

Department of Education

Change in ELT Practitioners' Conceptualising of Teaching and Learning: Voices from Higher Education in Pakistan

Mirat al Fatima Ahsan

DPhil Thesis

Kellogg College

Trinity 2023

Supervised by Dr Catherine Walter & Dr Ian Thompson

Dissertation submitted to the University of Oxford in partial fulfilment of the requirements for Degree of Doctor of Philosophy Department of Education

Word Count: 109717

Abstract

This doctoral study sought to explore the dialectic between teacher thinking, teacher learning and teacher change. It was designed in response to the findings of a phenomenographic MPhil study carried out with six teachers working in Pakistan's higher education sector in the city of Karachi.

The 2010 study collected and explored descriptive data on English language teachers' conceptions of teaching and learning, and on the impact of teacher education on these conceptions. Findings highlighted the need to investigate teacher thinking and to explore strategies for effectively promoting change in teachers' conceptualising, in a culturally-sensitive, context-specific way. Accordingly, the two main research questions and six subsidiary questions of the present study looked at change in teachers' conceptualising, by tracking individual participant teachers' engagement with and resultant journey through change. The study used a hermeneutic phenomenological approach, and an intervention-project as the main method, within a frame informed by Cooperative Inquiry principles (Heron & Reason, 2008). The eleven-month study was conducted in two major cities in Pakistan, with two participant groups, consisting of three and five members respectively. Five data collection tools were employed. Three of these tools also functioned as intervention tools.

Study findings, arrived at by using conversational analysis, discourse analysis, and a hermeneutic mode of analysis, indicate a possible way forward for engaging English language teaching practitioners and other teachers in higher education in Pakistan, and possibly those in other similar contexts, with change in thinking, potentially leading to sustained TC. They also

highlight teacher change as being individual, ongoing, gradual and bound within the frame of culture and context, and they make a case for factoring in these aspects of change when designing teacher education and professional development initiatives.

DEDICATION

Bismillah Ar-Rahman Nir-Raheem
In the name of Allah, the Beneficent and the Merciful

To my parents, (The Late) M. Zaker Ahsan and Nasreen M. Ahsan

'Abu, look I'm here, finally! Yes, I know 'late-lateef' as always.... Sorry it took so long. Miss you, love you always...'
'Mama, don't have the words – thank you for being all that you are. I love you...'

In memory of my grandparents and all those now sleeping quietly in the shade.

Gone from this world but not forgotten

To my Siblings and siblings-in-law (you know who you are)

Thank you.....

To my beloved and wonderful 'Six'
Ada, Kazim, Zaina, Amal, Ammar and Zunairah,
My joy, my conscience and my hope....
'Oh, my sassy six where, oh where would I be without you, pray?

To everyone past and present who've stood as 'ibrat' for me. It's taught me to dream, to endure and to grow...JZK

[He] Allah is the Light of the heavens and the earth. His light1 is like a niche in which there is a lamp, the lamp is in a crystal, the crystal is like a shining star, lit from ˹the oil of a blessed olive tree…. whose oil would almost glow, even without being touched by fire. Light upon light! Allah guides whoever He wills to His light.

Quran (24:35)

The wound is the place where the Light enters you […] (Rumi)

ACKNOWLEDGEMENTS

First and foremost, my ever-lasting thanks and gratitude to my supervisors Dr Catherine Walter and Dr Ian Thompson for standing with me in my 'Long Day's Journey' and for all that they have endured on my behalf.
Thank you, Catherine, for holding aloft the light as I stumbled in the dark; for your clarity, for your rigour; for being the inspiration that you are: as an academic and as a human-being. It's been an honour.
Thank you, Ian, for your keen observations and invaluable insights, for your fortitude and for being so kind in a sometimes-unkind world.
A very big thank you to my former supervisor, Dr. Menter, to my examiners in the two upgrade interviews leading to the submission and to my 'heroic' viva examiners Drs Tribble and Elliot for wading through my tome-like thesis and for illumining the way forward…

I would also like to thank my department, the Social Science Division, the Education Committee, the UAS Team, and of course the Bodleian Team. A special shout-out to Kyra, Mary Smith and Monica for so generously and patiently lending their helping hands. Of course, last but not least a heartfelt thank you to Kellogg College.

I would like to express my deepest gratitude to Pakistan's Higher Education Commission (HEC) and the entire scholarship team for making the impossible possible…

I am also very grateful to The Aga Khan University, the Chancellor and the higher management for enabling me to avail this opportunity. I am also grateful to those who are or were a part of my AKU-IED family for being what they were to me. I would especially like to thank Drs Niyozov, Ali and Ashraf for exemplifying that to lead means to stand up. I would also like to thank my former AKU-CEL family, with a special thank you to my mentors and my friends. You know who you are…

I would also like to say a resounding thank you to my family, my extended family, my friends (at Oxford and elsewhere: esp. ZR) and the friends of my family for all their labours and generosity. This long journey could not ever have ended without you. A special thank you to ZDZS, KAS, the two AZS's and of course MAS and ZZS. ZDZS and KAS so sorry for the trespass and for your having to throw yourselves on the altar.

My final thanks are addressed to the 12 remarkable teachers who agreed to be part of the study and my undying gratitude to the truly extraordinary 8 heroic teachers for their 'Voices' – for sharing their journeys into the wilderness. This study would have been impossible without you!

Table of Contents

Abstract **i**
Dedication **iii**
Acknowledgements **iv**
Table of Contents **v**
List of Figures **1**
List of Tables **1**
List of Appendices **3**
List of Abbreviations **4**
CHAPTER 1 Introduction – An Orientation to the World of the Study **5**
1.1. The Present Study: An Overview **5**
1.1.1. The Pilot/MPhil study: Findings and implications 19
1.2. The Aims of the Present Study **21**
1.3. The Present Study: Relevance, Value and Significance **22**
1.4. Thesis Structure and Chapter Summaries **23**
1.4.1. Chapter 1: Introduction – An orientation to the world of the study 23
1.4.2. Chapter 2: Literature review 23
1.4.3. Chapter 3: Methodology 23
1.4.4. Chapter 4: Analyses of Nazakat and Husrat data sets from CI cycles 1 and 2 24
1.4.5. Chapter 5: Analysis of Nazakat and Husrat data sets post CI cycle 4 completion 24
1.4.6. Chapter 6: 8 Narratives on change and discussion 24
1.4.7. Chapter 7: Implications and conclusions, limitations and recommendations 24
CHAPTER 2 Literature Review **25**
2.1. The 'Problem' of Teacher Change in Education and ELT Literature on Pakistan **25**
2.2. The 'Problem' of Teacher Change in Second Language Teacher Education (SLTE) **30**
2.3. The 'Problem' of Teacher Change in Higher Education (HE) **37**
2.4. Teacher Change: Interlinks and Gaps **47**
2.5. Implications for Further Research – The Study and its Conceptual Moorings **52**
2.6. Main Research Questions – Research Qs I & II **57**
2.6.1. Subsidiary Research Questions – Research Questions i.-vi. 57
CHAPTER 3 Questions of Methodology **59**

3.1. Philosophical Orientations 59

3.2. The What and Why of Hermeneutic Phenomenology as a Methodological Approach 62

3.3. On Method, Embedded Tools and their Rationale 67

3.3.1. Embedded tools 71

3.4. Sampling 82

3.4.1. Characteristics of the eight final participants 85

3.5. Data Collection Procedures 86

3.5.1. Participant Recruitment 86

3.5.2. Cooperative Inquiry Cycles 1 And 2 88

3.5.3. Cooperative Inquiry Cycle 3 90

3.5.4. Cooperative Inquiry Cycle 4 92

3.5.5. Timelines of the study 93

3.6. A Hermeneutic Data Analysis Framework 95

3.6.2. Use of the CA-inspired Strand 98

3.6.3. Use of the DA Strand 104

3.6.4. Use of the HA Strand – An Additional Note 110

3.7. Ethics 112

3.8. Trustworthiness 113

3.9. Conclusion 115

CHAPTER 4 Analysis of Data Sets from Nazakat and Husrat CI Cycles 1 and 2 116

4.1. Description of results of CA-inspired analysis of FGD data sets from CI cycles 1 and 2 117

4.1.1. Disturbances and irregularities in turn management 117

4.1.2. Recurrent features of turn design 125

4.2. Discourse Analysis of Data Sets from CI Cycles 1 & 2 for 8 Final Participants: Results 130

4.2.2. The Nature of Teaching and Learning: An Analysis Sample 135

4.2.3. The teacher-learner dynamic: An analysis sample 140

4.2.4. Teachers and learners – roles and identities: A sample analysis description. 142

4.2.5. Role of own ‘Dastaans’ (Biographies) in shaping practice and thinking about Practice: An analysis sample 146

4.3. Holistic Analysis Results of CI Cycles 1 and 2 Data sets 148

4.4. Discussion on Findings from CI Cycles 1 and 2 – Findings from the Pre-CI Immersion Cycle 3 152

4.4.1. Research Question (RQ) II and subsidiary question v and Findings. 152
4.4.2. Subsidiary Research Questions iii a., iii b., v and vi and Findings 163
4.4.3. Subsidiary Research Question iv and Findings 174
4.5. Conclusion 183
CHAPTER 5 Analysis of Data Sets from Nazakat and Husrat CI Cycle 4 184
5.1. Description of Holistic Analysis Results: CI Cycle 4 184
5.1.2. Pakistani HE-ELT heroes, teaching and learning and viable change-pathways: A quest 187
5.1.3. The quest: Obstacles and challenges 189
5.1.4. The quest – The triumphant completion 191
5.1.5. The quest and the heroes' enlightenment (some kind of realization/shift in thinking/change) 195
5.1.6. The Quest: Lessons Learned and Final Words of Wisdom 199
5.2. Results of Discourse Analysis for the 8 Final Study Participants in CI Cycle 4 201
5.2.2. Experiences of Engagement with Change in Relation to Teaching and Learning205
5.2.3. Participants' Positions on Teaching and Learning Post-Change Engagement 207
5.3. Conclusion 214
CHAPTER 6 Narratives on Change and Discussion 216
6.1. Narratives on Lived Experiences of Change 216
6.1.1. Nazia Khanum's (NK) Narrative 216
6.1.2. Javeria Khan's (JK) Narrative 221
6.1.3. Sidra Rehman's (SR) Narrative 227
6.1.4. Baktawar Talati's (BT) Narrative 234
6.1.5. Yasmeen Piracha's (YP) Narrative on Lived Experience of Change 242
6.1.6. Rania Hasan's (RH) Narrative on Lived Experience of Change 250
6.1.7. Gurya Vazir's (GV) Narrative 256
6.1.8. Hania Xaidi's (HX) Narrative 264
6.2. A Discussion on Findings 273
6.2.1. Subsidiary Questions iii. a., iii. b., and iv: 'Facilitators, Barriers, Main method and Embedded Tools' 274
6.2.2. RQ II and subsidiary questions (i), (ii), (v) and (vi): 'Experiences of engagement with change in COTL, perceived engagement with change, what constitute as change as per participant accounts, change in practice/thinking about practice, role of CC in participants' engagement with change in COTL and teaching-practice' 285
6.2.3. Addressing of RQ I: Insights on Designing Teacher Education Initiatives for HE-ELT Practitioners in Pakistan 308

6.3. Conclusion **325**

CHAPTER 7 The Way Forward: Implications-cum-Recommendations, limitations and conclusions **326**

7.1. Implications and Recommendations 326

7.2. On Limitations/Challenges, Study Breadth and Depth 330

7.3. Some Final Thoughts **331**

REFERENCES **332**

List of Figures

Figure 1 : Fig 1 Participants' Conceptions of Teaching and Learning in the Data **21**
Figure 2 : Design Elements **62**
Figure 3 : Data Analysis Framework: Analytic Stages & Strands and Research Questions Explored **97**
Figure 4 : Insights for Designing Teacher Education initiatives for Pakistan H.E. ELT Practitioners 310

List of Tables

Table 1 : **Subsidiary Research Questions** 58
Table 2 : **Embedded Tools: Purpose and Schedule of Use** 82
Table 3 : **Study Data Collection Schedule** 94
Table 4 : **Theoretical Building Tasks of Language (Gee, 2005, 2014; Adapted from Martin, 2016) – Sample Excerpt** 106
Table 5 : **Theoretical Constructs/Tools of Inquiry (Gee, 2005; 2014) – Sample Excerpt** 107
Table 6 : Matrix of Analytic Categories (Building Tools) and Theoretical Constructs' (Tools of Inquiry) – Sample Excerpt 107
Table 7 : Steps to Address Ethics Concerns in the Study 112
Table 8 : Illustrative Extracts I & II: Interrupting 118
Table 9 : Illustrative Extract III: Joint turns 121
Table 10 : Illustrative Extract IV: Insertion sequence 122
Table 11 : Illustrative Extracts V & VI: Inter-turn pauses 124
Table 12 : Illustrative Extract VII a. & b.: Disaffiliative moves 126
Table 13 : Excerpt from DA1 Individual Analyses Results of the 8 Study Participants – CI Cycles 1 & 2 131
Table 14 : Extract I. Sec. 4.2 137
Table 15 : **Extract II. Sec. 4.2** 140
Table 16 : Extract III – Section 4.2: 146
Table 17 : Excerpt from HA1 Results for CI Cycles 1 and 2 148
Table 18 : **Extract IV – Section 4.4.** 161
Table 19 : Illustrative Extract IV. Section 4.3.3 175
Table 20 : Illustrative Extract V Collaborative Dialogue. Section 4.3.3 176
Table 21 : Excerpt from HA2 Results, CI Cycle 4 186
Table 22 : DA Individual Analyses Results of the 8 Study Participants – CI Cycle 4 203

Change in ELT Practitioners' Conceptualising of Teaching and Learning: Voices from Higher Education in Pakistan

List of Appendices

Appendix A (Ai-Aii)	All data sets. N. CI Cycles 1 & 2 (Ai) All data sets. H. CI Cycles 1 & 2 (Aii)
Appendix B (Bi-ii)	All data sets N. CI Cycle 4 (Bi) All data sets. H. CI Cycle 4 (Bii)
Appendix C (Ci-ii)	Pilot study write-up (Ci) Lived Experience Narrative on Study-Implementation Phase (Cii)
Appendix D (Di-iii)	Data Collection Tools/Records (Di) Joint Intervention Plans for N. & H. Groups (Dii) Data Analysis Processing Samples (Diii)
Appendix E (Ei-vii)	Detailed DA1 Results Table (Ei) Detailed HA1 Results Table (Eii) Detailed HA2 Results Table (Eiii) Detailed DA2 Results Table (Eiv) Complete Theoretical Tasks of Language Table (Gee, 2005; Ev) Complete Tools of Inquiry Table (Gee, 2005; Evi) Complete Matrix of Gee's Tasks and Tools Table (Evii)
Appendix F (i-iv)	CUREC Approval Letter/Form (Fi) Study Information Form (Fii) Consent Form (Fiii) HEC Endorsement Letter (Fiv)
Appendix G	Word Count Dispensation/Approval

List of Abbreviations

CA	Conversational Analysis
CI	Cooperative Inquiry
CC	Culture and Context
CMs	Concept Maps
COTL	Conceptualising of Teaching and Learning
DA	Discourse Analysis
EAP	English for Academic Purposes
ELLs	English Language Learners
ELT	English Language Teaching
EMI	English as a Medium of Instruction
ESL	English as a Second Language
FGD	Focus Group Discussion
H.	Husrat (pseudonym for Research site 2)
HA	Holistic Analysis
HE	Higher Education
HEC	(The Pakistan Government's) Higher Education Commission
HP	Hermeneutic Phenomenology
INSET	In-service Education and Training
JIPs	Joint Intervention Plans
LTC	Language Teacher Cognition
LTE	Language Teacher Education
MOI	Medium of Instruction
N.	Nazakat (pseudonym for Research site 1)
NESTs	Native English-Speaking Teachers
NNESTs	Non-native English-Speaking Teachers
PD	Professional Development
SCT	Sociocultural Theory
SLTE	Second Language Teacher Education
SSIs	Semi-structured Interviews
TC	Teacher Change
TE	Teacher Education
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages

Chapter 1

Introduction – An Orientation to the World of the Study

Teacher education (TE) and positive teacher change (TC), it can be argued, are so intertwined as to be inseparable. Indeed "both pre-service and in-service education is normally predicated on the need to provide opportunities for thoughtful, *positive* [italics added] change" (Richards et al., 2001, p. 6). Yet existing research on teacher education and teacher change (e.g., Barnes & Smagorinsky, 2016; Johnson & Worden, 2014) suggests that despite efforts to map this journey towards change (e.g., Barnes & Smagorinsky, 2016; Borg, 2011; Freeman, 1993; Ng & Leicht, 2019; Woods, 1996; Yuan & Zang, 2017), or increase the likelihood of teacher change (e.g., Clarke & Hollingsworth, 2002; Guskey, 1986; Kubanyiova, 2012), navigating to positive TC remains a challenge-ridden and unpredictable undertaking. One which may entail departing from charted routes to exploring alternate ones (e.g., Li, 2019; Moodie, 2016). Accordingly, this thesis presents the findings of a study which has sought to provide insight into this complex interplay by exploring individual understandings of and pathways to TC, factoring in the role that culture and context (CC) appeared to have played in these experiences.

This first chapter provides an orientation to this study. Section 1.1 gives an overview of the study, its background and context, as well as a discussion on the pilot MPhil study that served as its basis. Section 1.2 presents study aims. Relevance, value and significance are clarified in Section 1.3. Finally, an outline of the thesis structure and chapter summaries are included in Section 1.4.

1.1. The Present Study: An Overview

Pakistan is classified as a developing country (e.g., UNDP Statistical Update Report, 2021). Developing countries, also referred to as low-and middle-income countries (LMICs) typically lag behind in terms of industrial development and have low development indicators,

while simultaneously showing potential for growth (O'Sullivan & Shreffin, 2003; World Population Review, 2019). Pakistan's human development index (HDI)[1] was given as -2 in the UNDP Statistical Update Report (2021) and it was ranked 161st of the countries included in the index and second in the LHD (low human development) countries' category. The data cited in the UNDP statistical report (2021), and the dismal portrait it paints of Pakistan and development in such key areas as education: 41.3% (population with some secondary education) is consistent with earlier data. For instance, Pakistan's adult literacy was ranked as being below 49% on South Asia's literacy map in the Human Development Report (2006) and it was reported as remaining below 50% in the 2011 and just above 50% in the 2021 reports.

Investing in TE and development has been one of the solutions successive Pakistani governments have claimed to have trialled to resolve the educational crisis (UNDP Report, 2020). For example, the Higher Education Commission (HEC), a body regulating higher education and tertiary education in Pakistan, reports spending millions of US dollars in improving education (Ghazanfar, 2005; HEC Report, 2015-2016), including TE. However, data on TC in tertiary teachers, particularly as it relates to English language teaching (ELT) or ELT practitioners working in Pakistan's Higher Education (HE) context, remains scanty (Coleman & Captstick, 2012; Mahboob, 2017). This is problematic because the literature that is available (Mahboob, 2017; Shamim & Tribble, 2005; Shamim, 2008; Siddiqui, 2007) suggests that two of the problems confronting Pakistan's HE sector relate to:

1. The teaching of English as a second language (ESL) at the tertiary level
2. The education of ESL teachers.

English is a high-status language in Pakistan (Mahboob, 2017; Mansoor 2003; Rehman, 2002; Tamim, 2014) and the main medium of instruction at the tertiary level (Ahsan, 2004, 2011, 2013; HEC Report, 2008; Mahboob, 2017; SNC Document, 2019). Access to

[1] the index used as a summary measure for assessing long-term progress (economic and social) in three basic dimensions of human development: health and longevity, access to knowledge and standard of living (Sen, 1984; UNDP Statistical Update Report, 2021)

English, however, is differential. It depends on economic status, gender, geographical location and family background (Esch, 2009). It has been argued to be a: gate-keeper[2] (Rahman, 2005, 2010), social and cultural capital[3] (Esch, 2009), and symbolic capital[4] (Ahsan, 2010). This situation is further complicated by the fact that English appears to be taught through a lecture method and a content-based curriculum (Mansoor, 2003; Shamim & Tribble, 2005) at the tertiary level.

In 2010, an MPhil study was carried out with six teachers working in Pakistan's higher education sector in the city of Karachi. The study sought through three interlinked research questions to collect and interrogate data on ELT (English Language Teaching) teachers' conceptions of teaching and learning, and on the impact of TE on these conceptions, using a Phenomenographic research design. The findings indicated that issues related to culture and context, such as embedded conceptions, did appear to impact on teachers' engagement with teaching and learning. This highlighted the need for a study focusing on teacher thinking and exploring strategies for effecting change in their conceptualising in a culturally-sensitive, context-specific way.

Accordingly, the present study sought to tease out insights about change in teacher-thinking about teaching and learning, as well the influence of the culture-context dynamic within this conceptualising, looking through the lens of the individual rather than the collective. In this eleven-and-a-half-month study, research questions were explored with participant groups (n=12) in two cities of Pakistan (referred to as Nazakat and Husrat in the

---

[2] According to critical theory (e.g., Fairclough, 2002) language has become a social tool in modern society for exercising power and control and enabling the domination of some by others. A gate-keeper language, then, is one which serves as the basis for power groups/the privileged to dominate others via controlling access to resources and opportunities (Fairclough, 2002; Pennycook; 1994; Phillipson, 1992; Tollefson & Tsui, 2014)

[3] "Social capital is the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition" (Bourdieu & Wacquant, 1992, p. 119), whereas cultural capital is defined as "linguistic and cultural competence and that relationship of familiarity with culture which can only be produced by family upbringing when it transmits the dominant culture" (Bourdieu, 1977, p. 494).

[4] "degree of accumulated prestige, celebrity or honour and is founded on a dialectic of knowledge (connaissance) and recognition (reconnaissance)" (Bourdieu, 1993, p. 7).

study). Using a hermeneutic phenomenological approach and a Cooperative Inquiry (CI) intervention-project as the main method, this study traced the individual journeys of the eight participants who completed the study as they interacted with change in their conceptualising of teaching and learning.

The rationale for this present study was twofold. It responded both to the cited MPhil study findings, as well as to concerns in the literature regarding TE initiatives having only a limited impact on student teachers' entrenched beliefs (Best, 2017; Borg, 2003; Bullough, 1987; Chan & Elliot, 2004; Li, 2019), perceptions, personal theories (Clark & Peterson, 1987) and conceptions (DallÁlba, 1991; Fox, 1983; Lloyd, 2016; Martin & Balla, 1991). Indeed, such findings appear to indicate that "deep and lasting change requires consideration of a multitude of aspects and interests and should be viewed as an ongoing and local process" (Richardson & Placier, 2001, p. 938).

I have, in my capacity as a Second Language teacher and teacher educator, been involved in some of the teacher development efforts undertaken by Pakistan's HEC. Though the university I worked for, at the time, is a private international university, we were commissioned by the HEC to run for five years what the HEC called "training" courses for teachers teaching English in public-sector tertiary institutions. I coordinated these courses from 2006 to 2008. Approximately, three hundred teachers, from different parts of the province of Sindh, were 'trained' during this period. Yet despite participants enthusing about how much they had learnt, there were hardly any reports of changes in practice (the participants often kept contact with me long after the courses were over).

I was asked by the university I was working for to design a master's programme for teachers, in 2008, targeting tertiary level ELT teachers. However, I was unsuccessful in locating descriptive data on Second Language teacher education (SLTE) in Pakistan. I then widened my search for data on ELT in Pakistan, and then, finally, looked for studies on TE in

Pakistan as a whole. Other than such needs analyses studies such as Shamim and Tribble's (2005) study investigating the provision for ELT in higher education in Pakistan, most of the literature was prescriptive. There appeared, in fact, to be hardly any empirical studies on Pakistani tertiary teachers in any discipline or field. The only studies I did find were on primary and secondary school teachers and these were mostly focused on science and mathematics education (Halai & McNicholl, 2004; Halai & Muzzaffar, 2016). This then is one of the key issues which provide context for the present study – that ELT in Pakistan and TE, particularly, seem to be vastly under-researched.

The second issue, as I discovered whilst struggling with the aforesaid master's programme design, is that TE in Pakistan appears enmeshed in the problems confronting Pakistan's education system as a whole: such as an examination-oriented system beset by academic corruption and examination malpractice and interlinked issues including over-quantification of qualifications (e.g., Siddiqui, 2007). Moreover, the controversial position of English in Pakistan (Halai & Muzaffar, 2016; Tamim, 2014), and particularly to issues of access to English and it being used by the elite to perpetuate a system of structured inequality (Ahsan, 2004, 2010, 2013; Khattak, 2016; Lyon & Ahsan, 2022; Mahboob, 2017; Rahman, 2002; Tamim, 2014) appears to be a particular impediment for SLTE. The root problem in fact appears to be that of where and how English is taught? What English is taught and why it is taught, as well whom it is taught by, in Pakistan? (Ahsan, 2010).

Let us begin with where and how English is taught. English is taught as a subject in state schools at the primary level and is an optional Medium of Instruction (MOI) at the secondary level. It is, however, *the* MOI in HE in public and private sectors (Imran, 2020). Additionally, English is also a compulsory subject for all first-year undergraduates. Yet, as literature (Shamim & Tribble, 2005) identifies, in tertiary institutions, in a number of cases, it is being taught through a literature-based curriculum via a content-based approach. A

content-approach for teaching a literature-based curriculum, as Brumfit and Carter (1988) highlight, generally involves use of lecture-based methodology and the setting of essay-type examination questions. This raises questions regarding what support this constitutes for English language learners (ELLs) who need a certain level of CALP (Cognitive Academic Language Proficiency: Cummins, 2008) to succeed in their graduate/professional studies.

This issue of ELLs being provided limited support for academic language development seems to be prevalent throughout Pakistan's HE sector. For example, Mansoor (2005) reports that lecturers of English, particularly in public-sector colleges[5], who are required to teach both language and literature whilst generally only having a degree in English literature, teach both using the lecture method. Similarly, Ahsan's (2004) small-scale mixed-method study, investigating the interplay between the use of problem-based learning (PBL) methodology and students' "English language facility" (Ahsan, 2004, p. 7) in a Pakistani medical college, found indications that participants' English language learning history did influence student performance in PBL group discussions. In fact, the issue of differential/inequitable access, of quality schooling in English and its consequential impact on ELLs' capacity to develop academic English skills, is repeatedly underscored in Pakistan's ELT literature (e.g., Khattak, 2016; Lyon & Ahsan, 2022).

What makes this entire question of support for ELLs at the tertiary level and their CALP-related issue even more problematic is that even the linguistic input that is, apparently given, seems to focus exclusively on development of declarative knowledge – knowledge THAT – that is metalinguistic knowledge (Dekeyser, 2007; Woods, 1996), rather than procedural knowledge: knowing how (Dekeyser, 2007; Renandya, 2013; Woods, 1996). For instance, I began my career as a lecturer of English at a quasi-public-sector college in 2002.

[5] In Pakistan, institutions that offer high-secondary education – that is A'levels, or its equivalent – referred to as intermediate level, are referred to as colleges. This is relevant here as colleges offer not only intermediate-level programmes, but also under-graduate, and in some cases even post-graduate programmes. Consequently, college teachers are seen as HE practitioners with a workload which may require them teaching on all three programmes.

The English course that I was required to teach consisted of a heavily literature-based curriculum, leavened by the inclusion of a grammar component: focusing on the explicit teaching and assessing of grammar rules. As a consequence, I had students who knew and could parrot the grammar rules and do any number of grammar exercises which assessed knowledge of the rules, but who could not write one correct sentence of their own. One might argue that this was nearly two decades ago, and has little relevance in the present. However, recent ELT studies in Pakistan (Dad, 2017; Sarfaraz, 2019) also highlight the issue of English being taught as a "content subject", with learners being, not only encouraged, but *expected* to rote-memorise and regurgitate "right answers" that have been dictated to them and written on the blackboards for them by their English language teachers, in class tests and annual assessments. Dad (2017) in his qualitative case study on the class-assessment practices of two higher-secondary English Language Teachers in Gilgit-Baltistan, Pakistan, makes key observations about the nature of the items included in public-sector English matric examination papers[6]. The examination system, he points out, assesses examinees only on their reading and writing skills, excluding listening and speaking entirely. Additionally, the assessment items include questions that only test students' knowledge of grammar rules, rather than their ability to use English. Dad concludes that this has led to English being seen, treated and taught as a subject rather than a language.

This leads to the question of why is English taught? The answer to this as per literature (Rahman, 2005; Tamim, 2013) lies in English's socio-political history, and its status as an official language and pre-eminence in such major domains as education, official correspondence and employment in Pakistan (Mansoor, 2003; SNC Document, 2019). It is linked to the MOI controversy and allegations that English has been used by the elite to retain their power and maintain the status quo through perpetuating a tiered system of education

[6] the matric certificate exam is the Pakistani equivalent of the O'level certificate examination, but takes place after 9 and 10 years of schooling rather than 11 years.

(Khattak, 2016; Lyon & Ahsan, 2022; Rahman, 2005; Tamim, 2013) which produces two cadres of students, with entirely different schooling backgrounds. One of these cadres comprises the privileged students from elite private immersion schools, branded as "English-medium schools" (they have English as an MOI), following international educational systems, such as the IGCSE or GCSE or baccalaureate system, rather than the state system. The other comprises those from public-sector schools, who sit for state examinations and have Urdu as an MOI. Though Urdu is Pakistan's national language, going to an Urdu-medium school and being classed as an "Urdu-medium", is a social stigma (Manan et al., 2016; Mansoor, 2003; Rahman, 2003; Shamim, 2008). Esch (2009), considering the viability of the Human Development and Capability approach (Robeyn, 2005, 2011; Sen, 1984) for analysing empowerment through English, concludes that English language education cannot be analysed in terms of investment versus returns because access to English in Pakistan is differential. This differential access depends on factors such as using the right variety of English, schooling and affordability, gender (girls are less likely to have access than boys), and geographical locations (urbanites have greater access than those living in rural areas). Literature (e.g., Mansoor, 2003; Rahman, 2005) suggests that this differential access may also apply to the quality of ELT materials used in schools and to teacher expertise. Furthermore, Shamim and Tribble's (2005) survey study on the HE-sector, sampling 2500 participants, found there to be a direct relationship between students' socio-economic status (SES) and their public-sector examinations scores. This is not unexpected, as SES and examination score correlations are found in international literature as well (Currie, 2001). However, as Shamim (2011), drawing on the Shamim and Tribble (2005) study, argues, such findings support the hypothesis that in Pakistan access to quality education, often equated with EMI-schooling, is determined by SES, by the "input equals output" principle. This establishes English as not only a quality marker, but courtesy of the differential and

SES-dependent access factors, a means of further advantaging the privileged while disadvantaging the already dis-privileged. Shamim's (2011) argument can be seen as problematic considering neither the report on the Shamim and Tribble (2005) study nor the other articles discussing the study, provide details on how many case studies were done, or even such specifics as significance values to support the direct correlation between SES and learner EMI-background claims. But other literature on English as a MOI in Pakistan, such as Halai and Muzzafar (2016) making a case for access to English being a social justice issue in the science classroom, also highlights this. This in turn does seem to indicate that this is a concern area and needs to be factored in when investigating ELT TE in Pakistan.

This then leads to the question of whom English is taught by. Literature (Hassan, 2016; Isani & Virk 2005; Khattak, 2016; Rizvi & Anwar, 2022) identifies teaching being stigmatized as an ill-paying and low-status profession in Pakistan. Certainly, the focus on the professionalization of teaching in Pakistan is very recent (Ali & Ahmed, 2023). Schoolteachers teaching in private schools are not required to have formal qualifications or certification. This means that there is no quality assurance mechanism for teaching standards. Since private-sector education is an extremely profitable business in Pakistan, and most students take tuition in addition to going to school, institutions are free to hire any willing contender in their bid towards profit-maximisation. Though this may not be true at the tertiary level because public-sector institutions do require formal qualifications, the qualifications are subject-specific rather than teaching-specific. For instance, the majority of the study participants in Shamim and Tribble's (2005) study did not have formal qualifications in ELT.

Medgyes' (1994) work on the tensions between teachers of English who are native-speakers (NESTs) and teachers who are non-native speakers (NNESTs) also highlights the politics of language teaching and the negative impact on non-native speakers in terms of their having a complex about their language proficiency. A case study by Humphries and

Burns (2015) discusses four Japanese college teachers and their implementation of CLT (Communicative Language Teaching) for teaching a new textbook. They found that one of the reasons the teachers chose to continue with traditional methods and avoid CLT was because they were concerned about their own language proficiency and wary of the linguistic demands a CLT-based methodology might/would make on them. Accordingly, for ELT practitioners working at the HE level in Pakistan, particularly in the public sector, teaching language may mean practitioners having to contend with the dual challenge of being untrained teachers as well as tensions arising from teachers' self-perceptions as NNESTs. Research with ELT teachers in other contexts also suggests that the self-perceptions of NNESTs may in turn influence pedagogical choices. For instance, Andrew's (2003) mixed methods study examining the subject matter-knowledge of grammar of 170 teachers of English in Hong Kong found a relationship between teachers' proficiency and grammar knowledge and their language pedagogy. It could be, then, that teachers of English in Pakistan's HE opt for pedagogies in accordance with their own perceptions of their language proficiency. This may also explain the preponderance of near-exclusive reliance on lecture-based methodology in the literature as has been discussed earlier.

This brings the discussion to the third point of intersection between TE and the overall system of education in Pakistan. This intersection centres around the issue of the models of teaching and learning being used and their underpinning epistemological framework. Pakistan's Higher Education Commission (HEC) Task Force report (2002) highlights that Pakistani students who succeed in the national board examinations often flounder in university, especially when undertaking what in Pakistan is characterized as "professional education", which includes specialization in such areas as medicine, engineering and finance (HEC Report, 2008), because they seem to lack critical thinking skills. Furthermore, the report attributes these "lacks" (Hutchinson & Waters, 1987, p. 58) to the prevalence of a

system in which teachers lecture, students absorb, rote-memorise and then regurgitate in examinations. Siddiqui (2007) ascribes the use of this teaching model to the examination-oriented education system being followed in Pakistan. Shamim (1996) also ascribes Pakistani learners' passiveness to transmission-oriented practices conditioning learner dependency. She argues that Pakistan's patriarchal society contributes to learners being conditioned into a 'listen and obey' mode of behaviour. Both Siddiqui and Shamim's arguments are problematic, as neither is empirically supported. This being said, recent educational policy documents (e.g., SNC Document 2020), along with anecdotal and experiential data, do appear to support their contentions. However, this analysis fails to consider the epistemological framework underpinning this teaching model.

Barnes (1976) distinguishes between "knowledge-as-an object" and "knowledge-as-transformation" frameworks. When knowledge is seen as an object, it is believed that it can be transferred in its entirety from giver to receiver. In the traditional view of learning, the teacher is omnipotent and bestows knowledge and learners humbly receive it. In Pakistan, it could be argued this orientation to learning is more than just a tradition; it may have deep cultural and religious roots. In the MPhil study (2010), that served as the bases for the present study it has been noted that:

> in pre-partition India, Arabic as the language of the Quran (Muslims' Holy Book) was accorded a place of pride in language studies. It was learnt through memorisation and repetition. The focus was on enabling recitation of the Quran rather than engaging with Arabic or using it for communicative purposes. (Ahsan, 2010, p.65)

The MPhil thesis argument also drew on SLA (Second Language Acquisition) literature in which "culture and language are seen as being historically mediated (Kramsch, 2002)" (p. 4) as well as sociocultural theory, developed from Vygotsky's work on child development where the "evolution of human cognition is not just seen as a biological process but as a historical-cultural and socially mediated process (Lantolf, 1999; Werstch, 1985)" (p. 4) to argue that the "South-Asian Muslim tradition of learning Arabic through

rote-memorisation" and the implied concept of knowledge-as-an-object [could have become] …"embedded" as a cultural way of seeing – of interacting with knowledge – and thus functions as a kind "cultural artefact" (Ahsan, 2010, p. 65 citing Vygotsky, 1934) . While the scope of the MPhil study did not allow for this argument to be explored fully, study results did indicate that teacher conceptions about teaching and learning were influenced by context and culture, and thereby inhered traditions.

My MPhil study (Ahsan, 2010) was shaped by a sense of SLTE in Pakistan being in acute crisis. Upon being unable to find any empirical studies on TE in Pakistan, I informally asked several colleagues leading TE programmes in other universities how they had designed their programmes. Their descriptions of their process, with one exception, were eerily similar. They looked at one or two or a number of course outlines of programmes run in universities in the UK, US or Australia and then the senior members of the department sat down together and developed a course outline by 'cherry-picking, based on their experience, understanding and preference. These 'findings' from my informal fact-finding efforts seem to bear out Siddiqui's (2007) claims about TE initiatives in Pakistan being based on 'imposed' transplanted western models, rather than organic context-sensitive models, developed on the basis of empirical data. Siddiqui contends TE initiatives fail because of this. Other than citing anecdotal and experiential data, however, Siddiqui does not provide any supporting evidence for such claims. Perhaps this is because there is little empirical data to be found. Esch (2009) too notes the scantiness of descriptive data on English in Pakistan.

HE-ELT literature on Pakistan also underscores another English-language provision and SLTE-related concern. For instance, Shamim and Tribble (2005) strongly recommend teacher-training initiatives carefully consider students' language needs for coping with HE and professional studies. They mention, although only in passing, solutions such as EAP (English for Academic Purposes) and ESP (English for Specific Purposes). EAP and ESP

focus on teaching adult learners to strategically use specific skills in English to cope with the demands of their target situations (Burgess & Pallant, 2013; Dudley-Evans & St John, 1998). Benesch (2001) notes that the strength of EAP is its flexibility in allowing for context-dependent language input. However, she also criticises ESP and EAP for serving as tools to promote English. Given the 'English as Linguistic Imperialism' discourse (e.g., Phillipson, 1992) and considering English's controversial role in Pakistan, any introduction of EAP/ESP must be carefully negotiated, making further research an imperative. Work by Norton (1997) on teacher identity and the challenge that teacher development can present also emphasises the importance of designing TE initiatives carefully, and this resonates with the concern raised earlier regarding how teacher's self-perceptions of their proficiency may impact what and how they teach. Esch (2009) argues that English is both cultural and social capital in Pakistan, and that individuals' familial educational background and social background are determined by and linked to access to English. Her argument draws on Bourdieu's (1990) theory of cultural reproduction where language is seen as "capital" and education systems are designed to favour those who possess educated language – those with "linguistic competence" (Bourdieu, 1977, p. 496). Drawing on the same bases I would argue that English also functions as a symbolic capital (Bourdieu, 1990) in Pakistan. Knowing English – 'possessing' it – gives prestige, and not having it creates empowerment issues.

These issues raised interesting questions for me. I felt that research was needed, taking an exploratory culture-sensitive, context-specific descriptive approach which began with what teachers think and understand, rather than what they do or what they should do. Accordingly, in 2009 as my MPhil project, I designed a small-scale study with a sample of six participants. It focused on exploring and gathering descriptive data on ELT teachers' understanding of teaching and learning. The study was driven by three exploratory interlinking questions that followed a part-to-whole pattern with each building on the other. The questions were (a)

"What are the conceptions of teaching and learning of ELT practitioners working in Pakistan's Higher Education sector as reflected in their accounts?", (b) "What indications are there in ELT practitioners' accounts that formal teacher education has any impact on HE ELT practitioners' conceptions of teaching and learning?" and (c) "What is the relationship between culture and context and the possible interplay of HE ELT practitioners' conceptions of teaching and learning and formal teacher education as reflected in their accounts?". These questions had emerged from the dialectic between the study's conceptual orientations and a review of the literature on teacher conceptions in HE and research on teacher cognition and second language (L2) teacher education. The conceptual framework drew on work by Gadamer, Vygotsky and Geertz to argue that their positions in three diverse disciplines all situated human understanding within social and cultural contexts and thus research on thinking required an approach that was responsive to looking at thinking within a collective frame of culture and context.

The study used a phenomenographic design as this methodology allows for a description of participants' experiences of a phenomenon, and it does so by mapping the experiences as a range rather than the essence of the experience (Marton, 1981). Since my questions focused essentially on looking at the different ways that Pakistani ELT teachers saw and understood teaching and learning in a context-specific, culture-sensitive way, that is as a collective, this approach aligned with the aims of the study. The study data sets were gathered through using an emergent design as in Grounded Theory (Glaser & Strauss, 1967; Richardson, 1999). I wanted to make the study as exploratory and data-driven as possible. I used a staged design with three types of interviews: a variation of life history which was followed by individual interviews combining elements of "focused interviews" (Merton & Kendall, 1946) and stimulated recall procedures (Lyle, 2003) and then a focus group interview which brought all my six participants together as the final stage. The data collection was

designed purposely so that data from each stage built on the other. It was anticipated that this would allow for a relatively gradual emergence of participants' experiences, induced naturally through building rapport with the study participants. The data sets were then analysed using a hermeneutic framework that concentrated on considering the whole-to-part relationship and involved engaging in seven phases of analysis. The final stage of analysis focused on developing the Phenomenographic "outcome space" (Marton & Booth, 1997) – which is a diagrammatic representation of the ways the participants have experienced that phenomenon. In the case of my study, this meant a visual map/model of how ELT teachers in HE thought about/experienced teaching and learning.

1.1.1. *The Pilot/MPhil study: Findings and implications*

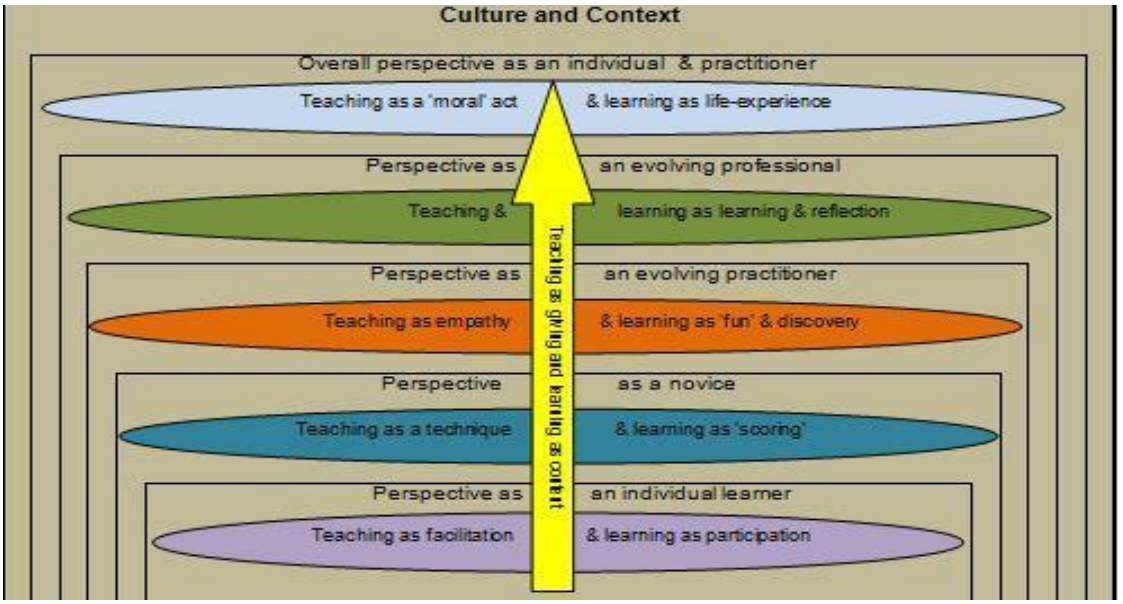
The findings of the study (represented in Figure 1) show that participants' experiences of teaching and learning conformed to teacher conception models (D'Allba, 1991; Gow & Kember, 1993; Kane et al., 2002; Kember & Kwan, 2000; Martin & Ramsden, 1993; Murray & MacDonald, 1997; Pratt, 1992; Prosser et al., 1994; Samuelowicz & Bain, 1992) in the literature – but only to a limited degree.

As can be seen in Figure 1 from the pilot study, participants experienced teaching and learning in five qualitatively different ways but as indicated by the central arrow piercing through the five ovoids (see Figure 1) with one *shared* conception. This is in contradiction to existing models. For instance, (Kane et al., 2002), in their meta-analytic paper, contend that the gradation between emphasis on the teacher and content, and it then leading to a more constructive orientation by focusing on the student and conceptual change, is consistent finding in teacher conception studies, including recent ones (e.g., Kerwin-Boudreau & Butler-Kisber, 2016). Accordingly, the aforesaid central arrow (Figure 1) representing the "teaching as giving and learning as content" conception appears to function as an embedded conception. This suggests that in variance with other reported studies extant literature,

participants in the MPhil study did not shift to constructivist orientations. Certainly, participants in the study continuously referred to teaching and learning in such terms as: "giving to the students", "having full command" and "learning is taking", "transfer", "content", "message" and "absorption". This seems confusing considering the five other ovoids in the figure represent conceptions that graduate towards more sophisticated and complex notions of teaching and learning, rather than this seemingly simplistic and narrow shared conception of what teaching and learning are. For example, Category VI, the top-most ovoid, represents "teaching as a moral act and learning as life-experience". An analysis in light of the study data and the literature seems to suggest that this conception is embedded within all the other conceptions found in the study (Figure 1). It seems to draw from, and be linked to, the shared culture and context, and in that sense, CC have been represented as an overall frame in Figure 1. In my study I have concluded that: "findings ... suggest that teacher education has an impact on teacher thinking to a certain degree but core conceptions, possibly because they may be entrenched as 'cultural artefacts' remain unchanged" (Ahsan, 2010, p. 69).

Figure 1 *:*

Fig 1 Participants' Conceptions of Teaching and Learning in the Data



Note. …Teacher education is a complex undertaking in most cases. In an under-studied, resource-poor country such as Pakistan with its host of issues and its distinct culture (and sub-cultures), it is particularly problematic. The one size fits all option for designing teacher education initiatives is not a viable solution; rather, research is needed which focuses on empirical, solution-oriented approaches. (Ahsan, 2010, p. 69).

This is the final closing argument of my MPhil thesis. Its findings underscored the need for developing TE initiatives which crucially draw from empirical data on the Pakistani context. Moreover, these findings highlight the need for research that takes an exploratory position to investigating the complexities of teacher change using lenses sensitised to considerations of culture and context.

1.2. The Aims of the Present Study

The study aims to understand the processes involved in engaging teachers working in the ELT (English language teaching) higher education (HE) context of Pakistan with change in their conceptualising about 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, an intervention was used to explore and describe participants' individual "lived experiences" of engaging with change in conceptualising with regard to teaching and learning.

1.3. The Present Study: Relevance, Value and Significance

As pointed out in Section 1.1 that over the years many attempts have been made by the Pakistani government to improve the TE situation in Pakistan. However, these reforms and programmes have been criticised in the literature (Siddiqui, 2007) for being 'quick-fix' solutions based on intuition and experience rather than empirical data. Moreover, as mentioned earlier, TE, particularly SLTE, has been under-researched. I have also pointed out in Section 1.1 that course outlines for teacher development tend to be developed based entirely on intuitive/experiential knowledge. I have also made an argument about the need for taking a localised perspective. Considering these problems, the nature of investment in TE in Pakistan, and the role of English particularly, this project, and the insights it affords, has the potential to make useful contributions to the English language teacher education in Pakistan. The critical insights it will offer may also help to inform policy decisions.

Considering English's gate-keeping function in Pakistan, its use by the elite and the privileged few to maintain social inequalities, this study may also inform work on critical theory in socio-linguistics specifically, and other related work in education generally. The insights it offers may also be of interest to research on social justice in other similar contexts. It may also be of value to teacher cognition research and language teacher education (LTE) research in general, because it focuses not on propagating a model, but on understanding change in conceptualising as an *individual process.*

In addition, a majority of the studies on teacher thinking in TE in general, and LTE in particular, focus on Western contexts (Borg, 2006, 2019; Freeman, 2001; Moodie, 2016). Therefore, it may be of interest to those involved in evidence-based knowledge and practice research.

Also, as a Phenomenological study, concerned with in-depth understanding with respect to a specific context, with a focus on conceptual change as an individual process, and its use of conceptual change theory as an informative frame, it may be relevant to literature on research methods in education as well.

I would like to close this section by reiterating my own orientation to the present study as a researcher and a practitioner. It is my firm belief that teaching and research must focus on solutions and on contributing to growth. I would argue that without understanding how individuals think as individual and social beings, it is unlikely for TE to be able to contribute to TC and growth on more than a superficial level.

1.4. Thesis Structure and Chapter Summaries

This thesis comprises seven chapters. The summaries below detail the order and focus of each of these chapters.

1.4.1. *Chapter 1: Introduction – An orientation to the world of the study*

Chapter 1 introduces the study and describes its background and its aims. Arguments are presented for the relevance, significance and value of the study.

1.4.2. *Chapter 2: Literature review*

Chapter 2 is a review of the literature on teacher education and on change in teachers' conceptualising of their teaching practices. It presents the research questions, and describes the study's theoretical positioning.

1.4.3. *Chapter 3: Methodology*

Chapter 3 continues exploring the study's philosophical positioning, as well as presenting and justifying the intervention-project and the data collection and analysis methodology.

1.4.4. *Chapter 4: Analyses of Nazakat and Husrat data sets from CI cycles 1 and 2*

Chapter 4 describes the pre-intervention findings and their analysis using conversational, discourse analysis and holistic analysis.

1.4.5. *Chapter 5: Analysis of Nazakat and Husrat data sets post CI cycle 4 completion*

Chapter 5 reports the results of the post-immersion data and their analysis.

1.4.6. *Chapter 6: 8 Narratives on change and discussion*

Chapter 6 presents the voices of the eight participants who completed the study, and discusses them in the light of the research questions.

1.4.7. Chapter 7: Implications and conclusions, limitations and recommendations

Chapter 7 considers implications, recommendations and limitations of the study.

Chapter 2

Literature Review

This chapter attempts to address three questions. These are:

1. How has teacher change been looked at: in education and ELT Literature in Pakistan, in Second Language Teacher Education (SLTE) and in general higher education (HE)?
2. What are the insights/implications from a review of the literature?
3. What needs to be explored?

2.1. The 'Problem' of Teacher Change in Education and ELT Literature on Pakistan

Perturbation as to the dismal outcomes of TE programmes/initiatives with respect to teacher learning and teacher change (TC), be they pre-service or in-service, has been a consistently recurrent theme in education literature on Pakistan (Aftab, 2012; Ahsan, 2005; Chang, 2006, 2014; Davies & Iqbal, 1997; Hassan 2016; Imran, 2020; Isani & Virk, 2005; Kizilbash 1998; Mansoor, 2003, 2005; National Education Policy, 2009, 2018; Shamim, 2008, 2011; UNESCO Report, 2006; Warwick & Remiers, 1995).

There have been varied responses to this concern over the decades. Some have involved engaging in studies on TE programmes: ranging from meta-analytic (Kizilbash, 1998) to field-based base-line assessment studies to identify gaps and propose responsive solutions (Pre-STEP/USAID, 2010; Shamim & Tribble, 2005; UNESCO, 2005) as well as comparison studies on programme types to identify effective programme models (Chang, 2014). Others have focused on exploring different professional development training models such as the National Education Policy (2009) reform, which converted the traditional two-year B.Ed. (Bachelors in Education programme) into a four-year programme or the use of in-service professional development strategies including: cluster-based mentoring (Khan & Halai, 2009) reflective teaching (Ashraf et al., 2005; Ashraf & Rareiya, 2009; Rareiya, 2009;

Rettalick & Mithani, 2000) and questioning (Mehrun-Nisa, 2009) to address concerns about TC as it relates to teaching practice and in the case of "reflective teaching" studies, teacher thinking. Another, albeit an uncommon response to this 'problem of teacher education and teacher change in Pakistan', has resulted in the generation of a limited number of studies on teacher thinking as means of gaining insight into pathways to TC. Some of these studies have done this through gathering descriptive data on teacher thinking. For example, a life-history study was carried out by Halai (2004) to investigate a Pakistani teacher's conceptions about the nature of science. A phenomenographic study by Ahsan (2010) sought to capture Pakistani HE English language teachers' conceptions about teaching and learning. Similarly, Ahsan's (2016) mixed-methods study on tertiary teachers working in an urban area in Pakistan, compared English-language and subject-specialist teachers' beliefs about teaching and learning. Other studies, such as Imran's (2020) qualitative case study on seven English language public-sector university teachers' orientation to curriculum design and implementation, have focused on examining the relationship between teacher thinking and teacher practice.

Despite these diverse responses and concerted efforts, both pre-service and in-service TE programmes (Hassan, 2016; Imran, 2020; Isani & Virk, 2005) continue to be lambasted for being ineffectual in transforming teachers so that they meet the minimum standards in terms of their subject content-knowledge/their propositional knowledge. Criticism is also directed at these programmes' apparent failure in making participants abandon their allegiances to transmission-oriented practices which propagate rote learning and shift to constructivist approaches (Chang, 2014; National Curriculum Policy, 2018; Single National Curriculum, 2019). Even studies which have found a positive link between PD efforts and TC can only make limited claims. For example, Chang's (2006) impact study, a cluster-based mentoring program offered in the rural district of Sindh (Sindh is one of Pakistan's five

provinces), found that mentees had altered their teaching practices from traditional where the students sat and passively listened to constructivist approaches to where they involved their learners in a host of activities. Yet, the study data suggested that this change was dependent on their access to the mentor. Once the mentoring process stopped, data indicated that study participants relapsed into their "old ways" and resumed such practices prevalent in their schools as teaching through lecturing. Chang (2014) draws on the results of the Chang (2006) study, as well as others (e.g., Ashraf et al., 2005; Halai, 2006; Khan & Halai, 2009), to highlight that a majority of studies reporting TC have done so while the in-service programme was ongoing. Therein the root problem of TC is achieving sustainable change. Change that is not dependent on the teacher receiving external support; rather is sustained by the teachers' own investment and commitment to the change (also see Ahsan, 2005).

Another study with deceptively promising results on TC was Imran's (2020) doctoral qualitative case study. It compared teachers' *idealized* cognitions (Borg, 2006): the beliefs/understanding participants espoused to have about curriculum design and implementation with their *situated* cognitions: what they actually practiced in the classroom. The study collected interview, observation and stimulated recall discussion data from seven English language teachers, 2 female and 5 male teachers, belonging to the English Department of a public-sector university in Khyber Pakhtoonkhwa (another of Pakistan's five provinces) and analysed it using an interpretive thematic analytic framework. One of the main findings appeared to establish a clear link between changes in six of the study's seven participants' *idealized* cognitions and *situated* cognitions and their attending an in-service teacher development programme. While these outcomes seem very encouraging at the outset, a closer examination of the study design raises a number of questions as to the bases of these claims. For example, claims about change in participants' *idealized* cognitions as a result of attending a CPD course are based entirely on participants' self-reports and self-assessment

about this change. Given the extensive literature on possible validity and reliability issues of self-reporting instruments (Brenner et al., 2014), one would have expected there to be design-checks to respond to this concern, however there do not appear to be any. Participant accounts of change in thinking, and reasons for it, seem to have been taken at face value. No data, other than participants' self-reports, have been provided to show a comparison between participants pre- and post-CPD cognitions. Similarly, although classroom observation data has been cited to ground claims about positive change in participants' *situated* cognitions, there is no mention of design checks such as inclusion of learner/student data (Blazar & Kraft, 2017). Design checks are an essential; they respond to concerns about the influence of observer presence on teacher behaviours' (Martinez et al., 2016; McIntyre, 1980; Van der Lans, 2018) and/or the possible risk of "observer effect" leading to "staged performances" on part of the participants.

Overall, the literature on TC in Pakistan's education sector generally, and ELT specifically, suggests its problems are bound within Pakistan's own socio-economic, socio-political, socio-cultural realities and history. Chang (2014) conducted a mixed methods study comparing off and on-campus TE programmes offered by federal and provincial public sector and private sector institutions in Pakistan. Survey data were collected from a sample of 900 participants which included stakeholders, faculty and students. FGD interview data was also collected from five key stakeholders. It was found that programmes were prioritising meeting recruitment targets and boosting enrolment over holding to quality standards. Chang (2014) concluded that the lack of market regulatory policies, and education reform policies to curb these market forces, had led to a general fall in the standards of TE programmes. Tamin (2014) found an empirical link between access to English during schooling and career progression: further weighting arguments about importance of ELT provision and addressing the issue of differential access to English in Pakistan.

Hassan (2016) investigated the understanding of 28 English language university teachers about recent policy reform and their underpinning change models in Pakistan. Findings highlighted teachers did not consider just marketisation of TE to be the main challenge to change, but rather they were concerned with how change was being effected at a policy, and then institutional level. Reportedly, study participants felt that little attention was being paid to the compatibility between the change model being advocated and its contextual and cultural relevance as understood by the teachers who were being asked to implement it. Teachers also had concerns about there being equal access to training opportunities and reservations as to the quality of the teacher development courses as allegedly these programmes modelled the use of passive modes of learning and rote-memorisation. Similarly, a descriptive study by Sarfaraz (2019) on teaching spelling practices of English language teachers, in the city of Karachi, reported a link between teachers' observed preference for strategies which were transmission-dependant and rote-memorisation-inducive, their own language learning histories and exposure, or lack thereof, to professional development (PD) programmes and the language learning and teaching approach they modelled.

Coleman (2010) observes that: "English teachers – especially in government schools [in Pakistan] – tend to teach the language through the medium of Urdu or a local language because their own competence in English is poor or because they have so little confidence in their own competence" (p. 17). Zahra's (2020) qualitative case study on English language teachers and subject specialist teachers who had attended an English language programme offered for a private school system in GB, which categorised itself as an EMI (English as medium of instruction) context, identified a link between boost in participants' self-efficacy beliefs about their language proficiency and their perceived teaching effectiveness in their EMI teaching context.

2.2. The 'Problem' of Teacher Change in Second Language Teacher Education (SLTE)

Studies on TC in SLTE literature (Borg, 2003, 2006; Debreli, 2012; Green, 1971; Kubaniyova, 2012; Nespor, 1987; Ng & Leicht, 2019; Pajares, 1992; Phipps, 2007; Tan et al., 2017; Woods, 1996; Xiong, 2016) also highlight concerns regarding TE initiatives having at best a limited impact on student teachers' entrenched beliefs (Borg, 2003; Borg, 2011; Bullough, 1997; Chan & Elliot, 2004) perceptions, personal theories (Clark & Peterson, 1987), conceptions (DallÁlba, 1991; Fox, 1983; Jacobs et al., 2017; Martin & Balla, 1991). Richardson (1996) discussing pre-service TE and how it is "sandwiched between 17 years of the individual's school education and 30-40 years of teaching experience", goes as far as to describe/condemn teacher education as a "weak intervention". This section of the review considers this problem of TC by briefly exploring SLTE teacher change literature through a thematic lens to spot-light some key issues.

One of the most important research strands in TC and SLTE teacher thinking (cognition) literature relates to the examination of the relationship between TE and its impact. The numerous studies, which have examined the effectiveness of TE for pre-service teachers in different contexts, have varied results (Borg, 2005; Cabaroglu & Roberts, 2000; MacDonald et al., 2001; Sendan & Roberts, 1998). Almarza (1996) charted the "learning" progress of four foreign language student-teachers through their PGCE (Postgraduate Certificate in Education) course in the UK in a ten-month longitudinal study. The investigation focused on analysing the "origins, content of students' knowledge, and the changes it undergoes during an initial teacher education course and how it relates to the way they teach during teaching practice" (Almarza, 1996, p. 50). Data was collected through a complement of qualitative tools: semi-structured interviews, classroom observations and stimulated recall procedures. The data was subjected to a thematic analysis, entailing a four-stage data analysis process, which included deductive and inductive coding, chunking

and categorising. The findings, presented both as individual case studies and cross-studies, showed evidence of behavioural change. All the participants were observed to implement the method taught in the course during their teaching practice. Furthermore, their discussions on their lesson plans and analyses of their teaching appeared to draw from an expanded knowledge-base. However, the impact in terms of changes in their pre-training beliefs/conceptions about teaching and learning seems limited. Underlying the teaching method, they appeared to adopt homogeneously, they all had individual interpretations and conceptions about what teaching and learning a language entailed. For instance, one participant began with, and retained, a nativist notion of language learning – that it (language learning) is a natural process and only requires sufficient exposure. Another participant saw language learning as modelling and limiting of learner error. The latter is perturbing because it approximates closely to a behaviourist approach to language teaching and learning. In the conclusion, Almarza acknowledges that participants left the course with differing notions of what teaching and learning were and which were to a "considerable extent … rooted in their pretraining knowledge" (Almarza 1996, p. 72). There is also a caveat about the behavioural transformation being a washback effect as it (the observed teaching sessions) was a heavily-weighted part of the course assessment. Conversely, Richards et al., (1996) studied five inductees in a CELTA (Certificate in English Language Teaching to Adults) in Hong Kong and, reportedly, found five changes in cognition as a result of the course. These ranged from: changes in conceptions of teacher roles in the classroom to changes in the way participants evaluated their own teaching. Borg (2006) cites this study as one of the success stories of TE and uses it as one of the bases for refuting ineffectiveness charges against teacher education (Kagan, 1992). While, this cited study may allegedly provide grounds to defend TE, there are inconsistencies in its design. For example, while participant profiles provide information about participants' teaching experience and previous training or lack

thereof, no other information is given about their background or whether English is their L1 or L2. This omission is concerning because language learning and teaching attitudes/beliefs and practices are influenced by teachers (Ashraf, 2016; Medgyes, 1994) and student-teachers (Yang, 2008) constructing their identities as native speakers (NES) or non-native speakers (NNES). Also, the study used only two data sources: audio-recordings of tutors and trainee post-practice teaching discussion sessions and self-reports. Self-reporting instruments have reliability issues (Cook & Cambell, 1979; Schacter, 1999). Using recordings from meetings as data is also questionable because there is a likelihood that such formal settings may have led student-teachers to trundle out what they thought was expected or what they perceived as the "right answer" (Cook & Campbell, 1979). The study design does not appear to incorporate cross-checks but seems to rely solely on participant accounts as main data sources. This raises questions about validity and reliability of findings.

A similar variance in results can also be observed in in-service TE and impact studies. An eight-month longitudinal interventional study by Pennington (1995), looking at attitude change in a group of teachers, found there to be a relationship between teachers' pre-existing attitudes and impact in terms of TC. The study sample comprised eight native Cantonese teachers of English working in secondary schools in Hong Kong. The research project focused on supporting teachers to implement process writing approaches in their classrooms through providing varied inputs. Explicit teaching in the form of informational presentations and handouts, guided-sharing, discussion sessions between participants and investigators, sample lessons and materials, participant teachers' reflections on the lessons, classroom observations and one-to-one feedback sessions with the project head, were built into the study as inputs. Participants were also encouraged to use the option of telephonic access to connect with investigators if they needed it. The intervention was evaluated through analysing the participants' reflections and the observation data and administering pre- and post-course

questionnaires. A comparative analysis of participants' initial perceptions of the course, the advocated writing approach and their attitude at the end of the project showed a shift in attitude in areas such as reflective teaching. Pennington notes that the highest scores for reflective teaching, at the end of the programme, were from participants who displayed positive attitudes to the course and study aims in the first place. In her discussion section, she concludes that effectiveness of input is dependent on pre-existing attitudes and that "input for which teachers have low awareness, low understanding, or unfavourable attitudes is *inaccessible input* [italics in original] … and will consequently have little or no impact in the way of teacher change" (Pennington, 1996, p. 340). Conversely, Freeman's (1991) longitudinal five-phase study with four high-school French and Spanish teachers in the US claimed to have found evidence of cognitive change. The participants were enrolled in an in-service Master of Arts in teaching (MAT) degree programme. The study tracked their development from their point of entry into the programme (phase 1) through their formal input period, their on-the-job teaching-practicum year, and then followed their teaching for a year after they completed the programme. Their journey was charted and studied through interviews, observations, and doing document analysis of their assignments during the course of their study. A thematic analysis identified themes relating to: a formation of conceptions in practice, tensions in their conceptions of practice, an enablement in terms of articulation and the role of professional versus local (that is every-day non-technical language) in facilitating or impeding the reconceptualization process. Freeman (1996) cites his Freeman (1991) study and concedes that participants' conceptual change did not manifest itself as behavioural change in that "some patterns and routines endured" (p. 238). He argues though that, this also relates to questions of what qualifies as change, how to measure change and the role of methodology in investigating TC.

There is resonance between Freeman's argument and questions and recommendations made by others in the field. Roberts (1998) notes that teachers often "… filter out training interventions or interpret input so that it fits in with their framework of thinking about teaching". Roberts maintains that this is not so much 'misinterpreting' input as assimilating them, fitting them into their existing personal theories and prior experience" (p. 26). Da Silva (2005) investigates the perceptions of three Brazilian undergraduate student teachers enrolled in a Language Arts programme on the teaching of the four skills: speaking, listening, reading and writing, and matches them against observed teaching practice. Though the study findings are positive, in the sense there was overall consistency between teachers' theoretical knowledge and their teaching of the skills, Da Silva does note that in the area of speaking, participants used and managed activities in a way that was in contradiction to the communicative principles underlying the skills approach to language teaching. Borg (2006) cites Da Silva's study as exemplifying how "theoretical input" can be interpreted and applied in an "isomorphous manner" by trainees (p. 67). Almarza (1996) makes a similar argument about teacher learning being individual, and measures being needed to track change in a way that takes this into account. Taddarth (2016) in their experimental study on "The effects of teacher training on foreign language pre-service teachers' beliefs: A case of corrective feedback" notes that results showed that the intervention: the training course on corrective feedback, was effective. The comparison of pre- and post-intervention data (questionnaire responses and FGDs transcripts of the experimental group) showed evidence of a discernible shift in the majority of participants' reported beliefs about efficacy of corrective feedback (CF) types: use of prompts versus use of recasts, timing of CF: immediate versus delayed and teachers' role as "change agents". However, Taddarth also underscores that characterising the training as being successful depends on: the measures used to assess impact/TC: as "radical

change" (Taddarth, 2016, p. 173) versus graduated change; the individual teacher and their individual engagement with change, as well as the time teachers take to process this change.

Research strands also relate to addressing the question of 'why teachers do not change' through mapping the cognitive and interpretative frameworks that teachers bring to their teaching and learning, offering explanatory constructs and looking at mechanisms of teacher cognitive change (Asselin, 2000; Chan & Elliot, 2004; Connelly & Clandinin, 1991; Freeman, 1994, 1996; Golombek, 1998; Johnson, 1994; Kagan, 1992; Li, 2019; Moodie, 2016; Pajares, 1992; Powell, 2002; Woods, 1996). Additionally, researchers advocate a seeding in of the concept of how teacher beliefs may influence teaching: through its inclusion as a content area in TE programmes (Buchmann, 1989; Bullough, 1997) and/or designing programmes to make participants aware of their assumptions/beliefs/preconceptions (Bullough, 1997; Freeman, 2001). The most propagated of such reforms has been to engage programme participants in some form of reflective thinking and practice (Borg, 2005, 2011; Bullough, 1997; Kubanyiova, 2012, 2015; Lange, 1990; Nierstheimer et al., 2000; Olson & singer, 1994; Pajares, 1992; Richards & Lockhart, 1994; Schon, 1991; Taddarth, 2016; Wallace 1991). Teachers have been encouraged to reflectively explore/confront their thinking in various ways: through writing logs and diaries (Applegate & Shaklee, 1992), through different kinds of journals (Asselin, 2000; Cochran-Smith, 2003): "dialogue' journals" (Bullough, 1992) – which constitute a conversation between the teachers and educators, though reflective reports (Ross, 1990); through electronic journals (Bean & Stevens, 2002; Chiang, 2008; Grierson, 2007; Tavyl, 2014), through other more creative forms of writing such as short stories, personal records, autobiographical sketches (Bullough, 1997; Diamond, 1991). Explorations to encourage teachers to become aware of their embedded beliefs and assumptions have also included using metaphors (Calderhead & Robson, 1991; Carter, 1990; Grant, 1992; Munby & Russell, 1990; Powell, 1994). Action research cycles have also been

used in some instances (Whitehead, 1994) to engage teachers in confronting and reconstructing their "living educational theories" (p. 4) through writing and extended conversations. Self-appraisals, in the form of writing 'critical incidents' (Richards & Farrell, 2005; Stones, 1992), have also been used for a similar purpose. A more pedagogical orientation has involved doing the conceptual and empirical groundwork and preparing "case studies" (Kagan, 1993; Richert, 1991; Shulman, 1992). Case studies are presented as having a dual purpose. To provide pedagogical input, and in doing so also serves as means facilitating participants confronting and challenging beliefs that they may hold.

Recent literature has also explored this question of "why" by contending that TE literature needs to consider the emotional along with or co-joined with the cognitive when mediating student-teacher learning in TE programmes (Johnson & Worden, 2014; Golombek & Kluger, 2015). There has also been some focus on teacher identity and teacher cognitive change (Golombek & Kluger, 2015; Kubanyiova, 2015; Richards & Burns, 2015; Smith, 2016).

On the whole it seems, as this review has sought to highlight, TC in SLTE, particularly with respect to pre-existing understandings/beliefs/theories, remains problematic. Criticising traditional research on TE programmes for being empirical rational in its orientation and looking at change in terms whether it conforms to recommended practices, Richardson and Placier (2001) call for a normative-reeducative perspective on teacher change. They explain normative-reeducative perspectives on change as being related to the voluntary, naturalistic and collaborative.

Despite the passage of time, Richardson and Placier's argument still valid/relevant and aligns with questions raised earlier: 'what and why changes occur or do not occur? What constitutes as change? How should/can change be investigated and assessed?' Investigations into TE and TC need to consider these questions because teacher learning is pivotal to student

learning. As Borg (2006) notes, the whole point of teacher cognition literature is to understand the mental lives of teachers so that the insights it provides feeds into learning for teachers *and* their students.

2.3. The 'Problem' of Teacher Change in Higher Education (HE)

This leads to how these questions have been explored in HE literature. Teacher change in HE literature seems to have been researched in three ways. One orientation has been to see it as linked to finding out what and how teachers think (Calderhead, 1993). As a result, two kinds of descriptive studies have been done. Those which have sought to map teacher conceptions of learning and their interlinked relationships so that they can be identified and categorised (e.g., Trigwell et al., 1994) and/or represented as varying types of models (Akerlind, 2003; Bond & Ross, 2006; Enwistle & Walkers, 2000; Kalman et al., 2019; Kember, 1997; Samuelowicz & Bain, 2001). And the kind which have focused on investigating the relationships between teacher thinking, teacher experience and practice and the indirect impact on student learning (Gow & Kember, 1993; Kember & Kwan, 2002; Mahler et al., 2017; Murray & MacDonald, 1997; Pratt, 1992; Sheppard & Gilbert, 1991; Trigwell et al., 2002).

Another type of orientation has been to respond to the descriptive data, and design teacher development models accordingly (Chan & Elliot, 2004; Clarke & Hollingworth, 2002; Freeman, 1993; Gibbs, 1995; Guskey, 1986; Hativa, 2000; Ho, 2000; McAlpine & Weston, 2000; Radolf, 2000; Trigwell et al., 1994; Prosser & Trigwell, 2002; Trigwell & Prosser, 1996a; Trigwell & Prosser, 1996b). Clarke and Hollingworth's (2002) is one such seminal study. They try and capitalise on conceptions research by suggesting a non-linear model of teacher professional growth. In their model, TC is presented as being cyclical with multiple entry points. Change is assumed to be the natural outcome of reflection and enactment by participants in the domains comprising their world. These domains are proposed as being: the

Personal Domain, the domain of Practice, the domain of Consequence (salient outcomes such as improved student learning), and the External domain (sources of information, stimulus or support). They propose that this non-linear model offers multiple path-ways in the form of the domains, and thus allows teachers to develop and change according to their "idiosyncratic and individual natures" (Clarke & Hollingworth, 2002, p. 947). This study typifies an orientation to researching TC which seeks to address the problems of TC in terms of how to bring about change, with some latitude for seeing change as an individual process. However, by providing a set of implementation framework, this study and others like it, seem to be oriented towards providing solutions for what they see as a homogenous problem of change, rather than exploring questions of what constitutes change and how it can, and should be explored.

The third orientation to studying TC in HE involves the use of a particular theory referred to as "conceptual change theory". This construct has been used both as a theoretical framework and/or an instructional theory. This may be because the theory does not draw from a uniform understanding, but is seen as a construct subsuming several approaches to conceptual change within it (Keiny, 2008; Madu & Orji, 2015).

Historically, this theory developed from two relatively independent research traditions: the cognitive development tradition and science education tradition. In the former tradition, it has been looked on as an alternative to the Piagetian staged child development theory, whereas the latter has developed it mainly as an instructional theory (Vosniadou, 1999). Conceptual change research, particularly its use and value as an instructional theory, is hailed in the literature (Agiande et al., 2015; Duit & Treagust, 2003; Keiny, 2008; Kural & Kocakulah, 2016; Grospietsch & Mayer, 2018) as being of such influence for TC initiatives that it has held sway for nearly three decades in HE. Elsewhere it has been described as "fundamental research among science educators [which] focuses on how people learn science and how … [they] apply this knowledge in their lives" (Ozdemir & Clark, 2007, p. 352).

Since TC seems primarily to be linked to conceptual change research as an instructional theory, we will focus on that.

This theory was initially developed as a 'learning model' in the 1980s at Cornell University by researchers (Posner et al., 1982) who were concerned with science education. This assimilation and accommodation model, also referred to as the orthodox model' or the classical model (Abd-Ek-Khalak & Akerson, 2003), draws heavily on Piaget's concepts of disequilibrium and accommodation, and on Kuhn's (1970) theory of scientific revolutions leading to paradigm shifts. It posits that learning involves inducing conceptual change through raising an individual's awareness of their existing conceptions. This leads to "conceptual conflict". By creating facilitative supporting conditions, this conflict or dissonance in turn leads to former conceptions being replaced by "correct conceptions". Posner et al., (1982) stipulated that this radical conceptual change – that is accommodation or 'conceptual exchange' (Hewson, 1981) – was possible only if the replacing conception met the four requisite IPDF conditions. These include: intelligibility (it has to be clear enough to make sense to the learner), plausibility (it must seem plausible in the sense of it being consistent with the learners' knowledge and experience while resolving any inconsistencies between their theory-based knowledge and their experiences), dissatisfaction (this is a key stage that occurs when learners are convinced of the intelligibility and plausibility of the alternate conception and consequently 'lose faith' in their existing conceptions) and fruitfulness (this is final stage of accommodation, where the learners "map their new conception onto the world" (Posner et al., 1982, p. 218), that is they apply this new understanding. In effect, this theory sought to explain the interaction between students' pre-existing understanding, preconceptions, beliefs and conceptual change in terms of accommodation of new "correct" knowledge. For Posner et al., (1982) this explanation was consistent with a 'conceptual ecology' view of understanding. In this perspective, individuals'

conceptions (constituent ideas, ontological understanding) are underpinned by their epistemological beliefs and exist in a web-like relationship. Hence, interacting with new ideas is equivalent to confronting prior understandings – understandings which exist as a coherent, rooted interconnected frame. Accordingly, change in one conception influences other conceptions.

This initial accommodation and assimilation model of conceptual change (Posner et al., 1982) was severely criticised for seeing learning as a solely cognitive process. Vosniadou (2007) makes explicit note of this: "most importantly, it has become clear that conceptual change is not only an internal cognitive process but one that happens in broader situational, cultural, and educational contexts" (p. 50). This led to the emergence of the revised model also referred to as the revisionist model. Drawing extensively from research and work related to: (a) the nature and role of prior knowledge in conceptual change and (b) the nature and process of learning and change in knowledge, the revised model challenges the assumptions that the initial model is understood as being premised on. For instance, Pintrich et al., (1993) point out that in the classical model, learning is seen as the interaction between learners' existing ideas and new ideas – formal input – in two 'clear-cut' ways. When the new knowledge/ideas are in line with learners' pre-existing frames, learning involves assimilation, that is new ideas are absorbed/added to the existing frame. However, when the new ideas conflict with existing frames, then the conflict forces the learners to reconsider existing understandings and, if the new knowledge is framed as being the most convincing theoretically, and experientially, then it will simply replace the previous understanding – that is accommodation will occur.

Research, however, indicates that these interactions may be a lot more complex. One example of this is the work done by Vosniadou and Brewster (1992). They studied elementary school children and their understanding of the Earth being round. The study data consisted of

learners' responses to two kinds of questions: factual and generative. The factual questions aimed at eliciting students' taught knowledge – that is their exposure to theoretical knowledge. The generative questions asked students explanatory or prediction questions, and so, sought to look at their underlying conceptions. Student responses, such as representation of the earth as a "layer cake", suggested that the formal input had not changed their conceptions regarding the earth being flat; instead, students had developed an alternate understanding – synthetic models – so that their understanding of the new knowledge (formal input regarding the earth being round) fit within their pre-existing mental models. In another study, Ioannides and Vosniadou (2002) found that children underwent spontaneous change even without formal instruction as result of observations and other kinds of learning. Based on this, Vosniadou (1994, 1999, 2007) argues that change is gradual and involves a process whereon children's naive theories: existing as a framework which is a product not just of their everyday experiences/observation but of ontological and epistemological presuppositions linked fundamentally to cultural and contextual realities, change through their shifting from these 'naïve frameworks' to 'expert frameworks'. She refers to this process as "conceptual enrichment". A similar proposition, regarding children having naïve biological theories, is also made by Carey (1999). He contends, however, that contrary to the Piagetian notion of 'global' restructuring, conceptual change is 'domain-specific restructuring', and occurs as a child's knowledge of a domain expands through new experiences, formal instruction and social interaction, and as the child develops logical structures.

Carey's position exemplifies researchers' dissenting positions on conceptual change. For instance, there is controversy about the nature of prior knowledge. About whether it (prior knowledge) is a coherent mental model shaped by ontological, epistemological, social cultural and contextual factors (e.g., Chi, 1992; Vosniadou, 2007) or whether it exists as pieces (e.g., Anderson, 1981; diSessa, 1993). There are disagreements about the nature of the interaction

between prior knowledge and conceptual change. About whether prior knowledge gets gradually restructured from one coherent structure to another (Carey, 1999; Hatano & Inagaki, 1996; Vosniadou, 2007) or whether activated existing pieces of knowledge and new knowledge interact, through addition or elimination, to become coherent structures which are in line with development stages (Ozermin & Clark, 2007).

In addition, to these disagreements on the nature of conceptual change, the classical model was also heavily criticised for its assumptions about the nature of scientific knowledge and inquiry. It was argued (e.g., Pintrich et al., 1993) that its view of existing conceptions being something to be replaced embodied an understanding of scientific knowledge as something entirely empirical and logic-driven which had to be accepted as it was. Certainly, work such as Kuhn's (1970) theory on scientific revolutions and paradigm shifts contradicts such a view of scientific knowledge. Kuhn posits that progress in scientific knowledge is not logic-driven but is the result of the scientific community at a particular point in time being committed to a particular paradigm. Paradigm, was explained as being a set of beliefs or an intersubjective understanding/agreement of how problems are to be understood. In effect then, this concept of a paradigm signifies a conception of science where it is a constructive activity rather than a static body of facts. Kuhn's philosophy of constructivism, as highlighted in Nussbaum (2007) in their paper: "Classroom conceptual change: philosophical perspectives", led partially to the development of the "Constructivist approach" as researchers in the 1970s, responding to findings on prior knowledge and conceptual change, were looking for an alternative to the classical model. Therefore, this notion of science, as being mutually-constructed, provided a systematic frame in which learners' pre-existing understanding could both be recognized and built on (Nusbaum, 2007). Roschelle (2007) cites Einstein's contention that the basis for the construction of scientific theory comes from metaphors and ideas that are part of everyday knowledge, as well as work done by Kuhn

(1970) and Toulmin (1972), to emphasise that scientific knowledge is built on prior knowledge rather than being in opposition to it. This has led to a consensus in the research (Hewson, 1981; Madu & Orji, 2015; Pea, 1993; Pintrich, 1993; Stofflett, 1994; Strike & Posner, 1992; Vosniadou, 2007) regarding conceptual change theory being anchored within a constructivist paradigm and the emergence of a revisionist model/position on conceptual change.

Critiques drawing from work on developmental psychology, also contributed to this shift to the revisionist model, to constructivist positions on conceptual change. Learning theories such as the *situative perspective* saw cognition as being shaped by the physical and social contexts in which it is situated. This negates the understanding of learning as a transfer of knowledge, or as an individual cognitive process, rather learning is seen as "an activity that takes place among individuals, the tools and artefacts that they use, and the communities and practices in which they participate" (Greeno et al., 1996, p. 20). This theoretical perspective is informed by empirical studies that have investigated knowledge transfer and factors affecting it. Lave (1988) is one such representative study. It involved putting participants in test situations and being asked to solve math problems at the level of school-math. The problem-solving activity was pencil-and paper-based. The participants worked according to the system taught in school. They solved the sums from right to left, using borrowing and carrying routines for addition, subtraction and multiplication. The same individuals when placed in a supermarket-shopping context, and asked to solve math problems, did so in an entirely different way. There was little evidence of them using mathematical concepts of methods taught at school. Instead, they used left-to-right calculation routines, that is starting with the largest numbers first and moving to the smallest. They even used techniques other than math to solve the problems. For Lave (1988), these findings count as evidence that

learning constitutes activity which in turn is situated – is affected and shaped by social and physical contexts, and this needs to be considered when analysing human thinking.

The revisionist model of conceptual change also drew on Socio-cultural theory of learning (SCT). This theory, based primarily on Vygotsky's work, postulates that learning, all learning, is socially and culturally situated. It conceives of the individual and the collective, that is the social, as being "mutually constitutive of elements of a single, interacting system" (Cole, 1985, p. 148). From this perspective we begin our development not as individuals but as social beings. "The social dimension is primary in time and fact. The individual dimension of consciousness is derivative and secondary" (Vygotsky, 1979, p. 30). Learning, then in socio-cultural theory, is neither the result of, nor does it begin as an individual mental process. It entails engaging in the act of appropriation-internalisation (Leontiev, 1981), learners accessing joint knowledge (both preserved in culture, and created through interaction in social settings) through meditational semiotics (signs and tools) such as language and cultural artefacts such works of art (Lantolf, 2000; Rogoff, 1990; Wells, 1999; Wertsch, 1991). Hence the socio-cultural context and engagement through coordinated social activity is seen as the basis for development and change (Lantolf, 2000) in socio-cultural theory.

Both the *situative* learning and Socio-cultural theories, by foregrounding the social, cultural, historical, and contextual in cognitive development, served to ballast arguments against a mentalist model of cognitive development and change. In doing so, they anchor(ed) conceptual change theory more firmly within a constructivist framework of knowledge being conceived of as a co-construct versus its initial orientation of seeing scientific knowledge as a prima-facie – correct unless proven otherwise (Colbern, 1996; Pea, 1993; Roschelle, 2007). Examples of these would include research on goal-orientation, attribution theory and self-efficacy theory. Goal-orientation (Dweck & Leggett, 1988; Harter, 1981; Nicholls, 1984) suggests that students approach learning with two different orientations. Those with mastery

orientation are concerned with developing an understanding and gaining proficiency to the best of their ability. In contrast, performance-oriented learners are concerned with the performance aspect of learning, that is doing well to achieve certain ends – for example good grades. Weiner's (1992) attribution theory posits that learners try and maintain their positive self-image by explaining why they can or cannot do something. These attributions have been explained as being

1. *Internal or external* attributions which relate to learners' according success or failure to a personal trait or ability in the case of the former, or to external reasons such as circumstances.

2. *Stable or unstable* attributions, which relate to whether the learner believes the outcome to be unchangeable (in the sense that if the task were performed again, the outcome would remain the same) or whether they believe that outcomes can change or vary.

Bandura's (1977) self-efficacy theory proposes that learners' self-beliefs about their ability to succeed in a task affects how they approach tasks and situations. Further, Pintrich et al., (1993) in their paper provide a detailed analysis of the interplay between classroom contextual factors such as task structure, authority structures, evaluation structures, classroom management, teacher modelling, teacher scaffolding, different kinds of motivational factors, cognitive factors and its effect on conditions the four conditions for conceptual change. The point they make is that the classical model assumes learners operate on a purely rational basis (like scientists). Yet, given how motivation affects learner engagement, it is unlikely that just because learners are presented with a conception which is a more logical alternative, they will jettison their existing conception.

This re-orientation and research on effectiveness of conceptual change as an instructional design (Duit et al., 2008;) has led conceptual change theory, which began with a focus on changing learner conceptions, to now being used extensively for changing teacher

conceptions (Dogan et al., 2017, 2006; Duit et al., 2008; Grospietsch & Mayer, 2018; Ho et al., 2005; Keiny, 2008). An example of this is Stofflet's (1994) study. He used the IPDF model with 17 elementary teachers studying in a 20-session science methods course at university. The study aimed at engaging teachers with the IPDF model of conceptual change to bring about a change in their thinking about science, as well as finding out whether the participants felt this model was of value to them as teachers. Data was collected through a pre-test, field observations, course video tapes and document analysis and post-test. The findings, which were presented as a response to each stage of the IPDF model, indicated that participants who had begun with a traditional "science is a body of facts which have to be proven" had shifted to a more constructivist conception "[the process of science is] ways of testing your hypothesis." (Data extract, Stofflett, 1994, p. 799). A document analysis of the three lesson plans that was a course assessment requirement for all participants, also showed evidence of a shift towards a more constructivist orientation. Post-tests indicated that participants had understood conceptual change theory. A percentage of participants also stated their intention of using it as a pedagogical option in their own classrooms. Stofflett cites the findings of study as evidence of the IPDF's potential value as an intervention model for TC for elementary, secondary and tertiary-level teachers.

While the findings do appear to lend support to claims regarding conceptual change being a relevant theory for TC initiatives, certain elements of the study design raise questions. For instance, the lesson plans and field observations that were used as data sources were also part of the course assessment. Therefore, what certainty is there that this fact did not influence how participants did their lesson planning and classroom teaching? There do not seem to be any reliability or validity design checks to ensure against this possibility. Similarly, the study seems to take participants' intentions of using IPDF in future at face value, but is it an indicator of whether participants will actually use it? Stofflet concedes that a longitudinal

study is needed to validate these claims. There is also the case of a participant who had a traditional transmission orientation towards science-teaching and who in his field placement continued to teach in accordance with that pre-existing frame of reference. Stofflett accounts this to the fact that the mentor assigned to the participant in question, in their field placement, had the same orientation to teaching science, and hence the participant's pre-existing orientation became reinforced. However, this does highlight the issue, noted earlier, of how influential pre-existing frames or deeply embedded beliefs/conceptions can be and the need for TC interventions/initiatives to factor that in. This then leads to the next section: interlinks and gaps.

2.4. Teacher Change: Interlinks and Gaps

There appears to be a considerable parity between SLTE and higher education literature on teacher thinking and change. Both appear to see change in teacher thinking as central to improved practice leading to better learning (Biggs, 1989; Borg, 2003; Freeman, 2016; Green, 1971; Mahler et al., 2017; Nespor, 1987; Pajares, 1992; Ramsden, 1992; Woods, 1996). Additionally, the lack of change in teacher thinking and practice: due to tenacious pre-existing frames, beliefs, theories, conceptions, seems to be a shared woe (Borg, 2003, 2006; Bullough, 1997; Chan & Elliot, 2004; Clark & Peterson, 1987; DallÁlba, 1991; Fox, 1983; Grospietsch & Mayer, 2018; Kubanyiova, 2012; Martin & Balla, 1991; Tan et al., 2012). Both fields have engaged in describing and mapping these pre-existing frames, constructing explanatory frameworks (Akerlind, 2003; Asselin 2000; Bond & Ross, 2006; Calderhead, 1993; Chan & Elliot, 2004; Connelly & Clandinin, 1991; Enwistle & Walkers, 2000; Freeman, 1991, 1993; Golombek, 1998; Johnson, 1994; Kagan, 1992; Kember, 1997; Pajares, 1992; Powell, 2002; Samuelowicz & Bain, 2001; Trigwell et al., 1994; Woods, 1996) and designing intervention studies (Applegate & Shaklee, 1992; Borg, 2003, 2011; Clarke & Hollingworth, 2002; Freeman, 1993; Gibbs, 1995; Gospietsch & Mayer, 2018; Guskey, 1986;

Hativa, 2000; Ho, 2000; Johnson, 1994; Kagan, 1993; McAlpine & Weston, 2000; Radolf, 1992, 2000; Richards & Farrell, 2005; Richert, 1991; Song & Samimy, 2015; Stones, 1992; Taddarth, 2016; Trigwell et al., 1994; Trigwell & Prosser, 1996a; Trigwell & Prosser, 1996b) based on the frameworks, but problem of TC appears to persist (Almarza, 1996; Devlin, 2006; Kubanyiova, 2012; Pennington, 1995; Phipps, 2007; Urmston & Pennington, 2008; Xiong, 2016). The question is why?

I would argue this is because the lens through which TC has been looked at in both SLTE and HE has not been adjusted to tease out a localized understanding of TC. This seems peculiar considering work in both areas, as it relates to thinking, learning and development, seems to emphasise the importance of the local in terms of the contextual, the social, the cultural, the individual. Studies such as Chan and Elliot's (2004) study in Hong Kong on the relational links between student teachers' epistemological beliefs and conceptions reveal links between Asian traditional models of learning and their conceptions regarding teaching and learning, Pratt et al.'s (1999) study on student teachers also found that "conceptions of teaching are deeply rooted in specific cultural values and social norms" (p. 193 concept). Norton et al., (1997) found in their study on conceptions of university lecturers that conceptions vary across disciplines and context. Similarly, Marton et al.,'s (1996) study on Asian students' memorisation preferences showed that these preferences did not just involve rote-memorisation and thus constitute surface learning (Ramsden, 1999), but conversely led to meaning-making and thereby to deep learning (Ramsden, 1999). This was significant because it entailed a category being added to their learning model. Both Cliff (1998) and Haggis (2003) cite Marton et al.,'s (1996) study findings to make the argument that learning models developed by Western researchers may not be applicable to non-Western contexts. Other studies, such as Hilliard's (1992), Winze's (1998) and Ramirez and Castaneda's (1974) all suggest links between learners' approaches to learning and culture and socialisation

factors. In Yang's (2008) study, links were found between Chinese EFL (English as a Foreign Language) students' preference for rote memorisation over constructivist approaches, and their Confucian training. The latter apparently orients them to 'see' knowledge given by authority (such as a teacher) as 'truth'. Research in other sub-fields such as intercultural studies (Scollon & Scollon, 1995), cross-cultural studies (Canagarajah, 1999; Kramsch, 2002) see language learning and teaching as being historically and socially mediated. Cross-cultural transfer of skills, in Contrastive rhetoric (Connor, 1996), studies language skills, such as writing, as a cultural phenomenon. Literature on language politics of English teaching, also highlight the role historical, cultural and social power dimensions (Pennycook, 1990, 1994; Phillipson, 1992; Skutnabb-Kangas, 1988) play.

On the other hand, I appreciate that the question with regard to CC is a problematic one. What exactly is culture and context? Holliday (1999) in his argument on large and small cultures problematizes this. Drawing on Berger and Luckman (1967), Holliday (1999) takes issue with how culture has been reified in applied linguistics – that it has been turned into a 'thing' – a reality when it is actually a social construction. He differentiates between the large culture paradigm – as an approach that "signifies [an] 'ethnic', 'national' or international" and essentialist understanding and exploration of culture (p. 241) – and what he refers to as the 'small culture paradigm' – which represents an approach in which culture is viewed and researched in terms of it relating to "a dynamic, ongoing group process which operates in changing circumstances to enable group members to make sense of and operate meaningfully within those circumstances" (p. 247). A distinction is also drawn between a small-culture perspective and a sub-culture perspective, where the latter is identified as being a "large culture concept" because by implication "it is something within and subservient to a particular large, ethnic, national culture" (p. 239). If this perspective is used as a lens, then the question

still arises: what is culture – large culture, sub-culture, small culture and when we talk about culture and context, which culture is context interacting with?

Difficult question or not though, there is indication in the literature on SLTE and higher education on TC that this is a question that needs to be explored, but is a lens that is not being looked through. For example, Borg (2006) in his chapter on TE for pre-service education cites MacDonald et al., (2001) and Light and Spada's (1993) as studies which reported a change in teacher beliefs. He uses these studies to refute allegations in the literature regarding TE initiatives being ineffective and unsuccessful (Richard, 1996). Yet, in the same chapter, he also discusses studies such as Peacock's (2001) longitudinal study, and two related studies by Pennington and Urmston (1998) and Urmston (2003), where teachers' beliefs remained unchanged post-intervention. It is interesting that the studies where teacher beliefs were reported to persist were all conducted in Hong Kong, a non-native English-speaking context, whereas the studies where TC was reported to occur were both in native English-speaking contexts. This could be a coincidence. However, in another study on native Cantonese teachers also in Hong Kong, Pennington (1995) attributes the unsuccessful nature of the intervention as regards the reflective aspects of her study to "cultural norms … Participants hardly exploited the collaborative possibilities of for sharing and co-developing insights … functions that might have come more naturally to a group of Western teachers more comfortable with interpretation-oriented teaching and learning" (p. 342). Yang's (2008) study, cited in the previous paragraph, was also on student teachers in Hong Kong. Be it large cultures, sub-culture or small-cultures, the studies on Hong Kong do suggest that it has an issue that is specific to it. Similarly, the influence of teacher prior learning experiences and it triggering a responsive negative apprenticeship of observation (Ahsan, 2010) appears to be a consistent finding in studies on English language teachers working in Pakistan's HE sector. For example, Ahsan (2010) in her phenomenographic study on Pakistani HE-ELT teachers'

conceptions and Imran (2020) in his qualitative case study on seven English language university teachers report that participants' thinking and orientations to teaching and designing and implementing curriculum respectively, were reactively influenced to some extent by their negative learning experiences

This raises another issue with regard to studies on TC. In his summary on this chapter of pre-service teachers, Borg (2006) highlights that the geographical spread of the research on teacher cognition is concentrated on eight countries with a large part of the work (over 30%) emanating from the US. In view of this, and in face of the continued challenge posed by teachers' prior theories, beliefs, conceptions, can researchers and educators afford to ignore the insights from a more nuanced view that a localised lens may offer?

The issue of conceptual change, as it relates to culture and context, has been articulated more explicitly in HE literature. Cobern's (1994) Worldview Theory for conceptual change in science education is an example of such a voice. Taking the concept from cultural anthropology, he argues that a Worldview "is a non [-] rational foundation for thought, emotion and behaviour … [and] provides a person with presuppositions about what the world is really like and what constitutes valid important knowledge about the world" (p. 5). He cites Kearney (1984) to define it: "[It is] culturally organised macro-thought: those dynamically inter-related assumptions [i.e., presuppositions] of a people that determine much of their behaviour and decision-making, as well as organizing much of their body of symbolic creations … ethnophilosophy" (p. 5). He supports his proposition by discussing studies and literature elucidating everyday thinking about science (Gunstone, 1990; Tax, 1983), language literacy studies (Burbules & Linn, 1991) and psycho-linguistic theories such the Sapir-Whorf hypothesis. He presents a discourse analysis on the writings of scientists from Darwin to Hawkins, as well as studies on science education and culture (Deloria, 1992; Hatano, 1990; Scribner & Cole, 1973). His argument of worldview posits that learners enter the classroom

with a worldview that is shaped by their everyday thinking, culture, context, beliefs, language and own predispositions and this worldview is the lens through which they interact with learning. Therefore, science educators need to understand all of that which shapes a worldview and then design a curriculum that allows learners to interact with science education in a meaningful way. Cobern (1996) makes a potent argument, but offers no empirical evidence to support the proposed model of teaching according to worldview. This is to be expected as it is a "thought-study". What is particularly relevant with respect to this discussion is his argument regarding language and thought being intertwined and thus linked with culture. Consequently, language literacy is not just about learning to read and write in another language, but requires a shift in worldview. Since, science does not have a universal language such as math, it requires a language as a vehicle; therefore, when it is taught in English to second or foreign language learners, it adds yet another filter to their interaction with science and scientific theories. In effect, his theory supports the argument being made about looking through a localised lens.

Cobern's argument also links with a number of questions posed and implied throughout this paper. What does it mean to learn a language as it is taught in the Pakistani context? What and why does change occur or not occur? What constitutes as change, how should/can it be investigated and be assessed? Then there is the implicit question of what is the learner-teacher and conceptual change dynamic? This then leads to other questions: how does existing literature inform studies on TC for ELT teachers in contexts such as Pakistan where descriptive data from a study indicates that teachers have embedded conceptions that appear to be linked to issues of culture and context? Should questions of CC be explored with respect to TC, and can they be explored? These questions culminate into the final question: what questions emerge from all these questions?

2.5. Implications for Further Research – The Study and its Conceptual Moorings

As has been discussed when describing the context and background of the study (Section 1.2), English appears to be taught either as a content subject and/or with a focus on declarative knowledge, generally through a mixture of lectures and grammar-translation method at the HE and tertiary level in Pakistan (e.g., Fareed et al., 2018). Yet, because English is an MI/MOI at the tertiary level and is a power language in terms of employment and social acceptability (Section 1.1) because access to English is a social justice issue where learners need to be able to use it. They need to be taught to proceduralize their declarative knowledge of English. This means that the way it is being taught needs to change. But how can this be done?

The review sections on TC in SLTE and HE, both highlight the problematic nature of change in TE, particularly as it relates to prior conceptions. SLTE literature advocates for reforms in TE that involve designing programmes which take prior assumptions/beliefs/preconceptions into account by making participants aware of them, and thus confronting them in different ways using various tools (Borg & Phipps, 2007; Borg, 2011; Bullough, 1997; Freeman, 2001; Johnson, 1994; Song & Samimy, 2016). A pre-dominant response to this challenge in HE, particularly science education (Vosniadou, 1999), in the last three decades (Ozdemir & Clark, 2007;) appears to have involved utilizing a framework on change generally referred to as "conceptual change theory" (Keiny, 2008). This framework appears to have been used both as a frame for understanding what constitutes conceptual change through cognitive research (Carey, 1999; Vosniadou, 2007), and as an instructional design (Colbern, 1996; Duit & Treagust, 1998; Pintrich et al., 1993; Strike et al., 1992). As a result of this, there is variance in how conceptual change has been understood with respect to its interaction with prior conceptions. There are arguments for instance, about what this interaction constitutes in terms of: cognitive structures, its nature and the process it

is underpinned by. For instance, debates regarding the process began with contentions about conceptual change being revolutionary (classical model, Posner et al., 1982) versus gradual change (e.g., Vosniadou, 2007). There have been debates about whether conceptual change is both a revolutionary and evolutionary process (e.g., Keiny, 2008).

What seems to be common ground in these variations is agreement that conceptual change is complex and multi-dimensional and needs to be looked at from that perspective (Treagust et al,, 2008). This resonates with arguments made (and cited earlier in Section 2.2) in SLTE literature (Almarza, 1996; Borg, 2006, 2011; Bullough, 1997; Freeman, 1996; Pennington, 1995; Richardson, 1996; Roberts, 2003; Taddarth, 2016) about change, and reports on change being linked with what change has been understood to be and how it has been looked at; as well as the implication that teacher conceptual change needs to be looked at in a more nuanced way.

There is also the issue of CC that has been discussed earlier regarding the need for a localised lens. In my MPhil study I had taken a stance that human understanding and, by extension, human cognition are inextricably linked to culture and context. The conceptual positioning on thinking had been based essentially on "Gadamer's ontological notion of understanding, where understanding relates to the nature of our being in the world … [and] is not a subjective process of man over and against an object, but the way of man being himself" (Schmidt, 2006, p. 79).

From this perspective understanding and thinking are understood to share an immediate relationship. To understand is to relate to the world and the objects in it, and by extension ourselves – this constitutes "an engagement between our consciousnesses – our 'knowing' of the world and our knowing of ourselves – and this entire way of being and relating is rooted in time – within the tradition of history" (Ahsan, 2010, p. 9).

Gadamer proposed the concepts of thrownness, prejudice and horizons to explain how human knowledge, understanding and consciousness are related to our historicity, culture and language. According to Gadamer, prejudice relates to how "interactions between subjects and objects are shaped by preconceptions (this relates to how he has constructed Heidegger's concept of thrownness – a way of being in the world which means that at all times we are given over to the world and in such a way, or that we always find ourselves in a certain manner of being" (Owens, 2011, p. 1) – and this is manifested in individuals' horizons: "the range of vision that includes everything that can be seen from a particular vantage point" (Gadamer, 1975/1995, p. 302). The MPhil study's conceptual positioning on the thinking-understanding and culture dynamic had also been situated within this Gadamerian view of us as individuals "being situated in place, time and space" (Palmer, 1969, p. 9) where our thrownness, prejudice and horizons, our knowledge – understanding and consciousness is related to our historicity and culture. There is resonance between this orientation of understanding how individuals think and interact with the world, and what the literature appears to be suggesting with regard to the impact of CC on TC. This concept of a localised lens also links with Richardson and Placier's (2001) conclusion/recommendations: "we have moved away from the 'one solution' conception of change … Deep and lasting change requires consideration of a multitude of aspects and interests and should be viewed as an ongoing and *local process* [italics added]" (p. 938). This also relates to the implications in the literature on SLTE regarding how change in participants is often an individual construct, that is their conceptual change in terms of what they leave a course with, is relative to their prior understanding and conceptions (Almarza, 1996; Borg, 2006; Freeman, 1996; Taddarth, 2016; Wall, 2016). A localised lens then needs to be nuanced not only to be exploratory, but also sensitive to the individual nature and experiences of conceptual change.

This means that a project that sought to look at the change in conceptualising of ELT practitioners in a context such as Pakistan's, where a conception of learning as content and teaching as giving has been identified as an embedded conception via a descriptive study (Section 1.2), where English and English Language teaching, Language teacher development are embedded within discourses of tradition, power, empowerment and disenfranchisement (Section 1.1), required as exploratory and nuanced a lens as possible. If an inclusive approach were taken to conceptual change (Duit et al., 2008), it follows then that the multiple perspectives it would/could offer would allow for such a nuanced lens. Accordingly, the present study drew on conceptual change theory as a construct for informing how change can be explored and understood, rather than using the theory and all the approaches that subsume within it, as a set theoretical frame.

Also, in view of the need for an exploratory lens that looks at individual experiences, the study took a clear position on the use of the two learning frameworks that underpin current approaches to conceptual change: Socio-cultural theory (and its variations such as Leontiev's activity theory and cultural-historical perspective) and the *situative perspective*. The project accordingly drew on a Vygotskyian perspective of socio-culturally mediated learning, where the focus is on individual learning via social interaction, not the foregrounding of the social group (Smagorinsky, 2010). It focused then on the dialogic, open-ended, participatory engagement between the individual and the collective, allowing for diverse ways of acting, thinking and feeling (Rogoff, 1990; Wells, 1999) for the individual. It also drew on the perspective offered by the situative stance on learning. In this perspective, human cognition is seen as being shaped by the physical and social contexts in which it is situated (Greeno et al., 1996; Greeno, 1997), it is socio-centric (Soltis, 1981). However, the present study did not, in view of its focus on the individual, subscribe to the notion of learning being distributed through people and tools (Putnam & Borko, 2000).

The study also drew on a Gadamerian understanding of how we are in the world: that is, our understanding, our thinking is bound in time, space and language. This constituted as the final strand and responded to the need for a localised lens.

This discussion culminates into the final question the present study sought to answer. This is addressed in the next section.

2.6. Main Research Questions – Research Qs I & II

RQ I. How can ELT teachers working in Pakistan's higher education be helped to engage in and with the process of change in their conceptualising of teaching and learning?

RQ II. What are participants' experiences of engaging with change in their conceptualising of teaching and learning?

These two main research questions are seen as being intertwined. RQ I. relates directly to the aim of the study (Section 1.1) that is, identifying insights into the process of conceptual change from a localised perspective which have the potential to inform teacher development and change initiatives for ELT teachers in Pakistan. The study sought to explore and understand this process of change in terms of individual experiences of change – therefore the answer to the methodological question, RQ I, was sought through exploring the substantive question, that is, RQ II.

2.6.1. *Subsidiary Research Questions – Research Questions i.-vi.*

These subsidiary questions (Table 1) are seen as operationalizing the main questions (Robson, 2002). It should be noted because the present study drew on a Gadamerian understanding of human understanding and thinking exploring individual experiences of conceptual change necessarily involved seeing how participants conceive of CC in their experiences of conceptual change: as it relates to their thinking, and their practice. Hence, this has been included as the last subsidiary question (question vi).

Table 1 ：Subsidiary Research Questions

Question Number	Research Question
i.	What do research participants perceive as engagement with change in conceptualising of teaching and learning as reflected in their accounts?
ii.	What do the research participants' accounts reveal about what constitutes as change in conceptualising of teaching and learning as per their understanding/conception?
iii. (a)	What factors did research participants perceive as facilitators in their engagement with change in conceptualising of teaching and learning?
iii. (b)	What factors did research participants perceive as barriers to their engagement with change in conceptualising of teaching and learning?
iv.	What role did the main method, in the form of an intervention-project employing Cooperative Inquiry as a frame, incorporating elements of Inclusive Conceptual Change Instructional Design as an interweaving strand, and the four embedded tools play in facilitating this engagement?
v.	What evidence is there, in participants' accounts, that their engagement with change in their conceptualising of teaching and learning had any impact on their practice or their thinking about practice?
vi.	What role, if any, did context and culture play in the interaction between participants' engagement with thinking about/in their conceptualising of teaching and learning and their classroom practice?

Questions of Methodology

This chapter considers questions related to methodology. To this end, it discusses the study's philosophical orientations and then proceeds to elaborate on the design that was devised to explore the research questions driving the study. The discussion on the design includes: (a) providing a rationale for the choice of hermeneutic phenomenology as the methodology, (b) explaining how an intervention-project within a cooperative inquiry frame served as the main method for the study, (c) describing the data collection tools that were embedded within the main method and the role they played in the data collection phases of the study, (d) clarifying the sampling process that was followed, (e) giving a summarised account of the implementation phase of the study, and (f) outlining the data analysis framework.

The subsequent sections of this chapter focus on highlighting how ethical and trustworthiness questions have been addressed. The conclusion, as the last section, brings the discussion to a close.

3.1. Philosophical Orientations

The study's epistemological positioning derives from a view that meaningful reality is seen as emerging from an interaction between consciousness and the external world. Such a stance corresponds closely to two epistemological positions. The first is *constructivism*, where the knower interprets reality based on their own experiences and interactions with their environment (Gergen, 1999). Here meaning is understood as being constructed rather than discovered, which in turn means that each knower constructs their own meaning of any given phenomenon. Learning is a meaning-making process undertaken through social interaction with others. The second epistemological position is social constructionism: "all knowledge, and therefore all meaningful reality as such, is contingent upon human practices being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context" (Crotty, 1998, p. 42).

Both positions see knowledge as a meaning-making process, but while constructionism focuses on the "collective generation of meaning" (Crotty, 1998, p. 58), constructivism sees meaning-making as a uniquely individual process (Crotty, 1998; Guba & Lincoln, 2005). This study focused on the experiences of ELT practitioners as they interacted with change in conceptualisations about their own teaching and learning. As the aims (Section 1.3) and research questions (Sections 1.5; 2.6) indicate, it sought to focus on exploring the individual's engagement with change in conceptualising by drawing on the social and cultural via activities/processes such as collaboration. However, the contribution of the collective/social aspect of learning was a means of enhancing the individual's experience of and engagement with change in conceptualising rather than an object of study. Hence, the study is understood as being located solely within the constructivist paradigm.

The term *paradigm* has its etymological roots in the Greek word for pattern – *paradeigma*. The term is closely associated with Thomas Kuhn (1962, 1970) and his work on scientific revolutions and paradigm shifts. According to Kuhn (1970), scientific progress derives from, and is driven forward, not so much by logic as by scientists at a particular moment in time being committed to a particular *paradigm*. Paradigm was defined as being "an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools..." (Kuhn, 1970, p. 17). A paradigm in this sense functions as a kind of overall pattern, structure, framework of values/assumptions about scientific inquiry (Olsen et al., 1992).

Declaring a study's paradigm in social science research is seen as identifying "a worldview, a general perspective, a way of breaking down the complexity of the real world" (Patton, 1990, p. 203). In effect a paradigm by functioning as a "a way of looking at or researching phenomena" (Cohen et al., 2000, p. 12), as an "interpretive framework" (Guba & Lincoln, 2008, p. 34) determines "what is important, legitimate, and reasonable" (Patton,

1990, p. 2003). Paradigmatic positions on how and what it means to investigate social reality are variously classified in the literature (e.g., Gephart, 1999; Guba & Lincoln, 2008). This study, by virtue of having a constructivist epistemological orientation draws a sharp distinction between investigating the natural/physical world and investigating the social world (Polkinghorne, 1989). In effect, it stands opposed to a conception of the social world as something that can be understood in terms of physical-law-like rules (Kockelmans, 1987). Rather, by focusing on individual engagements with change it aligns with an ideographic exploration of the social world: looking at "those aspects that are unique, individual and qualitative" (Crotty, 1998, p. 68).

When considering questions of paradigm, it is necessary to consider the theoretical perspective underpinning the epistemological positioning. A constructivist epistemological positioning is seen as being closely linked to an *interpretivist perspective* (Crotty, 1998; Gray 2009). Interpretivism, initially "conceived in reaction to the effort to develop a natural science of the social" (Schwandt, 1994, p. 125), has its roots in the sociologist Max Weber's (1864-1920) proposition that social and cultural sciences are essentially concerned with *Verstehen* (understanding). Polkinghorne (1989) explains that for Weber "the object of inquiry for social science … is the meaning (*sinn)* an action has for the actor – that is, the purpose an actor has for carrying out the action" (p. 49). Accordingly, Weber argues that meaning, by virtue of being a non-observable phenomenon, can only be accessed through interpretive understanding – *Verstehen*.

On a fundamental level the question of paradigm can be said to be directly related to how a researcher thinks/believes that the social world and the phenomena within it can be understood. In fact, Lather (1986, p. 259) warns that research paradigms inherently reflect our beliefs about the world we live in and want to live in. This means that a study, such as this one, which has a constructivist orientation and an interpretivist underpinning (the

trustworthiness concerns this positioning raises have been addressed, see Section 3.9) and seeks to understand the processes involved in engaging English language teachers working in Pakistan's HE context with change in their conceptualising of teaching and learning, through exploring and describing their lived experience of and with change (Sections 1.1, 1.2), needs a methodological approach that aligns with such a positioning. This is elaborated on in the next section.

3.2. The What and Why of Hermeneutic Phenomenology as a Methodological Approach

Four questions need to be considered when engaging in research design: questions of epistemology and theoretical perspective, and questions of methodology and method (Crotty, 1998). The order of these questions, and their interlinked relationship, has been represented in Figure 2 (below).

Figure 1 : **Design Elements**



Note. Adapted from Crotty (1998)

As questions, relating to epistemology and theoretical perspective, have been expanded on in the previous section, this section addresses the question of methodological approach.

Hermeneutic Phenomenological (HP) approaches are rooted in the larger tradition of Phenomenology, a research tradition founded on the work of Husserl in the 1900s (Husserl 1913/1969, 1900/1901/1970a, 1913/1970b). Phenomenology, as a research tradition, is seen to subsume many variations and approaches (van Manen, 1990), but has also been broadly classified (Hein & Austin, 2001; Moustakas, 1994), based on differing philosophical orientations, into two categories: Empirical and Hermeneutic Phenomenology. To understand

why a HP approach has been considered a suitable methodological-fit for the present study, it is necessary to understand the differences between these two orientations. Since the choice of methodology is determined by the nature of what the study is proposing to investigate, that is, the research questions, and these in turn relate to the philosophical and theoretical perspectives situating these questions (Shepard et al., 1993) these two orientations will be compared on those bases.

Empirical Phenomenological approaches draw from a Husserlian perspective on how a phenomenon can be/should be studied (Moustakas, 1990). For Husserl, truth/knowledge could only be "grasped" through studying consciousness (Crotty, 1998; Hein & Austin, 2001; Husserl, 1913/1969, 1900/1901/1970a, 1913/1970b; Laverty, 2003; van Manen, 2010). Therefore, he saw Phenomenology as a science concerned with systematically studying human experience, because he argued that human experience was constituted by consciousness (Kockelmans, 1987, p. 7). His argument was based on the conception that "the phenomena that form our conscious experience manifest essences or structures … [that is, experience was seen as] consisting of both concrete particulars and the categories of meaning to which they belong" (Hein & Austin, 2001, p. 4). The task of Phenomenology, from this understanding, was to use disciplined and critical reflection and describe the structures of experience, what Husserl (1931) described as *eidos*/essence, as completely as possible: that is both constituent parts and their interrelationships (Laverty, 2003). In contrast, HP approaches seek to study a phenomenon from the perspective of understanding lived experience. This difference in focus relates to the fact that Hermeneutic Phenomenological approaches are grounded in work done by Heidegger (1962) and his successors (Gadamer, 1975, 1995; Sartre, 2007; & Merleau-Ponty, 2008) on Existential Phenomenology.

Heidegger (initially seen by Husserl as a worthy successor) disagreed with Husserl's focus on studying experience and identifying essences in terms of rational scientific inquiry.

For Heidegger, experience and study of experience related to *Dasein* – "being there…man's existence [in the world]" (Horrigan-Kelly et al., 2016) – how humans are and act in the world (Heidegger, 1996; van Manen, 1990). Phenomenology for Heidegger was a new way to address the question of Being: "higher than actuality stands possibility. We can understand phenomenology only by seizing upon it as a possibility" (Heidegger, 1927/1996, p. 63)." Heidegger distinguishes between Being and Entity. "Entities *are,* quite independent of the experience by which they are disclosed, the acquaintance in which they are discovered, and the grasping in which their nature is ascertained." (Heidegger, 1927/1996, p. 67). *Dasein*, on the other hand "is ontically distinguished by the fact that, in its very Being, that Being is an *issue* for it" (Heidegger, 1927/1996, p. 235). *Dasein*, is the kind of being that is "always-already" as a being-in-the-world, "being-on-the-way" to itself (Heidegger, 1927/1996, p. 48). Therefore, humans, by virtue of being Beings, of having consciousness, make sense of their world from *within* their existence, their "being-in-the-world", (Heidegger, 1927/1996, p. 49).

In effect, Heidegger saw philosophy as being ontological and concerned with human existence as a whole rather than just as epistemology (Moustakas, 1990; van Manen, 1990). This means that humans are by the very nature of our existence engaged in the world, and it is through interactions with the world that we come to understand it. Accordingly, where Empirical phenomenologists seek to study a phenomenon, through engaging with it by separating it from the world through phenomenological bracketing and describing it, Hermeneutic phenomenographers seek to understand a phenomenon because the very act of being in the world involves interaction – interpretation (Polkinghorne, 1983). Hence in Hermeneutic phenomenological studies, meaning lies not just in describing the experience by reducing it to the essence of what the experience is (e.g., Sriram & Diaz, 2016); rather, meaning lies in uncovering the experience (e.g., Smith, 2016). Looking "not at an ordered

universe … as the object of study for science, [but at the] … world for the subject … [as] what appears to him" (Zelinski, 2002, p. 9). The objective of Hermeneutic phenomenological inquiry then is not to arrive at replicable results via structural analysis but to offer insights (Packer, 1985). Since my two main research questions aimed to explore and understand ELT teachers' lived experiences of engaging with change in conceptualising in regard to their teaching and learning and, so to gain insights into the process of change in conceptualising through understanding individual experiences, a HP approach seemed to be a better fit for the study.

The differing philosophical assumptions underlying Empirical and Hermeneutic phenomenological approaches are relevant in terms of resonating with the research questions driving the study and the philosophical perspectives shaping them, as well as what is seen as constituting data in the study.

The two main research questions driving the study sought to explore individual experiences from a localised perspective, where individuals' interactions with the world are understood as being directly related to their historicity, culture, and language (Gadamer, 1975). Heidegger (1927, 1962) referred to his understanding of the world as a "hermeneutics of existence" because for him, human existence – our being Dasein, 'being-in-the world' (this has been discussed earlier), means our interacting with the world, i.e. "to be human is to interpret" (Zimmerman, 2015, p.145) and this notion of understanding is linked to our thrownness – "prior to our consciousness: we are situated in a world before we begin to think for ourselves…even before we are conscious of ourselves" (Weinshemer, 1985, p. 10), our preconceptions/preunderstandings, which are bound in and represented by history and language. Accordingly, then, phenomena are textual because they cannot be understood without being interpreted. This is relevant for the proposed study for four reasons. Firstly, this view of the nature of meaning being related to time, place and space links with the

epistemological stance of the study (discussed earlier) as it too orients the study within a constructivist paradigm.

Secondly, the focus on interpretation means that the researcher needs to take their own biases and preconceptions, as well as the participants' orientations to the world, into consideration. This then makes arriving at meaning a contextualised process, one which involves amplification (Hein & Austin, 2001). Since the study is concerned with the localised perspective, there is an alignment here in the sense that the study sought to study change in conceptualising as a process by trying to balance the particular and the universal (van Manen, 1990), by focusing on the individual, to possibly gain some gain insight into the universal.

The third basis for the appropriateness of this approach as the methodology has to do with its position on the inextricable link between language and understanding:

> the human being realizes that all understanding is interpretation and that understanding is of an essentially lingual character/language is not a supplement of understanding. Understanding and interpretation are always intertwined with each other. Explication in language brings understanding to explicitness. (Gadamer, 1975/1995, p. 12)

The subsidiary research questions (Qs. i-vi, Sec.) assume both an explicit relationship in some cases (questions i and v), and in others (questions ii, iii & vi) an implicit relationship between thinking and language. This is the basis for the study's assumptions that participants' experiences of and engagement with change in conceptualising with respect to their teaching and learning, will be accessible through their accounts. This view of language and thought as being inextricably linked also relates to two of the learning theories underpinning the study, *Socio-cultural* theory (SCT) and the *situative* perspective on learning (Sections 2.3 & 2.4). In both, particularly in SCT, language is seen as being directly related to thinking and development (Vygotsky, 1939).

A fourth reason for HP being considered an appropriate methodological choice for present study has do with its treatment of truth and knowledge. Laverty (2003) and Allen (1995) contrast Empirical/Descriptive phenomenology's foundationalist orientation with HP's

non-foundationalist orientation. For phenomenologists following approaches underpinned by a foundationalist orientation a valid interpretation of the truth does not require taking the "biographies, social or historical positions of the interpreter" (Laverty, 2003, p.) into account. "For foundationalists … the foundations of scientific truth and knowledge reside in rigid application of testing phenomenon against a template as much devoid of human bias, misperception … as possible" (Polkinghorne, 1989, p. 13). Being non-foundationalist, HP conversely focuses on meaning that arises from interpretation – the interaction between historically-produced texts and the reader. Truth then cannot be understood as being independent of the knower; rather, meaning ensues from the interaction between the knower and known, and, therefore, it follows that accessing truth is essentially an interpretive act. There is resonance between this understanding of truth and the study's constructivist positioning.

3.3. On Method, Embedded Tools and their Rationale

This section addresses the fourth question underpinning the study's design, i.e., the question of method. Research methods are the vehicles used to carry out a study (Cohen et al., 2000; Robson, 2002); in that sense they cohere within a study's methodological framework. The present study used an intervention-project as the main data collection method within a frame informed by Cooperative Inquiry (Heron & Reason, 2008) principles. This frame also included elements of Inclusive Conceptual Change Instructional Design (Duit et al., 2008).

An intervention was used as the main method because a means was needed that allowed participants the opportunity to interact with change in conceptualising. Teacher inquiry research highlights that involving teachers in research gives them both a sense of ownership (Cochran-Smith & Lytle, 1993), and through engaging them with the ways to understand the process of teaching and learning via looking at practice, inquiry provides them space for metacognitive engagement (Dawson & Dana, 2007; Dole & Sinatra, 1998).

Cooperative inquiry (CI) uses "interaction between experience and action, and reflection to reveal new or different ways of understanding and doing things and in the process of co-researching their own situation enables participants to transform it" (Heron & Reason, 2008, p. 111). This is the main reason why the intervention employed a CI frame. The design of the main method – the intervention-project – needed to be such that it would facilitate participants' individual interaction with thinking about, and in reviewing their conceptualisations about, teaching and learning. In CI, (a) propositional knowledge – knowledge "about something" – is expressed in statements and theories that are conceived of as being rooted in and derived from (b) experiential knowledge (gained from face-to-face encounters with persons) and (c) practical knowledge (knowledge of "how" to do something, demonstrated in a skill or competence) of the subjects in the inquiry (Reason, 1994).

A CI design also facilitates the development of (d) *presentational* knowledge. Presentational knowledge was elaborated on as a concept by Heron in 1988. "*Presentational knowing* emerges from the encounters of experiential knowing, by intuiting significant form and process in that which is met" (Heron & Reason, 2008). In effect its development represents "the process by which we first order our tacit experiential knowledge into pattern, and which is expressed in images, dream, story, creative imagination" (Reason, 1994, p. 329). Reason (1994) points to its being "an important (and often neglected) bridge between experiential knowledge and propositional knowledge" (p. 329). Heron and Reason (2008) argue that these kinds of knowledge: propositional, experiential, practical and presentational – "four ways of knowing", are naturally interwoven in our everyday life but tacitly. CI allows this engagement to become "intentional".

> We say that knowing will be more valid if the four ways are congruent with each other: if our knowing is grounded in our experience, expressed through our images and stories, understood through theories which make sense to us, and expressed in worthwhile action in our lives. (Reason, 1994, p. 329)

Arguably, the relationship using CI created between the participants and the study is instrumental in enabling this congruency in ways of knowing. This is because CI was conceived as a critique of and response to the idea in orthodox inquiry that true scientific inquiry is only possible by:

> Exclude[ing] the human subjects from all the thinking and decision making that generates, designs, manages, and draws conclusions from the research … [It] 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 (Reason, 1994, p. 328)

In CI, participants are seen as being actively involved in the knowledge-generation process as co-investigators, as well as subjects, through four phases/cycles of action and reflection (Reason, 1994). The first cycle focuses on identifying an area of inquiry and involves propositional knowing. The second involves application of the agreed-on ideas in participants' everyday life or work. The third is the immersion period for the co-researchers. The last phase/cycle is when the researcher and co-researchers come together after implementing the collaborative plan. At this point they review their original research propositions and discuss modifications in the light of the insights offered by the planned intervention. In effect CI, by requiring participants to be co-researchers and engage with designing and implementing a teaching intervention through interacting with ways of knowing on a collaborative level enables their translating theory into practice. This is another reason why CI was considered a suitable frame for the intervention method; the theory versus implementation gap is one of the most recurrent challenges in TE (Borg 2003; Bullock, 1997; Kubanyiova, 2012; Richardson & Placier, 2001; UNESCO 2016).

Having participants as co-researchers also addressed another concern. Research on teacher motivation in in-service TE and continuing professional education (CPD) programmes (e.g., Gorozodis & Papaionannou, 2014; Van Eekelen et al., 2006) emphasises the link between teachers' own motivation and interest in the course, its impact on their learning (e.g., Shulman & Shulman, 2004) and by extension their practice (e.g., Cave & Mulloy, 2010).

Studies (e.g., Calvert, 2016; Tharenou, 2001) also highlight that motivators in teacher's attendance and participation in CPD initiatives can be both intrinsic and extrinsic. Since CI allows participants to engage in the knowledge generation process on a more equal basis it was anticipated that this would endue a greater sense of ownership in participants and thus attend to intrinsic motivational concerns. Moreover, participants having co-researcher status was of particular relevance in the present study because their job description, as practitioners working in Pakistan's HE, requires them to show evidence of engaging in research. Hence this addressed extrinsic motivational concerns as well.

Employing a CI frame for the intervention also addressed contextual reality concerns. The study required participants to engage with change in conceptualising as a group: which meant for there to be a common platform to track individual responses to/journeys of engaging with change in conceptualising the input had to be the same for all. One alternative to a CI-intervention would have been to conduct a course. However, in Pakistan, as has been discussed (Section 1.4), teacher development and education tend to be in-service education. Such programmes are generally arranged in the afternoon because that is the time when participants are available. Even then enrollment is problematic. Accordingly, conducting a course did not seem to be a viable option especially as it required participants to undertake engaging in individual inquiry as part of the coursework.

There was also a caveat to be considered in having a CI intervention-project as the main method. Heron (1996) warns that: "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." (p. 8)

In principle a CI frame allows for the addressment of issues of power differentials. However, the objective of the study was to engage participants with change in

conceptualising. In practical terms this required the researcher to take the lead. Therefore, there would, by necessity, be a difference in decision-making powers. Heron (1988) acknowledges that circumstances may lead one or two members to take a more active role and act as informal facilitators of the cooperative inquiry process, but stresses the importance of these potential power differentials being properly managed. Hence, as an additional design-check, the CI frame also incorporated elements of Inclusive Conceptual Change Instructional Design. Inclusive Conceptual Change Design is a kind of instructional design that draws on conceptual change theory to target TC with respect to curriculum design and implementation (Dole et al., 1998; e.g., Madaiton et al., 2022). Such a design allows instructors to draw on conceptual change principles to provide instruction/input to participants in a way that engages them with change in conceptualising. In effect, including this strand addressed this concern by formalizing the researcher taking on a facilitative role where and when required (see implementation narrative, Appendix Cii).

Using an intervention-project as a method required the use of additional tools, both for facilitating participants' engagement with change in conceptualising as well as for recording and tracking their experiences and interactions with it. Since, it would not have been possible to implement the intervention without them, these tools are seen as being embedded within the CI intervention frame and as such have been referred to as embedded tools in this paper; a description of these embedded tools follows.

3.3.1. *Embedded tools*

The study embedded five tools, three of which functioned both as interventional tools and data collection tools. This section provides a rationale and description for each of the five tools and details how they were implemented.

3.3.1.1. Focus Group Discussions (FGD).

Exploring and addressing the study questions required that a means be found of initiating participants' engagement with change in conceptualising through dialogic exchange (van der Linden & Renshaw, 2004) and of making this engagement accessible for analysis. The focus group has been characterized as a type of group interview (Hughes & DuMont, 1993), or "a group conversational encounter with a research purpose" (Lewis, 1992, p. 413).

FGDs were used as a core embedded tool. They had a dual purpose. "Focus groups explicitly use group interaction as part of the method" (Kitzinger**,** 1995, p. 299). In doing so, they "offer a practical way of eliciting complex talk" (Myers & MacNagten, 1999, p. 177). FGDs are designed to elicit diversity and variety in the data (Botherson, 1994) through having participants exchange ideas and thereby review, and on occasion confront, opposing views/perceptions/understanding about the topic under discussion. Puchta and Potter (2004) discussing market research, point out that in FGDs conflict can be generative, and can lead to the production of richer data. With respect to the study, this meant that focus group discussions offered opportunities to create conditions for participants to experience cognitive dissonance (Section 1.4). Also, Wilkinson (1988) argues that FGDs enable social scientists to study face-to-face interaction. Hence, FGDs had a dual purpose in the study. They were used as a key tool to facilitate participants' thoughtful engagement with change in conceptualising through interaction with each other. They also constituted a site for observing participants' thinking and tracing possible changes in their thinking as reflected in their dialogue/exchanges.

Based on the pilot study (Appendix Ci), it was anticipated that there would be a dense cluster of meetings in the first cycle, with a phasing out period in cycles 2 and 3; and then a dense cluster in the final stage – Cycle 4. However, as the summary of the implementation highlights, while there was a dense cluster of meetings in the first two cycles, there were no meetings in Cycle 3, and only a small cluster of meetings in Cycle 4.

The use of focus group interviews in qualitative research is subject to some concern (Beach, 1990; Bloor et al., 2001; Hennick, 2013; Holloway & Wheeler, 2002; Johnson, 1994; Puchta & Potter, 2004; Smithson, 2002). Focus groups are traditionally associated with market research, and as such are seen as operating within a positivistic paradigm. The fact that their use is recommended as a complementary qualitative data set in large-scale quantitative studies (e.g., Krueger, 1994; Tavener et al., 2016) reinforces this understanding. Yet, as Secker et al., (1988) underscore, "their use in social research has been characterized as distinctly different from market research precisely because of an allegiance to an interpretivist rather than positivist paradigm" (p. 357). Exemplifications of such studies include the Burley-Cunningham et al., (1993) study on the layperson's understanding of genetics. In their study, focus group interviews have been used to ensure free-flowing dialogue between participants and therefore give primacy to their individual understanding and to the diverse social realities underpinning these understandings.

3.3.1.2. Concept Maps (CMs).

The study design required the incorporation of a tool that would enable tracing out participants' engagement with change in conceptualising and thereby provide pre- and post-study points of comparison. Concept maps are seen as constituting a depiction, a visualisation or a graphical representation of participants' concepts and the relationship between these concepts as related to a specific theme or topic (Hough et al., 1990; Koc, 2012; Novak & Gowin, 1984; Novak, 1998; Ruiz-Primo et al 1997). They have also been characterised as "graphical tools for organizing and representing knowledge" (Novak & Gowin, 1994), as "mind tools" (Jonassen, 1996) and representations of "mental models" (Sharma et al., 2014). CMs have been deployed to track development and change in the understanding of participants enrolled in TE courses (e.g**.,** Cavlazoglu & Stuessy, 2018; Earl, 2010; Markham et al., 1994; Morine-Dershimer, 1989).

Literature (e.g., Krieglsen et al., 2022), however, flags a concern which is particularly relevant for this study, and pertains to how CM data can represent change. 'Studies that use concept maps usually assume the existence of some incontestable exemplary structure; the closer the resemblance between participants' maps and this target map, the more "progress" one can infer' (Kagan, 1990, p. 454). The focus of the current study was on exploring participants' relationship with and experiences of change in conceptualising (Section 1.1). Accordingly, while CMs were used primarily as a means of visually mapping/recording participants' individual journeys in engagement with change in conceptualising the study aligned with Wheeldon and Faubert's (2009) understanding of CMs being graphic representations: that is drawings which reflect participant experiences and understanding as opposed to seeing them as a structured means of assessing specific changes in knowledge constructs (Novak, 1984). Note, therefore, that since the use of CMs constituted "a graphic and participant-centric means to ground data within theory" (Wheeldon & Faubert, 2009, p. 70), the terms *concept maps* and *visual representations and drawings* have been used interchangeably in the study.

An important function of CMs emphasized in teaching and learning literature is their role in developing understanding (e.g., Chang, 2007; Davies, 2011; Halford, 1993; Nesbit & Adesope 2006; Schwendimann, 2015) and spurring reflection (e.g., Buldu & Buldu, 2010; Kinchin, 2014; McAleese, 1994). They are used extensively (e.g., Bolte, 1999; Cantu et al., 2010; Coutinho & Bottentuit, 2008; Gerdeman et al., 2013; Hay et al., 2008; Himangshu et al., 2008; Mackinnon, 2006) to help clarify concepts and to make links between concepts and understanding visible.

Accordingly, participants in the present study were asked to generate and discuss the CMs during the FGD discussions, so as to help them to access their understandings about teaching and learning and their teaching practice. Participants were also encouraged to

compare their pre-study CMs with their post-study CMs as part of the semi-structured interview at the end of cycle 4 (Section 3.5.4). Thus, concept maps, like the other tools, also had a facilitative function and served as a dual-purpose tool in the study.

Participants were scheduled to share seven maps at strategic junctures in the study: two or three in the two initial cycles, two in the implementation phase, Cycle 3, and two in the last stage. However, the research conditions in the field (Appendix Cii) led to a modification of this initial design. As a result, each of the participants generated and shared a total of four concept maps during the 12-month period of the study.

3.3.1.3. Written Reflections.

The concept of reflective thinking in teaching was introduced by John Dewey (1910/1938). Dewey (1933) distinguishes between routine action and planned systematic action. He defines the latter as originating from a reflective mode of thought – of having to do with the act of reflecting: an "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the future conclusions to which it tends" (p. 7). Accordingly, reflective thinking constitutes a continual evaluation of beliefs and assumptions and formulation and reformulation of hypotheses. Arguably then, this induces a state of dissonance in thinking as individuals engage in this continuous cycle of examining their action to plan future action. As mentioned earlier (Section 3.3), the study seeks to create conditions for participants to experience cognitive dissonance; therefore, written reflections were also deployed as a facilitative tool in the study. However, their facilitative function was seen as secondary. They were primarily used in the study as means of recording participants' individual experiences of engaging with change in conceptualising rather than as a means of stimulating it.

Reflections are used in TE programmes as cognitive/learning and evaluative tools (Borg, 2011; Bullough, 1987; Calderhead, 1999; Johnson, 2018; Schon, 1983; Trigwell et al.,

2000; Weston & McAlpine, 1999). Written reflections, be it the form of reflective assignments (e.g., Borg, 2011), journals (e.g., Dagolu, 2001; Lee, 2007) or diaries (Johnston, 2000) have been advocated as being instrumental in addressing the problem of embedded teacher beliefs through developing their reflective skills. Proponents (e.g., Burton & Carroll, 2001; Burton, 2004; Dagolu, 2001) also argue that written reflections as representations of engagement with reflection are a record of learning and thinking about learning and practice.

Though the benefits of using written reflections as a tool are many, there were concerns that needed to be factored in as well. Despite the proliferation of literature on the benefits of using various forms of written reflections (e.g., Boud et al., 1995; Boutet et al., 2017; Griffin, 2003; Lee, 2006; Ho et al, 2001; McGar & Moody, 2010; Moon, 2004; O'Connell & Dyment, 2011; Samuels & Betts, 2007), reports on their efficacy are mixed (Cowan, 2013; Farrell, 1993; Marcos et al., 2009; Zhu, 2011). Some literature (e.g., Wellard & Bethune, 1996) suggests that they can be disempowering and therein demotivating as they may make individuals feel vulnerable and exposed. Even advocates (Francis, 2006) caution about course participants' potential initial resistance to writing reflections because they can be time-consuming and taxing. Possibilities of learner/practitioner resistance have been found to be particularly strong in contexts where learning traditions tend to favour passive modes (e.g., Lee, 2007). Among such caveats is the recommendation that "alternative mechanisms (e.g., graphical, oral, photographic) for articulating reflections" be included in TE courses (Borg, 2011, p. 372). Also studies on NNES that is on English language teachers who are so-called non-native English speakers (e.g., Lu, 2005; Medgyes, 1994, 1996) underscore the need for TE to be sensitised to the fact that NNES teachers' self-perceptions of their own language proficiency can negatively impact any gains from such programmes. Accordingly, this tool was deployed judiciously. Though participants were given reflective diaries, they were only asked to submit one reflection formally at the beginning of the study and then one at the end

of each of the four CI cycles. In effect, each participant was asked to submit five reflections in all.

However, despite this design check, deployment of this tool had to be further adjusted during the implementation phase. Field conditions made obtaining reflections from participants quite difficult (Appendix Cii). Only four participants out of eight submitted written reflections. Two submitted reflections for cycles 1 and 2 and the other two members submitted reflections in Cycle 4 (Table 3).

Task sheets and Articles as Facilitative Tools.

Task sheets incorporating tasks and activities were also used to stimulate participants' engagement with change in conceptualising about their teaching and learning. This study draws on socio-cultural theory (Vygotsky, 1978) and situated learning theory (Greeno et al., 1996) to argue that learning is a socially and culturally mediated process which is impacted on by the context in which the learning takes place (Section 2.5). The role of tasks in mediating learning has been highlighted in SLTE (Ellis, 2003; Esteve, 2018; Johnson, 2009), as well as HE literature (e.g., Anderson et al., 2018; Bereiter & Scardamalia, 1989; Brown, 1983; Collins et al., 1989; Glaser et al., 1996; Vosniadou, 2001).

Research on change in teacher thinking (e.g., Borg, 2003, 2011; Duit & Teagust, 2008; Kagan, 1992; Nespor, 1987; Pajares, 1992; Richardson, 1996; Richardson & Placier, 2001; Woolfolk, 1990; Hoy et al., 2006) has advocated the use of various types of tasks in helping to engage teachers with reviewing their beliefs (e.g., Bryan, 2003; Kagan, 1992); understanding/conceptions (Stoddart, 1994); personal theories (Thiessen, 2000) about teaching and learning. These include dialogic tasks (e.g., McMohan, 1997); metaphor-centric tasks (e.g., Kinnucan-Welsch, 2007); visual/graphical representation-oriented tasks (e.g., Trent et al., 1998) and reflective tasks (e.g., Bryan, 2003; Gunstone & Northfield, 1994; Viafara, 2011). Variance in task typology and multiplicity in task modality have been

identified in the literature (Anderson et al., 2018; Blackwell & Halliwell, 2000) as those design elements which facilitate access to participant thinking and understanding. Thus, the tasks incorporated in the six task sheets used through the four cycles of the study (Table 2) were multi-modal (Kress, 2010) and of multiple types. Task sheet 1 for FGD II and III, used in CI Cycles 1 and 2 (Appendix D) is an example of this. Tasks were designed to take participants through a staged process of brain-storming about teaching and learning, identifying metaphors, and depicting these understandings through producing concept maps. This process then culminated in engaging participants into a reflective collaborative dialogic during the FGDs.

Similarly, other task design elements that were incorporated in response to recommendations in the literature (e.g., Blackwell & Halliwell, 2000; Borg, 2011) included a 'biographically responsive' (Reeves, 2007) reflective strategy. This strategy is seen as a means of enabling participants to recognize links between their formative learning experiences and their beliefs/conceptions and teaching practice. Accordingly, the central task in FGD IV for the Nazakat (CI Cycles 1 & 2) and FGD III for the Husrat CI Groups (CI Cycles 1 & 2) required participants to narrate *dastaans* (stories) as learners (Appendix D). Also, as can be seen from the six tasks (Appendix D), each task sheet incorporated tasks requiring reflection.

Additionally, articles were shared with members of CI groups in both cities in the first two cycles, in person. The role that theoretical grounding can play in the dislodgement of embedded teacher beliefs, and in spurring change in practice, has been emphasised in the literature (e.g., Akbari, 2007; Bartos & Lederman, 2014; Harste, 1985; Hedgecock, 2002; Johnson, 2018; Kagan, 2008; Karaman, 2016; Shulman, 1987; Thiessen, 2000). Richardson's (1990) discussion on the inter-connectedness of teaching beliefs, practice and the role of propositional knowledge exemplifies arguments in the literature:

> When a teacher employs an activity within a classroom, it too is embedded within the teacher's set of premises, although that framework may not be related to reading and learning to read. It may, for example, be related to classroom management and control or student testing, and to notions of the roles of teachers and students. Thus, the research-based activity and the implemented activity may be called the same thing, and even look somewhat similar, but, in fact, are not the same practices because the activities are embedded in different belief sets, intentions, and theoretical frameworks … [A] notion of practice as activity embedded within theory is important in thinking about changing teaching practice … teachers change all the time … the problem is not one of change or nonchange. It centers on the degree to which teachers engage in the dialogue concerning warranted practice and take control of their classroom activities *and* theoretical justifications … and the degree to which these justifications relate to the socially constructed standards of warranted practice (p.16)

Since no meetings could be held in Cycle 3 – the study immersion period where members were required to implement the joint design on their own – articles were sent through email to both groups at the beginning of CI Cycle 3.

It was anticipated that the articles would contribute to creating the conditions for cognitive dissonance (Section 3.3) while simultaneously providing participants with necessary conceptual reference points as they interacted with learning and, by extension, with change in conceptualising. However, Heron and Reason's (1989) – article on cooperative inquiry (Appendix D), shared at the beginning of CI Cycle 1 and 2 seemed to have a discouraging effect on member participation during group discussion. A number of members, particularly in the Husrat Group, seemed unwilling to engage in reading and were unreceptive to the idea of having to do additional work. Ultimately though, articles did appear to play a role in participants' experience of engaging in the study. This has been discussed in detail in Chapter 6.

3.3.1.5. Individual Semi-Structured Interviews.

Individual semi-structured interviews (SSIs) were conducted at the end of the last and final cooperative inquiry cycle of the study: Cycle 4 (Table 2). An interview is "an interchange of views between two or more people on a topic of mutual interest, (which recognises) the centrality of human interaction for knowledge production and emphasises the social situatedness of research data" (Kvale, 1996a., p. 14). Since the semi-structured individual interviews were designed to generate corroborative data and therein function as a

methodological cross-check, the interviews included elements of focused interviews (Merton & Kendall, 1946). Merton and Kendall (1946) developed the 'focused interview' to help construct interview guides drawing from prior analyses of participants' situation or experiences. The aim was to test elements identified as significant and use them for further hypothesis building.

Individual SSIs, conducted at the end of Cycle 4, were stimulated by referring to specific events/comments in data generated during the FGDs, as well as showing the participants the concept maps and reflections that participants had shared in earlier cycles. The focused interview elements were included primarily because (a) probing and asking for specific details was one way to make participants' thinking – their experiences with change more concrete; (b) it also offset reliability and validity issues of re-ordering and participant reconstruction and researcher bias.

The SSI guide was prepared to combine participant-specific questions and general questions (Appendix D). This entailed engaging in a discourse analysis of all data sets generated in the four cycles for each individual participant. Themes pertaining to each participant were identified and these themes were interwoven as a strand within the interview procedures by citing particular instances to participants to stimulate their responses. In effect, I ended up preparing eight variations of the interview guide because, although there were general questions that needed to be asked, including specific references became instrumental in engaging with participants regarding their participation in the study and their experience with change in conceptualising.

Conducting these semi-structured interviews was challenging on a number of fronts. Despite efforts to ensure privacy, the interview discussions for the H.CI group, while being individual, were not private as venue-issues necessitated conducting the interviews in public settings (Appendix Cii). Also, surprisingly despite my having built a rapport with participants

in Cycles 1 and 2, some interviews began as hostile interviews. An example of this is the interview with Yasmeen Piracha (a member of the H. CI group, Section 3.4.1). Yasmeen's initial exchanges during the individual interviews were short and terse. It was only after employing strategies such as: instancing specific discussions and incidents in CI Cycles 1 and 2, code-switching to Urdu and using humour that the mode and the tone of this exchange changed (YP, SSI Transcript, Appendix Bii). In conclusion, while these strategies were effective in helping to make such interviews evolve from a stilted exchange into a conversation, a variance remained in the length of the SSIs. Some interviews extended beyond an hour (e.g., SR, SSI Transcript, N. CI Cy. 4, Appendix Ai) while others were comparatively shorter (e.g., YP, SSI Transcript, H. CI Cy. 4, Appendix Bii).

Table 1 : Embedded Tools: Purpose and Schedule of Use

Embedded Tool	Purpose	Study Phase
Focus Group Discussions (FGDs)	Facilitative and as a site to observe and record engagement with change in conceptualising.	Conducted throughout Cycles 1, 2 and 4 of the study.
Task Sheets and Articles	Seen as facilitative tools but task sheet responses also constituted as data.	A total of six task sheets were distributed through email and in hard copy during the 11-and-a-half-month period of the study. 1 article on cooperative inquiry was shared as a hard copy and 5 articles were shared on email with various group members.
Concept maps (CMs)/Drawings	This tool was primarily seen as a means to visually map/record participants' individual journeys of and with conceptualising change.	A total of 16 CMs were collected in the 11-and-a-half-month period of the study. with a minimum of 2 CMs being submitted per final participant (n=8).
Written Reflections	This tool was seen as a dual-purpose tool: as record of participant engagement with change and as a facilitative tool.	Five participants submitted written reflections. Two members of the N. CI Group) submitted reflections on each of the six FGDs comprising CI Cycles 1 & 2. Three participants submitted an overall reflection on their experiences with change in conceptualising at the end of Cycle 4. One from N. and two from H. CI groups.

Embedded Tool	Purpose	Study Phase
Semi-structured Individual Interview(s)	This tool included elements of Focused interviews (Merton & Kendall, 1946) and was designed to function as a methodological cross-check.	CI Cycle 4 concluded with the conducting of a total of 8 individual semi-structured interviews.

3.4. Sampling

This section describes the sampling strategy used for research site selection and participant identification and selection. As has been detailed (Appendix Cii) participant selection proved to be a critical study-implementation phase.

Nazakat (N.) and Husrat (H.) are the two pseudonyms used for the two cities that constituted as the research sites for the study. Their sampling was based primarily on convenience, but there were purposive elements as well. One of these cities is a commercial and the other a political hub. The study takes a position on culture and its relevance when looking at cognition and change (Section 2.5). While this study cannot claim that sample is representative, especially as the scope of the study allowed for inclusion of no more than two research sites, the fact that both N. and H. are important cities, and attract a wide cross-section of people from all over Pakistan, did stand as a factor in their selection. Moreover, I have lived and worked in one of these sites for a number of years and have visited the other numerous times. I had relatively greater access to gatekeepers and to infra-structures in both these cities.

With respect to participant identification/selection the sampling strategy combined purposive and convenience strands and included elements of snow-balling/chain-referral sampling (Faugier & Sargeant, 1997). The purposive sampling strand within the sampling strategy for participant selection entailed identifying prospective participants against criteria of interest: a minimum of two years teaching experience and overall willingness. These criteria were based on the fact that study was time and effort-intensive and designed to be

cognitively challenging. Without participant interest it would not be possible to complete the study within the timelines. The requirement for experience relates to the issue of teacher retention. As I have shared earlier (Section 1.1) anybody can teach in Pakistan because teaching qualifications are not a requirement. Often individuals take it up and leave it as per their convenience. The time period helps to identify individuals for whom teaching is a career choice. The concept of *willingness* was operationalized by finding out about prospective participants' profiles: in terms of their continuing education/PD, conference attendance history and their research interests when interviewing them (details in Appendix Cii).

Participants were identified through activating my professional networks. In some cases, prospective participants were also located through selected participants activating their own professional networks. This caused a snowball-effect with each contacted individual activating their own network. The initial participant sample comprised a total of 12 participants (11 females and 1 male) divided into the two inquiry groups comprising of five and seven members respectively. The fact that the participant group comprised 11 females and had only one male member could be seen as problematic. However, the focus of the sampling strategy was on identifying participants on the basis of accessibility, interest, experience and willingness rather than factoring in considerations of gender. Also, given that teaching is reportedly a female-dominated profession in urban Pakistan, the participant group composition could be argued to be representative.

Concerns about diversity in sampling relate to issues of sub-culture and small cultures discussed earlier (Section 2.5.). In my initial design I had proposed that since the present study's focus was on teachers teaching English language at the tertiary level in Pakistan, and since HP approaches aim at developing rich or dense description of the phenomenon – that is on gaining depth rather than breadth (van Manen, 1997), a purposeful sampling strategy was

to be used to identify no more than 12-14 participants. These participants were to be divided in two project teams consisting of seven to eight participants in each of two cities of Pakistan.

However, the pilot study insights (Appendix Ci) led to restricting the sample size to a maximum of 12 participants and using both criteria-based and convenience sampling. This is because pilot data (see Appendix Ci) indicated combining these two sampling strategies was the most feasible, practicable and strategic means of completing the study within the timelines, in the then current political climate of the research context.

A further reduction in sample size was necessitated by field conditions. Both groups experienced participant attrition after the completion of CI Cycles 1 and 2. This attrition was caused by participants experiencing problems because of Pakistan's political volatility and by other personal issues (Appendix Cii). Two members withdrew from each group (see Table 3). Hence the sample sizes for the N. and H. CI groups were three and five respectively in the last cycle, CI Cycle 4. Therefore, the final individual narratives, produced at the end of the study, draw on data from a total of *8* participants.

A point of note here. While the final sample consisted of 8 participants, conversational analysis of FGD data from CI Cycles 1 and 2 did include data generated from the initial 12 participants. (The ethical considerations in this regard have been discussed in Section 3.7).

3.4.1. *Characteristics of the eight final participants*

The N. CI Group in the last Cycle 4 comprised three female ELT practitioners. They have been referred to in this thesis by their pseudonyms: Rania Hasan (RH), Nazia Khanum (NK) and Sidra Rehman (SR). All three taught at private universities. Two of them, RH and NK, taught at the same university. The range in terms of teaching experience extended from two years to fifteen years. All three have master's degrees. Two of them have double master's in English Literature and Linguistics. These two practitioners both ranked among the top three in their class while completing their graduate degrees in both disciplines: English Literature

and Linguistics. The third member of the inquiry group, SR, has a master's in Mass Communications and was then involved in completing a graduate degree in E-learning from a top-ranking UK University. She has also worked on a funded research project on E-learning and English Language teaching and co-authored a publication on E-learning. SR had taught RH in a TE short course. There was a slight variation in terms of the hierarchical positions of these three members in their institutions. NK, with two years' teaching experience, was a lecturer. Her colleague (RH), who had over five years' experience, was an assistant professor. SR, with over sixteen years of teaching experience was a lecturer in her institution. All three participants met the criteria of being committed professionals in terms of their qualifications and professional interests.

The H. CI Group comprised five female ELT practitioners. Their pseudonyms are: Hania Xaidi (HX), Javeria Khan (JK), Bakhtawar Talati (BT), Gurya Vazir (GV) and Yasmeen Piracha (YP). All of them worked at institutions that came within the jurisdiction of Pakistan's Higher Education Commission (HEC) and therefore qualified as being part of Pakistan's HE context. All except HX work for public-sector institutions and teach at levels that range A-levels equivalents to teaching first and second-year undergraduate students. HX teaches at a prestigious private university. All the participants had a minimum of seven years of teaching experience and three of them had over fifteen years of teaching experience. The three with over fifteen years of experience (BT, GV and YP) were all lecturers who worked in the same department and were friends. HX and JK worked at the rank of assistant professor at different institutions; they were school friends. All the members had master's degrees. JK was enrolled in a doctoral programme, and HX had a second master's in TESOL from a Russel Group UK university. As in the case of the N. CI group, the participants in H. CI group met the set criteria.

3.5. Data Collection Procedures

Gaining a clear picture of the implementation phase of the study is essential because, as has been reiterated, the study design was impacted on to quite a degree by field conditions. This section, however, aims at giving only a brief description of the implementation phase, a lived account of that experience has also been provided (Appendix Cii).

3.5.1. *Participant Recruitment*

The implementation of the study appeared to have four phases (Table 3). The first was participant recruitment. In the initial design participant recruitment was allotted a period of two months (August and September 2012). However, the recruitment phase actually spanned a period of three months (August to end-of-October). Participant recruitment for both: N. and H. CI groups involved an activation of my professional and personal networks. This activation was through phone calls, face-to-face meetings and in the case of locating participants for the H. CI group, through formal emails to key gatekeepers in Pakistan's Higher Education Commission (HEC). In some cases, I also used face-book messaging. My activation of professional and personal networks also had a snow-ball sampling effect (Faugier & Sargeant, 1997) in terms of prospective participants activating their professional and personal networks to locate other prospective participants.

To ensure that participants met the set sampling criteria a staged process was followed for participant selection. For both groups, the first stage involved, in most cases, a twenty to sixty-minute telephonic conversation. In two cases I had a face-to-face to discussion with prospective participants. With each prospective participant I made an effort to ensure that I gave them as clear a briefing of the project as possible while simultaneously asking the questions that were necessary to ascertain whether or not they met the study sampling criteria. Once this initial stage had been completed and verbal consent secured form the prospective participant, in the second stage I emailed the written documentation (Appendix Fiia) on the

study, along with a copy of the consent form (Appendix Fiib). A follow-up was then conducted via mobile SMS messages to ensure that the email had been received. Each follow-up SMS message was drafted to stress the voluntary nature of the study and my availability and willingness to answer additional questions that participants may have. If they replied with a question, then I made sure that after confirming their availability, I rang them at the allotted time to answer their questions. Hence the process of participant selection was time and cost-intensive.

As the above description and the detailed discussion in the narrative suggests (Appendix Cii), participant recruitment was a challenging phase for the study. Based on insights from the pilot (Appendix Ci), the study design employed a two-prong strategy to address participant recruitment issues. The study timelines were revised and extended to allow more time for participant recruitment. Preparatory groundwork for participant recruitment through rapport-building with key gate-keepers was also engaged in. However, despite these responsive modifications, participant recruitment remained problematic. A good deal of the allotted time was lost as gatekeepers, who were quite responsive to facilitating access on email, were unavailable when I tried to set up a meeting to submit a formal request for access. In several instances gatekeepers employed delaying tactics, postponed the time for the meeting, and then finally emailed refusals when I attempted to set up a meeting to submit a formal request for access. Such avoidance tactics were also employed by prospective participants even after giving verbal, and in one case, written consent (Appendix Cii). This not only impacted study timelines, but also made finalising participant recruitment quite a fraught undertaking (Appendix Cii).

3.5.2. *Cooperative Inquiry Cycles 1 And 2*

In CI literature, Cycles 1 and 2 are distinct cycles, and have different aims. Cycle 1 focuses on the identification of a shared problem by group members for the inquiry group to

work on (Heron & Reason, 2008; Reason 1994). Cycle 2 focuses on the inquiry group collaborating to devise a solution (Heron & Reason, 2008; Reason 1994). However, these cycles seem to merge closer together in the study; group-brainstorming on a common problem in the FGDSs often overlapped closely with discussions on possible solutions. Hence these cycles together comprise the second phase of the study. This second phase of the study was an intensive period of data-collection with both N. and H. CI groups. A total of 10 FGDs were conducted and over sixteen hours of recorded data was generated. In addition to the FGD data, this phase also involved the use of one article and the designing and completion of three task sheets, as well as the generation of 1-3 CMs per participant A joint intervention plan was also worked out by participant groups and then finalised by the PI (Principal Investigator) – me (Appendix D). The sample size for the study at this point consisted of twelve participants. There were five participants in the Nazakat CI group and seven in the Husrat CI group (Table 3).

An effort was made to keep the design and conducting of the FGDs for the two groups as consistent and simultaneously as responsive as possible. To ensure that the group discussions were fruitful and yet flexible and allowed for the generation of naturalistic data, task sheets (Appendix D) were used in place of FGD protocols. These task sheets were generally shared with participants beforehand as an email attachment. In some instances, they were also distributed to participants prior to the meeting. The meeting agenda was also tentatively shared with participants at the start of the meeting and then finalized after it had been discussed with the group.

The recordings for each FGD were then listened to repeatedly. This functioned as a kind of informal conversational analysis and helped to drive the study forward by providing input for subsequent FGDs. While listening to recordings I took note of group interactions, looking at certain aspects of the structure and sequence of the interaction/discussion

(Heritage, 1984; Myers, 2006; Omwuegbuzie et al., 2005; Silverman, 2000), where I was concerned with the *how* of the interaction between the participants during the discussion. In my notations I paid particular heed to turn-taking (turns taken by speakers, length of turns, who initiates the turn, who interrupts) particularly as it related to dominant and passive turn-takers. I looked at adjacency pairs (such as question and answers, assessment and preference for agreement – or disagreement via modification, preface or delay), particularly as it related to preference for disagreement. Notations were also made on how the participants redirected or re-shaped the topic. I then used these notations, repeating topics and phrases that seemed to recur, during subsequent FGDs.

This phase of the study was more extended for the N. CI group than the H. CI group as I had to complete my data collection with the latter during this time. The first FGD was conducted with the Nazakat group on October 25th, 2012. The sixth and final FGD, where the intervention plan for Cycle 3 was finalized, was on January 9th, 2013. FGDs II and III were conducted in November 2012 and FGD IV and V were held in the first week of January 2013. CMs were collected from participants in the second, third and fourth FGDs (Table 3).

The data-collection period for this phase was comparatively shorter with the H. versus the N. CI group for many reasons. Chief among these being my scholarship stipulations made it difficult for me to stay in Husrat for more than two weeks (Appendix Cii). There were therefore a smaller but denser collection of meetings with the H. CI group. The first FGD meeting with the H. group was conducted on November 30th 2012 and the fourth and final meeting was held on December 14th 2012. FGD III and IV were both combined meetings and extended to two and a half hours and two hours respectively. Though the FGDs designed and conducted for both CI groups followed a similar process, conducting the H. CI Group FGDs was particularly challenging. Juggling timelines of seven different members and doing it within a two-week deadline made it a very fraught exercise. As a result, it was only in the last

FGD that all seven members managed to adjust their timetables so that they could all attend the meeting. It was in this last meeting that group members tentatively worked out their intervention plans.

3.5.3. *Cooperative Inquiry Cycle 3*

The third CI cycle focuses on serving as an immersion phase of the inquiry. The idea is to have group members implement the joint plan while relying on their own resources as practitioners. It is designed to be an intensive learning phase. CI Cycle 3 began at the end of Cycle 2, in the second week of January 2013 and I remained out of touch with the participants. I had explained to the participants that I would not be able to contact them during this phase, but I had encouraged them to network and collaborate with each other. To this end, during FGD meetings for CI Cycles 1 and 2, I had repeatedly tried to reinforce this concept of their working as a team. I had prepared a contact tree (Appendix D) so that they had each other's phone and email addresses. I had also told them that while the design made it difficult for me to initiate contact, they were free to contact me with any queries that they may have and that I would be happy to help in whatever way possible. I also asked them to email their contextualized plan for implementing the joint intervention and their timelines for implementing it.

In those seven months I received emails from seven of the twelve participants. Three members of the Nazakat group contacted me to send me their intervention plans, and in the case of two members their reflections on Cycles 1 and 2. One member of the H. CI group emailed to discuss her contextualized intervention plan. Another H. CI group-member sent a mobile SMS message confirming that her group of friends would be implementing their plan. Then there were the two emails, one from a member in each group explaining why they were withdrawing from the study (Appendix Ciii).

During this period, I sent various greetings to group members, both seasonal and a few pertaining to Islamic celebrations in the form of emails and SMS messages, but no response was forthcoming. Participants' silence could be attributed to my not being physically present in the country (my scholarship requirements necessitated my returning to the UK). It may be that our being on two separate continents made them feel as if I were inaccessible. Or perhaps they misunderstood my explanations regarding how I could not initiate contact during this period. Whatever the reasons may be, as I have discussed in the implementation narrative (Appendix Cii), the withdrawal that silence seemed to signal made this phase of the study quite nerve-wracking.

(Note: The study data from Cycle 4 seems to suggest however that the immersion phase did serve to give participants the impetus to draw on their own resources and to reach out to other professionals. This however will be discussed in more detail in Chapter 5.)

3.5.4. *Cooperative Inquiry Cycle 4*

CI Cycle 4 constituted as the final data-collection cycle. This final cycle is designed to be the evaluation phase. It is the point at which the group members meet to review, analyse and evaluate the intervention they implemented. The actual data collection for this phase of the study was short and intense (Table 3 below). The first FGD for this cycle was held with the Nazakat group on September 6th, 2013 and the last SSI for the study was conducted on October 1st, 2013. A total of seven FGDs were conducted with both CI groups. In addition, this study generated data sets in the form of seven concept maps, five reflections and recorded data from eight semi-structured interviews (Table 3).

A total of three FGDs were conducted with the N. CI group for CI Cycle 4. In the first FGD, the three attending members (Sidra, Rania & Nazia) described their intervention-projects (Table 3). In the second FGD (September 26th, 2013) they evaluated their projects and in the last FGD (September 28th, 2013) they evaluated the study and their

participation in the study as a whole. Task sheets for FGD II and III entailed participants producing and discussing concept maps about teaching and learning and reflecting on change. Individual SSIs were also conducted with each of the three participants between September 28th and October 1st 2013. These SSIs were designed after repeatedly reviewing all data sets from CI Cycles 1 and 2 and that generated in CI Cycle 4 at point of the study (Table 3).

A total of four FGDs were conducted with the H. CI group. Field conditions (Appendix Cii) resulted in the H. CI group being further sub-divided into two smaller groups: Groups A and B (Table 3 below). Group A comprised two members: Hania and Javeria. Group B comprised three members who all worked in the same institution: Bakhtawar, Gurya and Yasmeen. FGD I and a combined FGD II and semi-structured interviews were conducted with Group A members on September 11th and 19th 2013 respectively. FGD I and a combined FGD II and individual SSIs were conducted with Group B members on September 17th and 18th 2013 respectively (Table 3).

The policy followed in Cycles 1 and 2 of keeping the design of the FGDs consistent for both groups was also adhered to during this final cycle; the same task sheets that were used for both CI groups. There was, however, a difference in how the individual SSIs were conducted. Field conditions (Appendix Cii), i.e., time constraints, access to participants and lack of availability of venues made it difficult for the individual SSIs to be conducted in a private space. Accordingly, the interviews with four out of the five the H. CI group were conducted in a public space. In some cases, as in my interview with Gurya (SSI transcript, Appendix Bii), it functioned at some junctures as a joint interview because the other participant (Bakhtawar – BT) sitting in ostensibly as a silent spectator, interposed comments. While this seemed to have a reassuring impact on the participant and made them more expansive, there is the issue of how these conditions may have influenced participant responses. Accordingly, these concerns were taken into account during analysis.

3.5.5. *Timelines of the study*

Based on the insights offered by the pilot regarding how the complications posed by the political situation in the country could impact the study timelines, I revised the timelines of the study from 9-10 months to 14 months. However, these timelines were revised yet again in response to field conditions (Appendix Cii) so that the total period of data collection spanned a period of eleven and a half months. The study was initiated at the end October 2012 and the final data set in the form of a semi-structured individual interview data was collected on October 1st 2013. A table (Table 3) providing an overview of the study's implementation timelines has been provided below:

Table 1 : Study Data Collection Schedule

Phase	Group	Action	Timelines
I	N. CI Group	Participant Recruitment	August 2012 – Mid October 2012
	H. CI Group		August 2012 – Beginning of December 2012
II	*CI Cycles 1 & 2 – Problem Identification & Design of Intervention*		
	Group	Embedded Tools & Data sets	Timelines
	N. CI Group (Group members: RH, SR, NK & UA)	6 FGDs, 1-2 CMs per participant, 1 article, 3 Task-sheets, intervention plan	October 25th 2012 (FGD I) – January 9th (FGD VI)
	H. CI Group (Group members: HX YP, BT, JK, GV, LT & WT)	4 FGDs (2 combined), 1-2 CMs per participant, 3 Task sheets, intervention plan	December 1st – December 14th 2012
III	*CI Cycle 3 – Immersion Period*		
	Group	Data sets & Participant Communication	Timelines
	N. CI Group (Group members: RH, SR, NK & UA)	2 (RH & NK) participants sent 6 reflections, 1 emailed a request to withdraw from the study and 3 (RH, SR & NK) emailed providing some details about the planned intervention	Mid-Jan 2013 – End-of-August 2013

Phase	Group	Action	Timelines
	H. CI Group (Group members: HX, YP, BT, JK, GV & WT)	1 email exchange with participant regarding intervention plan (HX) + 1 emailed update regarding participant-withdrawal from the study (LT)	
IV	*CI Cycle 4 – Evaluation*		
	Group	Action	Timelines
	N. CI Group (Group members: RH, SR & NK)	3 FGDs, 3 CMs, 1 reflection (SR), 3 SSIs UA did not formally withdraw from the study but employed avoidance strategies	FGD I – September 6th 2013 – Last Individual interview (SR) – October 1st 2013
	H. CI Group (Group members: HX, YP, BT, JK & GV) Divided into sub-groups: A & B	WT did not formally withdraw from the study but employed avoidance strategies	September 11th 2013 – Last individual Interview – September 19th 2013
	Group A (HX & CB)	2 FGDs, 2 CMs, 2 SSIs, 1 Reflection (JK)	FGD I – September 11th 2013 FGD II – September 19th 2013 Individual Interviews (HX & JK) – September 19th 2013
	Group B (YP, BT & GV)	2 FGDs, 3 CMs, 1 Reflection (YP), 3 SSIs	FGD I – September 17th 2013 FGD II – September 18h 2013 Individual Interviews (HX & JK) – September 18th 2013

3.6. A Hermeneutic Data Analysis Framework

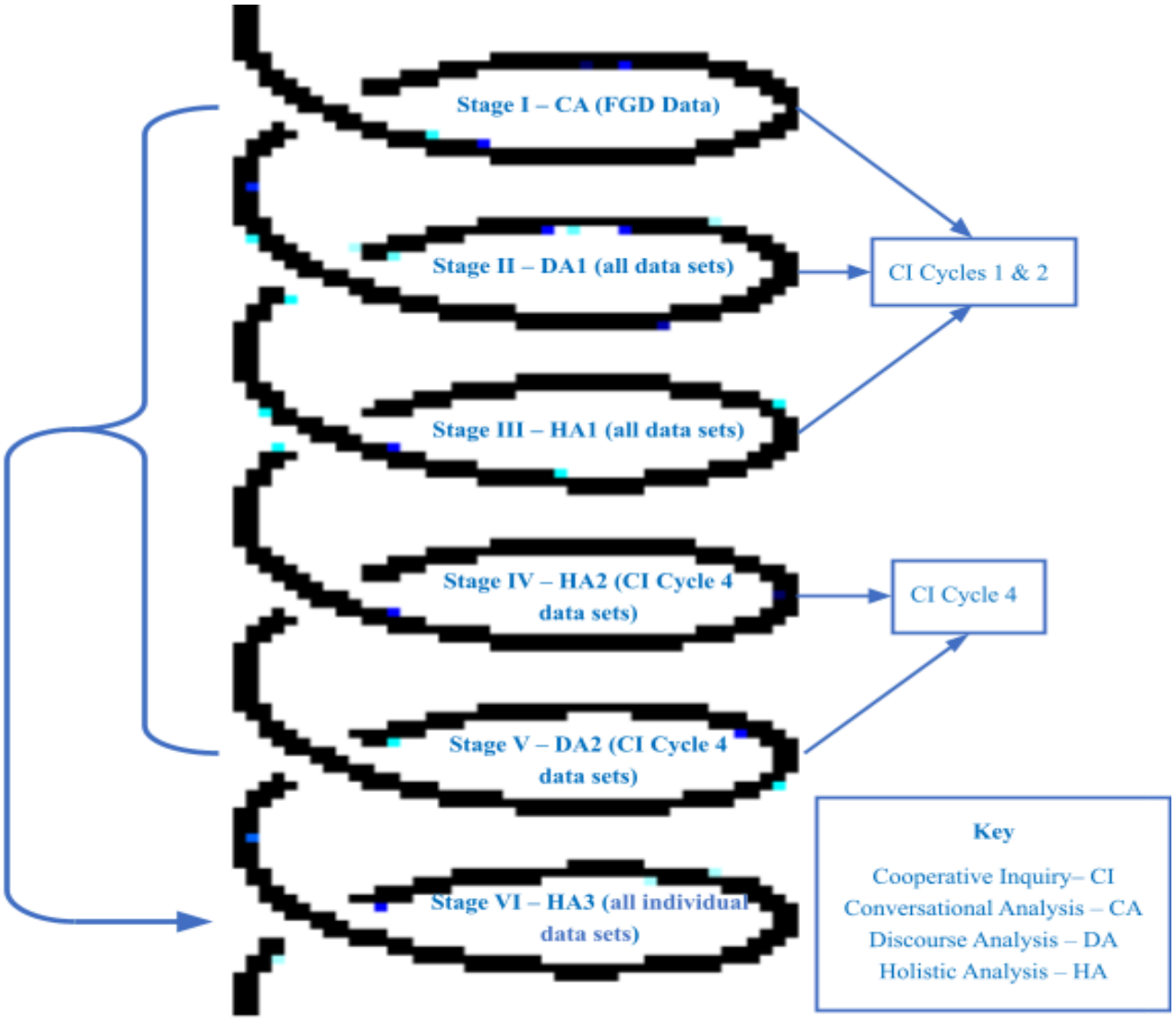
This section focuses on outlining the data analysis framework and describing the stages embedded within it. Some clarity is also provided about choice and use of analytic strands in sub-sections 3.6.1-3.6.3.

The underlying assumption in a hermeneutic mode of analysis is "that only as historically and culturally located beings can we articulate ourselves in relations to others and

the world in general" (Rundell, 1995 cited in Crotty, 1998, p. 12). Hence, a hermeneutic interpretive mode was used as an overall data analysis framework because it responds to concerns regarding the need to factor CC in the data analysis. Also, as has been explained earlier, one of the main reasons for choosing Hermeneutic Phenomenology as the methodological approach was because it enabled giving primacy to understanding, a phenomenon through foregrounding the experiences/the perspective of those who make sense of the phenomenon through living it – that is, privileging the construction and interpretation of meaning of the individual. This meant the data needs to be treated as text – something to be interpreted. In addition, hermeneutics involves *distantiation*. To interpret a text, readers distance and alienate themselves from the text and yet paradoxically also identify with the text (Crotty, 1998). The text is both the 'known' and the 'other' (Said, 1979). There is resonance between this mode of understanding and my position as a researcher in the study – the context is both familiar and yet through the act of researching it becomes *the other*.

While the overall mode of analysis was hermeneutic in that the data was read and re-read as a text with the overall focus being on completing the 'hermeneutic circle' (Palmer, 1969) and considering the whole-to part relationship between the group data (that is the FGD transcripts) and data pertaining to individual participants (individual FGD responses, CMs, reflections, task sheets) to trace out the individual interactions with change. Gaining access to group and individual experiences entailed a six-stage processing of the analysis and the incorporation of three different analytic strands set within a hermeneutic frame (Figure 3).

Figure 1: Data Analysis Framework: Analytic Stages & Strands and Research Questions Explored



Ho

As can be seen from Figure 3, stages I-III involved the progressive use of three analytic strands: CA-inspired analysis, DA (Discourse Analysis) and Holistic Analysis (HA). While the CA-inspired strand was used to process FGD transcripts for CI Cycles 1 and 2, the DA and HA analytic strands were used at different points in the study to process different data sets. In the case of the DA strand, it was used twice (Stage II and Stage V) to analyse individual data sets of eight final participants generated in CI Cycles 1 and 2 and then the

final CI Cycle 4, so as to identify initial and final comparison points to track the change in their thinking/understanding/conceptualising.

The HA strand was used twice (refer to Figure 3) in Stages III and IV to holistically engage with the complete data set, gain insight into the group engagement and experience during CI Cycles 1 and 2, and then group engagement and experiences as captured in the data collection for the final evaluation cycle: CI Cycle 4. HA was then used in the final stage, Stage VI (refer to Figure 3, given above) and constituted completing the double hermeneutic circle through identifying meaning by looking at the part-to-whole relationship (Palmer, 1969). This entailed comparing the analyses of individual engagement with change in conceptualising with the analyses of group engagement with change in conceptualising and then re-reading all data sets as a continuous text. This final stage of analysis led to the production of eight individual narratives of participants' lived experiences of and with change in conceptualising (Sections 6.1.1-6.1.8).

3.6.1. *Use of the CA-inspired Strand*

Conversational Analysis (CA) is an analytic approach in social science research that emerged in the 1960s from the field of sociology. CA was developed principally by the late sociologist Harvey Sacks and his colleagues Emanuel Schegloff and Gail Jefferson, to study the social organisation of naturally occurring conversation – talk-in-interaction (Goodwin & Heritage 1990; Hutchby & Wooffitt, 1998; ten Have, 1999; ten Have, 2005, Sacks et al., 1974).

A CA-inspired approach was used in the present study as an analytic lens to examine focus group discussion (FGD) data for CI Cycles 1 and 2, so as to address the following substantive needs and methodological concerns.

i. The purpose of data analysis is to make sense of the data and gain an understanding about the object of study – the phenomenon (Denzin & Lincoln, 2005; Patton,

2002). Focus group discussions were used in the present study primarily as the main embedded data collection tool (Chapter 3) to serve as a site for studying participants' cognitive engagement – that is, their engagement with change in conceptualising. Therefore, a data analytic method/technique was needed that enabled a fine-grained analysis of these discussions – this talk-in-interaction and what it revealed about this engagement. Myers (2006), examining 40 FGD transcripts to study place-identity within conversations, argues that 'researchers should look at how [emphasis in original] people talk about place before they try to categorise what [emphasis in original] participants say about it' (p. 321). In essence then, Myers (2006) is making a case for conversational patterns offering insight into the 'what' of the conversation. Hence, this was the position taken in the present study. A CA-inspired approach was seen as the most effective analytic tool for gaining insight into the 'what' of FGD interactions: participant engagement with change in conceptualising via looking at the how, when and where of the FGD interactions.

ii. Research question (iv): 'What role did the main method, in the form of an intervention-project employing Cooperative Inquiry, incorporating elements of Inclusive Conceptual Change Instructional Design as an interweaving strand, and the four embedded tools play in facilitating this engagement?' was partially addressed directly, through the analysis of the FGD data. This analysis also focused on teasing out insights about the role played by the FGD itself in facilitating participants' engagement with change in conceptualising. An analytic tool was needed that enabled a relatively in-depth as well as a wide-angled look at the elements of the interaction. A CA-approach-inspired lens seemed to address these needs. For example, because talk is seen as an embodiment of joint and negotiated social action (Duranti & Goodwin, 1992) a CA analysis requires an equal focus on listeners and speakers. Looking at the how, when and where of conversation requires looking at the who – looking at all interactants. Talk being seen as social action also impacts on how

temporal aspects of the interaction are looked at in a CA analysis. Elements of interaction, such as instances of simultaneous speech or silence, become meaningful because they too qualify as actions.

iii. Subsidiary research question vi of the present study focuses on the impact culture and context (CC) had on participants' engagement with COTL (Section 2.5). CA offers an analytic tool that is sensitised to the role of CC in talk-in-interaction. Sack (1992) observes that in any given naturally-occurring conversation, there is always one person speaking at one time, and when speaker change does occur there is a smooth transition with barely any gaps or overlap. He argues that this system of turns and fluid transition actually represents the achievement of joint social action. Among the concepts introduced in Sacks' et al., (1978) turn-taking model is the concept of the next turn. The next turn is when participants display their understanding and analysis of the order of the talk through responding to turn transition from the current speaker to the next speaker. Hutchby and Wooffitt, (1998) point out that the next turn also constitutes a site which allows speakers to display their understanding and analysis of "the prior turn's content ... the action it has been designed to do" (p. 38). In effect, as de Kok (2011) also highlights, the next turn provides an insight into the 'inferential order of the talk', and by extension, into the cultural and interpretive resources drawn on by participants as they negotiate meaning and endeavour to understand one another.

iv. There is also alignment between the present study's constructivist epistemological positioning (Section 2.5) and CA's epistemological underpinning. Talk in CA, as has been discussed, constitutes joint social action, so that meaning and knowledge are understood as being co-constructed.

v. Among the arguments presented in FGD literature for using CA to analyse FGD data is its value as a methodological cross-check (Onwuegbuzie & Dickinson,

2009; Onwuegbuzie & Slate, 2009; Puchta & Potter, 2004). The conception of talk in CA as being orderly, deliberate, situated social action (Hutchby & Wooffitt, 1998) is also underpinned by a distinctive theoretical position on what constitutes context. Context in CA is neither determined by a macro frame of reference that is external to the interaction, nor is it seen as being fixed and static. Rather, context is understood as being bound in by the social action embodied in the interaction. Every utterance, or action, in the interaction is context-shaped "in that the framework of action from which it emerges provides primary organization for its production and interpretation" (Goodwin & Heritage, 1990, p.289). simultaneously, it is also context renewing in that it "renew[s] … maintain[s], adjust[s], or alter[s] any broader or more generally prevailing sense of context" (Drew & Heritage, 1992, p.18).

In effect then the meaning of all action in the interaction is bound in the context. This means that interpretation of the action needs to be grounded within the interaction. Hence, using a CA-inspired approach for analysing FGD data also addresses robustness concerns because it ensures that the analysis is grounded in the data.

vi. Discussing CA's epistemological positioning, Doehler (2010) also makes an explicit case for linking cognition and interaction:

> The CA notion of learning builds on a notion of cognition as socially situated, distributed and hence inextricably intertwined with action and interaction…[cognition] is deployed and made publicly available in interaction… as a consequence, it becomes partially observable for the researcher. (p. x)

The first step of the analysis accorded with the steps prescribed in CA literature (Hutchby & Wooffit, 1998; Heritage, 1987; Pomerantz & Fehr, 2005), and involved repeatedly listening to recordings to capture "what was hearable and seeable in the data" (Gardner, 2006, p. 47). However, as it was CA-inspired processing there were modifications. One of the ways in which the transcript preparation process departed from general practice (as exemplified in Hepburn & Bolden, 2013) was in the choice to use standard orthographic

alphabet (Bucholtz, 2000; Cameron, 2001; Oliver et al., 2007) rather than using the CA transcription conventions developed by Jefferson (1984, 2004). This followed recommendation in the literature (e.g., ten Have, 1999) that transcripts be prepared keeping purpose and audience in mind. Not only did this analysis focus on the 'what' rather than only the 'how' of the FGD interactional patterns, but I have committed to co-authoring papers with my study participants based on the findings of their intervention-projects, therefore, the transcripts needed to be accessible. Accordingly, in order to balance the need to ensure fidelity between the transcripts and the original recordings (Heath & Luff, 1993; Hutchby & Wooffitt, 1998), with the need to make transcripts accessible to a non-specialist audience, transcripts were prepared using standard orthographic alphabet with notations on turn-taking and speech-delivery features being noted in parentheses.

The second step of the CA-inspired analysis involves making decisions on what to focus on in the data. One fundamental principle of CA data analysis is "unmotivated looking" (Psathas, 1995), though, there is precedence in the literature of focusing the analysis on one key aspect. For example, Ingram and Elliot (2015) looking at wait time, in terms of extended pauses in mathematics classroom discourses in between teachers and learners ranging from 12 to 14 years of age, focused their analysis on turn-taking. CA's strength is that it is grounded in the data, in what is "hearable and seeable" (Sacks, 1992). Also, as Hutchby and Wooffitt (1998) caution, CA is not reducible to a formula but "more a cast of mind … a …. way of seeing" (p. 92). Therefore, Step 2 of the analysis entailed drawing variously on techniques given in CA literature (ten Have, 2003) and doing the following:

I. Each individual FGD transcript was analysed for a core analytic feature: conversational turns (Sacks et al.,1978). This resulted in the production of a transcript in which speaker turns were numbered (Appendix D).

II. One of the main analytical tools for examining interaction in CA is the single-case

episode. According to ten Have (2003) an 'episode … generally … consist[s] of one or more sequences, in which an interactant initiates an action and (the) other (s) react (s) to it' (p. 13). Schegloff (1987) describes episodes as "singular cases of interaction". He contends that these singular cases are illuminative in that they function "as a locus of order" (p. 102) for the study of conversation. While engaging with the data, I realised that the following of the agenda items of the FGD had created a topical order in the interaction as a consequence of which the transcripts appeared to be comprised of a series of instances of extended sequences, each of which dealt with an overall topic or theme. What was also noticeable, within these sequences, was that there were many instances of conversational detours and divergences that emerged naturally from the on-going conversation, rather than on the structure imposed by the FGD agenda. In fact, it seemed that the topics generated by agenda naturally formed a series of sequences which seemed to correspond to Schegloff's definition of a CA episode. Hence, step ii. involved re-reviewing each transcript and marking out/dividing up the amended transcript into topical episodes and numbering them in chronological order (Illustrative FGD II Table. CI Cycles 1 & 2, Appendix D).

III. Once the tabulated transcripts had been divided into topical episodes, each transcript was re-reviewed and the sequences within each episode were examined for turn management and turn design features (Illustrative FGD II Table. CI Cycles 1 & 2, Appendix D).

IV. Pomerantz and Fehr (1997) identify characterization of the actions in the sequence where the 'participants themselves produce and understand social conduct' as a core analytic activity. Their description of the CA analytic procedure includes examining how participants' "characterization of action, provides for certain understandings of actions performed and matters talked about" (Pomenrantz & Fehr, 1997, p.). The third

and final step of the analysis entailed re-examining the amended transcripts of the FGD data sets from both participant groups and the individual analyses of the ten FGD data sets for over-arching patterns. The objective of this third stage was to focus particularly on these recurring patterns and explore whether or not they provided insights into the research questions.

3.6.2. Use of the DA Strand

Discourse analysis (DA) is the study of talk and texts; it is a set of methods and theories for investigating language in use (Wetherell et al., 2001). Brown and Yule (1983) draw attention to the contrast between a grammatically-oriented view of language and that of a discourse analyst's: "while some linguists concentrate on determining the formal properties of a language, the discourse analyst is committed to an investigation of what language is used for (p.1). Gee (2001) observes that:

> the two primary functions through which [language] is best studied and analysed: [is] to scaffold the performance of action in the world, including social activities and interactions; [and] to scaffold human affiliation in social and cultural groups and institutions through creating and enticing others to take certain perspectives on experience (p. 715).

According to Gee's definition then, an analysis of language/discourse potentially offers not just a means of accessing the interactional (e.g., Brown & Levinson, 1978; Lakoff, 1973), but becomes a means of looking at people's actions and their embodied perspectives as reflected in their engagement with language as they use it. Belsey (1980), discussing literary discourse, makes a similar point: "*discourse* [is] a particular way of talking and writing and *thinking*" [Italics added] (p.5).

Since the analytic task required ascertaining what the participants' discourse seemed to reveal about their individual thinking/realities about teaching and learning, Gee's (2005, 2014) DA framework of tasks and tools of inquiry (Appendices Ev and Evi) – which is based on an understanding of language being not only a tool for saying, but also doing – was

considered a good fit. Also, Gee (2008) makes an explicit argument for seeing meaning and access to meaning as being embedded within culture:

> Meaning is not something locked away in heads, rendering communication possible by the mysterious fact that everyone has the same thing in their heads, though we don't know how that happened. Meaning is something we negotiate and contest over socially. It is something that has its roots in "culture" in the very deep and extended sense that it resides in an attempt to find common ground (p.)

There were alternatives to DA for accessing participants' world-building for teaching and learning. Metaphorical analysis (e.g., Collins & Green, 1990; Farrell, 2006; Oxford et al., 1998; Yuksel, 2019) is a lens that draws on Metaphor Theory (Lakoff & Johnson, 1980) and is used in TE to analyse teacher thinking about teaching and learning, be they beliefs (e.g. Aki-noglu et al., 2015; Cameron, 2010; Ersozlu, 2013; Gatti & Catalano, 2015; Olthouse, 2014;; Saban, 2006; Tobin, 1990) or perceptions/assumptions (e.g., Hong-bo & Song, 2010) or conceptions (e.g., Yuksel, 2019). However, as pointed out by Taylor and Dewsbury (2018), in their critique on the use of metaphors in "science and science communication", metaphors can be constraining *because* they have conceptual, socio-cultural and political dimensions. Accordingly, metaphors can be said to represent the thinking/conceptualisation of a particular collective: "no metaphor is perfect, and incongruities between target and source meanings are unavoidable" (Taylor & Dewsbury, 2018, p. 12). In effect, metaphors are shaped not just by individual thinking and experience; rather they are affected by factors such as language and culture. English is not the first language of the participants in the present study. It is vital that this be considered when doing the analysis that the metaphors participants have chosen as NNES to try and explain their thinking about teaching and learning, and cannot be treated as a complete embodiment of their thinking (Seidhofer, 2007), especially as the study participants were actively encouraged to be bilingual (Baker, 2002; Cummins, 1976; Ellis, 1994) and code-mix and code-switch (Bhatia & Ritchie, 1989; Bullock & Toribio; 2009; Jenkins, 2009) between English and Urdu. The DA processed data sets, from both CI Cycles 1 and 2 and CI Cycle 4, focusing on the eight final study participants, individually (Figure 3).

In the present study, Gee's DA framework (see Complete Table 6: Matrix of categories, tools and DA questions, Appendix Evii) was applied to the discourse data sets focusing on the 8 final individual participants and teaching and learning as manifested in their discourse sets in CI Cycles 1 and 2 as well CI Cycle 4. Accordingly, each of the 6 analytic categories or 'Building Tasks' (Table 4 Sample Excerpt; Complete Table: Appendix Ev) was explored using as many of the seven theoretical constructs/tools or enquiry (Table 5 Sample Excerpt; Complete Table: Appendix Evi) as were relevant for each individual's data. It can be argued that this variation in the relevance of the categories and tools in the analysis is problematic. Indeed, Gee (2014), describing the "ideal data analysis", stipulates that, "a discourse analysis uses each of the [theoretical] tools to ask questions about each building task" (p. 140). He does, however, concede that applying the framework in its entirety is for an *ideal* situation. Moreover, he emphasizes, there is no "lockstep method in doing discourse analysis" (Gee, 2005, p. 119), and ultimately the application of the framework depends on what the data seems to be saying. Also, there are precedents in the literature where analysts' use of Gee's tasks and tools have varied as per their relevance to the discourse data sets (e.g., Martin, 2016; Strieker et al., 2017).

Table 1 : Theoretical Building Tasks of Language (Gee, 2005, 2014; Adapted from Martin, 2016) – Sample Excerpt

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.

Table 2 : **Theoretical Constructs/Tools of Inquiry (Gee, 2005; 2014) – Sample Excerpt**

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.

Table 3 **: Matrix of Analytic Categories (Building Tools) and Theoretical Constructs' (Tools of Inquiry) – Sample Excerpt**

Analytic categories/"Building Tasks" and Related DA Questions	**6 Theoretical Constructs/Tools of Inquiry**					
	situated meanings	**Social languages**	**Figured worlds**	**Big "D" discourses**	**Intertextuality**	**Conversations**
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)						

The analysis process which was used for DA1 and 2 was a staged process. First, a document of FGD responses was compiled for each of the eight participants. This was a crucial step, because the objective of the analysis was to focus on individual participants' world-building as reflected in/revealed by their verbal, visual and written discourse (Table 2). It was essential that FGD responses be read as continuous discourse text rather than as

scattered responses located in separate FGD transcripts. To this end, this first stage entailed the following:

1. A separate colour-code was assigned to each participant

2. Highlighting tools in the Word programme were then used to colour-code the transcripts, and then saved under the name of that respective participant. While the main focus was on the individual responses, there was also a need to address concerns that the individual responses should not be entirely excised from their context. Accordingly, the colour-coding focused on including participant responses in a way that allowed entire sequence of earlier and later turns to be highlighted. This helped to review responses in context. Context, and its relationship with language in use, is a key concept in Gee's (2014) DA framework. "Speakers and writers rely on listeners and readers to use the context in which things are said or written to fill in meanings that are left unsaid, but assumed to be inferable from context" (Gee, 2014, p. 119). Context, according to Gee's (2014) definition, includes a range of features from shared cultural assumptions and physical setting to the sequence of the interaction "what has been previously said or done…shared knowledge" (p. 119).

To this end care was taken to ensure that such details as conversational turn numbers (sample FGD Transcript, CI Cycles & 2, Appendix Ai) of turn sequences extracted for inclusion in the individual participant FGD response compilation document kept the turn information as in the FGD original transcripts

3. Once a complete set of colour-coded transcripts was ready for a participant, it was compiled into a data document (Appendix D).

To ensure clarity and transparency in the data compilation process, I also prepared a set of criteria for extract-sequence selection and formatting of the data compilation document (Appendix D). I then used these criteria to do a final review of the data compilation documents once all the documents had been prepared.

In the second stage of analysis, I engaged in a separate analysis of data sets for each of the eight participants. This entailed reviewing data sets (data compilation document of FGD responses, task sheets, concept maps, and reflections) for each individual and treating each as a composite text, asking the seven DA questions relating to the seven analytic categories specified in the framework (Table 6; Appendix Evii). Each data set (compiled FGD responses, concept maps and reflections) for the eight main participants was reviewed and re-reviewed a minimum of three times. As I began my second review of the data sets, I made notes regarding what that particular participant *chose* to make significant. The activities and practices that they emphasized, the kind of identities they chose to construct, were all marked out. Along with this the analysis also focused on:

- the relationships that the participant chose to establish or focus on or align with,
- what was presented or vaunted or valued as a social good,
- the associations, the connections that were built,
- the register they chose to give their responses in,
- their choice of English versus Urdu (their L1 or lingua franca for all group members),
- their lexical choices when crafting certain responses.

The objective was to identify themes and motifs in each of the data sets comprising the composite discourse text. Accordingly, identification of motifs and themes was done separately for each discourse data set: e.g., FGD and SSI responses, CMs, task sheets and submitted reflections (Table 3).

One of the issues I had with respect to the CM analysis was of how to 'read' an image as text. Analytic options included Visual Discourse Analysis (VDA) (Kress & Leeuwen, 1996). However, since the CMs included both written and visual discourse (Appendices A &

B) and Gee's framework includes guidance regarding how to analyse such data, it was applied for analysing the CMs as well.

Gee's (2011) advice for image analysis is that analysts "start by asking …[themselves] what are the 'elements' (parts) in the image out of which it seems to be composed" (p. 188), and then draw from theoretical constructs (Table 6; Evii) and focus on answering the seven DA questions (Table 6; Appendix Evii). Accordingly, the CMs were analysed for their composite elements (size, order of objects, kind of object, etc), and then, re-analysed for their inter-related motifs/themes.

The final stage involving using the intertextuality tool (Table 6; Appendix Evii) in conjunction with whichever of the other five theoretical constructs (Table 6; Appendix Evii) appeared relevant in that particular case to look across the discourse data sets of that particular participant for recurring patterns and motifs. This was done to identify final over-arching themes, as has been done in other analyses utilizing Gee's tasks and tools of inquiry (e.g., Martin, 2016). It could be said that this departs from Gee's recommended practice of identifying themes through preparing a transcript comprising interconnected stanza units (Gee, 2005; p. 15). However, Gee's recommended method of data presentation focuses on highlighting the narrative aspect of the data whereas the focus of: DA1 and DA2 was on gaining insight into the 8 final participants' world-building for teaching and learning prior to and after the implementing the intervention-project.

3.6.3. *Use of the HA Strand – An Additional Note*

The use of the HA analytic strand, in terms of the what, why and how was provided earlier when discussing the hermeneutic analytic framework for the present study (Section 6.3). In addition, the HA also drew on Joseph Campbell's work.

According to Campbell's (1949) concept of a monomyth, the archetypal hero is a hero not because, or not just because, of their physical feats, but also because of their moral feats;

the hero occupies the position they do because they are the voice of good. In addition, according to Campbell, the quest narrative, that is the hero on a journey of transformation/of change, has three distinct stages: the departure on the quest, the initiation and the return. This concept of the participants being on a quest appeared to apply in the case the of the two joint narratives (Sections 4.3 and 5.1), and final individual narratives (Section 6.1) that emerged from HA1, HA2 and 3 (see Figure 3). However, the narrative emerging from HA1 (Section 4.3) is dissimilar to HA2 narrative (Section 5.1) in that it captures participants in the middle of their heroic quest, rather than featuring all three stages of the heroes' journey.

Other hermeneutic studies looking at participants' change experiences (e.g., Smaller, 2017; Smith, 2016) have also drawn on the monomyth theory. Such studies have argued that Campbell's work provides a relevant lens for considering participants' journey through change because, as in the case of his monomythical, archetypal hero, their narratives focus on the journey to discovery, to transformation.

However, it needs to be noted that though Campbell's work was drawn on to gain a clearer understanding of HA outcomes, since his monomyth is concerned with a single universal collective truth about the heroic narrative as opposed to the present study's focus on the experience of the individual (while recognising the role of the collective), it was not applied wholesale, but as per precedents in the literature (e.g., Bodsworth, 2020; Fee, 2011) only to inform the analyses. In fact, Fee (2011), in his cross-cultural analysis of epic narratives in medieval writing, acknowledges that narratives cannot be reduced to one single archetype, but notes that looking at narratives leads instead to the emergence of "an image of mosaic of heroes" and, by extension, a mosaic of narratives. This seems to be true for the three narratives that emerge as HA outcomes in the present study (Section 4.3; Section 5.1; Section 6.1). Take for instance the overarching theme that emerged from the HA1 (Figure 3), several motifs emerged which intersected to comprise an overall meta-theme: the embattled

hero ceaselessly embarked on a noble and seemingly doomed teaching and learning quest (Section 4.3).

3.7. Ethics

The process and steps entailed in addressing ethical concerns have been presented as Table 7.

Table 1 : Steps to Address Ethics Concerns in the Study

Step No.	Process Involved
I	Obtaining of ethical clearance from Oxford University for the study (CUREC A approval, Appendix Fi).
II	Addressing the sampling issues linked to convenience sampling (Implementation Narrative, Appendix Cii.) by extending the timelines of the study and investing up to two months in selecting and approaching participants.
III	Negotiating access with the gate keepers of all the concerned institutions where the study participants may be working. Permission for access would be sought through sharing a study information sheet (Appendix Fii) and by securing verbal and, as far as possible, formal – that is written approval/clearance.
IV	Arranging for a preliminary meeting with participants and briefing them on the study – both verbally and by sharing documentation on the study such as the information sheet and the consent form as well as a copy of the email approving my application for CUREC A (Appendix Fi).
V	Stressing the voluntary nature of participation in the study and addressing power differentials by emphasising that the study was dependent on participants' good will.
VI	Being as accessible and receptive as possible to any questions/suggestions that participants may have, at the start and throughout the progress of the study. Following up with participants through SMS messages and emails while engaging in participant selection. Also, the project in terms of incorporating the method within a CI frame (Section 3.2), and the continued meetings in form of the focus group discussions, allowed for help with rapport-building. (The design of the FGDs and the data from the FGDs seems to indicate that did serve to off-set concerns related to power-differentials.)
VII	The study entailed a balancing between etic and emic perspectives. Therefore, reflexivity was seen as a key design check. The staged design of the study, the hermeneutic frame-work, the recursive data analysis cycle and the inclusion of a narrative on the study (Appendix Cii) were all measures that sought to facilitate reflexivity.
VIII	Verbally negotiating and obtaining permission from all participants to use group data they contributed to generating even if they withdraw from the study (unless they specified otherwise), at the start of the study. This precaution was a responsive design cross-check in regard to possible participant attrition. Since the study did experience attrition as described in Section 3.6, securing this verbal consent addresses the concerns regarding using the data generated by the four participants who withdrew from the study.
IX	The ELT community in Pakistani is relatively small. Accordingly, to ensure stringency of confidentiality measures, pseudonyms were used not only for the participants and their institutions but also for the two cities in which the research was conducted.

Step No.	Process Involved
X	Proposing that, the participants and I write a paper based on the intervention-project they design and implement. This prospective paper, along with their own experiences and interactions with change in conceptualising and possible insights about their practice, would address ethicality concerns linked participants' benefits/gains from the study.

3.8. Trustworthiness

I fully appreciate that the study falls within the naturalistic tradition and must establish trustworthiness. Trustworthiness in qualitative research is understood as being concerned with the responsive-measures researchers take to persuade both themselves and their readers of the worth of their research findings (Denzin & Lincoln, 1994; Lincoln & Guba, 1985; Miles & Huberman, 1994).

Methodological cross-checks have been incorporated to respond to trustworthiness concerns using the four dimensions of trustworthiness as proposed in Lincoln and Guba's (1985), widely accepted framework (Nowell et al., 2017): credibility, transferability, dependability and confirmability.

Concerns regarding credibility of findings have been addressed in four ways.

1. I researched a context that I am familiar with, both geographically and in terms of area being investigated as I have been working in Pakistan's tertiary sector as an ELT teacher and teacher educator for close to two decades.

2. The many modifications to the study (described in Section 3.5; Appendix Cii) constituted measures to ensure that the study was responsive to participant needs and allowed me the opportunity to understand them and their immediate and extended context to build a relationship with them.

3. An effort was made to address research bias concerns through my using multiple data sources (five tools) for data triangulation (Tables 2 and 3).

4. One of the reasons why I have chosen to use a hermeneutic data analysis framework is because it requires researchers to analyse their own biases and pre-conceptions as part of the analysis process. Moreover, the study took a HP approach – this requires the researcher to accept their stance is interpretive. In addition, the data analysis process was staged so engaging in analysing the data in order to design the next stage aimed at helping to ensure I stayed reflexive.

The study design in terms of the main method embedding five tools (Table 2) and the 6-stage data analysis process (Figure 3), also sought to address transferability and dependability/robustness concerns. The literature on studies that seek to understand, explore and interpret a phenomenon through valuing multiple realities and insider perspectives – that is studies that are qualitative in nature (Creswell, 2012; Denzin & Lincoln, 2018; Lincoln & Guba, 1985; 1986; Miles & Huberman, 1994) emphasise the emergent non-routinized nature of this research in terms of the design, the data collection procedure and tools, and the data analysis process, as the focus is on following the data. However, this lack of a set system means that qualitative researchers need to be particularly careful about ensuring robustness. Using an emergent staged design and embedding multiple tools within the CI-oriented intervention-project (Section 4.3) were measures that were taken to address these concerns. As Miles and Huberman (1992) point out, "The strengths of qualitative data rest on the competence with which their analysis is carried out" (p. 10). Denzin and Guba (2005) identify two key challenges confronting researchers when wrestling with questions of analytic rigor. They refer to these as crises of *representation* and *legitimation*. Representation concerns have to do with how meaning is extracted from data and how adequate this extraction of meaning is (Denzin & Lincoln, 2005, 2018). Legitimation relates to trustworthiness, credibility, dependability, confirmability, transferability concerns (Guba, 1981). Lack of legitimation has been defined as "the extent to which … [captured data] have not been adequately assessed, or

that any such assessment has not provided support for legitimation" (Onwuegbuzie & Leech, 2007, p. 778). A number of researchers advocate addressing these issues through using multiple data analysis tools in addition to using multiple data sources. The study data analysis framework was structured to deploy multiple data analysis tools at different stages and levels (Section 3.6; Figure 3).

These measures included: the open and inductive nature of the study, the collecting of a wide tapestry of data and the use of multiple tools (Table 3; Section 3.3). The iterative and interlinking stages and strands of the data analysis also served as measures to ensure that the data was representative of the event. Moreover, concerns regarding clarity of contextual references for each individual participant were addressed by including "thick descriptions" (Geertz, 1973) in the individual narratives. The narrative detailing the lived experience of being in the field (Implementation Narrative, Appendix Cii), counts as yet another measure. I also presented my partial data analysis results in a student conference in June 2013. This peer debriefing along with triangulation through multiple data sources and the inclusion of the narrative on implementation, all speak to the need to "take into account both factors of instability and factors of phenomenal or design induced change" (Lincoln & Guba, 1985, p. 299) – that is dependability concerns. As evidenced by the journal entries included in the narrative (Appendix Cii) I also kept a research journal and continued to 'confide' and reflect in it throughout the progress of the study. This "audit trail" (Halpren, 1983) sought to map the journey I took as a researcher for others and as such addresses confirmability concerns.

3.9. Conclusion

This chapter looked at '*how'*-related concerns. The next chapter presents the narrative on implementing the study in the field.

Analysis of Data Sets from Nazakat and Husrat CI Cycles 1 and 2

This chapter presents results and then a discussion section on initial findings from data sets collected during CI Cycles 1 and 2 (FGD transcripts, concept maps completed task sheets and reflections).

To this end, the analysis results of the CA (conversational analysis)-inspired approach, which constituted as the first stage of analysis in the hermeneutic data analysis framework used for the present study (see Fig. 4.), are given in Section 4.1. Section 4.2 then follows with the results from the second stage of analysis (see Fig. 4): the individual DA analyses of all the data sets generated in the initial CI Cycles for all eight participants. The HA results (HA1) from the third stage of analysis (see Fig. 4) are then presented in Section 4.3. Since the holistic strand represents the study's over-arching hermeneutic analytic position (Chapter 3, Section 3.6) and seeks to complete the hermeneutic circle by looking at the whole-to-part relationship between the data sets, the HA results represent the over-arching themes derived from looking at CI Cycles 1 and 2 data sets for both participant groups as well as analysis results from the first two stages of analysis. The discussion on findings from these three stages of analyses in the light of the relevant study research questions constitutes as Section 4.4. A conclusion follows as Section 4.5.

[It should be noted that this chapter serves as an initial comparison point for tracking change in participants' engagement with their COTL, as these two initial CI cycles constitute the identification and design phase and precede the main phase, CI Cycle 3, which was designed as an intense immersion-phase where participants engage with change through working on an individual basis to customise and implement the joint intervention in their respective classrooms.]

4.6. Description of results of CA-inspired analysis of FGD data sets from CI cycles 1 and 2

In keeping with such work as Ingram and Elliott (2015) which focused on turn-taking (this also has been discussed earlier), the patterns that emerged from the analysis focused on specific features outlined in the CA framework (Drew, 2005). These were obtrusively recurrent across the CI Cycles 1 and 2 FGD data sets for both Nazakat (N.) and Husrat (H.) participant groups, and seemed most relevant with respect to the research questions driving this study. Accordingly, these have been described and briefly discussed below.

4.6.1. *Disturbances and irregularities in turn management*

Two over-arching patterns emerged. One of two over-arching that emerged across the FGD data sets for both N. and H. participant groups relates to noticeable disturbances and irregularities in the turn-management system. For example, in a number of instances, speakers flagrantly violate the rights of current speakers by interrupting them. A fundamental concept in Sacks et al.,'s (1974) analysis of turn-taking in talk-in-interaction is the understanding that the turn-taking system sets up an automatic trajectory. Sacks et al., (1978) explain that this trajectory is achieved through speakers' constructing their turns as units – turn construction units (TCUs) – which signal the social action the speakers are trying to effect, and ensure the smooth coordination of speaker change by clearly signalling the completion point of these units, that is, the "transition-relevance place" (p. 12).

> Instances of the unit-types [TCUs] … allow a projection of unit-type under way, and what, roughly, it will take for an instance of that unit-type to be completed … The first possible completion of a first such unit constitutes an initial transition-relevance place [TRP]. Transfer of speakership is coordinated by reference to such transition-relevance places, which any unit-type instance will reach. (Sacks et al., 1978, p. 12).

In their model, Sacks et al., (1978) also highlight that speaker change may result in turn overlaps where two speakers may be speaking simultaneously. They explain this as being caused by the next speaker misunderstanding or misreading the current speaker's cue as regards the TRP, or trying to ensure smooth transition of turns, by preventing conversational gaps. However, Sacks (2004) differentiates between turn overlaps and interruptions (p. 40).

According to Sacks, interruptions come into being when speakers violate the rights of other speakers by intentionally speaking within that speaker's turns. Instances of such interruptions – of turn violations abound in the data sets of all ten FGDs for CI Cycles 1 and 2. Nazakat and Husrat participants not only interrupt each other, but also compete for speaker rights by continuing to speak at the same time. Examples are given in Data Extracts I, and II.

Table 1 : Illustrative Extracts I & II: Interrupting

Data Extract No.	Turn	Speaker	Content
I	*Ts 389-392, FGD II, Nazakat Group CI Cycles 1 and 2* [Speakers: UA (Urooj Ansari); SK (Sidra Rahman)]		
	338	Urooj	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?"
	389	Sidra	See …….
	390	Urooj	I said "you have done *all* [slight emphasis] four types of writing without knowing what is a topic sentence……."
	391	Sidra	Now how to do ……. [indistinguishable because Urooj Ansari talking at the same time] …….
	392	Urooj	"How to make a topic sentence!"
	393	Sidra/Overlap	[Sidra Rehman indistinguishable because Urooj Ansari talking at the same time] ……. That.
II	*Ts 186-203, FGD IV, H. Group, CI Cycles 1 & 2* [Speakers: LT (Lubna Tariq); BT (Bakhtawar Talati); HX (Hania Xaidi]		
	186	Lubna	Then it is restricted to classroom somehow the English language. They don't go home
	187	R	But [Lubna begins speaking)
	188	Lubna	and speak with their parents or with their siblings [interrupted]

Data Extract No.	Turn	Speaker	Content
	189	Bakhtawa	*Yea bohut zarori hai yea* ***bohut baRa*** [strongly stressed] *hai* {this is very important … this is very big …}
	190	Turn Overlap	The fact is [Lubna indistinguishable because Lubna & Bakhtawar speaking at the same time] …….
	191	R/Hania	I'm [overlapping-unclear- something about college for girls]
	192	Hania	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* [stressed, slightly stretched], that there's no purpose…they don't where they are actually going.
	193	R	They should know the purpose [rising intonation]?
	194	Hania	Yeah. So they have no idea where they're going. So that is one hindrance
	195	R	But they feel that it has no *practical* [slightly stressed] value [interrupted]
	196	Joint Turn	Several members speaking at the same time

In Data Extract I, Urooj (UA) is recounting her experiences of teaching writing to her undergraduate students. Sidra (SR) supports Urooj's point with an initial insertion sequence "See" (T 389, Episode 11, FGD II). Urooj ignores the insertion sequence and continues with the anecdote. However, when Sidra attempts to continue elaborating on her corroboration of the point in question, Urooj, rather than waiting for Sidra to finish the turn, begins talking at the same time (T 391). Now it could be argued that it was Sidra who was interrupting Urooj, and therefore, Urooj's reaction was understandable. What makes Urooj's response, her seemingly adamant refusal to allow Sidra's insertion sequence, so striking is that Sidra's turn design features, such as her use of "see" suggests that hers is a "positive interruption" (T 389), a move taken to show her support of Urooj's position. The customary reaction to such a corroboratory insertion sequence in the FGD data sets for these initial cycles is positive on

part of the interrupted speaker. Speakers facilitated such affiliative moves by either surrendering the conversational floor or by completing their turns quickly, or by pausing to allow the next speaker to complete their insertion sequence. Yet here there is a marked deviation; in fact, in the subsequent turn (T 393) of the same sequence, Sidra and Urooj proceed to openly compete for speaker rights as both try and take the floor at the same time, resulting not only in a turn overlap but a turn violation. Data Extract II has a similar structure, albeit with one major difference. The initial violation of R's insertion sequence (T 187) by Lubna, leads to Bakhtawar interrupting Lubna (T 188), and eventuates in Lubna and Bakhtawar competing for speaker rights at the same time (T 189). Subsequently, in the same sequence several speakers are seen to compete to take the conversational floor at the same time (T 203).

T 203 (Data Extract II) also counts as an example of what has been categorised in the present study as instances of simultaneous talk or overlapping turns (Schegloff, 2000, pp. 3, 7) that qualify as "joint turns". Hutchby (1996), using the term "interruption" (pp. 7-8) for instances of simultaneous talk, argues that while interruptions can be violative on a sequential and interpersonal level there are those which are interruptive only at a turn-management level, and are neither intended nor are seen as being violative on an interpersonal level. There are instances of simultaneous talk or overlapping turns in FGD data where all the participants, or a majority of the participants, attempt to take the floor at the same time; but both turn management and turn design features: such as self-selection and simultaneous first starts (Schegloff, 2000), adjacency pairs and turn-packaging elements which indicate agreement, that is a "positive interruption" (Lovin & Brody, 1987, p. 35), suggest that rather than being seen as violative, these instances signal group bonding, of members being jointly engaged in arriving at, or enjoying, a shared understanding. Such instances have accordingly been categorised as joint turns in the present study.

Instances of turn overlaps taking the form of joint turns can be found in the episodes of all of the ten FGDs. These joint turns seem to be of two kinds. In a number of sequences, joint turns stand as examples of collective overlapping turn where all or several members try and take the conversational floor at the same time (e.g., T 203, FGD III, H. CI Cys. 1 & 2, Appendix Aii; also see T 35, Extracts III given below). There are also sequences where joint turns are the result of 'simultaneous laughter' as the group enjoys moments of shared amusement and hilarity. In a number of instances, as extract III (below) illustrates, both types of joint turns occur in the same sequence.

Table 2 : Illustrative Extract III: Joint turns

Data Extract No.	Turn	Speaker	Content
III	*FGD II, H. CI Group Cycles 1 & 2*		
	34	Hania	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	Joint Turn	Everyone talking together
	36	Lubna	*Para raheen hain* [{She's teaching} laughing tone] …….
	37	Joint turn	Everyone laughing

Some other turn management irregularities are related to features such as speaker-selection moves and intra-turn pauses. Speaker-selection moves can range from speakers being nominated to take the next turn by current speakers (other selection); or speakers taking note of the impending transition-relevance place (TRP) signalled by the current speaker's TCUs, and electing to take the next turn (self-selection); or, in some cases,

engaging in self-selection, not to take the floor so as much as to interject a comment in an on-going discussion (insertion sequences). There is an insertion sequence from Sidra Rehman in Data Extract I, and one from R in Data Extract II (T 187). In the case of the FGD data for CI cycles 1 and 2, the instances of self-selection varied from participant to participant. For some participants (e.g., Urooj. N. CI Group, and Bahtawar. H. CI Group) electing to take the floor seemed to be almost a characteristic move, and in that sense their having to be urged to take the floor was an irregular occurrence. However, for other participants (e.g., Rania and Nazia in the Nazakat Group; Yasmeen in the Husrat Group) self-selection, be it electing to take the next turn or contributing comments as insertion sequences, was unusual enough to warrant taking note of. For example, in N. CI Group FGD III there is a marked contrast in the frequency of insertion sequences by the group members. There are six and five insertion sequences by Sidra and Chandni respectively, in comparison to three by Rania, and a solitary one by Nazia. A similar contrast in frequency of insertion sequences can be seen in the participation patterns of the Husrat CI Group members. A case in point is the Husrat CI FGD II. There are three insertion sequences by Bakhtawar, three by Hania, three by Wahab, three by Lubna, but Javeria, for example, only has one insertion sequence (Data Extract IV below).

Table 3 : Illustrative Extract IV: Insertion sequence

Data Extract No.	Turn	Speaker	Content
IV	*Ts 370-373, H. CI Group FGD II Trans., Cycles 1 & 2*		
	370	Bakhtawar	Yeah *letters and application* [stressed & stretched, rise in intonation & pitch], *formal letter writing* [stretched] and applications ……. To *wohh us mai yeh* ***nahi dekhtey*** [slightly stressed & stretched] *they ke* ***kya parhaya*** [stressed & stretched, rise in pitch] *jaa raha hai* {they (the students) don't see what they are being taught}*, what* [stressed & stretched] is the language we use*, wohh hum se yeh poochti thein* {what they ask is}, "*Mam* [sharp rise in pitch]! Do we have to write *regards* [stretched & stressed] on the *left* [strongly stressed] side or the *right* [stretched & strongly stressed] side?"

Data Extract No.	Turn	Speaker	Content
	371	Javeria	*Where* [stressed & stretched] to put a *comma* [strongly stressed], *where* [stretched & stressed] to put a *full stop* [s]? …….
	372	Bakhtawar	Where to put *a comma*, where to put a full stop! [Pause: 1.45 secs] *Matlab yai* {I mean}
	373	Javeria	*Exactly! Exactly* [strongly stressed & stretched, rise in pitch]

Another irregular pattern was the occurrence of inter-turn pauses in the middle of sequences within episodes. While there can be a number of reasons for inter-turn pause s, such as lack of clarity regarding the next turn due to the TRP not being clearly indicated (e.g., Pomenrantz, 1984), in a number of instances the inter-turn pauses in the FGD data sets seemed to be occasioned by something other than confusion about speaker change. Data Extracts V and VI are examples of such instances. In Data Extract V there is a fairly long pause (4 seconds) between T 241 and T 242. Nazia is recounting her negative apprenticeship (Ahsan, 2010) of being taught physics and mathematics through rote-learning while at school. R asks for a clarification. Nazia provides it. R laughs in shocked disbelief (T 241), and there is that silence before Urooj initiates her interjection (T 242), and Nazia interrupts (T 243). The signal for speaker change is clear enough in the sense that TRP has been clearly signalled via R's reaction to Nazia's recounting of her negative learning experiences. Yet the group remains quiet. It could be that members are reluctant to step into the conversational breach; but the subsequent insertion sequences by Urooj (T 241, Extract VI & Nazakat CI Group FGD IV Transcript, Appendix A), Nazia's interrupting of Urooj (T 212) and then Chandni (T 243, Extract V & Nazakat CI Group FGD IV Transcript, Appendix A) do not appear to be indicative of reticence on the part of the interactants. It may be then that the group members are thinking and processing before reacting to what has been said. The prolonged pause in Extract VI also occurs when R (T 25, Extract V) has not only clearly signalled an impending

TRP, but has opened up the floor by inviting questions from other group members. One explanation for this might be that the members are expressing solidarity with Hania by refraining from asking questions. Yet, Hania clearly signals her willingness to entertain questions (T 26) and then proceeds to request questions (T 27, Extract VI). So it could be that members are processing and getting their bearings before venturing to take the floor.

Table 4 **: Illustrative Extracts V & VI: Inter-turn pauses**

Data Extract No.	Turn	Speaker	Content
V	*FGD IV, N. CI Cycles 1 & 2*		
	238	Nazia	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 …….
	239	R	So is it based on your experience with your Maths and physics teacher?
	240	Nazia	Yeah ……. yeah ……. that's of a ……. that level …….
	241	R	[laughs] [Long pause: 4 secs]
	242	Urooj	……. By by listening to these things [Nazia Khanum starts speaking] …….
	243	Nazia	No ……. I think everyone has encountered this ……. It's very common …….
	244	Chandni	I'm surprised at your reaction ……. You know …….
VI	*FGD IV, Husrat CI Group, Cycles 1 & 2*		
	23	R	*Whatever* [slightly stressed] form it takes. And whatever the other variables or this is a constant variable ……. Have I gotten that right?
	24	Hania	Yeah
	25	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.
	26	Hania	Yeah ……. [Prolonged pause: 7 sec]
	27	Hania	Questions [rising intonation]? [Pause: 1 sec]

Data Extract No.	Turn	Speaker	Content
	28	R	[Laughs] ……. Do you want to talk about your drawing then?

4.6.2. *Recurrent features of turn design*

The other over-arching pattern in the examined FGD data sets (Illustrative FGD Analysis Table. CI Cycles 1 & 2, Appendix F) relates to certain features of turn design. Some are recurrent and others not only are recurrent, but also deviate from the norms of the turn-taking system (Sacks et al., 1978) as in the case of irregularities in turn management.

One such feature is the occurrence of affiliative and disaffiliative moves (Pomenrantz, 2005). In view of the fact that the implied ground rules of conversation dictate individuals protect their face and the faces of other interactants (Goffman, 1967; Goodman, 1990), preference of affiliative moves over disaffiliative moves is to be expected. However, an unexpected number of instances can be found across the ten analysed FGD data sets of participants designing their turns in ways that clearly constitute disaffiliative moves. Extract VII a and b, below, are examples of such turn designs. Hania responds to Lubna's analogy of the classroom being a garden, and her linking of it to how mixed ability classes should be treated (T 166), with an explanatory insertion sequence (T 166). Then when Lubna takes the next turn (T 167) to link Hania's point to the need for administering 'diagnostic tests', Hania actually interrupts her (Ts 167-168), and contests Lubna's interpretation (T 169) by arguing that it is not just a question of ability but of 'potential'. Lubna then responds a few turns later by interrupting Hania (T 172) and takes the floor again by seeming to acknowledge Hania's point "have already said they need to grow". However, she simultaneously rebuts it by asserting that it is necessary to "spruce them", and then appears to try to palliate what seems to be a disaffiliative action by ending her turn with an apologetic laugh (T 173).

Table 1 : Illustrative Extract VII a. & b.: Disaffiliative moves

Data Extract No.	Turn	Speaker	Content
VII (a)	*Ts 165-167, Extract from T 168, FGD II Transcript, Husrat CI Group, Cycles 1 & 2*		
	165	Lubna	*See* [stretched] we have the class of *differentiated* [stretched & stressed] ability *always* [stretched, slightly stressed], a mixed ability class [pause: 1.43 secs] so you *have to* [strongly stressed] treat everyone accordingly.
	166	Hania	I think something to that [pause: 1.16 secs] Like in *our* [slightly stretched] case, *we* [slightly stressed] don't know *who* [stressed, slightly stretched] we are going to teach. So *every* [slightly stressed] class has such a *different* [slightly stressed & stretched] mix of people coming from *so many* [slightly stressed & stretched] different places. So the garden *already* [slightly stressed] has such a lot of *potential* [stretched].
	167	Lubna	*But* [slightly stressed & stretched] for *that* you have your *diagnosis actually* [slightly stressed], so you *could sort of* [slightly stressed] take a diagnostic test [slight pause], to *sort of* [slight drop in pitch, slightly stressed] see *where* [slightly stressed, rise in intonation] [Hania Xaidi interrupts].
	168	Hania	*No* [emphatic] I am *not talking* [slightly stressed] about ability, I am just talking about the *potentia*l [stressed & stretched] that they are bringing *with* [slightly stressed & stretched] them. I [pause: 1.33 secs] it's not only the ability that they have [pause: 1.04 secs] Some of them [pause: 1.26 secs] I mean the language level that they're at, the *creativity* [stretched & stressed] also comes with where they are coming from at times. Because, I don't know, whether you all have the same experience [pause: 2 secs] But pupils coming from poor backgrounds, they normally brings the *most* [strongly stressed & stretched, rise in intonation] *creativity* [slightly stretched] to the class.
VII (b)	*Ts 171-173, FGD II Transcript, Husrat CI Group, Cycles 1 & 2*		
	171	R	The *wild* [slightly stressed & stretched] flowers
	172	Hania	The *wild flowers* [slightly stressed] and the *plants* [slightly stressed & stretched] that you are talking about, [slight pause] I *think [*slightly stressed] they have that potential [Lubna Tariq interrupts].
	173	Lubna	*Yeah* [stressed & stretched, slight rise in intonation] and that's *why* [stretched & stressed] I said that you have to *let* [slightly stressed] them *grow* [stretched, slight pause], but *at times* [slightly stressed & stretched, slightly nasal tone] you have to *spruce* [slightly stretched & stressed] them ……. [pause: 2.32 secs] like *trim* [slightly stretched] the edges. [laughingly].

Another turn design pattern is variation in the frequency with which and the junctures at which participants code-switch between English and Urdu, and in two instances, Punjabi. Some participants rarely code-switch (e.g., Nazia & Rania, Nazakat CI Group; Hania & Lubna, Husrat CI Group), while others (e.g., Urooj, Nazakat CI Group; Bakhtawar & Gurya, Husrat CI Group), code-switch – English to Urdu and back again to English, frequently in the FGDs for CI Cycles 1 and 2. There also appears to be difference in the junctures at which various participants code-switch. For instance, Nazia's contributions in FGDs II, III and IV are all in English. When Nazia does switch codes for the first time in FGD V, it is to tease Urooj. Restricting use of Urdu for specific purposes is a pattern that can be found among certain Husrat CI group members as well. Hania switches code for the first time in the second FGD. Both the first and second instances of Hania's code-switching are designed to achieve specific ends. For example, in the second instance of code-switching Hania is trying to convey cultural stereo-typing of female drivers by Pakistani men. She does this by invoking associated contextual/cultural frameworks by switching code midway to quote a specific phrase "*Female' is though a very nice word to say, but usually they say that "Auntie chala rahee hain* {An auntie is driving}*"* (T, FGD II Transcript, Husrat CI Group, Cycles 1 & 2, Appendix A). In this context, 'auntie' is a derogatory colloquialism. It implies the addressee is middle-aged, staid and typical.

Hania's use of this particular phrase also stands as an example of another linked turn design pattern: the use of indexical referencing. Indexicality is a concept within ethno-methodology, which is used to explain how the meaning of an utterance is derived from the immediate, local context: 'It [indexicality] refers to the inescapable and primordial fact that natural language use is dependent upon contextual features' (Atkinson, 1988, p. 450). Indexicality can manifest itself in language in the form of indexical expressions: 'Indexical expressions are, in principle, those whose sense depends on the local circumstances in which

they are uttered and/or those to which they apply' (Ten Have, 2002, p. 15). There are instances in all ten FGD data sets of turns being packaged to include indexical references. In some instances, speakers appear to embed indexical references into their turns so that they can illustrate or support their point. Hania's use of the indexical phrase is one such instance. In other cases, this turn design is seen to occur when participants are communicating and elaborating on their conceptual understanding. Urooj's use and expansion of a cricket metaphor (FGD III, N. CI Cycles 1 & 2, Appendix Ai) to illustrate her understanding of the teaching-learning dynamic is a case in point. Urooj uses cricketing concepts to convey the difference between seeing teaching as something that requires patience, skill and dedication, as in test cricket, versus a view of teaching as a one-day international cricket match where results tend to be more immediate. What is most interesting is that Urooj uses the terms without explaining the underlying concepts. Cricket is arguably a beloved sport in Pakistan, and it appears Urooj takes it as given that as fellow Pakistanis, group members will be familiar with cricketing concepts.

Two other turn design features that are recurrent are: (a) variation in length of turns per participant, and (b) the occurrence of intra-turn pauses within turns. Certain participants take long turns (e.g., Urooj, Chandni & Sidra in the Nazakat Group; Bakhtawar, Wahab, Javeria & Hania in the Husrat CI Group) and others relatively shorter ones (e.g., Rania & Nazia in the Nazakat CI Group; Yasmeen & Lubna in the Husrat Group). If episodes 6 and 8 of Nazakat CI Group FGD II are compared, there is a marked contrast in the length of turns between the assigned speakers (that is, the participant assigned the floor to discuss their response to the task). Sidra's turns tend to be extended, whereas Nazia's turns are short. Similarly, Bakhtawar's turns in FGD II are more extended than those of Lubna (FGD II Transcript, Husrat CI Group, Appendix A). This variation may be an indicator of participants' comfort level while participating in the discussions, or a reflection of their individual

engagement styles. Or it might be that some have more teaching experience than others and have more to say. This may be the case for Sidra and Nazia. Sidra had been teaching for more than fifteen years at the time of the FGDS (CI Cycles 1 & 2), while Nazia was in the middle of her second year of teaching. However, as Bakhtawar and Lubna have been teaching for almost the same length of time this explanation cannot fully account for this variation.

There are also patterns relating to intra-turn pause frequency. Episode 13, where Rania is elaborating on Task II (Illustrative FGD II Analysis Table, Appendix Diii), is a case in point. Rania is explaining the concept map she has made to represent her understanding of the teacher-student relationship and her explanation is marked by frequent pauses. The task required that the concept map be elaborated in front of the other FGD members. Participants had plenty of time and opportunity to think about the explanations and rehearse them beforehand. Yet there are a number of pauses in what is a fairly short turn. This pattern repeats itself elsewhere. For instance, the turns in which Husrat CI group participants share their '*dastaans* [stories]*'* of their life as learners, there are a number of intra-turn pauses. This can be seen in the turn sequences that comprise Hania's *dastaan*. Hania has just finished sharing the traumatic experience of losing her parents and is in the middle of explaining how she sees that experience as impacting on her growth as a practitioner. Within this turn, there are four distinct pauses. This is unusual, in that Hania, while being a second language speaker, is a fairly fluent speaker. Her earlier turns in other episodes of the same FGD are not marked by the same hesitation. Even her earlier turns within this episode, such as when she describes the accident that claimed her parents' lives and left her badly injured, do not seem to be marked by the same frequency of intra-turn pauses. Yet, here in this turn, where Hania seems to be in a retrospective mode and is recounting the realisations she had while lying on the hospital bed and linking this to her present realisations, there are those four pauses.

4.7. Discourse Analysis of Data Sets from CI Cycles 1 & 2 for 8 Final Participants: Results

DA was used twice in the present study: for analysing CI Cycles 1 and 2 data, and then 4 (Section 3.6). This section presents the first set of results (DA1). Looking individually across the discourse data sets of the participants, following the procedure described earlier, led to the identification of over-arching themes in the discourse data sets for the eight participants. An analysis results excerpt is accordingly provided as Table 13 as an example of DA1 outcomes along with the detailed analysis table for all 8 participants being included as Appendix Ei.

As can be seen from Appendix Ei, the number of over-arching themes varied from participant to participant, and ranged from two (e.g., NK,) to three (e.g., YP). In a number of instances, these over-arching themes were found to comprise sub-themes. In some cases, these sub-themes appeared as motifs, that is "a discrete thing, image, or phrase that is repeated in a narrative" (Abbott, 2008, p. 242). One example of this is "Theme 1" in Rania's results (Appendix Ei: RH). In some cases, over-arching themes comprised a sub-theme and an orientation. Sidra's results (Appendix Ei: SR, Theme 1) are an example of this.

Table 1 : *Excerpt from 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: okay [my concept] is not as comprehensive as yours. When I…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, T 274*, N.FGD III CI Cycles 1 & 2)* **Evidence from CM** ii. In Concept Map II (Appendix Ai), NK employs

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				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. 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 physical contrast between two structures also seems to

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				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 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 … teaching ... if the teaching is effective so learning will be in the same way." *(NK, T 198, N. FGD II, CI Cycles 1 & 2)* **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 … teaching ... 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

Participant (Pseudonym)	CI Group	Data Sets	Over-arching Themes	Data Evidence: Illustrative Examples
				students" *(NK, 19 November, 2012, Reflective Booklet)*

Note.

2 to 3 final overarching themes were identified in each of the data sets.

As the DA results appear to provide insight into four dimensions of teaching and learning, Sections 4.4.1-4.4.4 describe these insights and provide illustrative analysis samples.

4.2.1. *The Nature of Teaching and Learning: An Analysis Sample*

In this section, I will describe the insights afforded by the individual DA analyses related to participants' world-building regarding the nature of teaching and learning.

Examples of this are the insights afforded by the first and third over-arching theme that emerged in Yasmeen's DA analysis (Appendix Ei.: YP – Theme I & III). At various junctures of Yasmeen's discourse, she links the teacher, and, by extension, teaching to the act of taking 'required action'. This is particularly visible when Yasmeen's expands on her two metaphors for teaching and the language classroom. Drawing from two seemingly divergent worlds, these metaphors are similar in their foregrounding of teacher action, entailing the following of a set procedure. As can be seen from Lines 3-7 (Appendix Ei: YP – Illustrative Example i), there is a metaphor of "the classroom as a kitchen". Here students are "dirty plates' ' and teaching is likened to "dishwashing". While the metaphor and the equating of the learners with "dirty plates" is shocking, especially considering how oblivious Yasmeen seems to be about what she is equating her learners with, what is as disconcerting, and in being so revealing, is Yasmeen's discursive choice to focus on what teaching constitutes in such situations in terms of action and the person performing this action. The central actor here is the teacher: "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". The foregrounding of the action of the teacher and the lexical choices for describing this action, this cleansing, suggest that this metaphor choice for learners possibly draws more from Yasmeen's desire to highlight how labour-intensive teaching – the investment it entails from the teacher: physically and emotionally, rather than as a denigrative characterization of learners. This impression is reinforced when we consider the juxtaposition of the kitchen

metaphor with the metaphor of "the classroom as a factory" following immediately after it. Here "students are the raw material" again to be acted upon by "the teacher … [using] her professional practice" to presumably do whatever is required in terms of: "moulding, shaping, labelling and grading". It seems that in both metaphors then, the act of teaching constitutes the teacher investing immense effort and care, and in the case of the factory metaphor – expertise, as the act of "moulding, shaping, labelling and grading" would require expert knowledge/experience, in transforming learners from being seemingly impure and unclean: "dirty dishes", as something of relatively less worth such as "raw material" to something better, purer, something of worth. In a sense then, both metaphors seem to emphasise a kind of processing of learners in terms of their being on the receiving end of a certain preparatory process, be it "cleaning with hot water/rinsing with a little force/pushing up" or systematically working on raw material until it reaches a "grading" stage.

This association between teaching and a systematic readying/assembling of learners as a finished product is made overtly explicit by the "classroom as a factory" metaphor and the explanation given for it. For instance, in Ls 9-12 (Appendix Ei: YP – Illustrative Example i), while clarifying what is meant by moulding in terms of language teaching, there is the repeated use of the word "tenderising". In fact, it is first used whilst defining moulding: "moulding means tenderising the talent or the basic innate capability to learn language". Raw material cannot be tenderised. An association that does come to mind when one thinks about the act of 'tenderising', is of tenderising meat. This sudden invoking of associations with cooking in the middle of ostensibly building on the "teaching as manufacturing" world is jarring. Now, there could be two ways of categorising the use of the verb 'tenderising', here. It could be classified as a mere collocation error. Since, Yasmeen is a non-native speaker this could be likely. Alternately, it could be argued that this represents a nested metaphor. Certainly, the reiteration of this verb, coupled with the fact it is repeatedly chosen as the best

way to capture/relay teacher action, suggests that this is not a language error, but is linked to Yasmeen's thinking about what teacher action entails. So, how does tenderising meat fit in with a discussion on the "classroom as a factory"? It fits when one considers that the tenderising meat is an important part of the meat/food preparation process. The assumption underlying this implied metaphor in fact is exactly the same as that underpinning the other two metaphors: the act of teaching involves acting on/taking learners from some kind of "raw"/basic state to a more finished end-product state. It is as if this view of teaching and learning is so distinct, and so rooted, that Yasmeen subconsciously draws on all associations and analogies that help her verbalise this understanding.

Table 1 : Extract I. Sec. 4.2

Extract I
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! 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! Because they come up with some feedback, the task, if it is done by them, so the teacher has succeeded. *(FGD III/FGD II, H. CI Cycles 1 & 2)*

Another central concern repeatedly foregrounded in Yasmeen's discourse is ensuring effective teaching and learning by calibrating input, *and* evaluating output in calibrated terms as well (Appendix Ei: YP – Theme II). Extract I (Table 14) is an example of this kind of discourse. In Ls 1-5 Yasmeen is expounding on what she considers to be contextual constraints. Yet her response focuses less on the issue of mixed ability groups, and becomes a sort of guide on how a teacher calibrates their input in such a situation. Yasmeen begins with talking about constraints, and then the subject clause becomes 'students with a slow pace'. From there, the focus shifts to teacher action and their need to "pace" it so that there is "some balance". L 5 presents the outcome of the teacher engaging in pacing: "and finally all of them

are on the same level". At the same time, as can be seen from Ls 6-9 (Table 14) the discourse also emphasizes the need to adjust the lens for measuring learning. For instance, in L 6-7 a distinction is made between performance: students being able perform a set task such as writing an assignment; and their "at least" being able to understand "what ... [the teacher is] saying or what is [*sic*] been explained to them". The closing clause "then it's enough" at the end of this sentence, where understanding functions as the subject of the clause, further emphasizes the centrality of the role accorded to learner-understanding versus learner-performance. In effect then, understanding being presented as being an acceptable learning outcome stands as example of the teacher calibrating not only their input, but also their expectation in terms of learner output.

Moreover, in Yasmeen's case, her discourse as per DA1 results, also seems to reveal a discipline-specific understanding of teaching and learning: that is what she understands English language teaching as being and involving. In Appendix Ei.: YP – Illustrative Eg. i, Ls 9-17, Yasmeen explicitly explains her understanding of what processing language learners involves. What is most interesting is how her discourse emphasises the degree of faith and trust she reposes in methodology. In Ls 15-17, methodology is presented as a fool-proof way of ensuring learners learn everything that the teacher sets out to teach – of achieving targeted outcomes. Note the degree of faith: "there are different methodologies or strategies which you set to make them teach *all [*italics added] the things, or for the required results". In fact, her discipline-specific understanding of English language teaching, and its inter-relation with context-specific practice, also surfaces in Theme II as well (Appendix Ei: YP). For example, Yasmeen makes the following point while expressing concern about a learner group she is currently teaching:

> 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 Trans., H. CI Cycles 1 & 2)

The argument that Yasmeen makes here about the students not being penalized because of their parents' financial limitations links with arguments made earlier (Sections 1.1 and 2.1) regarding access to English being differential in Pakistan, of it being used as a gate-keeper (Ahsan 2004, 2010, 2013; Khattak, 2016; Mahboob, 2017; Rahman, 2003; Tamim, 2014) to perpetuate social inequality. It would seem then that for Yasmeen, English language teaching is also about ensuring social justice, about redistributive action (Halai & Muzaffar, 2016).

Overall, the individual DA analyses do seem to provide an insight into participants' understanding of teaching and learning. In some cases, such as Yasmeen's, the DA analysis seems to provide a revelatory insight, particularly as it relates to teaching. Take for instance the last four lines of the extract below (Table 15). Overcoming professional obstacles does not only represent Yasmeen's establishing herself as a professional or speak about her commitment to her learners. Rather for Yasmeen teaching seems to be a reaffirmation that she is *not* nothing. This extract is drawn from Yasmeen's 'Dastaan'/story of her life as a learner and how it has affected her practice (FGD IV Trans., H. CI Cycles 1 & 2, Appendix); it relates to over-arching Theme II (Appendix Ei: YP). In the world constructed by the narrative, the 'Dastaan', teaching is presented as both an arena and a weapon. It is the *where*, as well as the *how* – the means through which Yasmeen proves herself to others, and to herself, that she is not what somebody says she is – she is not *nothing*. What is also striking here is how affected Yasmeen seems to have been by the effort her students made to find out her birthday and arrange a surprise celebration for her and the meaning she assigns it (Table 15). For her, their action is proof of their respect and investment in her, their validation of her competence as a teacher: "felt success that I have at least won their hearts".

Table 2 : **Extract II. Sec. 4.2**

Extract II
Usmein ye k bas {in that all there was] after that I shifted to Nigar once again, it was a very big stage, right, my first class of third year [third year bachelors students]. There were 19 or 20 literature students, very bold/tou uss class ne tou mera bohot mazaak uraya {so that class made a lot of fun of me}, I was literally shivering/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 {I didn't have much hope because the children [the students] were so sharp and precocious, but this is how I controlled them by giving them this confidence that I have knowledge}/one day what happened k baatoun baatoun mein pooch liya k aap ka star kya hai {what can I say they asked me what my star sign was}, ye hai, wo hai {I said this or that}, it was 17th September when I entered the class. They were having a [prolonged pause] big cake on the roster and they were waiting for me/I was really surprised and felt success that I have at least won their hearts. Uskey baad tou Mashallah phir, mujhe aik, aaa (stretched/pause) confidence {After that Praise be to Allah I developed a confidence}/need a special environment, encouraging one. When somebody says you are nothing, I become nothing. I can't understand why I am like this. *(FGD IV, H. CI Cycles 1 & 2)*

4.2.2. *The teacher-learner dynamic: An analysis sample*

This section describes the insights afforded by the individual DA analyses related to participants' world-building regarding the teacher-learner dynamic.

Illustrative examples of insights into the teacher-learner dynamic in participants' individual DA results are the sub-themes that comprise two of the three overarching themes identified in Javeria's discourse data sets (Appendix Ei: JK – 'Theme I & Theme II: Teaching as Learning, as "Spirituality" and "Teaching as Navigated Practice in a Bounded Space"). A number of elements draw attention in Javeria's visual depiction of the teaching-learning relationship (JK, CM 1, H. CI Cycles 1 & 2, Appendix Aii). There is the choice to present the relationship in a diagrammed form. Then there are placement choices: having the words "teaching" and "students" horizontally 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 "students" and "the teacher", and the notations included for them. The phrase: "The teacher" has been pencilled above "learning" with an arrow pointing downwards but it seems significant that this phrase has been placed to the north-west much closer to the pencilled

"students" and at a marked distance from teaching. Further reinforcement regarding the seeming intention to emphasise the close relationship between "the teacher" and students" comes in the form of three pencilled 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 length 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 joint endeavour to be inquirers and learners, to cooperate with one another. What is also significant is the contrast in the minimal distance between the words "the teacher" and "students", and their marked diagonal distance from the pencilled "teaching". Visually, it almost seems as if teachers and students are entities 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 Javeria's discourse on this theme seems to be conveying about her understanding, not only of teaching and learning, but of the teacher-learner dynamic. If such discourse examples are contrasted with those as instanced by this extract:

> … shared intentionality in terms of learning, that not only that they are the learners, but we are also the learners in a way/So that's why I do this to sharpen their [students'] cognitive skills, to make them good learners, in a way to construct their knowledge, to just enhance their learning/And see I could do this within my own context…within the context meaning the syllabus, the settings, the environment, and everything (FGD III/FGD IV, H. CI Cycles 1 & 2)

there are indications that these inconsistencies may be manifestations of a disjunction between Javeria's *espoused* understanding of the teacher-learner dynamic and her *actual* understanding. In Ls 2-4 in the extract above, for example, the discourse not only constructs distinct roles for the teacher and learner but also highlights some apparent assumptions about the teacher-learner dynamic. Ostensibly Javeria is responding to questions about student

learning, and is defining what she understands or espouses to understand it as entailing: development of cognitive skills, students being good learners, construction of knowledge and enhancement of student learning. One would expect then, given Javeria's espoused position on teaching and learning being a joint enterprise, that both teachers and learners would be foregrounded. Yet, it is the teacher and their action/impact that is the focus in all five of the clauses that comprise the sentence: "So that's why I do this to sharpen their [the students] cognitive skills, to make them good learners, in a way to construct their knowledge, to just enhance their learning". In fact, the foregrounding of the teacher as the main actor in the teacher-learner dynamic seems to construct a distinct identity for each. Here the teacher is apparently an all-powerful benevolent figure acting on learners for their own benefit while learners are seemingly objects, passive recipients of teacher action. This in turn emphasises how boundaried the teacher-learner dynamic is constructed as being: the teacher has the power to act (though they too are curtailed by the constraints related to the context: refer to Ls 4 & 5) and the learner only receives.

4.2.3. *Teachers and learners – roles and identities: A sample analysis description.*

In this section, I describe and discuss the insights afforded by the individual DA analyses related to participants' world-building and their understanding about teachers' and learners' roles and identities. What differentiates this section from the Section 4.2.2 is that, while it too is concerned with the teacher and the learner, Section 4.2.2 focused on participants' thinking about the teacher and learner relationship, whereas the present section focuses on participants' conceptualising of the roles and identities assigned to the teacher and the learner as per their discourse.

One such conceptualisation is the theme "Teaching as a Performing Art and a Craft Skill", identified in Nazia's discourse data sets (Table 13: NK-Theme I). Two sub-themes emerge from the images and associations evoked in Nazia's discursive contributions in the

FGDs and CMs to comprise Theme I. In Illustrative Example i (Table 13: NK – Theme I), Nazia is in the middle of carrying out the assigned task requiring participants to explain their concept of the classroom and the teacher-student relationship. She had chosen to engage with the task by invoking images of and associations with the world of the theatre. This description (Appendix Ei., NK – Illustrative Example i.) begins with using the theatre as a metaphor for the classroom. This metaphor is then expanded to include the teacher as the performer and the students as the audience. The construction of the opening line "when I [pause] think of my classroom I think of a theatre" comprising two clauses with parallel structures serves to reinforce this sense of association, of comparison and equating. Nazia's reflective entry on the theatre analogy: "it is something that is conveyed by the actor to the audience (like the teacher conveys knowledge to the students" (NK., 19 November, 2012, Reflective Booklet, CI Cycles 1 & 2, Ai) reinforces this invoking of the world of the theatre.

What is particularly noticeable in Nazia's discourse about this theme is how it seems to centre round the analogy between the actor/performer and the teacher. In these extracts, the "performer" (T 272), "he's performing" (T 296)", "the teacher" (T 274, are all sentence subjects. In comparison, neither *classroom* nor *theatre*, nor *students* or *learning*, appear as subjects (indeed, the latter, is only referred to in response to a direct question), or even subjects of subordinate clauses. Also, note the use of the pronoun "he" (T 296). There are a number of instances, where sentences relating to "the performer", "actor", "teacher", include the use of pronouns: "my weaknesses", "the performer he's an actor", "you got to know", "So you need…change". In contrast, there is only once instance of a pronoun being used for students, "they're" (T 274), and the audience is always referred to as just that: "the audience" or "audience". This foregrounding suggests that for Nazia Khanum the role of the teacher as a performer is the focal point.

In Nazia's descriptions/explanations of Concept Map II (Table 13, NK – Illustrative Example, ii – Theme I), the role of the students is highlighted. But rather than focusing on who the learners are, the discourse seems to centre on who they *ought* to be. The discussion focuses on what students should know, the attitude they should have before addressing the question of who is seen as being ultimately responsible for whether the classroom is what it should be. Interestingly, even with the learners being allotted the ultimate responsibility, the responsibility of being interesting is presented as lying with the teacher. The choice of word "duty" and its delivery, the way the word is stretched and stressed, and the intra-turn pause that follows all suggest that the teacher's recognising the centrality of their role and accepting that all responsibility ultimately rests with them is a social good – it is what is right and what is true.

The teacher seems to occupy the same focal role in the second theme identified in Nazia's individual DA analyses. Design-wise there is the 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…teaching... if the teaching is effective so learning will be in the same way". Even when Nazia does focus on students and their learning in her verbal elaboration of the concept map, it tends to be in terms of what the teacher is expected to do/know/be:

> *I* think that a teacher should… create interest in the class so that whatever the students are learning they should *enjoy* it/As a teacher if you know that you don't have command over a subject you shouldn't teach that/as a teacher they should understand this thing that... students have come from different Even when backgrounds so I should cater to their needs (FGD V Transcript, N. CI Cycles 1 & 2, Appendix Ai).

This foregrounding of the role of the teacher being at the centre and source is one that manifests itself throughout Nazia's discourse. For example, in Nazia's critique of Pakistani classrooms (FGD IV and V) she repeatedly attributes problems in the teaching methodology to teachers' "attitude", "their command of the subject" (N. FGD IV, CI Cycles 1 & 2). Yet in contrast to other participants, all of whom highlighted external factors such as lack of

resources, institutional concerns and student diversity as being impediments/barriers to their teaching (e.g., Appendix Ei, J.K, Theme II; BT, Theme II) there is no reference to any other external issues.

"If the teaching is effective so the learning will be the same way". In the figured world that being evoked, the teacher seems to be responsible for everything, and the implication seems to be that they are responsible because they have the power to control whether or not learning takes place, and how it takes place: they are responsible for learning not being a "burden" (N.FGD IV Transcript, Appendix Ai). Moreover, teachers are presented as being so central to the learning process that without them "there is nothing" (N.FGD IV Transcript, Appendix Ai). Nazia's reflective entry on the theatre analogy "...it is something that is conveyed by the actor to the audience (like the teacher conveys knowledge to the students" (NK, 19 November. 2012 Entry, Reflective Booklet, CI Cycles 1 & 2, Appendix Ai), reinforces this impression. Nazia's discourse constructs a figured world where the teacher is supposed to have "command" otherwise "should not teach", but the knowledge is not a basis for establishing authority or control over the student; rather it is associated with benevolence "spreading rays of knowledge". In fact, all of the discourses related to the teacher and teaching are concerned with duties and obligations, what a teacher is supposed to do. It seems as if an identity is being constructed for the teacher as a benign, benevolent source and centre of knowledge, making sure learning take place: spreading light like rays of the sun the teacher is represented as being (Table 13 NK – Illustrative Eg. i., Theme II; NK. CM I, N. CI Cycles 1 & 2, Appendix Ai).

4.2.4. *Role of own 'Dastaans' (Biographies) in shaping practice and thinking about Practice: An analysis sample*

What also surfaced as a recurring pattern in the individual DA analyses was the role participants' own biographies were perceived as playing in shaping both participants' teaching-practice and their thinking about teaching-practice.

For example, the 'Teaching as Attention…" theme (Appendix Ei: RH – Theme II) which emerged in the analysis of Rania's discourse data sets, foregrounds the impact that Rania's apprenticeship of observation (Lortie, 1975), her experiences as a learner, her learner "*dastaan"* [narrative] had on her own thinking about teaching and learning and her teaching practices.

Table 1 : Extract III – Section 4.2:

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 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 *(RH, FGD IV)*

In the extract in Table 16, Rania is sharing her experiences as a learner in response to the task (Task sheet, Appendix D) requiring her to share her narrative as a learner and discuss how she sees her narrative as being linked to her understanding about teaching and learning and her own practice. Note the recurrence of the word "attention" in this 9-line extract. Its recurrence and its context of use in Rania's discourse suggests that it occupies a key place in her world-building as regards teaching and learning.

The significance of the word "attention" is signalled in a number of ways. It recurs ten times in the FGD data set (N. FGD IV Transcript, Appendix Ai) in which Rania expands on how she sees her learning experiences as having had an impact on her teaching-practice. It is also made significant by being associated with and representative of a desirable teaching-practice or desired teaching outcomes. Extract III (above) is illustrative of this. In this nine-line turn the word attention recurs four times. Each time it occurs, it is linked to/associated with a desirable teaching-practice or desired teaching-outcomes. For example, the first time it is used, Rania links it to her needs and learner "wants" (Hutchinson & Waters, 1987) as a student: "but I *want* attention of the teacher…*all the time*, okay". Then she proceeds to link lack of attention to low motivation and poor student-performance (Table 16, L 5, Extract III,). The construction of L 6 in this extract serves to reinforce the association between teacher attention, desirable teaching-practice, and attaining of desired teaching outcomes. Having the clause in which teacher attention is equated with "giving importance" to the student as the main clause foregrounds how teacher attention is seen as being key to the teacher-student relationship. Similarly, making "then I usually get the highest marks" the dependent clause in the sentence serves to establish a sense of causality between teacher attention, a positive teacher-student relation and improved student-performance. In a later turn (T 462, FGD IV Transcript., N. CI Cycles 1 & 2, Appendix Ai), this connection between attention and student performance is made even more explicit when it is presented as a direct cause for Rania not being able to understand – to learn: "just because..ah…I didn't *get* what she was…saying…because of the less [*sic*] attention". When Rania also talks about this in her own practice, the implicit assumption that teacher attention is representative of there being equity in the classroom: "so in *my* teaching, I used to do the same thing. I give importance to each and *every* student of my class, whether they are weak or good" (T 442, FGD IV, N. CI

Cycles. 1 & 2), foregrounds yet again its value in Rania's world-building as regards teaching and learning.

4.3. Holistic Analysis Results of CI Cycles 1 and 2 Data sets

What emerges from completing the HA analysis of all data sets from CI Cycles 1 and 2 (HA1) is a distinct over-arching narrative. The collective voices of participants from CI Cycles 1and 2 present *The Pakistani HE-ELT Practitioners-as-Heroes' Tale*. The narrative appears to have one central theme that relates to the study research questions, and two interlinking subsumed themes comprising sub-themes in turn. In addition to the two narrative themes, the holistic analysis also yielded a theme that appears to provide insight into the process that appeared to have facilitated participants' collaborative construction of the over-arching narrative. An excerpt from the results table with these themes and their illustrative data extracts/evidences is given below (Table 17) and the detailed complete table is included as Appendix Eii.

Table 1 : Excerpt from 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. And see I could do this within my own context…and within the context, meaning the syllabus, the settings, the environment, and everything. *(JK, Ts. 463, H. FGD III)* **Extract 1b** *Nahein* (No)… I think..umm *kafi* (to quite an extent) … *being* a teacher in Pakistan… or being a teacher..in *the*..the *typical …environ…enivronment …hum sub* ke *almost more or less yahee sooch hai* (we all have almost more or less the same understanding/thinking)/It depends upon *wha…what facilities* …we have/*Matlab humaree* limitations [stretched & stressed, pause].. *umm*… R…*humaree humaree* limitations *…hain …hum sub kuch class mai…*innovations *… ya kuch …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 163/165/171, 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

Theme	Illustrative Data Extracts/Data Evidence
	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, Ts. 468/591, N. FGD V)*

The first theme, *Pakistani HE-ELT Practitioners: Valiant Heroes on a Teaching-learning Quest* emerged as an overarching narrative in the holistic analysis of CI Cycles 1 and 2 (Table 17). Participants in both N. and H. CI groups reiteratively emphasised on how their interactions with teaching and learning: both thinking about teaching and learning and practices at the tertiary level (HE) were shaped by their constant battle against invidious forces and challenges. Javeria's (a H. CI group member) elaboration on her teaching-practice and her commitment to learning: "see I could do this within my own context… and within the context meaning the syllabus, the settings, the environment, and everything" is an example of how participants presented their pursuit of their quest as a heroic feat. There is the use of present tense here that foregrounds the ongoing nature of the struggle. Then the use of the all-embracing "everything" not only seems to draw a sharp contrast between what she manages to do and the difficult nature of that endeavour, but also seems to emphasize the commitment/the stalwartness that achieving this feat entailed. Similarly, in Extract 1c (Table 17), Sidra (a N. CI group member) underscores the importance of the teaching-learning quest. Here, she virtually dismisses the challenges confronting HE-ELT practitioners "*masail tu hain* [yes there are problems]" and adjures instead that, all that matters is "learning" and that "all these things [PD included] are because of our learners, because of our students". Moreover, again this is done with her continuously using the present tense. In fact, these two patterns, the presentation of teaching as a kind of heroic undertaking where the quest and the learner are all that matter and the enduring nature of this struggle as signalled by it being consistently placed in the present: "Puzzles… Teaching: Fixing them [students] up…A pair of shoe [*sic*] whose heel is broken…/Teaching: to cope up with them"/"experimenting new, innovative

techniques…changing, rejecting some according to 'needs' & 'levels' of ss"/"challenging" [referring to teaching]" (CB, CM, N. CI Cycles 1 & 2 ; YP, CM2, H. CI Cycles 1 & 2 ; WT, CM, H. CI Cycles 1 & 2, Appendices Ai-ii), recur throughout the CI Cycles 1 and 2 data sets.

The Pakistani HE-ELT Practitioners' Hero's Rulebook (Appendix Eii) was another theme that emerged from the HA processing of the data sets, but seemed to be embedded within the central theme/the overarching narrative. This theme derived from patterns in the data where participants in both research groups seeming to have shared understanding of who and what a Pakistani HE-ELT hero/heroine was supposed to be as if they were drawing from some manual/some rulebook on a code of conduct for heroic teachers that they all had access to. Furthermore, the participants' co-constructed narrative which emerged from the HA processing of CI Cycles 1 and 2 data sets suggests that this theme sub-subsumes three other sub-themes; two of these seem to relate to what the characteristics of the Pakistani HE-ELT hero is seen as being and who the Pakistani HE-ELT learner is understood as being, while the third sub-narrative seems to be concerned with participants' narratives of their evolution as HE-ELT heroes and the relationship they understood as existing between their own personal histories/biographies and their commitment to their learners and to teaching**.** For example, in extracts for sub-themes both Urooj and Bakhtawar (Appendix Eii, Extracts 2ai and 2aii) seem to require teachers to have certain characteristics, to hold to certain standards in their practice, and this seems to be based on their conceptualising/their thinking about teaching and learning and what this entails in terms of expectations from the teacher. Similarly, as can be seen from extracts 2bi, ii and iii (Appendix Eii), participants seem to draw from a shared understanding of Pakistani ELLs as regards their lack of motivation, their active resistance to learning and their taking the teachers' doing their utmost for them as their due, as "paid-for" labour: as teachers merely earning their "paycheck".

Within this theme, there is also the sub-theme of participants expanding on the what, why and how of their heroic practice, what led to their investment in the heroic quest. This can be seen from Extract 2c (Appendix Eii), where Gurya not only expands on what her learners mean to her but also locates this investment in her own personal history. Her abusive husband, her traumatized, "cowed" self, her little daughter being a witness to all of it, and then the reversal of circumstances: the restoration of her self-worth; her being able to bask in the respect and regard of her students, all by virtue of joining the profession – by becoming a teacher.

The third theme that also emerges as an embedded theme within the over-arching narrative of the heroic ELT practitioner embarked on a heroic quest (Appendix Eii) also surfaces in data sets for both Nazakat and Husrat groups and relates to English being seen as a villain/disempowerer as well as a potential hero/empowerer. As can be seen from the illustrative data extract 3a (Appendix Eii.), English appeared to be seen as a social justice issue for practitioners, where they felt that learners of less affluent backgrounds were disadvantaged solely because of their lack of access and consequent proficiency in English. At the same time, as can be seen from Extract 3b, English was presented as a means of empowerment, and a means that participants seemed to be convinced was recognised as such by their learners.

The fourth theme which emerged from the HA processing of the data seemed to be related to the collaborative construction of the *The-Pakistani-HE-ELT-Practitioners-as-Heroes Tale,* the cognitive factors that seemed to contribute and facilitate the tale's construction rather than the narrative aspect of the tale. This can be seen from Extract 4 (Appendix Eii) given for this last HA1 theme. As can be seen from the extract, the H. group members end up engaging in a collaborative dialogue (Donato, 1994; Swain, 2013; Kuusisaari, 2014), as Hania's narrative on the dire consequences of her

deviating from the set preparation practices of simply memorizing pre-prepared answers and instead of trying to engage in independent research seems to resonate with group members' experience, enough that they draw on what appears to be their personal knowledge and practical knowledge (Elbaz, 1983; Bailey, 1996), and all those present (namely Bakhtawar, Yasmeen, Gurya and Lubna) chime in to build on the narrative whilst simultaneously debating on the dilemma it poses for them as language teachers.

4.4. Discussion on Findings from CI Cycles 1 and 2 – Findings from the Pre-CI Immersion Cycle 3

This section focuses on presenting how the findings from the CI Cycles 1 and 2, from the first three stages of data analysis (Section 3.6) allow for an insight into the two main questions: RQ I and RQ II; and six subsidiary questions (Qs. i-vi., Section 2.6) driving the present study. Examining links between the three data analysis strands used for processing data sets from these two CI cycles (CA, DA1, and the final culminative HA1 stage) has yielded partial insights into both RQs and all six subsidiary questions.

4.4.1. *Research Question (RQ) II and subsidiary question v and Findings.*

Two foci were merged in the present study through subsuming the substantive (RQ II) within the methodological (RQ I) – that is looking at how change can be effected through examining/describing teachers' journey through change. There are patterns in the results from all the three analytic lenses used for the three analysis stages which seem to be related to participants' orientations/philosophies/thinking about teaching and learning as well as to what seemed to have influenced their thinking. Accordingly, these findings are seen as offering a partial insight into RQ II and subsidiary question v in that they serve as an initial reference point for tracking participants' journey through change in their thinking about teaching and learning and their practice.

For instance, there are a number of instances in the FGD data as per the CA-inspired analysis results where there is a seeming disjunction between what participants want to project as regards their stance (their thinking about teaching and learning) and what image their turns convey. One example of this is how a N. CI group participant, Urooj, designs her turn to project a certain understanding of teaching and learning: "teaching and learning for me is fun and exploring...[pause] exploration together" (T 66, N. FGD II Transcript, Appendix Ai). Yet before that is the preceding sequence:

Urooj: 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 so a teacher has to be honest enough. and …and trustworthy enough so that …he and she can guide the students in a ……. in a better way ……. students are supposed to be keen and curious. [T 62]

R: Okay, they're supposed [slight emphasis] to be? What does that mean? [T 63]

Urooj: for me ……. for me ……. they are not ……. they are not… 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* disciplined one ……. as they say in Urdu – "*Khilao sonay ka niwala aur 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 64]

(FGD II Transcript, N. CI Group, Cycles 1 & 2, Appendix Ai)

The image conveyed by T 66 suggests teachers and students engaging in teaching and learning as a joint enterprise whereas the earlier sequence, particularly T 64, suggests an ascription of set roles for teachers and students where there is a definite power distance. Moreover, turn design of elements of T 65 – intra-turn pauses, false starts, recourse to code-switching, to better explain and justify herself, the incorporation of the proverb in Urdu – all seem to suggest that Urooj is uncomfortable with the image she seems to feel she is projecting. T 66 in this context therefore qualifies as a bid to repair that image. An understanding/orientation to the teacher-student relationship as a distinctly boundaried entity also displays itself in FGD III where Urooj rails against evaluation:

I mean who the hell [emphasis] is the ……. the student to to ……./students ..Chandni Basheer['s] 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 ……. (Ts 322, 339, FGD III, N. CI Group, Cycles 1 & 2)

Urooj's strength of feeling regarding the inappropriateness of students evaluating, "judging" teachers is blatant in the turns cited above. The clustering of intra-turn pauses, the false starts, the use of the profanity, the emphases, the inability to complete the sentence (T 322), the choice of words such as "judging" and "deserves" are, all, suggestive of outrage. The use of profanity is particularly interesting considering that this is the only instance of Urooj swearing in all five FGDs.

Similarly, examples of such instances where participants' orientations and philosophies are revealed through the disjunction between what is said, and what is displayed, can also be found in the H. FGD data sets. For instance, in FGD II, Javeria initiates her response to the assigned FGD task thus:

> Okay for me, teacher is a *practitioner* [slightly stressed], he is a *researcher* [slightly stressed & stretched], he is a *facilitator* [slightly stressed], *knowledge builder* [strongly stressed] and *also* [slightly stressed] a *learner* [stressed, slight pause] And *because* [stressed] you see learning is something which *never* [stressed] gets stopped, learning *always* [strongly stressed] takes place, if you are eating here, talking, then you are *learning something* [stressed & stretched]. And I am sure after conducting some research, there will again be somebody else bringing *more* [stressed] changes in our own context. [slight pause] So students, they are *learners* [stressed & stretched] and they are *knowledge sharers* [stressed & stretched]/Then teaching and learning, it's based on *mutual relationship* [slightly stressed, slightly stretched], it's share-the-knowledge enterprise.
>
> (T 298, FGD II Transcript, H. CI Group, Appendix Aii)

Here Javeria seems to be intent on displaying a conscientious, theoretically-grounded practitioner persona. There is the use of the terms "practitioner, researcher, facilitator, knowledge sharer" and the like. There is the use of emphases and word elongations, the minimal hesitations as indicated by two small pauses. These all seem designed to reinforce the image being displayed. Yet what the preponderance of terms and the minimal lack of pauses seem to point to is how carefully crafted the turn is. This sense of this being a possible case of espoused understanding as opposed to actual understanding is reinforced when Javeria's response to the task is contrasted with her earlier insertion sequence in the same FGD (Ts 111):

> 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. (FGD II Transcript, H. CI Cycles 1 & 2, Appendix Ai)

In T 111 Javeria is interposing a comment in response to Bakhtawar commenting on the difference between the private and public sector as it relates to teachers allowing students to have easy access and being in contact with them as they please. Note the emphasis on "cannot". What is also noticeable, are the number of pauses in what is a relatively short turn and the absence of pauses in the last line. The line where Javeria expresses certainty that she can solve all her students' problems. The turn design features seem indicative of Javeria's perturbation. What also seems significant is that Javeria did not have to make a comment, yet she chose to insert a comment. This seems to emphasise how invested Javeria is in the issue.

This turn design also seems to mirror the message of the turn content – that for Javeria the teacher-student relationship has clear and set boundaries. The student cannot gain access to the teacher, at their own discretion, but rather only at the teacher's discretion. The teacher is the one with the solutions, and the learners are the receivers of these solutions; there is no evidence that students are seen as mutual contributors to the student-teacher interaction. This seems to contradict the image that Javeria tries to convey in T 298 when she talks about teachers and students having a mutual relationship where students are knowledge-sharers. In effect, these instances in the data where participants' understanding of/orientations toward teaching surface recurrently – are displayed/revealed in the course of the interaction in spite of participants' efforts to do otherwise, do seem to offer the insights into participants pre-existing philosophies and orientations to teaching and learning.

Insights into participants' orientation about teaching and learning are also provided by the individual DA analysis of the concerned CI cycles. An example of such insights is "The "Teaching as filling Half-filled funnels with the Teacher as a Conscientious Pourer" simile (Appendix Ei: SR –Theme I) used by Sidra to describe her thinking about teaching and learning, stands. This simile seems to be drawn from an orientation where teaching and

learning are seen as being entirely the result of teacher's action on the learner. For instance, "funnel", as indicated by its use in Sidra's visual and verbal and discourse, seems to have been understood as a receptacle rather than just a conduit.

In the visual depiction (funnel drawing, SR Task sheet 1, Appendix Ai) the stem of the funnel is shaded in to represent it containing something, and there is a line drawn at the base of the stem suggesting it is sealed. This understanding is also visible in Sidra's verbal explanation during FGD II where she asserts: "Half-filled funnels are more difficult to either fill them up" (FGD II, N. CI Group, Cycles 1 & 2). The clause "fill them up" is not just significant because it functions as the independent clause here, but because it clearly implies that funnels, as signalled by the use of the pronoun "them", are being seen as containers that can be filled up. Thus, the choice of the phrasal verb 'fill up' becomes even more significant when one considers that at this point the Sidra is applying the funnel simile to discuss students and the challenges of teaching students: "our task *is* difficult. Half-filled funnels are more difficult to either fill them up" (FGD II Transcript, N. CI Group, Cycles 1 & 2). In effect, it seems that here teaching and learning are being equated with treating learners as objects to be acted on, or to be more precise, receptacles which are to be filled. Other such insights into participants' orientations towards and world-building for teaching and learning include Bakhtawar endowing the teacher with the identity of a "doctor" who has to "diagnose" the learners and develop a "treatment plan" (BT, Tasksheet 1, FGD III, H. CI Cycles 1 & 2; Appendix Ei: BT – Theme I); Yasmeen equating teaching with manufacturing and thereby investing the teacher with the identity of being a manufacturer (Appendix Ei: YP – Theme I); Gurya bestowing the teacher with the identity of being a mother (Appendix Ei: GV – Theme I), Rania's analogizing of the teacher as a rower of the boat which has the learners aboard as passengers (RH, CM, Appendix Ai) and Javeria's simile of the teacher as a farmer (Appendix Ei; FGD III, Appendix Aii).

In addition to the individual DA1 offering such insights into participants' existing thinking/conceptualising about the nature of teaching and learning, the teacher-learner dynamic and teacher-learner identities, it also appears to shed some light on what has influenced this thinking/conceptualising. For instance, the DA1 results indicate that the participants' histories as learners in formal settings and elsewhere seemed to have had a profound impact on their thinking and understanding about teaching and on their teaching-practice. Rania, for example, connects her conscious effort to ensure that she maintains eye-contact with all the students in her classroom with her own learning experiences as a child and as an adult, where eye-contact with the teacher seemed to her to determine her engagement or disengagement with a specific subject, and therein her performance in said subject:

> In university ……. ah ……. I *again* ……. get the same ……. ah ……. attention that I *used to* get in my school life ……. So again… I get good marks, I got 2nd ……. 2nd position in my Masters in Literature/So in *my* teaching, I used to do the hat same thing. I give importance to each and *every* student of my class (FGD IV, N. CI Cycles 1 & 2)

Likewise, Yasmeen links her investment in ensuring her learners are not discriminated against because of their socioeconomic status and it limiting their access to an EMI-education to her own experience as learner where her college English teacher gave preference to learners who were privileged enough to have access to exclusive EMI schools (discussed earlier in Section 4.2.1).

The results from the HA1 also link with findings on participants' thinking about teaching and learning, particularly the DA1 insights into influence of participants' own learner biographies. The HA1 results also indicate that the influence of participants' learner biographies extends beyond their thinking and their practice to also include their PD and their own growth as life-long learners. For instance, in her own narrative on her evolution as a "heroic practitioner" Sidra cites her experiences at school as an example of problematic modelling (Bandura, 1977). She then goes on to build on this theme by blaming her inability

to ask why (cited earlier, Section 4.1, as an example of participants seeking group-support regarding professional concerns) to her own schooling experience. In the Nazakat FGD IV she devotes a number of turns to linking her school-teachers' discouragement of questions from their learners not only to her development as professional but to her overall personality development "we were not allowed to *ask* [italics added] …questions not many questions/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" (T 563, N.FGD IV, CI Cycles 1 & 2). The HA1 results also build on insights afforded by the DA analyses on participants' thinking and it appearing to be influenced, and possibly shaped, by their beliefs/their experience/their teaching philosophies. For instance, both Urooj (Appendix Eii, Extract 2ai) and Bakhtawar (Appendix Eii, Extract 2aii) seem to require teachers to have certain characteristics, to hold to certain standards in their practice and this seems to be based on their beliefs: their personal theory as derived from teaching experiences, as well as their philosophies on teaching and learning, and what this entails in terms of expectations from the teacher.

There is some alignment between the findings which emerged from using the three identified lenses and extant literature. For instance, the results from the CA-inspired analysis regarding the disjunction between participants' espoused orientations/thinking about teaching and learning and what the FGD discourse appeared to suggest aligns with SLTE and HE literature on entrenched teacher beliefs/conceptions/philosophies/orientations and how they can serve as a barrier to teacher gains and teacher change (e.g.: Almarza, 1996, 2004; Biggs, 1989; Borg, 2003, 2006; Bullough, 1997; Chan & Elliot, 2004 ; Green, 1971; Moodie, 2016; Johnson & Golombek, 2008; Nespor, 1987; Pajares, 1992; Ramsden, 1999; Woods, 1996).

A congruence can also be found between the DA1 results and metaphor studies on teacher thinking. Kalra and Baveja (2012) did an embedded metaphor analysis study on the beliefs, knowledge and personal theories of 95 pre-service teachers in India. This embedded

study was part of a larger mixed methods study on 637 preservice and in-service teachers in India. Kalra and Baveja (2012) administered a questionnaire to 103 pre-service teachers at the beginning of a TE program asking them to identify metaphors and similes for knowledge, learning and learners. They then followed it up with an open-ended item requiring participants to explain their choice of metaphors. Their analysis yielded four categories of conceptual metaphors for learners. One of these was classified as "learner as object of use". As per their analysis, representative metaphors for this category such as "musical instrument" are indicative of a "knowledge-as-an-object and teaching-as-transmission" understanding of teaching and learning (Barnes, 1979) where the teacher is at the centre and transmits knowledge, where the learner is a passive receiver and the teacher, through their teaching, can act upon the learner, make them play, "fills them up" (p. 321). Many of the other metaphors/analogies/similes generated by the participants also seemingly assign teachers and learners similar roles and identities. Nazia's equating of the teacher with the sun and learners with tender saplings (NK. CM2. N. CI cycles 1 & 2, Appendix Ai) is one such instance and this equating is consistent with findings from other studies (e.g., Ackay, 2016; Bupharon, 2012; Mellado et al., 2012). All of these cited studies categorise such metaphors/analogies/similes as being indicative of teacher-centred, transmission-oriented understanding – conceptualisation – of teaching and learning.

Buaraphan (2011) in their metaphor analysis two-phase study with 110 preservice teachers completing their graduate course in a university in central Thailand found the metaphor of the teacher as the "sun [which] sheds light on all students" (p. 1573) and categorized this as being representative of a teacher-centric understanding of teaching and learning, as it casts the teacher in the role of bringing knowledge and enlightenment to learners. Similarly, Bakhtawar's analogizing of the teacher as a "doctor" who has to "diagnose" the learners and develop a "treatment plan" (BT, Tasksheet 1, FGD III, H. CI

Cycles 1 & 2; Table 13, BT – Theme I) corresponds with the "teacher-as-a-doctor" metaphor in Buaraphan's (2011) study. The findings in other metaphor-based studies (e.g., Ackay, 2016; Leavy, 2007; Saban et al., 2007) also categorise the "teacher-as-a-doctor" metaphor as being indicative of a teacher-dominated understanding of teaching and learning.

DA1 and HA1 findings regarding the influence of teachers' biographies on their practice and their thinking and growth also align with an extensive body of research on teacher cognition. Research which highlights the impact that teachers' socialization, their own experiences as students, can have on how they teach, along with their gains from TE programmes/courses (Borg, 2003; 2006; Boyd et al., 2014; Bullough, 1989; Feiman-Nemser & Buchmann, 1986; Lojdova, 2019; Peacock, 2001; Richardson, 1986; Woods 1996; Zeichner & Gore, 1990). One seminal study in this body of research is Lortie's (1975) "Schoolteacher: A sociological survey", and his theory on "apprenticeship of observation" (mentioned earlier, Section 4.2.4.). Lortie's study was on beginning teachers in the US. It drew on historical data, survey data and data generated via conducting interviews with teachers belonging to five towns in the US via interviews. Lortie found that participants in his study seemed to be socialized into teaching through their extensive and intensive observations as students. Moreover, these observations, and the perceptions, conceptions and beliefs about teaching thus developed over this extended period of "apprenticeship", invariably informed/influenced beginning teachers' engagement with teaching and learning and with their teaching-practice: "what students learn about teaching…is intuitive and imitative rather than explicit and analytical" (Lortie, 1975, p. 62).

The HA1 insights regarding the long-terms effects of apprenticeship of observation on teacher thinking and practice also suggest that this may also link with such constructs as practical knowledge (Elbaz, 1983), practical personal knowledge (Golombek, 1998) and personal theories (Clark & Peterson, 1986). For instance, Urooj in N.FGD IV cites two

contrasting experiences of apprenticeship of observation, one with her then current teacher on her part-time master's in linguistics course, and her earlier experience with a teacher who taught her in her master's in English literature course. She claims both to be positive, yet rejects the second when discussing its relevance and applicability in her own teaching-practice as can be seen from the extract below (Table 18):

Table 1 : **Extract IV – Section 4.4.**

It *is* because of the example she set. Because it was her *practice* ..her practice in the class that made me realize that..pl…ahh I..I..should do it…. Another thing.. this was one aspect of *me* being a learner and *now* 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 There is one of our senior teachers right now…teaching us …Two major courses he taught…And initially what he used to do that he used toignore our questions… don't answer them Treat them as if..as if we are..umm …saying something which is the most *stupid* thing or most stupid question..o… on earth.. And she *made* us learn this way and he *made* us learn this .. 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* of teaching …and as I 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 introduces 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* [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.

Here Urooj's rejection for adoption into her own teaching-practice of the second model of teaching she claims to find inspiring, a sink or swim approach, seems to be done on the basis of her teaching philosophy (Crookes, 2010). The latter seems to be a response to learner level and learning conditions "it differs from level to level", as well as experiential knowledge: her familiarity with her teaching context which, as per the knowledge gained from her experience, requires undergraduates to be treated differently from post-graduates because they "are not independent". The bases of Urooj's rejection of the second model corresponds, as discussed earlier, to three constructs: personal theories, (Clark & Petersen,

1986; Elbaz, 1990; Golombek, 1998) practical knowledge (PK) and practical personal knowledge (PPK) in LTC literature. Personal theories are understood in teacher thinking literature as relating to the tacit or latent knowledge and personal experiences as well as values that teachers may hold with respect to teaching (Clark & Peterson, 1996; Matsagouras, 1999; Meijer et. al., 1999; Papoulia-Tzelepi & Spinthourakis, 2000). Practical knowledge, according to Elbaz (1981), is knowledge generated via teachers' experiences with their learners and their contexts and experiences with which instructional strategies and management styles suit their learners best. Similarly, PPK, according to Golombek (1998), relates to a knowledge framework generated from teachers' moral, affective and aesthetic outlook on education and educational situations (Borg, 2006).

Overall, it would seem then that the three analytic lenses used in the first three stages of analysis did provide an insight into participants' COTL and practice, as well as what appeared to affect and influence their thinking and their practice (sub qs. V, Section.2.6). In addition, the commonalities between their individual conceptualising as indicated by the DA, and as supported by the interlinks with the CA-inspired analysis results about the disjunction between what participants espoused and what revealed as per their thinking and practice, also suggests that some participants favour teacher-centred pedagogical models. Furthermore, the links between the CA-inspired, DA1 and HA1 results indicate that participants' thinking about teaching and learning, their understanding and conceptualized was influenced by their own learner histories – their apprenticeships of observation as well as their personal theories and PPK.

What the findings from these initial CI cycles did not, however, provide much insight into, was why a number of participants' thinking/COTL appeared to draw from transmission-oriented, "knowledge-as-an-object" (Barnes,1976) frameworks. Given that traditional teaching orientations are often accorded to teachers' apprenticeship of observation

(Lortie, 1975; Buchman, 1984; e.g., Karagoz et al., 2018), one explanation for "knowledge-as-object" orientation, appearing as a shared commonality in both N. and H. CI data sets, could be that because the participants' belonged to the same macro-context, they had similar apprenticeships of observation. Certainly, the prevalence of traditional teaching, transmission-oriented teaching practices which encourage passive learning and rote-memorisation is a recurrent concern in the literature on Pakistan for all levels: primary, secondary and tertiary (HEC Report, 2002; Siddiqui, 2007; Samnai, 2019; SNC Document, 2019; Rahman, 2020) and for all subjects including English language (Dad, 2017; Hassan, 2016; Imran, 2020; SNC Report 2019).

CI Cycles 1 and 2 analysis results also suggest that context, macro and micro, and culture do have relevance to study participants' thinking about teaching and learning as well as to their practice. This will be explored in more detail in the next section, however, as it relates to another study subsidiary question, and by extension to the main question.

4.4.2. *Subsidiary Research Questions iii a., iii b., v and vi and Findings*

One of the patterns that emerged from pilot data was the influential role that factors such as institutional contexts appeared to play in participants' interactions with conceptualising change in their teaching and learning. The study lens had accordingly been adjusted and sensitized to this by looking at facilitators and barriers to participants' engagement with change in their COTL, change in their practice, as well as the role of context. Accordingly, patterns have emerged in both the CA-inspired and HA1 results that indicate a partial exploration and addressing of these questions.

In fact, the first episode of FGD II (FGD II, CI Cycles 1 & 2, CA-Analytic Table Sample, Appendix Diii) provides an example of how concern with institutional factors and how they affect teaching-practice is seen as impinging on practice. In this episode we have

Urooj recounting an incident in her classroom and linking this to her argument about considering work contexts and the macro-Pakistani context:

Urooji [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 L, Chandni Basheer 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. [T 1]

R: Bossing, I like this (laughs) [T 2]

UA: No bossing, ok. At L 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 [T 3]

Note that T1 begins *in medias res*. This is because the FGD was not supposed to begin at that point because two members had yet to arrive. The other three members had been trying to pass the time but had begun to exhibit signs of increasing restlessness. Accordingly, the meeting was initiated after waiting ten minutes past the scheduled meeting-time. However, instead of adhering to the agenda, the participants were asked to share their thoughts about the proposed project. Urooj's response to the invitation was so immediate that I barely had the opportunity to switch on the recording device. The instantaneity of Urooj's acceptance of and follow-through on the invitation and the turn design elements, such as the lack of marked intra-turn pauses, the fluid structure of the turns, are suggestive of a certain preparation and assurance.

Hutchby and Wooffitt (1998) and Mercer (2000) link narration of anecdotes using active voice as opposed to passive voice to turn designs that are aimed at persuasion – the adding of credibility through creating a sense of immediacy. Citing examples of research in CA, which highlight techniques used by orators, Mercer (2000) points out that contrasts, lists, and comparisons are used by speakers in everyday language, as well for creating a sense of inter-subjectivity. Hence the sense of Urooj's turns being designed so that her concerns regarding the impact of institution can be put across is further reinforced when one considers

her use of active voice and comparison. The anecdote presented in active voice does seem to make the incident more immediate and further elucidates Urooj's point about organisational hierarchy impacting teaching-practice. The comparison that contrasts the freedom accorded to practitioners in university with the restrictions imposed by Urooj's current work context seems to serve a similar purpose. Thus this sequence seems to highlight the role that participants perceive institutional factors as playing in terms of barriers and facilitators.

In H. FGD I, the issue of institutional politics and its impact on faculty promotions is flagged by Gurya as she takes her turn:

Gurya Vazir [GV]: I am Gurya Vazir [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] (T 22)
R: [laughs] You have identical [slightly stressed, stretched] sort of career [slightly stretched] paths as they go [slightly stressed] (T 23)
GV: And *waiting* [slightly stressed] for *our* [slightly stressed & stretched] *promotions* [stretched], and which has *not* [slightly stressed & stretched] been *possible* [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]! (T 24)
(FGD I Trans., H.CI Cycles 1 & 2, Appendix Ai.)

Another strand that interconnects with the issue of context relates to indexical referencing. For example, in Nazakat FGD II (N. FGD II Transcript., Cycles 1 & 2, Appendix Ai.) Chandni establishes her practitioner persona by orienting her discussion in context of her teaching-practice and work-place ills:

Chandni Basheer [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 83]
Murmuring in the background [T 84]
Rania Hasan [RH]: take it for granted [T 85]
CB: you cannot ask them to [T 86]
R: Can I ask you something? What do you mean by English being English? What does that mean? [T 87]
CB: By this I mean ……. they are interested in English Language but here they take English as a subject not as a language ……. [T 88]
R: Ah ……. [T 89]
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 90]
RH: laughs, it's ……. [indistinguishable, people talking together] [T 91]

In this sequence we have three instances of indexical referencing. The reference to the general teaching-practice of apparently not following through with discussion and then two references to English. While there is little response to the allusion to teaching-practice, the comments about the problem of English being a compulsory subject and teaching of English having a market value evokes an instant response from the group. The former stirs discussion and the latter provokes a responsive laugh. The most striking point here is that what seems to be referenced is not just limited to the institutional context. The group's reaction is indicative of a shared understanding. The group members belong to different institutions in both the private and public sector, which seems to point to a more macro notion of context (Kennedy, 2012).

This finding on the role of context as barrier cum potential facilitator to teacher-practice and thinking about teaching and learning in the CA-inspired analysis of FGD data sets also aligns with HA1 results for the concerned CI cycles. For example, the overarching narrative theme/central theme in HA1 results (Table 17) locates the apparently never-ending struggle of 'The Pakistani HE-ELT Practitioners: Valiant Heroes on a Teaching-learning Quest' within the Pakistani macro and micro-contexts. This can be seen in Extract 1a (Table 17). Here, the participant in question, Javeria (a H. CI group member), when elaborating on her teaching-practice and her commitment to learning, chooses to do so largely using simple present and framing it as a heroic feat: "see I could do this within my own context…and within the context meaning the syllabus, the settings, the environment, and everything". The use of the all-embracing "everything" seems not only to draw a sharp contrast between what she manages to do and the difficult nature of that endeavour, but also to emphasise just how barrier-ridden she sees her context as being. Similarly, in Extract 1c (Table 17), Sidra (a N. CI group member) underscores the importance of the teaching-learning quest. Here, even as she virtually dismisses the challenges confronting HE-ELT practitioners

"*masail tu hain* [yes there are problems]", and instead adjures that all that matters is "learning" and that "and all these things [PD included] are because of our learners, because of our students", the acknowledgement and dismissal of these overwhelming challenges in itself highlights the heroic nature of her and her fellow HE practitioners' commitment to their learners and their stalwartness. In fact, the central joint HA narrative: 'HE-ELT Practitioners and their valorous striving' has their being engaged on all fronts as its main premise. These fronts, as per the narrative generated by the twelve participants who participated in these CI cycles, include an education system that is failing because of a problematic curriculum and it being entirely examination-based;

> 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" ……. [Your examination system, when it comes to evaluation so what type of paper it is making, you're asking the students "oh have you read that story, can you write a summary on it?] So what's the use of that?/Listening and speaking! (BT/YP, H. FGD II, CI Cycles 1 &2)

over-flowing classrooms: "I mean, I have 102 students in a class, and one and a half hour, I don't know where does it go" (HX: T 443, H.FGD II, CI Cycles 1 & 2); resistant and unmotivated learners (Appendix Eii, Extracts 2 bi & 2 bii); degradation of knowledge and of teaching as a profession: "worth of knowledge" discussion between Bakhtawar and Lubna (Ts 391-41, FGD III, H. CI Cycles 1 & 2); lack of national-level infrastructure support (Ts 122, FGD II Trans., N. CI Cycles 1 & 2) and institutional barriers such as institutional hierarchies:

> *then koi focus nahi koi pressure nahi hai* [then there is no focus, no pressure], 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* [they think] we are going to challenge them or want to compete with them or whatever their old thinking was. I didn't really care for these kinds of factors much (JK, H. FGD IV, Cycles 1 & 2)

There is consistency between the findings of what has been discussed in TC literature and the argument made for the project, and both the CA-inspired analysis and the HA1 regarding the role played by institutional contexts. Literature on technical school cultures (Sato & Kleinsasser, 2004, e.g., Hongboontri, 2014) highlights the role played by the institution/school culture in influencing teacher practice. McLaughlin and Talbert (2001)

conducted a four-year study in 16 secondary schools. Their findings of there being four different kinds of cultures, not only across but within sample schools, highlighted the influence CC had on teacher-practice. For instance, they found teachers working in collaborative cultures were innovative, whereas teachers working in "weak teacher communities" either innovated alone or focused on conforming to traditions, regardless of whether they undermined learning standards or not.

Additionally, among the narrative themes emerging from the HA process, there is one particular theme that addresses subsidiary question iiii. in its entirety. For instance, as HA1 Theme 3 (Appendix Eii) illustrates, the overall narrative seems to cast English as playing a dual and dichotomous role in the macro-context, as both villain and *ally*. So, while there are instances of participants bemoaning and seeking group counsel about the challenge of the differentiated classroom as in the extract given below**:** "see we have the class of differentiated ability always, a mixed ability class…so you have to treat everyone accordingly" (LT, H. FGD II, CI Cycles 1 & 2), there are also many instances of participants highlighting their awareness of the importance of English for their students' prospects as successful learners and aspiring professionals. Hania, for example, discusses her students from under-privileged backgrounds (non-EMI backgrounds) understanding the importance of working on their English language skills, be it reluctantly, for future careers in Pakistan's corporate sector (Ts 442/455, FGD IV, CI Cycles 1 & 2). A pattern that is visible throughout the data sets for this phase (these two cycles of the study) is participants presenting their commitment to language teaching as drawing partially from their desire to redress this social imbalance, of empowering the disempowered students. For instance, according to Javeria, she wants to help the learners despite the challenges she faces because she sees herself as providing an opportunity they would not otherwise have (T 756, FGD III, H. CI Cycles 1 & 2). This pattern was found in the DA results as well. For example, Yasmeen, in Theme II (Appendix Ei: YP –

Theme II) sees herself doing the utmost for her students as a duty, and expresses particular concern for the learners who are unfairly disadvantaged because of their background: "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 Transcript, H. CI Cycles 1 & 2).

Studies on Pakistan, such as Ahsan et al., (2009) and Tamim (2014), have identified that even though English functions as a gate-keeper in this context, it has the potential to empower the disadvantaged and the disenfranchised. The mixed methods phased study by Ahsan et al., (2009) looking at whether English functioned as friend or foe for its 111 female participants found a positive relationship between access to English and increased empowerment. This was reported as a pattern in the qualitative data (FGD data, collected in the first phase) and the complementary quantitative data set (questionnaire data, collected in the second and final phase of the study). Tamim (2014), in her qualitative case study comparing intergroup differences between private school and government-school graduates in Pakistan in terms of inequality and access, drawing on Sen's capability approach and Bourdieu's social capital theory, finds a discriminatory distribution in terms of access to English, wherein participants' access or lack of access because of their schooling background appeared to impact their professional success and their financial status. Halai and Muzzaffar's (2016) discussion of the impact of an MOI (English as a medium of instruction) policy in a mathematics classroom as an example of a misconceived attempt at redistributive justice (Section 2.1), also supports this notion of access to English being both inequitable and conversely constituting a potential means of redressing power differentials and empowering the disempowered, of transforming from villain to hero.

The embedded secondary theme in the HA1 results: "The Hero's Rulebook" (Table 15, Theme 2) offers another partial insight into the question of facilitators in engaging with change in teaching and learning (iiia.). Participants in both CI groups for this phase of the

study identified TE initiatives as a vital tool (BT & UA, Ts 356/829, H. FGD III/N. FGD IV, CI Cycles 1 & 2.). Since there were as many as four teacher educators amongst the twelve teachers who participated in the concerned CI Cycles, with many of the participants professing an interest in PD as their reason for joining the study (Section 6.1), one could argue that this is just an obligatory nod. However, there were numerous instances in the data of participants, both teacher educators and non-teacher educators, showing how their master's programmes (e.g., UA, FGD IV, N. CI Cycles 1 & 2) or short INSET (In-service Education and Training) courses (e.g., BT, FGD II, H. CI Cycles 1 & 2) provided them with new insights and seemingly kept them from ossifying as practitioners. Moreover, in the case of participants like Javeria, TE offered not just a welcome window, but apparently served as a means of survival for committed practitioners (FGD III, H. CI Cycles 1 & 2). There was also some indication in the data that study-abroad opportunities such as completing a masters from international universities were seen as being particularly impactful in facilitating participants' development and practice as ELT professionals. Hania cites how her master's at a UK university was instrumental in shaping her practice in the ELT classroom and her practice as an ELE (English Language Education) teacher educator. Similarly, in Nazakat FGD VI participants like Urooj and Sidra embark on a discussion about the how and wherefore of doing a foreign degree (FGD IV, N. CI Cycles 1 & 2).

The view that teacher development courses, be they short in-service or post-graduate, are seen by teachers as facilitators of change aligns with extant literature (Evans, 2014; Hassan, 2016; Huong & Yeo, 2016; Richards et al., 2001; Wyatt & Ager, 2016). For participants in Richards et al.,'s (2001) study, for example, in-services courses ranked as one of three main sources for intellectual development and staving off professional stagnation. Wyatt and Ager's (2016) found study participants to be invested in workshops, short courses, and webinars because they were perceived as pathways to professional growth. Hassan's

(2016) study on 28 ELT teachers working in Pakistan's tertiary study also reported participants identifying CPD (Continuing Professional Development) courses as a means of preventing professional stultification. Imran's (2020) case study on seven ELT teachers working in a university in Pakistan, which appeared to find a link between participants' access to CPD programmes and reported change in their orientations to curriculum, also aligns with such findings.

The surfacing of context and culture as a barrier to change in the CA-inspired and HA1 analyses, and the DA2 results, as has been discussed, also provides some insight on subsidiary question vi in the study, which explores how CC can affect engagement with change in thinking and, by extension, practice. The contested nature of the concept of CC has been discussed earlier (Section 2.4). However, discourses on change and innovation in ELT (e.g., Kennedy et al., 2013) support arguments on possible intersects between change and the frame of culture and context (Ahsan 2010; Ahsan 2013). For example, in Kennedy's hierarchical model of educational change, innovation at a classroom level is influenced by institutional, educational, administrative, political and cultural factors. In effect, as per this implicated model (Fig. 1), culture, represented as the outermost arc, serves as a macro-context; whereas the institutional and classroom contexts, appearing respectively as the innermost arcs in the model, function as micro-contexts. Ahsan's (2010) phenomenographic study on ELT practitioners' conceptions also indicated that teacher thinking and, therefore change in thinking, is influenced by CC (discussed earlier, Section 1.1.1). Certainly, there are a number of instances in the data for the concerned CI cycles, where participants reference both macro and micro-contexts while differentiating between them. This can be seen in Extract 1a. (Table 17) where Javeria differentiates between challenges in the micro context: "within my own context" and macro: "settings, the environment, and everything" contexts. In extract 1B (Table 1), contrastingly, Urooj situates the challenges/"limitations" barring

teachers from bringing innovations: "we all might want to bring innovations to the class … or try something new we aren't able to do all of them", solely within the macro-context frame and attributes it to: "*being*... a teacher in Pakistan…or being a teacher. In *the* …the *typical environ…environment*".

Instances of participants situating challenges specifically within the micro-context of their institutions also abound. These are presented as relating to peer hostility to the innovative teacher, as can be seen from the earlier extract where Javeria discusses what she has to put up with when trying to bring any kind of change; provision of resources, as discussed in Chandni's example where she was unable to carry out a lesson plan despite trying to address the issue of resources by bringing in her personal laptop, because of power outages; institutional hierarchies, as discussed by Nazakat participants, such as Urooj when she issued the edict that teachers should be willing to continue to learn based on her experience of the senior teachers she was forced to work with in her institutions. They were rigid and obstructive because they did want any change (Ts 122/505; N. FGD III). Similarly, Husrat participants such as Gurya flagged the issue of hierarchy and discussed how senior teachers expected "obedience" (Ts 505, H. FGD I, CI Cycles 1 & 2). Also, motivation relating to extrinsic factors such as institutional hierarchies, work-load, pay and career advancement were brought up repeatedly by Husrat participants, particularly Bakhtawar, Gurya and Yasmeen.

Similarly, the indication in the data of the macro notion of context having relevance, particularly with respect to English as a medium of instruction (MOI), when looking at ELT TC in Pakistan, aligns with existing research. English is taught as a subject in state schools at the primary and secondary level (SNC Document, 2019). It is, however, the MOI in higher education in the public and private sectors (Rahman, 2002; Mahboob, 2017). In addition to being an MOI at the tertiary level, English is also a compulsory subject for all first-year

undergraduates (HEC, 2008; Imran, 2020). The participants' concerns about the ELT pedagogy and curriculum at the secondary and tertiary level in Pakistan, about their being literature-based and content-heavy, limiting learner engagement with English and encouraging rote-memorization instead of language skill development are echoed by other researchers (e.g., Ahsan, 2004, 2010, 2013; Alam & Bashiruddin, 2013; Dad, 2017; Sarfaraz, 2020; Shamim & Tribble, 2005). Dad (2017), exploring class-room assessment strategies used by the English language teachers with their grade 9 and 10 students in a secondary school in Gilgit-Baltistan, supports this, subscribing to the general perception that English is taught as a subject rather than a language in Pakistan, by analysing the questions asked by his participant teachers. A majority of these questions, when categorised using Bloom's taxonomy, were identified as being literal questions or recall questions rather than questions that required learners to engage with the target language or with critical thinking and produce a text of their own. Rather the questions seemed to encourage a regurgitation of memorised responses.

In addition, as has been discussed earlier (Section 1.1), Esch (2009) draws from Bourdieu's (1990) constructs on language learning being invested, to argue that English is both cultural and social capital in Pakistan, and that individuals' familial educational background and social background are determined by and linked to access to English. It has also been argued that English serves as symbolic capital (Bourdieu, 1990). Knowing it – 'possessing' it gives prestige, and not having it creates empowerment issues (Ahsan, 2010). English, and the controversial role it occupies, is one of the bases for the study lens being sensitised to focus on the question of context and culture by including subsidiary question (vi). Hence the findings from the analyses of data from the concerned cycles also allows for the exploration of question vi as well as iii a. and iiib.

4.4.3. *Subsidiary Research Question iv and Findings*

Patterns in the data as indicated by both the CA-inspired and HA1 analyses suggest that the intervention-project and its embedded facilitative tools did play a role in facilitating participant cognitive engagement in CI Cycles 1 and 2. Data patterns also suggest that the cognitive engagement experienced by participants was of two kinds: task-induced interaction and engagement manifested as collaborative dialogues.

As per the intra-turn and inter-turn pauses patterns, as well as word elongation, emphases, and lexical choice patterns visible in the CA-inspired analysis of FGD data sets , task-induced interaction and engagement seems to manifest itself in two ways. Elaborating on the tasks appears to help participants to refine their thinking and understanding about teaching and learning. Tasks and task-induced interactions also appear to facilitate participants' engaging in critical reflection about themselves as practitioners and as individuals.

Sidra's response to Task 1 (Ts 115-121, FGD II Transcript, Nazakat CI Group, Cycles 1 & 2, Appendix Ai) seems to illustrate the role tasks played in enabling participants to review and refine their thinking about teaching and learning in CI Cycles 1 and 2. Sidra begins by providing the image of students as "half-filled funnels" (T 115) and in the course of explaining the image – of interacting and sharing with the group, reaches the conclusion that "teaching and learning is to me…[pause]..ah reap [slight pause].. what we sow… [long pause]" (T 121). Note the turn design elements – the clustering of intra-turn pauses in her turns (Ts 115, 119, 121), word elongation (T 117), and the use of emphasis (T 119).They serve to reinforce the impression conveyed by the content of the turn of Sidra's thinking and refining her thinking about teaching and learning.

A similar pattern can be seen in Extract IV (Table 19 below) but with an additional dimension. Hania is elaborating on the assigned FGD Task (Task Sheet 3, Appendix Di). As has been noted earlier (Section 4.2.3), within this turn there are those four pauses and use of

the word realise and realised. The packaging of the turn (Pomerantz, 1984), particularly the clustering, the length of these four intra-turns pauses, and the recurrent use of the words realise and realised, as well as such features as the audible intake of breath, the use of the filler "uumm", the false starts, the change in intonation the use of emphasis, all seem to suggest Hania is carefully feeling her way to sense-making. These features reinforce what the overall content of this turn suggests, that in the course of engaging with the task and thinking about how her learning experiences have impacted her teaching, Hania has had insights, not just about herself as practitioner but also about herself as a person.

Table 1 : Illustrative Extract IV. Section 4.3.3

Extract No.	Turn	Speaker	Content
VIII	*T 929, FGD IV Trans., H. CI Group, Cycles 1 & 2*		
	929	Hania	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 -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 [.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* [st, rise in intonation] 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: 5 secs], then another thing that I realized was that whatever I am today, whether they are here or not, *whatever* [st, ss] I am *today* [ss] and whatever I am *going to become* [ss] it is going to be, I mean their efforts are always going to be there, how they chipped in and how they helped *make* [ss & st] my *personality* [, it's always going to be there

HA results also corresponded with these task-induced engagement findings in the CA-inspired analysis. One example of this is Wahab's (WT, a H. CI Cycles 1 & 2 participant, Section 3.5) identification of a *critical incident* (Tripp, 1993) while contributing to the overarching HA narrative of the Heroic ELT practitioner and the challenges they have to face (H. FGD II, CI Cycles 1 & 2). Wahab, whilst explaining his choice of analogy for the teacher

as a mother, suddenly plunged into a confessional narrative about a key turning-point in his career. Apparently, as a beginning teacher in an initial unwitting emulation of his own apprenticeship of observation of teachers adhering to a traditional model of teaching and being disciplinarian with learners and brooking no challenge to their authority, he boxed a student's ear so violently that he ruptured his ear-drum. Wahab went on to link this incident to his transformed practice and transformed understanding of teaching and learning, and the role of the teacher in the classroom (FGD III, H. CI Cycles 1 & 2). It seems then that, despite the task apparently only seeming to require participants to share their analogies for teaching and learning and explain them, engaging in the task seemed to lead Wahab to both reflect on his thinking about teaching and learning and also go beyond it to analyse and compare his present practice and its bases with his former practice and trace out the seeming evolution in himself as a practitioner.

There are instances in the data where the CI group members engage in joint meaning-making, sometimes in alignment with one another and sometimes contending with one another. Whichever the case, this engagement appears to lead the group to a joint conclusion. These instances have been categorised as examples of group collaborative dialogue. Donato (1994) points out that that value of interaction lies in collaboration:

> Collaborative learning is not one single mechanism … peers do not learn because they are two, but because they perform some activities which trigger specific learning mechanisms. This includes the activities/mechanisms performed individually, since individual cognition is not suppressed in peer interaction … interaction among subjects generates extra activities (explanation, disagreement, mutual regulation (p. 35)

Table 2 : Illustrative Extract V Collaborative Dialogue. Section 4.3.3

Extract No.	Turn	Speaker	Content
V (a)	*Extracts from FGD IV, N. CI Group, Cycles 1 & 2, Appendix Ai*		
	607	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

Extract No.	Turn	Speaker	Content
			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.
	608	RH	Right, blank ……. blank
	609	SR	Yes [stretched … slight emphasis] [pause]
	610	R	So is it [indistinguishable because SR begins talking]
	611	SR	Umm ……. maybe it is [indistinguishable because R begins talking]
	612	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?
	613	SR	Ah … [slightly stretched] ummm …….
	614	R	To rationalize your choices then?
	615	SR	I don't know how to [stretched & stressed] rationalize ……. I ……. I ……. I ……. this is very personal [stretched] ……. [indistinguishable because RH begins talking]
	616	RH	It is not [emphasis] a matter of asking questions or [indistinguishable because SR also talking]
	617	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] unable [stretched] to answer [stressed & stretched] a why. I am feeling [stretched] this because I am still [emphasis] a learner.
	618	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]
V (b)	*Extracts from FGD IV, N. CI Group, Cycles 1 & 2, Appendix Ai*		
	630	UA	[intake of breath] ……. 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.
	631	SR	Maybe [stretched, pause] maybe [stretched, pause]

What is also observable in the data related to the occurrence of collaborative dialogue is that sometimes the joint-meaning activity eventuates, not only as result of or response to an assigned task, but as a response to a problem shared by a group member in the course of the interaction itself. For instance, Sidra while narrating her story as a learner engages in a self-analysis and confesses: "but still I refrain [stretched] from asking a why" (Extract from T 603, FGD IV, N. CI Group, Appendix Ai). If this instance is looked at as a whole, and as can be seen from the extract given above (Table 20), there are such indications of the group members rallying to support Sidra by offering their insights/perspectives/ solutions, which suggest that members are collaboratively engaged with Sidra's problem and hence this appears to qualify as an example of collaborative dialogue.

Sidra's distress, and intense involvement in the problem she has shared, is reflected in the recipient design elements of her turns such as intra-turn pauses (e.g., T 607), turn violations (T 610), word elongation and use of emphases (Ts 607, 609, 615, 617). Indications of a similar responsive intentness can be found in the turn designs of other group members. We have Rania's initial explanatory/ratifying insertion sequence (T 608) and then a second insertion sequence (T 616) for which Rania commits a turn violation – that is, she interrupts Sidra to take over the floor (T 615). Turn design elements such as the emphasis of the word "not" also reinforces this sense of Rania being caught up – of being able to relate to the extent that she takes it on herself to explain the point, and does so in this instance by interrupting Sidra. The intra-pauses in Chandni's turn (T 617), along with the recurrent use of emphases, also convey a similar absorption/engagement. Moreover, the correspondence between the turn content and turn design elements such as when emphases have been used and for what word, and the occurrence of the intra-turn pauses points to engagement not only on an emotional level, but a cognitive level as well. Chandni's analysis of Sidra's point has provided her with an insight – a counter-explanation – which she is then sharing with Sidra. We see Urooj

making a similar move in a later turn (Extract Vb). Urooj not only commits an affiliative move by aligning herself with Chandni's stance to provide an explanation for it based on her observation and analyses of Sidra's contributions through all the FGDs, but also builds on it by offering advice. The content and design elements of Sidra's subsequent response: the repeated elongation of the word "may be" and the intra-turn pauses, seem suggestive not only of her considering it, but her processing it. In effect, this sequence seems to highlight the role that FGD discussion appears to play in helping interactants to arrive at insights that they may not have arrived at on their own.

Here again, HA1 results appear to correspond with and support these CA-inspired findings regarding the facilitative role played by the FGDs in facilitating participants' engagement with thinking about their teaching and learning, and their practice. There were instances where the FGD seemed to provide a spur which served to cognitively stimulate and facilitate participants' co-construction of the joint narrative. This can be seen from the illustrative extract for Theme 4 (Appendix Eii). In this extract, Hania is contributing to the narrative on the evolution of the HE practitioner (Appendix Eii, Theme 2c) but her tale of suffering, because of her daring to invest in her own learning and go beyond the narrow confines of the syllabus and defy the expectations of mindless regurgitation from examiners, stirs the other group members into an animated discussion. The narrative is propelled further as members not only sympathise with and endorse her story, but also expand the narrative to explore the tensions between encouraging learners to show initiative, and develop independent thinking and learning skills, while simultaneously ensuring learners are not penalised for violating examiners' expectation of rote-memorised answers.

In the discussion on CA-inspired analysis findings, this finding on the facilitative role of FGDs has been linked to literature on collaborative dialogues (Donato, 1994): *"where the dialogue works as a cognitive tool to mediate individual interactants and the group's*

thinking" (p. 36) and in doing so allow for a deeper understanding of a phenomenon (Swain & Watanbee, 2013). This does seem to be the case here. Hania's personal experience seems to serve as a springboard and launches the group not only into a discussion about the dilemma this poses for them as examiners, but also seems to lead to the group to a joint solution/recommendation regarding the need for curriculum designers, teachers, and examiners to sit down together to address this problem.

There is alignment between these findings as it relates to the role tasks and FGD discussions appeared to have played in facilitating participants' cognitive engagement and the literature on socio-cultural theory (SCT) regarding the concept of mediation. Socio-cultural theory (SCT) has its bases in Vygotsky's (1934) work on child development. In SCT, the evolution of human cognition is not just seen as a biological process but as a historical-cultural and socially mediated process (Lantolf, 1999; Werstch, 1985). According to this conception the "properties of the natural, or biologically, specified, brain are organised into a higher, or culturally-shaped, mind through the integration [mediation] of symbolic artifacts" (Lantolf, 1999, p. 4) in the form of language, symbols, signs, or concepts passed on from one generation to the next. In effect then development is seen as a result of mediated activity, where social solutions are appropriated via the mediation of psychological tools and therein transformed – internalised. The findings suggest that both the tasks and the FGD discussions may have played a mediational role in participants' engagement with thinking about teaching and learning.

Ellis (2003), outlining the role tasks play in mediating learning, argues that tasks are "instruments of cognitive change" (p. 23). He maintains that tasks function as artifacts – psychological tools – that allow individuals to appropriate an understanding gained on social plane and internalise it through organising, planning or reviewing/refining the thought or idea. If we look at the turn sequences in which Sidra is expanding on Task 1 (this has been

discussed in the beginning of this section) they seem to conform to a similar structure: presentation of idea (T 115), receiving social solutions in the form of input from members (e.g.: insertion sequence from Rania Hasan, T 118), and the sequence ending with Sidra refining her initial idea (T 121). In this sense, the task appeared to have served as a cognitive springboard because it seemed to have created the conditions for inter-mental engagement, which seemed to have led to intra-mental engagement as indicated by Sidra's reconfiguring of what she understands teaching and learning to be.

In SCT (Lantolf & Poehner, 2014; Vygotsky, 2019) dialogic tools are seen as playing a significant role in mediating cognitive development. Literature (Jesson et al., 2016; Johnson, 2018; Wertsch, 1998) indicates that cognitive development does not just simply hinge on individuals' engagement in, and with, social interaction per se, but on particular ways of interacting, where interactants' thinking is being supported via the interaction. As Ellis (2003) explains this support takes the form of scaffolding, where one speaker's assistance of another through dialogic interaction enables the assisted individual to perform a task that they may not be able to do independently. Scaffolding (Bruner, 1978; Wood et al., 1976) is a concept in SCT that is underpinned by Vygotsky's child development theory. Vygotsky (1934) traced the stages of child development according to the passage from social to individual and identified it as having three stages. The first stage is object-regulation, where the child's task performance is context-bound. Other-regulation is the intermediary stage, where the child is able to perform a cognitively challenging task but only by drawing on external resources – through seeking support. In the final stage – self-regulation, the individual is able to perform tasks depending on internalised resources rather than meditational tools or artefacts (Lantolf, 2000, p. 15). The concept of scaffolding has been applied to teacher and student learning (Johnson, 2008, e.g., Kim, 2011). Hence the sequence in which Sidra arrives at a possible insight through group discussion (this has been discussed earlier) and the role that the group

dialogue appears to have played in helping her reach the conclusion seems to be an example of peer scaffolding (Johnson, 2009; Lave & Wenger, 1991; Rogoff & Lave, 1984).

The findings on the task-induced interaction and cognitive engagement as they relate to tasks designed to initiate critical reflections also align with the literature on TC. Reflection is vaunted as a key teacher PD tool, and a vital means for engaging teachers with change on a conceptual level (Barnes & Smagorinsky, 2016; Borg, 2003, 2011; Bullock, 1997; Farrell, 2009; McAlpine & Weston, 2000) specifically. This is because, despite the various and somewhat contradictory definitions of reflection that abound in the literature (Hatton & Smith, 1995), there is agreement that reflection, by virtue of it seeking to examine one's own action in specific situations through reviewing the experience, engaging in an analysis of causes and effects, and drawing conclusions/or identification of insights that inform future thinking/action, aligns with Dewey's (1933) conception of it, of it representing extended cognitive engagement (Fendler, 2003). In Boud et al.,'s (1985) model of reflection, possible outcomes of engaging learners in reflection include higher-order cognitive processing such as synthesis, integration and appropriation of knowledge, validation of personal knowledge, a new emotional state, or the decision to apply knowledge and act.

On the whole what the analyses show, and this discussion has attempted to illustrate, is that there are interconnections between patterns in CA-inspired analyses of the FGD data as they relate to inter-turn and intra-turn pauses, insertion sequences and turn violations, disaffiliative moves, and such turn design features as emphases, word elongation, and word choice and themes in the HA1 data, which indicate that embedded tools such as the FGDs and tasks did trigger participants' cognitive engagement. Moreover, in the case of conversational overlaps as per the CA-inspired analysis when participants become really involved in the discussion, the results appeared to even signal the degree of cognitive engagement.

4.5. Conclusion

Overall, as discussed in this chapter, the three analytic lenses (CA-inspired lens, DA lens and HA lens) used for processing data sets from CI Cycles 1 and 2 did allow for partial insights into both main research questions and the six subsidiary questions (Table 1) and in doing so serve as an initial comparison-point. Accordingly, the next chapter focuses on providing insight into the end-point of participants' journeys with change in conceptualising by presenting results of the analyses of data post completion of CI Cycle 4.

Chapter 5

Analysis of Data Sets from Nazakat and Husrat CI Cycle 4

This is essentially a results chapter. It is similar in structure to the previous chapter in that it describes and analyses results from two of the analytic lenses (HA and DA, Section 3.6) used to process data (Figure 3) in the current study. However, unlike Chapter 4, this chapter focuses on data generated from the CI Cycle 4 not 1 and 2, and therefore, constitutes an end comparison-point rather than an initial comparison-point for tracking change in participants' engagement with their COTL through the four CI Cycles conducted for the present study.

Accordingly, Section 5.1 describes data analyses results from the HA of all data sets generated in CI Cycle 4 (FGD data, CMs, task sheets, reflection and individual SSI data). Section 5.2 then presents results and sample data analyses of the individual DA processing of data generated by each of the eight final study participants in CI Cycle 4 (FGD data, CMs, task sheets, reflection and individual SSIs). A concluding section for the chapter is then provided as Section 5.3.

5.2. Description of Holistic Analysis Results: CI Cycle 4

The HA strand aligns with the overall hermeneutic data analysis framework used for the study (Hermeneutic Data Analysis Framework, Section 3.6). As has been noted earlier (Section 3.6.), the hermeneutic mode of analysis speaks to the overall interpretive stance taken in the study. Also, as has been clarified earlier (Section 3.6), one of the two reasons that HA has been done at the three different points in the study (Figure 3) is to process CI Cycle data (CI Cycles 1 & 2 and 4), and look at group engagement with change in COTL, and therein gain partial insight into RQs I and II and subsidiary questions i-vi (Section 2.6). The analysis process for the HA of CI Cycle 4 data was the same as described earlier (Section 3.6).

The HA results from processing CI Cycle 4 data (FGDs, CMs, tasksheets, reflections and SSIs; Table 3), i.e., data collected after the participants implemented the joint intervention plan developed in CI Cycles 1 and 2 (Section 3.5), suggest that their post-intervention/post CI Cycle 3 narrative is an extension of the HA1 joint narrative, *The Pakistani HE-ELT Practitioners-as-Heroes' Tale* (the main outcome of HA1. CI Cycles 1 and 2, Section 4.3), albeit with a hopeful twist.

In CI Cycles 1 and 2 as per HA1 results, *The Pakistani HE-ELT Practitioners* are a beleaguered group of heroes (Table 17; Appendix Eii). They are beset on all sides by challenges and obstacles, their way forward seems bleak, yet they valiantly persist with the teaching and learning quest. This heroes' tale, as per the five emergent themes from the HA of CI Cycle 4 (Table 21; Appendix Eiii), seems to have metamorphosed into a tale of 8 heroes who were jointly given the task of serving the teaching and learning quest through exploring viable change-pathways and emerged seemingly victorious. Since each hero took the "map to viable change-pathways" (the JIPs for each of the two CI groups, Appendix D) and plunged into an individual exploration, each hero had a tale of adventure of their own which contributed to the overall narrative. In a sense then, this can be said to conform in structure to such framing narratives such as Chaucer's "Canterbury Tales" (Abbott, 2008; Jordan, 1987; Chaucer: 1400, 1993; Ryan, 1986) where "an embracing narrative acts as a framework within which a multitude of tales are told" (Abbott, 2008, p. 54).

The five themes that have emerged as the final outcomes of the HA of the CI Cycle 4 data (HA2), represent the patterns, the story elements, that recur across the eight embedded tales and collectively contribute to the main tale, that is, the joint narrative. An excerpt from the detailed table presenting these themes and their sub-themes (Appendix Eiii) has been given below (Table 21).

Table 1 : Excerpt from HA2 Results, 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; Appendix Bi)* **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, Ts: 12, 40, 54, 60, FGD II-cum-SSI Trans., H. CI Cycle 4, Appendix)* **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 [SSIC] 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 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).*

5.1.1. *Pakistani HE-ELT heroes, teaching and learning and viable change-pathways: A quest*

This first theme (Table 21) appears to consist of two sub-themes. Participants, both when discussing their experiences individually, and in group discussions, make a point of highlighting how their participation in the research project came about and how they see that as connected with their being required to implement an intervention-project. Nearly all of the eight (8) final participants, barring Yasmeen who apparently joined the project because her other three friends – Bakhtawar, Lubna and Gurya – were involved in the project (FGD II, H. CI Cycle 4), admitted to being initially apprehensive (e.g., NK, FGD III Transcript, CI Cycle 4), and in a number of cases, quite reluctant to commit to the project. For Sidra, this reluctance manifested itself as a kind of self-recrimination as can be seen from Extract 1a (Table 21). After her initial acceptance, she wanted to retract it. Bakhtawar, in fact, confessed to going to the lengths of pretending to be unable to hear the researcher in their telephonic interview (T). A number of participants, such as Sidra, ascribed their less-than-receptive initial reaction to the research project, and then to engaging in the implementation, to their already having over-loaded schedules and being forced to venture into the relative unknown: "considering the workload, I absolutely had no clue how I would justify in [*sic*] this research project and when so to [*sic*] how would I use the intervention (SR, Reflection, Appendix Bi). Yet, curiously, one of the factors that seemed to drive them into committing to participate in the research project, and to implementing the intervention, was their investment in teaching and learning. Javeria, in fact, presents this as the main ground for advocating engagement with such projects to others: "they should participate, they must participate in such kind of projects/to see as a change of themselves what they are doing with the students…. how they can... bring improvement in their own teaching practice" (JK, FGD II, H. Group A, Appendix Bii). It would seem then that for the participants the engagement with the project and then the

intervention was not so much an act of volition as it was kind of summoning, heroes embarking on journey for a noble cause, a kind of quest impelled by their sense of duty to their cause. This is why it has been labelled as such, because it is in that sense somewhat reminiscent of the "Call" that heroes are accounted as experiencing in such work as Campbell's (1949) monomyth, "The heroes' journey". (The relevance of Campbell's work for structuring of the outcomes of the HA analyses, and its limitations has been discussed earlier, Section 3.6)

The exploration of viable change-pathways, that is participants customising the joint intervention plan (Section 3.5) to render it suitable for implementation in their teaching context and with specific learner groups, and the degree of investment of effort it required of them also features prominently in participants' individual and joint narratives/tales. This can be seen from Extract 1b (Table 21). Here, Yasmeen is describing her intervention, her exploration of a viable change-pathway. Note how the number of questions that needed to be considered and addressed to contextualise the joint plan, to implement it, have been underscored. The prescribed syllabus required a focus on Academic Reading and Writing. Yet, Yasmeen designed the intervention and used techniques that targeted not just the development of reading and writing, but extended beyond it to include listening skills as well. She explains this decision by ascribing it to her concern about the students' future needs, having to sit for a national test – the GAT – to get into university. This in turn highlights her degree of investment in her learners and her commitment to teaching and learning; that is, her doing her utmost to serve her cause by diligently exploring the viability of her change-pathway. Her description of trying to solve the "problem" of "scattered material" by compiling a reference book so that her "children"/students can have easy access again seems to reinforce this impression of the hero striving to do right by their cause and the quest they were summoned to complete. Likewise in Extract 1bii (Table 21), the predominant idea in

Javeria's description-cum-justification of her intervention, of her engaging with exploring a viable change, seems to be ensuring learner gains. What the narrative here seemed to emphasise is Javeria's determination, despite the limitations set by her "curriculum", to find a way to ensure students gain skills so as to be "independent learners/independent readers and writers". To do this she went to the extent of "chang[ing] her methodology", changing how she manages her four allotted classes, working out a way to make her learners engage with the reading text, for them to have an opportunity to focus on listening skills, while still trying to ensure that sufficient attention was paid to learners developing the skill they would be "evaluated" on in their examinations: writing. The last line of this extract: "bohat mushkil tha waisay" [it was very difficult by the way] further reinforces this sense of absolute commitment. Javeria, in true heroic tradition, pursued her quest of exploring viable change-pathways and ensuring learning even when doing so meant facing hardships.

5.1.2. *The quest: Obstacles and challenges*

Another theme that surfaced repeatedly in the overall joint and embedded narratives relates to the obstacles and challenges the heroes/the participants had to navigate their way through to implement their intervention, to complete their exploration of viable change-pathways/to complete their quest. Each participant made a point of highlighting how much more arduous their task of implementing the intervention/of exploring viable change-pathways was because of the obstacles and challenges they had to face and try to overcome.

Extracts 2a-2e (Appendix Eiii, Theme 2) stand as illustrative examples of the range, scope and diversity of the obstructions that the participants/the HE-ELT Heroes were confronted with on their quest. Some, such as Nazia, had to contend with their own apprehensions about learner response to being made to take responsibility for their learning and be forced to be active contributors to the teaching and learning process (Appendix Eiii,

Extract 2a). Their fear that this may be interpreted as dereliction of their duties as teachers suggests that, as per participants' perception of the prevailing teaching and learning culture in their institutions and/or their macro-context, the onus of teaching and learning is seen to lie with the teachers, not the students, and that the learners are not just content with this state of affairs, but expect it to be so.

Similarly, in Extract 2b (Appendix Eiii) Hania lists a whole panoply of challenges and obstacles confronting her exploration of a viable change-pathway, despite her "preparation" which led her to take a "zig zag" route rather than an easy one, making it all the more difficult for her. These ranged from active obstruction by her institution's management regarding allocation of classes/learner groups, to administrative challenges regarding allocation of resources, and then to resistant and seemingly hostile learners, whose reaction to seeing that she was "struggling" was not just indifference but, according to Hania, constituted a concerted effort to exacerbate the situation "to not cooperate in every way possible". In Hania's CM (HX, CM, H. Group A. CI Cycle 4, Appendix Bii) she also includes her ill-health as one of the obstacles. As can be seen from Extract 2b, her contending with all these obstacles in pursuit of exploring a viable change-pathway culminated in the creation of yet another obstacle, her own demotivation, her wavering from pursuing her quest. In fact, Hania ascribing her failing to do an evaluation of her intervention/of this exploration of a viable change-pathway (Appendix Eiii) to her demotivation serves as a metric of the effect the challenges and obstructions she had to face had on her.

Extract 2c illustrates the obstacle presented by such affect-related issues such as learner resistance to change, learners being forced out of their comfort-zone, and the impact it has on the teacher in terms of her motivation and her faith in her quest/in the exploration of a change-pathway. In the extract, Sidra struggles with her sense of exhaustion: "with being drained", and the implication here seems to be that the effort to make learners autonomous is

an up-hill battle. To compound it, she also has to struggle with fear that all that effort, the exploration of a viable change-pathway is actually futile because, it seems to her, she is the one doing the work "choosing the material" not the students.

Then in extracts 2d, 2e and 2f (Appendix Eiii, Theme 2) Gurya, Javeria and Yasmeen respectively, highlight obstacles related to contextual constraints. For Gurya, her exploration of a viable change-pathway was made difficult because the "syllabus [was] a limitation"; that is, it restricted what she was able to do with the learners. Javeria's implementation plan for her intervention/her exploration of a viable change-pathway was derailed because of a strike by the non-teaching staff, thus creating the obstacle of "time-constraint". And for Yasmeen, a major impediment to ensuring learners' gains from the intervention was their language proficiency which she ascribed to national language policy and their lack of exposure and access to English language learning at the primary level.

5.1.3. *The quest – The triumphant completion*

While participants, both in their individual tales/narratives and their contributions as a collective to the joint narrative, made much of an ado about the obstacles and challenges they were confronted with on their quest, on their exploration of viable change-pathways. They made even more of an ado about the completion of their quest, about their seemingly successful customization and implementation of their interventions. Rania's triumphant final verdict on her experience of engaging with the project in general and the intervention in particular, her citing of Julius Caesar (albeit in translation): "I came, I saw, I conquered" (Appendix Eiii: L5, Extract 3a) stands as example of participants' sense of achievement at their completion.

As can also be seen from the sub-themes included for this theme in the results table (Appendix Eiii), participants' persistent allusions to their interventions seem to entail a foregrounding of such key aspects as the indicators participants cited as evidence of their

being triumphant, of having a successful intervention tale to share; the affect-related benefits participants felt were accrued as a result of the exploration: the intervention, for both learners and practitioners; and the support – the aid and succour that participants reported to have stumbled across – which made their success, their triumphant completion, possible.

The indicators that participants presented as evidence of the intervention affecting their learning positively included their claims that there was discernible improvement in their mastery of language sub-skills. Extract 3aii (Appendix Eiii) illustrates this. Here Yasmeen is citing a seeming improvement in students' writing "maturity in their writings [*sic*]" as proof that the techniques she used in her customised intervention were effective. Extract 3aiii (Appendix Eiii) instances a participant, Javeria, citing a range of ostensibly observed changes in her learners' behaviour as indicators of her customised intervention bringing cognitive benefits to her learners. She begins, in fact, with an unsubstantiated claim about learners' enjoyment and links it to claims about their learning: "I mean they really learnt a lot" (Appendix Eiii: Ls 1 & 2, Extract 3aiii,). Then anchors her claim to what she appears to have observed in the classroom: "sometimes I can see their faces' ', where their facial expressions seemed to stand as evidence of their learning, of their increased understanding. Then finally, the change in their participation patterns serves as the grounds for Javeria concluding that "if the students participate then I know that they have learned something or not " (Ls 4-5, Extract 3aiii, Appendix Eiii).

What seemed to be a collective experience as it related to a successful engagement with the intervention, with the completion of the quest, was all eight participants citing affect-related learner gains as a result of the intervention, as evidence of its, and by extension their, success. This can be seen from Extracts 3bi, ii, iii and iv. (Appendix Eiii). In 3bi, we have Bakhtawar initially directing focus on overall learner gains: "*Aur yeh itna un mai farq parha* [And there was such a difference in them]/*Matlab overall dekha jaye* [I mean if we

look at it overall]". Then she proceeds to qualify these gains in terms of the "affect" (Arnold & Brown, 1999), in terms of learners being able to do the presentation at all, that is, having the confidence to do it, irrespective of how well or otherwise they may have done: "everybody did perform and that was my achievement". In fact, from Bakhtawar's latter closing statement it would seem that these affect-related learner gains were considered to be of such significance that they counted not just as the learners' achievement, but as the practitioner's chief contribution to the teaching and learning process. Similarly, in 3bii Rania presents her final evaluation of her customised intervention and learner gains again in terms of the affect, of increased learner engagement: "when they [learners] will collect material [she is referencing her use of the strategy of learner-generated material], they will take an interest in the lecture as well". Then in 3biii, Gurya cites the example of a change from learners playing truant ("bunking") to their attending class in their free periods as evidence of increased learner engagement and motivation in her language classroom as result of the customised intervention. In fact, in addition to highlighting positive affective gains such as increased confidence, engagement, and motivation, a number of participants also emphasised learners' gains from the intervention in terms of becoming more receptive to being autonomous learners/in terms of becoming more independent in their engagement with their learning. This can be seen from Rania's post-intervention/post-quest assertion: "now they are walking on their own" (L 5, Extract 3ai.), as well as Bakhtawar's post-intervention/post-quest stance on spoon-feeding: "so, when the children, the students work by themselves without spoon-feeding, they bring you a lot of knowledge" (Ls 4 & 5, Extract 3bi., Appendix Eiii).

What participants also draw attention to in the HA data sets with reference to the intervention, was their own gains from engaging with the intervention and with the project as HE-ELT practitioners. Extracts 3ci, ii and iii (Appendix Eiii) illustrate some of the benefits identified in participants' individual narratives, as well as the joint narrative. Nazia highlights

how engagement with the project and the intervention seemed to provide her with both the platform: "give me an opportunity", as well as the impetus "the initiative" to engage with change: "to bring change". In effect, according to Nazia, the project, and by extension her exploration of a viable change-pathway, allowed her to explore possibilities as a practitioner, that in a sense it facilitated professional self-development. Likewise, in 3ci we have Yasmeen discussing how through other practitioners' "war stories", their expounding on the problems confronting them in their practice, "I came to know about many problems right/that I learned a lot from participants…what they were experiencing" spurred "reviewing and reflection": "Teachers also need reviewing and reflection". Then in 3ciii, there is an example of participants, such as Hania, accrediting their engagement with the project and particularly their engagement with the intervention to their experiencing a rejuvenation of their practitioner selves. Hania characterises this experience as a "rediscovering" of herself (Appendix Eiii: L1, Extract ciii) and then goes on to contrast her revitalised post-project/post-intervention/post-quest self with the defeated self, pre-dating the research project, the intervention:

> it's self-realisation, it's … rediscovering myself– coming back to what I was/somehow I have lost/now I feel … I do feel that whatever I want to do or wanted to earlier when I started my journey as a teacher, I can actually do that. I had stopped feeling that when I … [had] given up.

Participants making a point of noting that the successful completion of their quest was due to their receiving some kind of aid and succour was also a recurring feature in their narrative of triumph. This aid or/and succour varied in nature as can be seen from illustrative extracts 3di-iv. In some cases, as in Sidra's (Appendix Eiii, Extract 3di), this aid and succour took the form of their being fortunate enough to secure collegial support and mentorship about how best to "integrate" the intervention objectives within the existing syllabus, thus making the intervention implementation possible. For some participants, like Javeria (Appendix Eiii: Extract 3dii), this aid and succour took the form of a fortuitously-timed PD that was context-relevant and served to provide her the support/confirmation she needed – that

she was on the right track. Aid and succour also involved participants, as in Yasmeen's case (Appendix Eiii, Extract 3diii.), responding to ensuring compatibility between intervention design and the set syllabus objectives by taking the initiative to consult additional literature. There were also those such as Gurya for whom the aid and succour that facilitated the completion of their intervention was their "passion", their own sense of investment, as well as an internal motivation: "*cheezain mere ander hain, wohh mujhe karni hi parhti hai* [Those things that are inside me {those driving me} I have to do them]" that seemed to be propelling them forward.

5.1.4. *The quest and the heroes' enlightenment (some kind of realisation/shift in thinking/change)*

This was also a recurrent theme across data sets, both in the individual narratives/tales and the joint narrative. What seemed to surface repeatedly in participants' descriptions and their elaboration/their tales of engaging with their implementation of the intervention was their identification of some kind of shift in their perspective/their understanding/a new way of looking, arriving at a kind of enlightenment about themselves. As indicated in the HA2 themes table (Appendix Eiii), this enlightenment seemed to be of three kinds:

1. Enlightenment of the self (a kind of self-revelation)
2. Enlightenment about teaching and learning
3. Enlightenment about teaching and learning and change

Extract 4ai stands as an example of the enlightenment, insight, self-revelation that Sidra appeared to experience as she explored the viability of her change-pathway. The turtle analogy, which she uses to describe how she reacts, processes, and then grapples with when asked to do something outside her zone of comfort, so to speak, seems to represent a near all-embracing kind of self-realisation, one that extends not only to her professional self, but her personal self as well (Appendix Eiii: Ls1 & 2, Extract 4ai). Moreover, this self-realisation

seems to have led to self-acceptance – Sidra coming to terms with what this revelation betokens: "third I have my own pace, no battles to win, no race to run, last I get over it *Alhamdolilah* [God be praised] in a desired manner" (Appendix Eiii: Extract 4ai). Self-realisation also features in Javeria's intervention tale, as can be seen from the first line of Extract 4aii (Appendix Eiii), as it relates her practice prior to engaging with the implementation of the intervention, with her exploring a viable change-pathway. Here, Javeria draws attention not only to her seemingly sombre realisation about the kind of practice she had formerly engaged in, where she only focused on listening skills and what this meant: "it's not like I was a role model for them [the students]", but also to the process that led to this self-revelation: "when I started analyzing and evaluating…as a teacher, when I started analyzing my own self".

Participants' narratives, and by extension the overall joint intervention/exploration of viable change-pathways tale, also feature insights/shifts in understanding, their seemingly experiencing enlightenment as it relates to teaching and learning. A case in point is Bakhtawar's expansion on a seemingly revelatory insight she had about the nature of teaching and learning as a result of engaging with the intervention, of exploring a viable change-pathway (Appendix Eiii, Extract 4bi): "I actually for the first time came to know [*sic*], I have first time understand [*sic*] that learning is a two-way process". Then, as can be seen from the extract in question (Appendix Eiii, Extract 4bi), this shift in thinking about the nature of teaching and learning seemingly led to a change in thinking about teaching and learning with regard to the teacher and learner dynamic in the classroom, and their power differentials with respect to having the capacity to contribute to knowledge: "it is not always the children, who are learning [*sic*], sometimes it is the teacher as well". This second shift in understanding seemed to have led in turn to yet another shift, a reconsideration of the kind of teaching and learning process that facilitates learning being a two-way process: "so when the

children, the students work by themselves without any spoon-feeding, they bring you a lot of knowledge". In effect, in such experiences of enlightenment as regards teaching and learning as the one just discussed, the enlightenment that participants seemed to gain appeared to betoken a change which not only included a change in their understanding of the nature of teaching and learning: "it is a two-way process" and/or change in their understanding of the teacher-learner dynamic, but also extended to changes in their conceptualising about what it should and should not constitute, as indicated by the conclusion Bakhtawar's reaches about benefits of eschewing "spoon-feeding" (Extract 4bi). For other participants such as Nazia, enlightenment as regards teaching and learning seem to constitute their seeming to reconsider/reconceptualise not just the teacher-learning dynamic in terms of both being knowledge-contributors, but also in terms of whom the responsibility/the onus of learning ultimately lies with. In CI Cycles 1 and 2, for instance, one of Nazia's analogies for teaching and learning was the student as a tender sapling and the teacher as the sun (NK, CM, Appendix Ai). In Nazia's explanation, the growth of the plant was only possible because of the sun. Yet, as can be seen in the extract (Appendix Eiii: Extract 4bii), while the analogy remains the same in terms of roles ascribed to the student and the teacher, the nature of the roles they are conceived of as playing in the teaching and learning process appears to have changed: "now I can see with [a] different perspective/the teacher's part is not the complete one/the light of the sun…is initiating the growth of the plant *but* [italics added] the plant is growing itself/so the part which is played the plant is more than that of sunlight". This last line where the Nazia explicitly states the change in her thinking – expands on the enlightenment she experienced as a result of her exploration of a viable change-pathway – seems to suggest that this shift in thinking about the teaching and learning extends beyond a reconceptualization of the centrality of roles played by students versus the teacher, and may

possibly be indicative of a shift in focus, from the teacher's part in teaching and learning process to that of the learner.

The third kind of enlightenment that participants appeared to experience as per the HA analysis of both the individual and the joint narratives appeared to be related to the teaching and learning and change dynamic. These insights varied. For example, as can be seen from Extract 4ci (Appendix Eiii) not only does Hania see change as being essential for effective teaching and learning, she considers the initiation, and by extension the management of change, to be the primary responsibility of the teacher: "if the teacher is not prepared to take responsibility to make those changes…teaching and learning cannot take place as well as you would like." In Extract 4cii (Appendix Eiii), Rania's experiencing of enlightenment as regards change, teaching and learning seemed to lead her to tracing out the pathway of change: "the change started from the beginning", what this change seemed to constitute as per her experience and understanding: "the change in my thinking", what was revealed to her as she traversed this change-pathway: "now I have *realized* [italics added] that everything matters. Whatever we started from the beginning, from the first task, everything is related to the intervention", and then ultimately to her identifying the impact of exploring the change-pathway, undergoing change herself as had on her as a practitioner: "now I am confident to take another risk if I want to". This last line suggests that the enlightenment that Rania experienced seems to have led her to have a more evolved engagement with change and teaching and learning, if not an altered understanding of what change entails for her. Since change represents a risk for her, prior to the quest/ being involved in the project and having to implement an intervention/exploring a viable change-pathway, Rania was wary of engaging with it. However, her post-quest, seemingly more *enlightened*, perspective has rendered her more open to engaging with change and teaching and learning even though change continues to be something she classifies as a "risk".

In fact, experiencing enlightenment about change, teaching and learning also included participants not only describing the process of change as they understood it/experienced it, but also their conceptualising of the impact of change as being transmutative. Extract 4ciii stands as an example of this (Appendix Eiii). First, change is described as a kind of chain reaction that seemingly affects the external self: "behaviour *mai change aa jaata hai*", and then the internal self "*aap ke thinking mai change aa jaata hai"*. Bakhtawar, then proceeds to succinctly sum up the impact of change as per her experience of enlightenment about change and teaching and learning, her position on the change, teaching and learning dynamic post-quest: "instead of a stagnant pool, you become running water". The nature of the comparison here between the initial state and the post-change state also suggests that Bakhtawar's experiencing of enlightenment includes her taking a position on change and the teaching and learning dynamic where change is not only seen as a transmutative agent, which makes something that can be considered an environmental hazard such as a "stagnant pool" into something as pure as "running water", but as something that is necessary for survival because it prevents teachers from becoming a hazard while making them something invaluable to their learners.

5.1.5. *The Quest: Lessons Learned and Final Words of Wisdom*

In traditional/archetypal heroes-on-a-quest narratives/epics as per literature (e.g., Campbell, 1949), heroes return from their quest with wisdom and knowledge to impart. The fifth theme that emerged from HA2 corresponds with this pattern. Individual narratives and the joint narratives on the intervention/on quest exploring viable change-pathways included a focus on "lessons learned" and some parting advice.

The lessons that participants seemed to have learned from their engagement with the intervention, with the exploration of viable change-pathways, varied. This can be seen from Extracts 5ai-5aiv (Appendix Eiii). For instance, for Hania (Appendix Eiii, Extract 5ai), it

constituted a need for a teacher to engage with change in teaching and learning in a state of "mental readiness". This suggests teachers embracing and bracing for change on an internal level *before* they engage with change in the external world as it were. On the other hand, Javeria's "lesson learned" (Appendix Eiii, Extract 5aii) seemed to be oriented to the external world and centred on practical considerations such as a need for "more planning ...in the beginning". Sidra's and Rania's "lessons learned" (Appendix Eiii, Extracts 5aiii & iv respectively) seemed to be a combination of "lessons learned" and "advice for others' '. In Sidra's case, her lesson learnt seemed to be based on a final insight, gained from lived experience, about change and engagement, with change being a slow, "gradual" process and "patience" being needed by the practitioner for the process to come to a fruition. In Rania's case, however, the lesson seemed to be more in the nature of a caveat, a warning to the practitioner – that being engaged with change constitutes a risk of some magnitude, particularly when learners may be hostile. The implication seems to be that practitioners engaging in this kind of exploration, of quest need to be prepared, need to brace themselves.

The final words of wisdom in the narratives, individual and joint, were also divergent in nature. For instance, Sidra's (Appendix Eiii, Extract 5bi) take-away message from her engagement with the project in general, and with intervention specifically, seems to focus on the prerequisites that a practitioner needs to possess for such an undertaking. The prerequisite in this case seems to be experience. Gurya's (Appendix Eiii, Extract 5bii) advice seems to be concerned with ensuring her audience comprehends that engagement with change needs to factor in culture and context, and given the constraints present in the Pakistani teaching and learning context, it would be realistic to keep to modest expectations about the scope of change that can realistically be achieved. Rania (Appendix Eiii, Extract 5biii) seems intent on issuing a final recommendation-cum-warning, which encompasses not just the intervention, but participation in the research project as well. The sum total of this message seems to be

that prospective heroes should only be prepared to embark on this particular journey if they are truly committed.Their rewards, if they invest the effort, will be great; they will learn but only if they show true commitment. Otherwise, they will have the same fate as the other participants who had embarked on the journey with Rania and learned "nothing!". In the final illustrative extract (Appendix Eiii, Extract 5biv), Hania's words of wisdom reference both a wider audience and the researcher specifically, and as in Sidra's case, seem to draw from her lived experience with the quest. She highlights the need for practitioners, engaged with such an exploration, on such a quest, to have support in terms of having a peer, "another person in the same context to discuss… ideas with". Hania voices what is in effect a critique of the research design, which required the principal investigator, in this case the researcher, to limit contact with the co-investigators, the research participants, during the CI Cycle 3, so that co-investigators would be forced to engage with the intervention independently leading to immersive learning conditions (Section 3.5). Hania's critique, her repeated highlighting of what this lack of access seemed to have cost her in terms of her quest further, highlights that this qualifies as a warning for herself, for those embarking on such a quest, and for those summoning practitioners to such a quest.

5.2. Results of Discourse Analysis for the 8 Final Study Participants in CI Cycle 4

The DA processing of data for CI Cycle 4 (DA2) followed the same procedure described earlier (Section 3.6.2), and involved looking individually across DA data sets (FGD data, CMs, task sheets, reflections and SSI data; Table 3), collected for the CI cycle in question, for each of the eight (8) final research participants. And as in the case of DA1 (Section 4.2), engaging in DA2 also led to the identification of overarching themes for each of the participants. However, unlike the analysis focus in DA1, the focus of the DA2 was about gaining insight into participants' world-building about teaching and learning post an intensive interaction with the immersion cycle (CI Cycle 3), with change (Figure 3). Accordingly, as

per DA2 results, the overarching themes for CI Cycle 4 (Table 22; Appendix Eiv) relate to individual participants' engagement with change in thinking about teaching and learning with respect to their experiences, as well as their positions on teaching and learning post this engagement. As DA2 results table excerpt (Table 22) illustrates, and as can be seen in the detailed results table (Appendix Eiv), these themes have been grouped accordingly under *experiences* and *positions* on teaching and learning post engagement with change.

The DA results of individual participants for CI Cycle 4 as in the case of CI Cycles 1 and 2 results (Section 4.2), are quite varied. However, this variance was more pronounced in terms of the number of themes generated for positions on teaching and learning post-change engagement (e.g., NK's 2 themes vs BT's 4 themes: Appendix Eiv), than experiences of change. However, in all but two cases (Appendix Eiv: RH & HX), the results on experiences of engagement with change emerged in the form of one final overarching theme.

Table 1 DA 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) -SSI 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, SSI Transcript, 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 SSI 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,, FGD I/.FGD II/FGD I Transcript, 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, FGD I Transcript, 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 change.. I finally took that initiative of bringing change" *(NK, SSI Transcript, 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, SSI. Transcript, N. CI Cycle 4).*
			Position on teaching and learning post	"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

Participant (Pseudonym)	CI Group	Data Sets	Final Themes	Data Evidence: Illustrative Examples
			engagement with change– Themes: - Teaching as an Expert Activity - Teaching and Learning as a Joint Production	cutter… so it improves not only the trimming process but also the growth of the plants *(FGD II N., 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 Bi). 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. Transcript, N. CI Cycle 4)*.

Note. Final Themes are those relating to experiences of engaging with change & positions on Teaching and Learning post-change engagement.

Overall, then, DA2 results (Appendix Eiv) do provide insights into participants' teaching and learning and change experiences, as well as into their thinking about/their positions on teaching and learning after being engaged intensively with change in the immersion cycle, CI Cycle 3 (Section 3.5).

5.2.1. *Experiences of Engagement with Change in Relation to Teaching and Learning*

This section provides a description of the analysis results for experiences of engagement with change in the form of a sample analysis description.

As previously mentioned, (Section 5.2), while the participants' individual experiences of engaging with change with respect to teaching and learning differed in the majority of cases, and NK's *Change as "adopting something new", as being "brave enough*" theme (Table 22) is an example of this, the DA processing (including data reduction, Section 3.6.2) led to the identification of one final overarching theme. These overarching themes (Table 22; Appendix Eiv) offer insights on experiences of engaging with change as it relates to participants' overall stance on change, the participants' own experiences of engaging with change, participants' perspectives on their learners' experiences, and other factors that seemed to impact on these experiences such as facilitators and impediments.

Nazia's experience of engaging with change, for instance, appears to have led to her not only provisionally defining change: "I think change is adopting something new", but also appears to have transformed her relationship with interacting with change as a practitioner: "I think *now* [italics added] I am brave enough to bring that change" (Table 22: NK). Here, the use of the qualifier "now" sharply points up the contrast between Nazia's stance prior to the engagement with change where she was not "brave enough" and her current stance where her experience seems to have emboldened her "to bring that change". This strong suggestion of engagement with change leading to a transformed relationship with change occurs across Nazia's overall discourse data for this cycle. Note, for instance, how in the illustrative extract

for teacher experience (Table 22: NK, the second extract), Nazia recounts her discomfort with the notion of change: "I thought that change is a word, which I am not comfortable with" and confesses to having had apprehensions about implementing the intervention, implementing change "it was a bit scary…I was nervous when I was starting". Then in the same extract at the end of her description of the change/the intervention-project she had had implemented: "it went well/the teacher feels good about teaching… she… also feels motivated", there is a declaration of future intentions to implement change in other classrooms: "So I will plan to do it [seems to be alluding to bringing in innovation/change] more often in other classrooms as well to". What seems to reinforce this sense of progression/transformation in Nazia's relationship with change is the marked transition as signified by use of tenses in Nazia's discourse as represented in the concerned extract. She starts with a retrospective recountal of her initial position on change "I thought/it was scary" and then as she finishes with describing her implementation of the intervention, her intensive engagement with change: "it went well", she transitions to present tense (L1 of the extract, Table 22) "the teacher feels good" and then finally to future tense with respect to establishing her anticipated future position on change "I will plan to do it more often in other classrooms".

This progression from initial resistance to change to acceptance of change as a positive also seems to hold valid from learners' experience of change as per Nazia's description. This can be seen from the representative extract given for learners' experience (Table 22: NK, Extract 3). The extract begins with Nazia quoting the kind of protests she had to endure from her selected learner group about the use of the learner-generated material (Dudley-Evans & St John, 1998) strategy (the selected intervention objective for the N. CI Group, N. Joint Intervention Plan, Appendix Dii). Then there is the reference to learners allegedly demonstrating curiosity as the intervention progressed (Table 22: Extract 3, Ls 3 & 4); Nazia's interpretation of this as evidence of learners having "developed…much interest"; and then her

final evaluation of the impact of the intervention, of engagement with change, on teaching and learning and learners: "I felt that class got more lively [*sic*] and the students get [*sic*] more involved" (Table 22: NK).

Also as discussed at the beginning of this section, the insights provided on final themes on experiences of change extend beyond experiences of teachers and learners, to include such factors as facilitators, obstacles (barriers), and limitations (Appendix Eiv) perceived as impacting engagement with and overall experience of change. Certainly, facilitators and obstacles feature prominently in Nazia's discourse on her engagement and experience with change. For instance, Nazia identifies her engagement with the research project and her having to implement the intervention as the impetus/the "push" and the "opportunity" (Table 22: Extract 4). She credits this "push" the research, and particularly, the intervention "project" provided, as having propelled her "towards…change". Similarly, the issue of students' "calibre… are they [the students] … able to do it [seems to be alluding to learners being able to do the required innovation-related work/cope with change or not]" (Table 22: Extract 5), is foregrounded as one of the barriers to be become overcome in Nazia's engagement with change discourse.

Hence, as this sample analysis description has attempted to capture, DA2 results appear to offer insights into change experiences not only with respect to the concerned teacher and learners, but also in terms of the factors that impacted on these change experiences, such as facilitators and obstacles/barriers.

5.2.2. *Participants' Positions on Teaching and Learning Post-Change Engagement*

The DA2 results (Table 22; Appendix Eiv) also appear to provide insight into participants' positions on teaching and learning post their engagement with change as it relates to their thinking about:

- Nature of teaching and learning

- The teacher-learner dynamic and teacher and learner roles
- The dynamics between their thinking about teaching and learning and their engagement with change

Accordingly, this section provides a description of these insights through presenting extracts from three sample analysis descriptions.

One illustrative example of insights afforded on participants' position on the nature of teaching and learning post engagement with change are the "Teaching as [a] Two-way Process" and "The Teacher as the Moon versus the Sun: Giving Light from Afar" themes, which emerged as two of the four final themes on teaching and learning, in Bakhtawar's DA data sets for this cycle (Appendix Eiv). For instance, in the extract given for the "Teaching as [a] Two-way Process" (Appendix Eiv: BT, Extract 1), Bakhtawar clearly delineates not only her understanding of "learning as a two-way process" but also provides a clear explanation of what she means by this: "it is not always the children who are learning, sometimes it is the teacher as well….when the children, the students work by themselves, they bring *you* [italics added] a lot of knowledge…*theek hain* [alright]". Qualifiers such as "not always", "sometimes" and "as well" serve to reinforce that the learning process is being seen as something that involves more than just the teacher as the sole contributor, that if learners are given the opportunity such as "when …students work by themselves", they are able to contribute significantly to the process: "bring… a lot of knowledge". Also, the implication that learning is the result of teacher and learner contribution suggests that the learning process is being understood as functioning as a kind of symbiotic exchange — learners' benefit/learn from the teacher, and occasionally, the teacher benefits/learns from them. Yet, as can be seen from the extract for the theme: "The teacher as the moon versus the sun: Giving light from afar" (Appendix Eiv: BT, Extract 2), this understanding of learning hinges on a specific understanding of teaching, and what it constitutes and entails: "what teaching is like…sometimes it is like the glance [*sic*] of [a] moon…it is actually guiding the traveller

[Bakhtawar alluding to her referring to learners as travellers in her earlier analogy for teacher and learning in CI Cycles 1 and 2] …*dur se* [from afar]… students [being given]…room/a space". Here, Bakhtawar is invoking the "figured world" (Table 16; Appendix Evi), which she invoked in earlier CI cycles (BT, CM2, CI Cycles 1 & 2, Appendix Aii), where knowledge and sharing of knowledge is equated with light, and where the knowledge provided by the teacher. In Bakhtawar's original analogy (CI Cycles 1 and 2, prior to engagement with the CI project implementation cycle), this light was equated with the light from the moon. A light that guides but in a muted way. The resonance between the teacher as moon analogy which guides lights from afar, giving "room" and "a space" and learning being a two-way process which is contingent on learners being given an opportunity to work independently, "it not always the children who are learning…sometimes is it the teacher as well…so when … the students, they work by themselves…they bring you a lot of knowledge" (Appendix Eiv: BT, Extract 1) is quite striking. Taken together, moreover, these themes on learning and teaching provide an insight into Bakhtawar's world-building for teaching and learning, in which teaching seems to be understood as something that constitutes providing learners with guidance, with knowledge, albeit in way that allows and enables them to "work on their own": to engage with learning independently. Such teaching in turn impacts on the learning process so that it becomes a two-way process, in which both the teacher and learners are both contributors.

Distinctive discourse features in both themes, furthermore, highlight this understanding of teaching and learning, of what it entails and constitutes, as *a post-engagement-with-change* position. The use of qualifiers which seem to signal that the understanding being shared is a new development are one such feature. Note for instance qualifiers such as "actually", "first time", "first" in the extract on teaching being a two-way process (Appendix Eiv: BT, Extract 1). Conveying not only a sense of discovery and

realisation, these qualifiers appear to underscore Bakhtawar exhibiting meta-thinking: her recognising the contrast between her present thinking/understanding/position being different than what she thought/understood earlier. This contrasting of past and present understandings/positions on teaching and learning can also be found in the extract for the second theme as well (Appendix Eiv: BT, Extract 2). For instance, Bakhtawar's cross-referencing to her earlier position in CI Cycles 1 and 2: "Do you remember Mirat, *jab aap nai last session mai poocha tha…Tu mai nai aik vision paish kiya tha…* it is like the glance [*sic*] of the moon…*leikin wohh* Sun *ke tarah usko mukamal cheez dekhla nahein raha* [when you asked last session… so I had presented a vision … but unlike the sun it {the moon} didn't completely show everything clearly]", draws attention to her earlier position in CI Cycles 1 and 2 where apparently the teacher was the Moon and the Sun, to now where the teacher and teaching by extension, is equated with giving light like the moon, which, unlike the Sun, only provides some light, some guidance, rather doing all the work and showing/revealing everything to the learners. In effect, this instance of "situated meaning" (Table 5; Appendix Ev), where a specific understanding provided in a particular context, at a particular time is being referenced, seems to underscore how two different timelines are being drawn on. There is the understanding of the teacher as the moon and the sun in CI Cycles 1 and 2 and then the understanding of the teacher as the moon rather than the Sun in CI Cycle 4, that is, two related but different positions before and after CI Cycle 3, the intervention/immersion Cycle (also see Section 3.5)

An example of insights afforded on participants' positions on teaching and learning generally, as well as an understanding of teacher and learner roles and identities, as well as post their individual engagement with change, can be found in the "Teaching and learning as transmutation of the learner from object to active participant", one of the two final themes on teaching and learning that emerged as DA2 results for Rania (Appendix Eiv). Based on the

invoking of a "figured" world" (Appendix Ev), where the teacher and learner relationship is shown as being entirely dependent on teacher action in form of a nautical metaphor, Rania's post-engagement-with-change position constitutes almost a complete reversal and upending of the understanding shared in the initial CI Cycles. In Rania's post-engagement-with-change analogy teaching is metaphorized as "the ship", the movement of the ship "the learning part" and learners are equated with "the oars". While the teacher's role is not specified in the extract, there is clarification that "the teacher's part is very less [*sic*]". Overall, this image, metaphor serves to establish an understanding of teaching and learning as being causal. If learning is represented as the movement of the ship where the ship is equated with teaching, it clearly signifies an understanding of teaching and learning where teaching serves as a vehicle for learning. Simultaneously, this metaphor establishes a clear identity for the learner in the role of the oar: "oars are the students", as responsible for learning occurring: "the movement of the ship is because of the oars". The implication seems to be that the learners are seen as being active participants in the teaching and learning process, their contributions affect teaching, and by extension learning.

While the metaphor does not clearly delineate the role of the teacher, the delineation of the learner role/identity and the identification that the "teacher's part is very less", and then the repetition of this idea that the teacher plays a comparatively limited role in teaching and learning as compared to learners: "the teacher is there, but the movement of the ship is because of the oars", serves to emphasise that the teacher's role in the teaching and learning process is being presented as being anything but at the forefront in the teaching and learning process. Moreover, the use of adverbials such as "before, previously, now", and the repeated occurrence of the past tense form "was" juxtaposed with the present tense form "is", foreground the contrast between the understanding Rania appeared to have before the intervention regarding the role of the learner, where the learner/the student "was the ship",

ostensibly to be acted on by the teacher as the "oar" versus the present understanding in which a kind of transmutation appears to have occurred. Accordingly, post-intervention, post-engagement with change, Rania's position on teaching and learning, and the role and identity assigned to the learner and the centrality accorded to the teacher, appears to have altered so completely that the learner has transformed from being an object, a ship being acted on by the teacher in their role as an "oar… mov[ing] the ship so [as to ensure] …control", to becoming the oar, the one controlling/propelling the ship, that is teaching and thereby enabling its movement/learning. In effect, what seems foregrounded in the discourse is the alteration, the change, the transmutation of the learner from being seen as an object to be acted on, to being presented as an active participant: having both the agency and responsibility of propelling teaching, and, by extension, learning, forward. The discourse also indicates a shift in the position on the teacher's role post engagement with change, though there is less clarity regarding what this role and identity becomes as has been discussed earlier. What is clear, though, is that position on teacher's role in teaching and learning has altered markedly; in the sense that the teacher, initially presented as responsible for the learner learning, for serving as the propeller and pushing the ship (i.e. the learner) forward is repeatedly underscored as having a less prominent and instrumental role in the teaching and learning, as someone who is "there" but the part they play is relatively minimised: "the teacher's part is very less".

Finally, such DA2 results as Javeria's (Appendix Eiv) stand as an example of shifts in positions as regards participants' understanding of the teacher-learner dynamics, as well how participants' engagement with change may have affected their overall world-building regarding teaching and learning. For instance, the theme "Teaching and learning as joint enterprise" (Appendix Eiv: JK, Extract 1) foregrounds the transition between how Javeria saw herself as a practitioner/teacher before the intervention and her engagement with change,

where she seemed to have such a primary role in teaching and learning that she seemed to be the only one performing the action: "I am holding a bag… I am dropping in a few things and then you know moving on… but all alone", to her post-intervention reality: "I was not alone…my students were also there. I had the whole class with me on the road". Two different images/realities are being juxtaposed in this extract. There is Javeria the practitioner prior to the intervention. Apparently, a solitary figure performing sundry tasks but in isolation. This image is conveyed through a total of two sentences. Both employ the use of the first person "I". Reinforcing the impression that Javeria, as the teacher, as the subject of the sentence, is the central figure. The use of first person, moreover, foregrounds how Javeria in her capacity as the teacher is responsible for bearing the burden for all the action. Then, in the second image, ostensibly representing the post-engagement-with-change reality, the practitioner, Javeria, reappears again; this time though she is "not alone" but rather the picture frame includes other actors in the form of her learners. Her "students [are] also there": the "whole class" are "with" her "on the road". In all, the construction of this verbal image, the use of "also", "there", "with", serve to reinforce this sense of contrast between the first image where teaching and learning were presented so completely as the teacher's domain that the learners did not even make an appearance in the picture frame, and the understanding/experience of teaching and learning in the second image where the teacher is not the sole figure in the picture frame. Instead, her learners are with her on the "road". Moreover, the use of the preposition "with" in conjunction with the use of the possessive pronoun "my" serves to establish a sense of closeness between Javeria and her learners.

In effect, the theme, and the discourse related to it, appears to point to a discernible shift, not just in terms of teacher and learner roles in teaching and learning and dynamics that appear to exist between them, but also in Javeria's overall world-building for teaching and learning. Prior to her engagement with change, in Javeria's world-building for teaching and

learning as per her discourse, the teacher was seen as the sole actor in the teaching and learning process. In fact, in the image in question, there is only the reference to the teacher; learners do not appear to come into the frame at all, almost if their presence was seen as having no relevance. Yet, they are accorded a place of prominence in the post-engagement-with-intervention image.

The contrast in the positions signified by the two images then clearly suggests Javeria's engagement with change made her sensitised to teachers and learners being joined in their endeavour, being on the "road together", and made her aware that once "enable[d] learners too can contribute to the teaching and learning process so that they teach the teacher "they come up with some things, which might be new for you" (Appendix Eiv: Extract 2). Overall, then, it seems Javeria's engagement with change transformed how she saw: that in fact, the shift away from world-building of teaching and learning where the teacher was not only seemed to serve as the central figure but as the only figure, to a world-building so changed, so altered that the teacher from being a sole figure, that learners formerly presented as non-existent are now presented as a collective. For learners to be presented as boon companions, joining the teacher on the "road", now enabled/capable of taking the lead so that the teacher learns something from them, means that Javeria's altered understanding also constituted both a shift in her understanding of the inter-dynamics between the teacher and learner, of their being partners, and a transformation in what she understood teaching and learning as being.

5.3. Conclusion

This chapter comprised a presentation of two results sections from the post-CI immersion cycle data sets. Sections on the HA2 analyses aimed at providing partial insight into group engagement with change in thinking about teaching and learning (5.1.1-5.1.6) and the section on DA2 (Section 5.2) aimed at providing insights into individual engagement and

experiences with change (Figure 3). The final outcomes of the study will be presented in the next chapter, in the form of 8 narratives of change. A final discussion section will then follow.

Chapter 6

Narratives on Change and Discussion

This chapter presents the overall findings of the present study. Accordingly, it comprises two main sections. The first section (Section 6.1) presents study outcomes, in the form of individual narratives on the final 8 participants' lived experiences of engaging with change in their COTL over the eleven-and-a-half-month period of the study. A discussion of findings is then presented in the second section (Section 6.2). A concluding section (Section 6.3) then follows.

6.2. Narratives on Lived Experiences of Change

This section comprises eight narratives. Each of these narratives seeks to capture a participant's individual voice as it relates to their lived experiences of engaging in, and with, change through the nearly year-long duration of the study.

These narratives on participants' heroes' journeys accordingly have a three-act play structure. The first act provides clarity about the setting, the status quo, and outlines the predicament/the central conflict. In the second act, the focus is on describing the obstacles and rising action. The climax, the fall and final resolution of participant's individual hero's journeys, is given in the third and final act.

6.2.1. *Nazia Khanum's (NK) Narrative*

"Change is adopting something new/I think now I am brave enough to bring that change." [7]

Nazia Khanum's narrative on her lived experience of change appears to begin, as befits her status as a Heroic ELT Practitioner while she was pursuing her teaching and learning quest, teaching English literature and linguistics courses. At the beginning of the narrative, when she accepted the invitation to be part of the study, Nazia had been teaching for a little more than a year and a half, and was, as per her own characterisation, not "very

[7] NK, SSI Trans., N. CI Cycle 4

experienced as a teacher".[8] Her first-class in her MA degree programme in English Literature had secured her the position of "Lecturer of English" at a private HE-institution for women in the city of Nazakat. She and her family had only recently relocated to the latter, after spending all her formative years and completing her education, including her graduate degree, in a less populous and more remote city in Pakistan. In addition to undertaking her lectureship responsibilities, Nazia was also in the midst of doing a part-time MA degree in Linguistics from a public-sector university in Nazakat.

> My uncle mentioned to me that 'There is a kind of research project which Fatima is planning to do and for that she needs [a] teacher/university still'/there were many questions I was not clear about it. So [,] I was a little bit nervous and a little bit curious [9]

Joining the study at the behest of her paternal uncle, who had close professional links with the Researcher (Section 3.5; also refer to Implementation Narrative, Appendix Cii), Nazia seemingly began her journey, her engagement with change in COTL, a little uncertain, a little wary. Ultimately, what apparently drove her to commit to the engagement with change was an interest in professional growth: "but I thought it is a good opportunity of meeting with other teachers belonging to other universities[10]", and a desire to gain skills that she apparently felt she was rightfully entitled to and had been robbed of:

> when I had done my MA in Linguistics course so [we] were not given an opportunity to conduct research/I felt deprived so it was like I made up my mind that it is something good to take part in such a project [11]

The extended glimpses offered by Nazia's contributions in the initial study CI Cycles (Sections: 3.5, 4.2) regarding teaching and learning relayed what seemed to be a clear and distinct understanding. This seemed to apply particularly to: the role of the teacher – as a "sun spreading light of knowledge" – as an "actor", the role of students as "audience", the classroom as a "theatre"; the dependence of the learner and learning on the quality of teaching "if teaching is effective so learning will be the same way"; the responsibilities incumbent

[8] FGD III, N. CI Cycle 4
[9] FGD III, N. CI Cycle 4
[10] FGD III, N. CI Cycle 4
[11] FGD III, N. CI Cycle 4

upon the teacher, "it is duty of the teacher to make learning interesting"; the limitations of a typical Pakistani classroom: "under-developed"; and how the choice of teaching methodology is entirely disciple-bound: "for literature it is difficult to have an interactive classroom"[12]. It seemed that this conceptualising, which seemed to be informed by a kind of rulebook (Section 4.2.5), was linked to Nazia's own learning experiences, both positive and negative:

> it was the best part MA literature all my teachers were very motivating very friendly we used to enjoy learning [.]I never felt that studies is [*sic*] a burden. I enjoyed every moment. I learnt that thing a teacher should create interest/we as students used to feel certain drawbacks in their [recounting a negative learning experience in secondary school] teaching because they didn't have command over their subject/as a teacher if you know don't have command over a subject you shouldn't teach it[13]

Uncertainty seemed to be a constant companion for Nazia, as she journeyed further into her engagement with change in conceptualising, and began working on customising the joint intervention plan developed by the Nazakat CI group (Chapter 3, Section 3.5.2), to be responsive to the needs of her teaching context. Her relief at being given a plan, of having some clarity at the end of CI Cycles 1 and 2: "finally we were given a plan our line of action [referring to joint intervention plan] it was just a plan [.] But it still it was kind of a satisfaction for me that day", contrasts sharply with the sense of uncertainty, of apprehension, of dissonance that appeared to beset her afterwards:

> After that ……. we were not sure how we are going to implement that/cycle 3 was our intervention/We understood the intervention-project and the strategies but we were not sure how to do it/Yeah it was a bit scary! I told you I was nervous when I was starting because I was thinking that what kind of feedback I am going to get [*sic*]. And the same doubts./It was difficult to decide, that this is the intervention-project, but on which class should I apply?"/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? we discussed some of the things/Yeah me and Ms. Rania [*sic*][14]

Yet, little respite was forthcoming for Nazia, or so it seemed. Even when she managed to wrestle the customised design into shape, and proceeded to implement her intervention, she continued to worry about learner reception to the intervention strategy of "learner-generated" material: "what [if] they start thinking…if the teachers are asking them to participate more,

[12] FGD II, N. CI Cycles 1 & 2
[13] FGD III, N. CI Cycle 4
[14] FGD III/NK. SSI, N. CI Cycle 4

instead of thinking that it's going to be [a] healthy activity they start thinking that maybe the teacher is trying to reduce the workload"[15].

Additionally, what she had not expected to contend with, but was forced to as implementation went underway, was scornful scepticism: 'that is how they [the students] behaved [alluding to learners' dismissive and blasé attitude]/"we keep on doing such things, like group work, we do group work"[16].

Ideally, the world as we know it can become unfamiliar, even made anew through change. It can transform what is seen, how it is seen and, ultimately, how it is understood and acted upon. Yet the journey itself can be daunting; it can be so uncomfortably uncertain as to be dangerously wearing on those who undertake it, especially if they do so in a spirit of scepticism. This may have been the case for Nazia.

> I am not comfortable with the word "change"……. I try to stick to things that are already tried and tested, to play safe/Finally [I] took the initiative of bringing that change, now I have changed that analogy of…….a theatre/the gardening one in which the teacher is providing the light…….now I can see it with a different perspective…….I see that now in this simile also[17]

Spurred by professional curiosity, by a desire to seize a learning opportunity that she had ostensibly been denied, Nazia appears to have ignored her own qualms about interacting with change, and joined the research project with possibly little expectation of change as per her own 'confession' she preferred to 'stick…to the tried and tested". Possibly, the gauntlet she had to run, particularly during customising and initially implementing the intervention, may have made her feel vindicated for having such reservations. Whatever the case, the success of the intervention seemed to take her by surprise: "the day the students gave their presentation when I was observing them [,] I felt the students were performing well they are doing something on their own [.] Maybe I have given them this opportunity… students are quite dependant on teachers"[18]. Not only that, it almost appeared as if the successful

[15] NK. SSI, N. CI Cycle 4
[16] FGD III, N. CI Cycle 4
[17] NK. SSI, N. CI Cycle 4
[18] NK. SSI, N. CI Cycle 4

interaction with change with reference to her practice seemed to have made her more receptive to change, perhaps even 'converted' her as to the benefits of change.

Yet what was most interesting, with reference to Nazia's experience of engaging in/with COTL, was her awareness of experiencing a shift in understanding as it related to the learner role in the teaching and learning process: a shift that in turn seemed to trigger a kind of reconceptualization chain as regards the teacher's role and the teacher-learner dynamics. Instead of being audience members passively receiving a theatrical performance, in Nazia's altered theatre analogy (seemingly representing her altered understanding), students became "actors". The teacher, initially assigned the role of actor, became the "director". From having an entirely unequal teacher-learner dynamic with the teacher being the expert and the students being the avid receivers, the teacher-learner dynamic in the altered analogy became a relationship between professionals with a shared goal, albeit with the teacher in their role as director still having more authority. In effect, teaching and learning became a joint production: "we are working together! I think…now the learning process is going on with the mutual work of the teacher and the student playing [an] equal part". The altered gardening simile also seemed to reflect a shift in conceptualising. While both the teacher and learners retained their formerly assigned roles as "provider of light" and "plant" respectively, as Nazia explained, her understanding of the nature of the plant's role in their own growth, its contribution to it, had altered:

> I see now ……. the teacher's part is not the complete one. The light of the sun …is initiating the growth of the plant, but the plant is growing itself [.] So, the part ……. played by the plant is more than that of the sunlight[19]

Curiously, while showing awareness of this shift, Nazia's final verdict on her change experience only foregrounded its emboldening effects and its implications for her future practice. This suggests that perhaps her own understanding of her experience and what it had wrought in her either remained incomplete or was still being processed. For it seems as per

[19] T 191, NK. SSI, N. CI Cycle 4

the data and analysis results of the final HA (HA3)[20] that, contrary to Nazia's awareness of her engagement of change, her change experience was not only concerned with her own transformed relationship with change, or what she thought possible in terms of teaching-practice, but rather its central arc seems to be concerned with Nazia's reconceptualising of teaching and learning.

6.2.2. *Javeria Khan's (JK) Narrative*

> *"Frankly speaking, I would call it [experience with the 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*[.]*"* [21]

Javeria Khan was a relatively young but embattled assistant professor in Husrat, having survived nigh eight years in the classroom:

> I was on contract for… years/I was so dishearted [*sic*]/ whenever I wanted to share anything with the seniors/I don't know what they were afraid of/I applied for the 18 graded [*sic*] Professor/so I am now their senior[22]",

while struggling with teaching English (this included both language and literature teaching) in a public-sector college for girls: "[senior colleagues] would not really like to just take some few steps as far as English language was concern[ed]/the students are from the [*sic*] very different background, I really want to help them no matter what[23]".

With a double master's in English literature and applied linguistics, Javeria was en route to completing her MPhil degree when she joined the study. Her decision to join the study appeared to stem partially from a sense of duty to the perceived obligations her self-proclaimed professional identity placed on her: "first, I wanted to help you with your research project, because I also understand the kind of problems which the researchers are facing in Pakistan, because you know I am also a researcher as well[24]". Impelling her even

---

[20] Section 3.6
[21] JK. SSI, H. Group A. CI Cycle 4
[22] FGD IV, H. CI Cycles 1 & 2
[23] FGD I, H. CI Cycles 1 & 2
[24] FGD I, H. CI Cycles 1 & 2

more, or so it seemed, was both Javeria's shared frustration in tandem with other group members as to the inadequacies of the system:

> and the other thing like as she said [cross-referencing to discussion on this topic by other group members], I have been teaching the same syllabus for the last so many years, of course I would not be able to design the syllabus again, because the policymakers are also there, they will not allow us to interfere in unless you become a part of the Curriculum Designers[25]

and a desire to take responsive, ameliorative action, and ensure meaningful language learning for her learners:

> but you see teaching the same syllabus in some other way, and adopting new teaching methodologies to make the same syllabus interesting for them and for us as well, and then you know with the focus more on teaching of language, then you know just focusing on ideas without making our students able to really communicate well in English Language that would be the main criteria and that would be the main reason … I am here![26]

A rich array of divergent images, associations, analogies, and similes were proffered in Javeria's extended discourse on teaching and learning in the initial CI Cycles. Teachers and learners were sometimes described as being "co-inquirers" and having "shared intentionality". Yet, the teacher was also variously described as being a "head of family", a "farmer", a "moon", "social knowledge [for students]", as "a light", and as someone who "has to be the source of knowledge for [students]"[27]. The espousing of practices such as learners being "encourag[ed] to go for research", to become "independent…[and] come up with creative ideas", and therein gain in terms of empowerment and agency: "to have faith in their own judgement and their own decisions" went alongside with the equating of learners with objects, subject to and in need of direct teacher action: "I do this to sharpen their [the students'] cognitive skills, to make them good learners, in a way to construct their knowledge[28]". In effect, the descriptions of teaching and learning foregrounded teaching and the gains it represented for the teacher almost exclusively: "the process of teaching is learning!/learning in terms of our teaching, like teaching strategies, learning in terms of our construction[29]".

---

[25] FGD I, H. CI Cycles 1 & 2
[26] FGD I, H. CI Cycles 1 & 2
[27] FGD III, H. CI Cycles 1 & 2
[28] FGD III, H. CI Cycles 1 & 2
[29] FGD I, H. CI Cycles 1 & 2

When Javeria's discourse did focus on learning, it foregrounded the relationship between learning and learner empowerment.

A singular feature of her discussions of this relationship was how rooted this understanding seemed to be in her own learner biography of being a "confused learner"; of allowing her parents to map her academic and career choices for her: "you [Javeria seems to be using this in a first person and collective sense] are reading everything, studying everything, they [referring to her parents] insist you can do it, and then *acha chalo* {alright let her do this}. I just forgot to know what I wanted to be and why"[30], and it led her to want her own learners to:

> grow independently/take [their] own decisions even if *agar* [if] decision *theek nahi bhi hota hai na* [is the wrong one, you know] they [students] suffer the consequences, it's okay. they learn from it [.] *Aur atleast unko pata lagey ga k hamara decision kesey* [At least they'll understand how to take decisions]"[31].

A consistent feature of Javeria's characterization of herself as a practitioner was her desire to do the utmost despite challenges, to accomplish the undoable despite the constraints her teaching reality forced her to contend with:

> I try my level best to revise and adopt my own teaching strategies Like I just make them [the learners] work in pairs, I give them some time to read in the class, and I ask them questions I always make them speak something or at least participate in whatever is going on/that's why I do this to sharpen their cognitive skills, to make them good learners/And see I do this within my own context and within the context meaning the syllabus, the settings, the environment, and everything[32]".

Her approach to grappling with the task of customising her intervention, of finding a viable pathway also seemed to have the same distinguishing characteristic:

> 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/So, this [is] how I divided 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/somehow [I] changed all my methodology and you know techniques, which I was already following in class…[33].

[30] FGD IV, H. CI Cycles 1 & 2
[31] FGD IV, H. CI Cycles 1 & 2
[32] FGD III, H. CI Cycles 1 & 2
[33] FGD I, H. Group A. CI Cycle 4

Though her determination to "to enable… [students] to become independent learners, independent readers and writers" did appear to help her power through and implement her design: "individual learning, students' participation + [*sic*] independent… [focus on] reading, writing, listening and speaking/ This is what I wanted to do and what I have done[34]", it was, she conceded: "*bohat mushkil* [very difficult]" [35].

In fact, familiar as Javeria was with facing challenges (her portrait of her early years in the profession stands as one example), implementing the design seems to have tested her mettle further still:

> difficulties/in the beginning, breaks due to strikes of non-teaching…[staff]…….I followed their [students] topic [but]...time constraints/I felt alone seriously. I mean there is no support…….support in terms of material, then moral support and…….you know research support and help like a supervisor[36].

Javeria began her "journey", averring that her learners were "always" made "to speak something…or at least participate in whatever it's [*sic*] going on". Her list of espoused practices included ensuring a "polishing" of learners' "language skills and creativity"; one that reflected a repudiation of traditional teaching; "and [one that] instead drew from an understanding of "learners as knowledge-sharers"; a practice which demonstrated an understanding of "teaching and learning" as being based on a mutual relationship – on being in fact a "share the knowledge enterprise"[37]. It seemed, though, that her interaction with change forced her to re-evaluate her teaching practices; re-evaluate it to such an extent, in fact, that it culminated in a self-indictment:

> I would take my entire experience of participating in the research as a process of self-realization and self-evaluation/In the beginning, the first difficulty which I faced was how to keep myself from intervening all the time, with what they spoke or did in the class/I was in the habit of speaking more and listening less I'm sorry to say I…….[was there] to enhance their ability to listen and learn more, but unnecessarily, I was intruding…….there and hindering/All these practice [*sic*] I realize I have adopted after getting into teaching profession, which [is] turning me into a more traditional teacher/I realized what [I] actually focused on my class, that was only listening skills/it's not like I was really a role model for them [students][38].

---

[34] Task 6, H. Group A. CI Cycle 4
[35] FGD I, H. Group A. CI Cycle 4
[36] SSI, H. Group A. CI Cycle 4
[37] FGD III, H. CI Cycles 1 & 2
[38] Reflection/ FGD I, H. Group A. CI Cycle 4

Javeria, it seemed, was jarred into taking stock of herself as a practitioner as a result of interacting with change. Moreover, the triggering of this self-reflection: "the self-realisation and self-evaluation", enabled Javeria to identify the gap between what she wanted to aspire to and her actual practice. Not only that, it seems that engaging in the intervention, engaging with and in change, helped bring a rapprochement between her espoused – possibly aspired-to – position on teaching and learning and the position her experience with the intervention led her to take:

> [I] am holding a bag with my hand ……. I am dropping in a few things and then you know moving on ……. all alone [reflecting, describing state before research project/before intervention implementation] … [now] … [I] was not alone [describing post-intervention state], my students were also there. I had the whole class with me on the road)/ "when you enable the students to do, so they come up with some things, which might be new for you" [39].

From equating teaching with a solitary undertaking: "you know moving on… but all alone" Javeria's metaphorizing transformed into presenting teaching as a collective effort, a joint enterprise. When the teacher "was on the road" she no longer travelled alone and in isolation, but rather in the company of her learners: "I had the whole class with me on the road". Moreover, in contrast to previous representations of teaching and learning as a collective effort where acknowledgement of learner contributions were presented as being essentially a placative gesture to keep learners happy by making them believe they had something to contribute: "*magar thoora sa hamey appreciate karna parhta hai ke* [but we need appreciate them [the learners]….at least they should speak up and they should just speak their minds out[40]" seemed to draw from a realisation born from lived experience that "once you enable the students to do", they (the learners) have the power to teach the teacher, to help her to discover "some things, which might be new" for her.

[39] JK, SSI/FGD I., H. Group A. CI Cycle 4
[40] FGD III, CI Cycles 1 & 2

Thus, Javeria's experience of change appeared to empower her to see her practice as it was, rather than how she would have preferred it to be. It also, it seemed, led to her developing a transformed understanding of teaching in terms of teacher and learner contribution. Alongside this, it seemed to simultaneously stir a meta-cognitive awareness within Javeria regarding change, a consciousness of the effect of change "now after summer vacation, I have seen the change, found this change within myself[41]". This consciousness about the effects of change also seemed to be accompanied by a clarity as to her own understanding about the nature of change, of it being "gradual" and it manifesting itself over time, "after summer vacation". Moreover, as Javeria's final verdict on her experience with the project and with change evidences: "[this is an] initiation period because if I again [*sic*] evaluate myself, so I'm still in the beginning of the journey"[42], she seemed to have begun to see change, particularly as it relates to self-development, as essentially an ongoing process.

6.2.3. *Sidra Rehman's (SR) Narrative*

> *"So, the change in my teaching was remarkable/I found myself more motivated towards making them [the students] learn something"* [43]

Sidra Rahman's narrative on her lived experience of change begins, as did the tales of all the other Heroic ELT Practitioners, with her in the midst of tendering valiant service to the teaching and learning quest/cause. Sidra, whose teaching experience extended beyond a decade and a half, was engaged, at the time the present study commenced, in trying to persuade reportedly recalcitrant undergraduate students belonging to the nursing school of an exclusive international university, of the merits of EAP (English for Academic Purposes). Since her entry into teaching apparently had little do with intent: "I was not an informed practitioner [.] After I graduated, I started teaching." [44] Sidra did not possess a qualification in

[41] JK. SSI, H. Group A. CI Cycle 4
[42] JK. SSI, H. Group A. CI Cycle 4
[43] FGD I, N. CI Cycle 4
[44] FGD IV, N. CI Cycles 1 & 2

English language teaching or even in literature. Her acute consciousness of this lack drove her to complete a one-year diploma in TEFL (Teaching English as a Foreign Language) from the same international university she was working for when she joined the present study: "for quite some time I was only teaching on my instincts/joining [the] programme, I read the literature, then I came to know" [45]. Sidra being enrolled as a part-time student in an online master's in E-learning programme from a well-respected university in the UK when she became a study participant[46] also appeared to be prompted by the same sense of consciousness.

The decision to join the study seemed to cause quite a tumult within Sidra: "said yes [referring to consenting to take part in the study] and then got upset/would say no[47]". Prompted as much by her perceived sense of obligation and loyalty to the researcher because of their personal relationship: "first for the trust which I might break with Fatima and [48]myself" (also see Section 3.5; Appendix Cii), as her fear of denying herself an opportunity for growth: "and second depriving myself from intellectull [*sic*] work that awaited, giving me an opportunity to professionally develop[49]", Sidra persevered with the study despite this internal conflict.

Sidra's world-building for teaching and learning as conveyed by her contributions in CI Cycles 1 and 2 cast the teachers and learners in set roles. The teacher, as per this casting, varies from being a conscientious pourer of content to treating teaching as a pastime by being an amateur gardener to tending to learners and their learning by drawing on expert knowledge as: a gardener, then a horticulturist, and then finally, graduating to becoming a botanist:

> some [teachers] are gardeners [.]Some [teachers] are…….ah……. some of them are horticulturists and some of them are botanists Gardening is usually done as pastime/horticulturists usually see the out…ah…outlook of the class…the students to these…ah……. teachers the teachers look at their performance as people, as well as learners So for horticulturists their performance also matters and their

[45] FGD V, N. CI Cycles 1 & 2
[46] SR. SSI, N. CI Cycle 4
[47] SR, Reflection, N. CI Cycle 4
[48] SR, Reflection, N. CI Cycle 4
[49] SR, Reflection, N. CI Cycle 4

> learning also matters/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* teachers…….ah…….their performance the teaching-learning to *them* is instilling *skills* so that they [the learners] can perform life-long[50]

Sidra also analogises teachers as farmers who "reap what they sow" particularly as it relates to affect in teaching and learning (Arnold, 2011): "we can't do anything [,] we are reaping resentment and disrespectfulness[51]". Such pronouncements seem to indicate an understanding/conceptualising of the ultimate responsibility for what happens in the classroom as resting entirely on the teacher and their agency with regard to learning and learner-growth, and to the reactions of learners to teachers.

Learners, too, are cast into corresponding roles. They are sometimes "half-filled funnels"[52] awaiting the conscientious pouring in of content; sometimes they are "plants"[53], at the mercy of the hands, amateur or expert, that tend to them; and sometimes, as discussed earlier, learner responses/reactions are the harvest sown and reaped by their teachers. As in the case of the teacher, Sidra's conceptualising of learner-roles remained consistent. Learners continued to be conceived of as recipients of teacher action[54]. Even when learners are accorded with the capacity for action in Sidra's analogies, as in the harvest analogy (as just discussed), their action, that is their disrespect, is presented as just a response – a reaction to *teacher action*.

It is as if Sidra's thinking about teaching and learning, as for other final participants, seems to draw on a kind of rulebook[55] linked to participants' own learning experiences, their apprenticeships of observation (Lortie, 1975). In Sidra's case, unlike that of others such as Nazia, they seem to be largely solely negative ones:

> My teachers were strict, eye contact was there… the name was there, but still there was no connection between the students and the teacher in the school. There was just a connection; an academic connection I would

[50] SR, FGD II, N.CI Cycles 1 & 2
[51] FGD II, N. CI Cycles 1 & 2
[52] FGD II, N. CI Cycles 1 & 2
[53] SR, CM1, N. CI Cycles 1 & 2
[54] See Section 4.4.1
[55] See Section 4.3

> call it an academic connection, it's all academic….[I] want to remember the names of every student so that I can call them ……. it's probably not written anywhere it's just my belief that if I call somebody by name [,] I am making the strongest connection/Yes *tang kartay hain* [yes, they bother you], but probably the students learn better.[56]

Sidra's recounting of the struggles she underwent trying to customise the joint intervention plan for her learner group seemed initially to suggest that her apprehension, her self-approach – her ambivalence towards participating in the research project – was justified: "considering the workload, I absolutely had no clue how I would justify in [*sic*] this research project and when and how I would use the intervention"[57]. Confronted not only with the challenge of being already overworked, but also with a set curriculum which required parallel teaching (Dudley-Evans & St John, 1998), where learner groups were divided up into smaller groups, and simultaneously taught the same lesson by different facilitators, Sidra's journey into change seemed fraught. Giving voice to such frustrations as struggling with the question of identifying the implementation learner group, Sidra remarked: "I wish I could be fortunate with [a] TESL [Teaching English as Second Language] and TESOL [Teaching English to Speakers of Other Languages] group but I have nursing students[58]".

A particular fear of Sidra's was not just finding a way through the unknown, but seemed rooted in Sidra's apparent conceptualising of the teacher as having total responsibility for learning, and seeing teaching as a kind of harvesting of learner's approbation or disapprobation.

> I choose [*sic*] my first year, the babies who enter the school of nursing … if I had chosen the 2nd year or 3rd year [,] they might probably resist autonomy and they might think 'maybe we don't want to work, that's why she [the teacher] is asking us to bring materials'[59]

Even finding an intervention pathway: "My colleague who was experienced and senior helped me decide how to go about this project integrating it to [*sic*] my teaching by

[56] FGD IV, N. CI Cycles 1 & 2
[57] SR, Reflection, N. CI Cycle 4
[58] FGD I, N. CI Cycle 4
[59] FGD II, N. CI Cycle 4

doing so I could manage justifying the learning objectives yet participating in the study[60]", brought little respite for Sidra, or so it seemed.

"I felt extremely drained out": here is Sidra reflecting on implementing the intervention. It also seemed she was subject to fear and doubt: "and sometimes I thought 'are my students autonomous', are they 'choosing material on their own" OR [*sic*] is it my efforts once again [?]".[61]

Sidra began the study in a state of conflict and doubt which appeared to intensify as she journeyed further into engaging with change in conceptualising and the difficulties kept on mounting. Yet, it seemed that gradually when she saw the outcomes of the intervention, Sidra experienced a shift in thinking, a seeming shift from disbelief to *belief* that change in this learner autonomy was possible:

> But as time passed and when I see [*sic*] their [the learner groups'] portfolio and the presentation (ppt., drama, dialogues) which they made, made me believe, it was their efforts mostly/ I realized that the horticulturalist [alluding to her analogy for the teacher] did only 30% and the plant was beyond expectation, they did better.[62]

A shift in world-building for, and thinking about, teaching and learning was also visible in the visual representation[63] Sidra shared for the final CI cycle. This visualisation had three component-parts: pre-project/pre-intervention-project, while-intervention-project and after-intervention-project scenes. Overall, the contrast in the three represented scenes suggests that Sidra's world-building for teaching and learning, particularly as it related to the teacher-learner and teaching and learning dynamic, underwent a kind of transformation. In contrast to the pre-project classroom (drawing 1/scene 1), where there is a distinct separating line/a barrier between learners and the teacher, with the teacher being presented as proportionately larger figure, the post-intervention classroom is depicted as one where the

[60] SR, Reflection, N. CI Cycle 4
[61] SR, Reflection, N. CI Cycle 4
[62] SR, Written Reflection/SSI, N. CI Cycle 4
[63] SR, CM, N. CI Cycle 4

teacher, still the central figure, is no longer isolated from learners, but is surrounded on all sides by them and there are smiles on everyone's faces[64]. This suggests that in Sidra's altered post-intervention-project understanding of teaching and learning, teachers and learners were no longer seen as being separate with the teacher a visually dominant figure, but rather seen as being one unit, a community, and as the included "Teacher Learner Enrichment" notation indicates, one mutually involved in engaging with learning. It also seemed that the engagement with change had led Sidra to a kind of a self-realisation and self-reconciliation in her evaluation of herself and her relationship with change:

> I then thought I really was a turtle in my personal and professional life. First [*sic*] to start anything, I hide myself in a shell, [*sic*] Second, [when] I am forced to by (XYZ) [*sic*] 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 [referring to the change she's being forced to engage with] *Alhamdolilah* [Praise be to Allah] in a desired manner [,] where the outcomes might be Positive [*sic*] … I would fit this research project in the very same chronology/ I am a turtle![65]

Best characterised as "ambivalent", despite seeming to accept her guarded response to change, Sidra seems have a conflicting position on change, where she draws on two different definitions and standards for change as it applies to others as opposed to herself:

> For me probably change is not from bad to good, it is from good to bad also/if I talk about my personality, and if I keep the turtle thing in mind……. So[,] I would…….say that for me change is from bad to good/I find everybody good! Even in my personal life, I find people good, that's why I trust people, and even my learners. I do not use the word "Bad"…….within good, obviously there is a lack. My definition of "change" is from good to better [change as defined for her learners and other people]/when I talk about myself, or when I analyse myself/ I work for a positive change. I find a fault!/always on the run, always on the run/really I am too perfectionist [*sic*] a person.[66]

For her learners, Sidra equates change with learning and with improvement, and deems it to be necessarily positive from "good to better". Interestingly, she does not credit this to the nature of change or even the nature of learners, but to her own personality, to her own lens, to how she chooses to see and be: "I find everybody good/ I do not use the word 'bad'". Similarly, she limits her characterising of change as being both positive and negative only as it applies to herself "for me…change is not from bad to good; it is from good to bad" and as something that can go from "bad to good". And even this definition of change draws from

[64] SR, CM, N. CI Cycle 4
[65] SR, Reflection/ SSI, N. CI Cycle 4
[66] SR, SSI, N. CI Cycle 4

how she chooses to see, the standards she chooses to apply to herself "I am too perfectionist a person" rather than the act of change or results of change. It seems then that for Sidra, change is not something that is related to an external action or an event, but has to do with perspective. At the same time, as signalled by her turtle analogy, change is something that Sidra engaged with slowly and reluctantly, and was pleasantly surprised to discover it was something that brought her unexpected benefits: "the change in my teaching was remarkable/it was…the project that gave me motivation". [67]

What is most interesting is that while Sidra did become aware of the benefits of change for her learners, and for herself as a practitioner, and made a self-discovery about her general relationship with change, there seemed to be little indication that she felt that change extended to her COTL. Yet, as discussed earlier, there was evidence of a shift in thinking. In fact, the portrayal of the teacher and learners as smiling, as being happy while collaboratively engaging: "so it was fun/I think for [the learners] also it was fun[68]" contrasts sharply with Sidra's contributions in CI Cycles 1 and 2 where the teacher and learner engagement with learning was depicted as being one where the teacher needed to be wary of reaping what they sowed, of reaping "disrespect" , of teachers doing their utmost by their learners and acting on them so they are more than just "half-filled funnels", or hapless "plants" entirely dependent on the expert ministrations of a horticulturalist (Section 4.2). This in turn suggests that Sidra was still in the midst of assimilating how the engagement with change had affected her. Certainly, her cautious recommendation as to the merits of the intervention-project suggest that "I think it's just one time, it needs to be repeated" suggests that Sidra was aware that change takes time, both in terms of being put into effect and in terms of it having an effect.

[67] FGD I, N. CI Cycle 4
[68] SR, SSI, N. CI Cycle 4

6.2.4. *Baktawar Talati's (BT) Narrative*

> *"Kissi 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."[69]

In keeping with the rest of HE-ELT Heroes' tales, Bakhtawar Talati's narrative about her lived experience of change began with her in the midst of dedicatedly serving the teaching and learning cause as a "lecturer" of English at a public-sector college for girls[70]. A seasoned professional, Bakhtawar's teaching experience at the time the present study commenced amounted to more than a decade and a half: "well I have an experience of 15 years". Despite having specialised in English literature and having a master's degree, Bakhtawar, as befitting her post as a "lecturer of English", rendered her services as an HE-ELT practitioner by teaching both English Literature and English Language courses: "and I have taught at different levels: graduate level, as well as Master's level. I have taught Literature, as well as Language*"*[71]. Bakhtawar's interest in the study purportedly stemmed from a desire to be part of a study:

> *first* of all [,] *research* I would like to be a *part of the* research *projec*t" and to bring change "and *secondly* [,] I am *really* interested in *syllabus designing* It's [the] *first* time that somebody has *asked* the *teachers* to *please cooperate*[72]".

While there was a seeming consonance between these professed reasons and Bakhtawar's subsequent contributions during the study, her motivations were revealed to be deeply rooted in the professional vicissitudes/dilemmas that she saw as being endemic to the lot of the Pakistani HE-ELT practitioner:

---

[69] BT, SSI, H. Group B. CI Cycle 4

[70] Colleges in Pakistan's National Education system, as has been explained earlier (Chapter 1), offer intermediate programmes which are the local equivalent of A' level courses as well as undergraduate programmes. A number of colleges with the status of "degree-awarding" colleges also offer graduate degree programmes as well. This is why colleges and college teachers are seen as being part of Higher Education (HE) in Pakistan (HEC Report, 2008).

[71] FGD I. H. CI Cycles 1 & 2

[72] The participants took their status as co-investigators in the joint design of the intervention-project (Section 3.5) as an opportunity to contribute to teaching and learning in terms of jointly addressing gaps in syllabus design

aap mujhe yeh batayain, ke agar aap 7 saal ke baad bhi promote nahiti hain, aur 18 saal tak aap aik hi grade mai hain [Tell me if you aren't promoted for 7 years and you're in the same grade[73], will you be satisfied? Will you have a sound sort of mental condition?/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 … That's really scary."[74]

In the above extract, Bakhtawar appears to be making mostly general statements. But these also seemed to be a lived reality. Bakhtawar, along with her colleagues/friends from the same institution (Sections 3.4, 3.5), had been working for close to fifteen years and none of them had received a promotion throughout this period; being involved in a research study enhanced promotion prospects[75]. Moreover, her referencing of the "Mr. Chips", a fictional character who symbolised/pilloried the proverbial authoritarian/rigid teacher, hostile to change[76]appears to serve as a testimony to both Bakhtawar's fear of professional stultification and her corresponding investment in change.

Haan [Yes] my 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/You can also say that the teacher is like a doctor sometimes! You have to diagnose what is the basic problem/Where lays the problem? And then you have to give that treatment./you have to create the balance!…….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/ 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 [77]

Diverse analogies were used by Bakhtawar as she shared her understanding of the teacher's role in teaching and learning in CI Cycles 1 and 2, where the teacher varied from being a "doctor" diagnosing ailments/problems and prescribing "treatment", to being a "comforter", to being a disciplinarian and then to being a kind of light/energy-giving body possessing sentience who adjusted the output of light and energy as per its assessment of the needs of the learners, and then back to being a "guide" who showed learners the "proper path" (Appendix Ei: BT). In addition to this, to teaching being presented as an act of "fixing" with

---

[73] All employees of public-sector institutions qualify as civil servants and come within the grading bracket, that is within the system which allots income brackets and benefits to employees according to the "level/grade" they have reached in the civil service

[74] FGD IV, H. CI Cycles 1 & 2

[75] Pakistan's HEC has made doing research a requirement for promotion in the HE sector. This has also been discussed earlier (Section 3.7; Appendix Cii)

[76] Mr. Chips and what he seems to represent for Bakhtawar has been discussed earlier (Section 4.2)

[77] FGD IV, H. CI Group, Cycles 1 & 2

the teacher serving as the "fixer extraordinaire", teaching and learning were also presented as a kind of survival where teachers and learners were joined in battle against hostile conditions:

> *Ufff*!" June *ki garmi hoti hai, aur hamarey saamney 80 girls bethi hui hoti hain.* Aur jo 12:00se 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}]…….*uss waqt jii chahta hai ke laRkiyon ke saath bhaag ley banda*! [I mean if someone else was in my place, at such times one really feels like running away along with the girls].[78]

In fact, in Bakhtawar's world-building for teaching and learning as conveyed by her contributions in the initial CI Cycles, the teacher appeared to be both responsible for all action and the instigator of all action, with the learner always on the receiving end of this action. Sometimes, as discussed earlier, this action took the form of responsive action to "fix" the problem, "fix" the learner, or entailed the teacher wanting to escape with their learners and save them from untenable learning conditions; sometimes this entailed the teacher "sacrificing everything" with no expectations of a return; sometimes this required the teacher to hold "spirituality as the main thing" and be a "mother", a "spiritual mother" for learners and teach them "life lessons"/to "show them the proper path", and sometimes, with respect to language learning, this meant figuring out a way to "stuff English into them", to be less concerned with "elitist talk" of change (Ei: BT, Theme III), and more with "giving" learners' the syllabus: "*Mai unko syllabus kaise doon*? [How do I give them the syllabus ?][79]. It also appeared as if this understanding of who and what a teacher needed to be and the singular worth of teacher action drew, as in the case of other participants (e.g., Sidra; see Section 6.1.3), from a rulebook informed by Bakhtawar's own learner biography and her own experiences as a learner:

> Spirituality is [the] main thing…….*hamari apni* Chemistry teacher *thein, hamey* unfortunately *koi nahi mila aur akhri* 3 months *mai* she came, matric *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 [*sic*], so she came back and she taught us in the last 3 months, I'm talking about when I was in matric [grade 9 and 10 when

[78] FGD III, H. CI Group, Cycles 1 & 2
[79] FGD III, H. CI Cycles 1 & 2

> students take the state qualifying exam in the State examination system] and I have secured 89% marks in Chemistry/Just…….have a lot of sincerity with…….students.[80]

Here, Bakhtawar instances her own learner experience where her chemistry teacher returned to work even though she had already left, and in only three months prepared her entire class for the state qualifying matriculation examination, to justify her claim that teaching is linked with 'spirituality'. Bakhtawar appears to be equating sincerity with being conscientious, and being selfless and selflessness with being 'spiritual'.

The road to engaging with change, particularly as it related to finding a viable pathway and engaging with the intervention-project in terms of customising it/contextualising and implementing it, was fraught with challenges for all of the 8 HE-ELT heroes. What made Bakhtawar's engagement markedly different was the scepticism that undergirded it. Even in the initial CI Cycles, Bakhtawar remained volubly unconvinced as to the benefits of research-led initiatives for effecting change:

> *Yeh meetings karna bari bari, conferences karna, bari bari terms bolna English ki, ke ji yeh cognitive hai, aur yeh falana hai* [Having also these meetings, doing big conferences, using big terms in English, that is cognitive and this is so and so]…….I mean this is all useless, totally useless!/*bari elite kisam ki baatein hai* [all this kind of talk/discourse is very elitist]/I am saying that we do not need PhDs and MPhils in our colleges. What we need is refresher courses.[81]

Though her participation in the study was entirely voluntary, it seemed Bakhtawar saw such initiatives as "elitist", a posturing of those ensconced in the proverbial ivory tower, with little or no practical relevance. Confidences/confessions offered by Bakhtawar in the final CI cycle seemed to lend credence to the impression that, for her, the study and all the engagement it entailed was a fanciful notion, something to be humoured (possibly – probably, out of expedience, to better her, then, stagnating career prospects):

> I said *ke* [that], "*Achaa chalo theek ha*i [okay, alright], *aaney d*o [let them – alluding to the Researcher – 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 Husrat[82]

[80] FGD IV, H. CI Cycles 1 & 2
[81] FGD III, H. CI Cycles 1 & 2
[82] FGD II-cum-SSI, Cycle 4

From doing her best to ward off all overtures to join the study, because it entailed a needless bestirring:

> Meerat called me up [describing initial contact during the recruitment stage of the present study], and thanks to our bad telephone services, mobile services, she tried to talk, and she tried it very hard 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 see kaam-chor to mai hoon na* [I'm a bit of lazy-bones][83]

to the point at which participants had completed the joint design of the intervention-project and had been left with the task of implementing it "*aur thoora sa kaam bhi diya"*/having to do "this homework", Bakhtawar appears to have been constant in her scepticism as to its impact. Yet, despite this internal "nay-saying", she sallied forth only to encounter a number of external impediments. These ranged from a heavy workload: "somehow we [seems to be referring to their group of four friends who were all study participants] got very busy"; to being "disturbed" because of the relocation of her friend and fellow study participant, "Lubna", "[as] she used to help a lot in this homework [appears to be referring to the task of customising and implementing the study]"[84]; to having to customise the intervention for a particularly challenging group of learners with respect to their oral skills:

> It was a class of BS [Bachelors in Science class], 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 surprised that how did they pass their viva, *jo unka first year mai jo thaa* [the one that they have in first year] presentation *wagera* [and all]? *Kyunke* [Because] they were not able to speak even a single word…….none was ready to participate, none was [*sic*] ready to speak up][85]

"Lyrical", "panygeric" were the terms in which Bakhtawar described the project implementation and its "achievements":

> It was [discussing learners engaging in preparing presentation scripts on different topics] first in Urdu, and then gradually it started in English, coming towards English./Finally the day came/A*pney hi ideas se* [*the girls themselves generated all the ideas*], 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* [they readied invitation cards, they invited the principal and all the other teachers...Everybody tried!/Everybody did perform and that was my achievement/none went out of target [reference to the hitting the target analogy used to describe learner achievement]/Everyone aimed and did better/None of

[83] BT, FGD II-cum-SSI, H. group B CI Cycle 4
[84] BT, FGD II-cum-SSI, H. Group B. CI Cycle 4
[85] BT, FGD I/FGD II-cum-SSI, H. Group B. CI Cycle 4

> them faltered/I liberated them/I was really amazed, really amazed … I saw the talent inside the students/two or three of them remarked … "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"/it brought me closer to them [the learners]/how different it is.[86]

Change can vary in nature and be experienced at many different levels. Bakhtawar ostensibly began the journey with and into change with an apparently set understanding of teaching and learning where learning depended entirely on teacher action. For the most part, this engagement was done seemingly in the spirit of scepticism. Yet, it seems this engagement did bring realisation, an alteration in this understanding:

> *Dekhein* Mirat [Look, Mirat] 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* [alright]?[87]

It also seems that this altered understanding also prompted self-examination and a critique of her previous use of traditional teaching practices:

> *aap ka jo traditional tariqah hai.* [you know our traditional method,] in which you are the centre of gravity and the rest of the people are just revolving around you without thinking, without having their own will/these are you students *woh aap ko sunn rahay* [they are just listening to you] … [but] actually they are not listening to you, they are hearing you[88].

An alteration also seemed to manifest itself in terms of a shift, an expansion in what she saw as beneficial for teacher growth/change:

> Usually teachers, they do not do any interventions, they do not bring any change in their teaching material or teaching methodology/*Hum usko definitely kahengey* [Yes, we will definitely tell them do it {alluding to whether they would recommend that other teachers engage with other similar projects}] 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]…….*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]?[89]

In effect, it would seem from being dubious about involving teachers with change, Bakhtawar became reconciled enough to advocate for it. And this transition seemed to occur only after she was immersed with change as she worked on customising and implementing the intervention-project, and as she began to see her learners have an altered relationship with

---

[86] FGD I, H. Group B. CI Cycle 4
[87] BT, FGD II-cum-SSI, H. Group B. CI Cycle 4
[88] BT, FGD II-cum-SSI, H. Group B. CI Cycle 4
[89] BT, FGD II-cum-SSI, H. Group B. CI Cycle 4

learning and with her. This suggests that Bakhtawar's journey through change was not a gradual incremental climb towards acceptance and embracement but rather a begrudging uphill climb until she was forced into a re-evaluation of her stance because of the positive outcomes of the intervention: "[I]felt a lot of change in myself, I felt a lot of change in the students" [90], and this in turn propelled her into thinking about teaching and learning in an altered way. In that sense Bakhtawar's reconciliation with change was sudden, occurring after she experienced dissonance, which then led to an alteration, a transformation via discovery in how she saw:

> how different that flavour is when your students are working…….*aap aik halka kaam kahtay hain* [you tell them do the slightest thing] and they respond/and you also found that can you absorb things as well [referring to her own self-discovery that she too could and did learn something from the teaching and learning process despite being the teacher][91]

Certainly, her definition of change (refer to opening quotation) seems to suggest that her final insight on change post the intervention-project, post dissonance, was that it was transformative: "instead of being a stagnant pool, you become running water."

However, it also seems that while she did repeatedly emphasise how she felt she had changed and her students had changed, her recognition of the difference in how she engaged with her learners now as opposed to before, and what she saw their role as being, Bakhtawar analogising the human mind with a water tank (Appendix Ei: BT Position on Teaching and Learning post-engagement-with-change) indicates that her understanding of knowledge as an object – as something that can be "stuffed into learners", remained unaltered.

6.2.5. *Yasmeen Piracha's (YP) Narrative on Lived Experience of Change*

> *"Change as learning via reaching a "culmination point" as [a]result of continuous teacher effort"*[92]

[90] BT, SSI-cum-FGD II, H. Group B. CI Cycle
[91] BT, SSI-cum-FGD II, H. Group B. CI Cycle
[92] FGD I/II-cum-SSI, H. Group B. CI Cycle 4

The beginnings of Yasmeen Piracha's narrative of her lived experience of change closely resembled those of the other seven heroic HE-ELT practitioners – being earnestly engaged in serving the teaching and learning cause. A "senior lecturer of English" at the same public-sector college for girls as her coterie of friends/colleagues who were also fellow study-participants[93]Yasmeen too had fifteen years of surviving the teaching and learning milieu. In addition, her plight was the same as that of her friends, in that she too was saddled with teaching both English literature and language despite having specialised, having a master's degree, in the former (Sections 6.1.4, 6.1.7). Having joined the study late[94], Yasmeen did not formally share her reasons for being interested in the study; she informally shared that her willingness to be part the study stemmed from her investment in PD[95]. Though left verbally unacknowledged, there was a tacit acknowledgement that her interest also had something to do with all three friends, in their group of four, being involved in the study. So, it could be said that concern with change, an interest in change, did not figure largely, or even remotely, in Yasmeen's stated reasons for participating in the present study. Her retrospective endorsement of participating in like studies however: "teacher [*sic*] also need reviewing and reflection"[96], suggests that her experience may have sensitised her to its importance/merits in terms of what it engenders.

In Yasmeen's world-building for teaching and learning, as conveyed by her contributions in CI Cycles 1 and 2, teaching is presented as an act of transforming learners – objects: "dirty plates"/"raw material"/something to be "tenderized", to be assiduously worked upon/be put through a set preparatory process– be it through "cleansing": "cleaning with hot water, spirit and devotion. And rinsing with a bit of force, this force is pushing up, always some students, they need a push"; or methodological processing: "moulding, shaping,

[93] Section 3.5.2; also refer Implementation Narrative, Appendix Cii
[94] See Appendix Cii
[95] See Appendix Cii
[96] YP. FGD II cum SSI, H. Group B. CI Cycle 4

labelling and grading"/"tenderizing the talent or the basic innate and capability to learn language [alluding to learners]"; using "professional practices/different methodologies and strategies" for "shaping their talents", for "making students" be what they need to be "for required results" (Appendix Ei: YP Theme I).

The teacher in this world-building serves the teaching and learning cause in various ways. By proving they "know what to do": "As educationist [*sic*] Donald Freeman says, 'Good teachers know what to do'"[97]. By demonstrating their capacity to "prevail" even in face of self-doubt inspired by a hostile environment: "when somebody says you are nothing, I become nothing/it was a very big stage…my first class of third year [third year bachelors students]…19 or 20 literature students, very bold/*tou uss class ne tou mera bohot mazaak uraya* [so that class made a lot of fun of me]"[98], to emerge successful: "I controlled them by giving them this confidence that I have knowledge/One day… [they/the learner group had a] big cake on the roster [there is a rostrum in each classroom where teachers stand to give the lecture].. they were waiting for me/I felt success that I have at least won their hearts[99]". By drawing on "professional practices" that respond to the challenges confronting their learners "English *itni weak hai* [their English is so weak]/*Unko aap thoora peechey ley jaaye, unko chotey level se shooru karaye* [one needs take them back and start a more basic level]"[100]. By engaging in being scientists: "pondering to solve the [*sic*] problems by exploiting different technique", "hypothesizing", doing "experimentation[101]". And by serving as academics; as guides and guardians of justice – ensuring inclusivity so that every learner is not onlynot discriminated against because of being socio-economically disadvantaged, but also provided with some kind redress:

[97] FGD II, H. CI Cycles 1 & 2
[98] FGD IV, H. CI Cycles 1 & 2
[99] FGD IV, CI Cycles 1 & 2
[100] FGD III, H. CI Cycles 1 & 2
[101] FGD II, H. CI Cycles 1 & 2

every time teacher [*sic*] handles them [learners] carefully to lead them/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?][102]

In effect, "achieving some success in teaching" as per this world-building entails the teacher drawing on their expertise, on their "knowledge" to "make" learners what they "are required" to be, through calibrated effort/engagement:

the constraints [*sic*] are regarding students, they have a slow pace. So……. the teacher, if he is teaching all the students, then he has to come back, and wait for them [the slow learners] and re-explain. And if the pace is, I mean, it has some balance…….if they have understood what you are saying or what is been explained to them then/so the teacher has succeeded.[103]

Yasmeen's understanding of teaching and learning also seemed, as in the case of the other final participants, to draw on a kind of rulebook (Section 4.2.5) which in turn linked to her own learning experiences, her apprenticeship of observation (Lortie, 1975). It also appeared, as in the case of some other participants (e.g., Sidra, see Section 6.1.3), that these experiences were largely negative:

I encourage them [learners who appear to have limited language skills] … D*ekhey English sub ko aati hai, unko bolney ka moqa dena, unko encourage karna, unko aagey laana…….* [Look everyone knows English, they need to be given an opportunity to speak/engage with it, they should be encouraged, they should be helped to come forward/participate] *Shayad maine khudh is tarah ke mahaul mai parha hua hai ke teacher bohat discriminate karti thii* [Perhaps I myself studied in such an environment where the teacher used to discriminate a lot, she clearly use [*sic*] to draw a line between us and the conventarians and all that/ [that is] convent students/people coming from elite schools/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][104]

"Problems…. Bohat theein…[there were a lot of problems]/it was difficult"[105]. A host of impediments were to waylay Yasmeen as she plunged into engaging with customising and implementing her JIP. Of these, one that featured as a particularly imposing impediment in Yasmeen's recounting of this engagement[106], was the "challenge" of "the mixed ability class":

---

[102] Ei: YP, Theme II
[103] FGD III, H. CI Cycles 1 & 2
[104] FGD II, H. CI Cycles 1 & 2
[105] FGD II, H. CI Cycles 1 & 2
[106] The challenge of the mixed ability group is highlighted in all of YP's data sets from CI Cycle 4 (FGD I & SSI-cum-FGD II, reflection & CM). It also the figures as a central feature in YP's CM for this cycle (YP. CM. CI Cycle 4)

"only 3 or 4 students, they had a very sound educational background, and they had a strong hand on grammar [*sic*], and the syntactical structures and everything… But the rest of the class…mediocres [*sic*], and then the lower ones [alluding to learners and their perceived ability-level]"[107].

What was presented as further adding to this "challenge" of a heterogeneous learner ability group were problems of unwieldy learner group sizes, and their rendering the task of "teaching 'English as a "skill" rather than as a "subject"' the opposite of something "easily" undertaken: "all of this was not…easy…in view of large classes where English cannot [*sic*] be easily taught as a skill[108]". Even as Yasmeen endeavoured: "I had to work faster and harder" to find a viable change-pathway:

> [So that] they [the learners] can keep their pace equal, and their level should be brought to a certain standard …….every day, one thing I focused on, that they should write, either it is right or wrong…….Daily…….They should submit something, they should read it out, and then I would make the correction…….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…….then they should develop the idea, and then they should finally bring it to some conclusion[109]

for every route she found, she found more impediments blocking her way forward. For even as Yasmeen navigated her way through teaching writing skills to such a heterogeneous group, the problems of the inadequacies of course syllabus in helping learners develop all four academic language sub-skills:

> *subject hota hai, jiska koi* [every subject has a] proper A to Z…….History of English Literature…….you have to start from Anglo Saxon Period……. Lekin is *mai jo thaa na, is mai yeh thaa ke aap ne bus* [but this {syllabus} is limited to] Communication Skills[110]

and that of the lack of easily accessible reference material: "for this B.S Honors ……. [a] 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[ed]"[111] continued to

[107] FGD I, H. Group B. CI Cycle 4
[108] YP, Reflection, H. Group B. CI Cycle 4
[109] YP, FGD I/FGD II-cum-SSI, H. Group B. CI Cycle 4
[110] YP, FGD II-cum-SSI, H. Group B. CI Cycle 4
[111] YP, FGD I/FGD II, H. Group B. CI Cycle 4

impede the way forward. When she "succeeded" and a way was found around even these impediments:

> I use[d] to give them a theme, then ask them to role-play, so then their listening, speaking, reading skills would enhance/I thought that I should ask them to make a reader of all the scattered content, and they should transform it into a book/a 10 marks project[112]",

the problems of the examination system and its encouragement of rote-learning: "system of evaluation & [*sic*] examination…helps…little as it requires crammed answers[113]"; and the issue of limitations imposed by some learners' own language lacks because of their "own educational background", their lack of access to English at "a very early stage of their education" barred these efforts from yielding "results" which could be categorised "as totally up to the mark."[114]

> My subject was academic reading and writing/through all the techniques I taught them/So it was totally experimentation throughout the intervention, right. I kept on observing the learners by the weight of knowledge of whatever……. I keep on making changes in my own plan/the final concrete thing which we see is the final skill of writing/I was pretty successful in making them write/but there was another achievement which I put in the centre because it was an effort made by the whole class. Regardless of their achieving 80%, 60% or 30%, they composed a reader or a reference book……. Partly the credit goes to the teacher, partly the students as well/it was their own personal effort/they enjoyed a lot/[the] children [learners], they were……never bored, they were always ready to work/one thing which makes me happy is that [I] taught so well and beyond the boundaries of the syllabus/they should be prepared for the unseen/for future challenges.[115]

Cautiously celebratory and quietly self-congratulatory are epithets that best describe Yasmeen's tone when discussing having successfully implemented her customised intervention plan, of having endured and emerged victorious from her implementation trials. Her achievement was not just in "concrete terms" of having ensured her learners achieved "maturity in their writing"; the even greater "achievement" was having all her learners contribute and be able to rightfully claim ownership in having jointly produced a "reader" as part of their project. Her "experimentation" and use of ''techniques", the way she "taught" them ensured their engagement: "they were never bored/they were ready to work" and took

[112] YP, FGD II cum-SSI, H. Group B. CI Cycle 4
[113] YP, Reflection, H. Group B. CI Cycle 4
[114] YP, Reflection, H. Group B. CI Cycle 4
[115] YP, FGD II cum SSI, H. Group B. CI Cycle 4

them "beyond the boundaries of syllabus" and in doing so appeared to prepare them for the "unseen"/ "for future challenges"/for future needs".

In a sense, such discussions in this final CI Cycle, in addition to relaying a quiet sense of victory, also appeared to be indicative of an alteration in Yasmeen's world-building for teaching and learning, both in terms of the teacher and learners' roles and in what teaching generally, and language teaching specifically, entails. The recognition of learner effort: "they composed a reader or a reference book"; the lauding of individual contributions to the collective effort and it being acknowledged as a joint achievement of learners and the teacher: "there was another achievement which I put in the centre because it was an effort made by the whole class/Partly the credit goes to the teacher, partly the students as well/it was their own personal effort" appeared to signify an understanding of teaching and learning as a collaboration, where learners are not just "raw materials"/object but actors in the teaching and learning process along with the teacher. Similarly, teaching and learning and its "results" were not just measured in terms of performance: "achieving 80% or 60%" but in terms of affect, in terms of learner investment as relates to their effort and their motivation and engagement: "they enjoyed a lot/[the] children [learners], they were…never bored, they were always ready to work".

Teacher achievement, in this world-building, was equated with finding alternate solutions to such contextual constraints as a confining syllabus: "thing which makes me happy is that [I] taught so well and beyond the boundaries of the syllabus", solutions that allowed for attending to more than just learners' immediate needs "they should be prepared for the unseen/for future challenges", solutions such as giving learners' opportunities to develop all four language sub-skills: "real-life situations (role-play [*sic*]. Mini-drama [*sic*] were created to enhance lang [*sic*] skills [.] Speaking to listening to reading to writing"[116]. So,

[116] YP, Task sheet, H. Group B. CI Cycle 4

in effect, teaching was also presented as an act of prevailing against odds through teacher investment: "continuous effort *se kuch na kuch faraq to zaroor parha hoga na* [does make some difference]/*Apna haq ada kar keh phir parhaya* [I did my duty to the utmost and then taught]/I tried my best, [my] level best … each and everything I know."[117]

Yasmeen's engagement with change seemed to sensitise her solely to the nature of change and the effects of change as it pertained to and manifested itself in her learners, rather than being related to herself. Yet, even this provided an insight into her understanding of change, in that change was presented as something that took time to yield results and one that required sustained effort: "continuous effort *se kuch na kuch faraq to zaroor parha hoga* na [continuous effort does make a difference]/*Char* [4] semesters *se jab maine unko ghuzara, to 4th mai mujhe thoora sa achievement ka ehsaas hua*! [After learners completed four semesters, so in the fourth semester I had some sense of achievement]" [118].

The results of change were also presented as a cumulative effect: "the culmination point/ All 4 skills integrated [alluding to the outcome of the intervention YP customized and implemented], starting from speaking and then resulting into writing. The culmination point…/gradually they [the students] improved." [119]

So in all, while Yasmeen's engagement with and in change in COTL did appear to constitute a journey through change, in that it did appear to bring a shift in her world-building for teaching and learning and to make her sensitised to its benefits in terms of learner gains, her *awareness* of its influence on her own development, seemed only limited to helping her gain technical skills – skills that enabled teaching and learning as a kind of scientific experiment, requiring the use of set processes, requiring the use of the right methodology, making her aware of the requirements and "do's and don'ts" of language teaching: "to root

[117] YP, FGD I/SSI Trans, H. Group B. CI Cycle 4
[118] FGD I, H. Group B. CI Cycle.4
[119] FGD I, H. Group B. CI Cycle 4

out the major problems in language learning on the part of the ss [*sic*], it is a signal to teach in a creative, active and student-centred method" [120].

In final evaluation then, even as Yasmeen appeared to experience shift in her understanding of teaching and learning, albeit an unconscious and unrecognised one, she also continued to think of – see – teaching as an act which involved transferring of established knowledges, as if knowledge was something finite that could be passed on in totality: "I wanted to impart [knowledge] to them/My focus was to make [learners/students] learn each and everything".[121]

6.2.6. *Rania Hasan's (RH) Narrative on Lived Experience of Change*

> *"I came, I saw, I conquered"/Starting something is you know very, very risky/Good! It was good. I felt they [the students] were doing something on their own/…now I am confident enough to take another risk if I have to"*[122]

In keeping with her status as a Heroic ELT Practitioner, Rania Hasan's narrative on her lived experience of change also began with her in the midst of heroic action. An "assistant professor", Rania was doing her stalwart best by the teaching and learning quest/cause, leading "linguistics" and literature undergraduate and graduate courses in the same private institution where Nazia was employed as a Lecturer of English. With a double master's in English literature and Applied linguistics, and almost a decade of teaching experience, Rania was everything that a well-qualified and seasoned professional could be expected to be. While attributing her initial agreement to join the study at the behest of a colleague "you call [*sic*] me, before that, I think you have talked to Hafiza… so she was unable to do it, so she asked me if I could do it[123]", it seemed that it was her dissatisfaction with her learning experience: "the same case as Nazia, we haven't done any research [Rania alluding to obtaining her

[120] YP, Reflection, H. Group B. CI Cycle 4
[121] YP, FGD I/SSI, H. Group B. CI Cycle 4
[122] RH, FGD III/II/I/SSI, N. CI Cycle 4
[123] RH, SSI, N. CI Cycles. 1 & 2

master's without having to do a research project] so I was willing to do something, and this was an opportunity for me, so I joined" [124], which actuated her decision.

Teaching, as well as the teacher, loomed large enough to seemingly dwarf all else in Rania's world-building for teaching and learning as signified by her contributions, in the initial study cycles (Appendix Ei: RH, Themes I-II) learning seemed to be seen as something that was entirely dependent on teaching, on teacher action: "I symbolize student with a boat and a teacher with an oar. Untill [*sic*] the oars don't move, boat won't move when teacher does not teach, students does not [*sic*] learn and move on".[125] The teacher was equated variously from being a stimulator, a propelling force: an "oar", to being a harmonizer: "the one [pause] who teach them [learners] how to 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[126]".

In this world-building, effective teacher action (teaching) seemed to be seen as being reliant on methodology, as evidenced by Rania's task sheet notations and CM themes. These focused almost exclusively on seating arrangements and lacks and needs teaching resources-wise[127]. Teacher attention particularly seemed in this world-building to enjoy a certain pre-eminence, being conceived apparently as a measure of teacher investment, and by virtue of being so, a metric for evaluating the equity of teacher action (Appendix Ei: RH-Theme II): "in my teaching…I…give importance to each and every student of my class whether weak or good".[128]

It also appeared that such a conceptualising was informed by a kind of rulebook, which drew from Rania's own learning experiences, both positive and negative:

[124] FGD II, N. CI Cycles. 1 & 2
[125] FGD II, N. CI Cycles. 1 & 2
[126] GD III, N. CI Cycles. 1 & 2
[127] RH, CM3, N. CI Cycles. 1 & 2
[128] Ei: RH, Theme II

> In university……. Ah……. I again get the same attention that I used to get in my school life. So again [,] I get good marks. I got 2nd, 2nd position [alluding to her class ranking] in my master's in literature and linguistics course……./When I was doing my master's in linguistics, there was a teacher – she used only on [*sic*] three or four students…….as if we were there in the class/there was no eye contact. So, I feel there was no use of sitting over here, because she didn't even look once in the whole one-hour class ……. I don't feel if I was given the subject……. I would be able to teach it…because I didn't get what she was saying because of less attention/ I learn on my own as well. But…until and unless the teacher don't [*sic*] look at me…I feel as if I'm nobody in the class.[129]

"But just like a student who is sent to school …….it was a new place for me……. I was not aware of what is going to happen…….Just like I was crying inside like a kid going to school…….feeling afraid" [130]. Here is Rania describing/confiding her state of inner turmoil and trepidation during the very first meeting of the Nazakat group members. She may have joined the study to oblige a colleague and acquire the research skill set she saw herself as lacking, but being faced with results of that decision being actualised appeared to have been decidedly unsettling for her.

Yet, despite her clear discomfort with the unknown: "I was not aware of what is going to happen", and it rendering her "afraid", Rania persevered:

> We [referring to the group as a collective] started working, and we passed on our first cycle [referring to study CI Cycle 1]/*Aik paper hua* [we finished one exam], task one, second paper [referring again to an examination paper], task two/every task was like giving a paper!/This feeling was throughout. That yeah [,] we have made this commitment, we have to do it properly/in that way, covering all the tasks we went to our second cycle. The feeling was almost the same[131]".

It seemed, though, that the end of the second cycle was hailed by her as kind of critical turning point, signalling the end of the more uncertain, difficult part of the undertaking: "after we completed the cycle II, it was decided what we are going to do, and how we are going to do/Where we are and what we have to do[132]."

Little did Rania know, alas, of the trials that still awaited her:

> Then intervention part, the Cycle III…it's long, it's time-taking [*sic*], hardworking [.] Again I would say that I am a multi-tasker, but somehow [,] I feel that I am not coping with the time, it seems that the time is less [*sic*] and the burden is quite more [*sic*].[133]

---

[129] RH, FGD ., N. CI Cycles. 1 & 2, Appendix Ai
[130] FGD III, N. CI Cycle 4
[131] FGD III, N. CI Cycle 4
[132] RH, SSI, N. CI Cycle 4
[133] FGD III, N. CI Cycle 4

Hard-pressed, time and energy-wise; saddled with learners whom she stigmatised, dolefully: "(sorry to say)", as "really lazy"[134]; steeling herself with: "I have made a commitment [,] I have to do it, whatever the thing is, whatever is going on [,] whether I am okay or not [,] I have to do it[135]", Rania plunged into the melee: "so in this way I've completed the third cycle[136]".

This plunge, Rania discovered, tested her resolve nigh past endurance. For, even after navigating her way through to successfully customising the intervention design:

> first I took the questionnaire [.] Based on overall knowledge of the subject then I divided them [2 learner groups] into 8 groups [they] were supposed to bring material on any skill then groups were selected on best material they have collected and were supposed to give a presentation how they can teach this particular skill[137]

Rania had to face and combat, in the midst of implementing the design, learners' manifest suspicions about her competence and work ethic, and the consequent resistance:

> If the teacher ask [*sic*] the students to bring the material, so they take it very differently, they think that, "She is putting less effort and she want [*sic*] us to bring the material" ……. this intervention, it was very, very risky/when I told them [learner/students] the methodology that was there/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[138]

Change is invariably accompanied by risk. Reconciling with this, and engaging with change in the face of this, can be particularly challenging for some. This appears to have been the case for Rania: "starting something is you know very, very risky[139]". But risk can also bring reward. That too seems to have held true for Rania:

> Good! It [the intervention/engagement with change] was good/I felt that they [the students] had started enjoying ……. like climbing up the mountain is going to very difficult ……. [but] when they reached the top of the mountain, I felt like they are quite happy/I felt like they [the students] are doing something on their own/they are standing on their own two feet/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/So the verdict is, this intervention can be according to the strategies.[140]

---

[134] RH, Task 7, CI Cycle 4
[135] FGD III, CI Cycle 4
[136] FGD III, N. CI Cycle 4
[137] FGD I, N. CI Cycle 4
[138] FGD I/FGD II, N. CI Cycle 4
[139] FGD II, N. CI Cycle 4
[140] FGD I/FGD II, N. CI Cycle 4

It might be assumed that this verdict on the intervention, and by extension on change, the rapprochement with change and the risk it represented, was occasioned by Rania witnessing the alteration — the transformation — using the intervention strategy, the learner-generated material strategy, wrought in her learners. After all, learners managed, despite the "storms" to make the proverbial climb and enjoy their moment of triumph. From being deplored for being "very lazy", learners were acknowledged for having "proved themselves" and lauded for doing "something on their own". Such an assumption would, however, be inaccurate.

While learners' experience of change did seem to figure in Rania's narrative on engaging with change in conceptualising, it was the change that she herself appears to have experienced:

> the change started from the beginning no doubt! The change in my thinking no doubt! The change in my thinking…….And then change in the thinking in the way in that I was going to do something different from what I have done/now I am a Master……. I have done something, officially I have done something/Now I have realized everything matters [.][141]

that seemed to have led to the altered relationship with change, to an acceptance, albeit a qualified one, of change and the risk she perceives it as being synonymous with: "now I am confident enough to take another risk if I have to[142]". Rania's experience of the project and particularly the CI intervention Cycle phase seems to have led to her experience change on a cognitive level "the change in my thinking no doubt!". [143]

It is not clear, however, whether this cognitive change extended beyond the professional to include the personal. But what is clear is that the change in thinking did appear to have impacted Rania's understanding, her COTL. From her initial metaphor/analogy for teachers and learners where learners were passengers, teaching and learning "the boat" and the teacher "the oar", the change in her thinking after the intervention led her to revise the

[141] RH, SSI/FGD III/SSI, N. CI Cycle 4
[142]RH, SSI, N. CI Cycle 4
[143] RH, SSI, N. CI Cycle 4

analogy so completely that learners formerly presented as not only being recipients of but also entirely dependent on teacher action – on the action of the oars – became oars themselves, "previously [referring to the analogy for the teacher given in initial CI Cycles] the teacher was the oar/now…the oars are the students…now… they are moving the ship… now they are moving the …ah… learning part".[144]

It seems then, that Rania too changed her attitude as to the benefits of change, albeit cautiously "now I am ready to do something new, to practice something new with my students/ [but] starting something new is very risky especially when the students are grown-up"[145]. Also, what seems to have been foregrounded, in addition to her metacognitive awareness of the change in her thinking, in Rania's lived experience of and in her COTL was her locating the viability of change and responses to change within the frame of her teaching context, within the frame of culture and context:

> starting something is you know, very, very risky especially when you know the students concerned/now I am confident enough to take another risk if I want to/within the limits/the verdict is this intervention [alluding to her experience with the intervention and with change] can be according to the strategies because we are teaching at university level and most of the lectures are lecture-based[146].

6.2.7. *Gurya Vazir's (GV) Narrative*

> *"Sometimes mei kehte hoon ke [I say that] change is permanent. Sometimes it seems to me that change is permanent/Yeah change is trying something different/Repetition of something becomes boring … sometimes. There must be an* [*sic*] *novelty, there must be something which is new."*[147]

Gurya Vazir's tale too, as in the case of the other seven Heroic ELT Practitioners (Section 4.3), began with her being engrossed in heroic action. A Senior Lecturer at the same public-sector college for girls as her friend Bakhtawar, Gurya did her duty by the teaching and learning cause by teaching English language and English literature, and by serving as the

[144] FGD II, N. CI Cycle
[145] RH, Task sheet/ SSI, N. CI Cycle 4
[146] RH, SSI/FGD II, N. CI Cycle 4
[147] GV, SSI/FGD I, H. Group B. CI Cycle 4

Warden of the Girls' Hostel[148]. With the same qualifications, a Master's in English literature, as her other two friends/work colleagues and fellow study participants, Gurya's service as an HE-ELT practitioner hero was almost of as many years as those of her two friends and she, like her colleagues and fellow study participants, was subject to the effects of the toll that career stagnation can take: "I'm [*sic*] almost *teaching* since last *15 years* [.] And *waiting* for *our promotions* and which has *not* been *possible* without any *publications* or *research* or *whatever* we can be *shown* [*sic*] in front of our *seniors*" [149].

In a departure from the polite conventional scripted responses by other participants on why they joined the study, Gurya's reasons were quite unapologetically pragmatic and undisguisedly expediency-driven: "I am very much interested [*sic*] that if publications can help us in our promotions in promoting our scenarios which we are doing teaching"[150]. Career advancement-related motivations aside though, Gurya also related her interest in the study to her sense of frustration with the situation prevalent in her teaching context, and to her corresponding investment in change.

> Something *must be different* that we *can do* in our *classes* in ……. *our own* minds ……. *ah* ……. The *syllabus* which I *was taught* in my *first* year, *second year* [referring when she was an intermediate student]/I'm *teaching* the *same* syllabus to my students. *Almost 22 years* [have passed] ……. *And* [pause] this is *the worst* thing! *We must break* the chain. We are here to bring a *change!*[151]

In Gurya's initial world-building for teaching and learning, as revealed in her contributions in first two study cycles (Section 3.5; Appendix Ei: GV, DA Themes), the figure placed most often in the foreground is the teacher (Appendix Ei: GV DA Themes). Be it in the guise of the captain of the ship "the *role* of the teacher *is* [slight emphasis, pause] like the captain of *the* boat/; as a "guide [,] who guides them [alluding to learners]"; as a psychologist who understands "the psyche of the student" or in the all-embracing role of "a mother/ students are more than my children…I own them all/they discuss with me each and

[148] FGD IV, H. CI Cycles 1 & 2
[149] FGD I, H. CI Cycles 1 & 2
[150] FGD I, H. CI Cycles 1 & 2
[151] FGD I, H. CI Cycles 1 & 2

everything which they don't even discuss with their mothers… They own me as a mother, they tell me[152]", the teacher is presented as the focal/central figure, one responsible for the fate of learners and by extension of teaching and learning, and the one with the requisite expertise and experience to ensure their (the learners') safe passage in even the most challenging of circumstances and conditions: "I want to explain so ah ……. there are ……. there is a troubled water hardships of weather unpredictable circumstances [alluding to the teaching and learning journey and the inevitable mishaps that can occur in this journey]. And the successful teacher is just like an old seasoned captain who takes them [the learners] all through these hardships"[153].

Even when learners are brought into the foreground: "there is the role of students as well[154]". In Gurya's initial world-building for teaching and learning this focus serves to highlight how learners' receipt of teacher action influences its effectiveness and eventual success: "sometimes if they [learners] do not *cooperate* with the teacher …the ship will sink[155]". In effect, the power to act for learners was presented as being linked to their receptiveness and responsiveness to teacher action or lack thereof.

Gurya's contributions in the initial CI Cycles also suggested that teaching represented salvation for her, where her investment in teaching and in her learners was born of what she had endured and lost as a result of the trials and tribulations in her personal life:

> I attempted suicides for two times because my husband was so cruel to me/we ……. separated/one of my daughter [*sic*] is with me [,] the other is with her father/I lost my confidence ……. I lost everything/then I came here and started teaching so Allah rewarded for my patience and endurance/I'm blessed/"[now] my students are my only investment[156].

There are also indications from Gurya's contributions in these initial cycles, such as the phrase "the teacher" appearing repeatedly, that suggested she had a clear and set image of who and what the teacher was, and was supposed to be, as if drawing from a kind of rulebook.

[152] FGD IV, H. CI Cycles 1 & 2
[153] FGD IV, H. CI Cycles 1 & 2
[154] FGD IV, H. CI Cycles 1 & 2
[155] FGD IV, H. CI Cycles 1 & 2
[156] FGD IV, H. CI Cycles 1 & 2

It could be that this rulebook was in turn linked to her own biography, to the access she had because of her home-background: "my mother was a principal of the school/mother was a principal". Certainly Gurya, despite drawing repeated attention to this fact during her narrative/*dastaan* on being a learner[157], did not provide any further elaboration on this, suggesting that she may have considered this information sufficiently self-explanatory.

> 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/*Mai bohat* reluctant *thii* [I was very reluctant], *kuch problems aatey rahey [some problems kept cropping up], ami abba ki death upper taley hui inhi waqto mai* [my father and mother's deaths happened during this period {referring to the implementation period of the study}][158]

The enduring of trials is a consistent feature of any hero's tale. Each of the 8 HE-ELT heroic practitioners' embedded tales in the joint narrative: "The Pakistani HE-ELT Practitioners-as-a Heroes" (Sections 6.1.1-6.1.1.6, 6.1.8) had their fair share, as they journeyed into their engagement with and in change, of these. Of all the obstacles/tests/trials that figure in each of HE-ELT heroes' tales, however, those faced by Gurya seem to have been particularly difficult. While facing the challenge of customising and implementing the intervention-project for a learner group with very limited skills in the target language[159], having limited time to help them overcome their inhibitions to engage in the target language: "very shy in English"[160], she also had to contend with personal losses such as losing custody of her daughter to her estranged and abusive husband and the deaths of both her parents[161]. So, it was in the throes of personal tragedy, in a state of extreme reluctance: *"mai bohat reluctant thi"*, that Gurya engaged with implementing the customised CI project.

Despite the bleakness of the circumstances and the lack of enthusiasm with which Gurya had entered into the engagement with finding a viable change-pathway, the

---

[157] FGD IV, H. CI Cycles 1 & 2
[158] FGD I, H. Group B. CI Cycle 4
[159] There seems to a general understanding/assumption that Urdu is opted for as a specialization as a resort for those who do not have the necessary academic results/and or English language skills to get a place to study a more competitive subject. In a number of HE institutions (public and private-sector), the entrance criteria for admission to the department of Urdu is lower than the criteria for other disciplines
[160] FGD I, H. Group B. CI Cycle 4
[161] FGD I, H. Group B. CI Cycle 4

implementation tale was one that ended well-enough to earn the accolade of "successful experience"[162] from her. It appears she found a pathway to take her learners from being "shy" and too inhibited to engage with learning English: "*sawal thaa ke unko kaise chalana hai*? [So, there was the question of how to help [the learners] to get on?]/All of them were very fluent in Urdu … they were very skilful in their own language, but English was difficult for them"[163] to having them ultimately put up a performance in English and write a short description of the latter:

> *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]……./*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[164].

By helping her learners to be brave enough to find their voice: "*mai maine thoora sa unko is baat pe encourage kiya ke* [I encouraged them], "Your answer must come ...!/Whether it is in Urdu, *or chahey tooti phooti English mai* [or in Broken English, in Photohari {a regional dialect], or in Punjabi [a regional language], whatever the [*sic*] answer comes in your mind"[165], this pathway had Gurya experimenting with non-traditional ways/creative ways to engage her learners with language learning:

> *movie aaii thii* [Then a movie had come out] "*English Vinglish*", *Sridevi ki* [With Sridevi {Indian actress}], *aur us mai wohh America jaati hai* [in which she goes to America]…….To *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 hai* [So the children {students} were fascinated that English can be learnt like this as well[166].

Taking this exploratory route also seemed to involve Gurya in reflecting on and drawing on her own positive learning experiences as a child:

> Then I realized that if I would be [*sic*] a student, that how can I learn English?…….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].[167]

---

[162] GV, FGD I/II-cum-SSI, H. Group B. CI Cycle 4
[163] FGD I, H. Group B. CI Cycle 4
[164] FGD I, H. Group B. CI Cycle 4
[165] FGD I, H. Group B. CI Cycle 4
[166] FGD I, H. Group B. CI Cycle 4
[167] FGD I, H. Group B. CI Cycle 4

Spurring Gurya's investment in exploring the pathway was the change that she appeared to see manifesting in her learners:

> they [the learners] were so [*sic*] much excited/*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…….*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 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][168].

Ultimately, her sense of achievement, the basis for according the experience the description of "*itna* [so] successful", seems bound in what learners revealed about themselves and what kind of motivation and engagement it seemed to engender in her learners:

"I was really amazed, really amazed! Because… I saw the talent inside the students, and they were showing with full enthusiasm [*sic*], with excitement and with interest, it created so much [*sic*] good effect."[169]

Change can manifest itself in many forms and the thought of change can elicit diverse reactions. It appeared to manifest itself as an alteration in Gurya's world-building for teaching and learning where the teacher no longer featured as the "captain" of the ship, ensuring that her learners, the passengers, survive the "storms" of teaching and learning. Rather, the teacher now figured as the "Mother goose" keeping learners, "them [the students] into [*sic*] protection"[170]. Yet even as the teacher sheltered her learners "under … her warm wings", she also focused on providing her learners with what they need to be able to gradually survive on their own in the most hostile of environments, that is learning: "how to swim: From SHALLOW TO DEEP BLUE SEA [*sic*][171]".

Accordingly, as per this understanding, the teacher's key focus – "core investment" – was to make "them [the learners] according to the requirements of the outer world/make them [the students] according to the requirements of the outer world/The course is simply a

[168] FGD I., H. Group B. CI Cycle 4
[169] GV, FGD I, H. Group B. CI Cycle 4
[170] GV FGD II-cum-SSI, H. Group B. CI Cycle 4
[171]GV, CM, H. Group B. CI Cycle 4

limitation [,]it is a boundary [, we] have go beyond the boundaries…to make them [learners] more practical."[172]

This alteration in the teacher's role from captain of the ship, the one with ultimate responsibility of the passengers/learners' fate, to "Mother Goose", who even while she offers learners "protection" also undertakes to ready them to be "more practical" to be able to meet "the requirements of the outer world [the outside world]", suggested a shift in understanding of both the nature of teaching and learning and where the teacher and learner fit in within it. Teaching and learning in this post-intervention world-building was about making learners acquire real-world skills, about making them gradually independent and functional in the practical world. So, while the teacher remained a key figure, their role altered from taking absolute responsibility of learners to enabling them. The clear assumption in this altered understanding appeared to be that learners have the capacity to be able to function independently, to able "to swim" on their own; they just require loving support "the warm wings" of the "Mother Goose" and the guidance – the help to make them "more practical" – that is able to function in the "outer [outside] world".

Yet, even as these indications of alteration in understanding manifested themselves in Gurya's world-building, her reaction to the prospect of being engaged with change seemed consistently ambivalent. There seemed to be a contradiction between her professed desire for change for her learners: "there must be some change" and her own receptivity to it. Her admission of reluctance to engage with the CI project is a case in point. Another example is her belated admission in the final cycle of having joined the study itself in a similar state: "we were reluctant, we were not used to all these sorts of things"[173]. Yet, it seemed Gurya did have a "successful experience" with the CI project and with the study: "it was a really amazing experience"[174]. And these experiences did appear to make enough of a convert of her as to

[172] GV, FGD II-cum-SSI, H. Group B. CI Cycle 4
[173] GV FGD II-cum-SSI, H. Group B. CI Cycle 4
[174] GV FGD II-cum-SSI, H. Group B. CI Cycle 4

make her think reflectively and critically on the viability of bringing change in teaching practice:

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][175].

She also appeared to have been spurred to think about the nature of change and what made for effective engagement in change:

sometimes *mai kehtu hoon* [I say] change [*sic*] is permanent/Yeah change is trying something different/so it is a continuous process/k*e ji mai yai nahi…ke ji yeehi cheez aap ne itna…iss time period mai yeh karwani hai* [that this not that... that sir/madame you need to get this finished in this *time* period]…….*Dekahin har aik ko seekhnay ka usko time chaheyay hota hai* [Look everyone needs time to learn]…….jo *cheez…….jo cheez yeh itna jaldi seekh sakta hain, ho sakta uss tarah nah karo* [what someone can learn quickly, it maybe I can't learn like that]/*Tu specifically hum us ko limitize* [*sic*] *nahein kar saktay* [we can specifically limit it like this]/*us main aik change hona chaheeyay…….woh yai hai k ethos hamay free hand daina chaheeyay* [one change that should happen {alluding to facilitators in engaging with change in practice] is that we [referring to teachers as a collective] should be given more of a free hand]. [176]

It seemed then that Gurya engaged with change in a sceptical spirit and it was only after her intensive engagement with change – via implementing the CI project– after she saw the results in terms of improved learner engagement and motivation, in terms of her relationship with her learners, in terms of what her learners demonstrated they were able to do that she became more sensitised to the merits of change in practice. Even then her recommendations about change, and engagement with change, suggest that she saw change not only as something that is time-intensive and time-dependant, as well as something individual, but also determined, as can be seen from her regretful evaluation of the viability of change, to quite a degree on CC and related affordances.

6.2.8. *Hania Xaidi's (HX) Narrative*

> *"The change journey is a lot of effort resulting in rediscovering myself and learning how to get better"* [177]

[175] GV FGD II-cum-SSI, H. Group B. CI Cycle 4
[176] GV FGD II-cum-SSI, H. Group B. CI Cycle 4
[177] HX, CM, H. Group A. CI Cycle 4

Hania Xaidi's narrative on her lived experience of and with change also commenced whilst she was in the throes of heroic engagement. Hania, as per her status as a "Heroic HE-ELT Practitioner", served the teaching and learning quest/cause as an assistant professor at a fairly exclusive private university/"business school", labouring to impress the usefulness of EBP (English for Business Purposes) upon her undergraduate students. The epitome of a well-credentialled, experienced professional, Hania, like other participants, also possessed a double master's: a master's in English literature from a local university and a master's in TESOL from a well-reputed university in the UK (the latter completed on scholarship). Her teaching experience spanned nearly a decade. She was accorded a particular deference by fellow Husrat CI group members – a deference not entirely due, it seemed, to her having taught them previously as an instructor on an HEC course; rather born out of admiration for Hania's quiet fortitude in managing with the visible injuries left by a car-accident.

Hania's consent to be part of the study partially stemmed, it seemed, from an investment in research and a desire to contribute to its generation: "I am really interested in research". It also seemed that Hania had faced challenges when carrying out a research study as part of her degree from the UK, so there was a desire, laudable in the circumstances, to render unto others what had not been rendered unto her: "and I know the problems people face when they're doing research abroad so I would like to give them support"[178].

The extended glimpses offered by Hania's contributions in the initial study CI Cycles (Section 3.5) regarding teaching and learning seemed to provide insight into her understanding of what teaching constituted, as well as what elements were seen as influencing teaching and learning and the teacher-learner relationship. Teaching seemed to be seen as the outcome of the teacher taking required action as it related to:

[178] FGD I, H. CI Cycles 1 & 2

what does she [alluding to the teacher] 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[179].

It also seemed as if the effectiveness of this required action was seen as hinging on the teacher-student relationship and what is required to forge it:

when you think about teacher-student ……. *Ah*……. Relationship…….you think of it as a *process*. 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…….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. 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[180].

Teaching and learning were accordingly presented as having an equation-like relationship where *interaction* between the teacher and learner served as the key variable:

students and teachers [,] they interact with one another, there is interaction, the interaction can be aided or get better with different things/But the interaction and how these all elements and the variables work, *they* [italics added] make teaching and learning[181].

The repeated referencing of affect and sociological factors as influencing teaching and learning of English in Pakistan and making teacher-learner interactions possible was a marked feature of Hania's contributions in the initial CI cycles:

It's basically because I teach communication, so this is one of the theories of communication, and I have adapted 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. [.] Because we [referring to teachers] bring everything that we are, our personalities, everything to the classroom/student…we can think of this as the whole class or one student... But they are bringing their field of experience, and whatever they know about the world to the class/For example…if the teacher is somehow upset with something, it can be something psychological from the student's part or the teacher's part [.]it [teaching and learning] doesn't go as well as its expected [*sic*]. Also sociological issues/Even in this class I have this experience, that they [students from a certain orthodox Muslim religious sect] say that *khawateen* ko *ghar baithna chaheyay…….woh yaahan kui aarahee hain? Humareey maayai or behanay bhi tu ghar baithee hain* [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 and so on[182].

In effect, it appeared as if the psychological and the sociological were seen as being parameters within which teacher and learners' fields of experience interact.

Affect and sociological factors also featured prominently in Hania's contributions to discussions on challenges confronting English language teaching in Pakistan's HE. Hania's

[179] FGD I, H. CI Cycles 1 & 2
[180] FGD I, H. CI Cycles 1 & 2
[181] FGD II, H. CI Cycles 1 & 2
[182] FGD II, H. CI Cycles 1 & 2

flagging of equity issues such as income disparities leading to unequal access to English, which in turn creates affect-related barriers such as language confidence issues for such learners, stands an example of this:

> Do you think student coming from lower socioeconomic background 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 and most of them all [*sic*], despite the fact that they are coming from impoverished backgrounds or whatever, they are expecting to get somewhere/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[183].

It also seemed Hania's COTL, as in the case of other participants (see Sections 6.1.1-6.1.7), seemed to be informed by a kind of rulebook (Section 4.3.5), which linked with Hania's own learner biography, her learning in formal academic contexts, and in terms of life-experience. For instance, even Hania's post-change position on teaching and learning, "The true teacher a humane teacher: Warm and invested in academic and moral development" (Appendix Eiv: HX) seemed to draw from her own experience as a learner with a teacher who attended to issues of affect while also providing guidance to her learners about how to successfully navigate the cultural minefield of norms and expectations for girls:

> Mrs. Khanum…….[who was] was a very wonderful teacher……. 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 hain, sirf wahi hai* [it was not like it was limited to what in the course, and that is all]. 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[184].

similarly, Hania's stance on the teacher and learner relationship being an "interaction of fields" and her presenting the sociological and the psychological as frames within which these interactions occur, seemed to be rooted in her experiences, her "realizations", her learning after losing her parents in a tragic accident:

> ……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/ 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 student [,] how

[183] FGD IV, H. CI Cycles 1 & 2
[184] FGD II, H. Group A. CI Cycle 4

> a person if his parents are neglecting him or her, how are they going to react, what are they going to do. Somehow this [losing her parents and the realisations she had as result of it] has ……. I sensitize [*sic*] to that[185].

Bearing a strong resemblance to the tales of other participants (e.g., Sidra, see Section 6.1.3), Hania's tale of engagement with the CI intervention, with the quest of finding a viable change-pathway (Section 5.1.2) too began with her being bewildered and "lost":

> *Jaise yeh thaa ke matlab* [I mean like it was] for you, like whatever you [addressing the researcher] are doing in class 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 trying to figure out where I stood, that how we take it in class with our students……. I was struggling/I felt lost in the beginning[186].

Unfortunately for Hania, finding her bearings and successfully customising the CI intervention-project for her learner groups and her classroom was only a brief reprieve: "okay this is me [Hania is describing her CM for her intervention experience]/okay I started off, I made preparations…okay… it [went] smoothly[187]". Her true trials and tribulations were to begin when she undertook to implement the customised CI design in her classrooms:

> I was really disheartened……. [It was] as if I was the driver, who doesn't know how to drive, but still I was really struggling and I had problems in whatever I was doing/I mean……. that I was about to drown, and people were actually noticing it/my journey……. it has been a zig zag……. and in between I have had so many obstacles.[188]

These "obstacles" ranged from the investment required by the teacher in terms of time and the self, "time investment/trying to make [students] learn…it takes quite a bit of effort"; to active learner resistance and hostility: "the …class was really difficult in a way because they felt I was struggling and they tried not to cooperate in every possible way"[189]. They also included contextual constraints such as large classes: "I had 98 students in my [class this] semester" and obstructions created by "administrative red tape/there a lot of things administratively instead of contributing in what I wanted to do and so on [,]I always had a deadline…there were always problems and consequences about that"[190], as well as personal

[185] FGD IV, H. CI Cycles 1 & 2
[186] HX, SSI, H. Group A. CI Cycle 4
[187] HX, SSI, H. Group A. CI Cycle 4
[188] HX, FGD I/Task 5/SSI, H. Group A. CI Cycle 4
[189] HX, FGD I/SSI, H. Group A. CI Cycle 4
[190] FGD I, H. Group A. CI Cycle 4

crises. For Hania, the latter took the form of issues of "ill-health", and then contending with the cumulative effect of such an arduous and sustained struggle in the form of the complete loss of all motivation: "I was really disheartened/[not]conscious of what I was doing (effect of demotivation)"[191].

It seemed that these obstacles were instrumental in making Hania's engagement with finding a viable change-pathway into an extended travail. This can be seen in Hania's visual representation of her CI intervention-project design and implementation journey[192]. The entire journey from design to implementation is represented as an obstacle course, as a "zig zag". In it, there is a straightish line drawn between the "preparation"/design of the intervention point, "Point A" to the end point, "Point B", presumably the implementation end point. This suggests that in principle, Hania sees this journey as a simple one. One which requires taking a relatively straightforward route. However, the inclusion of the overlying undulating line, which connects variously sized shaded boxes representing obstacles, indicates that reaching from one point to another while navigating so many obstacles entails the taking of a circuitous and meandering route. Thus, the message seems to be that the obstacles warped what could have been a simple and short journey/process into something "not simple", something complicated and lengthy, something that "requires a lot of effort" and a lot of manoeuvring – a lot "zig zag" – and one, which as suggested by dips in the undulating overlying line, constitutes being a "struggling and frustrated driver[193]" journeying down a "bumpy road". Another obstruction that Hania identified in the final CI Cycle was the need for support when engaging with CI intervention-project customization and implementation:

> I thought that I still need more support/I didn't have another person in the same context to discuss my ideas/it [the intervention] was so much harder to do ……. so much more effort/the thing is if I had been in personal touch with you [is referring to the researcher] ……. it might have given more confidence ……. better ideas and so on if I [had] been in touch with you[194]

[191] HX, SSI/Task sheet 4, H. Group A. CI Cycle. 4
[192] HX, CM, H. Group A. CI Cycle 4
[193] HX, Task sheet 5, H. Group A. CI Cycle 4
[194] HX, SSI, H. Group A. CI Cycle 4

Traditionally, tales of trial and tribulation seldom end without the main protagonist being rewarded for enduring and prevailing (Campbell, 1949). This held true for Hania's tale as well it seemed.

> [The learners] talked about some classes which they really enjoyed, and it was a good experience/in one class they were trying to relax me, which was very interesting I felt like they were trying to make an effort [.] I started to relax/And then what happened is that then I started to get a handle…honestly speaking this semester, since I have started it…it is paying off now/Fate and chance gave me a number of opportunities to learn and develop the project [,] students and their reactions gave me inspiration/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 stopped feeling that when……. when I have [*sic*] given up[195].

It seemed that even as one of the two learner groups Hania tried her customised CI intervention with repudiated her efforts, "they [the learners] tried not to cooperate in every possible way"[196], the other embraced it. The "reactions" of the latter, their concern for her, "they were trying to relax me" when she was visibly beleaguered "I was drowning and people were starting to notice", bolstered her up: "I felt they were trying to make an effort… I started to relax"[197]. As the implementation process went on, she was able to get a "handle" on it, so much so that not only did her learner group give her positive feedback "they really enjoyed it"– they gave her "inspiration". She found it within herself to engage with the intervention again in the next semester as a second cycle with even better results "this semester, since I have started it, it is paying off now". Moreover, it seemed that engaging with finding a viable change-pathway was a transformative experience. From a state of apathy, of having "given up", Hania experienced not only a renewed sense of motivation, of rejuvenation but also a sense of self "rediscovery" and empowerment:

> It's what Javeria was saying, it's self-realisation/somehow [,] I have lost [it] [alluding her sense of self/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 had given up[198]

[195] HX, SSI/FGD II, H. Group A. CI Cycle 4
[196] HX, SSI, H. Group A. CI Cycle 4
[197] HX, SSI, H. Group A. CI Cycle 4
[198] HX, SSI/FGD II, H. Group A. CI Cycle 4

It can be said then that Hania's tale, her narrative of her experience with change was one that appeared to end well as per final comment on her change journey: "Fate + [*sic*] chance gave me a number of opportunities to learn and develop[199]".

At the same time this engagement with change also seemed to have made Hania think about the nature of change and what makes for effective change:

> *mere khayal mai* [in my opinion] this [referring to implementing the customised CI intervention-project] can be the first step/but it it's like modifications making different kinds of modifications in different ways/my understanding is that students and teaching [are] always in flux, so you have to adapt yourself according to that/teaching and learning which take place in the classroom, the teacher has to take responsibility in different ways/the teacher needed [*sic*] to have realization, needs to be motivated enough……. you need be ready to make these changes[200]

Change, as per Hania's implied definition based on her engagement with change, it seemed, was something she understood to be ongoing, where a change like engaging with the viable change-pathway was just a "first step", and in keeping with "students and teaching [being] in flux", an invariable constant. Her insight from her experience of change also seemed to have led her to identify the receptiveness, preparedness, and readiness of the teacher to respond to change as necessary conditions for effective change. In fact, Hania's discussion on teaching and learning after her engagement with the study, particularly the CI intervention-project, suggests that effective teaching and learning were seen as being a result of change, particularly teacher's responsiveness to change. Moreover, teacher investment was seen as playing a deciding role in ensuring both effective change and effective teaching and learning:

> if the teacher is not prepared to make changes…teaching and learning cannot take place as well as you would like/The main thing is that this is like both the teacher's knowledge and the student's knowledge is increasing/But in that I think both teacher and students [,] may be the teacher is……. actually making changes and trying to evaluate herself or reflecting on whatever she is doing[201]

Indeed, in Hania's world-building for teaching and learning post her engagement with change, the teacher and their role in teaching and learning were repeatedly foregrounded. Teaching and learning were presented as being driven by the teacher and their motivation

[199] HX, Task 4, H. Group A. CI Cycle 4
[200] HX, SSI, H. Group A. CI Cycle 4
[201] HX, SSI/FGD II, H. Group A. CI Cycle 4

(Appendix Eiv: HX, DA Themes) and it was the teacher in their investment in their learners' and their moral and academic development that was again presented as having long-term impact on learners and their learning.

Change was explicitly defined by Hania as something that led to "learning how [to] get better" (this can be seen in the opening quote) and her change journey suggests this held true for her growth, her revitalization as a professional. She rediscovered her lost self, a self that was lost because of a hostile teaching context: "it's very different over the years [,] with my colleagues for any kind of guidance [,] then I got every kind of negative feedback or negative kinds of vibes and it was very disheartening and demotivating for me[202]". Yet, it seemed that while she experienced change as both self-rediscovery and empowerment, her engagement with change only seemed to influence her thinking by making her more sensitised to the importance of receptiveness to change for teaching and learning and the teacher's role in the change process. In fact, when asked to compare her position on teaching and learning at the start of the project to her position after her engagement with change, Hania identified her heightened consciousness as the process of change requiring sustained effort and the role played by the teacher in this effort as only a shift in her thinking about teaching and learning: "but main outcome remains the same…but the process which is raised [*sic*]…. I think it has changed". [203]

It seems then as per Hania's awareness, her engagement of change had sensitised her to the nature of change: the role change can play in teaching and learning and how a teacher is affected by change, and can affect change, without bringing any alteration as to her thinking about teaching and learning. Her narrative on what made her change journey possible – how she was able to emerge successfully from her trials, however, appear to contradict this self-assessment. For example, in her world-building for teaching and learning in CI Cycles 1

[202] HX, SSI, H. Group A. CI Cycle 4
[203] HX, SSI, H. Group A. CI Cycle 4

and 2, Hania sees the teaching and learning as something that is a process, and eventuates as a result of teachers and learner being given sufficient time to bond, and teacher effort. Yet, when discussing what played a key role in making her implementation of the CI intervention process a success, support from learners is foregrounded as a key factor: "I felt like they [students] are trying to make an effort…I started to relax/ students and their reactions gave me inspiration". Here what is foregrounded is how dependent the teacher is on learners and their own investment in their learning. So, it seems that while the centrality of the role learners play in investing in their learning, and the impact it has on the teacher and the teaching and learning process, was not something Hania was fully conscious of, her acknowledgement of the role it played in her own engagement seems indicative of a tacit awareness of its importance. It may also be that because the engagement triggered such a self-examination within her, and she was so preoccupied with reflecting on what was lost and then rediscovered within her practitioner self, that Hania had not yet had the opportunity to fully process the implications that it had for her understanding of teaching and learning.

6.3. A Discussion on Findings

As illustrated in the eight individual participants' lived narratives of engaging with change (Sections 6.1.1-6.1.8), comparing and contrasting results and findings from the first two CI Cycles and post intervention, evaluation CI cycle did provide insights on all six subsidiary and the two main research questions driving the present study (Chapter 2, Section 2.7). Given that the subsidiary questions sought to provide insight into one or both of the two main research questions, and that RQ II, the substantive question, is embedded within the methodological question: RQ I (Section 1.2; Section 2.6), the three component sections in this discussion section, which seek to discuss all findings in light of relevant literature, have been arranged accordingly.

Discussion on findings of the two subsidiary questions that interlink with both RQ I and II- (Section 2.6) are presented as Section 6.2.1. The next section (Section 6.2.2) builds on this by presenting discussions on findings for RQ II and related subsidiary questions: (i)-(ii) and (v)-(vi). Section 6.2.3 then provides a final discussion on RQ I.. Since, addressing RQ I entails drawing on all insights afforded from RQ II and six subsidiary questions, this section serves as a culmination of the discussions on findings.

6.3.1. *Subsidiary Questions iii. a., iii. b., and iv: 'Facilitators, Barriers, Main method and Embedded Tools'*

The final eight lived individual narratives (Section 6.1) highlight that each participant saw their journey through engaging with change as being affected by factors that facilitated and aided and those that impeded their engagement. These factors, facilitators and barriers, can be categorised as being internal or external in nature. Predominant amongst the internal facilitators were teacher commitment and motivation in participants' journeys through engaging with change. For Gurya, for instance, her "passion" and her investment in her learners were instrumental in sustaining her efforts to customise and implement the intervention-project plan (Appendix Eiii: GV, Extract 3div). Similarly, Javeria (Section 6.1.2) foregrounds her desire to do the utmost for her learners as the force impelling her forward. It seems then that investment/commitment helped participants to persist with their intervention-pathway quest in spite of the challenges that faced them.

Demotivation, contrastingly, figures as an impediment in such participant narratives as Hania's (Section 6.1.8). The word "demotivated" appears in her notations on obstacles in her task sheet (HX, Tasksheet, H. Group A.CI Cycle 4, Appendix Bii.), and in her concept map (HX, CM. Appendix Bii.). "I was really disheartened" (HX, SSI Appendix Bii.) is how she describes her state when "struggling" with implementing her customised intervention. Sidra's recollections on her state midway through her engagement with the project with change: "I

felt extremely drained out… sometimes I thought are my students…on their own or is it … my effort yet again" (SR. Reflection, Appendix Ai) have similar overtones. It seems then that internal facilitators also functioned as barriers to participants' engagement with change in some cases.

These findings are consistent with literature on teacher commitment and motivation (e.g., Day, 2004; Freidson, 2001; Kim & Connelly, 2019) and teacher resistance to change (e.g., Fullan, 2001, 2016). Teacher commitment is variously defined in the literature as "a strong inclination or desire towards an activity that one likes and finds important and in which one invests time and energy" (Carbonneau et al., 2008, p. 977) and as relating to "those who feel the call to teach, who sense teaching is a profoundly meaningful part of their life, have a passion for teaching" (Liston & Garrison, 2004, p. 13).

Gu and Day (2007) did a four-year, longitudinal, mixed methods study on teacher career lifespans, with 300 teachers working in the UK. They found an inversely reciprocal relationship between teacher-commitment trajectory identities and teacher attrition. Veteran teachers with higher positive commitment identity trajectories (that is, teachers who were able to sustain their commitment) continued to be resilient and motivated irrespective of external facilitators and barriers, whereas teachers with lower positive commitment trajectories (those whose commitment began to waver over a span of time), tended to be demotivated by the barriers and impediments they were confronted with over the span of their careers. In effect, the study underscores links between teacher commitment and resilience, and teacher motivation. A qualitative study on veteran teachers and effective management of resistance by Snyder (2017) also highlights teacher commitment as being pivotal to teachers' receptiveness to change. Drawing on Lortie's (1975) study findings regarding "psychic rewards" undergirding teachers' entry into teaching and their continued investment, Synder argues that even veteran teachers often categorised in the literature as being "change-resistant"

(Hargreaves, 2005) can become invested in change if they can be convinced that the change in question will ensure better learning.

Teacher commitment also featured heavily in participants' discourses in CI Cycles 1 and 2, and, in a sense, functioned as a defining characteristic of the Pakistani HE-ELT Heroic Practitioner (Section 4.3). It is, therefore, unsurprising that this sense of commitment which appeared to enable study participants to persevere in their teaching and learning quest in the most trying of circumstances (see GV's narrative: Section 6.1.7; Appendix Cii), was also seen as a sustaining force as participants interacted with change in their thinking about teaching and learning, and its translation into practice. Also, equally unsurprising, given the literature on teacher motivation (e.g., Dorneyei & Ushioda, 2011; Kolleck, 2019) and it affecting teacher engagement with teaching, and possible change in teaching, is lack of motivation being flagged as a major obstruction to participants' engagement with change in the present study.

In addition to this, study participants such as Javeria credited a fortuitously-timed and relevant INSET short course as being an invaluable facilitator as they engaged with customising and implementing their intervention-project: "luckily, I got an opportunity to attend an HEC workshop on Pedagogical Skills and Teachers' Training which was specific for the people of my own context" (Appendix Eiii: Extract 2dii). Others, as in the instance of Sidra, cited the instrumental role played by experienced colleagues and their mentoring support in their engagement with customising the intervention-project and working out their intervention implementation plan (Appendix Eiii: Extract 3dii). Some participants, such as Yasmeen, cited finding relevant literature as enabling their successful engagement with change (Appendix Eiii: Extract 3diii). Yasmeen's case also instantiates experiences where participants' engagement also seemed to be boosted by institutional recognition: "I was pretty successful/ [the department was] very happy/ our reference book [reference book on academic

reading jointly compiled by Yasmeen and her learners] … is in the library" (YP, SSI, H. Group B, CI Cycle 4). Participants' engagement with change, as per their accounts, also appears to have been spurred by learner-response. Nazia, for example, links a change in her motivation level as the project implementation progressed to the change in student response: "I felt the class … [got] more lively [*sic*] … because the students, they are responding positively to the teacher, so I felt more motivated as well" (NK, FGD I, Appendix Ai).

There is alignment between the present study's hitherto discussed findings on teacher change-engagement facilitators and extant literature. In CI Cycles 1 and 2, for instance, professional development programmes (PD) were extensively referenced as being necessary not just for teacher growth, that is engagement with change and innovation, but to prevent professional and intellectual stultification (e.g., Section 4.4.2). This is consistent with the findings of studies such as Carbone et al., (2019). Their national study looked at a formal mentorship-structure "PATs" across five Australian universities, involving 28 academics. The study found that the success of this national PD initiative drew from participants being provided with the support needed to surmount their self-identified barriers related to "lack of knowledge", "lack of skills" as well as lack of self-confidence and low motivation. Such studies highlight how invaluable colleagues' support can be for teachers, while also drawing attention to teacher needs for support for gains in knowledge and skills. Similarly, other studies on engaging teacher with change in practice (Bakir et al., 2016; Coldwell et al., 2017; Margolis et al., 2017; Wiles & Bondi, 2014), have also reported the necessity of providing teachers with PD to ensure they have responsive support in terms of knowledge, skills and orientations needed to ensure a beneficial engagement with change, and fidelity to the proposed change. A case study on teachers adjusting to curricular change in a school in the US, by Nevenglosky et al., (2019), found that teachers' engagement with change, with implementing the targeted curricular intervention in a phonics programme, was impacted by a

host of factors, including teachers' reservations about their knowledge and requisite skills, and a desire to have relevant "training"/support to work out how to implement the intervention effectively.

Furthermore, when identifying resources and mechanisms to ensure a more effective implementation of the curricular change, participants in Nevenglosky et al.'s study also emphasised the need for establishing a mechanism for peer collaboration. Literature on educational change (e.g., Fullan, 2001, 2016; Hargreaves, 2005) repeatedly emphasises the need for institutions and institutional leaders to support and recognize teacher innovation, and the effect it has on teacher motivation and investment in the concerned change or reform.

Similarly, even as participant accounts identified external facilitators in their engagement, they also highlighted how barriers, particularly those related to culture and context, impeded this engagement. Learner resistance featured as a source of anxiety and an obstruction in several participants' accounts on their change journey. For instance, Rania identifies learner-response as a major concern (Appendix Eiii, Extract 5aiv). Hania ascribes her escalating problems with implementing the customised intervention to a hostile and resistant learner-group: "the… class was really difficult…they felt that I was struggling and they tried not to cooperate in every way possible" (HX, SSI, H. CI Group A. CI Cycle. 4). Participants such as Nazia and Bakhtawar also linked this issue of learner resistance, and resultant apprehensions about engaging with change, to traditional and cultural role ascriptions of teachers and learners with learner expectations about passive learning and being "spoon-fed":

> 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/*Un ka* point of view *sirf itna hai, ke aap ke lecture khatam ho jaye, unke attendance lagh jaye* [their {the students} point of view is only limited to the {teacher's} lecture finishing and their attendance being marked. (NK, Table 21, Extract 2ai/BT, SSI, H. Group B. CI Cycle 4)

Institutional barriers also featured in participants' accounts of their engagement with change. Workload concerns, for instance, were at the root of Sidra's reluctance and apprehensions about initially joining the study (Section 6.1.3), and later persisting with the implementation of the intervention-project: "considering the workload, I absolutely had no clue how I would justify … this … when and how I would use the intervention" (SR, Reflection, N. CI Cy. 4, Appendix Bi.). There are indications of institutional politics also impinging on participants' engagement with change. Peer hostility and colleagues trying to pull rank are explicitly mentioned as barriers in Javeria's account of her engagement with change (JK, SSI., H. Group A. CI Cycle 4). The role played by institutional politics, as well as lacks in terms of work-culture and PD support mechanisms, are also underscored in Hania's account of the "obstacle course" (Section 6.1.8; HX, CM, Appendix Bii):

> It's a difficult thing over the years… Like, for example the only research I had was with my colleagues for any kind of guidance...then I got every kind of negative feedback or negative kind of vibes…it was very disheartening and demotivating for me (HX, SSI, H. Group A. CI Cycle 4)

There are also references to "red tape" and "admin issues" in Hania's task sheet notes (HX Task sheets, Appendix Bii), as well as her identifying institutional support structures as obstacles in her concept map (HX, CM, Appendix Bii).

Concerns related to the macro-context as having a trickle-down effect on the micro-context also surfaced in participants' accounts of their engagement with change. These ranged from citing navigating hurdles such as large classes, a problematic education system and a constraining syllabus, as being proof of successful engagement with change:

> all this was not an easy task view of large classes where English can not [*sic*] be easily taught as a "skill" rather than a subject/as I have narrated…we keep in view the examination system, we are bound to it! I have crossed even the boundaries of the syllabus content…I have taught them [the learners] a lot!" (YP Reflection/YP, FGD I Transcript, Appendix Bii.)

These concerns also extended to a general verdict on the limitations imposed on change because of context and culture, including disparities in access to language learning (Appendix Eiii: Extract 5bii). Participants also highlighted limitations of learner language

proficiency serving as barriers as they engaged with change and implemented their customised JIPs:

> like we were discussing in previous meetings…. the problem is with their [learners'] language/there were efforts on part of the teachers and the students…however…[it] was marred by the basic errors instilled [*sic*] in students' language learning from the primary level. (NK, FGD II., N. CI Cycle. 4/ Eiii: YP, Extract 2f)

This finding of teacher change-engagement being impeded by context and culture-related barriers in the present study is also consistent with extant literature on Pakistan. For instance, Yasmin and Sohail (2018) conducted a qualitative study, investigating teacher beliefs about the feasibility of using learner autonomy-focused approaches with their undergraduate students. Data was collected from a sample of 16 teachers working in four universities in the Punjab, via semi-structured interviews. Findings, derived via thematic analysis, indicate that one of the reasons why learner autonomy was not considered viable in a Pakistani-university context is because of cultural, and possibly religious, role ascriptions: "in Jumma prayer, there is Imam (who leads the prayer) who would deliver a lecture, and that is totally Imam-centred lecture" (Yasmin & Sohail, 2018, p. 12). Teachers are expected to take the pulpit, to take responsibility for the learning, and learners do their duty by waiting for "teachers' spoon-feeding" (Yasmin & Sohail, 2018, p. 12).

Similarly, issues related to the micro-context, such as institutional structures and cultures, and their impinging on teachers' change-engagement is also well-documented in educational change literature (e.g., Fullan, 2016; Gregory & Lodge, 2015; Smith, 2012). A qualitative case study was carried out by Liddicoat et al., (2018) to look at an intervention focusing on curriculum change in language programmes. The study sample included three Australian schools, where language teachers worked in collaboration with the research team to design and implement the targeted change. Institutional culture and structures were found to be key variables that affected not only the implementation process, but also teachers' engagement with the process in all three schools. Teachers working in sample schools which

had "collegial cultures" –explained in the study (Liddicoat et al., 2017, p. 17) as being cultures where peers collaborated with one another, and allowed for interdisciplinary collaboration – appeared to be more ready and able to engage with change. Institutional structures and related affordances as related to manageable workloads and fewer syllabus restrictions also seemed to influence teachers' change engagement in the sample schools as per study findings.

This in turn aligns with the extended discussions that have already been provided (Sections 4.1 - 4.2; 6.1.6 - 6.1.7) on how TC is necessarily located within the frame of culture and context. It could be argued, though, that participants' identification of facilitators and barriers were a response to their engagement with the intervention-project — that is, their engagement with change in practice, *rather than* with change in their thinking and conceptualising. However, as will be discussed in the final section (Section 6.2.3), as per RQ I, drawing on insights from RQ II and all six subsidiary questions (Sections 6.2.1-6.2.2), it appears that TC in practice and change in thinking are intertwined. Change in teacher thinking occurs, it seems, when there is an insight located within and derived from their practice. Likewise, without a change in thinking, it is unlikely for there to be sustained change in teacher practice.

This then leads to a discussion of the role that the main method and embedded tools appeared to play in facilitating participants' engagement with change in conceptualising about teaching and learning. Some insights into this question have already been provided by the findings of CI Cycles 1 and 2 (Section.4.4.4), which highlighted the apparent contributions made by embedded tools such as the FGDs and tasks in stimulating/facilitating cognitive engagement through generating collaborative dialogue, through task-induced engagement serving to mediate thinking/learning through peer-scaffolding, and through spurring reflection. These findings are further supported by data from CI Cycle 4. In her written

reflection on the entire experience, Yasmeen particularly draws attention to how FGDs in CI Cycles 1 and 2, the "different sessions of discussions with teachers", stimulated her thinking, "made" her "a bit conscious about…[her] role as a language teacher" (YP, Reflection, Appendix Bii). Similarly, Rania shares: "now I have realised that everything matters … from the first task, everything is related" (RH, SSI, Appendix Bi).

Study findings also suggest that the method using the CI frame (Section 3.3), that is four CI Cycles (Section 3.5), and particularly the immersion cycle – CI Cycle 3 which entailed the implementation of the CI intervention-projects – did appear to facilitate participants' engagement with change in conceptualising. Some participants, for example, traced their engagement with change as beginning from the very start of the project, from the first FGD session in CI Cycle 1: "the change started in the beginning/the change in my thinking/And that beginning was around October…if I am not wrong…so it started from there" (RH, SSI, Appendix Bi). Other participants, even as they credited the change, saw in themselves and their practice to their overall involvement in the CI Cycles and to the research project as a whole, made a point of mentioning CI Cycle 3 and the intervention-project:

> frankly speaking I would call it a self-realisation project/I got to know myself/It really helps me in the process…of being a teacher/it [alluding to her thinking about her practice] sharpened because of this intervention-project/it happened afterwards that I really started planning things out, and started really implementing them in my own classroom. (JK, SSI-cum-FGD II/FGD I)

What also emerged clearly in the study findings was the role the method and its embedded tools appeared to play in engaging participants in critical reflection about their thinking, as well as their practice as per their conscious awareness, that is, their metacognition (this will elaborated on more fully in Section 6.2.2): "…it's self-realisation/[I] can anticipate a number of difficulties that I might have [discussing her second iteration of the customized intervention], and then I can adjust my materials and whether according to that…it helps me see how I take discussions and I reflect on my own practices (HX, SSI-cum-FGD II.). In additions is their accounts: "*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" (BT, FGD II-cum-SSI, Appendix Bii).

These findings are consistent with the literature on using discussions to stimulate teacher conceptual change/change in cognition through use of dialogic engagement (Freeman, 2002; Hardman, 2019; Hoffman et al., 2021; Johnson, 2009; Wells, 1999; Wenger, 1998), through the collective sharing of ideas (e.g., Leubeck & Bice, 2005), as well as studies on using collaborative inquiry or strands of collaborative inquiry as a mechanism for teacher development and education in SLTE (e.g., Baecher & Kung, 2014; Campbell et al., 2013; Opfer & Pedder, 2011; Yang & Kuo, 2020), and in general TE literature (e.g. Adams, 2016; Grossman, et al., 2001; Little, 2003; Putnam & Borko, 2000). For example, Butler and Schneller (2012) used collaborative inquiry to develop teachers' understanding and practice of using the situated assessment strategy of "learning through reading" and found this collaborative engagement had resulted in shifts in teacher-practice and knowledge. Similarly, a study on using collaborative inquiry with nine Malaysian language teachers (Deni & Malakolunthu, 2013) appeared to result in TC both in terms of participants' "realizations" about their practice, as well as change in practice. Literature on teacher inquiry (e.g., Cochran-Smith & Lytle, 1993) and collaborative inquiry (Deluca, et al., 2016; Donohoo 2013; Nelson & Slavit, 2007; Nelson et al., 2008; Wells, 1999) underscores that taking such a stance essentially involves teachers engaging dialogically in knowledge-negotiation – their working towards developing a shared understanding about learning, subject matter, teaching practices, and contextual factors. In his meta-analysis of CPD and policy change, Kennedy (2014) categorises CPD through collaborative inquiry, as being "transformative" because it locates TC within contexts of practice and enables participants to draw on their individual and collective experiences while engaging with and in change.

Recent research on CI, particularly on using CI for engaging teachers in PD, also reports similar findings. For instance, Napan et al., (2018) carried out a study focusing on the effectiveness of CI as a research method for bringing innovation in practice. The 18-month longitudinal study involved seven teachers working in two tertiary educational institutions in New Zealand. It was a multi-disciplinary CI group with members belonging to diverse disciplines: including social work, accounting, nursing and art. Study results indicate participants experienced "transformative change" as relates to their practice, their understanding of themselves, as well as collegial relationships. Similarly, data from the present study suggests that the intervention cycle, CI Cycle 3, caused anxiety and turbulence, but was also identified by participants as being a key growth point. This, as will be elaborated on in Section 6.2.2, is also consistent with the present study's findings on participants' lived experiences of their engagement with change.

Intersects can also be found between the findings of the present study as they relate to the main method and embedded tools (Section 3.3) stimulating teacher reflection and existing literature. Proponents of collaborative inquiry as a means of teacher development and change (e.g., DeLuca et al., 2016; Given et al., 2009; Goodnough, 2005; Greenwood & Levin, 2007; Nelson et al., 2012), also advocate using CI specifically for engaging teachers with change (Heron & Reason, 2008; Napan et al., 2018; Ness & Strong, 2013). Similarly, critical reflection is identified as one of the means by which teachers are engaged with change by both Collaborative inquiry and CI literature (e.g., Heron & Reason, 1994; Napan et al., 2018; Nelson et al., 2012). Furthermore, as McGarr and McCormack (2014) explicate, reflection is a useful means of engaging teachers in PD – with change – because it helps to broaden practitioners' perspectives and in doing so enables them to examine their practices and seek solutions. In this process, as McGarr and McCormack explain, teachers' self-awareness and their understanding of themselves become extended.

Other key benefits of critical reflection as per literature (e.g., Korthagen, 2014; Smagorinsky et al., 2015) include it serving as a bridge between theory and practice, between teachers' propositional knowledge and practice, while simultaneously also enabling teachers, via triggering higher-order thinking processes (Boud et al., 1985, 2013), to think about the connections between such insights gained from and validated by their practical knowledge: knowledge gained through practice (Elbaz,1990), their experiential knowledge (Heron & Reason, 2008) and their existing understanding. This consideration of connections by teachers in turn appears to facilitate their examination of existing understanding: thereby allowing for re-evaluation and subsequent reconstruction (discussed earlier, Section 4.4.4). Additionally, as has been mentioned earlier (Section 3.3), propositional knowledge is seen as being rooted in the experiential and the practical, in CI.

Studies such as Sedova (2017) also weight arguments on benefits of critical reflection. Sedaova's study was with eight Czech lower secondary-school language teachers who were being supported through an extended PD programme to incorporate dialogic teaching in their classrooms. Sedova found that there were instances of sustained change in teachers as a result of change in practice and in thinking. Moreover, study findings strongly indicated that reflective interviews, which were used both to stimulate teachers' reflective thinking and to gather study data, were a key means of triggering this change. Findings indicated that these reflective interviews triggered teachers' self-examination of their practice, their understanding of teaching and learning, and their understanding of dialogic teaching. This caused dissonance which then led to teacher change.

6.3.2. ***RQ II and subsidiary questions (i), (ii), (v) and (vi)*: '*Experiences of engagement with change in COTL, perceived engagement with change, what constitute as change as per participant accounts, change in practice/thinking about practice, role of CC in participants' engagement with change in COTL and teaching-practice*'**

It is vital when discussing findings as related to this main question and subsidiary questions ((i), (ii), (v) and (vi) to differentiate between what participants perceived as engagement with change (subsidiary question i); what constituted change as per their understanding (subsidiary question ii), and what their accounts suggest as to their experiences of change (main RQ II). Since the intervention-project within a CI frame was used as the main means of both engaging participants with change, and studying this engagement (Section 3.3), there was a difference between the focus of the study *per se* and the focus of the study for participants. Accordingly, participants' journey with change, as far as they were concerned, was solely concerned with their engagement with the intervention-project (JIP), that is, their working on their JIPs, and then customising and implementing them. In effect, the data generated by the present study provides insights into two kinds and levels of change: (a) the change that participants were aware of having interacted with/having undergone as related to their thinking and actions as a result of engaging with the intervention-project from design to implementation, and (b) the change that appeared to occur in their thinking/understanding/conceptualising as a result of this engagement, the change that is the focus of the present study (Section 1.2).

To begin with the study findings and the insights they afford into subsidiary questions i. and ii. (Section 2.6) and the partial insights into RQ II and subsidiary questions (v) and (vi) as related to the first level of change, that is, change in terms of: experiences, engagement and constituting characteristics as per participants' expressed awareness. As can be seen from the change narratives that emerged as final study outcomes (Sections 6.1.1-6.1.8), participants'

descriptions/accounts (FGD and SSI transcripts, reflections, completed task sheets and CMs) of engaging with change, what they chose to foreground about their journey through change, were characterised by certain commonalities, but also divergences. For example, each of the eight participants appeared to have found the experience of engaging with change to be taxing in the extreme: "I felt extremely drained out" with many lows (e.g., GV's narrative, Section 6.1.7.), but overall, a success: "I came, I saw, I conquered" (Appendix Eiv: RH). Each participant appeared to make a point of highlighting, in their discourse sets for CI Cycle 4 (FGDs, SSIs, CMs, reflections and task sheets), how difficult and turbulent they found the CI immersion Cycle, which involved them customising and implementing their JIPs in their classrooms (Section 3.5). In fact, even the nature of these struggles in terms of the cognitive and emotional toll participants felt it took on them, is similar (see Appendix Eiv: Extracts 2a-c). There is also consonance in the criteria that each of the participants used to evaluate their implementation and their claims about the benefits of the experience for their learners and for themselves as practitioners (see Appendix Eiv: Extracts 3aii - 3biii.). In addition, there is also consistency/similarity, as has been discussed earlier (Section 6.2.1), in terms of the role facilitators and barriers were felt to play in participants' engagement with change journeys, as well as in the nature of these identified facilitators and barriers (see Appendix Eiv: Extracts 2a-f; 3ai-iv).

Participants' accounts of their experiences of change were also characterised by similarities related to their initial and final reactions to their engagement with change (Sections 6.1.1- 6.1.8). Each of the eight participants, for instance, admitted to having had reservations about engaging with change, be it related to joining the research (e.g., BT, Section 6.1.4) and/or with respect to engaging with the study immersion phase (e.g., SR, Section 6.1.3). Such consonance was also visible in participants' post-intervention change positions (Table 22; Appendix Eiv), which constituted a kind of experientially-grounded

affirmation as to gains from change (see Appendix Eiv: BT, extract on experience of change), as well as recognition of the necessity of change as manifested in expressed willingness to engage with change (e.g., NK, see Section 6.1.1). Some similarity was also apparent in participants' insights related to their lived experiences of change, and of change being identified as gradual (e.g., JK, Section 6.1.2), ongoing (e.g., YP, Section 6.1.5; SR, Section 6.1.3), individual, (e.g., GV, Section 6.1.7) and dependent on what CC frames allowed for (e.g., RH, Section 6.1.6).

Yet, with all these similarities there was also variability. For instance, analyses of DA results for CI Cycle indicate that there were participants whose overt linking of their experience of engaging with change and change as related to themselves extended primarily only to their classroom practice and related gains.But there were also those whose linking of engagement with change and change as related to themselves extended beyond their practice, to link it with their growth as practitioners and individuals: "the [change journey] is a lot of effort resulting in rediscovering myself and learning how to get better" (HX, SSI, Appendix Bii). This divergence is also visible in data patterns pertaining to participants' reporting of what they regarded as interaction with change and what they considered change to constitute. Change engagement for Rania, a N. CI group participant (Section 6.1.6), for instance, seemed to have begun from the moment she joined the research project (also discussed earlier; Section): "the change started from the beginning no doubt!/this is how I can relate to the change/[the]…beginning was around October if I am not wrong…….so I started from there", and continued as she overcame challenges confronting her in customising and implementing the project: "starting something is you know…….very, very risk especially when the students are concerned" (RH, SSI Transcript, Appendix Bi) and until she had successfully implemented it: "I came, I saw, I conquered" (Appendix Eiv; RH).

Moreover, Rania's characterization of this change was two-fold. She identified change, as it related to her participation in the project, as being an internal cognitive change: "change in my thinking" (RH, SSI Transcript, Appendix Bi), whereas the change as related to her practice was linked with gains in performance skill-set, "performance knowledge" (Fenstermarcher,1994): "the change is…in teaching and methodology" (RH, SSI Transcript, Appendix Bi.). Conversely, Bakhtawar, a H. CI group participant (Section 6.1.4), distinguished between the "input" they received in the initial study cycles (CI Cycles 1 and 2): "*aur app ne humay* explain *kiya tha thora* [you had explained a little bit {is referring to the little input provided in the initial CI cycles for using strategies to carry out the intervention}] with their being engaged with change in the immersion cycle when they customised and implemented the intervention-project and experienced some kind of enlightenment: "I found out how different it is/I also discovered something/I actually for the first time understand that teaching-learning is a two-way process" (Appendix Eiv: BT; Section 5.1.4).

Also, change as defined by Bakhtawar, while being framed as being transformative in nature (Appendix Eiv: BT, extract on experience of change), began with the external, that is change in behaviour, which then became internalised and led to change in thinking. This contrasts with understandings about the temporal process of change as expressed by other study participants. Take Hania for example, another H. CI group participant. The change process, as per Hania's understanding, has an opposite temporal sequence (e.g., HX's narrative, Section 6.1.8) in that it begins with change in thinking which then leads to a change in practice, in behaviour.

Participants' expressed relationships with change and their corresponding degrees of expressed acceptance of change also appeared to vary. In some cases, such as Nazia's, a N. CI group participant (Section 6.1.1), participants comparing the difference in their positions on change before and after completing the implementation and evaluation of their intervention –

after their participation in the research project – by citing their long-term fear of change linked to their post-change positions, i.e. to their positive experience with change engagement (Table 22, NK), and committed, albeit cautiously, to an altered relationship with change and willingness to engage with it: "Yeah I will try definitely to bring…change in the literature classroom…but I think for that I need to see the students as well" (NK, SSI Transcript, Appendix Bi.). Conversely, there were participants, such as Gurya and Bakhtawar (H. CI participants), who were markedly vocal in their support of the need for change in the beginning of the study (Sections 6.1.4, 6.1.7). Yet, there was a contrast between their continued receptiveness to change as per the final CI Cycle data. While Bakhtawar seemed to be consistent in her championing of change and seemed correspondingly to embrace change for future practice, citing the cautionary tale of "Mr Chips" in the initial CI Cycles (see BT's narrative, Section 6.1.4), and then in final FGD advocating for teachers' engagement in similar projects (BT, FGD II Transcript, Appendix Bii), Gurya's acceptance, as discussed earlier (Section 6.1.7), was conditional at best.

There is a recurrence of patterns of similarity in study findings relating to the second level of change as well; patterns which also appear to provide deeper insights into, and further clarity about, RQ II and subsidiary questions (v) and (vi). For instance, as can be seen from the final change narratives (Sections 6.1.1- 6.1.8), participants' individual journeys through engaging with change, from the beginning of the study through to the end, are similar in that each participant did experience a shift in their understanding, their COTL, as indicated by their post-intervention positions on teaching and learning (Table 22; Appendix Eiv).

Findings also strongly indicate that in the case of all but one participant (NK, JK, SR, BT, YP, RH & GV versus HX, see Sections 6.1.1-6.1.8), this shift represented an experientially-based, confrontation-impelled, veering away from pre-existing frames/understandings that appeared to be transmission-oriented (Appendix Eiv; also see

Section 4.4) to more constructivist teaching —- theory-related orientations/understandings, which conceive of knowledge as being jointly co-constructed by teachers and learners (e.g., Bedard, et al., 2007; Bruner, 1961; Hewson, 1992; Kember & Kwan, 2000; Mascalo, 2009). This can be seen, for example, in the participants' post-intervention positions on teaching and learning (Table 22; Appendix Eiv). Without exception, concerned participants have included positions on teaching and learning in which teaching and learning is seen/represented as a kind of joint action by teachers and learners (e.g., refer to Table 22, NK: "Teaching and Learning as a Joint Production"; Appendix Eiv: YP: "Teachers and Learners as Joint Collaborators in Teaching and Learning") or as an enabling act (see Appendix Eiv: GV: "Teaching as Preparing Learners for Practical World: As Teacher's "Core Object"). In fact, these positions contrast sharply with the world-building/understandings shared in the initial CI Cycles (see discussion, Section 4.4) where teaching and learning was represented as mostly a product of teacher-action (see Table 22, NK: "Teaching as a Performing Art' Motif; Appendix Eiv: YP, "Teaching as Cleaning/as Methodological Processing and GV: "The Teacher, "The Captain", A Guide and Psychologist – A Mother").

A consonance can also be seen in terms of the intensity of confusion, sense of imbalance and distress that each of the eight participants appeared to have experienced while engaging with the immersion cycle, which involved all participants in the customisation and implementation of the JIPs (Sections 3.5, 5.1). This sense of confusion/turmoil/fatigue/isolation – a palpable presence in the final HA lived-experience-with-change narratives (Sections 6.1.1-6.1.8), has been consistently foregrounded in data sets (FGDs, SSIs, CMs, Reflections, Task sheets) for the final CI evaluation cycle – CI Cycle 4. For instance, this foregrounding is visible right across Sidra's data sets for the final cycle: "I felt extremely drained out/I was extremely worried (SR, Reflection/FGD II Transcript, Appendix Bi). Similarly, Javeria, highlights this in her

reflection: "It [the intervention cycle) put up the question…how to begin?/to cope up [*sic*] with the rest of the problems" and her individual SSI: "I felt alone at times…Yeah, I felt alone seriously…there is no support" (JK, Appendix Bii). In addition, as the final study outcomes, the individual lived-experience-with-change narratives (refer to Sections 6.1.1-6.1.8) also evidence, there was consonance in terms of each of the eight participants' learning histories appearing to have influenced (e.g., RH, Section 6.1.6), and in some cases (e.g., YP, Section 6.1.5) shaped, participants' world-building, their thinking/conceptualising about teaching and learning.

Where findings showed similarities in insights for the second level of change as experienced by the eight final study participants, at the same time, they also pointed to divergences, particularly as regards the nature and extent of shifts in participants' understanding/conceptualising. The shifts experienced by Yasmeen, Bakhtawar and Rania, as per data, stand as examples of these divergences.

Yasmeen's case has already been discussed earlier, when comparing shifts in understanding as indicated by DA1 versus DA2 results. Yet, while there was a marked shift in Yasmeen's understanding as per this comparison as it relates to teacher and learner roles and dynamics, one of her post-intervention positions on teaching and learning: "Learning as Absorption" (Appendix Eiv: YP DA results) indicates that this shift did not extend to her thinking/understanding/conceptualising as it relates to nature of knowledge, but instead it continued to draw from a knowledge-as-an-object epistemological framework, which in turn serves as an underpinning for transmission-oriented views of teaching and learning (Barnes, 1976). Such inconsistencies in shifts of understanding/conceptualising can be seen in Bakhtawar's case as well. Her DA2 results (Appendix Eiv) as they relate to one of her four "post-intervention" positions on teaching and learning: "The human mind as a water tank",

the analogies of the mind to a container to be filled up, seem indicative of transmission-oriented views of teaching and learning (e.g., Kember & Kwan, 2000).

Then there is Rania's case, where both her post-interventions positions on teaching and learning: "Teaching and learning as transmutation of learner from object to active participant" and "Teaching as applying and reconfiguring HE appropriate methodology", suggests shifts that are markedly different from her initial CI Cycles 1 and 2 teaching and learning orientations/motifs: "Teacher as the model and harmonizer in teaching and learning" and "Teaching as attention, teaching as methodology and using resources", which as discussed earlier (Section 4.2.5), appeared to cast learners into passive roles and place teachers at the centre – responsible for, and controlling all action related to teaching and learning – and in effect represented a transmission-oriented view/understanding of teaching and learning (Barnes, 1976; Kalman et al., 2019; Kember & Kwan, 2000).

It seems then that findings of the present study do provide clear insights into concerned research questions as regards: what participants seemed to be consciously aware of about their engagement with what they considered to be change, what they regarded change as constituting, as well as what this experience entailed in terms of change in their COTL. Furthermore, as the discussion in this section has sought to illustrate, these findings align with existing research in TE (Borg, 1999; 2006; Clark & Peterson, 1986; Guskey, 2002), and educational change management literature (e.g., Fullan, 2016).

The findings of the present study also align with extant literature on the centrality of the role of metacognition in conceptual change, of it being intertwined with conceptual change (Gunstone & Mitchell, 2005; Pintrich et al., 2000). Metacognition has been defined as "thinking about thinking" (Flavell, 1979, p. 901); as the "capacity to reflect on one's own thinking, thereby monitor and manage it" (Green et al., 1996). In the present study, there appeared to be heightened awareness in participants of changes wrought in their thinking as a

result of engaging in the project as a whole (e.g., RH, Section 6.1.6), and more specifically as related to their intervention and the changes it wrought in their learners as well as in themselves (e.g., JK, Section 6.1.2). In their proposed model on *teacher accommodative change* – change that leads to some kind of alteration, restructuring, reorganisation of pre-existing frames, cognitive structures, ideas (discussed earlier, Section 2.3) – Hashweh (2003) identifies the activation of teachers' metacognition as one of the necessary conditions for teachers to achieve the state of conceptual change. Hashweh's model is essentially a theoretical model, drawn from an analysis of a participant/teacher's written case study during their participation in a three-year project on teaching democracy. There are, however, recent studies such as Yang and Kuo (2020) which provide additional empirical evidence for activation of metacognition leading to conceptual change, and in being a change-in-thinking/conceptualising indicator. Their longitudinal study with 10 pre-service Taiwanese teachers engaged with pedagogical conceptual change via a CALL teacher training course found that pedagogic conceptual change in participants was contingent upon all four conditions in Hashweh's model, including activation of metacognition, being met. Moreover, participants in their study showed varying levels of consciousness/heightened awareness/metacognition, as regards change in their thinking and understanding of CALL-related pedagogies and required practices. This too resonates with the variance in levels of consciousness found in participants in the present study. A number of participants in the present study showed heightened awareness related to their practice (e.g., NK, HX: Sections 61.1, 6.1.8) and for some, this awareness extended to shifts in their thinking and development as practitioners and individuals (e.g., JK, Section 6.1.2).

The question is: what prompted this heightened awareness? Harootunian and Yager's (1981) seminal survey study on in-service primary and secondary teachers, drawing on questionnaire and interview data, found that irrespective of teaching-levels, teachers'

definition of success centred on change in learner-behaviour, change in terms of learning gains. Guskey's (1986, 2002) influential model of TC (Gauthier, 2020; Opfer & Pedder, 2011) is predicated on this premise:

> significant change in teachers' attitudes and beliefs [that is thinking/understanding/conceptualising] occurs [only] after they gain evidence of improvement in student learning…[with] improvements typically…[resulting] from changes teachers have made in their classroom practices…[such as] a new instructional approach (Guskey, 2002, p. 383).

Explaining his model and this positioning of change in practice as preceding change in thinking/cognition/conceptualising. Guskey argues that for a "vast majority of teachers becoming a better teacher", a primary motivation for teachers engaging in PD, "means enhancing student learning outcomes [increasing learning gains]" (p. 382). This aligns with SLTE research in Pakistan as well (Imran, 2020).

Participants' apprehensions about engaging with the research project, and/or with the immersion cycle, with customising and implementing their JIPs, as well as the reasons given for this apprehension, include reservations related to: inertia (BT's lived-experience narrative: Section 6.1.4); workload (SR's lived-experience-of-change narrative: Section 6.1.3); and other CC-related barriers (GV, Section 6.1.7) and doubts about the practicality and usefulness of this engagement in terms of eventual learning gains (RH, Section 6.1.5) are also consistent with literature on TC and educational change management (e.g., Fullan, 2016). Research on implementation of innovation and curricular reform highlights the success of such initiatives is affected by teacher receptiveness to change or lack thereof. Literature also identifies that this lack of receptiveness takes many forms and can have various root causes:

- teachers' wariness of engaging with change can be because of: a conservative mindset or having "resistor" mentality (Kalman & Bozbayindir, 2017) and exemplifying negative attitudes to change
- seeing change as "reactionary" and not wanting the status quo disturbed (Calabrese, 2002; Greenberg & Baron, 2000; Hills, 2005; Zimmerman, 2006)

- lack of professional knowledge and disinclination/disinvestment in continued growth (Baum 2002; Terhart, 2013)
- fear of alteration in classroom power differentials (Qhobela, 2012);
- mental models (e.g., Tarnanen et al., 2021);
- extrinsic barriers such as teachers not feeling "safe" enough to take risks or and/because of concerns about there being additional workload that may accompany the change (e.g., Gearhart et al., 2022) and
- principled resistance (Snyder, 2017) drawing from teachers' commitment to their profession and to their learners, and related to their reservations about relevance and viability of proposed change for their learners.

What appears to be common ground in these differing orientations is the acknowledgement that change elicits a strong reaction in teachers, as in all human beings: "Change is a double-edged sword…If you ask people to brainstorm words to describe change, they come up with a mixture of negative and positive terms …. fear, and danger, panic…risk-taking, excitement" (Fullan, 2007, p. 35). It constitutes a disruption in the familiar, known routines and classroom practices and in doing so creates a sense of fear of the unknown (Fullan, 2001, 2007, 2016; Greenberg & Baron, 2000; Zimmerman, 2006). For example, in a phenomenological lived experience study (Lawrence, 2009), involving ten in-service teachers' engagement with change as the schools they worked in were converted into "small learning centers" (p. 101), uncertainty and fear of the unknown were found to be a shared initial response by all study participants. "Change", as Fullan highlights, inevitably "arouses emotions" and when there is uncertainty, this can give rise to acute anxiety/emotional disequilibrium (Hargreaves, 2001; Terhart, 2013; e.g., Sokal et al., 2020).

Additionally, there is a congruence between some participants' apparent reconciliation with change (Sections 6.1.1-6.1.8), and their expressed awareness of having an altered

relationship with change (e.g., NK, SSI Transcript., Appendix Bi) and extant literature. In educational change theory (Fullan, 2006, 2016; Hargreaves, 200), resistance is the expected reaction to change, but as stake-holders, such as teachers, gradually become involved in the process and are convinced to "buy in", their attitudes can change from resistance to acceptance. This evaluation of change on the merits of its practicality and use for practice by teachers, also referred to in teacher change literature as "principled resistance" (Santoro & Cain, 2018) or "wisdom of practice" (Shulman, 2007) is also borne out by findings of such studies as Synder (2017) who, as has been discussed previously (Section 6.1.1), found variation in veteran teachers' resistance to change, which was linked to their estimation of its fit or lack thereof for their classrooms and their learners. Similarly, some participants in Lawrence's (2009) phenomenological lived experience with change study underwent alteration from resistance to acceptance as they became convinced of its benefits for student learning.

This gradual transition from wariness to acceptance in participant data in the present study, also aligns with Guskey's (2002) argument as to the nature and driver of change, where change in conceptualising is held to occur in response to teachers' being convinced of its relevance and viability for their learners and their classroom. Findings from Anders and Richardson's (1994) three-year study, trialling a reflective and collaborative staff development model also indicate the same. The afore-mentioned study involved participants in trialling the targeted strategies in their respective reading classrooms. The evaluation study conducted on this staff development model by Bos and Anders (1994), found that participants had experienced a change in their beliefs and some showed evidence of sustained change in practice.

A final alignment can also be seen between participants', in the present study, conscious awareness of their insights into change in terms of it being gradual, ongoing. and

individual and TC literature (e.g., Guskey, 1986; 2002; Anders & Richardson, 1994; Richardson & Placier, 2001). Recent studies such as Englund et al.'s (2017), 10-year longitudinal study on nine Swedish HE teachers' change in conceptions and teaching to more "Ed-tech" compatible conceptions and approaches, have had similar findings. Using a mixed-methods design, Englund and colleagues gathered qualitative data from nine teachers teaching on a bachelor's and master's pharmacy programme via individual interviews. The study's quantitative data was drawn from the concerned programme's course evaluations. The researchers found a variation between the experienced and novice teachers included in the sample, in terms of participants' change in conceptions and use of Ed-tech compatible approaches. This variation also existed within specific groups. For example, four of the nine participants in the study were experienced teachers, yet only two appeared to have experienced a shift in conceptions and practices. The other two participants were found to have experienced no change, but for varying reasons. In one case the participant's conception of teaching and learning as transmission did not alter at all, whereas the other participant's constructivist orientations – which are compatible with Ed-tech approaches – were found to predate their introduction to Ed-tech approaches. Englund et al., emphasise that in the two cases of experienced teachers where there *was* evidence of change, the change in conceptions and in teaching and practices appeared to be gradual and sustained. Other longitudinal studies such as Wall's (2018) study on the robustness of beliefs of four secondary school teachers indicate that teacher change in conceptualising is ongoing, and continues not only from when they begin preparation for the profession at the beginning of their career to when they complete the programme, but even after they become relatively seasoned in-service teachers with more than six years of experience.

This leads the discussion to the present study and its findings as regards changes in participants' COTL and the apparent stages and nature of that change. As discussed earlier,

participants' consciousness of the point at which they experienced a shift in their thinking about teaching and learning or thinking about their practice varied. Rania cites the initiation of the research project as the starting point (discussed in Section 6.2.1). Others, such as Bakhtawar, identify the change in their thinking as being initiated when they completed the implementation of the intervention-project and saw the change in their learners, and then reflected on the change in themselves (see BT's narrative: Section 6.1.4). However, participants' lived experiences through change were similar in that there was a collective view that the initial study cycles CI 1 and 2 did provide them some insight, and give them something approaching input/insight/something that required cognitive engagement, digestion (e.g., YP Narrative; 6.1.5). Moreover, what was consistent across participants' lived experience of change narratives (Section 6.1.1- 6.1.28) was the degree to which their engagement with the immersion cycle of the study, CI Cycle 3, customising and implementing their JIPs in their respective classrooms, affected them cognitively and emotionally. Another consistency in participants' experiences of change in conceptualising in their lived-narratives-of-change was how a shift in participants' thinking appeared to make them see themselves as successful victors in their "quest" to find a viable change-pathway (Section 5.1.3; Appendix Eiii). In fact, this victorious engagement leading to their gaining different kinds of enlightenment (Section 5.1.4) was a pattern that recurred in the lived-experience-of-change-narratives of each of the 8 final participants in the present study. This movement from initial consideration of possible viability of new knowledge, followed by a focus on bringing change in practice by trialling an implementation: focusing on elements such as four language skills and learner autonomy (see JIPs, N.H. CI Groups, Appendix Di), and then a kind of tumultuous confusion (lived-experience-narratives, Section 6.1.1 -6.1.8), led to a disequilibrium during the customising and implementing the intervention. This then apparently led to change in thinking as regards practice and teacher

and learner roles, responsibilities, and capacities in the teaching and learning process (e.g., SR; BT), and in some cases as regards the nature of teaching and learning (e.g., RH). This corresponds to the literature on conceptual change as it relates to the Piagetian concepts of assimilation and accommodation as outcomes of learning and work (discussed earlier: Sections 2.3, 2.5).

A conceptual change model (CCM) was first developed by science educators (Posner et al., 1982) based on Piagetian concepts, to engage learners with conceptual change and to ensure that inconsistent conceptual understanding of scientific concepts, which was often simply absorbed as is into learners' existing conceptual frames, were ousted by forcing learners to become aware of the conflict between their prior knowledge/previous understanding and the new understanding, and then reconciling this conflict through conceptual exchange (Hewson, 1981). That is, the pre-existing understanding was supplanted or replaced as result of this cognitive conflict, and reconciliation with the new correct conception.

The CCM, discussed previously (Sections 2.3, 2.4), has undergone various revisions. For example, the initial classical "cold cognition" model that conceived of the conceptual change process as being totally rational was replaced by the "hot cognition" revisionist stance, which maintains that individual cognition is influenced by the socio-cultural and the emotional. Irrespective of the various revisions to the CCM model (e.g., Gregoire, 2003; Kubanyiova, 2012), what remains a common, defining feature, and as Nadelson, et al., (2018) note in their dynamic model of conceptual change, are the distinct stages of conceptual change as given in the initial model (Posner et al., 1981) which engage learners in conceptual change and lead to it. These four stages as originally posited by Posner et al., (1982), as identified earlier (Section 2.3) are: dissatisfaction (D-), intelligibility (I-), plausibility (P-) and fruitfulness (F-).

These four stages of conceptual change and their iterations can also be seen in the lived-experience-of-change-narratives of each of the final 8 participants in the present study (Sections 6.1.1-6.1.8). As can be seen in the narratives, the initial CI Cycles constituted the stage of intelligibility (I); even those participants who engaged with the process in a spirit of scepticism (e.g., NK, BT; Sections 6.1.1; 6.1.4), despite their suspended disbelief or doubtfulness, appeared to accept that the targeted changes in practice were possible. It also seems that despite the variance in their identification of point of change, participants' dissatisfaction (D) with their existing understanding about teaching and learning began in earnest only after their engagement with the immersion cycle, when they had to struggle with their schedules, with their propositional knowledge (Heron & Reason, 2008) as regards ELT, that is, their pedagogical content knowledge (PCK, Shulman, 1987); with their understanding of what teaching and learning is supposed to constitute and of what teacher and learner roles and responsibilities are supposed to be, all the while also struggling with themselves, with the emotional weight of their sense of confusion, of dissonance (e.g., HX lived narrative, Section 6.1.8).

Similarly, it was only after they saw the benefits of change, the success of their intervention in terms of their practice, that participants in this study appeared to be convinced, and in some cases fervently so, of the change it had wrought within their learners and themselves (e.g., BT: lived-experience-of-change-narrative, Section 6.1.4). This indicates that their experience of dissatisfaction, and the reconciling of this dissonance caused by the successful results of intervention, had helped participants reach the state of plausibility (P) in their altered understanding. There is also some indication in the data (Sections 6.1.1-6.1.8) that the participants did also arrive to some degree at the state of fruitfulness (F), in that they showed interest and investment in re-trialling the intervention, as well as commitment to their

new way of looking and being with their learners, and as practitioners in terms of intended practice:

These findings are consistent with the position taken in the present study to draw on conceptual change theory as an "informative frame" (Section 2.5) and findings from other TC studies. One example, also cited earlier, is Stofflet (1994). Stofflet used the CCM model, with its four stages of conceptual change, with 17 elementary pre-service enrolled in methods course as part of their master's degree. Focusing on both engaging teachers in conceptual change about science and asking teachers to evaluate the usefulness of CCM approach to science teaching, the study reported a change in participant thinking from transmission-oriented view of science as body to a more constructive orientation (Section 2.3) in all participants barring one. Yang and Kuo's (2020) recent study, cited previously, on ten pre-service teachers enrolled in a CALL master's programme, also reported evidence of accommodative change with respect to participants' pedagogical conceptions shifting from "teacher as dominator" approaches in their online classrooms to "facilitator and learner-oriented approaches" as a result of engaging with the programme. It appeared to provide participants with the opportunity to confront their pre-existing understandings about CALL and with the input on CALL-compatible teaching, and to arrive at an altered understanding that aligned more closely with the constructive orientations required in CALL-aligned teaching. Such findings relating to the stage of dissatisfaction triggering disequilibrium, thereby serving as a change catalyst, are consistent with other TC studies such as Wall (2018).

Wall (2018) focused on investigating the change in beliefs of four secondary US school teachers, looking at their trajectory from being pre-service teachers to completing their master's to the state of their beliefs six years into their teaching careers. An analysis of questionnaire and interview data showed that participants' beliefs/cognitive structures had

continued to change during the nine years of the study and that this change had been catalysed because participants' experiences as practitioners had resulted in inducing in them –in addition to cognitive conflict –emotional, contextual and identity conflict. Study results also showed direct links between participants' evolving beliefs/cognitions and their states of disequilibrium. Wall goes on to conclude that disequilibrium is not only beneficial but essential for change in beliefs. Another study on teacher learning and TC, which while not drawing directly on conceptual change theory, is grounded instead in socio-cultural theory and the concept of mediation, highlights the positive role disequilibrium can play is Johnson and Worden (2014). Drawing on data generated by one of four participants enrolled in a TESOL master's programme following a teacher-educator and student teacher team-teaching design, including stimulated recall interview data, recordings of teaching, and the final reflective paper, the researchers emphasise that because TC in thinking/in cognition involves not just cognitive but *also* emotional dissonance, both need to be considered when investigating teacher cognition and when designing LTE programmes. Their study findings also showed that teacher educators' *mediated action* in response to the cognitive and emotional dissonance induced in the focal participant because her change-engagement led to enhanced understanding, that is a change in the participant's understanding of TESOL. In effect, as Johnson and Worden make note of in their study conclusion, cognitive and emotional dissonance are "growth points" which can be exploited to enable TC.

It could be argued that the last three of these cited studies may at best only offer limited insights into change in teacher thinking/teacher cognition/ conceptualising for TE in general and LTE in particular, because of their small sample size, and that they may thus have limited relevance to the findings of the present study. However, as Borg (2019) observes, at the end of the day TC is about the individual teacher and their cognition, and given the complexity of cognition, it is essential that studies focus on in-depth exploration. This is

consistent with the methodological positioning of the present study that TC is about the collective, but also about the individual, who needs to be studied with a nuanced lens. Indeed, the consonance between the findings of the cited studies and the present study further underscores both the relevance of the insights afforded by the latter and validates its methodological position. Also, a very important point of note. While there is alignment between the present study findings and extant literature on conceptual changes stages (e.g., Posner et al., 1982; Stofflet, 1994), the sequencing of the stages of change in conceptualising as experienced by participants in the present study are markedly different. In Stofflet's (1994) study, the stages of participants' change in conceptualising were seen to follow a IPDF sequence, that is both intelligibility and plausibility phases preceded the dissatisfaction stage. Since this has particular relevance for the discussion of RQ I (Section 2.6), as well as some pertinence for the subsidiary question (vi), this will be elaborated on later (Section 6.2.3).

As clarified in earlier discussions, there was evidence in data, across and within each individual participant data sets, of links between participants' engagement with change in thinking and conceptualising and their engagement with thinking about their practice and about themselves as practitioners, as well as indications of participants' intention to alter practice or their ongoing alteration in their practices. Here, do note that the word 'linked' has been used to describe the relationship between thinking about practice and change in conceptualising. This is because the discussion about the order of change in terms of change in thinking, and thinking about practice and alterations in practice occurring because of change in thinking, is directly related to addressment of RQ I therefore, as mentioned earlier, will be discussed in Section 6.2.3.

The absence of alignment in the findings on the sequencing of stages in the present study and in traditional literature on conceptual change gives rise to a very pertinent question: what comes first, change in thinking/ conceptualising or change in practice? The Stofflet

(1994) study cited above, is an example of literature and studies on conceptual change which promote classical or revisionist forms of the CCM (e.g., Dhinda & Anderson, 2004; DiBenedetto, 2015; Duit & Treagust, 2003; Hewson & Hewson, 1984; Ho et al., 2001; Lee et al., 2013; Sadera, 2002; Stofflet & Stoddart, 1994) where change in thinking leads to change in practice. Conversely, other studies on TC (including change in cognition) suggest that change in participants' thinking occurs as a result of required changes in practice; that in fact, it is change in practice that triggers change in thinking. This can be seen in the Englund et al., (2017) longitudinal study, cited earlier. As discussed, a majority of study participants did experience a shift in their thinking. Moreover, it appears to have occurred as a result of their engagement as tutors in the Ed-tech course, as a result of their practice. Girvan et al.'s (2016) study also had similar findings. Their study used an experiential learning approach to engage participants with change in practice by ensuring that participants implemented what they received as formal input in their classrooms as the PD programme remained ongoing. Girvan et al., found that teachers' change in practice and responsive change in thinking was dependent on learner response and teachers' evaluation of the effectiveness of the targeted innovation in their classroom. Such findings give rise to the same question asked earlier: what change comes first, change in thinking or change in practice? Given that RQ II and related subsidiary questions provide insight into RQ I (Section 2.6), that methodologically speaking RQ II is embedded in RQ I, therefore all insights into RQ II and subsidiary questions by extension provide insight into RQ I, this discussion on the interlinks and sequencing between TC in thinking and teacher-practice as manifested in data for the present study and the insights it provides into designing TE initiatives for ELT-HE practitioners, will be taken up in the next section.

This leads to the discussions in both SLTE (e.g., Borg, 2019; Doran & Golombek, 2014) and general education literature (Hutchinson, 2020; Lave, 1988) on human cognition

being seen and studied as being isolated from affect: from the emotional and psychological as well from culture and context. As can be seen from the earlier discussion, participants' experiences of change in conceptualising – both in terms of what they were conscious of and in terms of what was captured in their data – appeared to have cognitive and emotional dimensions that seemed intertwined (e.g., RH; HX). Data also suggests that participants' engagement with change in thinking and thinking about practice was also influenced by CC (see Sections: 6.2.1-6.1.2). In fact, findings about the interplay between teacher thinking about change in practice as well as actual change in practice and CC have been consistent all through the present study. Discussion on subsidiary questions (iii) a. and b. (refer to Section 6.2.1) clearly illustrates, culture and context-related factors emerged as an imposing challenge/barrier in each of the eight participants' individual data sets on their lived experience. Hence, study results, both in the pre-immersion and post-immersion CI cycles, clearly identify culture and context as appearing to impinge on participants' engagement with change as regards their practice and their thinking about their practice.

Moreover, study results also indicate alignment between the study's conceptual grounding and it drawing on the situative perspective, socio-cultural and Gadamerian concept of understanding, to argue about the situatedness of cognition and it necessitating TC in conceptualising being viewed through a nuanced lens as regards the interplay between engagement in change in conceptualising and practice, as well thinking about practice and culture and context (Sections 2.3, 2.4).

As per DA1 results (Section 4.2), all eight final participants, even Hania with seemingly constructivist leanings (Section 6.1.8), appeared to have a similar image and understanding of the teacher as central focal figure in teaching and learning (e.g., NK), responsible for all learning, a selfless bestower of knowledge (Barnes, 1976). This view of knowledge as acquisition, as something separate from learners, has been referred to in

literature as the Cartesian divide (Carpendale et al. 2021; Stahl, 2005). In such a view, the mind and body are separate. Therefore, knowledge is separate from learners and thereby can be acquired by them. However, as Ahsan (2010), drawing on the results of a phenomenographic study of ELT practitioners' conceptions about teaching and learning (the baseline for the present study), argues this understanding of what being a teacher constitutes is underpinned by a knowledge-as-an-object view and may be an embedded "cultural artefact" (Vygotsky, 1978) because of cultural traditions relating to religious practices. Ahsan cites practices prevalent in the "Indo-Pak" region long before the Indian subcontinent was divided into three separate countries (Kaur, 2019), and apparently still ongoing (e.g., Saleem, 2015), where Muslims in the region and elsewhere (Gent & Mohammed, 2019) learned to recite the Quran (the Muslim sacred text) through memorization of the rules without any comprehension of the text. Such practices and orientations seem to be underpinned by the assumption that knowledge – in this case what is seen as *Divine Knowledge* – can be acquired as is, without any need for internal processing. A point of note here: the issue is not that the Quran is interacted with in this way, especially as current research shows that this mode of learning of the Quran may represent the development of an alternate mind-set (Gent & Mohammed, 2019), rather that this religious mode of learning might have become so culturally-embedded that the distinction between interacting with the sacred and the divine versus the discovered, human knowledge which arguably is a construction (Berger & Luckman, 1971), might have been lost. Rehmani (2006) in their case study of Pakistani teachers' conceptions of teaching, found that participants' conceptions of teaching drew from predominantly "Islamic views of teaching" in which teaching was seen as a "sacred profession" (p. 504). Rehmani's findings are consistent with other findings from studies on HE teachers in Pakistan. Ahsan's (2016) mixed methods study (see earlier discussion, Section 4.3.1), also found that participants analogised teaching with Prophet Muhammad (PBUH), the

Prophet of Islam, imparting Quranic and religious knowledge to his *ummah* (flock). In fact, one of the titles of the Prophet, as Rehmani points out, was "Muallam", which means teacher.

This concept of the religious and cultural milieu as impacting on teacher cognition, on thinking, is also consonant with research in other areas and contexts. For instance, Deniz et al., (2008), looked at change in teacher conceptualising with regard to factors influencing Turkish pre-service biology teachers' acceptance of the theory of evolution using a multiple regression model. They found indications of participants' acceptance of the theory of evolution, or lack thereof, being linked to their religious orientations and affiliations, and having to do with perceived compatibility of the theory of evolution with the understanding of evolution as indicated in the Quran. Based on study findings and drawing on Posner et al.,'s (1993) concept of "conceptual ecology" in their revisionist model (elaborated on in Section 2.3), where cognitive structures are seen to exist in an interconnected frame which are underpinned by beliefs, that is, an ecology, where change in one structure affects the whole, and where affect and the social and the cultural are conceived of as being part of this ecology (Hashweh, 2003), Deniz et al., affirm that the affective and contextual (appears to be their equivalent for the religious and cultural) play a significant role in the forming of a learner's conceptual ecology. These findings as to the rootedness of learners' conceptual ecologies within the cultural and the contextual also align with insights emerging from Morales' (2016) intervention study with 28 pre-service Physics teachers in a university in the Philippines. Again, drawing on an understanding of learner conceptual ecology as being interlinked to culture and context, Morales (2016) designed a course using activities based on an "indigenous-game" to engage her participants with conceptual change as regards the concept of 'force'. The post-intervention data, generated through the administering of a post-test and a seven-item inventory, indicates that the intervention was successful in that there was a shift in participants' conceptual understanding of the targeted concept. Hashweh, (2003) makes the

following case for conceptual ecology and consequently CC needing to be considered when looking at TC in conceptualising.

> conceptual ecology …provides the niche for a specific prior teacher idea or practice …[it] is not only in that particular's mind, it is ubiquitous in the professional and lay society [in culture and context]. Hence, one condition for teacher change is the weakening of the influence of this conceptual ecology on teachers by legitimizing alternative ideas and practices. (p. 425)

6.3.3. *Addressing of RQ I: Insights on Designing Teacher Education Initiatives for HE-ELT Practitioners in Pakistan*

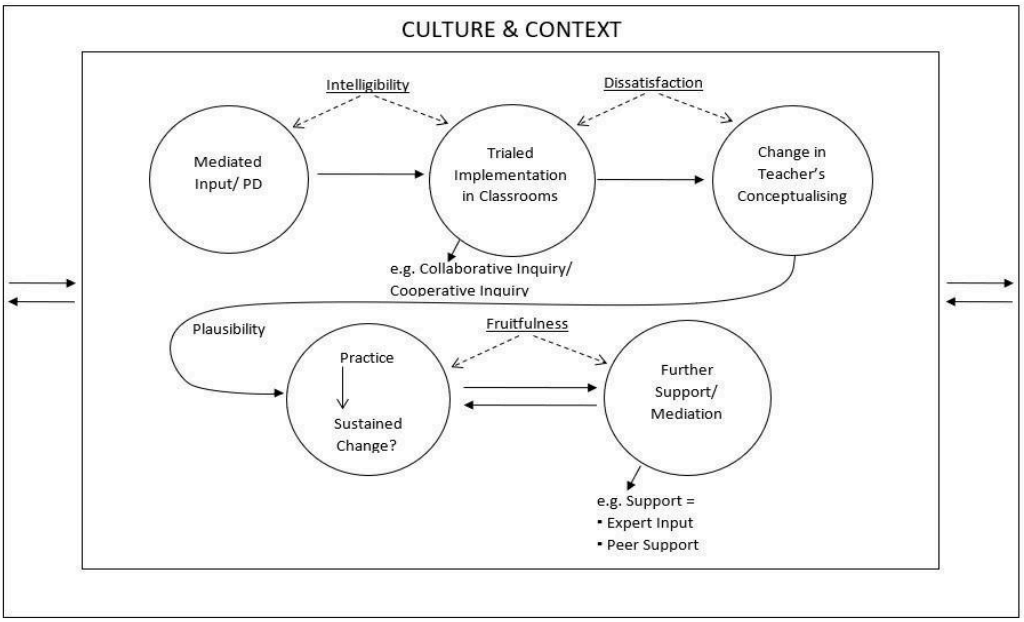
As mentioned earlier, addressing RQ I requires drawing on the findings of RQ II and the six subsidiary study questions. Accordingly, as per these findings, the 8 final study participants in the present study did experience change in conceptualising about teaching and learning. Findings also indicate that participants experienced change in both their thinking about practice; in some cases, this change appeared to have been incorporated into their practice as well. It also seems that the participants' experiences of engaging with change, what they understood as engagement with change, and their individual understanding of what change constituted were influenced and impacted by facilitators and barriers which included use of CI as a main method and its embedded tools, and culture and context-related factors. Furthermore, findings suggest activation of teachers' metacognition is a concomitant of TC in thinking and functions as an indicator of the latter. Moreover, the findings strongly indicate that change in teacher conceptualising is bound to and located in classroom practice, and is undeniably situated, that is rooted within the cultural and the contextual. Most importantly, findings also indicate that the collective did influence participants' individual engagement with and experiences of change in conceptualising. As has been discussed in earlier sections, there are some common features in participants' experiences of change as regards its triggers, temporal sequences, facilitators, and barriers as well as change being experienced as an arduous and a gradual process. At the same time, results clearly show that change in conceptualising varied from individual to individual, and appeared to be influenced by such

elements in participants' existing frames of reference (Ahsan, 2010) as their learner histories, their "Dastaans" (Section 4.2.5).

To explicate the insights offered by these findings in regard to designing TE initiatives for HE-ELT practitioners in Pakistan, they and their interlinking relationships have been presented as a visual (Figure 4, given below) and will be elaborated on with reference to relevant literature.

Figure 1

Insights for Designing Teacher Education initiatives for Pakistan H.E. ELT Practitioners



Since these insights collectively appear to offer a possible design pathway to TC, I will begin by comparing it with the change conditions stipulated by Posner et al., (1982) in their initial assimilation and accommodation model (previous discussions, Section 2.3). As per Posner's et al.'s CCM model, teacher change in thinking/conceptualising is in a DIPF sequence. This means that conceptual change with respect to accommodative change (Hashweh, 2003; Nadelson et al., 2020; Posner et al., 1982), that is, cognitive restructuring either in the form of conceptual exchange or extension (Hewson, 1992), as opposed to

assimilative change: new knowledge/understanding being configured to fit within existing understanding frames/conceptual ecology (Hashweh, 2003; Hewson, 1992; Nadelson et al., 2020; Posner et al., 1982), is triggered initially by a sense of dissatisfaction. In this dissatisfaction stage, learners or teachers become aware of the conflict between new understanding and prior understanding and begin to question their existing understanding. Dissatisfaction then leads them to consider the viability of the new understanding, that is, the condition of intelligibility becomes satisfied. This then leads to the condition of plausibility being satisfied because learners or teachers become convinced about the validity of the understanding. This finally leads to the condition of fruitfulness, where learners or teachers begin to draw on this new understanding as regards thinking and its enactment. For teachers this means change in thinking leading to change in their teaching practice.

While Posner et al.'s (1982) was a proposed, not an empirically-grounded model, Sadera's (2002) study on pre-service teachers and their conceptual change as regards the role of computers in the classroom, focuses on an intervention based on the Posner et al.'s DIPF model. Seven of out eight of the participants in Sadera's study experienced dissatisfaction with their initial conceptions as result of engaging with a conceptual change instructional unit (Duit & Treagust 2008) that had been designed to satisfy the four DIPF conditions in the given sequence. Even the lack of dissatisfaction in one participant was explained by attributing the lack of conflict to the alignment of the participants' initial conception and the targeted constructivist orientation required for technology-based teaching. Sadera concludes by citing the study results as evidence of the viability of the DIPF model for designing conceptual change interventions/initiatives for TE.

Stofflet (1994) is another TC study that draws on conceptual change theory based on Posner et al.'s initial model. However, as discussed earlier (Section 2.3), Stofflet's findings, while also supporting the viability of the CCM as it relates to the stages postulated in Posner

et al.'s model, deviate in that his participants appeared to experience change not in a DIPF sequence, but rather participants began with finding the input/new knowledge provided by the course-based intervention intelligible, then found it plausible. This then triggered dissatisfaction and eventuated in their arriving at the state of fruitfulness. In effect, participants in Stofflet's study experienced change in thinking in an IPDF sequence.

As can be seen in Figure 4, there is both convergence and divergence between the findings of the present study and the insights it provides into the 8 focal HE-ELT practitioners' experiences of change and existing literature. It seems that the participants in the present study did undergo change in conceptualising and did experience all four stages postulated in Posner et al.'s model, indicating alignment of study findings with extant literature and research on conceptual change. However, there is clear deviation from extant literature as it relates to the temporal sequence/stages of change. Participants' engagement with change began, it seems, with the input/new knowledge/new understanding they were exposed to in the initial CI Cycles; data suggests that it was intelligible enough to initiate participants' change-engagement: "we had our line of action" (NK, Reflection, CI Cycles 1 & 2). Their dissonance/cognitive conflict, however, appears to have begun when participants implemented the intervention in their classrooms, when their prior understanding came into conflict with the new insights that their implementation of the intervention-project provided them with: "it took quite a lot of time…trying to figure out where I stood, that how we take it in the class with our students…I was struggling/I felt lost in the beginning" (HX, SSI Transcript, Appendix Bii). This dissatisfaction appears then to have led them to the stage of plausibility, where the new understanding began to make more sense to them in comparison to their prior understanding: "but when [learners] present [*sic*] that was the time I realised …when it was all done I realised that the horticulturalist [analogy for teacher] did only 30% that the plant [analogy for learner] was beyond expectation, they did better" (SR, SSI

Transcript, Appendix Bi.), and this appears to have led them potentially to fruitfulness: "like in teaching linguistics and literature I would say that it's good to experiment a little…student generated material [,] I think it works well with students/okay initiation period [,]if I again evaluate myself…so it's still the beginning of the journey" (NK, SSI/JK, SSI Transcripts, Appendices Bi, Bii respectively). Here the operative word is "potentially", because in some cases (e.g., SR, BT & YP: Sections 6.1.3-6.1.5) participants seemed either to be in a state of "transitional accommodation": they were unable to reconcile conflicting ideas/understandings or have experienced "conservative accommodative change "they used assimilative strategies to preserve their prior understandings (Hashweh, 2003, pp. 431-2). Alternatively, it may be, as Hewson (1992) argues, a case of "conceptual extension", where because of the new insight offered by their engagement with implementing their intervention-project, because of engaging with change in practice, participants' prior understanding lost status and was supplanted with the more plausible new understanding. In such cases, as Hewson maintains, the previous and new understandings can co-exist in a learners' overall frame of understanding, because the latter is a "product of all experiences and social interactions that the…[learner] has had" (p.9). The loss of status of the previous understanding, as per Hewson (1992), ensures that it no longer holds sway.

The present study was nearly a year-long; it extended until participants had an opportunity to evaluate their implementation of their customised intervention-projects. It sought to track participants' engagement with change and how it affected their COTL. However, what was not anticipated was that participants would still be processing the change wrought within them as a result of their engagement with the study (e.g., NK, HX, Sections 6.1.1, 6.1.8 respectively) by the end of the study, at the end of CI Cycle 4. Therefore, the study data does not provide a basis for determining what kind of accommodative change study participants experienced. However, it does provide some clarity about the interaction

between the status of the new insights gained by participants and the status of previous understandings. Data suggests that in all cases there was evidence of change of status of the latter, with participants' post-intervention positions being seemingly informed and influenced by new incoming insights (e.g., RH's lived-narrative-of change) and comparison of before- and after-intervention implementation of analogy for the teacher and learner, and teaching and learning, (RH – Section 6.1.6; Appendices Ei, Eiv). Accordingly, irrespective of there being clarity about what kind of accommodative change the 8 final participants in the present study experienced, what is clear – as the tracing out of participants' change-interaction stages illustrated– is that the sequence of this change was neither DIPF nor IPDF. Instead, it was IDPF.

This is a marked divergence from extant literature on conceptual change because the defining characteristic of conceptual change models, as Nadelson et al., (2020) note when elaborating on their proposed DMCC (Dynamic Model of Conceptual Change) model aimed at incorporating key features of all preceding CCMs, is their being predicated on one basic assumption: change in teacher thinking precedes change in practice. Yet, as can be seen from Figure 4 (given above), in the case of the present study, TC in conceptualisation occurred *after*, and seemingly as a *result of* participants implementing the intervention in their classrooms. In effect, it was a result of trialling a change in practice.

It could be argued that these divergent results may be indicators of change being individual, and culture and context influencing teacher change in thinking as the present study was conducted with ELT practitioners working in higher education in Pakistan, whereas both Sadera and Stofflet's participants were working in the US. However, while results from the present study do indicate change is individual even though it has been argued earlier that there is the influence of the collective in the form of culture and context, other precedents in the literature also need to be considered. For example, Guskey's (1986, 2002) proposed model of

TC also posits that change in thinking is triggered by change in practice. Critiquing the assumption that TC can occur without being grounded in their practice, Guskey (2002) clarifies:

> the crucial point is that it is not professional development per se, but experience of successful implementation that changes teachers' attitudes and beliefs. They believe it works because they have seen it work, and that experience shapes their attitudes and beliefs [their thinking]. (p.283)

The 8 individual change-engagement-narratives (Sections 6.1.1-6.1.8) seem to suggest this to be not only a study outcome, but, a lived truth for participants who continuously linked the change in their new way of seeing to the experiences and insights gained from implementing and evaluating their intervention-projects (e.g., JK, Section 6.1.2; BT, Section 6.1.4; RH, Section 6.1.6).

These findings about practice being central to achieving TC align with recommendations in the literature (Borg, 2015; Mellado, et al., 2010). Additionally, recent studies also provide further insight into the relationship between teacher-practice and TC in thinking in terms of what appears to drive this change, and of how the nature of TC itself appears to affect this dynamic. Walls's (2018) ten-year longitudinal study, for instance, tracked four final study participants from their initial start as pre-service teachers to when they completed their TE course and began their practice. Study findings show that even six years into their functioning as experienced teachers, participants were still undergoing changes in their beliefs. These changes were found to be triggered by the four kinds of dissonance (cognitive, emotional, contextual, identity-related) that they experienced because of their engagement with practice. Girvan et al.'s (2016) eighteen-month longitudinal study on piloting a new curriculum with twelve sample schools and sixteen teachers in Ireland had similar findings. Teacher engagement with the new curriculum, and the new methodology it required, in this study, was found to be positively influenced by the training course beginning with study participants observing the impact of the new curriculum and methodology in a model lesson with students drawn from participants' own classrooms. Girvan et al.,(2016) go

on to report learner-response as playing a crucial role in teacher engagement with change. Sedova's (2017) intervention study focused on engaging eight lower secondary school teachers, four language teachers, and four civic education teachers with change with respect to dialogic teaching. The intervention study used a PD design that enabled teachers to process and implement their understanding of the input on dialogic teaching in their own classrooms immediately afterwards. The study findings indicate that participants' change journeys were non-linear and characterised by periods of acceleration and regression, with change in practice being reflected in change in thinking about their practice but this being arrived at gradually and slowly.

In all three studies (Girvan et al., 2016; Sedova, 2017; Wall, 2018) teacher change in thinking, appearing to be given impetus by teacher engagement with practice, with teacher investment in their learners and concern as to the impact on their learners, and this change becoming gradually visible over time, is a recurring theme. Hence, there are clear links between findings from the present study, the apparent insights they provide with respect to designing teacher change initiatives for HE-ELT practitioners in Pakistan, and extant literature. These links in support such contentions as Guskey's (1986, 2003) that teacher change in thinking is bound within practice, that teachers' classrooms are the sites in which they can be genuinely engaged with cognitive conflict, a necessary condition according to conceptual change theory (Gregoire, 2007; Nadelson et. al, 2020; Posner, et. al, 1982; Vosniadou et. al, 2018).

Moreover, findings from the present study highlight the role played by teacher investment in teaching and in learners, and teacher motivation in engaging teachers with change and sustaining them through the process of change. This links to earlier discussions of subsidiary questions iii a. and b. (Section 6.2.1). It also underscores the study findings that TE initiatives need to consider the nature of change and of participants needing time to process

(Richardson & Placier, 2001) and to create links between propositional, practical, experiential, and presentational knowledge (Borg, 2019; Elbaz 1990; Freeman, 1991; Fenstermacher, 1994; Heron & Reason, 2008; Shulman, 1987; Richardson & Richards, 2008).

The findings of the present study about teacher change and practice also align with its conceptual positioning (Section 2.5), as it draws on the theories related to the situative perspective (Putnam & Borko, 2000; Greeno, 2011; Lave, 1998) that see teacher thinking/cognition as being situated in the socio-cultural as well as the physical. Lave's study, as discussed in Section 2.5, illustrates how transfer of learning can be affected by similarity or lack thereof in contexts. It follows that if learning and transfer of learning, that is, change in thinking, happening in real time, is affected by context, then TC in conceptualising needs to be located in the context of their practice.

Given the apparent correspondence between findings from the present study and Guskey's (1986, 2003) TC model, a justifiable question would be: why not just draw on Guskey's model in its entirety? Why present the final study insights by differentiating between trialling change in practice via collaborative inquiry or CI (Figure 4) and achieving sustained practice as an outcome of teacher change in thinking? The response to this question lies in the findings from the present study. As discussed earlier, it seems that the first two CI Cycles served the intended purpose and spurred teachers to consider the 'what, why, and how' of engaging with change in the form of trialling change in practice. Even then, though they appeared to be partially convinced as to the merits of trialling change (e.g., GV's narrative, Section 6.1.6), the ensuing dissonance and accompanying challenges (see SR, Reflection, Appendix Bi) may have dissuaded them from following through had it not been for their commitment to the research project. Furthermore, in view of earlier discussions about participants, in several cases, in the midst of processing the change wrought in them, there appears to be a need for teachers to have an opportunity to further unpack what this means in

terms of their own thinking and understanding, and their practice. This means that it is not as straightforward or as linear as proposed in such models as Guskey's (1986, 2003), where teachers immediately, of their accord, willingly risk engaging with change in practice merely on the basis of being engaged with a PD programme, and consequently arrive at change in thinking which then leads to sustained change.

The alignment between other studies and the findings from the present study serves to further support this. For instance, Napan et al., (2019) whilst examining the gains from using CI projects for PD found that participants in their study persisted in their engagement with change in practice partially because they felt accountable to their fellow CI group members. In Yang and Kuo's (2021) study with Taiwanese pre-service teachers engaged in pedagogical conceptual change as part of their CALL programme, participants' involvement with a practicum and ongoing briefing and debriefing sessions with mentors and programme designers was identified as being central to participants' achieving the targeted change. Similarly, though Stofflet (1994) presents the pre-service methodology course as the conceptual change trigger in his study; the course also had a practicum segment and required participants to submit reflective assignments. Even in Englund et al.'s (2017) ten-year longitudinal study with Swedish university academics (discussion in 6.2.1), participants' engagement with change in practice, which in turn eventuated in change in thinking, occurred when the course design required it of them.

Moreover, the findings of the present study and their alignment with extant research such as Sedova (2017) or Englund (2018) highlight that while change is neither linear nor individual, what is consistent is that sustained change cannot be achieved without change in teacher thinking. This cannot be achieved without trialling change in practice, which is in turn affected by the design of the professional development programme, which provides both initial input and the structure for some kind of trialling of practice. This links with the study's

positioning (Section 2.5) and findings as regards the mediating role played by discussions and tasks (Sections. 4.4.3 and 6.2.1-6.2.2) and the need for PD, be they collaborative or a CI project such as this one (Figure 4), to engage participants initially in collaborative dialogue and reflection. As the preceding discussions on findings in the light of relevant literature (Sections 4.4.3 and 6.2.1-2) have sought to demonstrate, inclusion of these within the CI method (Section 3.3) appeared to facilitate the activation of participants' metacognitive thinking about their existing frames of understanding and what affects them: their situated cognitions, and individual factors such as learning histories.

The role of such factors as learning histories in TC can also be seen in TC models in SLTE which appear to contradict such an understanding of change of practice preceding/leading to TC. The LTCC (Language Teacher Conceptual Change) model is one such example. It emerged as an outcome of Kubanyiova's (2007, 2012) longitudinal mixed methods study with eight NNES EFL teachers in Slovakia. Kubanyiova (2007) reports that the intervention study, which was a twenty-hour innovative teaching methodology phased course designed to allow participants to immediately implement the new input given by the five workshops – that constituted the course – in their classrooms, did not successfully engage the participants with conceptual change. In effect, the LTCC model Kubanyiova (2007, 2012) explains emerged from an analysis of what did *not* work. However, Kubanyiova does highlight participant learning histories as influencing their engagement with the input and has identified them as a filter in her proposed LTCC model. These findings highlight both how key factoring in teacher learning histories is when designing TC interventions, and, simultaneously, despite their apparent contradiction, also ballast arguments on the role of mediating input in TC engagement and interlinked trialling-of-practice arguments. For it could be that the aforesaid intervention failed, not in spite of the trailing-of-practice strand in

the intervention-design, but because the five CPD workshops did not constitute sufficient mediating input thus affecting/reducing participants' potential gains from this strand.

Findings from the present study indicate that teachers need continued mediated support (Figure 4) for sustained change. Moreover, Mediation is a key construct in Sociocultural theory (SCT), which as discussed (Section 2.5), serves as one of the study's theoretical underpinnings. "The concept of mediation", as Kozulin et al., (2003) explain, "emphasizes the role played by human and symbolic intermediaries placed between the individual and the material to be learning" (p. 15). In Thompson (2013)'s case-study examining social mediation of collaborative activity in the negotiation of meaning and the teacher's role within it, the focal participant "John" presented his story to the class and then the ensuing peer interaction, his peers' feedback, his processing of it and agreement and disagreement with it, appeared to lead to a refining of his problem-solving and critical thinking skills. Similarly, findings from the present study also indicate that participants benefitted from the mediated support that they received in the initial CI Cycles (see Sections 4.4.3, 6.1.1). Simultaneously, findings indicate that participants' change in conceptualising was *ongoing* even in the final CI Cycle. This suggests a continuing need for a supported environment, a mediated engagement that allows participants engaged in TE courses, in PD, to consciously process and make sense of their learning from their engagement with change in conceptualising. In SCT, learning and internalising of learning require it to be processed on an interpsychological plane, that is through social engagement, via peer and/or expert scaffolding (Thompson, 2013; Wells, 1999; Vygotsksy, 1978) before being processed on an intra-psychological plane. This argument about sustained practice being linked to further mediated support also aligns with other studies. For example, Yang and Kuo's (2020) study involved pre-service teachers. The course was designed to serve as a conceptual change intervention, and the design allowed participants a supported environment and the means to

make links between the insights afforded by their engagement with their practicum and continued mediated discussions, as well as the change in their conceptualising about required CALL-compatible teaching orientations and approaches. Other SLTE literature on pre-service teacher shifts to constructivist orientations (e.g., Chen, 2001; Dougal, 2011; Richardson, 2003; Woods, 1995) makes a similar recommendation about providing teachers/learners with mediated support as they engage in reconstructing ideas and practice.

In addition, and more importantly, such processes appear to have been instrumental in bringing change in in-service TE courses as well. For example, both Girvan et al., (2016) and Sedova (2017), studies which reported sustained TC, were both in-service programmes. Both used a cycle which alternated input-workshops with immediate or near-immediate classroom implementation opportunities while also building in mechanisms for peer and expert collaboration and discussion, as well as reflection.

The argument about sustained TC and use of mediated input as a means to achieve this, to satisfy the condition of fruitfulness, also interconnects with findings as to possible gaps in the propositional knowledge of participants in the present study about the process of SLA. For example, English was consistently flagged as a power language by participants (Section 4.4), and participants spoke of their concerns about English language teaching at the HE level (e.g., mixed ability groups, with some learners being at elementary level and others at advanced level; English being taught as a compulsory subject and learner resentment of this; the problematic syllabus) as well as of how they responded to these concerns (e.g., FGD III, N. CI Cycles 1 & 2; FGD II -IV, H. CI Cycles 1 & 2). Yet, what is intriguing is that, by and large, they seemed more concerned about the output (spoken or written language produced by their learners) than the input they were being provided with. For example, both Bakhtawar and Gurya expressed their concern and frustration with their learners' unwillingness to speak in English in FGD IV of the initial CI Cycles. They felt this lack of

practice was at the root of their learning difficulties. Then in the final CI Cycle, they both discussed their interventions, which appeared to draw on focus on speaking skills, and they both felt the gains were that the participants willingly spoke in English (BT, GV: SSI Transcripts, Appendix Bii). They both also attributed this achievement, this change in output, to the process/methodology they used to build students' language "confidence". Yet neither of them seemed to consider that in both cases the extensive input the learners had received as per the design of the intervention (BT, GV: SSI Transcripts., Appendix Bii) might have played a role in the change in output and gains in terms of language confidence. Given as per SLA theories, language acquisition as well as language learning require that learners are given sufficient exposure to the target language as well as opportunities for practice (Brown et al., 2006; Swain 2013) and research on language confidence indicates the same (e.g., Renandya & Jacobs, 2016; Weyers, 1999), this does seem to point to propositional-knowledge gaps.

There is also consonance between this finding and other studies on ELT in Pakistan. For example, Manan et al., (2015) conducted a mixed-methods study examining the relationship between students' exposure to school language low-income EMI-schools, EOI policy, and children's socio-cultural ecology in 11 schools in Quetta, Pakistan. They found that students' target language exposure in the classroom, where English appeared to be used for maintaining superficial norms such as carrying out routine commands, with most of the actual input being provided via Urdu (Pakistan's official and national language), as well as at home (where parents were either illiterate or were proficient in local and national languages and not English) was very limited. They drew on SLA theories such as "comprehensible input" (Brown, 2007; Ellis, 1985; Krashen, 1985;) and "input-output hypothesis" (Swain, 2005, Swain 2013) to argue that use of English as a medium of instruction qualified as a social justice issue because from a sociocultural ecology perspective, English, as related to exposure to target language, and opportunities and support for language practice, for

negotiation of meaning, was at best a foreign language for Pakistani learners. While it should be noted that given, Manan et al.'s participant sample and its being drawn from one city in Pakistan, and representing one particular population, their generalisation as to whether English qualifies as an ESL or EFL for all Pakistani learners is problematic, their findings appear to support the discussion on possible gaps in Pakistani ELT Teachers' propositional knowledge. Manan et al., ascribed the extensive use of Urdu in the focused EMI-schools to teachers' own proficiency/comfort-related lacks. However, it may also be that teachers in the concerned context, even language teachers, do not fully even understand the language acquisition process, let alone the L2 acquisition process.

In such cases it becomes essential that in-service TE courses be designed in a way that not only help teachers to engage in change in conceptualising about teaching and learning, but also be given an opportunity as they process this change via mediated support, perhaps in the form of cognitive apprenticeship (Rogoff 1990), to make sense of what this means in terms of their revised/possibly reconstructed knowledge-sets and their thinking about their practice. This also links with earlier arguments and citing of studies, such as Chang (2014), which indicate that TE programmes in Pakistan, be they pre-service or in-service, encourage focus on subject content, on rote-memorisation rather than the acquiring of the understanding and skills-sets necessary to enable transfer of this learning and its translation into effective practice.

This then brings the discussion to study findings about culture and context. As can be seen from Figure 4, culture and context were found to be the frame within which all eight participants in the present study engaged with change in practice, and by extension with change in conceptualising. A discussion has also been provided in earlier sections (Sections 6.2.1, 6.2.2) on how culture and context impinged on participants' engagement with change in practice, how knowledge-as-an-object appeared to be entrenched as a cultural artefact

(Vygotsky, 1987) and how participant thinking/understanding seemed rooted within the cultural and the contextual. This finding not only accords with the study positioning on the situated nature of cognition (Section 2.5) but also accords with extant literature. Whether one draws on the conceptual ecology argument (Sections 2.3, 6.2.3) or considers stances taken by other researchers on LTE and SLTE cognition (Borg, 2006, 2011, 2019; Chan, 2001; Freeman, 2001; Moodie, 2016; Richards, 2008; Richardson & Placier, 2001; Yang, 2008) or Pakistani SLTE literature (Ahsan, 2010; Imran, 2020), there seems to be agreement that teacher thinking is situated, is bound within culture and context, and that this needs to be considered when looking at and planning for TC. Also, with reference to earlier arguments on subculture, small culture or large culture (Section 2.4), the point here is that study findings suggest that the macro and micro culture and contexts do appear to play a role in participants' engagement with change in conceptualising (Section 4.4.2). It could, for example, be a coincidence that both Bakhtawar and Yasmeen were found to continue to draw on a knowledge-as-an-object understanding of teaching and learning despite shifting to a teaching-and-learning-as-a-joint-production orientation, even as they share the same micro-context. Yet there is also Sidra's case: she continued to draw on the same understanding (Section 6.1.3). Sidra was a Nazakat CI group participant (Table 3), and therefore did not share the same micro-context (was working in ELT in an HE institution but in another city) but did have the macro-context (i.e., Pakistan) in common.

At the same time, while culture and context appear to have roles according to social constructivist theories, individual construction of knowledge is necessarily located within the social. As Hashweh (2003) observes, it is the individuals themselves who construct new understandings and make links with existing cognitive structures. This means their own entry-point – their existing understanding, as well as the way they are engaged in the process, engaged with change in thinking/understanding/conceptualising, needs to consider the social

and the individual. What ensures and enables this engagement, be it the form of nature or the input, it being located within practice or the support, it provides to process and make links between the new insights and their existing understanding and thinking about their practice, is what will determine participants' gains from teacher professional development.

A point of note: though discussions in Section 6. have foregrounded the similarities between longitudinal (e.g., Wall, 2018) and studies of a shorter duration (e.g., Sedova, 2017), this does not mean their findings are seen as having the same weightage. However, arguably, their similarities do offer/represent possible insights into TC and therefore cannot/should not be ignored.

6.4. Conclusion

This chapter sought to share and discuss the overall findings of the present study. Accordingly, it included a section on the 8 final study participants' narratives on their lived-experience of engaging with change in COTL, and a section that discussed overall findings drawing on relevant literature. What has yet to be discussed and will be addressed in the next section, is what they mean in terms of a 'way forward'.

Chapter 7

The Way Forward: Implications-cum-Recommendations, limitations and conclusions

This final chapter seeks to address questions related to the way forward. To this end, it consists of three sections. Section 7.1 outlines study implications and recommendations. Section 7.2 addresses concerns about study limitations, as well as depth and breadth. Section 7.3 is the final conclusion section, which brings the overall argument to a close.

7.2. Implications and Recommendations

Some of the key implications and corresponding recommendations drawing on the study include:

- The need to design teacher education initiatives carefully to ensure that teachers are genuinely engaged with change. The findings of the present study clearly indicate that teachers need to be given the opportunity to become aware of their prior knowledge, and be enabled to engage in meaningful reconceptualization. Study findings also indicate that this meaningful reconceptualization may in turn lead to change in practice and, by extension, to sustained TC (Figure 4). The study findings suggest that the four stages given in the CCM model (Posner et al., 1980) are of relevance for such an undertaking, albeit not in the order specified in the model (Section 6.2.3).
- The need to take culture and context into consideration when designing TE initiatives for Pakistani teachers generally, and HE-ELT practitioners specifically.

  Studies such as Kalman et al., (2019), looking at the relationship between academics' teaching approaches and departmental cultures in three different universities in such European countries as Finland and Hungary, found that participants' approaches to teaching, and by extension, thinking about teaching and learning, appeared to be influenced by the subcultures of the various departments that they belonged to. If this is the case, in two different macro-contexts (i.e., Finland and Hungary), and three

different micro-contexts and their subcultures, then it is reasonable to suppose that it is even more of a concern with respect to teachers from non-European, non-Western contexts such as Pakistan. This highlights the need, as the findings of the present study illustrate, to recognise that meaningful TC is linked to and embedded within frames of culture and context. It also underscores both the limited usefulness of transplanted TE models, and the need for the generation and use of empirically-based models which draw on teachers' own cultural and contextual environments.

- The need to provide teachers with extended support when they are engaged with cognitive conflict because even as it serves as a catalyst, as evidenced by the study findings and other research (e.g., Wall, 2018), the emotional dissonance and potential anxiety that it can give rise to can be problematic. Participants in the study did appear to find the emotional dissonance particularly difficult to cope with, and this was one of the issues they had with the study's immersion cycle (Section 3.5.3). Javeria, a Husrat Group participant, voices it thus: "I mean I felt alone at times. Yeah [,] I felt alone, seriously I mean there is no support… in terms of …moral support" (JK, SSI Transcript., Appendix Bii). This aligns with findings from other studies. Sedova (2017) highlights that emotional dissonance needs to be managed carefully when engaging participants with cognitive conflict, because too much anxiety can lead to participants' feeling discouraged and demotivated. In their intervention study on MA students' perceptions of a grammar awareness course for language teachers, Svalberg (2012) also found that participants' engagement with cognitive conflict was accompanied by marked emotional anxiety. Participants in Svalberg's study explicitly identified this as a concern when discussing their learning experiences.
- A need to evaluate the minimal propositional/theoretical knowledge standards for participants in current SLTE programmes at both policy and implementation levels in

Pakistan. The study findings clearly indicate that a number of participants in the study, despite having several years of experience, did not demonstrate awareness of how language acquisition takes place (e.g., Section 6.2.3). This appears to be consistent with other TE literature on Pakistan. Coleman (2010) highlights, for example, that Pakistani English language government school teachers fail to provide students with exposure to the target language as the national language, Urdu, tends to be the predominant medium of instruction. Coleman (2010) attributes this to teachers' probable lack of language proficiency. However, another reason might also be teachers' lack of propositional knowledge about the process of language acquisition. In Manan et al.'s (2016) study on low-income schools in Quetta, for instance, exposure to the target language was identified as a factor negatively affecting English language learning. The study attributed this to Urdu being used as a dominant medium of instruction, but did not consider that propositional lack of understanding about the importance of target language exposure may also have contributed to such practices. There is a further reason for hypothesising that a lack of knowledge about the nature of language acquisition may contribute to the use of national or local languages in English language classrooms in Pakistan. Language and literature, as has been pointed out earlier (Section 1.1.), are often treated as being interchangeable in Pakistan, that is, it is assumed that a qualification in literature equips graduates for language teaching and vice versa. Therefore, it is possible/probable that teachers with a literature degree may not have any understanding about the process of LA (Language Acquisition) or SLA (Second Language Acquisition). Studies on SLA, such as Walters (2008) which indicate that even transferring reading skills from L1 to L2 requires learners to have a phonological awareness of the L2, serve to underscore both the complexity of SLA and SLL for ELLs and their need for support in this engagement. This is perturbing for

a context such as Pakistan where teachers may or may not be, as discussed earlier, equipped with the necessary knowledge and skills. This is also particularly concerning for ELLs in Pakistan because of the extent to which English appears to be a social-justice issue in terms of disparity in quality of language teaching provision in private versus public sectors and English functioning as a gatekeeper with respect to employability, especially in professional and corporate sectors (Imran, 2020; Lyon & Ahsan, 2022).

One solution might be a policy, applicable to both public and private sector institutions, which requires all teachers of English/second languages in Pakistan to qualify in a certification programme in English teaching before being allowed to teach.

- The need for extended and continuing support for teacher development. It appears that sustained TC may be dependent on teachers being given support that extends beyond TE/PD in-service courses to when they return to their work-place (Section 6.2.3). In the current study, participants were still engaged in processing insights from their engagement with change at the end of the study, that is as per the final CI Cycle data results (Section 6.2.3). As has been discussed earlier, participants appeared to need more time, opportunity, and mediated support to understand the aforementioned engagement (Figure 4). The need for continued support post engagement in PD was also highlighted by Ahsan (2010), and is consistent with recommendations by other researchers (e.g., Barnes & Smagorinsky, 2016; Freeman, 2001) who highlight the importance of teachers being provided with support as they try and implement their learning in their respective workplaces after they leave their TE programmes.
- The need for a quasi-experimental study to be conducted to explore the relevance of these insights. Participants in the present study experienced change in conceptualising about teaching and learning, and their experiences with engaging with change offered

overall insights for designing TE initiatives for HE-ELT practitioners in Pakistan. This contrasts somewhat with mainstream TE initiatives in Pakistan, which have been criticised for being transplanted from other contexts (e.g., Ahsan, 2010; Siddiqui, 2007) rather than being empirically-grounded (Hassan, 2016; HEC Report, 2008). Therefore, the current study, where participants' own contexts and conceptual frameworks have provided the basis for generating a programme of change, could provide the basis for a larger, quasi-experimental study with the potential of leading to the development of a more appropriate model of teacher development for Pakistan.

7.3. On Limitations/Challenges, Study Breadth and Depth

This was a longitudinal study (nearly a year long) conducted in very challenging field conditions. Hence, one key study limitation was the field conditions, which necessitated a number of responsive changes to the study design during the implementation phase. The field conditions also affected study timelines. Timelines were identified as a major challenge in the pilot study findings. Consequently, timelines were extended to 10-12 months. However, field conditions and the personal challenges confronting study participants made even completing the study within these given timelines quite challenging. Another limitation was that my immersion in the field was hampered by stipulations by sponsors that I could not stay in Pakistan for more than three months at a time during the fieldwork phase. This reduced the time I had for data collection and also made me seem inaccessible to participants.

I have addressed the challenges posed by field conditions with a lived experience narrative on the study implementation in Appendix Cii; this details field conditions and responsive changes to the study design, and concludes with an analysis of challenges and their implications. I have addressed concerns regarding restricted immersion in the field by the use of multiple tools embedded within the main method (i.e., within a CI frame; Section 3.3), and

a staged data-analysis process that drew on three separate analytic strands (Section 3.6), as well as by being reflexive (Dodgson, 2019).

In addition, while qualitative studies are concerned with depth rather than breadth (Fine & Hancock, 2017; Lincoln & Guba, 2005), conducting the study in two different cities in Pakistan allowed for a deeper exploration of the phenomena while allowing for wider focus, and thus considered questions of breadth. In qualitative studies, as has been argued in the literature (e.g., Todres & Galvin, 2005), breadth is concerned with focus, rather than sample size.

7.4. Some Final Thoughts

The present study aimed to explore and capture HE-ELT practitioners' engagement with change in conceptualising teaching and learning. The study findings do appear to address both the two main questions and six subsidiary questions guiding the study. The insights from the study indicate a possible way forward for engaging HE-ELT practitioners and other teachers in, and possibly those in other similar contexts, with change in thinking, leading potentially to sustained TC. However, study findings also highlight that TC appears to be individual, ongoing, gradual, and bound within the frame of culture and context, and it is imperative that this be recognised and factored in when designing teacher education/professional development initiatives.

References

Abakah, E. (2023). Teacher learning from continuing professional development (CPD) participation: A sociocultural perspective. International Journal of Educational Research Open, 4, 100242. https://doi.org/10.1016/j.ijedro.2023.100242

Abbott, H. P. (2008). *The Cambridge Introduction to Narrative* (2nd ed.). Cambridge University Press. https://doi.org/10.1017/CBO9780511816932

Ackay, H. (2016) Constructing concept maps to encourage meaningful learning in science classroom. *Education*, 2017 - ingentaconnect.com

Adams, V. (2016). *An introduction to modern English word-formation*. books.google.com

Aftab, A. (2012). English language textbooks evaluation in Pakistan. etheses.bham.ac.uk

Agiande, J. J., Williams, A., Dunnamah, Y. & Tumba, D. P. (2015). Conceptual change theory as a teaching strategy in environmental education. In *European Scientific Journal*,*11*(35), 1857–7881.

Ahmed, A., & Ahsan, M. F. (2011). The right approach to teaching writing in an EAP: Some perspectives. In A. Ahmed, G. Cane, & M. Hanzala (Eds.), *Teaching English in Multilingual Contexts*, (pp. 53-68). London: Cambridge Scholars Publishing.

Ahsan, M. (2005). Politicization of bilateral aid and educational development in Pakistan. *Educational Studies*, 31(3), 235-250.

Ahsan, M. F. (2010). *ELT practitioners' conceptions of teaching and learning in the higher education context of Pakistan* [Unpublished master's thesis]. University of Cambridge.

Ahsan, M. F. (2013). Beware! The yellow brick road lieth in that which is not what could be. In A, Ahmed, M. Hanzala, G. Cane, & F. Saleem (Eds.), *ELT in a Changing World:*

Innovative Approaches to New Challenges, (pp. 53-72). London: Cambridge Scholars Publishing.

Ahsan, M. F. et al. (2009.). Empowered women in Pakistan: English a friend? In N. Hussain., A. Ahmed & M. Zafar (Eds.), *English and empowerment in the developing world* (pp. 119-136). London: Cambridge Scholars Publishing.

Ahsan, M. F. (2004). *A study of PBL and language facility in the ESL context of Pakistan* [Unpublished master's thesis]. University of Warwick.

Ahsan, N. M. (2016). *Pakistani Tertiary Teachers' Beliefs About Perceptions About Teaching and Learning: A Qualitative Case Study* [Unpublished doctoral dissertation]. Hamdard University.

Akbari, R. (2007). Reflection on reflection: a critical appraisal of reflective practices in L2 teacher education. *System*, *35,* 192-207.

Åkerlind, G. (2003). Growing and developing as a university teacher — variation in meaning. *Studies in Higher Education*, 28, 375-390.

Aki-Noglu, O., R. S. Tatik, & Y Baykin, (2015) Pre-service Teachers' Metaphorical Perceptions towards the Concept of Scientist. *The Anthropologist*, 19 (3) 577-584.

Akkaya, A. (2013). A different activity in grammar learning in Turkish course: educational comic strips. *International Journal of Academic Research* Part B, 5(5), 118-123. https://doi.org/10.7813/2075-4124.2013/5-5/B.18

Alam, Q., & Bashir Uddin, A. (2013). Improving English oral communication skills of Pakistani public school's students. *International journal of English language teaching*, *1*(2), 17-36.

Ali, S., & Ahmed, A. (2023). Global-local policy interactions in the South and the need for critical policy engagement – lessons from teaching licence policy in Pakistan. *Policy Futures in Education*, 147821032311726. https://doi.org/10.1177/14782103231172662

Allen, D. G. (1995). Hermeneutics: Philosophical traditions and nursing practice research. *Nursing Science Quarterly, 8*(4), 174-182.

Almarza, G. (1996). Student foreign language teachers' knowledge growth. In D. Freeman, & J. C. Richards (Eds.), *Teacher learning in language teaching*, (pp. 50-78). New York: Cambridge University Press.

American Indians, 7(3), 12-18. https://doi.org/10.1177/1525822X15611375

Anders, P. L., & Richardson, V. (1994). Launching a new form of staff development. In V. Richardson (Ed.), *Teacher change and the staff development process: A case in reading instruction,* (pp. 1-23). New York: Teachers College Press.

Anders, P. L., Bos, C. S. (1986) Semantic feature analysis: An interactive strategy for vocabulary development and text comprehension. *Journal of Reading*, *29*.

Anderson, J. R. (1981). Effects of prior knowledge on memory for new information. *Memory & Cognition*, *9*(3), 237-246.

Anderson, R. K., Boaler, J., & Dieckmann, J. A. (2018). Achieving elusive teacher change through challenging myths about learning: A blended approach. *Education Sciences*, *8*(3), 98.

Andrew, S. (2003) Teacher Language Awareness and the Professional Knowledge Base of the L2 Teacher. *Language Awareness*, 12 (2), 81-95. https://doi.org/10.1080/09658410308667068

Andrews, S. (2003). 'Just like instant noodles': L2 teachers and their beliefs about grammar pedagogy. *Teachers and Teaching: Theory and Practice, 9*(4), 351-375.

Applegate, J., & Shaklee, B. (1992). Stimulating reflection while learning to teach: The ATTEP at Kent State University. *Reflective teacher education: Cases and critiques*, 65.

Arminen, I. (2000). On the context sensitivity of institutional interaction. *Discourse and Society*, 11 (4), 4-35.

Arnold, J. (2011). The Self as data: A qualitative methodology. *Journal of Educational and Developmental Psychology*, *1*. https://doi.org/10.5539/jedp.v1n1p65

Arzi, H. J., & White, R. T. (2008). Change in teachers' knowledge of subject matter: A 17-year longitudinal study, *Science Education*, (2), 221-251. https://doi.org/10.1002/sce.20239

Ashraf, D., J. A. Khaki, M. A. Tajik, N. Wazir (2005) Reconceptualization of Teacher Education. *Journal of Transformative Education*, *3*(3), 271-288.

Ashraf, H. & J. F. A. Rareiya (2008). Teacher development through reflective conversations – possibilities and tensions: A Pakistan case. *Reflective Practice*, 9(3), 269-279. Doi:10.1080/14623940802207055 ISSN 1462-3943, 1470-1103

Asselin, M. (2000). Confronting assumptions: Pre-service teachers' beliefs about reading and literature. *Reading Psychology*, *21*, 31-55.

Atkinson, D. (1989). Qualitative research: A response to Atkinson, Delamont & Hammersley by Yvonne S. Lincoln, *Review of Educational Research,* 59 (2):237-29, https://doi.org/10.2307/1170.417

Badger, R. & White, G. (2000) A process genre approach to teaching writing. *ELT Journal*, 54 (2), 153–160, https://doi.org/10.1093/elt/54.2.153

Baecher, L., & Kung, S.C. (2014). Collaborative Video Inquiry as Teacher Educator Professional Development. *Issues in Teacher Education*, *23*, 93–115.

Bailey, K. (1999). Looking back down the road: Twenty-five years of language classroom research. (Paper presented at presidential Plenary address at 1999 TESOL Convention, NY) downloaded on 7 June 2005 http://www.linguistics.utah.edu/pdfdocs/bailey paper.pdf

Baker, C. (2007). Becoming bilingual through bilingual education. *Handbook of multilingualism and multilingual communication*, *5*, 131-152.

Bakir, N., Devers, C., & Hugs, B. (2016). Affordances and Constraints of a Blended Course in a Teacher Professional Development Program. *Journal of Education Multimedia and Hypermedia*, 25, 323-341.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84,* 191-215.

Bandura, A. (1977). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs. New Jersey: Prentice Hall

Bandura, A. (1980). *Social foundations of thought and action: A social cooperative theory*. Englewood Cliffs N.J: Prentice Hall.

Barnes, D. (1976). *From communication to curriculum*. Harmondsworth: Penguin.

Barnes, M. E., & Smagorinsky, P. (2016). What English/language arts teacher candidates learn during coursework and practica: A study of three teacher education programs. *Journal of Teacher Education*, *67*(4), 338–355. https://doi.org/10.1177/0022487116653661

Bartos, S. A., Lederman, J. S., & Lederman, N. G. (2014). Teachers' reflections on their subject matter knowledge structures and their influence on classroom practice: School Science and *Mathematics Science Education* 114 (3), 125-138.

Bashiruddin, A. (2018). *Teacher development and teacher education in developing countries: On becoming and being a teacher*. Palgrave Macmillan

Baum, H. S. (2002). Why school systems resist reform: A psychoanalytic perspective. *Human Relations*, *55*(2), 173-198.

Beach, W. A. (1990). On (not) observing behavior interactionally. *Western Journal of Speech Communication*. 54 (4): 603-612.

Bean, T. W., & Stevens, L. P. (2002). Scaffolding Reflection for Preservice and Inservice Teachers. *Reflective Practice*, *3*(2), 205–218. https://doi.org/10.1080/14623940220142343

Bédard, D., Louis, R., Bélisle, M., & Viau, R. (2007). Problem-and project-based learning in engineering at the University of Sherbrooke: Impact on students' and teachers' perceptions. In *Management of Change* (pp. 109-128). Brill.

Belsey, C., & Belsey, C. (2002). Critical Practice (2nd ed.). Routledge. https://doi.org/10.4324/9780203427491

Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practice*. London: Lawrence Erlbaum Associates.

Benesch, S. (2012). Critical English for Academic Purposes. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (1st ed.). Wiley. https://doi.org/10.1002/9781405198431.wbeal0278

Bereiter, C., & Scardamalia, M. (1989). Intentional learning as a goal of instruction. In L. B. Resnick (Ed.), *Knowing, Learning, And Instruction: Essays In Honor Of Robert Glaser* (p. 361). Hillsdale, NJ: Lawrence Erlbaum Associates.

Berger, P.L., & Luckman, T. (1971). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Harmondsworth, Penguin Books: Middlesex.

Best, N. (2017). Transforming pre-service teachers' beliefs and understandings about design and technologies. *Australian Journal of Teacher Education*, 42 (7): 1-20.

Bhatia, T., & Ritchie, W. (2007). Current issues in 'mixing' and 'switching. *World Englishes*, *8*, 261–264. https://doi.org/10.1111/j.1467-971X.1989.tb00667.x

Biggs, J. (1999). *Teaching for quality learning at university*. Buckingham: Open University Press.

Black, A. L., & Halliwell, G. (2000). Accessing practical knowledge: How? why? *Teaching and Teacher Education*, *16*(1), 103–115. https://doi.org/10.1016/S0742-051X(99)00045-1

Bladas, O. (2012). Conversational routines, formulaic language and subjectification. *Journal of Pragmatics*, *44 (8)*, *929-957*.

Blazar, D., & Kraft, M. A. (2017). Teacher and Teaching Effects on Students' Attitudes and Behaviors. *Educational Evaluation and Policy Analysis*, *39*(1), 146–170. https://doi.org/10.3102/0162373716670260

Bligh, D. (1993). Review article [Review of the book Learning to teach in higher education]. *Studies in Higher Educatio*n, *18*, 105-111.

Bloor, M., Frankland, J., Thomas, M., & Robson, K. (2001). *Focus groups in social research*. London: Sage.

Bogdan, R. C., & Bilken, S. K. (1992). *Qualitative research for education: An introduction to theory and methods.* Boston: Allyn and Bacon.

Bolte, L. A. (1999). Using Concept Maps and Interpretive Essays for Assessment in Mathematics. *School Science and Mathematics*, *99*(1), 19-30. https://doi.org/10.1111/j.1949-8594.1999.tb17442.x

Bond, C., & Ross, E. (2006). *The development of tertiary teachers' experiences of teaching.* Paper presented at the IUT Conference, University of Otago, New Zealand. Retrieved from www.iutconference.org/2006/pdfs/Bond%20IIIC3.pdf

Booth, S. (1997). On phenomenography, learning and teaching. *Higher Education Research and Development*, 16, 135-158.

Borg, S. (1999). Teachers' theories in grammar teaching. *ELT Journal*, *53*(3), 157-167.

Borg, S. (2003). Knowing and doing: In-service training in teaching grammar. In D. Liu, & P. Master (Eds.), *Grammar Teaching in Teacher Educa*tion (pp. 75-87). Alexandria, VA: TESOL.

Borg, S. (2005). Teacher cognition in language teaching. In S. Borg *Expertise in Second Language Learning and Teaching, 2005* – Springer

Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum

Borg, S. (2011). The impact of in-service education on language teachers' beliefs.

Borg, S. (2013). *Teacher Research in Language Teaching*. Cambridge: Cambridge University Press.

Borg, S. (2015). Beyond the workshop: CPD for English language teachers. In S. Borg (Ed.)., *Professional Development for English Language Teachers: Perspectives from Higher Education in Turkey*. Ankara: British Council.

Borg, S. (2017). Teachers' beliefs and practices. In P. Garrett & J. M. Cots (Eds.), *The Routledge Handbook of Language Awareness*. Routledge. https://doi.org/10.4324/9781315676494

Borg, S. (2019). Language teacher cognition: Perspectives and debates. In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second Handbook of Information Technology in Primary and Secondary Education* (pp. 1–23). Springer International Publishing. https://doi.org/10.1007/978-3-319-58542-0_59-1

Borg, S., & Phipps, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System,* 37:380-390.

Borko, H., & Putnam, R. (1996). Learning to teach. In David C. Berliner & Robert C. Calfee (Eds.), *Handbook of educational psychology* (pp. 673-709). New York: Macmillan.

Borko, H., Jacobs, J., & Koellner, K. (2010). Contemporary Approaches to Teacher Professional Development. In *International Encyclopedia of Education* (pp. 548–556). Elsevier. https://doi.org/10.1016/B978-0-08-044894-7.00654-0

Bos, C. S. & Anders, P.L. (1989). The effectiveness of interactive instructional practices on content area reading comprehension. *ERIC*

Bos, C. S., & Anders, P. L. (1994). The study of student change. In V. Richardson (Ed.), *Teacher Change and The Staff Development Process: A Case In Reading Instruction*, (pp. 181-199). New York: Teachers College Press.

Bos, C., & Anders, P. (1994). The study of student change. In V. Richardson (Ed.),

Bos, C., & Anders, P. (1994). The study of student change. In V. Richardson (Ed.),

Bosch, L. T., Oostdijk, N., & Boves, L. (2005). On temporal aspects of turn taking in conversational dialogues. *Speech Communication, 40*, 80-86.

Bosch, L. T., Oostdijk, N., & Boves, L. (2005). On temporal aspects of turn taking in conversational dialogues. *Speech Communication*, 40, 80-86.

Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning experience into learning* London: Croom Helm.

Boud, D., Keogh, R., & Walker, D. (2013). *Reflection: Turning experience into learning*. Routledge.

Bourdieu, P. (1988). *Homo academicus (P. Collier, Trans*.). Cambridge: Polity Press. (Original work published 1984.)

Bourdieu, P. (1990). Social space and symbolic power. In P. Bourdieu (Ed.), *In other words: Essays towards a reflexive sociology* (M. Adamson, Trans.) (pp. 123-139). Cambridge, UK.: Polity Press. (Original work published 1987).

Boutet, Isabelle; Vandette, Marie-Pier; and Valiquette-Tessier, Sophie-Claire (2017) Evaluating the Implementation and Effectiveness of Reflection Writing. *The Canadian Journal for the Scholarship of Teaching and Learnin*g, 8 , Article 8.

Boyd, P., & Szplit, A. (Eds.). (2017). *Teachers and teacher educators learning through inquiry: International perspectives*. Wydawnictwo Attyka.

Breiter, C. & Scardamalia, M. (1989). Intentional learning as a goal of instruction. *Psychology* doi.org/10.4324/97813504408.12

Brenner, P. S., & DeLamater, J. D. (2014). Social desirability bias in self-reports of physical activity: Is an exercise identity the culprit? *Social Indicators Research, 117*(2), 489-504. https://doi.org/10.1007/s11205-013-0359-y

Brotherson, M. J. (1994). Interactive focus group interviewing: A qualitative research method in early intervention. *Topics in Early Childhood Special Education, 14*(1), 101-118.

Brown, A. L., & Palincsar, A. S. (1985). *Reciprocal teaching of comprehension strategies: A natural history of one program for enhancing learning*. Technical Report No. 334. Cambridge, MA: Illinois University, Urbana Center for the Study of Reading.

Brown, G. & G. Yule, (1983) *Discourse Analysis*. Cambridge: Cambridge University Press

Brown, H. D. (2007). *Principles of language learning and teaching*. White Plains, NY: Longman.

Brown, P., & S. C. Levinson, (1978). Universals in language usage: Politeness phenomena. In E. N. Goody (Ed.), *Questions and politeness: Strategies in social interaction* (pp. 6-289).

Bruce, C., & Gerber, R. (1995). Towards university lecturers' conceptions of student learning. Higher Education, 29, 443-458.

Brumfit, C. J. & Carter, R. A. (1988). *Literature and language teaching*. Oxford: Oxford University Press.

Brumfit, C. J., & Carter, R. A. (1986). *Literature and language* teaching. Oxford: Oxford University Press.

Bruner, J. S. (1978). The role of dialogue in language acquisition. In A. sinclair, R., J. Jarvelle, and W. J. M. Levelt (eds.) *The Child's Concept of Language.* New York: Springer-Verlag.

Bruner, J. S., (1961) The act of discovery. *Harvard Educational Review*, 31, 21-32.- APA PsycInfo. psycnet.apa.org

Bryan, L. A. (2003). Nestedness of beliefs: Examining a prospective elementary teacher's belief system about science teaching and learning. *Journal of Research in Science Teaching, 40*(9), 835-868.

Bryan, L. A. (2012). Research on science teacher beliefs. *Second international handbook of science education, (SIHE*, vol 24) - Springer

Buaraphan, K. (2011). Metaphorical roots of beliefs about teaching and learning science and their modifications in the standard‐based science teacher preparation programme. *International Journal of Science Education,* 33 (11), 1571-1595. https://doi.org/10.1080/09500693.2010.528462

Buaraphan, K. (2012). Educational supervisors' metaphorical roots of beliefs about teaching and learning. *Educ. Res. Rev.* 7(12), 282-291.

Buchmann, M. (1984). The priority of knowledge and understanding in teaching. In L. Katz & J. Raths (Eds.), *Advances in Teacher Education* (pp. 29-50). Norwood, NJ: Ablex

Buchmann, M. (1986). Role over person: Morality and authenticity in other contexts. *Teachers College Record* 87(4), 527-543.

Buchmann, M. (1987). 'Teaching knowledge: The lights that teachers live by'. *Oxford Review of Education* 13 (2), 151-64.

Buchmann, M. (1989). Breaking from Experience in Teacher Education: When Is It Necessary? How Is It Possible? *Oxford Review of Education*, *15*(2), 181–195. http://www.jstor.org/stable/1049972

Bucholtz, M. (2000). The politics of transcription. *Journal of Pragmatics, 32*, 1439-1465.

Bucholtz, M. (2003). Sociolinguistic nostalgia and the authentication of identity. *Journal of Sociolinguistics*, 2003, Vol 7 (3) pp 398-416. escholarship.org

Buldu, M. & Buldu, N. (2010). Concept mapping as a formative assessment in college classrooms: Measuring usefulness and student satisfaction. *Procedia Social and Behavioral Sciences,* 2(2), 2099-2104.

Bullock, B. E., & Toribio, A. J. (Eds.). (2009). *The Cambridge handbook of linguistic code-switching.* Cambridge University Press. https://doi.org/10.1017/CBO9780511576331

Bullock, L. D. (1997). Efficacy of a gender and ethnic equity in science education curriculum for preservice teachers. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, *34*(10), 1019-1038.

Bullough, Jr. R. (1987). Planning and the first year of teaching. *Journal of Education for Teaching*, - Taylor & Francis pdf. Researchgate

Bullough, R. V. (1991) Exploring personal teaching metaphors in pre-service education. *Journal of Teacher Education*, 42 9(1) Doi.org/10.1177/002248719/04200107

Bullough, R. V. (1992). Beginning teacher curriculum decision-making, personal teaching metaphors, and teacher education. *Teaching and Teacher Education* 8 (3): 239-252 https://doi.org/10.1016/0742-051X(92)90023-V

Bullough, R. V. (1997). Practicing theory and theorizing practice. In J. Loughran, & T. Russell (Eds.), *Purpose, passion and pedagogy in teacher education* (pp. 13–31). London: Falmer Press.

Burbules, N. C. & Linn, M. C. (1991). Science education and philosophy of science: Congruence or contradiction? *International Journal of Science Education*, 13 (2), 227-241.

Burgess, S., & Pallant, A. (2013). Teaching academic writing in Europe: multilingual and multicultural contexts. In *Supporting Research Writing* (pp. 19-38). Chandos Publishing.

Burley-Cunningham S., Kerr, A., & Pavis, S. (1999) Theorising subjects and subject matter in focus group research. In R. Barber & J. Kitzner (Eds.), *Developing focus group research: Politics, theory, and practice* (pp 186-199). London: Sage

Burton, J., & Carroll, M. (2001). Journal writing as an aid to self-awareness, autonomy, and collaborative learning. In J. Burton & M. Carroll (Eds.), *Journal writing* (pp. 1-7). Alexandria, VA: Teaching of English to Speakers of Other Languages, Inc.

Burton, R. J. F. (2004) Reconceptualising the 'behavioural approach' in agricultural studies: a socio-psychological perspective. *Journal of Rural Studies,* 30 (3), 359-371. https://doi.org/10.1016/j.jrurstud.2003.12.001

Butler, D. L., & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. *Teaching and Teacher Education*, *28*(8), 1206–1220. https://doi.org/10.1016/j.tate.2012.07.009

Cabaroglu, N. & Roberts, J. (2000). Development in student teachers' pre-existing beliefs during a 1-year PGCE programme. *System*, 28 (3), 387-402.

Cabellero, C., Moreira, M. A. & Rodriguez, B. L. (2008). Concept mapping as a strategy to explore teachers' mental representations about the universe. In A. J. Canas, P. Reiska, M. Ahlberg & J. D. Novak (Eds.), *Proceedings of the Third International Conference on Concept Mapping*. Helsinki, Finland.

Çakıcı,D. (2016).EFL Teachers' Beliefs about the Use of Reading Strategies. *Journal of Language and Linguistic Studies*, 12(2), 183-194.

Cakir, M. (2007). Constructivist Approaches to Learning in Science and Their Implications for Science Pedagogy: A Literature Review. *Int. J. Environ. Sci. Educ.*, *3*.

Calabrese, R. L. (2002). The school leader's imperative: Leading change. *International Journal of Educational Management*, ISSN: 0951-354X Article publication date: 1 December 2002. - emerald.com

Calderhead, J. & M. Robson (1991). Images of teaching: Student teachers' early conceptions of classroom practice. *Teaching and Teacher Education*, 7 (1), 1-8.

Calderhead, J. (1993). The contribution of research on teachers' thinking on the professional development of teachers. In C. Day, J. Calderhead & P. Denicolo (Eds.), *Research on teacher thinking: Understanding professional development* (pp. 11-18). London: The Falmer Press.

Calderhead, J. (Ed.). (1987). *Exploring teachers' thinking*. London: Cassell.

Calvert, L. (2016). The power of teacher agency. *The Learning Professional*, *37*(2), 51. Cambridge: Cambridge University Press.

Cameron, D. (2000). *Good to talk?: Living and working in a communication culture*. Sage.

Cameron, D. (2001). *Working with spoken discourse*. New York: Sage.

Cameron, L. & Maslen, R. (2010). *Metaphor analysis*. London: Equinox, equinoxpub.com

Campbell, J. (1949). *The hero with a thousand faces*. Princeton University Press

Campbell, T. D Cook (1979). -Quasi-experimentation (pdf) Chicago, IL: Rand Mc-Nally, 1979 - toc.library.ethz.ch.

Campbell, T., Elliot, D.L., Jess, M., & Atencio, M. (2013, July). *Synchronised voices of primary PE teachers on their professional development* [Paper presentation]. afPE National Conference, Burton-on-Trent, UK. http://www.afpe.org.uk/index.php

Campell, J., et al (1969). Classroom learning environments and students' approaches to learning. *Learning Environments*, 2, pp 137-156 (1999) Springer

Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.

Cantu, E., Schroeder, N., & Da Silva, D. Z. P. (2010). Using concept maps as a synthesis tool to construct integrated curriculum. In J. Sanchez, A. J. Canas & J. D. Novak (Eds.), *Proceedings of the Fourth International Conference on Concept Mapping*.

Carbone, A., Drew, S., Ross, B., Ye, J., Phelan, L., Lindsay, K., & Cottman, C. (2019). A collegial quality development process for identifying and addressing barriers to improving teaching. *Higher Education Research & Development*, *38*(7), 1356–1370. https://doi.org/10.1080/07294360.2019.1645644

Carbonneau, N., Vallerand, R. J., Fernet, C., & Guay, F. (2008). The role of passion for teaching in intrapersonal and interpersonal outcomes. *Journal of Educational Psychology*, *100*(4), 977–987. https://doi.org/10.1037/a0012545

Carey, C.F. (2000). The origins of concepts. *Journal of Cognitive Development*, 1 (1), 37-41. Doi:10.1007/s15327647JCD0101N-3

Carey, S. (1985). Conceptual change in childhood. In W.G. Chase (Ed.), Visual information processing (pp. 215–281). New York: Academic Press.

Carpendale, J. I. M., Parnell, V. L., & Wallbridge, B. (2021). Conceptualizations of Knowledge in Structuring Approaches to Moral Development: A Process-Relational Approach. *Frontiers in Psychology*, *12*, 756654. https://doi.org/10.3389/fpsyg.2021.756654

Carroll, D. (2005). Learning through interactive talk: A school-based mentor teacher study group as a context for professional learning. *Teaching and Teacher Education, 21*(5), 457-473.

Carter, K. (1990). Meaning and metaphor: Case knowledge in teaching. *Theory Into Practice*, *29*(2), 109–115. https://doi.org/10.1080/00405849009543440

Cave, A., & Mulloy, M. (2010). How do cognitive and motivational factors influence teachers' degree of program implementation?: A qualitative examination of teacher perspectives. *National Forum of Educational Administration and Supervision Journal, 27* (4).

Cavlazogulu, B. & Stuessy, B. (2018). Examining science teachers' argumentation in a teacher workshop on earthquake engineering. *Journal of Science Education & Technology,* 27 (3): 1-14. Doi:10.1007/s10956-0189728-2

Cavlazogulu, B. (2017). Changes in science teachers' conceptions and connections of STEM and earthquake engineering. *The Journal of Educational Research*, 110 (3).

Chan (2001). Readiness for learner autonomy: What do our learners tell us? *Teaching in Higher Education*, pp 505-518. Vol 6 (4). Taylor & Francis. Published online: 25 Aug 2010 https://doi.org/10.1080/13562510120078045

Chan, K. W., & Elliott, R. G. (2004). Relational analysis of personal epistemology and conceptions about teaching and learning. *Teaching and Teacher Education, 20*(8), 817–831.

Chang, F. (2006). *How to sustain the impact of a cluster based mentoring program on teachers practices* (Unpublished master's dissertation). Karachi, Pakistan: Aga Khan University.

Chang, S. N. (2007). Externalising students' mental models through concept maps. *Journal of Biological Education*, *41*(3), 107-112.

Chaucer, G. (2003). *The Canterbury tales* (N. Coghill, Trans.). Penguin Classics.

Chen, G., S. M. Gully, & D. Eden. (2001). Validation of a new general self-efficacy scale. *Organizational Research Methods*, 1. https://doi.org/10.1177/109442810141004

Chi, & Brewer. (1993) *Theoretical Foundations of Learning Environments*.

Chi, (1992). Proceedings of the SSIGCHI Conference on Human Factors in Computing Systems 1992. Proceedings (Eds) P. Bauersfed & J. Bennett, & G. Lynch. Assoc of Computing Machinery: New York

Chi, M. T. H. (1992). Conceptual change within and across ontological categories: Examples from learning and discovery in science. In R.N. Giere (Ed.), *Cognitive models in science* (pp. 129–186). Min-neapolis: University of Minnesota Press.

Chiang, M-H. (2008). Effects of fieldwork experience on empowering prospective foreign language teachers. *Teaching and Teacher Education*. 24 95), 1270-1287.doi.org/10.1016/j.tate.2007.05.004

Clandinin, D. J., & Connelley, F. M. (1987). Teachers' personal knowledge: What counts as personal in the studies of the personal. *Journal of Curriculum Studies*, *19*, 487-500.

Clandinin, D. J., & Connelley, F.M. (1987). Teachers' personal knowledge: What counts as personal in the studies of the personal. *Journal of Curriculum Studies*, *19*, 487-500.

Clandinin, D. J., & Connelly, F. M. (1996). A storied landscape as a context for teacher knowledge. In M. Kompf, W. R. Bond, D. Dworet & R.T. Boak (Eds.), *Changing research and practice*: *Teachers' professionalism and identities and knowledge* (pp. 137-148). London: The Falmer Press.

Clandinin, D. J., & Connelly, F. M. (1996). A storied landscape as a context for teacher knowledge. In M. Kompf, W. R. Bond, D. Dworet & R.T. Boak (Eds.), *Changing research and practice*: *Teachers' professionalism and identities and knowledge* (pp. 137-148). London: The Falmer Press.

Clark, C. M. (1986). Ten years of conceptual development in research on teacher thinking. In M. Ben-Peretz, R. Brome & R. Halkes (Eds.), *Advances of research on teacher thinking,* (pp.7-20). Lisse: Swets and Zeitluger.

Clark, C., & Yinger, R. (1977). Research on teacher thinking. *Curriculum Inquiry,* 7, 279-304.

Clark, C. M., & Peterson, P. L. (1986). Teachers' thought processes. In C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp.255-296). New York: Macmillan.

Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education, 18*, 947-967.

Clayman, S. & Maynard, D. (1995). Ethnomethodology and conversation analysis. In P. ten Have & G. Psathas (eds.), *situated order: Studies in the social organization of talk and embodied activities* (pp. 1–30). Washington, DC: University Press of America.

Cliff, A. F. (1998). Teacher-learners' conceptions of learning: Evidence of a "communalist" conception amongst postgraduate learners? *Higher Education*, *35*(2), 205-220.

Cobern, W. W. (1996). Worldview theory and conceptual change in science education. *Science Education*, *80*(5), 579 – 610.

Cochran-Smith, M. (2003). Assessing assessment in teacher education. *Journal of Teacher Education*, 54.

Cochran-Smith, M., & Lytle, S. (1993). *Inside outside*: *Teacher research and knowledge*. New York: Teachers College Press.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education.* London: Routledge Falmer.

Colbern, (1996). Cobern, W. W. (1996). Worldview theory and conceptual change in science education. *Science Education*, 80(5), 579-610

Coldron, J., & Smith, R. (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies*, *31*, 711–726.

Coldwell, J. (2013). Managing expectations: A changing landscape. In *ePedagogy in Online Learning: New Developments in Web Mediated Human Computer Interaction*. - igi-global.com DOI: 10.4018/978-1-4666-3649-1

Coldwell, M., Greany, T., Higgins, S., Brown, C., Maxwell, B., Stiell, B., Stoll, L, Willis, B., & Burns, H. (2017). Evidence-informed teaching: an evaluation of progress in England (London, Department for Education)

Cole, D. A. (1985) Change in self-perceived competence as a function of peer and teacher evaluation. *Development Psychology*, psycnet.apa.org

Cole, M. (1995). Culture and cognitive development: From cross-cultural research to creating systems of cultural mediation. *Culture & Psychology,* 1995 - journals.sagepub.com

Coleman, H. & Capstick, T. (2012). Language in education policy. Pakistan: British Council.org.

Coleman, H. (2010). *Dreams and realities: Developing countries and the English language.* British Council.org

Collins, A., Brown, J. S. & Newman, S. E. (1989). Cognitive apprenticeship: Teaching the craft of reading, writing and mathematics. In L. B. Resnick (Ed.), *Knowing, learning and instruction: Essays in honor of Robert Glaser* (pp. 453–494). Hillsdale, NJ: Erlbaum.

Collins, E. C., & J. L. Green (1990). Metaphors: The construction of a perspective. *Theory into Practice*, Taylor & Francis

Connelly, F. M., & Clandinin, D. J. (1985). Personal practical knowledge and the modes of knowing: Relevance for teaching and learning. In E. Eisner (Ed.), *Learning and teaching*

the ways of knowing (pp. 174-198). Eighty-fourth Yearbook of the National Society for the Study of Education.

Connelly, F., & Clandinin, D. J. (1994). Telling teaching stories: Using personal histories in teacher education. *Teacher Education Quarterly.* 21, (1), 145-158

Connor, U. (1996). *Contrastive rhetoric: Cross-cultural aspects of second language writing*. Cambridge: Cambridge University Press

Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design and analysis issues.* Boston: Oxford University Press.

Cooke, M. (1996). A different story: Narrative versus' question and answer 'in Aboriginal evidence. *International Journal of Speech, Language and Linguistics.* 1996, journal.equinoxpub.com

Couper-Kuhlen, E., & Selting, M. (Eds.). (1996). *Prosody in conversation: Interactional studies.* New York: Cambridge University Press.

Coutinho, C. P. & Bottentuit, J. B. (2008). Using concept maps with postgraduate teachers in a web-based environment: An exploratory study. *In Proceedings of the Workshop on Cognition and the Web: Information Processing, Comprehension and Learning* (pp.139-145). Granada, Spain.

Cowan, J. (2013). Facilitating reflective journaling – personal reflections on three decades of practice. *Journal of Learning Development in Higher Education*, *5*, 1-17.

Cresswell, J. W. (1999). Mixed methods research: Introduction and application. In G.J.Cizek (Ed). *Handbook of Educational Policy* (pp.455-472). San Diego, C.A: Academic Press.

Cresswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (3rd Ed). Thousand Oaks, CA: Sage.

Cresswell, J. W. (2009a) Mapping the field of mixed methods research. *Journal of Mixed Methods Research*, 3(2).

Cresswell, J. W. (2009b). *Research Design: Qualitative, quantitative and mixed methods approach (3rd Ed)*. New Delhi: Sage.

Cresswell, J. W., & Miller, D. L. (2000). Determining Validity in qualitative inquiry: Theory into Practice, 39 (9). College of Education, the Ohio State University. Downloaded Feb 2009, courtesy HEC Digital Library Access.

Creswell, J. W. (1998). *Qualitative Inquiry and Research Design: Choosing among five traditions.* Thousand Oaks: Sage.

Creswell, J. W. (2012). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

Crookes, G. (2010). Language teachers' philosophies of teaching: Bases for development and possible lines of investigation. *Language and Linguistics Compass*, *4*(12), 1126-1136.

Crotty, M. (1998). *The foundations of social research: Meanings and perspectives*. London: Sage.

Cummins, J. (1976). The Influence of Bilingualism on Cognitive Growth: A Synthesis of Research Findings and Explanatory Hypotheses. *Working Papers on Bilingualism, No. 9. Ontario Inst. for Studies in Education, Bilingual Education Project Toronto. ERIC*

Cunningham-Burley. S., Kerr, & Pavis, S. (1999). Theorising subjects and subject matter in focus group research. In S. Barbour, & J. Kitzinger (Eds.), *Developing focus group research: Politics, theory and practice.* London: Sage.

Currie, J., & Eveline, J. (2011). E-technology and work/life balance for academics with young children. *Higher Education*, *62*, 533-550.

Da Silva, M. (2005). Constructing the Teaching Process from Inside Out: How Pre-Service Teachers Make Sense of Their Perceptions of the Teaching of the Four Skills. TESL-EJ, 9(2), n2.

Dad, I. (2017). *Exploring the current classroom assessment practices of English language at secondary level in a private secondary school of District Ghizer, Gilgit-Baltistan* [Unpublished master's thesis]. The Aga Khan University, Institute for Educational Development.

Dall'Alba, G. (1991). Foreshadowing conceptions of teaching. In B. Ross (Ed.), *Teaching for effective learning: Research and development in higher education* (Vol. 13; pp. 293-297). Sydney: HERDSA.

Dall'Alba, G. (2009). (Ed). Exploring education through Phenomenology: Diverse approaches. Sussex, UK: Wiley-Blackwell.

Dall'Alba, G., Eleanor Walsh, John Bowden, Elaine Martin, Geofferey Masters, Paul Ramsden, Andrew Stephanou (1993). *Textbook treatments and students' understanding of acceleration.* First published: September 1993 https://doi.org/10.1002/tea.3660300703

Daloglu, A. (2001). Fostering reflective teaching from the start: Journal keeping in preservice teacher education. In J. Burton & M. Carroll (Eds.), *Journal writing* (pp. 87-100). Alexandria, VA: Teaching of English to Speakers of Other Languages, Inc.

Dart, B., P Burnett, G Boulton-Lewis, J Campbell (1999). *Learning environments. 1999 – Springer*

Davies, L., & Iqbal, Z. (1997). School effectiveness and school improvement. *An International Journal of Research, Policy and Practice*. Vol 8 (2). Taylor & Francis

Davies, M. (2011). Concept mapping, mind mapping and argument mapping: what are the differences and do they matter?, *Higher Education, 62* (3), pp. 279-301.

Dawson, K., & Dana, N. (2007). When curriculum-based, technology-enhanced field experiences and teacher inquiry coalesce: An opportunity for conceptual change? *British Journal of Educational Technology, 38*(4), 656–667.

Day, C. (2004) A Passion for Teaching. Routledge Falmer, London. http://dx.doi.org/10.4324/9780203464342

de Kok, I. & D. Heylen (2011) When Do We Smile? Analysis and Modelling of the Nonverbal Context of Listener Smiles in Conversation. Conference paper. *Affective Computing and Intelligent Interaction*. 477-486. https://doi.org/10.1007/978-3-642-24600-5_51

Debreli, E. (2012). Change in beliefs of pre-service teachers about teaching and learning English as a foreign language throughout an undergraduate pre-service teacher training program. *Procedia-Social and Behavioral Sciences* 46, 367-373

DeKeyser, R. (2007). Skill Acquisition Theory. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 97-113). Lawrence Erlbaum

Deloria, J. V. (1992). Ethnoscience and Indian realities. Winds of change: A magazine for

DeLuca, J. R., & Maddox, C. B. (2016). Tales from the ethnographic field: Navigating feelings of guilt and privilege in the research process. *Field Methods*, *28*(3), 284-299.

Deni, A. R. Md., & Malakolunthu, S. (2013). Teacher collaborative inquiry as a professional development intervention: Benefits and challenges. *Asia Pacific Education Review*, *14*(4), 559-568. https://doi.org/10.1007/s12564-013-9280-y

Deniz, H., Donnelly, L., & Yilmaz, I. (2008). Exploring the factors related to acceptance of evolutionary theory among Turkish preservice biology teachers: Toward a more

informative conceptual ecology for biological evolution. *Journal of Research in Science Teaching*, 45(4), 420-443.

Denizen, N. K., & Lincoln, Y. S. (1994). Entering the field of qualitative research. *Handbook of Qualitative Research*. Thousand Oaks, CA

Denzin, N. K., & Lincoln, Y. S. (2000). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 21-29). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2005). Part II: Paradigms and perspectives in contention. In N. Denzin, & Y. Lincoln (Eds.), *The sage handbook of qualitative research* (pp. 183-190). Thousand Oaks: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). T*he SAGE Handbook of Qualitative Research* (5th ed.). Los Angeles, CA: Sage.

Devlin, M. (2006). Challenging accepted wisdom about the place of conceptions in teaching of university teaching improvement. *International Journal of Teaching and Learning in Higher Education, 18*(2), 112-119.

Dewey, J. (1933) *How we think: a restatement of the relation of reflective thinking to the educative process*. Chicago IL: Henry Regnery Co.

Dewey, J. (1938). *Experience and education*. New York: Macmillan

Dhindsa, H.S., Anderson, O.R. Using a Conceptual-Change Approach to Help Preservice Science Teachers Reorganize Their Knowledge Structures for Constructivist Teaching. *Journal of Science Teacher Education*, 15, 63-85 (2004). https://doi.org/10.1023/B:JSTE.0000031463.56206.

Diamond, C. (1991). The importance of being human. *Royal Institute of Philosophy Supplement*, *29*, 35–62. https://doi.org/10.1017/s135824610000744x

Diamond, C. T. P. (1991). Teacher Education as Transformation: A Psychological Perspective. Milton Keynes: Open University Press.

DiBenedetto, M.K, & DH Schunk (2015). A personal agency view of self-regulated learning In *Self-concept, motivation* edited by Frédéric Guay, Herbert Marsh, Dennis M. McInerney, Rhonda G. Craven. 2015 - Amazon.com books.google.com

diSessa, A. A. (1993). Toward an Epistemology of Physics. *Cognition and Instruction*, *10*(2), 105 - 225.

Doehler, S. P. (2010). Conceptual changes and methodological challenges: On language and learning from a conversation analytic perspective on SLA. In P. Seedhouse, S. Walsh, & C. Jenks (Eds.), *Conceptualising learning in Applied Linguistics*, (pp. 105-127). Basingstoke: Palgrave Macmillan.

Does memorization without comprehension result in language learning?

Dogan, O. K., Cakir, M., & Yager, R. E. (2017). Delineating the roles of scientific inquiry and argumentation in conceptual change process. *Education research highlights in mathematics, science and technology*, *2017*, 113. Doi.10.1177/1541344605275230 https://doi.org/10.1177/1541344605275230999).

Dole, J. A. & Sinatra, G. M. (1998). Reconceptualising change in the cognitive construction of knowledge. *Educational Psychologist*, *33*, 109-128.

Donato, R. (1994). Collective scaffolding in second language learning. In J. Lantolf, and G. Appel, (Eds.), *Vygotskian approaches to second language research* (33-57). N.J: Ablex.

Donohoo, J. (2013). *Collaborative inquiry for educators: A facilitator's guide to school improvement.* Corwin Press

Doran, M. & P. Golombek (2014). Unifying cognition, emotion, and activity in language teacher professional development. *Teaching and Teacher Education*, 39 102-111. https://doi.org/10.1016/j.tate.2014.01.002

Dorneyie, Z. & E. Ushioda (2011). Beyond Global English: Motivation to Learn Languages in a Multicultural World: Introduction to the Special Issue. *The Modern Language Journal*

Dougal, J. (2011). Popular Scottish song traditions at home (and Away). *Folklore.* Vol 122 (3) pp. 283-307. Taylor & Francis https://doi.org/10.1080/0015587X.2011.608265. Online 3 Nov 2011

Drew, P. & Heritage, J. (1992) Analyzing talk at work: an introduction. In P. Drew & J. Heritage (eds.), *Talk at work: interaction in institutional settings* (pp. 3-65). Cambridge: Cambridge University Press.

Drew, P. (1990). Conversation analysis: Who needs it? *Text*, 10(1-2), 27-35.

Drew, P. (2005). Conversational analysis and social action. *Journal of foreign languages.* Vol 37 (3). Article ID: 1004:5139 (2013) 02-0002-11 CLC no H030

Dudley-Evans, T., & St John, M. (1998). *Developments in ESP: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.

Dudley-Evans, T., & St. John, M. J. (1998). Developments in English for specific purposes. Cambridge: Cambridge University Press.

Duit, R. (1999). Conceptual change approaches in science education. In W. Schnotz, S. Vosniadou, & M. Carretero (Eds.), *New Perspectives on Conceptual Change* (pp. 263-282). Oxford: Pergamon

Duit, R., & Treagust, D. F. (2003). Conceptual change; A powerful framework for improving science teaching and learning. *International Journal of Science Education*, *25,* 671-688

Duit, R., Treagust, D., & Widodo, A. (2008). Teaching for conceptual change - Theory and practice. In S. Vosniadou et al. (Eds.), *Handbook on conceptual change* (pp. 629-646). Mahwah, NJ: Lawrence Erlbaum

Duranti, A. & Goodwin, C. (eds.). (1992). *Rethinking context: Language as an interactive phenomenon*. Cambridge: Cambridge University Press.

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256-273.

Earl, L. & Katz, S. (2010). Learning about networked learning communities. School effectiveness and school improvement. *An International Journal of Research, Policy and Practice*, 21(1), 27-51.

Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.

Ellis, R. (1994) *The study of second language acquisition*. Oxford: Oxford university Press

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

Englund, C., AD Olofsson., & Price, L. (2018). The influence of sociocultural and structural contexts in academic change and development in higher education. *Higher Education*.

Entwistle, N. (1997). Contrasting perspectives on learning. In F. Marton, D. Hounsell, & N. Entwistle (Eds.), *The experience of learning: Implications for teaching and studying in higher education* (2nd ed., pp. 3-22). Edinburgh: Scottish Academic Press.

Entwistle, N., & Walker, P. (2000). Strategic alertness and expanded awareness within sophisticated conceptions of teaching. Instructional Science, 28, 335-361.

Ersozlu, Z. N. (2013). Mirror, mirror on the wall: Prospective Mathematics and Science Teachers' Use of Metaphors to Conceptualize and Understand Reflective Thinking. In (2016) *The Anthropologist*, 16 (1-2), 7-19. https://doi.org/10.1080/09720073.2013.11891331

Esch, E. (2009). English and empowerment: Potential, issues, way forward. In N. Hussain, A. Ahmed & M. Zafar (Eds.), *English and empowerment in the developing world* (pp 2-26). London: Cambridge Scholars Publishing.

Esteve, O., Fernández, F., & Bes, A. (2018). Pre-service Teacher Education from a Sociocultural Perspective: A Case-Study on Teaching Learning through Conceptual Mediation. *Language & Sociocultural Theory*, *5*(2).

Evans, V. (2014). *The language myth: Why language is not an instinct*. Cambridge University Press

Farrell T.S.C (2006). Reflective practice in action: A case study of a writing teacher's reflections on practice. *TESL Canada Journal*, 23, 77-90.

Farrell, T. S. (2009). Critical reflection in a TESL course: Mapping conceptual change. *ELT journal*, *63*(3), 221-229.

Farrell, T. S. (2016). Anniversary article: The practices of encouraging TESOL teachers to engage in reflective practice: An appraisal of recent research contributions. *Language Teaching Research*, *20*(2), 223-247. https://doi.org/10.1177/1362168815617335

Farrell, T. S. C. (2009). The novice teacher experience. In *The Cambridge Guide to Second Language Teacher*. cambridge.org

Farrell, T.S.C & Kim, S. T. K. (2008). Language policy, language teachers' beliefs and classroom practices. *Applied Linguistics*. 29 (3): 381-40326.

Faugier, J., & Sargeant, M. (1997). Sampling hard to reach populations. *Journal of Advanced Nursing*, 26, 790-797.

Fee, K. (2011).101 Learning and development tools: essential techniques for creating, delivering and managing effective training.

Feiman-Nemser S. (1983). Learning to teach. In Shulman L., Sykes G. (Eds.), *Handbook of teaching and policy* (pp. 150-170). New York, NY: Longman.

Felder, R. M. (2011). Random thoughts...Hang in there! Dealing with student resistance to learner-centered teaching. *Chemical Engineering Education,* 45 (2).

Fendler, L. (2003). Teacher Reflection in a Hall of Mirrors: Historical Influences and Political Reverberations. *Educational Researcher, 32*(3), 16-25. Doi:10.3102/0013189X032003016

Fenstermacher, G. D. (1994). The Knower and the Known: The Nature of Knowledge in Research on Teaching. *Review of Research in Education*, *20*, 3-56. https://doi.org/10.2307/1167381

Filipi, A. (1995) Interaction in an Italian oral test: the role of some expansion sequences. In R. Gardner (ed.), *Spoken interaction studies in Australia (*119-36).

Fine, G.A. & B.H. Hancock (2017). *The new ethnographer at work. Qualitative Research*, 2017 - Vol 17 (2). journals.sagepub.com https://doi.org/10.1177/146879411665672

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34, 906 - 911.

Fox, D. (1983). Personal theories of teaching. *Studies in Higher Education*, 8(2), 151-163.

Francis, B. (2006). Heroes or zeroes? The discursive positioning of 'underachieving boys' in English neo‐liberal education policy. *Journal of Education Policy*, (2),187-200

Freeman, D. (1991). To make the tacit explicit: Teacher education, emerging discourse, and conceptions of teaching. Teaching & Teacher Education, 7(5), 439-459.

Freeman, D. (1993). Renaming experience/reconstructing practice: developing new understandings of teaching. *Teaching and Teacher Education*, 9(5/6), 485-97.

Freeman, D. (1993). The use of language data in the study of teachers' knowledge In I. Calgren, G. Handal & S. Vaage (Eds.), Teachers' minds and actions: Research on teachers' thinking and practice (pp. 77-92). London: The Falmer Press.

Freeman, D. (1996). Renaming experience / reconstructing practice: Developing new understandings of teaching. In D. Freeman & J.C Richards (eds.). *Teacher Learning in Language Teaching*, pp.221-43. Cambridge University Press.

Freeman, D. (2001). Second language teacher education. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.

Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. *Language Teaching*, 35, 1-13.

Freidson, E. (2001). *Professionalism: The third logic*. Chicago: The University of Chicago Press.

Fullan, M. (2001). *The New Meaning of Educational Change*. London: Routledge. https://doi.org/10.4324/9780203986561

Fullan, M. (2007). *The NEW meaning of educational change*. New York, NY: Teachers College Press.

Fullan, M. (2016). Amplify change with social capital. *Learning Forward*, 37(1), 44-48.

Gadamer, H. (1995). *Truth and method*. (2nd ed.). New York: Continuum.

Gadamer, H.G. (1975*). Truth and method*. New York: Crossroad.

Gadamer, H.G. (1992). *Truth and method* (2nd ed.). Trans. revised Joel Weinsheimer and Donald G. Marshall, New York: Crossroads.

Gardner, R. (2006). Conversation Analysis. In A. Davies & C. Elder (Eds.), *The Handbook of Applied Linguistics*, (pp. 264-284). Oxford: Blackwell Publishing Ltd.

Gardner, R. (2008). Conversation Analysis and orientation to learning. *Journal of Applied Linguistics*, *5* (3), *224-244*.

Garfinkel, H. (1967). *Studies in ethnomethodology*. Cambridge: Cambridge Polity Press.

Garfinkel, H., & Harvey, S. (1970). On formal structures of practical action. In E. Tiryakian, & J. McKinney (Eds.), *Theoretical sociology*. New York: Appleton Century Crofts.

Gass, S. M. (2004). Conversation analysis and input-interaction. *Modern Language Journal*, practices. Applied Linguistics. 29 (3): 381-403.

Gatti, L. & T. Catalano (2015). The business of learning to teach: A critical metaphor analysis of one teacher's journey. *Teaching and Teacher Education*, 45, 149-1602. https://doi.org/10.1016/j.tate.2014.10.003

Gauthier, J. P. (2020). *Reflective Teacher Change Processes in the Presence of a Mathematics Professional Development Intervention* [Doctoral dissertation]. https://scholarworks.wmich.edu/dissertations/357

Gearhart, C. A., Blaydes, M., & McCarthy, C. J. (2022). Barriers to and facilitators for teachers' wellbeing. *Frontiers in Psychology*, *13*.

Gee, J. P. (1999). *An introduction to discourse analysis*: *Theory and me*thod. London: Routledge.

Gee, J. P. (2004). *Discourse Analysis: Theory and practice*. Taylor and Francis.

Gee, J. P. (2005). The new literacy studies: From 'socially situated' to the work. In D. Barton, M. Hamilton & R. Ivanič *Situated literacies: Reading and writing in context*, 597-602.

Gee, J. P. (2011). *An introduction to discourse analysis: Theory and method* (3rd ed). Routledge.

Gee, J. P. (2014a). *An introduction to discourse analysis: Theory and method* (Fourth edition). Routledge.

Gee, J. P. (2014b). *How to do discourse analysis: A toolkit* (Second edition). Routledge.

Gee, J. P., & Handford, M. (*2013) The Routledge handbook of discourse analysis*.

Gee, J., & Gee, J. P. (2007). *Social linguistics and literacies: Ideology in discourses*. Routledge.

Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.

Geertz, C. (2003). Thick description: Towards an interpretive theory of culture. In C. Jenkins (Ed.), *Culture- critical concepts in sociology* (pp. 173-192). London: Routledge.

Gent, B., & Muhammad, A. (2019). Memorising and Reciting a Text without Understanding Its Meaning: A Multi-Faceted Consideration of this Practice with Particular Reference to the Qur'an. *Religions*, *10*(7), 425. https://doi.org/10.3390/rel10070425

Gephart Jr, R. P. (2004). Qualitative research and the Academy of Management Journal. *Academy of Management Journal*, *47*(4), 454-462.

Gerdeman, J. L., Lux, K., & Jacko, J. (2013). Using concept mapping to build clinical judgment skills. *Nurse Education in Practice*, *13*(1), 11-17.

Gergen, K.J. (1999). *An invitation to social construction*. London: Sage.

Ghazanfar, M. (2005). *Current changes in education: A global perspective*. Lahore: Lahore School of Economics.

Gibbs, G. (1995). Changing lecturers' conceptions of teaching and learning through action research. In A. Brew (Ed.), *Directions in staff development* (pp. 21-35). Buckingham: SRHE and Open University Press.

Giorgi, A. (1995). Phenomenological psychology. In J. A. Smith, R. Harrd & L. Van Langenhove (Eds.), *Rethinking psychology* (pp. 24-42). London: Sage.

Girvan, C., Conneely, C., & Tangney, B. (2016). Extending experiential learning in teacher professional development. *Teaching and Teacher Education*, 58, 129-139.

Given, H., Kuh, L., LeeKeenan, D., Mardell, B., Redditt, S., & Twombly, S. (2009). Changing School Culture: Using Documentation to Support Collaborative Inquiry. *Theory Into Practice*, *49*(1), 36-46. https://doi.org/10.1080/00405840903435733

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theor*y: *Strategies for qualitative research*. New York: Aldine Publishing Company.

Glaser, R. E. (1984). Education and thinking: The role of knowledge. *American Psychologist*, *39*, 93-104.

Glaser, R., Ferguson, E., & Vosniadou, S. (1996). Introduction: Cognition and the design of environments for learning. In S. Vosniadou, E. De Corte, R. Glaser, &

Glaserfeld, E.V. (1995). *Radical Constructivism*: *A way of knowing and learning*. Washington D. C: Falmer Press.

Goffman, E. (1968). *Asylums*. Harmondsworth: Penguin.

Goffman, E. (1971). *Relations in public: Micro-studies of the public order.* Allen Lane, London: The Penguin Press.

Golombek, P. R. (1998) A study of language teachers' personal practical knowledge. *TESOL Quarterly*, *32*(3), 447-464.

Golombek, P. R., & Johnson, K. E. (2017). Re-conceptualizing Teachers' Narrative Inquiry as Professional Development. *PROFILE Issues in Teachers' Professional Development*, *19*(2), 15-28. https://doi.org/10.15446/profile.v19n2.65692

Goodnough, K. (2005). Fostering teacher learning through collaborative inquiry. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *79*(2), 88-92.

Goodwin, C. (1984). Notes on story structure and the organization of participation. In J. M. Atkinson & J. Heritage (Eds.), *Structures of Social Action: Studies in conversation analysis* (pp. 225-246). Cambridge: Cambridge University Press.

Goodwin, C., & Heritage, J. (1990). Conversation analysis. *Annual Review of Anthropology,* 19, 283-307.

Gorozidis, G., & Papaioannou, A.G. (2014). Teachers' motivation to participate in training and to implement innovations. *Teaching and Teacher Education, 39*, 1-11. Doi: http://dx.doi.org/10.1016/j.tate.2013.12.001

Government of Pakistan. (2002). Challenges and opportunities. Report of The Task Force on the Improvement of Higher Education in Pakistan. Islamabad: Author.

Gow, L., & Kember, D. (1993). Conceptions of teaching and their relationship to student learning. *British Journal of Educational Psychology*, *63*(1), 20-33.

Grant, C.A. (1992). *Research In Multicultural Education*. Taylor & Francis

Gray, D. (2009). *Doing research in the real world* (2nd ed.). London: Sage. Golombek, P.R. (1998). A study of language teachers' personal practical knowledge. *TESOL Quarterly,* 32 (3), 447-464.

Green, J. (2010). *Education, Professionalism, and the Quest for Accountability: Hitting the Target but Missing the Point.* Routledge: New York

Green, T. F. (1971). *The activities of teaching*. McGraw-Hill.

Greenbaum, T. L. (1998). *The handbook for focus group research* (2nd ed.). Thousand Oaks, CA: Sage.

Greenberg, J., & Baron, R.A. (2000) *Behavior in Organizations* (7th Edition). Prentice-Hall, New Jersey.

Greene, J. C. (2007). *Mixed methods in social inquiry*. Josey-Bassey. San Francisco

Greenland, J. (Ed.). (1983). *Inservice training of primary teachers in Africa*. London: Macmillan.

Greeno, J. G. (1997). On claims that answer the wrong questions. *Educational Researcher, 26*(1). 5-17.

Greeno, J. G. (2011). A situative perspective on cognition and learning in interaction. In T. Koschmann (Ed.), *Theories of Learning and Studies of Instructional Practice* (pp. 41-71). Springer New York. https://doi.org/10.1007/978-1-4419-7582-9_3

Greeno, J. G., Collins, A. M., & Resnick, L. B. (1996). Cognition and learning. In D. Berliner and R. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 15-41). New York: MacMillian.

Greenwood, D. J., & Levin, M. (2007). Introduction to action research. SAGE Publications, Inc., https://doi.org/10.4135/9781412984614

Gregoire, M. (2003). Is it a challenge or a threat? A dual-process model of teachers' cognition and appraisal processes during conceptual change. *Educational psychology review*, *15*, 147-179.

Gregory, M. S. J., & Lodge, J. M. (2015). Academic workload: the silent barrier to the implementation of technology-enhanced learning strategies in higher education. *Distance Education*, 36 (2). https://doi.org/10.1080/01587919.2015.1055056

Grevholm, B., Millman, R., & Clarke, B. (2009). Function, form and focus: The role of tasks in elementary mathematics teacher education. In B. Clarke, B. Grevholm, & R. Millman

(Eds.), *Tasks in Primary Mathematics Teacher Education: Purpose, Use and Exemplars* (pp. 1–5). Springer US. https://doi.org/10.1007/978-0-387-09669-8_1

Griffin, C., P. Jarvis, & J. Hollard (2003). *The theory & practice of learning. Psychology Press.*

Griffin, M. (2003) Using critical incidents to promote and assess reflective thinking in preservice teachers. *Reflective Practice*, 4 (2), 207-220.

Griffin, M. (2010). Using Critical Incidents to Promote and Assess Reflective Thinking in Preservice Teachers. *Reflective practice*.

Grondin, J. (2002). Gadamer's basic understanding of understanding. In R. J. Dostal (Ed.), *The Cambridge companion to Gadamer* (pp. 36-51). Cambridge: Cambridge University Press.

Grospietch & Mayer (2018). Professionalizing pre-service biology teachers' misconceptions about learning and the brain through conceptual change. *Education Sciences*. 8 (3) 120 mdpi.com https://doi.org/10.3390/educsci8030120.

Grossman, P. M., Wilson, S. M., & Shulman, L. S. (1989). Teachers of substance: Subject matter knowledge for teaching. In M. C. Reynolds (Ed.), *Knowledge base for the beginning teacher* (pp. 23-36). Oxford: Pergamon.

Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a Theory of Teacher Community. *Teachers College Record*, 103(6), 942-1012. https://doi.org/10.1111/0161-4681.00140

Gu, Q., & Day, C. (2007). Teachers resilience: A necessary condition for effectiveness. *Teaching and Teacher Education*, *23*(8), 1302-1316. https://doi.org/10.1016/j.tate.2006.06.006

Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Resources Information Center Annual Review Paper,* 29, 75-91.

Guba, E. G., & Lincoln, Y Grierson, E. (2007). Difference: A critical investigation of the creative arts with attention to art as a site of knowledge. Educational Philosophy and

Theory. Vol 39 (5). pp 531-542. online: 09 Jan 2013 https://doi.org/10.1111/j.1469-812.2007.00246.x

Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging influences. In N. K. Denzin and Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed.) (pp. 191-215). Thousand Oaks, CA: Sage.

Gunstone, R. F. (1990). "Children's science": A decade of developments in constructivist views of science teaching and learning. *The Australian Science Teachers Journal, 36*(4), 9-19.

Gunstone, R. F., & Mitchell, I. J. (2005). Metacognition and Conceptual Change. In *Teaching Science for Understanding* (pp. 133-163). Elsevier. https://doi.org/10.1016/B978-012498360-1/50006-4

Gunstone, R. F., & Northfield, J. (1994). Metacognition and learning to teach. *International Journal of Science Education*, *16*(5), 523-537.

Guskey, T. R. (1986). Staff development and the process of teacher change. *Educational Researcher*, *15*(5), 5-12.

Guskey, T. R. (2002). Professional Development and Teacher Change. *Teachers and Teaching*, *8*(3), 381-391. https://doi.org/10.1080/135406002100000512

Haggis, T. (2003). Constructing images of ourselves? A critical investigation into 'approaches to learning' research in higher education *British Educational Research Journal,* 29(1), 89-104. https://doi.org/10.1080/0141192032000574 01

Halai, A., & Muzaffar, I. (2016). Language of instruction and learners' participation in Mathematics. In A. Halai & P. Clarkson (Eds.), *Teaching and Learning Mathematics in Multilingual Classrooms* (pp. 57-72). Sense Publishers. https://doi.org/10.1007/978-94-6300-229-5_5

Halai, N., & McNicholl, J. (2004). Teachers' conceptions of the nature of science: A comparative study from Pakistan and England. *School Science Review*, *86*, 314-320.

Halford, G. S. (1993). *Children's understanding: The development of mental models*. Lawrence Erlbaum Associates: New York

Halliwell, S. (1992). *Teaching English in the primary classroom.* New York: Longman.

Halpern, E. S. (1983). *Auditing Naturalistic Inquiries: The Development and Application of a Model.* Unpublished doctoral dissertation, Indiana University.

Hardman, J. (2019). Developing and supporting implementation of a dialogic pedagogy in primary schools in England. *Teaching and Teacher Education*, *86*, 102908. https://doi.org/10.1016/j.tate.2019.102908

Hargreaves, A. (1992). Cultures of teaching: a focus for change. In A. Hargreaves, & M. G. Fullan (Eds.), *Understanding teacher development* (pp. 216-240). New York: Teachers College Press.

Hargreaves, A. (1994). *Changing teachers, changing times: teachers' work and culture in the postmodern age*. London: Cassell.

Hargreaves, A. (2005). The emotions of teaching and educational change: *International Handbook of Educational Change*, - Springer

Harootunian, B., & Yarger, G. T. (1981). Teachers ' conceptions of their own *Success. ERIC Clearinghouse on Teacher Education*.

Harste, J.C. (1985). Portrait of a new paradigm: Reading comprehension research. In A. Cnsmore (Ed.), *Landscapes A state-of-the-art assessment of reading comprehension research. 1974-1984* (pp 1-24). Bloomington, IN: Indiana University

Harter, S. (1981). A new self-report scale of intrinsic versus extrinsic orientation in the classroom: Motivational and informational components. *Developmental Psychology*, 17(3), 300-312. https://doi.org/10.1037/0012-1649.17.3.300

Hashweh, M. (2013). Pedagogical content knowledge: Twenty-five years later. *Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community*, 19, 113-142.

Hashweh, M. Z. (2003). Teacher accommodative change. *Teaching and Teacher Education*, *19*(4), 421-434. https://doi.org/10.1016/S0742-051X(03)00026-X

Hassan, S. S. (2016). *Recent Educational Changes at Higher Educational Level in Pakistan: English Language Teachers' Perceptions and Practices'* [Unpublished doctoral dissertation]. Glasgow University.

Hatano, G., & Inagaki, K. (1997). Qualitative changes in intuitive biology. *European Journal of Psychology of Education*, *12*, 111-130.

Hativa, N. (1997). Lack of clarity in university teaching: A case study. *Higher Education,* 36 (3), 353-381.

Hativa, N. (2000). Becoming a better teacher: A case of changing the pedagogical knowledge and beliefs of law professors. Instructional Science, 28, 491-523.

Hatton, N. & Smith, D. (1995) Reflection in teacher education: Towards definition and research into the use of diaries and journals to facilitate reflection. *Teaching in Higher Education, 2* (2), 103-121.

Hatton, N. & Smith, D. (1995) Reflection in teacher education: Towards definition and research into the use of diaries and journals to facilitate reflection. *Teaching in Higher Education, 2* (2), 103-121.

Hay, D., Kinchin, I., & Lygo-Baker, S. (2008). Making learning visible: The role of concept mapping in higher education. *Studies in Higher Education,* 33(3), 295-311. http://dx.doi.org/10.1080/03075070802049251

Heath, C., & Luff, P. (1993). Explicating face-to-face interaction. In R N. Gilbert (Ed.), *Researching social life* (pp. 306-326). London: Sage.

Heath, C., & Luff, P. (2000). *Technology in action.* Cambridge: Cambridge University Press

Hedgecock, D. J. (2012). *The principal's role in the implementation of a middle school inclusion program*. The University of North Carolina at Greensboro.

Heidegger, M. (1962). *Being and time*. New York: Harper and Row.

Heidegger, M. (1996) *Being and Time* (trans. Joan Stambaugh). Albany: State University of New York.

Hein, S. F., & Austin, W. J. (2001). Empirical and hermeneutic approaches to phenomenological research in psychology: A comparison. *Psychological Methods*, *6*, 3-17.

Hennink, M. M. (2013). *Understanding focus group discussions*. Madison Avenue, New York: Oxford University Press.

Hepburn, A., & Bolden, G.B. (2013). The conversation analytic approach to transcription. In J. Sidnell & T. Stivers (Eds.), *The Handbook of conversation analysis*. Malden, MA: Blackwell Publishing Ltd.

Heritage, J. (1984). Garfinkel and ethnomethodology. Cambridge: Polity Press.

Heritage, J. (1987). Ethnomethodology. In A. Giddens & J. H. Turner (Eds.), *Social theory today* (pp. 224-272). Cambridge, UK: Polity.

Heritage, J. (2004). Conversation analysis and institutional talk: Analyzing data. In D. Silverman (Ed.), Qualitative research: Theory, method, and practice (pp. 222-245). Thousand Oaks, CA: Sage.

Heritage, J. C., & Atkinson, J. M. (1984). Introduction. In J. M. Atkinson & J. C. Heritage (Eds.), Structures of social action: Studies in conversation analysis (pp. 1-15). Cambridge, UK: Cambridge University Press.

Heron, J. (1988). Validity in co-operative inquiry. In P. Reason (Ed.), *Human Inquiry in Action*. London: Sage.

Heron, J. (1996). *Cooperative inquiry: Research into the human condition*. London: Sage.

Heron, J., & Reason, P. (1989). A participatory inquiry paradigm. *Qualitative Research* 3 (3), 274-294.

Heron, J., & Reason, P. (2008). Extending epistemology within a co-operative inquiry. In P. Reason & H. Bradbury (Eds.), *Handbook of Action Research: Participative inquiry and practice*, (2nd ed.). London: Sage Publications.

Hewson, P. (1992). *Conceptual change in science teaching and teacher education.*

Hewson, P. W. (1981). A conceptual change approach to learning science. *European Journal of Science Education*, 3(4), 383-396.

Hewson, P. W., & Hewson, M. G. A. (1984). The role of conceptual conflict in conceptual change and the design of science instruction. *Instructional Science*, *13*(1), 1-13. https://doi.org/10.1007/BF00051837

Higher Education Commission. (2008). *HEC Report for 2002-2008*. Islamabad: Author.

Hilliard, A. G. (1992). The pitfalls and promises of special education practice. *The Journal of Negro Education*, 1992 – JSTOR

Hills, G. (2005). Fighting the status quo. *RSA Journal*, *152*(5515), 20–23. http://www.jstor.org/stable/413795

Himangshu, S., Iuli, R. J., & Venn, M. (2008, September). Impact concept mapping has on pre-service teachers understanding of science content knowledge and development of their science pedagogy. In *Proceedings of the Third International Conference on Concept Mapping. Helsinki, Finland.[viewed 1 Apr 2012]* http://cmc.ihmc.us/cmc2008papers/cmc2008-p341. Pdf.

Ho, A. (2000). A conceptual change approach to staff development: A model for programme design. International Journal for Academic Development, 5(1), 30-41.

Ho, A., D. Watkins, & M. Kelly (2001). The conceptual change approach to improving teaching and learning: An evaluation of a Hong Kong staff development programme. *Higher Education*, 42,143-169.

Hofmann, R., Vrikki, M., & Evagorou, M. (2021). Engaging Teachers in Dialogic Teaching as a Way to Promote Cultural Literacy Learning: A Reflection on Teacher Professional Development. In F. Maine & M. Vrikki (Eds.), *Dialogue for Intercultural Understanding* (pp. 135-148). Springer International Publishing. https://doi.org/10.1007/978-3-030-71778-0_10

Holliday, A. (1999). Small cultures. Applied Linguistics, 20 (2): *American Journal of Community Psychology* 21:775-806 257-264. https://doi.org/10.1093/applin/20.2.237

Holliday, A. (1999). Small Cultures. In *Applied Linguistics,* 20, 2, 237-264.

Holloway, I., & Wheeler, S. (2002). *Qualitative research in nursing and healthcare*. Oxford, UK: Blackwell.

Hongboontri, C., & Keawkhong, N. (2014). School Culture: Teachers' Beliefs, Behaviors, and Instructional Practices. Australian Journal of Teacher Education, 39(5). Retrieved from http://ro.ecu.edu.au/ajte/vol39/iss5/5

Horrigan-Kelly, M., Millar, M., & Dowling, M. (2016). Understanding the Key Tenets of Heideggers Philosophy for Interpretive Phenomenological Research. *International Journal of Qualitative Methods*, *15*(1). https://doi.org/10.1177/1609406916680634

Hough, L. M., Eaton, N. K., Dunnette, M. D., Kamp, J. D. & McCloy, R. A. (1990). Criterion-related validities of personality constructs and the effect of response distortion on those validities. *Journal of Applied Psychology*, *75*, 581-595.

Hoy, A. W., Davis, H., & Pape, S. J. (2006). Teacher knowledge and beliefs. http://dx.doi.org/10.1080/0022027032000148298. https://doi.org/10.1037/0033-295X.95.2.256 https://www.frontiersin.org/articles/10.3389/fpsyg.2022.86743

Hughes, D., & DuMont, K. (1993). Using focus groups to facilitate culturally anchored research. *American Journal of Community Psychology*, *21*, 775-806.

Human Development in South Asia. (2006). Poverty in South Asia: Challenges and responses. Retrieved from http://www.mhhdc.org/html/ahdr.htmandResponses in the higher education context of Pakistan. Unpublished master's dissertation, Cambridge University, UK.

Human Development Report (2006). *Beyond Scarcity: Power, poverty and global water crises*. Published for UNDP.

Human Development Report (2011). *Sustainability and Equity: A Better Future for All*. Published for UNDP.

Humphries, S. & Burns, A. (2015). 'In reality it's almost impossible': CLT-oriented curriculum change. *ELT journal* 69 (3), 239-248.

Husserl, E. (1970). *The idea of phenomenology*. The Hague, The Netherlands: Nijhoff.

Hutchby, I. & Wooffit, R. (1998). *Conversation analysis*: *Principles, practices and applications*. Cambridge: Polity.

Hutchby, I. (2006). *Media talk: Conversation analysis and the study of broadcasting.* Maidenhead: Open University Press.

Hutchins, E. (2020). The distributed cognition perspective on human interaction. In *Roots of human sociality* (pp. 375-398). Routledge.

Hutchinson, P. (2020). The "placebo" paradox and the emotion paradox: Challenges to psychological explanation. *Theory & Psychology*, 30(5), 617-637. https://doi.org/10.1177/0959354320928139

Hutchinson, T. & Waters, A. (1987). English for Specific Purposes. Cambridge: Cambridge University Press.

Imran, S. (2020). *Pakistani university English language teachers' cognitions and practices* [Unpublished doctoral dissertation]. University of Portsmouth.

Inagaki, K., & G Hatano (1996). Young children's recognition of commonalities between animals and plants. *Child development*, 1996 - Wiley Online Library

Ingram, J. & Elliott, V. (2016). A critical analysis of the role of wait time in classroom interactions and the effects on student and teacher interactional behaviours. *Cambridge Journal of Education* 46(1):37-53 DOI:10.1080/0305764X.2015.1009365

Isani, U. A. (2001) Higher Education in Pakistan: Historical, and futuristic perspective. National University of Modern Languages. Islamabad (Unpublished PhD thesis)

Isani, U. A. G., Virk, M. L. (2003). Higher education in Pakistan: A historical futuristic perspective. Islamabad: Roohani Art Process.

Isani, U. A., & Virk, M. L. (2005). *Higher education in Pakistan: A historical and futuristic perspective*. Islamabad: National Book Foundation.

Jacobs, J., Hogarty, K., & Burns, R. W. (2017). Elementary preservice teacher field supervision: A survey of teacher education programs. *Action in Teacher Education*, *39*(2), 172-186.

Jang, E. E., McDougall, D. E., Pollon, D., & Russell, M. (2008). Integrative mixed methods data analytic strategies in research on school success in challenging environments. *Journal of Mixed Methods Research*, 2, 221-247.

Jefferson, G. (1979). A technique for inviting laughter and its subsequent acceptance declination. In G. Psathas (Ed.), *Everyday Language: Studies in Ethnomethodology* (pp. 79-96). New York: Irvington Publishers.

Jefferson, G. (1984) Transcription conventions. In J. Atkinson & J. Heritage (Eds.), *Structures of social action* (pp. ix-xvi). Cambridge: Cambridge University Press.

Jefferson, G. (2004). Glossary of transcript symbols with an introduction. In G. H. Lerner (Ed.), *Conversation analysis: studies from the first generation* (pp. 13-23). Philadelphia: John Benjamins. https://doi.org/10.1075/pbns.125.02jef

Jenkins, J. (2003). *World Englishes*: *A resource book for students*. London: Routledge.

Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly*, 40 (1), 157-181.

Jenkins, J. (2009). Exploring Attitudes towards English as a Lingua Franca in the East Asian Context. In K. Murata & J. Jenkins (Eds.), *Global Englishes in Asian Contexts* (pp. 40–56). Palgrave Macmillan UK. https://doi.org/10.1057/9780230239531_4

Jesson, R., Fontich, X., & Myhill, D. (2016). Creating dialogic spaces: Talk as a mediational tool in becoming a writer. *International Journal of Educational Research*, *80*, 155-163. https://doi.org/10.1016/j.ijer.2016.08.002

Johnson, D. W., & Johnson, R. T. (2009). An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning. *Journal of Educational Researcher*, 38(5), 365-379

Johnson, K. E. (1994). The emerging beliefs and instructional practices of preservice English as second language teachers. *Teaching and Teacher Education*, 10(4), 439-451.

Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. USA: Routledge.

Johnson, K. E. (2018). Studying language teacher cognition: Understanding and enacting theoretically consistent instructional practices. *Language Teaching Research*, 22(3), 259-263. https://doi.org/10.1177/1362168818772197

Johnson, K. E., & Golombek, P. R. (2003) "Seeing" teacher learning. *TESOL Quarterly, JSTOR*

Johnson, K. E., & Worden, D. (2014). Cognitive/emotional dissonance as growth points in learning to teach. Language and Sociocultural Theory, 1 (2), 125-150.

Johnson, K.E. (2009). Second language teacher education: A sociocultural perspective. USA: Routledge

Johnson, R. B. (2009). Toward a more inclusive "Scientific Research in Education."

Jonassen, D. H. (1996). *Computers in the classroom*: *Mindtools for critical thinking*. Eaglewoods, NJ: Merill/Prentice Hall.

Jones, S. H., T. E. Adams, C. Ellis (2016). *Handbook of autoethnography*. books.google.com

Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers* (1st ed.). Cambridge University Press. https://doi.org/10.1017/CBO9780511733062

Kagan, D. (1992). Implications of research on teacher belief In Educational Psychologist, 27(1), 65-90. Lawrence Erlbaum Associates, Inc.

Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. *Review of Educational Research*, *62*,129-I 69.

Kagan, S. (1994*). Cooperative Learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.

Kagan, S. S., & B. W. Markle (1993). Leadership for learning. *Council for Basic Education*

Kalman, M., & Bozbayindir, F. (2017). An investigation of dispositional resistance, change-specific resistance and change-related information: The case of the "4+ 4+ 4" educational reform in Turkey. *REMIE: Multidisciplinary Journal of Educational Research*, 7(2), 125-155.

Kalman, O. K., Tynjala, P., & Skaniakos, T. (2019). Patterns of university teachers' approaches to teaching, professional development and perceived departmental cultures. *Teaching in Higher Education* 25(4), 1-20. DOI:10.1080/13562517.2019.1586667

Kalra, M. B., & Baveja, B. (2012). Teacher Thinking about Knowledge, Learning and Learners: A Metaphor Analysis. *Procedia - Social and Behavioral Sciences*, *55*, 317-326. https://doi.org/10.1016/j.sbspro.2012.09.509

Kane, R., Sandretto, S., & Heath, C. (2002). Telling half the story: A critical review of research on the teaching beliefs and practices of university academics. *Review of Educational Research*, *72*(2), 177-228.

Kane, R., Sandretto, S., & Heath, C. (2002). Telling Half the Story: A Critical Review of Research on the Teaching Beliefs and Practices of University Academics. *Review of Educational Research,* 72 (2), 177-228. https://doi.org/10.3102/00346543072002177

Karagöz, T., Şükür, M., & Filiz, S. (2018). Pre-service EFL Teachers' Metaphorical conceptualizations of an EFL teacher. *European Journal of English Language Teaching*.

Kaur, K. (2015). The emergent nature of strategic mediation in ESL teacher education. *Language Teaching Research*, *19*(3), 374-388.

Kearney, M. (1984). *World view*. Novato, CA: Chandler & Sharp Publishers, Inc.

Keiny, S. (2008). "Conceptual change" as both revolutionary and evolutionary process'. *Teachers and Teaching*, *14*, 61-72

Keiny, S. (2008). *Teachers and Teaching: Theory and practice*, Taylor & Francis

Kember, D. (1997). A reconceptualisation of the research into university academics' conceptions of teaching. *Learning and Instruction, 7*(3), 255-275.

Kember, D., & Kwan, K. P. (2000). Lecturers' approaches to teaching and their relationship to conceptions of good teaching. *Instructional Science*, *28*, 469-490.

Kennedy, A. (2014). Understanding continuing professional development: The need for theory to impact on policy and practice. *Professional Development in Education*, *40*(5), 688-697. https://doi.org/10.1080/19415257.2014.955122

Kennedy, C. (2001). An ESP approach to EFL/ESL teacher training. *The ESP Journal*, *2*, 73-85.

Kennedy, C., Hyland, K., & Wong, L. (2013). Models of change and innovation. *Innovation and change in English language education*, 13-27.

Kennedy, K., & Archamboult, L. (2012). Offering Preservice Teachers Field Experiences in K-12 Online Learning A national survey of teacher education programs. *Journal of Teacher Education* 63,185. DOI:10.1177/0022487111433651

Kerwin-Boudreau, S. & Lynn Butler-Kisber (2016). Deepening Understanding in Qualitative Inquiry. *The Qualitative Report*, 21 (5), 956-971. https://doi.org/10.46743/2160-3715/2016.2623

Khan, H. K. & Halai, A. (2009). Mentoring for teacher development: Experiences from in-service setting in Pakistan. In R. Qureshi & F. Shamim (Eds.), *Schools and Schooling Practices in Pakistan: Lessons for Policy and Practice.,* (pp 68-86). Karachi: Oxford University Press.

Khattak, S. G. (2014). A comparative analysis of the elite-English-medium schools, state Urdu-medium schools, and Dini-madaris in Pakistan. *International Journal of Multidisciplinary Comparative Studies*, 1 (1), 92-107.

Kim, H., & Connelly, J. (2019). Early childhood preservice teachers' mathematics teaching efficacy: Effects of passion and teacher efficacy. *Asia-pacific Journal of Research in Early Childhood Education, 13*(1), 1-21. Doi:10.17206/apjrece.2019.13.1.1

Kim, M. (2011). Identifying types of peer feedback improving learners' ill-structured task performance & developing their instructional strategies. *The Korean Journal of Educational Methodology Studies*, *23*(4), 755-779.

Kim, Y., & McDonough, K. (2008). The effect of interlocutor proficiency on the collaborative dialogue between Korean as a second language learners. *Language Teaching Research*, 12, 211-34.

Kinchin, I. M. (2014). Concept mapping as a learning tool in higher education: A critical analysis of recent reviews. *The Journal of Continuing Higher Education*, *62*(1), 39-49.

Kinnucan-Welsch, K. (2007). Reconsidering teacher professional development through constructivist principles. In J. L. Kincheloe & R. A. Horn, Jr. (Eds.), *Praeger handbook of education and psychology*, *2,* 271-282. Westport, CT: Praeger.

Kitzinger, J. (1994). The methodology of focus groups: The importance of interaction between research participants. *Sociology of Health and Illness*, 18, 103-121.

Kizilbash (1998). Executive and intellectual functioning differences in preschool children with and without disruptive behavior problems. 1998 - *search.proquest.com*

Knorr-Cetina, K. D. (1981). *The micro-sociological challenge of macro-sociology: towards a reconstruction of social theory and methodology*. kops.uni-konstanz.de

Koc, M. (2012). Pedagogical Knowledge Representation through concept mapping as a study collaboration tool in teacher education. *Australasian Journal of Educational Technology*, 28-32.

Kockelmans, J. J. (1987). *Phenomenological psychology: The Dutch school.* Dordrecht/Boston: Martinus Nijhoff Publishers.

Kohlbacker, F. (2006). The use of qualitative content analysis in case research. Forum: *Qualitative Social Research*, 7 (1) Art #21 <https://www.qualitative-research.net/fqs

Kolleck, N. (2019). The power of third sector organizations in public education. *Journal of Educational Administration*, 2019 - emerald.com

Kolleck, N. (2019, October). Motivational aspects of teacher collaboration. In *Frontiers in Education* (Vol. 4, p. 122). Frontiers Media SA.

Korthagen, F. A. J. (2010). Situated learning theory and the pedagogy of teacher education: Towards an integrative view of teacher behavior and teacher learning. *Teaching and Teacher Education*, 2010 – Elsevier

Korthagen, F. A. J. (2014). Promoting core reflection in teacher education: Deepening professional growth. In L. Orland-Barak & C. J. Craig (Eds.)*, International Teacher Education: Promising pedagogies* (Part A), (pp. 73-89). Bingley, UK: Emerald.

Kozulin, A. (2003). Psychological Tools and Mediated Learning. In A. Kozulin, B. Gindis, V. S. Ageyev and S. M. Miller (Eds.), *Vygotsky's educational theory in cultural context* (pp. 15-38). New York: Cambridge University Press.

Kramsch, C, (2000). Second language acquisition, applied linguistics, and the teaching of foreign languages. *The Modern Language Journal*, 2000.

Kramsch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.

Kramsch, C. (2002). In search of the intercultural. *Journal of Sociolinguistics*, *6*, 275-285.

Krashen, S. D. (1985). *The Input Hypothesis: Issues and implication*. New York: Longman.

Kress, G. (2010) *Multimodality: A social semiotic approach to contemporary communication*. London: Routledge.

Kress, G., V. Leeuwen, N. T. (1996). *Reading Images: the grammar of visual design*. Londres: Routledge, 1996.

Krueger, R. A. (1994). *Focus groups: A practical guide for applied research* (2Ed.). Thousand Oaks, CA: Sage.

Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A Practical Guide for Applied Research* (3rd edition.) Thousand Oaks, Calif.: Sage.

Kubanyiova, M., (2012). *Teacher development in action: Understanding language teachers' conceptual change*. Springer.

Kubanyiova, M. A. (2007). *Teacher Development in Action: An Empirically- Based Model of Promoting Conceptual Change In In-Service Language Teachers in Slovakia* [Unpublished doctoral dissertation]. University of Nottingham

Kubanyiova, M., A Feryok (2015). Language teacher cognition in applied linguistics research: Revisiting the territory, redrawing the boundaries, reclaiming the relevance. *The Modern Language Journal*

Kuhn, T. S. (1962). *Structure of scientific revolutions.* Chicago: University of Chicago Press.

Kuhn, T. S. (1970). *The structure of scientific revolutions*. (2nd ed.). Chicago: Chicago University Press.

Kumar, R. (2019). Lord Mountbatten's The Last Supper: How the British empire botched up the futures of India, Pakistan and Bangladesh. *Journal of Family Medicine and Primary Care*, *8*(8), 2555. https://doi.org/10.4103/jfmpc.jfmpc_674_19

Kural, M, & Kocakulah, M. S. (2016). Teaching for hot conceptual change: Towards a new model, beyond the cold and warm. *European Journal of Education Studies* DOI:10.46827/EJES.V0I0.301

Kuusisaari, H. (2014). Teachers at the zone of proximal development – Collaboration promoting or hindering the development process. *Teaching and Teacher Education*, *43*, 46–57. https://doi.org/10.1016/j.tate.2014.06.001

Kvale, S. (1996). Interviews. London: Sage.

Kvale, S. (1996). The 1,000-page question. *Qualitative Inquiry,* 1996 - journals.sagepub.com

Kwon, N., A J Onwuegbuzie (2005). Modeling the factors affecting individuals' use of community networks: A theoretical explanation of community‐based information and communication technology use. *Journal of the American Society for Information Science and Technology*, 56(14). https://doi.org/10.1002/asi.20247

Lakoff, G. (1973). Hedges: A study in meaning criteria and the logic of fuzzy concepts. *Journal of philosophical logic*, *2*(4), 458-508.

Lange, D. L. (1993) Professional development schools and teacher education: Policies, problems, and possibilities. [PDF] - SPONS AGENCY, 1993 – ERIC

Lantolf, J. P. & Poehner, M. E. (2014). *Sociocultural theory and the pedagogical imperative in L2 education: Vygotskian praxis and the research/practice divide*. Routledge.

Lantolf, J. P. (2000). Introducing sociocultural theory. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 1-26). Oxford: Oxford University Press.

Lantolf, J. P., M.E. Poehner, & Thorne, S.L. (2014). Sociocultural theory and L2 development.

Lather, P. (1986). Research as praxis. *Harvard Educational Review,* 56 (3), 257-77.

Laurel L. Byrne, & Liang, L. (2008). Making learning visible: Lockhart Developing preservice teachers' pedagogical content knowledge and teaching efficacy beliefs in *Environmental education*, 17 (1), 41-56. https://doi.org/10.1080/1533015X.2017.1348274

Lave, J. (1988). *Cognition in practice: Mind, mathematics and culture in everyday life*. Cambridge University Press.

Lave, J. (2009). The practice of learning. Contemporary theories of learning, 2009-books.google.com

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

Laverty, S. M. (2003). Hermeneutic phenomenology and phenomenology: A comparison of historical and methodological considerations. *International Journal of Qualitative Methods, 2*(3), Article 3.

Lawrene, R. (2009). *High School Transformation: The Lived Experience of Teachers Moving to Small Learning Environments* [Doctoral dissertation]. https://digitalcommons.georgiasouthern.edu/etd/1038

Leavy, A. M., F. A. McSorley, L. A. Boté. (2007). *Teaching and Teacher Education,* Elsevier

Lee, B., Cawthon, S., & Dawson, K. (2013). Elementary and secondary teacher self-efficacy for teaching and pedagogical conceptual change in a drama-based professional development program. *Teaching and teacher education*, *30*, 84-98.

Lee, H. J. (2005). Understanding and assessing preservice teachers' reflective thinking. *Teaching and Teacher Education, 21*(6), 699-715.

Lee, I. (2007). Preparing pre-service English teachers for reflective practice. *ELT Journal* 61 (4), 321-329.

Leontiev, A. N. (1981) *The concept of activity in Soviet psychology*, 1981

Leubeck, J. L., & L.P. Bibe (2005). Online discussion as a mechanism of conceptual change among mathematics and science teachers. *International Journal of E-Learning & Distance Education*, 20 (2).

Lewis, A. (1992). Group child interviews as a research tool. *British Educational Research Journal*, 18, 413-421.

Lewis, A. (1992). Group child interviews as a research tool. *British Educational Research Journal*, 18, 413-421.

Li, L. (2019). *Language teacher cognition: A sociocultural perspective.* Springer

Liddicoat, A. J., A Scarino, & Kohler, M. (2018). The impact of school structures and cultures on change in teaching and learning: The case of languages. *Curriculum Perspectives*, 38 (3), 3-13,

Lightbown, P.M., & Spada, N. (2006). *How Languages are learned.* Oxford: Oxford University Press.

Lincoln, Y. S. (2000). Varieties of validity: Quality in qualitative research. In J. S. Smart, (Ed.), *Higher Education: Handbook of Theory and Research*, (pp.25-72). New York: Agathon Press.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.

Lincoln, Y.S. & Guba, E.G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Program Evaluation*, 30, 73-84.

Linden, J., & P. Renshaw (2004). Dialogic Learning: Shifting Perspectives to Learning, Instruction, and Teaching. Multilingual Education. Springer Link.

Linder, C.J. (1993). A challenge to conceptual change. *Science Educatio*n, *77*, 293-300.

Liston, D., & Garrison, J. (2004). *Teaching, learning, and loving: Reclaiming passion in educational practice*. New York: Routledge.

Little, D., Ridley, L. & Ushioda, E. (2003*). Learner autonomy in the foreign language classroom: Teacher, Learner, Curriculum and Assessment*. researchgate.net

Little, J. W. (1987). Teachers as Colleagues. In V. Richardson-Koehler (Ed.), *Educators' Handbook: A Research Perspective* (pp. 491-518). White Plains, NY: Longman.

Little, J. W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teachers College Record*, 91(4), 509-536.

Little, J. W. (2003). Inside teacher community: Representations of classroom practice. *Teachers College Record*, *105*(6), 913-945.

Little, J. W., Ridley, E Ushioda (2003). *Constructions of teacher leadership in three periods of policy and reform activism*. researchgate.net

Lloyd, K. et al (2016). *Qualitative methods 1: E* Vol 40 (5). https://doi.org/10.1177/0309132515596880. sage.journals.com

Lojdová, K. (2019). Socialization of a student teacher on teaching practice into the discursive community of the classroom: Between a teacher-centered and a learner-centered approach. *Learning, Culture and Social Interaction*, 22, 100314. https://doi.org/10.1016/j.lcsi.2019.05.001

Lortie, D. (1975). *School teache*r: *A sociological study*. Chicago: University of Chicago Press.

Lu, D. (2005). *An exploration into bilingual education and bilingualism of Hong Kong*. Hong Kong: The Joint Publishing (HK) Ltd.

Lyle, J. (2003). Stimulated recall: A report on its use in naturalistic research. *British Educational Research Journal*, 29 (6), 861-868.

Lyon, S., & Ahsan, M.F. (2022). A Complex Educational Landscape: The Impossible Choices of Private, Public and Language Options in Pakistan. In Y. Bazia (Ed.,) *Education in Troubled Times: A Global Pluralist Response* (pp. 346-362). Cambridge Scholars Publishing.

Macaro, E. (2003) Teaching and Learning a Second Language: A guide to current research and its applications. London: Continuum.

MacDonald, M., Badger, R., & White, G. (2001). Changing values: What use are theories of language learning and teaching? *Teaching and Teacher Education*, *17*(8), 949-963. https://doi.org/10.1016/S0742-051X(01)00042-7

Mackenzie, J., Tan, P. L., Hoverman, S., & Baldwin, C. (2012). The value and limitations of participatory action research methodology. *Journal of Hydrology*, 474, 11–21. https://doi.org/10.1016/j.jhydrol.2012.09.008

Mackinnon, G. (2006). Contentious issues in science education: Building critical thinking patterns through two-dimensional concept mapping. *Journal of Educational Multimedia and Hypermedia,* 15(4), 433-445. Retrieved from http://www.editlib.org/p/19840

Madaiton, N., Tomaquin, M. E., Visitacion, E. J., Villaver, J. R., Malingin, J. M., Nacua, S., Acut, D. & Picardal, M. (2022). Conceptual Change Framework of Instruction (CCFI): An Instructional Model in Teaching Eclipses. *Journal of Turkish Science Education*, *19*(2).

Madu, B. C. & E Orji. (2015). Effects of cognitive conflict instructional strategy on students' conceptual change in temperature and heat. *Sage Open*,

Mahboob, A. (2017). English medium instruction in higher education in Pakistan: Policies, perceptions, problems, and possibilities. *English Medium Instruction in Higher Education in Asia-Pacific*, 71-91. https://link.springer.com/chapter/10.1007/978-3-319-51976-0_5

Mahler, D. J Großschedl, U Harms. (2017). Opportunities to learn for teachers' self-efficacy and enthusiasm. *Education Research*,

Manan, S. A. (2019). Myth of English teaching and learning: A study of practices in the low-cost schools in Pakistan. *Asian Englishes*, 21(2), 172-189.

Manan, S. A., David, M. K., & Dumanig, F. P. (2015). Disjunction between language policy and children's sociocultural ecology – An analysis of English-medium education policy in Pakistan. *Language and Education*, 1-21. doi:10.1080/09500782.2015.1046882.

Mansoor, S. (2003). Language Planning in Higher Education: Issues of Access and Equity. *The Lahore Journal of Economics*, *8*, 17-48.

Mansoor, S. (2003). The medium of instruction dilemma: Implications for language planning in higher education. In S. Mansoor, S. Meraj & A. Tahir (Eds.), Language planning, policy and practice: A South Asian Perspective (pp. 8-24). Karachi, Oxford: Oxford University Press.

Mansoor, S. (2005). Language planning in higher education: A case study for Pakistan. Karachi: Oxford University Press.

Mansoor, S. (2009). Regional languages of Pakistan: Issues and concerns for language planning in Higher Education. In S. Mansoor, A. Sikander, N. Hussain & N. Ahsan (Eds.), *Emerging issues in TEFL: Challenges for Asia* (pp 31-58). Karachi: Oxford University Press.

Marcos, J. J., Miguel, E. S., & Tillema, H. (2009). Teacher reflection on action: What is said (in research) and what is done (in teaching). *Reflective Practice*, 10(2), 191-204.

Margolis, J., R Durbin, A Doring (2017). The missing link in teacher professional development: Student presence. *Professional Development in Education*, 2017. Taylor & Francis

Markee, N. (2000). *Conversation Analysis*. New Jersey: Routledge.

Markee, N. (2011). Doing, and justifying doing, avoidance. *Journal of Pragmatics* 43, 602-615

Markham, K. M., Mintzes, J. J., & Jones, M. G. (1994). The concept map as a research and evaluation tool: Further evidence of validity. *Journal of Research in Science Teaching*, *31*(1), 91-101.

Martin, A. D. (2016). The Professional Identities of Mainstream Teachers of English Learners: A Discourse Analysis [Doctoral dissertation]. https://digitalcommons.montclair.edu/etd/90

Martin, E. & Balla, M. (1991). Conceptions of teaching and implications for learning. In R. Ross (Ed.). *Teaching for Effective Learning. Research and Development in Higher Education*, 13. Sydney: HERDSA.

Martin, E., & Ramsden, P. (1992). An expanding awareness: How lecturers change their understanding of teaching. *Research and Development in Higher Education*, 15, 148-155.

Martin, J. (2016). The grammar of agency: Studying possibilities for student agency in science classroom discourse. *Learning, Culture and Social Interaction*, *10*, 40-49.

Martínez, J. F., Schweig, J., & Goldschmidt, P. (2016). Approaches for combining multiple measures of teacher performance: reliability, validity, and implications for evaluation policy. *Educational Evaluation and Policy Analysis, 38*(4), 738-756.

Marton, F. & Tsui, A. (Eds.), (2004) *Classroom discourse and the space of learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

Marton, F. (1981). Phenomenography: describing conceptions of the world around us. *Instructional Science*, 10 (2), 177-200. https://doi.org/10.1007/BF00132516

Marton, F. (1986). Phenomenography: A research approach to investigating different understandings of reality, *Journal of Thought*, *21*, 28-49.

Marton, F. (1988). Phenomenography: Exploring different conceptions of reality. In D. Fetterman (Ed.), *Qualitative approaches to evaluation in education: The silent revolution* (pp. 176-205). New York: Praeger.

Marton, F. (2000). The structure of awareness. In J. Bowden & E. Walsh (Eds.), Phenomenography (pp. 102-116). Melbourne: RMIT University Press.

Marton, F., & Booth, S. A. (1997). *Learning and awareness.* Lawrence Erlbaum Associates Publishers. https://psycnet.apa.org › record › 1997-08301-000

Marton, F., Dall'Alba, G., & Tse, L. K. (1996). Memorizing and understanding: The keys to the paradox. In D. A. Watkins & J. B. Biggs (Eds.), *The Chinese learne*r (pp. 69-83). Hong Kong: Comparative EducaRamirez, Castenada 1974tion Research Centre, University of Hong Kong.

Mascolo, M. (2009). Beyond Student-Centered and Teacher-Centered Pedagogy: Teaching and Learning as Guided Participation. *Pedagogy and the Human Sciences*, *1*, 3-27.

Matsagouras, I. (1999a) *Theory of Instruction. The Personal Theory as Framework of Stochastic-critical Analysis* (Athens, Gutenberg)

McAleese, R. (1998) The Knowledge Arena as an Extension to the Concept Map: Reflection in Action. Interactive learning environments, *Interactive Learning Environments*. 6 (3). https://doi.org/10.1076/ilee.6.3.251.3602

McAlpine, L., & Weston, C. (2000). Reflection: Issues related to improving professors' teaching and students' learning. *Instructional Science*, 28, 363-385.

McCosker, H., Barnard, A., Gerber, R. (November, 2003). Phenomenographic study of women's experiences of domestic violence during the childbearing years. Online Journal of Issues in Nursing. Retrieved from http://nursingworld.org/ojin/topic17 /tpc17_6.htm

McGarr, O. & Moody, J. (2010). Scaffolding or stifling? The influence of journal requirements on students' engagement in reflective practice. *Reflective Practice*, *11*(5), 579-91

McGarr, O., & McCormack, O. (2014). Reflecting to Conform? Exploring Irish Student Teachers' Discourses in Reflective Practice. *The Journal of Educational Research*, *107*(4), 267-280. https://doi.org/10.1080/00220671.2013.807489

McIntyre, D. J. (1980). Teacher Evaluation and the observer effect. *NASSP Bulletin*, 64(434), 36-40. https://doi.org/10.1177/019263658006443408

McLaughlin, M. W. & Talbert, J. E. (2001). *Professional communities and the work of high school teaching*. University of Chicago Press, Chicago.

McMahon, M. (1997). *Social constructivism and the World Wide Web*: *A paradigm for learning*. Paper presented at the ASCILITE conference. Perth, Australia.

Medgyes, P. (1994). *The non-native teacher*. London, England: Macmillan Publishers.

Medgyes, P. (1996). Native or non-native: Who's worth more? In T. Hedge & N. Whitney (Eds.), *Power, pedagogy & practice* (pp. 31-42). Oxford: Oxford University Press.

Mehrun-Nisa (2009). Using questioning as teaching learning strategy: opportunities and challenges. In Q. Rashida and S. Fauzia (Ed.) *Schools and Schooling Practices in Pakistan: Lessons for policy and practice* (pp. 6-26). Karachi: Oxford University Press.

Meijer, P. C., N. Verloop & D. Beijaard (1999). Exploring language teachers' practical knowledge about teaching reading comprehension. *Teaching and Teacher Educatio*n, 15, 59-84.

Mellado, V., Conde, C., Brigido, M., Costillo Borrego, E., Ruiz, C., Bermejo, M., & Fajardo, M. (2010). *The Educational Change in Science Teachers* (pp. 61-84).

Mercer, N. (2000). *Words and Minds: How We Use Language to Think Together*. London: Routledge.

Merleau-Ponty, M. (2008). *Phenomenology of Perception*. c. smith (trans.). New York and London: Routledge. (Original work published 1945)

Merton, R. K., & Kendall. P. L. (1946) The focused interview. *American Journal of Sociology*, 51, 541-557.

Meyer, B.E., PE Geschiere (1999). Globalization and identity: Dialectics of flow and closure. *Multilingual Matters* Blackwell Publishing. psycnet.apa.org

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

Ministry of Education Pakistan. (2009). *National education policy of Pakistan 2009*.

Ministry of Education Pakistan. (2018). *National education policy of Pakistan 2018*.

Molder, H, te., & Potter, J. (2005). Talking cognition: mapping and making the terrain. In H. Molder and J. Potter, *Conversation and cognition*, (pp. 1-56). Cambridge: Cambridge University Press.

Moodie, I. (2016). The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices. *System*, *60*, 29–41. https://doi.org/10.1016/j.system.2016.05.011

Moodie, I., & Nam, H.-J. (2016). English language teaching research in South Korea: A review of recent studies (2009-2014). Language Teaching, 49(1), 63-98. https://doi.org/10.1017/S026144481500035X

Moon, J. A. (2004). *Learning Journals. A handbook for reflective practice and professional development*. London: Routledge Falmer.

Morales, M. P. E. (2016). Exploring Indigenous Game-based Physics Activities in Pre-Service Physics Teachers' Conceptual Change and Transformation of Epistemic Beliefs. *EURASIA Journal of Mathematics, Science and Technology Education*, *13*(5). https://doi.org/10.12973/eurasia.2017.00676a

Moran, D. (2000). *Introduction to Phenomenology: Charting phenomenology from Brentano, through Husserl and Heidegger, to Gadamer, Arendt, Levinas, Sartre, Merleau-Ponty and Derrida*. Oxford: Routledge.

Morine-Dershimer, G. (1989). Preservice teachers' conceptions of content and pedagogy: Measuring growth in reflective, pedagogical decision-making. *Journal of Teacher Education, 5* (1), 46-52.

Moustakas, C. (1994). *Phenomenological research methods.* Thousand Oaks: Sage.

Munby, H., T Russell (1994). The authority of experience in learning to teach: Messages from a physics methods class. *Journal of Teacher Education,* 1994 - journals.sagepub.com

Murray, K., & McDonald, R. (1997). The disjunction between lecturers' conceptions of teaching and their claimed educational practice. *Higher Education*, *33*, 331-349.

Myers, G. (1998) 'Displaying opinions in focus groups.' *Language in society*, 27 (1), 85-111.

Myers, G. (1998). Displaying opinions: Topics and disagreement in focus groups. *Language in Society*, 27, 85-111.

Myers, G. (2006). "Where are you from?": Identifying place. *Journal of Sociolinguistics*, *10*, 320-343.

Myers, G. (2007) 'Enabling talk.: How the facilitatator shapes a research group'. Text and talk. 27 (1), 79-105

Myers, G., & Macnaghten, P. (1999). Can focus groups be analysed as talk? In R. S. Barbour & J. Kitzinger (Eds.), *Developing focus group research: Politics, theory, and practice* (pp. 173-185). London: Sage.

Nadelson, L. S., Booher, L., & Turley, M. (2020). Leaders in the classroom: Using teaching as a context for measuring leader identity. *Frontiers in Education*, 2020 - frontiersin.org

Nadelson, L. S., Nadelson., S. G. (2020). What about research and evidence? Teachers' perceptions and uses of education research to inform STEM teaching, *The Journal of Educational Research*, 2020 https://doi.org/10.1080/00220671.2020.1782811

Napan, K., Green, J. K., Thomas, J. A., Stent, W. J., Jülich, S. J., Lee, D., & Patterson, L. (2018). *Collaborative Transformations: Cooperative Inquiry as a Catalyst for Change. Journal of Transformative Education*, 16(3), 246-267. https://doi.org/10.1177/1541344617736636

Nelson, T. H., & Slavit, D. (2007). Collaborative inquiry among science and mathematics teachers in the USA: Professional learning experiences through cross‐grade, cross‐discipline dialogue. *Journal of In-Service Education*, *33*(1), 23-39. https://doi.org/10.1080/13674580601157620

Nelson, T. H., Slavit, D., & Deuel, A. (2012). Two Dimensions of an Inquiry Stance toward Student-Learning Data. *Teachers College Record: The Voice of Scholarship in Education*, *114*(8), 1-42. https://doi.org/10.1177/016146811211400807

Nelson, T. H., Slavit, D., Perkins, M., & Hathorn, T. (2008). A Culture of Collaborative Inquiry: Learning to Develop and Support Professional Learning Communities. *Teachers College Record*, 110(6), 1269-1303. https://doi.org/10.1177/016146810811000601

Nesbit, J. C., & Adescope, O. O. (2006). Learning with concept and knowledge maps: A meta-analysis. *Review of Educational Research*, 76 (3), 413-448. https://doi.org/10.3102/00346543076003413

Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*, *19*, 317-328.

Ness, O. & Strong, T. (2013). Learning new ideas and practices together: A cooperative inquiry. *Journal of Family Psychotherapy*,

Nevenglosky, E. A., Cale, C., & Aguilar S. P. S. (2019). Barriers to effective curriculum implementation. *Research in Higher Education Journal*, 36, 1-31

New York: Teachers College Press.

New York: Teachers College Press.

Ng, C., & Leicht, A. (2019) 'Struggles as engagement' in teacher change: A longitudinal case study of a reading teacher's changing practices. *Teachers and Teaching*, 25, 4, 453-468. DOI: 10.1080/13540602.2019.1625764

Ng, J. & Farrell, T. S. C. (2003). Do teachers' beliefs of grammar teaching match their classroom practices? A Singapore case study. In B. Detering & E. L. Low (Eds.). *English in Singapore: Research on Grammar* (pp. 128-37). Singapore: McGraw Hill.

Nicholls, J. G. (1984). Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance. *Psychological Review*, 1984. psycnet.apa.org

Nierstheimer, S. L., Hopkins, C. J., Dillon, D. R., & Schmitt, M. C. (2000). Preservice teachers' shifting beliefs about struggling literacy learners. *Reading Research and Instruction*, *40*(1), 1-16. https://doi.org/10.1080/19388070009558331

Norris, J. M., White, D. E., Nowell, L., Mrklas, K., & Stelfox, H. T. (2017). How do stakeholders from multiple hierarchical levels of a large provincial health system define engagement? A qualitative study. *Implementation Science*, *12*(1), 1-13.

Norton, B. (1997). Language, Identity, and the Ownership of English. *TESOL Quarterly*, 31, 409-429.

Norton, L., Richardson, T. E., Hartley, J., Newstead, S., & Mayes, J. (2005). Teacher beliefs and intentions concerning teaching in higher education. *Higher Education*, *50*, 537-571.

Novak, J. D. (1990). Concept mapping: A useful tool for science education. *Journal of Research in Science Teaching*, *27*, 937-949.

Novak, J. D. (1998). *Learning, creating, and using knowledge: Concept maps as facilitative tools in schools and corporations*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Novak, J. D., & Gowin, D. B. (1984). *Learning how to learn*. New York: Cambridge University Press.

Nussbaum, J. (1989). Classroom conceptual change: philosophical perspectives, *International Journal of Science Education*. *11*(5), 530-540. https://doi.org/10.1080/0950069890110505

O'Connell T. S., & Dyment, J. E. (2011). The case of reflective journals: Is the jury still out? *Reflective Practice, 12*(1), 47-59.

Olsen, M. E., Lodwick, D. G., & Dunlap, R. E. (1992). *Viewing the world ecologically*. San Francisco: Westview Press.

Olson, J. (1988). Making sense of teaching: Cognition vs. culture. *Journal of Curriculum Studies*, *20,* 167-169.

Olthouse, J. (2014) How do preservice teachers conceptualize giftedness? A metaphor analysis. *Roeper Review*, 2014 - Taylor & Francis

Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International Journal of Qualitative Methods*, *8*(3), 1-21.

Onwuegbuzie, A. J., Slate, J. R., Leech, N. L., & Collins, K. M. T. (2009). Mixed data analysis: Advanced integration techniques. *International Journal of Multiple Research Approaches*, 3, 13-33.

Onwuegbuzie, A. J., & N. L. Leech (2005a), On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies. *International Journal of Social Research Methodology*, Taylor & Francis.

Onwuegbuzie, A. J., & N. L. Leech (2005b). The Role of Sampling in Qualitative Research. *Academic Exchange Quarterly*, 9(3), 280-284.

Onwuegbuzie, A. J., Slate, J. R., & Leech, N. L. (2007). Conducting mixed analyses: A general typology. *International Journal of Multiple Research Approaches*, 4-17.

Opfer, V. D. D. Pedder (2011), Conceptualizing teacher professional learning. *Review of Educational Research*, 2011 - journals.sagepub.com

Ortner, S. B. (1984). Theory in anthropology since the Sixties. *Comparative Studies in Society and History*, *26*, 126-166.

O'Sullivan, A., Sheffrin, S. M., & Swan, K. (2003). Economics: Principles in action academia.edu

Owens, K. (2011). Embodied understanding: On a path not travelled in Gadamer's hermeneutics. *Emergent Australasian Philosophers*, *1*, 1-12.

Owens, R. E. (2012). *Language and development: An introduction*. 8E. ISBN -13. 9780132582520

Oxford, R. L., Tomlinson, S., Barcelos, A. & Harrington, C. (1998). Clashing metaphors about classroom teachers: Toward a systematic typology for the language teaching field. *System,*

Özdemir, G., & Clark, D. B. (2007). An overview of conceptual change theories. Eurasia Journal of Mathematics, Science & Technology Education, 3(4), 351-361.

Ozderin, G, & Clark, D. G. (2007). An overview of conceptual change theories: *Eurasia Journal of Mathematics, Science and Technology Education*, 3(4), 351-361.

Packer, M. J. (1985). Hermeneutic inquiry in the study of human conduct. *American Psychologist*, *40*(10), 108-19.

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.

Palmer, (1999). Exploring personal ethics in teaching. In a paper on website of CETaL (The Center for Effective Teaching and Learning University of Texas at EL Paso). Downloaded in Oct. 2008

Palmer, R. E. (1969). *Hermeneutics: Interpretation theory in Schleiermacher, Dilthey, Heidegger, and Gadamer. Evanston*, Il: Northwestern University Press.

Papoulia-Tzelepi, P., & Spinthourakis, J.A. (2000). Greek teachers' personal theory on writing at the elementary level: opportunity for innovation or defense mechanism?. *Mediterranean Journal of Educational Studies*, 5(1), 55-75.

Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods* (2nd ed.). Newbury Park, CA: Sage Publications, Inc.

Paulo, I. J. C. D., Moreira, M. A., & Caballero Sahelices, M. C. (2008). A comparative analysis on the use of concept maps as an instructional resource for the grasping of meanings of key concepts of quantum mechanics based on the double slit experiment. In *International Conference on Concept Mapping (3.: 2008 Sep. 22-25: Tallinn, Estonia; Helsinki, Finland).[Proceedings..].[Sl: sn, 2008?]*.

Pea, R. D. (1993). Learning scientific concepts through material and social activities: Conversational analysis meets conceptual change. *Educational Psychologist*, *28*(3), 265-277. https://doi.org/10.1207/s15326985ep2803_6

Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: a longitudinal study. *System, 29*, 177-195.

Pennington, M. C. (1995). Modeling education outcomes. Relating input to output in teacher change. Research Monograph No 5. Hong Kong: City University of Hong Kong.

Pennington, M. C. (1995). The Teacher Change Cycle. *TESOL Quarterly*, *29*(4), 705. https://doi.org/10.2307/3588171

Pennington, M.C., & Urmston, A. (1998) The teaching orientation of graduating students on a BATESL course in Hong Kong: A comparison with first-year students. *Hong Kong Journal of Applied Linguistics*, *3*(2): 17-45.

Pennycook, A. (1990). Critical pedagogy and second language education. *System*, *18*(3), 303-314. https://doi.org/10.1016/0346-251X(90)90003-N

Penuel, W. R., J. Roschelle, N. Shectman. (Year??) Designing formative assessment software with teachers: An analysis of the co-design process. *Research and practice in technology enhanced learning.* Vol 2 (01), 51-74

Peterson, P. L., & Comeaux, M. A. (1987). Teachers' schemata for classroom events: The mental scaffolding of teachers' thinking during classroom instruction. *Teaching and Teacher Education*, *3*(4), 319-331. https://doi.org/10.1016/0742-051X(87)90024-2

Peyton, J. K., & Staton, J. (1991). *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English. Language in Education Series, No. 77*.

Phillipson, R. (1992) Linguistic Imperialism. Oxford University Press, Oxford.

Phillipson, R. (2018). Linguistic Imperialism. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (1st ed., pp. 1-7). Wiley. https://doi.org/10.1002/9781405198431.wbeal0718.pub2

Phipps, A. (2007). The sound of higher education: Sensuous epistemologies and the mess of knowing. *London Review of Education*, *5*(1). https://doi.org/10.1080/14748460601045671

Pintrich, P. R., Marx, R. W., & Boyle, R. A. (1993). Beyond cold conceptual change: The role of motivational beliefs and classroom contextual factors in the process of conceptual change. *Review of Educational Research, 63*(2), 167-199. https://doi.org/10.2307/1170472

Pintrich, P. R., Wolters, C. A., & Baxter, G. P. (2000). Assessing metacognition and self-regulated learning. In G. Schraw & J. Impara (Ed.), *Issues in the Measurement of Metacognition* (pp. 43–97). Lincoln, NE: University of Nebraska.

Polkinghorne, D. (1983). *Methodology for the human sciences: Systems of inquiry.* Albany: State University of New York Press.

Pomerantz, A. (1984). Agreeing and disagreeing with assessments: Some features of preferred/dispreferred turn shapes. In J. M. Atkinson & J. Heritage (pp. 57-101)

Pomerantz, A., & Fehr, B. J. (1997). Conversation analysis: An approach to the study of social action as sense making practices. In T. A. van Dijk (Ed.), *Discourse as social interaction. Discourse Studies: A multidisciplinary introduction.* London: Sage.

Pomerantz, J. (2005). A Conceptual Framework and Open Research Questions for Chat-based Reference Service. *Journal of the American Society for Information Science and Technology*, *56*(12), 1288-1302.

Posner, G. J., Strike, K. A., Hewson, P. W., & Gertzog, W. A. (1982). Accommodation of a scientific conception: Toward a theory of conceptual change. *Science Education*, *66*(2), 211–227. https://doi.org/10.1002/sce.3730660207

Potter, J. (2006). Cognition & conversation. *Discourse Studies*, 8, 131-140.

Powell, Fisher, Wright (2002). Investigative interviewing. In *Psychology and Law: An Empirical Perspective (*Eds) Neil Brewer, Kipling D. Williams. Guildford Press

Powell, K., & Wells, M. (2002). The effectiveness of three experiential teaching approaches on student science learning in fifth-grade public school classrooms. *The Journal of Environmental Education*, 33(2), 33–38. https://doi.org/10.1080/00958960209600806

Powell, R. P. (2002). The influence of prior experiences on pedagogical constructs on traditional and non-traditional preservice teachers. *Teaching & Teacher Education, 8*(3), 225-238.

Pratt, D. D. (1992a). Chinese conceptions of learning and teaching: A Westerner's attempt at understanding. *International Journal of Lifelong Education*. Taylor & Francis

Pratt, D. D. (1992b). Conceptions of teaching. *Adult Education Quarterly,*

Pratt, D. D., Kelly, M., & Wong, W. S. S. (1999). Chinese conceptions of 'effective teaching' in Hong Kong: Towards culturally sensitive evaluation of teaching. *International Journal of Lifelong Education*, *18*(4), 241-258. https://doi.org/10.1080/026013799293739a

Pre-STEP/USAID, (2010). Rationalization of pre-service teacher education programs in Pakistan. www.prestep.org

Prosser, M., & Trigwell, K. (2001). *Understanding learning and teaching: The experience in higher education*. Buckingham: SRHE and Open University Press.

Prosser, M., Trigwell, K., & Taylor, P. (1994). A phenomenographic study of academics' conceptions of science learning and teaching. *Learning and Instruction*, *4*(3), 217-231. https://doi.org/10.1016/0959-4752(94)90024-8

Psathas, G. (1995) *Conversation analysis*: *The study of talk-in-interaction*. Thousand Oaks: Sage.

Puchta, C., & Potter, J. (2004). *Focus group practice*. London: Sage.

Putnam, R. T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, 29(1), 4-15.

Qhobela, M. (2012). Using argumentation as a strategy of promoting talking science in a physics classroom: What are some of the challenges? *US-China Education Review*, B 2, 163-172.

Radolf, A. (2002). Learning to teach: Changes in technical college teachers' beliefs about learning and teaching over a two-year teacher education programme. In N, Hativa & P, Goodyear (Eds.), *Teacher thinking beliefs and knowledge in higher education* (pp. 265-288). The Netherlands: Kluwer Academic Publishers.

Rahman, T. (2002). *Language, ideology and power*. Karachi, Pakistan: Oxford University Press.

Rahman, T. (2003). English teaching institutions in Pakistan. In S. Mansoor, A. Tahir & S. Meraj (Eds.), *Language policy planning and practice: A South Asian perspective* (pp. 44-52). Karachi: Oxford University Press.

Rahman, T. (2005). Language, power and ideology. In V. Kukreja & M. P. Singh (Eds.), *Pakistan: Democracy, development and security Issues* (pp.108-122). New Delhi and London: Sage.

Rahman, T. (2006). Muslim/Islamic language education in Pakistan and India. In K. Brown (Ed.), Encyclopedia of language & linguistics (pp. 487-494). Boston: Elsevier.

Ramirez, M., & Castenada, A. (1974). *Bicultural democracy biocognitive development and* education. New York: Academic Press.

Ramsden, P. (1992). *Learning to Teach in Higher Education*. Routledge: London.

Rariera, J. F. A. (2009). Exploring reflective dialogue as a strategy for teacher development. In Q. Rashida & S. Fauzia (Ed.), *Schools and Schooling Practices in Pakistan: Lessons for policy and practice* (pp. 46-67). Karachi: Oxford University Press.

Rawls, A. W., & Lynch, M. (2022). Ethnography in ethnomethodology and conversation analysis: Both, neither, or something else altogether? *Qualitative Research*, 146879412211384. https://doi.org/10.1177/14687941221138410

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.

Reason, P. (2002). The practice of Co-operative Inquiry. *Systemic Practice and Action Research*,

Reason, P. (2003). Doing Co-operative Inquiry. In J. Smith (Eds.), *Qualitative Psychology: A Practical Guide to Methods.* London: Sage Publications.

Reason, P., & Heron, J. (1986). *Research with people*: *The paradigm of co-operative experiential enquiry*. Person-centred Review, 1, 457–476.

Reeves, J. R. (2006). Secondary teacher attitudes toward including English-language learners in mainstream classrooms. *Journal of Educational Research*, *99* (3), 131-142.

Rehman N. (2020). *Enhancing English language speaking skills through using communicative language teaching (CLT) to boost secondary school students', studying in a private school in Karachi, motivation to speak (2020)* [Unpublished master's thesis]. The Aga Khan University, Institute for Professional Development.

Rehman, M. F., S. Sajjad, S., M.P. Scholar (2002). *Instructional Planning and Evaluation Techniques Used by Teachers for their Students with Special Needs.* researchgate.net

Rehmani, A. (2006). Teacher education in Pakistan with particular reference to teachers' conceptions of teaching. *Quality in education: Teaching and leadership in challenging times, 20*, 495-524.

Rettalick, J. & Mithani, S. (2003). Impact of professional development program: A study from Pakistan. Journal of In-service Education, 29(3) 405-422.

Richards, J. C., Gallo, P. B. & Renandya, W. (2001). Exploring teachers' beliefs and the processes of change. In *PAC Journal,* SEAMEO Regional Centre, Singapore.

Richards, J. C., Ho, B., & Giblin K. (1996) Learning how to teach in the RSA Cert. In D. Freeman, & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 242-590). New York: Cambridge PeacockUniversity Press.

Richards, J. C., Nunan, D. (Eds.), (1990). *Second language teacher education*. Cambridge: Cambridge University Press.

Richardson, J. T. (1999). The concept & methods of phenomenographic research. *Review of Educational Research*, 69, 53-82.

Richardson, V. (1990). Significant and worthwhile change in teaching practice. *Educational Researcher*, *19*(7), 10-18.

Richardson, V. (1994). Conducting research on practice. *Educational Researcher*, 23(5), 5–9.

Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education*, (2nd ed.) (pp. 102-119). New York: Simon & Schuster Macmillan.

Richardson, V. (Ed.). (1994). *Teacher Change and the Staff Development Process: A Case in Reading Instruction*. New York: Teachers College Press.

Richardson, V., & Placier, P. (2001). Teacher change. In V. Richardson (Ed.), *Handbook of Research on Teaching*, (pp. 905-947). Washington, DC: AERA.

Richert, A. (1991). A Case Study from the San Francisco Mathematics Collaborative. *AUTHOR Popkewitz, Thomas S.; Myrdal, Sigurjon TITLE Case Studies of the Urban Mathematics Collaborative Project: Program Report 91-3. INSTITUTION Wisconsin Center for Education Research, Madison. SPONS AGENCY Ford Foundation, New York, NY*, 278.

Rizvi, M. & Anwar, T. (2022). *A National Study on the Perceptions and the Measures for the Enhancement of Teachers' Status – Part One*. Karachi: AKU-IED.

Roberts, C., Byram, M., Barro, A., Jordan, S., & Street, B. (2001). *Language learners and ethnography: Theory & practice*. Great Britain: Multilingual Matters.

Roberts, G. (2003). Teaching using the Web: Conceptions and approaches from a phenomenographic perspective. *Instructional Science*, *31*, 127-150.

Roberts, G. C., Treasure, D. C., & Balague, G. (1998). Achievement goals in sport: The development and validation of the perception of Success Questionnaire. *Journal of Sports Sciences*, 16(4), 337–347. https://doi.org/10.1080/02640419808559362

Roberts, J. (1998). *Language Teacher Education.* London: Arnold.

Robeyns, I. (2005). The Capability Approach: A theoretical survey. *Journal of Human Development*, *6*(1), 93–117. https://doi.org/10.1080/146498805200034266

Robeyns, I. (2009). Capability Approach. In J. Peil & I. Van Staveren (Eds.), *Handbook of Economics and Ethics*. Edward Elgar Publishing. https://doi.org/10.4337/9781848449305.00013

Robson, C. (2002). *Real world research* (2nd ed.). Oxford: Blackwell.

Rogoff, B. (1990). *Apprenticeship in thinking: cognitive development in social context*. New York, NY: Oxford University Press.

Rogoff, B. (1995). Observing sociocultural activity on three planes: Participatory appropriation, guided participation, and apprenticeship. In J. V. Wertsch, P. del Río, & A. Alvarez (Eds.), *Sociocultural studies of mind* (pp. 139–164). Cambridge University Press. https://doi.org/10.1017/CBO9781139174299.008

Rogoff, B. (2008*). Pedagogy and practice: Culture and identities, Teaching as Learning* - books.google.com

Rogoff, B., & Lave, J. (1984). *Everyday cognition: Its development in social context.* Cambridge, MA: Harvard University Press.

Roschelle, J. (1997). *Learning in Interactive Environments: Prior Knowledge and New Experience*.

Rosenholtz, S. (1989). *Teachers' workplace: The social organisation of schools. New* York: Longman.

Ross-Gordan, J. M. & Ferry, N. M. (1990). An Inquiry into Schön's Epistemology of Practice: Exploring Links between Experience and Reflective Practice. *Adult Education Quarterly.* 48 (2). https://doi.org/10.1177/074171369804800205

Ruiz-Primo, M. A., Shavelson, R. J. & Schultz, S. E. (1997). On The Validity Of Concept Map-Base Assessment Interpretations: An Experiment Testing The Assumption Of Hierarchical Concept Maps In Science, CSE Technical Report 455.

Rundell, J. (1995). Gadamer and the Circles of Hermeneutics. In David Roberts (Ed.), *Reconstructing Theory: Gadamer, Habermas, Luhmann* (pp 10-38). Melbourne University Press.

Ryan, K. (1986). The Induction of New Teachers. *Fastback* 237. ERIC

Saban, A. (2006). Functions of metaphor in teaching and teacher education: A review essay. *Teaching Education*, 2006 - Taylor & Francis

Saban, A., B. N. Kocbeker (2007). Prospective teachers' conceptions of teaching and learning revealed through metaphor analysis. *Learning and instruction*, 2007 - Elsevier

Sacks, H. (1992). *Lectures on conversation*. Basil Blackwell, Oxford.

Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for organization of turn-taking for conversation. *Language*, 50 (4), 696-735.

Sadera, W. A. (2001). *Conceptual change-based instruction and preservice teacher technology preparation: A collective case study* [Unpublished doctoral dissertation]. Iowa State University.

Said, E. W. (1978). *Orientalism*. Routledge and Kegan Paul.

Saleem, A. (2015). *Does memorization without comprehension result in language learning?* [Unpublished doctoral dissertation]. Cardiff University.

Samnai B. (2019). Improving students' writing skills using mind - mapping technique at primary level in a private school in Karachi [Unpublished master's thesis]. The Aga Khan University, Institute for Professional Development.

Samuelowicz, K., & Bain, J. D. (1992). Conceptions of teaching held by academic teachers. *Higher Education*, *24*(1), 93–111. https://doi.org/10.1007/BF00138620

Samuelowiez, K., & Bain, J. D. (2001). Revisiting academics' beliefs about teaching and learning. *Higher Education, 41*, 299-325. Netherlands: Kluwer Academic Publishers. *8* (2), 269-83.

Samuels, M., & Betts, J. (2007). Crossing the threshold from description to deconstruction, and reconstruction: Using self-assessment to deepen reflection. *Reflective Practice, 8*(2), 269-283.

Santoro, D. A., & Cain, L. (2018). *Principled Resistance: How Teachers Resolve Ethical Dilemmas*. Harvard Education Press.

Sarfaraz, N. (2020). *Exploring strategies used for teaching spellings to Grade X* [Unpublished master's thesis]. The Aga Khan University, Institute for Educational Development.

Sartre, J. P. (2007). *Existentialism is a humanism.* (C Macomber, trans). New Haven: Yale University Press.

Sato, K. & Kleinsasser, R. C. (2004). Beliefs, practices, and interactions of teachers in a Japanese high school English department. *Teaching and Teacher Education*, 20, 797-816. http://dx.doi.org/10.1016/j.tate.2004.09.004

Schacter, D. L. (1999). The seven sins of memory: Insights from psychology and cognitive neuroscience. *American Psychologist*, 54(3), 182-203. https://doi.org/10.1037/0003-066X.54.3.182. psycnet.apa.org

Schegloff, E. & Sacks, H. (1973). Opening up closings. *Semiotica*, 8, 289-327.

Schegloff, E. (1988). Presequences and indirection: applying speech act theory to ordinary conversation. *Journal of Pragmatics*, 12, 55-62.

Schegloff, E. (2000). 'Overlapping talk and the organization of turn-taking for conversation.' *Language in Society* 29, 1-63.

Schegloff, E. A. (1987). Analyzing single episodes of interaction: An exercise in conversation analysis. *Social psychology quarterly*, 101-114.

Schipper, T. M., van der Lans, R. M., de Vries, S., Goei, S. L., & van Veen, K. (2020). Becoming a more adaptive teacher through collaborating in lesson study? examining the influence of lesson study on teachers' adaptive teaching practices in mainstream secondary education. *Teaching and Teacher Education*, 88, 102961. https://doi.org/10.1016/j.tate.2019.102961

Schmidt, L. K. (2006). *Understanding hermeneutics*. 1E, Routledge

Schnotz, W., Vosniadou, S., & Carretero, M. (1999). *New perspectives on conceptual change*. Oxford University Press.

Schön, D. (1983). *The reflective practitioner*. New York: Basic Books.

Schwandt, T. A. (1994). Constructivist, interpretivist approaches to human inquiry. In N.K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 118-137). Thousand Oaks, CA: Sage.

Schwendimann, B. A. (2015) Concept maps as versatile tools to integrate complex ideas: From Kindergarten to higher and professional education. https://infoscience.epfl.ch/?ln=en

Scollon, R. (1995) Plagiarism and ideology: Identity in intercultural discourse. *Language in Society*, cambridge.org

Scollon, R., & Scollon, S. W. (1995). *Intercultural communication*. UK: Blackwell Publishing.

Scribner, S., & Cole, M. (1973). Cognitive consequences of formal and informal education. *Science*, *182*, 553- 559.

Scribner, S., & Cole, M. (1978). Unpackaging literacy. *Social Science Information*, 17 (1), 19-40.

Secker, J., Grove, B., & Seebohm, P. (2001) Challenging barriers to employment, training and education for mental health service users: The service user's perspective, Journal of Mental Health, 10(4), 395-404, DOI: 10.1080/09638230123559

Secker, J., Wimbush, E., Watson, J., & Milburn, K. (1995). Qualitative methods in health promotion research: some criteria for quality. *Health Education Journal*, *54*, 74-87.

Sedova, K. (2017). A case study of a transition to dialogic teaching as a process of gradual change. Teaching and Teacher Education, 67, 278-290. https://doi.org/10.1016/j.tate.2017.06.018

Seedhouse, P. (2011). Conversation Analytic Research into Language Teaching and Learning. In Hinkel, E. (Ed.), *The Handbook of Research in Second Language Teaching and Learning* (pp. 345-363). London: Routledge.

Seidel, S. B., & K. D. Tanner. (2013). "What if students revolt?" Considering Student Resistance: Origins, Options, and Opportunities for Investigation., *CBE-Life Sciences Education*. https://doi.org/10.1187/cbe-13-09-0190

Seidlhofer, B. (2007). Common property: English as a lingua franca in Europe. *International Handbook of English Language Teaching*, 2007. Springer

Sen, A., (1984). Well-being, agency and freedom: The Dewey lectures 1984. *The Journal of Philosophy*, Vol. 82, No.4 (Apr., 1985), 169-221. JSTOR

Sendan, F., & Roberts, J. (1998). Orhan: a case study in the development of a student teacher' personal theories. *Teachers & Teaching: Theory & Practice, 4*, 229-244.

Shamim, F. (1996). Learner resistance to innovation in classroom methodology. In H. Coleman, *Society and the language classroom* (pp. 105-121). New York: Cambridge University Press.

Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. In H. Coleman (Ed.), *Dreams and realities*: *Developing countries and the English Language*, (pp. 291-310). London, UK: British Council.

Shamim, F., & Tribble, C. (2005, August). Current provisions for English language teaching in higher education in Pakistan. Report submitted to the National Committee, Higher Education Commission, Islamabad.

Sharma, K., Caballero, D., Verma, H., Jermann, P., & Dillenbourg, P. (2014). Eye-tracking perspectives of students' learning through MOOCs. *International Journal of Technology in Higher Education*.

Shepherd, K. F., Jensen, G. M., Schmoll, B. J., Hack, L. M., & Gwyer, J. (1993). Alternative approaches to research in physical therapy: positivism and phenomenology. *Physical Therapy*, *73*, 21, 88-101. https://doi.org/10.1093/ptj/73.2.88

Sheppard, C. & Gilbert, J. (1991). Course design, teaching method and student epistemology. *Higher Education* vol 22, 229-249.

Shi, L., & Cummings, A. (1995). Teachers' conceptions of second language writing instruction: Five case studies. Journal of Second Language Writing, 4(2), 87-111.

Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 57, 1-22. http://dx.doi.org/10.17763/haer.57.1.j463w79r56455411

Shulman, L. S. (2007). Practical Wisdom in the Service of Professional Practice. *Educational Researcher*, *36*(9), 560–563. http://www.jstor.org/stable/3013794

Shulman, L. S., & Shulman, J. H. (2004). How and what teachers learn: a shifting perspective. *Journal of Curriculum Studies*, *36*, 257-271.

Siddiqui, S. (2007). *Rethinking education in Pakistan: Perceptions, practices and possibilities*. Pakistan: Paramount Publishing Enterprise.

Siddiqui, S. (2010). Rethinking education in Pakistan. Karachi: Paramount Publishing Enterprise.

Sidnell, J. (2001). Conversational turn-taking in a Caribbean English Creole. *Journal of Pragmatics*, 33 (8), 1263-1290.

Sidnell, J. (2010). Conversation Analysis – an introduction. West Sussex, UK: Wiley-Blackwell.

Silverman, D. (2000). *Doing qualitative research: A practical handbook.* London: Sage.

Silverman, D. (2001). *Interpreting qualitative data: Methods for analysing talk, text and interaction*. Thousand Oaks, London: Sage.

Silverman, D. (Ed.). (2004). Qualitative research: Theory, method and practice. Thousand Oaks, CA: Sage.

Sinatra, M. G., & Pintrich R. P. (2003). The role of intentions in conceptual change learning. In G. M. Sinatra & P. R. Pintrich (Eds.), Intentional conceptual change (pp. 1–18). Mahwah: Erlbaum.

Singer, E. R. (1996). Espoused teaching paradigms of college faculty. *Research in Higher Education*, *37*, 659-679.

Single National Curriculum Document for English. (2019). National Curriculum Council, Ministry of Federal Education and Professional Training, Pakistan. Training. https://mofept.gov.pk/SiteImage/Misc/files/SNC%20English%201-5.pdf

Sitaram, S., Bullock, B. E., & Toribio, A. J. (2023). A survey of code-switching: Linguistic and social perspectives for language technologies. - arXiv *preprint arXiv…, 2023 - arxiv.org 1*

Skutnabb-Kangas, T. (2000). *Linguistic genocide in education-or worldwide diversity and human rights?* New Jersey: Lawrence Erlbaum Associates.

Skutnabb-Kangas, T. J. Cummins (1988). Minority education: From shame to struggle. *Multilingual Matters* (Series) 40. researchgate.net

Smagorinsky, P. (2010). A Vygotskyian analysis of the construction of setting in learning to teach. In V. Ellis, A. Edwards & P. Smagorinsky (Eds.), *Cultural-Historical perspectives on teacher education & development*: *Learning teaching*, (pp. 13- 29). Oxon: Routledge.

Smagorinsky, P., Shelton, S., & Moore, C. (2015). The role of reflection in developing eupraxis in learning to teach English. Pedagogies: An International Journal. *Pedagogies*.

Smith, J. T. (2016). Stories of Success: A Phenomenological Study of Positive Transformative Learning Experiences of Low-Socioeconomic Status Community College Mathematics Students [Doctoral dissertation]. https://trace.tennessee.edu/utk_graddiss/4168

Smith, K. (2012). Lessons learnt from literature on the diffusion of innovative learning and teaching practices in higher education. *Innovations in Education and Teaching International*, 49(2), 173-182. https://doi.org/10.1080/14703297.2012.677599

Smith-Lovin, L. & C. Brody (1989) Interruptions in group discussions: The effects of gender and group composition… *American Sociological Review, 1*989 – JSTOR

Smithson, P. (2002). *Fundamentals of the Physical Environment*

Snyder, R. R. (2017). Resistance to Change among Veteran Teachers: Providing Voice for More Effective Engagement. *International Journal of Educational Leadership Preparation*, *12*(1), n1.

Sokal, L., Trudel, L. E., & Babb, J. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, *1*, 100016. https://doi.org/10.1016/j.ijedro.2020.100016

Soltis, J. (Ed). (1981). *Philosophy and education: Educational Theory in the Eighties*. Chicago: National Society for the Study of Education.

Soltis, J. F. (1981). Education and the concept of knowledge. In J.F. Soltis (Ed.), *Philosophy and education* (95-113). Chicago: National Society for the Study of Education.

Song, S., Samimy, K. (2015) The Beliefs of Secondary Content Teachers of English Language Learners Regarding Language Learning and Teaching. *International Journal of TESOL and Learning.* 4 (1), 3-19

Spiegelberg H. (1975). *Doing Phenomenology: Essays on and in Phenomenology*. Martinus Hijhoff, The Hague

Spolsky, B. (1989). Communicative Competence, Language Proficiency and Beyond. *Applied Linguistics*,10(2), 138-156.

Sriram, V., Jenkinson, C., & Peters, M. (2021). Impact of COVID-19 restrictions on carers of persons with dementia in the UK: a qualitative study. *Age and Ageing*, *50*(6), 1876-1885.

Stahl, B. C. (2005). A critical view of the ethical nature of interpretive research: Paul Ricceur and the Other.

Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed., pp. 443-466). Thousand Oaks, CA: Sage.

Stofflett, R. T. (1994). The accommodation of science pedagogical knowledge: The application of conceptual change constructs to teacher education. *Journal of Research in Science Teaching*, 31, 787-810.

Stofflett, R. T. (1999). Putting constructivist teaching into practice in undergraduate introductory science. *The Electronic Journal for Research in Science*

Stofflett, R. T., & Stoddart, T. (1994). The Ability to Understand and Use Conceptual Change Pedagogy as a Function of Prior Content Learning Experience. *Journal of Research in Science Teaching*, 31.

Stones, C. R., & Philbrick, J. L. (1992). Work attitudes among a sample of black South African students. *The Journal of Social Psychology, 132(2), 281-284. https://doi.org/10.1080/00224545.1992.9922984*

Strevens, P. (1988). ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), *ESP: State of the art* (pp. 1-13). SEAMEO Regional Language Centre.

Strieker, T., Adams, M., Lim, W., & Wright, M. (2017). Using Discourse Analysis to Understand the Relationships and Practices of Pre-service Co-teachers. *Georgia Educational Researcher*, *14*(1), 40-68. https://doi.org/10.20429/ger.2017.140102

Strike, K. A., & Posner, G. J. (1992). A revisionist theory of conceptual change. In R. Duschl & R. Hamilton (Eds.), *Philosophy of Science, Cognitive Psychology, and Educational Theory and Practice* (pp. 147-176). Albany, NY:SUNY.

Suryanti, S., Nusantara, T., Parta, N., & Irawati, S. (2023). *Problem-Based Tasks in Mathematics Learning: Opportunities and Challenges for Teachers*. *7*, 372-383. https://doi.org/10.31764/jtam.v7i2.12864

Svalberg, A. M. L. (2012). Language awareness in language learning and teaching: A research agenda. *Language Teaching*, cambridge.org Published online by Cambridge University Press: 15 June 2012

Swain, M., & Watanabe, Y. (2019). Languaging: Collaborative Dialogue as a Source of Second Language Learning. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (1st ed., pp. 1–8). Wiley. https://doi.org/10.1002/9781405198431.wbeal0664.pub2

Swain, M., & Watanbee, Y. (2013). Languaging: Collaborative dialogue as a source of second language learning. *The Encyclopedia of Applied Linguistics* dcdc.coe.hawaii.edu

Swain, M., Kinnear, P., & Steinman, L. (2015). *Sociocultural theory in second language education: An introduction through narratives*. Multilingual matters.

System, *39*: 370–380.

Taborsky, E. (1997). *The textual society*. Toronto: University of Toronto Press.

Taddarth, A. (2017). *The effects of teacher training on foreign language preservice teachers' beliefs: the case of oral corrective feedback* [Unpublished doctoral dissertation]. University of Montreal.

Tamim, T. (2014). The Politics of Languages in Education: Issues of Access, Social Participation and Inequality in the Multilingual Context of Pakistan. British Educational Research Journal, 40, 280-299. https://doi.org/10.1002/berj.3041

Tamim, T. (2021). Language, Class, and Education: Deconstructing the Centre to Rethink Inclusivity in Education in Pakistan. *Cogent Education*, *8*(1), 1897933. https://doi.org/10.1080/2331186X.2021.1897933

Tan, O., Liu, W., & Low, E. (2017). Teacher Education in the 21st Century, Singapore's Evolution and Innovation. In *Teacher Education in the 21st Century: Singapore's Evolution and Innovation* (p. 319). https://doi.org/10.1007/978-981-10-3386-5

Tarnanen, M., Kostiainen, E., Kaukonen, V., Martin, A., & Toikka, T. (2021). Towards a learning community: Understanding teachers' mental models to support their professional development and learning. *Professional Development in Education*, 1-15. https://doi.org/10.1080/19415257.2021.195938

Tavener, M., Chojenta, C., & Loxton, D. (2016). Generating qualitative data by design: the Australian Longitudinal Study on Women's Health qualitative data collection. *Public health research & practice*, *26*(3), e2631631.

Tavyl, Z. M. (2014). The effect of self-reflections through electronic journals (e-journals) on the self -efficacy of pre-service teachers. *South African Journal of Education,* 34 (1). https://hdl.handle.net/10520/EJC148688

Tax, S. (1983). Reconciling evolution and creation. *Society*, *20*(2), 36-39

Taylor, C., & Dewsbury, B. M. (2018). On the problem and promise of metaphor use in science and science communication. *Journal of Microbiology & Biology Education*, *19*(1). https://doi.org/10.1128/jmbe.v19i1.1538

Taylor, S. J. & Bogdan, R. (1998). *Introduction to qualitative research*. Wiley, New York

Teacher change and the staff development process: A case in reading instruction.

Teacher change and the staff development process: A case in reading instruction.

ten Have, P. (1999) *Doing conversation analysis: A practical guide*. London: Sage.

ten Have, P. (2004). *Understanding qualitative research and ethnomethodology*. London: Sage.

ten Have, P. (2007). *Doing Conversation Analysis*. SAGE Publications, Ltd. https://doi.org/10.4135/9781849208895

Terhart, E. (2013). Teacher resistance against school reform: Reflecting an inconvenient truth. *School Leadership & Management*, *33*(5), 486–500. https://doi.org/10.1080/13632434.2013.793494

Tharenou, P. (2001). The relationship of training motivation to participation in training and development. *Journal of Occupational and Organizational Psychology,* 74, 599e621. http://dx.doi.org/10.1348/096317901167541.

Thiessen, C., Ssekubugu, R., Wagman, J., Kiddugavu, M., Wawer, M. J., Emanuel, E., ... & Grady, C. (2007). Personal and community benefits and harms of research: views from Rakai, Uganda. *Aids*, *21*(18), 2493-2501.

Thiessen, D. (2000). Developing knowledge for preparing teachers: redefining the role of schools of education. *Educational Policy*, *14*(1), 129-144.

Thompson, I. (2013). The Mediation of Learning in the Zone of Proximal Development through a Co-constructed Writing Activity. *Research in the Teaching of English*, *47*(3), 247–276. http://www.jstor.org/stable/24397856

Thompson, L. J., & D. West (2013). Professional Development in the Contemporary Educational Context: Encouraging Practice. *Wisdom*. Vol 4 (3), pp 118-133.

Thompson, P. (2013). Learner-centred education and 'cultural translation'. ScienceDirect. *International Journal of Educational Development*. Vol 33 (1), pp 48-58, January 2013, https://doi.org/10.1016/j.ijedudev.2012.02.009

Tobin, K. (1990). Changing metaphors and beliefs: A master switch for teaching? *Theory Into Practice*, *29*(2), 122-127. https://doi.org/10.1080/00405849009543442

Todres, L., & Galvin, K. (2005). Pursuing Both Breadth and Depth in Qualitative Research: Illustrated by a Study of the Experience of Intimate Caring for a Loved One with Alzheimer's Disease. *International Journal of Qualitative Methods*, 4(2), 20-31. https://doi.org/10.1177/160940690500400202

Tollefson, J. W., & Tsui, A. B. M. (2014). Language Diversity and Language Policy in Educational Access and Equity. *Review of Research in Education*, *38*, 189–214. http://www.jstor.org/stable/43284067

Toulmin, S. (1972). *Human understanding*. Clarendon Press.

Toulmin, S. (1972). Rationality and scientific discovery. *PSA: Proceedings of the Biennial Meeting of the Philosophy of Science Association*, *1972*, 387-406. https://doi.org/10.1086/psaprocbienmeetp.1972.3698983

Trent, S., Pernell, E., Mungai, A., & Chimedza, R. (1998). Using concept maps to measure conceptual change in preservice teachers enrolled in a multicultural education/special education course. *Remedial and Special Education, 19*(1), 16-31.

Trigwell, K. & Prosser, M. (1991a). Improving the quality of student learning: the influence of learning context and student approaches to learning on learning outcomes. *Higher Education,* 22, 251-266.

Trigwell, K. & Prosser, M. (1991b). Relating approaches to study and quality of learning outcomes at the course level. *British Journal of Educational Psychology*, 61, 265-275.

Trigwell, K. (1995). Increasing faculty understanding of teaching. In W. A. Wright (Ed.), Teaching improvement practices: Successful faculty development strategies (pp. 76-99). Bolton, MA: Anker.

Trigwell, K., & Prosser, M. (1996a). Changing approaches to teaching: A relational perspective. *Studies in Higher Education*, *21*(3), 275-284.

Trigwell, K., & Prosser, M. (1996b). Congruence between intention and strategy in university science teachers' approaches to teaching. Higher Education, 32, 77-87.

Trigwell, K., Martin, E., Benjamin, J. & Prosser, M. (2000). Scholarship of teaching: A model. *Higher Education Research & Development, 19*(2), 155-168.

Trigwell, K., Prosser, M., Marton, F., & Runesson, U. (2002). In N. Hativa & P. Goodyear (Eds.), Teacher thinking and beliefs about teaching in higher education (pp. 119-127). The Netherlands: Kluwer Academic Publishers.

Tripp, S.D. (1993) Theories, traditions, and situated learning. *Educational Technology*, 33 (3), 71-77.

Turner, R. (1971). Words, utterances, activities. In J.D. Douglas (Ed.), *Understanding everyday life: Towards a reconstruction of sociological knowledge,* 221-238. London: Routledge.

UNDP (United Nations Development Programme). (2018). Statistical Update 2018. *UNDP (United Nations Development Programme)*. http://report2017.archive.s3-website-us-east-1.amazonaws.com

UNDP (United Nations Development Programme). (2020). Human Development Report 2020. *UNDP (United Nations Development Programme)*. http://report2020.archive.s3-website-us-east-1.amazonaws.com/

UNDP (United Nations Development Programme). (2022). Human Development Report 2021-22. *UNDP (United Nations Development Programme)*. http://report.hdr.undp.org

UNESCO (2006). Situation analysis of teacher education: Towards strategic framework for teacher education and professional development Pakistan. UNESCO Pakistan. Retrieved from: http://unesco.org.pk/education/teachereducation/files/sa1.pdf

UNESCO, Pakistan. (2010). Education under attack. UNESCO. Retrieved from http://unesdoc.unesco.org/images/0018/001868/186809e.pdf

Urmston, A. (2003) Learning to Teach English in Hong Kong: The Opinions of Teachers in Training. *Language and Education*, 17(2), 112-137, DOI:10.1080/09500780308666843

Urmston, A., & Pennington, M. C. (2008). The beliefs and practices of novice teachers in Hong Kong: Change and resistance to change in an Asian teaching context. In *Novice Language Teachers: Insights and Perspectives for the First Year* (pp. 89–103).

Van der Lans, R. M. (2018). On the "association between two things": The case of student surveys and classroom observations of teaching quality. *Educational Assessment, Evaluation and Accountability*, *30*(4), 347–366. https://doi.org/10.1007/s11092-018-9285-5

Van der Linden, J., & Renshaw, P. (Eds.). (2004). *Dialogic learning*. Dordrecht, The Netherlands: Kluwer.

Van Eekelen, I. M., Vermunt, J. D., & Boshuizen, H. P. A. (2006). Exploring teachers' will to learn. *Teaching and Teacher Education*, 22, 408e423. http://dx.doi.org/10.1016/j.tate.2005.12.001.

Van Lier, L. (2002). *The ecology & semiotics of language learning: A Sociocultural perspective.* USA: Kluwer Academic Publishers.

van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Albany, NY: SUNY Press.

Viafara, J. (2011). How Do EFL Student Teachers Face the Challenge of Using L2 in Public School Classrooms? *Profile Issues in Teachers` Professional Development*, *13*, 55–74.

Vicsek, L. (2010). Issues in the analysis of focus groups: Generalisability, quantifiability, treatment of context and quotations. *The Qualitative Report*, *15*(1), 122–141.

Vosniadou, S. (1999). Conceptual change research: State of the art and future directions. In:

Vosniadou, S. (2001). *How children learn: Educational practices series*, *7*. Geneva: The International Academy of Education (IAE) and the International Bureau of Education (UNESCO)

Vosniadou, S. (2007). The cognitive-situative divide and the problem of conceptual change. *Educational Psychologist*, 42(1), 55-66.

Vosniadou, S., & Brewer, W.F. (1992). Mental models of the earth: A study of conceptual change in child-hood. *Cognitive Psychology*, *24*, 535–585.

Vosniadou, S., Christou, K. P., & Vamvakoussi, X. (2018). Bridging Psychological and Educational Research on Rational Number Knowledge. *Journal of Numerical Cognition*. 4 (1). https://doi.org/10.5964/jnc.v4i1.82

Vygotsky, L. (1934). *Thought and language*. Edited and translated by E. Hanfmann & G. Vakar. (1962). USA: M.I.T Press.

Vygotsky, L. S. (1962). Thought and language. Cambridge, MA: MIT Press.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, (Eds.). Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1987). Thinking and speech. In L. S. Vygotsky, *Collected works* (Vol. 1, pp. 39–285) (R. Rieber & A. Carton, Eds.; N. Minick, Trans.). New York: Plenum.

Vygotsky, L. S., & Vygotsky, L. S. (2019). The problem of the environment in pedology. *LS Vygotsky's Pedological Works: Volume 1. Foundations of Pedology*, 65-84.

Wall, C. R. G. (2018). Development Through Dissonance: A Longitudinal Investigation of Changes in Teachers' Educational Beliefs. *Teacher Education Quarterly*, 45(3), 29-51. https://www.jstor.org/stable/90023440

Wallace, A. (1991). *Training Foreign Language Teachers: A Reflective Approach.* Cambridge University Press. Amazon.com

Walter, C. (2008). Phonology in Second Language Reading: Not an Optional Extra. *TESOL Quarterly*, *42*(3), 455–474. http://www.jstor.org/stable/40264478

Warwick, D. P. & Reimers, F. (1995) *Hope and Despair? Learning in Pakistan's Primary Schools*. Greenwood Publishing Group, Inc. USA

Watanabe, Y., & Swain, M. (2007). Effects of proficiency differences and patterns of pair interaction on second language learning: Collaborative dialogue between adult ESL learners. *Language Teaching Research*, *11*(2), 121–142. https://doi.org/10.1177/136216880607074599

Weber, M. (1962). *Basic Concepts in Sociology by Max Weber.* (H. Secher, Ed., & H. Secher, Trans.) New York: The Citadel Press.

Weiner, I. B. (1992). *Psychological disturbance in adolescence*- psycnet.apa.org

Weinshemer, J. (1985). *Gadamer's Hermeneutics: A reading of truth and method*. CT: Yale University Press.

Wellard, S., & Bethune, E. (1996). Reflective journal writing in nurse education: Whose interests does it serve? *Journal of Advanced Nursing*, 24 (5), 1077-1082

Wells, G. (1999). *Dialogic Inquiries in education: Building on the legacy of Vygotsky*. Cambridge University Press

Wenger, E. (1998). *Communities of practice: learning, meaning and identity*. New York: Cambridge University Press.

Wenger, E. (2007). 'Communities of practice. A brief introduction'. *Communities of practice.* Retrieved from http://www.ewenger.com/theory/

Wenger, E. (2009). *Communities of practice: A brief introduction*. https://api.semanticscholar.org/CorpusID:50012951

Wertsch, J. (1985). *Vygotsky and the social formation of mind.* Cambridge, MA: Harvard University Press.

Wertsch, J. (1991). *Voices of the mind*. Cambridge, MA: Harvard University Press.

Wertsch, J. (2000). Vygotsky's two minds on the nature of meaning. In C. D. Lee and P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research: constructing meaning through collaborative inquiry* (pp.19-30). New York, NY: Cambridge University Press.

Wertsch, J. V. (1998). *Mind as action*. Oxford university press.

Weston, C., & McAlpine, L. (1999). Toward an integrated approach to instructional consultation. In C. Knapper & S. Piccinin (Eds.), *Using consultants to improve teaching: New directions for teaching and learning* (pp. 85-95). San Francisco: Jossey-Bass.

Wetherell, M., Taylor, S. & Yates, J. (2001). *Discourse theory and practice: A reader.* London: Sage

Weyers, J. R. (1999). The Effect of Authentic Video on Communicative Competence. *The Modern Language Journal*, *83*(3), 339–349. http://www.jstor.org/stable/330257

Wheeldon, J., & Faubert, J. (2009). Framing experience: Concept maps, mind maps, and data collection in qualitative research. *International Journal of Qualitative Methods*, *8*(3), 68-83.

Wiles, J. W., & Bondi, J. C. (2014). *Curriculum development: A guide to practice* (9th ed.). Boston, MA: Pearson.

Wilkinson, S. (1998). Focus group in health research: Exploring the meanings of health and illness. *Journal of Health Psychology*, *3*, 329-348.

Willy A. Renandya. (2013). Essential Factors Affecting EFL Learning Outcomes. *English Teaching*, *68*(4), 23–41. https://doi.org/10.15858/engtea.68.4.201312.23

Wilson, G., Nash, M. & Earl, G. (2010). Supporting students with language learning difficulties in secondary schools through collaboration: The use of concept maps to investigate the impact on teachers' knowledge of vocabulary teaching. *Child Language Teaching and Therapy,* 26(2), 163-179. http://dx.doi.org/10.1177/0265659010368749

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology, Psychiatry, & Applied Disciplines, 17*, 89-100.

Woods, D. (1996*). Teacher cognition in language teaching*. Cambridge: Cambridge University Press.

Wooffitt, R. (2005). *Conversation analysis and discourse analysis: A comparative and critical introduction*. London: Sage.

Woolfolk, A. Rosoff, B., & Hoy, W. (1990). Teacher's sense of efficacy and their beliefs about managing students. *Teaching and teacher Education, 6*(2), 137-148.

World Population Review (2019). English Speaking Countries 2019. https://worldpopulationreview.com/country-rankings/english-speaking-countries

Wyatt, M., & Ager, E. O. (2016). Teachers' Cognition Regarding Continuing Professional Development. *ELT Journal*, 71, 171-185. https://doi.org/10.1093/elt/ccw059

Xiong, Z. (2016). The Impact of Teacher Education on In-service English Teachers' Beliefs about Self. *Journal of Language Teaching and Research*, *7*(3), 519. https://doi.org/10.17507/jltr.0703.12

Yang, S. (2008). Narrative of a cross-cultural language teaching experience: Conflicts between theory and practice. *Teaching and Teacher Education*, *24*, 1564-1572.

Yang, Y.-F., & Kuo, N.-C. (2020). New teaching strategies from student teachers' pedagogical conceptual change in CALL. *System*, *90*, 102218. https://doi.org/10.1016/j.system.2020.102218

Yasmin, M., & Sohail, A. (2018). Socio-cultural barriers in promoting learner autonomy in Pakistani universities: English teachers' beliefs. *Cogent Education*, *5*(1), 1501888.https://doi.org/10.1080/2331186X.2018.1501888

Yoon, B., & Kim, H. K. (Eds). (2012). *Teacher's roles in second language learning: Classroom applications of sociocultural theory*. Charlotte, NC: Information Age Publishing, Inc.

Yuan, R., & Zhang, L. J. (2017). Exploring student teachers' motivation change in initial teacher education: A Chinese perspective. *Teaching and Teacher Education*, *61*, 142–152. https://doi.org/10.1016/j.tate.2016.10.010

Yüksel, D., Soruç, A., & McKinley, J. (2021). Teachers' beliefs and practices about oral corrective feedback in University EFL Classes. *International Journal of Applied Linguistics*, *31*(3), 362–382. https://doi.org/10.1111/ijal.12336

Yüksel, İ., & Başaran, B. Ç. (2019). The Change in ELT Pre-service Teachers' Cognition During Teaching Practicum. *Journal of Education and Training Studies*, *7*(10), 58. https://doi.org/10.11114/jets.v7i10.4425

Zahra, M. (2021). *Exploring the self-efficacy beliefs of trainee teachers of an English language programme in a private setting in GB* [Unpublished master's thesis]. The Aga Khan University, Institute for Educational Development.

Zeitlyn, D. (2004). The gift of the gab – Anthropology and conversation analysis. *Anthropos*, *99* (2), 451-468.

Zelinski, M. (2002). *Outward bound: The inward odyssey* (Vol. 2). Hamilton, Ontario: The Heart Publishing.

Zelinski, M. (2002). *Outward bound: The inward odyssey (vol. 2).* Hamilton, Ontario: From The Heart Publishing

Zembylas, M. (2005). Three perspectives on linking the cognitive and the emotional in science learning: Conceptual change, socio-constructivism and poststructuralism. *Studies in Science Education*, *41*, 91- 116.

Zheng, H. B., & Song, W. J. (2010). Metaphor Analysis in the Educational Discourse: A Critical Review. *Online Submission*, *8*(9), 42-49.

Zhu, X. (2011). Student teachers' reflection during practicum: Plenty of action, few in action. *Reflective Practice 12*(6), 763-75.

Zhu, X. (2011). Student teachers' reflection during practicum: Plenty of action, few in action. *Reflective Practice 12*(6), 763-75.

Zimmerman, J. (2006). Why Some Teachers Resist Change and What Principals Can Do About It. *NASSP Bulletin*, *90*(3), 238–249. https://doi.org/10.1177/0192636506291521

Zimmermann J. (2015), Hermeneutics. A Very Short Introduction. Oxford: Oxford University Press, 145 pp.