, 1968; Rowan, 1976; Rogers, 1961); and that working together in a group with norms of open authentic communication will facilitate this (for example, Randall and Southgate, 1980; Srivastva et al, 1977).

The proposal for co-operative experiential inquiry was first made by John Heron (Heron, 1971; see also Heron, 1981a & b, 1992; Reason and Heron, 1986; Reason, 1988, in preparation). At the heart of his critique of orthodox inquiry is the idea that its methods are neither adequate nor appropriate for the study of persons, for persons are to some significant degree self-determining. Orthodox social science inquiry methods, as part of their rationale, exclude the human subjects from all the thinking and decision making that generates, designs, manages, and draws conclusions from the research. Such exclusion treats the subjects as less than self-determining persons, alienates them from the inquiry process and from the knowledge which is its outcome, and thus invalidates any claim the methods have to be a science of persons.

To say that persons are self-determining is to say that they are the authors of their own actions – to some degree actually, and to a greater degree potentially. In other words, their intentions and purposes, their intelligent choices, are causes of their behaviour. One can only do research on persons in the full and proper sense of the term if one addresses them as self-determining, which means that what they do and what they experience as part of the research must be to some significant degree determined by them. So in co-operative inquiry all those involved in the research are both coresearchers, whose thinking and decision-making contributes to generating ideas, designing and managing the project, and drawing conclusions from the experience; and also co-subjects, participating in the activity which is being researched.

Ideally there is full reciprocity so that each person's agency is fundamentally honoured in both the exchange of ideas and in the action. This does not necessarily mean that all those involved in the inquiry enterprise contribute in identical ways. An inquiry group, as any human group, has to struggle with the problems of inclusion, influence and intimacy; people will take different roles, and there will be differences in both the quality and quantity of members' contributions. In particular, one or more members may have initiated the inquiry as part of their organizational role or more informally; these members or others

may act as facilitators of the inquiry process. How the group manages these potential differences in power will affect the quality of its work. Thus while ideally full consensus will be reached on all decisions, this is rarely practical; at a minimum everyone involved needs to be
initiated into the inquiry process, and give their free and informed assent to all decisions about process and outcome. For discussion of these pragmatic issues in establishing an inquiry group see Reason(1988, in preparation).
Heron (1981a) also suggests an extended epistemology which includes at least three kinds of
knowledge: a) experiential knowledge is gained through direct encounter face-to-face with persons, places, or things; b) practical knowledge concerns "how to" do something -- it is knowledge demonstrated in a skill or competence; c) propositional knowledge is knowledge "about" something, and is expressed in statements and theories. In research on persons the propositional knowledge stated in the research conclusions needs to be rooted in and derived from the experiential and practical knowledge of the subjects in the inquiry. If the propositions are generated exclusively by a researcher who is not involved in the experience being researched, and are imposed without consultation on the practical and experiential knowledge of the subjects, we have findings which directly reflect neither the experience of the researcher nor of the subjects.
Recently Heron (1992) has clarified the additional notion of presentational knowledge as the process by which we first order our tacit experiential knowledge into pattern, and which is expressed in images, dream, story, creative imagination. The development of presentational knowledge is an important (and often neglected) bridge between experiential knowledge and propositional knowledge.

Methodology

Cooperative inquiry can be described as taking place in four phases of action and reflection.

Phase 1. A group of co-researchers agree on an area for inquiry and identify some initial research propositions. They may choose to explore some aspect of their experience, agree to try out in practice some This phase involves primarily propositional knowing.

For example, a group of health visitors in south west England were invited by one of their colleagues to form an inquiry group to explore the sources of stress in their work. After much resistance to the idea that they could be "researchers", the group decided to explore the stress that comes from the "hidden agendas" in their work -- the suspicions they had about problems such as depression, child abuse, and drug taking in the families they visit which are unexpressed and unexplored (Traylen,1989; in preparation).

Phase 2. The group then applies these ideas and procedures in their everyday life and work: they initiate the agreed actions and observe and record the outcomes of their own and each other's behaviour. At this stage they need to be particularly alert for the subtleties and nuances of experience, and to ways in

which their original ideas do and do not accord with experience. This phase involves primarily practical knowing. Thus the health visitors first explored among themselves their feelings about these "hidden agendas" and decided to experiment with confronting them. They practiced the skills they thought they would need through role play, and then agreed to try raising their concerns directly with their client families.

Phase 3. The co-researchers will in all probability become fully immersed in this activity and
experience. They may be excited or bored, engaged or alienated; they may sometimes forget they are involved in an inquiry project; they may forget or otherwise fail to carry out and record the agreed procedures; or they may stumble on unexpected and unpredicted experiences and develop creative new insights. This stage of full immersion is fundamental to the whole process: it is here that the coresearchers, fully engaged with their experience, may develop an openness to what is going on for The health visitors' experience of trying out these new behaviour strategies was both terrifying and liberating in ways none of them had expected. On the one hand they felt they were really doing their job; on the other hand they were concerned about the depth of the problems they would uncover and whether they had adequate skills to cope with them. The initiator in particular was anxious and had disturbing dreams.

Phase 4. After an appropriate period engaged in stages two and three, the co-researchers return to consider their original research propositions and hypotheses in the light of experience, modifying, reformulating, and rejecting them, adopting new hypotheses, and so on. They may also amend and develop their research procedures more fully to record their experience. So this phase involves a critical return to propositional knowing.
Thus the health visitors met periodically to review and make sense of their experiences. One outcome of their work was changes they made in their own professional practice; another was the report they wrote in their own language about their experiences which was made available to their colleagues and managers; a third was the Masters dissertation written by the initiator (Traylen, 1989).

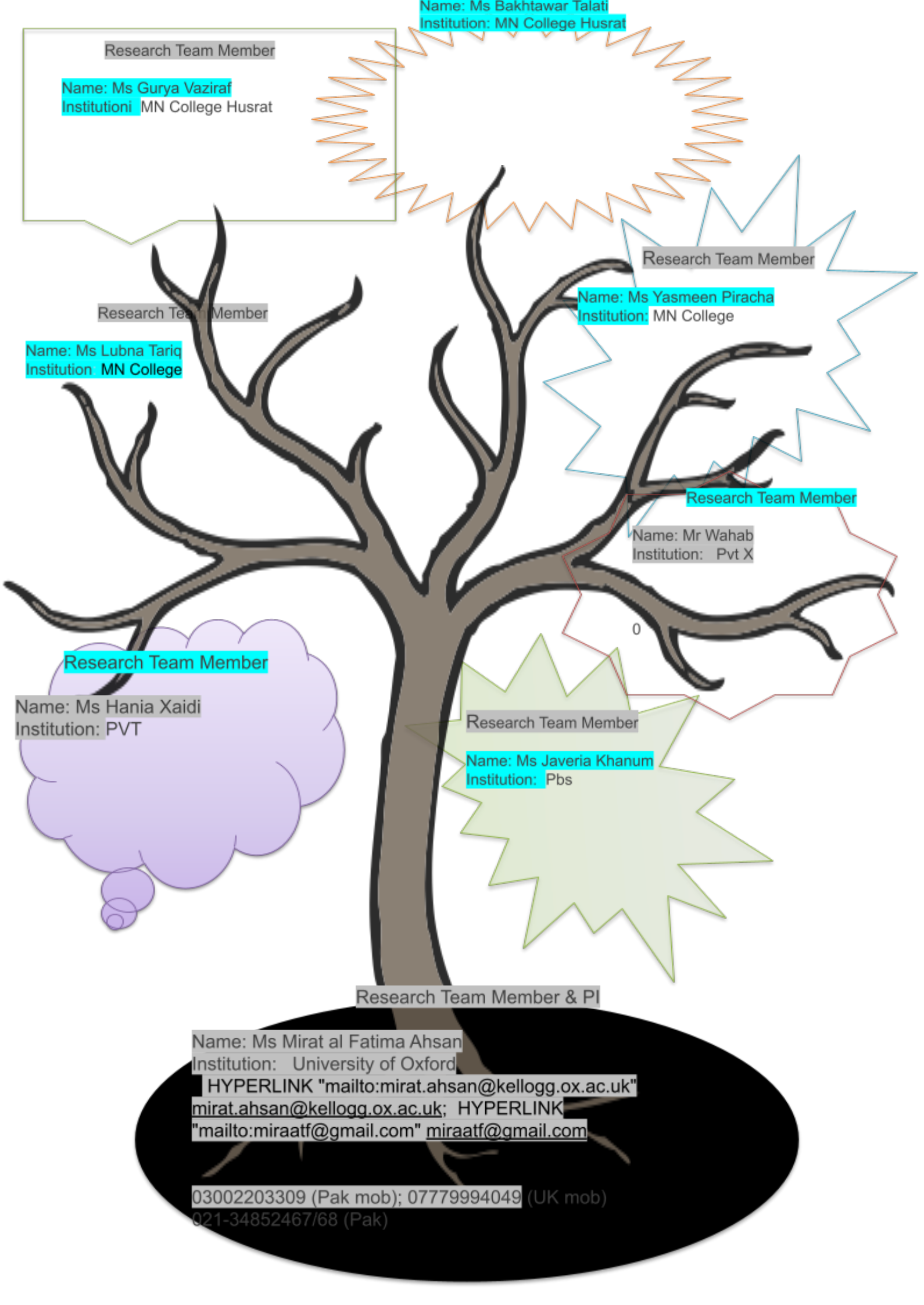
Validity in Co-operative Inquiry.
Co-operative inquiry claims to be a valid approach to research with persons because it "rests on acollaborative encounter with experience" (Reason and Rowan, 1981). This is the touchstone of the approach in that any practical skills or theoretical propositions which arise from the inquiry can be said to derive from and be congruent with this experience. The validity of this encounter with experience in turn rests on the high quality, critical, self-aware, discriminating and informed judgements of the co-researchers, which may be called "critical subjectivity" (Reason and Rowan,c1981, chapter 10).
Critical subjectivity is a state of consciousness different from either the naive subjectivity of "primarycprocess" awareness and the attempted objectivity of egoic "secondary process" awareness. Critical subjectivity means that we do not suppress our primary subjective experience, that we accept our knowing is from a perspective; it also means that we are aware of that perspective, and of its bias,

and we articulate it in our communications. Critical subjectivity involves a self-reflexive attention to the ground on which one is standing and thus is very close to what Bateson (1972b) describes as Learning III. (The notion of critical subjectivity also appears close to Keller's (1985) notion of "dynamic objectivity").This notion of critical subjectivity means that there will be many versions of "reality" to which people
may hold with a self-reflexive passion. It also means that the method is open to all the ways in which human beings fool themselves and each other in their perceptions of the world, through faulty epistemology, cultural bias, character defence, political partisanship, spiritual impoverishment, and soon. In particular, co-operative inquiry is threatened by unaware projection and consensus collusion. Unaware projection means that we deceive ourselves. We do this because to inquire carefully and critically into those things which we care about is an anxiety-provoking business which stirs up our psychological defences. We then project our anxieties onto the world we are supposed to be studying (Devereaux, 1967) giving rise to a whole variety of self-deceptions in the course of the inquiry.

Consensus collusion means that the co-researchers may band together as a group in defence of their anxieties, so that areas of their experience which challenge their worldview are ignored or not properly explored.

It is important to find ways to explore and counteract these defensive tendencies, as did the health visitors challenge themselves to look as aspects of their work which caused profound anxiety. A comprehensive set of procedures has been developed which serve to engage with and explore (but not eliminate) these threats to validity. These include cycling and re-cycling between action and reflection so that issues are examined several times in different ways; exploring the authenticity of participation within the group; using self-development methods to look at the impact of unacknowledged anxiety; establishing norms whereby group members can challenge unwarranted assumptions; and so on.(Reason and Rowan, 1981; Heron, 1988; Tiernan et al, in preparation).

These validity procedures are useful for systematically reviewing the quality of inquiry work. Their application does not mean that the experiential, practical or propositional knowing which comes out of the research is valid in any absolute sense of the term, but rather that it is possible to see more clearly and communicate to others the perspective from which that knowing is derived, and to illuminate the distortions which may have occurred.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Institution: MN College Husrat
Research Team Member
Name: Ms Gurya Vaziraf
Institutioni MN College Husrat
Research Team Member
Name: Ms Yasmeen Piracha
Institution: MN College
Research Team Member
Name: Ms Lubna Tariq
Institution MN College
Research Team Member
Name: Mr Wahab
Institution: Pvt X
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Research Team Member
Name: Ms Hania Xaidi
Institution: PVT
Research Team Member
Name: Ms Javeria Khanum
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021-34852467/68 (Pak)

Email to H. Group Members CI Cycle 4

Dear Research Team Members

ASA

Thank you again for making time in what sounds like an incredibly hectic schedule. I just wanted to confirm that I will be arriving in Isl tomorrow and hope to complete the cycle as expeditiously as possible, with your suffering minimum discomfort/inconvenience :).

1. **In this final cycle we'll be discussing what we did in our intervention and evaluating it. We were supposed to have 5 FGDs but b/c I totally appreciate time is something everyone can ill-afford we'll be having 3. Also if you're ok with it I'll interviewing each one you separately once we've had our 3 FGDs. The proposed schedule is pasted below:**
2.

Schedule for Last Cycle of Research Project- [H.] Research Group				
Meeting	Proposed Date	Task /Prep	Time	Venue
FGD I	September 11	Task Sheet 1	3:30-4:30	To be confirmed
FGD II	September 12	Task Sheet 2	3:30-5:30	To be confirmed
FGD III	September 13	Task Sheet 3	3:30-5:30	To be confirmed
Individual Interviews	Sept 13-17th	None required	To be decided by individual team members	

3. **Venues: I'm trying to arrange for a venue that would be centrally located in [Husrat]. I haven't had a final confirmation as such as yet but should have it by tomorrow. I do have one request: since the venue I'd arranged through my friend hasn't materialised I've been forced to rent a space which means that I won't be able to change the schedule once it's set or re-adjust it time-wise. I do apologise for us having v little flexibility and would immensely grateful for your cooperation.**
4. **The task sheets are attached and I'll also be bringing hard copies with me....**

See you all soon IA

Very warm regards

Study Invitation Email

Dear Participant [Name of Participant]

Thank you for expressing an interest in my study. I am now enclosing the information and consent sheet for your purview. As you can see from the enclosed information sheet (Appendix A) the project targets tertiary sector ELT practitioners and is designed to innovatively explore teacher thinking and change through using a method called Cooperative Inquiry where participants will participate plan and design an intervention for their classrooms as a team, working both as co-investigators and participants. It is also proposed that the main investigator and project team members write a paper for publication at the end of the study.

This study, which will be carried out with two project teams in two different cities in Pakistan, is both in focus and design, one of the [few studies in the field in Pakistan], and as far as I can establish in the South Asian region. It has generated …interest in the Department of Education, Oxford University.

The project participant selection criteria requires committed and innovative practitioners and I have operationalized that by looking at prospective participants' professional development efforts. From what I gathered from you in your telephonic conversation you seem to be interested in growth and innovation.

This project can also be listed as a research project that you are a co-investigator for in your CV and hopefully we will get an international publication from it. In addition, it gives you an opportunity to try out something in your classroom where you don't have to do the planning and design work on your own but as a team and it also gives you an opportunity to sharpen research skills as well, which is now essential for all academicians. This as I see it are benefits of participating in the study for participants.

I am still negotiating the details of the study but I will be sharing a tentative study [plan] with the research group/participants when we meet next week so that everyone's needs and wants are brought into clearer alignment.

I'm pasting my contact info below; please don't hesitate to contact me if you have any questions. You can also simply reply to this email as well if you prefer.....

Mob no :03002203309; Residence: 34852467/68; email: miraatf@gmail.com

Looking forward to meeting you

Communication with participants during CI Cycle 3

Feb 8, 2013, 9:32 PM

AOA

Have just finished printing out all that you've so painstakingly and *artistically* done and then scanned :). Can't tell you how bowled over I am by the care attention and committment your work seems to show. You are a really bright star and I feel really fortunate to have you on our team.
Very warm regards

Fatima
.. Walikum-salam dear Ms. Fatima :)

Thank God :) I was really very worried about it, I thought I would be the last one :P Alhamdulillah to be the first one ;) Thank you so much for the compliments :) I have completed the first phase, i.e pre-intervention part and have asked the students to start collecting the related material.

keep in touch,
Take care,
Allah hafiz.

[Name of participant]

I hope you are doing well. Please pray for our FRS presentation tomorrow.

I am extremely worried as a 'participant' of your study. I am teaching 4 courses at SON and studying 2 at Manchester. Totally bonkers. Please help. I tried to contact Samreen but did not get any response, she must be tied up too..

I don't know how or if I am going to manage. Please guide. I am extremely SORRY to let you down.

Will be anxiously waiting to hear from you on how to go about.

Regards

This e-mail may contain information that is privileged or confidential. If you are not the intended recipient, please delete the e-mail and any attachments and notify us immediately.

F

Thu, Feb 21, 2013, 1:19 PM

Miraatf <miraatf@gmail.com>

send the course grid of the prog u want to do the intervention in n ill try n give u suggestions. It'll be ok pl dnt to bonkers

Sent from my iPhone

Fri, Feb 22, 2013, 9:47 AM

to me

Dear Fatima

Thanks a lot for being that understanding. I am sending you the course grid for year-I, Reading Module. There are 44 students and we will be having the first lesson on 28th, February, Thursday. I have the lesson too, if you think you will be needing that.

JazakAllah Khair for all the help.

Regards

Cooperative Inquiry Intervention Project –Nazakat Research Team
As part of the DPhil Research Project: "**Change in ELT Practitioners' Conceptualising of Teaching and Learning: Voices from Higher Education in Pakistan", Mirat al Fatima Ahsan, Dept of Education, University of Oxford**

Protocol Grid/ Plan for the Intervention Project

Title of Intervention Project	**Enhancing Learner Engagement in Mixed-ability ELT Tertiary Classrooms in Karachi (this is a suggestion; other suggestions would be vvvvvvv welcome)**
Investigators	Ms Mirat al Fatima Ahsan (Principal Investigator) Ms Sidra Rahman (Co-investigator) Ms Nazia Khanum (Co-investigator) Ms Rania Hasan (Co-investigator) Ms Urooj Ansari (Co-invetsigator) Ms Chandni Basheer (Co-investigator)
Aim of Intervention Project	Promoting greater leaner engagement in tertiary learners in investigators' mixed-ability ELT classrooms
Objective of Intervention Project	To explore strategies for promoting greater learner engagement in tertiary learners in investigators' ELT (language, literature, linguistics) classrooms. These strategies would include a three-prong approach: a. group work b. learner-generated material c. project work
Intervention Outcomes/Operationalisation	For the purposes of the intervention project, learner engagement is being defined and examined/operationalised on the following bases: 3 a. how willing and able learners are to take on the responsibility and ownership of their learning, that is how autonomous they are b. the level of interest demonstrated by learners in the course/ in their learning. As manifested in i. their participation in class ii. their interaction with the course/subject/target language outside class
Intervention Design & Implementation	Though the overall design of the intervention project in terms of aims, objectives and expected outcomes will be the same for all research team members, the actual implementation of the intervention in terms of use of the strategies, research sample and timelines will depend on and be determined by investigators' understanding of their individual research contexts.
i. **Research Sample & Context**	Identification of Target Group & research context Brief Description of Target learner group/context (size, ability and anything else that may be relevant to the intervention)- ????? Rationale for Selection-???? (Basically, here each investigator will be identifying and describing the learner group they will be doing the intervention

	with and providing a brief rationale for why they have chosen this particular group)
ii. Intervention Plan/ Procedure & Proposed timelines	??? (here investigators need to briefly provide info on how they plan to use the 3-prong strategy - (they need to factor in the pre, during and post-intervention stages in this plan) ?????give timelines for the length of their intervention- it has to be for a minimum period of 3 months
Evaluation of the Intervention	-Pre-intervention reflective practitioner logs noting impressions of learner autonomy and motivation and anything else that investigator consider relevant to the aims and objective of the intervention -During and post reflective practitioner logs noting impressions of learner autonomy and motivation and anything else that investigator consider relevant to the aims and objective of the intervention - Pre and Post Invention semi-structured questionnaires eliciting students/learners' perceptions/impressions/feedback on course (remember that the objective of the ques would be obtain data on leaner autonomy & motivation) -?- suggestions? Interviews of stake-holders??/tests/project work?
Data Analysis	Triangulation of data sets from qualitative (reflective logs) and quantitative tools (questionnaires)
Tasks to be completed for planning the intervention	- submitting a reflection on your journey through the research to date (that your thoughts, experiences, perceptions, recommendations based on meeting discussions, tasks, reading, interaction etc) - making a concept map of what your visualization of the intervention (that is what you think it is, who and what it will involve, how you plan to implement it, what problems you think you may have to face/ and what you see as it outcomes /gains for yourself and your learners

Cooperative Inquiry Intervention Project – Husrat Research Team
As part of the DPhil Research Project: "**Change in ELT Practitioners' Conceptualising of Teaching and Learning: Voices from Higher Education in Pakistan", Mirat al Fatima Ahsan, Dept of Education, University of Oxford**

Protocol Grid/Plan for the Intervention Project

Title of Intervention Project	**Enhancing Learner Engagement in Mixed-ability ELT Tertiary Classrooms in Islamabad (this is a suggestion; other suggestions would be vvvvvvv welcome)**
Investigators	Ms Mirat al Fatima Ahsan (Principal Investigator) Ms Hania Xaidi (Co-investigator) Ms Bakhtawar Talati (Co-investigator) Ms Lubna Tariq (Co-investigator) Ms Javeria Khan (Co-invetsigator) Mr Wahab Tareer (Co-investigator) Ms Gurya Vazir (Co-investigator) Ms Yasmeen Piracha (Co-investigator)
Aim of Intervention Project	Promoting greater leaner engagement in tertiary learners in investigators' mixed-ability ELT classrooms in Husrat
Objective of Intervention Project	To explore means for promoting greater learner engagement with the target language in the investigators' (language, literature, English for Academic Purposes - EAP) classrooms. A two- prong approach: would be employed for this: a. Using oral communication strategies b. Using authentic material in the classroom. This would involve either: i. including literature in the EAP classroom ii. including material from electronic media such a TV programme to teach EBP
Intervention Outcomes/Operationalisation	For the purposes of the intervention project, learner engagement is being defined and examined/opertaionalised on the following bases: a. the level of interest/motivation demonstrated by learners in the course/ in their learning as manifested in i. their participation in class ii. their willingness to communicate in the target language iii. their interaction with the course/subject/target language outside class b. how willing and able learners are to take on the responsibility and ownership of their learning, that is how autonomous they are iv.
Intervention Design & Implementation	Though the overall design of the intervention project in terms of aims, objectives and expected outcomes will be the same for all research team members, the actual implementation of the intervention in terms of use of the strategies, research sample and timelines will depend on and be determined by investigators' teaching/research contexts. The research group will be sub-divided into two smaller groups: 1. Group 1 will be focusing on using approach A and Bi. 2. Group 2 will be focusing using Approach A (?) and B ii

i. **Research Sample & Context**	Identification of Target Group & research context Brief Description of Target learner group/context (size, ability and anything else that may be relevant to the intervention)-????? Rationale for Selection-???? (Basically, here each investigator will be identifying and describing the learner group they will be doing the intervention with and providing a brief rationale for why they have chosen this particular group)
ii. Intervention Plan/ Procedure & Proposed timelines	??? (here investigators need to briefly provide info on how they plan to use the 3-prong strategy - (they need to factor in the pre, during and post-intervention stages in this plan) ?????give timelines for the length of their intervention- it has to be for a minimum period of 3 months
Evaluation of the Intervention	-Pre-intervention reflective practitioner logs noting impressions of learner autonomy and motivation and anything else that investigator consider relevant to the aims and objective of the intervention -During and post reflective practitioner logs noting impressions of learner autonomy and motivation and anything else that investigator consider relevant to the aims and objective of the intervention - Pre and Post Invention semi-structured questionnaires eliciting students/learners' perceptions/impressions/feedback on course (remember that the objective of the ques would be obtain data on leaner autonomy & motivation) -? - suggestions? Interviews of stake-holders??/tests/project work?
Data Analysis	Triangulation of data sets from qualitative (reflective logs) and quantitative tools (questionnaires)
Definition of key terms : Authentic Material	"Morrow (1977) defines authentic text as the language produced by a real speaker or writer for a real audience which is expected to express a real message. Nunan (1989) and Jordan (1997) concentrate on the issue of purpose and state that authentic is any material which has not been specifically produced for the purpose of language teaching". (cited from Baghban, 2011)
Tasks to be completed for planning the intervention	- submitting a reflection on your journey through the research to date (that your thoughts, experiences, perceptions, recommendations based on meeting discussions, tasks, reading, interaction etc) - making a concept map of what your visualization of the intervention (that is what you think it is, who and what it will involve, how you plan to implement it, what problems you think you may have to face/ and what you see as it outcomes /gains for yourself and your learners

No	Topical Episode within FGD II-Nazakat R Grp, Cycles 1 & 2	Turn Extension within T. episode	Speakers within the Topical Episode	Turn Management & Turn Design Features	Overall Action/ Interactional Accomplishment	Representative Sequence Extracts from Topical Episode
1.	Institutional Concerns/Constraints & Impact on Practice/Project	1-7	UA, R, CB	- Turns: Self-selection (UA); Extended turns (UA); intra-turn pauses -Affiliative Moves: Use of anecdote/story-telling to illustrate point, comparison as an illustrative device, token responses used as a probe (R) -Linguistic /or Speech Delivery Features: Emphasis -Disaffiliative move to initiate a new topic disguised within an affiliative move of seemingly elaborating on the topic (CB)- overt use of TRP by current speaker & ignoring of it by the invited next speaker (CB)	Attempt to establish initiating speaker's (UA's) authority as a practitioner within referred -to context, b. establishing in-group bonding between speaker (UA) & another participant/member (CB), c. registering concern reference clarity of meeting agenda (CB) through initiation of it as a new topic	**Ex 1.** UA: I said "sir if you had stood there for just fi..five more minutes you..you would ..you would have got the idea..that what they're talking about. Basically, they were talking about that this is not the way to protest alright…so what I'm trying…the point I'm trying to make is that within the capacity, first we have to find out that what is our capacity in Pakistan at the places where we are teaching. In University L, CB is the best person to talk about it…*but* [stress] when I taught there, there was no *bossing* [slight emphasis. Nobody [pause] checked my papers. [T1] **Ex 2.** CB: Nobody [mumble]…you can exploit the opportunity and you can also improve yourself *but* [pronounced emphasis] I'd like to add something that still the agenda is not very clear to me. [T 4]
2.	Welcoming a new participant	8-11	R & NK	-Turns: Other-selection (NK) -Adjacency Pairs: Question & answer Affiliative Moves: use of humour and laughter for rapport-building	Introducing and helping a new member assimilate with and into the group	**Ex 1.** R: NK is also working as a … NK that's UA- she can tell you what she wants about herself I will not (laugh)..NK this is CB and this is SR,.. and we've been communicating through email, so you know who I am (laughs) [T 10] NK: Yes [T 11]
3.	Briefing on Meeting Agenda & Case for the Project	12-59	R, SR, UA, CB & RH, NK	-Turns: Extended Turns (R), intra-turn pauses (R) Adjacency Pairs: extended answer and question (in response to CB's qs in Topic Episode 1), - Affiliative Moves: use of story-telling & anecdote (R), responsive humour (SR)	R persuading members of the viability of the project, through: a. sharing experiences as a practitioner b. demonstrating project well-throughout by discussing potential hazards & offering solutions c. exhibiting appreciation of participants' concerns	**Ex 1.** R: /CB asked a really good question because she wants to be really clear about what we're doing./…you know in terms of teaching and learning and interaction between students and the entire dynamic… when I was presenting my study… when I was presenting my study to… to or my ..my exam – you have to give an exam before starting your study- they all said: "what if your participants can't come up with anything" and I said, "they're

	, preferred responses (UA, CB, RH) -Disaffiliative moves, (CB, NK RH), use of comparison and contrast (CB), invoked humour (R) & laughter to temper disaffiliative move (RH)	reference the project , registering of concerns regarding project (CB, NK, RH) ,timelines institutional constraints	teachers…"… They're like "you have to come up with a list". So one of the things I came up in my list and I told was "motivation". We all [pause], whether we're teaching literature or language or..or research theory [pause] something we all get confronted with is..is really the level of motivation –where the teacher in the classroom becomes a driver- "you can do it" and [pause] by the end of class, I don't know about you, but that always used to be one of the things I hated.. [extracts from T 12] **Ex 2.** R: Having said, your concerns about limitations and the parameters of our research- we'll sort of – we'll work backwards. Because we *all* [emphasis] have limitations and that will be the most interesting thing.. [extract from T 14] R: But you know with *all* [slight emphasis] my love for innovation after a while you just don't have [gives a slight laugh] energy ..because there're so many things you need to think about… so many angles and doing it on your own can't be *so* [slight emphasis] because most of the time your colleagues aren't too happy with you ..[slight pause] trying something new…[Long pause] [T 15] R: So… I mean that ..that is one of the things I feel that is our advantage [nearly indistinguishable, loud bang of the door], that we don't really need to sort of ..when we decide on what we're doing that everyone has to apply the same thing.. The richness of our data will come from the kind of modifications *we* [emphasis] as practitioners will make [pause]..to..our..that intervention together; for our particular context, in view of *our* [slight emphasis] students' needs [Long pause]….[T 17] **Ex 3.** R: You can plan until you're blue in the face [laughing voice] and it still goes all out the window and

						that's part of your data…so I'm glad you're raising this issue… [T 58] CB: There is one more question like… the plan that I can understand from what you're saying is that you have to focus on like one particular area and one particular class but the problem is in University L is, and I'm not sure about the universities or where do you belong [seems to addressing the other group members]- we have a semester that ends in [slight pause] June or perhaps May. So for instance, I'm taking- there's one issue in University L, that I'm sure you'll agree .. [T20] R: /We *need* [slight emphasis] to finish the design, cycle 2, that is by January – I envisage..because new..term starts in….. [extract from T 32] NK: That'll be very difficult..[T 33] RH: Actually it's almost at the end [slight laugh]- [T 34]
4	UA on assigned Task (I)	61-67	UA & R	-Turns: Self–selection (UA) Overt TRP (R), Relatively extended turns (UA), - Adjacency Pairs: question- elaboration (R-UA), - Affiliative moves (UA & R code-switching (UA & R), invoked & responsive laughter (UA & R)	Establishing of image as a practitioner cum professional (UA), displaying of orientation to teacher-learner relationship (UA), R enacting FGD moderator role = signaling of power differentials (b/w participants & researcher)- ?	**Ex 1.** UA: /Ok so I was supposed to write a word or more than one? So for teacher I wrote… wrote the word 'mentor'. Not that somebody who can guide, not somebody who can lead because for me [pause], the word mentor means a trustworthy person who can guide [long pause]… so a teacher has to be honest enough [pause]… and..and trustworthy enough so that [pause]he and she can guide the students in a …in a better way….. students are supposed to be keen and curious. [Extract from T 61] R: Okay, they're *supposed* [slight emphasis] to be? What does that mean? [T 62] UA: for me..for me… they are not..they are not…[pause]..usually they are not but they but it is my idea of the students…teacher-student relation – as I do in my my… class… I am .. I

						am a very friendly teacher but a very disciplined one.. a *very* [emphasis] disciplined one … as they say in Urdu – "Khilao sonay ka niwala or daikho, daikho sher ke aankhoon se" [feed them a golden mouthful but you look, look at them with the eyes of a lion]..Mera woh wala hisaab hai [That's my way] [T 63] **Ex 2.** R: Can you ..can we do the first task together because that'll give us a sense of continuity? Oh..by the way if you want the person to elucidate don't wait for me…it is a discussion so there's no hierarchy there… [T 68]
5	CB on assigned Task (I)	69-99	CB, UA, R & RH	-Turns: Self-selection (CB & RH); intra & inter-turn pauses, -Adjacency Pairs: Initiation-Response/question-clarification-Elaboration/proposition-ratification -Affiliative moves: Overlapping Turn, insertion sequence (RH), humour & laughter, back-channelling (R); recycling	Discussing assigned task (CB) and therein: establishing practitioner persona oriented within own teaching context; -invoking participant frameworks; -building a potential collaborative floor, -displaying an orientation to teaching that draws on an apprenticeship of learning framework (?)	**Ex 1.** CB: because I understand – for example [indistinguishable] currently I'm teaching psycholinguistics to them [pause].. so I understand what teachers do is that ah..[pause].. with the way discussion that "read this and we'll discuss tomorrow" they're actually..you know they're .. shedding their task on students pause] or they do…. But what I feel is that teachers should … [pause] do a *lot of* emphasis] planning and everything … [Extract From T 74] **Ex 2.** CB: Yeah…so I was just telling her one thing-.. okay that's just taken it missed out of my mind..that's what teachers do is that they come and they say "we are going to discuss tomorrow" … and eventually they're not.. because one part of motivation that you're talking about is that students are not much excited about compulsory [emphasis] subjects ..it's about English being compulsory.. it's not about English being English..so [T 82] Murmuring in the background RH: take it for granted [T 83] CB: you cannot ask them to [T 84] CB: By this I mean.. they are interested in English Language but

						here they take English as a subject not as a language …. [T 86] **Ex 3.** CB: A compulsory subject.. they want to learn English and they'll be ..like they'll feel very excellent if they like… go to any language centre and give high fees and everything [T 88] RH: laughs , it's… [indistinguishable, people talking together…] [T 89]
6	SR on assigned Task (I)	103-179	SR, R, CB, UA, RH & NK	-Turns: Relatively extended turns (SR); intra-turn pauses (SR & UA); self-selection (SR, UA, CB, RH, NK) - Adjacency Pairs: proposition-clarification/ question- elaboration/ elaboration-ratification story-telling (SR, UA & CB); -Affliliative moves: back-channelling, insertion-sequences revoicing moves (UA); laughter, overlapping speech, invoking of participant frameworks; building of a collaborative floor; a responsive self-initiated repair sequence; Disaffiliative moves: Turn violation (SR);regaining of floor & re-directing of discussion R)	-Discussing assigned task (SR) and therein: establishing practitioner persona oriented within own teaching context -Displaying commitment to research project through framing task response within an anticipatory description of specific teaching concern (SR); - Task-mediated Interaction; -Evoking of Critical Reflection -Creating of collaborative dialogue and joint meaning-making on what it means to teach (SR, UA, CB, RH & NK) -R enacting FGD moderator role	**Ex 1.** SR: Ah…. [pause].. but what I … ah think as facilitators would be that keeping the learning styles in mind. I [pause] usually gone through this like.. ah for example .. I have a lesson plan and I have a methodology .. and then that [pause] methodology is not working for everyone so that really gave me a sense of ah [pause] reflection.. that there is something wrong with me not with them because I need to adapt and tailor what I'm doing.. so ah…that is what facilitation is to me and that is how I perceive it..so [T 105] **Ex 2**. SR: BSCN Year III..and ah…um… there's..there's one student ..who's.. who's very good at English …. I [pause] used to *make* [emphasis] her literally make her work in pairs..I thought that it is… *my* [emphasis]…umm..[pause] mistake that I was asking of her…forcing her to… although group work pair work, all these things mean a lot to us as teachers, but there are some things which might not and which might give us the same results or learning outcomes that we want. So that's how I ..ah.. thought that more facilitation less authoritarian ..ah.. would be ah… little better [T SR**:** teaching and learning is to me…[pause]..ah reap [slight pause].. what we sow… [long pause]…[extract from 121] UA: You reap what you sow…y.. [T 131]

						R: Yes [T132] UA: you reap what you sow… I was talking to her [addressing CB] about a teacher.. What if a teacher [pause] does not have any idea about ..what [pause] he or she has to do in the class? ..[pause] .. Means one of our teachers.. [pause]… [T 133] R: So if they are sowing zero…. SR: Yeah.. they're sowing zero… NK: And there's nothing…
7.	RH on assigned Task (I)	177- 196	R, RH, UA, SR, CB	-Turns: Overt TPR (R); Relatively short turns (RH), intra-turn pauses (RH) & inter-turn pauses -Adjacency Pairs: question –answer-elaboration-clarification - Affiliative moves: back-channeling (UA & SR), reformulating w embedded question (R), complimenting (R &), self-deprecating acknowledgement of compliment (RH)	Display of task-bound orientation to the discussion-description of completion of assigned task focused and laconic(RH), Display of approval/appreciation of image and managing of turn (?) (CB), Acknowledgement of endorsement (RH)	**Ex 1.** RH: Exactly… So [pause] teachers are the one.. you can they are stimulators..[pause] right? Ship is over there [probably holding up the concept map/drawing] in the sea of knowledge right? Just like the students are there.. they want to gain knowledge right ? So teachers are only the stimulators they can just teach them, they can just stimulate them to work on it and the rest of the work is of the students.. they have to move on… [186] **Ex 2.** R:Interesting…. Okay, does anybody want to comment on that? [T 192] CB:It's really good…[T 193] RH:[laughs]…[T 195] R: yes… it's .. it's a very interesting image …okay [T 196] RH: Others having interesting images I'm sure [T 197]
8.	NK on assigned Task (I)	197-207	NK, R & RH	-Turns: Self-selection (NK), Relatively short turns (NK); -Affiliative moves back-channeling (RH); reformulations (R); summarizing (R), laughter & humour (R & NK), compliments (R); token compliment potentially	-Display of orientation to earlier discussion & alignment with the speaker by conforming to similar structure while elaborating on the completed task & through comparing for similarities in content (NK)	**Ex 1.** NK: Mine is somewhat similar to hers [RH] because it is also..like I have connected it with a simile.. it is metaphorical .. [pause]..so I have taken teachers as sun which is spreading the rays of knowledge ..and [slight pause] student .. I have taken student as a plant…and the rays of the sun, it stimulates the growth of the plant.. so it depends on the [slight pause] teaching [pause].. if the teaching is

				- Disaffiliative move (RH)- (?); re-directing of discussion (R),	- R enacting FGD moderator role	effective so learning will be in the same way..[T 198]
9.	UA on assigned Task (II)	208- 264	UA, CB, RH, R & NK	-Turns: Negotiated self-selection (UA), fairly extended turns (UA), intra-turn pauses (UA), - Adjacency Pairs: question-answer; clarification-elaboration, - Affiliative moves: explanatory insertion sequences (CB, RH & NK), back-channeling(R), reformulations (R), summarizing (R), humour (R); illustrative story-telling with embedded reported speech sequences, code-switching (UA); Repair sequences: intra-turn self-initiated repair in the form of false starts (UA), Other initiated self-repair (R); invoking of participant frameworks leading to building of a collaborative floor with regard to professional practice being impinged on by institutional constraints	-Reinforcing image as a practitioner cum professional (UA) through discussing assigned task -Displaying orientation to the teacher role in learners' life & teacher-learner relationship (UA) - Task-mediated interaction - Displaying an orientation to teaching practice as being shaped by-impinged on by institutional factors (UA, CB, RH)	**Ex 1.** UA: See the path is in front of them..and [pause] this is the support of the teacher to the path/And then its up to them. And when they are no more our students but…the..ah.. as long as they are our students we are [pause] we are [pause] supposed to be with them, *always* [emphasis].. [Pause] …/ I say to them that.. that "if you have any problem…while learning..please come…please come to me [Extract from Ts 216, 222, 230] **Ex 2.** UA: Last..last semester the classes which.. [pause] which I was teaching [long pause].. they still meet me and have complaints ..[T 222] Joint Turn: General sort of amused though muted laughter [T 223] UA: about the new teacher… what my duty is..that…[pause] .. you know m.. let's be .. I'm being personal I guess [pause]… the teacher who's taking those sections which I taught last semester [pause].. she deliberately took those sec… those sections…[pause] because she wanted to prove that UA [UA takes her full name] did not do anything in the classroom okay [T234] RH: Oh God… laughing [235] R: Oh so you're talking about politics.. [236] RH: This is politics…..[laughing]..[237]

10.	CB on assigned Task (II)	266-360	CB, R, SR, UA, RH, Joint Turn, NK	-Turns: Other selection (CB foll order negotiated earlier on); minimal pauses; Relatively short turns (CB); - Adjacency Pairs: question-ratification/ explanation-through-question and answer/question and elaboration - Affiliatives moves: back-channelling (R, SR, RH), explanatory/elaborative insertion sequences (SR, UA, RH) , probes (R) reformulations (R) , clarifications (R & UA), overt agreement (R & UA), Humour & laughter (R, CB, UA, RH, Joint laughter), Joke (UA), use of analogy (CB); invoking of participant frameworks; indexical referencing	-Display of orientation to task (CB) -Display of Orientation to Teaching and Learning as relating to nurturing and ownership; -Task-mediated Interaction -Creating of collaborative dialogue; -Building of a collaborative floor;	**Ex 1.** CB: So we have this.. this seed and the water can thing….so…../ You see the image that I now… Feel I have… And these two people are sitting here perhaps, an see… is of gardening…/ I feel now that the teacher is a gardener…/ Slightly different from her [slight pause] because a gardener knows well how to handle different plants differently [Extracts from Ts 271, 275/277/279] **Ex 2.** CB: in the same way if there are plans who don't need water … much water and if he keeps on watering them just like the other plants they will be destroyed. So similarly based on that idea of mixed proficiency classes… I feel that the teacher should be the kind of person who understand the needs of different kinds of people[Pause].. That students are the seeds and she gives them extra water and similar water to all the seeds, some might be destroyed… so what you were discussing that there are some people [T 284] SR: Hmm [T 285] CB: who need to be given less…ah.. focus..less attention.. There are people there [T 286] SR:More autonomy…[T 287] CB: Yeah…. Exactly… They should be more autonomous, right? And they are people who should be given more and more attention.. So..ah just like our gardener he should plan … we should ..ah.. consider differences of students and work *on* [slight emphasis] them in order to develop their personality as a whole. All the factors are involved you see. Affective factors, cognitive factors- we should take *all* [slight emphasis] these factors in mind and it's not about treating one class a whole unit rather it's about treating every individual differently. [T 288]

11.	SR on assigned Task (II)	351- 427	R, SR, UA, RH, CB, NK, Joint Turns	- Turns: Other selection (SR); self-selection (NK, RH, UA, CB, SR) Extended Turns (SR, R), Relatively extended Turns (UA & CB); intra-turn pauses (SR & CB); inter-turn pause (R- SR); -Adjacency pairs: elaboration-ratification, question-answer, reformulation-ratification, proposition-answer-as-reformulation cum explanation, preface-ratification -Affiliative moves: insertion sequences (R, UA, RH, NK, CB, SR), simultaneous talk (Joint Turns);back-channeling, story prefaces; story-telling in form of anecdotes, laughter (UA & Joint laughter), reformulations (R), providing of examples; invoking of participant frameworks (SR, UA & CB); creating of a collaborative dialogue; building of a collaborative floor; indexical-referencing; code-switching (UA); recurrent use of pronoun "we" (SR & CB); -Disaffliative moves: contradiction/repair of proposition put forward and an account for it (CB); disagreement with / repair of CB's counter proposition and an account for it (R)	-Display of Orientation to task as grounded in practice (SR); -Display of Orientation to Teaching as a Science & Learning as a life-long skill -Reinforcing of image as an expert practitioner (CB & UA); -Display of orientation to topic of effective teaching and associated problems with students (SR, UA, RH, NK, CB & R), -Creating of a Collaborative dialogue, - Building of a Collaborative Floor	**Ex 1**. SR: it depends on how much time a gardener has…[pause] to… you know groom herself…or to prepare herself… Then you move on to *the* [slight emphasis] horticulturist… Horticulturists usually see the out…ah [slight pause, slight sound of swallowing] outlook of the class. How well they blend with each other, how they look with each other …ah… what colour combination and all that… And then …ah… the students to these [slight pause] ah… teachers ….ummm… the teachers look at their performance…[slight pause]…as people, as well as learners…./… For example, when we're teaching writing.. they hate to write, they don't want to learn, they don't want to come to the classes and so on and so forth.. And..ah…the teaching-learning to *them* [slight emphasis] ….[pause]..is instilling *skills* [slight emphasis] .. so that they can perform life-long … [Long pause] I.. I have difficulty arriving here…[pause]… I.. I'm not here *still* [slight emphasis]. [Extracts from T 361] **Ex 2**. SR: You know I …I would like to give you another example ….that really sometimes demotivates me.. For example…I find grammar as something *measurable* [slight emphasis]…so I [slight pause] have taught grammar and then I have..[slight pause] assessed them and they've done [slight pause] well, alright? …[pause]… So in grammar also we…we choose a particular *aspect* [slight emphasis]..and ..ah..then the students go to 'Meera's' class in the next semester…[slight pause].. And then for example, if she takes a[slight pause].. *test* [slight emphasis] or…ah… something and then if they go wrong..I've got the proof of all the papers and everything …and they…ah… if they …ah *do* [slight emphasis] something wrong [slight pause] and ..ah.. a simple question .."yeh semester mai nahein parra tha?"…[

						This wasn't taught to you in the semester] ..[T 379] Overlapping Turn: Everyone talking together….[T 380] RH: We are very familiar with this…[T 381] SR:"*Ms SR nay nay karaya he nahein* " [Ms SR didn't even do this with us..].. [T 382] UA: See, things like this…[T 383] Overlapping Turn: Everyone talking together…..[T 384] SR… you know….[indistinguishable, everybody talking together..]…[T 385] NK:…where the trust has gone….[T 386] **Ext 3.** SR:…probably there's something wrong [slight pause] either with my teaching – we can't say curriculum.. curriculum .. is there.. For example, "*grammar bohat aasaani se kah ja sakta hai.. they do that..*" [gammar, it can be said very easily, they do that].. "*nahein humnay to kabhi kiya hee nahein*" [No, we haven't ever even done/ studied it.]…they go to the third semester to her [seems to be gesturing] and .. UA: This..this happened with me… This semester when I took up the classes, I asked them that you have done argumentative, expository…narrative and descriptive [slight pause], they said "yes"… I said "Okay so you know to make a topic sentence?...they said [slight pause] … "what?"
12	NK on assigned Task (II)	434-485	NK, R, SR, UA, RH, CB	-Turns: Other selection (NK), self-selection (SR, UA & CB); Extended turns (R), Relatively extended turns (NK, CB, SR); intra-turn pauses (NK) - Adjacency pairs: elaboration-ratification;	- Displaying orientation to Teaching & Learning as relating to a natural nurturing environment and expert and skillful tending (NK)	**Ex 1**. NK: And..ah.. this is knowledge is being transferred [slight pause] to the student which is a plant over here ..and ah… with the help of.. with the help of this knowledge the plant is *growing* [slight emphasis] and the learning process is [slight pause] going on… So [slight pause] teacher is spreading the light of knowledge

	proposition-agreement cum clarification; - Affiliative Moves: Back-channeling (R, SR, NK); anecdotal & explanatory insertion sequences (SR, R, CB, NK); agreement (NK); compliments (R); comparisons; simile; use of indexical referencing; self-repair (NK);humour & laughter; recycling (SR); invoking of participant frameworks; building of a collaborative floor; -Linguistic/ & Speech Delivery Features: code-switching (SR), use of emphasis; word-elongation; - Disaffiliative Moves: UA's disagreement with NK's characterization of students as 'ungrateful' and NK's responsively qualified self-repair	- Reinforcing of image as a committed practitioner (SR) - Building of a collaborative floor - Creating of a collaborative dialogue	and plant over here ..the student is learning and his knowledge is growing … [T 436] **Ex 2.** R: Hmm [T 442] NK: Proper teaching methodology…[T 443] R: Hmm..[T 444] NK: Things like that…so…[pause]… so that's it [laughs] [T 445] SR:You know at this stage what I was talking about… at *this* [emphasis] stage the students should say "Keh haan hum nay falah falah cheez *ke* [slight emphasis] thhee" [Yes we *did* do that so and so thing] [T 446] RH: Hmm [T 447] R: laughs [T 448] SR: And.. [T 449] NK: what you're talking about .. the students are [[slight pause].. the students are un [slight pause] grateful…[T 450] Shuffling of papers SR: May be [T 451] UA: Not always .. [T 452] NK: Not *all* [slight [T 453] SR: They can [T 454] NK: but *some* [slight emphasis] [T 455] SR: They can say that… at times they are… *yaad nahein* [don't you remember]… [T 456] NK: I'll say that…[T 457]

13.	RH on assigned Task (II)	486- 542	RH, R, CB, UA, SR, NK	-Turns: Other selection (NK); Self-selection (CB, UA, SR, NK); Relatively short turns (RH), inter & intra-turn pauses - Adjacency pairs: proposition-clarification; question- answer; summarization-clarification; -Affiliative Moves: back-channeling (R, insertion sequences (CB, SR, NK & UA); summarization-elaboration (R & CB); Ratifications; Recycling; simultaneous talk (Joint turns); humour & laughter; analogy; invoking of participant frameworks; building of a collaborative floor -Linguistic Features/Speech Delivery Features: emphasis	-Displaying an orientation to teaching & learning as a shared nautical adventure between the teacher and learners (RH) - Task-mediated Interaction - Building up of a Collaborative Floor - Creating of a Collaborative Dialogue	Ex 1. RH: ... Only teacher is here in the form of oars… and this is the sea of knowledge … every ship *has* [slight emphasis] to reach some destination, right? And it cannot reach the destination until and unless it has some support because of [slight pause] these oars…given by oars...right? So teachers… are *just* [slight emphasis] like oars ..[slight pause] who help the ship to move towards destination and to…to get all this [pause] across all this knowledge,[slight pause] okay? Then over here I've..ah… shown teaching and learning [slight pause]…ah…[slight pause] experience…You can say that *this* [slight emphasis] person over here who is moving the oar is ..[pause] teaching… Teaching [T 488] Ex 2. R: I'm.. I'm giving you an example…but you're saying that at the end of the day…what I find interesting RH is that you feel that it is the teacher who controls the direction? [T 513] RH: Hmm [T 514] R: Is that what you're saying? The final control …your answer to the..the question… RH: My class is more of a communicative class…[T 515] R: Okay, alright…[T 516] RH: but lecture-based, somewhat lecture-based too…[T 517] R: Ahmmm [T 518] RH: But I give my students ..ummm… [pause] some s*pace* [slight emphasis] to speak….[T 519] R: Okay so you do make sure like… we're talking about [T 520] CB: freedom T 521] NK: [Indistinguishable everyone talking together]… [T 522]

R: within the discipline boundary.. ..they have…[Indistinguishable everyone talking together] [T 523]

NK: freedom…[Indistinguishable everyone talking together] T 524]

RH: Exactly, so ship [slight pause]… ship *can* [slight emphasis] move but [slight pause] oars are the one [slight pause] who can lead them towards the correct destination… T 525]

SR: Ah…. [T 526]

R: Alright…[Indistinguishable] [T 527]

Slight Pause

SR: Channelize it…. [T 528]

CB: Or perhaps we can like interpret… the wind and storm as different *settings* [slight emphasis] in which they have to *apply* [slight emphasis] their learning… [slight pause].. so wind is one more condition, one setting in which they can [T 529]

RH: How to survive ….[T 530]

Table 5: CA Analysis – FGD IV, Nazakat CI Cycles 1 & 2

No	Topical Episode- FGD Nazakat Group III- Cycle 1 & 2	Turn Extension within T. episode	Speakers within the Topical Episode	Turn Management & Turn Design Features	Overall Action/ Interactional Accomplishments	Representative Sequence Extracts from Topical Episode
1.	Meeting Opening	1-5	R & Joint Turns	-Turns: Self-selection (R), Short Turn (R), -Adjacency Pairs: question-gestured response -Affiliative moves: simultaneous speech, humour (R & UA); non-physical responses: gesturing (UA), laughter (Group); smiling (RH &NK); summarized description of proceedings/action (R)	-Display of orientation to the moderator role (R) -Building of a collaborative floor reference UA selection of SR as next speaker	**Ex 1-** R: Our research Meeting III… we are half an hour late today due to many reasons such as traffic, official lunches (smiling voice) and so on and because I'm late .. we're just doing half the task today and everyone one is all present and accounted for….. So…who would like to be brave and talk about their task first… Joint Turn:[General muted laughter] R: Ok we have UA pointing to SR …. Joint Turn: [General loud laughter, some indistinct response] R: we have CB calmly eating her sandwich and NK and RH are just smiling (laughs)
2.	SR on assigned Task III	6-48	SR, R, CB & RH	-Turns: Other selection (SR), self-selection (CB, RH), Extended turns (SR) Question-answer; question-elaboration, question-explanation summarization-ratification/elaboration, question-ratification intra-turn pauses (SR) -Affiliative moves: insertion sequences (CB, RH) back-channeling (CB, SR), reformulations (R); examples; analogies, code-switching (SR & R), indexical referencing; invoking	-Display of orientation to task grounded in practice and theory (SR) - Display of orientation to professional practice (SR) - Display of orientation to displayed orientation to professional practice (CB & RH) - Display of orientation to the moderator role (R) - Creating of Collaborative Dialogue	**Ext 1** SR: yesterday ..was like a cricket ground where..ah..teaching is liking coaching and students are the team members…the team..and when we talk about all this …um obviously when ..since it's a cricket ground ..we're talking about bowling, batting, fielding… and then coming to professional practice…ah ..we usually say that practice makes the most perfect…but we're saying that that perfect practice makes a man perfect…hmmm..now if …what I had in my mind was that if we talk about eleven players so maybe ..ah… the bowler is doing a wonderful job but the fielders are not then it's a problem or if the fielders are doing a good job but the bowling is not good and the batsman is doing a good job…and ..ah ….so on and so forth/ other .. For example if you take my…I'm in an ESP context …when they do group-work in other subjects, that is nursing subjects ..they take it very seriously but *still* [emphasis] some of us do come to us that ..ah.. a group-member has issues …he or she doesn't't work at the end of the day ..ah..the group –mark he gets is the same as the other group members are getting ..So ..ah [stretched] this is how I ..ah…gather everything

				of participant frameworks; recurrent use of pronoun “we”, -Linguistic Features/ Or Speech Delivery Features: stretched and stressed sounds (SR & R)		when I [pause] see my classroom ..and when I myself as a learner as well… [Extracts from T 11] **Ext 2:** CB: And what’s your role in that…ah.. [pause] cricket play ground ? Are you a coach or are you a..[T 12] SR:Hm..hmm… ah…Yeah, I am a [pause] coach but when..since we’re talking about ..ah….[pause] practice…. [T 13] SR: so my..my role i*s* [emphasis] as a coach ..giving them skills, making them practice ..making them arrive to a perfect practice but the *tools* [emphasis] I am using [pause]..need to be ah..adapted, altered …… [Extract from T 16] RH: refined [T 17]
3.	CB on assigned Task III	49-138	CB, R, SR, UA, RH & Joint Turn	-Turns: self-selection (CB); relatively short turns (CB); extended turns R; intra-turn pauses (CB, R, SR) Adjacency pairs: elaboration-ratificatio n; question- answer, summarisation-ratific ation; -Affiliative moves: insertion sequences (SR, R, UA), back-channeling, reformulations (R), compliments, laughter (R, group laugh), use of anecdote (CB); invoking of participant frameworks (CB), use of comparison (CB); building of a collaborative floor; creating of a collaborative dialogue; indexical-referencing (CB) - Linguistic/& or Speech Delivery Features: stretched	-Display of orientation to task and discussion in earlier episode (CB) - Display of orientation to discussion on assessment (SR & UA) - Creating of a Collaborative Dialogue on assessment	**Ext 1**: CB: Okay ..alright ah actually it’s…not as refined as hers…I had so many [pause] *images* that came to my mind..and some have already been considered so let’sgo with that ..Okay, the first one is *a second-hand* [emphasis & stretched] colour box, and I told you people about this.. Actually all the images that came to my mind are revolving around that one particular theme of different kinds of learners in the class… And this and this is one very *major* [strong emphasis] issue that I face almost daily. [T 49] **Ext 2:** CB:[indistinguishable] I feel like I'm actually biased when I do it because I want…I prefer graded . I mean group work graded assignment because then they can score well. I understand they are doing their efforts but still they are not yet able to come to that point that is required by… [T 106] SR: but probably the criteria must have [pause] marks for effort [pause] right? [T 107] CB: yeah [T 108] SR:but how many marks? [T 109] UA: exactly [T 110] SR: because they have to be… you know the percentage of marks for content

				and stressed sounds (CB, R),		[pause] and all that stuff which is why you're… [1 111] CB: it's almost like that when… when they are involved in racing [T 112]
4.	UA on assigned Task III	138-268	R, UA, SR, CB	-Turns: Negotiated self-selection (UA), Relatively short turns (UA), numerous turns (UA) intra-turn pauses (UA); -Adjacency Pairs: question-elaboration/ question-answer/elaboration-ratification/summarization-atification/proposition –ratification; -Affiliative moves: back-channeling R, SR, CB) insertion sequences [RH, SR,CB, R], story preface (UA), story-telling (UA), anecdotes (UA), Group laughter, inter-turn laughter (R); indexical referencing (UA);code-switching (UA); reported speech (UA); recycling (UA) reformulations (R); intra-turn laughter (UA); invoking of participant, providing of an account (UA) framework leading to building of a collaborative floor; - Disaffliative moves: disagreeing/contradicting the foregrounding of group work as a concern (UA),	- Display of orientation to task and earlier discussions (UA) - Display of orientation to teaching as being grounded in practice and context-bound (UA) -Display of orientation to displayed orientation towards teaching being context-bound - Creating of a collaborative floor	**Ext 1**: UA*: Bilkul* [exactly]…*aik aur cheez* [one more thing]… It's like a [pause] *test* [stretched & stressed] match… Teaching for me is like a test match. *Cricket* [stressed] … [T 143] SR: Hmm [T 144] UA: imagery, I'm very thankful to SR for that R: laughs [T 143] Joint Turn: General laughter [T 144] UA: Cricket [stressed]…ah… Cricket imagery has been introduced by … By… By her… So teaching for me is like a *test* match [slightly long pause]… Test match is not like a one-day… You have to be patient enough. You don't need to score runs so quickly… [T 145] SR: Hmm [T 146] **Ext 2:** UA: you need to think first and then respond, do not respond first and think later…[T 226] SR: they are there to tease us… [T 227] UA: exac…exactly, they are there to … Especially when you're teaching a multi-gender class .. [T 228] SR: Hmm [T 229] UA: co-education that is… the boys are you know…ah… Most of the time the boys are…..ah [pause]… try to give you a tough time and then you know they think *ke class ke jo larkeyaan hain un ke samnay* [in front of the girls of the class] they are very… much…ah… *mutlab* [I mean] .. [T 230] Joint Turn: General laughter [T 231]

5.	NK on assigned Task III	269-368	R, NK, CB, SR, UA, RH & Joint Turn	Turns: Other selection (NK & RH), self-selection (SR, UA, CB) relatively longer turns (NK, UA, SR, R, CB), intra-turn pauses; Adjacency pairs: elaboration-ratificatio n/summarization-ratif ication/ question-answer/ques tion-explanation; - Affiliative moves: back-channeling, self-initiated turns, insertion sequences (CB, UA, R, SR, NK & RH), simultaneous talk; ratifications, summarisations, story-telling in form of anecdotal sequences (UA, SR, CB, R), use of comparisons; invoking of participants frameworks; building of collaborative floor; Collaborative Dialogue; Linguistic features: code switching (UA), - Disaffiliative moves: debate over evaluation (UA vs NK, SR, R, RH & CB)	-Displaying to assigned task and earlier discussions (NK) - Displaying an orientation to the teacher-student relationship and discipline-bound methodology -Displaying an orientation to practice as informed by theory (SR, CB, R) -Task-mediated Interaction - Collaborative Dialogue -Displaying an orientation to evaluation -Displaying an orientation to Practitioner cum FGD moderator (R)	**Ext 1:** NK: okay mine is not as comprehensive as yours. When I [pause] think of my classroom I think of a theatre… [T 270] R: a theatre? Wow… [271] NK: and the students are the audience. As a performer [pause] prepares himself for a particular kind of performance keeping in **mind** the kind of audience that is there …[272] **Ext 2:** SR: a comment maybe… When we talk about students' feedback, so if the students feedback is for professional practice then we can develop ourselves as teachers and take care of what is going wrong in the class…[Pause] but like for… my situation… We had feedback for the content….Umm… As… as English teachers we..we..we stress on nursing context… content and the students say "we don't want nursing content"… they want to enjoy in the class and they want to have non-content … So for like the curriculum again… the curriculum design has… as issues. The the students are giving feedback but…ahhh especially for the content we teach…. [T 278] CB: exactly [T 279] SR: but we are unable to change it. [T 280] Background noise phone ringing CB: There?? The …an issue on… like ESP… that students don't want to learn the same things that they doing in other subjects they don't want to do it actually [T 281] SR: Hmm [T 282] R: Actually … I mean like you have mixed literature… like Hutchinson & Waters [pause] they say, sometimes specialist…ummm…specialist context … Content… It obviously… The idea is to reach the target level whatever it is and… and to reach the target sometimes you need the specialist content… [T 283] **Ext 3:** UA: so..what ..what would you as a teacher… as a person prefer the

						lecture-based class or the interactive class? [T 311] NK: I think for[pause] literature it is difficult to have an interactive classroom…[pause] right? [T 312] [Long pause] UA: So you would..you would…for yourself prefer a [pause] lecture-based classroom? [T 313]
6.	RH on assigned Task III	369-514	R, RH, SR, UA, CB, NK & Joint Turn	-Turns: Other selection (RH), self-selection (UA), relatively shorter turns (RH), relatively longer turns (UA, R & CB), intra-turn pauses (RH, UA, R); -Adjacency pairs: elaboration-ratification/summarization-ratification/ question-answer; -affliliative moves: back-channeling (SR, R, RH, UA), insertion sequences (SR, CB, SR), Ratifications (RH, SR & CB), humour and laughter (R & CB), group laughter (joint turns), reformulations (R), explanations (R), accounts for disagreeing (UA, R, CB), building of a collaborative floor (UA), explanation preface (R); invoking of participant frameworks; indexical referencing -Disaffiliative moves: debate over evaluation (UA vs R, SR, CB, NK), disagreement with evaluation qualifying	- Display of orientation to assigned task (RH) - Display of orientation to teaching as linked to master-apprentice relationship (RH) - Display of orientation to evaluation - Display of orientation to Institutional factors as impinging on teaching practice - Display of orientation as an FGD moderator	**Ext 1:** RH: strings… So there are every type of student in the class. Teacher is the one [pause] who teach them how hold the guitar, how to play the music and…ah [pause] the contribution of *all* [emphasis] of the guitarists… All of them can play a beautiful note with the music… [T 377] R: Oh.. So you're saying it's like an orchestra then? [T 378] RH: exactly [T 379] **Ext 2:** R: but if I didn't have them telling me that I wouldn't be *forced* [emphasis] on that. You can't … students are not..should not be the sole judge… but you can't discount what they have to say [T 436] SR: Because they are one of the most important stake-holders…. [T 437] UA: Of course they are but … [T 438] CB: Something I'd like to add in support of what you're saying… In our last meeting we were discussing and UA and I raised a point that there was a teacher in her class and she knows that he is not prepared when he comes [pause] and I told you that…she would come in the class and "say we'll discuss today"…so we automatically know …[pause] she's not prepared. Its not about [pause] the students knowing …it's about you [indistinguishable] sifting the right data ..whether *they* can give you the right information or not… … students *are* [emphasis] very clever, they know as..especially at this level *they* [emphasis] know that at this level… where does the teacher stand ..whether she's prepared or

				as an issue (CB) insertion sequences (R, UA, CB); laughter (UA), interruptions (R & UA) -Linguistic /& or Speech Delivery Features: code switching (UA, CB), use of reported speech (UA), use of emphasis (RH, R, CB, UA)		not… So it's about the students' form… that how are you considering that thing from them… [T 439] **Ext 3:** UA: you… you have to keep a very low profile when you're becoming popular…you…look R.. You have to keep in mind… You have .. with..with.. all these things.. you have to keep this thing very well in your mind that you are talking about the Pakistani environment [T 470]
7.	Closing of Meeting	515-548	R, SR, UA, CB , RH, Joint Turn	-Turns: Self-selection (R), Relatively extended Turns (R), intra-turn pauses (R), inter-turn pauses; -Adjacency pairs: explanation-ratification, question-answer -Affliative moves: back-channeling (SR, RH), insertion sequences (SR, CB), Humour and laughter (SR, R, UA), Group laughter (Joint turn), anecdotes (CB, R) - Linguistic features: code –switching (UA)	-Display of orientation as an FGD moderator - Display of orientation to the research project	**Ext 1:** R: we'll be doing [pause].. And then we'll have two more meetings and that's it. And I'm leaving in the middle of January so…. I mean I can't put off going back to the UK any more… So we will have to sort of…[Pause] I mean what I'm what I'm saying is [pause].. I'm saying that we have to do a lot of work. What's nice is we've done a lot more work than you guys realize.. I was… I was [pause] doing my transcription the other day and I was smiling because there were so many things that had come up…[Pause] I don't know, [pause] it seems like… It's nice to see everyone engaged.… It's nice to see some people being engaged okay [laughing].. With lots of energy and passion..there…[Laughing]… SR: Chuckling R:But it's… it's …. I… I… I don't know if it's working for you or if it isn't but the thing is that I'm the one at the moment setting the pace, I don't know …I don't want you to tell yourself when you're working that you *can't* [emphasis] sort decide to take the initiative …I am perfectly okay … I've written the words "research team" because that's how I *see* [emphasis] it. I see us as a team …whether or not we're a 'cricket tem'… or a five-member cricket team or a very bad cricket team..

UA: Laughing

TRANSCRIPTION KEY

I: Italics indicate prosodic features such as emphasis & word elongation when the linguistic code is English

I: Italics also used to indicate change in linguistic code from English to Urdu

IB: Italics and bold used to indicate use of emphasis & word elongation when linguistic code is not English

[ ]: Used to indicate notational insertions on aural text by transcriber

{ }: Used to indicate the insertion of translation in Roman English of non- English text by transcriber

( ): Used to indicate insertion of explanatory or clarifying notes by transcriber

ss: Used as an abbreviation for the notation ‘slightly stressed’

st: Used as an abbreviation for the notation ‘ stretched’

ss & st: Used as an abbreviation for the notation ‘slightly stressed & stretched’

ss, st: Used as an abbreviation for the notation ‘slightly stressed, stretched’

s. st: Used as an abbreviation for the notation ‘slightly stretched’

s. st, s: Used as an abbreviation for the notation ‘slightly stretched, stressed’

st & s: Used as an abbreviation for the notation ‘stretched & stressed’

Joint Turn: When speakers talking simultaneously

Joint Turn: Also used when groups laughing at the same time

R: Researcher

Compiled Data set for Yasmeen Paracha (YP)- Husrat CI Group, Cycles 1 & 2 [Turn Sequences from FGDS I- V]

Sequence Extracts from FGD I

Didn't attend

Sequence Extracts from FGD II

Okay alright, who goes next?
R
1.
I am starting with a maze.
YP
2.
So we are starting with your visualization.
R
3.
Yeah.
YP
4.
Okay alright.
R
5.
This is a classroom, and it's just like a maze!
YP
6.
Okay.
R
7.
The role of a teacher is of a conductor and instructor. He demonstrates different activities to help the language acquisition. He is a sort of helper, plus he is a choreographer. He himself does some different things…An Educationist Donald Freeman says, "Good teachers know what to do"….
YP
8.
[laughs]
R
9.
So every time as the teacher will begins as a guide to get through this maze. Because the path to success, it's not straight, it's always hazy and zigzag. So the teacher is always there as a guide. Then the students, they are learners,

recipients, participators and collaborators in group work activities. And if we see the teacher learner relationship…Teacher is always there to trigger some activity, it's like a chain, then he orders to teach them well, what to do…then comes the response and feedback. And in this way he insights learning through stimulating and handling and triggering different language tools and activities. Potential is there, but he has to channelize the students towards the right direction. And then the last one, again it's I plus one…preexisting knowledge is added, the teacher's experience and the activities he introduces. For example students know the rules of grammar, but the rules are not enough….sometimes we have to build up a proper context, real life context, in which they learn easily. And again…this is a sort of diagram, the teacher observes… observation is there, he observes for example the weaknesses and the errors made by him in learning, which made by the students in learning. Then hypothesizing …the main thinking of different solutions…I mean the remedial steps and then the experimentation, exploiting the whole things or techniques and tackling.

YP

10.

So for you it's almost like a research activity….i mean you have the observation stage. And then we have the second stage, where you say based on the observations.

R

11.

Yeah.

YP

12.

You get the data, you analyze it, you say okay…To yeh ho sakta hai, this is the solution. And then we do the experimentation, where you try the solution as how it would work.

R

13.

Yes.

YP

14.

See you are perfect for this process. (With a laugh). Everything you want to do now ☺.

R

15.

(Laughing). Thank you!

YP

16.

Doesn't we have anything to add before I ask my question?...i always have questions, I had questions as a student, I had questions when I am a

teacher…that's the nature of my personality….So please jump in whenever you want to…I am perfectly okay with it. That's the whole idea!
R
17.
(After a pause).

18.
You talked about the teacher being a guide and being a maze.
R
19.
Hmm
YP
20.
And you said that the path to success is not direct, it's not straight.
R
21.
Yes.
YP
22.
And it is like a maze, because you have this turn and that turn, and so and so for…So are the students all walking at their own pace, or are they walking together and how does the teacher keep track of them not getting lost?
R
23.
Not all of them, but some have some ability to learn quick…
YP
24.
So they know how to find their way out by themselves?
R
25.
No they also need some guidance.
YP
26.
Okay.
R
27.
But they use to do less hard work as compare to the weaker ones, even the pronunciation is wrong, they can't read, they can't write, they need help. We tell them how to start writing answers of comprehension questions…their tenses are weak. So every time teacher handles them carefully to lead them towards.
YP
28.

So you are saying that every student make their ways for their maze at their own pace? Aap yeh keh raheen hain?
R
29.
Not at their own pace, but with the help of the teacher.
YP
30.
Okay let me put it in another way…You know like when you go to a museum visit or something, you always have the tour guide, and they keep hasting people that "Sir this is something of interesting"…Then they give a little speech, "Blah, blah, blah, blah…" And then you go to the next side….So it's that your journey for the maze…?
R
31. they have understood what you are saying or what is been explained to
We participate as a guide….teacher has to make them use different things, and then instantly he has to make them learn everything in the class, right.
YP
32.
Hmm, hmm.
R
33.
Because he is teaching them language, and with my students in the class I am teaching, their basic is Urdu, right and they are very weak in English. Today we were doing an activity in the class, and they were asked to come on the rostrum and read a passage, even they were making mistakes in reading very simple words, the abbreviation, she read it as "Abbreviation", (pronunciation was uttered wrong to give the example)…So I was correcting every time. So it depends on the students, some are very good in everything, they presented their path very well, but some required continuous guidance.
YP
34.

R
35.
I mean I almost have the same question as yours…Because one thing is that they need guidance all the time, but the second thing is…I mean again using your analogy, like if it's like going to a museum or amusement park or something, and you need a guide along you…Then for me if I am a student, then I have an interest in something it doesn't necessarily mean that everyone has interest in the same thing….so maybe I might want to stop at one place, where others don't want to, and still I want to find my way….So I mean where does the teacher fit in? I am still trying to figure that out!
HX

36.
I think there is a role of teacher as an intervention. Like you have to sort of take the class as a group together forward.
LT
37.
Theek hai.
YP
38.
Because otherwise they would be starting talking about maybe fashion and other things….as they would have a lot of things to talk about. So teachers and intervention is always very important to check them, that the group is moving towards the right path, so that they are not digressing or something.
LT
39.
I think LT sort of partially answered…as you said that there are individual flowers, now they are like one group, I mean it's an interesting thing…I mean this has pinpointed….I mean teaching is a problem, because when you have a big class, then you have to worry about the group dynamics, the group level, and where you need to get…You know like the whole idea of "I" plus one means you are going through the destination that everyone has to reach.
R
40.
They are given specific books, which are filled with exercises, which are filled with poems, which are filled with essays, which are filled with short stories…and there is no question on grammar, or
BT
41.

JK
42.
no question of language in that. the whole two years are spent in just reading that text to the students.
BT
43.
Reading and comprehension.
YP
44.
Okay what do they degree after they finish the two years?
R
45.
They have to just appear in a paper, and they have to clear the paper.
JK
46.

But is se related aik aur cheez bhi hai, is se related jo hai wohh aapka examination system bhi hai.
BT
47.
Exactly.
JK
48.
Aapka examination system jo hai, jab wohh evaluation pe aata hai, so what type of paper it is making, ke aapke students se wohh kya pooch raha hai…Abh wohh aapke students se pooch raha hai ke, "Ji jo aapne story parhi haina, aap uski summary likh dein"….So what's the use of that?
BT
49.
Listening and speaking!
YP
50.
There is no listening, there is no speaking, koi creativity nahi hai…Achaa jo creativity hai, wohh is tarah ki hai, ke usko hamey karwaney ka time hi nahi milta, ke aap essay likhwa rahey hain…
HX
51.
Haan, haan
JK
52.
[comments but indistinguishable because JK continues to speak]
BT
53.
Lekin yeh hai ke at least aik poem ko bhi break kar kar ke, bajaye iske ke wohh traditional teaching aur teacher oriented classroom ban jaaye, ke bus mai hi bol rahi hoon, mai hi bol rahi hoon, and the students are just sitting dull and silent…I just make them read the poem in the classroom, then they understand and come up with the idea of whatever they have understood…Jaise bhi aapki baat hai ke wohh Urdu medium se aaye huay hain, they cannot speak well and all that, but jaise bhi hain, mujhe unko bohat zyada encouragement karni parhti hai…Bohat mushkil hai jo wohh water aur gardener ka idea diya jaata hai.
JK
54.
Translate karna parhta hai kya aapko
YP
55.
At times translate karna parhta hai.
JK
56.

Code switching?
YP
57.
Yeah, but now I don't hesitate to go for code switching….because I have to keep in my own mind this context of the learners as well [pause]
JK
58.
Saturdays sahi hain.
59.
To phir kal ya parson ka bata dein mujhe? Aap mujhe message kar dein bey shak.
60.
Saturday is possible.
YP
61.
Yeah Saturday is possible, it's fine.
HX
62.
R
63.
I don't think, aapka college to nahi khula hoga?

Sequence Extracts from FGD III

Partial Transcript of Focus Group Discussion (FGD) III

Because I am taking the classes, I am taking my classes ☺, and I am regularly going and I am doing my level best, khas taur per apni BS classes mai, jitna humne innovative hona hota hai, jitna humne extra unko dena hota hai, we are doing it. For example abhi last week maine unko step ahead…jo ke Beacon House mai takriban 10th class mai lagi hui hai, us se maine unko comprehension is tarah karwaye, that in the same passage they have covered comprehension, they have done essays, they have done the reading, they have done the listening, the speaking, the grammar, the vocabulary. Theek hai, abh if there are 20 girls, I have given them 20 extracts and then I asked them to share with each other. So 20 extracts were done theek hai! kuch na kuch unko faraq parh gaya us se…So that shows my sincerity! But what about the sincerity of my colleague, who is in a boy's college and he just goes to mark his attendance and comes back and goes to any academy, he is not sincere! And he openly says that, "I am not sincere! Mai kis liye sincere ho jaaun"…Dekhey as far as the financial thing goes, if you look at the history, Haroon-ur-Rasheed ke jo betey they na Mamoon-ur-Rasheed aur Amin-ur-Rasheed, unko hukum hota thaa ke wohh apney ustaad ke jootey uthaye…theek hai, they were so much to respect their teacher…wohh Khalifa-e-Waqt ke bachey they and they were going to be the kings, lekin unko yeh hukum that, "You should lift the shoes of your teacher". Aur jo wohh teacher parhaney ke liye aata thaa na,

> to usko yeh nahi kaha jaata thaa ke, jaao tum ustaad ho, tum aish karo, usko denaar diye jaatey they, usko hirey jawahiraat diye jaatey they, why, just to give him full satisfaction, ke usko yeh problem na ho ke mai apney bachon ko kahan se paalun.

BT
BT
64.
Worth of knowledge!
YP
65.
That was a worth of knowledge! Matlab jab ustaad aata thaa, to uske saamney barey barey qazi, even they use to stand up ke achaa ji ustaad aa gaya hai, unki koi respect hoti thii, unki koi worth hoti thii…Abhi aap mere saath bahar chalein, kher mere saath to aisa nahi hota, lekin maine bohat saarey teachers aise dekhey hain, jinko kandha (shoulder) maar kar larkiyaan ghuzar jaati hain. Why, because they have no sense of respect!
BT
66.
So whose fault is that?

67.
Matlab aap ke pass fan nahi hai, electricity nahi hai ka fan chaley…Abh dekh lein ke is waqt light has gone aur abh mai bethi hui hoon yahan per, dekhey mere haath kitney thandey ho rahey hai ☺….because yeh bohat warm hai.
BT
68.
You have an example
LT
69.
laughs
YP
70.
Matlab kya karein, larkiyaan bethi hui hain, unke pass chairs nahi hai…
BT
71.
Infact light nahi hoti, girls paper kar rahi hoti hain!
YP
72.
Aap kehtey hai ke English parhaye yahan per, kaise ghusaye hum English yahan? ☺ tell us the way ke kaise hum ghusaye? Yeh to bari elite kisam ki baatein hai ke aap yeh kahein ke, ji mai unko kaise change karwaun? Mai unko syllabus kaise doon? Falah kaise…? Come to the basic root of the problem! Yeh meetings karna bari bari, conferences karna, bari bari terms bolna English ki, ke ji yeh cognitive hai, aur yeh falana hai….I mean this is all useless, totally useless! Come to the basic problem, basic…Aapki yeh building nahi khari ho sakti until and unless you have got a good foundation.
BT
73.

And a good foundation is the incentives given to the teachers?

R
74.
The *time* [stressed] of English, this is also important
JK
75.
kis level pe, kis hadh tak English ki zaroorat hai. My niece, who is teaching class 3 in Frobels, she is teaching a novel to the students of class 3…Mai abhi tak apney bachon ko nahi keh sakti ke aap novel parhein, wohh parh hi nahi saktey, they cannot read it. Magar wohh unko parha rahi hai novel, "The diary of a Wimpy Kid".

BT
76.
Class 4 tak wohh likhna shooru ho jaatey hain!

YP
77.
Yes class 4 tak wohh likhna shooru ho jaatey hain, aur 10th tak, O'levels tak aatey aatey bara achaa likhtey hai wohh. Matlab agar public sector haina, to us mai you should join hands with each other. Yeh jo parta hai ke pata nahi ji metric mai hum kya parh rahey they, phir pata nahi uske baad FSc mai hum kya parh rahey hain, phir B.A mai hum kya parhey gey…FSc ki level ki jo English hai, Intermediate level ki, wohh yeh hai ke 60% aapka paper objective hai, aur 40% written hai…Theek hai, abh 60% objective mai kya ho raha hai? What is happening? There is no preparation for the students, wohh nahi karta, kyu nahi karta? Because number one, he is a Science student, number two, he is a Arts student, Arts student does not have vocabulary, wohh uski taraf aata hi nahi hai dar ke maarey, he is so afraid ke wohh uski taraf aa hi nahi raha. Jo Science student hai, wohh kehta hai ke, "Mujhe bohat achii aati hai, maine aana hi nahi hai English ki taraf"…Now what's happening, the 60% objective paper, when the paper is in front of you, the person next to you, you ask her that, "What is this? Right or wrong?" If she answers "Wrong!" okay wrong…he cheats and he gives the paper and he secures 60% marks…and he doesn't know how to even write a sentence on his own. And when he comes to the Graduate level, when he or she is taught short stories, she is taught Bertrand Russell, she is taught Shakespeare, she is taught Wordswoth .. she is taugh Huxley ,.
BT
78.
Aldous Huxley?
R
79.
Uss ka Hemingway
LT
80.
Hemingway… Ernest Hemingway
BT
81.

Wohh phir bhi aasaan hai [rest indistinguishable because BT begins speaking]
YP
82.
Now this is a jump .. this is a jump from the first step to the last one, yeh jo darmiyaan mai steps hain, yeh kahan chaley gaye? Matlab from objective paper of 60 marks, suddenly you are jumping to Hawksley, you are jumping to Bertrand Russell…Aap ko mai honestly bataun, usko poorey 2 saal Bertrand Russell ke spelling hi nahi yaad hotey.

BT
83.
Parhna hi nahi aata!
YP
84.
Parhna hi nahi usko aata! Usko Andres Hawksley bolna hi nahi aata. When I came in the beginning, so one day I went back…my father was a very good friend of mine, I use to share everything with him…To maine unko jaatey hi kaha, maine kaha, "Baba! Aaj bara hi maza aaya", he was like that, "Okay! Kya maza aaya?" I said, "Aaj maine na apney bachon ko Shakespeare ki 'All the World is Stage' karwaii, uff! Itna maza aaya, I explained so much…itna maza aaya"…He was quietly looking at me and then when I stopped, to unhone mujhse aik sawaal poocha, kaha, "Baat suno! Sirf tumhey hi maza aaya, ya unko bhi kuch samajh mai aaya?" ☺…So the students couldn't understand anything.

BT
85.
Aap batayain, aap mai change kya thaa?
R
86.
Yes take a picture of this, this was the portfolio, yeh new moves hain…Usne is tarah ka hamey aik aur portfolio diya thaa, aur usne hamey kaha thaa ke, "You have to write down what you are going to do in the class, and how you are going to do it? What sort of techniques you would use?" Aur us mai sub se upper jo cheez thii na, that were the objectives, he said to us that, "Set your objectives, through this thing you are going to achieve this". Usii ne hamey yeh formula bataya that, "Your formula of achievement is I+1…just achieve this 1, I am not asking you to go for 10, I am not asking you to go for 50, I am not asking you to go for 100, no, just 1, but achieve this 1". So the syllabus designer, the teacher and the paper checker or the paper setter, they should know that at this level what kind of students will come, he should not keep in mind the brilliant students, no, he should keep in mind the average students, not the lowest, not the brilliant, but the average one, right! And what does that average student need? I mean this is not at all necessary, jaise hamey abh unhone Functional English keh diya, ke ji Functional English hai. Uske baad inhone kaha ke, "Ji jo BS1 jo hai, pehla semester jo hai, un saaron ke liye hum aapko yeh outline dey rahey hain, theek hai, abh aap ne yeh un saaron ko karni hai"…abh wohi outline jo hai wohh Urdu waley bhi kar rahey hain, wohi outline jo hai, wohh history waley bhi kar rahey hain, aur wohi outline Physics waley bhi kar rahey hain…why? Maybe those who

are doing Physics, they might be having some different sort of needs, ho sakta hai ke unka level jo hai wohh yahan se bohat different ho. It needs a lot of work, but the outcome will be very good!

BT

87.

Urdu walon ke liye bohat tough sabit ho raha hai, aur Chemistry waley jo hai, unke liye bekar.

YP

88.

If you go out in the professional world, then it's not like that you are from Urdu or from English, you have to compete there, so that's why they have got these outlines ke this is the level

LT

89.

Nahi thoora sa different hona chaiye, jaise Chemistry aur Physics walon ke liye thoora tough aur Arts walon ke liye thoora sa light, aik level per wohh nahi chal paata hai.

YP

90.

But when they would enter to the professional life, so then they have to compete over there.

LT

91.

You are saying, there are people who are specializing in Urdu and people who are from the Science groups.

R

92.

Okay, so English is a core course and you teaches it as a subject, or it's just been uses as a medium of instruction?

YP

93.

Not for Urdu obviously.

LT

94.

No, no, not for Urdu, but for other sides…I mean obviously Urdu mai aap specialization kar rahey hai, English mai to wohh nahi ho sakta, but in the sense that part from that….

R

95.

What I am talking about, like when they have to write, like applying for job interviews, then they have to write that application, this is what the course outline is, that we are teaching them how to write application or prepare for job interviews, how to do presentations…So when they are out in the professional field, they will be doing all this, applying for jobs and writing job applications, so for that they need English. I mean that's the official language of Pakistan.

LT
96.
But we are talking about the text contents what they are studying for the sake of comprehension and vocabulary, they are facing a lot of problem in it, the new book, jo humne introduce karaii hai, to uska level unke liye bohat tough hota hai.
97.
What is this new book called?
98.

99.
English for Academic Purposes!
100.
101.
Yes tasks as well!
LT

102.
Okay, theek hai, there is a mixed syllabus, but you are saying that it's not working, I am more interested in that.
R

103.
It's according to the level of my class.
YP

104.
No, no that's fine…I think that's the most important thing, because it's very nice to have something in a vacuum, it's only when it's implemented that whether it works or not.
R

105.
See I substitute the content and I have brought my book from the syllabus of my own daughter, she is in class 5, then it worked well….There were pictures, the level, it was a little bit easy and they got it.

YP

106.
Actually they have.. the resource that they have sort of consulted is the publications of the newspapers and so it's a little bit like very informative and dry….
LT

107.
Yeah…and tough
YP

108.

like no short stories or maybe like introducing a poem somewhere, just to give a flavor of writing.

LT

109.
Okay you are saying that there are mostly newspaper articles and ?
R

110.
Yes and all the tasks and activities are research designed…
LT

111.
that's why it's very tough.
YP

112.
That's it's tough because they cant follow it or because it's boring…?
R

113.
It's tough because it's monotonous…
LT

114.
LT & YP laugh & R joins in
Joint Turn

115.
Yes, like it's the same articles with same kind of information, like about climate and about gender discrimination
LT

116.
It's topical, but they don't know how to relate to the topical!
R

117.
Sorry?
LT

118.
As in it's topic -based?

R

119.
Yeah of course!

YP

120.
And because you think it's pitched too high in terms of language, or in terms of the way they heat up the themes that they have used…

R

121.
In terms of diction as well!
YP

122.
You think that diction is also very difficult for them.

R

123.
Yes.
YP

124.
Okay alright, it's really interesting…it's becoming a genuine discussion …BT has talked about a lot of other problems…Do you want to talk about how you see your professional practice, or anything that you've drawn?
R

125.
How do I see my professional practice?
BT

126.
Or any other things that you have written? Who are you as a teacher, classroom, anything, which you would like to share your mind map ..[pause] nahein? [laughs] Nahi acha theek hai ☺. YP would you like to go?
R

127.
I don't think about any image, ideas, analogy…So different metaphors came to my mind. The classroom if it's a kitchen, alright, so the students are different pales, and teaching is just like dishwashing.
YP

128.
Teaching is dish washing okay ☺. That's very good!
R

129.

Yes…Cleaning with hot water, spirit and devotion is the part of the teacher. And rinsing with a bit of force, this force is pushing up, always some students, they need a push.
YP

130.
You are talking about the drive that you need to give them to…?
R

131.
Yes.
YP

132.
Okay alright!
R

133.
And they should be fully involved in different activities, then only the cleaning and cleansing would be successful. Then what will happen, they would learn a lot. Again if a classroom is a factory, so teaching would be manufacturing, something producing…students are the raw material and the teacher is going to use her professional practice. It could be moulding, shaping, labeling and grading. Molding means tenderizing the talent or the basic innate and capability to learn language, it need tenderizing, moulding, right….according to, like sometimes you go to the grammar, teach them rules and then you give them some model, exploit the language yourself and then students learn. Then shaping, then you start doing different things, I mean the talent which naturally they have or the learning capacity they have, it needs some shaping, so that they can achieve the target. Then there is labeling or grading, evaluation on the part of the teacher after testing things with that.

YP

134.
Okay…and how does sort of all this relate for you? What their relationship is?
R

135.
Because I have titled that, "Teaching is manufacturing", right, making the students…the target that we should successfully achieve a learned language, right, the new target language which they are trying to learn. So different professional practice is, there are different methodologies or strategies which you set to make them teach all the things, or for the required results. So this is all connected!
YP

136.

And what about constrains? Where do constrains, restrictions…unko jo bhi aap kehna chahey?

R

137.

Constrains…inside the classroom, if a teacher wants to introduce some innovative steps, nobody can disturb him from outside, right.

YP

138.

Should disturb him or can?

R

139.

Can! But the constrains are regarding the students, according to that level…like some students, they have a very slow pace. So the teacher, if he is teaching all the students, and if some are stuck somewhere, then he has to come back, wait for them and reexplain. And if the pace is, I mean it has some balance or it is equal for all the students, then you can call that you are achieving some success in teaching. Right! And finally all of them are on the same level. At least if they cannot write the required assignment or whatever the task you have given them, but at least if they have understood what you are saying or what is been explained to them, then it's enough!

YP

140.

How do you know that they have understood what you're saying?

R

141.

Because they come up with some feedback, the task, if it is done by them, so the teacher has succeeded.

YP

142.

When you distribute the task and do you take the feedback verbally or is it [indistinguishable because YP begins speaking]?

R

143.

Sometimes it's in the form of a verbal, oral discussion, but finally they have to write something.

YP

144.

And do you also check what they write?

R

145.

Yeah, it can be given as a home task, that go home and think over it and write few lines, and it is also checked on the next day.

YP

146.

Okay you guys also check it as well?

R

147.

Yeah, and sometimes in the class too…

YP

148.

So do you do it yourself or is it through peer checking?

R

149.

It depends on the nature of the task given to them, sometimes the peers are made and they are asked to exchange their work and check.

YP

150.

Okay that's the way it's a peer feedback!

R

151.

Yes, and sometimes they are in groups and the group leader, he or she checks whatever they have written, and then we match and make a comparison with the other group what they have written, and the group 1, 2 or 3, what are their ideas, how far they are similar and how far they are different. And in this way they learn a lot! They find new ways of thinking…I mean it's a sort of interaction with the whole class, because in this way they also learn from each other.

YP

BT

Sometimes it happens that we ask them to do some project, I mean if they have done some assignment just for…I mean you can say a little bit of encouragement, a little bit of support, a little bit of fun, we ask them to do a project, and they do the project, and then we ask the rest of the classes to come and see…they come, they see and they appreciate it.

152.

153.

Unhone khudh apna, apna wohh liya thaa na, ke hum yeh cheez bana lengey, itna hisa hum bana lengey, itna hisa hum bana lengey, itna hisa hum kar lengey…Phir there were some, who were explaining it, how do they present the explanation, kis tarah unhone saara wohh kiya, uske upper phir humne unko marks diye. Maine aap se kaha na ke it needs a lot of work on the part of the teacher, but again teacher ko yeh pata ho…Matlab aap poochey gey ke mujhe kaise pata chala, mujhe yeh pata chala through Dave, he told me the different techniques…and they did it with a lot of interest. Achaa maine un se yeh kaha thaa ke, "Jis tarah aap ne yeh movie dekhi hai, is tarah aap khudh aik movie ka aik chota sa extract lo, aur usko khudh aap develop karo"…Phir unhone wohh baqaida actions ke saath kiya thaa, you remember, maine aap logon ko bhi aik dafa class mai bulaya thaa. Balkey iski class mai mai gayi thii, isne bhi aisa kiya thaa.

BT

154.

Aap drama theater technique ki baat kar rahi hain?

YP

155.

Ji drama theater techniques ke naam se!

BT

156.

They enacted it?

R

157.

They enacted it and I was really surprised ke Physics ki larkiyon ka aik group, matlab mere pass to Physics ki class haina poori, to us mai mukhtalif groups baney, to aik group ne snow white pe kiya thaa,

BT

R

And then of course you have the issues with curriculum, you have the issues with pitch, you know how much English do they need, what kinds of English..JK also talked about that. Are these all constraints, or is there something else which you want to say here?

BT

One more thing I would like to point out…Those students, unfortunately, now I am talking about the real life situation, those students, who are in public sector, they are always lacking behind. And those students, who are in private sector, they are always ahead.

R

We have our private sector representatives, we will cover that…

BT
Is it true or is it false?
HX
It is *very* [stressed] true
[Clears throat] It is very true because when you just look at the private sector, these are like, every time you got to make a lot of efforts, and with every day you have got to come fresh and you got to prepare, and it's mainly your performance which helps you a lot to get promotion and all that. But when you just look at this public sector, there are problems.
WT

158.

Nahi us mai aik aur problem bhi hai, us mai syllabus ka bara difference hai, wohh wide difference hai.
BT

159.

There is a lack of coordination between the curriculum designer and paper setters, because the questions which are really asked in the question papers, for example agar 40 marks hai for the paper B and we have to teach them dialogue writing, but the choice is there between dialogue writing or translation.
JK

160.

Translation?
R

161.

Meaning based translation, but otherwise teachers teach them…
JK

162.

No, no I am saying you still required a little examining on translation.

R

163.

Yes, they are still you know…
JK

164.

I got your point in this way, like in corporate culture, when people, like students, when they finish with the studies and they go into the market, some of them, some of them they go in the private sector, and some go in the public sector…I really thought in that way, not in this way…
WT

165.
166.
167.
168.
169.
170.
171.
172.
173.
174.

175.
176.
177.
178.
179.
180.
181.
182.
183.
184.
185.

Achaa yeh aik mai bhi is tarah ki share karna chahungi, that when I just appeared for my Graduation and I was free for one year, my parents, they just suggested that why don't you go somewhere, and teach, and I went to a school, Sadiq Public School, uske jo Principal haina, wohh kaafi sakht they, to jo Head Mistress thein, unhone mujhe yehi kaha ke, "We are giving you class 2 and you have to be very strict for the children, koi unko khuli choot deney ki zaroorat nahi hai, aur jo bhi aisi baat karey, to khainch ke aik thapar lagaye". I went into the class, and I just looked at them and they were just little children, I said, Oh my God! How can I, ☺ I mean kaise aap inke saath aise strictness show kartey hain… So that was the only one day that I taught over there, and next day se I am not doing.

BT

186.

Aik aur point now, for example if you are taught in the private sector and you have to join in the government sector, and you go to the class in the same sweet tone and then you would say to yourself that, "How can I survive without scowling and without shouting". I hate myself for doing that, literally I am using the word "Hate". Because it's not a part of my personality!

JK

187.

WT

188.

Taarey zameen pe sirf movie mai hi ho sakta hai, aur kahi real life mai nahi ho sakta ☺.

BT

189.

Because baad mai phir mai wohi ban na shooru ho gayi.

JK

190.

Because they have to justify it .. that taray zameen per is possible

WT

191.

Group laughter

Joint Turn

192.

WT

193.

And PCC is for the middle class.
JK

194.

What is PCC, I'm sorry?
R

195.

Punjab College of Commerce!
BT

196.

You know those who score 550 or 540, they are not able to get secure admission in any other university or any other college, they just go to PCC, parents are really happy that their child is going to PCC, because they are really able to pass the exams and they are able to get admission somewhere, dekhey wohh baat haina, wohh jo result oriented hona, aur wohh jo productivity ka level hai, yeh hamey mil kya raha hai? Just like ke wohh consume aur wohh relationship hai.
JK

197.

Wohh manufacturing wala relationship hai ☺.
R

198.

Yeah.
JK

199.

Ke kya aap produce kartey hai end mai ya nahi?

R

200.

JK

201.

There should be a proper training for the people joining any private sector, like in Canada, America, like you go and you join any of the sector, so first of all you have to go for a proper certificate
WT

202.

Yes you can't teach without your teacher qualification.
R

203.

Though I have done my university, but I have no experience at all, now this is like in this process, I mean with different experiences, with this learning and you just change your personality… spirituality at work
WT

204.

JK

205.

BT

206.

WT

207.

Group laughter
Joint Turn

208.

Our job is just to groom …. *akhir teen months mai kaisay course cover hota hai? Inn practices ko nah… uss mai bachay ka koi kasoor nahein*
WT

209.

Hum nay wohee discuss iya pehlay ke background
JK

210.

Waiasya mai aapko aik baat batau, yeh mera apna aik personal experience hai…Jis teacher ne parhana ho na, wohh aap ko 2 saal ka course 3 mahiney mai bhi parha deta hai. Spirituality is main thing …hamari apni Chemistry teacher thein, hamey unfortunately koi nahi mila aur akhri 3 months mai she came, metric ki baat kar rahi hoon mai, aur unhone hamey akhri 3 months mai parhaya and I have secured 89% marks in Chemistry. Meri base bana dii unhone sirf 3 months ke ander.

BT

211.

Conceptual clarity dii hogi aur aapka confidence build up kiya hoga?

JK

212.

Exactly!

BT

213.

The reason is no one talks about this, sub ko we know that what is going on in the system, but there is no recorded data that says that this is the reality of the classrooms that we teach.
R

214.

Spirituality at work… Bohat saarey log mujhe kehtey hai ke you move to the private sector, it may be a very easy step for me to move in a private sector, but then again the situation, it remains the same, even if I leave the government sector, nothing would change here, but again you see what would become of the students, of those students who are been taught in the same government sector. If we say that we have to do something for the teachers in the research, then we need to do something for the students as well, not only for the teachers.
JK

215.

So you are working in a public sector is your contribution…

R

216.

Yeah that would be a contribution to my own self.

JK

217.

It is! YP a ne to commit kar liya hai yeh ☺.

R

218.

Lekin phir again mera dil nahi manta, phir mai kehti hoon ke I am running away from the system or I am doing what.

JK

219.

Aap ka dil maan jaaye ga, 10, 15 saal ghuzarney dein ☺

BT

220.

I think yeh JK ki example hai ke you are a parent.

R

221.

You are specially a mother.

WT

222.

So you haven't set a goal, you have a vision, like you encourage them, you push them towards achieving that goal.

R

223.

Yes achieving that curriculum, and we are free at university level, we don't have any fixed…???

WT

224.

Dekhein hamey bohat saari techniques chorni parhti hai, cant go with them, syllabus reh jaata hai, aur complaints pohnch jaati hai, "Ji teacher ne syllabus cover nahi karaya, hamey to yeh question aatey hi nahi hai", uska aik hal yeh hai ke unko mai kehti hoon ke, "Daily aap 10 yaad kar ke aao", unko mai 4 likhwaun, 3 likhwaun, while I am taking attendance, go on doing this test. Theek hai, us mai wohh check nahi ho sakta hai, us mai language ki mistakes, ya grammar cant be checked. To saarey check karein apna apna based on a model. Hamarey teachers bhi hamarey saath is tarah kiya kartey they na. Jahan tak correction ka hai, to uske kuch hadh tak to hal hum nikaal letey hain. Like our teacher, what she use to do, jab paper ho jaatey they, to wohh board per likha karti thein ke, "These were the common errors which almost every student has done"…aur mai bhi yehi karti hoon, ke board pe likhti hoon students ke common errors. To is tarah corrections aur frequent tests nahi liye jaa saktey, yeh bohat bari problem hai, without checking phir bekar hai, student cheating kar ke karey, ya jaise bhi…to yeh hai.

YP

225.

Okay.

R

226.

Mera jo Urdu ka major hai, mujhe bohat is cheez se ghusaa aaya ke unhone mujhe Urdu ka discipline utha ke dey diya. Abh inko kaun parhaye gaa B.S level ki English…Achaa maine shooru mai unko kuch nahi parhaya, maine book ko touch nahi kiya 3 haftey tak. What I have been doing, ke maine un se poocha ke, "Translation aati hai?", "Nahi Mam", phir maine poocha, "Kis tarah yaad kiya thaa metric mai, kis tarah test preparation kii, phir kaise pohnchey udhar". Kehney lagey students ke, "Hamari teacher kya karti thein, wohh kehti thein ke yeh paragraph ki English hai, isko aap rata laga lein, yaad kar lein, yeh paper mai likh aaiye gaa". Phir maine apney students se kaha ke, "Theek hai metric ki books laaye". Unki metric ki book mai itni achii exercise hain, they are really easy. Yaqeen karein ke maine B.S Honors walon ko pehle Metric ki parhaii, matlab unko translation seekhaii. Uske baad unko FSC level se kuch karaya, uski revision karaii….Hona yeh chaiye, achey schools mai aap dekhein jo syllabus hum design kar rahey haina, uska jo pehla one third portion hota hai, it is consisted of the previous class's course, uski saari revision hoti hai, phir jaa ke student agla step leta hai. Phir mere students ne mujhe force kiya ke Mam hamey Urdu mai samjhaye, maine kaha theek hai. Maine un se kaha ke, "Aap Urdu mai express karna chahtey hain, Urdu mai karein, lekin please likhein English mai, theek hai". Abh aap meri class mai aaye gii Monday ko, aap dekhiye gaa ke wohh aein hai, balkey unhone mujhe hairaan kiya hai….Maine unko pehle bohat zyada meanings bataney shooru kiye, ke chaley inko mai jitna facilitate karun, lekin unko jab bana banaya kaam mil jaata hai, to unki creativity khatam ho jaati hai, wohh phir kuch nahi kartey khudh se, spoon feeding ho jaati hai. Abh maine unko assign kiya aik aik passage aik aik group ko 3 girls ka, I asked them to find out the meanings, I told them that, "This is your task to do, yeh kaam aap khudh karo". Doosri baat yeh ke I asked them to give the summary".

YP

227.

Of each paragraph!

R

228.

Yeah of each paragraph! It was very easy for them, 10 sentences *unke liye kar lena bohat aasaan hai, bajaye iske ke mai hi poora lesson parhti jaaun, explain karti jaaun. To jab wohh personal effort apney put karey gey na…maine un se poocha ke, "Abh aap ko pata chala ke aik teacher kitni mehnat kar ke aata hai, aur aap us mai se 50% bhi apney ander absorb nahi kartey". Phir meanings ka bhi yeh masla hota hai ke inko context ke saath usko milaney nahi aatey.*

YP

229.

They cant understand that the words exist in a context! *Unko sirf words meanings yaad karney hai.*

R

230.

Aur wohh jo meanings laati hain, wohh 3, 3 meanings laatey hain, to us mai se hum aik set kartey hain, jo ke hamara suit kar raha hai.

YP

231.

Contextualize!

R

232.

To matlab unko bohat achaa us se faida ho raha hai! Ghalat salat bolti jaati hai, magar mai unko us waqt kabhi nahi tokti, matlab usii waqt correction kabhi nahi karni chaiye, baad mai aap bula ke samjhaye.

YP

233.

Achaa you don't do it in public, like in front of others

R

234.

No, rather I encourage them…D*ekhey English sub ko aati hai, unko bolney ka moqa dena, unko encourage karna, unko aagey laana…Shayad maine khudh is tarah ke mahaul mai parha hua hai ke teacher bohat discriminate karti thii,* she clearly use to draw a line between us and the conventarians and all that.

YP

235.

Conventarians are?

R

236.

People coming from elite schools, convent students!

YP

237.

Okay

R

238.

So I have been a very good student till metric, but when I enter college, meri saari creativity aur saarey ideas, though I have the ideas in my mind, magar teacher ke sakht behavior ki wajah se, matlab wohh foran reject kar dengii, ya kahey gii ke English mai baat karo, wohh saara phir dab jaata thaa. To abh in bachon ke liye mai wohh saari books laati hoon, apney betey ki sambhal ke rakhi hui hai, class 1 ka hai, abh meri beti jo hai wohh convent mai parh rahi hai, in bachon ko spellings nahi karna aatey jo hamarey bachey hai, wohh spelling ko rata lagatey hai, spelling to kabhi rata laga ke kiya hi nahi jaa sakta. To phonetics ke through kuch poems hai in schools mai, kuch rules hai, wohh inko seekhati hoon….dekhey inka koi kasoor nahi hai, agar lakhon rupey nahi laga saktey unke parents, to unko kya matlab parhaya na jaaye? Unko aap thoora peechey ley jaaye, unko chotey level se shooru karaye, gradually they will understand the difficult things, gradually they would tackle with their own course. Ahista, ahista ho jaata hai, lekin yeh hai ke us mai mehnat bohat zyada aapko karni parhti hai. Lekin wohh bhi aap hi ke faidey mai hai, phir next semester mai aapko bohat kum mehnat karna parhti hai, jo aapke students hai, aap unki base khudh banatey hai. Aaj subah mai parha rahi thii, CSS ke students hai 3, unhone kya seekhna hai, "Ji hamey comprehension seekha dein". Un students mai se aik Clinical Engineer hai, job bhi kar raha hai, aur aik bachi jo hai, usne IR mai Masters kiya hua hai. Maine un se kaha ke, "Aap Percy writing seekhey, so how you will follow the ideas", kyunke bohat tough unko articles diye jaatey hain newspaper se, ke iski aap percy banaye. Aur us ma jo baat shooru hoti hai, wohh end tak pohnchtey pohnchtey unko nahi aati, bohat saarey words ke meanings nahi aatey, English itni weak hai. Maine unko

kaha ke, "Aap simple strategy lein, ke aap subject verb noun ko follow karey, aap subject ko dekhtey rahey, aur uske baad subject, verb, object, synthetically in sentences ko parhein"…Phir unko maine parts of speech bataye, ke is tarah se hain, unko aik chota sa task diya, ke in sentences mai aap underline karain, then they were able to do Percy writing.

YP

239.

So did you do sentence analysis as well?

R

240.

Yeah, sentence analysis *pehle karaya hua thaa! Maine un se kaha ke, "Aap academy mai kyu nahi gaye, mere pass kyu uth ke aa gaye", unhone kaha ke, "Wohh to bohat high level se shooru karaye gey, aur hamara yeh hai ke hum basic knowledge seekhna chahtey hain". To teacher ko foran zero ke chaley jaana chaiye jahan wohh dekhey ke level low hai, matlab mai agar unko lecture deti rehti, comprehension percy writing ke rules se hi shooru karati, ke yeh rules hai, is tarah karo, so then they would not understand me. But now they are more than happy ke abh wohh khudh se kar rahey hain, unko pata chal gaya. Unka yeh thaa ke, "Yeh aik jungle of words hai, is mai hamey nahi pata chalta ke kaunsa idea lena hai, aur kaunsey words leney hai, phir unko original apni language mai transform kar ke usko likhna hai". Maine unse kaha ke, "Agar aapka level bohat kum hai, to aap bachon waley level pe aa jaaye, aur usii tarah se alif, bey, pey se shooru karein".*

YP

241.

It's okay if you go for the comprehension, but take the material from their own fields, so it should benefit them, do not take things from stories…Just make them visualize about their own field.

WT

242.

BT

Bus aap log HX se aur JK se karlein confirm!

WT

HX to free hain!

BT

Free hain, haan to bus theek hai, 1:30 se ley ke 4:30 tak ikhatey hi karlein 2 meetings.

Okay I have to remind everyone! (Meeting concluded).

R

Sequence Extracts from FGD IV

So [stressed & slightly stretched] I mean we did have bad times but it wasn't as bad as I mean saying we went without food or something but my husband..he comes from an improverished background he comes from kpn and he...his father died when he was nine and he comes from a village where he has never seen money…he has seen hunger he has seen… so the way we act and react it's very different..so I mean.. he values money much more than I do maybe because…

[speaking over R, so indistinct]hmm, exactly
GV
243.
I mean, that's why, I don't know…*ap lohg mujeh batiaye* [you people tell me] I mean sometimes they don't understand it. Like when we talk about it abroad, they [stressed] don't have so much of a gap
R
244.
Yup
YP
245.
between the haves and the haves nots
R
246.
Yeah
GV
247.
Yes
HX
248.
That the difference in backgrounds in terms of the social economic gap [stretched pause] in your [stressed] classrooms?
R
249.
[stretched pause] Unless a student comes and talks about umm her specific problem [clap]
YP
250.
You ca..you generally can't tell that [words indistinct]
R
251.
You cant tell. We cant guess from their appearance because usually most of the girls if they have very low backgrounds, some of my students they have their mothers as ahh maids, they are maids working in different peoples house, but they are wearing very good uniforms and having each and everything… sometimes even they have cells [stressed]… cell phones so it has become difficult nowadays
YP
252.
And we have these scholarship grants which [clearing of throat makes some words indistinct] these students and the students do contact that teacher.

Obviously it is something they don't want to talk about [crying in the background]
LT
253.
Obviously.
R
254.
It is something very personal and you feel very

YP
255.
I understand.
R
256.
Mostly they hide it.
YP
257.
They mostly they hide it.
R
258.
They hide it.
LT
259.
R
what there background is or how they interact with other people … can you tell there is a difference
LT
No, its very difficult
R
Its very difficult. *Ap ka tho* different situation *hai* [yours is a different situation] because you get to know them so well, but based on the fact that you get to know them so well, can you when they come in… into your classroom even when you don't know their background, can you tell that there's a difference?
YP
there is…we have to develop a rapport with them being a teacher and student. Until and unless you don't develop a rapport and go to that extreme you cannot judge any, you cannot tell them what is in front of you and you cannot…its all general methodation [unclear] of the student
R
Ok You have to go much deeper [loud because of overlapping with GV]
GV

I remember You need to go much deeper than the surface [overlapping with R] So [stretched] its obviously a lot of difference, at least where their speaking is concerned.
LT
260.
Do they get a lot of chances to speak in your classrooms? [pause] that you can tell
R

261.

Yes [stretched]
YP

262.

So that you can I was thinking {indistinct due to overlap]
R

263.

[loud] in language classes they do.
LT

264.

{indistinct due to overlap] In your classes
R

265.

In language class they do, but not in the literature ones.
LT

266.

So, but in the language classes does everyone can you pinpoint who speaks and who doesn't. I mean I mean to say, I'm asking because, I mean in my experience of college teaching, which I did for about eight months
R

267.

GV
R
Bilkul yehi cheez hoti hai and ye bachon ko samajhni chahye.. koshish to bohat kartay hain likan
GV

268.

..kehtay hain na socio-cultural component of language learning that they understand that language exists in a context and if you don't understand the context, sometimes you..
R

269.

So Via contextualization
GV

270.

Haan haan
R

271.

Kay until and unless you don't go into a particular context..you get..
GV

272.

(A lot of them speaking together, not entirely audible)

273.

Language cant (something) in isolation

274.

Larkiyon kay dimagh par har waqt love hee chaya wa hota hai.. koi question tha kay do you agree that men love to dominate women? To aik larki nay answer ghalat likha.. to mainay kaha ye kiya likha hai aap nay aap ko question samajh nahin aya?.. to us nay kaha mam ye dekhain is main to love likha hai. Love
YP

275.

Laughing

276.

Aur kuch dominate aisay I love
YP

277.

Id love to teach this summer camp

278.

Punjabi
BT

279.

Acha main itni pareshan, mainay kaha hamari to itni male dominated society hai aap kya keh rahi hain..
YP

280.

Us nay nahin dekha.. us kay liyay sab say key word love tha
BT

281.

Us nay likha man hai ya woman hai to beech main love hai to phir gal kya(consistent laughter)
BT

282.

Aik factor hai Main us waqt bohat pareshan thee main has bhi nahin sakeen .. ab mujhay ehsaas hua kay ye to baray mazay kee baat
YP

283.

I think that

Acha to band kar deejyay baad main dobahra on kar lain gay
Side room main to nahin, Hum hall main baithay hon gay..
BT

284.

waheen baith kar meeting kar lain

285.

jahan par lounge sa hai un ka chota..

286.

Nahin..

287.

(unclear) baith kar len gay waheen meeting
YP

288.

Mujhay sirf, I can use two things for recording devices.. bilkul theek hai..
R

289.

Pause

290.

Wahan pay use karnay detay hain mobile?

291.

HX
Zaroor (stressed) you're most welcome.
GV
Wahan jaa kay meeting kar letay hain maza aye ga. Kashmir poo-oint pay

Giggles

Snowfall ho gayee hai?
YP
Wohi to keh rahi hoon kay snowfall hai, mana kar rahee hoon?

Aaj ho rahi ho gee snowfall

Haan aaj to laazmi ho gee

haan aaj laazmi hui ho gee

292.

Bachon say main nay kaha bearish ruknay dain.. ye phisalnay hee to hum jaa rahay hain..
GV

293.

Acha main to aap ko kaafi sara thora homework karna paray ga hum kal kar rahay hain. I need you guys to (small pause) I will send you, cause rabia was talking about it, I've found aa a presenation I had done a long time ago on linking language and literature, to I'll send that to you (stretched) I will also send you something on learner autonomy and I'll also send something on motivational and teaching people to speak. Aap log, aap ka to access nahin..kya ho ga?
R

294.

Main lay loon gee na
YP

Aap ye karain kay, ye page seven pay chali jayen, sirf methodology pay
R

295.

Background talks

296.

If you just look at the methodology us main chaar phases kee explanation. Have you seen? (pages turning)
R

297.

Yeah I have seen it but I couldn't (page turning)

298.

(In the background) pandra (15) min main chor dain us kee waisay hee bohat chuttiyan ho gayee hain..theek hai? meherbani
YP

299.

Assalamoalaikum (everyone)

300.

Ye ye chal raha hai

301.

And the thing is that when we tell our students to go for these research they have to read so many chapters and then they have to like fish out their relevant material. All that material is already available there kitaab mahal and its very convenient

302.

(Noise) when you ask them to write on something on their own, the kind of material they use, is not upto the mark they are likely to fail

303.

So you are saying that kitaab mahal is a good solution then?

304.

I'm not saying that it's a good alternative

305.

(everyone together) I, we are not saying that kitaab mahal…

306.

LT
But the thing is as soon as the aa aa students would see Milton they would start writing without understanding the question is asking (emphasized).
Mera khayal hai woh love wali baat pay aa gaye kay sirf love hai…
HX

307.

Inaudible due to everyone speaking at the same time

308.

Doosri baat ye hai kay woh start kar hee nahin saktay paper na likh saktay hain (pause). Milton ka naam hai Milton say related us kee date of birth hai date of

death hai woh likh dain to at least aik start to mil jaye (pause) content thora sa barh jaye ga
YP

309.

Milton …

310.

Understanding to aye jana chahye

311.

Okay so im sorry Saba's back on pause, the rest of your story Saba…
R

312.

Yeah I think that's the way to say, I mean there's a lot to learn and a lot to give but I thin that aa given second chances that I have had and I've tried to make the best of it, I know I could've done better but I cannot be dissatisfied riht now but I would like to carry it out until I die
HX

313.

(loud sigh) that goes without saying (giggles) alright thank you so much, I think BT deverves like a special thank you because she was the first one to begin with, its always hard to be the first one to go and talk about your history and then she was been really sort of, it was a very very interesting story (agreements in the background) (giggles) so would like to go next? (pause) go ahead, main idhar rakh doon JK , idhar table pay rakh do taakay bistar saaf raye
R

314.

Sometimes ye hota hai kay agar main nay abhi abhi judge kya hai in ke story basically agar aap ko neglect kiya jaye kaheen bhi to us ka bhi reaction kay taur pay aik acha teacher banta hai this is what I am
YP

315.

Negative apprenticeship. Of observations
R

316.

Ye kaafi late hua likan, during my education, I think I was with my parents, what happened with me in my, my in laws family kay aik sort of woh thee matlab, rejection
YP

317.

For marriage
R

318.

For me kay (background talks making inaudible)
YP

319.

Aur pata nahin kehna chahye kay nahin, mujhay yaad aa raha hahi kay jis tarha main nay parhaya aur who mera cay-reer kee bhi beginning thee because aa when I got engaged, I that very year I joined as lecturer, after 3 months..

Inaudible as everyone speaking at the same time
Joint Turn

320.

Was this after your graduation?
R

321.

It was after my Masters, after bbs kee examination
YP

322.

So the start of your married life, the beginning and your…(baby in the background)
R

323.

Career as teacher (baby crying)
YP

324.

Allah aap ko itna ajar day is khanay kaaa(stretched)
GV

325.

Ameen
BT

326.

Its soo

327.

She also wants you to know that she's paying close attention to your story. So your lectures and your marriage started together
R

328.

Yes yes and after, immediately after my marriage I have to face such lot of thanks kay achay nandain theen matlab formal see education maslan chota chota kaam tha, us say bhi hai aagay kaafi, un ko ye tha kay matlab is say pehlay kay ye hamain karay hum isay daba dain to…
YP

329.

Your nandain…all married nandain?
R

330.

Some of them are married
YP

331.

But they all…and you also grew up in that town?
R

332.

Yeah I have to live with them. We were living a a joint family, meray susar thay who politics main thay (background voices) unhon nay college setup banwaya, us

say pehlay wahan college tha hee nahin. Us main jab main gayee hoon to us main ye tha kay I had a very big class of 300 students
YP

333.

Woah
HX

334.

jin ko teen chaar saal say kisi say nahin English parhai thee because nobody want to go there. I was married there to us main wahan pay appointment bhi karayi, forun mera…
YP

335.

Agar main interrupting hoon likan before when you were, when you started your lecture or when you were with your parents, were you in the same town or you shifted the town in the middle?
R

336.

I shifted to the town where my in laws were living
YP

337.

Okay where were you living before?
R

338.

Aaa I was from bhawalpur, it's sort of a big city…
YP

339.

I know I know
R

340.

Kaafi big (giggles)
YP

341.

Acha it's a very big city I mean…
R

342.

From every WORD, it's a very big city environment, university hai, college aur bohat aisay aisay hain. Jab ye state thee Pakistan bannay say pehlay, to ye bohat purani state hai, wahan woh phir aik lambi baat ho jaye ge, to…
YP

343.

Nahi it's fine, to aap keh rahi hain kay infrastructure tha in Bhawalpur?
R

344.

Yeah but I married to another town
YP

345.

Yeah so after you married you moved to…
R

346.

Yeah it was a comparatively smaller one, kyun kay bohat hee zyada… (background noise) bohat poorana mahaul tha, bohat qadeer (emphasis) jis ko kehtay hain
YP

347.

Giggles

348.

Aap thori see detail day dain, I'm just trying to form like an image
R

349.

Right, for example kay I was not allowed to go to the market in that town
YP

350.

You could never go to the market?
R

351.

Never, never I never went because it was said to be kay aap kay susar ko saara sheher jaanta hai to aap to nahin jaa sakteen. I feel like suffocated. Us main ja kay chand ghar thay un kee family aisee thee kay us kee saas ka ghar hai us kay side main us kay bhai rehtay hain aur aik aur family hai, un hon nay poora maholla sa… us kay andar bus jana hai…
YP

352.

She was surrounded by
R

353.

I cannot see my friend I cannot call my relatives, bohat restricted life thee kay itna zyada woh pressure tha na, aa we were not used to it…I belong to a very sort of religious orthodox family but very enlightened one. We were allowed to go to universities, everywhere. My younger sister she was even sent to Islamabad to do her MPhil in that university, aa Qai- Qaid-e-Azam University but you know hearing all that aa woh tha.
YP

354.

When you started your lecture or when you were living with your parents you were in the same town?
R

355.

Us ka ye tha kay hamay mana kabhi bhi nahin tha. Na hamain cousins kay saath utthnay baithnay main… wahan ye tha aa another thing jaisay aap poora background chahti hain kay pressure kitna tha to woh bhi..
YP

356.

Nahi nahin it's your story so…
R

357.

(interrupting) so I-I Once I had been a very popular member of my family, I had a very sweet voice so I used to sing songs (stretched) and naat and these everything but…
YP

358.

Bus ye ho jaye abhi

359.

(while laughing) ab nahin hoye ga

360.

(name inaudible) woh bhi acha gaati hain

361.

Kya kya chupa chupa kay rakha hai
R

362.

Haina? Bohat (stretched) kuch chupaya wa hai yaar!
BT

363.

Us main ye tha kay I was not allowed to do any (stressed) sort of thing
YP

364.

You weren't allowed to sing even if (inaudible due to noise)
R

365.

Nahi nahin not at all because they don't want…
YP

366.

Perform it once because…
YP
Pata nahin kya reasons thay…
You were not allowed to sing even among the women?
R

367.

Yeah, among the women, even naat!

368.

Even (stressed) among the women nahin, ONLY in women (while laughing) you never sang before any male person
BT

369.

(voice too low background noise of water/tea pouring) … I 've been a member of every society, I have been organizer functions aaa
YP

370.

Society means literary society, dramatic society
BT

371.

Yeah yeah yeah in college
R

372.

In university I was…
YP

373.

Co-curricular activities

374.

375.

… in charge of all such activities. Is main debate ho gaya, ye ho gaya wo ho gaya…

376.

Yaar

377.

So is kay baad ye hua

378.

Areeba?

379.

Haan jee

380.

Chai kay baad aik WORD aur

381.

Han jee

382.

(everyone laughing)

383.

Aap aik dafa uth jayen gee to GV aap kee bhi kahani sunain gay
R

384.

(laughs)

385.
Mujhay to abhi bhi chahye hota hai

386.
(laughs)

387.
So I had to give up my all, my potential WORD it was my college
YP

388.
Something in baby voice
R

389.
Ye meri record ho raha hai beech main
BT

390.
Koi baat nahin koi baat nahin no problem nahin saba aainda yehi karnay walay…
R

391.
(baby voice) Chotuuu cheechee
BT

392.
Chota member hai ye chota member

393.
Acha aik pause bhi pause pause
BT

394.
Pause kar lain
R

395.
Haan jee

396.
Ye aa Kashmiri chai hai
BT

397.

We love you
R

398.

Theek hai…thank you very much
BT

19-1997?
R

399.

(Quiet with sounds of spoons) Sprinkle?

400.

Us kay baad meri usi college main appointment hua…I told you it was a class, a class of 300 girls
YP

401.

And aap nay kaha since three four years they had not been taught English
R

402.

Yeah not been taught English so I had to teach them, and aa aa what I used to do, I used to make them sit in a ground because there were no such aa there was no such big room where…
YP

403.

Loud conversation about tea making her story inaudible

404.

Bohat jiddat say parhaya…girls ka ye tha kay they could not read from a single word…un ko words, meanings, sara kuch kiya quiz main to un kar saath to aa kuch asra guzra aa haan ye baat main kahoon gee kay respect hai. Ye cheez main nay jo suni kay hamain lagta tha kay in ko woh…apnay ghar main ye tang hain jo ye hamaray saath har waqt…
YP

405.

You mean you basically you have nothing else to do so larkiyon ko sikhana hai (background conversations)
R

406.

Us main ye tha kay college kay ye haal tha kay parinciple theen, she was a handicapped woman she used to live, woh office say bahar nahin aati theen so (low voice making some parts inaudible) main nay us ko college ko thora sa trust main develop kya main dekh rahi theen kay sometimes laughing and aa passing…(pause while background conversations still going on)…insensible those aa opinions so I snapped them
YP

407.

The girls were like joking with the pns?

R

408.

Yeah aa totally, it was a totally negelected college so main nay sara (background conversation too loud making her story inaudible) aa mera to poora college hee mera student tha because inter college tha and there were only two sections…

YP

409.

And you were taking both so you virtually aa became the principle along with the only teacher, English teacher

R

410.

Yeah you can say. Us main discipline ko bhi improve karaya, attendance aap kee aur itna zyada hua kay pehlay aap kee first time ham naa aa baray arsay kay baad functions karaye us main inter-collegiate itna acha hua kay us main bachon nay Dear Departed, it was a part of second year book, plays ka tha Dear Departed, to main nay un say kaha kayy ye enact karain…aap yaqeen karain kay un nay itna acha kiya kay mujhay entry karani parri pooray sheher say and my in-laws, they were called to kaafi wahan pay..meri own family hai, political us main hai, meri saas (mother-in-law) ayeen un kay saath aa meri mumani saas ayee, phuppo saas ayee, everyone was sitting in front there and I was you know on the stage, appreciate mujhay unhon nay bilkul nahin kiya likan baharhaal, pooray sheher main…

YP

411.

But obviously you were their bahu so they got reflected…

R

412.

Un kee bahu nay jo sara system hai who restore karaya hai aur teachers were very senior there Unhon nay bara appreciate kiya Kay ye to kai saalon say hamara English play hua hai aur aap nay bara in kay saath mehnat kee matlab issi tara environment bara acha hua everbody was enlighted aa even the girls matlab us main bohat maza aya us main kaam karnay ka… phir jab Islamabad main transfer kara kay to phir meray jo father-in-law thay un ko bohat phone aye kay jab say bahu gayee hai pareshan haal hai, English kee teacher to awwal to kaafi arsay nahin aye hain to woh ooncha hee nahin bolti to whatever (pause) was (pause) the complain mujhay matlab (pause) un ko khudi realize hua kay okay kaam…

YP

413.

What what your work was

R

414.

Usmein ye k bas after that I shifted to pindi once again, it was a very big stage, right, my first class of third year. There were 19 or 20 literature students, very bold. I mean, they were in my class, wo section istara se tha k Psychology literature ki combination thi, bohot taiz bachey the. (laughter) 1999 mein mein itni sit thi (laughter), aur meri shakal se tou koi bhi nahi kehta tha k ye shadi

shuda hai. Usmein ye hai k it had been two and a half years yahaan shift huey we, tou uss class ne tou mera bohot mazaak uraya, I was literally shivering. Aik wo Bsc classs unhoun ne mujhe pakra di.
YP

415.

Mazaak kis baat ka kiya?
R

416.

Aaaa (stretched) bas yehi jesey aapas mein bolna..
YP

417.

(interrupted) Batameezi karna…
R

418.

(laughter in the background) mujhe assumption ye thi k ye pindi ki larkiyaan bari taiz hongi. Un k liye mein bohot zyada taika thi, bachoun k liye, lekin wo wakaey hee bachiyaan yahaan ki bohot different hoti hain, hamarey tou idhar, wo tou (background noise) Ahmedgar East kahaan aur kahaan Rawalpindi k students
YP

419.

exactly.. exactly
R

420.

tou pehley aik dou haftey tou unhoun ne mujhe baraa tough time diya. Then what did I do, I started first (laughter), I tired to control them by asking different questions. Acha jee aap literature k students hain aap mujhe ye bataein, ye literary term hai isko define karein, satire kya hai, ye kya wo kya hai. Finally they were in control. Phir wo zahir hai parh k ni aatey the serious ni hotey the, tou ahista ahista kya hua k mera ussi class k saath bohot zabardast clash hua. (background conversation) So first they went to the principal to ask, change our teacher. Meri tou dar k maarye waz ni nikalti thi unsey shuroo shuroo mein. Phir mein ne, kher, phir mein ne apney saarey Masters k notes nikaaley, unko us lihaaz se parhana shuroo kiya, k ye literature k hain tou inhein literature k hawaley se har cheez explain honi chahiye. I took out all my notes…
YP

421.

(interrupted) What do you mean literature k hawaley se?
R

422.

It was BA, I mean it was a BA, theek hai, BA jo hamara jo course ka syllabus tha, aap wohi parha ri hain na?
YP

423.

Hmmm (agreeing)
R

424.

Usmein, it contained all, I mean literary sections were there. For instance Shakespeare, and (names a few authors). (background conversation) What difference I made, I gave them first a background of the writers. Ustara shuroo

kiya phir un ko terms bohot zyada kiye, and then gradually they started getting impressed by me. AUr phir unhoun ne kaha, finally, mujhe pata chala k wok is had tak hongey, umeed zyada nahi thi kyun k bachey bohot zyada taiz the, lekin istara control kiya k unko matlab ye confidence dilaya k I have knowledge, but they should give me a chance they should not, aaa (stretched), scare me by their, (pause) I mean, all these, aaa whatever they are…
YP

425.

(interrupted) Basically, aisey hogaey after class, yes alright.
R

426.

Yes (background conversation) gradually I developed my trust upon them (laughter) as a teacher.
YP

427.

Have you seen the movie, ummm, Geonovis ki movie hai jismein she is a teacher.
HX

428.

Mona Lisa Smile
R

429.

Haan Mona Lisa smile. It reminded me of that
HX

430.

(laughter)Tou one day what happened k baatoun baatoun mein pooch liya k aap ka star kya hai, ye hai, wo hai, it was 17th September when I entered the class. They were having a (paused) big cake on the roster and they were waiting for me (laugher)
YP

431.

How sweet (stretched)

432.

Wow that's wonderful
R

433.

I was really surprised and felt success that I have atleast won their hearts. Uskey baad tou Mashallah phir, mujhe aik, aaa (stretched/pause) confiscicate in
YP

434.

(Interrupted) infront of you
R

435.

(laughter) infront of me that I need a special environment, encouraging one. When somebody says you are nothing, I become nothing. I can't understand why I am like this. (laughter)
YP

436.

I don't know Rabia, I think you are all like that.

R

437.

Not really (background noise)
HX

438.

Laughter, if somebody says that you are…(laughter)

439.

I retaliate, and I react. When somebosy say na you are nothing, I say okay, let me show you what I am. (laughter)
BT

440.

This is what my mother in law literally did with me, and I said
YP

441.

(interrupted) but we get rejected and disappointed as soon as when someone let's you down you become dejected.
LT

442.

I'm really sorry but I'm going to tell you guys to pause for one second
R

443.

Okay (inaudible background conversation)

444.

(Laughter, Punjabi phrases)
BT

445.

(loud laughter)

446.

Aap pareshaan hai tou aap soujaein ham aap ko utha dengey (laughter)
R

447.

Mera tou dil cha ra hai yahaan goa takya le aoon terey liye (laughter)
BT

448.

No Rabia so you felt like there was a changing relationship and you don't insight yourself as a learner, supporter. Ye jo aap apni reflection kar ri hain
R

449.

As a learner I've been very good. I've been a very keen student for studying everything and doing every difficult task and would love to remain ahead of everyone. I was so much dominating in every class that I would never leave the first chair. Nobody would sit on that chair. (Laughter)
YP

450.

HaeyYP , if you and I were in college together mein tou itna cherty, ham sab peechey bethtey tumharey. (laughter) Sab tumhein tang kartey.

R

451.

Sab se peechey beth k sab se acha samajh aata hai, kya khayal hai?

GV

452.

Haan sab se peechey beth k sb samajh aata hai.

BT

453.

Bahar sab se acha samajh aata hai (loud laughter)

R

454.

Sahi hai (laughter)

455.

You feel comfortable and relaxed sitting..

LT

456.

Sab se peechey beth k sab se acha samajh aata hai. Wo saarey topic jo class mein discuss nahi horahey hotey. (laughter)

BT

457.

Acha tou aap..

R

458.

(interrupted) aap mujhe thora sa aagey ko dhakka dein (laughter)

BT

459.

Tou aap keri hain k wo, you're differenciating between you as a learner and you as a teacher, You think they are two different faces ya, I mean are they two separate realities, you as a learner or a student and you as a teacher,

R

460.

(inaudible)LT , ham ne socha tha k ham 8, 9 maheeney baad, BT aur JK k saath aisey bethey hongey. (laughter)

BT

461.

(Background conversation)

462.

I'm sorry I missed that bit.. (inaudible)

R

463.

It was all good, like I was teaching…(inaudible) (laughter)

YP

464.

It's interesting for you, separate reality hai ya aapko lagta hai wo linked hain? Jesey na agar mujhse koi poochey na…

R

465.

(interrupted)They are separate
YP

466.

They are separate for you.
R

467.

(background conversation) itni pyaari si rocking chair thi, plesse usko ni gum karna
GV

468.

Acha abhi ham rocking chair pe detail… ye kahaan hai mera recorder…. Sorry I interrupted you, so you talked bout yourself responding. So like a flower would respond to the sun, you need a warm encouragement, so is this you as a person or you as a learner or as a professional. Who is this particular…
R

469.

(interrupted) as a person..
YP

470.

As a whole
R

471.

As a whole
YP

472.

And in your personaly life and your profesisonaly life, in every way, I mean you respond better to positive atmosphere.
R

473.

I like being encouraged, I feel relaxed. I get disturbed very soon (pause) even if I am not at mistake and somebody points it out, then I get disturbed. And I get shattered even (laughter). I can't focus, I can't answer, I totally..(pause).. blur.
YP

474.

Tou..
R

475.

I don't know why. It has happened to me after my marriage I'm telling you.
YP

476.

You have lost your confidence…
R

477.

I have lost my confidence literally.
YP

478.

But did you ever face discouraging circumstances before your marriage? If you don't mind me asking.
R

479.

No not at all, it was very encouraging.

YP

480.

So you never faced any kind of criticism?

R

481.

Aaaa(pause) only little bit, because my mother used to protect me from everything. I was the middle child, but I was very sensitive and I started crying very soon, so she said don't share any sad news with her, don't disturb her. If somebody dies in they family, they wouldn't tell me.

YP

482.

So are you the middle child or brothers and sisters or what?

R

483.

I was just in the middle, but I don't know why I was so dear to my mother. I was very dear, I was a very obedient child, I used to love my mother so much, when she used to (pause) snub me I was always aa (stretched), I used to umm, just I mean, umm, run after her wherever she would go. Until and unless she starts speaking again with me. I can't tolerate it, so somehow she fostered me like that

YP

484.

I know your relationship with your other siblings, Saba ne tou kaha ham barey chaheetey bachoun k saath bethey the. Ye large share of attention. Ye mama ki favorite, ye sab se sunaa parega k kya kya stories hain lekin, what about your other siblings

R

485.

Aaaa (pause)

YP

486.

I mean as in your relationship with them, did that impact on your journey? That's what I'm asking.

R

487.

My relationship…. (inaudible) no.

YP

488.

So where are we now, we've talked about you coming and teaching in Pindi, and this big sort of triumph, you know, after facing really difficult circumstances, you've managed to win their heart, obviously they wouldn't have given you…

R

489.

(interrupted) I rpoved it through my results actually. The first result they gave me of my BA classes was 96%, it was a record in Sindh, because the highest result so far, for many years, it was, 86%. It was a difference of 10%. Even the principal called me and appreciated, Mrs Samar Mubarak Malik, she was very keen about teachers results, so and after that I was, aaa(stretched)..

YP

490.

(interrupted) you maintained the results every year..

R

491.

94, 95, the same result in BA class. Then what happened, there was a sort of professional jealousy, just to give me combination of literature and psychology class. Then suddenly when they realized that she is scoring very high results every time, (pause) they changed my section and they started giving me such combinations as education and islamiat, …..

YP

492.

(laughter/inaudible interruption)

493.

What happened was it needed a lot of hardwork, very very, aaa (stretched) literally it, aaa (stretched) (laughter) I was in, what should we call it, sweats. Usmein ye tha k kuch bachey aisey the k jinsey kuch bhi nahi karna parhta tha mein likhti rehti thi k acha kitney improve karliye kitney reh gaey, ye bhi aagey aagaey ye bhi aagey aagaey…

YP

494.

(interrupted) you do respond well to encouragement, like every one of us, but you were given a bad time and you still worked hard…

HX

495.

(laughter/ inaudible) yeah I was thinking the same.. (background conversation)

R

496.

Haan because I had to maintain that standard, even k aik class, itni wo thi, matlab, isko aik saal ni parhaya doosrey saal wo mujhe BA mein mili, unkey bhi result 90% tak pohonchey, tou mujhe yehi hota tha..

YP

497.

You proved the fact that it didn't really matter what your student group was, it was you. What do you mean by working hard, does it mean…

R

498.

(interrupted) working hard means you have to work in different, aaa (stretched), I mean, aaa, according to the level of different students. Mera hota tha encouragement pe bohot zyada aik tou. Us se, us flattery se, mujhe pata hai bachey, teacher k aik remark unkey dil mein reh jaata hai aur wo ghar jaa k wo think about it the whole night. Ismein ye hai k unko ye ni kehna k kyun ni kiya aur aap karti kya hai. Acha usmein meri class mein jo convent k school k bachey the unko mein hamesha thora down karti thi

YP

499.

Based on your own experience…

R

500.

Exactly..
YP

501.

Aap ne kaha tha aapki teacher jab favoritism karti thi aapko kaat tha tha
R

502.

Exactly, wo mujhe tina chubta tha aur abhi tak bhi mujhe khayal aata hai k teacher ko kabhi aisey ni karna chahiye tha. Because she did a great harm to me. Mujhe unhoun ne jo,aa, merey first year mein unhoun ne jo mujhe pass kiya, unhoun ne kaha k I have given you 30 marks. You scored 30, I have given you grace of three marks and you have passed. In this way you have passed. It was so deteriorating. Jab final result aaya tou I got 133 marks. It was a composite exam, end mein ye hota tha jaisey aaj kal hota hai. First year unhoun ne mujhe barha ehsan farma k 30 marks ya 33 marks grace marks de k pass kiya. Second year mein bejha. Matlab I had this much talent k mein ne, agley saal, convent ki larkiyoun k peechey kar k, I scored 2nd position in the college aur 133 marks mein ne liye aur wo merey moun pe dekh ri k ye kya keri hai. Mein ne unko dou teen dafa batay phir result mein ne unkey saameny rakha. She was quite….
YP

503.

(interrupted) she must be thinking isney kisi ko paisey diye hongey aur aisey milgaya. (laughter)
R

504.

Bohot bohot wo daant tit hi. Acha usmein ye hai k agar aap unko aik level pe rakhein, abhi bhi pichley dinoun first year ki aik larki k saath mein ne ye kiya k she has a very good spoken English tou wo har waqt baaki bachoun ko peechey kar k khudi numaya. Emin ne usko thora sa daanta, phir wo complain karney principle k paas chali gai, wo group na har class mein mera wo haal karta tha. Unka ye kehna hai k unko discourage ni karna unko ye kehna hai k you are very dear to me but I am much more worried about those who don't have the same standard. Aur unka kusoor nahi hai agar wo govt schooloun se parh k aey hai aur inka, agar ye privileged hain k wo in schooloun mein parhey hain, tou inki koi khoobi nahi hai. Theek hai. I have to bring the weaker ones to that level, usmein ye hai k kuch bachey us encouragement se khush ho k kaam shuroo kardetey the lekin kuch teen chaar aisey dheet hotey the k wo bilkul aisey tass se mass nahi. In every test in every exam. Phir mein unko kehti thi, unko bulaya, unka personal liya k ghar mein kiya masla hai,,atlab I never asked them unless students told their own stories. Mein private unkey usmein ni parna chahti, lekin sirf is wastey k kam as kam parha shuroo kardein. Unki jhooti mooti tareef kardi tou wo thora sa batatey hain k haan ye problem hai. Tou that is all. Usmein ye hai k uskey baad successful hogaya. I was given a class of masters to teach American literature Us class k ye haal tha k usko unhoun ne, dou saal ka course hota hai, seven and a hal months were left for their final exam and they were only taught one writer, literally. Aaa (pause). Masters, American literature, so (pause) I used to take their extra classes, I used to take I mean sometimes three or four classes a day. noone else was talking a class and I used to call and aaa, the staffroom. Usmein ye hai k

unhoun ne BA record result diya, 40 marks aajatey the usmein American mein, they scored all of them they scored 50 plus. So it was.. and this went on..
YP

505.

SO for you is this all for encouragement. The fact that you know despite adversity you continued to..
R

506.

Because I have will to do, willingly I will do these things. I love to do these tasks for my students, and for this sake I have been doing different courses. I tried to jump in any course which is offered by HSC. (laughter) bachey chotey the barey the, whatever circumstances the uskey bawajoot mein jaati thi k kuch na kuch new hota rahey. Wo alaida baat hai k ismein meri apni itni koi nahi thi. Meri aik teacher ki advice thi k ye professional iskey liye bara acha hota hai k aap se kisi course ka kahein tou aap ne jaana hai. Tou unki mein ne advice le li. (inaudible)
YP

507.

So if you have to explain why you took professional courses you would say you feel it gets monotonous or do you feel you get something else from it
R

508.

Something else, some new techniques. Even pehli jo conference thi usmein mera beta bohot chota tha aur hamari koi aur family nahi hai koi relatives nahi hain, usko mein..
YP

509.

(Interupted)isko mein thori dair bahar lejaon (baby screams)

510.

Ofcourse ofcourse, I'm not cruel. (background conversation)
R

511.

Dekho usney apna kaam kesey karwa liya hai na jo wo chahta tha k mama xara khari ho k mujhe walk karein. (laughter) (inaudible) (laughter)
BT

512.

Haey aap k bhai aey hain?
R

513.

Usney ye kaha hai k babay ko aap yahaan chor k bhai k saath jaein. (laughter)
BT

514.

Is this enough?
YP

515.

No I mean it's fine, your last comment on your journey as teacher or learner or whatever it means to you.
R

516.

Aaa(stretched) my last comment is this k (pause) a devoted teacher, even his, aaa, enthusiasm can be hampered by circumstances.
YP

517.

Hmmm (laugher) that's your parting message, that at the end of the day devotion is not enough we have this thing that circumstances come in. alright thank you very very much, YP. LT , kaun jaaga wa hai? (laughter)
R

518.

Mein phir soney ka time dekhri houn [{It's seems like its time for me to go to sleep again} laughter, background conversation]
LT

519.

Nahi bachoun ko bara acha handle karti hai [{ No it handles children really well} laughter)
BT

520.

Mashallah se..[{By the grace of Allah} laughter, background conversation.] Okay Tom and Jerry Chase *par..*{ on the subject of}
R

521.

Everyday I have to face a new challenge. I have forgotten all the days which have been in the past. I have been very very good before my marriage.
GV

522.

Pehley hee wo kaun sa tayyar thi shadi k liye aur tum usko aisi aisi baatein karo. [{She was already reticent about getting married now you're frightening her off even more}, BT seems to be addressing R, laughter]
BT

523.

(Laughter) *dil halka hogaya* {Does your heart feel lighter} ? I'll talk about why we talked about this, later but..
R

524.

Tou { so} , but Allhamdullilah { All praise is due to Allah} I am in the main stream of management administration of my college, I have very good terms even from club to the principal. I got the most most most (stressed) sincere friends. BT and
LT
GV

525.

She is being nice to you guys
R

526.

I still remember the time when she came to our college. Credit all goes to BT She had to fight her fight, even to get her hair dyed. (laughter)
Aik din mein colour le aongi aur tube le aongi aur yahein class mein tumharey baal dye karna shuroo kardungi.{ 'one day I'll just bring the colour and the tube and dye your hair in class'}
YP

527.

Shaadi se pehley tou ye tha k saariyaan bhi pehenti thi paazebein bhi pehenti thi. ({ Before my marriage I was the kind of person who would wear saris and silver anklets } laughter)
GV

528.

Abhi aap agley saal aa k dekhna k saara kuch wohi hoga ({ And you'll see by next year you'll be that person again} laughter] (Background conversation.)
BT

529.

R
HX
R
R
Acha {Ok} GV my last question. I mean BT has talked about how her own students helped impacted on her teaching and YP sort of talked about indirectly, I don't know if she recognized it, but, she talks about love and encouragememnt that she extends to her students. I'm assuming that also comes from your own experience of what it feels like to be crushed and you rather give them positive reinforcements, give them the encouragement, because you feel that they will thrive more, based on your experiences. *Tou ap mujhe bataein, k* {So can you tell me} based on where you are standing and where you are..

530.

I see you and YP are opposites, she needs to be encouraged, and you need to be challenged. (laughter)

She is so positive towards life, she is so positive towards people, I mean mein ne guzartey dou saal mein is khaatoon k moun se kabhi kisi insaan ki negative quality nahi suni. Matlab mein yahaan tak kehti thi k ham bethey huey hain k lou ji, tareef karani hai tou khadeeja se keh dou khadeeja tareef kardegi beshak jitna bura us bandey ne kiya ho jitna bura wo banda kar ra ho, jo marzi wo kar ra ho, 'nahi nahi apa, wo usko pata ni chala hoga, nahi nahi.. (laughter)
BT

531.

Haaan wo jo baat kar rat ha na uski ye intention thi [{laughter)
YP

532.

I'm sorry can I jump in…. (inaudible)
R

533.

I haven't practically done anything to share or to show the very positive side of my personality as we were talking about LT's positivity. I'd like to share something….
JK

534.

Aapko pata hai kis baat se mera itna saans thanda nikla hai k koi tou aisa hai. Mein khauf khaari thi k khudanakhasta idhar se bhi koi aisi baat na nikal aey.. (laughter)
YP

535.

Nahi aisa nahi hai k kabhi mein ne koi mental trauma suffer nahi kiya, but you know after listening to this it just remids me of the ayat "fabiaye aalah rabi kuma tukazibaan" …… (inaudible)
JK

536.

(Background conversation). HX leaving

537.

Because my father wanted me to go to Islamic university. And that, *wohi na* { you know the same thing} , you suffer a lot being a good child. (laughter) *Khul k ab baat kar re hain tou mein ne dekha hai mera inner invert jo hai* {I'm talking freely, I'm seen that my inner introvert} inner self has never been in expressment with mine. Otherwise I would have been much better
JK

538.

What would you have liked in you if you were to do what you wanted to?
R

539.

Seriously it actually never, my parents, never…
JK

540.

(interrupted) *jaisey aap kahani suntey hain na tou 3 idiots wali kahani yaad aari hai* {As I'm listening to your story so I can't help but remember the 3 idiots [an Indian feature film] story (laughter)
YP

541.

Typical kahaani hai {It's a typical story} ..(laugher)
JK

542.

Jaisey {like} oh I wanted to be a doctor my mother said no you can't be a doctor (laughter)
LT

543.

Confused learner *ni jesey banjatey* {is what tend to become} . Confused *hgai na* { you become confused don't toy} . you are reading everything, studying everything, they insist you can do it, and then *acha chalo karley ye* {alright let her do this} . I just forgot to know what I wanted to be and why I am, really, in literature. I was never ever made to think what I wanted to be and who I was. Maybe after this I'll move home and follow my dreams.. (laughter)
JK

544.

I mean after four years of studying something the students come to realize that oh this is not something that I wanted to do (laugher)
JK

545.

So JK what is the last thing that you would like to say, har kisi ki story k aagey dot dot laga re hain..YP ka apna tha, GV ka apna tha, sab aka apna tha..{ everyone's story has a dot dot dot in front of it.. YP had hers, GV had hers, everyone had it}

R

546.

I would say [pause: 3 secs}, umm, we should give some space some space to others for their own growth as individuals, as learners, as family members. (laughter) let them be, let them be, really. Because we are trying to do something good for them but unconscipously we are making them be in the middle of nowhere. (laughter) *aisa nahi hai, allhamdullilah* { It's not like that praise be to Allah} I am really blessed one as well *koi allhamdulillah masla nahi hai*…{Allah be praised there's no problem as such}

JK

547.

Okay, umm, thank you very very very much. I would like to say two things. First of all, I really, I mean I think umm as a researcher I can not thank you enough for being so open with your stories. As a person I cant thank you enough for being so open with your stories because like I said, I have been incredibly inspired. Sometimes you need to see someone elses stories to realize k aapka job hi hota hai na wo pebble hee hota hai, chota sa, and you need something to put it all in perspective. So I mean, I really enjoyed today's meeting for professional reasons and to a very very lareg extent for personaly reasons. Aap logoun ka poora aik extra ghanta le lia hai, I really cant thank you enough. I mean Rabia apni donoun betiyoun ko le k aai hai aur ye pareshaan hai k ghar jaaney ko kab milega. I really really really appreciate you giving me your time, way above, and the second think is I want to thank tayabah specially because, khaaney bana k khilana. (laughter) I really felt like we become more like a group that can trust each other, so I'm very very gtafeul to you for every…

R

548.

Saba k commenst sunney the aapney? Jaatey jaatey kehti hai k mera ye khayal hai k agar mein chali bhi jaati houn tou hamein phir bhi miltey rehna chahiye. (laughter)

YP

549.

BT

550.

Mein ne iffat ko bhi yehi kaha hai. Hamara bhi thank you kardiya hai aapney but honestly we really thank you, honestly abhi kuch arsey pehley tak ham soch bhi nahi saktey the k iffat aur saba hamarey ghar aasakti hai aur ham aisey beth saktey hain aur ham aisey discuss karsaktey hain cheezein.

Sequence Extracts from FGD V

But you are saying, you know English being a set language, in that sense…you having so many Pashto issues you know at home, your socio background, your own limitations…So ???

R

1.

Yeah…

HX

2.

This is what I was thinking last night…if I talk about my own context, their real life situations or to you know create some socio cultural context within my own classroom…and First of all I have to focus on literature as well, because wohh wali baat hai, the same issue which we are all facing…ke teaching of language through literature, but that is a very limited sort of exposure which has been given to them, to the language….Because again it will be limited only to the teaching of text, which is been prescribed, so you see they won't be able to use language in its real context. I mean we just make them write down, write down…so I can work on their English comprehension in another words. In language terms, I can just work on their English comprehension…And to understand to read it, to understand it, to write it down in their own words, to bring some clarity of concepts, I can work on that. But then again like how to make them use English in its context.

YP

3.

I think it's a right way…I think something we need to think about, Meri aur Tayaba ki bohat lambi baat hui thii kal, and in a sense she asked me a really good question. She said ke this is what I wanted to do…and where does what I want to do.

R

4.

How to do it, how to do it…(with a slight chuckle).

YP

5.

I think what I felt is that, we need to choose something that all of us could do, and then find ways to do it in different ways within our own classrooms.

R

6.

Yeah.

YP

7.

So we would have each other' support…jaise I can't tell you how happy I was when Saba was discussing the fact that you guys would want to meet each other, even when I am not there.

R

8.
Haan.
YP
9.
Because that is something that I think is missing in a professional development…ke hum apni personal life bhi share kar letey hain, lekin professional life, no one wants to talk about what's going on in their professional life.
R
10.
Tayaba hum yeh bhi kar saktey hain ke we just stay in touch with each other, because we are almost facing the same situation….haina, to hum apas mai kartey rahain.
BT
11.
Milney waley log barey kam hotey hain.
WT
12.
Aap yeh keh kar khush kar dain mujhe, lekin faida koi nahi hota is cheez ka…(With a sad smile). You really feel very disappointed, jab participants se koi response nahi aata.
HX
13.
Bhi hamari society hi is tarah ki hai.
YP
14.
College sub se neglected jagah hai.
HX
15.
Yeah it's somewhere between the school and the university.
BT
16.
17.
Okay.
R
18.
Somewhere over there! Interior Punjab…now he has been working from 17, 18 years, right….to jo hamarey trainer they, unhone kuch sentence likh ke diye aur kaha ke, “Isko dissect kar ke bata do class ko”…so teachers were very enthusiastic, they said, “Sir mai, sir mai, sir please, sir please…” and that trainer said, “Malik Sahab aap batayain”…so the next 20 minutes Malik Sahab was like this, staring at the sentence what does it mean…And believe me he did not utter

a single word, and he was totally silent, he did not respond at all, usne aik lafz nahi bola.

HX

19.

Hmm.

YP

20.

One of my student, she use to have the Punjabi accent while speaking English, she use to say that, “God helup those who helup themseluvus…” (Stretching the words in order to utter the Punjabi Accent of that girl).

JK

21.

(Laughing).

R

22.

But we could use a mixture of all these approaches, we don’t need to stick to one approach.

HX

23.

To phir to theek hai!

WT

24.

Like what I do is, I’ll make them read the whole paragraph first, understand the meaning, share with me the meaning, and then you see not to go for the literal translation…hamarey yahan translation to parhanii must haina, kyunke hamarey yahan isko chor nahi saktey beherhaal. To maine communicative way of nikali hai wohh, jo ke mai aapke saath share karungi…wohh translation mai yeh hai ke one is the literally translation, and the other one is the linguistic translation…abhi aik cognitive linguistics mai research aai hai, ke there is not much difference between literal translation and linguistic translation, we have generated all these differences, we have made it so…So communicative dynamic jo teaching hogi, uske ander they will read the whole paragraph first, I will just make them read the whole paragraph, and then I will just make a gist of it that what they have understood from the paragraph, then they have to translate. Then for doing so, they can just consult dictionaries as well from Urdu to English, they can do it. Definitely unko aik source to chaiye, to wohh karengey. Phir wohh kya karengey, after understand it, they do not have to go for wohi word to word translation literal mai, they have to be able to just convey and communicate well, they have to been able to translate the same meaning in another words, in the other language, whatever is the target language, that is the English language. Agar baad mai jo errors ka issue hai, usko as an errors, we will deal with it later on as an errors. We will tell them that these are the errors that they have made while translating them.

YP

25.

Aur maine book bhi khareed lii hai, this is the book which is actually prescribed by the Quaid-e-Azam University, and it is never taught in any class…to maine yeh karwani hai.

JK

26.

Aap yeh bhi karwa kar dekh lijiye, aap apni tasali kar lijiye.

HX

27.

For example if me and Saba are doing one thing, so do we have to have the same kind of approach?

BT

28.

No, no…there are two particular ways we thought of facilitating the learner, through use of various teaching methodologies, strategies, that we feel will be effective in our own contextual realities. And number 2, through the use of authentic material. And again I will explain, what I have understood by authentic material, anything is authentic material that has not been produced for a specific purpose for teaching.

R

29.

That's one definition.

YP

30.

That is a joint definition that you will find….

R

31.

Out of context se isko nikaal ke….

BT

32.

But I will give you all the theoretical stuff.

R

33.

Probably yeh wohi baat aa jaati hai jo Iffat aur mere saath hota hai, wohh yeh hota hai ke jab hum parh letey haina, to hum khudh zehn mai process kar rahey hotey hai saath saath is research ko….to is wajah se thoori si confusion ho jaati hai.

JK

34.

Haan hum access kar rahey hotey hain, aur dekh rahey hotey hain uske results.

YP

35.

Coincidently I was thinking that ke agar authentic material pe kaam karengey, so I was thinking the different definitions and how different authors have worked on it. So debate us mai bhi hai ke jii authentic kisko kaha gaya hai…is sense mai, that's why I was asking.

JK

36.

But if you look at Hajison and Watchers…and you look at Jaudy's definition, the one is, "The use of authentic material, which is not purposely used for the objective of teaching that particular thing".

R

37.

Yeah.

HX

38.

So I can do that for you! But the reason why I am saying is, do you want to start by establishing, ke yeh facilitative conditions abhi nahi hain…exactly what is our starting point? The pre-intervention, if you look at the 3 phases of the research, so first is pre-intervention, before you do the project…then intervention, jab aap usko implement kartey hain, and post intervention, jiski mai baat kar rahi hoon, uska evaluation…Ke what happened before, what happened during and what has been the impact? That's the after! These are the 3 parts of the research…Now mostly when you do a pre-intervention, people sometimes interview the people to see, ke abhi facilitative conditions kya hain, baad mai jaa ke kya hain…Sometimes you can even do a sort of a student question attitude questionnaire, jo online aik milta hai, ke how do you feel about English, classroom, is it interesting? How do you feel about the curriculum, how do you feel about…different questions that we can ask, so we are looking at facilitative conditions in terms of perceptions, ke unko kaise lagta hai. Are you only depending on your own impressions, ke mujhe laga before I started the project, that my students had no lassitude, they were lethargic, they were whatever…..Uske baad during the intervention maine yeh, yeh changes ki…Phir, at the end, I saw this as a change. You know, and this is just based on your own reflections, your own observations. That could be one way!

R

39.

Hum yeh bhi kar saktey hain.

YP

40.

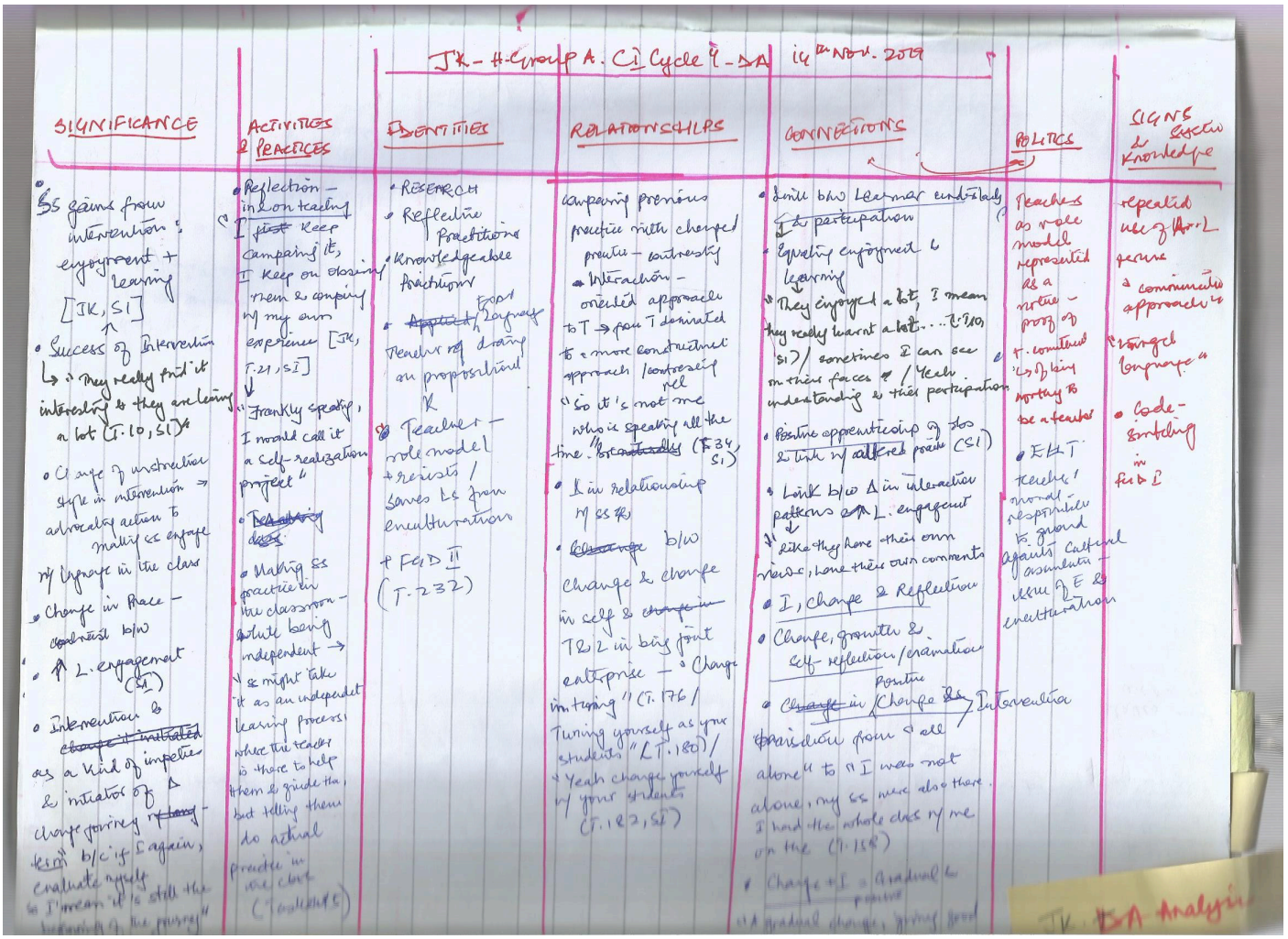
So that's why I want to know the timeline…I know it sounds scary, but you know, you guys do this all the time…When you ask your students, "Kaisa laga? Maza nahi aa raha hai?"…..

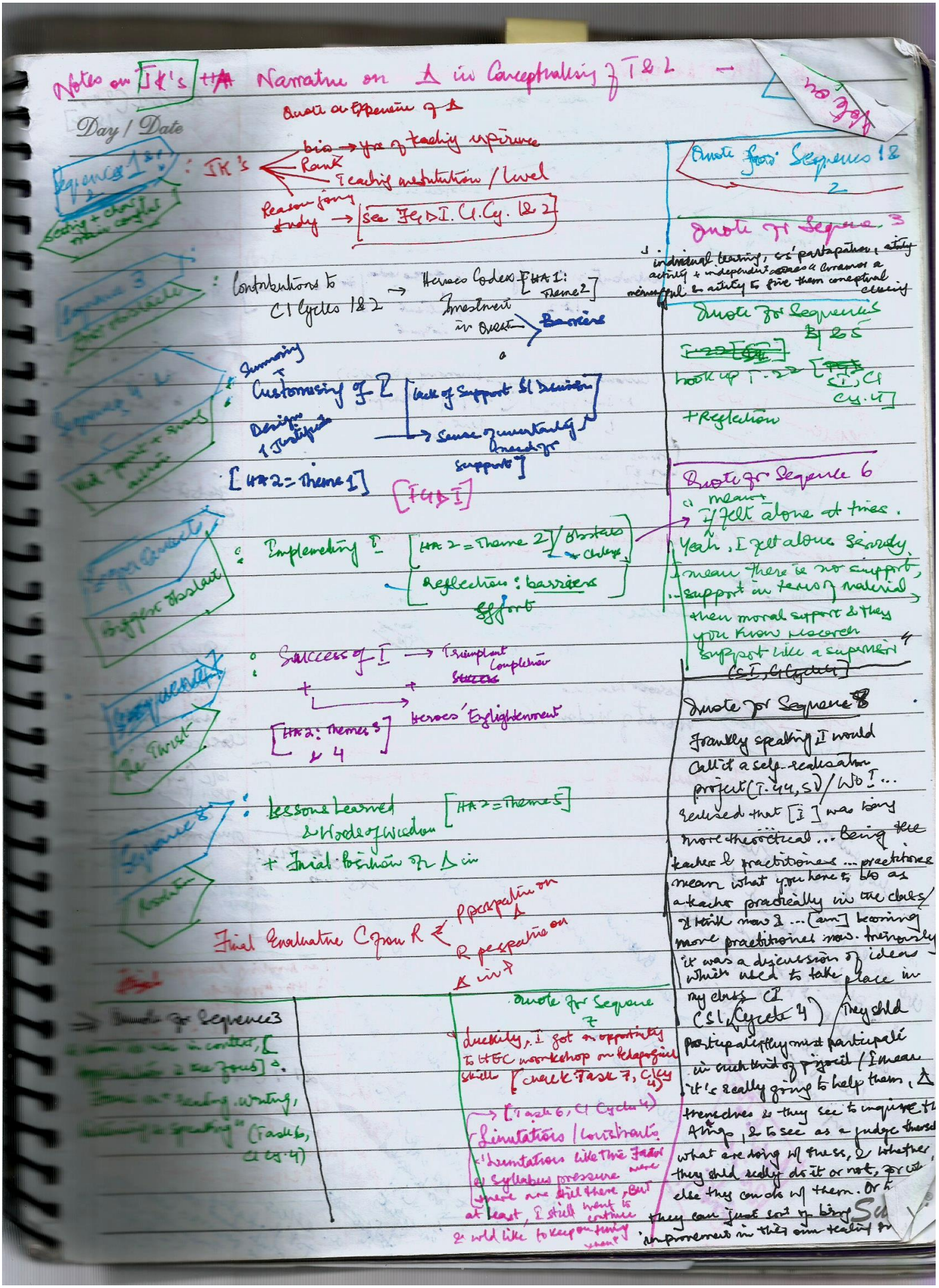
R

41.

42.

(Mix conversation/ inaudible).


JK - H. Group A. C.I. Cycle 1 - DA
14th Nov. 2009
SIGNIFICANCE
ACTIVITIES & PRACTICES
IDENTITIES
RELATIONSHIPS
CONNECTIONS
POLITICS
SIGNS & Discourses & Knowledge
Reflection – in & on teaching
Keep comparing it,
Keep on observing them & comparing w my own experience [JK, T.21, SI]
"Frankly speaking, I would call it a self-realization project"
Making Ss practice in the classroom – Ss might take it as an independent learning process where the teacher is there to help them & guide them, but telling them to do actual practice in the class
RESEARCH
Reflective Practitioner
Knowledgeable Practitioner
Teacher as role model + revisits / saves Ls from enculturation
+ F&D II (T.232)
comparing previous practice with changed practice – controversy
Interaction – oriented approaches to T → now T dominated to a more constructivist approach / controversy
"So it's not me who is speaking all the time" (T.34, SI)
I in relationship w Ss & Ts
Change & change in self & change in T & I in being joint enterprise – "Change in teaching" (T.176) / Turning yourself as your students" (JT.180) / "Yeah change yourself w/ your students" (T.182, SI)
Positive apprenticeship of Ss & Ts w/ altered practice (SI)
Link b/w Δ in interactive patterns & L. engagement
Like they have their own views, have their own comments
I, Change & Reflection
Change, growth & self reflection/examination
Change in Change Positive Intervention
Transition from "I alone" to "I was not alone, my Ss were also there. I had the whole class w/ me in the" (T.158)
Change + I = Gradual & positive
"A gradual change, getting good
Teachers as role model represented as a virtue – proof of T. continued "Co-ing" being worthy to be a teacher
ELT teacher's moral responsibility to guard against cultural assimilation – idea of E & enculturation
repeated use of third person
communicative approach
"foreign language"
code-switching in F&D I
IV. DA Analysis


Notes on JK's
Narrative on
Day / Date
Quote for Sequence 1 & 2
Quote for Sequence 3
Quote for Sequence 6
Quote for Sequence 8
Quote for Sequence 7
Final Evaluative C from R
Reason for study
see Eg. I. Cl. Cy. 1 & 2
Contributions to Cl Cycles 1 & 2
Heroes Codes
Barriers
Customising of L
Implementing I
Success of I
Heroes' Enlightenment
Lessons Learned
Initial position of A in
Preparation on A
R perspective on A in
Yeah, I felt alone seriously
I mean there is no support,
support in terms of material
then moral support & they
you know moreover
support like a supervisor
Frankly speaking I would
call it a self-realisation
project (T. 44, SV) / WD I ...
realised that [I] was doing
more theoretical ... being
teacher & practitioner ... practitioner
mean what you have to do as
a teacher practically in the class/
I think now I ... [am] learning
more practitioner now. Previously
it was a discussion of ideas
which used to take place in
my class (I
(S1, Cycle 4)) they should
participate/they must participate
in such kind of project (I mean
it's really going to help them, A
themselves & they see to improve th
things, & to see as a judge thems
what are doing of theirs, & whether
they did really do it or not, or wh
else they can do with them. Or h
they can just sort of bring
improvement in their own teaching

Appendix Ei

Appendix Ei: Detailed Table 13 - DA1 Individual Analyses Results of the 8 Study Participants. CI Cycles 1 & 2

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
Nazia Khanum (NK)	Nazakat (N.)	FGD Contributions (6 Transcript extracts); CMs (2); Reflections (6)	Theme I. '*Teaching as a Performing Art and a Craft Skill* Sub-themes: Motifs/ Orientations *a. Teaching as Performing Art* *b. Teaching as a Craft*	**Evidence from FGD** i. Nazia Khanum: okay [my concept] is not as comprehensive as yours. When I [pause] think of my classroom I think of a theatre… (T 270)/and the students are the audience. As a performer [pause] prepares himself for a particular kind of performance keeping in mind the kind of audience that is there … (T 272) /Like for example to take the performer and the audience, if the audience is showing signs of boredom so the performer knows that there is some "weakness in my performance/I need to correct myself or I need to do something else". Same is the case for the teacher. If the teacher feels that the students are not taking interest.. maybe from their expressions you got to know that they're not getting your point… So you need to…ah bring a change… So… (*NK, FGD III CI Cycle 2)* **Evidence from CM** ii. In Concept Map II (Appendix Ai), Nazia Khanum employs the motif of a house to visually depict her understanding of the differences between the ideal ELT classroom, the Ideal Pakistani ELT Classroom, and the typical Pakistani classroom. Each classroom is depicted as a different kind of house. The ideal ELT classroom is a veritable mansion and dominates the entire drawing, the ideal Pakistani classroom in contrast is depicted as a house of more modest proportions and whereas the typical classroom is depicted as a rather ramshackle, unsteady structure (Concept Map II, Appendix Ai). The connections and associations being evoked seem to be related to the world of building and architecture. The ideal ELT classroom and the typical Pakistani classrooms are presented as polar opposite structures/constructions. It is interesting that ELT classrooms, be they ideal or typical, are seen by Nazia as distinct *physical* entities and spaces. In the case of general ideal classroom, it seems grand and imposing and the typical Pakistani classroom its antithesis. What the stark phy*sic*al contrast

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				between two structures also seems to foreground is the apparent disparity in terms of the resources, quality of building materials and possible expertise accessible to both.
			Theme II. '*Teacher as the Sun and the Centre'* Sub-themes: Motifs/ Orientations *a. Teaching as the Sun* *b. Teacher as the Centre*	**Evidence from FGD** i."so I have taken teachers as sun which is spreading the rays of knowledge ..and [slight pause] student .. I have taken student as a plant…and the rays of the sun, it stimulates the growth of the plant.. so it depends on the [slight pause] teaching [pause].. if the teaching is effective so learning will be in the same way.." *(Nazia Khanum, FGD II, T 198)* **Evidence from CM** ii. Design-wise in Nazia's CM 1 (Appendix Ai) there is a foregrounding of the teacher as the sun "and the rays of the sun, it stimulates the growth of the plant.. so it depends on the [slight pause] teaching [pause].. if the teaching is effective so learning will be in the same way" **Evidence from Reflections** iii. " ..it is something that is conveyed by the actor to the audience (like the teacher conveys knowledge to the students" *(Nazia Khanum, 19 November, 2012, Reflective Booklet)*
Javeria Khan (JK)	Husrat (H.)	FGD Contributions (5 Transcript extracts); CMs (2)	Theme I. '*Teaching as Learning, as "Spirituality* Sub-themes: Motifs/ Orientations	**Evidence from FGDs** "teacher is a practitioner, he is a researcher, he is a facilitator, knowledge builder and also a learner….And because you see learning is something which never gets stopped/Like of course I do not deny the role of the teacher as a guide, as a facilitator, as a knowledge builder, he has to be well prepared, he has to be a moon, he does the work no one does….But again you see, my teaching…I don't know, but for me my teaching has to come on learning. Every day I go to class, I just come back with learning something/ As far as knowledge is concern [*sic*], even as far as language is concern, there I have to facilitate the process of learning, but as I am also doing, so I am also learning. And

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
			a. Teaching as Learning *b. Teaching as Spirituality*	teaching is learning for me/ All the time I have to read more, I have to study more…like you all do of course, so we all are learning/ and we are the teachers, but here shared intentionality in terms of learning, that not only that they are the learners, but we are also the learners in a way./ The process of teaching is learning!/ Learning in terms of our teaching, like teaching strategies, learning in terms of our construction… [R interrupts] *[Ts, FGD I, Husrat C 1 Group, Cycles 1 & 2]* "the teacher is like the head/he is a guide, he is a helper, he is a social knowledge for them/he is a very learned person/he has to be a source of knowledge/ /I don't want to use the word "light" *(Ts, FGD III Transcript, Husrat CI Cycles 1 & 2)"*
			Theme II. *Teaching as Navigated Practice in a Bounded Space*	**Evidence from CM** In Javeria's visual depiction of the teaching-learning relationship (Javeiria Khan CM 1, Appendix Aii), there are a number of elements that draw attention. There is the choice to present the relationship in a diagramised form. Then there are placement choices: having the words teaching and students on opposing ends while placing the word learning enclosed in a text-box in the centre, plumb in between them. What seems particularly significant with respect to questions on the teacher-student dynamic is the proximity between the word students and words "the teacher", and the notations included for them. "The Teacher" has been penciled above the learning with an arrow pointing downwards but it seems significant that has been placed to the north-west much closer to the penciled "students" and at a marked distance from teaching. Further reinforcement regarding the seeming intention to emphasise the close relationship "the teacher" and students" comes in the form of three penciled words: "inquirers", "learner" and "cooperation", two adjectives and one noun, carefully written in an arc in the space between them. Javeria has even gone to the lengths of drawing additional arced arrows on both sides of each of the three bridging words with all arrows pointing inwards, filling any remaining space. Hence the message does seem to be that teachers and students/learners are linked in a joined endeavor to be inquirers and learners, to cooperate with one another. What is also significant is the

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				contrast in the minimised distance between the words "the teacher" and "students", and their marked diagonal distance from the penciled "teaching". Visually, it almost seems as if teachers and students are an entity facing/confronting teaching together. Yet, despite this seeming alignment between the visual discourse and some of the linguistic discourse, there are inconsistencies in the data that suggest that this is at best a piece of the puzzle, a partial explanation of what Javeiria's discourse on this theme seems to be conveying about her understanding of teaching and learning and the teacher-learner dynamic.
			Theme III. '*Learning as Guided Self-empowerment and Agency'*	**Evidence from FGDs** "we have to engage them in certain discussions we just have to share the knowledge with them then the students also have to share their knowledge with us in order to know what they actually think of [pause] you see whatever the ideas they have come up with. And again you see talking with them you just get to know where they lag behind so that you can make some changes/I always encourage my students to go for research.. I don't know but now I just want to make students independent/To go for more research to bring some changes within their own context to come up with new creative ideas/ Like I make them work in pairs, I give them some time to read in the class, I ask them questions. I always.. you know make them speak something.. at least participate in the classroom." *(T 41, T 3, FGD II /Husrat CI Group Cycles 1 & 2)* "*Wo pata lagta hai na* {you know then you realise}, it seems so difficult to make a choice when you have never been trained to take your own decisions on actually what you want to do and who you actually are. Isn't that so?... and you need to teach our students to have faith in their own judgements and their own decisions and even if *agar* {if} decision *theek nahi bhi hota hai na* {is the wrong one, you know} they suffer the consequences, it's okay (stressed) they learn from it. They learn from their experience and it's going to give them, ah..[pause]., *a new beginning hosati hai* { it can be a new beginning} *, a new challenge hosakta hai* { it can be a new challenge} , new openings *hongi* {will

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				happen} . *Aur atleast unko pata lagey ga k hamara decision kesey letey hain aur kahaan lena hai aur kab lena hai. Aur kya lena hai aur wo hain kya aur unhoun ne karna kya hai* { At least they'll understand how to take their own decisions, at what point to take it and when… and what they else they need, who they are and what else they need to do}? *(T, FGD IV, H. CI Cycles 1 & 2)*
Sidra Rehman (SR)	Nazakat (N.)	FGD Contributions (6 Transcript extracts); CMs (2)	Theme I. *'Teaching as a Science, as a Profession* Sub-themes: Motifs/ Orientations *a. Teaching as filling Half-filled funnels with Teacher as Conscientious Pourer of Content* *b. Teaching as a Past-time vs Teaching as Profession*	**Evidence from FGDs & CM** ""Our task *is* [italics added] difficult. Half-filled funnels are more difficult to either fill them up" (FGD II Transcript, N. CI Group, Cycles 1 & 2) "if we join teaching as past time is fine. But then…ah the students of such teachers…ah…, they learn with trial and error..[pause]/ And ah…[pause] the teaching learning relationship depends on how serious the gardener.. …Since it's a past time…." In Sidra's explanation of her CM 2 (Sidra Rehman CM 1 N. CI Cycles 1 & 2, Appendix Aii) she begins by classifying teachers as gardeners (pl refer to given extract). Correspondingly, in the concept map (SR. CM. Appendix Ai) we see the first image on the right -hand side of the page: a figure in a pink dress kneeling, beaming down at a fledging shoot (Sidra Rehman CM 1 N. CI Cycles 1 & 2, Appendix Aii). The world-building for teachers as botanists then follows: "horticulturalists usually see the out..ah..[pause, slight sound of swallowing] outlook of the class. How well they blend with each other, how they look with each other/ the students to these [slight pause] ah… teachers..ummm… the teachers look at their performance…[slight pause] …as people, as well as learners. In the concept map (SR, CM 1, N. CI Cycles 1 & 2, Appendix Ai) the corresponding image is placed at the bottom-middle of the page: a tiny-seeming figure of a bespectacled man in a suit with a protruding nose beaming up from the side of a towering be-spectacled potted cactus. The posture and expression of the man: the upward beam suggests a sense of pride, ownership and accomplishment. While the object of his approving inspection: the cactus holds a window-display mannequin-like posture, facing the front, its arm-like side-offshoots aloft, modelling a pink apron-like dress with a purple pocket and an accessorising hat.

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				A third figured world is then invoked. Here the teacher is as a botanist: but when I come back to a.. botanist … so a botanist is more interested in the inside of a plant… If you've done biology.. the xylem and the phloem and all that.. And the student to *these* [slight emphasis] teachers.. ah… [Ts, FGD II Transcript, N. CI Cycles 1 & 2]. The representative image for the botanist can be found in the centre-right of the concept map, between the gardener and the horticulturalist. A pink lab-coat and grey trouser clad figure with disproportionately tiny head peering into gigantic microscope examining a large green leaf.
			Theme II. '*Teaching and Learning as Affect, as Sowing and Harvesting'*	**Evidence from FGD** and..ah.. teaching and learning is to me we reap what we sow/…..we can't do anything ..we are reaping resentment and disrespectfulness/ And the only thing I *still* remember is that, I *want* to remember the names of every student so I can call them/ that is *how* I am making the strong*est* [emphasis] connection, because we *teach*… so many, many, many, many students, so this.. (FGD II / IV, N. CI Cycles 1 & 2)
Bakhtawar Talati (BT)	Husrat (H.)	FGD Contributions (5 Transcript extracts); CMs (2)	Theme I. *'Teaching as Fixing and the Teacher as a Fixer Extra-ordinaire'* Sub-themes: Motifs/ Orientations	**Evidence from FGD** *Haan* [Yes] my parting message is that if you are a teacher, you should not be a teacher of the text you should be a psychologist, you should be a guide to them, you should be a comforter sometimes, sometimes we have to be a little bit strict as well *(T FGD IV H. CI Group, Cycles 1 & 2).* **Evidence from CM and FGD** A consistent and rather baffling feature in Bakhtawar's discourse is the divergent identities and roles bestowed upon the teacher and how each of these invoke a host of associations of what this entails in terms of teaching. This is quite visible in both Bakhtawar's CM 1a and b (pl see BT, CM 1 a. & b. H. CI Cycles 1 & 2, Appendix Aii). For instance, in CM1 a, the annotated scribbled diagram on the top left-hand corner of the page, invokes the figured world of medicine. Here the teacher is a doctor, a "diagnostician" to be precise, and here teaching involves keeping the "student" in the centre and

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
			a. The Teacher as a Doctor and the Student as a Patient *b. The Teacher as the Moon and the Student as a 'Traveller [sic]'* *c. The Teacher as the Sun and the Students as Trees* *d. The Teacher as a Psychologist*	completing the cycle of :"diagnosing" the problem, working out a "treatment plan" to seeing to its "implementation" in "practice" and then upon receipt of "feedback", doing a "review" to "revise" the plan. The world-building here for the teacher as a doctor is fairly detailed, yet in the same visual (CM), Bakhtawar also includes two stick figures which she labels as 'traveller'. These figures, as signified by two roughly drawn undulating lines (pl see Bakhtawar Talati, CM 1 a. H. CI Cycles 1 & 2, Appendix Aii), seem to be walking on a road/path and their way is being lit by a half-moon, which as per Bakhtawar Talati's explanation (T, FGD III, H. CI Group, Cycles 1 & 2) is symbol for the teacher and their light, their energy. In the same visual representation (CM) then, the teacher is simultaneously a living being, a respected professional, bringing healing to the student *and* an astronomical object: giving off light, making it possible for the "learner"", the "traveler" to make their way. Even more mystifying is the second part of the visual representation (BT.i, CM 1b. H. CI Cycles 1 & 2, Appendix Aii), where the the teacher is represented by a "sun", an image that dominates the entire page, and seems to be scorching the two trees placed so much to the right of the page, that they seem hemmed almost into the corner. Here again, Bakhtawar claims in her explanation (T, FGD III, H. CI Group, Cycles 1 & 2) that teacher is being who they need to be and functioning as the "full sun". So what kind of world-building for teaching and learning is this where so many divergent figured worlds seem to be invoked, where is common ground, the central theme that links all of these together? The one commonality, seems to the casting of roles, the allotting of identities, that enables the teacher to respond comprehensively to whatever the student needs / whatever their problem is and becoming whatever they need to to "fix" them, be it a doctor, a moon or sun, psychologist or whatever else. In fact, what seems to be foregrounded here, what seems to be unifying idea and central understanding is the teacher's becoming/being and doing whatever students need them to be to fix them (students), be it becoming a doctor diagnosing them and devising a "treatment plan, becoming a source of light (sun), reflecting light (moon), or attending to their affective needs by becoming a psychologist.
			Theme II.	**Evidence from FGD**

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
			'Teaching and Learning as Surviving and the Teacher as a Saviour-cum-sacrifice' Sub-themes: Motifs/ Orientations *a. Teaching and Learning as surviving in hostile conditions* *b. Teaching as Sincerity and Total Sacrifice of Self* *c. Teaching as an Act of Spiritual Investiture* *d. Teaching as Saving*	i. *Yeh jo hamara college hai, yeh cream college hai, best hai (stressed), matlab,*{This college of ours, this is the cream of colleges} this is not one of the best, this is the best college…I invite you, during the months of June and July, come over here! There are rooms where there are no fans! *Jese ke hum June mai hum aa rahey hotey hain, to hum aise hotey hai, "Ufff!" June ki garmi hoti hai, aur hamarey saamney 80 girls bethi hui hoti hain. Aur jo 12:00 se 1:00 baje ki class hoti haina, us waqt jii chahta hai keof* {Like in June, when we come, so we're like [waving hand and uttering sound to signify significant discomfort] There's the intense heat of June and we have 80 girls sitting in front of us. And it's the 12:00-1:00 pm class and that's when one feels like saying ouff [cultural onomatopoeic sound to signify acute discomfort and dissatisfaction]} ...though I am from a very sound background, *matlab agar meri jagah per koi aur ho, ya may ho, to us waqt jii chahta hai ke laRkiyon ke saath bhaag ley banda!* {I mean if someone else was in my place, this is me, at such times one really feels like running away along with the girls **(**BT, FGD III, H. CI Group, Cycles 1 & 2**)** ii. *Hamey bhi yehi seekhaya gaya hai, aur hum bhi yehi kar rahey hai peechley 15 salon se [smiling voice]* {We have also been taught, and we have been doing the same thing for the last 15 years} we are sacrificing everything actually (T 344, FGD III, H. CI Group, Cycles 1 & 2) iii. Spirituality is main thing …hamari apni Chemistry teacher thein, hamey unfortunately koi nahi mila aur akhri 3 months mai she came, metric ki baat kar rahi hoon mai, aur unhone hamey akhri 3 months mai parhaya { We had a chemistry teacher, we had unfortunately not had anyone and she taught us in the last 3 months, I talking about when I was in metric [grade 9 and 10 when students take the state qualifying exam in the State examination system] and I have secured 89% marks in Chemistry/ *Matlab mein kabhi aisa nahi hota* {I mean this never happens}, the very first thing that I tell to me students is that I am your mother, I am your spiritual guide, I am your spiritual mother. Don't hesitate, if you have any (stressed) problem, you just come to me, because I am not here only to teach

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				you this text, I am here to teach you about life lessons. And I keep on giving them moral lessons or lessons from Quran, or lessons from, *haan* {yes} (BT, FGD III/IV, H. CI Group, Cycles 1 & 2)
			Theme III. *'Teaching as "stuffing English" into Learners*	}*/ Aap kehtey hai ke English parhaye yahan per, kaise ghusaye hum English yahan? ☺ tell us the way ke kaise hum ghusaye? Yeh to bari elite kisam ki baatein hai ke aap yeh kahein ke, ji mai unko kaise change karwaun? Mai unko syllabus kaise doon* {You say we should teach English here, how do we stuff English into them here like this? Tell us the way, that how do we get it into them? This are very elitist kind of talk that you say, oh how do I change them? That I give them syllabus}(FGD III, H. CI Group, Cycles 1 & 2)
Yasmeen Piracha (YP)	Husrat (H.)	FGD Contributions (5 Transcript extracts); CMs (1); Tasksheet (1)	Theme I. *'Teaching as Cleansing, as Methodo-logical Processing'* Sub-themes: *Teaching as Dishwashing* *Teaching as Manufacturing* *Teaching as Tenderising Language Learner Talent*	**Evidence from FGD** "The role of a teacher is of a conductor and instructor/He is a sort of helper, plus he is a choreographer. He himself does some different things…As Educationist Donald Freeman says, "Good teachers know what to do"/ So different metaphors came to my mind. The classroom if it's a kitchen, alright, so the students are dirty plates, and teaching is just like dishwashing/ Yes…Cleaning with hot water, spirit and devotion is the part of the teacher. And rinsing with a bit of force, this force is pushing up, always some students, they need a push/Again if a classroom is a factory, so teaching would be manufacturing, something producing…students are the raw material and the teacher is going to use her professional practice. It could be moulding, shaping, labeling and grading. Molding means tenderizing the talent or the basic innate and capability to learn language, it need tenderizing, molding, right….according to, like sometimes you go to the grammar, teach them rules and then you give them some model, exploit the language yourself and then students learn/ Because I have titled that, "Teaching is manufacturing", right, making the students…the target that we should successfully achieve a learned language, right, the new target language which they are trying to learn. So different professional practice is, there are different methodologies or strategies which you set to make them

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				teach all the things, or for the required results. So this is all connected!" *(FGD II & III Husrat C 1 Group, Cycles 1 & 2)*
			Theme II. '*Teaching as Prevailing, as Responsive Practice and Social Justice* Sub-themes: Motifs/ Orientations *a. Teaching as Prevailing* *b. Teaching as Responsive Practice* *c. Teacher as a Social Scientist* *c. Teaching as Social Justice* *d. Teacher as a guide*	**Evidence from FGDs** *So I have been a very good student till metric, but when I enter college, meri saari creativity aur saarey ideas* {all my creativity and all my ideas}*, though I have the ideas in my mind, magar teacher ke sakht behavior ki wajah se* {but because of my teacher's harshness} *……. To abh in bachon ke liye mai wohh saari books laati hoon ……* {so now for these children (students) I bring all those books} *[FGD II, Husrat CI Cycles 1 & 2]* *"Tu phonetics ke through kuch poems hai in schools mai, kuch rules hai, wohh inko seekhati hoon ……. dekhey inka koi kasoor nahi hai, agar lakhon rupey nahi laga saktey unke parents, to unko kya matlab parhaya na jaaye?*. {So through phonetics, there are some poems that are taught in school, there are some rules, I teach them [the students] this.. Look it is not their fault that parents cannot spend millions of rupees on them, does this mean that don't deserve to be taught?} *[FGD II, H. CI Cycles 1 & 2]* **Evidence from CMs** One of the pre-dominant aspects of Yasmeen's discourse is how she continually presents teaching as being a product of applying methodology – drawing on propositional knowledge of applied linguistics and related fields of education and combining it with knowledge and understanding of the perceived contextual realities such as student needs and limitations and contextual constraints. For instance, the role of teaching methodology is foregrounded in her annotations in the concept map where an equation is used to present teaching as a three –step hypothesis- testing process (YP, CM2, H. CI Cycles 1 & 2). "Pondering to solve the problems by exploiting different techniques" is the scribbled definition for the second step/ stage of "hypothesizing" and "exploiting the techniques" is the definition/explanation scribbled for the final stage: "experimentation". Similarly, whilst discussing her visual representation

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				for teaching and learning as a maze, Yasmeen cites specific learner conditioning () and language-learning gaps: "but they use to do less hard work [*sic*] as compared to the weaker ones [Yasmeen is talking about the brighter students being able to make their way out of the maze], even the pronunciation is wrong, they can't read and they can't write, they need help/so every time teacher [*sic*] handles them carefully to lead them towards" to elucidate how integral a teacher's guidance for the learner to successfully be able to navigate their way through the maze.
			Theme III. '*Teaching as Calibrated Engagement'*	But the constrains [*sic*] are regarding the students, according to that level…like some students, they have a very slow pace. So the teacher, if he is teaching all the students, and if some are stuck somewhere, then he has to come back, wait for them and re-explain. And if the pace is, I mean it has some balance or it is equal for all the students, then you can call that you are achieving some success in teaching. Right!
Rania Hasan (RH)	Nazakat (N.)	FGD Contributions; CMs (2); Reflections (6); Diagramatic Intervention Project Plan	Theme I. *'Teacher as the Model and Harmoniser in Teaching and Learning'*	**Evidence from FGD** "Teacher is the one [pause] who teach them [learners] how hold the guitar, how to play the music and…ah the contribution of *all* of the guitarists… All of them can play a beautiful note with the music…" **Evidence from FGD & CM** The motif makes its first appearance when Rania invokes the figurative world of a nautical journey to explain how she sees the teacher and student relationship and the teaching-learning dynamic. This can be seen from Rania's elaboration on her visual representation (Rania Hasan-Concept Map I, Appendix Aii) of her understanding of the relationship and the dynamic. While her explanation does include describing the students "as the ship" and knowledge "as the sea", and teaching and learning as relating to the movement of the ship: "Teaching…teaching is..ah you can say the person who is moving the oars and learning is the process of movement", the explanation centres around the role and function of

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				the teacher as the stimulator, as the guiding and propelling force. The teachers are the "oars" of the ship, "they are the one", "they are stimulators", they as the oars "make it possible to reach the correct destination".
			Theme II. '*Teaching as Attention, Teaching as Methodology and Using Resources'* Sub-themes: Motifs/ Orientations *a. Teaching as Giving Attention to Learners* *b. Teaching as Methodology & Using Resources*	**Evidence from FGD** *"Throughout* [slight emphasis] my studies, I was really a very shy student. I never..ah.. used to speak or… [slight pause] ask any question in the class, until never..ah.. used to speak or… [slight pause] ask any question in the class, until and unless *teacher* [emphasis] asked me any question. But I *want* [slight emphasis].. [pause] attention of the teacher…*all the time* [emphasis], okay . If the teacher doesn't pay attention to me, then I usually don't take interest in that subject and usually don't get [slight laugh] good marks in those subjects. And when the teacher gives me importance or some ..[pause] attention to me then I usually get the highest marks. And I [slight pause] take *a lot of interest* [minor emphasis] in that subject. The same is the case *throughout* my [slight pause] school life *(FGD IV, N. CI Cycles 1 & 2)"*. **Evidence from Intervention Project Plan** Rania's world-building for teaching and learning and the foregrounding of the role methodology is seen as playing in teaching and learning is a recurrent theme in Rania's discourse sets. One example of this, is the visual representation for Rania's proposed intervention plan as part of CI implementation Cycle 3 (Rania Hasan. Intervention Project Plan, N. CI Cycles 3, Appendix ii). The central feature of the provided representation is a detailed, pencil drawing of a U-shaped student seating plan. It seems significant that methodology – a choice of strategy, in this case, seating arrangement, is seen as a key means of helping Rania address the intervention focus (Joint Intervention Plan, N. CI Cycles 1 & 2) of using group work and promoting student motivation and engagement.

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
Gurya Vazir (GV)	Husrat (H.)	FGD Contributions (3 Transcript extracts); Tasksheet (1)	Theme I. '*The Teacher: "The Captain, A Guide, A Psychologist – A Mother'* Sub-themes: Motifs/ Orientations *a. The Teacher as 'the Captain'* *b. The Teacher as a Guide* *c. The Teacher as Psychologist* *d. The Teacher as a Mother*	**Evidence from FGD** i. Ah …um [stretched] this ….[slight emphasis, pause] mind map/ in which the *role* [slightly stretched, slight emphasis] of the teacher *is* [slight emphasis, pause] like the captain of *the* [slight emphasis] boat [pronounced pause]/ *And* [slight emphasis, slightly stretched] students [prolonged pause] are the ship [elongated] *and* [slight emphasis, slightly stretched] the ocean *is* [emphasis, prolonged pause] in front of them and they have to [distinct pause] go through it (*GV, FGD III/ FGD IV, H. CI Cycles 1 & 2*) ii. They [stressed] are resistant. *Tho* [so] The role of a teacher is *ke unko bato bato mei parhana hai* [pause] *kei vo yei na samjai ke galei mei dhool to baj juka [*hestation*] baj juka . Ab tho bajana tho hai suur sei baja lenghai. Wo be khush* teacher *be khush* [to teach them in play – in casual conversation so that they don't think that the drum is wrapped round their neck and that's that.] *(T 12, Response to Assigned Task for FGD IV, H. C1 Group, Cycles 1 & 2)* iii. "students are more than my children. (pause) I own them all, I talk to you about their financial problems, about their emotional problems, they discuss with me each and everything which they don't even discuss with their mothers. They own me as a mother, they tell me." *(GV, FGD IV, H. CI Cycles 1 & 2).*
			Theme II. *'Teaching as Personal Salvation'*	**Evidence from FGD** I attempted suicides for two times because my husband was so cruel to me/ I joined here in 2007 and until then I am here. I started my new life from 2007/Wo Punjabi mein usko nahi aegi wo aik lafz tha. Meri bet yehi samajhti hai k shayad mama ka naam hee yehi hai. Tou, aaa(stretched) uska kya hua k har waqt darri hui, bolna nahi, kuch ni karna aur yahaan aa k jab mein ne dobara se teaching start ki

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				mujhe itna (stressed) Allah taalah ne uska mujhe, wo, ajar diya na k mein jahaan bhi students, koi aur, ma'am ye, ma'am wo, itna logoun ne izzat di hai. {It was in Punjabi, it won't translate, it was a word. My daughter began to think that may be this is mama's name. So…ah... what happened is that I stayed cowed and terrified all the time, not uttering a word, when I came here and started teaching so Allah rewarded for my patience and endurance, I'm blessed that wherever I go students are like 'maam this, maam that' …so many people treated me with such respect}. *Tua* {so}, it's all by the grace of Allah Taalah and the profession I have chosen *(Ts 322, 324, 344, FGD IV, H. CI Cycles 1 & 2).*
Hania Xaidi (HX)	Husrat (H.)	FGD Contributions (4 Transcript extracts); CM (1)	Theme I. '*Teaching as a Process vs Teaching as an Event'* *a. Teaching as Required Action* *b. Teaching as Time-bound Relationship-building with Learners*	**Evidence from FGD** i. ah…and then teacher student relationship, I thought a lot, but the only thing that I could think of, was that, it's not an event, it's not for one day…it's a process. That's the only thing that I could come up with. *[T 8, FGD II, H. CI Cycles 1 &2]* ii. I mean….i was thinking about myself when I am teaching…like I would give you an example, you might find it funny. Because in this semester, I joined late in this semester…I mean we have the minds…the way we do things, we have a timeline for things. So it takes about 3 or 4 classes for the teacher and students to get adjusted, and know one another, and know the way that both sides work. And after that you are comfortable with one another. I didn't get that time, and it became very difficult for me to adjust with the timeline….and now the time adjusted and it's almost the end of the semester. So the process has to be cut short, so it's not working as well as I wanted it to. *(FGD II, H. CI Cycles 1 & 2).*
			Theme II. *'The Affect in Teaching & Learning of*	i. This is borrowed, but this is always how I think about teaching and learning. It's basically because I teach communication, so this is one of the theories of communication, and I have adopted it according to teaching and learning. It's basically….this is the teacher, and the teacher's field of experience, whatever she knows, whatever she has, whether it's related to English or not. Because we bring everything that we are, our personalities, everything to the classroom….So this is the teacher and his

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
			English in Pakistan' Sub-themes: *a. Teaching and Learning as an Interaction of "Fields of Experience"* *b. English Language Teaching in Pakistan: Navigating the Minefield of Unequal Language Access*	or her field of experience. And this is the student…we can think of this as the whole class or one student…it depends upon how we look at it. But they are bringing their field of experience, and whatever they know about the world to the class…. And the interaction…again as I was saying, interaction in my opinion is a key. So when they interact with one another, both sides are sharing their field of experiences somewhere *(FGD II, H. CI Cycles 1 & 2).* ii. "Do you think where a student is coming from ahh it makes a difference to the English Language Proficiency they have?/ The main thing is like the students who are coming to university know that they are going to do a job [background murmuring] and most of them all, despite the fact that they are coming from impoverished backgrounds or whatever, they are expecting to get somewhere *(Ts 129, 195, FGD IV, H. CI Cycles 1 & 2).*

Appendix Eii: Detailed Table 17- HA1 Results for CI Cycles 1 and 2

Theme	Illustrative Data Extracts / Data Evidence
1. Pakistani HE ELT Practitioners: Valiant Heroes on a Teaching-learning Quest	**Extract 1a** So that's why I do this to sharpen their cognitive skills, to make them good learners, in a way to construct their knowledge, to just enhance their learning. [somebody clears their throat] And see I could do this within my own context…and within the context, meaning the syllabus, the settings, the environment, and everything. *(JK, H. FGD III)* **Extract 1b** *Nahein* (No)… I think [pause] umm *kafi* (to quite an extent) … *being* [stretched, pause] a teacher in Pakistan…[slight pause]… or being a teacher..in *the* [stretched] the *typical* [stressed]*environ…enivronment* [stretched, coughing sound in the background]… *hum sub* ke [stretched, slight pause] *almost more or less yahee sooch hai* (we all have almost more or less the same understanding/ thinking)/ It depends upon *wha…what* [stretched & slightly stressed, slight pause] *facilities* [stretched] we have / *Matlab humaree* limitations [stretched & stressed, pause].. *umm* [stretched] R[rise in intonation]…*humaree humaree* limitations [stretched & stressed] *hain …hum sub kuch class mai* [slight pause] innovations [stretched & stressed] *ya kuch* [slightly stretched]…*koi naiee cheez* try *karna chatay hain sub nahein kar saktay hain* (I mean we ..ummm R we have…we have limitations.. we all might want to bring innovations to the class … or try something new we aren't able to do all of them) *[UA/Ts N. FGD V]* **Extract 1c** Yes these are the limitations, but if we understand that the purpose of teaching is learning and students…*Yeh tu saarey masail hai*, [yes there are these problems) it has no relation with learning] Because probably it's my belief that it is the students who make us do things. For example, our motivation as a teacher, our motivation, our professional development and all these things are because of our learners, because of our students *(SR, N. FGD V)*
2. Pakistani HE ELT Practitioners' Hero's Rulebook Component Sub-themes: a. Characteristics of a True Pakistani HE ELT Hero b. Characteristics of the Pakistani HE ELT Learner c. The Evolution of the Heroic Pakistani ELT Practitioner and their Investment in the Quest	**Extract 2ai** "You are a teacher, you should not be a teacher of the text only, you should be a psychologist, you should be a guide to them, you should be a comforter sometimes, sometimes we have to be a little bit strict as well" *(BT:, H. FGD IV)* **Extract 2aii** "You have to be a skilled person just like… Just like somebody who *repairs* [stretched] mobile phone. You cannot no matter if you have a Ph.D. MPhil or whatever you cannot do this… he or she can. [Long pause] so in the same way most of us are are teaching without having passion for/ I'm not only concerned with their language skills but their personality development as well / you have to be emotionally very intelligent and you (SR: 563/565/567/569/607 Ts, N.FGD IV, CI Cycles 1 & 2) have to be smart and you *have to be* [emphasis] patient enough. … *In Pakistan* [emphasis] especially we need to have good [pause] developed

Theme	Illustrative Data Extracts / Data Evidence
	teachers, skilled teachers rather than [pause] always putting the blame on the students "they don't work, /"they don't do this, they don't do that" …..we have to have such teachers that can.. that can make them work [pause] are fully aware of their own responsibility and their duty/I would like to say that as teachers we *have to* [slight emphasis]..we ..we should not start…we..we should not stop the process of learning in our…in ourselves./ Because ..if we..we would be developed [slight pause].. we would develop ourselves we would be able to ah…[slight pause] give more to our students" *(UA, N. FGD III /FGD IV Trans. CI Cycles 1 & 2)* **Extract 2bi.** "students …we find students are unmotivated to study this subject because it is …ah…something which is imposed… on them and it is a compulsory subject …so they don't show much interest]/then thing is that students *should* [italics added] take interest in the English Language classroom" *(NK , N. FGD IV).* **Extract 2bii** They [stressed] are resistant… we have to try our level best to initiate our students bolo, bol*na seekho* [speak, learn to speak] you can learn English very easily./. *Bo haut saari hummari classes mei khas thor mei [*in a lot of our classes especially] if someone tries to speak in English and obviously [stressed] she makes a mistake, the rest of the party, they make such a fun of her *[Ma'am mei bolto lu, pir ma'am meri behzati na hogai, kehe mey bolti*[Ma'am can I speak, but ma'am, it will be embarrassing if I speak}[overlap-unclear]..*iszet* [honour] *(GV, H. FGD IV, CI Cycles 1 & 2).* **Extract /Evidence 2biii** "Hey Miss You find it out for us. After all,You receive a paycheck at the end of the MONTH" *(SR, CM 2, N. CI Cycles 1 and 2).* **Extract 2c.** "students are more than my children. (pause) I own them all, I talk to you about their financial problems, about their emotional problems, they discuss with me each and everything which they don't even discuss with their mothers. They own me as a mother, they tell me. My students are my only investment. They, umm, give me benefits all the time. They make me busy, they make me laugh, they make me console [SIC], everything. I'm living in the hostel, simply just like living in a full crowded house. (background conversation) this is a privilege on me../ *Dari sehmi chup kar k bethi hui meri beti dedh dou saal kit hi, his aaa,* [I used to be scared, cowed and sitting in a corner silenty, my daughter was a one and a half years old, his…aa].. her father was used to call me *batameez aurat* [mannerless woman]. *Wo Punjabi mein usko nahi aegi wo aik lafz tha. Meri bet yehi samajhti hai k shayad mama ka naam hee yehi hai. Tou, aaa uska kya hua k har waqt darri hui, bolna nahi, kuch ni karna aur yahaan aa k jab mein ne dobara se teaching start ki mujhe itna Allah taalah ne uska mujhe, wo, ajar diya na k mein jahaan bhi scholars, koi aur, ma'am ye, ma'am wo, itna logoun ne izzat di hai*. [It was in Punjabi, it won't translate, it was a word. My daughter began to think that may be this is mama's name. So…ah.. what happened is that I stayed cowed and terrified all the time, not uttering a word, when I came here and

Theme	Illustrative Data Extracts / Data Evidence
	started teaching so Allah rewarded for my patience and endurance, I'm blessed that wherever I go students are like 'maam this, maam that' so many people treated me with such respect].. *Tou* [so] , it's all by the grace of Allah Taalah and the profession I have chosen" *(GV, H. FGD IV Trans., CI Cycles 1 & 2).*
3. English in Pakistan: Villian and Potential Hero	**Extract 3a** "Like if I see my class, so we use to see students from very dynamic groups, you got like people from Husrat, people from rich families, they got all those good exposure and all that…They just usually ask questions, they don't faced [SIC] any problem, they have got very good relationships with the teachers as well… the problem is that, you just remove this one step of this medium and they [the students who do not come from EMI schooling background] are perfect/ I really feel very bad about it…that look they are extraordinary, but just because of this medium and their poor schooling and the poor curriculum and all that, they are unable to ask questions…" *(WT, H. FGD V, CI Cycles 1 & 2)* **Extract 3b** "…they want to learn English and they'll be ..like they'll feel very excellent if they like… go to any language centre and give high fees and everything." *(CB: Ts 90, N. FGD II, CI Cycles 1 & 2)*
4. Cognitive Facilitators of the Collaborative Construction of The Pakistani HE ELT Practitioners -as-Heroes' Tale	Extract 4a. HX: I would like to share my experience, my experience of teaching, if you encourage the students to find some research (stretched) to get some extra material and, but in the end those students score better marks who have just you know consulted or read just the kitaab mahal BT: [in the background] *haye baree kharab option* [Oh, that was a terrible option] YP: So just tell me what should we do as a teacher? (Giggles) GV: *Aaj aik baat, pata nahin woh rumor thee ya kya tha. Students nay bataya tha aik aisa essay hai* it cover twenty topics [Today I found out something, don't know if it's a rumour or what, there's an essay and it covers 20 topics]. You'll have to memorize just one essay and that will cover twenty topics LT: Haan [Yes]? Joint Turn: (Inaudible due to everyone speaking at the same time) YP: Haan Haan [Yes, yes] GV: Ye ye chal raha hai LT: And the thing is that when we tell our students to go for these research they have to read so many chapters and then they have to like fish out their relevant material. All that material is already available there in kitaab mahal [Book of answers to examinations questions published by a local press] and its very convenient YP: (Noise) when you ask them to write on something on their own, the kind of material they use, is not upto the mark they are likely to fail

Theme	Illustrative Data Extracts / Data Evidence
	R: So you are saying that kitaab mahal is a good solution then? LT: I'm not saying that it's a good alternative Joint Turn: (everyone together) I, we are not saying that kitaab mahal… R: ok I'm really sorry, as a researcher BT: *Main nay jo aap ko kaha tha na bilkul shuroo main, doosri meeting main (pause) kay hamaray jo aa hotay hain na aa ye bananay, syllabus design karnay walay teachers, paper setters aur examine*rs [What I'd said to you at the very beginning, in the second meeting, that those teachers who design the syllabus, the {examination} paper setters and examiners] R: They should work closely ? BT: *In ko sab ko aik doosray kaay saath hona chahye [All of them should sit together]* *HX:* Haan [Yes] BT: *Woh hota ye hai kay jo paper check karnay walay hain na woh baithay rehtay hain budhay [(stressed) budhay* [It's like those who check the papers they just sit there like idiots, idiots!). They don't like to change their ideas and they don't like anyone to change the ide R: And they feel, is that what you are saying happened to Hania? BT: Exactly. *Woh jab ye dekhtay hain na 'un ain kith oyaan, o baqwaas kya kar diya see, marks kata utay, tay deyo zero number. Ainay o to likhaye naye jo mainay yaad kitiya see'* [{switch to first language,native lang of the province} When they see that something unfamiliar,{they think} what rubbish is this, deduct their marks and give them a zero. They haven't written what I've memorized as the answer] *(Ts, FGD IV, H. CI Cycles 1 & 2).*

Appendix Eiii: Detailed Table 21 -HA2 Results for CI Cycle 4

	Illustrative Data Extracts/ Data Evidences
Pakistani HE ELT Heroes, Teaching and Learning and Viable Change Pathways: A Quest The Summoning to the Quest Engaging in the Quest: Exploring change pathways – the what, how and why	**Extract 1a** "Said yes [is referencing agreeing to join the research project] and then got upset/ would say no/[but] first for the trust which I might break with Fatima [the researcher] and myself and second depriving myself from intellecull [SIC] that awaited, giving me an opportunity to professionally develop." *(SR, Reflection, N. CI Cycle 4)* **Extract 1bi** "My subject was Academic Reading and Writing/Through all these techniques, I taught them how to read, write and listen. But the final concrete thing which we see is the final skill of writing/Why are we teaching them academic reading and writing, why are teaching them comprehension skills? Because we are in a way preparing for the GAT test [the generic government University entrance test developed by the HEC]. To a certain that was also the objective. This is the platform, where they [the students] can learn these skills/The major problem was how all the scattered contents of the syllabus given by the HEC should be gathered together/I consulted 10 to 11 books! So scattered material becomes a problem even for the children as well...I excluded them and selected the very material which I required and which my students can comprehend easily/our reference book [reference book developed by YP & her students]/ it was a sort of needs analysis of teacher! What does a teacher need [*sic*] and what students need". *(YP, FGD II cum SI Trans., H. CI Cycle 4)* **Extract 1bii** Okay now I am talking about my own situation because when I taught in my own classes, so what was lagging behind was a shift towards a communicative approach and my making my students learn communication [*sic*] in the target language... it was one of the reasons …when I look on [*sic* the objective, which were already prescribed… I was really so much [*sic*] particular about being so focused on it.. about just sticking to my own curriculum that's been taught in your college. So this how I divided my objectives.. like [I] could not focus on one skill, but how to make my classroom more lively and interactive and all that… So what I wanted to go for, I wanted to make my classroom really interactive, and student's orientated [*sic*] rather than just the teacher being the one speaking all the time/so this is how I went on initially. I just decided, I mean it was very difficult for me to really plan how to move on because I could not just focus on one skill. Like if I went for listening or speaking skills, what about the students who are going to be evaluated by the end of the year on their writings/ so I somehow changed all my methodology and you know techniques, which I was already following in class…First of all I started with reading skills and I divided

	Illustrative Data Extracts/ Data Evidences
	the whole week this way…I mean this during the first 3 or 4 days. I am going to focus on the textbook, and one day was their English Language class…I just ask them to go through the text once and see what lies in the text and come with their own ideas/ So I wanted the students to enable to become independent learners, independent readers and writers. *Bohat mushkil hai waisay* [It's very difficult by the way]." *(JK, FGD I., H. Group A. CI Cycle 4).*
2. The Quest: Obstacles and challenges	**Extract 2a** "Yeah it was a bit scary! I told you that I was nervous when I was starting because I was thinking that what kind of feedback I am going to get. And the same doubts we discussed in our meetings that sometimes, what they start thinking… if the teachers are asking them to participate more, instead of thinking that it's going to a healthy activity inside the class, they start thinking 'that may be the teacher is trying to reduce the workload and putting more workload on us" *(NK, SSI, N. CI Cycle 4).* **Extract 2b** "Okay… this where I wanted to be [discussing her CM], that is the result of the intervention should have been/Okay I started off, I made preparations, these are my preparations, okay when I started my journey, it went smoothly…and from the ginning instead of going to the displacement, the easiest way to my journey, it had been zigzag… and in between I had so many obstacles/such as my own health. And there are classes where I …have rote learning/they have not given me MBA, I had to really fight for that/there were a bit of things administratively/ I didn't follow it [discussing evaluating the first iteration of the intervention] because I was really disheartened/the other class [comparing the two groups the intervention was done with] was really difficult in a way, because they felt that I was struggling and they tried not to cooperate in every possible way/I mean I realized that I was about to drown, and people were actually noticing". *(HX, FGD I., H. Group A. CI Cycle 4)* **Extract 2c**. "I felt extremely drained out [discussing state while intervention ongoing] and sometimes I thought are my students autonomous, are they choosing material on their own or is it my own effort yet once again." *(SR, Reflection, N. CI Cycle 4).* **Extract 2d**. Because course is simply a limitation. And it is a boundary" *(GV, FGD II, H. Group B. CI Cycle 4).* **Extract 2e**. "In the beginning, breaks due to strikes of non-teaching… I followed their [students] topic [but].. Time constraints". *(JK, CM, H. Group A. CI Cycle 4)*

	Illustrative Data Extracts/ Data Evidences
	Extract 2f "There were efforts on part of the teachers and the students. However [*sic*] feedback was marred by the basic errors instilled in students' language learning from the primary level" *(YP, Task 5, H. Group B. CI Cycles 4).*
3. The Quest – The Triumphant Completion a. Indicators of viability of change pathway b. Affect-related benefits of intervention/exploration of change pathway to the populace c. Benefits of intervention/exploration of change pathway to the HE ELT practitioner d. Aid and Succour for those exploring the viable change pathways	**Extract 3ai.** "Before I was thinking that I was the oar right, if I am making them move in the ocean, so that they can learn right, is what I was thinking and from my teachings [*sic*]… they will be able to move in the ocean but now they are moving on their own/now they are walking on their own" *(RH,, FGD II, N. CI Cycle 4)*/ "I came, I saw, I conquered" *(RH, SSI Trans., N. CI Cycle 4).* **Extract 3ai**ii. "Yeah I used to get their feedback, right? Actually their responses improved. Maturity in their writings [*SIC*] reflected that the techniques were working" *(YP. FGD II Trans., H. Group B. CI Cycle 4).* **Extract 3aiv.** "So they enjoyed a lot, I mean they really learnt a lot. I keep asking them these questions, they really find it interesting and they are learning a lot/And sometimes I can see on their faces/Yeah understanding and their participation. If the students participate then I know they have learned something or not. *(JK, \SSI Trans. H. Group A. CI Cycle 4).* **Extract 3bi**. *Theek hai* [alright]? *Aur yeh itna un mai farq parha* [And it made such a difference]. *Matlab overall dekha jaye* [I mean if you look at it overall]. *Itna faraq parha* [It made such difference]*.Acha yeh dekh hain* [ok look at this]… *Graph jo hai, wohh tarah ooper hee ja raha hai* [Look at the graph it's just going upwards]/Everybody did perform and that was my achievement" *(BT, FGD II Trans., H.Group A. CI Cycle 4).* **Extract 3bii**. "So the verdict is, this intervention can be according the strategies because we are teaching at the university level, and most of the lectures are lecture-based… so when we ask them to collect material, then they will take an interest in the lecture as well" *(RH, FGD II Trans. N. CI Cycle 4).* **Extract 3biii** *Itna* successful *thaa* [It was so successful], *ke* [that] before the students were use [*sic*] to bunk the class, and I had been looking for them sitting inside the café, or outside. *Mujhe pata hota thaa* [I used to know], *achaa yeh aaj class mai nahi aai* [that okay today they weren't there in class], *maine durr se usko ishara kar diya* [I would gesture at them from afar]. Aur jab humne yeh activities kii [And when we did these activities*], tuo*

	Illustrative Data Extracts/ Data Evidences
	balkey jiski class free bhi hoti thii na [so even those who had a free class], *wohh bhi drama dekhney hi class mai ghuss aata thaa* [they too would force their way in class to see the drama]. *(GV, FGD I., H. Group B. CI Cycle 4)* **Extract 3ci**. "I was given new subjects, that is of Linguistics. So.. I have to plan my things differently...But it was only a plan…But then I became a part of the research project, so it give me an opportunity to implement those changes.. So it gives me the initiative to bring change" *(NK, FGD II, N. CI Cycle 4).* **Extract 3cii** "Teachers also need reviewing and reflection! So every time it is good to participate in such things especially in session which I participated with you. I came to know about many problems right. I mentioned it in my story that I learned a lot from the participants, the researchers and what they were experiencing *(, YP. FGD II cum SSI Trans., H. Group B. CI Cycle 4)* **Extract 3ciii** "It's self -realisation… it's ba*sic*ally rediscovering myself – coming back to what I was somehow I have lost during my journey it's the combination of two things. Rediscovery, because now I feel… I do feel that whatever I want to do or wanted to do earlier when I started my journey as a teacher, I can actually do that. I have [*SIC*] stopped feeling that when I have given up *(HX, SSI, H. Group A. CI Cycle 4)* **Extract 3di**. "My colleague who was experienced and senior helped me decide how to go about this project integrating it to [*SIC*] my teaching/By doing so I could manage justifying the learning objectives yet participating in the study." *(SR, Reflection, N. CI Cycle 4)* **Extract 3dii** "Luckily, I got an opportunity to attend an HEC workshop on Pedagogical skills and Teachers' Training, which were specific for the people of my own context as in college (Intermediate and Graduation). That was the actual turning point…and gave me realization I was on the right track and there was still a lot of work to do". (*JK, Task 7 Notations, H. Group A. CI Cycle 4)* **Extract 3diii** The major problem was how all the scattered contents of the syllabus given by HEC should be gathered together/ I consulted 10 to 11 books *(YP, FGD II cum SI Trans., H. Group B. CI Cycle 4)* **Extract 3div**

	Illustrative Data Extracts/ Data Evidences
	"phir wohh passionate feelings jo hain [then those passionate feelings], they are the one qualities I had to do willingly or unwillingly. Jo cheezain mere ander hain, wohh mujhe karni hi parhti hai [Those things that are inside me {those driving me} I have to do them]".
4. The Quest and the Heroes' Enlightenment (some kind of realization/shift in thinking/change) a. Heroes' enlightenment about themselves b. Heroes' enlightenment about teaching and learning c. Heroes' enlightenment about change and teaching and learning	**Extract 4ai**. "I then thought, I really was a turtle in my personal and professional life. First to start anything I hide myself in a shell. Second, I am forced by (XYZ) [*SIC*] force, I come and start, third I have my own pace, no battles to win, no race to run, last I get over it *Alhamdolilah* [Praise be to Allah] in a desired manner where the outcome may be Positive [*SIC*]/I would fit this research project in the very same chronology" *(SR, Reflection, N. CI Cycle 4).* **Extract 4aii**. "In other words.. I realized what I actually focused on [*SIC*] my class, that was only listening skills/Oh yeah! You know when you analyze yourself as a teacher, when I started analyzing and evaluating yourself as a teacher, when I started analyzing my own self, so it's not like I was a role model for them [her students]" *(JK, FGD I Trans., H. Group A. CI Cycle 4).* **Extract 4bi**. *Dekhein Mirat* [Look Mirat], I actually for the first time came to know [*SIC*], I have first time understand [*SIC*] that learning is a two-way process. It is not always the children, who are learning, sometimes it is the teacher as well. So, when the children, the students they work by themselves without any spoon-feeding, they bring you a lot of knowledge, *theek hai* [alright]?" *(BT, FGD II-cum-SI, H. Group B. CI Cycle 4).* **Extract 4bii**. "The gardening one in which the teacher is providing light, which is very important for the growth of the plant [referring to CM generated in CI Cycles 1 & 2]. But now I can see it with [a] different perspective. If we say like, the autonomy of the learner, how much responsible [*SIC*] he is of his own learning himself… So, in this simile also, the teacher's part is not the complete one. The light of the sun, which is initiating the growth of the plant, but the plant is growing itself. So, the part which is played by the plant is more than that of sunlight". *(NK, SSI Trans., CI Cycle 4)* **Extract 4ci**. *"Mere hisaab se jo Javeria wali baat* [according to my understanding it the point that Javeiria made] …teaching and learning which takes place in the classroom, the teacher had to take responsibility in different ways/If the teacher is not prepared to take responsibility to make those

	Illustrative Data Extracts/ Data Evidences
	changes... teaching and learning cannot take place as well as you would like". *(HX, SSI /FGD II, H. Group A. CI Cycle 4)* **Extract 4cii**. "The change started from the beginning/the change in my thinking/Now I have realized that everything matters. Whatever we started from the beginning, from the first task, everything is related to the intervention/Since then [start of project] I was thinking that what we are doing/Now I am confident to take another risk if I want to" (*RH, SSI, N. CI Cycle 4)* **Extract 4ciii**. *"Kisi kisaam ke change aata* hai [When there is any kind of change]… *behavior mai change aa jaata hai* [there is a change in behavior], *aap ke thingking mai change aa jaata hai* … [there is a change in your thinking]. Instead of a stagnant pool, you become running water". *(BT, FGD II-cum-SI, H. Group B. CI Cycle 4)* **Extract 4civ**. "But then a change feel [*sic*], in a sense that I was given new subjects, that is of Linguistics. So.. I have to plan my things differently! And I started to change, where I have to incorporate activities and things like that/I think change is adopting something new/So I think now I am brave enough to bring that change" *(NK, SSI, N. CI Cycle 4).*
5. The Quest: Lessons and Final Words of Wisdom	**Extract 5ai**. "Trying to make them learn, it more than that, it takes quite a bit of effort/The main thing is that I have learned about the planning and I have to develop a bit of motivation myself/I think actual planning doesn't take that long, what I feel was that I need to declare about everything mentally" *(HX, FGD I,, H. Group A, CI Cycle 4).* **Extract 5aii**. "What I would have liked to happened [*SIC*] so more planning on my part in the beginning" *(JK, CM, H. Group A. CI Cycle 4).* **Extract 5aiii**. "Yet slowly, gradually with patience I reached here, almost to the end" *(SR, Reflection, N. CI Cycle 4)* **Extract 5aiv**. "Starting something is you know is very, very risky especially when you know the students are concerned" *(RH, FGD II., N. CI Cycle 4).* **Extract 5bi**. "So as far as my intervention is concerned, what I noticed and found out teacher's point of view and student's point of view…as students are so young so they needed extra effort and facilitation from teachers in selecting materials then in forming groups and then working in groups,

	Illustrative Data Extracts/ Data Evidences
	so my task and my efforts. So a teacher's perspective, I think a novice teacher cannot handle the pressure" *(SR, FGD II., N. CI Cycle 4).* **Extract 5bii**. Barey afsoos ke saath mai yeh keh sakti hoon ke, jin circumstances mai hum hain [I can say with a lot of regret that given our circumstances], aur jo limitations hain hamarey saath [and that limitations that we have], us mai hum bohat zyada change nahi laa sakey gey [within that we can't bring a lot/ a big change]./It won't be a big change, ke ji hum aik revolution ley aaye hain [that lo behold we've brought a revolution] in the field of education. Aisa nahi hoga [That won't happen]! Bilqul [Absolutely] a very little change, ke thoora sa apney students ko aik [that we can make our students a little], baar baar wohi baat ke, ke aik monotonous atmosphere se thoora sa hum unhey aik khuley mahoul mai ley aaye gey [it's the same point/issue again and again, that there is this monotonous atmosphere we've taken them to less stultifying environment]. But it won't be a big change! **Extract 5biii**. "It will give you confidence, it will be a good experience for you… but only thing is you work hard, and if you will be committed to this research project, then only can you learn anything/there were 6 of us [then they left]/I don't the reasons, right… but have they learned anything? Nothing!/ they were not committed, so that's why they haven't learned! *(RH, SSI Trans. N. CI Cycle 4).* **Extract 5biv**. "I thought that I still need more support/again had I another person in my group *aap ke saath* [along with you] but I didn't have another person to discuss my ideas with/it made the intervention so much harder/But the thing is that if I had been in personal touch with you [addressing the researcher], so htat would have given me more confidence and it maight have much better… more ideas and so on if I had been in touch with you" *(HX, SSI, H. Group A. CI Cycle 4).*

Appendix Eiv: **Detailed Table 22 - DA2 Individual Analyses Results of the 8 Study Participants.CI Cycle 4**

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
Nazia Khanum (NK)	Nazakat (N.)	-FGD Contributions (in FGDs I-III) -CM (1) -SI Transcript (1) -Task responses (1) -Reflection (0)	Experiences of Engagement with Change Theme Change as "adopting something new", as being "brave enough" Sub-themes -Teacher Experience -Learner Experience -Insights into overall change experience [Facilitators & Obstacles, Limitations]	**Evidence from NK CI Cycle 4 DA Data** "I think change is adopting something new/I think now I am brave enough to bring that change" *(NK, T 237, SI Trans., CI Cycle 4)* "So actually I thought that change is a word, which I am not very comfortable with/…it was a bit scary! I told you I was nervous when I was starting" (NK, Ts 10/44 SI Trans., CI Cycle 4)/ "What I did… I gave them certain topics on which I asked them bring material – that was the idea of student-generated material/so when they brought that material I went through that and I gave them feedback/I gave them topics for presentation, so they presented on the material that they brought on their own, individual work/If was doing it on my own, I would not have introduced may these activities or group work or things like that/I have seen the results /the teacher… feels good about teaching and she also feels motivated /It went well/ So I will plan to do it more often in other classrooms as well" *(NK, Ts 46,53/98/125, FGD I/.FGD II/FGD I Trans, N. CI Cycle 4)* "'It's such a dry subject! How I am [*SIC*] going to study? There're so many book [*SIC*]' so such issues they [the students] had"/ "Yeah they [students] were willing to do that, 'how we're going to choose the topic, and how we are going to do it" and they [the students] were curious to know what is going to be the next step [*SIC*]. So, it means they have developed that much interest/I felt that class got more lively and the students get [*SIC*] involved *(NK, Ts 46/96, FGD I Trans, N. CI Cycle 4)* "I was given a new subject…Linguistics so I have to plan differently…but it was only a plan… when I became part of this research project, so it give me an opportunity to implement those changes, I think ….[this] project was that push that was required to push me towards that

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
				change.. I finally took that initiative of bringing change" *(NK, Ts 24/29, SI. Trans., N. CI Cycle 4).* "Yeah I will try definitely to bring a similar change in a literature classroom as well. But. I think for that I need to see the students as well, their caliber…are they are they able to do it. Or not" *(NK, S SI. Trans., N. CI Cycle 4).*
			Position on teaching and learning post engagement with change– Themes: - Teaching as an Expert Activity - Teaching and Learning as a Joint Production	"I think as a practitioner… it [alluding to use of updated techniques] is more professional"/ "So there is a traditional gardener who trims the plants with a blade. Then he is given a proper plant cutter… so it improves not only the trimming process but also the growth of the plants *(FGD II Ts 92/34/36, CI Cycle 4).* NK's final CM for the cycle comprises five downloaded images of a diamond in varying stages of being processed (NK. CM. N. CI Cycle 4, Appendix). The first image has the printed caption of "rough diamond" and the last image (the fifth one) the printed caption of "finished diamond". The choice of analogy suggests teaching and learning is a process involving transformation of learners from their "rough diamond" state to a polished "finished diamond" state. Here the implication seems to be that the teacher has the expertise, has the requisite skill sets to facilitate/contribute to this transformation. "Now I have changed… simile of a theatre [alluding to simile for teaching and learning shared in CI Cycles 1 & 2]. Previously like, the students were the audience… so the audience's role [is] very nominal in a theatre. The thing is that, although, everything that is…in a theatre, it is directed towards the audience, but they don't contribute much to the play! The only thing they contribute is their feedback. But now, how the classroom has changed…that now I think the teacher is now turned into the director/And the ss are the actors now! *(NK, SSI. Trans., N. CI Cycle 4).*

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
Javeria Khan (JK)	Husrat (H.); Group A	-FGD Contributions (FGDs I & II) - CM (1) - SI Trans. - Tasks (2) - Reflection (1)	Experience of Engagement with Change Theme Change as a "Journey of Self-Realisation" Sub-themes -Teacher Experience -Learner Experience -Insights into overall change experience [Facilitators & Obstacles, Limitations]	**Evidence from JK CI Cycle 4 DA Data** "A gradual change, giving good results" *(JK, Task 5, H. Group A. CI Cycle 4)*/ "Frankly speaking, I would call it [experience with project & intervention] a self-realisation project/…initiation period because if I again [*SIC*] evaluate myself, so I'm still in the beginning of the journey" *(JK, SSI Trans, H. Group A. CI Cycle 4)* "I would take my experience … as a process of self-realization & self-evaluation" (JK, Reflection, H. Group A. CI Cycle 4)/In other words, when I realized what [I] actually focused on my class, that was only listening skills/ You know when you analyse yourself as a teacher, when I started analysing and evaluating my own self, so it's not like I was really a role model for them/ And now after summer vacation, I have seen this change, found this change within myself, that it's not only one class which is, I means it's not only one class, but I feel this change within myself *(JK, T 80, FGD I, H. Group A. CI Cycle 4)* "[Students are] keen to learn English/ [There is] "actual participation" *(JK, Task 7, H. Group A. CI Cycle 4)* "I think it has sharpened because of this intervention project, because it happened afterwards that I really started planning things and started implementing them in my own classroom"/ 'Yeah, I felt alone seriously. I mean there is no support… support in terms of material, then moral support and they you know research support and help like a supervisor" *(JK, S SI Trans, H. Group A. CI Cycle 4)*
			Position on teaching and learning post	"Students might take it as an independent learning process, where the teacher is there to help them and guide them , but telling them to do the actual practice in class" (JK, Task 5, H. Group A. CI Cycle 4)/ "I am holding a bag with my hand I am dropping in few things, and then you know moving on..but all alone [describing state before research project/before intervention

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			engagement with change– Themes: - Teaching and Learning as a Joint Exploration/Enterprise - Teaching and Learning of Language as a Focus on Language Use Versus Rote-memorisation - Teaching and Learning of Language Not about Enculturation	implementation] .. [now].. I was not alone [desc post-project/post-intervention state], my students were also there. I had the whole class with me on the road *(JK, T 162, SI Trans, H. Group A. CI Cycle 4)*/ "when you enable the students to do, so they come up with some things, which might be new for you". *(JK, FGD I, H. Group A. CI Cycle 4)* "Individual learning, students' participation… grammar [as] a meaningful activity, to give them conceptual clarity *and* [italics added] and its use in context (application is the focus)". [Focus on] "reading, writing, listening and speaking… This is what I wanted to do and what I have done" *(JK, Task 5, H. Group A. CI Cycle 4)*/ application and when you enable the students to do, so they come up with some things. So, I said to my students *ke ratta choray* [so I told my students to stop rote-memorising]". *(JK, FGD I, H. Group A. CI Cycle 4)* "See! Learning a language or learning English language, is not … means forgetting about your own values. It doesn't mean taking somebody's culture to an extent, that you start forgetting your own culture. It's not like that also!" *(JK, T 108, FGD I, H. Group A. CI Cycle 4).*
Sidra Rehman (SR)	Nazakat (N.)	-FGD Contributions (FGDs I-III) -CM (1) - SI Trans. - Task (1) - Reflection (1)	Experience of Engagement with Change Theme Change as an "Add-on": going from "good to better"	**Evidence from SR CI Cycle 4 DA Data** "So the change in my teaching was remarkable/I found myself more motivated towards making them [the students] learn something" *(SR,, FGD I , N. CI Cycle 4)* "I was very worried. I did not know how we are going to do it. How they [students] are going to react"/ "they [the students] might probably resist autonomy and they might think, so may be we [the teachers] don't work *(SR, FGD I Trans, N. CI Cycle 4)*/ I not alone spent time helping them [the students]… [select] suitable materials which would fit in the learning objectives but also had to give them special sessions on group dynamics" *(SR, Task 5, N. CI Cycle 4)*/ I felt

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			Sub-themes -Teacher Experience -Learner Experience -Insights into overall change experience [Facilitators & Obstacles, Limitations]	extremely drained out and sometimes I thought are my students autonomous [*SIC*]… OR is my effort yet once again *(SR, Reflection, N. CI Cycle 4)* /But when they present[ed] it was the time I realized, that it was not 50%... when it was all done I realized that the horticulturist (alluding to teacher analogy given in CI Cycle 1 & 2) did only 30% and the plant was beyond expectation, they did better" *(SR, T 123 SI Trans, N. CI Cycle 4)*/"I then thought, I really… [am] a turtle in my personal and professional life. First, to start anything, I hide myself in a shell. Second, I am forced out by (XYZ) force, I come out and start, third I have my own pace, no battles to win, no race to run, last I get over it Alhamdolilah in a desired manner where the outcomes may be Positive" *(SR, Reflection, N. CI Cycle 4).* "So they [the students] literally said that 'This was the best thing, this is the skills focused [*SIC*]" *(SR, FGD I Trans, N. CI Cycle 4)* "You know, I was constantly striving from my end, from bad to good…and for my learners from good to better. So, it was probably the project, that gave me motivation" *(SR, T 218, SI Trans, N. CI Cycle 4).* "Considering the workload, how would I justify…this research project" *(SR, Reflection, N. CI Cycle 4)*/ when everything was going on, I though Oh God! I am working around 80%, they [the students] are working only 20%...every group asks me for help, although I don't speak, I give all the 5 books, I ask them to read in front of me" *(SR, T 74, FGD III Trans, N. CI Cycle 4).*
			Position on teaching and learning post engagement with change– Themes:	"Everything, and every task, and every methodology which I used as an intervention, was related to some kind of change, some kind of positive change as far as the learners is concerned primarily. And probably secondarily as far as my positive change is concerned/ …sort of positivity in my teaching- learning as well." *(SR, Ts. 6, SI Trans, N. CI Cycle 4)* "I think that I did make a positive change, not even only in the formal learning and the academics, but the other things as well, which was probably not graded /Because, if I am

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			- Teaching and Learning as Positive Change - Learning as Positive Change, as Holistic development - Teaching and Learning as "Involvement", as "Teacher and Learner Enrichment" - Learners "as clean slates"	teaching them something, which is bringing change in their life, and if they are using that change in their other things as they grow up…then it means that there was some positive change taking place" *(SR, Ts 74/6, SI Trans, N. CI Cycle 4)* SR's CM has been presented as a kind of comic strip, comprising of three images/scenes (SR, CM, N.CI Cycle 4, Appendix). In the first scene we see the teacher, represented by a stick figure, separated from a group of other smaller stick figures (arranged in three rows), presumably representing the learners, by a line. The drawing is presented in a vertical frame, so the figure of the teacher is positioned at the top and the learners are positioned at the bottom. The second image/scene comprises a brainstorm. The brainstorm establishes connections between the words "add-on", "group work", "teacher involvement", learner involvement". The third image/scene seems to represent a post-intervention classroom. It comprises several stick figures all grouped together and all smiling. The figure positioned at the center is visibly larger than the rest of the figures and shown as surrounded by the other smaller stick figures. The scribbled caption, encased in a bubble and positioned to the left of the central figure, reads "Teacher Learner Enrichment". There is, in effect, a stark contrast between the first image/scene versus the last third image/scene with regard to the teacher and learner dynamic. In the first, there is a boundary separating the teacher and the learners whereas in the last scene, the teacher and learners are shown a kind of collective, no longer separated by barriers but ostensibly existing as kind of community: a smiling teacher surrounded by smiling learners. (SR, CM, N.CI Cycle 4)/ "And see [SR elaborating on her CM] how organized the groups are now/Yeah completely different…. that this is the group dynamic part which is been added, this is the teacher learner environment. And I focused that even the teacher is learning" *(SR, T 23, FGD III, N. CI Cycle 4)*. "I chose my first year [identifying learner group for the intervention], the babies who enter school of nursery" *(SR, T 226, FGD I Trans, N. CI Cycle 4)*. /It [referring to selection of learner

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
				group for intervention] is okay to work on clean slates" *(SR, T 249, FGD II Trans, N. CI Cycle 4)*.
Bakhtawar Talati (BT)	Husrat (H.); Group B	FGD Contributions (Transcripts- 2) -CM (1) - SI Trans. (1) -Tasksheet (0) - Reflection (0)	Experience of Engagement with Change Theme "Change as Transformation from a Stagnant Pool to Running Water" Sub-themes Teacher Experience Learner Experience Insights into overall change experience [Facilitators & Obstacles, Limitations]	**Evidence from BT CI Cycle 4 DA data sets** "*Kisi kisaam ka change aata hai* [when there is any kind of change] … behavior *mai change aa jaat jai* [there is a change in your behavior], aapki thinking mai change aa jaata hai [there is a change in your thinking]. Instead of being a stagnant pool, you become running water/means you are adding up something, you are subtracting some old ideas". *(BT, Ts 260/262, SI, H. Group B. CI Cycle 4)*. 'So what I did was, *mai ne unko sab ko thoora sa, takriban* six months *mai se* four months *mai, maine unko yeh kaha ke* [I in six to four months, what I did with them a little, I told them]: "You are going to select the topic of your own choice... It [presentation practice] was first in Urdu, and then gradually it was in English *(BT, Ts 8, 10, 12, 16, FGD I, H. Group B. CI Cycle 4)*. I liberated them [the students] …This is liberation/This is what I delivered/*Matlab* [I mean] they were shy, *leikin… un ko boost mila* [but they got a boost]/Everybody tried! Nobody faltered/Everybody did perform. And that was my achievement actually *(BT, Ts, FGD II, H. Group B. CI Cycle 4)*./ I find out for the first time how different it is, how different that flavor is/*hum ne* kudh koi cheezain seekhee, *acha uss tarah karnay se mujhay khudh* for the first time *pata chala* [We also learned something, ok from doing it I also discovered something for the first time]" *(BT, SI, H. Group B. CI Cycle 4)*. " *Acha aik aur cheez* [ok one other thing] they [the students] were so happy that they arranged on their own a party [alluding to the to the formal final presentation which was planned as an event and included an invitation to the college principal and other teachers], juice waghera [juices and all that] /I mean two or three of them [alluding to the students] remarked that: 'In our 12 years of study, this is the for the first time that we have really studied and learned

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
				English. And it was contributed 30% to 40 % by the teacher and 60% to 70 % by the students'" *(BT, FGD I, H. Group B. CI Cycle 4)*. I explain everything [alluding to trying to teach learners texts with outdated scientific theories] over there that, "See this is a very old fashioned, *yeh bohat hi purana* [this is very old/dated], *bohat hi obsolete kisam ka text hai* [this is a very obsolete kind of text] which I am teaching you". To *us mai bhi aap yeh keh saktey hain* [So in that you can also say] , *ke us mai bhi maine yeh* interventions jo haina [that I also, these interventions] *yeh maine kiye hain* [I have still done these] . *Halankey* [Even though, it is very difficult to teach this when you have a class of 90 pupil[s] in front of you. *(BT, T 180, FGD II-cum-SI, H. Group B. CI Cycle 4)*
			Position on teaching and learning post engagement with change– Themes: - "Teaching as [a] two-way process" - "The Teacher as the Moon Versus the Sun: Giving Light from Afar" - "Teaching and Learning Focusing on Affect, on Engagement with Target Language	"I actually for the first time came to know [*SIC*], I actually for the first understand that learning is a two-way process. It is not always the children who are learning, sometimes it is the teacher as well. So, when the children, the students, they work by themselves…they bring you a lot of knowledge, *theek hain* [aright]? *(BT, T 6, SI Trans, H. Group B. CI Cycle 4)* "Do you remember Mirat [addressing researcher], *jab aap nai last session mai poocha tha* [when you asked last session {referring to discussions in CI Cycles 1 & 2}], 'what is teaching like?' *Tu mai ne jo aik vision paish Kiya tha* [so I had presented a vision], *wohh yai tha ke* [it was this that], 'sometimes it is like the glance of [a] moon at night /And it is actually guiding the traveler, leikin wohh Sun *ke tarah usko mukamal taur per her cheez* clearly *dekhla nai raha thaa* [but unlike the Sun it didn't completely show everything clearly]" (BT, Ts 42/44, FGD I, H. Group B. CI Cycle 4)/ "*Haan daikh raheen hoon, dur se* [I'm looking at them but from afar {BT expanding on her CM}]/ I want to give the students a room, a space" *(BT, Ts 12/155, FGD II, H. Group B. CI Cycle 4)*. "I think more than learning English, my point was to build a little bit of confidence in them/confidence to come forward, to say whatever they have in their mind [*SIC*], to express

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			Versus Rote-memorisation" -"The Human Mind as a Water Tank"	their feelings in such a way [that] whatever they are saying should not be like rote-memorisation" *(BT,Ts 86/90, FGD II, H. Group B, CI Cycle 4).* "I mean…[the] most appropriate example that comes into my mind whenever I talk about the teaching and learning process. It is just like that a human being is just like a water tank/so we have two different tanks, one is [the] underground tank *haina* [alright] and the other is situated at the top of your building/ the information, knowledge coming from the corporation pipes [the main reservoirs] and filling up of tanks depends entirely on the supply. As long as the supply continues the tank will continue to fill up/*Aab woh* [when those the water tanks] *jab aap ke saath* knowledge *share karangay*[when they share knowledge with you] it's just like you have put here have put on the switch/ [*Tu* [so] students *ke liyay* teacher, *aur* teacher *ke liyay* [so for the students it's the teacher and for the teacher it's the students], they are just like those water tanks" *(BT, Ts 264/270 &272/268, SI Trans, H. Group B. CI Cycle 4)*
Yasmeen Piracha (YP)	Husrat (H.); Group B	FGD Contributions (5 Transcript extracts) -CMs (1) - Tasksheet (1)	Experience of Engagement with Change Theme Change as Learning via Reaching a "Culmination Point", as a Result of Continuous Teacher Effort Sub-themes -Teacher Experience	**Evidence from YP Data sets CI Cycle 4** "*Lekin continuous effort se kuch na kuch faraq to zaroor parha* hoga na [alluding to change/improvement in learners]… [But yes, the continuous effort must have been some difference, effected some change]/ Char (*4*) semesters se jab maine unko ghuzara [the four semesters that I spent with them {the learners}, tuo [so] *4th mai mujhe thoora sa achievement ka ehsaas hua* [so in the 4th {semester} I finally felt some sense of achievement". The culmination point/ All 4 skills integrated [alluding to the outcome of the intervention YP customized & implemented], starting from speaking and then resulting into writing. The culmination point!/ gradually they [the students] improved" *(YP, FGD I, H. Group B. CI Cycle 4).* "As I have narrated in my *Dastaan* [alluding to the story share din CI Cycles 1 & 2]..that we keep in view always the examination system and it's paper right?/ We are bound to! I crossed even the boundaries of the syllabus content and I taught them a lot, right?/I was pretty successful in making them [the students] write something/The final results .. by keeping them

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			-Learner Experience -Insights into overall change experience [Facilitators & Obstacles, Limitations]	in mind, I have deduced all this… I mean how much they [the students] have learned." *(YP, Ts 282, SI cum Individual FGD II, H. Group B. CI Cycle 4)*/" And it was a very successful experience! Even the Principal, when she called and invited to see the whole work of the students [alluding to the "reader" YP and the students compiled together], she was totally amazed and over pleased. She said that, "This is the thing, which the writers do, which the publishers do" *(YP, Ts 180/210, FGD I, H. Group B. CI Cycle 4)*. "And they [the students] enjoyed a lot" *(YP, T 86, SI cum Individual FGD II, H. Group B. CI Cycle 4)*/ They were overexcited [referring to the students working on the compiled "reader" that YP collaborated on them with]! Especially when they made the separators and the different sections, that this section is this and that, so they were overjoyed, because they did it on the computers. Some students, they did it by sketching…I mean the creativity can be enhanced by applying different ways. So the students were more than happy! There was something practical to do for them! *(YP, Ts 180/210, FGD I, H. Group B. CI Cycle 4)*. "Different sessions of discussion with the research team made me a little bit more conscious about my role as a language teacher. I thought about different ways, methods, techniques (some of which were shared by the research team members) and implemented them" *(YP, Reflection, H. Group B. CI Cycle 4)*. *Yeh bhi baat hai* [There is also this problem]…*Matlab teacher koi miracles nahi kar sakta aik dum se* [I mean the teacher can't perform miracles all of a sudden], *ke yeh ho gaya* [that has happened/changed], *wohh ho gaya* [that has happened/changed]. It should be realistic, *ke matlab itna zyada kamaal nahi ho sakta* [that such a miracle is not possible]. *Hamarey mulk ke systems* [The systems in our country], *aik system doosrey se itna different* hai [one system is so different from another], *jahan aap laakhon laga ke bachey parhaye gey* [where you can spend millions educating children], *wohh tuo hongey A-one* [they definitely will be A-one/brilliant], *theek hai* [ok]. *Bahar ke mulko mai bhi aik dum se aap utha ke bhej dain* [Even if you send such children abroad], *aur wahan per unko admissions wagera har jagah mil jaayein* [even

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
				there they will have no problems getting admissions and such {is alluding to school admissions]. *Baqi jo students ki lot hai* [The other children {seems to be alluding to children who don't have access to expensive education}, *wohh tuo sarhh untrained teachers ke haathon ma*i [they are rotting away left to the ministrations of untrained teachers]. *Mai peechley deno parh rahi thii aik research paper* [The other day I was reading a research paper], *us mai thaa ke* [there was this bit there], "*Jo English ke problems hain, wohh is liye bohat zyada hai, kyunke is mai untrained teachers ka haath hai* [That the problem of English proficiency, it has become so acute because of untrained teachers" *(YP, FGD I, H. Group B. CI Cycle 4).*
			Position on teaching and learning post engagement with change– Themes: - Teaching and Learning as a Science, as Methodology; as Guided Instruction - Teaching and Learning of Language as Affect Rather than Performance - Teacher and Learner Collaboration in	"I've drawn the picture of experimentation [elaborating on CM describing intervention for CI Cycle 4; see Appendix], and it's sort of an experiment, instead of a lab, there is a classroom… Right? Different techniques are being used.. they are put in…The large beaker represents the classroom… And these techniques are number one, the communication activities in groups, trios and pair activities. Then, there are other different techniques and methods to teach the language. Then the guided instruction on part of the teacher, because …[of] the level/ So the whole thing can be achieved properly, and the results can be received according to the requirement" *(YP, Ts 4/16, SI cum Individual FGD II, H. Group B. CI Cycle 4).* "But there was another achievement, which I put in the centre, because it was the effort made by the whole class. Regardless of whether them [the students] achieving 80 % or 60%/I will not talk about their final results because so many things … other things can also count in the final results. *Lekin jab hum iss cheez ko learn kar rahay thay* [but when we {referring to both her and her learners} were learning this [seems to be alluding to reference book – "the reader" YP and learners produced together], they, that…[is] the children, they were over excited, they were never bored, they were ready to work". *(YP, Ts 26/88/90, SI cum Individual FGD II, H. Group B. CI Cycle 4)* / it's their [the students'] own starting point…*jitna un ke andar shauq hai*" [how interested they are in it/how much passion they have for it]

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			Teaching and Learning - Teaching as Total Investment, as a Prevailing against Odds - "Learning as Absorption"	"There were efforts on the part of the teacher and student" *(YP, Task 5, H. Group B. CI Cycle 4)*/ "They [the students] composed a reader or a reference book on 'Academic Reading and Writing'. Right?/ all of them did right.. partly the credit goes to the teacher and partly to students *(YP, Ts 26/28, SI cum Individual FGD II, H. Group B. CI Cycle 4).* "My focus was to teach them [the students] each and everything!)/" They [the learners] should be prepared for the unseen/for the future challenges, so they [the students] could cope with it /whenever I teach, I teach with whole concentration and focus. *Apna haq ada kar keh phir parhaya* [I did my duty and taught]– *Rizq ke halal Kamaya* hai [I earned an honest living [halal is an Islamic concept of what qualifies as rightful earning]. I tried my best, level best]". *(YP, SSI cum Individual FGD II, H. Group B. CI Cycle 4).* "Yeah, it's their [the students'] own starting point, *jitna who absorb kar saktay hain* [however much they can absorb]" *(YP, T 290, FGD I, H. Group B. CI Cycle 4).*
Rania Hasan (RH)	Nazakat (N.)	FGD Contributions (FGDs 1-3) CM (1) SI Trans. (1) Reflections (0)	Experiences of Engagement with Change Themes: - Change as a Worthwhile Risk in Teaching and Learning sub-themes Teacher Experience Learner Experience	**Evidence from RH Data Sets CI Cycle 4** "I came, I saw, I conquered *(RH, Ts4 52, FGD III, N. CI Cycle 4)* "Starting something is you know very, very risky/*(RH, FGD II, N. CI Cycle 4)*/Good! It was good. I felt like they [the students] were doing something on their own (RH, FGD I, N. CI Cycle 4)/ I thought I will be controlling all things... like I will ask them [the students] to do things…but what actually happened is that they took the oars from my hands and started moving on their own *(RH, FGD II, N. CI Cycle 4)*/ /So now I am confident enough to take another risk if I have to" *(RH, SSI, N. CI Cycle 4)* "When I think about students' mind…I think they might have felt they are climbing a mountain. When I told them the methodology that was there… what change we are going to do this semester, the things we are going to apply// through their faces I got the feeling that they were not... that they were going to be very difficult… so it was just like climbing a mountain…I

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			Facilitators and Obstacles in Overall Change Experience	felt like they [the students] had started enjoying… like climbing up the mountain is going to be very difficult … [but] when they reached the top of the mountain, I felt like they quite happy. *(RH FGD I, N. CI Cycle 4)*
			- Change Experience as a "Graduation Story"	"The intervention we applied proved very helpful in motivating students/The class which I selected (sorry to say) was really lazy but through this interaction they participated in the learning process" *(RH, Task 7, N. CI Cycle 4)*.
				"So I have connected these 4 cycles of intervention [referring to the four CI cycles of the research project] with the cycle of studies for any student. Starting from school, and then moving towards Intermediate, and Graduation, and Masters covering all the tasks, I crossed the first cycle, that is the metric. Then we went to our second cycle, that is Intermediate…The feeling was almost the same, we have studied something, we know something that we are doing and what we have to do, but it was not completely decided…After we completed the cycle II, it was decided what we are going to do, and how we are going to do. Just like after doing Intermediate, we decide... Then it was intervention part, the cycle III, that is related with the Graduation, its long, it's time taking [*sic*], hardworking [*SIC*] is there… And now looking at this fourth cycle we have already done the Graduation mark… now I am a Master and I am a Researcher… I have done something, officially I have done something" *(RH, FGD III, N. CI Cycle 4* //The change started from the beginning no doubt/The change in my thinking... the change in my thinking in a way that …relating to each and everything…Now I have realized that everything matters. Whatever we started from the beginning, from the first task, everything is related to the intervention" *(RH, SSI, N. CI Cycle 4)*
			Position on teaching and learning post engagement with change– Themes:	"Before [referring to stance prior to the project/intervention] …previously the teacher was the oar…and the ship was the student/I was trying to move the ship on my own, through my own oars so that it would be under my control/ Now … the ship is teaching… the oars are the students… they are moving the ship, now they moving … ah the learning part… the teacher's

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			- Teaching and Learning as Transmutation of Learner from Object to Active Participant - Teaching as Involving a Reconfiguring of HE-Appropriate Methodology	part is very less, the movement is done through the oars right?/ the teacher is there, but the movement of the ship is because of the oars *(RH, FGD II, N. CI Cycle 4)*. "So the verdict is, this intervention [referring to use of learner-generated material strategy] can be according to the strategies because we [referring to HE ELT Pakistani Practitioners] are teaching at the university level, and most of the lectures are lecture-based, so even we [*sic*] can ask the students to collect the materials, then will take the interest in the lecture as well" *(RH, FGD II, N. CI Cycle 4)*.

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
Gurya Vazir (GV)	Husrat (H.); Group B	FGD Contributions (FGDs I & IIs) - CM (1) -SI Trans. - Tasks (0) - Reflections (0)	Experience of Engagement with Change Theme Change as "Something Different", as "Something Permanent", as a Constant State Sub-themes Teacher Experience Learner Experience Insights into overall change experience [Facilitators & Obstacles, Limitations]	**Evidence from GV Data Sets CI Cycle 4** "Sometimes *mai Kehti hoon ke* [I say that] that change is permanent. Sometimes it seems to me that change is permanent/Yeah change is trying something different *(GV, SSI, H. Group B. CI Cycle 4)*/ "repetition of everything becomes boring at sometimes. There must be a novelty, there must be something which would be new" *(GV, FGD I, H. Group B. CI Cycle 4)* "I was given the Urdu discipline in B.S class. Urdu *ke bachey aapko pata hai* [The children {students} of the Urdu discipline], they were very fluent in Urdu, but very shy in English/ *Tuo wohh humne class mai mil kar dekhi* [So we saw that {the movie} in the class together]. To *bachey bara khush huay ke is tarah bhi English seekhi jaati ha*i [So the children {students} were fascinated that English can be learnt like this as well]…. *to practically abh kaise karna* hai [so how to do it practically], *pehle to unko yeh diya* [first they were given this]….I still remember what nursery rhymes I used to sing in my childhood. *Phir maine soocha ke* [Then I thought]*, chaley bachpan to har aik insaan ke ander hota hai* [look there's a child in all of us], har bacha ander se aik bachaa hota hai [every child is a child inside]. *Phir humne nursery rhymes ko apna topic liya* [so we took nursery rhymes as our topic]. *Aur bacho ko kaha ke* [And I instructed the children that]*, "Aap ne iske upper aik act play karna hai* [You have to do act – do a play on this]/I was really amazed, really amazed! Because when I saw the talent inside the students, and they were showing with full enthusiasm, with excitement and with interest, it created so much good effect, and it as really amazing!" *(GV, FGD I, H. Group B. CI Cycle 4)* *Bilqul* [Absolutely] it was not a burden, *ke ji yeh English hai* [that oh this is in English], *jisko hum seekh hi nahi saktey* [that we can't ever learn]…So they [the students] rather enjoyed English very much. And they were very enthusiastic, "Mam! *Hamara next semester bhi aap hi lengi* [Mam, will you take our class next semester as well]?" *Tuo maine kaha* [So I said], *haan* [yes]! So now they are saying ke [that], "*Abh to English jaisi bhi ho* [Now whatever English

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
				{the subject} is like, we will go through it, *hum parh lengey* [we'll be able to study it]". (*With a huge laugh). (GV, FGD I, H. Group B. CI Cycle 4)* "It [referring to implementation of intervention and participation in the research project] was a learning"/ Kyunke aik wohi hamarey zehn mai aik [Because that is the only idea in our mind] *monotonous sa thaa learning ka* [the idea of monotonous learning] , *ke ji books hain* [that look there're books], *parhana hai* [we have to teach], assignments *banani hain* [we have to ready assignments]…but this sort of learning was really *amazing. Ke bethey huay hain, aur bilqul aik apni bohat even personal cheezain bhi share kar rahey hain* [That just sitting around and we were able to share even the most personal details]. So it was a very rare experience. I had never been experienced ever before. *Tu iss cheez ke saath aik bara confidence aay*a [So we gained in confidence because of this], ke *jis tarah humne yeh cheez seekhi hain, yehi agar abh bacho ko bhi seekhaya jaaye* [so just as we learned, if we teach children like this] to bohat achaa hoga [so it would be absolutely amazing]. *(GV, FGD II, H. Group B. CI Cycle 4).* *Barey afsoos ke saath mai yeh keh sakti hoon ke, jin circumstances mai hum hain* [I can say with a lot of regret that given our circumstances], *aur jo limitations hain hamarey saath* [and that limitations that we have], *us mai hum bohat zyada change nahi laa sakey gay* [within that we can't bring a lot/ a big change]. *(GV, FGD II, H. Group B. CI Cycle 4).*
			Position on teaching and learning post engagement with change– Themes: - The Teacher as a Mother Goose and Teaching as Enabling Learners to Swim	" I have keep them [the students] into [*SIC*] protection and under my warm wings…" *(GV, Ts 105, FGD II, H. Group B. CI Cycle 4)*/GV's CM comprises a pencil -drawing of a mother goose and four goslings (GV CM. H. CI Cycle 4, Appendix). There is a clear indication that the mother goose is central figure in the drawing because, even while her figure has positioned on the right-hand side of the page, it is much larger in size than the other four figures. The underlined caption below the drawing reads "Mother Goose". Beneath this caption is another underlined label which appears thus: "How to swim: From SHALLOW TO DEEP BLUE SEA". The choice of analogy suggests the teacher's role is seen as a nurturing one as well as a fiercely protective one. The two captions also suggest that while the teacher's role understood

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			- Teaching as Preparing Learners for Practical World, as Teacher's "Core Object"	as being a nurturing one, it also envisioned as being one that requires the teacher to enable learners to acquire skills, to learn by taking a graduated approach: taking them from the shallows to the deep blue sea. *(GV, CM, H.. Group B. CI Cycle 4, Appendix).* "To make them [the students] according to the requirements of the outer world /The] course is simply a limitation. And it is a boundary. But have go beyond the boundaries… to make them more practical. And it would be very pathetic if we would limitize [*SIC*] them. So, this is my core investment" *(GV, FGD II, H. Group B. CI Cycle 4)*
Hania Xaidi (HX)	Husrat (H.) Group A	FGD Contributions (FGD I & II) - CM (1) - SI Trans - Tasks (4 & 5) - Reflection (0)	Experience of Engagement with Change Themes: -Change as "Self-rediscovery and Self-Improvement" Sub-themes Teacher Experience Learner Experience Insights into overall change experience [Facilitators & Obstacles, Limitations]	**Evidence from HX data sets CI Cycle 4** "[Change journey] a lot of effort resulting in rediscovering myself and learning how to get better" *(HX, CM, H. Group A. CI Cycle 4)* Okay I started off, I made preparations/ I realized that I was about to drown, and people were actually noticing it (HX, SSSSRI Trans, H. Group A. CI Cycle 4; see Appendix)/ This time [alluding to implementation of second iteration of intervention] when I started, I have started to see things in a different way because last time I was struggling so much phy*sic*ally [referring to her health issues] my mind was not v. relaxed about all these things. This time around, because I…[had] already gone through it for one time, so for one thing, I feel that I am now much more confident/secondly I have already done a number of things, not as well as I wanted to do last time… I can anticipate a number of difficulties that I might have, and then I can adjust my material or whatever according to that" (HX, Ts 8/10, FGD I, H. Group A. CI Cycle 4)/honestly speaking this semester, since I have started it…it is paying off now *(HX, T 123, FGD I, H. Group A. CI Cycle 4)*/ self-realisation…it's ba*sic*ally rediscovering myself…coming to back to what I was/somehow I have lost during my journey/ Rediscovery, because now I feel … I do feel that whatever I want to do or wanted to do earlier when I started my journey as a teacher, I can actually do that. I …[had] stopped feeling when I..[had] given up *(HX, SSI Trans, H. Group A. CI Cycle 4; see Appendix).*

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			-Change as Essentially Teacher Responsiveness and Adaptability, as Navigation	"They talked about … classes, which they really enjoyed, and it was a good experience/In one class/case, they were trying to relax me [*sic*] which was very interesting… I felt that they were trying to make an effort/The other class [alluding to the 2nd learner group the first iteration of the intervention was done with] was really difficult in a way, because they felt that I was struggling and they tried not to cooperate in every possible way" *(HX, SSI, H. Group A. CI Cycle 4)* "Fate and chance gave me a number of opportunities to learn and develop the project [alluding to intervention project]. Naira my colleague [gave] me inspiration, students and their reactions gave me inspiration… Research project helped and Guided [*SIC*]" *(HX, Task 4, H. Group A. CI Cycle 4)* "Loads of challenges/red tape/ problems/demotivation *(HX, Task 4, H. Group A. CI Cycle 4)*/ "Bumpy road/ struggling and frustrated driver" *(HX, Task 5, H. Group A. CI Cycle 4; see Appendix)*. "This [referring to JK's comment regarding change having to do with self-realisation] can be the first step for change/but it's like modifications, making different kind of modifications in different kinds of ways… so you have to adopt yourself/but the main thing is like both the teacher's knowledge and the student's knowledge is increasing... but in that I think that both the teachers and the learners…maybe the teacher is more actually making changes…trying to find means to make things easier and more interesting for learners)/okay I started off, I made the preparations…when I started my journey, it has been a zig zag..as in in between I had so many obstacles/ it has a lot of I mean turns and splits and everything is happening… eventually then you have to make a number of modifications ". *(HX, SSI, H. Group A. CI Cycle 4)*
			Position on teaching and learning post	"Trying to make them [the students] learn… it takes quite a bit of effort/The main thing is that I have learned… I have to develop a lot of motivation" *(HX, FGD I, H. Group A. CI Cycle 4)*

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			engagement with change– Themes: - The Teacher and their Motivation as the Driver in Teaching and Learning - The True Teacher a Humane Teacher: Warm and Invested in Academic and Moral Development	I don't know remember… I don't remember which focus group discussion we have talked about this. So that teacher, she died a while ago, Mrs. Khanum, she was a very wonderful teacher. *Mai jab bhi dua kar rahi hoti hoon, to jo chaley gaye hain duniya se, to mai unko yaad zaroor karti hoon* [Whenever I pray for the souls of those who have departed from this world, so I always do remember her]. Why [do] I remember her? Because of two things, *aik tuo* [for one thing] she was very affectionate, *aur doosri baat yeh thii* ke [for another thing] she always took a holistic approach towards teaching. Yeh *nahi thaa ke jo inke course mai hai, sirf wahi hai* …she took us as human beings and try [*SIC*] to teach us whatever was appropriate for girls/ simple things…*matlab yeh ke kaprey agar see through hai* [I mean things like 'if you're wearing see-through clothes*, tuo is ke neechey shameez zaroor pehney* [so do wear a slip] and things like that" *(HX, FGD II, H. Group A. CI Cycle 4)*

APPENDICES Ev-Evii

Table 4 - ***Theoretical Building Tasks of Language (Gee, 2005, 2014; Adapted from Martin, 2016)-***

Task	Definition	Example
Significance	The use of language to signal the importance (or to downplay the importance) of something.	"Thanks for being so ungracious about helping" exemplifies how an individual's ungraciousness can be foregrounded, and the fact that they did help be minimized.
Practices	The use of language to "get recognized as engaging in a certain sort of practice or activity." (Gee, 2014, p. 33)	The way a presenter may engage in chit-chat when mingling would be very different generally from the way they "talk and act" during their conference presentation.
Identities	The use of language to be recognized as being a certain kind of person.	Consistently being obliging and validating whatever their line manager says and does is one way an individual can establish their identity as a 'good' employee, that is the proverbial 'yes man'.
Relationships	The use of language to establish a relationship within and with the social world.	A student complimenting their teacher on a lesson with a "that was such an enjoyable class" is using language to build a closer relationship with said teacher.
Politics	The use of language to extend or deny social goods (anything taken as valuable in a society) to others.	A room deodorizer label proclaiming it is 'eco-friendly' is making a statement that it is a better buy because it enables consumers to avoid environmental pollution. The assumption that the being 'eco-friendly' makes the deodorizer a more attractive buy here highlights

Task	Definition	Example
		how taking care of the environment is taken as a social good.
Connections	The use of language to associate or disassociate topics, themes or issues or individuals from one another.	One parent trying to disassociate themselves from their child when they misbehave by referring to them solely as the other parent's progeny. For example, during a fight over the misbehavior of their a daughter, a father says "Your daughter is a little monster" to the mother.
Signs, Systems & Knowledge	The use of language "to make certain signs & certain forms of knowledge & belief relevant or privileged, or not in given situations." (Gee, 2014, p.35)	"You must have noticed their habit of tossing in words of Latin or French here and there; their ever so subtle way of saying 'oh, we're so cultured & well-read!'"

Table 5 - ***Theoretical Constructs/ Tools of Inquiry (Gee, 2005; 2014)***

Construct	Definition	Example
Situated meanings	The specific meaning or phrases and words as they are used in a particular context.	The sentence "he is a very obedient son" can be meant as praise in one context. It can also an indictment in another context. For example, if being a 'mama's boy' was considered as an unattractive trait in a husband in a culture, and if this phrase were used during a conversation on an individual's potential as a husband, it would likely have a derogatory meaning.

Construct	Definition	Example
Social languages	A variety of speaking or writing associated with a particular group of identity.	Types of Formal language (e.g. Standard English, Academic English, technical language) and informal language (e.g. Urbanese).
Figured worlds	A folk/personal theory or cultural model that presents a simplified world view and what is taken to be normal or typical.	Democracy assures freedom and equality ensures a better way of life for all.
Intertextuality	Words or phrases used in speech or writing that quote, refer to or allude to other texts (including words others have said).	A Pakistani politician making a speech, denouncing their opponents for being corrupt, and quoting the Quranic (Muslim Holy Book) injunction on bribery: "*"And eat up not one another's property unjustly (in any illegal way, e.g., stealing, robbing, deceiving), nor give bribery to the rulers (judges before presenting your cases) that you may knowingly eat up a part of the property of others sinfully."* (Surah Al-Baqarah, 2:188)
Discourses	Ways of combining and integrating language with actions, interactions, ways of thinking, believing, valuing and using various symbols, tools, and objects to enact a particular sort of socially recognizable identity.	A combination of a head scarf (*hijab*) and an outer covering/gown (*abaya*) worn over clothing. Discourse of a Muslim Female

Table 6– *Matrix of Analytic Categories (Building Tools) and Theoretical Constructs' (Tools of Inquiry)*

Analytic categories/ "Building Tasks" and Related DA Questions	6 Theoretical Constructs/Tools of Inquiry					
	Situated meanings	Social	Figured	Big " D" discourses	Intertextualit	Conversation
Significance DA Qs: "How is this piece of language being used to make certain things significant or not and in what ways?" (Gee, 2014, p. 32)						
Activities & Practices DA Qs: "What practice (activity) or practices (activities) is this piece of language being used to enact [to persuade, convince, discourage, support, undermine] (i.e., get others to recognize as going on)?" (Gee, 2014, p. 32)						
Identities DA Qs: "What identity or identities is this piece of language being used to enact (i.e., get others to recognize as operative)? What identity or identities is this piece of language attributing to others, and how does this help the speaker to enact his or her own identity?" (Gee, 2014, p. 33)						
Relationships DA Qs: "What sort of relationship or relationships is this piece of language seeking to enact with others (present or not)?" (Gee, 2014, p. 34)						

Analytic categories/ "Building Tasks" and Related DA Questions	6 Theoretical Constructs/Tools of Inquiry					
	Situated meanings	Social	Figured	Big " D" discourses	Intertextualit	Conversation
Politics DA Qs: "What perspective on social goods is this piece of language communicating (i.e., what is being communicated as to what is taken [or implied] as "normal," "right," "good," "correct," "proper," "appropriate," "valuable," "the way things are," "the way things ought to be," "high status or low status," "like me or not like me," and so forth)?" (Gee, 2014, p. 34)						
Connections DA Qs: "How does this piece of language connect or disconnect things; how does it make one thing relevant or irrelevant to another?" (Gee, 2014, p. 35)						
Sign Systems & Knowledge DA Qs: "How does this piece of language privilege or disprivilege specific sign systems (e.g., Spanish vs. English, technical language vs. everyday language, words vs. images, words vs. equations, etc.) or different ways of knowing and believing or claims to knowledge and belief (e.g., science vs. the humanities; science vs. "commonsense"; biology vs. "creation science")? (Gee, 2014, p. 35)						

RE: Oxford University Ethics' Committee Approval for Pilot Study

From: Nigel Fancourt
Sent: 08 May 2012 12:25
To: Mirat Ahsan
Cc: Education Research Office; Catherine Walter
Subject:

Dear Fatima,

I have today read and approved your curec application for your research, entitled: "A Context-based Model for Teacher Conceptual Change? Voices of ELT Practitioners in the Higher Education Context of Pakistan".

It sounds a valuable and interesting piece of research.

I must also apologize for the delay in replying.

best wishes

Nigel

Dr Nigel Fancourt

MLT course leader

Department of Education

15 Norham Gardens, Oxford OX2 6PY

www.education.ox.ac.uk<http://www.education.ox.ac.uk/>

Form CUREC/1

University of Oxford

CENTRAL UNIVERSITY RESEARCH ETHICS COMMITTEE (CUREC)

CUREC/1 Checklist

Principal investigator/supervisor/student researcher (title and name):	Mirat al Fatima Ahsan
FOR STUDENT RESEARCH PROJECTS ONLY ***Name of Supervisor:***	Dr Catherine Walter
Department or institute:	Department of Education
Address for correspondence:	11 Bradmore Road, Oxford, OX26QN
E-mail and telephone contact:	mirat.ahsan@kellogg.ox.ac.uk

FAQ C2

Before completing this checklist, please ensure you have consulted the following CUREC guidance documents available on the CUREC website (www.admin.ox.ac.uk/curec):

- Guidance on approval process
- Glossary
- FAQs

This checklist is the first stage of the University of Oxford's scrutiny procedure for *research involving *human participants. (Definitions of terms marked with an asterisk are to be found in CUREC's glossary and guidance).

The University aims to ensure that all research is subject to *appropriate* ethical scrutiny. This form is designed to identify those projects which fall outside CUREC's remit; those which fall within CUREC's remit but which pose low risks to participants and so need scrutiny only through this checklist; and those which fall within CUREC's remit and which pose greater risk to participants and so need more scrutiny. If you need further advice or if you have comments about this form, please consult the relevant IDREC officer.

FAQ D7

The checklist should be completed by the *principal investigator/supervisor/student researcher (under the guidance of his/her supervisor) undertaking or supervising research which comes under CUREC's responsibility. Please carry out a risk assessment of the project, in consultation with all researchers involved, using the checklist and CUREC's other documentation.

This form does not cover research governance, satisfactory methodology, compliance with the requirements of publishers when administering their tests or questionnaires, or the health and safety of employees and students. As principal investigator, it is your responsibility to ensure that requirements in these areas are met.

Office use only:

IDREC Ref. No. _____

Date of confirmation that checklist accepted on behalf of IDREC: // //

Form CUREC/1

SECTION A

Title and brief lay description of *research (about 150 words), plus description (about 200 words) of the nature of participants (including the criteria for inclusion/exclusion, method of recruitment, attaching samples of participant information and consent forms), purpose of the research, methods to be used, how professional guidelines are being applied (if applicable) and use to which the results/data will be put.
The proposed study, entitled "A Context-based Model for Teacher Conceptual Change? Voices of ELT Practitioners in the Higher Context of Pakistan", aims to understand the processes involved in engaging teachers, working in the ELT (English language teaching) higher education context of Pakistan, in conceptual change with regard to teaching and learning, in order to gain insights about what to consider when designing in-service teacher education initiatives for ELT teachers in Pakistan. Accordingly the study proposes through the means of an intervention, to explore and describe participants' lived experiences *of* and *with* conceptual change in regard to teaching and learning.). Since change is seen as a personal and individual process, the study proposes to use a hermeneutic phenomenological approach (van Manen, 1997) to investigate the research questions as it allows for describing the individual's experience of a phenomenon, which in this case is conceptual change, while allowing for the identification of what is essential in the experience (Moran, 2000). The main method for the study will include a collaborative intervention project which will incorporate the principles of co-operative inquiry (Reason, 2004; Reason & Heron, 1986). The data will be analysed through a hermeneutic framework. The participants will be teachers teaching English language at the tertiary level in Pakistan. Since Hermeneutic phenomenological approaches aim at developing rich or dense description of the phenomenon being investigated in a particular context (van Manen, 1997), the study proposes to use a purposeful sampling strategy. The focus is on gaining a depth rather than breadth, therefore the study proposes to involve no more than 14-16 participants. These participants will be divided in two project teams, consisting of seven to eight participants. Pakistan's is politically volatile therefore access may also play a factor in participant section. In that sense there may be a convenience sampling strand. A pilot study will be conducted before the main study is implemented. The documents relating to pilot study and main study have been attached as Appendices I A- D and 2A-D respectively.

List all *sites where project will be conducted:	***The research will be conducted in Pakistan, I the following cities*** 1. ***Karachi*** 2. ***Lahore or Islamabad***
Anticipated duration of project:	**4** weeks approximately (Pilot study) **__14__** months (Main study)
Anticipated start and end dates:	From 04 / 2012 until 05 /2012 (Pilot Study) From 07 / 2012 / until 9 / 2013 / (Main study)
Name and status (e.g. 3rd year undergraduate; post-doctoral research assistant) of others taking part in the project:	***N/A***
External organisation funding the research (if applicable - see also Section D):	N/A

	Does the funding body require some form of monitoring of the conduct of the research until completion (eg. annual ethical re-approval of the study)?	**YES**	**NO**
Please indicate what training on research ethics you have received, e.g. online training in ethics/human subject protection etc.	I have a MPhil in Educational Research and completed an ethics course then. I have also done an online ethics training course.		

SECTION B

(Please put a tick in the yes/no column as appropriate to indicate your response.)

1). Does your study primarily aim to monitor and/or improve the performance of a particular service provider?	**YES**	**NO**
		✓
2) Will your conclusions be applicable wholly or primarily to that service provider?	**YES**	**NO**
		✓
3) Are you conducting your study on behalf of or at the request of a service provider?	**YES**	**NO**
		✓

If you have answered 'yes' to any question in Section B it is likely that your study is *audit, not *research. Please check the CUREC glossary and if your study is audit you need not submit your proposal for ethical scrutiny. If you have answered 'no' to all questions please proceed to Section C.

SECTION C

(Please put a tick in the yes/no column as appropriate to indicate your response.)

1) Will the research involve *human participants recruited by means of their status as present or past NHS *patients or their relatives or carers?	**YES**	**NO**
[Until 1 September 2011, research involving participants recruited by means of their status as current or former NHS staff, and/or carried out on NHS premises, using NHS facilities or assessing NHS facilities and services, required the approval of an NHS research ethics committee. Such research can now be reviewed under CUREC procedures – see FAQ B3.]		✓
2) Will the research involve *personal data of any of the people listed in question C 1 above ?	**YES**	**NO**
		✓
3) Does the research involve administering any drug, placebo, or other substances to participants in the European Union (EU)?	**YES**	**NO**
		✓
4) Does the research involve ionising radiation in the EU?	**YES**	**NO**
		✓
5) Does the research involve magnetic resonance imaging in the EU outside the terms of the protocols for non-invasive magnetic resonance investigations in healthy volunteers, MSD/IDREC/2010/P17.1 and MSD/IDREC/2011/P19.1?	**YES**	**NO**
		✓
6) Does your research involve the taking of samples that consist of or include cells (considered to be *'relevant material' by the Human Tissue Act) for non-genetic research which will be stored for more than seven days before being destroyed or rendered acellular? ***[Guidance on the collection of samples is available on the CUREC website]***	**YES**	**NO** ✓

FAQ B3

7) Does the research involve human genetic research in the EU?	**YES**	**NO**
		✓
8) Does the research involve use of organs or other bodily material of past and present NHS patients?	**YES**	**NO**
		✓
9) Does the research involve any other *invasive procedure (Class A) not described above?	**YES**	**NO**
		✓
10) Does the research involve *human participants aged 16 and over who do not have *capacity to consent for themselves? ***[Please note that the definition of *capacity has been altered by the Mental Capacity Act 2005; see the Glossary on the CUREC website for further information]***	**YES**	**NO**
		✓

If you have answered 'yes' to any question in Section C please stop work on this checklist as you will need to submit your proposal to the appropriate NHS ethics committee. Further details may be obtained from the NRES website. Please submit the NHS Ethics Committee approval to the relevant IDREC officer for information when received.

If your research involves any of the above procedures, or seeks to follow the protocol MSD/IDREC/2010/P19.1 for studies investigating experimentally induced pain in adult healthy volunteers, but will be carried out by University of Oxford staff wholly outside the EU, you will need to submit your proposal to OXTREC, which uses separate documentation. **If you have answered 'no' to all questions so far, please proceed to Section D.**

SECTION D

(Please put a tick in the yes/no column as appropriate to indicate your response.)

1) Is the study to be funded by the US National Institutes of Health or another US federal funding agency?	**YES**	**NO**
		✓

If you have answered 'yes' to the question in Section D please stop work on this checklist as you will need to submit your proposal to OXTREC which uses separate documentation.

If you have answered 'no' to all questions so far, please proceed to Section E.

SECTION E

(Please put a tick in the yes/no column as appropriate to indicate your response.)

	YES	NO
1) Are all the data about people to be used in your study previously collected anonymised data which neither you nor anyone else involved in your study can trace back to the individuals who provided them (e.g. census data, administrative data, secondary analysis)? Please refer to the definition of *personal data in the glossary and FAQ no. 6 for further guidance.		✓

FAQ A4

If you have answered 'yes' to the question in Section E please stop work on this checklist as you do not need to secure ethical approval for your study. There is no need to submit any details to IDREC as such research does not constitute research involving human participants for review purposes.

If you have answered 'no' to all questions so far, please proceed to Section F.

SECTION F

Methods to be used in the study (**tick** as many as apply: this information will help the committee understand the nature of your research and may be used for audit).

METHOD USED	PLEASE TICK
Unstructured interview	
Semi-structured interview (Focus Group Discussions)	✓
Structured interview	
Questionnaire	
Analysis of existing records	
Participant performs verbal/paper and pencil/computer based task	✓
Measurement/recording of motor behaviour	
Audio recording of participant	✓
Video recording or phtotography of participant	
Physiological recording from participant	
Participant observation	
Systematic observation	
Observation of specific organisational practices	

Other (please specify) ***Reflective Journal***	✓

SECTION G

(Please put a tick in the yes/no column as appropriate to indicate your response.)

1). Does your research involve sensitive issues, such as illegal or sexual matters?	**YES**	**NO**
		✓

If you have answered 'yes' to the question in Section G, please provide a copy of the questionnaire that will be used in your research, and proceed to Section H. Assuming that your research project does not otherwise require completion of a CUREC/2 (see Section H below), it will be submitted for review to the relevant IDREC on the basis of this checklist, the questionnaire and other supporting documentation that you provide.

Form CUREC/1

SECTION H

(Please put a tick in the yes/no column as appropriate to indicate your response.)

Form CUREC/1

1). Have you made arrangements to obtain written *informed consent from participants?	**YES**		**NO**
	✓		
2) Have you made arrangements to ensure that *personal data collected from participants will be held in compliance with the requirements of the Data Protection Act?	**YES**		**NO**
	✓		
3) If your research involves any use of *personal data obtained from a *third party, have you checked to ensure that the *third party has arrangements inplace to permit disclosure?	**YES**	**N/A**	**NO**
		✓	
4) Does the research involve as participants *people whose ability to give free and informed consent is in question?	**YES**		**NO**
			✓
5) Does the research involve any alteration of participants' normal patterns of sleeping, eating, or drinking?	**YES**		**NO**
			✓
6) Is there a significant risk that the research will expose participants to visual, auditory, or other environmental stimuli of a level or type that could have short- or long-term harmful physical effects?	**YES**		**NO**
			✓
7) Is there a significant risk that the research will induce anxiety, stress or other harmful psychological states in participants that might persist beyond the duration of the test/interview?	**YES**		**NO**
			✓
8) Does the research involve exposing participants to any physical or psychological hazard, beyond those of their usual everyday life, not covered by questions 6 and 7?	**YES**		**NO**
			✓
9) Does the research involve any *invasive procedure (Class B)?	**YES**		**NO**
			✓
10) Will the research elicit information from participants that might render them liable to criminal proceedings (e.g. information on drug abuse or child abuse)?	**YES**		**NO**
			✓
11) Does the research involve the *deception of participants?	**YES**		**NO**
			✓
12) Will the research require a participant to spend more than 2 hours in any single session on activities designed by the researcher (NB this time restriction does not refer to situations where participants are observed going about activities not devised by the researchers e.g. observation of lessons in schools)?	**YES**		**NO**
			✓
13) Will the research involve a significant risk of any harm of any kind to any participant not covered above?	**YES**		**NO**
			✓

If any of your answers in Section H are in a shaded box, please complete Section I. If all your answers in Section H are in the unshaded boxes, please complete Section J.

Form CUREC/1

SECTION I

One or more aspect(s) of your research project suggest(s) that it may pose risks to participants (see shaded box(es) ticked in Section H).

	YES	**NO**
Are all the aspects of your project which caused you to tick a shaded box in Section H fully covered by research protocol(s) which has/ve received IDREC/CUREC approval?	Please give IDREC protocol number (s). Please proceed to Section J.	Please complete this form AND form CUREC/2 and submit both to the relevant Interdivisional Research Ethics Committee.
If you answered NO to question 1) in Section H concerning informed consent but a section of the Code of Practice governing your research activity is relevant, are you going to apply the standard set out in the Code of Practice?	Name of Code of Practice and section number: Please ensure that the description in Section A indicates how the Code is applied and proceed to Section J.	Please complete this form AND form CUREC/2 and submit both to the relevant Interdivisional Research Ethics Committee.

SECTION J

You can submit this checklist by email and/or as a signed hard copy; if it is being sent by email only, the checklist, and any email from the head of department or nominee separately endorsing its submission, must be sent from a University of Oxford email address (i.e. as a minimum, the checklist and supporting documents must be submitted by the head of department or nominee indicating his/her approval from a University of Oxford email account).

Complete this section only if you do not need to submit form CUREC/2.

I understand my responsibilities as principal researcher/supervisor/student researcher as outlined on p.1 of this form and in the CUREC glossary and guidance.

I declare that the answers above accurately describe my research as presently designed and that I will submit a new checklist should the design of my research change in a way which would alter any of the above responses so as to require completion of CUREC 2/full scrutiny by an IDREC. I will inform the relevant IDREC if I cease to be the principal researcher on this project and supply the name and contact details of my successor if appropriate.

Signed by principal researcher/supervisor/student researcher:

Date:

Print name (block capitals**) Mirat al Fatima Ahsan**

Signed by supervisor: (for student projects)

Date:

Print name (block capitals) **Dr Catherine Walter**

Form CUREC/1

I understand the questions and answers that have been entered above describing the research, and I will ensure that my practice in this research complies with these answers. **N/A**

Signed by associate/other researcher:

Print name (block capitals)

Date:

I have read the research project application named above. On the basis of the information available to me, I:

(i) consider the principal researcher/supervisor/student researcher to be aware of her/his ethical responsibilities in regard to this research;

(ii) consider that any ethical issues raised have been satisfactorily resolved or are covered by CUREC approved protocols, and that it is appropriate for the research to proceed without further formal ethical scrutiny at this stage (noting the principal researcher's obligation to report should the design of the research change in a way which would alter any of the above responses);

(iii) am satisfied that the proposed project has been/will be subject to appropriate *peer review and is likely to contribute something useful to existing knowledge and/or to the education and training of the researcher(s) and that it is in the *public interest.

(iv) [FOR DEPARTMENTS/FACULTIES WITH A DEPARTMENTAL RESEARCH ETHICS COMMITTEE (DREC) OR EQUIVALENT BODY - PLEASE DELETE IF NOT APPLICABLE] confirm that this checklist (and associated research outline) has been reviewed by the Department's Research Ethics Committee (DREC)/equivalent body, and attach the associated report from that body.

Signed:……..**(Head of department or nominee e.g Chair of DREC, Director of Graduate Studies for postgraduate student projects)**

Print name (block capitals)……

Date:……

Please check with your department about its procedures for the approval of CUREC forms. If your department indicates that the checklist should be submitted directly to the IDREC, please send it, together with any supporting documentation, to whichever of the IDRECs is more suitable (Social Sciences and Humanities or Medical Sciences), keeping a copy for yourself:

Secretary of the Medical Sciences IDREC
University of Oxford Medical Sciences Divisional Office
Level 3, John Radcliffe Hospital
Oxford, OX3 9DU
Email: ethics@medsci.ox.ac.uk

Secretary of the Social Sciences and Humanities IDREC
University of Oxford Social Sciences Division
Hayes House, George Street
Oxford, OX1 2BQ
Email: ethics@socsci.ox.ac.uk

IDRECs and/or CUREC will review a sample of completed checklists and may ask for further details of any project.

Form CUREC/1

FINAL CHECK

Please check each of the following before submitting the application. Failure to provide this information could delay the start of your research.

Have you completed Sections A and answered all relevant questions in Sections B-I? ☐

Have you defined all technical terms and abbreviations used? ☐

If you have produced any documentation in support of your application (which might include questionnaires, participant information, consent forms/form or note of procedure for recording oral consent, advertisements and surveys), have you attached a copy of these? ☐

Have you included all relevant approvals and supporting letters? ☐

Have you declared all potential conflicts of interest? ☐

Are all pages (including appendices and attachments) numbered? ☐

Are all relevant declarations in Section J complete and any necessary authorisations obtained (by email or by signing the form)? ☐

Revised March 2012

Change in ELT Practitioners' Conceptualising of Teaching and Learning: Voices from Higher Education in Pakistan

UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION

15 Norham Gardens, Oxford OX2 6PY
Tel: +44(0)1865 274024 Fax: +44(0)1865 274027
general.enquiries@education.ox.ac.uk www.education.ox.ac.uk

Director Professor Anne Edwards

Invitation to Participate

Invitation

I would like to invite you to take part in a research project. Before you decide whether to participate, it is important that you understand why the project is being conducted and what your participation would involve. Please take time to read the following information and the enclosed consent form carefully. Please ask me if there are any aspects of the project that are unclear, or if you would like more information. Take time to decide whether or not you would like to take part in this project.

What is the purpose of the project?

This project aims to explore and understand the interactions with and experiences of change of university instructors of English in Pakistan who collaborate in designing and implementing a teaching intervention project. I am especially interested in how teachers think about their teaching when they are working together to bring about a change in their teaching.

Why have you been chosen?

You are an experienced instructor of English language in a tertiary sector context in Pakistan and seem interested and committed to developing professionally.

What will happen during the study?

If you agree to participate in this study, I will ask you to participate in a group project with about 4-5 other English language instructors. The group will meet together over a period of 12-14 months as per the four phases of the study. In the first and second phase of the study group members will decide together on an aspect of their teaching that they want to address, and then design a classroom intervention to address the issue they have chosen. I will audio-record the group meetings, and will keep the artefacts (e.g. concept maps) that the group produces. In the third phase of the study each group member will implement the intervention in his/her own classroom. The group will not meet while the third phase of the intervention is going on, but I will ask you to share your lesson plans with the group, and to give copies to me. I will also ask you to keep a reflective journal, and you will have the opportunity to use the journal to carry out a dialogue with me about your work.

Do you have to take part? What are the risks and benefits of taking part?

You are under absolutely no obligation to take part in this study. If you do choose to participate, you can decide to stop at any time without giving a reason, and without any consequences – you need only tell me. There are no known risks to participating in the study. If you choose to participate in the study you will have the opportunity to develop both your practitioner and

research skills. You will also have opportunity to co-author a reflective paper on the intervention project and contribute to joint conference presentations on the intervention project with the researcher and group members.

What will happen to the results of this research?

The results of this research will be reported and discussed in my doctoral thesis, which will be deposited in the Bodleian Education Library of the University of Oxford. Results may also be published in academic journals or books, or presented at academic conferences. You will not be identifiable in any of the publications or presentations. No one but me will have access to your name. While the project is going on, paper materials will be kept in a locked filing cabinet to which only I have the key, and all electronic data will be password-protected. All paper materials, and any electronic data where you are identifiable, will be destroyed once the texts have been analysed. Anonymised electronic data, with any potentially identifying words removed, will be kept indefinitely in order to be used for later research by me or other researchers. However, please note that the confidentiality of your data is subject to normal legal requirements.

Who is organising the research?

This project is being organised in the context of my doctoral study in the Department of Education. The project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee.

Contact for Further Information or Follow-up

Should you have any further questions about this research, please do not hesitate to contact me. Should you have any comments or concerns about this study at any time, you can also contact my supervisors, Dr Catherine Walter &/or Dr Ian Menter, 15 Norham Gardens, Oxford, UK OX2 6PY, catherine.walter@education.ox.ac.uk; ian.menter@education.ox.ac.uk

My contact information in Pakistan and in the UK as follows:

Contact Information in Pakistan: Taha Homes, 348/15, Bahadurabad, Karachi, Pakistan
Mobile No: 03002203309

Contact Information in the United Kingdom: Mirat al Fatima Ahsan, PRS Education, Department of Education, 15 Norham Gardens, Oxford, UK OX2 6PY
Mobile No: 07779994049

Email Information: mirat.ahsan@kellogg.ox.ac.uk ; miraatf@gmail.com

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Director **Professor Anne Edwards**

Change in ELT Practitioners' Conceptualising of Teaching and Learning: Voices from Higher Education in Pakistan

Consent Form

This study aims to explore and understand the interactions with and experiences of change of university instructors of English in Pakistan who collaborate in designing and implementing a teaching intervention project. This is a study undertaken by Ms Mirat al Fatima Ahsan, doctoral student at the Department of Education, University of Oxford.

1. I have read and understood the information about this study. I have considered all the risks involved with this research. I have had an opportunity to ask questions, and any questions have been answered satisfactorily.
2. I understand that I can withdraw from the study without consequence at any time, simply by informing Ms Ahsan of my decision.
3. I understand who will have access to identifying information provided, how the data will be stored and what will happen to the data at the end of the project.
4. I understand that confidentiality of information is subject to normal legal requirements.
5. I am aware of who to contact should I have questions or concerns during or following my participation in this study.
6. I understand that this project has been reviewed by and received ethical clearance through the University of Oxford Central University Research Ethics Committee.

I agree to participate in this study.

I do / do not* wish to receive a report of this study.

Name: _____

Date: _____

Signature: _____

Researcher: Mirat al Fatima Ahsan

Date: _____

Signature: _____

*Please delete as applicable.

HIGHER EDUCATION COMMISSION

Learning Innovation Division

English Language Teaching Reforms Phase II

December 07, 2012 182/ELTR Phase- II/HEC/2012

Principal
Postgraduate Government College for Girls,
Satellite Town, Rawalpindi

Dear Madam,

This is to confirm that the researcher in question, Ms Mirat al Fatima Ahsan, is an HEC scholar, currently completing her doctorate from Oxford University, Department of Education. We further confirm that we have been briefed about the nature of the research study Ms Ahsan is engaged in and recognize its potential contribution to English Language Teaching (ELT) and English Language Teacher development at the higher education level.

The ELTR Project HEC has agreed to support this study through facilitating Ms Ahsan's access to public-sector tertiary institutions. Thus we would request that your college extend support and facilitation to Ms Ahsan on a two-tier level. Firstly, that she be granted permission to invite the following members of your English Department faculty to participate in her study: Ms Tayyaba Bukhari, Ms Khudija Nasir, Ms Vardah Ashraf and Ms Rabia Batul. Secondly that she be facilitated through being provided access to a venue at your college for conducting research meeting with participants. However it may be noted that HEC bears no financial liability in this regard.

Looking forward to your cooperation and support.

Thank you & Best Regards

Syed Musa Hassan
Project Manager
English Language Teaching Reforms (ELTR)
Higher Education Commission
Islamabad

Address: ELTR Project Phase-II, C&T Building, Learning Innovation Division, HEC, Islamabad
Ph: +92-51-90400811, 90400819, 90400823Fax: +92-51-90400802

University of Oxford
Department of Education

15 Norham Gardens, Oxford OX2 6PY
Email: velda.elliott@education.ox.ac.uk

18 May 2023

To whom it may concern,

This is to confirm that I have given Departmental approval for Mirat (Fatima) Al Ahsan to exceed the maximum word count for submission of her DPhil thesis.

Yours sincerely,

Victoria Elliott.

Victoria Elliott
Director for Graduate Studies