An exploratory multiple-case study of Master's Level TESOL students in the UK

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I certify that all material in this thesis which is not my own work has been identified and that any material that has previously been submitted and approved for the award of a degree by this or any other University has been acknowledged.

To my lodestar, to my pearl, to Lulu

To my late father

I embarked on this odyssey because of your encouragements and belief in me.

ABSTRACT

In this longitudinal multiple-case study, I looked at the learning experiences of four international Asian students – two novice and two in-service teachers – during their journey through a full-time Master's Level programme for Teaching English to Speakers of Other Languages (ML TESOL), in a university in the UK. The aim was to explore the cognition development of TESOL teachers studying at a Master's Level programme. This was achieved by exploring their cognitive processes (Badger, 2018) through a focus on knowledge, beliefs, and identity which together form the model of cognition used in the current study, as set out by Borg (2003, 2009, 2015). This model is situated within the framework of Vygotsky's Sociocultural Theory (SCT) that is widely used in this type of context.

This longitudinal research was conducted over the period of 13 months, using in-depth semi-structured interviews; reflective diaries; classroom observation; and post-recall interview. The exploration was conducted while the students were enrolled in the ML TESOL programme, but also followed one of them (who volunteered) after she had finished the programme, to note its impact on her cognition when she was engaged in TESOL teaching in her home country. The study was underpinned by the interpretivist paradigm and took an ethnographic stance in collecting and analysing the data, which were analysed thematically following Braun and Clarke (2006), Bazeley (2020), and Saldaña's (2013) guidelines. The ethnographic perspective adopted helped me as the researcher to explore the participants' cognitive state, providing a wider perspective on their experiences, and the power and capacity of their learning.

The research question addressed in this study is: what is the impact of the ML TESOL programme on the teachers' cognition? It was answered by examining the

experiences of the participants. Although each participant lived a unique experience, they all showed some indicators of changes and development in knowledge about TESOL, and the influence of the programme on their professional identities; whereas obvious changes in their beliefs were limited. The findings revealed unexpected aspects of the participants' wellbeing, as well as the impact of the Covid-19 pandemic outbreak on the students' lives. The unique contribution of this research is that it brings to the fore the importance of the affective, emotional aspect of international ML TESOL students, through observing the change and/or development of their knowledge, beliefs, and identity, as well as their wellbeing during the programme. This was particularly salient because of using reflective journals. The findings demonstrate the significance of expanding existing cognitive models to include the affective domain when studying teachers' knowledge, beliefs, and identity during ML TESOL programmes, as well as teacher education/preparation programmes, classroom practice, and other intensive professional development opportunities.

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1. INTRODUCTION

'The power and capacity of learning exists in the soul already' – Plato

1.1   OVERVIEW

The past 25 years have shown significant development in teacher cognition research (Borg, 2006, 2012; Li, 2022). This research has acknowledged the effect of researching teachers' cognition on understanding the teachers' professional lives (Borg, 2003). It has also illuminated specific areas of teacher cognition in relation to aspects of the language, e.g. teachers' beliefs about grammar teaching (Graus & Coppen, 2017; Mak, 2011; Sun & Zhang, 2021). It has been shown that there is a clear impact on teachers' perceptions and evaluations of classroom teaching and learning, which is reflected in the teachers' classroom behaviour (Li, 2022). In addition, this area of research has proven itself in terms of understanding teachers' practice; 'teacher cognition heavily influences the way teachers plan their lessons, the decisions they make in the teaching process, and what kind of learning they promote in the classroom' (Li, 2022, p. 13).

However, looking at teachers' cognition in a more general sense has led me back to the beginning of the movement to research teachers' cognition, in the 1980s. The research of that period seemed to be mainly in the field of Second Language Teacher Education (SLTE); it was mainly focused on teachers' decision making, and teachers' thinking processes when planning and teaching their lessons (Golombek, 2009). The movement towards researching teacher cognition started as a result of complex studies on teachers' mental lives; around the mid 1970s (Borg, 2015), researchers started to focus more on the teachers' prior experiences, their teaching activities, and the context in which they taught (Johnson, 2006). As argued by Borg (2015), the National Institute of Education (1975) was a pioneer in establishing the

importance of studying teacher cognition, because in terms of classroom practice, as well as of teachers' behavioural and social realities, 'what teachers do is directed in no small measure by what they think' (National Institution of Education, 1975, p. 1).

While an increasing research emphasis was put on teacher cognition (Borg, 2003, 2006, 2009, 2015; Li, 2017, 2020), there is no doubt that the teachers' social and institutional contexts would impact their cognition as well. The literature on teacher cognitive research seems to have explored, adequately, the following characteristics of teachers of English as a Foreign Language (EFL): their knowledge (Bergström et al., 2021; Chen & Goh, 2011; Öztürk et al., 2017); their beliefs (Önalan & Karagül, 2018; Pham & Hamid, 2013; Yuan & Lee, 2014); and their identity (Aslan, 2015; Salinas, 2017; Tsui, 2011).

1.2   RESEARCH FOCUS

The number of international postgraduate students joining taught education courses in the UK has increased in recent years; specifically, from 2017/18 onwards, enrolment in taught Master's programmes in the education field was noticeably higher than in previous years (Higher Education Statistics Agency [HESA], 2021). As for the TESOL field, there are around 43 British universities that present Master's programmes relevant to TESOL; as well as MA programmes, there are Master of Arts and Master of Science degrees in TESOL, and there is a very wide range of specialisations available (Prospects, 2021). There can be no doubt that the numbers of in-service and novice teachers joining Master's Level (ML) TESOL programmes in UK universities are increasing. For example, University College London provides two routes for their ML TESOL programme; one targets pre-service (novice) teachers, and the other is tailored for in-service teachers (University College London, 2021). This movement seems to be occurring principally in response to the competitive teaching

demands of the 21st century. A description of the ML TESOL programme at the researched university is provided in Appendix 1; I refer to this description when relating the participants' experiences, and discussing the modules that they studied during the programme.

The ML TESOL programme was seen, by the participants of the current study, as a professional development opportunity for in-service teachers, or as a preparatory stage or change of career for novice teachers. Here, I follow Farrell's (2012) use of the term 'novice', to describe newly qualified teachers who have finished a first degree in teaching English. There tends to be little known about language teachers who join ML TESOL programmes in UK universities for career development purposes. In particular, minimal research has been undertaken to explore the cognitive processes that students may experience in these programmes, and to note any changes in their thinking, knowledge, beliefs, and identities. My reading on this topic was underpinned by the sociocultural approach to language teacher education and professional development; this led me to an understanding of the research done in this area of the TESOL field. If provided with information about TESOL teachers' cognitive development, teacher educators should be better able to provide adequate support and guidance for those teachers. This multiple-case study focused intensively on the experiences of ML TESOL students, to add knowledge about the students' social and educational changes over the period of the course of study. Each participant was treated as a discrete case. The intention was to show the special characteristics of each participant, and of the learning journeys that they each undertook. As Remenyi (2012) discussed, the case study approach tells a story, that smoothly evolves throughout the course of the research.

1.3   RATIONALE

An important question arising from the above introductory discussion is about the reasons to conduct research about TESOL teachers. There are several important areas in which the current study should make an original contribution to research on teacher cognition. As discussed in the overview section, research on teachers' cognition helps us understand teachers in different areas of their professional lives, such as behaviour, decision making, and emotions. This is because, obviously, 'teachers are active, thinking decision-makers who play a central role in shaping classroom events' (Borg, 2015, p. 1); and therefore, teacher cognition research has provided knowledge from the field of psychology. This is important for two main reasons. Firstly, in order to explore teachers' perspectives on how teaching and learning are constituted; and secondly, in order to analyse how teaching and learning interact, and what would make this interaction work more effectively (Li, 2022). For example, when teachers improvise during their classroom teaching, the decisions they reach are based on a set of skills, and engagement in observation, reflection, and assessment, which together form an accumulation of knowledge and experience. This complex process of teacher practice is essentially the teacher's cognitive process (Richards, 2012). Thus 'researching what teachers understand and how they act in teaching can provide a window to understanding what teaching and learning is from teachers' perspectives, and how they develop their pedagogical considerations in lesson planning, teaching, and evaluating students' (Li, 2022, p. 14).

In the TESOL field, according to Borg (2003), establishing the relationship between teachers' learning experiences and what they think, know, and do, will help to improve classroom practice and learning outcomes. Therefore, according to Cohen et al., (2018) 'people have long been concerned to come to grips with their

environment and to understand the nature of the phenomena it presents to their senses' (p. 3).

Another reason is discussed by Richards (2008a). Where it was argued that a typical rout for TESOL teachers to seek teacher development is to obtain a master's degree qualification offered by universities – as the case of this study. Finally, as discussed in the literature review chapter, research on teachers' cognition going through TESOL postgraduate education is limited. It is significant to research this context. First, the number of novice and experienced teachers joining ML TESOL programmes in UK universities is raising (Higher Education Statistics Agency [HESA], 2021). Second, as suggested by different studies (Aneja, 2014; Baecher, 2012; Casewell, 2016; Ilieva and Waterstone, 2013; and Lafond and Dogancay, 2009), EFL teachers are joining such programmes for professional development purposes. Therefore, the need of this type of research should be acknowledged.

For the current study to achieve this goal seemed to be possible, through researching the ML TESOL students' thinking, knowledge, beliefs, and identities from the perspective of SCT. In addition, it was relevant to look at EFL teachers; ML TESOL programmes in the UK are dominated by non-native speaking (NNS) EFL teachers, and indeed the participants who volunteered were all in this category. Therefore, focusing on the EFL context was important for two reasons.

> [F]irst, in order to understand teaching and learning EFL and contribute to the understanding of effective pedagogy, it is important to gain insights into how teachers understand, perceive, think and behave in their professional contexts… [s]econd, there are very few studies of [NNS EFL] teachers: the lack of attention to this group may not only result in a failure to understand current practice in TESOL, but also in a failure to understand and develop EFL teachers from those countries. (Li, 2017, p. 4)

My personal research journey started in a ML TESOL programme in a UK university; I joined this programme for professional development purposes. I learned

about the TESOL field, and understood some of the main concepts in teacher education. I went through a journey of change; most noticeably in my teaching beliefs, absolutely in my knowledge and thinking, and less noticeably in my professional identity. Hence, the importance of understanding teachers' cognitive changes became apparent to me. I believe that this understanding can inform teacher educators about how teachers view the educational world, and that it may as a result act as a bridge between theory and practice. When reflecting on my role as a researcher of this study, I found that my positionality was in-between insider and outsider. This is discussed in section 4.6, Role of the Researcher, and section 7.2, Researcher's Reflection.

As educational research studies can play a vital role in exploring teachers' learning, there is a need for the current study, in order to build on the literature available on EFL teachers' cognitive changes during a longitudinal professional development programme such as the ML TESOL. The findings demonstrate the significance of expanding existing cognitive models (Borg, 2003, 2009, 2015; Li, 2017, 2020) to include the affective domain (Fathi et al., 2021; Jayman et al., 2022; Slimani-Rolls & Kiely, 2019; Talbot & Mercer, 2018; Talbot et al., 2021; Trautwein, 2018) when studying teachers' knowledge, beliefs, and identity during teacher education/preparation programmes, classroom practice, professional development opportunities, and ML TESOL education programmes. The unique contribution of this research is that it brings to the fore the importance of the affective, emotional aspect of international ML TESOL students through observing the change and/or development of their knowledge, beliefs, and identity, as well as their wellbeing during the programme. It may seem that this was particularly salient because of the Covid-19 pandemic outbreak, but other factors – such as the intensity of the programme – were also important when studying the aforementioned changes.

1.4 RESEARCH AIMS AND QUESTION

I began this study with an attempt to explore the impact of an ML TESOL programme on the participants' knowledge, beliefs, and identity. The overarching purpose of the current study was to explore the role of an ML TESOL programme, at a university in the UK, in the cognition changes experienced by international TESOL teachers. It is important to mention that the current study was not initially envisaged as focusing on NNS EFL teachers; the participants who volunteered happened to be in that category. The main research question guiding this study is:

1. What is the impact of the ML TESOL programme on teachers' knowledge, beliefs, and identity?

Following Reiter (2013, p. 7), within the framework of this exploratory research, I was actively engaged in 'amplifying' the conceptual framework, and looking for explanations from new angles to pose questions that should allow them to make sense of the studied problem. Therefore, using this exploratory research question helped me to understand thoroughly the participants' experiences during the programme, any impact the programme had on the cognitive (knowledge, beliefs, and identity) and affective (emotional) aspects of their journey, and the changes that the participants had experienced during the programme.

1.5 STRUCTURE OF THE THESIS

My thesis is composed of seven chapters. Chapter Two explains the background context of the study; I discuss details of the researched context and explain the nature of the ML TESOL programme. Then, in Chapter Three, I provide a review of the relevant literature about teachers' thinking, knowledge, beliefs, and identities, as well as a thorough discussion of the learning and development framework of Vygotsky's SCT. In Chapter Four, details of the study's methodological choices, and

its philosophical research stance, are provided. This includes a discussion of the interpretivist paradigm, and the ontological and epistemological stances relevant to interpretivism. Also, I discussed my role as the researcher of this study, through sharing some entries from my reflexive diary. Chapter Five presents details of the data collection, and the thematic analysis of the data collected from the interviews of the four participants, but reflective journals and classroom video observation was only collected from Marine. Then Chapter Six discusses the analysed data, by presenting four cases; each represents the details and the story of one of the participants, with the constructed themes being used as headings. In Chapter Seven I present a summary of the findings and their implications, discuss the limitations of the study and some of the ethical issues, and make recommendations for future research and teacher education practice. This chapter also includes some of my reflective thoughts on the study.

Before embarking, in Chapter Two, on a discussion of the background context of the current study, it is worth offering a caveat about how the study approached the ML TESOL programme in the chosen UK university. Some of the points discussed may seem to carry negative connotations. I should emphasise that the current study was not intended to evaluate the programme, the modules' contents, or the module tutors. It was outwith the scope of the current study to do so. Also, I was not assessing the participants' performance in the programme; on the contrary, I should emphasise the efforts that the participants dedicated to this longitudinal study.

2. BACKGROUND

This chapter of the thesis comprises: the overall research context; the structure of the ML TESOL programme in the academic year 2019/2020; the details of the programme's core, compulsory, and optional modules; and, most importantly, the 'typical' characteristics of students in such programmes.

2.1 ML TESOL PROGRAMME

The current study was conducted with ML TESOL students in a UK university. The ML TESOL in question was a 12-month programme, supervised by the Graduate School of Education in the College of Social Sciences and International Studies, at a leading Russell Group university in the UK. These programmes are usually of an intense nature, that may cause academic challenges and negative experiences to national and international students (Jessop et al., 2019; Tian & Lowe, 2012). This section is not meant to provide a comprehensive view of MA programmes in the UK, but to introduce an overview of the students and tutors in these programmes. Although the researched university is located in the UK, native British students represent a low percentage of the students who join their ML TESOL programme. According to Jessop et al. (2019), the international students in this kind of context represent around 60% of the cohort, with 12% being European Union students; they hold a range of knowledge, learning styles, and experiences prior to joining these programmes.

At the time of the current study, there were only two tutors in the programme who were native speakers of English, and there was a variety of international NNS tutors from different backgrounds; they had first languages such as Arabic, Mandarin, Persian, and other European languages. The majority of the students came from international backgrounds.

This mixture of tutors and students, coming from different backgrounds in an EFL environment, added to the classroom different individual traits, preferences, experiences, perceptions, values, and levels of self-knowledge; and this of course meant that the approaches and teaching behaviours that teachers employed to create learning experiences for their students varied accordingly (Powell & Kusuma-Powell, 2011). This special characteristic is revisited in the findings chapter.

The programme structure targeted the full-time mode of study, and students who had decided to aim for the 180 credits required in order to obtain a master's degree. Other options were available, such as achieving 60 credits out of the 180 to obtain a Post Graduate Certificate (PGCert), or 120 out of the 180 to obtain a Post Graduate Diploma (PGDip). The full-time programme was run over three terms of study; autumn, spring, and summer. The autumn and spring terms lasted for around 11 weeks each, and students were given a reading week in each term. The classes during these two terms were mostly presented as face-to-face sessions. Starting from March 2020, the teaching had to be presented in the form of online classes because of the start of the Covid-19 pandemic. This includes supervisory meetings and the dissertation module which started in the summer term.

The programme offered a variety of core, compulsory, and optional modules. It is important to mention that the information discussed here is taken from the 2019/2020 cohort's website and programme handbook, and I will refer to the modules' topics rather than the titles, to assure anonymity. There were two compulsory modules; one is related to TESOL teachers' language awareness (30 credits), and the other is about preparing the students for composing a TESOL dissertation (60 credits). The former module provided 10 sessions on teachers' language awareness, aiming at: presenting theories of EFL language teaching; introducing the role of language

awareness in language learning; raising the teachers' awareness about language elements, such as phonology, semantics, grammar, and discourse; and developing the students' language analysis skills. Each of these sessions was accompanied by an online reading list, for students to explore beforehand. The online and other resources varied according to the tutor teaching the session. For example, some sessions were accompanied by session handouts, PowerPoint presentations, and supporting reading materials; while other sessions provided just one reading resource to prepare. The students were exposed to a variety of assessment tasks throughout the module, such as choosing from a range of language tasks. For example: writing a short essay on phonological analysis, spoken or written discourse analysis, grammatical analysis, or lexical analysis; a group poster presentation related to language awareness; and writing an essay about the concept of language awareness, based on the taught sessions. Appendix 2 shows the module overview and details of the taught sessions.

The other compulsory module was designed to support students in conducting a small-scale research study in the TESOL field. The students each had to submit a 3,500-word proposal as a formative assignment; then, construct a dissertation of 12,000 words, which was assessed as a summative task. The module took the form of a series of lectures and workshops about the basic elements of conducting a research project. Session topics included: designs of research projects and research questions; constructing the literature review chapter; methodologies of research studies; the main data collection methods, such as interviews, questionnaires, and observations; the ethics of conducting research; the mixed-method approach; qualitative data analysis; quantitative data analysis; and writing up the dissertation. The students were each provided with a module handbook that included a reading list

about constructing a research study, details and resources for the taught sessions, details about the research proposal, and guidance on writing the dissertation.

In addition to the compulsory modules, students had to choose between two core modules, based on their teaching experience. One was related to key TESOL concepts of language learning; and the other was related to establishing practicum knowledge about TESOL teaching. The first of these was directed towards in-service teachers, who had more than one year of teaching experience. It was worth 30 credits, and focused on second-language learning theories, to expose students to recent research in this field and engage them in critical analysis and discussions relevant to the discussed topics. These topics included: interaction and language processing, using 'input, interaction, output' cognitive models; sociocultural theory and mediated learning, focusing on the socio-cognitive perspective; multilingualism perspectives and language learning; language learning strategies and learning styles, such as metacognition strategies; language learning motivation strategies; language learning anxiety; identity and second language learning; and perspectives of language learning as participation and socialisation. However, the students were not exposed to practising teaching, and they were encouraged to look at the theories from a learner's perspective when completing the assignments. Students were assessed on presenting a 5,500-word essay on one of the theoretical frameworks that were taught in the module, discussing that framework in relation to their language learning context. Although the programme manual stated that the programme was designed to relate theory to practice, in-service teachers did not experience teaching during their study course; instead, they were encouraged to reflect on their practice throughout the module activities. The students were also exposed to some reading resources to

prepare for the sessions and their assignment; a sample of reading list is included in Appendix 3.

The second core module was tailored for novice teachers, who had less than one year of teaching experience, and for individuals from other professions who wanted to join the teaching profession. The module provided the students with the opportunity to experience teaching in the TESOL field, through classroom observations (arranged by the module tutors) of in-service teachers in a local language institute. The students also experienced micro-teaching in their module, where they each prepared and presented two language lessons to their classmates. The classmates and the module tutors would then provide the students with feedback about the presented lesson. In addition, it seems that the students were exposed to some video resources about teaching. For example, the tutors uploaded to the module webpage a video of Scott Thornbury talking about language teaching methods (Cambridge University Press ELT, 2019); it appeared that this was a discussion topic in one of the module's sessions. The module included: topics about language learning theories in the contexts of English as a Second Language (ESL) and EFL; language teaching methods, like task-based learning, and teachers' and students' roles in communicative interactions; the role of error in language learning; techniques of introducing and practising new language; and classroom management – giving instructions, question techniques, and teaching mixed-ability and large classes. The students were assessed based on a portfolio that included: reflective entries that students wrote about the video lessons that they observed; preparation of the teaching lessons; reflection on the teaching lessons; reflection on the real class observations they attended; reflection on their classmates' teaching sessions; and reflection on their

plans for future teaching practice. Also, students each wrote a 3,750-word essay to demonstrate their experiential learning and theoretical understanding.

The remainder of the course, worth 60 credits, comprised a selection of four optional 15-credit modules from a range of 12 modules, nine of which were available to the 2019/2020 cohort to choose from and are listed in Appendix 1.

The modules discussed above were accompanied by optional academic support workshops and sessions. For example, workshops that targeted academic writing skills, and for which the students had to register in the university's language centre. There was also a series of study skills classes scheduled for on-campus MA students. This series included sessions on critical reading, referencing, critical writing, library induction, presentation skills, and reflective writing. In addition, the Graduate School of Education provided research activities, such as an annual education research conference, and research-related talks presented by external and internal guests hosted by the school's different research centres. This explanation is important for understanding the nature of the academic transformation that the students experienced, and we shall revisit this subject in the discussion chapter.

Although some of the modules provided the students with reading lists, the programme's handbook provided students with a TESOL core reading list that consisted of three categories. These were: reading on language awareness; reading on language acquisition and general learning theory; and reading on practical knowledge. The 'reading on language awareness' category included Arndt et al. (2000) and Andrews (2007). 'Reading on language acquisition and general learning theory' was covered by Lightbown and Spada (2006) and Mitchell and Myles (2004). The 'reading on practical knowledge' category was dealt with by Scrivener (2005), but

this book was only recommended for students who took the module related to establishing practicum knowledge about TESOL teaching.

As for the assessment criteria, Appendix 4 shows the assessment rubrics for 2019/2020. This table might seem brief to some readers, but in general the module leaders explained the assessment criteria and methods of their module at the beginning of the term, as well as giving details of the summative assignments.

2.2   CHAPTER CONCLUSION

This chapter has discussed the background context of the researched topic, exploring the cognitive changes in ML TESOL students, through discussing details of the programme and presenting details of the taught modules, as well as some of the main characteristics of the tutors and students in the programme. These discussed details were presented because of their relevance to the collected data that are later discussed in the discussion chapter.

This description poses questions about the balance of the academic and professional elements in the curriculum of this ML TESOL programme in relation to teacher learning and teacher development. Specifically, how the teacher-learner identity was developed and met the requirements of being assessed at a university programme, rather than transforming their identity as a professional practitioner in terms of how they went about their classroom work. In addition, addressing the different academic and professional needs of pre-service and in-service teachers seemed out of balance. As suggested by Singh and Richards (2006), teacher education programmes tend to be based on the transmission of language knowledge to teachers by subject matter specialists in the field, rather than being based on teaching activities in a community of practice. Although the ML TESOL programme of this research does not include a teacher-training element, it seems relevant to look at

the balance or imbalance of academic and professional perspectives in the curriculum. Imbalance was observed by Singh and Richards (2006), who questioned in-service courses that presented surveys of the teaching methods, and acknowledged the necessity to 'find ways of making the LTE (Language Teacher Education) course more developmentally oriented' (p. 152).

3. LITERATURE REVIEW

Having perused and mused over the opinions and procedures of this array of scholars and practitioners, we are in a much better position to do that. We engage in a running conversation with these thinkers. We knock our ideas against theirs. We glean from them an understanding of what is possible in research. Importantly, we become better able to set forth the research process in ways that render it transparent and accountable. All this is educative, not prescriptive. (Crotty, 1998, p. 216)

3.1 INTRODUCTION

To address the research interest and research questions of the current study, it is necessary to review the literature on the learning processes of teachers in ML TESOL programmes. Exploring teachers' cognition tends to be a complex task; this is because teaching in itself is a complex process. This relates to the view presented by Richards (2008); teaching 'is viewed as a much more complex cognitively-driven process' (p. 166). This means that a teacher's cognition is related to their personal and situational teaching approaches. Therefore, researching teachers' cognition is necessary for the purpose of providing in-depth insights that contribute to enhancing teachers' education and practice. This is in addition to the significant role that it plays in presenting 'effective pedagogy' (Li, 2020, p. 3), thus contributing to the teachers' development.

In this chapter, I present a review of the relevant literature on teachers' cognitive development, in relation to the sociocultural theory in teacher education. Before moving on to the review itself, I feel it necessary to describe the process by which I searched the literature and wrote up this chapter. To start with, I referred to some publications on conducting research, such as Oliver (2012) and Ridley (2012). Regarding Oliver (2012), a significant point that they raised was related to the age of the literature; the researcher suggested attending academic conferences in the

researched field, where academics present their latest studies to the research community. In the current study, the British Association for Applied Linguistics 2019 conference influenced some of the keywords used to research the topic. For example, *EFL teachers think (and) know (and) believe*, as presented in the paper by Sheehan and Munro (2019). Previously, I had searched for nouns, e.g. *knowledge (and) beliefs*. Another conference paper that influenced the current research was presented by Wang (2019); I used keywords such as *language teacher beliefs, ML TESOL,* and *teaching practices*. As for Ridley (2012), I used this source to understand more about how to address the background supporting theory (sociocultural theory) followed in the current study; Ridley (2012) explained that 'a theory can be described as a framework which offers an explanatory device, often in the form of categories and relationships' (p. 30). This tells the reader about 'the theoretical perspective which informs the analysis of the social issue being investigated' (Calcraft, 2004, p. 19). In addition, I referred to the models available on the University of Exeter website, as well as attending workshops on preparing for the literature review, as presented by the University Research Hub (2021). These workshops helped me to discuss with the presenters and the participants some of the issues that I faced while preparing for the literature review. The main point that I learned was the impact of a well-researched literature review chapter on the whole associated thesis.

Another important input for me was the help of the subject librarian at the University of Exeter. I booked a tutorial session with them to help me narrow down the search keywords, and to learn about other features of conducting a targeted search; for example, using *:ac.uk* or *:edu* in the search engine to limit the results of the search to webpages that belong to educational institutions. They also provided me with useful tips, such as using British or American or both spellings of the searched terminologies,

and preparing a list of keywords and their synonyms to be used in the search (University of Exeter, 2021).

The structure of this chapter is as follows. Firstly, a review of the relevant sociocultural theory is conducted. This is to explain the learning processes of the teachers. Within the context of this sociocultural theory, I then follow Borg's (2012) model of the components of foreign language teachers' cognition, by reviewing teachers' thinking, knowledge, and beliefs. By following this structure, I explore the basic constructs commonly used in research about teachers' cognition (Borg, 2012).

3.2 SOCIOCULTURAL THEORY IN THIS STUDY

As learning usually takes place in social contexts (Powell & Kusuma-Powell, 2011), and this social interaction develops one's cognition (Li, 2020), the current study explored teachers' cognition in the context of Vygotsky's Sociocultural Theory (SCT). Research on teacher education, from social perspectives, evolved in the 1980s and 1990s (Johnson, 2006; Li, 2020). Cochran-Smith and Lytle (1999) identified social theory as one of the trends in characterising the teacher research movement in the early 1990s; and Freeman and Johnson (1998) looked at the sociocultural processes of learning to teach, to examine the knowledge-base of language teacher education practices.

Research on teachers' education, especially teachers' cognition, has widely been conducted from the perspective of SCT, and there seem to be three candidate reasons: examining teachers' cognition through looking at their actions and interactions should provide insight into teachers' decision making and social action; studying teachers' interactions should help provide knowledge of their cognitive development in specific teaching situations; and looking into the teachers' teaching context should help illustrate how that context shapes the teachers' knowledge,

behaviour, and understanding, as well as providing insights into how teachers influence their own teaching contexts (Li, 2017). However, research on teacher cognition is a large area of study. Therefore, it is necessary to define teacher cognition with regard to the current study in particular.

The cognition of teachers such as those who participated in the current study can best be researched in accordance with SCT because – according to Johnson (2009b) – second language (L2) teacher education programmes have recently started to view learning 'as a dialogic process of constructing knowledge that is situated in and emerges out of participation in particular sociocultural practices and contexts' (p. 21). Based on Li's (2017) view, SCT has been used as a learning theory when investigating the learning of teachers. Drawing on the elements of this theory provided an effective exploratory perspective of ML TESOL international students in a UK university. Before moving on to discuss some significant points about the chronological development of SCT, it should be noted that Vygotsky's original ideas were related to the general learning and development of children; he studied the relation between the individual and their environment, e.g. in the area of speech development (Vygotsky, 1978). When looking at Li's work (2017, 2020) on teacher cognition – what in-service and preservice teachers think, believe, and do – social interaction is used as one of the pillars of the examination of teachers' cognition. Li's work draws on Vygotsky's SCT; however, it is mainly based on Lantolf's (2000, 2006) development of the theory, rather than Vygotsky's original work. It emphasises that teachers' cognition is not only socially constructed, but also contextually situated. This puts less emphasis on the importance of the emotional/affective domain of teachers during their practice, and when undertaking teacher preparation courses, as well as intensive professional development programmes.

In this section, I draw on Vygotsky's SCT in relation to exploring ML TESOL students' knowledge, beliefs, and identities, with a particular focus on learning and development. This is achieved by highlighting the development of SCT and presenting details of the SCT concepts in relation to teacher education. I discuss some of Vygotsky's original ideas that were passed on by his colleagues and experts who studied his work later. In particular, those developed by other scholars when studying teachers' education and practice

As 'learning is inherently situated in a social, interactional, cultural, institutional, and historical context' (Wertsch, 1991, p. 85); our understanding of learning is influenced by social theories (Ismael, 2016). This relates to Johnson's (2009a) discussion of the theory's perspectives; she argued that SCT bases its view of human thinking on the assumption that an individual's cognition is shaped through engaging with social activities and relationships that are constructed by cultural materials and signs (semiotic artefacts), and that therefore 'cognitive development is an interactive process, mediated by culture, context, language, and social interaction' (p. 1). Thus, looking at the context of this study – an ML TESOL programme – it is convenient to follow SCT here. As Daniels (2001) stated, one refers to Vygotsky's theories to understand the functions of learning and the development of individuals.

3.2.1 DEFINING SOCIOCULTURAL THEORY

In order to explain SCT and how it relates to researching teachers' cognition, I must first give some historical background. Based on Johnson's (2009a) review, SCT draws its epistemological tenets mainly from the work of the Russian psychologist and educator Lev Vygotsky, and from his colleagues Leontiev (1981) and Luria (1982). Johnson (2009a) also stated that the theory was further extended later by other experts in the field, such as Cole (1996), John-Steiner (1997), Kozulin (1998), Lantolf

(2000, 2006), Wells (1999), and Wertsch (1991). As argued by Dimitriadis and Kamberelis (2006) Vygotsky's SCT is based on the views that 'higher mental processes in the individual have their origins in social processes' and 'learning (through social mediation) pulls development along' (p. 192). An important point to discuss here is that Vygotsky's work was not available in the western world until the early years of the 21st century. This was a result of the political tensions between the Soviet Union and the United States. Once Vygotsky's work had been translated from the Russian language, SCT developed, through the interpretations and extensions of others, from the original work; this has created new possibilities for teaching and learning practices (Daniels, 2001). Vygotsky's original work has been interpreted by different experts in the field, and seems to have been shifted from its original form. Minick (1987) argued that Vygotsky's work shows profound variations in subject matter and style, and is marked by obvious conceptual shifts.

It should be noted that this section is concerned with reviewing Vygotsky's work with children, which was his original field. However, the current study drew on the SCT that was developed later by Vygotsky's colleagues and students, and that involved teachers' learning development. Vygotsky's term 'social', in its broad sense, refers to culture; human social activities, and the products of human social life, are looked on as the culture of a society, and this formulation of the behavioural development of culture directs us to what Vygotsky called 'the social plane of development' (Vygotsky, 1991, p. 40). The social and psychological changes that individuals develop seem, from this perspective, to be 'rooted in society and culture' (Vygotsky, 1978, p. 7). Thus, SCT was intended to explain 'the relationship between human mental functioning, on the one hand, and the cultural, institutional, and historical situations in which this functioning occurs, on the other' (Wertsch et al., 1995, p. 1). It is thus assumed by

sociocultural theorists that human cognition is constructed through engagement in social activities (Johnson, 2009a). As Vygotsky's work is substantially focused on both culture and environment, Aubrey and Riley (2019) argued that it is positioned in the tradition of social constructivism, through which individuals attempt to understand and construct knowledge about their world. Although it is outwith the scope of this chapter to review Vygotsky's work in great detail, it seems important to present some of his significant theories. As reviewed by Dimitriadis and Kamberelis (2006), Vygotsky argued that the child develops through others; hence, social constructivist theories were developed to show the importance of the social relationships between learning, the learner, and the cultural world.

A view discussed by Johnson (2009a) also seems relevant here. She argued that Vygotsky's theories made an assumption that individual cognition is constructed through social and cultural engagements and activities. Accordingly, from the perspective of this theory, learning to teach goes beyond the process of knowledge transformation; rather, knowledge is constructed and comprehended through being involved in social contexts (Richards, 2008). As claimed by Vygotsky, 'higher mental processes in the individual have their origins in social processes' (Dimitriadis & Kamberelis, 2006, p. 192). For example, teacher education programmes (which represent a higher mental process) should help teachers to transform their internal everyday notions and misconceptions about the purpose of teaching, methods of teaching, and methods of supporting students' learning – as experienced in their own social processes – into academic concepts of teaching practice (Johnson & Golombek, 2016). Based on the above discussion, SCT is a psychological theory that sees learning as first social and then individual. According to Williams et al. (2015),

learners 'first construct knowledge through communication and this knowledge is then internalised' (p. 156).

Another area of Vygotsky's work, concerning the relation between learning and development, is the concept of the Zone of Proximal Development (ZPD). This was intended to show the importance of the social environment to the development of language, memory, and abstract thinking; the idea being that children made these developments through social mediation, and in turn built new concepts and knowledge, and appropriate social practices, in their culture. Another two areas in which Vygotsky theorised were 'thought-language relationships' and 'conceptual development'. The first theory is related to using language to communicate socially with others, where children think aloud using their inner speech. The second theory is about children creating new meanings for the concepts that they are exposed to through their experiences and language (Dimitriadis & Kamberelis, 2006). Finally, there is Vygotsky's work on learning and development, which is the theory on which the current study is based.

3.2.2 SOCIOCULTURAL PERSPECTIVES ON LEARNING AND DEVELOPMENT

As previously discussed, the researched ML TESOL programme offered students, international and local, developmental opportunities in teaching and learning TESOL, EFL, or English as an Additional Language (EAL). This relates to Johnson and Golombek's (2016) view about L2 teacher education; they stated that teachers are shaped by their experiences as learners, and by the culture of the teacher education programmes that they join. They based this view of teachers' learning on Vygotsky's sociocultural theory of the development of humans, and argued that teachers are embedded in social situations by which they are shaped, and that they have an impact on shaping; which leads to their cognitive development.

When discussing the learning and development theory from the perspectives of Vygotsky's colleagues, it is essential to elucidate the meaning of 'development' from Vygotsky's point of view. Vygotsky (1991) acknowledged that child development is a complex process, and rejected the idea that it is a quantitively changing process only; he argued against the 'long disproved ideas [sic] that the child is an adult in miniature' (p. 32). Thus, Vygotsky looked at a child's learning and development as a cognitive and social process. This relatively new psychological view of child development was the result of a conceptual change, towards a more positive view of the development of child behaviour, having in mind the complexity of the dialectical process, and the developmental processes of different external and internal factors and functions (Vygotsky, 1991). According to Wertsch and Tulviste (2005), this argument is explained by Vygotsky in greater detail in his 'general genetic law of cultural development' (p. 58). The functions relevant to the child's cultural development process are presented in two planes: firstly, interpsychology, where social factors play an essential role in the child's development, between and from people; secondly, intrapsychology, where the child develops from the inside on an individual level (Hsu & Hwang, 2014). These two domains seem to be based entirely on the social and psychological environments of the child. According to Hsu and Hwang (2014), Vygotsky based his theory of individual cognition on how children interact with others and the environment through tools, signs, and symbols; where each of these mediators 'performs a vital role during the transformation from an inter-personal experience into an intra-personal form' (p. 231). In Bartlett and Burton's (2016) discussion, these interaction tools are also known as 'psychological tools' (p. 248), and help learners to perform natural psychological tasks, like perception, memory, and attention; these are practised differently in different cultures, in terms of the social and

communicative forms of the culture, which in turn shape one's thinking and learning. For the interpsychological development stage, the child interacts with the more knowledgeable other (Dimitriadis & Kamberelis, 2006). As for the intrapsychological plane – which comes at a later stage – it has been argued that this is the internalisation process whereby

> the individual, through participation in interpersonal interaction in which cultural ways of thinking are demonstrated in action, is able to appropriate them so they become transformed from being social phenomena to being part of his or her own intrapersonal mental functioning. (Dimitriadis & Kamberelis, 2006, p. 193)

Examining and analysing these two planes is essential when looking into one's learning and development process.

Vygotsky mainly used this theory to describe the pupils' learning context. His work was later developed to create new and significant possibilities in teaching and learning practices, in and beyond the context of schools (Daniels, 2001). One example of these important developments is that researchers in the field have later applied SCT in teacher learning and development studies (Johnson, 2009a; Johnson & Golombek, 2016; Yoon & Kim, 2019).

As for teachers – educators in teacher education programmes, and also educational researchers, should adopt the Vygotskian perspective of internalisation. This is because the processes of interpsychology (which is the external development of interacting with more knowledgeable others) and intrapsychology (which is the internal development) rarely occur independently, without the 'interference' of teacher education programmes, to help teachers move on from the teaching methods used by **their** teachers (Johnson & Golombek, 2016). From a Vygotskian point of view, the child is looked at as a novice; and the teacher, who transmits detailed knowledge and resolves problems, is the expert (Aubrey & Riley, 2019). Therefore, teachers in teacher development programmes can be seen as the novices, and the educators running

these programmes should be the experts. The learning and development opportunities that the teacher education programmes provide (the learning context) will help the teachers to implement what they have learned in their classrooms and schools. Although the cognitive functions are developed first through the social process, and then learning becomes internal on the individual level, the intended knowledge – that is, the skills that are desired to be learned – should be above the learner's ability, and need to be scaffolded by the more knowledgeable other, so that the individual learner can reach a higher level than their current one (Williams et al., 2015). This point relates to Lave and Wenger's (1991) situated learning; they conducted important discussions about the suitability of the learning context, and looked into the requirements of knowledge mastery and learners' involvement in practitioners' communities to achieve learning. They argued that new students should fully participate in the sociocultural activities of their learning context.

Another interesting area of SCT is the 'true concepts of teaching'. Johnson and Golombek's (2016) view of teacher education under the umbrella of SCT drew on Vygotsky (2012), and was that teachers should develop 'true concepts', in which academic notions and everyday notions are brought together. True concepts are achieved through formal schooling, when teachers transform their implicit knowledge, and the beliefs that they gained as learners in the past, and this also enables them to evaluate their previous teaching knowledge, teaching practice, and the learning process. True concepts are used by teachers as psychological tools and theoretical lenses through which to examine their classroom environments, the practice of teaching, and students' learning (Johnson & Golombek, 2016). Through awareness of the types of concepts – academic concepts, everyday concepts, and true concepts – teachers are able to be effective in different teaching circumstances, and for different

pedagogical purposes; and are able to support their practice with solid theoretical reasoning (Karpov, 2003).

This discussion signals the importance of using SCT in the current research. For example, the theory associates learners with their learning context, identifies learning as a social measure, and acknowledges the impact of the social context on the individual's development (Williams et al., 2015).

3.2.3 RATIONALE FOR FOLLOWING SOCIOCULTURAL THEORY

SCT is closely relevant to the multi-cultural characteristics of ML TESOL classrooms. Alex Kozulin, in his foreword to Vygotsky (2012), stated that 'only when multiculturalism became an undeniable empirical reality of the European and American classrooms… did Vygotsky's sociocultural insights finally become relevant' (p. x). The teacher education process is complex; this is because of the different factors and relations that are associated with teacher education, such as the teaching environment, the nature of the students, the educational system, the curriculum, and the culture of the school. In addition, one must pay close attention to the importance of knowing the local culture of teacher learning, and the problems and routines of each specific learning context (Li, 2017). Thus, following SCT seems to help educational researchers with capturing the learning experiences of teachers. Further, the ML TESOL programme is a context where learners should develop their skills, knowledge, and beliefs, in which 'teachers' knowledge and beliefs are shaped by various features of the socio-cultural and educational contexts, and teacher learning is a process of meaning negotiation with these contexts, such as socio-educational ethos, the institutional culture, and teacher education' (Li, 2017, p. 20). In her case study of two pre-service teachers undertaking an ML TESOL programme, Li (2020) argued that the programme had a positive impact on the teachers' development of linguistic

knowledge and understanding of language learning; they reconsidered their understanding of pedagogy, and changed their perception of the teacher's role.

This point about teachers gaining knowledge and skills also relates to Dimitriadis and Kamberelis (2006), who discussed Vygotsky's insight about children learning from more knowledgeable others. In the course of learning and development, changes in higher psychological processes can be determined by mapping the history of these changes and looking at their origin; according to Vygotsky, this can be achieved through investigating behaviour and observing the variety of activities in which the individual (e.g. a participant of a research study) is engaged (Vygotsky, 1978).

Another reason for my decision on SCT is a point raised by Kiely and Askham (2012); they argued that SCT is one of the learning theories that encompasses research on learners' cognition. This could be because teacher education programmes that are underpinned by SCT are interactive in nature (Li, 2017), and because teachers develop their knowledge and understanding when collaborating with others. As Vygotsky (1991) argued, the very nature of all mental functions, including internal (cognitive) functions, is socially composite, because people maintain social functions; therefore 'even when transformed into mental processes it remains quasi-social' (p. 41). Thus, 'cognition is socially mediated or influenced by others in social interactions; it is socially shared cognition' (Li, 2017, p. 20). Accordingly, Wertsch's (1991) point about the goal of the sociocultural approach seems relevant to the current study. Following this approach, researchers can initiate a description of cognition that is concerned with exploring and understanding the processes that shape human functioning in relation to their cultural, historical, and institutional aspects (Daniels, 2001; Wertsch, 1991). Creating this descriptive account could be achieved when

studying the functions of a set of identified cognitive domains in isolation (Wertsch, 1991). Another reason for following SCT was provided by Johnson and Golombek's (2011) argument; it seemed to the researchers to be beyond question that SCT 'has the potential to explicate the origins, mechanisms, nature, and consequences of teacher professional development at all phases of teachers' careers and in all contexts where they live, learn and work' (p. 1). Johnson and Golombek (2011) continued by explaining that this is because sociocultural scholars believe that cognition is the core of the theory, and that it originates in social actions.

Based on the above discussion, the current study drew on elements of SCT to explore the thinking, knowledge, beliefs, and identities of teachers studying in a ML TESOL programme. Before proceeding, it is important to note that the literature review described thus far suggests that the research on ML TESOL students' cognition during their learning processes is inadequate; both in terms of the theoretical aspects of TESOL, and also in terms of following these students into their teaching contexts after graduation, to explore their cognition in their teaching environments.

3.3 DEFINING TEACHER COGNITION IN THE CURRENT STUDY

The current study investigated the changes in cognition experienced by ML TESOL students. The concept of 'cognition' is challenging to define; this is because it was theorised in different disciplines (e.g. cognitive psychology, and neusoscience) (Gilhooly et al., 2022). Therefore, this section of the literature review chapter examines the relevant literature on teacher cognition, which is taken from the general education literature and the literature on TESOL in particular. The research on Second Language Acquisition (SLA) teachers' cognition drew attention to teachers as individuals from about the mid 1990s (Mercer & Kostoulas, 2018). Where this type of research was aimed at helping to 'understand teachers and teaching', that would clearly be difficult

without understanding the teachers' 'thoughts, knowledge, and beliefs' (Borg, 2009, p. 163). When examining teacher cognition from a social perspective, it is clear that this cognition develops through the teacher's engagement in ongoing social interactions (Li, 2020), where it displays 'understanding, knowing, positioning, conceptualising, and stance-taking' (Li, 2017, p. 56).

Other researchers in the field, e.g. Borg (2006), located language teacher cognition 'at the intersection of psychology and applied linguistics' (Feryok, 2018, p. 105). This might be related to the complexity of the concept 'teacher cognition' itself. According to Bagheri and East (2021), it is 'a multi-faceted and complex construct that demonstrates the existence of a strong connection between different aspects of teaching such as beliefs' (p. 40). Following Borg (2015), the current study focused on the impacts of institutional and social settings on shaping teachers': **knowledge**, where understanding the impacts would help teacher educators to 'support teacher learning at both pre-service and in-service level' (Borg, 2015, p. 40); **beliefs**, to 'provide insight into the psychological context of teaching and teacher learning' (Borg, 2017, p. 500); and professional **identities**, providing 'understandings of what it means to be a teacher' (Borg, 2015, p. 92).

In the coming sections, I discuss teachers' knowledge, beliefs, and identities in order to present my understanding of teacher cognition.

3.3.1 KNOWLEDGE

There is no doubt that careful analysis of teachers' sources of knowledge is significant in understanding how the knowledge is used in the classroom (Golombek, 2009).

According to Kincheloe (2003), teachers' knowledge has been regarded, in recent years, as a source of power within teaching society; knowledge holders are

categorised as professionals holding high status in teaching contexts. However, it is essential to define what is meant by teachers' knowledge. Carr (2003) spoke of the 'tendency to regard reason, logical analysis, and/or inference rather than sensible experience as the most reliable source of knowledge' (p. 85); and Carr is not the only expert regarding knowledge as either empirically gained or cognitively experienced. Biesta and Stengel (2016) identified two sources of knowledge, empirical and philosophical; the former gained from systematic observation of the results of an intervention or an experiment, and the latter gained from 'insights based on analysis, reasoning, and argumentation' (p. 9). However, these two sources of knowledge often interact; educational philosophers use the knowledge generated from empirical studies, and research studies often use philosophical ideas as a framework (Biesta & Stengel, 2016). Knowledge constructed cognitively seems to be subjectively constructed based on the individual's experiences. This is because 'it is a construct of the human mind' (Borg, 1999, p. 24). Thus, it is important to look at language teachers' knowledge and what it means, rather than conducting a general review of teachers' knowledge.

Looking at language teachers' knowledge is significant for developing their professional life; through the examination of how teachers' knowledge is constructed, educators can help teachers improve their classroom practice (Li, 2017). Through reviewing the literature on teachers' knowledge, I have found it relevant to discuss the knowledge base of Second Language Teacher Education (SLTE). According to Graves (2009), 'knowledge base' is often conflated with 'language teaching knowledge base'. The SLTE knowledge base should inform L2 teacher preparation and education programmes, and it should be the basis for making decisions related to teachers' education. Moreover, the knowledge base informs these main areas:

1) the content of L2 teacher education programs, or *what L2 teachers need to know*; 2) the pedagogies that are taught in L2 teacher education programmes, or *how L2 teachers should teach*; and 3) the institutional forms of delivery through which both the content and pedagogies are learned, or *how L2 teachers learn to teach*. (Johnson, 2009b, p. 21)

Before moving to discussing the types of knowledge that are relevant to the current study, it is worth noting that knowledge is discussed here as a separate concept from beliefs. This is in line with Clandinin and Connelly (1986, as cited in Golombek, 2009).

It is important when examining teachers' knowledge to analyse the types of knowledge to which teachers may be exposed. One way of looking into the types of teachers' knowledge is by following Elbaz's (1983) concept of practical knowledge, which is defined as a focus of 'attention on the action and decision-oriented nature of the teacher's situation, and construes her knowledge as a function, in part, of her response to that situation' (p. 5), which is reflected in the teacher's daily practice in the classroom. Looking at this type of knowledge is particularly important because it is an accumulation of the teachers' experience, culture, and education; this makes the concept relevant to the individuals themselves (Li, 2017).

The teachers possess the resources that enable them to shape their teaching environment, and the style of their teaching practice, to make the student 'someone to work *with* rather than *on*' (Elbaz, 1983, p. 5). Practical knowledge, which comes from theory and practice, is categorised into five key areas.

The first area is The Self. Teachers' values and personal objectives are related to, and inform, their knowledge. This is related to how teachers view themselves in the classroom and work context, in relation to the academic standards that they hold, and the practical criteria of the work environment. This professional image of the self that teachers hold is reflected in the classroom in front of the learners. This image may

result in negative outcomes, as teachers see themselves as the main source of knowledge, involve themselves in relations with students and other teachers to solve their personal problems, and overwhelm themselves in tasks other than teaching, because some see themselves as unique teachers with special personal traits and talents, without considering the limitations of their ability.

The second area is The Milieu. This is the social context in which the teacher works. This area interacts with the teachers' actions in the teaching context, in relation to the classroom environment, the teachers' relations with their colleagues and school administration, the political aspect of the educational system in relation to its effect on curriculum planning, classroom behaviour, and the social settings of the school environment.

The third area is The Subject Matter. From this, teachers draw the content of their teaching. It is important to identify if English is used as a medium of instruction, or if it is used as a discipline; this may include learning and study skills.

The fourth area is The Instruction. Teachers should form coherent views of the areas related to instruction: the learning theory followed in teaching, that will result in actively involving the learner in the learning process; the consideration of the students' learning styles, to engage them in the learning process; the teaching performance, interacting with the students and the teaching beliefs; the organisational aspects, including the teaching materials, the teaching activities, and organising and shaping the classroom environment; interaction with the students, which helps teachers to set communicative methods; and evaluation of the curriculum, which will ensure that the students are reaching the desired learning objectives.

The fifth and final area is Curriculum Development. This should be seen in relation to the teacher's specific context and to their theoretical knowledge. Teachers

may be involved in programme planning, and work on designing the curriculum of a specific module.

According to Elbaz (1983), curriculum development knowledge leads to content knowledge (CK), which has the following features: a) the relation of theory and practice, where teachers apply a theory in their practice to relate it to the curriculum and the instructional environment; b) the evolution of teachers' knowledge from *thinking* about it to having a *view of learning*; and c) the teacher's choices and decisions made in relation to their practice. These features should answer questions about the content knowledge of the teacher, related to the origins of their knowledge, the development process of that knowledge, and 'how it coheres as a body of knowledge' (Elbaz, 1983, p. 45).

According to Kumaravadivelu (2012), there is a plethora of literature on the teachers' knowledge base for researchers to interpret and analyse; however, a focus on the manageable types of knowledge, that might be used to achieve effective teacher preparation processes, seems to be needed. Kumaravadivelu suggested **three types of knowledge** to be meaningful.

Firstly, **professional knowledge**, which includes three subtypes: knowledge about the language – this means knowing the system of the language, such as the discourse, phonology, semantics, and syntax; knowledge about language learning, i.e. knowing about learning theories such as SLA, and how learners process information; and knowledge about language teaching, which is mainly related to knowledge about English language teaching methods.

As with Elbaz (1983), Kumaravadivelu (2012) highlighted teachers' practical knowledge. This is where Borg (2006) describes knowledge about language teaching as 'pedagogical content knowledge' (PCK), where 'teachers transform their knowledge

of the subject matter into a form which makes it amenable to teaching and learning' (p. 19). It also includes knowledge about the 'curriculum, general pedagogy, the learners and their characteristics, educational contexts and educational ends' (Wyatt, 2008, p. 15).

Second in Kumaravadivelu's list is **procedural knowledge**; this is mainly concerned with managing classroom teaching and learning. Thirdly, there is **personal knowledge**, which is related to teachers' reflections on their identities, beliefs, and values (Kumaravadivelu, 2012). This argument relates to Powell and Kusuma-Powell's (2011) discussion about teachers' professional self-knowledge. They stated that each teacher brings their personal traits, feelings, experiences, preferences, views, ethics, and beliefs to the classroom; which results in them forming assumptions about the students, how they learn, and what teaching approaches to follow. Thus, 'professional self-knowledge is the key to recognising when these factors negatively affect how we teach and to modifying our behaviour and thinking to allow students the fullest learning experience' (Powell & Kusuma-Powell, 2011, p. 56).

As research on teacher cognition generally tends to focus on content knowledge, subject knowledge, pedagogical knowledge, and personal knowledge, which 'are investigated in the manner that knowledge is treated as a concrete product which we are able to observe and examine' (Li, 2017, p. 177), the types of knowledge to which teachers were exposed in the context of the current study are presented in Figure 1.
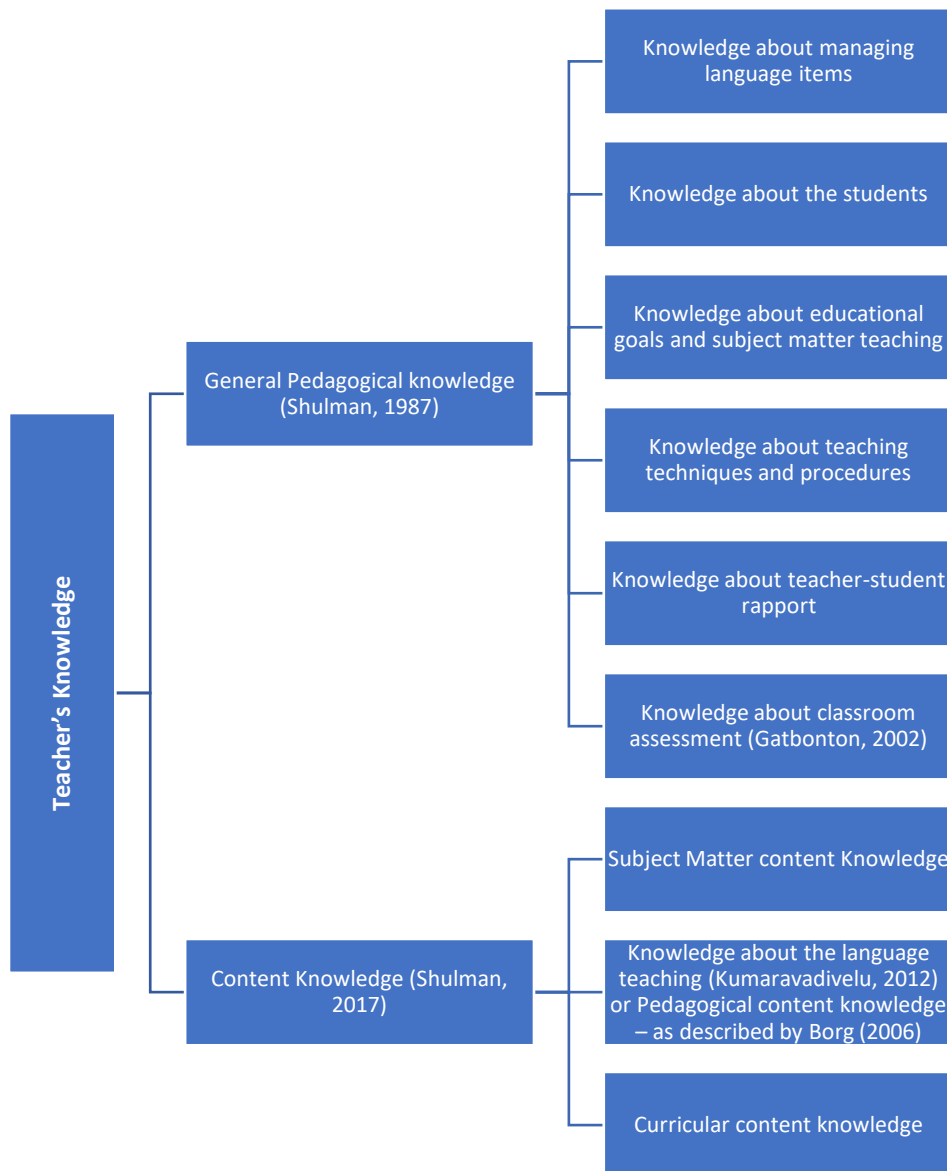
Figure 1 – Types of Teacher's Knowledge

3.3.1.1 General Pedagogical Knowledge

This type of knowledge focuses mainly on all the factors related to classroom management (Borg, 2015; Grossman et al., 1989; Grossman & Richert, 1988; Lederman & Gess-Newsome, 1992; Shulman, 1987; Voss et al., 2011). According to Shulman (1987), it refers to the 'broad principles and strategies of classroom management and organisation that appear to transcend subject matter' (p. 8). General pedagogical knowledge (GPK) is used in the broad teaching practice related to all

subjects. It is the set of 'principles and techniques that is not bound by topic or subject matter' (Wilson et al., 1987, as cited in Borg, 2015, p. 42). This is where teachers refer to their accumulated knowledge in relation to the teaching goals, procedures that they follow, and teaching strategies; these together should help the teachers to form a knowledge basis for their classroom practice (Gatbonton, 2002). This general knowledge involves factors related to the teachers' principles, skills, and subject matter knowledge that help facilitate teaching (Grossman & Richert, 1988).

As teachers usually use a variety of teaching methods and strategies as well as different types of knowledge to facilitate their teaching in a variety of settings (Voss et al., 2011), general pedagogical knowledge includes a set of components that teachers require. These are 'knowledge of theories of learning and general principles of instruction, an understanding of the various philosophies of education, general knowledge about learners, and knowledge of the principles and techniques of classroom management' (Grossman & Richert, 1988, p. 54). Gatbonton (2002) was more specific in describing these elements in the ESL field, and referred to them as the six domains to facilitate the language classroom (Gatbonton, 2002). These are: knowledge of how to manage specific language items so that students can learn them; knowledge about the students and what they bring to the classroom; knowledge about the goals and subject matter of teaching; knowledge about techniques and procedures; knowledge about appropriate student-teacher relationships (e.g. rapport); and knowledge about evaluating student task involvement and progress during the lessons (i.e. formative/summative assessment) (Gatbonton, 2002, as cited in Borg, 2015, p. 105). The six domains introduced by Gatbonton (2002) seem to be relevant to the argument presented by Voss et al. (2011). They contended that the teacher's cognitive abilities and prior experiences would play an effective and motivational role

in their classroom behaviour, whereby the teacher could create learning opportunities through the knowledge she had acquired under the umbrella general pedagogical knowledge.

As argued by Grossman and Richert (1988), general pedagogical knowledge for teachers, in particular novice teachers, presents them with 'survival skills for classroom life' (p. 56), as well as formative assessment knowledge against which to measure the students' understanding of the subject matter. When this type of knowledge is combined with Shulman's (1986) elements of content knowledge, teachers form an awareness of how to conceptualise the subject matter and be ready for teaching it (Grossman & Richert, 1988).

3.3.1.2 Content Knowledge

Content knowledge is one of the main research areas that were established to understand teachers' cognition (Richards, 2008). This is because teachers' knowledge about the content of the taught subject would be useless in the classroom without having methods to explain it to students, knowing how to represent the knowledge, and the methods to assess students' misunderstandings and to deal these incidents; this is where teachers need to combine their content and pedagogical knowledges (Shulman, 2017). This section is about the three elements introduced by Shulman (1986). These seem to be the core of teachers' content knowledge, and are: subject matter content knowledge; pedagogical content knowledge; and curricular content knowledge (Shulman, 1986). It is important to review these types of knowledge because, based on Richards' (2017) argument, the subject matter knowledge and pedagogical content knowledge – along with discourse skills – are basic components of a teacher's expertise in the field of ELT. This is where the language professional

teacher involves knowledge about the subject and teaching methodologies as well as teaching skills (Ur, 2010).

Subject matter content knowledge 'refers to the amount and organisation of knowledge per se in the mind of the teacher' (Shulman, 2017, p. 6). In other words, it refers to the teacher's understanding of the subject they teach (Richards, 2017). Knowledge of the subject can be presented to students in a variety of different ways, for example using Bloom's cognitive taxonomy, where the teacher makes clear connections to other disciplines, as well as explaining to students the reasons for studying specific content and relating theory to practice (Shulman, 2017).

Referring to EFL teachers' subject matter knowledge, Richards (2010) explained that it is related to 'what teachers need to know about what they teach – including what they know about language teaching itself – and constitutes knowledge that would not be shared with teachers of other subject areas' (p. 104). To elaborate on this point, Freeman (2016) stated that the teachers need knowledge about the English language to teach the English subject; this is because the medium of instructions used is the message, where English language represents the English lessons using the English language. This relates to the argument from Asl et al. (2014), about the teachers' level of language proficiency. They argue that EFL teachers' knowledge of the formal aspects of the English language, for example syntax and phonology, combined with their English language proficiency, should encompass their practice in the classroom. English language proficiency is one type of content knowledge that 'allows teachers to maximise their language use in the classroom, which in turn provides opportunity for the required second/foreign language input crucial to second language learning' (Turnbull, 2001, as cited in Faez & Karas, 2017, p. 136). It also has 'the ability to model the target communicative behaviour'

(Seidlhofer, 1999, p. 237), where benchmark standards are followed to measure the level of the language teacher (Richards, 2012).

There is a tendency that the teachers' English language proficiency has a positive relation to teachers' confidence; when the former improves, so does the latter. According to Seidlhofer (1999), research on teachers' confidence has suggested that a high level of teachers' language proficiency would increase their confidence about their teaching ability, and give them 'a sense of breaking the professional mould, with a broader conception of what it means to teach languages going hand in hand with a more comprehensive view of the languages to be taught' (p. 234). Teachers' English language proficiency is relevant to teachers' Knowledge About the Language (KAL), or as Andrews and McNeill (2005) call it, 'teacher language awareness', which is related to the teacher's knowledge of the language system – e.g. grammar – in order to teach it properly. The limited KAL of preservice or in-service TESOL teachers may cause high anxiety, fear, and panic about teaching language aspects such as grammar (Andrews & McNeill, 2005).

This argument raises questions about what teachers *need* to know in terms of subject matter content knowledge. Richards (2010) posed an important question, about what he called the 'content knowledge dilemma', to experts in the field. It was about what language teachers *need* to know in order to reach their 'full potential as language teachers' (p. 104). Similarly, Hall and Wicaksono (2020) raised questions about the ontologies and epistemologies of the standard form of English language. Although this is presented in Marine's findings, and discussed briefly there, it is outwith the scope of the current study to discuss accented English and World Englishes.

Pedagogical content knowledge, like subject matter content knowledge, is most probably ineffective on its own; combining both knowledges should help teachers to

reach the required teaching capacity and enhance the teaching process (Shulman, 2017). This type of knowledge is important for teachers because it gives them 'the capacity to transform content into accessible and learnable forms' (Richards, 2008, p. 163). It provides teachers with methods to represent the content knowledge to students in a comprehensible way (Lederman & Gess-Newsome, 1992). As every subject's content knowledge has its own set of ways of representing its content, some experts refer to it as 'specific pedagogical knowledge', which refers to the 'knowledge related to the teaching of a particular subject' (Spada & Massey, 1992, as cited in Borg, 2015, p. 57). It helps the teacher to represent the subject content knowledge through 'the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations' (Shulman, 2017, p. 6).

As for the EFL field in particular, the pedagogical content knowledge may include areas like 'the history of language teaching methods, second language acquisition, sociolinguistics, phonology and syntax, discourse analysis, theories of language, and critical applied linguistics' (Richards, 2012, p. 47). The language teachers' course work that is a result of their pedagogical content knowledge includes: planning the curriculum; assessment methods (formative and summative); managing the classroom; teaching the language skills; and teaching the students (Richards, 2012).

The third type of the knowledge is curricular content knowledge. It is concerned with the teachers' knowledge of the teaching materials and resources of the taught subject, such as the course textbook and multimedia resources (Grossman & Richter, 1986). This type of knowledge also includes methods to exemplify the subject content, evaluate the students' accomplishment, and accommodate different teaching

materials to teach the content effectively (Shulman, 2017). This is where teachers show knowledge of the subject's curriculum elements, and identify key learning ideas in the given educational programme, as well as the learning goals (Blömeke & Delaney, 2014). As for EFL teachers, König et al. (2017) argued that through this type of knowledge, teachers should have awareness of the definitions, concepts, and purposes of an EFL curriculum; for example, when following the Common European Framework (CEFR) in their curriculum, teachers should show awareness of the proficiency levels of the framework by analysing the teaching materials in relation to the learning objectives of CEFR, and choosing appropriate materials to the students' level on the CEFR proficiency framework. CEFR is a reference for language learning, teaching, and assessment, that provides guidelines to EFL syllabuses, curricula, and teaching and learning materials, as well as assessment methods (Council of Europe, 2022).

3.3.2 BELIEFS

Teachers' beliefs constitute the second component of Borg's (2003) definition of teachers' cognition, which are knowledge, beliefs, and identity. So, examining teachers' beliefs is essential here, especially because there seem to be some misconceptions about what beliefs are, and about what we mean when we refer to beliefs. One example of this confusion was discussed by Pajares (1992). He argued that distinguishing between beliefs and knowledge is confusing, that these two concepts are interlinked, and that sometimes beliefs are considered as knowledge. Providing a more specific example, some teachers tend to overgeneralise that boys are better than girls in mathematics; this is a belief that is regarded as knowledge (Meerholz-Härle & Tschirner, 2000).

When defining teachers' beliefs, it is important to present a brief background discussion; this is because the concept of teachers' beliefs has been shaped throughout the previous decades. Teachers' beliefs has been an active research field for 57 years, and many experts have defined it broadly, without showing consistency in the use of the term across the field (Fives & Buehl, 2012); and increasingly, questions about the impact of teachers' beliefs on teachers' practice have been raised (Borg, 2015). Based on Borg's (2003, 2015, 2017) review of the literature on teachers' cognition, research in the late 1970s indicated interesting findings about teachers' beliefs that unconsciously guided teachers' thinking and behaviours (Clark & Yinger, 1977, as cited in Borg, 2015, p. 10). Later, in the 1980s, the volume of research on teacher beliefs had increased, and some of the findings shaped the research on teacher cognition a decade later (Borg, 2015). This is where Shavelson and Stern (1981) indicated that 'in order to understand teaching, we must understand how thoughts get carried into action' (p. 455), and they listed teachers' beliefs as one of the characteristics that would affect the cognitive processes. Later, in the 1990s, research on TESOL teachers' beliefs had become well-established (Li, 2012). This is a natural result of the research that was conducted prior to the 1990s, and different research interests related to teachers' beliefs have emerged (Borg, 2015). For example, Pajares (1992) had 'focused on explicating the meaning of "beliefs" in research on teaching' (Pajares, 1992, as cited in Borg, 2015, p. 26).

As a novice researcher, it seemed to me that defining teachers' beliefs was both a simple and a complicated mission. I felt I needed to pay close attention to differentiating between literature presenting beliefs as part of knowledge, and literature presenting beliefs as having an impact of teachers' classroom behaviour. For example, Pajares (1992) talked about how the term 'attitudes' is used when referring

to beliefs; and we find that some experts in the field, such as Banaji and Heiphetz (2010), have stated that beliefs are 'the building blocks of attitudes' (p. 354). However, Banaji and Heiphetz (2010) also argued that individuals form their attitudes based on beliefs that are well established in their social context; for example, one may form a political attitude as a result of one's particular social structure. Clearly, this is because of the complexities of the nature of beliefs, and what constitutes belief. Beliefs can also be constructed from strong emotions, which could have direct effects on the teaching-learning interaction (Makewa & Ngussa, 2015).

Another opinion about teachers' beliefs was presented by Richards and Lockhart (1996), who explained that teachers are normally driven by their own beliefs during their practice. Richards and Lockhart's (1996) viewpoint relates to Meerholz-Härle and Tschirner's (2000) definition of teachers' beliefs: 'teachers are influenced by "guiding images" from past events that create "intuitive screens" through which new information is filtered' (p. 885). This seems to occur when one unconsciously relates real-life situations to past experiences, and opinions or ideas that were previously formed. However, Pajares (1992) argued that the term 'beliefs' is used differently by different individuals; they mean such varied things as 'attitudes, values, judgements, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategies' (p. 309). Thus, teachers' beliefs can be placed in different categories; teachers' beliefs about the English language, teachers' beliefs about learning, teachers' beliefs about their teaching, teachers' beliefs about the curriculum, and teachers' beliefs about the teaching profession as a whole (Richards & Lockhart, 1996).

According to Hall and Cook (2014), teachers' beliefs are first formed when they are themselves learners in the language classrooms, from the attitudes of the learners and the teachers toward the language use in the ELT classroom; here, the teachers' cultural and educational backgrounds affect their teaching practice. This argument shows the importance of looking into and examining English language teachers' educational and cultural backgrounds, to understand their attitudes towards teaching the language, which later form their beliefs. In particular, these beliefs 'often operate unconsciously' (Borg, 2015, p. 10). Also, researching teachers' beliefs should 'provide insight into the psychological context of teaching and teacher learning which can inform the design of initiatives which encourage teachers to learn, change or behave in particular ways' (Borg, 2017, p. 500).

On the question of where teachers' beliefs come from, we find that beliefs are also strongly influenced by past experiences. For example, Borg (2015) argued that in-service language teachers hold beliefs about all aspects of their teaching practice, which they formed through their lived experiences and professional development opportunities. However, teachers' beliefs may have been formed as a result of their own language learning. According to Phipps (2015), 'beliefs are initially informed by teachers' schooling and L2 learning experience' (p. 20); and their teaching experiences, as well as their reflection on their own practice, contribute to forming their beliefs about teaching.

The subject of pre-service teachers' beliefs should be relevant to teachers' education and preparation programmes, in order to promote better learning opportunities for future teachers. Pre-service or 'novice-service' teachers (a term used in the title of a paper by Farrell (2012)) hold beliefs that they acquired from their previous school or university programmes. The typical route for a pre-service TESOL

teacher is to undergo a teacher training programme that is 'identified with entry-level teaching skills linked to a specific teaching context' (Richards, 2008, p. 4). As teachers usually construct their beliefs based on previous school learning experiences, changes in beliefs, and sometimes the construction of new ones, are influenced by the teacher education programme. This is where beliefs about 'their role in the classroom, their teaching methodologies and teaching material resources, and their understanding of effective teaching, classroom management approaches, and qualities of good teacher' are constructed (Karim et al., 2020, p.3683).

Wright (2010) has noted that this process of exploring teachers' beliefs, in a teaching and learning context, should be essential in preparing them to teach. Therefore, teacher educators, in addition to providing education programmes such as the Master's programmes, need to understand the complexities that teachers go through while learning. Zheng (2009) gave another reason that it is important to examine teachers' beliefs; teachers go through a journey in their thought processes, instructional practices, and learning of teaching methods. This is a journey that teacher educators and module tutors need to understand. This might be done through including space for reflective thought in teacher preparation programmes and education master's programmes. LaFond and Dogancay-Aktuna (2009) argued that teacher trainers may become more reflective and aware of training language teachers when they are, themselves, challenged with language teaching theories that they need to communicate to the trainees. According to Farrell (2015), these types of activities should contribute to analysing and exploring teachers' beliefs and identity development. In a similar vein, Wright (2010) argued that teachers' beliefs and identities go through transitional change in teacher preparation programmes, and that observations of these changes should be the main focus of the programmes –

especially second language programmes. This is because teachers' beliefs are essential in the learning process of teachers, where they influence new knowledge about teaching, how teachers view the new knowledge, and then their classroom practice (Garton, 2009).

One might think that in-service teachers do not change their beliefs, because their beliefs are already established based on past experiences, opinions, ideas, or the values they have already constructed. However, exposing teachers to recent changes in teaching practice may motivate changes of the teachers' established beliefs (Farrell, 2015). As argued by Richards (2008), experienced teachers usually undergo changes of beliefs or values when engaging in personal approaches to professionalism, e.g. critical reflection on their practice, which include elements of 'self-monitoring, analysing critical incidents, teacher support groups, and action research' (p. 5). This suggests that in-service teachers who had already formed their beliefs about the teaching profession would (re)shape their beliefs through critical analysis activities. Another development approach that in-service TESOL teachers seek is obtaining qualification in postgraduate teacher education programmes, i.e. MA/MEd degrees presented by universities, which should be about 'mastering the discipline of applied linguistics' with an 'undervalued' element of practical skills (Richards, 2008, p. 4).

3.3.3 SELF AND PROFESSIONAL IDENTITY

Teacher identity is the third area of Borg's model of teacher cognition. Identity is constructed when the self interacts with the society (Hall, 1992, as cited in Gray & Morton, 2018). Late in the 20th century, the concepts of the self and the society were both undergoing processes of transformation process; theoretical questioning of the meaning of identity suggested that the individual 'can be understood only in terms of

their relation to other elements' (Gray & Morton, 2018, p. 10). This impacted the concept of identity and created 'contradictory or unresolved identities' (Hall, 1992, as cited in Gray & Morton, 2018, p. 10). In the postmodernist poststructuralist era of the early 20th century, identity was viewed as 'highly agentive' (Gray & Morton, 2018).

Early research on this subject challenged the prevailing views of identity, because they were mainly expressed in terms of contextual behavioural change, where research 'conceptualised the self as a singular, fixed, stable, and decontextualised attribute that was fairly independent from the external environment' (Hong, 2010, p. 1531). However, identity represents one of the unobservable dimensions that construct teachers' cognition, and should be recognised as an important strand of teacher cognition research, because of the essential role that it has in language teacher education (Borg, 2012). Identity is an essential element that leads individuals to understanding their personal and professional lives (Johnson, 2001). Teachers adopt different identities based on the social and cultural roles they enact when communicating with students and other teachers (Richards, 2008). However, this process of building teachers' identities is indicated to be established when teachers first start learning about teaching; this learning journey, combined with other personal factors, influences one's identity formation (Johnson, 2001). Moreover, there are some major factors that seem to contribute to shaping one's identity; these include 'personal biography, gender, culture, working conditions, age, and the school classroom culture' (Richards, 2008, p. 167). Commenting on novice-service teachers' identity, Nguyen and Yang (2018) argued that identities are formed continuously through different interactions with individuals, such as teachers, mentors, and students; and that these teachers could produce and reproduce their identities based on interacting with other members of their community. Based on Xu's (2012)

argument, novice teachers transform their 'imagined' identities, which they constructed as teachers, to practical identities when interacting in the real-world community of practice.

This discussion leads to teachers' professional identity. As stated by Borg (2015), novice language teacher's identity can be (re)shaped by institutional and social elements to change their initially formed cognition. As researchers later started to identify identity as 'a dynamic, continually changing, and active process which develops over time through interaction with others' (p. 1531), this is where identity is continuously under formation and reformation based on the individual's perception of the external environment (Hong, 2010). As for defining TESOL professional identity, Han (2015) stated that it is 'a meta-cognitive power constituted of a set of meaning systems, which leads the teachers' cognitive, emotional and behavioural responses to their relational and transformative situations of profession' (p. 130). This should be achieved through investigating the teachers' cognitive and emotional experiences, as well as their actions in their TESOL educational settings. It should be noted that the TESOL professional identity is also a result of the professional learning process that the teacher experiences, as well as the process of identity negotiation that one goes through because of lived dilemmas, contradicting inputs, and corresponding emotions within the teacher's TESOL practice (Yazan et al., 2022).

3.4 RESEARCH ON MASTER'S LEVEL TESOL PROGRAMMES

For the purposes of the current study, I reviewed the literature looking for previous studies exploring the cognitive changes (i.e. knowledge, beliefs, identity) of ML TESOL students in UK universities. The result of this search was limited. However, one important longitudinal study was conducted by Freeman (1993), who studied foreign-language (French and Spanish) in-service teachers' changes of practice and

thinking during a teacher education master's programme. Another study that looked into ML TESOL students' cognition was conducted by Li and Curdt-Christiansen (2020). They looked at Chinese students' perception of academic feedback in the UK higher education context, and specifically examined the students' cognitive understanding of and engagement with received feedback from their academic tutors. They associated positive engagement in the feedback process with understanding of feedback literacy.

It should be noted that Borg's (2003) systematic review of the literature on preservice and in-service teacher cognition is one of the most significant resources in this area. A summary of studies conducted about L TESOL programmes is shown in Table 1 below.

Table 1

Summary of Previous Studies on ML TESOL programmes

Study	Research Focus	Participants and Context	Research Methods	Key Findings
Aneja, 2014. *Disinventing and Reconstituting Native Speaker Ideologies.*	Examining TESOL students' invention, disinvention, and reconstitution of native speaker ideologies.	International TESOL Master's students in the US.	Ethnographic and interview data as well as the researcher's field notes.	Novice teachers conflated non-native positionality with linguistic and pedagogical expertise.
Baecher, 2012. *Feedback from the field: what novice ESL teachers want to tell teacher educators.*	Investigating the post-graduation support that an MA TESOL programme presented to the participants.	ESL school teacher participated in MA TESOL programme in the US.	Mixed methods using online surveys, interviews, observation, questionnaire, & focus group.	Identified factors in the programme preparation that mismatched the demands of the workplace.
Casewell, 2016. *Design and Facilitation of Problem-Based Learning in Graduate Teacher Education.*	Exploring Problem-Based-Learning; particularly, how successful was peer-teaching among the cohort.	MA TESOL tutors and students in a university in British Columbia, Canada.	Mixed methods exploratory evaluative case study.	Implement Problem-Based-Learning through encouraging collaborative instructional skills.
Faez and Karas, 2019. *Language Proficiency Development of NNESTs.*	Examining non-native teachers' perceptions of their experience during MA TESOL programme.	Non Native English Speaking Teachers in an MA TESOL programme in Canada.	Self-reported proficiency appraisal following the CEFR.	English language proficiency improved because English was used as a teaching medium.
Ilieva and Waterstone, 2013. *Curriculum Discourses Within a TESOL program for International Students.*	Examining MA TESOL programme curriculum 'as lived by students and how it opens up a local space'.	International students at Master's programme in a Canadian university.	Investigation of curriculum discourses through analysing the programme documents.	The programme seemed to constrain opportunities for student creativity.
Kong, 2015. *'You Speak English, No?'*	Examining the gap between content knowledge and classroom experiences.	Asian teachers who graduated from an MA TESOL programme in Australia.	Interview and emails.	Teachers 'exercised agency to increase their English language proficiency.

LaFond and Dogancay-Aktuna, 2009. *Teacher Perspectives on linguistics in TESOL teacher education.*	Investigating language teachers' perceptions of linguistic knowledge and its value to their teaching skills.	Preservice and in-service native and non-native graduate TESOL students.	Survey study on teachers' perceptions of linguistic areas. linking to their teaching practice.	Teachers showed positive judgement about the role of theory in their practice.
Rogerson-Revell et al., 2012. *An evaluation of the use of voice boards, e-book readers and virtual worlds.*	Researching the influence of technological learning and distance-based postgraduate learning.	Distance MA in Applied Linguistics & TESOL Programme at University of Leicester.	Intervention research to pilot and evaluate the use of technology in the programme.	The technology used in the intervention addressed the challenges faced in the distance learning.
Scally and Jiang, 2020. *'I wish I knew how to socialize with native speakers'.*	Evaluating international Chinese students' experience in postgraduate TESOL programme.	International Chinese students in a TESOL postgraduate programme in the UK.	Evaluative case study using surveys.	International students need institutional support in developing intercultural communication skills.

It should be noted that the studies reviewed were conducted on Master's Level TESOL programmes that took place between 2009 and 2022. The review was mainly based on the University of Exeter databases and Google Scholar. The search excluded unrecognised journals, and referred to resources recognised by the University of Exeter and other academic platforms, such as JSTOR (2022), ERIC (2022), Taylor & Francis Group (2022), and Wiley Online Library (2022). It focused on the common journals in the TESOL field, e.g. TESOL Quarterly and SAGE Journals (2022). This search suggested that there was a lack of studies researching the cognition of those undergoing ML TESOL programmes.

These studies explored, investigated, or examined ML TESOL students' perceptions of the knowledge received on the programmes; investigated support they received on their programme; evaluated the mode of learning on their programme; and examined their discourse on the programme. Interesting studies on ML TESOL students' cognition were found in relation to specific language elements, e.g. pronunciation teaching (Couper, 2017), and the effect of postgraduate education on experienced ESL teachers' beliefs and knowledge of their pedagogical practice when teaching pronunciation (Baker, 2011). There seemed to be few studies on Non-Native Speaking (NNS) TESOL teachers' cognition; this has resulted in a lack of understanding of TESOL practice, and also a failure to develop and understand NNS

EFL teachers (Li, 2017). I found that in the field of TESOL research, there is still scant attention paid to NNS EFL teachers' cognition changes during ML TESOL. This summary helped me to form an understanding of the studies conducted on ML programmes, and to find the gap that this study should fill. Therefore, I have found that: a) literature on EFL teachers, especially ones studying at ML TESOL programmes, is limited in terms of looking at their knowledge, beliefs, and identity in relation to their classroom practice before and after the programme; b) the limited research studies of TESOL teachers tend to focus on either the cognitive or the affective domain, but not both within the same study; and c) there is a lack of research studies on ML TESOL students' cognitive and emotional changes while undertaking their courses.

3.5 SUMMARY OF KEY STUDIES ON TEACHER COGNITION

I looked mainly at the following areas when selecting the studies reviewed – relevance to the topic, area of research, context, and participants. Li (2020) argued that in the last 30 years, research in the field of language teacher cognition has been productive and well-developed, and researched under the umbrella of the SCT. This is evident from key studies presented in the field, and some of these studies that are relevant are reviewed here. It should be noted that there is a plethora of TESOL/EFL studies that each look into one specific language component or teaching skill in relation to teachers' knowledge, beliefs, or identity. For example, Viet and Bygate's (2012) study explored the practice of a group of Vietnamese teachers applying Task-Based Language Teaching, which helped the researchers understand teachers' beliefs and approaches to teaching; this was achieved by following a specific teaching technique, and experiences of classroom practices. In Table 2 below, I attempted to include studies that had clear relevance to ML TESOL programmes and the three

researched areas, knowledge, beliefs, and identity. Also, the participants of the reviewed studies were international preservice or in-service TESOL teachers.

Table 2

Summary of Previous Studies on Knowledge, Beliefs, and Identity

Study	Research Focus	Participants and Context	Research Methods	Key Findings
Almnaies, 2020. *Stories of Kuwaiti English language teachers: a multimodal narrative inquiry.*	Identity.	Non-native EFL teachers in Kuwait.	Qualitative research approach with multimodal narrative.	Teachers, through the act of storying, developed both their personal and professional identities.
Asl et at., 2014. *The erosion of teachers' CK and PCK throughout the years of teaching.*	Knowledge.	Non-native EFL teachers from Marand, Est Azerbaijan, and Iran.	Multiple-choice questionnaire of subject CK and PCK.	A remarkable number of teachers possess much less CK and PCK than expected.
Gomez, 2020. *Development of EFL teachers' PCK through action research in a Master's programme.*	Knowledge.	EFL in-service teachers enrolled in a Master's programme in education, Colombia.	Longitudinal, 2 years, qualitative multiple-case study.	Specific stages of the action research contributed to developing certain types of PCK.
Hong, 2010. *Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession.*	Identity.	Pre-service and novice teachers in a university in the US.	Mixed methods (survey and interviews).	Pre-service teachers had naïve perceptions of teaching, and dropout teachers showed most emotional burnout.
König et al., 2016. *Teachers' professional knowledge for teaching English as a foreign language.*	Knowledge.	Preservice teachers in Germany from different programmes and stages.	Standardized tests and structural analysis.	Teacher knowledge is a multidimensional construct and PCK is closely related to both CK and GPK.
Koşar and Dolapçioğlu, 2021. *An inquiry into teachers' beliefs on effective teaching, student learning and development.*	Beliefs.	EFL teachers in state schools in Turkey.	Survey research, employed so as to identify beliefs and attitudes of individuals.	Teachers held strong beliefs about the effect of constructivist and humanistic concepts on effective teaching.
Mak, 2011. *Tensions Between Conflicting Beliefs of an EFL Teacher in Teaching Practice.*	Beliefs.	Pre-service EFL teachers in postgraduate teacher education programme in Hong Kong.	Interviews (semi-structured and stimulated recall), questionnaires, field notes, classroom observations.	Discussion on several characteristics of belief development.
Nguyen, 2017. *TESOL Teachers' Engagement with the Native Speaker Model: Impact on Their Beliefs.*	Beliefs.	Vietnamese teachers in MA TESOL programmes in Australia, New Zealand, the US, and the UK.	Sequential explanatory mixed methods design.	Teachers' beliefs about the linguistic diversity of English got stronger after joining the programme.
Öztürk and Gürbüz, 2017. *Re-defining language teacher cognition through a data-driven model.*	Beliefs.	In-service EFL teachers.	Semi-structured interviews, classroom observations, reflective journals.	Prior language learning experiences were the main sources of language teaching cognition and practice.
Pfitzner-Eden, 2016. *I feel less confidence.*	identity.	Preservice teachers of various subjects at a university in Germany.	Quantitative study using Scale for Teacher Self-Efficacy (TSE).	Increases in TSE during the practicum were associated with decreases in intentions to quit.
Salinas, 2017. *Impact of Macro and Micro Contextual Factors in*	Identity.	EFL teachers in Chile.	Semi-structured interview and focus group. Data analysed	A non-coherent national curriculum had weakened

Education Reform Frame in Chile.			by following the Grounded theory.	teachers' identity, resulting in frustration and resignation.
Shahri, 2018. *The development of teacher identity, emotions, and practice, before and after graduation.*	Identity.	ESL teacher in a US university undertaking an MA TESOL programme.	Interviews, observations, and lesson plans, before and after the programme.	Emphasises the importance of supporting teachers' emotions and identities.

This section has represented some of the key studies in the TESOL field, in relation to teachers' cognition. These were selected for features that support the theoretical framework of this study, i.e. to represent EFL teachers' cognition when combined. The theoretical framework guiding the current study was based on the key concepts reviewed in this chapter in relation to the three teacher cognition areas – knowledge, beliefs, and identity – which are also relevant to the aims of this study. Firstly, I have discussed elements of SCT and its relevance to this study and teachers' learning. Then, I have reviewed the literature on teachers' knowledge; this included the elements of general pedagogical knowledge, and Shulman's (1986, 2017) three types of content knowledge. This was followed by a review of beliefs. Lastly, a discussion of the TESOL teachers' professional identities was presented. These discussions, together with the aforementioned key studies, summarise the theoretical framework of this study, as shown in Figure 2 below.
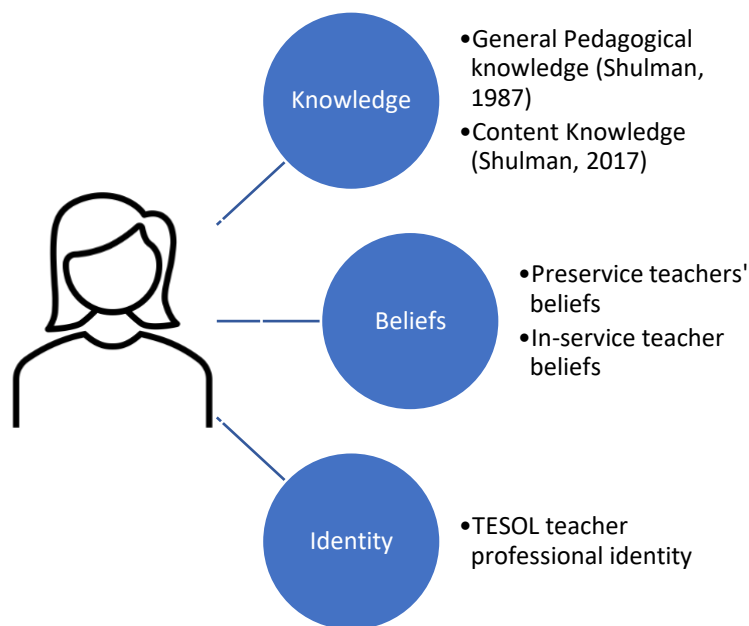
Figure 2 – Theoretical Framework

The main areas representing the theoretical framework elucidated in the previous sections viewed teacher's knowledge as general pedagogical knowledge and content knowledge; preservice and in-service teacher's beliefs as their attitudes, opinions, and strong emotions; and teacher's identity that is shaped by institutional and social elements.

3.6 RESEARCH INTERESTS AND RESEARCH QUESTIONS

The review of the literature presented in the previous sections suggests that ML TESOL students' cognition is an under-researched area. Thus, to address this gap, the current qualitative multiple-case study explored the changes in ML TESOL students' cognition, while they were studying in the programme, and after graduating and (re)joining teaching practice. Based on Denscombe's (2012) recommendation, the aims of this research project are presented in order, from wide to more specific. This exploratory research was conducted through the lens of SCT, when looking at the ML TESOL as one form of teacher development programme. Therefore, the study

intended to add to the body of knowledge about novice-service and in-service teachers' cognition; in particular, those who join the ML TESOL programme as a professional development opportunity, or want to join the teaching profession after graduation. The study intended to achieve the following aims: firstly, to explore the role of the ML TESOL programme on novice-service teachers and in-service teachers; secondly, to examine the impact that the ML TESOL programme, as programme-based learning, has on teachers in terms of what they know, believe, and think (i.e. their cognition), after finishing the programme; and thirdly, to explore the influence, if any, that the ML TESOL programme has on the teachers' future professional teaching identities.

The intention was that these research interests and aims should be fulfilled through answering the following research questions: 1) What is the impact of the ML TESOL programme on the teachers' cognition?

3.7 CHAPTER CONCLUSION

Researching teachers' cognition has a significant impact on teacher education programmes, constructing professional development opportunities, and advanced learning opportunities presented via ML TESOL programmes for both preservice and in-service teachers. This type of research should lead to understanding important factors related to the teachers' 'perceptions and decisions, teaching and learning, the dynamics of the classroom, effective pedagogy, and teacher learning' (Li, 2017, p. 13). Research on teachers has an effective role in their preparation and development; it provides more understanding on 'how teaching has been conceptualised and why teachers' mental lives are valuable research focus' (Borg, 2015, p. 40), where the outcomes of these studies should support both preservice and in-service teachers' learning.

When researching the impact of the knowledge, beliefs, and identity of teachers while undertaking the ML TESOL programme, a deeper understanding of the teacher classroom practice should be formed. In addition, it should help the teachers to identify and reflect on any current or potential future gaps with regard to these three cognitive areas. As argued by Borg (2015), 'reflection by teachers emerged as a central component in professional development, understanding the process of reflection, what it involved and how it affected teacher learning become central to research in teacher education' (p. 24). Thus, teachers may be willing to reflect on their experiences openly without feeling anxious about what they would find, to help them understand their learning processes, identify their beliefs about the TESOL profession, and understand and develop their professional identities. Also, ML TESOL programme directors and tutors, and teacher educators, should be willing to research these cognitive areas of teachers' experience, to allow them to develop further as EFL teachers and engage effectively in the TESOL field.

When it comes to exploring changes in teachers' cognition during their learning process, it has been argued that the process 'involves not only discovering more about the skills and knowledge of language teaching but also what it means to be a language teacher' (Richards, 2008, p. 168). However, there seems to be a limited body of research on the three cognitive areas (knowledge, beliefs, and identity) of teachers engaged in the ML TESOL programme, as a professional development opportunity for novice and experienced EFL teachers, as suggested by the literature reviewed in this chapter. This is where research on teachers' cognition appears to have been conducted on groups of pre-service teachers during their practicum programmes, on in-service teachers during their actual classroom teaching; or examining specific areas

of the cognition, the language skills, or the linguistic features of teachers who are pursuing postgraduate education.

In an email conversation with Professor Simon Borg, there seemed to be a view that this area – the cognition of teachers undergoing the ML TESOL programme as a professional development opportunity – is not widely researched. This view was reinforced by reviewing the work of experts in the field of teacher cognition, such as Borg himself (2009) and Golombek (2009). They seemed to be focusing on understanding the state of in-service teachers' cognition, and what influenced their actions in the classroom. Also, they tended to focus on examining pre-service teachers' cognitive and behavioural changes during short-period programmes (such as the Certificate of English Language Teaching to Adults (CELTA), or long-period teacher education programmes (such as Postgraduate Certificate in Education (PGCE), or undergraduate teaching programmes (Borg, 2015).

4. RESEARCH METHODOLOGY

As any architect or contractor knows, prior to building a house, one must develop drawings called a blueprint for the structure… Like housing construction, much critical thinking and planning must be put into developing a blueprint… (Grant & Osanloo, 2016, p. 12)

This chapter begins with the research framework and philosophy; this includes the ontological and epistemological stance, along with the paradigmatic views of the researcher, and the methodological assumptions underlying the research. This is followed by a presentation of the research design, explaining and justifying the structure used to conduct the study, the methods that I used for the data collection and analyses, and the process of approaching the participants. The reflexive journal that I kept during the period of conducting the research allowed me to add a discussion of my role as a researcher. However, longer researcher reflections were included in the conclusion chapter. Following a discussion of the credibility, authenticity, trustworthiness, and transferability of the research, ethical procedures such as anonymity, confidentiality, and access to resources are reviewed. Finally, I explore the methodological limitations of the current study, and some details of the writing process.

4.1 RESEARCH FRAMEWORK: Philosophy and Paradigm

To understand a research study, it is necessary to make a clear representation of the research framework and the decisions behind it. As Denzin and Lincoln (2005) explained, these basic beliefs drive the research. This is because the research framework, according to Lynch (2003), is the researcher's lens, through which the world is viewed. In other words, 'it is the basis of the research, which involves the choice of research strategy, formulation of the problem, data collection, processing, and analysis' (Žukauskas et al., 2018, p. 121). However, as Crotty (1998) stated, it is often challenging to connect the research methodology with the data collection

methods. Therefore, the following sections present an overview that forms the foundation of the research philosophy.

This study was influenced partially by the ethnographic perspective, as explained in the research design section. From a methodological perspective, ethnography falls into the category of an interpretive paradigm (Hammersley, 2012). The following section discusses the epistemological stance of the current study. Ontology and epistemology are strongly relevant to each other. This is because assumptions about the epistemological stance are based on answering questions about the nature of reality, i.e. the ontological stance (Žukauskas et al., 2018; Walliman, 2006).

4.1.1 EPISTEMOLOGY

The epistemological stance has been thoroughly defined by research writers. Kincheloe (2003) explained that 'one task of epistemology is to provide theories of the nature of knowledge, of its genesis and its justification' (p. 91), where different shapes of knowledge are provided based on different methods of knowing. Epistemology therefore answers questions about the process of knowing (Kincheloe, 2003). Walliman (2006) described two different methods of acquiring knowledge; empiricism and rationalism. The former is concerned with inductive reasoning, where individuals use their sensory experiences to gain knowledge. In the case of the latter method, individuals use deductive reasoning to gain knowledge. Although it is not an easy task for individuals to identify their epistemological stance, researchers in particular should identify and acknowledge their epistemological stance, and the stance of their research study. This is because of the power and influence that one's existing ideas and values may have on the process of seeking knowledge, the methods that one follows in order to obtain this knowledge, and one's judgment of the knowledge

obtained (Haigh & Withell, 2020). As a consequence, knowledge is not discovered but based on previous knowledge, and it 'does not come of an interplay between subject and object but is imposed on the object by the subject' (Crotty, 1998, p. 9). For Hammersley (2012), the epistemological stance is related to: identifying whether knowledge is attainable, how it can be acquired, and its limitations; deciding whether this knowledge is general or of a specific kind; and establishing whether the ontological view has implications for the epistemological view. Through this concept one should attempt to understand the process of knowing, and that it 'provides a philosophical background for deciding what kinds of knowledge are legitimate and adequate' (Gray, 2014, p. 19). Against the background of knowledge being looked at differently – either as objective absolute truth, or as socially constructed among various individuals (Ernest, 1994) – novice researchers have to establish a good understanding of their epistemological stance. This is for three reasons. Firstly, it assisted me to process the research design as a whole, including gathering and interpreting the data and answering the research questions. Secondly, it helped me in recognising useful designs for the study, and the limitations of those designs. And finally, it supported employing my past experiences in creating or adapting the research design subjectively (Easterby-Smith et al., 2002).

As the epistemological stance 'is concerned with how we know things and what we can regard as acceptable knowledge in a discipline' (Walliman, 2006, p. 15), the current study is aligned with the view expressed by Merriam (1991); that 'knowledge is viewed as subjective, emancipatory, and productive of fundamental social change' (p. 53). The reason behind the epistemological decision taken here is that subjectivism imposes meaning through collaborative constructivism with the participants (Gray, 2014). In the current study, I aimed at exploring the cognitive changes undergone by

ML TESOL students as they went through their programme of study. This exploration was conducted through the voices of the participants; as this was a longitudinal study, I collected data through interviews, reflective journals, and video observations. In this type of study, the researcher develops a sort of responsive interviewing, where the researcher's attitude to the participants and themselves is that they are 'human beings, not recording machines, and that they form a relationship during the interview that generates ethical obligations for the interviewer' (Rubin & Rubin, 2005, p. 30). At the beginning of each phase of the data collection, I started with a series of follow-up questions to ensure I was interpreting the data from the perspectives of the participants, and not solely from my own perspective. This whole process was an attempt at collaborating with the participants to construct meanings from their stories about, and experiences in, the ML TESOL programme; mainly through answering the principal research question about the impact of the programme on the teachers' cognition. In Blaikie's (2011a) point of view, reality that is constructed socially leads to subjectivism, and knowledge is constructed by individuals within that social reality. Therefore, subjectivity is acknowledged in the current study and is used to show the epistemological stance of the participants and me. Also, knowledge is contextualised and grounded in the culture, where the influence of the culture and context are appreciated and acknowledgment of their impact on shaping the research process is present (Kincheloe, 2003). Nonetheless, Mertens (2005) argued that the relationship between the researcher and the participants should be interactive; and the research design should acknowledge the role of the researcher in the study, along with their beliefs (Lichtman, 2013). In the current study, as explained by Walliman (2006), knowledge was acquired inductively by looking at the experiences of the participants in the ML TESOL programme, and through my experience as a novice researcher.

4.1.2 ONTOLOGY

Knowing the ontological and epistemological assumptions of a research study, and their positions within it, is essential to understanding the whole process of that study (Grix, 2004). Defining these positions in one's research will therefore help the readers to understand the intentions behind the process of conducting the study. This is because the researcher's viewpoint influences the questions raised in their research, and the way that they conduct that research (Walliman, 2006). In the context of the current study, it also helped me to understand my own thoughts and how they drove my actions. The researcher's ontological position is underpinned by their individual assumptions, which are guided by 'social and historical forces' (Howell, 2013, p. 77). As defined by Gray (2014), 'ontology is the study of being, that is, the nature of existence and what constitutes reality' (p. 19); or simply, 'what is out there to know about' (Grix, 2004, p. 8). In other words, ontology is 'the nature of reality and what [a researcher] can know about it' (Haigh & Withell, 2020, p. 17). Hammersley (2012) argued that the ontological position(s) of the researcher should answer questions about the research theories. Based on Lichtman (2013), ontological assumptions are of course treated differently according to which paradigm is in use; and therefore they are treated differently according to which researcher is following the paradigm.

Researchers could have fundamental differences when investigating the nature of a social phenomenon (Hammersley, 2012). In the current study, the ontological assumptions relied on the interpretivist paradigm. Thus, following Crotty's (1998) argument about the ontological positions of interpretivism, the current study took an ontological stance based on constructionism. According to Bryman (2016), in social constructionism reality is constructed based on social factors; this is because I, as

researcher in the current study, am actively involved in constructing the meanings of the collected data. As a result, the current study should create the different realities and meanings of the researched topic, exploring ML TESOL students' cognition. Hollis (1994) argued that the ontological stance of hermeneutics (in the form of the interpretive paradigm) interprets the social world using different constructions of meaning, and that 'in some versions, these meanings are so communal that they almost have a life of their own' (p. 258). This may be because these realities change based on the social context in which the research participants live. Thus, constructionism is 'the belief that social phenomena are in a constant state of change because they are totally reliant on social interactions as they take place' (Walliman, 2006, p. 15), and this approach focuses on how individuals construct their reality through social interactions, and on the ways that researchers follow these interactions in order to examine these realities.

With this philosophical point of view, authors such as Hitchcock and Hughes (1989), and Mackenzie and Knipe (2006), have argued: that the ontological assumptions of the interpretivist paradigm are based on the concept that the researcher's reality intertwines with the reality of the studied phenomenon; that the epistemological stance states that knowledge is developed from constructing meaning from people's experiences; and that case studies are commonly used as the research method – among others, e.g. interviews.

4.1.3 INTERPRETIVIST PARADIGM

First of all in this section, it is essential to define the concept of research philosophy:

> Research philosophy can be defined as the development of research assumption, its knowledge, and nature. The assumption is perceived as a preliminary statement of reasoning, but it is based on the philosophising person's knowledge and insights that are born as a product of intellectual activity… This means that different researchers may have different

assumptions about the nature of truth and knowledge and its acquisition. (Žukauskas et al., 2018, pp. 122-123)

The interpretivist paradigm was followed to construct the theoretical framework of the current study. In this respect, it is necessary to identify how interpretivism is perceived. According to Mackenzie and Knipe (2006), 'some authors prefer to discuss the interpretive framework in terms of "knowledge claims"…; epistemology or ontology; or even research methodologies… rather than referring to paradigms' (p. 194). In the current study, interpretivism was followed as the research paradigm. Blaikie (2011b) defined interpretivism as the study of social phenomena, and the process of understanding how individuals understand the daily activities of their social worlds through interpreting meanings that they produce and reproduce. So, following an interpretivist direction when studying a social phenomenon requires researchers to produce and reproduce meanings in order to comprehend the social worlds of the researched context. Interpretivism is also the central endeavour of understanding 'the subjective world of human experience(s)' (Cohen et al., 2018, p. 81). Following this concept, as the researcher of this study, I should construct meanings about the researched issue by exploring the studying journeys of the participants. However, this may lead to subjectivity; a term that may have a negative connotation among positivist researchers. As explained by Haigh and Withell (2020), subjectivity 'challenges the view that research can, and should be, objective' (p. 18); hence the ongoing debate about subjectivity versus objectivity in research. Grix (2004) argued that the interpretivist position actively seeks subjectivity, because it is believed that the social world is constructed from interactions between individuals, and that a researcher's interpretation is part of the studied phenomenon. Interpretive research is based on the research interest of the researcher. Hence, the emphasis on the subjective is significant and relevant; and the researchers, through their specific observations of

the participants' social worlds, play an important role in understanding the social experiences of those participants (Žukauskas et al., 2018). Therefore, based on Scotland's views (2012), 'interpretivists acknowledge that value-free knowledge is not possible' (p. 12). This may be because interpretive researchers empathetically draw on their 'human capacity' to understand individuals' experiences and cultures as insiders (Hammersley, 2013, p. 26).

Having established what interpretivism is, it is natural to enquire about its origins. This paragraph may not seem very relevant to this research; however, it helped me as a novice researcher to gain more insights about the interpretivist paradigm. According to Goodsell (2013), interpretivism is derived from the social science perspective, and is therefore focused on subjectively constructed meanings and understanding people's experiences. This understanding, which is expected in social science, comes in turn from phenomenology and hermeneutics (Hammersley, 2013). As explained by Laverty (2003), the modern concept of hermeneutics comes principally from the work of the German philosopher Martin Heidegger (1889-1976); and this modern strand of hermeneutics was heavily influenced by phenomenology, which was established by Husserl. It is worth mentioning that hermeneutics has an ancient history; it was used, for example, in interpreting biblical texts. Latterly, it has shifted role, to the interpretation of non-religious texts in other fields. In the socio-political field, it is used to interpret and tell the story of the researched context (Guest et al., 2012). Both phenomenology and hermeneutics are 'concerned with the life world or human experience as it is lived' (Laverty, 2003, p. 24). As explained by Alexander (2006), hermeneutic theorists believe that 'knowledge is contextual, subjective, and particular' (p. 210); this is because the process of understanding a phenomenon (interpreting and constructing meaning) is a basic, and probably natural, action in

human life (Laverty, 2003). Using this approach helped me relate knowledge to the specific researched context, and examined the researched topic from my perspectives and based on my epistemological stance on the construction of meaning. According to Guest et al. (2012) researchers following the hermeneutic approach are 'interpreting deeper meaning in discourse and understanding multiple realities that are represented in a collection of personal narratives or observed behaviours and activities' (p. 13). The phenomenological movement has also influenced the interpretivist paradigm (Hammersley, 2013). It is of course beyond the scope of the current study to discuss the phenomenological movement in great detail; however, it is worth noting that the relevant strand of the movement – which was developed in the 1930s by Schütz, based on Husserl's ideas – looks at the personal subjective experience as the evident and indeed main source of data (Hitzler & Eberle, 2004).

The construction of meaning was therefore part of the aim of the current study; exploring ML TESOL students' cognition, and seeking contextualised in-depth meanings in the participants' realities, but not generalisation of the study results. This is because the changes that the students go through, regarding their knowledge, beliefs, and identities, are and must be specific and particular; they are sharing personal feelings, experiences, and stories.

4.2 RESEARCH DESIGN

Firstly, I want to reiterate the aim of the research in the current study. It was to explore the role of the ML TESOL programme in (re)shaping the cognition of students, in terms of their knowledge, beliefs, and identity under the SCT perspectives; and to explore the influence that the programme might have on the future professional identities of teachers. This is illustrated in Figure 3 below.
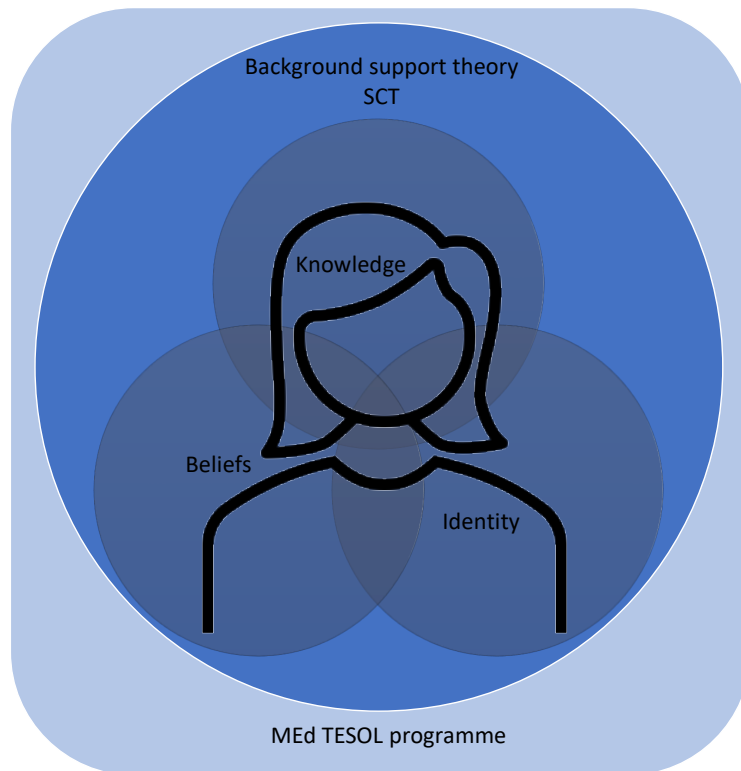
Figure 3 – Illustration of the Study

To achieve the research aim, it was necessary to follow a research design that would allow me to obtain rich and deep data. These data were collected through a multiple-case study framework, and an ethnographic approach was followed; I collected and analysed the data from an ethnographic angle. Based on Hammersley and Atkinson's (1995) interpretation of the term 'ethnography', this means that the researcher observes what happens in the lives of the participants, and collects data that help to highlight issues relevant to the research. Hammersley and Atkinson (1995) also stated that this methodology is usually used in conjunction with other methods. For the current study, ethnography was combined with case study. As a researcher with a great interest in pre-service and in-service teachers studying in the ML TESOL programme, I found that exploring the research topic from an ethnographic perspective enabled me to gain valuable understanding of the identities and cognitions

of the participants. This design allowed me to collect rich data and construct in-depth descriptions of each participant in order to answer the research questions.

According to Hammersley and Atkinson (1995), ethnography draws on sociological and hermeneutics perspectives; 'this is because human actions are based upon, or infused by, social meanings: that is, by intentions, motives, beliefs, rules, and values' (p. 7). In this respect the ethnographic approach, as Lichtman (2013) defined it, has the clear purpose of describing groups or sub-groups in terms of the cultural and social interaction aspects of their natural settings, such as a school or a classroom. According to Thomas (2011, p. 124), the word 'ethnography' originated from the Greek word 'ethnos', which means 'people'; and so ethnography is the study of people. This movement in research started as a reaction to anthropologists who studied human beings the same way that biologists studied insects – as objects. Deegan (2001) noted the influence on this movement of the University of Chicago. This university trained, and is still training, scholars shaping ethnographic research through their practices, and also through training doctoral students. In 1892, the Chicago School of sociology came into being. By 1917, this group had become highly influential, especially in ethnographic fieldwork; they aimed at analysing the daily symbolic interactions of specific communities and groups (Deegan, 2001). Ethnography has developed over the years, and the manner in which researchers conduct their studies has moved on from dehumanising the relationship between the researcher and the participants. According to Brunt (2001), the ethnographic approach has moved from being concerned with studying the characteristics of local communities as part of anthropologic studies – where participants were treated dispassionately – to a situation where 'the new ethnography aimed to get to the heart of people's understandings of life by doing fieldwork *with* them rather than supposedly

objective study *of* them' (Thomas, 2011, p. 124). With regard to ethnographic research in educational contexts, Gordon et al. (2001) stated that researchers have to be fully involved in the researched context, and aware of the relevant authenticity and authority issues. Delamont and Atkinson (1995) defined ethnographic educational research as research that has observation as its basis, and that may include recordings of everyday events at the chosen educational institute(s). Experts in the educational field, such as Beach and Hatton, have studied teachers' education, and Ball explored students' socially constructed identities, by following ethnographic educational research (Gordon et al., 2001). It appears that this type of research is related to improving complex educational practices (Gordon et al., 2001).

4.2.1 MULTIPLE-CASE STUDY

As 'research methodology' means using the 'appropriate strategies for developing and evaluating knowledge' (Haigh & Withell, 2020, p. 17), in the current study I employed a multiple-case study approach in order to achieve the research aims; this approach helped me to concentrate and look at the particular details of the researched topic (Thomas, 2016). Therefore, it is necessary to provide a thorough definition of the term 'case study'; but before reviewing some definitions by experts in the field, and describing how case study research has been used in the social sciences, it is worth explaining why I used case study design in the first place.

In social research, case study design allows the researcher to examine a topic of interest; one with which they connect, in a specific context and with particular participants. It allows the researcher to explore this topic from different angles, and in great detail, in order to understand the depth of its environment and then to answer 'how' and 'why' questions, subjectively, in the context of the research project; and this means of course that one cannot generalise the findings (Thomas, 2016). However,

generalisability can be achieved when rich data is generated (Wood, 1991). In the case of the current study, I explored the cognitive changes in ML TESOL students, having graduated from a similar programme in a university in the UK. My journey included many changes; thus, I found it necessary to research the topic, and to look at it from a research perspective, in order to understand the changes that I experienced. Adopting a longitudinal case study approach helped me to collect rich and deep data about the changes that the participants went through; to find how the changes happened and why. A case study design is suitable for such an exploration, because of the complexity of researching cognitive changes. Stake (1995) explained that a case study approach can capture the uniqueness of such a complex topic; and it is worth mentioning that this is also achieved through the narrative characteristics provided to researchers by this design. According to Scott and Morrison (2007), although case study research is also used in experimental scientific research, interpretive researchers use it to qualitatively narrate the story of the in-depth collected data, which 'further implies that cases are not created "artificially" for the purpose of the research' (p. 17). Through case study research, the participants may feel empowered by the voice that the researcher highlights within the form of narration. Hammersley and Gomm (2000) argued that this design should help the researcher to be the voice of the participants. This is because the aim of case study research is to voice the participants, rather than using them as mere informants of the research, or respondents to the data collection methods; and this also highlights the concept of authenticity, where the participants' voices and experiences are unique.

With regard to defining case study research, we find that experts in the field differ. As argued by Yazan (2015), the three most used approaches to case study were presented by Robert Yin, Sharan Merriam, and Robert Stake. Yin (2018)

regarded case study as a research *method*; it is regarded as an empirical tool that investigates a phenomenon in its natural context and encompasses data collection and analysis. On the other hand, Merriam (2009) presented case study research as 'an in-depth description and analysis of a bounded system' (p. 40); it is regarded as *what* is going to be studied, i.e. the researched topic. Stake (1995) had a third view, and argued that identifying the unit of the study – the case – is what matters in case study research. The case could be an individual, or a group of individuals who share similarities, or it could be a programme or a specific place like a school or group of schools; 'the case is a specific, a complex, functioning thing' (Stake, 1995, p. 2).

I found these different definitions useful when I started to plan for the current study. For example, by referring to Merriam's definition, I identified the topic of research; exploring ML TESOL students' cognitive changes. I also followed Yin's multiple-case study design – in order to show the voice of each participant in the study, and their special characteristics – through my design of the data collection methods. At the beginning of the data collection stage, the design of the first data collection method (first interview) was almost identical for all participants; thereafter, however, the specific details of the methods began to take different shapes from one participant to another. As for defining the participants, Stake's view was useful; the cases (the participants) were identified as a group of students in a ML TESOL programme in a university in the UK.

Yin (2018) presents five elements that should be present in order to conduct a successful case study: research questions; propositions (purposes) of the study; participants' 'cases'; identifying the connection between the data and the aim of the research; and interpreting the data. In the case of the current study, the research questions are discussed towards the end of the literature review chapter, the purpose

is presented in the introductory chapter, the participants are addressed in the coming section, and the discussion chapter includes the analysis, where a clear connection is made between the analysed data and the aim of the study, as well as discussing the constructed meaning of the analysed data. The writing up process and presentation of the finding are discussed by the end of this chapter.

The design of the current study was adapted from Yin's (1994) multiple-case study design. Although Yin's work is mostly related to positivism (Klein & Myers, 1999; Yazan, 2015), it seems relevant to refer to him; he wrote extensively about multiple-case study design, and his models seem flexible enough to be adapted and modified in social research. Multiple-case study design allows researchers to give detailed attention to each case (participant), which should provide richer analysis. The main advantage of using multiple-case study design is that the data seem compelling and robust (Herriott & Firestone, 1983, as cited in Yin, 2018). I felt that this design would allow the current study to follow ML students in a UK university until they graduated and started their teaching careers, and I assumed that the nature of the participants ('units of analysis') would incorporate multi-level analysis, because of their disparate international backgrounds. The term 'units of analysis' was explained by Bryman (2016), who stated that it could mean an institute, family, community, or individual persons. In the current study, the units of analysis were the participants.

To be more precise, Figure 4 (adapted from Yin, 2018, p. 48) illustrates the multiple-case study design employed by the current study. This structure seeks to facilitate in-depth exploration of the context of the study and the participants. The design replicates the same methodological procedures (e.g. data collection and analysis) when dealing with every case. This feature puts emphasis on the case, and allows it to be described in great detail. Each of the four cases is described, in depth,

in the discussion chapter. Although, the data collection has differed during the actual data collection than the original plan, as presented below, the multiple design was still employed here with some changes discussed by the end of this chapter as well as the findings chapter.
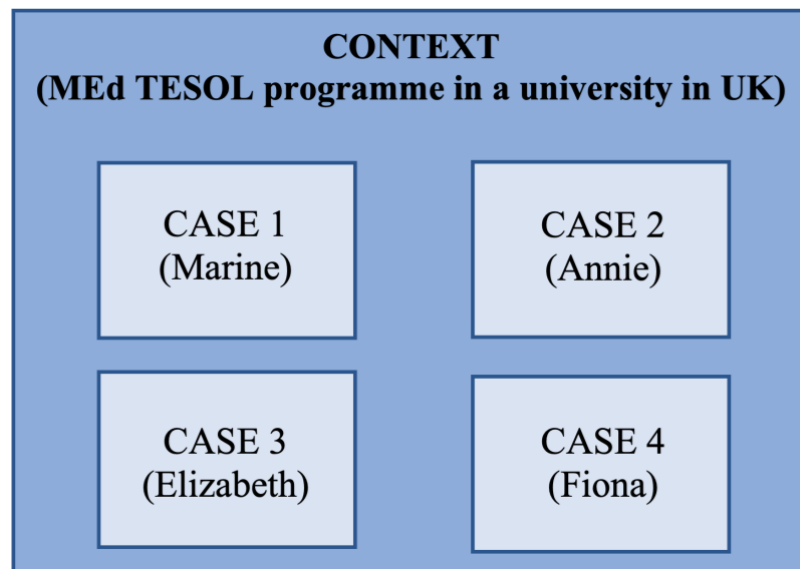
Figure 4 – Research Design of Multiple-Case Study Research

To show the procedures involved in conducting this multiple-case study, Yin's (2018) procedural model was adapted. There were some changes in the procedures in view of the current study's philosophical research perspectives. Figure 5 illustrates the relevant procedures, which are constructed in three stages. Stage 1 (defining and designing the study) includes developing the theoretical framework, carefully selecting the cases, and designing the data collection plan. Stage 2 (preparing, collecting, and analysing the data) includes conducting the case studies, and writing individual reports about each case (i.e. the research findings). Stage 3 (concluding the study) consists of drawing cross-case conclusions, modifying the theory, and writing the final reports (the discussion and conclusion chapters).
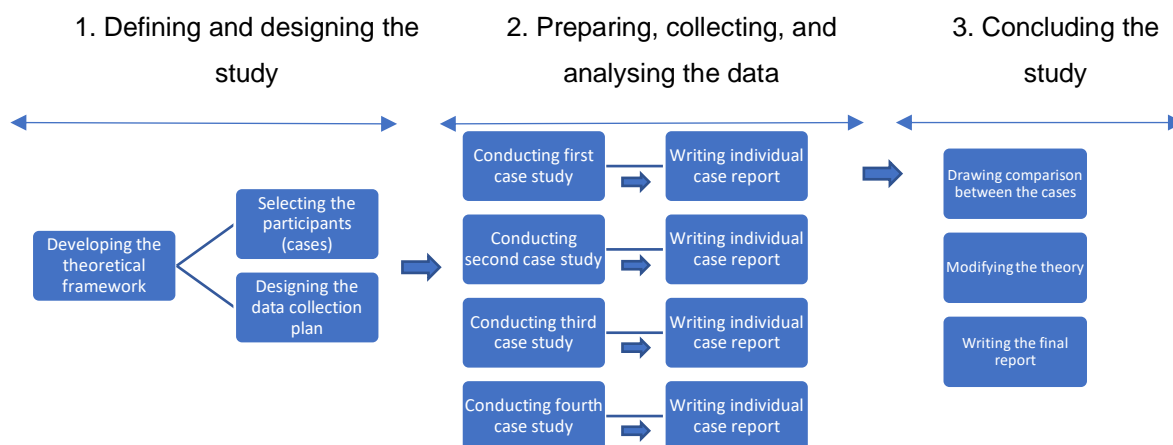
Figure 5 – Multiple-Case Study Procedures (adapted from Yin, 2018, p. 58)

To summarise, the current study was underpinned by the interpretive paradigm and followed an ethnographic approach. The intention was that the components of this study (hermeneutics, ethnography, and case study) would lead to understanding the phenomenon from different perspectives (Scotland, 2012).

4.3 DATA COLLECTION METHODS

Generating meaningful data can be challenging for novice researchers; so one should create a good plan for data collection in order to overcome these challenges. However, a number of practical aspects had to be taken into consideration in order to ensure the smooth process of data collection; for instance, having a flexible plan of the research procedures and mindset to facilitate the change from face-to-face interview to online interview during the time of Covid-19, or gaining access to observe the participants during their teaching. Therefore, a detailed and well-designed methodology chapter was essential here.

This section of the methodology chapter discusses details of data collection methods, where I discuss some of the changes that I implemented during the data collection stage. This set of methods was designed to address the challenging topic

and address the research questions. Remenyi (2012) stated that having multiple sources of evidence helps in addressing difficult research questions; this also helps with triangulating the data. According to Creswell (2014), using a variety of data collection methods in a case study over a verified period of time will develop in-depth findings. Therefore, the current study used four data collection methods: demographic information collected by email; three in-depth, semi-structured interviews; a reflective journal; and classroom video observation. Each of these methods started at a different stage of this longitudinal study, in a sequential process over a period of 13 months.

4.3.1 DEMOGRAPHIC INFORMATION

This first data collection method involved obtaining basic demographic information, at the initial stage of the research, when potential participants volunteered to participate in the study. Although this type of data is considered secondary or complementary to the primary data (Madden, 2017), it is essential for relating the experiences of the participants, because '[d]emographic information is at the heart of many, if not most, social science analyses. It is often vital that researchers are able to utilise information on race, age, and gender to examine differential patterns in attitudes and behaviours.' (McCormick et al., 2017, p. 393). The demographic questions were sent by email to the participants when they first contacted me. The information comprised participant age, gender, marital status, country of origin, first language, previous teaching experience (if any), educational background, and preferred pseudonym. Appendix 11 shows the format of the email that was sent to collect this information. According to Edwards and Holland (2013), collecting this initial data about the participants contributes to the process of conducting the interviews, and allows comparisons between the data (Bryman, 2016). The demographic information also contributes to the 'fact sheet' that researchers create about their participants. This is

where preparing fact sheets of the participants' names and demographic information helped me manage the large amount of data that I ended up collecting (Esterberg, 2002).

4.3.2 INTERVIEWS

The second data collection method that was used is the semi-structured in-depth interview. According to Wellington (2015), such interviews help researchers to investigate a topic, and they probe the participants' thoughts, values, perceptions, feelings, and perspectives in order to interpret their stories and experiences. Kvale (2007) has defined 'interview', in the context of a research study, as a professional conversation that is underpinned by a purpose that the researcher determines, where they carefully construct and ask questions, and follow effective listening approaches, to obtain knowledge about the interview topic. As for the 'semi-structured' interview, it is a compromise between the structured and unstructured varieties of interview. While the former is inflexible (Wellington, 2015), the latter could create other problems, such as generating massive amounts of irrelevant data. The semi-structured interview may overcome all of these problems by preparing an interview checklist; this in turn helps in the preparation of a set of questions ahead of time, which can be put in an order that helps the interviewee to share more thoughts. Also, the preparation of the questions needs to be flexible, in terms of re-ordering the questions during the interview depending on expertise, and on the interaction between the researcher and the participant (Wellington, 2015). However, as the current study took an ethnographic stance when listening to the participants and analysing their data, I did not stop the participants from sharing stories that were irrelevant to the question that was asked. This allowed unexpected findings to emerge, e.g. the teachers' wellbeing when undertaking a professional development programme like ML TESOL.

As for the design of the interview schedules, different interview schedules were structured for each of the three interviews, and for each participant (examples presented in appendix 12 and 14). They were prepared in line with the procedures described by Wellington (2015). For example, they provided tips on five types of question that should be avoided when constructing the interview. I found these tips particularly helpful, because a well-constructed interview would leave the participants with a positive experience about the researcher and the researched topic (Kvale, 2007). The types of questions to be avoided would not have served the purpose of the current study, and might have prompted the participants to withdraw. Wellington's tips are:

1. avoid double-barrelled questions, where researchers may combine two questions into one (e.g. 'Have you heard of the concept of teacher beliefs, and how did you feel when you first heard about it?');

2. avoid combining two opposite questions (e.g. 'What are the advantages and disadvantages of teaching EFL?');

3. Avoid questions that might eliminate other options that the interviewee might think of (e.g. 'Do you think girls are as good as boys in Maths?');

4. avoid leading questions – this is when the interviewer states a view on a certain position;

5. and avoid loaded questions, where the interviewer triggers the participant's feelings with questions that are charged with emotion.

The interview schedules were prepared in advance, with a list of questions to guide and structure the interview, and a list of related topics. This preparation helped me to cover the aims of each interview (Richards & Schmidt, 2010). Burns (2010)

suggested starting the interview with warm-up questions – to familiarise the participants with the topic – and using open-ended questions to elicit more data. For example: 'Why did you decide to become a teacher? And could you elaborate more on this point?' According to Rubin and Rubin (2005), using a mix of main, follow-up, and probe questions helps the researcher to 'structure interviews that are on target, that elicit depth, detail, vividness, nuance, and richness' (p. 134). In this particular research study, it was important to ask 'why' questions that helped in the closer examination of the participants' cognitive changes. This is a feature of multiple-case study, where answering 'why' questions helps the researcher to draw upon a wider array of conclusions (Yin, 2014).

For Interview 1, as two of the participants had teaching experience and two were novice teachers, the questions asked differed, mainly in terms of the participants' teaching experience. To be more specific, there was a list of core questions for each interview, as shown in Appendices 12, 12A, and 14.

The interviews were prepared and conducted in line with the procedures described by Wellington (2015), as described below.

1. As discussed above, I planned and formed the interview questions based on the three main areas explored by the current study. Also, for Interview 2 and Interview 3, I compiled recap questions relating to previous interviews.

2. I prepared an interview schedule. This was to stage the interview, from warm-up questions to more detailed ones that contributed to answering the research questions. I also prepared a set of probe and prompt questions on the side. Fox (2009) explained that probing questions aim at motivating the participant's memory to elaborate more on their answers. Examples of probe questions used were: 'what did it look like'; 'can you remember more

details of that'; and 'can you explain more about how you felt about it'. Interviews could be a stressful research activity (especially for novice researchers), so designing a well-prepared interview schedule helped me to ask questions important to the study, and to avoid errors (Bryman, 2016). For example, in Interview 1, I asked the participants about their opinion of professionalism in EFL teaching. It seemed that the concept was not used in the same way by me and the participants. So, having the definition of the concept prepared and included in the interview schedule helped to generate relevant data about professionalism in EFL practice. It appears that it is advisable for researchers to prepare a scenario of how the interview might go; and to be cautious about asking the right questions, to ensure keeping the interviewee engaged at all times. Therefore, as discussed below, piloting the interviews was essential.

3. Having received advice from my supervisory team – who provided me with some tips about the language to be used, such as avoiding double meanings and ambiguous sentences – I then piloted the interviews with two of my colleagues. This enabled me to avoid leading questions, to start the interviews with a warm-up and some simple questions, and to reword some of the questions to avoid ambiguity. Appendix 13 shows a sample of piloted questions from Interview 1; changes made based on the piloting are highlighted. Piloting the interviews helped me with some of my interpersonal skills. For example, one colleague told me that I had a tendency to speak faster when I was stressed. I also gained some more confidence about my interviewing skills; where practising them with colleagues helped me to live

the interviewing experience, more than once, before the actual interviews with the participants.

4. In every interview, the participants were reassured, and made comfortable about asking questions about the research project and their participation. I tried to build a good rapport with the participants from the start, by stressing the importance of their co-operation, and that the current study would not be possible without their participation. Also, I considered the interview settings (Wellington, 2015). All of the interviews were conducted online, as a result of Covid-19 pandemic, so I ensured that they took place in my office, where the setting was professional but relaxed, with good lighting, high-speed WiFi, and no background noise. I ensured that my camera was on even when the participants had theirs off. I imagined and practised my facial reactions to their responses. My mode of dress was 'smart casual', to reflect informality and help the participants to open up more (Mack et al., 2005).

The three in-depth semi-structured interviews used in the current study were spread over the period of 13 months in order to capture any changes that the participants experienced, from the beginning of the programme until they (re)joined the teaching profession. Interview 1 was conducted in October 2019, immediately following my first meeting with the ML TESOL cohort in one of the core modules. Initially, it was intended that all interviews be conducted on a face-to-face basis. However, I decided to give the participants the option to choose a face-to-face interview or an online one. I considered that they might be nervous about the face-to-face meeting, and that having the interview online would help them to relax and talk more openly about themselves. I found that all four participants decided to conduct Interview 1 online, even before the outbreak of Covid-19. Their main given reason was

that they did not want to waste my time in a face-to-face meeting. As Interview 2 was originally planned to be conducted in March 2020, when the participants had submitted the last assignment of their first term, by that time Covid-19 had started and the interviews had to be conducted online in any case. Interview 3 was aimed at concluding the data collection, and was also intended to be conducted after the video observations of the participants' teaching practice. This was to allow the participants to reflect on their observed performance. I intended to use more than one data collection method in conjunction with the interviews, because usually 'a more rounded picture' of the examined issue is formed when combining other methods with interviews (Burns, 2010, p. 74). However, only Marine was willing to send a video recording of her teaching, and only Marine participated in Interview 3.

These different interviews were essential here, because they allowed the participants to speak for themselves (Pring, 2015) and to express their perspectives and feelings in their own ways. Although Marine was the only participant to complete the full cycle of data collection – three interviews, 21 reflective journals, and a recorded classroom observation – each participant added depth to the findings.

4.3.3 REFLECTIVE JOURNAL

The third data collection method was reflective writing, where the participants were asked to share their reflective thoughts with me. According to the 1974 argument from Dewey (one of the writers described by Moon (1999) as 'the backbone of the study of reflection' (p. 11), reflective thought enriches one's own experiences with meanings and values from other individuals who do not reflect. Dewey (1974, p. 215) explained that through reflection, an individual can obtain 'intellectual mastery' of things, events, or experiences that they think about reflectively. In order to define reflective writing, it is first necessary to elucidate reflective thinking. This is the process

of calling back to mind an unusual situation or experience that one faced, forming knowledge and expertise about it, and then comparing how the same situation appears before and after acquiring knowledge about it (Dewey, 1974). When defining reflective writing, Moon (1999) claimed that reflection is defined in a broad manner in the literature on education, and many interpretations of its meaning have been established. For Moon (1999), a reflective journal means free or structured writing, written on a regular basis and over a pre-determined period of time, which improves students' learning through the process of frequently representing and reading their reflective thoughts.

In qualitative research, according to Corlett (2012), the participants in a research study also benefit from reflective practice, through which they may generate good understandings about themselves. Dörnyei (2007) argued that in this way, researchers could obtain further perspectives than they would otherwise construct; in his words, '[d]iaries offer a range of special features that are difficult or impossible to replicate using other data collection methods' (p. 157). Reflective writing highlights, and gives a voice to, the participants in the research. Dörnyei highlighted five features of reflective writing, the salient three of which are:

- it provides insights into the participants in their natural contexts;

- the participants describe and interpret their own behaviours, feelings, and thoughts;

- the research study is provided with self-reports from the participants (Dörnyei, 2007).

It should be noted that when mentioning the self-report aspect, Dörnyei was citing van Eerde et al. (2005). Also, only one participant was willing to write her reflections and share them with me, whereas, the other three were not willing to write

their reflection. Potential reasons for this are discussed in later sections. Marine began writing reflective journals just after she had taken part in Interview 1, which took place on 28 October 2019, and shared her first journal on 6 November. The participants were asked to reflect upon their learning journey once every week, once every two weeks, or whenever they felt the urge to share their thoughts and feelings. I shared with the participants three questions to motivate their reflective thoughts: 'What is the most significant thing that you have learned?'; 'What do you think or feel about what you have learned?'; and 'In what way(s) do you think what you have learned will help you in your teaching?'.

The participants did not have to follow any specific reflective model, such as Dewey's (1933). This was because the aim of the reflective journals was for the participants to have a platform where they could express their thoughts, feelings, and perceptions about their experience in the ML TESOL programme, and share them with me or other colleagues if they so desired. However, because learning should be facilitated, I adapted stages of the reflective model provided by Gibbs (1988), to assist the participants with their reflective writing process. Given that some participants might not have been familiar with this type of writing, they were encouraged to refer to the Gibbs (1988) reflective cycle, to help stimulate their thoughts and feelings. The adapted stages of the model were presented to the participants, with a brief explanation, as follows.

- Descriptive. Firstly, the participants should think about the learning experience that they wish to reflect on; when and where it happened; if relevant, who was present and what they did; and the outcome of the situation.

- Feelings. Then, the participants should consider their feelings and thoughts during the learning experience in question; if relevant, how they felt before and after the situation; what they were thinking during the situation; and their current thoughts and feelings about the situation.

- Evaluation and analysis. Finally, the participants had the chance to evaluate their learning experience. They were encouraged to think about how good or bad their learning experience was; specify what went well and what went badly; think about the reason(s) why it went well or badly; what their impressions were about the learning experience; and on what basis they formulated their impressions (University of Edinburgh, 2019).

In terms of sharing the reflective journals with me, OneNote (2022) was used as a form of online blog. Users of OneNote do not have to download the application to their devices, and can use it to blog online; the application also allows the user to draw or add pictures. I felt that this facility might motivate the participants to share their ideas and thoughts more freely. However, Marine was not familiar with this platform; therefore, to avoid any drawbacks, she was given the option of sharing her reflective writings via other means. In practice, Marine shared the first couple of journals via OneNote, and then started to send her journals via email. Marine talked about various learning incidents that she experienced during the programme, but also about past experiences and memories, which she related to her learning experience on the ML TESOL programme.

4.3.4 CLASSROOM VIDEO OBSERVATION

Classroom video observation was to be used when the participants had graduated from the programme and (re)started teaching. The aim was to discuss the students' opinions about applying the knowledge they gained on the ML TESOL

programme; and also to provide me with evidence of what was actually going on in the classes, rather than relying solely on the participants' self-reports. However, Marine was the only participant to share a video of her teaching. There may have been more than one reason. Firstly, Marine was keen on making some changes in her professional career; which seemed to be one of the reasons she had in mind when completing all of the data collection stages. Secondly, two of the participants were pre-service teachers, who did not have any teaching experience. Also, applying for a teaching job during Covid-19 was one of the challenges that they faced. And finally, Fiona – the other participant who had some teaching experience – faced some challenges regarding her teaching business – small teaching business that she owns, and was occupied trying to save it from the economic crisis caused by Covid-19 (Kalogiannidis, 2020). As a result, she was not responsive to my emails after Interview 2.

Although there is a great deal of potential material in a classroom observation (Pring, 2015), I focused, during Interview 3, on the impact that the ML TESOL programme might have had on Marine, and I discussed the aspects related to her cognition and identities. Ideally, a wider series of observations should have been applied. A total of four observations for each participant would have been ideal if the circumstances of the study had allowed. Further observations would have allowed generalisations; and as a result theoretical conclusions could have been drawn (Pring, 2015). In teacher education programmes, observations are commonly used to examine and analyse teaching events (Richards & Schmidt, 2010).

4.4 PROCEDURES FOR APPROACHING THE PARTICIPANTS

The study targeted pre-service and in-service novice and experienced teachers. Cheng (2013) identified 'novice teachers' as educators who had just finished

their undergraduate education and were in their first teaching year, and argued that this first year is significant in teachers' careers; throughout this year, teachers examine their beliefs and ideas, gain practical knowledge about teaching approaches, and form their professional identities. On the other hand, 'experienced teachers' were defined by Shohani et al. (2014) as having more than five years of teaching experience. I anticipated that having different teaching experience groups, from each of these categories, would allow some room to compare between them and construct rich and in-depth data. However, only one participant was able to complete all the data collection stages, and it was only in relation to this one participant that I managed to generate rich data about an in-service EFL teacher undertaking the ML TESOL programme as a professional development opportunity. The other three participants did not complete all the data collection stages; the different reasons for this are discussed later, in Section 4.9.

The participants were approached through one of the lead tutors in a core content module that was compulsory for all students. During the first week of term, the tutor introduced me to the potential participants, and I gave a fifteen-minute presentation about the current study. Prior to their participation, the aims and objectives of the study were thoroughly explained to the candidates, along with the structure of the data collection process. I encouraged them by showing that joining the study should help them to reflect on their practice, which would contribute to their knowledge of their strengths. As the students' contributions to the study would provide richer and deeper data, I explained that some researchers attempt to collaborate with the participants of their studies to construct the meanings of their own stories (Lichtman, 2013). In the afternoon of the day I approached the participants, Marine sent me an email expressing her willingness to volunteer for the study. A few days

after the presentation, I sent a reminder email to the lead module tutor, to pass to the students, that included all the presented information about the study. Three more participants then volunteered. A third email was sent afterwards, as I wanted to include more participants and to represent other ethnic groups. Unfortunately, no other students were interested. As the current study was self-funded, I shared with the participants a British Council publication, about teaching young learners, by Copland et al. (2012). Details of the participants are discussed in the results chapter, as each one of them is represented as a case. To summarise, the sequence of events was as follows.

1. The initial meeting with the participants, in the Language Awareness class, was conducted on 1 October 2019.

2. Potential participants started to contact me. Marine was the first to contact me, on 1 October 2019, after I gave the presentation about my research project.

3. I obtained ethics approval to start collecting the data from 14 October 2019 to 14 December 2020. Appendix 5 shows the certificate of ethical approval.

4. A reminder email about the research project was sent to the ML TESOL cohort on 16 October 2019, along with the participant information sheet shown in Appendix 6.

5. The consent form was sent to the participants who volunteered to join the study. Appendix 7 is a sample of the consent form.

6. The first interview, with Marine, took place on 28 October 2019; the fourth participant, Fiona, was interviewed on 19 November 2019.

7. Each participant was asked, after the completion of Interview 1, to start writing a reflective journal. Marine sent her first reflective journal on 6 November 2019.

8. Interview 2 was conducted when the first term had finished, and the participants had finished their first-term assignments. Appendix 8 shows an action plan that I prepared to help the participants keep up with the data collection stages, and help me avoid their busy study times and assignment submissions. I shared the action plan by email at the beginning of the data collection stage, thus showing the participants that I cared about avoiding interviewing them during their assignment submissions. The first interviewee at this stage was again Marine, on 23 March 2020; Annie was interviewed last, on 25 June 2020.

9. Interview 3 was scheduled for November 2020. In practice, only Marine was interviewed, on 27 November.

10. Follow-up emails were sent on several occasions. Specifically, I sent: a reminder about writing the reflective journal, in November 2019; holiday greetings in January 2020, setting a date and time for Interview 2; a check on the participants with regard to Covid-19 in April 2020; a check on the participants' health and wellbeing during the lockdown in June 2020; an email sharing resources on writing up the dissertation, in July 2020, and setting a date for Interview3, in October 2020; and finally, an email thanking the participants for joining the current study, in November 2020.

Appendix 10 presents a table to show the beginning and end of each data collection method used in the study. I also included the email exchanges that I had

with the participants. Emails were mainly used as reminders but also to ask for clarification of some of the data collected in the reflective journals.

4.5 THEMATIC DATA ANALYSIS

Firstly, it is necessary to explain the process of transcribing the collected data. All interviews were conducted in English, which was the means of communication between the participants and me throughout. The interviews were recorded, and then transcribed ready for data analysis. Braun and Clarke (2006) argued that researchers should identify the form of analysis in order to define the level of details these transcripts should include. To be specific, for thematic analysis and narrative analysis researchers do not require all verbal or non-verbal details to be transcribed, as long as they show rigorous and thorough care for the relevant orthographic details. According to Kvale (1996), researchers should make some rules about the transcribing process, such as: following a more formal written style by avoiding repetition; showing the pauses that might be relevant to some emotions, such as laughter; indicating long pauses and filling words, like 'hmm' and 'isn't it', to show hesitation; and including repeated or emphasised responses as a form of denial.

For the purposes of the current study, I did not put much emphasis on the grammatical errors of the speakers; they were not relevant to the aims of the research, and are included in the example quotations without correction. However, emotional non-verbal gestures, such as laughter, repeating something to show emphasis, and long pauses, have been included. This is because some conclusions might be drawn based on these, such as showing hesitation when answering questions, or laughter because of embarrassment.

The actual transcription process was done through a smartphone application called Transcribe. After this stage was complete, I listened to each interview and

corrected the words that the app mis-transcribed. Then, before the analysis stage, I listened to the interviews again and compared them with the written transcriptions. Another item that was transcribed is the video clip of Marine's lesson. As presented in Appendix 28, I wrote a thorough description of what was going on in the classroom. As discussed below, all data were analysed thematically in order to address the study aims and research questions. This included the reflective journals, but as Marine sent them in written form, the transcription process was not applied to these data.

Before going into detail about the thematic analysis, it is necessary to define some terminology – thematic analysis, theme, and code. Following on from these definitions, I include practical steps for constructing codes and themes, which should work as guidelines for applying thematic analysis. According to Braun and Clarke (2006), thematic analysis is a tool for establishing patterns within the available data. Guest et al. (2012) stated that thematic analysis is considered to be the most common and useful tool in approaching the complexities of the meanings that data present. This is especially true where different types of complexity are present, such as complex discourse, narrative twists, intertwined thoughts, and mixed emotions (Bazeley, 2020). The researcher must read the data carefully, looking for patterns, trends, and ideas that will help in the construction of an outline for the process of analysis (Guest et al., 2012). This process is not easy to apply, and researchers, especially novices, should carefully follow well-designed plans for their thematic data analysis. In such an analysis, researchers are required to identify implicit and explicit ideas by being involved in interpreting the data; this should get them closer to identifying the themes, which are developed from the codes (Guest et al., 2012).

Bazeley (2020) defined codes as labels that researchers use to give meaning to a passage of data. In other words, they name or describe textual data; and this is

the case whether these data arrive in the form of an entire passage, or part of one. Researchers should be aware of the different types of code that they might construct from their data. These may be: descriptive, e.g. of a context, action, event, or experience; categorical, e.g. topics or issues; clerical, e.g. identifying appropriate quotes to organise the data; conceptual; or analytical (Bazeley, 2020). Codes evolve through a cyclical process of describing the data, categorising them, and then interpreting their meanings (Bazeley, 2020). In the current study, the codes were developed based on the first two phases of thematic analysis as recommended by Braun and Clarke (2006).

Phase 1 involves familiarisation with the data. Researchers should immerse themselves in the data, preferably by transcribing it themselves; then by an initial reading of (for example) the interview transcript, as a whole piece. This reading is actively repeated, in order to identify meanings and patterns, through noting ideas and perspectives about the patterns found. Although this initial phase might be boring for some researchers, it 'provides the bedrock for the rest of the analysis' (Braun and Clarke, 2006, p. 87). Coding is continuously developed and refined throughout the analysis process.

Phase 2 is where the initial codes are generated. After producing preliminary ideas and perspectives about the data in the first phase, researchers now start generating codes to identify whether the data have semantic or latent content. These generated codes form units that are the core of the raw data (Boyatzis, 1998), and are later used in the construction of themes (Braun & Clarke, 2006).

In addition, Bazeley (2020) recommends the researcher should consider the following rules when creating codes.

1. Have a meaningful statement to make about the studied phenomenon.

2. Use few words to construct the label that describes the code.

3. Have the label of the code clearly and closely describe the raw data.

4. Apply minimal analysis to the code in this initial stage of the data analysis.

5. Avoid using complex names when labelling the codes.

Saldaña (2013) also presented two steps for researchers to follow after constructing the codes; these are intended to contribute to creating the themes. The first step is to categorise the codes into groups. For example, pedagogical, socio-emotional, personal expression, and technical codes would be grouped under the 'instructional skills' subcategory; then they would be put under the 'teacher skills' category. The second step is to recode and recategorise after revising the codes in the first cycle of analysis.

A theme is 'a unit of meaning that is observed (noticed) in the data by a reader of the text' (Guest et al., 2012, p. 50). When constructing the themes, I followed five of the eight scrutiny techniques suggested by Ryan and Bernard (2003). These techniques are as follows.

a. Look for repetitions. This is when participants repeat topics and concepts orally throughout the interview, or in a written form when the data are collected through written journals. 'The more the same concept occurs in a text, the more likely it is a theme' (Ryan & Bernard, 2003, p. 89).

b. Look for metaphors and analogies, because 'people [participants] often represent their thoughts, behaviours, and experiences with analogies and metaphors' (Ryan & Bernard, 2003, p. 90). These might be considered as themes. NB – It should be noted that Ryan and Bernard were citing Lakoff and Johnson (1980) on this point.

c. Look for similarities and differences. This is done by 'taking pairs of expressions – from the same informant or from different informants – and asking 'How is one expression different from or similar to the other?' (Ryan & Bernard, 2003, p. 91). These differences and similarities generate the themes.

d. Look for linguistic connectors. For example, look for 'words and phrases such as "because", "since", and "as a result", which often indicate causal relations' (Ryan & Bernard, 2003, p. 91). Similarly, look carefully for words and phrases that often indicate conditional relations (e.g. 'if', 'then', 'rather than', 'instead of'), time-based relations (e.g. 'before', 'after', 'then', 'next'), and negative relations (e.g. 'not', 'no', 'none'); all of these may generate themes.

e. Look for missing data. Researchers can create themes from what the participant is not mentioning (or avoiding). However, 'searching for missing information is not easy' (Ryan & Bernard, 2003, p. 93) and so researchers should approach this technique with caution.

There seem to be two common types of theme; latent and semantic. A semantic approach is when the researcher is focusing on 'the explicit or surface meanings of the data' and focusing only on what the participant has said. In the latent approach, the researcher looks beyond the semantic analysis to interpret the data, and 'starts to identify or examine the *underlying* ideas, assumptions, and conceptualisation – and ideologies – that are theorised as shaping or informing the semantic content of the data' (Braun & Clarke, 2006, p. 84).

For the purposes of the current study, I followed latent themes rather than semantics. To reiterate, the study was not looking at the linguistic features within the

data, but exploring the participants' knowledge, beliefs, and identities. Before moving on to explain the procedures conducted in order to analyse the data, another piece of terminology of which novice researchers should be aware is the 'codebook'. This includes descriptions of the codes, their relations to each other (Guest et al., 2012), and other relevant information. The five elements of a good thematic code, as defined by Boyatzis, should be included in the codebook. These are:

1. A label (i.e., a name);

2. A definition of what the theme concerns (i.e., the characteristic or issue constituting the theme);

3. A description of how to know when the theme occurs (i.e., indicators on how to "flag" the theme;

4. A description of any qualifications or exclusions to the identification of the theme;

5. Examples, both positive and negative, to eliminate possible confusion when looking for the theme. (Boyatzis, 1998, p. 31)

Appendix 15 shows a sample of the codebook that I created for the current study, which is based on Marine's data.

As for the procedures, a thorough explanation of my steps regarding dealing with the data is presented here. Firstly, I created a folder for each participant. This was to keep all data organised based on the date it was collected. Then, after each data collection, I immediately transcribed the data and noted my initial thoughts. This was helpful in terms of remembering any significant incident during the data collection, and helped me prepare for the next phase. Secondly, after finishing the data collection, I read the transcribed data from the interviews again and added my comments. As for the reflective journals, as I received them, I read and noted any significant incident to

be discussed in the following recall interview. I also noted any part that was not clear enough, to ask the participant for further clarifications. Then, I summarised the significant data, I read the journal entries again and commented on any other area that was not noticed before. And I started to create codes and themes following the same process I used for the interviews.

After that, I started to create codes based on the significance of the data, but also the reviewed literature about the three main areas of the study. Then I started to group the similar codes that fell under a common category, e.g. under the theme 'Marine's knowledge' there were codes like professionalism, teacher-researcher, teachers as researchers, and theoretical awareness. The next step was to create a table that included the theme, sub-theme, codes, where the items were used, and quotations from the interview or journal as examples. The themes were later divided into four main categories; knowledge, beliefs, identity, and Covid-19. After the analysis phase and during the writing-up stage, these themes and subthemes were re-organised and re-structured again. This process is presented in Appendix 16.

For the process of data analysis, I mainly used Microsoft Word to insert my comments, colour-code, and create tables for the constructed codes and themes. There was also manual intervention, where I printed the interview transcripts to highlight and colour-code the emerging codes. This was mainly because using NVivo software for the analysis seemed not to be compatible with Mac computers, which I used at the time. NVivo software is 'a leading qualitative analysis software, used for analysing large bodies of mainly text-based data'; it has features such as integrating data coding, creating codes to link the data across different files (University of Exeter, 2023). These were particularly helpful in creating and organising large data sets such as mine. However, in 2020, when I had collected the data and was ready for the

analysis, I could not access the university computer as a result of the Covid-19 closures. Therefore, I installed the software on my Mac laptop, but NVivo crashed every time I saved the analysed data, and it was not possible to recover the corrupted files. This limitation of the NVivo software has occurred in other educational contexts (University of Oxford, 2023; University of Sussex, 2023).

4.6 ROLE OF THE RESEARCHER

As a researcher conducting a qualitative study I played different roles in each phase of the research. According to Denscombe (2017), some researchers need to get an insider's perspective to achieve their study aims; this can 'help researchers to get a "feel" of the situation, which can generate insights into particular lifestyles, cultures or beliefs' (p. 234). The researchers' role is crucial; they could be interviewers, analysts, decision-makers, and data collectors, and they should therefore understand all aspects of the researched phenomena (Lichtman, 2013). From this point of view, it appeared that my academic and practical background knowledge should help me achieve the aims of the current study. The training and learning opportunities that I had been exposed to should, I felt, enable me to perform these different roles while implementing the study. From the perspective of outsider/insider researcher, I found myself to be an insider rather than an outsider. According to Davies (2008), although we are researching phenomena that are 'outside' of ourselves and seem to be isolated from our being, 'all researchers are to some degree connected to, or part of, the object of their research' (p. 3). However, as a graduate of a similar programme, I looked at the research activities critically. This included the research design, the data collection and analysis, and narrating the participants' stories. It also included the context of the research; I had to remind myself that although universities in the UK shared similar characteristics, the current researched context had its own characteristics that should

be acknowledged. These positions and stances seem to be taken for granted; therefore, researchers should question their assumptions, values, knowledge, motivation, and prejudices. This is achieved by researchers questioning their positions, and examining the relevance of these positions to the researched topic (Wellington, 2015). Therefore, I decided to write reflexive journals, from the start of the data collection period and continuing to the writing-up of the thesis.

4.6.1 REFLEXIVITY

Writing reflexive journals helped me as a researcher to engage more critically. This is because, according to Mason (2018), to employ reflexivity is to think critically 'about what you are doing and why, confronting and often challenging your own assumptions, and recognising the extent to which your thoughts, actions and decisions shape how you research and what you see' (p. 8). Lincoln et al. (2011) stated that this process of critical self-reflection would help the researcher identify the multiple selves they form during the different stages of the research. It is assumed that this process is essential in qualitative research, to assure quality; researchers tend to have a 'self-reflection' section in their studies, that discusses critically the influence on the study of the researcher's background, concerns, and interests (Lichtman, 2013). I found that including reflective practice in the research showed the researcher's transparency, and contributed to the study as a whole, including the research questions. However, these reflections were not used as data collection, but to reflect on the process of implementing the study and act upon it. For example, noting Marine's concern about her identity being revealed, which she shared several times, caused me to change the pseudonyms of the participants again during the write-up stage. Moreover, it also allowed me to draw conclusions on the research as a whole and on the interpretations made (Burns, 2010). It would have been more practical, perhaps, to follow Schön's

(1983) two-staged model; reflection-in-action, and reflection-on-action. The benefit of this model, according to Cosh (1999), is that it allows one to develop one's practice by having better analysis and insights; this is because reflection 'on' action is concerned with reflecting before and after the examined issue, and to reflect 'in' action is to propose changes during the process and adapt to them. Focusing on a set of problematic issues should be more effective than reflecting on the whole process of the research. However, I decided to reflect on the whole process of research, and then include the parts related to the most challenging issues which were identified during the study.

Reflexivity is part of reflectivity. The latter involves thinking critically about the process of the research, and questioning both the way it was conducted and ways in which the approach could be improved. This helped me to construct research questions, choose data collection methods, decide on the research participants, and complete the final writing-up process, i.e. the researcher's evaluation of their own research. Reflexivity is specifically about the 'self' of the researcher (Wellington, 2015). Another explanation of reflexivity was given by Haigh and Withell (2020), who stated that as the researchers engage their existing views, values, and feelings when conducting the research, then they should use their critical perspectives and be reflexive on the relationship between their research and themselves by reporting their actions in relation to the nature of their research. Thus, reflexivity is not a process that researchers engage in automatically. It is practised through being conscious of the paradigmatic stances of the research, and through examining one's feelings, values, and views about the research processes (Wall & Hall, 2020). This seems to be relevant to questioning one's actions during the conduct of the research. According to Corlett (2012), being engaged in a critical self-reflexive process is about questioning the

grounds of one's interpretations, i.e. how we do things, and examining our learning activities to make sense of the experiences we gain; therefore, we become aware of ourselves, by looking at the way we talk, act, and are.

Critical reflection (reflexivity) is a requirement for the researcher, to acknowledge the different views and implications of their research study (Haigh & Withell, 2020), and an example of using reflexivity in research was discussed by Copland and Creese (2015). They argued that critically reflecting on the process of conducting their interviews helped them to become aware of themselves and the others, i.e. participants. This led to noticing factors that might affect the construction of their interviews and findings, the questions they asked, their assumptions, their attitudes, and their ideas.

Asking myself many 'why', 'what', and 'what if' questions made me more aware of how I was conducting the current study. This included planning for it, choosing the reading materials, constructing the data collection methods, communicating with the participants, and choosing an analysis method thereafter. Appendix 17 shows a sample of my reflexive diary; it is about my own experience during a ML TESOL programme, and also the participants' experiences. This reflexive thought process was helpful in many ways, starting from thinking about the researched topic, continuing through the process of constructing the interview questions, engaging with the participants, and analysing the data, to writing about the participants. It was not easy for me to avoid relating to my own experience, when considering research concepts such as bias; however, I tried to remember both my positive and negative experiences during my research. When I started to write down my first reflection, about writing the assignments, and how it was hard for me to use English for an academic purpose and show criticality in my writing, I found myself leaning toward the assumption that the

participants had gone through similar experiences; so I started to search through studies to support this point. Then, when I critically looked at my thoughts, I realised that I was being biased and not objective; my hypothesis might be false, and the participants might be excelling in their assignment writing. This reflexive cycle that I followed made me realise that I should be aware of my feelings and not let them control the way I thought about the researched topic.

4.7 CREDIBILITY, AUTHENTICITY, TRUSTWORTHINESS, AND TRANSFERABILITY

These are the four relevant evaluative criteria for a qualitative research project such as the current study. As this study used various methods of qualitative data collection, triangulating the data should achieve credibility. This triangulation leads to 'multiple perspectives and accounts of the situation under analysis', which are evaluated by the way that the researcher analyses and presents the data (Howell, 2013, p. 190). As for the collected data here, Interview 1 paved the way to get to know the participants, and asked for clarification about some of the demographic information received by email, as well as asking the participants to start writing the reflective journals. Then, in the first part of Interview 2, I asked the participants for clarifications related to a recap of the gathered data from Interview 1; and also questions related to the incidents in the reflective journals, shared with me up to the point of Interview 2. Lastly, in Interview 3, when I received the video observation from Marine – the only participant to respond to this data collection method, or Interview 3 – I used it to ask Marine about her practice.

However, the researcher should be fair when presenting the data; this is to achieve authenticity (Mertens, 2005). Based on Seale's (1999) explanation, researchers must represent multiple realities through different types of authenticity:

ontological, when helping participants develop a better comprehension of the researched issue; educative, when helping participants acknowledge viewpoints other than their own; catalytic, when stimulating an enhancing action; and tactical, when empowering participants to respond to the researched issue. All of this was achieved through the multiple types of data gathered.

Another criterion by which to assess qualitative enquiry is trustworthiness. This, according to Sandelowski (2004), is related to the way that a researcher maximises the strategies of the research process. This is an essential point, because based on Tracy's (2010) view, when readers of a study 'feel trustworthy to act' (p. 843), this means that credibility has been achieved. Another way to achieve credibility was discussed by (Given, 2008). They argued that considering the appropriateness of choosing the participants; data collection methods; and completeness and truthiness of the participants responses should achieve credibility. According to Holliday's (2010) view, trustworthiness represents the criteria for assessing the quality of interpretive studies. There are four main components that comprise trustworthiness; credibility, dependability, confirmability, and transferability (Bryman, 2016). These four standards, Lincoln et al. (1985) explained, are the initial standards followed to assess the rigour of qualitative research. Transferability of the results is another evaluative approach that should be acknowledged. It is related to generalising and transferring the results of a study to other contexts (Mertens, 2005). Wood's (1991) single case study has developed meaningfulness of observable events by following ethnographic approach to data collection (interviews – in this study reflective journals). Where rich data were generated, and generalizability was achieved through achieving resonance. It is the particular conjunction of phenomena that are found, or "grounded in observable patterns on behaviour." (p. 3). Although many have argued that qualitative

research is specifically related to particular contexts, 'thick interpretations provide a database that will allow judgements about transferability of findings to other situations', which is achieved by triangulating the methods of data collection (Howell, 2013, p. 190).

4.8 ETHICS

Ethics in research practice is controversial, and may vary from one context to another; therefore, I constructed my own understanding of ethics in research practice based on the literature. There is no doubt that the ethical procedures changed throughout the period of constructing and conducting research, yet the researcher was persisted in applying those procedures. This is in line with Clandinin and Connelly's (2000) argument about research ethical procedures; 'they are never far from the heart of our inquiries no matter where we are in the inquiry process' (p. 170). I also attempted to balance between the ethical procedures that I followed and the process of conducting the research. This is because 'qualitative ethicism can distract researchers' attention away from (a) the unanticipated consequences of a qualitative research project, (b) the inevitable power plays inherent in qualitative research, and (c) the cultural context in which the research is carried out' (Brinkmann & Kvale, 2017, p. 267). According to Smith (1990), ethics relates to the set of ideals that determine how individuals communicate with each other, and to the group of principles that guide these engagements. Therefore, when communicating with persons involved in a research context, I was aware of their behaviours and pay attention to small details. This is especially because 'social research is conducted by, for, and about people' (Esterberg, 2002, p. 44); some researchers focus on achieving their research goals, neglecting potential harm to the other individuals involved. I believe that when considering all aspects of potential harm, I showed the participants respect. Ideally,

as a student researcher I completed the Certificate of Ethical Research Approval required by the university, prior to engaging with the participants. The participants were sent the research information sheet that detailed the outline of the study and explained the participants' roles in that study; then, they were sent a written consent form to indicate their agreement about participating in the study. Of course, following the British Educational Research Association guidelines was also important. From them we learn that it is my responsibility to ensure that the participants understand their requested involvement. This was achieved by paying attention to small details, in order to ensure transparency and demonstrate the researcher's honesty (British Educational Research Association, 2018).

Another important point was discussed with the participants is the ownership of the research. According to Kagan (2009), social researchers should be strongly influenced by ethical practices when implementing their studies. Therefore, I was clear regarding future publications. This is because obtaining authorisations to publish, and sharing the findings, will help avoid future dilemmas (Denscombe, 2017).

In addition, I followed the rules on ethics provided by Wellington (2015). Rule 8 stated that 'confidentiality and anonymity should be maintained at every stage, especially in publication' (p. 115). This rule was particularly relevant, because one of the participants in the current study had a concern that she would be identifiable by others in the programme. As a result, I was very cautious not to share any personal demographic information about any participant in front of any other participants. I also used pseudonyms chosen by the participants. However, during the data collection stages, I realised that the majority of the participants already used their pseudonyms as their English names. Others had told their supervisors that they were participating in the current study. Therefore, I decided to change the pseudonyms again during the

write-up phase. Also, I avoided including unnecessary demographic information, such as country of origin, but used categories to describe such information; for example, using an age group range, like '20-25 years old'. As explained by Anderson and Corneli (2018), the researcher must evaluate which items of demographic information might identify the participant. In addition, I used 'Asian' when referring to the participants' ethnicity, which is defined by APA style (2022) as an appropriate term to use.

4.9 LIMITATIONS OF THE METHODOLOGY

The current study had several methodological limitations. The first was the issue of the transferability of the results; this appears to be one of the most commonly discussed limitations of case study research. Stake (1995) explained that this is related to one's intrinsic research interest in a particular situation. Here, issues of transferability could arise because researchers may fail to construct thick interpretations of the findings to allow room for evaluative perspective (Howell, 2013). The data constructed here may seem imbalanced when looking at the participants collected data. Ideally, this research study should generate four complete data cycles– i.e. around 20 reflective journals; three interviews; and classroom observation, where the total number of data items might reach 112. However, the actual data items presented here is 31. It should be acknowledged that this may suggest a completion rate of 28%, thus, some experts may find that the findings could not be 'transferred to other contexts or settings' (Lincoln and Guba, 1985, as cited in Korstjens & Moser, 2018, p. 121). As Marine was the only participant to complete the data collection cycle, thick data was generated to describe her learning journey on the ML TESOL programme. Shahri (2018) is a good example of a researcher in the TESOL field who conducted a successful research involving one participant.

To be more critical about the gathered data, this might seem like a lack of research skill; or perhaps an asymmetrical willingness on the part of one participant, Marine, to share more of her story and experiences with me. It could be that Marine was more interested in the researched topic, or perhaps trusted me more than the other participants did. The participants' responses to the interview questions played an important role in generating the data. As presented in Marine's section, her answers were descriptive, she gave examples, and she talked about topics that were irrelevant to the raised questions, but related to her experience on the ML TESOL programme. This made Marine a focused case of this study. As for Elizabeth, Annie, and Fiona, their answers were usually short, and directly related to the discussed topic. Also, they did not provide examples unless I asked for clarifications. Moreover, they did not discuss irrelevant topics. The thickness of Marine's description shows that the cases were unbalanced and asymmetrical. The following table briefly summarises the gathered data from each participant; this includes quantified data such as time and word-count. It should be noted that the interview word-counts include greeting the participants, a recap or summary of previous interviews or reflective journals, interview questions, and comments on the participants' responses.

Table 3

Quantified Account of the Participants' Collected Data

Participant	Gathered data	Word-count
Marine	21 reflective journal entries. Minimum word-count is 170, maximum 889. Three semi-structured interviews. The first lasted for 58 minutes; the second for one hour and 47 minutes; the third one hour and 45 minutes. Marine sent the researcher a 25-minute video clip of her classroom teaching.	9766 First 4835; second 11353; third 10066
Elizabeth	Elizabeth attended two semi-structured interviews. The first lasted for 41 minutes; the second for 31 minutes.	First 3116; second 2497
Annie	Annie attended two semi-structured interviews. The first lasted for 21 minutes; the second for 43 minutes.	First: 1662, second: 3326

| Fiona | Fiona attended two semi-structured interviews. The first lasted for 32 minutes; the second for 46 minutes. | First: 2518, second: 3461 |

Also, figure 6 below represents the timeline for the data collection stages of all four participants.

Reflective Journals	•Marine: 6/11/2019 – 16/11/2020
1st Interview	•Marine: 28/10/2019 •Elizabeth: 29/10/2019 •Annie: 4/11/2019 •Fiona: 19/11/2019
2nd Interview	•Marine: 23/3/2020 •Fiona: 24/3/2020 •Elizabeth: 31/3/2020 •Annie: 25/6/2020
3rd Interview	•Marine: 27/11/2020
Classroom Observation	•Marine: 13/11/2020
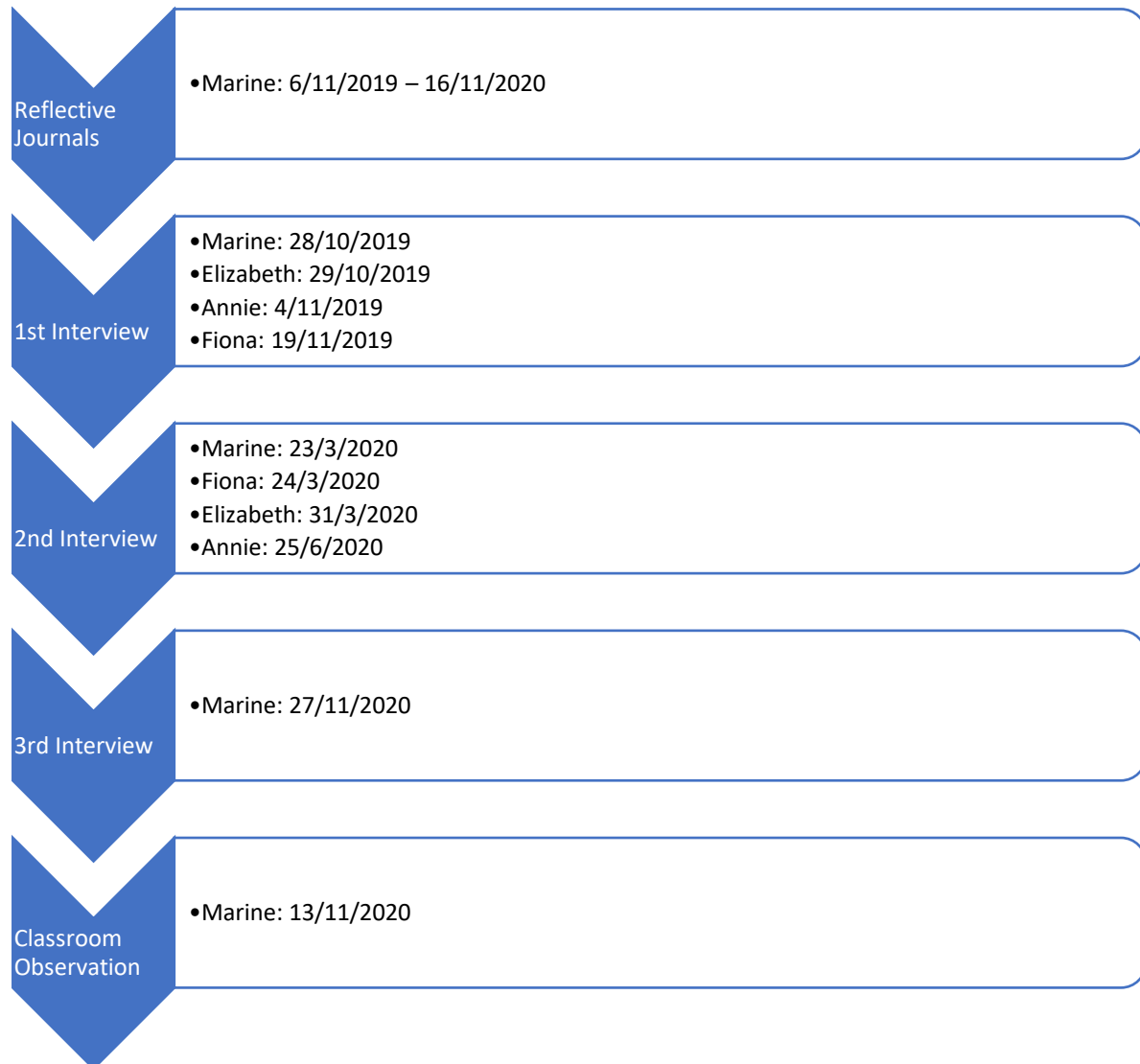
Figure 6 – Data collection timeline

Another way to illustrate the imbalanced data is presented in figure 7. It shows Marine's rich collected data, compared to the 'superficial' data from the other participants.

Collected Data

■ Marine ■ Elizabeth ■ Annie ■ Fiona
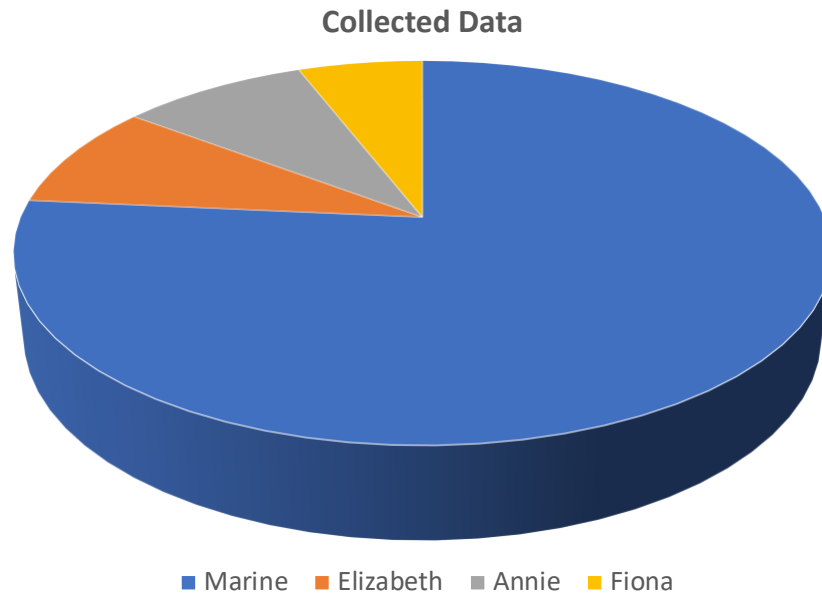
Figure 7 – Marine's Rich Data Collection Compared to Elizabeth, Annie, and Fiona

The above discussed limitation has caused change in the representation of the data and the cases. My initial intention was to showcase the individuality of the participants' narratives and capture each unique experience. However, the multiple case design has been modified to show Marine as a focused case study – detailed and specific (Tight, 2017), and the other three participants as small-scale case studies that complement the findings of this research (Layder, 2013). The following figure illustrates the design modification of this research.
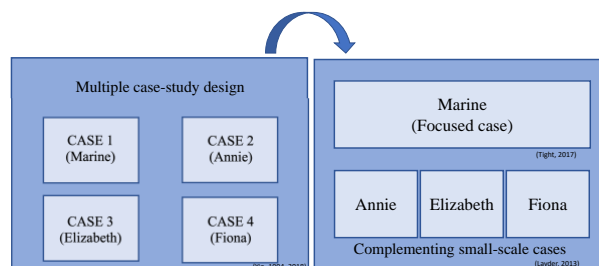
Figure 8 – Modification of Research Design

The second limitation is related to the conceptual framework. Baxter and Jack (2008) argued that '[t]he conceptual framework serves as an anchor for the study and is referred at the stage of data interpretation' (p. 553). The purposes served by the conceptual framework are:

> (a) identifying who will and will not be included in the study; (b) describing what relationships may be present based on logic, theory and/or experience; and (c) providing the researcher with the opportunity to gather general constructs into intellectual "bins".
> (Miles & Huberman, 1994, as cited in Baxter & Jack, 2008, p. 553)

The limitation arising from the conceptual framework is that it may constrain the inductive exploration of the phenomena under study. This limitation can be circumvented using research journals and discussions with fellow researchers (Baxter & Jack, 2008). Therefore, I faced the problem of deciding at what point of the research I should form a conceptual framework, how to find it, and what connection it should have to my own theories of being, knowing, and doing.

Another methodological limitation was managing the intensive and holistic description of the multiple case studies (Merriam, 2009). For example, the complexity of the data collected over 13 months was difficult to manage and analyse; in particular, interpreting and writing about the data (Finn, 2015; Henderson et al., 2012). According to Miller (2015), constructed data from longitudinal research needs scrutiny, and the researcher should pay close attention to 'individual horizons and constructions of time and experiences lived through time' (p. 294); this is because long trajectories accumulate gathered data. And of course, the current study gathered data using three different data collection methods. My response to this issue was to keep a reflexive diary for the research process, as well as an action plan for every phase of the research. An action plan sample is presented in Appendix 18.

Methodological modifications are common in longitudinal studies, where some research processes may be affected and complex change might occur (Koro-Ljungberg & Bussing, 2013). In the case of the current study, the peak of Covid-19 and UK national lockdown happened. There is no doubt that this pandemic impacted the everyday lives of all of us, especially students and staff in higher-education institutes (Hooper & Djerasimovic, 2020). Universities in the UK have started to respond to the spread of Covid-19, by moving away from face-to-face and towards online teaching and assessment (University of Exeter, 2020). The Covid-19 pandemic was not conducive to receiving regular responses from participants. In addition, one participant dropped out of the study in the middle of the data collection phase. Although the level of research on the impact of Covid-19 on education has increased (Younis & Elbanna, 2022), the Covid-19 outbreak had a great impact in terms of interrupting or delaying the research processes in the field of education (Alaee et al., 2022; Harrop et al., 2021; Parr-Vasquez and Newman, 2021; Sharaievska et al., 2022; Sultanova et al., 2021; Thatcher et al., 2020). This has caused minor methodological changes, e.g. moving the data gathering from face-to-face to online. However, these changes raised some ethical research dilemmas, as discussed in the conclusion chapter.

In addition, there is no doubt that the Covid-19 pandemic has affected individuals' wellbeing. My reflection on this topic is shown in the conclusion chapter. Researchers during the Covid-19 pandemic reflected on the impact of the lockdown and spread of Covid-19, affecting: the wellbeing of the general population (Lindinger-Sternart et al., 2020; Paulino et al., 2021; Roccella, 2022); in particular, students (Slack & Priestley, 2022; Younis & Elbanna, 2022) and most particularly, students and teachers in higher education (Sultanova et al., 2021; Van De Velde et al., 2021). Also

reflected upon are both the researcher's and the participants' wellbeing (Levine et al., 2021; Parr-Vasquez & Newman, 2021; Sharaievska et al., 2022).

4.10 WRITING AND REPRESENTATION OF THE FINDINGS

This section outlines the representation of the findings and discussion in the coming chapter. Firstly, as previously discussed, the current study told four stories of four different participants. As discussed previously, Marine – the focused case – committed to all of the data collection phases, and was very communicative with me; rich data were generated from her, while the data from the other three participants were limited. This caused re-presentation of the cases and writing up.

Based on the gathered data, the analysis is presented in three sections. The first section presents the participants' perspectives on what makes a good teacher. However, this description lacks data that show changes in the participants' practice, and it is based on the beliefs they held about this concept before joining the programme. It did not show any development of understanding of how the ML TESOL programme 'makes a good teacher'. The second section represents Marine as the focused case of the current study. It includes data that show change in the participant's knowledge. However, the data lack obvious evidence of change in the participant's beliefs and identity. The most significant, yet unexpected, findings were related to the participant's wellbeing during the programme. The third section discusses briefly some important findings from the other three participants, in relation to their perspectives about the ML TESOL programme and their experiences; especially the outbreak of Covid-19. This section is brief comparing to Marine's; this is because case studies usually vary hugely in terms of the number of participants or the gathered data (Bryman, 2016). However, it is important to present data from these three participants as they complement Marine's findings.

When discussing the data, I have found that it is more relevant and coherent to present the constructed themes in three sections, as discussed above, then discuss them in the following chapter. I did not intend to conduct a comparison or narrative case study (Bartlett & Vavrus, 2017), but focused instead on highlighting the participants' narratives through exploring their experiences and making sense of their journeys (Edwards & Holland, 2013; McLeod, 2011).

5. DATA ANALYSIS AND RESEARCH FINDINGS

5.1   INTRODUCTION

This chapter aims at presenting the analysis and research findings of the participants' experiences during and after the ML TESOL programme, through sharing their stories and their different personality profiles, to explore any cognitive changes that the students have gone through. This multiple case study research is a relatively new approach to exploring ML TESOL students' cognitive development, which is 'individualistic and idiosyncratic' (Johnson & Golombek, 2011, p. 12). For these characteristics, I attempted to highlight the case of each participant and show the individuality of their stories and experiences during the programme, through the longitudinal process of data collection. The design enabled me to see details of the researched topic (Stake, 2006) through the rich data generated. Thus, the interpretivist case study design provided me with a thick description of the analysed data (Thomas, 2013), which was obvious in the case of Marine.

The structure of the chapter is as follows. Firstly, this section includes a general description of the participants, followed by an overview of the generated themes and sub-themes. Secondly, findings from all the participants of *what makes a good teacher* are presented. Thirdly, Marine's focused case is presented, which includes some expected data about the changes in her knowledge, and other unexpected data related to the transformations and changes in her emotional journey and wellbeing. Lastly, interpreted data from the three complementary cases is presented in relevance to the participants' perspectives on the ML TESOL programme, and their experiences of studying during Covid-19.

This approach was adopted in order to understand the individuality of the participants' experiences, and the developments that the participants went through; in particular, to show these developments through their individual voices.

5.2 PARTICIPANTS OF THE STUDY

Although the participants shared some similarities, e.g. ethnic background and profession, each one of them was unique in terms of the way that they reacted to different situations based on their distinctive backgrounds (Stake, 2006). Also, the participants' lived experiences played a significant role in shaping their ML TESOL journey. This section includes personal details of the participants. I paid particular attention to how these details were presented, in order to maintain the participants' anonymity; which was a concern for some of them. For example, I have indicated ethnicity rather than country of origin. In addition, their pseudonyms were changed twice during the data collection cycle. This is because some of them had talked about their participation in the study, and shared some stories with other students in their cohort, as well as some of their tutors.

When talking about each participant, I included details about the data collection procedures, and the modules undertaken by each. These different strands helped in forming the themes generated from the data and contributed to discussing the analysis. Also, it is worth mentioning that emails were exchanged between the participants and me. Email interview is being increasingly popular in the research field (Lichtman, 2013). However, in the current study emails were mainly used to decide on dates and time for interviews, to remind the participants about interviews and journal entries, and to ask for clarifications about the collected data where needed.

Turning now to the participants, it is important to present some key details, because this allows a better understanding of the constructed codes and themes

generated from their gathered data. Table 4 describes the participants' demographic and educational information. It also includes key professional development opportunities and titles to describe them. These titles were given to the participants to reflect their professional identities, which they used when describing their teacher identities during the first interview. Professionally, up to the time of joining the ML TESOL programme, Marine had been teaching EFL for seven years in secondary-stage education in her own country. During her teaching practice, Marine obtained the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA), and attended a variety of workshops organised by the ministry of education in her own country. This included classroom action research and teaching methodologies. Her future professional development plan is to have a PhD in education. As Marine is the focus case of this study, more details about her narrative are presented in the section dedicated to her case.

After Marine, Elizabeth was the second participant to show her willingness to join the current study. She was a pre-service teacher who had finished her undergraduate studies shortly before joining the programme. Unlike Annie and Fiona, Elizabeth had a good command of spoken English. She did not need much elaboration for the interview questions, and could easily carry on a conversation. There were however some silent moments, where Elizabeth did not have an answer to some of the questions. Elizabeth had showed interest in teaching English language. For example, she talked about her experience of tutoring students during her undergraduate course of study, and expressed her desire to carry on PhD studies as a future professional plan. She had talked about her passion for teaching, and how she was keen on learning about the teaching methodologies, and approaches to teaching young learners. In my final email exchange with Elizabeth, she informed me

that she was waiting for a teaching job with pre-kindergarten students in her home country.

Annie was the third participant to show interest in the current study; she sent an email a few days after I presented this research, expressing her willingness to participate. However, she was the least fortunate with her studies. Annie contacted me after the submission date for the ML TESOL dissertation, to declare that she was struggling with passing the programme, and that she was to re-submit her dissertation, where she failed to meet the passing criteria. She also stated that she was joining another ML education programme in a different university in England. Although Annie showed limited spoken English language proficiency, she claimed that she had tutored students during her undergraduate course of study.

The fourth participant to volunteer for the study was Fiona. She joined after I sent a second reminder to the ML TESOL cohort. She was the only participant that did not undertake English language related studies during her undergraduate course of study. She studied Spanish literature, and ran a private EFL tutoring business for 8 years (up to the point of data collection). Like Elizabeth and Annie, Fiona joined the ML TESOL programme in order to develop professionally in the TESOL field. Also, Fiona was keen on enhancing her English language and obtaining a native-like accent.

Table 4

Demographic and Educational Information

Participant	Self-identification as a teacher	Age	Gender	Ethnicity	Education	Occupation	Years of teaching experience	Professional development opportunities	Future plans for professional development
Marine	Hard worker	30-35	Female	Asian	Bachelor degree in education and English literature (double majors). Studied one term in a Canadian university during her undergraduate studies	EFL school teacher in an Asian country	Seven years teaching EFL in the secondary stage in her own country	CELTA	Carrying on PhD studies in education
Elizabeth	Kind teacher	20-25	Female	Asian	Bachelor's degree in English literature.	Pre-service teacher.	Tutored students for one term during her undergraduate programme.	Joining ML TESOL as a professional development opportunity.	Teaching English language subject.

									Thinking about PhD education.
Annie	Patient teacher	20-25	Female	Asian	Bachelor's degree in English language teaching	Pre-service teacher	Tutored students for one term during her undergraduate programme	Joining ML TESOL as a professional development opportunity.	Joining another MA programme in one of London schools of education
Fiona	Educainer	30-35	Transgender, female	Asian	Spanish literature	Private EFL tutor	8 years of tutoring	Joining ML TESOL as a professional development opportunity	Showed desire to start PhD studies

It is worth mentioning that the data samples from the participants were edited based on Kvale's advice (1996) that the best way of 'doing justice to the interviewees, is to imagine how they themselves would have wanted to formulate their statements in writing' (p. 170). Therefore, punctuation marks were added to retain the data without altering the meaning of it, based on the way that the interviewee was speaking (Braun & Clarke, 2006). Also, pausing and expressing emotions, e.g. laughter, were only mentioned where I felt necessary. Incidents of repetition – where the interviewee seemed to be thinking about forming their response in English, and recalling vocabulary, using filler words like 'hmm' and 'ah' – and grammatical errors were sometimes excluded from the interview extracts presented here. However, some hesitation incidents, changes of terminology used by the participant when asked for clarification, and other repetition moments were used as evidence to support arguments and interpretations made. This was done intentionally, in line with Hymes's argument that 'there is a fundamental difference between what is not said, because there is no occasion to say it, and what is not said, because one does not have a way to say it' (1973, p. 24).

Before moving to the constructed themes, it is important to mention the modules that the participants undertook, so that the reader can relate to the quotations and the constructed themes presented in the coming sections. The descriptions of the modules and the associated assessment criteria are presented in chapter 2. The

following table summarises an overview of the core, compulsory, and optional modules taken by the participants.

Table 5

Participants' Studied Modules During the ML TESOL Programme

Participant	Term 1	Term 2	Term 1-3
Marine (in-service)	Language awareness (compulsory)	Curriculum development (optional)	TESOL dissertation (compulsory)
	TESOL key concepts of language learning (core)	EFL testing and assessment (optional)	
	Corpus linguistics (optional)	English for academic purposes (optional)	
Elizabeth (pre-service)	Language awareness (compulsory)	Technologies in language learning (optional)	
	Establishing practicum knowledge about TESOL teaching (core)	Teaching English to young learners (optional)	
	Corpus linguistics (optional)	English for academic purposes (optional)	
Annie (pre-service)	Language awareness (compulsory)	Technologies in language learning (optional)	
	Establishing practicum knowledge about TESOL teaching (core)	Teaching English to young learners (optional)	
	Perspectives on bilingualism and multilingualism in language teaching and learning (optional)	Language teaching methodology (optional)	
Fiona (in-service)	Language awareness (compulsory)	Curriculum development (optional)	
	TESOL key concepts of language learning (core)	Technologies in language learning (optional)	
	Perspectives on bilingualism and multilingualism in language teaching and learning (optional)	Language teaching methodology (optional)	

5.3 OVERVIEW OF THE THEMES

As discussed previously in the methodology chapter, the data were analysed thematically. The analysis process was mainly inductive, bottom up, which is 'a process of coding the data *without* trying to fit it into a pre-existing coding frame, or my analytic preconceptions' (Braun & Clarke, 2006, p. 84). This means that the analysis is driven by the data (Braun & Clarke, 2006). The following table shows the themes that emerged from the data. It includes statements about the themes, links the themes to the participants, indicates which themes were inductive (i.e. I did not expect them to emerge) and which ones were deductive (i.e. I expected them to emerge).

Table 6

Summary of the Themes Which Emerged

Participant	Theme	Sub-theme	Explanatory Statement	Inductive or Deductive
All 4 participants	What Makes a Good Teacher	Subject Matter Content Knowledge (EFL teaching strategies and techniques) Content Knowledge (Teachers' English Language Proficiency) Pedagogical Content Knowledge	Codes formed this theme were repeated through the data set of all 4 participants.	Deductive
Marine	Marine's Knowledge		This theme is related to Marine's knowledge about the TESOL profession, which she gained before and during the programme; also, whether the knowledge was gained as a result of the programme.	Deductive
		When learning takes place	This sub-theme is related to learning moments during the programme.	Deductive
		Misunderstood	This sub-theme is relevant to incidents where learning was not facilitated to Marine effectively.	Inductive
		Useful for my practice	This sub-theme presents the knowledge that Marine had from before joining the programme, and then from the programme; and then relates this to her teaching practice, and (sometimes) future professional life.	Deductive
	Marine's Beliefs		This theme emerged from Marine's opinions, ideas, values, perceptions, perspectives, and/or feelings and attitudes toward incidents that occurred during her time of study.	Deductive
		Think positive	This sub-theme emerged from data where Marine talks about moments where she was feeling positive about her studies in the UK, or looking for ways to stay positive and motivated about her learning.	Deductive
		Feelings towards the ML TESOL programme	This sub-theme emerged from Marine's feelings toward the programme; this includes feeling supported and encouraged, grateful, frustrated, ashamed, and embarrassed.	Inductive
		Professional goals	This sub-theme emerged from Marine's values regarding her future professional life, and her perceptions and perspectives on starting PhD studies.	Deductive
	Marine's Identity		This theme emerged from codes related to Marine's characteristics and personality; e.g. reserved, shy, defensive, and sensitive.	Inductive

		Mirror to the 'self'	This sub-theme relates to Marine's 'self', where codes related to her confidence, social interaction, and wellbeing emerged.	Inductive
	Marine's Lifestyle Changes		This theme emerged when Covid-19 spread in the UK.	Inductive
Elizabeth	Elizabeth's knowledge: TESOL can help me get more knowledge.		This theme emerged from Elizabeth's data about her knowledge. It was expected that she joined the programme to learn about the TESOL field.	Deductive
	Elizabeth's beliefs: English is international language now		Data gathered indicated that Elizabeth's beliefs about the teaching practice were related to bridging between the knowledge of theory and the teaching practice.	Deductive
	Elizabeth's identity: Little students are cute.		It was not expected that young pre-service teachers would want to teach young learners, because she found them 'adorable'.	Inductive
	Covid-19: My flight was cancelled.		As the Covid-19 outbreak was unprecedented, this theme presents brief data on Covid-19.	Inductive
Annie	Annie's knowledge: I know all of this already.	Knowledge about the profession. English language proficiency.	Annie indicated on several occasions that the knowledge she received on the programme was not new to her and that she knew about it already.	Inductive
	Annie's beliefs: I appreciate this job.		Data on Annie's beliefs indicated that she appreciated teachers and the teaching profession.	Deductive
	Annie's identity: I will be a kind teacher.		This theme emerged from Annie's description of previous experiences that she lived during her school time, her views on who is a good teacher, and how she imagines her future identity teaching EFL.	Inductive
	Covid-19: I feel lonely isolating in a hotel.		This theme was expected to emerge because of the Covid-19 outbreak.	Deductive
Fiona	Fiona's knowledge: We need some professionals… we need our English communicative skills.		Data on Fiona's knowledge suggest that she was keen on learning about TESOL teaching methodologies and approaches.	Deductive
	Fiona's beliefs: This career ma(k)e me almost everything.		Fiona stated, repeatedly, that working in TESOL field has enhanced her financial income.	Inductive

	Fiona's identity: I always find myself like an educator and an entertainer.		Data on Fiona's identity suggested that she viewed herself as an educator and entertainer, where she emphasised on entertaining the students while teaching.	Inductive
	Covid-19: I need to respond fast.		Fiona showed concerns about her private teaching business.	Inductive

5.3.1 WHAT MAKES A GOOD TEACHER

The theme *what makes a good teacher* was a common theme repeated throughout the data sets. This was expected, as the first and second interviews included questions about this area. Initially, I wanted to capture the participants' beliefs about teaching EFL before joining the programme, and any changes/developments that the programme might have on their beliefs. It was interesting that the participants were keen on conveying their perspectives about what makes a good teacher. However, when they were asked to elaborate on the practice of a good teacher, how they saw that good practice becoming their own good practice, their descriptions were limited, and data on changes in their practice, towards 'good teaching', were not obtainable. Codes constructed this theme were mainly gathered in relation to aspects of teachers' knowledge which, in the participants' opinions, should make good language teachers.

Marine showed development of different types of TESOL knowledge throughout the programme. For example, she passed the assignments and proceeded to conduct the PhD studies that are discussed in more detail in her section later. Meanwhile, the knowledge that the other three participants exhibited was mainly the practical knowledge that teachers need to have to be good teachers. They showed limited capacity for the development of the other types of knowledge. For example, Fiona and Annie spoke about re-submitting some of their assignments, where they did

not meet the passing criteria (appendix 4). This might be for different reasons. Fiona was juggling between studying in the UK and travelling constantly to her home country to follow up with her private EFL tutoring business. As for Annie, she emailed me at the end of data collection, to say that she was re-submitting her dissertation and looking at other universities to do another ML education programme. Elizabeth had a different experience in developing her knowledge; this was unlike Fiona and Annie, but slightly similar to Marine. Elizabeth's constructed data on knowledge were mainly related to the knowledge she was gaining in the ML TESOL programme. She expressed that her undergraduate degree in English literature had provided her with the English language proficiency to tutor young members of her extended family, but not the knowledge she needed to teach EFL.

When looking at the codes constructed under *what makes a good teacher*, one common perspective was shared between all four participants; this was teachers' knowledge about teaching techniques and methodologies (Shulman, 1987, 2017). They all talked about the importance of knowing about the teaching methodologies. Marine provided an interesting description of what makes a good teacher, by relating this type of knowledge about teaching the English language to being a good teacher. She talked about how teachers should have the ability to apply the theoretical bases of teaching methodologies in the language classroom. She was referring to her own experience when stating the importance of differentiating between knowing about teaching theories and implementing them in the classroom. This is where her learning experience as a high school student helped her to see that students need a good teacher in order to learn better. This statement might relate to some beliefs that she held, but it also seems that she gained better knowledge of learning the language when she started teaching. She stated that although teachers need teaching

qualifications, their content knowledge is not enough to enable them to teach effectively. And they need 'the ability to apply the theoretical teaching skills… knowing and doing [are] different thing(s)' (Interview 1 – October 2019; see Appendix 33).

Looking at Elizabeth's data, she related exposure to practical knowledge to good teaching practice. This was a repeated code in both interview 1 and 2. As a pre-service teacher, she was keen on relating the knowledge gained on the programme to her future performance as a 'good' teacher. She was looking for some practicum training in local schools, because it was 'a good experience to give me more practical opportunities' (Interview 1 – October 2019). She elaborated on this point, like Marine, and talked about teachers' skills in transferring the knowledge they held to the students in an interesting way – unlike her boring undergraduate tutor.

> You can just try to transfer the knowledge from yourself, like explicit the knowledge, like if you just understand that knowledge. We just learn it last week … like implicit knowledge and explicit knowledge. And I think the teacher need to have the good ability to transform the knowledge from implicit to explicit. Because you need to explain it to the students. And I know some professor in my undergraduate, they are good at research but their, their teaching ability is not so good and their teaching is so boring (laugh). Yeah, so I think that ability is also important. (Interview 1 – October 2019)

In comparison to the statement above, in the second interview with Elizabeth she made an interesting point about the tutors of the ML TESOL programmes, and how their way of motivating her to analyse the knowledge and find answers for her raised questions was significant in terms of her finding an interesting way to adapt when teaching.

> When I ask my tutor about an outline and I list some questions, but they did not answer my question directly (laugh), but he always ask me more questions and lead me to do my own thinking at the beginning, because most of the tutor(s), they do this, do their guidance in this way, but at the beginning, uh, it is a little hard for me to follow their thoughts. Like their questions come up so fast and I cannot follow their thinking. But after several tutorials, I find that this way can help me to find a question by myself instead of asking. And when I find out the question by myself and I will have the like, uh, target goal to solve, but not in a

confused way, but just ask some general questions after… the tutor, ask us some specific questions and that questions have the way to, to solve it.

<div align="right">(Interview 2 – March 2020)</div>

However, Elizabeth shared some concerns about the theoretical part of the programme, and whether she would be exposed to some practicum training during the programme to prepare her for classroom teaching (Interview 1 – October 2019). This led to her statement in the second interview. Elizabeth said that she still did not have the knowledge she needed to teach the students. She had identified the areas in which she lacked knowledge.

> I don't have some knowledge about the students studying, learning step. I don't know, like which step are they in right now? And I don't know so much about the difference between different kind of learners, like young learners with adult learners. I just have a general understanding based on my experience, but I cannot figure it out by some teaching knowledge and I cannot fit it in, in the language learning area, especially. (Interview 2 – March 2020)

When the practical knowledge module included peer-teaching, Elizabeth elaborated on her concerns about the limited exposure of practising teaching during the MA TESOL programme.

> I'm a little more confident than before, but I still, uh, afraid of have some, uh, I still worry about if I can be a good teacher in the future, because all the skills that I learn is not, uh, putting absolutely practical way. I think it's not so enough, but not like absolutely like totally missing, but I think it is not that enough. Like we only have two practical way to stand in the… classroom to show our, uh, teaching. I don't know how to say, a peer teaching, something like that.
> (Interview 2 – March 2020)

The above extract also suggests that Elizabeth was concerned that not having enough practice might affect her confidence about her teaching performance.

Annie, the other pre-service teacher, held the same perspective through the first and second interviews. She believed that teachers must know more than 'teaching test-based teaching method or total physical response' (Interview 1 – November 2019), which she already knew about from her undergraduate degree. And teachers

must hold 'professional or rich knowledge of English teaching, whatever in English teaching, or academic, or the teaching methods' (Interview 2 – June 2020). Fiona also talked about the teaching methodologies. She said that learning about them was important for her because she was not trained as a teacher, and she needed this knowledge to improve her teaching 'skills', such as teaching vocabulary – which is a 'problem' in her country that needs 'attention' (Interview 2 – March 2019).

Another significant code that was also repeated by different participants was related to the participants' own English language proficiency. Marine highlighted areas like knowledge of the language, English language proficiency, metalinguistic knowledge, and theories of learning, and she reiterated the importance of the knowledge of teaching methodologies, which she explained that she needed in order to be a good teacher. She explained that this knowledge would help the non-native teacher to teach as effectively as the native English-speaking teacher (Interview 1 – October 2019).

Although Elizabeth talked about her experience of tutoring students, based on the English language knowledge that she gained from her undergraduate programme, she then talked about the challenges she would face in the future as a teacher because she lacks English proficiency; and she felt she also needed to learn how to deal with the parents of students (Interview 1 – October 2019). In the second interview, Elizabeth analysed the areas of knowledge in which she thought she needed to excel in her teaching career. She mentioned the areas of the language (e.g. grammar and vocabulary) that teachers should be aware of in order to teach effectively; not only the native-like accent that she talked about during her Interview 1 (Interview 2 – March 2020).

Annie and Fiona shared Marine and Elizabeth's view about the native-like accent. In the first interview, Annie talked about her experience as a student interested in her English speaking class because the tutor was a native speaker – 'the course was by the foreigner teacher and they come from the foreign country and they are native speaker of English and their accent is very good. It's why I really appreciate that thing (the foreign accent)' (Interview 1 – November 2019). As for Fiona, she said that she lacked oral English language proficiency, which made her avoid teaching audit classes. 'I am not confident to speak it out because I don't know whether my accent is alright' (Interview 2 – March 2020). She also said 'I feel really anxious about making mistakes in front of the class', and that she joined the ML TESOL programme to enhance her spoken language, to be 'confident' in her English language, and that would help her to teach using English language in the classroom rather than her native language (Interview 2 – March 2020).

All four participants identified certification as an important standard for a good language teacher, and expressed that the ML TESOL programme is one way to have the qualification of being a good teacher. For example, Fiona said that having this certificate – the ML TESOL – would 'really help me to be a good language teacher' (Interview 2 – March 2020). She also made a comparison between the standardisation of obtaining a teaching certificate in her home country and in the UK. She said, describing the tutors on the ML TESOL programme, 'they teach deeply. It looks so professional' (Interview 2 – March 2020). As for the other participants, they talked generally about the fact that having a certificate in teaching would make them feel like good teachers. Annie said 'my undergraduate certificate is not enough for me. Because my English ability is not very good at, it's not enough to teach the children. I

think the spelling is not good, I mean the spelling element' (Interview 1 – November 2019).

During Interview 2, I talked to Marine again about the characteristics of a good teacher, by summarising her answer from Interview 1. In this answer, she said that a good teacher should have good qualifications to learn the teaching methods and learn how to use them in the classroom, have good English language, do classroom research, and guide students to clear learning goals. I asked Marine if, at that point of the programme, she had changed her opinion about what a good teacher was. She said

> I mean those answers before they were just my thoughts about things. I used to, I mean, I mean, for example, I think the reasons that I have those answers more specific now is because, first of all, I read the stuff about teaching before joining the programme, because the books are all the same. I mean teaching books, they have the same things. And second, I have the experiences of frustration that I go through in the real teaching context. Because I know the answers because I read the books, but I don't know how to do it. So, I just feel a lot of frustrations, but I just don't know how to, it's just, I don't, um, I don't know. But here, because I'm away from the context, I was able to recall the memories and they weren't all bad. I mean, it's bad, but it's not a total failure. Because we learn from trial and errors, but I just didn't know the teaching concept by myself. I mean, I tend to be very, I felt like all the time the teaching was a crisis, every day was a crisis. I think it's a more like emotional breakdown than the reality. I mean, it's not like a total failure, but I used to be very sad about what I was doing. Yeah. But I will not be a lot better because the most stuff I learned here is not something totally new. It's something that I used to know (laugh) to be honest. Maybe my writing have a little bit improved. I don't know. And being more critical. Yes. But it's not like I learned new methods that I can experiment so that they will change the classroom totally, no.
> (Interview 2 – March 2020)

In the quotation above, Marine did not provide a direct answer to the question, but she was reflecting on her own teaching journey. She shared what she was doing to be a good teacher, i.e. reading books about teaching; but the programme was not providing her with teaching methodologies, which seemed to be what she thought she needed. In this part of the interview, Marine talked again about the research skills that she was gaining from the programme; academic writing and showing criticality. The

quotation includes other significant codes, e.g. emotional breakdown, and will be mentioned again in the 'blue swings' section.

When I asked the participants to describe how their students would describe them, as well as how they would describe themselves, they related this description to being a good teacher. The descriptions they used were related to how they wanted to be as 'good' teachers. For the participants, these self-identifications formed personal characteristics about what makes a good teacher. Marine chose to describe herself as a hardworking teacher. This seemed to indicate that Marine was keen on this feature, to advance in her practice. Elizabeth and Annie both chose personal adjectives. The former described herself as 'the kind teacher'; she said that students needed a teacher that was kind to them. The latter described herself as 'the patient teacher'; this was because (she expressed) students needed a teacher that listened to them and understood their problems. As for Fiona, she thought the language classroom should be entertaining and fun. This was where she described herself as the 'educainer' – educator and entertainer.

5.4   MARINE

> I think I want to make a real change in my career … We need to change, right! But we need to find the directions for the change. (Marine – Interview 1)

Marine was the first participant to volunteer to participate in this research, and completed the full cycle of data collection. This made her narrative a focused case study, which provided detailed examples of her lived learning incidents, and great understanding of her experience (Tight, 2017).

Marine, 'the hard worker', as she described herself, was a code that repeatedly appeared when we conversed; during the interviews, in her reflective journal, and in email exchanges. Marine's professional and academic background indicated that she

was keen to present herself as a hardworking teacher, who sought developmental activities in order to excel in her teaching practice and meet her professional goals. She also described herself, on several occasions, as a hardworking person.

5.4.1 MARINE'S COLLECTED DATA

Marine's data collection cycle was complete, as presented in table 7. She attended all three semi-structured interviews. When she finished the programme and re-started her teaching practice in her own country, she provided a video of herself teaching. She also logged her reflective thoughts regularly, almost twice in each month, producing 21 journals. In addition, Marine communicated very well with me during the data collection process. Around 70 email messages were exchanged with her. These were mainly to confirm receiving the journal entries, and to thank her for sharing her thoughts openly. Other emails were about the dates and times of interview meetings. Also, I sent greeting messages during the holidays, as shown in Appendix 9. A few emails were exchanged in order to ask Marine to clarify some thoughts shared in her reflective journals. To help visualise Marine's commitment to the data, figure 9 below shows the chronological timeline of the collected data.

Figure 9 – Marine's Chronological Order of Collected Data

For the first interview, which took place in late October 2019, I gave the participants the choice of having either a face-to-face or an online meeting. As this was the first formal interaction, I wanted to ensure that the participants would be at ease when sharing thoughts, and that they would talk openly. As explained in the methodology chapter, I had shared an action plan (Appendix 8) with the participants, that included estimated dates for data collection; these were designed to avoid important deadlines in their ML TESOL programme, and also the university holidays. As for the second interview, it was originally intended to be conducted in a face-to-face format by the last week of March 2020. However, the Covid-19 outbreak meant that all three interviews were conducted online. With all due respect to the other three participants' efforts and time, Marine's commitment to this research study resulted in richer data that provided greater insights. She was responsive to all emails sent to her, and clarified her views in the reflective journal when asked.

Table 7

Marine's Collected Data

1st interview	Reflective journal	2nd interview	Classroom video observation	3rd interview	Number of email messages
28 Oct 2019	Marine wrote 21 reflective entries between 6 Nov 2019 and 16 Nov 2020	23 Mar 2020	16 Nov 2020 Marine shared a video of her teaching (23 minutes out of the taught lesson time)	27 Nov 2020	70 email messages in 14 threads

5.4.1.2 In-depth Interview Topics

The in-depth semi-structured interview was the first formal data collection method to be used in this research. Marine attended all three interviews. Each had a different aim and topic. The main discussed points are presented in Table 8.

Table 8

Summary of Marine's Interviews

Interview	Aim	Main discussed topics	Duration of the interview	Word count
1st interview	This interview acted as an initial and introductory meeting to the research study.	This interview included: questions about Marine's educational and professional background; reflection on Marine's life as a teacher; Marine's general knowledge about language teaching practice; Marine's beliefs about what makes a good language teacher; and Marine's perceptions of her identity as a language teacher, and how she thinks her students and colleagues view her.	57 minutes.	4835
2nd interview	The interview's main aim was to ask for clarification about some of the discussed areas in the first interview and the shared reflective journal. It also aimed at asking more detailed questions about Marine's experiences in the ML TESOL programme, with regard to her knowledge, beliefs, and identity.	The discussed topics were recaps of the main points in the first interview; Marine's perceptions of the programme so far; Marine's view of the knowledge she is gaining in her course of study; discussed Marine's beliefs of language teaching based on her experience in the programme; and asking Marine to reflect on herself before and during the programme.	1 hour and 47 minutes.	11353
3rd interview	This interview aimed at discussing Marine's observed class by referring to the three main areas of this research, knowledge, beliefs, and identity. In addition, details of the programme, such as submitting the coursework and dissertation, were a sub-aim of the interview.	The interview started by asking Marine to reflect on her coursework and studying during the lockdown in the UK, as these were main themes from her reflective journal in the last six months of the programme. Marine's thoughts and beliefs about language teaching practice and language teachers were revisited. Marine was asked to reflect on her observed lesson from the perspective of the three areas of the research; knowledge, beliefs, and identity.	1 hour and 45 minutes	10066

5.4.1.3 Journal Entries

Marine shared 21 journal entries to express her thoughts, feelings, and learning experience during her course of study. Appendix 19 shows the dates of Marine's journal entries, as well as the learning incidents that she shared. In particular, summaries of these incidents, where they happened, and how Marine felt and realised when they happened, where she produced 9766 words. These journal entries are significant in Marine's learning journey because they suggest changes in her perspectives on TESOL practice, and they indicate development in her knowledge, beliefs, and professional identity.

The reflective thoughts and feelings that Marine shared were mostly related to the 'self', and how others viewed and communicated with her. Marine was asked to

think about these three questions when writing her reflective thoughts: 'What is the most significant thing that you have learned?'; 'What do you think or feel about what you have learned?'; and 'In what way(s) do you think what you have learned will help you in your teaching?'.

Figure 10 illustrates how I interpreted Marine's thinking and reflecting process, based on her description of the learning incidents in her journal.
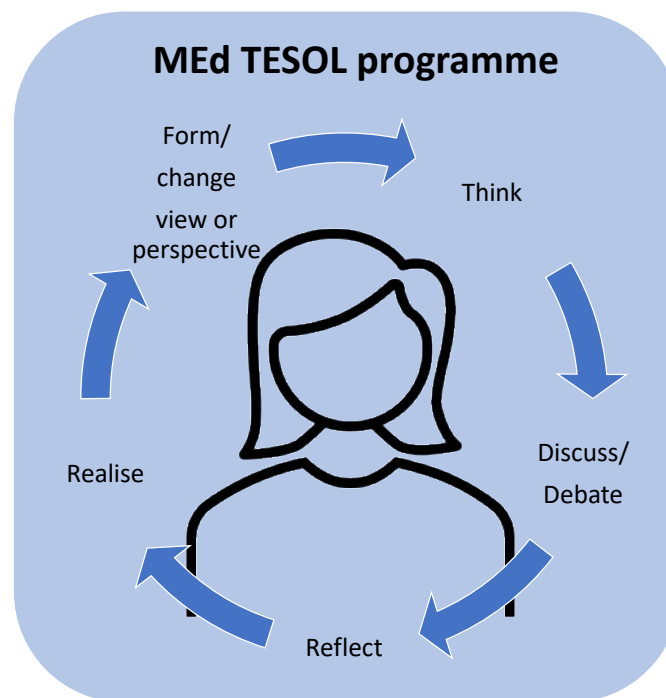
Figure 10 – Marine's Thinking and Reflection Process

Clear examples of this thinking pattern were spotted in some of her journal entries. An example is contained in Journal 1 (appendix 21), Marine described an incident, and wrote about it this way:

1. She thought about an answer to the classroom problem presented by the module reader;

2. She discussed it with the class;

3. Later, on her way home, she reflected on how her answer was perceived by her colleagues and tutor;

4. She then realised her answer was not clear, and that her colleagues and tutor had misunderstood her argument;

5. Then, she had formed a view of what happened.

In Journal 2, Marine explained another incident that happened in the corpus linguistics module, and she used the same pattern to describe it. Appendix 22 presents the text of Journal 2. In Journal 8, Marine reflected on the first term assignments and assessment. She uses the same pattern to describe her feelings and stance towards the submitted essays and her grades. Appendix 23 presents the full text of Journal 8. In Journal 10, Marine reflected on an incident that happened in the language-support module, again using the same pattern (see Appendix 24). Then this pattern was repeated again in Journal 16. Here, she reflected on the changes that Covid-19 brought to her study and analysis of herself and her life. This reflective piece was about herself rather than an incident that happened in the classroom. It seemed like a conversation with herself; a discussion of her previous and current academic life. Appendix 25 presents Journal 16. One more example that needs to be highlighted to show Marine's thinking and reflection process is presented in Journal 20 (Appendix 26). In this journal, she talked about sending the first draft of her full thesis to her supervisor. The same reflective pattern was spotted; Marine thought about the dissertation, wrote a brief discussion about the changes that she needed to make in her writing, reflected on the editing process that she needed to consider, and realised that she needed to wait for her supervisor's feedback. She then changed her usual action of jumping into editing her writing, realising that she should wait for the supervisor's comments.

However, Marine did not always reach a realisation to form a perspective. For example, in Journal 5, she talked about her future academic journey, and which

research topic she should choose. She tried to think about her research interest, discuss it with a group of academics, and reflect on these discussions. She may not have reached a clear conclusion for the described situation, but she realised that she needed to make some decisions about her future academic life. Appendix 27 presents Journal 5. Marine's fifth journal.

5.4.1.4 Classroom Observation

Marine shared a video clip (23 minutes 32 seconds) of one of her classes. The lesson was a face-to-face reading lesson for first-year secondary stage students, about a scientific experiment of growing vegetables. Marine described the lesson as an 'open class', which meant she had visitors from the school's teaching staff and administrators to observe her teaching. The main events of the class were: Marine taught the class in a lecture style; there was not obvious engagement from the students in the lesson; when Marine called on some students by name to read their writing, they did not respond to her; a couple of individuals from the audience interrupted Marine during her teaching; one student fell asleep a few times, and one time another individual from the audience shook his shoulder to wake him up; some students left the classroom several times; when Marine was talking to the students they were looking down towards the open books on the desks; Marine used an additional reading text a writing sample from the writings of the scientist Carl Sagan; and Marine showed the students writing samples of her own, and from other students in another classroom. During Interview 3, when I asked her why she showed the students these samples, she said that the tutors on the ML TESOL programme used to show them writing samples from previous students. She said she found it useful, and thus followed a similar approach with her own students. In addition: there were long pauses between each activity/segment of the lesson and the next; Marine

explained her instructions several times; Marine read each question for the students and then simplified or explained it; and when Marine asked the students questions, she would pause for 1-2 seconds and then answer most of the questions herself. Also, it is important to mention that Marine laughed occasionally when she made a comment or asked a question without getting any response from the students. This might be a reaction to being nervous during the lesson. In the coming sections, I shall draw on the analysed data from Marine's teaching video clip when discussing the constructed themes. Appendix 28 includes a sample page of the classroom transcript, using an observation sheet, and Appendix 29 demonstrates the classroom setting.

I asked Marine to reflect on her lesson before the interview; this was a guided reflection where a set of questions was sent to Marine by email. However, she was encouraged to use them as guidance, and to write freely about her experience. A summary of this log is presented in Appendix 20, Journal 21.

5.4.2 THEMES AND DISCUSSIONS

The codes and themes constructed from Marine's data come from the journal entries, the interviews, and the observed part of her recorded lesson. Some of the constructed codes and themes were obvious and straightforward, because Marine talked about her feelings openly, using terms such as 'depression', 'confidence', 'stress', and 'anxiety'. However, other codes and themes were constructed based on my interpretation of the stories she told, and the feelings she shared during the data collection process. Figure 11 displays a summary of Marine's constructed themes.
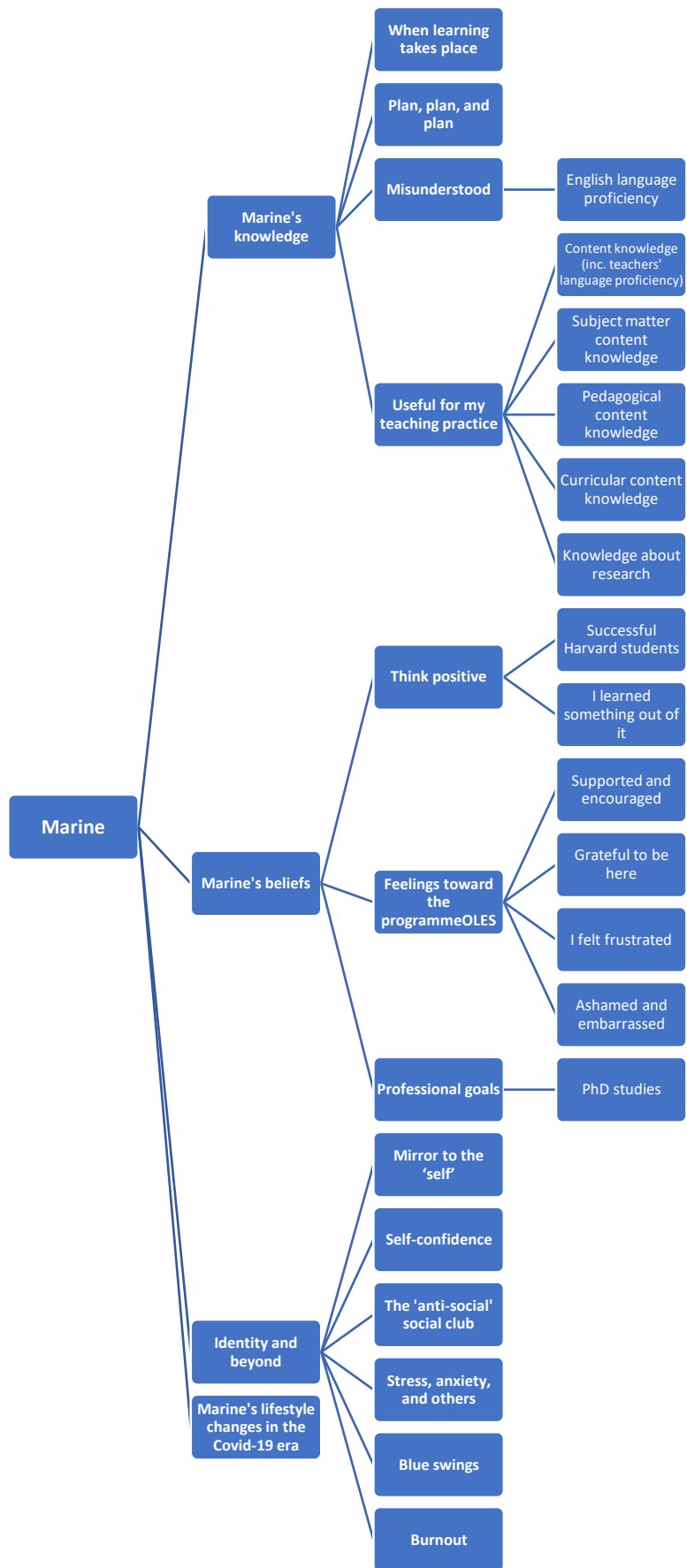
Figure 11 – Summary of the Constructed Themes

As discussed in the coming analysis and discussion sections, these codes and themes are all connected to each other. The reader might find that some of them are repeated in several sections. This is because they might contain codes that are interlinked. Some codes may even seem to contradict each other. For example, on many occasions Marine states the importance of teachers' practical knowledge; however, she stated that she did not join the two modules relating to teaching methodologies, because she was more interested in the module that related to learning and teaching theories (Interview 2 – March 2020). This might be because Marine held contradicting experiences, feelings, opinions, beliefs, or stances towards educational concepts. Given the complexity of Marine's story, and the huge amount of data collected from her, I present the following with details of the collected data, the constructed themes, and my reflective commentary. It is presented in a chronological order to show the changes in Marine's narrative, as well as the development of some themes. However, the analysis is presented thematically. The main reason for this choice was to avoid repetition of the discussed codes and themes.

Table 9

Summary of Marine's Constructed Themes in a Chronological Order

No.	Collected data	Constructed themes	Reflective Commentary
1	1st interview, 28 Oct 2019	**Pedagogical content knowledge** (e.g. learning about teacher research skills). **Beliefs:** Marine had the belief that pedagogical content knowledge and subject matter content knowledge makes a good language teacher (teachers as researchers; knowledge about teaching, e.g. teaching methodologies). Gaining TESOL knowledge was useful for her career. **Identity:** The interview included discussions around Marine's professional identity, and shared some of her anxiety about socialising with other students and self-esteem in the classroom.	Marine did not show literacy on the different types of pedagogical content knowledge. She usually described the type of knowledge she wanted to learn about in the ML TESOL programme. This preliminary interview helped to establish an understanding of Marine's cognitive areas, knowledge, beliefs, and identity.

2	1st journal, 6 Nov 2019	**Pedagogical content knowledge** (e.g. developing teacher research skills). **Curricular content knowledge:** Developing knowledge about the construct of the corpus linguistics module, e.g. assignment. **Wellbeing and Effective domain:** Codes about Marine's feelings started to form from the first reflective journal.	Pedagogical content knowledge was repeated on several occasions, which indicated that Marine was seeing it as an important area to develop her as a teacher. More learning incidents are discussed in the reflective journals as summarised in appendix 19
3	2nd journal, 21 Nov 2019	**Pedagogical content knowledge:** Developing knowledge of discourse analysis in corpus linguistics module.	Marine started talking about her emotions from the first journal
4	3rd journal, 1 Dec 2019	**Pedagogical content knowledge.** **Wellbeing** (e.g. talking about depression and anxiety).	
5	4th journal, 2 Dec 2019	**Subject content knowledge** (sharing knowledge from one of her modules). Confidence and self-esteem; depression.	
6	5th journal, 13 Dec 2019	**Wellbeing:** Traces of Marine's poor wellbeing and emotions started to be obvious through the shared incidents, as well as the anxiety about meeting the assignment deadlines and passing assessment criteria.	
7	6th journal, 1 Jan 2020		
8	7th journal, 20 Jan 2020		
9	8th journal, 8 Feb 2020	**Subject matter content knowledge:** Developing English language proficiency; academic writing; Study skills (planning). **Wellbeing:** Marine talks about her emotional state after receiving the assignments' feedback.	
10	9th journal, 24 Feb 2020	**Knowledge about research:** Reflecting on her participation in this study. **Wellbeing:** Stress and anxiety about the academic workload.	
11	10th journal, 1 Mar 2020	**Subject content knowledge:** Developing and constructing new skills, e.g. planning and being consistent in course work, seems to make her competent **(wellbeing and effective domain)**.	
12	11th journal, 16 Mar 2020	**Wellbeing:** First time to talk about and share anxiety and concerns about Covid-19 outbreak.	
13	2nd interview, 23 Mar 2020	**Subject matter content knowledge** (e.g. rationale); **Pedagogical content knowledge:** - Developed teacher research skills; - Teaching resources provided by the university library;	The second interview was important in Marine's data. It was rich with reflective remarks about her experience on the ML TESOL programme at that point. Also, it included discussions about the learning

			incidents shared via the journals
		- Developed detailed analysis skills of the English language; - Marine showed dissatisfaction with the pedagogical knowledge provided from the programme. It seems she is confusing the ML TESOL programme with teacher preparation/training programmes; - Analysed her classroom problems and looking for answers; - Language learning theories. **Curricular content knowledge:** - Developed knowledge about grammar. **Beliefs:** - Changed perspective about good language teacher; - Re-affirmed knowledge of teaching methodologies makes her a good language teacher. - Her country's discouraging attitude towards the relatively new concepts developed in the TESOL field, e.g. multilingualism and world Englishes.	
14	12th journal, 30 Mar 2020	**Content knowledge** (e.g. reflection on academic journey) **Wellbeing** (stress and anxiety) **Covid-19** (e.g. adjustments to her daily life)	The reflective journals started to show clear signs about Marine's knowledge development as well as poor wellbeing, and anxiety about Covid-19 that were repeated in most of the entries.
15	13th journal, 13 Apr 2020	Showing clear signs of knowledge development (e.g. passing assignments) **Wellbeing** (e.g. stress about perfectionism, overwhelmed with academic workload)	
16	14th journal, 28 Apr 2020	Self-development (e.g. reflective practice) **Wellbeing** (e.g. burnout, stress, tiredness and body aches, and anxiety about Covid-19 and her health)	
17	15th journal, 5 May 2020	**Knowledge development** (e.g. writing a proposal for PhD study) **Wellbeing** (e.g. stress and anxiety)	
18	16th journal, 14 May 2020	**Covid-19** (describing her daily routine) **Wellbeing** (e.g. stress and anxiety)	
19	17th journal, 24 May 2020	**Wellbeing** (e.g. anxiety related to academic performance and proceeding to PhD studies)	
20	18th journal, 12 Jun 2020	**Wellbeing** (stress about end of the programme, preparing to leave the UK, and working and submitting the dissertation)	
21	19th journal, 27 Jun 2020		
22	20th journal, 26 July 2020		
23	Classroom video observation, 16 Nov 2020	Marine shared 23:32 minutes video-clip of her classroom teaching.	
24	21st journal, 16 Nov 2020	**Wellbeing** (lack of confidence about her observed lesson, and doubting her knowledge subject content knowledge)	

| 25 | 3rd interview, 27 Nov 2020 | **Showing different types of knowledge:** E.g. general pedagogical knowledge (classroom management and lack of rapport with the students); pedagogical content knowledge (developed knowledge about teaching and showed that she employed corpora knowledge in the classroom); Subject matter content knowledge (referring to the subject she was teaching in the observed lesson);

Beliefs: Marine talked about her beliefs in the 'traditional'/ 'lecturing' teaching style, and that she feels comfortable following this teaching style rather than the relatively new communicative approaches

Identity: Discussions around Marine's professional identity with her colleagues and students took place during this interview. Also, it touched on some areas related to confidence in her practice and study, as well as her wellbeing during the pandemic. | In this interview, a clearer picture about Marine's cognitive areas as well as the affective, emotional, aspect of her were present. It was similar in length to the second interview, as detailed discussions took place about the observed lesson and the remaining reflective journals. Also, elaborations about the shared incidents were shared from Marine. |

5.4.2.1 Marine's Knowledge

There is no doubt that Marine joined the ML TESOL programme with knowledge about the TESOL field. She studied and taught in this field, graduated from the college of education in her own country, held the CELTA certificate, and had experience of teaching EFL to secondary school students. Therefore, it is important to reiterate that I was not assessing Marine's knowledge, but exploring the impact of the programme on her knowledge. This area, knowledge, was originally identified as one pillar of teachers' cognitive areas (Borg, 2003; Golombek, 2009). Knowledge is looked at here using Sheehan and Munro's (2019) lens of teachers' knowledge through teacher training programmes. Therefore, I had already constructed the data collection methods to spot any change/development of knowledge that the participants might experience in the course of the ML TESOL programme.

Under 'Marine's Knowledge', I constructed three main subthemes where Marine shows knowledge of the TESOL field; *when learning takes place*, *misunderstood*, and *useful for my practice*. These three in turn have subthemes. When I spoke to Marine during the three interviews, and read her reflective journals looking for codes related to her knowledge, I noticed some repeated codes, like professional teacher, teachers as researchers, teacher-researcher, good research, teacher theoretical awareness, and teaching methodologies. The research data collection methods did not target these areas, except for *teaching methodologies*, but Marine shared experiences that included them.

For example, in Interview 1, Marine said that she had joined the ML TESOL programme to learn more about research; in particular, action research. She said 'it's one of the reasons I'm here actually, I can follow research'. Appendix 30 presents Marine's description of her previous encounter with action research, where she experienced implementing it in her classroom.

In Interview 2, Marine said that what she was learning on the programme was not totally new to her. However, she re-affirmed that she was learning more about research methods in the programme, which made her confident about her classroom teaching (extract presented in appendix 31). Marine also talked about the teaching resources available for her in the university library; her own country focuses on IT for commercial purposes, not for academic purposes. She thought that along with the research skills that she gained through the programme, she could research the teaching materials available. Marine also said that the ML TESOL programme taught her 'to be more specific and to realise those answers and to look for more details'.

Another interesting example is found in Marine's Journal 1, where she tries to show her knowledge about how to read and write about research. She refers to a

researcher in the field when describing a learning incident that happened in the corpus linguistics module (extract presented in Appendix 32).

With regard to the code 'academic writing', mentioned in Interview 2, I asked Marine to describe in more detail her learning journey on the ML TESOL programme. She started to talk about the occasional misunderstanding incidents that occurred with her during the sessions related to her writing.

> I: Then, is this a key learning point for you in the programme? Creating an argument for the essay?
> P: Hmm, yes, and the value of it. Because it's not about making claims. We have to base our argument on some sort of evidence or rationale or some logic. They can be just, I mean, we can make arguments based on logic itself, and that's important, but that's why we need the literature to back up the argument. I used to think, I have to just demonstrate a lot of literature review, I mean to show, to demonstrate how much I have studied (laugh) and yeah I think that's the most important thing I learned here.
>
> (Interview 2 – March 2020)

In relation to the teaching methodologies code mentioned in the previous quotation, when I asked Marine about what she thinks she will get out of the ML TESOL programme, she said that she joined the programme to learn about teaching methodologies like the literature-based English lesson. Marine appear to have a clear purpose for joining the programme, learning more about teaching methodologies and approaches, and finding answers about her teaching practice. She also started to relate her learning to the teaching context in her own country, where she is looking for methods to enhance the students' language learning by learning the linguistic features of English language and her native language, as in the corpus linguistics (Interview 1– Appendix 34).

It is difficult to spot obvious change in Marine's knowledge, as it might sometimes be more obvious in terms of beliefs. However, in Interview 2, I asked Marine if she noticed, during her module sessions, any particular emphasis given to

certain teaching approaches rather the others. Marine reaffirmed her stance about the communicative teaching approach after being exposed to the knowledge that she gained during the programme. The full extract, discussing the communicative approach and other teaching methodologies, is presented in Appendix 35.

She said

> that's funny because I used to think, and I think everyone is talking about the communicative approach because that's the newest one and still the trend, there is nothing new came up than the communicative approach. But I always thought, 'hey, I'm not so much a fan of the communicative approach'. I didn't learn through that approach, and I don't want to learn through it. I mean I don't want to be taught by that approach. I just, I don't know, I think that's why I had such difficulty teaching my students by that.
>
> (Interview 2 – March 2020)

In line with the teaching methodologies and approaches, during Interview 3, and after observing Marine's video clip of her teaching, she told me the corpus linguistics module provided her with knowledge that she employed in her practice.

> I: So, do you think that you have used the knowledge you recently gained in the ML TESOL programme, in you your teaching practice?
> P: Yeah, I guess. I guess one, one of the techniques or methods, which was practical or useful, was the Corpus Linguistics. So, when we're reading the texts, students had lots and lots of questions about the structure of sentences. I guess it's basically because they've learned lots of grammar, so, they just want to apply their knowledge when they're reading. Um, but when I faced that, I used to just explain the rule or patterns based on my knowledge, it could be just descriptive or prescriptive grammar, whichever it is, it's my knowledge. But I just didn't have time or energy to provide more examples to back up my explanation. **But now, I made use of the corpora, like for example, Coca (Corpus of Contemporary American English).** Yeah. I guess I'm not really sure how much the students were interested in that, but I guess that was something new that I brought into the classroom.
>
> (Interview 3 – November 2020)

Regarding the implementation of theories in the classroom – as Marine was keen on learning on the ML TESOL programme – I asked Marine about her opinion of the programme so far (at that point). She shared an incident that happened in one module session, which she thought contained the element that she needed. She said

Hmm, for example, if I talk about something that have happened in my teaching, that is experience, that is a very practical one. But we cannot talk about this in terms of theory. Yeah, for example, like testing, hmm, because it's a language, English language, hmm, I used to have some sort of disagreement with my colleagues about how to grade students' answers because some of their answers were not what we taught but that's used (exist in the language). Hmm, so, it's not **school grammar** but they're possible answers. So, **there were some disagreements about them (the answers) between teachers**. And **I thought that's experience, and I shared that experience in the module and the tutor came up with inductive and deductive debate. So, that was something interesting because that's just something happens all the time in classrooms (teaching practice), but there can be theoretical debates about this.**

(Interview 2 – March 2020)

The above extract is not only an example of what Marine meant by implementing theories in teaching practice, where some debates are carried on the ML TESOL programme; she also critically discussed the teaching practice in her context, when accuracy seemed to be dominant. In addition, it highlighted the community of practice that she belonged to, and the types of debates that would happen there (text in bold).

Another example of Marine relating the knowledge gained from the programme to her teaching context is discussed in Interview 2. This is not relevant to the implementation of learning theories in the classroom, but it related to Marine looking for answers, to answering questions that she raised before joining the ML TESOL. She describes the knowledge that she learned, from the Principles and Practices of Curriculum development module, as practical, relevant, and comprehensive; which made her aware of her teaching context and gave her confidence. Marine said that the module made her understand the government policy, and 'it made me more aware of what's going on in my context' (Interview 2 – March 2020; full extract in Appendix 36).

When learning takes place – 'It's like finding dots and connecting them together'

I spotted codes related to this theme, realisation, when reading some of Marine's reflective journals and interview transcripts. The code represents the 'aha' moment in Marine's learning journey; this is defined as 'a moment of sudden realisation, inspiration, insight, recognition, or comprehension' (Merriam-Webster, 2022). In Journal 1, Marine talked about preparing for the corpus linguistics task. Then, when she was reading more about it in relevant journals, she reached a realisation of why the task was assigned by the tutor. She said '[M]aybe this is when I felt like I communicated with the teacher, even though not a word was actually said'.

Another learning realisation moment was found in Journal 2. Marine described a presentation that she delivered in one of the corpus linguistics sessions. It was a formative assessment task that encouraged peer feedback for their next summative assignment. Marine presented data that she retained from her teaching before joining the ML TESOL programme; writing samples from her students. The work she presented was poorly received, and she said that she was 'bombarded with questions', because the data she presented were limited and might not 'render any significant findings'. Her peers' reaction towards the presented topic made her reach a learning realisation. She said

> I haven't decided yet, but I am glad I proposed my desire to make use of my students' writing to people. Only by doing so, I could learn the practical considerations regarding using it.
>
> (Journal 2 – 21 November 2019)

Another 'aha' moment was reached as a result of working on a task for the language awareness module. This is where Marine related the knowledge she was exposed to in the ML TESOL programme to her teaching practice in her home country. Marine said that

during the reading, I came across some interesting analysis on the Japanese and Spanish languages. This led me to search on (her country) websites, where I found a rather surprising fact to myself. The website was basically the search engine encompassing various themes for which a visitor can search. So many words and expressions were covered in English. Some were used with alphabet letters, but mostly phonetical (her language) transcription for English. Quite a few were new coin words of (her language) and English combined together, which carried symbolic meanings that represent current social issues related to gender, work, and fashion, and a lot more. I never realised English was that much embedded in (her culture) life. **I could also find some interesting linguistic features for analysis, and it was exciting, because I could apply what I actually learned in the class to what I do for fun and practical use in daily life. It is like finding dots and connecting them. I always use that website, but such realisations hadn't come yet.**

(Journal 3 – 1 November 2019)

Another learning experience, that Marine talked about in Journal 8, was her academic writing. She seemed not to fully grasp the requirements of academic writing in English. Marine felt 'ashamed' (a theme to be discussed later) of her writings until she realised what she was doing. She said

It wasn't until submitting third essay that I realised I was merely paraphrasing or copying what I was reading from books. All these essays required me to reconstruct the knowledge and put into my own flow of thoughts and logic. It is easier said than done, and I am still overwhelmed by such demand.

(Journal 8 – 8 February 2020)

With regard to the learning realisation moments, in Interview 2, Marine talked about her knowledge of the learning theories, and how she realised – through the teaching taking place on the programme – that these theories do not change.

I just realised that the theories never changed. I mean it's like recycling. It's nothing new but it's like something that is evolving. Hmm, so nothing is 'oh it's shocking' or nothing that is new really. But, hmm, I guess some sort of, yeah, multilingualism and the world Englishes, English as a lingua franca. Because these are something that I heard of but didn't think there is a serious matter. Hmm, yeah, but I think that's what we need to take very seriously, thinking of my own context, I mean they're not taken seriously in my own context.

(Interview 2 – March 2020)

Marine also said that the relevantly new concepts in EFL teaching, i.e. multilingualism and world Englishes, are not taken seriously in her own country. This

may be because of native speakerism concepts, which she mentioned briefly on other occasions, e.g. describing how she was expected to acquire a British accent after studying in the UK for the ML TESOL programme.

Plan, plan, and plan

In terms of this sub-theme, I relate to Marine's knowledge of planning for postgraduate level studies. For example, Marine was reflecting on the first term's work and trying to concentrate on the second term's academic work. As she submitted the last assignment of the first term, she kept analysing the writing and spotting the errors that she made. She said

> I have felt quite relaxed since this Wednesday the last essay of the first term was due. I feel free for now, although the dissertation and second term essays are coming.
> Today I was reading some paper related to the topic I am thinking about for the dissertation. But then I kept thinking about the essays I already submitted. I felt bad because all I think of was the things I should have done better… **In order to avoid such mistakes, I am starting to work on my essays now. These are not something I could do within a couple of weeks**.
>
> (Journal 8 – 8 February 2020)

The code 'consistency' was repeated in Marine's journal entries. Talking about achieving her assignment and future professional goals, she said that 'it is essential to be consistent and persistent about a topic of interest" (Journal 10, Appendix 24).

Marine believed that having management skills and consistency would help achieve her academic work.

> Today, I made a satisfying degree of progress in one of my assignments. I have three assignments due at the end of this month through early next month. I also need to finish the literature part of my dissertation. Working on these at the same time requires quite a bit of management skills. It is nice to experience it. I think it helps me grow… In case of the next swing of depression, I will need to be prepared for consistency. But I feel quite content as it is for now.
>
> (Journal 13 – 13 April 2020)

Having good knowledge about planning helped Marine to plan for other life events.

> These days I have been pretty much occupied with coming up with the plans for moving into new accommodation and after going back home. Yesterday, I couldn't get to sleep, so I stayed up all night and looked through the information I may need for such plans. I booked a flight ticket for home this August and learned the timing and way to organise the papers I need to submit when I get back to work. Then I also learned that the school curriculum schedule has changed so that the fall semester will start this September, instead of the pre-scheduled August because of Covid-19. This situation is ironic because it worked favourably for me in that it helped me focus on study only. Now that the fall semester has been delayed, I earned a couple of weeks to study more for my dissertation. I learned this changed schedule when I thought I might need to get back home even before August because of the two-week quarantine policy. I may have to get back earlier so that I can complete my quarantine before the semester begins. Now I don't think I need to get back that early.
>
> (Journal 18 – 12 June 2020)

One more example that showed Marine's knowledge of good planning is in Journal 21, where she reflected on her observed lesson.

> The timing and flow of the lesson went almost perfectly as I planned. Technology is always the concern, but I prepared several backup sources and equipment in advance so as not to cause any breakdown in the midway of the lesson.
>
> (Journal 21 – 16 November 2020)

Other codes that came up in relation to this sub-theme, e.g. 'in control' and 'feeling content', are related to self-efficacy and learner agency. A code from Journal 18 that will be discussed later is having the Covid-19 pandemic working in her favour, which is a repeated code in other journal entries.

<u>Misunderstood</u>

One theme that emerged strongly, in Marine's descriptions of learning incidents that she experienced, was 'being misunderstood'. This is where two codes were clearly highlighted in the data related to Marine's English language proficiency – fluency and accuracy. In some of the extracts, Marine described incidents where she was misunderstood when trying to communicate her ideas. In other examples, Marine showed awareness of these language-related incidents, and she stated that her

language was not good enough to make an argument. She also stated clearly that the misunderstandings were mutual; from the tutors' side, not just her own.

Miscommunications were logged in journals 1, 2, and 10. Marine also included her own interpretations of the reactions of persons present during the described incidents. Marine tended to provide justifications and explanations of why the incident happened in that particular way, e.g. not using the 'right' language when responding to tutors or communicating with colleagues (Journal 10 – 1 March 2020). Also, when explaining the reasons for these misunderstandings, she asserted that she felt 'happy' (Journal 2), 'positive' (Journal 1), and 'glad' (Journal 2) that these incidents occurred; she felt that they should contribute to her learning journey and progress in the programme.

English language proficiency
This code was found in Marine's descriptions of classroom situations where she tried to communicate her ideas/opinions and failed to deliver what she meant to say, but also in her accounts of mistakes in her submitted assignments. In these misunderstanding incidents, Marine talked openly about how she felt when they happened. In an incident in the TESOL key concepts of language learning module, where Marine was sharing her opinion and answering the tutor's questions about a learning problem that he presented, she thought that her answer was misunderstood.

> Since I do not talk about my ideas in class often (actually, almost never) my idea was sort of misunderstood, and I was not able to elaborate enough, because I was nervous and felt pressured to speak persuasively and fast. I attempted to do it a bit, and actually, I thought that was enough. I felt frustrated because people, including the tutor, weren't convinced.
> (Journal 1 – 6 November 2019)

The abovementioned extract suggests that Marine's limited fluency and accuracy may have caused her opinion to be misunderstood. However, it also seems that the pressure she was feeling stressed her to a point where the situation worsened.

The corpus linguistics presentation, was described by Marine specifically in terms of a language problem:

> [d]ue to the fact that I mainly was communicating with foreigners through second language, English. It ha(ve) caused a lot of tension, because I had produced the language which isn't my mother tongue, but also I had to deal with cultural difference, discourse convention that I was not familiar with.
>
> (Journal 2 – 21 November 2019)

Another incident showed that Marine's excitement could prevent her from making accurate clear statements in English.

> Last Friday, I went to a writing workshop for Dissertation preparation. The lecturer asked the students to critically analyse the content of the previous dissertation produced by a former student. One of the students made a quite sensible point, and I got sort of excited and anxious to contribute to it. I attempted to make a few somewhat uncooked guesses to elaborate on that. But the lecturer seemed to be a bit annoyed by my eagerness to impress and emphasised that I made a wrong point repeatedly. He seemed to think I was reckless enough to criticise someone's solid work without using proper terminology or understanding the point. Still, I think it was a simple matter of language use. After that, I felt so frustrated that I kept making a wrong attempt to repair that, only to make things worse. I just dislike when such an event occurs when I am not entirely under control of the situation and the language use.
>
> (Journal 10 – 1 March 2020)

Reflecting on the Principles of Language Awareness assignment, Marine discussed her misunderstanding of the assignment requirements, and hinted that the tutor did not explain these requirements thoroughly.

> P: Hmm, because, I guess, mostly because it was the first time that I wrote an essay. I didn't know what they really wanted from it, and because of that I didn't follow the, some sort of core principles that I needed to… tutor(s) could have told us.
>
> (Interview 2 – March 2020)

As Marine has an adequate command of English, I asked her:

> I: So, do you think that you have understood the outline of the assignment right?
> P: Hmm, the outline was clear to me, but it's not clear for different topics. I mean it was clear, for example, if I want to make some sort of just theory-based essay,

but, hmm, because it's, my topic was identity, for that topic it wasn't clear. So, even though I gave them (tutors) some introductory outline, they didn't warn me against it. So, I didn't know that it wasn't suitable, but it became clear after I submitted my essay, because of their comments.

I: So, you mean that you have submitted a formative assignment about the summative essay?

P: Hmm, yeah, it was just about the introduction part I sent to the tutors. It was only outline of the essay. I mean, in the introduction part I didn't mention anything about what I observed through my experiences. So, yeah, I guess that wasn't really helpful maybe. I didn't submit the body or the main part of the essay. Maybe this is the problem why they didn't tell it was not good. I don't know (laugh).

(Interview 2 – March 2020)

This may suggest that Marine lacked some academic writing skills, but it also shows clear miscommunication with the module tutors. Also, it is worth mentioning at this point that Marine tended to laugh when asked about a sensitive or emotional issue.

As a continuation of the above conversation, I asked Marine if there was any part of the programme that she felt less positive about. She said that she felt disadvantaged as an international student. This is because there seemed to be a misunderstanding of international students' academic needs. She said

there should be more understanding of international students. It's not because they are cognitively less qualified… I'm not generalising anything here, but I feel, in general, there is a misunderstanding of what it means to study abroad. Hmm, there is little, less, hmm, consideration. For example, the academic conventions could be a little different from other countries, and it is sort of agreed that 'oh yeah, there are differences'. They don't understand us. So, it should be, kind of, taking care of it. That's a sort of agreement, but nobody is taking the responsibility. Because it is a kind of shared responsibility.

(Interview 2 – March 2020; full extract in Appendix 37)

Clearly, Marine felt misunderstood by the tutors. She talked about acknowledging the different academic backgrounds that international students have, and the need to address any gaps they have. She also talked about the responsibilities that the tutors should have towards these gaps, which should result in better academic

outcomes. Also, Marine felt that there was not effective communication between the tutors from the different departments of the university.

> I feel like everyone is doing their own work and not really communicating. And I just had an impression that the university is trying to do that in sort of a weird way. It's not weird really (laugh) I need to be specific about the word choice (laugh). … they're trying so hard to give us some sort of study help, the in-sessional programmes, and there are lots of other resources. But we need more understanding about the conventions, what makes a good student? They think it is very clear, but it's not so clear for international students, and, hmm, nobody knows how to make it clear, I guess, or maybe they think it's clear but, I don't know. Still, there is a misunderstanding about the conventions. So, I guess, hmm (pause), there should be more collaboration between the in-sessional team and tutors, or maybe it's too hard thing to do. I don't know. Maybe, because everyone is so busy. Yeah, because I took part in few in-sessional courses and it was very useful, but I thought, they seem not to be aware of what we are doing. I guess this is because they don't talk a lot to the staff, I mean the TESOL faculty and the in-sessional tutors. But if they talk more, then they might be aware of what we are doing and, in that case, we, we don't have to, to waste a lot of time to learn the same things again and again from the in-sessional staff, which is a waste of time and effort.   (Interview 2 – March 2020)

Marine elaborated on the miscommunication she perceived between the ML TESOL module tutors and the in-sessional tutors. The latter are part of the INTO department at the university, and provide academic writing support for international students during term time. She also explained that international students seem to face some difficulties in understanding what the required academic conventions were.

> For example, if I wrote an essay, people are, I mean, what I mean by 'people', I mean tutors (laugh). Hmm, in-sessional tutors or module tutors, they tend to make questions about the structure, and I didn't understand what the structure means. I mean, okay. So, they have structures, I mean they have some sort of structure that they like. So, what is the structure. And I guess it is part of the conventions that I have mentioned before. And I think the reason that they have saying about the structure is because the structure should be structured (laugh) around the core question that I am making… An argumentation. That's not really easy. I think it's easier said than done.
> (Interview 2 – March 2020)

She reiterated that she was not critiquing the tutors' work, but observing that the tutors helping the students would in turn help the tutors with their work.

I mean, if we have help in the module, I think it helps students prepare for their dissertation. And because we didn't get that help, I think it's harder for the students to do their dissertation, and that means more work for the tutors. Because tutors are aware that that's not the direction that is supposed to be, I mean students are supposed to follow. **I mean I'm not saying that the tutors are not working more, or they're supposed to work more**. I mean I'm just thinking about the **tutors' frustration when they see, (laugh) when they look at the students' work, and that makes them have lower expectation about the students**. It's just a cycle, I guess… it's about the desirable expectation. It's a **language problem**, I guess. I just really want to make sure, hmm, it's really hard to clarify what I really feel. Because it tends, it's easy to sound emotional, but I'm not. I'm not so much angry or dissatisfied with any module or the programme itself. I'm kinda very happy to be part of this programme.

(Interview 2 – March 2020)

When discussing the feedback she received, on her academic writing, from her

tutors, Marine explained that she comprehended the comments, but did not know how

to improve her writing based on them.

Surprisingly, now I read the comments again and could take them in more easily than the first time I read them. **I could see what they mean a bit better now. Still, I don't have any clues to make improvements**. So, I started to wonder what I want from this study. I seem to get stuck when I need to be practical and authentic at the same time. I mean, when I want something, that seems a bit impractical. So, then I choose something a bit simpler instead, but that will not be exactly what I want. Then, **I lose the focus and the words get ambiguous**. Now I see my problem, but it is not easy to remove such tendency. I always procrastinate.

(Journal 17 – 24 May 2020)

Another point at which Marine thought her English was not fluent enough was

during the observed lesson. This is because she was speaking only in English,

throughout the class, and at the same time needed to strike a balance between

teacher talking time and the use of visual teaching tools. Marine said that improving

some aspects of the lesson delivery would improve the general outcome.

There may be two possible reasons for this: **the teacher wasn't used to delivering the lesson in English language only** and may have felt nervous to have other teachers at the back of the classroom observing her… **I think the reason was related to the fact that I spoke English more than I usually do in my previous lessons**. In that respect, I will need to make efforts to make more balanced presentation of verbal and visual guidance during my lesson from now on.

(Journal 21 – 16 November 2020)

Marine may have felt that her English language fluency was not at an adequate level because of the feedback that she received from the visitors in her classroom. However, based on the video clip that Marie sent me, her English commands were clear, and her fluency was at an adequate level, although she had some minor grammatical errors. For example, 'Actually, those questions are related. Isn't it?'

In Interview 3, where Marine raised some issues related to her observed teaching, she mentioned that colleagues observing had asked her about her English language fluency.

> Surprisingly, it's surprising to me because people wouldn't really feel happy to hear this, but for me, **the one year really didn't improve my teaching knowledge or English, whichever, because one year is really, really not enough time. But yeah, when I say this, people got shocked, they expect, for example, they say, 'oh yeah, so you've got some British accent' (laughter). I was laughing to myself. I mean, I can't even hear (recognise) their (the British) accent, how can I produce it**. I don't know. But anyway, so yeah, there wasn't really like remarkable improvement. But yeah, so it's not like I'm confident. Whenever I teach, I feel very anxious because I know that I am very, very, there are so many things that I don't know, I'm so much aware of my ignorance. So, I tend to be very not confident in front of my students, which isn't really good thing. No, not good thing, but I can't help it. And I think still, I am aware of my incompetence. It hasn't improved at all, but I guess less anxious, but still, I make mistakes. I think it's my tendency. I tend to be very, very easy to make mistakes. It's not just because I am stupid or have less knowledge than other teachers. **It's just my tendency tends to make a lot of mistakes (laughter)**. Because of that I used to be very afraid.
>
> (Interview 3 – November 2020)

<u>Useful for my practice</u>

This sub-theme was constructed from generated codes like career development, professionalism, teaching workshops, community of practice, and students' engagement. Personally, I find that these codes are in the grey area that contains both knowledge and beliefs, where one influences the other (Blömeke & Delaney, 2014; Meerholz-Härle & Tschirner, 2000; Pajares, 1992). However, it is not obvious which comes first; therefore, although the codes here are constructed based

on Marine's beliefs about what was useful for her teaching practice, I found it more relevant for them to be presented and discussed in the knowledge section.

One interesting code that Marine mentioned on several occasion was 'making change', which mostly referred to career development and change of work context. Other codes in this area were generated when Marine related teachers' knowledge to professional development. For example, practical knowledge, theory of practice, academic research, and teacher language awareness were all viewed by Marine as useful to her practice.

In Interview 1, I asked Marine about the reason that she decided to join the ML TESOL programme. She said

> As an English teacher, there can be 2 ways to **develop your career**, hmm, career professionalism? I don't know (laugh). **The first one will be like taking (attending) a lot of workshops in (her country)**, I mean, as a (her nationality) teacher I'm talking about my teaching. In the workshops, you can have some, you can get some **practical knowledge**, as well as, you can have some chance to **communicate with experienced teachers**. This could be one option, but the other option that I'm **considering is to pursue academic research**. So, that you can really apply your practical knowledge or experiences as a teacher into academic research. Yeah, we have 2 different things to use as a teacher, right! **Academic research and real experience (laugh).** And I think, yeah, there can be 2 options then both options require 2 things at the same time, but which one comes first there will be the different in things.
>
> (Interview 1 – October 2019)

The above extract shows that Marine viewed the programme as a career development opportunity, where she could 'pursue academic research'. The other interesting areas that Marine mentioned for developing her teaching career were teaching workshops, practical knowledge, and learning from other experienced teachers, i.e. community of practice. Marine shared about belonging to groups/communities, and that this was one of the things that she was looking for when she joined the ML TESOL programme.

In terms of joining academic life in the UK, as discussed earlier, Marine said that "good" teachers need qualifications to learn about "good" teaching methodologies (Interview 1 – October 2019, Appendix 33). She said that she was looking for practical experience, where she could combine knowledge from the ML TESOL with her teaching experience. She said that she wanted to join the academic world, but she did not know how. Later in the interview, Marine changed her opinion and said that she could obtain this practical knowledge in her own country, but that she was in the UK because she wanted to 'make a real change' in her career (Interview 1 – October 2019).

> As a person, I think I'm kinda, hmm, I don't know, yeah, practical experience, yeah like practice and experience are very interesting… if you want to get some practical knowledge, hmm, I don't need, I don't need to really, hmm, leave (her country). Because there is a lot of resources in (her country) as well, because we have internet, right? But, hmm, I think I want to make a real change in my career.
>
> (Interview 1 – October 2019)

Regarding 'making change' in her career, I asked Marine again in Interview 2 about teachers' career development in her own country. She talked about looking for meaningful change through integrating academic research and practical knowledge of teaching. This was an opinion that Marine formed during the ML TESOL programme.

> P: Yeah, well, in (her country) research is not so much available, but teachers can do some action research, but it's not really feasible. I mean, maybe some teachers might do that, I don't know. I thought, personally, workshops are common thing to do. Because there are lots of workshops, as long as the teachers are willing, they can participate in those workshops. And they can present in these workshops, as long as they are qualified. So, yeah, the second thing, maybe I mentioned research just because I thought it might be needed, yeah, and, yeah, there are some opportunities available I mean, like annual conferences and, yeah, so, I thought, that's not the thing that I can do like right away.
> I: Yeah, I understand. So, what would be more important for you, academic research or practical knowledge about teaching?
> P: Yeah, I thought, I used to think that those things are kind of separate, but now I think it's kind of more integrated. So, one without the other is not really possible to make some meaningful changes.
>
> (Interview 2 – March 2020)

In the above extract, Marine mentioned 'qualified' teachers. This was not an obvious code or theme generated from the data, but it was hinted that degrees and certifications from native speaking countries are appreciated in her country. Another example came from Interview 3. Marine said that when she went back home after finishing the ML TESOL programme, her colleagues valued her knowledge about technology use in the classroom (Interview 3 – November 2020).

One interesting code came up from Interview 2, and related to a debating incident in one of her modules' sessions. Marine raised a classroom-related issue about grammar teaching; should it be inductive or deductive? The debate incident made Marine realise her own stance about grammar teaching. In a previously discussed sub-theme, 'misunderstood', Marine discussed incidents where she misused the language or misdelivered her thoughts and opinions about the discussed topics. But here, she was satisfied with the outcome of the debate.

> I think that made me realise my perspective, hmm about language and teaching. Because I think I tend to, hmm, be kind of practical in terms of what we learn. I mean, I thought we need to accept the students' answers because that's used. And it's not based on what I've learned, I mean I didn't think about inductive and deductive approaches in that part. I thought it's used, so we have to accept, we have to give them some marks. Hmm, so, I mean it kind of made me realise what stance I take as a language teacher. That helped me because it gives me some sort of awareness and it doesn't mean that I need to think that I am right or I hate to, hate the fact that I have to make adjustments with other colleagues. It just gives me more awareness that this is better.
> (Interview 2 – March 2020)

'Teaching methodologies' is a repeated code in the Marine data. She discussed her learning about teaching methodologies on the ML TESOL programme, which was one of her main reasons for joining. Marine said that she wanted to find a teaching methodology that would help students from her own country.

> I need to start with the time I was trying to apply for this programme, I think I was considering 2 option, 2 things that I wanted to learn. First will be, some literature-based classes, lessons development, because I was interested in using literature like classics in my class, but it wasn't that easy, so I was hoping to develop idealistic model. Of course, there are a lot of model(s), like

methodologies and teaching models. But I wasn't sure which one will be more idealistic for (her nationality) students. So, I thought I might be able to like to explore some discipline relevant.

<div align="right">(Interview 1 – October 2019)</div>

Following up with Marine on this topic, I asked her in Interview 2 about the teaching methods and materials that she was exposed to in the ML TESOL programme. She talked about the corpus linguistics module, which provides useful resources for language teaching. Interestingly, Marine was keen on learning about teaching methodologies, because one of her aims was to provide authentic classroom resources. However, she did not join any of the modules that provide content on teaching methodologies (see Appendix 38).

Another module that Marine found useful was the curriculum development. She said that although the module had theoretical content, it was the most practical one in the programme. She explained that as a public-school language teacher, she found the module comprehensive and that it had helped her to understand the changes of the national curriculum in her own country. The full text of this discussion is included in Appendix 36.

Marine also found the module assignments of the ML TESOL programme useful for her career. She did not talk about particular module assignments; however, she used her technique of self-motivation, to make this connection between her learning outcomes on the programme and her teaching profession back home.

I still have two more assignments to finish this month, and three more modules have just begun. **I don't want to neglect any of them because they are all interesting to me and must be useful in my career**.

<div align="right">(Journal 7 – 20 January 2020)</div>

Although Marine was keen on learning new teaching methodologies/tools/materials, she also seemed keen on the 'old' teaching approaches. For example, Marine argued that the communicative approach was not

useful in her teaching context; instead, she talked about the usefulness of the lexical approach for EFL students, because they do not have access to practising the English language outwith the classroom context. She also explained how she felt comfortable using traditional teaching approaches in her lessons (Interview 2 – March 2020; full extract in Appendix 35).

Then, in Interview 3, she stated that through the knowledge she was exposed to in the ML TESOL programme, she realised that the more 'traditional' and 'lecture type' teaching is acceptable in the TESOL field. Marine also thought that 'some of the students would prefer like a lecture type teaching because I'm one of them' (Interview 3 – November 2020; full extract in Appendix 39). Marine argued that the most important thing to have, when preparing for a lesson, is clear rationale for using a certain type of teaching.

> I designed one performance-based test, for a module assignment. It was kind of fun because I redesigned one of the tasks that I already implemented. Uh, it was really fun to re-design it, to make it better. And because it's an assignment and it's not something that I'm going to do, I think I took the liberty of just, um, taking lots and lots of existing criteria and materials from the literature. And during the course, I just realised my design became very much traditional, even though it's performance-based task, it's, it's something near isn't it, the students are encouraged to be in charge of their own activity and everything. It was still there. I mean, the newly designed one still put students in charge, but it became, it looked very much traditional. And I thought maybe I used to think something traditional isn't really fun, but I guess the more important thing is the rationale underlying each activity.
>
> (Interview 3 – November 2020)

Marine's dilemma of learning about and choosing appropriate teaching methodologies led to another type of problem that Marine sought an answer for through the ML TESOL programme. She stated on several occasions that students in her classroom were disorientated and disengaged, and that academic research should help her to find answers to this problem.

Hmm, I think, when I finish my course here, I really wish I could find some answers to why, why they are, or what we can do … But still we need to some, real academic research, hmm, in order to proof the direction is ok.

(Interview 1 – October 2019; full extract in Appendix 40)

In Interview 2, Marine related having a successful lesson in terms of students' engagement. This is where it appeared that Marine's perspective on a successful lesson relied upon using the appropriate teaching model/methodology.

I guess I didn't have any perspective on what is a good lesson before. I didn't have, I think I had something in mind because I read books, just the teaching models from the books, but I didn't have a clear picture of it. But now I think, my personal opinion, if the lesson is good, students are engaged. I don't have to engage them, but I guess I didn't see that before then. I mean, I didn't need to know.

(Interview 2 – March 2020)

Another interesting perspective on Marine's approach to engaging the students more in their learning concerned talking to them about what they need to learn. This is where Marine seemed to be keen on being consistent; talking to the students about what they needed to learn versus what they wanted to learn. She hinted that this is something she experienced on the ML TESOL programme, that affirmed her attempts to engage her own students.

I: How do you think having some sort of agreement with the students about what they are learning, and the awareness of global Englishes would fit in with what you've been taught on the programme?
P: It comes back to the question of what students want to learn and what should they learn. Because what the people here been trying to teach me is to have like consistent question to seek or answer.

(Interview 2 – March 2020)

However, asking Marine *what is a good way to teaching English?* elicited the response that students want to be treated fairly, and she wanted them to know that she would do so.

I just hope, hopefully, that my students just learn that I try to be consistent with and, so that they can feel fair. I mean, they feel they are treated fairly. Because that's the core, I think. Because every teacher has different approaches to

teaching and they, students, they already know and they just want to be treated fairly. That's how I feel. It's difficult to do so, but this is what I think should be done. To be fair to students' needs.

(Interview 2 – March 2020; full extract in Appendix 41)

This extract seemed to suggest that Marine was confused about effective EFL teaching methodologies. This could be the reason that Marine referred to the lecturing and traditional way of teaching that caused students' classroom disengagement. Also, when observing the video clip of Marine's classroom, there was an obvious disengagement from the students. The students were sitting in a 'traditional' (McCorskey & McVetta, 1978) individual seating layout; one after the other, in columns facing Marine – see Appendix 29. Although the lesson focus was on reading comprehension, Marine was lecturing the students about the Martian soil, which was the topic of the reading piece. She then stopped and asked them to read a short paragraph, and to answer some questions about it. During the video, I noticed three students who were communicating with Marine by answering her questions or responding to her when she asked for volunteers to read out loud. Few students were making eye contact with Marine; most of them were looking down towards their textbooks. Also, one student asked for permission to leave the class, and another fell asleep twice. Appendix 28 presents more details of Marine's classroom observation. From the observation notes, one might assume that this lecture type of teaching, that Marine seemed to be keen on following, was causing this disengagement. However, other reasons might be the cause, e.g. learning difficulties and social pressure (Song & Kim, 2017).

During Interview 3, after observing Marine's video clip, Marine talked about the students' disengagement. She said that one of her colleagues who was observing the same class that I observed had also commented about the students' disengagement.

The colleague suggested the use of a 'flipped class' approach to help Marine 'improve' her teaching. As this approach exposes students to the necessary knowledge before the class (The University of Texas at Austin, 2022), Marine did not 'trust' that the students would do the required work – watching the lesson Marine had prepared – before going to the class (Interview 3 – November 2020). Talking about her feelings after the lesson, Marine said that she was not sad about the criticisms she received from the other teachers; 'even though it was boring and didn't really engage the students, it was okay in my perspective'. She explained that students are usually disengaged, whether or not she prepared more teaching materials. She said that the 'lecturing' style of teaching bored the students; however, she was keen on it because 'some of them are ok with it' (Interview 3 – November 2020; full extract in Appendix 42).

In the same extract, Marine also talked about students sleeping in her class, or 'getting themselves busy'; she described this as their way of being polite when bored – they did not want to show their dissatisfaction with the lesson. This suggests that students being disengaged, distracted, or asleep are usual behaviours in Marine's classroom.

Solving this disengagement problem and having 'boring' lessons seemed to be occupying Marine's thinking. Later on during Interview 3, I asked Marine about her future professional goals. She talked about doing action research to solve her classroom-related problems. She seemed to critique the researchers' work, and to imply that classroom research should be done by classroom teachers following an action research approach.

> Actually, action research doesn't seem to sound daunting. I mean, that's something we have, I mean, as teachers not a researcher's job… in my opinion, researchers seem to have their own fantasies. I mean, I guess that's because they lack having classroom experience… I guess they don't really understand

what's going on especially in the EFL context… the research itself is very limited, isn't it? To create a very authentic knowledge. So, for teachers, have the advantage to do that (laughter). But when creating the environment for them. Because the problem is to develop an appropriate research design, which isn't really easy. And also, people don't really have time or have the motivation to do that. But I guess, because I finished a programme, I feel a little bit of motivation to do classroom research. Because as I told you, if students are not happy with the class teacher, myself, they tend to get, to get bored (laughter). So, the teaching itself is kind of, yeah, torture.

(Interview 3 – November 2020; full extract in Appendix 43)

Later, when I asked Marine what it meant to be a good language student, she referred again to student engagement.

I: Who do you consider to be a good student?
P: Um, yeah, they have to express their, um, yeah, they have to be more, yeah, they could be critical that's okay. But they have to, uh, be more engaged in any way. I mean, they could complain that's one of engagement. Um, they could provide any kind of feedback so that teachers can make some adjustment. But if they're just sitting there without any interest (laughter), I can't say anything.

(Interview 3 – November 2020)

Content knowledge (including teachers' English language proficiency)

For this component, Marine showed awareness of content knowledge, and clear separation between her content knowledge and pedagogical knowledge, as discussed below. I found that Marine's data involved findings related to Shulman's (2017) three categories of content knowledge: subject matter content knowledge; pedagogical content knowledge; and curricular knowledge.

Subject matter content knowledge
From the evidence presented previously on Marine's educational background, and the gathered data, we can assume that Marine held adequate knowledge of the subject matter. However, the current study did not assess Marine's knowledge via any assessment tool. Rather, the objective was to assess her capability of

defining for students the accepted truths in a domain (English language)… to explain why a particular proposition is deemed warranted, why it is worth knowing, and how it relates to other propositions, both within the discipline and without, both in theory and in practice. (Shulman, 2017, p. 6)

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When I observed Marine's (short) lesson, there was an obvious student disengagement, and no clear transformation of the subject matter (English language components and skills) from Marine into the content of instruction. Further, there was no apparent formative assessment of 'what students came to know or misconstrue' (Shulman, 2017, p. 3). Also, students' language skill development was not highlighted in Marine's data; Marine was only concerned about helping the students pass the exams and get better grades (Interview 3), and she disagreed with teachers in her department back home while correcting the students' exam papers. She said, in relation to accepting an answer that her colleagues thought contained an ungrammatical sentence, that 'some of their answers were not what we taught but that's used' (Interview 2). She criticised the assessment system in her home country (Journal 10, Appendix 24), because she hinted that there was an emphasis on the importance of the students getting into a university after graduating from secondary school. She said 'they're going to learn through English in the university. So, written English is important… here at the stage where they need to prepare for the university level learning (laugh). That's the reality' (Interview 2).

While there is no obvious evidence on how competent Marine's content knowledge was, the above argument does not suggest that Marine lacked understanding of language skills development. However, there is a clear emphasis from the education system in her country to focus on students' grades achievement. And while there is no evidence about Marine's students' achievement in this study (except for Marine describing their English proficiency by saying 'this is high school… they're not supposed to be at the beginner's level, but a lot of students are still beginners' (Interview 2), it is indicated that students' achievement should parallel the teacher's content knowledge (Tchoshanov et al., 2008). They argue, 'the more years

they (EFL teachers) teach, the more amount of content and pedagogical-content knowledge they lose' (p. 1599). This also relates to the position of Als et al. (2014). This may have been the case with Marine before she joined the ML TESOL programme. Also, one of the reasons that Marine joined the programme; where she said she needed to know about the language elements, to be able to explain it to the students when they asked (Interview 2).

Pedagogical content knowledge

It is interesting to note Marine's pedagogical content knowledge. This is because she was keen on learning about the EFL teaching methodologies and approaches on the programme. As Shulman (2017) explains, this type of knowledge is about the teachability of the language elements; how the language is used, talked about, and explained to the students to make it comprehensible. By contrast, in Marine's observed lesson, she mainly used the language to teach the topic of the lesson. Although teachers should be able to choose any method/strategy that best serves their educational setting (Voss et al., 2011), this could also be relevant to Marine's knowledge of teaching methodologies, and what appears to be her resistance to trying other teaching methods. However, Marine's comfort zone in the context of teaching turned out to be lecturing, as she expressed several times during Interview 3.

These findings resonate strongly with the studies by Asl et al. (2021), and Safa and Tofighi (2022). Asl et al. (2021) found that the more teaching years in-service EFL teachers hold, without continual exposure to pedagogical content knowledge, the more they seem to lose that knowledge. Safa and Tofighi (2022) explored the practice of Iranian in-service EFL teachers using one particular teaching approach – intercultural communicative competence – and found that the teachers failed to practise the teaching approach, despite their positive attitude towards it. This

resonates with the case of Marine, when she expressed her willingness to learn about new teaching methodologies and approaches (Interviews 1 and 2), rather than 'traditional teaching' (Interview 3).

Another area that was spotted in Marine's data is ability in planning. Marine's habit of planning, being well-prepared for her lessons and students' enquiries, and planning her learning on the ML TESOL programme, relates to Shulman's explanation (2017) of well-prepared subject teachers who usually prepare and acknowledge alternative pedagogical grounds to accommodate different teaching circumstances. In Interview 3, Marine mentioned preparing an alternative plan for the observed lesson in case she faced any sudden difficulties. In addition, she talked about planning for her studies on various occasions (e.g. journals 5, 8, 9, and 18).

Curricular content knowledge

As this type of knowledge is about understanding and implementing the curricular 'tools of teaching that present or exemplify particular content and remediate or evaluate the adequacy of student accomplishments' (Shulman, 2017, p. 7), as well as their alternatives, Marine's data suggests that she was struggling to grasp such knowledge in her practice before joining the ML TESOL programme. The curriculum development module has helped her to understand her teaching context and the government's policies.

However, it is significant to note that Marine stated that she did not use the materials provided by the textbook for the observed lesson, but looked for additional teaching materials in the work of the original scientist who talked about the Martian soil. Shulman (2017) argued that through curriculum content knowledge, teachers should be able to demonstrate the ability to choose appropriate teaching materials that relate the subject content to the discussed topic. Marine used the original writings of the scientist Carl Sagan (Library of the Congress, 2013), as it served the topic of the

lesson; however, it may not have effectively engaged her students' age group. Marine's apparent failure to show the knowledge she acquired on the curriculum module might be for various reasons. For example, in Gomez's (2020) study of in-service teachers undertaking MA education, it was argued that involving the teachers in longitudinal activities (such as action research) which involved different phases (e.g. observation and reflection) helped them to gain and demonstrate various types of knowledge, among them curricular content knowledge.

Knowledge about research (teachers doing research)

Marine referred to research to find solutions for her classroom problems. Thus, her knowledge about research was viewed in terms of the enhancement of teaching practice, teaching content knowledge, and student engagement. Marine was at first interested in action research, as a means of enhancing her classroom teaching and finding ways to engage students (Interview 1). Then, during the programme, she became interested in research in general, as a means of finding answers for other teaching problems, e.g. finding relevant teaching resources and teaching materials (Interview 2).

Indeed, Marine seemed surprisingly willing to learn more about research in general (interviews 1 and 2; journals 1 and 20), and action research in particular (interviews 1, 2, and 3). For example, Marine said that she referred to action research to find a solution for the students' disengagement. This is a problem that is common with secondary school students in East Asian countries (Kim et al., 2018; Song & Kim, 2017). This might be due to any or all of several external factors, such as 'ineffective teaching methods, learning difficulty, and social pressure' (Song & Kim, 2017, p. 90); as well as a lack of clear instructions after school additional learning programmes, and EFL lessons focussing mainly on grammar teaching (Kim et al. 2018). Therefore,

Marine referred to the action research cycle; plan, act, observe, and reflect (Kemmis & McTaggart, 1988). However, she said teachers in her context were 'suffering' (Interview 2); referred to her practice as 'torture' (Interview 3); and when she went back to teaching after the programme, commented that her lesson was 'boring' (Interview 3). In Gomez's (2020) longitudinal study on EFL in-service teachers enrolled in an English Language Teaching master's programme, it was found that 'the stages of the action research study provided important opportunities to build their (the teachers') knowledge of their students through continuous observation of their performance after a careful re-encounter with them in the needs analysis stage' (p. 547). Although Marine seemed keen on acquiring knowledge from the ML TESOL programme to help her succeed with her teaching practice, the data lack any obvious codes that suggest Marine's research skills improved, or that she was capable of carrying out classroom research without academic supervision. Wyatt and Dikilitaş (2015) found that self-belief among EFL teacher-researchers, about their ability to conduct and publish research, was raised when they provided mentorship, encouragement, and support as well as a platform to share their research findings. Another study of training teachers to become researchers, Burns and Westmacott (2018), created a supporting system to encourage teachers and help academically. It was based on analysing research samples and providing writing support where teachers could ask questions about their own research. They read sample papers relevant to their field, analysed the papers, edited their own drafts, and then asked questions about their written drafts.

Although, there might be some confusion between knowledge and belief (Pajares, 1992), and although some experts in the field argue that one's knowledge constitutes one's beliefs (Meerholz-Härle & Tschirner, 2000), I decided to present

Marine's knowledge and beliefs as two separate elements. This made it easier to show the specific impact of each element.

The analysed data mainly related to Marine's knowledge of teaching EFL; this was based on past learning experiences and learning incidents on the ML TESOL programme that impacted her knowledge development of the TESOL field. The following section presents analysis of Marine's beliefs.

5.4.2.2 Marine's Beliefs

This is a theme that emerged from a series of questions that were asked of Marine during the interviews, and also from the journal entries. This theme, and its sub-themes, are based on: Marine's opinions or ideas (Meerholz-Härle & Tschirner, 2000); her values, judgements, axioms, ideology, perceptions, conceptions, perspectives, personal theories, and attitudes (Pajares, 1992); and her feelings towards previous learning and teaching experiences, as well as incidents that happened during the programme. It is worth mentioning that my immature judgement of students' experiences during such programmes led me to assume that Marine's beliefs would clearly develop and change during her course of study.

The beliefs that Marine held were interpreted by referring to the literature on teachers' beliefs. However, there was one incident where it was immediately clear that Marine had changed her opinion. When asking Marine about teachers' professionalism, in Interview 1, she said it should be about being aware of teaching theories and what researchers are interested in.

> I tend to think about being professional in terms of two different categorisations. I may repeat myself, hmm, but first one will be theoretical competence or awareness. It's not about just learning or getting a degree; it's about really learning and to really being aware in what the researchers are interested.
>
> (Interview 1 – October 2019)

Later, in Interview 2, Marine took a different stance. She said that researchers should work on helping teachers by following the changes in education; 'to be honest, I don't think teachers should be aware of their interest. It should be the opposite' (Interview 2 – March 2020; full extract in Appendix 44).

This change of stance was repeated with another question in Interview 2, when I read a summary of her answers from Interview 1, on the subject of *what makes a good teacher?* She said 'I feel like I didn't change my view… I guess the programme here kind of taught me to be more specific and to realise those answers and to look for more details' (Interview 2 – March 2020; full extract in Appendix 45). This extract also indicates that the knowledge Marine acquired on the programme changed her stance on *what makes a good teacher*, not specifically in terms of the characteristics of a good teacher, but in terms of the approach she followed in order to arrive at an answer for this question.

I asked Marine if she noticed any change in her ideas about how to teach the English language. She said

> Yeah, they've changed. I mean, I used to have, **I think I used to think that the answers are already there, and I need to find out the answer.** That's what I used to think. And I don't have the answer, so I need to find an answer. That's what I used to think. But I guess for now I may change, **but for now I feel like nobody has the answer and, um, nobody is expecting any answer from anybody**. So, um, because they are too complicated, I mean, and, um, so because of that, I need to be just consistent. **Just be consistent about what I do**.
>
> (Interview 2 – March 2020)

However, this was not the case for other types of knowledge. To be clear, Marine did not always change or gain belief based on the knowledge that she acquired. As previously discussed, Marine acquired knowledge about relatively new concepts in ELT, e.g. multilingualism and World Englishes. Here, Marine was saying that teachers from her teaching context should be aware of such concepts, but that

they should teach standard English. This seemed to suggest that Marine's belief about standard English is that is the correct English to teach, in the context of the culture of EFL in her own country. This also relates to Marine's confidence; whether she felt more confident teaching 'standard' English (full extract in Appendix 46).

Think positive

This sub-theme emerged mainly from Marine's reflective journals, and from Interview 2. The codes generated were self-talk, looking for positivity, comforting herself, being open-minded, positive mindset, and developing confidence.

One of the misunderstanding incidents that Marine described in Journal 1 was about sharing her opinion in a session of the TESOL key concepts of language learning module; this opinion was misunderstood by the tutor and by Marine's colleagues.

> Sometime people, especially professors, talk about how exciting it is to talk about new ideas, talk to new people with open mindsets. Perhaps it was my first experience to have the desire to communicate my ideas with people. It will take time and effort to earn the confidence and open-minded attitude to communicate with people without inhibition. **However, I feel positive about that coming someday**.
>
> (Journal 1 – 6 November 2019)

The text in bold is an example of Marine's self-talk after experiencing an emotional incident, where she said she felt 'ashamed' of what happened during the session. Another reflection where Marine used self-talk to motivate herself occurs in Journal 8. Although Marine said that she felt relaxed after submitting the first term essays, she said the 'poor style and structure' of these essays made her feel 'ashamed'. However, she comforted herself by self-talk; 'The important thing is to forget what's gone and start over' (Journal 8 – 8 February 2020).

One more example of Marine's self-talk was spotted in Journal 15, where she reflected on managing her time, between working on the rest of her assignments and

working on her dissertation. During this busy time, stressed and suffering from lack of sleep, she had sent her supervisor the first draft of her literature review chapter without it having been proof-read. She felt bad about sending this version to the supervisor, because she had prepared another draft that was proof-read.

> But then again I thought, hey, chill out. What is that big a deal? If you corner yourself always like that, you will end up exploding at a wrong point, which is far worse. Self-management is always easier said than done.
>
> (Journal 15 – 5 May 2020)

In Journal 9 (full extract in Appendix 47), Marine reflected on her academic work progress. She talked about feeling stuck, and feeling distracted by news about Covid-19, and about the fact that these feelings were preventing her from making much progress in her academic work.

> I don't intend to be whiny or negative about it now… I am intending to keep up, anyway. **The progress is not as fast as I would like, but it may be better than nothing**. **Hope to make some progress along the way here studying and to contribute to the society I belong to in the long run. That is the way I stay motivated**.
>
> (Journal 9 – 24 February 2020)

In the above extract, Marine is trying to stay positive about her academic life, and looking forward to achieving her long-term goals despite Covid-19. Marine also said that submitting her academic assignments made her feel positive.

> These days I wake up around 7-8 am. It's already bright outside then, but now it is a bit rainy. It is nice this way, though. As I submitted one essay last Wednesday, I thought I got the grip of essay writing. It does not matter if it is correct or not, because I am not in the position of such assessment. **Still, it is nice because it gives me a sense of satisfaction and evidence to keep going**.
>
> (Journal 15 – 5 May 2020)

It seemed that this sense of achievement was what Marine enjoyed most. She said 'studying is fun. For this whole year, I enjoyed it a lot' (Interview 3 – November 2020). On another occasion, Marine said

the remaining days will be even more valuable, since I am getting the hang of studying at the postgraduate level. It's tough, but I am glad I seem to enjoy it.

(Journal 8 – 8 February 2020)

I asked Marine in Interview 2 how she was coping with the new situation, post-Covid.

She said

To be honest with you, nothing changed a lot, it's kind of a **mental stability** thing, I mean. And I tend to be kind of **ignorant** about it, about the situation, the circumstances. So, I don't have, I didn't really get affected a lot.

(Interview 2 – March 2020)

It seemed that by 'ignorant', Marine meant that she had been ignoring the news about

Covid-19; this is a code that came up in Journal 12.

I am living in total isolation, and I kept saying to myself that I am okay with it. I even thought I enjoy this isolation, given a perfect environment for study. But it seems like the study isn't progressing by this noise-proof, contact-free situation. I read more news and feeds than before, and I feel more conscious about people's reactions unnecessarily. Any reactions or non-reactions from the people I know affect me. **So, I removed the SNS app the homepage on my phone and locked it up so that it won't send me any push messages.**

(Journal 12 – 30 March 2020)

As Marine tried to cope with Covid-19 by removing the news application from her phone, she used self-talk to calm herself; 'we will grow more mature when we survive this' (Journal 11 – 16 March 2020; full extract in Appendix 48). Another example of Marine's positive thinking is presented in Journal 10. Describing her emotions during the programme, and feeling 'frustrated', Marine said that referring to a self-motivation book had helped her to 'calm down and be strong to filter the negative signals' (Journal 10 – 1 March 2020).

Interestingly, Marine used the isolation of the lockdown during the pandemic for self-reflection; through this, she tried to motivate herself.

One saying that keeps going in my mind is 'there is nothing we can't let go'. That is so much true, indeed. What can we not let go? We sometimes get locked up in fixated ideas and burdens on our shoulders, as we grow old. But sometimes

we may need to hold on for a second to think about if that is really worth losing our health or beliefs for. (Journal 14 – 28 April 2020)

Successful Harvard students

This sub-theme was generated from codes found in some of Marine's reflective journals. The codes related to success, progress, good marks, not discouraged, not easy but worth it, self-motivation books, blocking negative signals, coping with crisis, and managing life. As previously noted, in these reflective journals Marine was conversing with herself. She raised a question/problem, reflected upon it, discussed it, and then reached an answer.

For example, I spotted the pattern of 'blocking negative signals' in Journal 8. Marine was talking about the first term's submitted essays; she and other students were not satisfied with the grades they received. She said 'I am not so happy about my mark either, but somehow I understood why this mark. I am glad that I am not discouraged by this' (Journal 8 – 8 February 2020).

Throughout, Marine tried to motivate herself by looking for resources to help her; guidebooks (Journal 8); self-motivation books (Journal 10); and YouTube videos about managing life (Journal 14). For example, in Journal 8, Marine talked about reading a book on dissertation writing.

> The author say writing dissertation is not easy, but it is not meant to be easy, otherwise it wouldn't really be worth it. I agree to that. Even though marks are very influential for people's mood and motivation, I hope I can see myself progressing on my own, regardless of marks.
>
> (Journal 8 – 8 February 2020)

It seemed that Marine was trying not to think about her grades, and trying to focus on achieving her academic work. In terms of success, Marine related being successful to being systematic and consistent. In Journal 9, she talked about being distracted because of the new situation with Covid-19. This seemed to prevent her

from concentrating and following her 'grandiose' study plan, and she was keen to stress that 'being systematic and constant is the key to success' (Journal 9 – 24 February 2020). Marine follows the same pattern of self- talk here.

> I am intending to keep up, anyway. The progress is not as fast as I would like, but it may be better than nothing. Hope to make some progress along the way here studying and to contribute to the society I belong to in the long run. That is the way I stay motivated.
>
> (Journal 9 – 24 February 2020)

Another interesting journal entry was where she talked about successful Harvard students. She said 'I had been so frustrated since I had started this Master's programme', and that a self-motivation book had helped her to 'filter the negative signals' (Journal 10 – 1 March 2020). In this journal, Marine talked about an incident, which she called a 'crisis', that occurred in a writing workshop for her dissertation. When the tutor asked the students to 'critically' analyse the dissertation samples written by former students, Marine reflected on one piece, but her point was misunderstood. Marine seemed to think that the tutor was 'annoyed' by her contribution, which 'was a simple matter of language use'. Reading the self-motivation book about successful Harvard students, a couple of days later, helped Marine to reflect on the incident and find a way to 'cope with this crisis'. Marine seemed to be deeply affected by the book. This was for two reasons. Firstly, it induced a realisation about herself; that she tended to care about how other people viewed her and thought about her. Secondly, it helped her narrow her dissertation topic and be 'more strategic and specific'' (Journal 10 – 1 March 2020; full extract in Appendix 24).

In Journal 13, Marine again seemed to be trying to 'block any negative signals' (Journal 10 – 1 March 2020); she was trying to overcome her depression and feelings of frustration.

Now I am quite in good condition physically and emotionally. The virus and the social lockdown haven't changed, but I got used to it and will likely to be okay with it for the rest of the days here.

<div align="right">(Journal 13 – 13 April 2020)</div>

I learned something out of it

This sub-theme emerged from Marine's reflective process, through her journal writing and through her answers to the interview questions. The codes that were constructed related to her beliefs about staying positive throughout her learning process, and learning from every situation or incident that she faced. These codes were honest reflection, avoiding assumptions, having clear thoughts, trial and error attempts, and self-growth.

In Journal 1, Marine talked about a misunderstanding incident. When she reflected 'openly' about the incident later, she realised that she needed to communicate her opinion more clearly, without having prior 'assumptions'.

On my way home, dwelling on what I had described, I realised what I said was based on so many assumptions that were not available to others. Then I felt a bit ashamed, but that wasn't so bad, because I learned something out of this incident. I did not feel misunderstood, I just realised the need to express my ideas more clearly, and my idea was not so much as common sense as it seemed to me. I needed to communicate my ideas to other people, and that was all it matters.

<div align="right">(Journal 1 – 6 November 2019)</div>

Another incident in this category was found in Journal 2. Marine talked about the corpus linguistics presentation that was not perceived well by her tutor and colleagues. She said that the presentation incident made her reflect on her learning on the ML TESOL programme.

This presentation gave me a lot to think about what I was learning in this new, foreign country. First of all, I learned that I needed feedback from peers and tutors on what I was doing… I could learn the practical considerations regarding using it (using the data she has collected for the assignment). Second, I was able to learn how I might come across to other people.

<div align="right">(Journal 2 – 21 November 2019)</div>

Another code, that was repeated three times in the Marine data, was *trials and errors*, where she thought that going through this process was natural and could help her learn how to overcome obstacles. For example, in Journal 6, Marine said 'it is natural that I go through trials and errors, since it is my first time to take regular educational degree in a foreign country, but it is quite overwhelming' (Journal 6 – 1 January 2020). Then, in Interview 2, reflecting on her teaching, Marine said 'it's not a total failure. Because we learn from trials and errors, but I just didn't know the teaching concepts by myself' (Interview 2 – March 2020). Lastly, Marine reflected on her progress of writing her dissertation. She said that editing the dissertation's sections, before receiving her supervisor's feedback, involved 'lots of trials and errors', which was a process that consumed time that she could not 'afford' before the submission date (Journal 20 – 26 July 2020). As these three incidents raised by Marine suggested the normality of having 'trials and errors' during such a programme, it seemed that Marine was looking for the positive side of this 'overwhelming' process.

Another distressing incident, that Marine referred to as 'self-growth', was shared in Journal 11. When the study model moved from face-to-face to online learning during Covid-19, it seemed that Marine used this time for self-reflection. Despite the fact that it was a difficult process, she seemed keen on looking for learning and change through self-reflection.

In Interview 3, Marine said that she learned a lot during the programme. However, she learned more about herself; 'it's a little funny, but I didn't know myself that well, but I guess because of this experience, I learned about myself a little bit' (Interview 3 – November 2020).

Feelings towards the ML TESOL Programme

This theme is included under Marine's beliefs because having feelings towards something could contribute to forming or showing one's beliefs (Makewa & Ngussa, 2015). I have categorised the feelings that I spotted, under four sub-themes. Two of them have positive connotations and the other two have negative ones. The first two are 'supported and encouraged' and 'grateful to be here'. The other two are 'I felt frustrated' and 'ashamed and embarrassed'. However, there are other feelings that do not fall under these identified sub-themes, such as confused, disadvantaged, overwhelmed, cautious, relaxed, and no pressure. These are also discussed in this section.

An example of having feelings of being overwhelmed, caused by a challenging situation, is designing and writing a dissertation.

> It has been hectic days. I submitted the first draft of my dissertation. I didn't mean to drag it this late, but writing a dissertation was harder than I expected. I especially find it challenging to design the research, and to provide implications both for practical suggestion and further research.
>
> (Journal 20 – 26 July 2020)

Marine tended to share such feelings in her reflective journal around the submission times of written assignments. However, when I asked Marine about any specific topic/area that she found difficult, she said that learning about technical areas such as statistics was 'overwhelming' and 'confusing' for her.

> This is exactly the part that I feel there are different conventions, different understandings. There are several misunderstandings come up... because the statistics came up, I was expecting that should be reflected in the essay, but it wasn't… maybe it was clear to most of the students, but it wasn't clear to students like me... I feel like I was very overwhelmed… because for the reading, it wasn't really there on the list to read before the lesson… statistics was one lesson, I mean one seminar only. But it's very big thing to learn and it wasn't important for our assignment. It wasn't clearly stated what we should do with it… it's a very important topic, if we want to do research, but it's not so much clear about how much we should know about this.
>
> (Interview 2 – March 2020)

The above extract also indicated that these moments of feeling overwhelmed, caused by unclear instructions, were repeated throughout the programme. Marine said that she felt the tutors did not have enough time to answer the students' questions; and she did not want to ask for explanations of unclear tasks or topics during the sessions, which left her with confusion and disappointment. See Appendix 49.

Two codes were found that related to Marine's self; the first is being a minority student, and the other is being a disadvantaged student. During Interview 2, Marine raised some concerns about being identified in the current research.

> Thinking about what you have just said, it might be okay if you describe me as one of the minority students. This is because, I think, being a minority student kind of affected me during the programme. It was affective factor.
> (Interview 2 – March 2020)

Marine said that she 'felt alone here (in the UK)', which was 'a bad sign'. This challenging situation made Marine feel that she could not form a community of practice with her colleagues to discuss the studied topics and 'share information'. See Appendix 50.

The other interesting code related to Marine's self was feeling disadvantaged. She said 'there should be more understanding of international students', where 'the academic conventions could be a little different from other countries' (Interview 2 – March 2020; full extract in Appendix 35). Marine was suggesting that reaching some sort of understanding would help to avoid such feelings of being misunderstood and overwhelmed; she said it should be a 'shared responsibility' between the university's different departments.

Marine's feeling of being overwhelmed, arising from the pressure of her academic workload and the misunderstanding of her needs as an international

student, made her critical of the feeling of 'no pressure' during the induction week and the beginning of the first term.

> Looking back, I think I didn't know why the programme offered us such long preparation time, since I felt no pressure at the beginning of the first term. As it turned out, I didn't have any clue of what it means to be a master's student in the UK. I thought I was doing okay, but I wasn't working hard at all. I just realised that when I started my first essay.
>
> (Journal 7 – 20 January 2020).

However, in a later journal, Marine said that she although she had been worried about miscommunication incidents with her tutors and colleagues, she found that

> [t]utors… are all understanding and helpful… I was so worried at first about communication issues with tutors or students as I am a minority student. It turned out to be unnecessary concern. People are generally more sensitive to cultural differences than I assumed. I can feel how the society is changing into true multicultural society.
>
> (Journal 15 - 5 May 2020)

This relates to the suggested code of lack of understanding of the programme's requirements, where Marine talked about the shared responsibilities of the tutors towards international students. Also, Marine may have had this feeling because the assignments submissions are mainly towards the end of the first term, and the beginning of the second. On the other hand, Marine said she was 'relaxed' (Journal 8 – 8 February 2020), and 'happy' (Journal 16 – 14 May 2020) when submitting her academic work on time.

Supported and encouraged

Marine's feelings of being supported and encouraged emerged from codes related to incidents of sharing and discussing her ideas, teaching stance, and opinions about teaching methodologies.

For example, in Journal 1, Marine said 'professors talk about how exciting it is to talk about new ideas, talk to new people with open mindsets'. However, in the same

journal, Marine described an incident where she was misunderstood by the tutor and her colleagues when she tried to talk about her ideas. This made her feel frustrated and ashamed. However, she was not discouraged from sharing her ideas in other sessions; in Journal 3, she described a learning incident about a linguistic feature of her first language.

> I somehow felt the drive to share it with others, which rarely happens to me. I guess it is simply because we are all language learners in the class and therefore interested in language. It is nice to have such company. I do not have to keep it to myself, but actually can share with others. Without such need, I would not have gone so far as to search the (her language) website that much further.
>
> (Journal 3 – 1 December 2019)

In the above extract, Marine felt encouraged to share with her tutor and colleagues what she had learned, in the course of a search for an assigned task, about her mother language. It seemed that learning something new by herself gave Marine the necessary confidence and encouragement. Ironically, this is where she felts most supported by the programme. Another example is presented in Appendix 51, where she talked about being 'self-content' about her future career after joining the ML TESOL programme. She said 'now I feel like I have more clear goals to pursue' (Interview 2 – March 2020). One more example is presented in Appendix 42. This is where Marine gained confidence in her preferred teaching style, lecturing, when she reached a realisation on the programme that 'traditional teaching isn't that bad' (Interview 3 – November 2020). When I asked Marine one last time about the influence of the ML TESOL on her teaching, after she had gone back home, she said 'I just learned that it's okay to choose whichever methods that are suitable for the lesson objectives' (Interview 3 – November 2020).

Another code that emerged from Marine's data, in relation to this sub-theme, was 'being flexible'. Marine related the experiences that she had on the programme,

that helped her to become more flexible in facing teaching situations in her home country, and she mentioned that one way of doing so is to be critical (see Appendix 52). Marine said that being critical helped her to see that teaching is a mutual responsibility between her and her students, where she should be 'objective' and not 'blame' herself. She also thought that she would be 'more flexible' in terms of following the rules set by the government, traditions, and colleagues (Interview 2 – March 2020). In an earlier entry, Marine said 'I am not sure if I am really experiencing change through the programme, or just giving it a try' (Journal 4 – 2 December 2019). This suggested that she was willing to be more flexible, and more open to new experiences from which she might learn.

Grateful to be here

This sub-theme emerged from codes relating to moments in which Marine expressed satisfaction with, and gratitude for, being on the ML TESOL programme in a university in the UK. However, sometimes Marine seemed to express such feelings in her down times, and it seemed to be a mechanism to make herself feel positive. I find it necessary to have this sub-theme in a separate section, in order to highlight some of Marine's experiences and feelings towards the ML TESOL programme. Examples of these codes are given opportunity, feel satisfied, enjoy postgraduate studies, grateful, happy to be here, satisfied, and remaining valuable days.

In Journal 5, Marine talked about the busy time ahead of her, preparing for the submission of the first term assignments; and also thinking about her future plans for PhD studies, or going back to her teaching job, about which she had to decide during the Christmas holiday. She said 'I am not intimidated by any of them. I am just grateful that I am given such opportunity to choose what I want' (Journal 5 – 13 December 2019).

After submitting the first assignment and feeling frustrated about it, Marine said 'I still feel satisfied learning here, and I will be better for next assignment… The most important thing is to think positive and strive to have a balance among the studies' (Journal 7 – 20 January 2020). This is a clear example of Marine's self-encouragement technique.

In a later journal, Marine reiterated her feeling about being grateful for being able to study at a postgraduate level.

> The remaining days will be even more valuable, since I am getting the hang of studying at the postgraduate level. It's tough, but I am glad I seem to enjoy it.
> (Journal 8 – 8 February 2020)

These feelings occurred again in the second term, when Marine said '[A]s it gets nearer to the time to finish studying and go back to my former life, studying feels more precious" (Journal 13 – 13 April 2020). She also commented about her supervisor by saying 'I am really grateful that my supervisor is so kind and helpful. He knows exactly what students need and is willing to offer that'. As she began to find the tutors on the programme more understanding towards international students she became grateful that society appeared to be moving towards a more multicultural atmosphere, and she said '[T]his is another knowledge I am grateful for learning' (Journal 15 – 5 May 2020).

As shown in Appendix 53, when Marine expressed dissatisfaction, she tried to justify her feelings. This suggests that she wanted to make sure she was not showing any undue criticism towards the programme. She usually concluded with a remark to show her gratitude about being on the programme, e.g. 'I'm kinda very happy to be part of this programme' (Interview 2 – March 2020). Another example is presented in Appendix 54. Marine was grateful for what she had learned on the programme, and how it made her feel 'grateful and content'. She said that 'this rather short time truly

helped me grow as a better teacher' (Journal 18 – 21 June 2020). She also talked about how she felt 'pressured' when working on her dissertation because 'it is almost entirely (her) choice and… responsibility'. However, she followed the same pattern of comforting herself, and looking for the positive side of the issue. She concluded that 'this work is a bit scary but most rewarding experience once I get it done, as tutors say'.

On other occasions, such as during the first lockdown in UK, March-June 2020 (Brown & Kirk-Wade, 2021), Marine expressed her gratitude for simpler things like 'the bright sunshine' (Journal 16 – 14 May 2020).

I felt frustrated

Just as Marine talked about her positive feelings, and tried to look for positivity in her experience studying on the ML TESOL programme, she also referred to some negative feelings. Frustration was a very clear and obvious feeling that Marine referred to several times (in five journals). Sometimes, Marine used other words to accompany 'frustrated', such as 'nervous' (Journal 2 – 21 November 2019), 'exhausted', and 'disappointed' (Journal 7 – 20 January 2020).

In Journal 1, Marine expressed her frustration when her colleagues and the tutor were not convinced by her argument.

> Since I do not talk about my ideas in class often (actually, almost never) my idea was sort of misunderstood, and I was not able to elaborate enough, because I was nervous and felt pressured to speak persuasively and fast. I attempted to do it a bit, and actually, I thought that was enough. I felt frustrated because people, including the tutor, weren't convinced
> (Journal 1 – 6 November 2019)

A similar incident was described in Journal 2, where Marine was 'nervous and kind of frustrated' because her presentation was not well received by the audience (Journal 2 – 21 November 2019). On another occasion, Marine described her

frustration when she was misunderstood by the tutor in the academic writing session (Journal 10 – 1 March 2020; full extract in Appendix 24). She said

> I got sort of excited and anxious to contribute to it. I attempted to make a few somewhat uncooked guesses to elaborate on that… I felt so frustrated that I kept making a wrong attempt to repair that, only to make it worse.' (Journal 10 – 1 March 2020)

However, Marine's frustration was also related to her academic progress and achievements, not just miscommunication incidents. In Journal 7, she started to show frustration about her academic work. She said, 'because of the frustration I felt during my first assignment, I felt a bit exhausted and even disappointed about myself' (Journal 7 – 20 January 2020). This was because she felt that she did not 'start great'. Probably, she was referring to preparing for the assignment, as well as not using the induction week and beginning of the term to prepare for the modules.

Another example of Marine's frustration about her academic progress was spotted in Interview 2, when she talked about her grades for the language awareness module. Marine did not refer to her feelings by using 'frustrated', but she used other words (e.g. 'I hate that' and 'disappointed') that seem to show her frustration.

One last example of Marine's frustration regarding her academic progress was spotted in Journal 13. Marine talked about a change in her behaviour. This time, although she was frustrated by her lack of progress, she did carry on with her academic work. This journal is revisited later; it includes codes on depression and self-discovery.

Ashamed and embarrassed

This sub-theme was constructed from codes such as ashamed, feeling bad, awkward and humiliated, and not appreciated. In some of the data where codes on feeling ashamed and embarrassed were found, there was a close link to the previously-discussed sub-theme, frustrated.

In Journal 8, Marine described feeling ashamed of one essay after seeing the feedback. She said 'it was a bit weird that I could see the deficit of my works like they are not mine. I felt ashamed because of the poor style and structure of my essays and so on' (see Appendix 23). In Journal 21, Marine reflected on her English language proficiency, when teaching her class after returning to her home country.

> Two sentiments came back and forth: embarrassment and satisfaction. There were times when my speaking wasn't fluent or logical as I want it to be, so I felt awkward and frustrated. However, there were also times when I felt content because the flow of the lesson (pacing and staging each activity) seemed to be natural and appropriate to me. (Journal 21 – 16 November 2020)

This feeling might have developed partly because Marine said that the teachers in her school expected her to have a British accent after spending one year in the UK. As the above extract shows that Marine was not satisfied with her English language fluency and accuracy, this might have stressed her and made her embarrassed about her language.

Professional goals

Data interpreted from this sub-theme emerged from Marine's thoughts about her future, PhD study, safe choices/options, and specific and strategic goals, and were constructed by asking her about her future professional plans and long-term goals. Marine did not always have an answer (interviews 1 and 2). She said 'I think I'm kind of slow at making decisions, I mean these things are very important decisions to make right, and some people make them quite quickly. Because they know what they want, but it came very slowly to me' (Interview 2 – March 2020).

For example, Marine's confusion about making a decision was spotted in the journals, when she spoke about choosing topics for her assignments (journals 2, 7, 10, and 16), the dissertation (journals 10, 16, and 18), and the PhD proposal (Journal 5). However, once she did manage to decide on a topic, she worked on being 'strategic

and specific' towards achieving her academic work (Journal 10; full extract in Appendix 24).

Another example is related to joining the teaching profession. Apparently, teaching was not Marine's first choice after finishing her undergraduate programme (Interview 1). This was because of a bad teaching experience during the practicum (interviews 1 and 2). When I asked Marine about the reason she changed her mind, she said 'English subject is very popular in (her country) so… it's kinda safe decision to make' (Interview 1 – October 2019). Then, in Interview 2, I summarised Marine's earlier answer and asked her to elaborate. She said that she went to Canada as a visitor student for one term during the undergraduate programme, to practice the English language; then when she graduated, teaching English was a 'practical option' because at that point she had a good command of English, and knowledge about education (Interview 2). Interestingly, Marine used words like 'torture' and 'boring' (Interview 3) when talking about her practice. She held a belief about good teachers, that 'maybe teachers are born to be good teachers' (Interview 1).

However, the data also showed that Marine wanted to make a 'real' change in her teaching career, which was her reason for joining the ML TESOL programme. She said having 'qualification' could help her 'be a part of some institute where I can conduct some meaningful studies… related to some textbooks or curriculum, or… test and assessment' (Interview 2).

PhD studies
Joining a programme of PhD study is another example of Marine's professional goals. She expressed a desire for further postgraduate education (Journal 5), and kept working on her proposal throughout the ML TESOL programme (Journal 17). Around two months into the ML TESOL programme, Marine talked about attending an informal

session about PhD studies; she started to reflect about her future professional goals and to think about how to grow professionally.

> This Christmas vacation will be a valuable holiday for me, because I need to submit big essays for three modules, and prepare for the second term, also thinking about my dissertation topic. Besides, I need to clarify what I want to do after finishing my Master's. Do I want to go back to my home country? Or should I pursue a PhD? Because if I want to pursue it, I will need to search the area of my interest, make a contact with potential supervisors, and develop a research proposal. A lot to do, but none of them I want to rush with. However, I am not intimidated by any of them. I am just grateful that I am given such opportunity to choose what I want.
>
> (Journal 5 – 13 December 2019)

In the above extract Marine said that she was not intimidated by any of these decisions regarding her future, and that she did not want to rush with her decisions. This may relate to her personality; she later described herself as 'self-content' and 'long-term oriented' (Interview 2). Regarding her decision about starting PhD studies, Marine hinted that she was influenced by the ML TESOL programme. She said 'I wanted to study, I wanted to be involved in the academic field, but I didn't know what I wanted to do, but now I feel like I have more clear goals to pursue' (Interview 2 – March 2020).

On another occasion, when Marine had finished the ML TESOL programme and gone back home, I asked her how she would overcome her classroom problems (e.g. student disengagement). Marine said 'I have to keep studying, and taking seminars and this is one of the ways actually to do that'; she was accepted on the PhD programme in the same university (Interview 3).

The analysed findings above represent: Marine's beliefs about self and knowledge (Ferguson & Brownlee, 2021); her feelings about teaching and learning (Makewa & Ngussa, 2015); and her engagement in reflection on her teaching practice (Leung, 2009). It should be noted that I spotted pre-existing beliefs, other beliefs

developed during the ML TESOL programme, and changes of opinion. However, I did not refer to any 'before and after' beliefs assessment tool. Therefore, there was no clear evidence that Marine's beliefs changed or developed as a direct impact of the ML TESOL programme.

5.4.2.3 Marine's Identity

I decided to present a section on Marine's identity immediately after discussing her knowledge and beliefs, because I found that these two areas both impacted Marine's identity in one way or another. For example, Marine said that she became 'self-content' and confident about being 'involved' in the academic field, as well as in setting her professional goals (Interview 2). Also, Marine expressed on several occasions (interviews 2 and 3) that the knowledge she gained on the programme gave her confidence to follow the teaching approach that best suited her style of teaching. She said, 'I chose to do that… like lecturing way, because I just learned that it's okay to choose whichever methods… suitable for the lesson objectives' (Interview 3).

As for the codes generated from the data, they were mainly based on Marine's description of herself in the interviews, e.g. anxious, overwhelmed, and stressed. Other codes were interpreted from the reflective incidents that she shared, e.g. signs of depression and burnout. As for the construction of this theme, it includes the following sub-themes: mirror to the self; self-confidence; the 'anti-social' social club; stress, anxiety, and others; blue swings; and burnout.

Mirror to the 'self' – reflections and self-realisation

This sub-theme emerged from Marine's reflections on herself. It included codes like reserved, shy, defensive, sensitive, and lonely. It is worth reminding the reader that the participants were asked to keep a journal about their learning. They were asked to answer three questions: firstly, explaining a significant learning incident;

secondly, recording their thoughts and feelings about what they learned; and finally, relating the learning experience to their teaching practice.

It is worth mentioning that Marine used the Covid-19 outbreak and the lockdown period to reflect on and understand herself (see Appendix 39). Interestingly, I found Marine reflecting on herself more, and relating her learning incidents on the programme to her personal characteristics, rather than finding codes related to her professional identity. For example, Marine shared a learning incident in which she presented data saved from her previous students, to be used in the module assignment. After reflecting on the incident later on, she said that the feedback and comments she received from her tutor and colleagues made her realise how others perceived her.

> I was able to learn how I might come across to other people. Since I have always considered myself reserved and shy, I never understood why sometimes people seemed to be offended or annoyed during communication with me.
>
> (Journal 2, Appendix 22)

In another journal, Marine talked about being alone during the lockdown, and working on her dissertation; this gave her time to reflect on herself. She said 'this period gave me time to understand myself better. What I like, how I feel about myself and others' (Journal 16 – 14 May 2020; full extract in Appendix 25).

During Interview 1, I asked Marine about any fears she might have about the programme. She referred to the different academic skills needed in the UK. Then she referred to her personal characteristics; specifically, she said that her shyness might interfere with her participation in discussions. She said 'what I was trying to say about my concern or my fear it is about speaking forward in front of… the whole class. Because I can do small discussions, I can do like small group discussion or one-to-one session with the tutor maybe' (Interview 1, Appendix 55).

Another interesting self-reflection from Marine emerged when she talked about 'who a good teacher is'. She said 'I'm still trying to find ways to be a better teacher'. When I asked her what type of teacher she thought she was, she said that she tended to respect every student, meet their individual needs, and respect their feelings and pride. She said 'the most difficult thing as a teacher will be to control my emotions' (Interview 1, Appendix 56). She spoke on other occasions about being emotional, e.g. in Journal 2, Interview 2, and Journal 13.

Other self-realisation moments were found in the reflective journals when talking about incidents she faced. For example, 'I have reacted somewhat in a defensive way' (Journal 2). Another interesting code within this area was Marine reflecting on her new reflection habit itself; she found it to be 'an opportunity for self-growth' (Journal 11).

In another journal, she spoke of asking herself questions about life; 'These questions are the ones that sound cheesy or even boring, but I feel I need to ask myself time to time, to understand the meaning of life' (Journal 14). These questions were repeated later in Journal sixteen, when Marine was wondering about her academic choices. Then, reflecting on her choice to carry on with PhD studies, she said 'The doctoral study will not be easy. It will be a lonely journey and like a battle with myself' (Journal 17).

One last interesting example was where Marine said that she learned about herself, which seemed like a result of these reflective writings. She said, 'it's a little funny, but I didn't know myself that well, but I guess because of this experience, I learned about myself a little bit' (Interview 3; full extract in Appendix 57).

Self-confidence

The codes from which this sub-theme was constructed concerned, paradoxically, self-doubt. For example, during the first and second interviews, Marine tended to ask for my opinion or approval about her answers, as in 'is it?' (Interview 1) and 'right?' (Interview 2). Also, when she talked about action research, and I asked her to give an example of an action research that she had implemented, she said 'to be really honest, I used "action research", the term; but I'm not quite sure if I understood the term correctly' (Interview 1).

This might also relate to how she was perceived by others. For example, when I tried to paraphrase her answers, I noticed that she corrected me on several occasions. Sometimes, she would change her statement. When she talked about the difficulties she faced as a teacher, and controlling her emotions in the classroom, I paraphrased her answer, and Marine said 'Not really, because I don't think students are going to consider me an emotional one, I don't think so' (Interview 1, Appendix 56). At this point in the interview, I had not asked her about her students' or anyone else's opinion of her. However, it seemed that she did not want to be perceived as an emotional teacher. The change in her response to my question, *what kind of teacher do you think you are*, seemed to make her uncomfortable, and she sounded stressed at this part of the interview.

Then I asked her to imagine how her students would describe her.

> They won't think I'm a bad teacher or a lazy teacher. But I wouldn't think they would consider me as very competent, who can make all the changes… I mean coming from (her country), students are being disoriented, more and more… I tend to be very sensitive about that, maybe that's why I tend to have some emotional crises sometimes… so yeah, as I told you… I'm kind of hard worker, serious, driven, but not so much… confident… Because always unsure when it comes to teaching. I don't think that I have a lot of good, hmm, for example, if you are very sure of what you are doing and, hmm, people are feeling that they're guided to learning to certain direction clearly… they will consider you as

a good teacher, right? But I don't think I've been, I have experienced such, like aesthetic moment? (laugh).

<div align="right">(Interview 1, Appendix 56)</div>

In the above extract, Marine said that she lacked confidence as a teacher. In relation to this code, in Journal 1, Marine said that she would gain 'confidence and open-minded attitude to communicate with people without inhibition' through studying on the ML TESOL programme. In Journal 3, she reflected on her lack of confidence to speak in front of her cohort. Then in Interview 2 she spoke of the knowledge that she gained in the curriculum module (Appendix 36), and the fact that this gave her some confidence to understand her government's policy of education. Later, reflecting on her assignments, Marine said 'being unconfident about my thoughts and ways caused problems in choosing my topics for assignments' (Journal 16). This was an important self-realisation for Marine at this point in the programme.

However, in Interview 3, I asked her about her relationship with the students, and if she had noticed any change in the rapport. She said that she still lacked confidence because she had not changed a lot during the year she was away from her teaching context. This was mentioned previously when Marine said 'Did I change in the light of this? Am I more confident than before? I may not have changed dramatically. Six months is not that long time' (Journal 11, Appendix 48). Again in Interview 3, I asked her if the knowledge she had gained on the programme had given her any confidence about her practice. She said 'there wasn't like remarkable improvement… it's not like I'm confident… I tend to be not very confident in front of my students, which isn't really good thing… but I can't help it' (Interview 3). This unconfident feeling about her knowledge might be related to Marine's perceptions about her own learning as a teacher.

I tend to be very, very easy to make mistakes. It's not just because I am stupid or have less knowledge than other teachers. It's just my tendency tends to make a lot of mistakes (laughter). Because of that I used to be very afraid. (Interview 3)

From the above findings, it is apparent that learning made her feel more qualified and confident about her performance. She referred to teachers in her country who should, she considered, be qualified before they could present continuous development workshops (Interview 2). Also, she talked about joining the ML TESOL programme in order to obtain the qualification and work in research; 'there are some institute but I, I didn't think I had the qualifications' (Interview 2).

Another feature that I noticed was Marine's attitude towards the current study. She was always concerned to ensure that she was well understood and that I was quoting exactly what she meant to say. For example, she said 'I need to be specific about the word choice (laugh)' (Interview 2). This might be related to her 'insecure feelings' (journal 10) and the fact that she described herself as a sensitive person (Journal 17).

As for Marine's confidence in relation to her academic performance, receiving feedback and comments on her written work consistently made her feel unconfident about her achievements (e.g. journals 2, 10, and 17). Also, having misunderstanding incidents in relation to her English language proficiency made her feel unconfident about sharing her ideas.

The 'anti-social' social club

This sub-theme was constructed from data about being and not being a social person. I found that the moments in which Marine identified as not being a social person were mainly related to stress or anxiety moments.

For example, she talked about her country's ministry of education policy, which states that teachers must change their school every five years. She said 'I think it's the chance to meet a lot of people. Whether you like it or not, you just have to meet a lot of people from different… ages… backgrounds, social status' (Interview 1). This statement from Marine was confusing, because she used words like 'chance' which tend to have positive connotations, and then the phrase 'whether you like it or not', which tends to have negative connotations.

Other interesting examples were found in journals 2 and 3. First she said 'I am not a sociable person, I tend to give up on making any attempt to add any opinion in classroom open discussion' (Journal 2). Then in Journal 3 she said 'it is nice to have such company. I do not have to keep it to myself, but actually can share with others'. Marine described herself as 'socially conscious' (Interview 2), and this pattern was repeated on other occasions (Interview 2; Journal 12; journals 16 and 20). It is suggested that stress and anxiety played a role in this pattern.

Stress, anxiety, and others

The main source for this element was Marine's descriptions of stressful and anxious moments that she experienced during and after the programme. As this area is outside the scope of the researcher's expertise, it was appropriate to refer to the raw data, i.e. what Marine said about this area, without any attempt by me to interpret the data further.

For example, during Interview 1, she mentioned that attending teaching workshops back home before joining the ML TESOL programme had helped with the stress that she experienced during her teaching practice. She explained that this stress was caused by the 'many demands' of her students, and by the teaching standards that she set for herself. She said '[the way] I tried to deal with the stress is

to go to workshops' (Interview 1). Stress about student disengagement was dealt with in interviews 1 and 2, and stress about dealing with the parents of her students in Interview 2. At this point of the findings, it is obvious that part of Marine's stress was cause by lack of confidence, and some lack of knowledge about teaching methodologies and approaches.

As for stress moments on the programme, her journal entries showed that some of these moments were related t to working with colleagues (Journal 3). In another journal, where she reflected on the first term assignments, she said 'anxiety and stress have accumulated inside' (Journal 5). Stress about not making progress on her written work was described in the words 'Today is the first day of 2020. However, I am anxious that I did not make much progress in any of the three assignments due this month' (Journal 6). In Journal 10, she was stressed about sharing her opinion in the module sessions. In Interview 2 she was anxious about learning during the pandemic. And when she reflected on her studies during the pandemic, she said 'I feel I need to abandon this anxiety. It seems obvious that I feel anxious to develop a sort of skills or achieve a notable growth' (Journal 12). The same codes were repeated in journals 15-18, where Marine shared her stressful moments about submitting a written work or receiving feedback from her tutors. For example, she said 'I feel unsettling somewhat since I feel pressured for the dissertation work' (Journal 18).

However, it is essential to mention that during Interview 3, Marine discussed the impact of the programme on her teaching; in particular, the recorded lesson that she shared with me. She said that although there were visitors from the school observing the same lesson, she did not experience the usual stress level. When I asked if this was because she had finished the programme, she said

> Something has changed for sure. I guess I feel a little more comfortable, but not because I feel more confident. Not really, because I didn't really change a

lot during the year that I left, but there is a kind of a realisation that comes from the programme, simply, traditional teaching isn't that bad (laugh). That's how I felt.

<div align="right">(Interview 3 – November 2020)</div>

Blue swings

Again, this sub-theme was mainly constructed from Marine's shared opinions during the interviews and reflective journals, in this case where she talked about depression. And again, it should be stated that this area is outside the scope of my expertise; it is therefore appropriate to present the raw data about depression, without interpretation.

Marine started talking about depression almost two months into the ML TESOL programme, when she explained that the tutors on the programme were encouraging the students to participate in discussions.

> I sometimes have mood swings. I am not sure what I am experiencing here will last when I get back. I feel like I am being encouraged to break out of my shell, and that's why I am kind of trying to respond to it. (Journal 4 - 2 December 2019)

Later on, she talked about the news of Covid-19. She said that '[t]he pandemic is real, and ironically, I am not so much worried about dying. But this uncertainty makes me very depressed' (Journal 11). This expression of feeling regarding the pandemic was repeated later.

> At the beginning of the summer holiday last month, I was extremely depressed, in retrospect. I knew that many were leaving as planned or unplanned… However, I am pleased that I went on studying despite my depression. Now I am quite in good condition physically and emotionally. (Journal 13)

and

> Since the lockdown, it had to change because the limited options for places were so apparent. In order not to be depressed, I tried to make it more routinised so that I can see where it ends and endure to see the closure. (Journal 16)

Then, reflecting on her choice to carry on with PhD studies,

The doctoral study will not be easy. It will be a lonely journey and like a battle with myself. That makes me a bit scared and even depressed. I don't seek glory out of this. But a little bit of encouragement would be nice. Maybe I just need a little break. Taking it easy. (Journal 17)

Burnout

This sub-theme was constructed from codes related to signs of burnout (Mental Health UK, 2020). These are – overwhelmed, tired, self-doubt, alone, procrastinating, and having a cynical outlook. For example, Marine referred to herself as 'always alone when studying' (Journal 16). Also, when talking about her proposed PhD studies, Marine said that she would be in a battle with herself (Journal 17). On another occasion, Marine talked about feeling lonely on the programme as an international student (see Appendix 58).

Another example was related to detachment from her work. She said 'It was a bit weird that I could see the deficit of my work like they are not mine' (Journal 8). On another occasion, she described studying in a university in the UK as 'tough' (Interview 1); then, reflecting on her academic work and reflective writing, she talked about how hard it was for her to be consistent and systematic – 'I just feel... sort of stuck' (Journal 9). She also used the word 'stuck' when discussing the need to focus on achieving an academic task (Journal 17). And on the subject of studying on the ML TESOL programme, Marine said 'these circumstances were quite overwhelming' (Journal 13).

Another interesting code emerged when Marine talked about feeling tired on some occasions. She said she felt 'exhausted' because of the frustration that she felt from working one essay (Journal 7). On another occasions, Marine referred to her work with the students as 'tiring' and said she had experienced 'crisis' (Interview 2); and that she was 'feeling very tired' reading and working on the assignments (Journal 14).

One more interesting example related to signs of burnout concerns having a cynical outlook. After she had finished the ML TESOL programme, I asked Marine how she felt about finishing the programme. She said

> To the utmost, not really anything (laugh). Sorry, because it's kind of my nature. It's my personality. For example, when I graduated my, uh, university, my college (undergraduate studies), I didn't feel anything special. I didn't invite my parents to join the ceremony. So, it's almost a similar, but kind of satisfied because the results are as I expected, it's not bad… looking backward, that was kind of fun experience. I mean, I'm not really happy about the pandemic thing, but I mean, uh, um, having such a trouble, but feeling not really, uh, frustrated, which wasn't really, I mean, that's a kind of a positive aspect of me (laugh). So, I mean, um, I'm not so excited about things that people are excited. That's a little weird, but at the same time, uh, what people feel very bad about, I don't really freak out (laugh). So, it's a little funny, but I didn't know myself that well, but I guess because of this experience, I learned about myself a little bit.
> (Interview 3 – November 2020, Appendix 57)

On the surface, the above extract might indicate that Marine is careless about her circumstances during the lockdown. However, it actually reveals some signs of burnout, in that it is cynical and detached.

The findings under this theme explain Marine's journey of self-discovery. This is where she attained self-realisation, and explored her wellbeing and mental health. One of the most significant findings here was Marine's increase knowledge of self, which seemed to happen as a result of the reflective writing, where she said that in this year, doing the ML TESOL during the lockdown, she learned a lot about herself. As referred to earlier, and discussed in greater detail later, 'a strong sense of (teachers') personal identity infuses their work' (Palmer, 1997, p. 16).

5.4.2.4 Marine's Lifestyle Changes in the Covid-19 Era

A key finding emerging from Marine's data is the documentation, through the reflective journals, of the development of Covid-19 circumstances, and the changes these circumstances made to Marine. From the evidence discussed in the previous section, there is no doubt that the outbreak of Covid-19 impacted Marine in many

ways, particularly in terms of her wellbeing. It was obvious that the pandemic stimulated signs of burnout, lack of confidence, stress, anxiety, and depression. Perhaps less obviously, it may be that Marine carried some of these conditions (perhaps unknowingly) before joining the ML TESOL programme.

Constructing this theme, I decided to write about Marine's experience as a timeline, rather than building an argument from different data without following the timeline. I saw this as necessary here because the Covid-19 theme, in a way, tells the story of Marine's lonely journey as an international student living in the UK during the pandemic. The interpreted data here are the results of questions about the Covid-19 pandemic during interviews 2 and 3, as well as journals 9-20.

Firstly, we should examine the codes relevant to Marine's wellbeing. Most of these codes were discussed in the section on Marine's identity. However, it is worth highlighting the data about Marine's wellbeing that are relevant to the Covid-19 situation. For example, I noticed that Marine started to talk more about anxiety related to her study in the current situation of Covid-19 starting from Interview 2 (March 2020). Marine talked about living without friends (Interview 2), and the isolation in the university accommodation (Journal 12).

> I am living in total isolation, and I kept saying to myself that I am okay with it. I even thought I enjoy this isolation, given a perfect environment for study. But it seems like the study isn't progressing by this noise-proof, contact-free situation.
> (Journal 12 – 30 March 2020)

More examples related to Marine's wellbeing during the outbreak of Covid-19 are presented in Appendix 59.

Another interesting finding concerns Marine's language during the Covid-19 outbreak. Although it is outwith the scope of the current study to conduct a linguistic analysis of Marine's language, it was significant to document the change in her

discourse after the Covid-19 outbreak in her home country. Naturally, there are some obvious terminologies that Marine started to use, e.g. 'pandemic' (Journal 11), 'coronavirus' (Interview 2), 'stay-home policy' and 'non-essential' (Journal 12), and 'quarantine', 'restrictions' and 'Covid-19' (Interview 3). Here is an example of how Marine spoke about the pandemic.

> One of the reasons will be the seriousness of Corona 19. The death rate and the number of the contracted people have drastically increased in my home country last week, and I am worried sick for people there.
> I am intending to keep up, anyway.
>
> (Journal 9 – 24 February 2020)

I also noticed that over time, Marine changed her terminology, from 'Corona' (Journal 9) to the more accurate 'Covid-19' (Interview 3). She also went back to the self-motivation talk, and trying to stay positive about the situation. She said 'Now I want to believe that this is a hard time, but we will grow more mature when we survive this' (Journal 11). Also, in Interview 2, I asked Marine how she was coping with the new situation. She said

> To be honest with you, nothing changed a lot, it's kind of a mental stability thing… I tend to be kind of ignorant about it, about the situation, the circumstances. So, I don't have, I didn't really get affected a lot.

However, in Journal 11 (written before Interview 2) Marine talked about depression and worrying about her family. Then in Journal 12 (after the interview) she talked about anxiety and disappointments about her study.

Another important area was Marine's changes of habit and lifestyle. For example, she started to follow up with the news around the world (Journals 9, 11, 12, and 19), which is a habit that was not spotted in her data before.

> These days, I keep checking the news. I know it is no use, but I seem to be addicted to it. The pandemic is real… Today, I got emails telling me that all

kinds of events and teachings are officially cancelled from tomorrow. Now it is a rather good time for self-study if thinking otherwise.

(Journal 11 – 16 March 2020)

A new behaviour emerged when I asked her about how she was coping with the Covid-19 situation; she began trying to ask me questions about how I was coping with the situation.

I: It is great that you're not letting this situation affect your wellbeing and studies in any way.
P: Yeah, but actually the same thing with you right?
I: Yeah, for me, to be honest, I don't feel the change because I didn't have classes anyways and I would go to the campus for the library to borrows the books I need.
P: But actually, I was wondering about things in your home country, how is the situation over there?
I: Oh I see, things back home are crazy and the rules are changing a lot. So, the numbers of infected people are rising and they're still trying to figure out things where many travellers are either leaving the country or going back. I think everyone around the world is going through the same confusion.
P: Yeah, because it's the same thing everywhere. So, how are you coping?

(Interview 2 – March 2020)

Other changes in habits and lifestyle were related to studying. For example: moving from face-to-face to online mode and closure of the university campuses (Journal 11); changing from 'freshly brewed coffee' to the supermarket coffee machine (Journal 12); and creating a study-at-home routine, where her study habit before the lockdown was not consistent and routinised (Journal 16).

This is the end of Marine's analysed data. To reiterate, when Marine completed the full cycle of data collection, she became a focused case study. This means that her rich generated data had allowed understandings of the cognitive change/development of ML TESOL students, and the drawing of conclusions from their experiences.

5.4.3 RESEARCHER'S REFLECTION & FINAL REMARKS ON MARINE

Some of the findings were expected, and therefore unsurprising. This was because I had gone through a similar programme in the UK myself. However, it is also

true that new experiences would inevitably bring unexpected changes to the participants' professional lives. When I first started the current research, I did not anticipate the path that Marine would take. Marine was keen on finding an answer to the question of what constitutes a good teacher. As teachers' beliefs and knowledge, in general, play significant roles in teachers' actions regarding their practice; so understanding Marine's cognition was essential in helping her enhance her particular teaching practice (Borg, 2015).

Marine joined the ML TESOL programme to find answers to her classroom problems and become the 'good teacher'; but she appeared to fail to make the distinction (and therefore the link) between content knowledge and pedagogical knowledge. The data suggested that she lacked, in her practice, a clear balance between these two types of knowledge. It is important for teachers to have both knowledges, in balance, because

> [c]ontent knowledge is likely to be as useless pedagogically as content-free skill. But to blend properly the two aspects of a teacher's capacities requires that we pay as much attention to the content aspects of teaching as we recently devoted to the elements of teaching process.
>
> (Shulman, 2017, p. 5)

However, it was interesting to find that Marine was interested in research, and in relating to her past knowledge and experience of action research; and that she was keen on learning more about conducting research.

As previously discussed, the areas explored in the current study (knowledge, beliefs, and 'self') contribute to the construction of a professional identity, which comprises: efficacy, emotions, and beliefs (Hong, 2010); self-efficacy and work motivation (Day, 2002); self-image, self-esteem, and future perspectives (Kelchtermans, 2009); beliefs, emotions, and motivations (Frade and Gómez-Chacón, 2009); self-understanding and feelings towards practice (van Veen and Sleegers,

2009); self-efficacy beliefs (Pfitzner-Eden, 2016); and professional knowledge (Matthews et al., 2019). These areas work together as a personal lens, that teachers such as Marine could use to reflect on their 'dimensions of professional identity' (Karaolis & Philippou, 2019, p. 400). It is important to reiterate that some codes found here were related to agency (Code, 2020), and other areas of the self and identity. For example, Marine referred on several occasions to being 'in control' (e.g., journals 12 and 13, and Interview 2).

Marine had a very interesting journey of identity. Although I find that it is difficult to look at one's identity, and to try to construct meaning and find change in identity, I also find that Marine has gone through a journey of self-exploration and identity discovery. The reflective journals played a significant role in Marine's journey, and she seemed keen on reflecting, on a regular basis, on her learning during the programme. An important question to be asked here is, was this journey of self-exploration encouraged during her time of study on the programme, or was it stimulated by the writing of reflective journals for the current study? Other questions arising here are related to the helpfulness of the journals for Marine's wellbeing, and their effectiveness in helping her look inside herself and see what was there from her past; e.g., talking about her church minister, in Journal 4. On the question of Marine's wellbeing – in particular her depression – I found that as a researcher, I was not prepared or ready in any way to deal with such strong emotions. However, as previously discussed, it appears that Marine may have had these symptoms before joining the programme.

When Marine talked about the workload involved in her teaching practice (interviews 1, 2, and 3), and the load of academic work that she had to achieve on the ML TESOL programme, she said 'I got a little angry because I thought it is too much asking for master's student' (Journal 6). Talboth and Mercer (2018) argued that

excessive and intensive workload act as stressors. This is where understanding of teachers' wellbeing should help them excel in their professional teaching roles (Talboth et al., 2021). Thus, Marine's wellbeing should have been prioritised as part of the ML TESOL programme.

5.5 ELIZABETH, ANNIE, FIONA: PERSPECTIVES AND EXPERIENCES

> Teachers are active, thinking decision-makers who play a central role in shaping classroom events. (Borg, 2015, p. 1)

In this section, I discuss findings from the other three participants. Elizabeth, Annie, and Fiona have become complementary cases to support the findings constructed from Marine's case. Like her data, the analysed data in this section focused on the four main areas – knowledge, beliefs, identity, and Covid-19. Although each participant had a unique experience during the ML TESOL programme, they shared similarities more than differences. For example, Annie and Fiona showed similar levels of spoken English language proficiency. During the two interviews conducted with each of them, there was a clear lack of understanding of some of the interview questions. This is where I provided examples and clarifications. On several occasions, Annie's answers to the interview questions were brief and she did not elaborate further when encouraged to. Also, they both showed signs of struggling with their academic work and passing their assignments. Another similarity was shared between Elizabeth and Annie; they were both pre-service teachers, coming from the same country, and sharing a cultural and linguistic background. As for Fiona, although she had teaching experience in tutoring students who wished to enter university level programmes after graduating from secondary school, I found that Elizabeth and Annie had also worked in tutoring students during their undergraduate programme, and shared similar experiences with Fiona, who owned her own private tutoring business.

Therefore, I have presented this section as a shared section amongst the participants, where I have found the similarities to be greater than the differences.

Elizabeth, Annie, and Fiona (unlike Marine) did not show any concerns about anonymising their identities and where they come from. They used, as pseudonyms, the same English names that they used in their daily life in the UK with their colleagues and tutors. Also, the three of them stated that they told their academic supervisors that they were participating in the current study. Although these participants had already expressed their agreement, in terms of the use of their personal information in the study, I decided to follow the same procedures with them as I had followed with Marine. As she referred to herself as a minority student in the cohort, following the same pattern should assure preserving Marine's anonymity.

Before moving on to present the findings, it is necessary to note here that the findings of these participants were brief, because of the incomplete stages of data collection; Elizabeth, Annie, and Fiona only attended two interviews each. Although the majority of the participants did not complete the full cycle of data collection, this does not necessarily suggest weakness in the research procedures. However, it may indicate that the participants were overwhelmed by meeting the requirements of their programme and committing to this longitudinal study. This was hinted on some occasions during the interviews when we talked about their academic work, e.g. Fiona in the second interview and Annie in an email when she was invited for the third interview. Yet, Marine spoke more clearly on this issue.

5.5.1 COLLECTED DATA

Elizabeth, Annie, and Fiona attended Interviews 1 and 2. Of these three participants, Elizabeth was the most responsive to the emails I sent her. She expressed clearly the dates and times that she thought worked best for her, and was

on time for both interviews. As for the rest of the data collection stages – she responded to the email I sent, to ask for classroom observation and Interview 3, by stating that she had received a preliminary acceptance for a teaching assistance position in a pre-school in a city close to her hometown. She said that at that point she did not have anything to add to the data, as she had not yet started her teaching, and that she preferred not to attend Interview 3. Fiona attended two semi-structured interviews. Although she was the last participant to respond to my initial email about asking for volunteers to join my study (at which point I thought she was not willing to participate in the study any more) she was the second person to respond to Interview 1. As for Interview 2, it was conducted when she had left the UK, just before the national lockdown for Covid-19 in March 2020, and the attendant flight restrictions. After that, Fiona stopped responding to my emails; there was no communication with her after her Interview 2. Annie was the last participant to agree on attending Interview 1. At first, it seemed she was no longer interested in joining the study; however, she later said that she did not notice my email as she was overwhelmed with her newly joined ML TESOL programme. Interview 2 for Annie was also later than for the other participants; she stopped responding to my emails. Her Interview 2 took place almost two and a half months later than the agreed time. This seemed to be related to the outbreak of Covid-19, when Annie decided to go back home. She was in self-isolation, in a hotel in a city two hours away from her home, when we conducted her Interview 2. As for the rest of the data collection procedures – Annie sent an email when the last data collection cycle had ended; she apologised for not responding earlier, and explained that she had requested an extension for her dissertation submission, and was planning to join another ML education programme. Table 10 presents some details about the participants' interviews.

Table 10

Summary of Elizabeth, Annie, and Fiona's Interviews

Participant	Interview	Date	Aim	Main discussed topics	Duration of the interview	Word count
Elizabeth	1st interview	29 October 2019	This interview acted as an initial and introductory meeting to the research study.	This interview included: questions about Elizabeth's educational and professional background; reflection on her desire to become a teacher; her general knowledge about language teaching practice; her beliefs about what she thought would make a good language teacher; and her perceptions of her identity as a language preservice teacher, and how she thought her students and colleagues would view her in the future.	42 minutes.	3116
	2nd interview	31 March 2020	The interview's main aim was to ask for clarification about some of the discussed areas in the first interview. It also aimed at asking more detailed questions about Elizabeth's experiences in the ML TESOL, with regard to her knowledge, beliefs, and identity.	The discussed topics were: recaps of the main points in the first interview; Elizabeth's perceptions of the programme so far; her view of the knowledge she was gaining in her course of study; her beliefs about language teaching, based on her experience in the programme; and asking Elizabeth to reflect on herself before and during the programme.	31 minutes.	2497
Annie	1st interview	4 November 2019	This interview acted as an initial and introductory meeting to the research study.	This interview included: questions about Annie's educational and professional background; reflection on her desire to become a teacher; her general knowledge about language teaching practice; her beliefs about what she thought would make a good language teacher; and her perceptions of her identity as a language preservice teacher, and how she thought her students and colleagues would view her in the future.	21 minutes.	1662
	2nd interview	25 June 2020	The interview's main aim was to ask for clarification about some of the areas discussed in the first interview. It also aimed at asking more detailed questions about Annie's experiences in the ML TESOL, with regard to her knowledge, beliefs, and identity.	The discussed topics were: recaps of the main points in the first interview; Annie's perceptions of the programme so far; her view of the knowledge she was gaining in her course of study; her beliefs about language teaching, based on her experience in the programme; and asking Annie to reflect on herself before and during the programme.	43 minutes.	3326
Fiona	1st interview	19 November 2019	This interview acted as an initial and introductory meeting to the research study.	The interview included: questions about Fiona's educational and professional background; reflection on Fiona's life as a teacher; her general knowledge about language teaching practice; beliefs about what makes a good language teacher; and her perceptions of her identity as a language teacher, and how she thought her students and colleagues viewed her.	32 minutes.	2518

	2nd interview	24 March 2020	The interview's main aim was to ask for clarification about some of the discussed areas in the first interview. It also aimed at asking more detailed questions about Fiona's experiences in the ML TESOL, with regard to her knowledge, beliefs, and identity.	The discussed topics were: recaps of the main points in the first interview; Fiona's perceptions of the programme so far; her view of the knowledge she was gaining in her course of study; her beliefs about language teaching, based on her experience in the programme; and asking Fiona to reflect on herself before and during the programme.	46 minutes.	3461

5.5.1.1 Knowledge

Codes that form knowledge about the English language were noticeable in the participants' data. Unlike Marine, they spoke directly about their desire to enhance their own English language proficiency, as well as their knowledge about the TESOL field.

English language proficiency was not the focus of the current study; however, it was a common code in the participants' data. Although Elizabeth did not seem to suffer from lack of English language proficiency, like Annie and Fiona, and was comprehensive and responsive in answering my interview questions, I noticed – when referring back to the interview data –that Elizabeth's spoken language had some grammatical errors.

> Being a teacher can know a lot of students! (laugh), and the students will, can be, err, like the students graduate, then new students will come in. Like, like to be a family teacher, hmm, this student maybe have 20 hours, hmm, divided into half a year, and then will, I will have another student…
> (Interview 1 – October 2019)

This is where she expressed her concern about her English language proficiency. She shared some concerns related to understanding the modules' assigned readings.

> I also confuse with the reading a lot of time, because I cannot understand it (laugh). Even if I need read for 3 or 4 times then I can get the point from the

whole passage. I think that's it. The most important issue right now is the reading, and the next one is, after reading, write something.

<div align="right">(Interview 1 – October 2019)</div>

Although this might have been caused by Elizabeth being exposed for the first time to this type of knowledge, it also suggests a lack of exposure to reading materials about TESOL in English. Data related to struggles with academic writing were spotted again in her Interview 2. I asked her during the recap section about this issue of understanding the reading materials, and she said

> I still have some confusing about some particular, uh, words and some context that I'm not familiar with. I need to read some related passage paragraph to understand the specific context, but comparing with the beginning. I think the part which much easier for me is I know the academic writing logic structure. (Interview 2 – March 2020)

There was no doubt that Annie had a good level of knowledge about EFL teaching practice, gained during her undergraduate programme. However, I noticed that Annie tended to lack spoken language accuracy; grammatical errors were obvious in her language.

> I: Thinking back of yourself as a student, what did you like most about your English lessons?
> P: Uh, like most, most of each lessons? The modules in TESOL?
> I: No, actually, I mean back when you were in school as a student, did you like your English lessons?
> P: Mm, when I was a student, you mean? Yeah, Um, when I was a student (pause) um, <unclear statement> I prefer more of the oral lessons, oral English. Cause that, cause that course, uh, was leading by the foreigner teacher, and they come from the, um, the foreign country, and they are native speaker of English, and their accent is really good. (Interview 1 – November 2019)

Elizabeth had talked about the knowledge she expected to get from the programme's modules in relation to elements of the language and language analysis. She explained that during the ML TESOL programme, she started to know more than just the title of the module, and she had already been exposed to the knowledge that

these modules were providing. However, she found modules like the corpus linguistics difficult for her; she found it similar to studying mathematics.

> This term we will have like language awareness, which can help us to understand the usage, the lexical, or some specific element in language. And then, we have corpus linguistic… I think it is so hard for me. Because it's related to some quantitative research, that is totally new for me. Because I haven't been learn subject related to mathematics for 5 years (laugh) but I think that can help me to be better in the teaching experience. (Interview 1 – October 2019)

Elizabeth stated that the modules on the ML TESOL programme had provided her with systematic and comprehensive knowledge, with each module providing 'different experience' (Interview 1 – October 2019).

The other subtheme that codes of the participants' data showed related to knowledge about the TESOL field. Elizabeth discussed an interesting point about relating the knowledge gained on the programme to her performance as a teacher later, which was one of the reasons she stated for joining the programme. In Interview 1, she talked about being keen to gain knowledge, from the programme, about classroom management.

> I want to, I hope like I would like to have more knowledge in the teaching field or like in the second language acquisition field. And also, I want to catch more information about the classroom issues or the, hmm, knowledge about this field systematically. And also, after TESOL programme, I hope I can be, I can enter this field, or teaching field and the beginner not just teach something based on my own understanding or just my own experience. But I can use some knowledge and use some, hmm, words from the textbook to put all my experience together or have explanation in this field.
> (Interview 1 – October 2019)

This was a similar point to one Marine raised on several occasions, where she talked about her students' disengagement, and the fact that she was trying to find answers through the TESOL programme. Fiona was also keen on finding ways to engage her students in the language learning (Interview 1 – November 2019). Unexpectedly, Annie had a different opinion. During Annie's Interview 1, she said that

the content knowledge she was gaining in the ML TESOL programme was similar to what she learned in her undergraduate programme. She said 'that gets me some pedagogical and, hmm, some teaching materials, some teaching methods which are similar' (Interview 1 – November 2019).

However, Fiona shared the same perspectives as Elizabeth. Talking about her reasons for joining the ML TESOL programme, Fiona talked about the professional knowledge of language teaching, which was the main reason for her to join the programme.

> I think we need our English communicative skills. So, it's not possible that I can practise my English in my country, because in my country you speak …… language and barely use English outside the classroom… second, hmm, before this, when I was in the field of teaching English, I teach without any teaching knowledge. I teach with my experience and then that's it. I'm not sure if I have taught my students good enough before, this is the point. I have come here for improving my teaching skills. To be better and in the correct way. (Interview 1 – November 2019)

The above extract shows that Fiona was keen on acquiring some pedagogical knowledge about TESOL, and also on enhancing her English language proficiency.

Interestingly, the knowledge that Fiona was keen to acquire from the programme was restricted to knowledge about teaching approaches and methodologies. She said that she was an English language tutor and not a schoolteacher, and that she had found the curriculum development module 'boring' and irrelevant to her practice.

> Curriculum is so boring for me because I am an English tutor. I'm not the teachers in the public school or private school or normal school. I just tutor actually, is this my school here? So I don't need to do any curriculum. I don't need to do any syllabus design. I have, I don't have any experience doing this, and I'm not interesting in this. (Interview 2 – March 2020)

During Interview 2, Elizabeth's knowledge about teachers' practice seemed to develop. She spoke about the different language areas, e.g. grammar, that teachers should know about.

> I think the more important thing for English teacher, maybe they can learn more about the language, not only the accent, but also about grammar, about how to choose the vocabulary, how to express their opinion as accurate as they can and teach all this knowledge to their students. (Interview 2 – March 2020)

This also relates to the knowledge Elizabeth had gained on the programme, about the different teaching methods and approaches. She stated that the communicative teaching method was an approach that she believed would help students from her own country to excel in the spoken part of the language, and she also mentioned other types of teaching approaches that she learned about in the establishing practicum knowledge about TESOL teaching module.

> I think a lot of teacher told us that the grammar translation method is a method that's being, being founded in the early years. So, a lot of tutor may give us the concept. Like you can choose it for some specific context, but it's not your like, topic, like the top choice for now, for the teacher nowadays. But other approaches like communicate like CT (Communicative Teaching) or TBT (Task-Based-Teaching) or, uh, like direct method or also something like practice presentations, like three P (Presentation-Practice-Production model) this kind of method. (Interview 2 – March 2020)

This is where Elizabeth viewed the communicative approach as a motivating strategy to engage the students in learning.

> I think that communication language teaching is a good approach for me. I see because, uh, that is useful in the context for, uh, my future context is because more and more …….. (her country) students, they focus on the communication competency nowadays. So as communication language, teaching method is, uh, an approach that you need to focus on the English language, which is in the daily life, and that is, uh, suitable or that is equal to the expectation that the …….. (her country) students have nowadays. (Interview 2 – March 2020)

During Annie's Interview 2, it became apparent that she had changed her opinion that indicated she was not learning something new on the ML TESOL programme; she talked instead about the lack of teaching practice on the programme.

> Uh, actually I, I learned something different, uh, theory or knowledge… from my undergraduate school… also I learn… write on assignment. Um, but, um, I think I, I really lack the practising experience in TESOL.
> (Interview 2 – June 2020)

Interestingly, Annie elaborated on this point and explained that she had learned a lot on the ML TESOL programme.

> I did, uh, learn a lot of theory and then a lot of knowledge or different, or even the different issues and different, theory, aspects of the English teaching. And I learned more than I studied in the undergraduate. Yeah. So, and I think I learned a lot. More than before. (Interview 2 – June 2020)

5.5.1.2 Beliefs

Codes generated about the participants' beliefs had some similarities with their knowledge. Discussions around this area of similarity between knowledge and beliefs. as well as the impact that they would have on each other, are presented in the discussion section on teachers' beliefs.

The data gathered on Elizabeth's beliefs indicated that some of them came from her past experiences and culture, where she talked about her inspiration to become an English language teacher

> That is one main direction after our major's graduation. I studied English, in, as my undergraduate subject. So, being a teacher is one of the main choice(s) for students in my country. (Interview 1 – October 2019)

Also, her brief part-time teaching experience during her undergraduate studies had impacted her beliefs about teaching EFL. For example, she talked about the importance of the English language to students in her own country.

> I think English is important for some students, for all of the students. Because English is international language right now and students, no matter the students are in their, their childhood or teenager period or when they're adult, English is important. Hmm, for my country, like my, I'm from …………, so, ………… and English are totally two different language system. There are so many difficult when people learn English. So, I choose English as subject I'm going to teach in the future. (Interview 1 – October 2019)

Another interesting belief that Elizabeth held was about the students being the most important thing in education, which also related to her previous experience as a student.

> I grew up in a traditional education environment, and most of the time, the teacher always treated us like you don't know so many things, like I'm teaching you. But, after I grew up, when I get in touch with the students, I found that even the students are very young, they are in their childhood. They will have their interest, they will have their knowledge that I don't know. So, I think they're individual person, hmm, so, I think in the education, it's process, I would like to treat my students as a person instead of a student. I like I'm sharing some knowledge they don't know with them, and they also can share something that they know with me. (Interview 1 – October 2019)

The above extract on Elizabeth's belief also relates to the future professional identity that she wants to adopt.

Annie also shared an incident from her studentship life of how teachers should be with students. Her brief story seemed to impact her beliefs about how she viewed teachers. She mentioned her mathematics teacher, who was not patient.

> I think a good teacher must be patient, yeah. When I was a student, I'm a poor student in math (laugh). In tests, I can't understand what's this and this, and I can't understand how can I get the results out. And I always ask the teachers and some of them are not very patient. And I'm afraid to ask them.
>
> (Interview 1 – November 2019)

Later in that interview, I asked Annie to describe herself; she said that she was a kind teacher, as opposed to her impatient mathematics teacher. Then in her Interview 2, I asked her again; she reiterated that a good teacher must be kind (Interview 2 – 25 June 2020). Although this point was discussed previously, it was important to expand on it here, as it plays an important role in forming Annie's beliefs about good teachers.

Another interesting area that was influenced by Elizabeth's knowledge was about learning as a teacher, which also feeds into constructing her future professional identity. Elizabeth believed that her lack of knowledge about the English language

elements, and about dealing with parents and grandparents, put her in a position where she had to keep learning about teaching.

> The requirement to myself I think to keep learning, do not stop the process or stop the thinking about learning (laugh). No matter which step are you right now. And about the difficulty with the parents, I think, I think I do not have, hmm, good, err, solutions right now. Because that something confused me for a long time (laugh). (Interview 1 – October 2019)

Another area that emerged in the participants' data was related to the native accent. When Annie described what she liked about her English lessons as a student, she talked about a foreign teacher who had a native accent. She said 'their accent is really good' (Interview 1 – 4 November 2019). Although Annie did not place emphasis on having a native-like accent, or show any specific attitude towards accented English, this quotation suggests that Annie valued the native-like accent.

> So, I don't have any opportunity to practise my English with native speakers or even non-native speakers. So, I come here for, the first thing, the first thing is, I want my communicative English skills better. (Interview 1)

Fiona's beliefs were also related to nativism and her own communicative skills. This code about nativism relates to Fiona's Interview 2 discussion about the native-like accent. She stated that she used her first language when teaching EFL. She said this was because 'I am not confident to speak it out because I don't know whether my accent is alright… I feel like really anxious about making the mistakes in front of the class' (Interview 2 – March 2020). Also, she reiterated her need to gain more confidence about her teaching skills.

Elizabeth's beliefs in this area were related directly to her knowledge of what would make a good language teacher – as discussed previously. They were related to the knowledge teachers held about spoken English, the native English accents, and the culture of the language.

> If you are, like an oral teacher or like a speaking teacher, you need to have good accent. Because you are the model for your students, you need to pronounce every sentence, words correctly that your students can, hmm, repeat it. And, to be, you also, you, language is not the language itself, you also include some cultural background. So, as a good language teacher, you also, need to understand some cultural in, about the language history, or the, hmm, the culture that the language is used in. (Interview 1 – October 2019)

However, during the second interview, I asked Elizabeth to elaborate about her opinion of the 'good accent', and found that she had changed her belief about it.

> (Laugh) I didn't remember this one, but, uh, for me, if I said it before, maybe because I think if you are the model of language learning, maybe you had a good accent can help your students to learn the standard of speaking at the beginning of this learning. But actually for me right now, I do not think that accent for the teacher is very important because, uh, like accent, every country have their accent, even in ……… (her country)… people can communicate without barriers. (Interview 2 – March 2020)

As suggested in the above extract, this change of opinion is a result of the knowledge exposure that Elizabeth experienced during the programme. Interestingly, when asking Elizabeth what kind of accent she thought teachers in her context should adopt when teaching, she showed her awareness of the different accents of native English, as well as the Asian-English accents; she said that it should be the students' personal choice to adopt whichever accent they wanted to use, but that 'the teacher will tell the students to learn British or American' (Interview 2 – March 2020). This suggests that she held beliefs about the native-like accent, which were still dominating the learning culture in her context.

Another code that related to the abovementioned extract was about communicating with others. Elizabeth referred to the communicative approach as a teaching approach that students in her own country needed, to develop their spoken communicative skills. This was repeated on other occasions, and it was clear she had the belief that this approach was useful in English language classrooms.

> I think that communication language teaching is a good approach for me. I see because, uh, that is useful in the context for, uh, my future context is because

more and more …….. (her country) students, they focus on the communication competency nowadays. So as communication language, teaching method is, uh, an approach that you need to focus on the English language, which is in the daily life, and that is, uh, suitable or that is equal to the expectation that the …….. (her country) students have nowadays. (Interview 2 – March 2020)

While Elizabeth talked intensively about teachers' knowledge, she also argued that teachers need to use their knowledge about the language in motivating the students to learn. She said 'that is two basic elements. One is about your own, the knowledge you are teaching and also you need to, hmm, catch their interest, or, hmm, let them get their desire to learn the knowledge' (Interview 1 – October 2019). In relation to motivation, Elizabeth talked about researching motivation as her dissertation topic. When I asked her about the reason, she said that knowing more about this area should help her with her teaching practice.

That is because personal interest, I wanna know why people want to learn this language. And also I think that figuring it out can, can help a lot of things because I think motivation is the original, original energy for you to do something. And so if I can understand more, maybe is benefits for my English also benefits for my language teaching. (Interview 2 – March 2020)

Elizabeth discussed the lack of student motivation that is caused by the examination system in her own country; and also that teachers there were not building rapport with the students to help them. This was her main reason for taking an interest in researching this topic; she said 'their English teacher are so strict or their approach are not so good. Or, um, they just do some, get some bad experience from the language class before they get into university' (Interview 2 – March 2020).

Fiona, on the other hand, shared an interesting point. Her beliefs about the teaching profession were shaped by the reason she had entered it. In her Interview 1, she stated that the main reason that she joined the field was the money that she earned when tutoring students during her undergraduate studies. Then, she started to

love the profession, and decided to start a tutoring business after finishing her undergraduate study.

> [A]t first, the motivation is money and the factor is about loving English. So, I mean, all of it, together, make me be in this field. And I earn quite good along the way. This career make me almost everything. I have my house, I have my company, I have everything because of this career of teaching English. So, I think it is the time that I need to continue developing my teaching skills so I plan to come here. (Interview 1 – November 2019)

5.5.1.3 Identity

Data emerging on Elizabeth and Annie's identities as teachers were mainly related to their past experience as students. One interesting finding in the data on Elizabeth, related to her identity, was stating that she decided to become a young learners' teacher because – during her undergraduate programme when tutoring young children in the family – she noticed that she liked communicating with this age group. Talking about one of the reasons that she decided to become a teacher, she said 'I found that I love children (laugh)' (Interview 1 – October 2019). This also resonated with Annie, who said that she would like to teach young learners in the future because she found them 'cute' (Interview 1 – November 2019).

Elizabeth described herself as a teacher who had 'empathy' with the students, and as the 'kind' teacher who did not refuse the students' requests about not having homework. She said 'I do not know how to refuse them'. When I asked Elizabeth if she could control this aspect of her behaviour, when she learned more through practicum workshops, she said

> I think I would. But I would like few, hmm, I will refuse them in the hard way. Because, sometimes I, especially to the young learners. I always find they have their own interest and they can do the things much better and they are happy when they are doing their interesting things. And I think as a (teacher of) young learner it's hard for me to stop them. So, I think to be a teacher I would keep my thinking and let them doing something I want them to do, but it is hard for my, for my thinking, like for my heart? Or for my soul. It is hard to make that decision, but I will make that decision (laugh). (Interview 1 – October 2019)

While the above extract may suggest that Elizabeth lacked some understanding of classroom management, her desire to learn about teaching practice suggests that she was keen to gain knowledge on the programme to teach EFL effectively.

As for Annie, the data constructed on her identity are related to her perspectives about her schoolteachers. As this seemed to derive from her beliefs about a good language teacher – who should be kind – Annie viewed herself as a kind teacher.

> I think I will be more kind, I will be, hmm, kind teacher. And more careful for a teacher, uh, for the students. Yeah, hmm, even though I'm not, I'm not in a high standard that, hmm, that is for teaching them. (Interview 1 – November 2019)

Interestingly, Annie refers to herself as 'not in a high standard', which relates to her reason for joining the ML TESOL programme; she said 'frankly speaking, I want to be a TESOL teacher, but I think my qualification, or, err, my ability have not reached is not there yet' (Interview 1 – November 2019). This relates to the participants' perspectives on *what makes a good teacher*, where they talked about obtaining degrees and qualifications.

Fiona's codes also included her personal characteristics – the 'selfhood' (Palmer, 1997) that will be discussed later. The findings on her identity related mainly to tutoring, and helping students enter university. She said 'I have to care of my student difficulties because they need… as a teacher' (Interview 2 – March 2020). Fiona was also keen on presenting 'fun' lessons (interviews 1 and 2). Fiona described herself as an 'educainer'.

> I always find myself like an educator and an entertainer, mixed together. Because, like I said, I always say about motivation, and when I was in a class, I always look like a funny, hmm, funny teacher to make students learn funnily with activities, with the motivation and with the songs. So, all of my class funny but with the result of learning something as well. 'Educainer', like educator and entertainer in the same word, yeah in the same teacher, in the same me. (Interview 1 - November 2019)

In her Interview 2, Fiona reiterated that her classes always include fun techniques and that she is a funny teacher, but she said that teaching students is 'something useful' (Interview 2 – March 2020).

Another interesting code extracted from Elizabeth's beliefs and related to her identity was about communicating with others. She elaborated that having clear communication about the 'concepts of teaching' with the tutors of the ML TESOL programme should shape her as a teacher. She said 'their communication... is the goal or what I'm going to be in the future'. (Interview 2 – March 2020)

As mentioned previously, Elizabeth and Annie shared more similarities than differences; the formation of their beliefs and professional identities had gone through similar processes. Thus, some discussion of Elizabeth's identity is also presented in the section discussing Annie's identity.

5.5.1.4 Elizabeth, Annie, and Fiona during Covid-19

Data on Covid-19 were highlighted only very briefly in the participants' data. This is because there were no other data collected from them after the second interview. However, I decided that I should still discuss these brief findings, because of the significance they might have in terms of avoidance of discussing topics related to Covid-19. There were some similarities found in the data between the three participants, e.g. action taken to leave the UK, and dropping out of the study. Next, I present a brief discussion of the participants' experiences in relation to the Covid-19 outbreak.

Asking Elizabeth about how she was coping with the changes that Covid-19 brought to her life, the following conversation took place.

> I: I do understand the hard time that we're all going through now. Uh, we're all worried about what's happening around us. So, how are you coping with the change? How are you keeping your studies and coping with the change?

P: Uh, like all master's degree has been online course, but the third term, we don't have classes. We just need to finish our dissertation.
I: I see.
P: And all my flights has been cancelled, so I cannot go back to (her country) right now. Yeah. And yeah. Yeah.
I: I think it's better to stay where you are for a while. I mean, until, you know, because the flights are not safe anyways. I'm sure it will. Things gonna be sorted out eventually.
P: Yeah. So, are you in UK right now?
I: Yeah. Um, I am. I don't really want to risk travelling now I don't think airports are safe. So it's better to self-isolate rather than to travel.
P: Oh.
I: Yeah. Is there anything you would like to say about Covid-19?
P: Uh, err. No, not really.
I: I see, so, shall we start with the interview? Are you ready for the first question?
P: (6 seconds pause) Uh, so sorry. Yeah, ready. (Interview 2 – March 2020)

Although, the above conversation about Covid-19 was short, it held some pauses and hesitations from Elizabeth. Non-verbal behaviours like this (Martin-Jones & Saxena, 1996) may lead to inferences, such as that the speaker is examining the language that they produced (Gass, 2015), or withholding details (Kalocsányiová & Shatnawi, 2020). As the three participants discussed here all experienced similar emotions with regard to Covid-19, and all travelled home, I decided to have one discussion section on Covid-19, at the end of this chapter.

Data relating to Covid-19 were not prominent in Elizabeth's responses. This was possibly because Elizabeth avoided talking about the impact of Covid-19 on her academic life; there were at this point reports of Covid-19 stigma related to Asian students in the US (Ma & Zhan, 2020).

Fiona, on the other hand, was very expressive about the impact of Covid-19 on her. The findings were mainly concerned with her efforts to save her tutoring company; she was already travelling twice a month to her own country before the Covid-19 outbreak. She said 'I have… to… respond fast… to the recommendations… really useful for me and solve my problem' (Interview 2 – March 2020). This is where she

was talking about going back to her own country to take care of her company and students. After her Interview 2, communication with Fiona ceased. She stopped responding to my emails. As she signed the consent forms, I have decided to present her brief findings anyway, and discuss my interpretation of the impact of the ML TESOL programme on her cognition.

As for Annie, data on Covid-19 were collected around two and a half months later than the other participants. During Annie's Interview 2, she was quarantining in a hotel close to her hometown, having just managed to leave the UK and fly back home. This time was hard for Annie; she said that she felt lonely isolating in a hotel. The data on this theme is very brief, but I find it significant to document the participants' shared experiences in relation to this theme.

5.5.2 CONCLUDING REMARKS ON ELIZABETH, ANNIE, AND FIONA

This section has analysed data of Elizabeth, Annie, and Fiona's experiences on the ML TESOL programme. As previously discussed, these three participants did not complete the full cycle of data collection. This might be for different reasons. For example, Brown (2008) examined the stress faced by international students in master's programmes in the UK; especially in relation to the critical evaluation and language abilities that the students are required to demonstrate through their academic work. In another study, Coneyworth et al. (2020) identified language skills proficiency, financial constraints (as in the case of Fiona trying to save her business), academic expectations, and concerns about personal safety in a new environment as stressors that would affect postgraduate international students' stress and wellbeing in the UK. However, the most obvious stressor was the Covid-19 outbreak and its impact on people's lives (Cao et al. 2020; Ibarra-Mejia et al., 2022; Ma et al., 2020; Visser & Law-van Wyk, 2021). Also – as the teaching profession at all levels was

described as being in crisis, due to teachers' stress and low wellbeing – stressful interactions with students took place during this time (MacIntyre et al., 2022).

There is no doubt that the ML TESOL programme had good impacts on the teachers' cognition, i.e. what the teachers knew, believed, and thought. As suggested by the findings of the current study, the participants had developed their content and pedagogical knowledge about TESOL. As one of the aims of the current study was to explore the impact of the ML TESOL programme on the teachers' future and current professional identities, it should be said that the findings seem to suggest that the participants now view themselves as professional teachers. Although this is of course my interpretation of the development and enhancement of the participants' professional identity, it is in line with the observation by Borg (2015), that teachers' professional identities are related to 'their understandings of what it means to be a teacher' (p. 92). This intensive programme, the ML TESOL, developed the participants' professional knowledge of TESOL; and as teachers, their content and pedagogical knowledge were developed. The findings suggest that the teachers' enhanced knowledge then contributed towards their professional identities.

6. DISCUSSION OF RESEARCH FINDINGS

Our problem is to find approaches to research which produce theory which is of use both to practitioners of education and to practitioners of educational research and which enables both to act in the light of systematic intelligence. (Stenhouse, 1980, p. 1)

<u>Discussion of Knowledge</u>

This discussion is intended to answer the research question 'What is the impact of the ML TESOL programme on teachers' knowledge, beliefs, and identity?' These three areas represent Borg's (2003, 2009, 2015) cognitive model. The term 'cognitive' was used as opposed to the affective domain (Fathi et al., 2021; Jayman et al., 2022; Slimani-Rolls & Kiely, 2019; Talbot & Mercer, 2018; Talbot et al., 2021; Trautwein, 2018) that later – the affective element – played an important role in Marine's unexpected findings. This is because, 'the affective side of learning is not in opposition to the cognitive one' (Arnold and Brown, 1999, p. 1). Therefore, I have also highlighted the impacts of the academic workload, the Covid-19 outbreak, and the experience of studying abroad on the participants' wellbeing and mental health. The coming section of the thesis discusses the research findings. It includes expected findings like cognitive change – i.e. knowledge and identity change/development. However, there was no obvious change/development of the participants' beliefs during the period of conducting this research study. More details are presented in the coming sections.

There is no doubt that the participants' previous teaching experience had a great impact on the analysed data about knowledge. For example, Marine joined the programme immediately after her seven years of teaching practice, without any time off from teaching. This is where the findings suggest that the ML TESOL programme had a positive effect on her previously formed knowledge, as well as on her beliefs. This relates to Baker's (2011) argument about exploring in-service ESL teachers'

cognition, knowledge, and beliefs, and the connections between these three areas and their pedagogical practices while studying on a postgraduate level; it was found that teachers showed positive changes in their knowledge and beliefs after experiencing higher education.

Elizabeth and Annie's knowledge was mainly related to the teaching knowledge they gained from their tutoring experiences during their undergraduate programmes. As argued by Abednia (2012), pre-service teachers hold previous experiences and beliefs that inform their knowledge about the teaching profession; they 'are not empty vessels to be filled with knowledge and skills of teaching' (p. 706). These experiences influenced, not only how they perceived and evaluated knowledge received on the ML TESOL programme, but also their beliefs about teaching and teacher identity in general. For Fiona, the previous knowledge she held related to her experience from the tutoring business that she owned, where she started to teach the language based on her secondary school knowledge; she tutored students to enhance their English language for university admission.

On the surface, the findings show the participants' knowledge of *what makes a good teacher*, which was one of the main findings in the data set. From their own perspectives, this category included: knowledge about English language teaching: subject content knowledge; pedagogical content knowledge; and curricular content knowledge (Shulman, 2017), as well as a teacher's English language proficiency and knowledge about EFL/ESL research (Burns & Westmacott, 2018; Edwards & Burns, 2016; Nassaji, 2012; Yan & Yang, 2018).

Teachers' English language proficiency was noted here because it recurred several times across the participants' data. It was one of the important knowledges that they were keen to gain from the ML TESOL programme in order to become 'good'

teachers. This seemed to be because the teacher's level of English language proficiency was associated with being an effective English language teacher (Richards, 2017), and their knowledge about the language was also associated with the effectiveness of language teaching practice (Andrews & McNeill, 2005).

The other main area related to the participants' knowledge was what was gained on the programme. They talked about learning moments and the knowledge to which they were exposed. Although at first Annie said that she knew about the areas the ML TESOL presented, from her undergraduate programme, she then changed her opinion and talked instead about the knowledge she had gained through the ML TESOL programme. This is an expected outcome of joining a knowledge-based programme, as discussed by König et al. (2016); pre-service teachers who join a master's programme about teaching show an increase in their pedagogical content knowledge, and in their general pedagogy knowledge, when compared to other pre-service teachers. I believe that this outcome, that was spotted in Annie's findings, also applies to Marine, Elizabeth, and Fiona; being exposed to different types of knowledge increased their knowledge about teaching.

On the other hand – just like Marine – Elizabeth and Fiona were both keen on gaining some pedagogical knowledge from the programme, but they were even more interested in learning about teaching approaches and methodologies; which is a normal concern for pre-service teachers (Lin, 2013). I believe this must also have been a concern for Marine and Fiona. Although Marine holds a CELTA qualification, and was keen on attending teacher conferences and workshops, she was very keen on learning about different aspects of teaching – e.g. student engagement and teaching methodologies. This may be because she had not been exposed to a structured teacher training programme. Fiona had started her teaching business with minimal

knowledge about teaching approaches and methodologies. This was because her undergraduate programme was about Spanish literature, and she did not undertake any teacher training.

Clearly, the participants joined the ML TESOL programme with good knowledge about what they needed in order to advance in their practice, including teaching methodologies and identified classroom problems, e.g. student motivation. The data constructed from the participants indicate that they had been exposed to pedagogical knowledge related to TESOL through the different modules taken: establishing practicum knowledge about TESOL teaching (taken by Elizabeth and Annie); language teaching methodology (taken by Fiona); and TESOL key concepts of language learning (taken by Marine). According to Tagle et al. (2020), exposing pre-service teachers to different types of knowledge related to the teaching profession, e.g. content knowledge and general pedagogical knowledge, should contribute to forming their professional knowledge about teaching EFL. In turn, this formation of professional knowledge will then contribute to the formation of teachers' professional identity (Lin, 2013).

There was a clearer interpretation of knowledge change and development. This was evident in the participants' knowledge production, e.g. passing assignments. Also, Marine started her PhD studies after graduating the ML TESOL programme, while Elizabeth was planning to start her PhD journey in later years. Although Annie and Fiona had resubmitted some of their academic work, they also showed knowledge development through their discussions in the interviews.

Discussion of Beliefs

Although researchers in the past have argued that teachers' beliefs are inflexible (Kagan, 1992; Zeichner et al., 1987; Zuzovsky, 1995), current researchers

(Cabaroglu & Roberts, 2000; Teng, 2016) have argued against that view. For example, when pre-service teachers undergo a postgraduate programme that includes a reflective element, such as PGCE, their beliefs develop as a result of the programme, and teachers are given the autonomy to review, assess, and test their beliefs through theoretical exploration of a classroom experience (Cabaroglu & Roberts, 2000). As for in-service teachers, Teng (2016) noted that the teachers on a professional development programme had changed their beliefs through new knowledge gained on the programme, and new teaching approaches and models. Looking at Marine's changes, the incidents suggest that gaining new knowledge on the programme helped her to somehow modify, but necessarily change, her opinions about professionalism, fixed answers in education, and teachers needing certificates in order to be good teachers.

The findings also suggest that the participants' professional identities were influenced by the beliefs they held before and during the ML TESOL programme. For example, Elizabeth's previous beliefs, relating to the importance of motivating the students and holding effective communication skills, came from the 'traditional education environment' that she was exposed to as a student. Another area that is significant in Elizabeth's changes of belief is the native-like accent. Teachers may hold beliefs about native-like accent as a result of an idealised native-speaker image, imposed by Asian parents and students (Nguyen & Dao, 2019), which tends to have a negative impact on teachers' confidence. Perhaps paradoxically, Annie and Fiona both showed favouritism towards the native-speaking accent in their EFL teaching. This finding is in line with the study by Lee (2016), which found that non-native speaking teachers favour native-speaking teachers' phonological teaching skills. Also, Fiona's anxiety about her accent, which she felt might not be clear to her students,

relates to Aneja's (2016) findings. Although Fiona held some tutoring experience, the study by Aneja (2016) found that pre-service EFL teachers marginalise themselves; they feel that their non-native English accent is not valued by their students, so they try to 'Americanise' it (p. 586).

As for Annie, her school experience with the impatient mathematics teacher seemed to shape her beliefs about teachers' behaviour, at least in terms of being patient with students. Fiona's secondary school experience of learning English, which was a joyful experience that she loved, shaped her beliefs about having a fun class, to encourage learning and motivate students via songs. Marine also related her learning experience during secondary school to her teaching, where she argued that learning in a 'lecture style' did not demotivate her from being engaged in learning. On the other hand, when she was following the same teaching style, her students were demotivated about taking part in the class (Interview 3 – November 2020). According to Richards (2012, p. 51), the process of beliefs being derived from practical past experiences is known as 'theorising the practice'; it usually helps the teacher to understand their teaching context, and to find an explanation for why a particular phenomenon has occurred. This is where Elizabeth related the lack of student motivation to the teachers' 'traditional' way of teaching. Although Annie did not refer to a language experience during her school time, the findings on the participants' beliefs – including Annie's – seem to be related to the findings of Öztürk and Gürbüz (2017). When examining EFL teachers' beliefs, they found that the teachers referred to past experiences that shaped their beliefs about the way they should teach the language.

As for forming new beliefs, gaining new knowledge did not always mean constructing new beliefs. Marine talked about multilingualism and global Englishes as

new knowledge areas for her. However, she said that she had to look at what students in her context needed, and the government policy regarding EFL teaching. Accented English is not received well in her country, and in some Asian countries the non-native English language teacher has a low status compared to the native English language teacher (Bai & Yuan, 2019).

The data on the participants' beliefs about teaching did not show any change, even in Marine's practice when her lesson was observed. The participants were expected to show some change in their beliefs when they had learned about the teaching methodologies. This is similar to the results of other studies on teachers' beliefs (Wilkinson et al., 2017). In addition, the data suggest that the participants' previously formed beliefs about teaching continued to guide their perspectives during the ML TESOL programme. Another perspective that did not change was the participants' views of the ML TESOL programme itself. Although it was not designed for practical professional development, the participants viewed it as CPD to train for 'better teaching'.

<u>Discussions of Identity</u>

As for the participants' identity (re)formation during the ML TESOL programme, limited evident change to professional identity was indicated. One of the most significant findings here was Marine's increased knowledge of self, which seemed to happen as a result of the reflective writing. Referring to Palmer's (1997) quotation about self-knowledge that forms a teachers' identity – 'we teach who we are' (p. 15) – the identity is the selfhood, and the sense of the 'I'. Therefore, having knowledge about oneself would enable teachers to know about their students and the subject knowledge. Marine obviously went through a self-discovery journey. She reflected on the learning incidents that she experienced on the ML TESOL programme. Her

emotions and feelings of lack of confidence, stress, depression, and burnout played an obvious role in shaping her reflective journals. This relates to a study by Fathi et al. (2021), on Iranian EFL teachers. It was found that self-reflection 'was positively correlated with emotion regulation' (p. 24). During the phase of teacher identity development, difficult emotions might arise, which might be stimulated by new social activities (Trautwein, 2018).

Unlike Marine, who went through a reflective process, and whose identity (re)formation seemed to be a result of this process, data relating to the identity (re)formations experienced by Elizabeth, Annie, and Fiona were interpreted from the two interviews that they each attended. Nguyen and Dao (2019) used self-reflection to collect data on teachers' identity formation in a TESOL Master's programme; through this method, the researchers managed to explore the participants' identity transformation, and encouraged self-exploration of the teachers' professional identities, which was a powerful tool to enhance professional development.

The findings on the participants' identities showed that their experiences in tutoring – Elizabeth and Annie tutored other younger students, and Fiona tutored secondary school students through her business – had an impact on their teacher identity (re)formation. According to Hsieh (2010), there are three types of factor that would impact the identities of early career teachers: firstly, personal factors related to the teacher's past learning experiences; secondly, factors related to experiencing classroom teaching; and thirdly, factors related to expert discourse on teaching context, theories, or policies. These three types of factors seemed to be present in the current participants' experiences, and did impact their future professional identities. Elizabeth described herself as 'the kind teacher', and was keen on adopting the communicative teaching approach, to teach the spoken language effectively. Annie

described herself as 'the patient teacher', who wanted to allow students to ask her questions about their learning, and who wanted to listen to their personal problems. Fiona described herself as the 'educainer', who wanted to motivate the students through entertaining language sessions.

Izadinia (2013) talked about another factor that could also contribute to the participants' identity (re)formations; this was the concept of learning communities. The ML TESOL programme presented this factor; it acted as a learning community for the participants, where the presented atmosphere of collaborative learning would have an impact on (re)constructing the participants' professional identities. Although the programme included such features, there were not enough data on this particular area to indicate impact on the students' identity (re)formation.

I should emphasise here that the participants were exposed to specialist knowledge (McIntyre, 1997) on the ML TESOL programme; therefore, their professional identity should (re)form through this experience.

<u>Discussion of Covid-19</u>

There is no doubt that the Covid-19 pandemic 'had a profound effect on human life' (Visser & Law-van Wyk, 2021, p. 229). Looking at the above analysed data, one can see that Marine's experience – as the focused case of this study – was impacted in three areas; wellbeing, language, and habits. Very limited data on this area were collected from Elizabeth, Annie, and Fiona, for reasons that were discussed in earlier sections.

In some obvious ways, students' wellbeing and mental health were affected by the change of lifestyle that the Covid-19 pandemic brought about, e.g. disruptions of routines, and employment and financial problems (Visser & Law-van Wyk, 2021). The associated feelings of vulnerability, fear, and anxiety stimulated symptoms of

depression (Cao et al., 2020; Ibarra-Mejia et al., 2022; Ma et al., 2020). However, students who lived with their families, with steady financial incomes, showed fewer signs of anxiety (Cao et al., 2020). As for Marine, being an international student, living alone, without having a friendship with any of her cohort, in the UK during the pandemic, clearly impacted her wellbeing in terms of high-anxiety moments and depression. Obviously, new habits and behaviours, such as the increasing news exposure discussed by Stainback et al. (2020), played a pivotal role in impacting people's wellbeing. The increasing habit of following up with the news about Covid-19 – number of infected cases, death rates, and effect on economy – was related to a rising level of psychological distress (i.e. public trauma) that caused negative effects on everyone's wellbeing (Stainback et al., 2020).

As previously mentioned, Marine's new terminology use (e.g. 'lockdown' and 'pandemic') started from Journal 9 (24 February 2020), when Marine started to talk about the virus spread in her home country. According to Crystal (2022), life events are usually reflected in the language; new or revised terminologies will start to be commonly used. This also related to the other three participants. Elizabeth used similar terminologies during Interview 2 when talking about her trip back home from the UK just before the national lockdown in March 2019. As for Annie, she showed frustration about the quarantine restrictions in her country, and developed a similar discourse to Marine and Elizabeth. Fiona, on the other hand, was in poor wellbeing as she was tired; working ceaselessly to save her business, and also stressed and anxious about its future. The sensitivity to the Covid-19 circumstances, engendered in Asian students, was obvious.

Although it might be that I was over-interpreting the constructed data on this theme, it is nonetheless valid to highlight the possibility that the participants did not

feel comfortable discussing these issues. According to Zhai and Du (2020), during the Covid-19 outbreak, international students were living in fear caused by the new restrictions announced by different countries. This led to issues of low mental health and poor wellbeing; the stress, anxiety, and fear levels were high. In addition, thinking about the severe infection levels that their families might face naturally increased the fearful feelings that they experienced.

An action that was taken by Elizabeth, Annie, and Fiona was to leave the UK. According to Mittelmeier and Cockayne (2022), international Asian students – particularly East Asian – faced increased hostility and racism during the Covid-19 outbreak. This might have been one reason for the participants to leave the UK. Fiona was the first to leave the UK; she said that she was trying to save her tutoring business. During Elizabeth's Interview 2, she said that she regretted not taking immediate action about travelling back to her own country, because the UK went into the first national lockdown and airports were closed. As previously mentioned, Annie stopped responding to my emails requesting a second interview, for almost two and a half months. She agreed to join me for the second interview in June 2020, when she was in self-isolation in a hotel near her hometown. Marine did not discuss such matters; she mainly talked about her 'self' discovery and formation of knowledge about her 'self', and poor wellbeing signs that were caused by depression, anxiety, and stress. This is discussed in more detail in the coming section.

Discussion of Wellbeing

This section attempts to show the way that the participants dealt with such pressures during their term of study. This was mainly achieved by the unexpected findings, e.g. academic stress, anxiety, and low wellbeing signs, that were generated

from Marine's data. Also, supporting findings from Elizabeth, Annie, and Fiona are presented.

In Marine's journals an interesting finding, concerning her feelings towards the programme, was repeated. Marine tended to express negative feelings using words like 'frustration' and 'disappointed' when talking about an incident that she experienced on the programme; and then she would immediately change her tone to that of a self-motivation talk. The following extract is an example of this phenomenon.

> Because of the frustration I felt during my first assignment, I feel a bit exhausted and even disappointed about myself, since I feel I did not start great. I still feel satisfied learning here, and I will be better for my next assignment. I know assessment is not all that matters, but it is nice to have a proof that I am worth. Anyway, I still have two more assignments to finish this month, and three more modules have just begun. I don't want to neglect any of them because they are all interesting to me and must be useful in my career. The most important thing is to think positive and strive to have a balance among the studies.
>
> (Journal 7)

Also of importance was the fact that Marine felt overwhelmed by adjusting to life in the UK, by the ML TESOL programme academic work, by the continual efforts to communicate her opinions and ideas to her tutors and colleagues, and by struggling to cope with the new circumstances of Covid-19 and the national lockdown in the UK. I found that Marine had difficulty, during the three interviews, in articulating this feeling of being overwhelmed, and that it was mainly evidenced by the reflective journals. This feeling might relate to Marine's impressions of losing control and not being able to monitor aspects of her learning experience (see Journal 10). Thus, we see the importance of teachers having self-regulation and appropriate strategies in order to achieve their professional objectives (Blömeke & Delaney, 2014), which would lead to changes in beliefs, resulting in turn in changes in practice.

Another significant finding relates to Marine's confidence. She showed codes related to lack of confidence throughout the data, and her lack of confidence seemed

to relate to self-efficacy. According to Carey and Forsyth (2009), this area is related to demonstrating control over motivation, behaviours, and social context. Although some studies seem to indicate that self-efficacy is part of one's beliefs about one's ability (Alibakhshi et al., 2020), it seemed relevant to discuss it here under 'confidence', as I found that Marine having low self-efficacy affected her confidence about herself, and her performance as a postgraduate student, and as an EFL teacher. Another point that relates to Marine's self-efficacy was raised by Pfitzner and Eden (2016). They argued that increasing teachers' self-efficacy (i.e. confidence) in courses – such as the ML TESOL programme – would increase their motivation about their practice.

Another significant area to be discussed is Marine's depression. Delafield (2022) shared her experience with mental illness in the form of depression and anxiety. She said that during the Covid-19 pandemic, stress impacted her physically, with the physical symptoms obviously present in her life. This relates to the study by Wang et al. (2020), which found that the incidence of depression symptoms increased during the virus outbreak.

The data also suggest that Marine was suffering from burnout. This might have been stimulated by the academic requirements of a postgraduate programme in a university in the UK, which can be overpowering for some students. On the other hand, it might have been caused by Marine's perfectionism. She stated that 'because of my tendency for perfectionism and procrastination, I barely made any progress' (Journal 13). A tendency towards perfectionism may stimulate burnout (Shirazizadeh & Karimpour, 2019). According to Fathi et al. (2021), 'burnout is considerably affected by emotional exhaustion' (p. 24).

These analyses of Marine's reflective journals suggest poor wellbeing signs. I find here that reflection on current experiences (Leung, 2009) and past experiences

(Cheung & Hennebry-Leung, 2020; Wenn et al., 2018) should help teachers develop and reform existing beliefs, identities, and therefore practices. Although Elizabeth, Annie, and Fiona did not go through a similar reflective practice as Marine's deep experience, Annie and Fiona shared some signs of stress and frustration during Interview 2, with regard to resubmitting their assignments, and in response to the Covid-19 outbreak. Likewise, Elizabeth was impacted emotionally by the pandemic and shared feelings of stress when planning to leave the UK.

As there is an association between higher education settings and higher academic standards in the UK (Jessop et al., 2019), students seem to experience stress and (sometimes) poor wellbeing in meeting these standards, where emotions play a pivotal role in their learning. This is because 'all aspects of learning are also coloured by the complex web of emotions and feelings involved in learning' (Williams et al., 2015, p. 79). Although, this might be caused by personal incidents in students' lives, e.g. loneliness in Marines case, academic workload in ML programmes may also have such impact on students' wellbeing.

7. CONCLUSION

The merit of studying teacher cognition for teacher education is not to change the misconceptions teachers might have and change their cognition for a better one, rather it lies in the possibility of seeing, understanding, and developing teachers from their own perspectives. (Li, 2022, p. 176)

This study has identified that students' cognition will develop during an intensive programme like the ML TESOL, with the three examined areas – knowledge, beliefs, and identity – all contributing to forming or developing the teachers' existing professional identities. This much was to be expected; what was more surprising was the extent to which the participants' cognition was related to issues around wellbeing. The current study strongly emphasises the importance of students' wellbeing and mental health, and concludes that researchers, teachers' educators, ML programme directors, and module tutors need to recognise and engage with these issues in order to strengthen the approaches to these areas. The study advocates a deeper understanding of ML TESOL students' cognition, as well as their wellbeing.

This chapter presents my reflections, recommendations, and concluding remarks.

7.1 REFLECTING ON THE RESEARCH QUESTION

Initially, I wanted to capture the participants' knowledge, beliefs, and professional identity, in relation to teaching TESOL, before they joined the ML TESOL programme; and then to study any change, (re)formation, or development of these areas as a direct or indirect impact of the programme. Naively, I did not expect that the participants' previous knowledge would dominate their experiences in the programme. I imagined that the three areas would have a clear development throughout their course of study. When I decided to follow Borg's cognitive model of teachers' knowledge, beliefs, and identity, I did not consider the impact that the

affective domain (emotional) would have on the development of these three areas. This research question – 'What is the impact of the ML TESOL programme on teachers' knowledge, beliefs, and identity?' – has allowed a wide exploration of the research problem, and captured the experiences of the participants from an ethnographic perspective.

7.2 CONTRIBUTION TO KNOWLEDGE

The current study makes a unique contribution to knowledge about teachers undergoing an ML TESOL programme in the UK; first and foremost, by looking at the affective domain when researching the teachers' knowledge, beliefs, and identity. The cognitive domain is insufficient on its own in exploring teachers' knowledge, beliefs, and identity; the affective domain, and the teachers' wellbeing, are centrally important. This is because, '[M]inds have thoughts as well as emotions and the study of either without the other will never be fully satisfying' (LeDoux, 1996, p. 39). Also, the stressful impact of such a development/(re)formation journey might have a negative impact on the students' (teachers') wellbeing and mental health. As argued by Slimani-Rolls and Kiely (2019), the emotional aspect is one of the important domains to consider in intensive teacher programmes. For example, disappointment is an emotional response which may at some point have an impact on their teacher identity (Slimani-Rolls & Kiely, 2019) and wellbeing in general. Therefore, having affective strategies to deal with stress and anxiety of academic workload in ML programmes as well as poor wellbeing that happen as a result of personal circumstances (loneliness), is essential. This is because these strategies will help students regulating their emotions; an example of these is breathing exercise to lower the students' anxiety (Williams et al., 2015).

The current study also makes other contributions to knowledge, such as the investigation of unhealthy postgraduate life signs that were suggested in some parts of the data. This was discussed in other studies on: poor mental health between PhDs (Woolston, 2017); depression (The Graduate Assembly, 2014); anxiety (Garcia-Williams et al., 2014); depression and anxiety (Barreira et al., 2018); and lack of social relationships, isolation, and lack of relationships between colleagues (Wilson & Cutri, 2019). Also, this research spotted the low wellbeing of the participants as a result of the Covid-19 outbreak. Marine, the focused case study, showed that the reflective journals helped her to cope with her poor wellbeing. Journaling for wellbeing was also mentioned in other studies involving postgraduate students: college students (Taylor et al., 2020); early career teachers (Kutsyuruba et al., 2019); in-service and pre-service teachers' reflection through storytelling (Mead, 2022); and students and staff during Covid-19 lockdown (Hood et al., 2021). Rae argued that

> [t]alking and writing about feelings on emotional experience can help to reduce distressing reactions. Thinking about this approach logically, it can be linked to maintaining a journal or daily diary when you write down things you… journal or daily diary when you write down things you are worried about, things you're happy about and the things you're concerned about. When you reread what you've written it can be helpful to think about where you may have been stuck. (Rae, 2023, p. 52)

In addition, the reflective journals seemed to highlight the students' experiences, and allowed them to be voiced in the study (Wilson et al., 2020).

7.3 RESEARCHER'S REFLECTIONS

The researcher is an active, not passive, agent in acquiring knowledge of the process, histories, events, language, and biographies of the research context. (Bukamal, 2022, p. 2)

I began my reflection process when I was reviewing the literature concerning teacher training. This was in the form of brief points about: what I had achieved so far; how it was relevant to my research and professional interest; and what I should do next. However, the importance of my reflections was highlighted when I began to recognise the importance of the current research – particularly now as we approach the end of the pandemic – to the area of teachers' wellbeing. This reflection helped me to recognise the effect that Covid-19 has had on everyone. I started to have some confidence about the current study, and see that it is timely research.

Throughout this process, I posed some questions about my responsibility for the participants' wellbeing; in particular, in relation to Marine's depression. This 'deep dive' into my responsibility to the research participants was key to my investigation into research ethics. I had a dilemma with Marine, who was concerned about revealing her identity to my supervisory team. However, my ethical duty was not to smooth away these difficulties and concentrate on the thematic analysis, but to research studies of international students' wellbeing, and teachers' wellbeing, for example in the area of 'burnout' (Fathi et al., 2021; Shirazizadeh & Karimpour, 2019; Trautwein, 2018).

Facing these emotions was a distressing experience. While the current study might have been expected to hold no risk for the participants or me, given that the context of the study was arguably a mundane setting, but juncture at which the study was conducted, and the gathered data, certainly presented some emotional and mental difficulties (British Association for Applied Linguistics [BAAL], 2021, section 3, p. 15). The Covid-19 outbreak brought uncertainty, upsetting news, and strong emotions, for me and the participants. My emotions and wellbeing were adversely

affected, because I tried to ignore these wearying effects, in order to carry on the study and submit on time. Also, I did not want to show my feelings to the participants, because they may have caused stress or other harmful feelings. As previously mentioned, the other area of concern was my feeling of responsibility in reaction to Marine's signs of depression, burnout, stress, and anxiety. It felt inhumane to see her suffering and to be unable to do anything or suggest anything that might help her deal with her feelings, stress, anxiety, and depression. BAAL (2021) suggests carrying out a personal risk assessment and preparing a self-care plan during the initial stage of research design. However, for the current study, those factors affecting my and Marine's wellbeing, when we were in the middle of the data collection process, felt like swimming in the middle of the ocean during a storm, with no external support. This scenario did not allow for critical analysis about the situation in which I found myself.

BAAL (2021) discussed the researcher's wellbeing when researching distressing areas and working in high-risk contexts; further to this is the sound advice that 'safeguarding the physical and psychological wellbeing of researchers is part of the ethical responsibility of employing institutions and sponsors, as well as of researchers themselves' (British Educational Research Association [BERA] 2018, p. 19). However, I found that both BAAL (2021) and BERA (2018) lacked supporting material covering the researcher's and the participants' wellbeing and mental health in a mundane research context. This reflection made me realise the necessity of developing my thinking about some of my responsibilities to the participants, and my duties regarding their wellbeing as well as my own. The circumstances that I lived with the participants, especially Marine, need to be acknowledged through this reflective piece. Marine was the most responsive and engaged participant. I feel that she was part of my day for 13 months. It was more than just collecting the data for my study.

Thinking about these responsibilities brought me to another area of reflection; the relationship between the researcher and the participants – the boundaries, the insider/outsider positionality. As 'knowledge is situated in relations between people' (Bukamal, 2022, p. 1), I did not want my research interpretations and decisions to be affected by this experience. This is not to claim that I should 'dispassion objectivity' (Bukamal, 2022, p. 1); on the contrary, my beliefs and other sets of past experiences were reflected in this research study. Also, I did not want to cross the researcher/participant line, where the participants may misread my capacity to provide help (Berkovic et al. 2020); especially since I was a novice researcher and my experience in dealing with research participants coming from other cultures and backgrounds was limited. At the same time, I did not want to ignore what Marine was going through. I was there to listen to her through the data collection phase, but at the same time not providing or suggesting any help. I felt this to be a real dilemma.

Through reflecting on my research process, I had come to analyse those challenges that should not be smoothed over; they became topics for analysis that I needed to explore as a novice researcher. It appears that researchers are becoming more confident about exploring these problems as topics for analysis. As argued by McKinley and Rose (2017), novice researchers are routinely exposed to 'ideal' research methodologies, where issues related to the evaluative criteria of the research – validity, reliability, generalisability, and authenticity – are highlighted; however, they are not prepared for unexpected methodological issues in relation to obtaining access to the research context, or lack of participant commitment in a longitudinal study. In addition, other problems might affect the research process, like the 'struggle to maintain a positivist, objective stance in an area of research in which they have invested considerable personal and emotional energy' (McKinley & Rose, 2017, p. 3);

this is an example where this sort of advice is given to doctoral students in order to avoid 'dramas of research' (p. 6). Being exposed to this sort of literature about research helped me to be brave in acknowledging the 'drama' that I experienced during my longitudinal study in the era of Covid-19.

One more area that I would like to specify as an example of my reflection is related to reflecting the participants' voices in the current study. It was important to highlight their stories properly in a respectful way and not to relate to my past experience in a similar programme. When I participated in a PhD study once before, I found that the researcher used an aggressive tone when talking about my experience; apparently the researcher was relating to their own experience. This was a disconcerting memory for me when writing about my own participants. While reviewing the literature on the participants' voice in research (e.g. Robert, 2011), I became culturally aware and sensitive to the individuals' differences. For example, as discussed in Marine's section of the findings chapter, Marine was concerned about how she would be portrayed in the study, how she would be represented to people, and how she presented herself to others. My response to Marine's concerns was to offer cross-check (BAAL, 2021) of the analysis. However, she was reluctant to take up my study time and effort with an unnecessary procedure. At that moment, around the end of her Interview 2, and after discussing more concerns that she raised about anonymity, Marine had re-confirmed her trust in my research ethics. In addition, when Marine committed to the reflective journals (almost twice every month), this suggested that she was keen on telling her experience in her own voice. According to Wicaksono and Zhurauskaya (2020), this technique of having the participants tell their own stories reflects authenticity. Although, this issue did not arise with Elizabeth, Annie, and Fiona, I offered them cross-check of the collected data. The other three participants did not

show any willingness to review the interpreted data and reiterated their confidence in the study.

These reflections and reflexivity procedures assured me that I was fair to the participants and treated them with respect.

It should be noted that the current study was not a case of power dynamics, as discussed in some studies about the relationship between the researcher and participants (Anyan, 2013; Brook & Normore, 2015; Pincock & Jones, 2020; Van der Riet & Boettiger, 2009). When communicating with the participants, I did not feel that power relationships played out in the interviews; I felt that they started to trust the process of the research, and that they were therefore open and relaxed enough to talk about their experiences.

7.4 LIMITATIONS

In spite of this study's limitations, it certainly adds to our understanding of international EFL teachers' journey when undertaking an ML TESOL programme as a professional development opportunity. Although, some limitations were discussed in previous sections, e.g. methodological limitations and researcher's reflection, it is essential to highlight and reiterate them here. First, the limited number of volunteers to join the study was obvious. This might be related to different reasons, like offering financial incentive to assure having sufficient number of participants (Stentiford, 2016). This study is self-funded, therefore, offering financial incentive was inconvenient. Another limitation is related to conducting the interviews with Elizabeth, Annie, and Fiona in English language. The three participants were non-native speakers of English, and their proficiency was limited which appeared to limit carrying longer discussions. This could be one reason for generating minimal data from Elizabeth, Annie, and Fiona. Another important area was the withdrawal of these three

participants from completing the data collection cycle. This inevitably limited the generalisability of the findings, as discussed previously.

7.5 IMPLICATIONS AND RECOMMENDATIONS

This paper is not claiming to provide blanket recommendations to ML TESOL programmes, but to contribute to the TESOL field in sharing the experiences of these four international students. A number of suggestions are presented here based on the findings. These suggestions could be taken further by: ML programme directors interested in analysing feedback about the experiences of international students; module tutors; and even postgraduate students interested in understanding their own cognitive changes when going through a similar postgraduate programme. As Marine stated about her career, in her Interview 1, 'I think I want to make a real change in my career… We need to change, right! But we need to find the directions for the change'. The current study has gone some way towards shining a light on four international teachers who joined the ML TESOL programme for career development and professional learning in a university in the UK. In exploring their lived experiences, the study has documented some of the experiences of international students in the UK during the Covid-19 pandemic, and highlighted the impact of the programme on their cognition as well as on their wellbeing and mental health.

As discussed previously, the gathered data from the participants were imbalanced, and a change to the research design had to be implemented. Therefore, it is necessary to make one more point regarding possible research strategies that I feel (looking back) might be useful to other researchers. Reflexivity practice was essential in my research, to theorise my methodological decisions. It helped me to make rational decisions regarding changes, such as the change of design from a multiple case study to a focused case study and three complementary cases, which

was a result of participant dropout. The other area in which reflexivity helped me was respecting the participants' decisions to withdraw from my research. I found that their data held valuable perspectives, that complement the Marine findings.

Regarding the academic workload, there is no doubt that such intense full-time postgraduate programmes seem challenging for some international students. The higher education environment in UK is associated with higher academic requirements that students must meet (Jessop et al., 2019). Although these recommendations are not directly relevant to exploring teachers' cognition, I still feel they are important.

Firstly, we shall deal with the contents of the programme assignments. In line with the study by Copland et al. (2017), it is strongly recommended to ELT master's programme leaders that they vary the types of assessment tools used, rather than focusing solely on essay writing and exams. Alternatives may include: class participation; teaching practice; reflective journals; group work; portfolios; lesson plans; and posters. I also suggest that each assignment should show a clear connection to the final dissertation that students produce. This relates to Marine's suggestion of having clear academic conventions, to counter the fact that international students may hold different understandings based on the various types of education they have received before joining the programme. Another way to achieve this is by having effective communication between the module tutors and other supporting services, e.g. those in charge of the language in-sessional support sessions.

Secondly, we should look at the submission process for the assignments. Students might feel more comfortable if they were allowed to submit all the relevant assignments at the end of each term. This is because students may feel confused, which might make them focus on finishing the assignments without focusing on the new term's reading materials.

Another area that is worth looking at is linking theory to practice, i.e. practical knowledge. The ML TESOL programme in question did not include a practicum module; it only provided individual lesson presentation, where students presented to their colleagues, I recommend that every ML programme targeting teachers or future teachers, especially TESOL, should include a practicum module.

A further area that would enrich ML TESOL students' academic experience is having them more involved in research activities. Although Marine was very keen on learning about conducting research to enhance her classroom practice, the final stage of data collection in the current study did not include any significate findings indicating that Marine had been afforded the opportunity to conduct research on her own. Wyatt and Dikilitaş (2015) found that self-belief among EFL teacher-researchers, about their ability to conduct and publish research, increased when they were provided with mentorship, encouragement, and support; as well as with a platform from which to share their research findings. Also, Burns and Westmacott (2018) met the challenges they faced – when training teachers to conduct and write about action research – by encouragement and academic support. This could be conducted through introducing formative and summative research tasks. In addition, I suggest adding reflective writing, peer evaluation of assignments, and classroom data collection through action research, which would also promote flexibility in terms of changes of belief (Cabaroglu and Roberts, 2000).

It is relevant, in terms of supporting ML TESOL students academically, to have a smooth transition from their undergraduate studies to their postgraduate phase. The current study included two participants who joined the programme from their undergraduate study. One participant did not pass her dissertation; she said that there was a lack of academic support. Although data on this area was not gathered by the

current study, because the current study was not engaged in evaluating the participants' academic performance, the argument of Jessop et al. (2019) is relevant here. They stated that only through a better understanding of 'the challenges/anxieties associated with acculturation, and the transition to intense postgraduate study, [could] have an effective support network be put in place to create a positive impact on the learning process' (p. 264). Another method of providing support is through mentorship between ML TESOL students and PhD students interested in higher education contexts. Peer mentorship has a positive effect on students' academic development (Lorenzetti et al., 2019).

Although the current study has the limitation that its findings are not necessarily generalisable, as this was not my aim, the findings related to the ML TESOL students' wellbeing and mental health are significant. Although this area has been noticed by researchers before (for example, by Smith and Khawaja, 2011 on international students' academic stress and difficulties adjusting socially), research activity related to the wellbeing of academic staff and students has increased in the past couple of years (Fathi et al., 2021; Jayman et al., 2022; Talbot & Mercer, 2018; Talbot et al., 2021; Trautwein, 2018). The outbreak of Covid-19 shed the light on the need for such research. Help to national and international students could be presented in different ways, such as student experience surveys, and wellbeing activities that are structured to take place throughout the academic year (Coneyworth et al., 2020). It is also relevant to direct students to support services, resources, and activities taking place between one academic year and the next.

The current study did not focus on one teacher's burnout, but it was a major area found in Marine's reflective journals. Therefore, exploring burnout in further teachers, and its relation to self-efficacy, especially in teachers pursuing such a long

and intensive professional development programme. As suggested by Ibarra-Mejia (2022), and based on Marine's analysed data and discussion, the current study leads to a recommendation for further exploration and time investment into wellbeing supportive programmes, to promote the mental health of international students.

Marine has provided rich reflective journal, it would be efficient to explore Marine's writing from a linguistics/discourse perspective; this might suggest significant findings in other areas. For example, details of the identity construction of preservice teachers (Yuan & Mak, 2018); this would allow a better understanding of journeys such as those of Elizabeth and Annie – the preservice teachers in the current study.

As highlighted in the reflection section above, it is also important to look at the researcher's wellbeing. PhD students, presenting their research findings at the BERA Annual Conference in 2022, stated that they lacked immediate access to some sort of helpline for novice researchers to talk and reflect about issues related to their wellbeing while doing their research. Therefore, I suggest prioritising a similar service to PhD students, during the data collection stage in particular. This might be in the shape of forming a relationship between counselling services and the Graduate School of Education. This collaboration should not only help novice researchers' wellbeing, but also communication with the participants; forming an understanding of the importance of boundaries between the researcher and the participants, negotiating those boundaries, and establishing what happens when those boundaries are breached, for whatever reasons. As a change to my fieldwork strategy, I suggest that novice researchers should keep a daily reflective journal that is dedicated to dealing with emergent emotions and poor wellbeing. Journaling for wellbeing – as described in: college students (Taylor et al., 2020); early career teachers (Kutsyuruba et al., 2019); in-service and pre-service teachers' (reflection through storytelling) (Mead,

2022); and students and staff during the Covid-19 lockdown (Hood et al. 2021) – would be useful for novice researchers. This would enable them to maintain good wellbeing, as well as supporting students undergoing ML TESOL (and similar programmes) in terms of the under-represented element of teacher cognition research, i.e. the emotional aspect.

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Appendices

Appendix 1 – Optional modules

Language teaching methodology.

Technologies in language learning.

Corpus linguistics for TESOL.

Issues related to English Language Teaching.

EFL testing and assessment.

Curriculum development and syllabus design.

English for academic purposes.

Teaching English to young learners.

Perspectives on bilingualism and multilingualism in language teaching and learning.

Appendix 2 – Language awareness module overview

LANGUAGE AWARENESS FOR TESOL ▮▮▮▮▮

Language Awareness for TESOL is a core 30 credit module on the MEd TESOL programme taught over 10 weeks in term 1 on Tuesdays.

The aims of this module.

The aim of this module is to enhance your language awareness as teachers by:
- Providing you with an overview of the theories of language which inform and underpin foreign language teaching.
- Providing an introduction to the concept of language awareness and its role in language learning.
- Developing your awareness of phonological, semantic, grammatical and discourse elements of the English language.
- Developing your language analysis skills and techniques and the capacity to apply these to both written and spoken texts.
- Exploring contextual and other variables that influence language use and account for variety in language.

Our overall aim then is to become more aware of some of the aspects mentioned by Arndt et al: ideas of choice, variety, medium, attitude, effectiveness, context, knowledge of the world. For example, in the area of vocabulary, you can choose from a range of vocabulary items for a certain 'thing' depending on the following aspects:
- whether you are speaking/writing,
- talking to a friend, stranger,
- the age of the speaker/listener,
- the effect you want to have,
- whether this is the first time you have introduced this 'idea' or are continuing from something said earlier,
- whether you and the speaker belong to the same context or have the same knowledge of the world,
- the kind of text it is used in.

Our own language awareness can help make us more sensitive to these contextual features and, through the careful selection of materials/tasks, make our students more sensitive as well.

Overview of the module sessions.

The lecturers contributing to this module are:

█████████ (Module leader)   ████████████████
███████████,   ████████,
████████████████████

Session 1: **01 Oct**   Introduction to language awareness ██

Session 2: **08 Oct**   Phonological awareness ██

Session 3: **15 Oct**   Lexical awareness ██

Session 4: **22 Oct**   Lexical awareness ██

*Session 5 **29 Oct***   Spoken grammar awareness ██

5th Nov Reading week

Session 6: **12 Nov**   Discourse awareness - Spoken ██

Session 7: **19 Nov**   Discourse awareness - Written ██

Session 8: **26 Nov**   Grammatical awareness ██

Session 9: **03 Dec**   Grammatical awareness ██

Session 10: **10 Dec**   Poster presentation ██ **and others**)

Pre-reading and core texts.
Due to the scope and focus of this module, there is no one core text which you are required to read and buy. There is a general reading list on ██ and your tutors will provide you with a list of readings for each area. You may be asked to do some pre-reading or pre-tasks to help prepare you for the class.

Formative assessment task: Group collaboration to produce a 200-word text to post on ██ forum.

Summative assessment 1: 25%. **Poster Presentation**. Group collaboration to prepare and present a poster in the final session. Instructions will be given nearer the time.

Summative assessment 2: 75%. **Essay** of 5,250 words. Instructions and guidance will be given to you later during the module.

Due Date for essay: 5th February 2020

Appendix 3 – Sample of reading list

███████████

██████████
(Year-2019/2020)

██████████████

| View Online |
| ███████████ |

92 items

LibGuides: Online Library Support and Resources for your Subject (1 items)

LibGuides: Education at University of ████
[Website]

Core Reading (5 items)

Alternative approaches to second language acquisition - Dwight Atkinson, 2011
[Book]

Key Topics in Second Language Acquisition - Vivian Cook, David Singleton, 2014
[Book]

Second Language Learning Theories - Rosamond Mitchell, Florence Myles, Emma Marsden, 2012
[Book]

How Languages are Learned - Patsy M. Lightbown, Nina Spada, 2013
[Book]

And/or other recent books on second language acquisition or additional language learning, in English or other languages.

Indicative Basic Reading List (15 items)
(more sources will be pointed out during the seminars)

The social turn in second language acquisition - David Block, 2003
[Book]

Second language identities - David Block, 2014
[Book]

Learner Contributions to Language Learning - Michael P. Breen, 2014
[Book]

Language Learner Strategies - A.D Cohen, 2013
[Book]

The Multilingual Turn in Languages Education: Opportunities and Challenges - Jean Conteh,

Appendix 4 – Assessment criteria

Masters Education Assessment Criteria 2019-20
These criteria are based on the University *Generic Criteria for Assessment for Masters programmes.*
STUDENT NUMBER:

Please note: Some criteria may not be applicable to all assignments - your module tutor will inform you of the relevant criteria for each assignment. The table is indicative, a guide rather than a prescriptive mechanical aid to grading.

Marks / Assessment categories	0-39 (Fail) (may be condonable in some programmes)	40-49 (Fail) (may be condonable in some programmes)	50-59 (Pass)	60-69 (Merit)	70-85 (Distinction)	86-100
Knowledge of subject	~ very limited knowledge of the topic	~ some knowledge of the topic and awareness of relevant issues, but with notable gaps	~ adequate knowledge of the topic and awareness of relevant issues	~ good knowledge of the topic and sound awareness of relevant issues	~ excellent and comprehensive knowledge of the topic and critical awareness of relevant issues	**(High Distinction)** This work often exceeds the standard for distinction across *all* sub-categories of criteria.
Understanding of subject	~ very limited understanding of the topic	~ limited understanding of the topic	~ adequate understanding of the topic	~ a good depth and breadth of understanding of the topic	~ detailed, holistic and insightful understanding of the topic	
Critical analysis	~ very limited or no critical analysis	~ limited critical analysis	~ adequate analysis, with some evidence of critical evaluation	~ sound and consistent critical analysis	~ excellent and complex critical analysis	
Argument	~ argument absent, or lacking any clarity and/or logic	~ argument is attempted, but is limited in clarity and/or logic	~ evidence of the development of relevant argument	~ clear development of relevant argument	~ excellent construction of argument with aspects of originality	
Use of literature/ sources	~ inadequate range of literature/ sources	~ narrow range of literature/ sources	~ adequate range of sources	~ good range of sources	~ excellent range of sources	
	~ failure to select and use appropriate examples from relevant sources	~ limited selection and use of appropriate examples from relevant sources	~ satisfactory selection and use of appropriate examples from relevant sources	~ a good selection and use of appropriate examples from relevant sources	~ excellent selective and focussed use of examples from relevant sources	
	~ no critical engagement with literature	~ little critical engagement with literature	~ some critical engagement with literature	~ critical engagement with literature is evident throughout	~ substantial and insightful critical engagement with literature	
Organisation and presentation	~ no evidence of organisation or appropriate structure	~ limited organisation and appropriate structure	~ content is adequately organised and structured	~ content is well-organised and structured	~ excellent organisation and structure	
	~ very poor style of writing	~ in general, poor academic style of writing	~ an appropriate academic style of writing	~ in general, a good academic style of writing	~ very good academic style of writing	
	~ conventions for referencing and appendices do not conform to standard requirements	~ limited ability to employ the conventions for referencing and appendices	~ an ability to employ the conventions for referencing and appendices	~ employs the conventions for referencing and appendices with a few minor errors	~ successfully employs the conventions for referencing and appendices throughout	
	~ use of English is very difficult to follow and/or very poor spelling, punctuation and grammar	~ use of English is difficult to follow and/or spelling, punctuation and grammar unsatisfactory	~ generally clear English used, and spelling, punctuation and grammar generally correct	~ good, clear English used, and spelling, punctuation and grammar generally correct	~ fluent and correct use of English throughout	
Professional skills	~ few, if any, links between theory and practice	~ unsatisfactory or insufficient links between theory and practice	~ satisfactory links between theory and practice	~ theory and practice are well integrated	~ theory and practice are very well integrated	
	~ inability to work flexibly, independently and/or as part of a team	~ ability to work flexibly, independently and/or as part of a team, but with areas of weakness	~ ability to work flexibly, independently and/or as part of a team	~ good ability to work flexibly, independently and/or as part of a team	~ very good ability to work flexibly, independently and/or as part of a team	
	~ very limited or no reflection evident	~ limited reflection evident	~ some evidence of reflection	~ good evidence of reflection, with some criticality	~ excellent reflection with significant criticality	
	~ very limited communication skills	~ limited communication skills	~ satisfactory communication skills	~ effective communication skills	~ very effective communication skills	
Research skills	~ little or no skill in selected techniques applicable to own research	~ some skill in selected techniques applicable to own research, but with some areas of weakness	~ adequate skills in selected techniques applicable to own research	~ good skills in techniques applicable to own research	~ advanced skills to conduct own research	
Understanding of research processes	~ very limited or no understanding of research processes	~ limited understanding of research processes	~ some understanding of how established research processes are used to create and interpret knowledge	~ good understanding of research processes	~ excellent understanding of research processes	
Ethics	~very limited or no reflection on ethics evident	~limited reflection on ethics evident	~some evidence of reflection on ethics	~good evidence of reflection on ethical dimensions and complexities	~excellent reflection on and analysis of ethical dimensions and complexities	

Appendix 5

CERTIFICATE OF ETHICAL APPROVAL

<u>Title of Project:</u>
Understanding TESOL teachers' cognition from a sociocultural perspective: an exploratory
multiple case study of MEd TESOL students in a UK university

<u>Researcher(s) name:</u>   Muna Albuloushi

<u>Supervisor(s):</u>   Susan Riley

<u>This project has been approved for the period</u>

From: 14/10/2019
To: 14/12/2020

<u>Ethics Committee approval reference:</u>   D1920-016

Signature: Date: 17/10/2019
(Professor Dongbo Zhang, Graduate School of Education Ethics Officer)

Appendix 6

UNIVERSITY OF
EXETER

Participant Information Sheet

(MEd TESOL students)

Title of Project: Understanding TESOL teachers' cognition from a sociocultural perspective: an exploratory multiple case study of MEd TESOL students in a UK university

Researcher name: Muna Albuloushi

Invitation and brief summary:
This study is an exploration of the cognition (knowledge, beliefs, and identity) of MEd TESOL students from a sociocultural perspective. The exploration is conducted while you are studying in the programme and for a short time after graduating the programme. Please take time to consider the information carefully and to discuss it with family or friends if you wish, or to ask the researcher questions for clarification.

Purpose of the research:
The aim of this study is to explore the role of the MEd TESOL programme in the development of novice or experienced teachers. I am interested in looking at the impact that the programme has on teachers in terms of what they know, believe, and think. I am also interested in exploring the influence of the TESOL programme on the teachers' future teaching identity.

Why have I been approached?
You have been approached because you are just starting as an MEd TESOL student this year. I am exploring how TESOL teachers develop their knowledge, beliefs, and identities. Your participation in this research is highly appreciated.

What would taking part involve?
The study is using 4 data collection methods, which will be used at different times during the research:

1. **Interview**: three to five interviews, 45 to 60 minutes, will be conducted as follows.
   - Interview 1: will be in the first month of the programme
   - Interview 2: will take place in the second term of the MEd TESOL programme. Your entries in the reflective diary will be discussed in this interview.
   - Interview 3: will be conducted toward the end of the programme. It might be conducted online if you prefer.
   Additional interviews may be necessary at other times during the data collection process.

2. **Writing reflective diary:** you will be asked to share your thoughts and feelings of your study journey in the MEd TESOL programme once a week by writing a reflective diary using OneNote (2019), which is an online blog that may allow you to blog online and privately without the need to download it to your device. OneNote (2019) is a user-friendly programme, which allows users to draw or post pictures to the blog. This method will continue until the end of the data collection period, i.e. until you join the teaching profession and start or return to teaching TESOL.

3. **Classroom video observation:** when you graduate the MEd TESOL programme, you will be asked to provide a video of yourself while teaching TESOL. We will use it during an online interview to discuss your opinion about applying the knowledge that was gained on the MEd TESOL programme.

What are the possible benefits of taking part?
Your participation will have some personal and professional benefits. It will help you to keep track on your learning process, and will help you understand your own cognition as a student and TESOL teacher. Reflecting on our identities as teachers is considered a vital process because, according to Richards (2008), teaching is a complex mental process.

What are the possible disadvantages and risks of taking part?
It is unlikely that you will be exposed to any harm. To ensure that the project would not cause any harm or disruption of your studies, some organizational tips will be shared with you based on my experience as a previous student of the MEd TESOL programme. A sample of an action plan will be suggested to you to follow, that is in order to organise your study time in a way that accommodates with the project's requirements. The action plan will include a calendar with suggested dates of the data collection and your assignment submission dates.
Regarding your anonymity, a pseudonym (nickname) of your preference will be used when referring to you in the study. Anonymising your identity will assure avoiding any possible harm and will protect your data.

What will happen if I don't want to carry on with the study?
As a participant of the study, you have the right to stop taking part at any time/stage of the research without having to give a reason. You can ask to withdraw from the study by emailing the researcher, and any collected data can be destroyed upon your request. If you still wish for your data to be presented up to the point when it was collected, your identity will still be anonymised and a pseudonym will be used when referring to you in the study.

How will my information be kept confidential?
The University of Exeter processes personal data for the purposes of carrying out research in the public interest. The University will endeavour to be transparent about its processing of your personal data and this information sheet should provide a clear explanation of this. If you do have any queries about the University's processing of your personal data that cannot be resolved by the research team, further information may be obtained from the University's Data Protection Officer by emailing dataprotection@exeter.ac.uk or at www.exeter.ac.uk/dataprotection

Your initial biographical information will be collected via email when you email me to show your agreement to participate in the study.
All collected data from interviews, reflective diary, classroom video observation, and online recall interview, will be stored in a password encrypted device and uploaded to the University U drive as soon as the data is analysed. All data will be removed from my personal laptop after finishing the analysis process. The collected data and transcripts will be stored under pseudonyms to assure your anonymity, and will be destroyed 2 years after submitting the thesis.

Will I receive any payment for taking part?
The research is self-funded by me for the completion of PhD studies. There is no payment for taking part.

What will happen to the results of this study?
The results of the project are expected to be used in academic publications, such as conference presentations, seminars, and journal articles. Upon your request, information of the outcomes of this research project could be sent to you via the email address that you provide.

Who has reviewed this study?
This project has been reviewed by my supervisors Dr Susan Riley and Dr Hania Salter-Dvorak and by the Research Ethics Committee at the University of Exeter (Reference Number....),

Further information and contact details
For further information and/or to take part in this study, please contact the researcher of this study:
Muna Albuloushi
ma599@exeter.ac.uk

In case you are not happy with any aspect of the project and wish to complain, you can contact the following persons:

Version Number: 2.0   Date: 18/10/2019   Page 2 of 3

Dr. Susan Riley, research supervisor
s.m.riley@exeter.ac.uk
Or
Gail Seymour, Research Ethics and Governance Manager
g.m.seymour@exeter.ac.uk, 01392 726621

Thank you for your interest in this project.

Appendix 7

UNIVERSITY OF
EXETER

Participant Identification Number:

CONSENT FORM

Title of Project: **Understanding TESOL teachers' cognition from a sociocultural perspective: an exploratory multiple case study of MEd TESOL students in a UK university**

Name of Researcher: Muna Albuloushi

Please initial box

1. I confirm that I have read the information sheet dated 18 October 2019 (version no. 2.0) for the above project. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without my legal rights being affected.

3. I understand that relevant sections of the data collected during the study may be looked at by members of the supervisory team, individuals from the University of Exeter, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my records.

4. I understand that taking part involves audio recordings and anonymised interview transcripts,

   I understand that taking part involves writing a reflective diary,

   I understand that taking part involves classroom video observation,

   to be used for the purpose of completing a PhD thesis and:

   - Academic publications, such as conference presentations, seminars and journal articles;

   - Teaching or training materials for use in university activities.

5. I agree to take part in the above project.

_____   _____   _____

_____   _____   _____

Name of Participant   Date   Signature

<u>Muna Albuloushi</u>   _____   _____

Name of researcher   Date   Signature
taking consent

When completed: 1 copy for participant; 1 copy for researcher/project file

Appendix 8

Action plan for MEd TESOL students

2019/2020

This is a suggested action plan to follow in order to organise your studies and be able to participate in my research project. This plan includes, dates of submitting your assignments, UK bank holidays, and suggested dates of data collection (interviews, diary entries, classroom video observation, and online recall interview).

Colour coding is used to guide you through this action plan. These are:

Purple → for summative assignments

Green → for formative assignments

Red → for England bank holidays

Blue → suggested interviews dates

Orange → suggested diary entries (every one or two weeks)

Yellow → suggested classroom video observation

Assignments submissions: (Formative - Summative)
1. ████████ (last entry) (30%) 04/12/2019
2. ████████ (25%) 11/12/2019
3. ████████ (30%) 13/12/2019
4. ████████ (Core) Essay (100%) 15/01/2020
5. ████████ Essay (70%) 22/01/2020
6. ████████ ay (100%) 22/01/2020
7. ████████ Essay (100%) 29/01/2020
8. ████████ Essay (70%) 29/01/2020
9. ████████ (Core) Essay (75%) 05/02/2020
10. ████████ Portfolio (100%) 04/03/2020
11. ████ Dissertation proposal (3,300 words) (formative) 20/03/2020
12. ████████ Essay (100%) 29/04/2020
13. ████████ Essay (100%) 29/04/2020
14. ████████ Essay (100%) 06/05/2020
15. ████████ Essay (100%) 06/05/2020
16. ████████ Essay (100%) 13/05/2020
17. ████ Research presentation 27/05/2020
18. ████ Dissertation (3 September 2020)

1. Academic calendar: important dates for MEd TESOL programme and suggested dates to be involved in the research project.

Appendix 9

Albuloushi, Muna
Wed 01/01/2020 20:39
To: ████████████████████

Dear Blossom ████████

I'd like to wish you a happy new year, and best of luck with your studies.

Kind regards
Muna

Muna Albuloushi
PhD student in Graduate School of Education
North Cloisters, NC 09-11
University of Exeter
St Luke's Campus
Exeter EX1 2LU
http://eprofile.exeter.ac.uk/munaalbuloushi

Appendix 10 – Table to demonstrate data collection timeline

Academic year	2019			2020										
Data Collection Method	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.
Initial contact with potential participants	1st Oct													
Obtained ethical approval	14th Oct													
Second contact with the participants by email	16th Oct													
Interviews	1st interview					2nd interview							3rd interview	
Follow-up emails		Reflective diary		Holiday greetings	Reminder 2nd interview	Pandemic			Health and well-being	Resources on research writing			Reminder 3rd interview	Thanking the participants
Reflective diary (Marine)		6th Nov												
Classroom video observation														

Appendix 11 (demographic information)

Albuloushi, Muna
Tue 01/10/2019 15:01
To: ███████

Dear ████████████

Thank you for your email. I'm glad that you are interested in my research project.

For now, would you please send me the following information about yourself:

1. Age
2. Gender
3. Marital status
4. Country of origin
5. First language
6. Previous teaching experiences (if any)
7. Educational background
8. Prefered pseudonym (nickname) to be used in the study when referring to you.

I'll be sending you soon the data collection plan to help you follow the process of data collection. I will keep you updated regarding the first interview, which of course will be decided based on your chosen time and date.

Thanks again for your email.

Kind regards
Muna

Muna Albuloushi
PhD student in Graduate School of Education
University of Exeter
St Luke's Campus
Exeter EX1 2LU
http://eprofile.exeter.ac.uk/munaalbuloushi

Second Interview Schedule

Date: Monday 23 March 2020
Participant: Marine
Location: Skype
Welcoming the participants: Thank you for agreeing to have the second interview with me. I understand how hard the situation is and that we're all worried about what might happen in the future regarding our studies or career. How are you copping with these changes? Now, I will ask you a slightly different set of questions about your experience so far in the MEd TESOL programme. Some questions may be based on your answers in the first interview and the reflective diary entries. Are you ready to start?
Recap of the main points of first interview: To begin with, I will ask you some questions about our conversation in the first interview □ You said that you had options other than teaching, but you didn't try that hard to look for something else. Could you talk more about that? □ I'd also like to review some of the events you talked about, this is to be able to create a timeline when describing your story. When did you do to ██████, before or after your bad experience of the teaching practicum?   □ Did ██████ experience, in any way, affect your decision about joining the teaching profession? □ You also said that, usually, in ██████ teachers would either attend workshops or pursue academic research for career development. So far, for you, what would come first? Academic research or practical knowledge about teaching? □ You said that you joined the MEd TESOL programme because you "want to make a real change in (your) career".   □ So, what type of change are you looking for?   □ How will you achieve this change?   □ Are you finding that being on the MEd TESOL programme would help you achieve this change?

- You also said that ▮▮▮▮ teachers have to change their school every 5 year. Do you know what is the ministry's policy behind changing your school every 5 year?
  - How did you come across this information?
- You said that being professional is to have theoretical competence or awareness, "it not about just learning or getting a degree, it's about really learning and really being aware in what the researcher are interested"
  - So, what difference would it make in the teacher knew what researchers are interested in?
- You said, "I feel like so many different demands the learners put on me". Could you talk more about this point?

General questions about MEd TESOL programme:

Now, could you tell me

- What do you like most about the MEd TESOL programme so far?
- Can you recall a particular good experience you had?
  - *(If any)* In what way would this experience shape you as a teacher?
- Do you have any preferred module?
  - Why do (not) you prefer this module?
- Is there any part of studying in the MEd TESOL programme that you feel less positive about or hard for you?
  - *(If yes)* Could you talk about these parts?
- Is there any particular topic that you found hard?
  - *(If yes)* Why did you find this topic(s) hard?
  - Can you recall how did you overcome that?

Knowledge:

- What do you think you have learned on the MEd TESOL programme?
  - Could you describe/elaborate more?
- Which module/topic do you find most relevant to your teaching context?
  - Why do you find this relevant to your teaching context?
- Is there any teaching methods and materials, which you learned on the MEd TESOL programme, you will use in your future teaching?
  - *(If any)* What methods/materials? and why?
- Does the MEd TESOL programme promote any particular teaching approach?

	☐ *(If yes)* Which one(s)?
	☐ At this point of the MEd TESOL programme, are you aware of any gaps that you have as a language teacher?
	☐ *(If yes)* What are these gaps?
	☐ How did you know that you have these gaps?
Beliefs:	☐ What do you think is a good way to teach English?
	☐ Why do you think so?
	☐ How do you think this (summarise their answer) fits in with what you've been taught on the MEd programme?
	☐ Have your ideas about what is a good way of teaching English changed since you've been on the MEd programme?
	☐ *(If yes)* In what way did your ideas change?
	☐ Could you provide an example to describe the change?
	☐ Do you think you will teach English differently as a result of the MEd programme?
	☐ *(If yes)* Why do you think that you will teach differently?
	☐ Can you give an example of how you will teach differently?
	(If not) Is your existing way of doing things more or less reinforced?
	☐ How do you feel about that?
Identity:	☐ So, looking at yourself before joining the MEd TESOL programme, how would you describe yourself back then?
	☐ Looking at yourself at this point of the programme, how would you describe yourself now?
	☐ In the first interview, you said that a good teacher is/should (a good teacher needs qualification to learn teaching methods and learn how to use them in classrooms, having good English language, doing classroom research, and guiding students to clear learning goals.)
	☐ So, at this point of the programme, have you changed your view about what a good teacher should be?
	☐ Why or why not?

- If you look at yourself before joining the MEd TESOL programme, and today, in what way do you think you have changed?
- At this point of the MEd TESOL programme, how do you feel about teaching English?
  - Why do you feel this way?
  - Is there any particular skill or aspect that you gained on the programme which makes you feel this way?
- So far in the MEd TESOL programme, what do you feel is the greatest influence on you as a teacher? (could you elaborate more)

Conclusion and final remarks:

Finally, we have approached the end of the second interview.

- Do you have anything to add relevant to our discussion today?

Thank you for coming to the interview today, I am looking forward to reading more reflective thoughts from you.

Appendix 13 (sample of piloted questions from Interview 1)

Original question	Piloted question	Reason for change
What experiences did you have that shaped this perception?	Can you think of any experiences you've had which made you think this way?	Avoiding complicated terminologies when addressing EFL speakers
How would you define professionalism in teaching?	How do you understand professionalism in teaching?	Asking the participants to define a terminology would sound like testing their knowledge and might stress them
How do you see yourself as a teacher?	What kind of teacher do you think you are?	The purpose of the question is not clear

Appendix 14 (sample of Interview 1 schedules for Fiona and Elizabeth

Fiona (experienced teacher):

Now I'm going to ask you to think back in time when you were a teacher:

- What do you like most about being a teacher?
- What did you find difficult about being a teacher?
- (if any) How did you deal with this? (probe question)

Elizabeth (novice teacher):

Now I'm going to ask you to think back in time when you were a student:

- What did you like most about your English lessons?
- What are the most challenging moments that you remember from your English lessons?
- (If any) If you were the class teacher, how would you deal with these challenges? (probe question)

Appendix 15 (sample of codebook from Marine's data)

Code	Description	Example
Looking for rationale Searching for answers Purpose of the task Realisation Learner autonomy	Finding the purpose of the task. Linking the purpose of the task to the module's assigned reading. Reflecting on previous experiences and reaching a realisation about herself. A learning moment and showing critical thinking.	Journal 1, second incident: 'Professor… had asked us to build our own corpus at the beginning of the module, which I did not see the clear relation to what we were learning in class. However, while I was reading a journal regarding the benefits of do-it-yourself corpus-building, I realised why he made us do it. He did not say it explicitly, but some of the students may have used it for their practice to understand the principles of corpus, and by doing it, they might have fostered learner autonomy, as suggested by the researcher (Charles, 2011). Sometimes we read and learn concepts and theories, but most of them go unnoticed. Sometimes we design a lesson plan with a careful consideration and solid theoretical basis, but only to see them not communicated to students. Maybe this is when I felt like I communicated with the teacher, even though not a word was actually said'.
Learner autonomy	A learning moment and showing critical thinking.	Journal 2: 'I haven't decided yet, but I am glad I proposed my desire to make use of my students' writing to people. Only by doing so could I learn the practical considerations regarding using it'.
Learner autonomy Forming perception 'Aha' moment	A learning moment and showing critical thinking. Reflecting on current learning incident and forming perception (beliefs?). When learning takes place and students realises that. This may lead to learner autonomy.	Journal 3: 'During the reading, I came across some interesting analysis on the Japanese and Spanish language and their cultural connotations. This led me to search on ▮▮▮ websites, where I found a rather surprising fact to myself. The website was basically the search engine encompassing various themes for which a visitor can search. So many words and expressions were covered in English. Some were used with alphabet letters, but mostly phonetical ▮▮▮ transcription for English. Quite a few were new coin words of ▮▮▮ and English combined together, which carried symbolic meanings that represent current social issues related to gender, work, and fashion, and a lot more. I never realised English was that much embedded in ▮▮▮ life. I could also find some interesting linguistic features for analysis, and it was exciting, because I could apply what I actually learned in the class to what I do for fun and practical use in daily life. It is like finding dots and connecting them. I always use that website, but such realisations hadn't come yet'.

Appendix 16 (sample of coding)

Overarching theme	Sub-theme	codes	Supporting quotations
Change of beliefs?	**1. Think positive** **2. Feelings toward the programme** **3. Professional goals** **(Note: Took only the bits in red, in beliefs section)**	Professionalism Good teacher Good researcher Good research Strategic Time management Teacher-researcher	Interview 1: "I: You talked earlier about professionalism in teaching. How do you understand professionalism in English language teaching? P: Hmm, you mean the relationship between professionalism and teaching? Hmm, I mean, when you mean teaching, you mean teaching all kinds of students? Like the learners of all different levels? Okay, maybe we could include professors, rights? I: Well, yea, I mean professionalism in language teaching in general. How do you understand it? P: Hmm, I guess, hmm, okay, I need to clarify what I meant by professionalism, right? Hmm, I used the term just because I wanted to say, I wanted to be a good teacher, maybe. And maybe I regard, hmm, professional teachers as good teachers, maybe. Being professional, I tend to think about being professional in terms of two different categorisations. I may repeat myself, hmm, but first one will be theoretical competence or awareness. It's not about just learning or getting a degree, it's about really learning and to really being aware in what the researchers are interested. I mean, because there isn't enough on the topic, that's why they learn and try to get some finding on that. But they are not likely to have the chance to see how it is applied in classroom. Maybe they can get some because they maybe teach in university, I guess. But not all the same, because they can also get to some research for young learners. In that case, they cannot get the results, it cannot be the results, hmm, because they don't have, that, like the first experience, hands on experience. Maybe they can do some survey. But teachers are kind of on the frontline, I feel like, hmm, so they actually, it's kinda realistic and it's not like, I mean it's not really easy for teachers to do some research. Because they have so many teachings, like so many priorities to deal with. Because they are dealing with people and teachers are responsible for them because they (students) are not adults. So, **it's really hard to make the balance between learning and theory, being really researcher is not like being practitioner**. But teachers are supposed to do both, like in order to be professional. Maybe being a researcher, you need to do good research, that's all. But being a teacher means being the both, at the same time. So, you need to really be strategic about, maybe time management, or putting the priorities in the two (researching and teaching). Yea, maybe that's what I was trying to say about being professional, or professionalism (laugh)."
			Interview 1: "I: So, do you think being a teacher-researcher would make a good teacher? P: Hmm, if I do it, do it, in, hmm, if I put enough amount of time and effort, yes. Eventually, everyone will be able to do that. And maybe I be one of them, I guess!"
	DONE: taken to beliefs section	Marine has changed her opinion here about what it means for a teacher to be professional. First, she said teachers should know what researchers are interested in. Then, in the second interview, changed to say researchers are the ones who should be aware of what the teachers are interested in.	Interview 2: "I: when we talked about professionalism, you said that being professional is to have theoretical competence or awareness, '(it is) not about just learning or getting a degree, it's about really learning and really being aware of what the researchers are interested in'. P: Did I say that? (laugh) it seems like I know a lot of things. I: Yea you do, I think you know a lot of things. So, my question is, what difference would it make if the teacher knew what researchers are interested in? P: You mean researchers in my country, researchers in the UK? I: Yea, I mean, generally, researchers in the field of education. What difference would it make if teachers to know about the researchers' research interest? P: Ah, yea, I guess it is not possible to be aware of their interest all the time but experiences I had here kind of helped me knowing their (the researchers') research interest. Hmm, to be honest, **I don't think teachers should be aware of their interest. It should be the opposite**. I mean, maybe it is my perspective, people might have different ideas, I don't think teachers should follow their interests. They should be aware of what's going on in the education field. So that they can make some contribution, not just to develop their professional career. Researchers should be aware of what is really happening, so that they can help teachers in their work. Yea, maybe it is a practical idea, maybe, I'm not talking about something I don't know, I'm not saying it is pragmatism or anything, but I tend to have some sort of perspective. Research should be helpful and useful. I don't know research might have a different idea."
	NOTE: Not relevant here	Teachers should know about the theories of teaching. MEd TESOL is theory-based	Interview 2: "I: What do you like most about the MEd TESOL programme so far? P: Hmm, yeah, one thing, most, the most I like about this, hmm, I think, it tends to turn to theory-based, something that other students, some students would not like that much, but I think I'm like about that part. I mean it's being theoretical it's, it's been nice for me. Because I have some sort of experience in that part, I mean practical things."
	Used in useful for my career	Debating with colleagues	Interview 2: "I: In what way would this experience, debate about inductive and deductive grammar teaching, shape you as a teacher?

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Appendix 17 (sample of the researcher's reflexive diary about their experience during an ML TESOL programme)

Date: 18 January 2020

Topic: My experience on the MEd TESOL programme

How much can my experience on the MEd TESOL programme affect my PhD research in a similar context? This question hit me in the face right after one of the supervisory meetings to discuss a proposed thesis outline. I have noticed that I brought to the surface all the negative experiences and the hard moments that I went through as a student in an MEd TESOL programme when I started searching for topics relevant to my research interest. The title that I presented was 'exploring the gap between the theoretical aspect of a MEd TESOL programme in a UK university, and the actual classroom teaching: an ethnographic case study of international TESOL students'. What I can see now, a title full of assumptions that the participants are facing a gap and that the MEd TESOL programme should be the magical wand that is supposed to narrow this gap down. This made me reflect on my time as a MEd TESOL student, did I do enough to excel in the programme. But I soon realised that this is not about me. This is about a research proposal for my PhD studies. So, I started to ask myself: what do I want to know about the MEd TESOL programme? Why do I actually want to know anything about the programme? What would it add to me, to my knowledge, to myself? How did the programme really impact me? So, I started to write down my thoughts and ideas. With the help of the supervisory team's feedback, my ideas and research interest came together to form my current research study.

Appendix 18 – Sample of action plan, data collection plan

Academic year	2019			2020												2021								
Data collection method	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.
Interview	1st					2nd				3rd														
Reflective diary																								
Classroom video observation																								
Online recall interview																								

Notes on collected data:

Data method	Interview 1	Reflective Diary	Interview 2	Interview 3	Classroom observation	Recall interview
Marine	28 October 2019	6 November 2019 21 November 2019 1 December 2019	Agreed to meet on 23 March 2020		Agreed to send it in due time	
Elizabeth	29 October 2019	Agreed but nothing yet	Agreed to meet on 31 March 2020		Refused	
Annie	4 November 2019	Agreed but nothing yet	Not responding		Refused	
Fiona	19 November 2019	Not responding to send over reflection diary	Agreed to meet on 24 March 2020		Not responding to send over video of her teaching	

Appendix 19 – Summary of Marine's Reflective Journals

Journal 1 – 6 November 2019

In her first journal, Marine shared two learning incidents. The first one was during the Principles of Language Learning module, where she shared with the rest of the class an answer to the tutor's question about a teaching methodology. She thought that the tutor and the other students misunderstood her point, and a miscommunication incident occurred where she was not able to elaborate her point any more. This was because she was 'nervous and felt pressured to speak persuasively and fast'. Being misunderstood made her 'frustrated', then 'a bit ashamed'. Reflecting on the incident later made her realise that it 'wasn't so bad' because she 'learned something' out of it. This feeling of being 'misunderstood' has changed to realising 'the need to express (her) ideas more clearly'; she considered on reflection that her idea did not have as much 'common sense' as it had seemed to her. Marine explained that she was encouraged by the tutors to share her ideas in the class. This was by talking about 'how exciting it is to talk about new ideas and talk to new people with open mindsets'. However, she realised that 'it will take time and effort to earn confidence and open-minded attitude to communicate with people without inhibition'. She also said 'I feel positive about that coming someday'. Marine shared another incident that happened during the Corpus Linguistics module. The tutor asked students to build their own corpus at the beginning of the module. Marine did not see a clear purpose for the task and did not find an answer in the assigned reading. However, she had found an answer during the extra reading she assigned herself, as part of her learning action plan. This is when she felt that she 'communicated with the teacher, even though not a word was actually said'.

Journal 2 – 21 November 2019

Marine talked about her Corpus Linguistics presentation. She felt 'frustrated' and 'reacted somewhat in a defensive way' because she did not use the right English language to present her topic to the module tutor and her colleagues. She said that the area she chose to talk about in her assignment and presented that day was an 'unconventional attempt to try something unsafe but interesting'. As she tends to 'choose safe' to get things done 'more efficient and faster', this time Marine felt that this choice might be 'slightly boring' for her to do, and she was wondering what would happen if she went 'off the path' that she would usually choose. However, her topic was not well-delivered to the audience. She explained that 'communicating with foreigner' through English as a second language was one reason for miscommunicating her ideas. She felt that she was 'bombarded' by the tutor's and students' questions. This made her 'nervous' and 'kind of frustrated' that her presentation did not deliver well, and she felt that she 'offended' the audience by her 'defensive way' of handling their questions. As a 'reserved and shy' person, Marine thinks that she 'was able to learn how (she) might come across to other people'. Reflecting on the incident later, she started to see the tutor's and students' questions as feedback to the assignment. She now knows how she will conduct the corpus project. She said 'I am also happy because I was able to confirm that my desire for using my own data wasn't going to be a practical way to carry out my project'. She also reflected on learning about her 'own safe zone of emotional and cognitive leverage'. This led her to thinking about why she behaved in a defensive way and the 'negative impact' of it on her 'learning and social relationship(s)', which also 'shed a light on (her) tendency that (she is) reluctant to participate in classroom discussion(s)'.

Journal 3 – 1 December 2019

This contained a learning realisation that Marine shared. While she was preparing for a group poster presentation for the Language Awareness module, she discovered that there were some English words embedded in her mother language. This realisation drove her to relate to her teaching practice, where she would apply this knowledge (English words embedded in her first language) in her classroom teaching. She said 'it is like finding dots and connecting them'. This moment was motivational for Marine. She thought about presenting this when talking about her context in the programme, where she has 'an audience, (she will) make (her) findings and ideas more interesting and easy to follow'. She said that she 'rarely feel[s] confident' when speaking to a large audience (her colleagues and tutors in the programme). She thought that she is 'not so much an interesting person, and not so much for drawing anybody's attention'. Being motivated to share her thoughts and ideas in class is not common for Marine; she said that it 'rarely happens' for her.

Marine also shared her feelings about working in group with other members. She felt that it needs 'time and energy' to work with others and succeed in having 'group dynamics'.

Journal 4 – 2 December 2019
This entry was a response to asking Marine to elaborate more on her last (journal 3 entry) learning experiences. Marine talked about how she felt 'encouraged' by others to 'break out of her shell', which is resulting in her having 'mood swings'; she thinks this is because her body is reacting to this encouragement this way. She thinks that she is 'introvert' and 'reticent' – using words that her tutor used to describe a group of students. She said that students of this type 'do not contribute to class, because they do not talk, but they are excellent for their assignments and assessment (assessed) writings'. Marine also describes herself as an educator and researcher, one of those who act as 'visitors' in life and 'study human… insights through outside skins of people (ethnographic observation)'. She explained that educators and researchers do not involve themselves in society, 'they just stay away from everything, do not experience anything, and when they got their work done, just leave'. Therefore, Marine thinks that change does not happen to her easily and she is not sure if she is changing in the programme, but she is trying because 'it is worth trying' even though she might go back to her teaching context and teach in the same way that she used to before joining the programme. She said that joining the MEd TESOL 'would still mean something. I will not be the same as before'.

Journal 5 – 13 December 2019
As Marine is getting used to her new life in the UK, she reflected on the first term of the programme. She said that her experience, thus far, was satisfying and that she had not realised how 'easy' it was. However, she shared some concerns about the load of work that she yet has to prepare and submit after the Christmas holiday. This is as well as her role as a student representative for her cohort and the duties that she has to fulfil. She thinks that this is causing her stress and anxiety along with other decisions she needs to consider about her career and future PhD study. She seems absent-minded around daily-life tasks, e.g. having accidents while cooking. Marine shared her feelings about living in the UK as an international student alone. As she lives alone back home, it is not the first time she has had such a lifestyle. So, she feels 'content' and 'it is not so much new or overwhelming'. This is also because she has been 'thirsty for academic inquiry for long time, now that [she is] given time only for studying, [she is] bound to be happy'.
Marine is referring to moments of self-doubt where she 'feel[s] the need for more specific, long-term goals', and is questioning if she can fulfil her role as a student representative for her cohort, as well as finding her research interest to start her PhD study after finishing the MEd TESOL programme. She said that she is 'committed' to achieving her goals in life, but she was 'speechless again' when she was asked about those goals by other tutors in the student representatives' meeting.

Journal 6 – 1 January 2020
On New Year's Day, Marine shared her feelings about the workload of assignments that she had to do as a Master's student. She did not achieve the study plan that she had planned to do during the holidays. This is when she found that the assignments were not what she 'expected' them to be, and her readings for the assignments were 'nothing in depth'. She used words like 'anxious', 'angry', and 'overwhelming' to describe her feelings. She thinks that the workload is 'too much for Master's students'. Marine justified her 'freaking out' feelings because of the standards that she sets for herself to achieve idealism. She said, 'I need to realise what I can do at this moment and stick to it', as well as thinking of a plan to achieve the required tasks in a better way. As a postgraduate student in a foreign country, Marine thinks that it is common to go through 'trials and errors' learning moments, 'but it is overwhelming'. Also, she thinks that she 'need[s] to enjoy the moment' and to 'avoid short-sightedness'.

Journal 7 – 20 January 2020
Marine reflected on the busy time of the start of the second term, and how the PGT students are now used to life in the UK, where learning is 'new and exciting'. She also reflected on the 'long' induction week at the beginning of the academic year, which she thought was an unnecessary 'long preparation time' that made her feel there was 'no pressure' on her as a PGT student. She said 'I didn't have any clue of what it means to be a Master's student in [the] UK. I thought I was doing okay, but I wasn't working hard at all. I just realised that when I started my first essay'. She talked about her 'frustrations' with the first assignment, and how she felt 'exhausted' and 'disappointed' about herself, as she thought she did not have a 'great' start to the programme and should have worked harder during the first term. This was 'embarrassing' for her. Marine tried to look for the positive side of her experience. She said 'I still feel satisfied learning here, and I will be better for next assignment'. Marine talked about the rest of the modules' assignments. She said 'I don't want to neglect any of them because they are all interesting to me and must be useful for my career. The most important thing is to think positive and strive to have

a balance among the studies'. She also noted that 'assessment is not all that matters, but it is nice to have a proof that I am worth'.

Journal 8 – 8 February 2020
Marine shared mixed feelings about submitting the rest of the first term assignments and preparing for the second term assignments. She said that she felt 'quite relaxed' that she had submitted the last assignment of the first term. However, reflecting on her performance on the assignments left her thinking about what she could have done better, and 'ashamed' of the 'poor writing style and structure' of the essays. She said 'it wasn't until submitting the third essay that I realised I was merely paraphrasing or copying what I was reading from the books'. She says that the essays required her to 'reconstruct the knowledge' and write about her 'thoughts' logically, which was 'easier said than done'. For Marine, this process was still 'overwhelming', but she did her 'best' and it would not been 'done better'. Having the first term assignments submitted would give her some time to work on her dissertation topic and prepare for the second term assignments. However, she thinks that she needs to stop thinking about the submitted work. Marine also shared her feelings about the first essay's grades. She said that she was not 'happy' about it, but she understood why she got this grade. As other students were 'disappointed' with their feedback, she felt 'glad' that she was not 'discouraged by this'.

Journal 9 – 24 February 2020
Marine reflected on her participation in the current study, and in particular, journal writing. She found that 'being systematic and constant' was not 'easy' and that she needed to get 'used to it'. She also talked about planning for her dissertation proposal. She was disappointed about not studying during the reading week of the second term, where she created a 'whole grandiose plan' to achieve her study work. One reason she gave was being burnt out by the first term work. She explained 'I don't intend to be whiny or negative about it now. I just feel sort of stuck. The first term essays took a lot out of me, I guess'. Another reason she talked about was getting distracted by news about Covid-19 in her home country. She was worried about people over there, as the spread of coronavirus and the death rate were 'drastically' increasing. She also talked about her progress in the programme, which was 'not as fast as I would like, but it may be better than nothing'. She found motivation in thinking about her long-term goals after finishing the MEd TESOL programme.

Journal 10 – 1 March 2020
Marine shared an incident about a misunderstanding about an opinion that she shared in a writing course. She felt motivated to share her opinion about a piece of writing when one other student shared a 'sensible point'. While Marine 'attempted to make a few somewhat uncooked guesses' to build on her colleague's point, she got 'excited and anxious' which made her not use the 'proper' language. She said that 'the lecturer seemed to be a bit annoyed by my eagerness to impress and emphasised that [she] made a wrong point repeatedly'. Marine felt 'frustrated' as she 'kept making wrong attempts to repair that [fix the situation], only to make things worse'. As this situation was 'a simple matter of language use', Marine seem to think that the tutor viewed her as 'reckless enough to criticise someone's solid work without using proper terminology or understanding the point'. It was also 'very awkward and humiliating' for her that the tutor tried to remember her name in class but failed to recognise her after several attempts. She said 'I am aware that he did not intentionally insult me. I just dislike it when such an event occurs, when I am not entirely under control of the situation and the language use'.
Marine thought that she had 'insecure feelings' because she received 'harsh criticism' for her PhD proposal from a potential supervisor. She felt that the feedback was 'direct', which is something she is not used to. She said 'I must have had a hard time getting the comments constructively and objectively, not taking it personally'. She described the two incidents as 'crisis' and said that reading a self-help book about successful Harvard students had helped her to cope with the situation. The book provided techniques for people to block negative signals, and to concentrate on their goals. These techniques helped her to realise that she 'tend[s] to care about others' responses too much', where she thinks 'when students are exposed to the negative signs [feedback/comments], their working memory process gets insufficient [and] decreases study capacity'. She thinks that 'students who are motivated by a bigger cause than self-realisation tend to strive and persist despite obstacles'. As she felt that she has been 'frustrated since [she] started this Master's programme', this book helped her to 'calm down and be strong enough to filter the negative signals'.

Journal 11 – 16 March 2020
Marine shared her feelings about the Covid-19 pandemic. The situation brought her uncertainty and confusion about staying in the UK to finish her studies, or going back to her own country. She felt depressed and demotivated about studying. She said 'this situation affects studying. People might

wonder what is the use of studying in situations like this. Such thought does not help me anyway, because not studying does not improve the situation either'. However, the tutoring sessions provided by her programme are helping her to slowly progress with studying. Marine is worried about the Covid-19 situation in her home country and Europe (where the situation was worse than the UK in March 2020). She said 'the pandemic is real, and ironically, I am not so much worried about dying'. She found that studying remotely from home did not make any significant changes to her life as an international student studying abroad, where she used to spend most of her time in the university library. Talking to her colleagues back home made her reflect on her time as a teacher. She described herself as a 'diffident teacher' who was 'always' having 'self-doubt', and said that she was 'afraid' to talk about her worries and capabilities as a teacher. Even when other colleagues talk about the same worries and share their feelings with her, which they do openly, she found that they were managing 'everything' in their teaching practice 'better' than her. She said 'My colleagues also shared such feelings, but they were more open than me, and I could not feel solidarity because they seem to manage everything better than me even when they criticise themselves'. Marine says that the time away from her home country during the MEd TESOL programme was an opportunity for her to reflect on the 'inside' of herself and not make any 'judgement from outside'. She described herself as a 'sensitive' person. She said 'the past six months have been the training period for me to look inside me, not judgement from outside. Doing so is hard because I am born to be sensitive to others. But I learn to do this in my way, which may seem a bit odd to others'. She was looking forward to facing more challenges, which she thought was 'good' for her 'self-growth'.

Journal 12 – 30 March 2020
Marine talked about how the second interview of this research study had triggered some reflective thoughts about her academic journey. However, she had deleted this reflection because she felt that the written piece was 'too abstract'. Marine also discussed the national lockdown in the UK and the new adjustments that she needed to make to her life as an international student living in university accommodation, such as her experience of grocery buying, and changing from the cafés 'luxurious' and 'freshly brewed' coffee to the coffee machines in grocery shops and home-made instant coffee. She felt 'disheartened' that the campuses were closed. Marine thought that she needed to make adjustments to 'a life where coffee is not an essential part anymore' because other matters were more significant and 'people are dying out there, and life still carries on'. She said that living in isolation in this 'noise-proof, contact-free situation' should help her progress with her study, but following up with Covid-19 news items and people's reactions towards them seemed to be adding to her anxiety, which caused 'unnecessary scepticism' about the lockdown and the Covid situation, which she felt was slowing her study progress. She said 'I feel I need to abandon this anxiety. It seems obvious that I feel anxious to develop a sort of skills or achieve a notable growth in this short period of time I am given here. But even with a good cause and sound purposes, I will not be happy or feel justified to pursue anything unless I feel my writing understood… rather than feeling disappointed to make slow progress, I will need to try to feel good about making any progress for now'.

Journal 13 – 13 April 2020
Marine shared her satisfactory feeling about progressing in one of her assignments, and reflected on her experience in managing her time while working on three assignments at the same time. She said that acquiring this 'management skill' helped her 'grow'. Marine also discussed her mental health and mood swings, which had interfered with aspects of her life. She reflected on last month's depressing time when students started to leave the UK because of Covid. As she decided to stay in the UK during this time, and knew that she would be staying at home during the lockdown, she felt depressed. As she had 'quite a lot of work to do', she had only started working on her assignments recently. She said this was because of her 'tendency for perfectionism' and 'procrastination'. This made her feel 'frustrated'. Reflecting on her old self, she said this made her lose control over drinking and caused a lack of sleep. She said 'when I felt like that, I tend to go to the other extreme; I go binge drinking, sleep a lot like an animal in hibernation or binge-watch movies and so on'. However, now, she felt in 'good condition physically and emotionally' because this depression swing did not stop her from progressing on her assignments. She said 'the virus and the social lockdown haven't changed, but I got used to it and will likely be okay with it for the rest of the days here'. She thought that she had learned to 'compromise' with herself, because she acknowledged that she was 'not so persistent or patient' and her 'concentration span is pretty short and easily distracted and sensitive about the surrounding conditions and circumstances'. Looking at the positive side, she said, 'I need to embrace all these negative traits as myself and keep going'. For her, being in 'control of everything' and having 'consistency' made her feel 'content'. Marine also talked about the 'overwhelming' feeling of worrying that she experienced because of falling sick, when she thought that she had Covid.

Journal 14 – 28 April 2020

Marine described aspects of her daily lockdown life, and self-reflective questions that she raised about her goals in life. Her study schedule had was busy, and she had been suffering from lack of sleep through trying to finish the assignments. This had caused her body aches, feeling tired most of the time, and she had tripped walking around her room to pick things up. As she thought about having a break from studying, she started to watch self-motivating video clips on YouTube to help her manage with life. She reflected on how one could hold 'fixated ideas' that might be burdens on one's shoulders as one grows older, and that to keep going in life one should think 'there is nothing we can't let go'. She felt that she needed to ask herself what she wants to achieve and why. She said 'sometimes we may need to hold on for a second to think about if that is really worth losing our health or beliefs for. Everyone want[s] to be happy or rich, which is fine. But would it be the life goals I am seeking? What am I living for and pursuing? These questions are the ones that sound cheesy or even boring, but I feel I need to ask myself time to time to understand the meaning in life'.

Journal 15 – 5 May 2020

Marine talked about going back to her 'waking up early' routine, where the sunrise is earlier than before, and the fact that she likes the rain rather than a sunny day. She also reflected on how she is trying to balance between her assignment submissions and working on her dissertation. Talking about the assignments, she said 'as I submitted one essay last Wednesday, I thought I got the grip of essay writing. It does not matter if I do well or not, because I am not in the position of such assessment. Still, it is nice because it gives me a sense of satisfaction and evidence that my English writing is good and to keep me going'. She also talked about submitting more assignments. She said 'tomorrow, I need to submit another assignment, and another one next Wednesday. Last week was especially tough for me since I had to manage all of this work and work on my dissertation too'. Tiredness and stress made her lose concentration and send the supervisor the wrong written draft, one that was not proofread, which is something that she is used to doing before sending the supervisor any written work. She said 'I must have been tired or stressed…. It would not get marked, so it is not a big problem, but I felt bad knowing that my supervisor would go through more trouble reading that unproofread draft'. However, she described her supervisor as a 'kind and helpful' person who 'knows exactly what students need and is willing to offer that'. Marine also talked about how she feels for her tutor because she is a teacher. She said 'I am sure he must be very busy having lots of conferences and duties at work, I know that because I am a teacher in my home. Teachers always have more work to do than they seem to have'. Marine reflected on her stressed feelings regarding the 'unproofread' draft and tried to calm herself. She said 'but then again, I thought, hey, chill out. What is that big of a deal? If you corner yourself always like that, you will end up exploding at a wrong point, which is far worse. Self-management is always easier said than done'. She also described her tutors in the programme as 'understanding and helpful for students. My cohort is mostly international students, so I was worried at first about communication issues with the tutors or students as I am a minority student. People were generally more sensitive to cultural differences than I assumed. I can feel how the society is changing into [a] true multicultural society. This is another knowledge I am grateful for learning here'. Marine ended the journal by talking about her state of satisfaction. She said 'it is rather surreal that I am this content when things are so bad outside. It may be partially due to the fact that I am intentionally shutting myself from it. I will return to my home country in three months. I would like to make the best of studying here'.

Journal 16 – 14 May 2020

In a response to my request for Marine to clarify some points about her work routine during the pandemic, in this blog she started by talking about being happy about submitting all her assignments. She said 'yesterday was the last essay submission! That means I no longer have an assignment, except for my dissertation. I was so happy yesterday and even more today to hear from you'. Marine also talked in more detail about the changes that the pandemic had brought to her study routine, and her favourite study spots on and off campus. Comparing her study routines before and after the pandemic, she said, 'before the lockdown, I used to move around to refresh my mood during the study. I frequently changed place from both library on [the campus], to nearby cafés, to home. Studying time was also not consistent. When I have an assignment due, I used to go to the campus at midnight or dawn. I resisted having study routines… because it seemed less boring'. This had led her to remember her undergraduate days and her teaching work routine back home, where she described herself as a 'workaholic' because she liked to finish the tasks with the 'standards' that she set for herself. She said 'I couldn't care less about the timing'. Now, having a 'routinised' schedule for her study helps her to avoid depression, and having a work routine for her assignments motivates her to finish the tasks. She said 'I usually woke up early to start early. When feeling tired or not making progress, I did house chores

such as cooking to divert myself. In the evening, I did not study even when I was not sleepy. When I occasionally went out to get some fresh air, I felt grateful for the bright sunshine'.

Reflecting on the lockdown, she said 'it was strange that I needed little human contact during this time. I sometimes talked to my family, a few friends through chatting apps, or professors through emails and video chat. I guess that was enough for me. This alone time did not bother me that much; I was always alone when studying or working anyway'. For Marine, being abroad and away from her culture helped her to 'think more clearly' about herself, her feelings, what she likes, and how she feels about herself. As she said, 'this period gave me time to understand myself better. What I like, how I feel about myself and others. Most of all, I realised I tend to have strong feelings for the ways I am thinking or working but [I] am not used to expressing them or feeling okay about them. This tendency of being unconfident about my thoughts and ways caused problems in choosing my topics for the assignments, including my dissertation. I always needed confirmation from others, including tutors. This strong desire for approval made it longer and slower to set and proceed with my topic and methods… that made me always not sure, not confident because I feared to be wrong or disagreeable to others. Now, I realised I'm not particularly eager to compromise my way just because it is not acceptable to others. Now I know that having my way does not necessarily mean disagreement or conflict with others. But it requires practice and encouragement to really maintain such mindset, especially for a person like me. Even though I realised I do not need to agree with others' ways or opinions to maintain a relationship, it will take time and practice when I get back home because the society has its way to force itself on me. I am grateful for this chance to keep a distance from the society I was born and raised in. It helped me think more clearly about myself and other people. That way, the lockdown worked for me, not against me'.

Submitting the last assignment of the MEd TESOL programme made Marine reflect more about why she joined a postgraduate programme, and what she wanted to achieve in her academic life. She said 'I naturally started to wonder what I was doing here and what for'. This repeated question made her rethink her research topic and the methodological choices that she had made. This is where she chose text analysis as her research method, which she thinks is an uncommon choice for MEd TESOL students. She said 'then, am I really into this topic? If not, why did I choose it?'. It is hard for Marine to find answers for her questions, but she is willing to keep thinking and reflecting upon her decisions. She said, 'I spent quite a lot of time thinking about these questions but haven't got an answer. I will figure that out later. I will find that out when it's time'.

Journal 17 – 24 May 2020

Marine started her journal by talking about her PhD proposal. She said 'I intended to start working on my proposal. I had been working on it few months ago but dropped it. I had submitted the first draft of my proposal and received feedback from my prospective supervisor but haven't work on it after that'. She then shared her feelings about the anxiety and tension she has. She said 'I simply started looking at it [PhD proposal] today because I couldn't seem to focus on my dissertation this week. I don't know why. I thought all the tension had been dissolved after the last assignment submission. Since then, I watched a movie and went out for walks. Things certainly got better anyways, but the anxiety hasn't vanished entirely'. Marine said that receiving feedback from the supervisor who is supervising her dissertation, as well as the PhD proposal, is good for her, 'because that way I can get used to the patterns of the comments I get. It is nice to have a reader when writing something'. However, receiving feedback for her written work causes her anxiety. She said 'sometimes, it is hard to take in the comments because I tend to take them very personally, even though they are never meant to be personal. That was the reason I had abandoned working on the proposal for more than three months. Now, I am picking this up again with pains'.

Another reason that Marine explained about why feedback stressed her is her way of approaching and working on the feedback. She explained 'surprisingly, now I read the comments again and could take them in more easily than the first time I've read them. I could see what they mean a bit better now. Still, I don't have any clues to make improvements. So, I started to wonder what I want from this study. I seem to get stuck when I need to be practical and authentic at the same time. I mean when I want something that seems a bit impractical. So, then, I change to something a bit simpler instead, but that will not be exactly what I want. Then, I lose my focus and the words get ambiguous and unclear. Now I see my problem, but it is not easy to remove such tendency. I always procrastinate'. These miscommunication incidents of conveying written and spoken ideas were repeated themes that Marine talked about in earlier entries.

Thinking about extending her stay in the UK for PhD studies made Marine feel 'lonely', 'scared', 'depressed', and in a 'battle' with herself. She said 'the doctoral study will not be easy. It will be a lonely journey and like a battle with myself. That makes me a bit scared and even depressed. I don't seek glory out of this. But a little bit of encouragement would be nice. Maybe I just need a little break, take it easy'.

However, Marine used self-talk to relief her stress. She said 'I don't mean to make a big step today, which is not going to happen anyway. I will just be happy to start this again. Tomorrow, I will pick up the dissertation. I need to balance between these two works, the dissertation and the doctoral proposal'.

Journal 18 – 12 June 2020
Marine talked about the end of programme preparation that she has to do, in relation to moving out of her current accommodation, and the quarantine process when she goes back to her home country. She said 'yesterday, I couldn't get to sleep. So, I stayed up all night and looked through the information I may need for such plans'. Marine shared some reflective thoughts on the changes that Covid-19 has brought about in the teaching practice in her home country. She talked again about how the pandemic is working for her and not against her. This is because changes to the school start date in her home country were delayed ,and this works for her as she has more time to work on her dissertation before moving back home and starting her teaching job again. She said 'this situation is ironic because it worked favourably for me in that it helped me focus on study only'. As the programme is approaching the end, Marine feels 'grateful and content' for the opportunity to study in the UK, and thought that 'this short time truly helped [me] grow as a better teacher'. However, working on the dissertation was stressful. She said 'I feel unsettled since I feel pressured because of the dissertation work. I have been working on the module assignments and dissertation at the same time for a long time. I feel tired. But now I only have the dissertation left to work on. I think the module assignments were less scary because I got the feeling that it is quite manualised. I mean, all modules are different, but they already provide a good range of resources and topics available to choose from. The responsibility is less on the student'. Moreover, Marine thought that the dissertation module could be 'pretty much conventionalised'. She explained that she might be having these feelings because she had not started writing her dissertation, and 'it is a bit scary that it is almost entirely [my] choice and [my] responsibility'. She also said 'one of the reasons for being somewhat disheartened seems to be related to the fact that I need to improve my written work'. Marine uses the tutors' words as a self-motivating technique to encourage herself that writing the dissertation is the 'most rewarding experience once [I] get it done'.

Journal 19 – 27 June 2020
Marine started the journal with 'it's time to start running again', because she is moving to her summer accommodation. This journal was the shortest one that Marine shared with the researcher thus far. Marine said 'these days I have been under slump. I couldn't concentrate on my study'. She talked about trying to be away from news about teaching in her home country by avoiding social media apps, like SNS, to focus on her study. She shared her feelings about spending around four hours reading blogs of teachers from her country talking about the changes that Covid-19 had brought to their teaching practice. She said 'I could feel their anxiety, frustration, and excitement about the drastic changes they have gone through, and about the e-learning system they had to build during this pandemic'. Reading these blogs gave her a sense of belonging to the teaching community in her home country. Despite her attempts to stay distant from her community, which she talked about in previous entries, she said 'it was ironic that it felt amazing to share such feelings when I was so careful to be away from them so far. I felt grateful to be of that community. It is wonderful to have people to share such similar interest and passion. It keeps us moving'.

Journal 20 – 26 July 2020
Marine talked about how 'hectic' her recent days had been. This is because she was working on finishing the first draft of her dissertation. She said 'writing a dissertation was harder than I expected. I especially find it challenging to design the research to provide implications both for practical suggestion and further research'. She expressed that her progress was 'too painfully slowly', and involved a lot of 'trial and error'. However, writing about a topic that was relevant to her teaching context was interesting, and the findings involved 'practical application of the results'. After sending her supervisor the first draft, she said, 'I am content about it for now'. This is because 'things always need to be polished and refined, and changes keep coming up. I realised it is never fully drafted at all'. She also reflected on her old habit of editing her drafts before receiving the supervisor's feedback. She said 'this time, I don't want to jump into making changes before receiving the supervisor's feedback. That will only lead to making too many steps before reaching the conclusion, which I can't afford now. I have just one month to finalise it before the submission'.

Marine also shared her feelings about going back to cafés for studying and meeting friends after the lockdown. She said 'it was refreshing to be with other people in the same place'. She also talked about learning to 'adapt to the challenges and soldier through' difficult situations. She explained that studying through these challenges had made her 'content about what [I] managed in this new normal situation'. She said 'it must have been challenging for everybody, but we learn to adapt to the challenges and soldier through. Just glad I learned to be positive about my situations'.

Journal 21 – 16 November 2020

I asked Marine to write a reflective journal about the lesson that she shared with me to observe before the final interview. The shared video clip was part of the taught lesson, not the whole lesson. I sent Marine four suggested questions for her to use in her reflection. These questions were: how did you feel the lesson went, and why; what were your feelings during the lesson (if any), and what do you think led you to feel that way; did you make any changes during the lesson that were not in the lesson plan, and if yes, what and why; and is there anything you would do differently in the future, and if yes, what and why. Marine said that the lesson was as she expected, 'however, small tactics and strategies to make the lesson smoother were lost during the lesson'. She said that these losses 'weakened the delivery of the lesson content'. She explained that this happened because she was not used, before joining the MEd TESOL programme, to teaching English by talking in English for the whole period of the class, and that having visitors observing her made her feel 'nervous'. She said 'there may be two possible reasons for this: the teacher wasn't used to doing lessons in English and may have felt nervous to have other teachers at the back of the classroom watching her'. Marine also said that during the class, 'two sentiments came back and forth, embarrassment and satisfaction'. The first was because her English 'speaking wasn't fluent or logical', which made her feel 'awkward and frustrated' during the class. The second was because she felt that 'pacing and staging each activity' made her feel that the lesson 'seemed to be natural and appropriate', which in turn made her feel 'content'. Although there were changes that Marine might have made during the lesson, she did not do so. This was because her main concern was 'breakdown in the midway of the lesson', that might have been caused by the technological devices that she was employing. She said that she 'prepared several backup sources and equipment in advance'. However, the electronic devices used did not break down during the lesson. Based on that, no changes were implemented. Reflecting on what she would do differently in future lessons, Marine indicated that she was not satisfied with the 'methodological aspect of the lesson'. However, she explained that this referred to her spoken English language during the lesson, and to the use of electronic devices such as the 'electronic pencil and notepad'. She stated 'I had planned to use electronic pencil and notepad to indicate important words or images on the screen, but I didn't make enough use of it in this lesson. I usually use such visual enhancement on screen a lot so it wasn't due to lack of practice. I think the reason was related to the fact that I spoke English more than I usually do in my previous lessons before studying in the UK'. She also noted that she needs to 'make efforts to make more balanced presentation of verbal and visual guidance' in her lessons.

Appendix 20 – Journal 21, Reflective journal on the observed lesson

Date: 16/11/2020
Participant: Marine
Mode of teaching: Face-to-face session)
Lesson topic: Reading a scientific experiment of growing vegetables on Martian soil and discussing the implications of the experiment on human life
How did you feel the lesson went? Why? The general flow of the lesson went as I expected, which is a good thing. However, small tactics and strategies to make the lesson smoother went lost during the lesson, which may have weakened the delivery of the lesson content. There may be two possible reasons for this: the teacher wasn't used to delivering the lesson in English language only and may have felt nervous to have other teachers at the back of the classroom observing her.
Do you remember how you felt during the lesson? What were your feelings and what do you think led to each feeling? Basically two sentiments came back and forth: embarrassment and satisfaction. There were times when my speaking wasn't fluent or logical as I want it to be, so I felt awkward and frustrated. However, there were also times when I felt content because the flow of the lesson (pacing and staging each activity) seemed to be natural and appropriate to me.
Did you make any changes during the lesson that were not in the lesson plan? If yes, what and why? The timing and flow of the lesson went almost perfectly as I planned. Technology is always the concern, but I prepared several backup sources and equipment in advance so as not to cause any breakdown in the midway of the lesson.
Is there anything you would do differently in the future? If yes, please give some details and explain why. Mainly, in future lessons I will change the methodical aspect of the lesson, for example, more use of visual signposting or highlighting to get my point across. I had planned to use electronic pencil and notepad to indicate important words or images on the screen, but I didn't make enough use of it in this lesson. I usually use such visual enhancement on the screen a lot, so it wasn't due to lack of practice. I think the reason was related to the fact that I spoke English more than I usually do in my previous lessons. In that respect, I will need to make efforts to make more balanced presentation of verbal and visual guidance during my lesson from now on.

Date: 6 Nov 2019
Participant: Marine
Journal 1
It was the class of Principles of Learning language, last week. As usual, we had two classes with a tutor, this time, Professor ████████. He was explaining the concepts of learning styles and strategies and asked a possible strategy for a learner with different strength and weakness regarding multiple intelligence. The learner had strength at verbal, visual intelligence, but weakness at logical intelligence. I suggested that the teacher explain a figure/chart to the whole class, as a presentation. I meant by rehearsing the presentation, the learner probably will try to make sense of the chart/figures. I thought it will draw on his strength (verbal/visual) as well as weakness (logical), since he may need to find the patterns underlying the figures, and organise his findings into words to explain them to people. However, since I do not talk about my ideas in class often (actually, almost never) my idea was sort of misunderstood, and I was not able to elaborate enough, because I was nervous and felt pressured to speak persuasively and fast. I attempted to keep arguing, and actually, I thought that was enough. I felt frustrated because people, including the tutor, weren't convinced. On my way home, dwelling on what I had said, I realised what I said was based on so many assumptions that were not available to others. Then I felt a bit ashamed, but that wasn't so bad, because I learned something out of this incident. I did not feel misunderstood, I just realised the need to express my ideas more clearly, and my idea was not so much common sense as it had seemed to me. I needed to communicate my ideas to other people, and that was all that mattered. Sometimes people, especially professors, talk about how exciting it is to talk about new ideas, talk to new people with open mindsets. Perhaps it was my first experience to realise the desire to communicate my ideas with people. It will take time and effort to earn the confidence and open-minded attitude to communicate with people without inhibition. However, I feel positive about that coming someday.

Appendix 22

The highlighted statements represent Marine's reflection pattern, i.e. think, discuss/debate, reflect, realise, form.

Date: 21 Nov 2019
Participant: Marine
Journal 2
I gave a presentation today on my corpus project in the Corpus Linguistics module. It was mainly for students to inform the tutor of their plan of the project and gain the feedback from the tutor on whether their project is set to the right direction. This presentation gave me a lot to think about what I was learning in this new, foreign country. First of all, I learned that I needed feedback from peers and tutors on what I was doing. When I was preparing for this presentation, I thought I should use the data which I already have collected from my own students' writing earlier. Actually, when I read the guidelines of this assessment, I suspected it might be inappropriate to use my students' writing, not because it doesn't fit the purpose of the project, but because its size was too small, therefore not likely to render any significant findings. However, I proceeded to use it for preparing my presentation anyway, because I knew that if I just abandoned it and chose safer, and slightly boring, ways to carry out the research, I may have been wondering about 'what if I kept it'. It was somewhat off the path I would usually take, where I tend to choose safe, conventional ways to achieve the goals, mainly because that is more efficient and faster to get things done. What happened after the presentation was over? Well, I was bombarded with questions about the possibility and feasibility of my plan. I normally get frustrated by such reactions, not because these are unexpected, but because they hurt me. However, I was glad this time, because I knew that I had two choices for next actions: I could keep my students' data (which involved a lot of afterwards actions) or I could choose other data, which is bigger, and more likely to render meaningful findings. I haven't decided yet, but I am glad I proposed my desire to make use of my students' writing to people. Only by doing so could I learn the practical considerations regarding using it. Second, I was able to learn how I might come across to other people. Since I have always considered myself reserved and shy, I never understood why sometimes people seemed be offended or annoyed during communication with me. However, when I finished my presentation, a bunch of people asked me about my plan, and I was so nervous and kind of frustrated that my presentation did not go smoothly, for reasons such as the size of the data and unclear research question, I may have reacted somewhat in a defensive way, which could have offended the questioner or the audience. Now I am reflecting on what happened today, I realise that all the frustration and defensiveness, therefore some offensive behaviour might have occurred due to my unconventional attempt to try something unsafe but interesting, and due to the fact that I mainly was communicating with foreigners through my second language, English. It caused a lot of tension, because I had produced the language which isn't my mother tongue, but also I had to deal with cultural differences, and discourse conventions that I was not familiar with.

In sum, I am a little confused and sorry for what happened during my presentation, but I am also happy because I was able to confirm that my desire for using my own data wasn't going to be a practical way to carry out my project, and also because I was able to learn about the gap between my own safe zone of emotional and cognitive leverage and beyond that. I was able to recognise how and why I behaved in defensive way and how it could have negative impact on my learning and social relationships, because it may have shed a light on my tendency to be reluctant to participate in classroom discussion. I am so afraid to make such an impression, too bold, or too direct. Therefore, I am not a sociable person, I tend to give up on making any attempt to add any opinion in classroom open discussion. This presentation gave me the chance to reflect on all these difficulties I have, namely, trying to stay only in my safe zone, and not making attempts to participate in class discussions. It may be a long way to make any progress in terms of all these areas in which I need to make improvement, but I am glad I am on the right track. |

Appendix 23

The highlighted statements represent Marine's reflection pattern, i.e. think, discuss/debate, reflect, realise, form.

Date: 8 Feb 2020
Participant: Marine
Journal 8
I have felt quite relaxed since this Wednesday the last essay of the first term was due. I feel free for now, although the dissertation and second term essays are coming. Today I was reading some paper related to the topic I am thinking about for the dissertation. But then I kept thinking about the essays I already submitted. I felt bad because all I think of was the things I should have done better…. But actually I kind of did my best. I couldn't have done better anyway. It was a bit weird that I could see the deficit of my works like they are not mine. I felt ashamed because of the poor style and structure of my essays and so on. It wasn't until submitting my third essay that I realised I was merely paraphrasing or copying what I was reading from books. All these essays required me to reconstruct the knowledge and put it into my own flow of thoughts and logic. It is easier said than done, and I am still overwhelmed by such demands. In order to avoid such mistakes, I am starting to work on my essays now. These are not something I could do within a couple of weeks. The important thing is to forget what's gone and start over.   I can't believe already a half year has passed. This week I saw other students complaining about their marks or disappointed, after the first essay's feedback was released. I am not so happy about my mark either, but somehow I understood why this mark. I am glad that I am not discouraged by this. The remaining days will be even more valuable, since I am getting the hang of studying at the postgraduate level. It's tough, but I am glad I seem to enjoy it. Yesterday, I was reading a guidebook on writing dissertations. The author says writing dissertations is not easy, but it is not meant to be easy, otherwise it wouldn't really be worth it. I agree to that. Even though marks are very influential for people's mood and motivation, I hope I can see myself progressing on my own regardless of marks.

Appendix 24

The highlighted statements represent Marine's reflection pattern, i.e. think, discuss/debate, reflect, realise, form.

Date: 1 March 2020
Participant: Marine
Journal 10 Today, I read a (her native language) book named 'The secret of the top 1% of Harvard students'. I usually read a book in a day because I tend to skim it through quickly. This one was interesting enough, and the timing was right since I felt a bit frustrated about what happened last Friday. Last Friday, I went to a writing workshop for Dissertation Preparation. The lecturer asked the students to critically analyse the content of the previous dissertation produced by a former student. I thought this is a good moment for me to talk when one of the students made a quite sensible point, and I got sort of excited and anxious to contribute to it. I attempted to make a few somewhat uncooked guesses to elaborate on that. But the lecturer seemed to be a bit annoyed by my eagerness to impress and emphasised that I made a wrong point repeatedly. He seemed to think I was reckless enough to criticise someone's solid work without using proper terminology or understanding the point. Still, I think it was a simple matter of language use. After that, I felt so frustrated that I kept making a wrong attempt to repair that, only to make things worse. At the end of the session, he tried to wrap up the class, calling the student's name, who made an impressive point. But then turning to me, he tried but failed to recognise my name, which was very awkward and humiliating. I think he did not even have to try to remember all the students' names if he can't, and the workshop takes place just four times anyway. He sorts of attempted to recognise students' names, drawing the seating table of students. Anyway, this is exactly what I usually try to avoid, but it happened anyway, in the worst scenario. However, I am aware that he did not intentionally insult me. I just dislike when such an event occurs when I am not entirely under control of the situation and the language use. I think this happened due to my insecure feelings after I got a harsh criticism of my proposal from my potential supervisor. I am not quite used to receiving such direct comments from people, so I must have had a hard time getting the comments constructively and objectively, not taking it personally. The book I read today helped me tremendously to cope with this crisis. In a nutshell, the book talks about two fundamental principles to success: blocking any negative signals and concentrating on one topic. These seem so plain and obvious, but the arguments were persuasive enough, with a lot of examples and statistical data to support. Reflecting on the story, I could gain some insight to regain strength. First, I decided to block any negative signals I received from Friday's workshop. I realised I tended to care about others' responses too much. According to the book, when students are exposed to the negative signs, their working memory process gets inefficient, which accordingly decreases study capacity. If I let such an occasion affect me, I would be distracted by such outer factors. I learned instead to focus on the bigger picture of my reason for my study. I want to study because I want to learn something useful, and thereby developing my expertise in and contributing to the field. As the book points out, students who are motivated by a bigger cause than self-realisation tend to strive and persist despite obstacles. I used to drive myself for a bigger reason than self-interest because I somehow learned it myself through experience. This book confirmed it for me at the right moment. I needed this now. Second, thinking about the reason for studying not only calmed me down but helped me grasp a clearer picture of my topic of interest. All the assignments and dissertation topics seemed unrelated to me personally, but they all seem to relate to each other. I feel the testing system in my home

country needs to be in sync with the syllabus and textbooks, to fully realise learner-centered learning. These topics are all related to the issues I have in mind for each assignment and dissertation. When I started this Master's programme last year, I got so excited that I wanted to explore so many topics. I could not decide on a specific topic nor narrow down my interests. Now I know I can't learn everything. When I decide on a topic, I can become more strategic and specific about my study. I've recently been reading a book that illustrates an interesting experiment about learning various topics versus digging into one issue for the same amount of time given. Students who focused on only one topic exhibited significant growth, while students attempting to cover several topics did not. It is essential to be consistent and persistent about a topic of interest.

In conclusion, this book proved to be not a waste of time. I had been so frustrated since I had started this Master's programme. I did not have time to read other books than coursebooks or journals. I need to calm down and be strong enough to filter the negative signals. It is not a matter of the amount of time, but the quality of time invested.

Appendix 25

The highlighted statements represent Marine's reflection pattern, i.e. think, discuss/debate, reflect, realise, form.

Date: 14 May 2020
Participant: Marine
Journal 16
Hi Muna,

Thanks for your mail yesterday. I don't know if you knew the assignment schedule for the TESOL programme (I know you have the table, I mean if you are aware of it) but yesterday was the last essay submission day! That means I no longer have an assignment, except for my dissertation. I was so happy yesterday and even more today to hear from you😊
I will try to answer your prompt questions in this log.

First, I will talk about how my study routines have changed. Well, visibly observable changes will include studying at my desk most of the time (and my bed when feeling really tired or need more relaxed position). Before the lockdown, I used to move around to refresh my mood during the study. I frequently changed places from the libraries (both Forum and St. Luke's), near cafés (including campus shops and High streets), to home. Studying time was also not consistent. When I had an assignment due, whether formative or summative, I used to go to Forum at midnight or dawn. I resisted having study routines. I think I liked to add the unpredictability because it seemed less boring that way. That had been my study habit since I was an undergraduate student. This habit persisted at work. When I had paperwork to report, I used to go to the office regardless of days and times; at holidays, Sundays, at dawn or midnight. I tended to be workaholic and go all-in with my standards for finishing and submitting the work. I couldn't care less about the timing.

Since the lockdown, it had to change because the limited options for places were so apparent. In order not to be depressed, I tried to make it more routinised so that I can see where it ends and endure to see the closure. I usually woke up early to start studying early. When feeling tired or not making progress, I did house chores such as cooking to divert myself. At the evenings, I did not study even when I was not sleepy. When I occasionally went out to get some fresh air, I felt grateful for the bright sunshine. It was strange that I needed little human contact during this time. I sometimes talked to my family, a few friends through chatting apps, or professors through mails and video chat. I guess that was enough for me. This alone time did not bother me that much; I was always alone when studying or working anyway.

After submitting the last assignment yesterday, I naturally started to wonder what I was doing here and what for. I chose to work on text analysis for my dissertation, which I found a bit of a rare choice for TESOL students. It is not bad, but not a popular option. Then, am I really into this topic? If not, why did I choose it? I spent quite a lot of time to think about these questions but haven't an answer. I will figure that out later. I will find that out when it's time.

This period gave me time to understand myself better. What I like, how I feel about myself and others. Most of all, I realised I tend to have strong feelings for ways of thinking or working but am not used to expressing them or feeling okay about them. This tendency of being unconfident about my thoughts and ways caused problems in choosing my topics for assignments, including my dissertation. I always needed confirmation from others, including tutors. This strong desire for approval made it longer and slower to set and proceed with my topic and methods. However, I already had my thoughts, and it was there even though I was also aware and so careful of what others would think. That made me always not sure, not confident because I feared to be wrong or disagreeable to

others. I realised I'm not particularly eager to compromise my way just because it is not accessible or acceptable to others. I needed reasons and explanations to adapt to theirs.

However, having my way does not necessarily mean disagreement or conflict with others. But it requires practice and encouragement to really maintain such mindsets, especially for a person like me. Even though I realised I do not need to agree on others' ways or opinions to maintain a relationship, it will take time and practice when I get back home because the society has its way to force itself on me. I am grateful for this chance to keep a distance from the society I was born and raised in. It helped me think more clearly about myself and other people, and societies. That way, the lockdown worked for me, not against me.

Appendix 26

The highlighted statements represent Marine's reflection pattern, i.e. think, discuss/debate, reflect, realise, change of perspective.

Date: 26 July 2020
Participant: Marine
Journal 20
It has been hectic days. I submitted the first draft of my dissertation. I didn't mean to drag it this late, but writing a dissertation was harder than I expected. I especially find it challenging to design the research, and to provide implications both for practical suggestion and further research. My study involved my specific context, and it was so easy to be only interested in making findings for a quick practical application of the results. I made progress but too painfully slowly. Anyhow, I managed to write a full draft this Friday and am content about it for now. But then, things to be polished and refined keep coming up, and I realise it is never fully drafted at all. This time, I don't want to jump into making changes. That will only lead to making too many steps before reaching conclusions, involving lots of trials and errors, which I can't afford to now. I have just one month to finalise it before submission. These days some cafés are open, and I often went there with friends with my laptop. It was refreshing to be with other people in the same place. In retrospect, I used to love to be at cafés for work, study or chats with people. Things are still not back to normal. For example, the library is not open yet. However, I am content about what I managed in this new normal situation. It must have been challenging for everybody, but we learn to adapt to the challenges and soldier through. Just glad I learned to be positive about my situations.

Appendix 27

Date: 13 Dec 2019
Participant: Marine
Journal 5 Today was the official end of the first term. I had submitted one short essay yesterday, which was my first essay submission. Today I attended an academic representative training programme, and talked to the other representatives of different subjects. Looking back, the experience I've had since this September is satisfying. To be honest, it was easy all the time, even though I haven't realised it on a conscious level. I burnt my finger using the microwave, which does not work the same way as the ones in my home country, cut my finger with a cooking knife, which had never occurred in my home country, either. I don't know if these have to do with different tools and utensils, or with anxiety or stress I must have accumulated inside. However, it is certain that getting adjusted to different life mode in a foreign country takes time and effort. Now I am content living here. Personally, I don't seem to feel lonely for being alone in a foreign country. I have already been living alone for several years before I got here, so it is not so much new or overwhelming. I am not sure what I want to do with my study. I am thinking about it every day. I have been thirsty for academic inquiry for long time, now that I am given time only for studying, I am bound to be happy. However, I feel the need for more specific, long-term goals to set the direction of my commitment. When I attended prospectus PhD informal session this Monday, we had a discussion about research topics; I couldn't answer to the tutor's question about my topic of interest. Even though I have been interested in pursuing study, I still have no clue for what I really want to study further and why I want to do it. In addition, on the training session for academic rep today, I was asked about what I want to contribute to my cohort. I got speechless again, because I have no clue again. This doesn't mean that I am not committed. I sent emails to every student to inform my role and intention to get feedback from them, and contacted the SSLC organisers to input into their feedback. I also contacted the director of TESOL and Education in regard to any possible exchange of information that could help improve learning environment. Still, I have no clue about what I want, or what I can do. This Christmas vacation will be a valuable holiday for me, because I need to submit big essays for three modules, and prepare for the second term, also thinking about my dissertation topic. Besides, I need to clarify what I want to do after finishing my Master's. Do I want to go back to my home country? Or, should I pursue a PhD? Because if I want to pursue it, I will need to search the area of my interest, make a contact with potential supervisors, and develop a research proposal. A lot to do, but none of them I want to rush with. However, I am not intimidated by any of them. I am just grateful that I am given such opportunity to choose what I want.

Appendix 28 — Marine's Classroom Observation

- Date: 13 November 2020
- Lesson: Scientific experiment of growing vegetables
- Language focus: English reading lesson
- Grade: 1st year of secondary stage
- Mode of teaching: face-to-face / open class
- Duration of the lesson: 23:32 minutes
- Mode of observation: recorded video observation

Time	Activity
00:00	The recording of the lesson is taken from the rear right corner of the classroom. The video clip starts with Marine standing at the front of the class, behind her a green board and in front of her a desk and her laptop on it. In the left front corner of the class is a TV screen displaying a text and two photos of a plant. The students are sitting individually in a vertical row wearing face-covering masks, the textbook is open with a pen laying there, a pencil case, and a few of them had bottles of water. The number of students shown in the video is 10, however the last row of students on the right is not shown in the camera frame. Appendix 29 demonstrates the classroom setting.
00:00 – 00:10	Marine is lecturing the students about the soil, 'so, the soil can have different elements. The Martian soil can have different elements from the earth soil…'. While Marine was talking to the class, only one student was looking towards her. The rest were looking down at their coursebook.
00:11- 00:21	Marine asked the students to read the passage 'quickly' and 'individually' to answer two questions.
00:22	One student calls Marine, she approached him. He said something to her and then she nodded, and he left the classroom.
00:23	Students are looking at the coursebook.
00:30	One student is scratching his eyes.
00:35	Another student rests his head on his wrist. It looks he started to fall asleep.
00:36	Marine is looking around the classroom from her position in the front of the class.
00:42	Marine says 'I guess it doesn't take a long time'.
00:49	Marine asks the students 'did you find the issue related to eating? Is it vegetable? What the possible problem?'
00:57	One student answers Marine, 'it could contain heavy metals'.
01:03	Marine repeats 'it could contain heavy metals, actually, you answered a good answer. Actually, those questions are related. Isn't it? The Martian soil could contain heavy metals'.
01:05	The student who fell asleep tries to sit straight. It seems like he is trying to focus with what Marine is saying.
01:11	Marine pauses to read something from her computer, then says, 'contain heavy metal, like iron. Right?' Then, pauses again.
01:28	The same student who was falling asleep, his head is leaning forward toward the desk. He looks like he's falling asleep again. The rest of the students are having their heads down looking at their books.
01:31	Marine says 'so actually to answer the 3rd question (with an exclamation tone), you have to go up (probably she's referring to the beginning of the reading passage). The safety of eating those plants. But, hmm, why is it important to find out whether they're safe or not?'.
01:47	Pause. Students are still looking down towards their books. The sleepy student is twiddling with a pen.
01:58	Marine says about the plant, 'because we have to eat them, right? It can be dangerous, it can be, according to the…'. One person from the audience in the back said something that was not clear, two of the students looked up towards Marine. Marine said 'okay, sorry', then looked at her computer screen, clicking, typing, or maybe fixing something. She continued 'according to the, ah, to this, this, this piece of writing. It could be dangerous. You can go to the last sentence?'. She pauses then continues 'dangerous for human consumption'. Marine laughs.
02:22	Marine looks toward the students and says 'Okay, Ah, actually we answered these two questions from reading 3rd paragraph, but, ah, there is last paragraph left, right? So, before moving on, let's read the last paragraph together. ……… can you read the paragraph?'. Looking toward one student in the rear right side of the class.

02:32 – 4:15	The student clears his throat, then starts reading. His voice is not clear, he is mumbling the words. Another student from the front row looks at Marine and keeps looking up the whole time that the other student is reading while Marine is looking down at her screen. The sleepy student falls asleep again. An individual from the audience shook his left shoulder and whispered something to him. He looked at Marine and tries to sit up straight. The rest of the students kept looking towards their books and the student in the front kept looking at Marine. The student finished reading then Marine said 'thank you. Okay. From the last paragraph, hmm, do you think the writer, seems to be excited or still worried?'. The same student who had his head up towards Marine said 'excited'. Marine repeated, 'excited, but why, why is he excited?'. Pause. Students are still looking down. The same student said 'because he can grow crops on Mars'. Marine repeated 'because he can grow food crops on Mars. But why is it exciting? Is he a scientist, you think? The writer. Are we excited? To know the possibilities?'.
4:16 – 7:45	One student scratching his head. The student in the front row was agreeing with Marine and made 'hmm' sound. The sleepy student propped his chin on his palms sitting in a focused position listening to Marine. Marine answered her question by saying 'yeah, actually, he, he doesn't say that explicitly. I mean the reason why it is exciting. But from the last sentence, I'm going to read the last sentence again; surely, the Martian soil experiment could be a significant step towards building colonies, colonies on Mars in the future'. She looks up at the students, two of them are looking up towards her. Another one in the front row is looking down towards his books. The sleepy student is resting his forehead on his right palm and looking down. The rest of the students are looking towards the books. Marine continued 'so, he's excited about the possibility of building colonies. So, in that sense, building colonies, he means (moving her head left and right and looking towards the students, waiting for them to answer that), we could live there. We could live there. So, that's exciting for him'. She then said 'so, I think he's inviting us to be excited together, but it's really up to, up to you. Okay. So, in the last paragraph, he, hmm, there is the significance, the implication of the experiment'. Marine looks at the students, scratches her head, then said 'okay. So, good job with reading the text. We're going to move on to the next activity'. Marine moves two steps away from her computer to the right. She continued saying 'this is your turn. You're going to, ah, write a couple of sentences, but before doing that'… she laughed… 'there is another paragraph' pointing at the TV screen in the corner of the class and scratching her head again. She said 'it's to, I guess there is not time to read them thoroughly. I guess let's focus on the parts in colour. So, from the first, actually these, this paragraph is from (unknown resource to me). Ah, the scientist who was introduced in our textbook, the main reading. Yeah. So, this, this, uhm, actually, (Marine laughs) I haven't read the book myself, but this is the part he mentions about Mars exploration. So, let's focus on the parts in colour for the, for the 3rd line. You can see here, budget cut. What does budget mean?'. One student said 'money'. Marine repeats 'yes, money. So, if you have budget cut, the money gets bigger or smaller?'. Student said 'smaller.' Marine repeats 'the money gets smaller. Right? So, this is the money you get to conduct some experiment or create some projects and so on. But if you get, ah, the, the reduced budget. That's not a good news to carry on a project. But, suddenly, the scientist is talking about budget when he was talking about projects. Especially, projects run by NASA. What is NASA? NASA is national agency, we already know that.'. Marine looks up at the students, she continues reading'; 'so, let's move on to the last, last, ah, the, the final sentence. Money needs to be taken away from NASA.'. She looks up at the students again, and says 'this is the situation when they have other more important projects. So, they have to cut down the, the, the budget.'. Looking down at her computer and said 'then' someone from the audience coughs. Marine continues 'then, he introduces some… in the 2nd paragraph. So, let's focus on the parts in colour again in the 2nd paragraph. The four microbiology experiments must be removed.' She looks at the students; 'this is some sort of project that was cancelled. Can you, can you guess why these experiments were cancelled?'. Marine paused for one second, then she says, 'because from the first paragraph we know that Carl Sagan was talking about money, because of the shortage of money, right? Maybe the government had to cut down the budget.'.

Appendix 29 – Marine's Classroom Setting
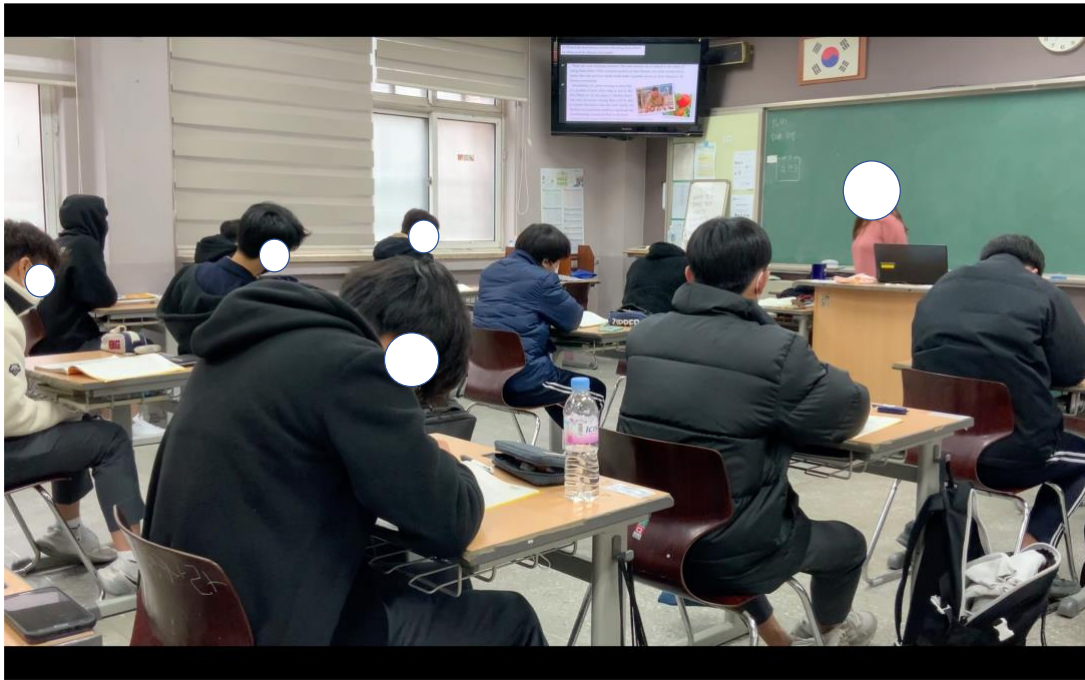
Appendix 30 – Extract from Marine's Interview 1. Using Action Research in her Classroom

In a workshop, I met some teachers who're interested in project-learning, hmm, project-based learning, or project-based lesson. So, I joined the teachers, we made a group. And we gathered, collected some data or theoretical information based on the book or papers. And we discussed it, and we talked about how we can apply the findings or what we learned, to our real classroom. Most of them were high school teachers but there were middle school teachers as well. And, hmm, I developed a couple of model(s)! I don't know the whole procedure, like, it could be like one whole semester, or maybe could be three weeks long. And, hmm, when I finished my lessons, I gathered some, hmm, like responses from the students and also, I opened my class [lesson observation] so that other teachers in my school could come and see. So that I could get some, hmm, responses [feedback] from the teachers as well. This kind of thing, yes. And then I was able to have a little bit of confidence about project learning, uh, project-based learning. Hmm, because before I tried that I wasn't quite sure it's going to benefit my students, I thought it too, just too idealistic. But I thought, after I finished, hmm, exercised on a couple of lessons, yeah, it was kind of, I was able to get some confidence, it could, it could benefit the students. Is it?

(Interview 1 – October 2019)

Appendix 31 – Extract from Marine's Interview 2. Reflecting on the ML TESOL Programme and Re-affirming that she is Learning More about Research Methods

I: Is there any particular skill or aspect that you think you have gained during the programme which makes you feel this way?

P: Researching skills. Yeah, as I told you, I used to be addicted to finding information all the time, but with different lens and different perspective. I mean, I used to look for answers because I don't have the answer, but now I am not looking for answers, but in order to provide better lessons or materials, I will need to, still need to do some research all the time. But with, maybe, a bit better skill, with better skills now. Because, as I told you it's not something new. Everything is not totally new, but it's not deniable that I learned a lot here because of the reading and because of the discussions and the teachings of the tutors teaching and everything. There were a whole a lot more resources available, because I was able to access the library. And, um, it's really, was a new world. I mean, I thought I used to think I was very proud of the IT environment that my home country has, but I just realise it's the matter of the focus. I mean, I'm not being critical about the situation in my home country, the IT is very developed, but not for educational purposes. It's like it's more authentic here, I think. Maybe it's a different situation in university in my home country because I was away from my university for a long time. But, um, I don't know about any research in education, but the reason IT is so much developed in my home country is for commercial purposes, to make profits. So, it makes a lot of difference. I mean, the focus will make a lot of difference.

(Interview 2 – March 2020)

Appendix 32 – Extract from Marine's first Journal, showing an Example of Marine's Knowledge about how to Read Research

Professor ███████ had asked us to build our own corpus at the beginning of the module, and I did not see the clear relation to what we were learning in class. However, while I was reading a journal regarding the benefits of do-it-yourself corpus-building, I realised why he made us do it. He did not say it explicitly, but some of the students may have used it for their practice to understand the principles of corpus, and by doing it, they might have fostered learner autonomy, as suggested by the researcher (Charles, 2011). Sometimes we read and learn concepts and theories, but most of them go unnoticed. Sometimes we design a lesson plan with a careful consideration and solid theoretical basis, but only to see them not communicated to students. Maybe this is when I felt like I communicated with the teacher, even though not a word was actually said.

(Journal 1 – 6 November 2019)

Appendix 33 – Extract from Marine's first Interview, on What Makes a Good Teacher

In general terms, the important skills teachers need, hmm, maybe the ability to, hmm, apply the theoretical teaching skills into classroom! Because knowing and doing is different thing. Because it may sound that they are the same, but it's not like that to me, in my own experience. Because I thought, I think, I'm not sure, maybe it's not objective, but I always thought learning wasn't such a hard thing to do. I didn't really mind the teacher, I didn't really mind having a good teacher or not when I was learning high school or university. But I found, then I became a teacher, it's not, hmm, it's not the case to many students. They really need a good teacher (laugh), you know. Hmm, just talking about the content that I'm aware of is not enough. So, really, I need the methodologies. Maybe it's not only about the strategies, it's maybe, I don't know maybe teachers are born to be good teachers. But it's not the case for me, so, I don't know. I'm still trying to find ways to be a better teacher. But, hmm, in order to be a good teacher, hmm, the teacher qualification as you, as, will be, hmm, yeah, just learning good methodologies or methods of teaching and maybe deliver them to classroom, to real application.

(Interview 1 – October 2019)

Appendix 34 – Extract from Marine's first Interview, on Learning about Teaching Methodologies on the ML TESOL Programme

I think I need to start with the time I was trying to apply for this programme, I think I was considering two options, two things that I wanted to learn. First will be, some literature-based classes, lessons development, because I was interested in using literature like classics in my class, but it wasn't that easy, so I was hoping to develop idealistic model. Of course, there are a lot of model, like methodologies and teaching models. Is it clear? But I wasn't sure which one will be more idealistic for [her nationality] students. So, I thought I might be able to explore some relevant discipline. And the second one was, hmm, applied linguistics. Hmm, I wasn't quite aware of some discipline where [her language] and English language can be aligned, in order to render some good benefits for [her nationality] students learning English. It might be possible! I thought I might get some answers about this question. But more, maybe it is in the long term. But what I was interested in in the short term in applied linguistics, is, I guess about like corpus. Because I learned some corpus linguistics in my university, but it was very basic, and I did some kind of analysis but very minimum. So, I thought maybe just learn about corpus linguistics a little bit better. I mean a bit more so I can make use of it when I study English as a language, and maybe I can get some findings. I can know how to deal with [her nationality] students when making errors. Maybe the typical errors of [her nationality] students studying English.

(Interview 1 – October 2019)

Appendix 35 – Extract from Marine's second Interview, on the Communicative Approach and Other Teaching Methods.

P: Teaching approach? Hmm, can you give me an example?

I: Yes. For example, communicative teaching approach is one way of teaching a language. So, have you felt that there was any stress on some approaches throughout the programme?

P: Aha, yeah, I mean that's funny because I used to think, and I think everyone is talking about the communicative approach because that's the newest one and still the trend, there is nothing new came up than the communicative approach. But I always thought, 'hey, I'm not so much a fan of the communicative approach'. I didn't learn through that approach, and I don't want to learn through it. I mean I don't want to be taught by that approach. I just, I don't know, I think that's why I had such difficulty teaching my students by that. For example, if I conduct any, hmm, for example, I did project-based learning, hmm, I tried, I kinda experimented it with my students. And it went well, somehow, but I wasn't convinced of the effectiveness of this method. And it's very communicative. But I don't know. I wasn't really very sure. I wasn't sure if it's really going to be effective in EFL context. But here, I guess, I just kind of learn, it's a new agreement that the communicative approach is not the answer for everything. Hmm, the old ones are still valid. For example, the lexical approach. That's ok in certain contexts. I just realised that my context is EFL, where students have more reliance on textbooks, as this is what they're taught is different than what they have access to outside the classroom. And that means we have relied more on written text than spoken. Because we don't have much time to talk but they're going to learn how to, I mean they're going to learn through English as a medium of instruction. So, written English is important. And also, this is high school. It's not, they're not supposed to be at the beginner's level. But a lot of students are still beginners (laugh) but here at the stage where they need to prepare for the university level learning (laugh). That's the reality. So, all these things are making me confused.

(Interview 2 – March 2020)

Appendix 36 – Extract from Marine's second Interview, on the curriculum development module, and its Relevance to her Teaching Context

I: What module/topic do you find most relevant to your teaching context?
P: My teaching context? Syllabus.
I: Why do you find this relevant to your teaching context?
P: Because that's practical. I mean I used to be wondering, maybe because I'm a public-school teacher, I tend to see more crisis. I mean, yeah, it's very complicated, maybe just in [her country] may be, I don't know about the other contexts, I can't be sure about them. In public schools, students tend to be more disengaged, hmm, and maybe because of that I feel like, I tend to have very low self-esteem as a teacher. Hmm, partially, because of my qualification, but it's not objective, hmm, justification. I mean it's, because students are not engaged, this makes me feel, I have to blame myself. But it's not, it's very complicated thing. And I think it's something that people are suffering a lot. I mean, hmm, may be because I'm a public-school teacher, so, I tend to be very much conscious about the government policy. And it's not a theoretical thing, it's something very practical. I have to learn what they want and what's happening. And those things are very practical, but I can't be very practical without being confident. But we still have the curriculum module, it's very theoretical but at the same time it's the most practical thing in the programme, I think. Because it's comprehensive, it includes every element of teaching and learning. So, it made me more aware of what's going on in my context (laugh).
I: So, you mean the syllabus and curriculum module has helped you to understand your teaching context more, and as a result you understand the students more?
P: It helped me to see what's going on. It's, it's really hard to say that they helped me to understand the students more. Because that's my personal feeling. But the reason I said they're helpful is because, hmm, for example, I will give you one example. In, for now, the [her country's] policy has changed. The national curriculum has changed, it's going to be fully enacted this year, this coming one. Every school is supposed to develop their own school curriculum. It wasn't like that before, but only this year, from this year. And it creates a lot of confusions. Because schools are not ready, they don't know how to develop their own curriculum. They used to be nationally developed, and we just follow. So, there should be some principles for teachers to follow. I mean it's not just because the government is lazy and they don't want to do work in schools and teachers should create their own work, it's not like that. They have some principles to change this, right? And we should be ready to understand that, and because if you don't know that, you do a lot of work. But you get a lot of complaints from the parents and everything and you can't cope with it. So, I was kinda worried. Because we were supposed to develop our curriculum, it means more work actually, more work. That's fine, as long as we do the right work. Hmm, and actually I don't mind the departments of the school where they develop the curriculum, I mean different departments than mine. But we are affected. I mean we should be aware of what decisions are made; we should be ready. Because I mean developing curriculum means what we decide, what we teach. It includes the whole year's syllabus and everything. And actually, we have more choices to make, in terms of the English subject as well. And because of this, when I go back to [her country], I will be in charge of more modules than I used to have, that means I have to prepare more lessons and, hmm, it doesn't just mean more work, if I do more work and I'm not ready for each module it means disaster. So, but this module helped me kinda understand why we changed from national-driven curriculum to school-driven curriculum.

(Interview 2 – March 2020)

Appendix 37 – Extract from Marine's second Interview, on Shared Responsibility towards International Students

I: I see. Is there any part of studying in the ML TESOL programme that you feel less positive about or hard for you?
P: Hmm, yeah, I mean, I'm not personally feeling that I'm disadvantaged by the point I will make right now, but in general I feel there should be more understanding of international students. It's not because they are cognitively less qualified or maybe, I don't know, maybe it's a mixture of problems. It really depends on individual students. I'm talking, I'm not generalising anything here, but I feel, in general, there is a misunderstanding of what it means to study abroad. Hmm, there is little, less, hmm, consideration. For example, the academic conventions could be a little different from other countries, and it is sort of agreed that 'oh yeah, there are differences'. They don't understand us. So, it should be, kind of, taking care of it. That's a sort of agreement, but nobody is taking the responsibility. Because it is a kind of shared responsibility. It's not something, there isn't a department for taking care of such things. So, it's something kind of agreed on, but nobody cares. That's what I felt. I'm being critical, because it's not like I am disadvantaged by it. I'm, but, maybe, and yeah, I'm making this point not because it, ah, hmm, I was disadvantaged by it, I'm making this point because I feel like if it was taken care of, the quality of overall learning, I mean the outcome, will improve. I mean that's good for the university as well, I mean, I feel like there are so many misunderstandings between different cultures. I mean because it's a clash of cultures, the quality of education seems to, kind of, set back. I mean (laugh), I don't know, maybe too much criticism, I don't know. I don't know if you get it?
I: I understand your point about not feeling disadvantaged, but you feel that this is something that would benefit other students. I think this is your opinion and you have to look at your education critically, I mean we are postgraduate students and we have to look at things critically. So, what would be your suggestion for improving this situation?
P: Yeah, for now, to be honest, I haven't thought about that, so, I don't know, but, hmm, that's really a hard question, because I feel like, because of the misunderstanding, there is some sort of discouragement or maybe low self-esteem among students. And that doesn't help them to push themselves toward studying, and that's the problem, that we are suffering. I mean, because they could do better. I mean including myself maybe. I don't know, just I'm not saying anyone specific here, but if you feel like, 'that's not something I can do', then, you, you will never make such an effort to get there. So, it's not about ability, it's about expectation. And I don't think the expectation is shared among students. I feel like everyone is doing their own work and not really communicating. And I just had an impression that the university is trying to do that in sort of a weird way. It's not weird really (laugh) I need to be specific about the word choice (laugh). But, for example, they're trying to open more cultural events, maybe that works, but I guess that is not the fundamental solution. I mean, here, we're here to study, we're not here to mingle (laugh). Socialisation is important, and maybe that's helpful in some sort, but it's not the core. So, and they're trying so hard to give us some sort of study help, the in-sessional programmes, and there are lots of other resources. But we need more understanding about the conventions, what makes a good student? They think it is very clear, but it's not so clear for international students, and, hmm, nobody knows how to make it clear, I guess, or maybe they think it's clear but, I don't know. Still, there is a misunderstanding about the conventions. So, I guess, hmm (pause), there should be more collaboration between the in-sessional team and tutors, or maybe it's too hard thing to do. I don't know. Maybe, because everyone is so busy. Yeah, because I took part in few in-sessional courses and it was very useful, but I thought, they seem not to be aware of what we are doing. I guess this is because they don't talk a lot to the staff, I mean the TESOL faculty and the in-sessional tutors. But if they talk more, then they might be aware of what we are doing and, in that case, we, we don't have to, to waste a lot of time to learn the same things again and again from the in-sessional staff, which is a waste of time and effort.

(Interview 2 – March 2020)

Appendix 38 – Extract from Marine's second Interview, on the corpus linguistics module Presentation

P: Hmm, yeah I don't know why I didn't, but I feel like I used to just learning some theoretical stuff here. I mean, there was technology module, but I didn't do it. And for the core modules, I took principles for the language learning instead of the practical module because I have teaching experience, and there was also the teaching methodologies module but I didn't take it (laugh). So, I don't know about the methods but when I think of anything I learned that can be useful is, I guess, corpus linguistics. Because, hmm, maybe I can use the tools to generate some more useful materials. I mean, yeah, more authentic language-based materials.
I: Could you give an example of the tools to which you may refer when creating teaching materials?
P: Hmm, yeah, there are some, lots of websites where you can refer to, hmm, lots of examples and language expressions. Like sort of dictionary, it's not dictionary but it includes some dictionary functions where you can find a lot about specific expressions like the word 'profile' in terms of grammar, in terms of lexical. I don't know (laugh). But you know what I mean. They are about the language itself, because they are what we need, as language teachers we need them. But we just tend to use what's been already developed, I mean the materials, we just edit them and use them. But if it, if we really have the access to the language itself is better, because we can create our own materials that is more suitable and authentic.

(Interview 2 – March 2020)

Appendix 39 – Extract from Marine's third Interview, on Traditional, Lecture-type teaching

Uh, yeah. Yeah. Something has changed for sure. Um, yeah, but I guess I feel a little more comfortable, but not because I feel more confident, not really, because I didn't really change a lot during the year I left, but I guess, yeah, there is a kind of a realisation that comes from the study. I mean, the programme. I guess it's the, I think it's simply, if I put it simply, um, traditional teaching, isn't that bad (laughter). That's how I felt. I mean I always had some kind of doubts about why we have to adopt new things, like new technology, new methodology, because the teachers have to, um, have some open classes or consulting sort of things so that they get, they can improve their teaching skills, but I don't know. In my context, because I think it's an EFL context, um, the consultant who are mostly like a former teachers have masters or professional consultants. They are usually very critical. I mean criticising if we do traditional teaching, but I wasn't sure why it was a problem. And they always talk about how you have to involve more students in your class. And I see the point, I think I didn't fix the problem. I feel I still have the problem. I think you noticed from the video (laughter). Yeah. But I mean, I don't know if I can fix the problem. If we adopt that new teaching style. I mean like more group work, because I think that doesn't really work in EFL context. And I always felt like some of the students would prefer like a lecture type teaching because I'm one of them. But then people might think, yeah, you prefer that because you're an adult. When you grow up, you prefer lectures, but students need more interaction, like group work. I think that's their rationales, but I didn't really buy that. I had to, I wasn't really sure what was my logic, but after the programme, I guess traditional teaching is okay as long as it's suitable for the students, or the context, or the content, or whatever reasons are. But if I just do lecture all the time, that might be really bad, but I chose to do the lecture on the video because it was a reading class. Um, but after I finished that class, uh, we had some kind of conference about the class that I opened and my headmaster, headteacher, uh, criticised me for doing the traditional type of teaching. But actually, I'm sure she had lots of expertise on teaching, but she is sociology subject teacher. She used to be, she doesn't because she is in charge of the school now. So, I don't know. I'm not saying, I don't know but not all the subjects are the same. I guess for the sociology class debating and communicating critically are very important, but for language class, I don't know.

(Interview 3 – November 2020)

Appendix 40 – Extract from Marine's first Interview, on Students' Disorientation

I: What hopes do you have for the ML TESOL programme?
P: Hmm, before I came here, I, as I told you, I had some, like colleagues, teachers I met in workshops and we share similar concerns about the students just being disoriented from the classroom. Hmm, I think, when I finish my course here, I really wish I could find some answers to why, why they are, or what we can do. I mean, hmm, it's not going to be perfect, it's not perfect all the time. I mean it's not, but, hmm, we can't be just frustrated and doing the same thing we used to do. We need to change, right! But we need to find the direction for the changes. But I think there are good teachers in [her country], I mean good leading teachers, yeah. But still we need some, real academic research, hmm, in order to prove the direction is ok. So, I guess, hmm, maybe it's related to my identity as a teacher, because, to, I'm sure I'm going to the right direction. Even though I'm not still there, maybe I will feel safer? And be more confident.

(Interview 1 – October 2019)

Appendix 41 – Extract from Marine's second Interview, on Treating the Students Fairly

I: What do you think is a good way to teach English?

P: Um, we need to make an agreement about a specific purpose, uh, or the standards or what's good and what's achievement. I mean, you know, it's not just about the teacher's job, actually. Teachers need to take their own responsibilities. And in order to do that, we need some sort of consensus. What is good thing to do? I mean what's a good job, good work?

I: And why do you think that it is important to have this general agreement, to have consensus?

P: Um, because everyone wants to excel. I mean, everyone wants to be a good learner to learn better, and there should be some guidance to it. And because of this new trend and so much information, so many conflicting, um, information and different interests, I mean, to be honest, students just want to get a good job and get a higher status, and they want to enter a privileged university and, and teachers are aware of it, and it's not bad, but that's not the core of learning English. So, there are so many things conflicting. So, there needs to be consensus.

(Interview 2 – March 2020)

Appendix 42 – Extract from Marine's third Interview, on her Colleague's Suggestion of Using the Flipped Classroom to Solve the Students' Disengagement Problem

I: Do you think now after finishing the TESOL programme, you understand teaching differently than what you used to before?

P: Um, yeah, again, I just realised interaction, engaging students in the class is way more important than providing perfect (laughter), perfectly designed procedures, methods, teaching content, but it's still hard. I don't know. I mean, I just realised that's important.

I: And why do you think this is important?

P: Um, because first of all, it's boring. It's not just boring to the students, but to me (laughter). I mean, I feel like I'm just talking along the class because when I talk, students are silent, it's just out of courtesy, I guess. It's not like they're listening (laughter). So, yeah, I understand one of the points I got from the observing teachers is that maybe like a flipped classroom, you heard of it? Flipped classroom might be one way to improve your teaching. I mean, your lesson. That's what I got. I guess that makes sense. But the problem, it's not like I even think about it. Of course, I have thought about it, but it's really hard for me to implement it because that way students have to do their homework. I mean, I load my recording and they have to watch that before they come to the class. I don't think I could ask the students to do that. And I didn't believe, I didn't have any trust in the students. Maybe that's the problem, it's a big change for me, but I guess that has to come. I don't know.

I: I see. You said that your understanding of teaching has changed and it is more important to engage the students more. So, have you reached this perception as a result of the TESOL programme?

P: I guess so, yeah. Yeah, because I designed one performance-based test, for a module assignment. It was kind of fun because I redesigned one of the tasks that I already implemented. Uh, it was really fun to re-design it, to make it better. And because it's an assignment and it's not something that I'm going to do, I think I took the liberty of just, um, taking lots and lots of existing criteria and materials from the literature. And during the course, I just realised my design became very much traditional, even though it's performance-based task, it's, it's something near isn't it, the students are encouraged to be in charge of their own activity and everything. It was still there. I mean, the newly designed one still put students in charge, but it became, it looked very much traditional. And I thought maybe I used to think something traditional isn't really fun, but I guess the more important thing is the rationale underlying each activity.

I: So, despite the feedback that you received from your colleagues, do you feel that you recently had a lesson which was not as successful as you wanted it to be?

P: Um, yeah, to be honest, the open class was one of the classes that I usually do. So, and for that open class, I wasn't really, uh, sad. I mean, that was okay. Even though it was boring and didn't really engage the students, it was okay in my perspective. But even though I usually do similar stuff since I don't have much energy or time to make a story (laughter) for each lesson, it tends to be a little more boring. But interestingly students seem to be all the same (laughter), whether I put more efforts or not, they're all the same. So, I guess it's not just about one particular lesson more successful or more of a failure, I guess maybe flipped classroom could be a solution. I don't know. I haven't tried that.

I: And why do you think it was boring?

P: Because I do the lecturing, students are not happy about lecturing. But as I told you, maybe the minority, but some of them are ok with it. But the problem is not everyone is happy.

I: And may I ask how do you know that other students are not happy, have you asked them?

P: Yeah, because I ask a lot. I tend to care a lot about their responses, but it's not like I'm here to fix it. No, I can't fix it. I just hear what they say. I make a little bit of adjustment. Um, I mean, usually the students who are engaged in class tend to give some free feedback. Like, 'no, no, we don't have any problem', something like that. But the students with problems who have the problem are usually sleeping or just do something or just that they are pleased with. I don't know, because they don't want to be impolite. I mean, they don't want to be rude to me. That's why they don't say anything.

(Interview 3 – November 2020)

Appendix 43 - Extract from Marine's third Interview, on her Future Professional Goals and Action Research to Solve Classroom Problems

I: Have you thought about your future professional goals?

P: Um, yeah, I guess, Hmm. I guess I could do some sort of experiment with, um, students. I mean, not for a degree or no, no, no. It's like action research, but in order to do that, I really need to think about what really, what I want to experiment. Not really sure, but, um, yeah. Actually, action research doesn't seem to sound daunting. I mean, that's something we have, I mean, as teachers not a researcher's job. Because I think it's not that I will be disappointed or anything no, but I just, in my opinion, researchers seem to have their own fantasies. I mean, I guess that's because they lack having classroom experience. I mean, teaching students in real. They tend to teach adults. Adults are students. Yeah. But when we talk about theories, that's not for adult education, is it? So, I guess they don't really understand what's going on especially in the EFL context. They have no idea, only from the knowledge they've got from reading books or I don't know doing some research. But the research itself is very limited, isn't it? To create a very authentic knowledge. So, for teachers, have the advantage to do that (laughter). But when creating the environment for them. Because the problem is to develop an appropriate research design, which isn't really easy. And also, people don't really have time or have the motivation to do that. But I guess, because I finished a programme, I feel a little bit of motivation to do classroom research. Because as I told you, if students are not happy with the class teacher, myself, they tend to get, to get bored (laughter). So, the teaching itself is kind of, yeah, torture.

I: And have you thought of how you will achieve them?

P: I have to keep studying, and taking seminars is one of the reasons. One of the ways actually to do that.

I: Interesting. So, do you feel that there is anything would impede you from achieving this goal?

P: Yeah. Lots and lots of paperwork. But to be honest, I tend to like paperwork. I guess I was buried under that work. That's part of the reason to ignore teaching (laughter). Yeah. It's not just me. All the teachers are kind of, they have piles of work because that's a problem. I mean, it's not meaningless. It's very important because it's part of, um, um, uh, the ways to improve, um, the school system. But yeah, I don't know because the things are changing so quickly. We always have to invest our time and energy to understand any change.

(Interview 3 – November 2020)

Appendix 44 – Extract from Marine's second Interview, on Professionalism, and Teachers as Researchers

I: When we talked about professionalism, you said that being professional is to have theoretical competence or awareness, 'it is not about just learning or getting a degree, it's about really learning and really being aware of what the researchers are interested in'.

P: Did I say that? (laugh) it seems like I know a lot of things.

I: Yeah you do, I think you know a lot of things. So, my question is, what difference would it make if the teacher knew what researchers are interested in?

P: You mean researchers in my country, researchers in the UK?

I: Yeah, I mean, generally, researchers in the field of education. What difference would it make for teachers to know about the researchers' research interests?

P: **Ah, yeah, I guess it is not possible to be aware of their interest all the time but** *experiences I had here* **kind of helped me knowing their (the researchers') research interest**. Hmm, to be honest, *I don't think teachers should be aware of their interest. It should be the opposite.* I mean, maybe it is my perspective, people might have different ideas, **I don't think teachers should follow their interests. They should be aware of what's going on in the education field. So that they can make some contribution, not just to develop their professional career. Researchers should be aware of what is really happening, so that they can help teachers in their work**. Yeah, maybe it is a practical idea, maybe, I'm not talking about something I don't know, I'm not saying it is pragmatism or anything, but I tend to have some sort of perspective. Research should be helpful and useful. I don't know researchers might have a different idea.

(Interview 2 – March 2020)

Appendix 45 – Extract from Marine's second Interview, showing an Example of her Change of Opinion regarding What Makes a Good Teacher

I: In the first interview, you said that a good teacher should have good qualifications to learn teaching methods and learn how to use them in classrooms, have good English language, do classroom research, and guide students to clear learning goals. So, at this point of the programme, have you changed your view?

P: Oh, it's so amazing that I gave you those answers (laugh). I, because I feel like I didn't change my view, but I think it's, I think it's my nature. I tend to have rather clear answers for everything. I mean, just my own answer… Well, I guess the programme here kind of taught me to be more specific and to realise those answers and to look for more details.

I: And why do you think being more specific in your answers and giving more details is important?

P: Um, because thinking will not change anything. I mean those answers before they were just my thoughts about things… I think the reasons that I have those answers more specific now is because, first of all, I read the stuff about teaching before joining the programme…

(Interview 2 – March 2020)

Appendix 46 – Extract from Marine's second Interview, on her beliefs about Standard English

I: You said you just realised that the concepts of world Englishes, English as a Lingua Franca, and multilingualism are somehow new to you. Was this realisation a result of the seminars or the assigned readings?

P: I think it's everything. I mean, through the readings they suggest it, and the discussions. but it's not, **wasn't the topic of discussion never was a focused topic**. Um, well, I guess it's sort of given through the reading, but it's not really happening. So, that's funny. **I mean, still everything is norm driven. I mean, because those new concepts claimed that there should be no norms. Like focusing on teaching either the American English or the British English. But still, it is still the norm. It's there.** *This is what's happening in [her country]*. And I don't have any problem with it. I mean, oh, I just wanna teach correct English. So again, theory and practice discrepancy. I'm not saying that this English is better than any other English. Yeah. Yeah. But I feel like it's, it's very different from the reading. I mean, the readings in the modules and from [her country] and feeling like there are lots of agreement on it in [her country]. Still not really changing or anything. So, um, and to be honest, I don't think it's going to happen anytime soon because I don't want this to happen. I just want some sort of awareness because I think the awareness should be appreciated because that means people are appreciated from different contexts and from, um, people from, I don't know, other English places.

I: I see. So, are you saying that teachers need to have awareness about world Englishes versus American or British English?

P: Hmm the standard English, yes. Teachers need to keep following the standard English. So, it's not because that's better. It's because we need to have some sort of standard, not just because it's better. Um, I mean, for example, we have some sort of central power for everything. Not because they have, they are better just because they have their jobs to do. But still teachers and students are encouraged to be aware of these lots of differences between the Englishes. Well, this is like a consensus.

(Interview 2 – March 2020)

Appendix 47

Date: 24 Feb 2020
Participant: Marine
Journal 9 Today it is rainy, as it usually is. Now, I am in a café near my house. I have an afternoon class, so I am reading some papers for the class. It's been a while since I wrote a journal. It is not so easy to keep it steady. I don't know why. Being systematic and constant is the key to success, but I seem not so used to it. However, I don't intend to be whiny or negative about it now. I just feel… sort of stuck. The first term essays took a lot out of me, I guess. Now the dissertation proposal due date is coming up, and presentations for the second term assignments are next week, but I feel a bit distracted. Last week was the reading week, but I haven't done much reading, which is quite disappointing. I made a whole grandiose plan for every day of the reading week, but simply it didn't work. One of the reasons will be the seriousness of Corona 19. The death rate and the number of the contracted people have drastically increased in my home country last week, and I am worried sick for people there. I am intending to keep up, anyway. The progress is not as fast as I would like, but it may be better than nothing. Hope to make some progress along the way here studying and to contribute to the society I belong to in the long run. That is the way I stay motivated.

Appendix 48

Date: 16 March 2020
Participant: Marine
Journal 11   These days, I keep checking the news. I know it is no use, but I seem to be addicted to it. The pandemic is real, and ironically, I am not so much worried about dying. But this uncertainty makes me very depressed.   Today, I got emails telling me that all kinds of events and teachings are officially cancelled from tomorrow. Their decision is sound, but with all the assignments and a dissertation, and with the recommendation to go home, I feel somewhat confused. I seem to think that staying here to finish all this study is a better choice for me, but the situation may not allow me to do so, and I may regret my decision later. But then, all this uncertainty makes me lose the drive for studying. The tutoring sessions have been helpful for me to set the direction, and I thought I was making progress. A bit slow, but a definite improvement. But this situation affects studying. People might wonder what is the use of studying in situations like this. Such thought does not help me anyway, because not studying does not improve the situation, either. Now it is a rather good time for self-study if thinking otherwise. I have been much distracted by all this news about my home country and Europe and other countries. Now I want to believe that this is a hard time, but we will grow more mature when we survive this.   Thinking about going back home, I happened to talk to my colleagues on SNS. They are all bored to be at home all the time because all the schools are shut down now. They were also worried about me, but I honestly feel not so much different about my life. I used to go to the library, but I don't do that anymore. That's all. Chatting with my colleagues helped me regained the strength a bit. I realise that I used to be so diffident as a teacher. I always had self-doubt. My colleagues are not like that. They know their strength, which is essential to appeal to students. Students smell a teacher's charisma. I used to be so worried about capability as a teacher, and I could not share such feelings with anybody. I was that much afraid. My colleagues also shared such feelings, but they were more open than me, and I could not feel solidarity because they seem to manage everything better than me even when they criticise themselves.   Did I change in the light of this? Am I more confident than before? I may not have changed dramatically. Six months is not that long a time. I seem to have found a deeper core inside me, though. The past six months have been the training period for me to look inside me, not judgement from outside. Doing so is hard because I am born to be sensitive to others. But I learn to do this in my way, which may seem a bit odd to others. I will be even better able to do so with the remaining time here. The tougher time will offer me even further challenges, which is good. Where and when can I create such an opportunity for self-growth?

Appendix 49 - Extract from Marine's second Interview, on her Feelings about the Unclear Purpose of Statistics in the corpus linguistics Module

I: I understand. Moving to the next question, was there any particular topic that you found hard during the programme?

P: Hmm, I think not really specifically difficult, but I feel like, something technical. I mean, for example, statistics. But actually, no module required the students to do some statistics (laugh) but that topic came up in on of the modules. So, kind of, it was overwhelming. It was confusing, because, and this is exactly the part that I feel there are different conventions, different understandings. There are several misunderstandings come up. I mean, because the statistics came up, I was expecting that should be reflected in the essay, but it wasn't. And it was very clear to the module leader and maybe it was clear to most of the students, but it wasn't clear to students like me. So, and I feel like I was very overwhelmed because this is what we learned and, because for the reading, it wasn't really there on the list to read before the lesson, and we like, we had seven or eight sessions, seminars, in the module. And statistics was one lesson, I mean one seminar only. But it's a very big thing to learn and it wasn't important for our assignment. It wasn't clearly stated what we should do with it. So, something like that. I mean, and I think it's a very important topic, if we want to do research, but it's not so much clear about how much we should know about this.

I: Which module are we talking about?

P: Corpus Linguistics. And I think the module leader was expecting nothing about using statistics in researching the language. But he made us read them (laugh) so, this was quite confusing. So, hmm, I don't know. That's why it feels like there are some sort of expectations, hmm, the tutors have. And the teachers, I mean the students, are not so much aware of what those expectations are, what is expected from them? I don't know, it's not clear.

I: Do you recall how did you overcome that feeling?

P: Hmm, I didn't overcome that, I didn't. I just felt that it wasn't necessary to understand all these things. And I kinda, I kinda felt a little bad. Because we, students are not, I mean we can't ask any detail, too many details to tutors. Because that's annoying. They are not, they don't have time to explain everything, and then when it happens a lot of misunderstandings occur. And that's very disappointing because that discourages the students from learning. I mean, so you feel it very hard and you don't feel your question is appreciated. You don't feel, I mean you're studying hard and this is not appreciated. They just want to get high marks and leave. That's very stupid.

(Interview 2 – March 2020)

Appendix 50 – Extract from Marine's second Interview, on Being a Minority Student, Concerns about her Identity Exposure, and Nationality of Students on the Programme

I: Finally, we have approached the end of the second interview. Do you have anything to add relevant to our discussion today?

P: Um, maybe it's not, it's not important, but I feel like I'm kind of cautious about the way I talked because I tend to care a lot about non-speaking little things when I communicate with other people. That's why it's easier for me when it's offline. And it's just one-to-one conversation. And it's one-to-one conversation, but it's online. So, it's kind of was more difficult for me to be honest and kind of, hopefully, I didn't give you any wrong messages.

I: Well, I honestly find you genuine in your answers and sharing your thoughts clearly. As we talked earlier, if you have any concerns about being identifiable, then, I don't mind not to mention your nationality in the research and other personal information like your age. Also, please remember that this research is not about judging your thoughts. You are strongly encouraged to be critical about your own learning journey and at this point of the programme, it's important for you to reach this level of criticality, to have your own stance, and to have your own ideas. It's all right to say, I don't agree with you. I really don't mind because that's the core of my research. I'm looking into the changes that you went through during the programme, and their impact on your knowledge, teaching beliefs, and identity. So, seriously, don't worry about being judged.

P: Um, thinking about what you have just said, it might be okay if you describe me as one of the minority students. This is because, I think, being a minority student kind of affected me during the programme. It was affective factor.

I: Yeah, we can mention that.

P: I mean being a minority has a good side, actually, not just a bad side.

I: Could you elaborate on that point please? And how did it affect you in any way?

P: I mean, as I told you, I felt very alone here. That's a bad sign to be honest, right. Because I had no one to really talk to about, I mean, didn't have anyone to share the information. I think that the Chinese students, it's not something that, I mean, it's not important. The nationality is not important, but I mean they had some sort of communities to share a lot. And as I told you, international students are strangers here. We need information. Nobody is giving us unless we ask specifically. And the problem is we don't know what we do not know exactly. Now I know a little bit better, but at the beginning it's very, I mean, I don't know what I don't know. Yeah. And I think because they have resources to rely on and they have other students who've already graduated or I don't know, for example, they already have a big community, it's better. And, um, they have professors who are Chinese as well. So, maybe, I don't know, it's not like they are favouring them, but I mean more like a reliance. But being alone here, I mean, for example, you don't even know where to go to buy food. I mean, at the beginning, but it wasn't a big problem, but I mean, like just in general.

I: I understand. So, in what way do you think having other nationalities on the programme would make any difference?

P: It would make a lot of difference in, um, for example, you are in a different context in a different country, but your way, your behaviours, I mean, social conduct, the code of conduct will not change a lot because you are surrounded by people who share the same code of conduct. But because of the different contexts you have more solidarity maybe, but you will not be willing to change yourself to be adjusted to the new context. You may try unconsciously to maintain your way of living. I'm not saying you, I mean, but since, um, maybe it does, that's a good thing and a bad thing at the same time. I mean, in terms of learning, you will not be able to appreciate different things because you are comfortable being just who you are already. You don't need to change yourself to survive, but because I was alone, I had more, well, the needs to change. It's not like changing but aware of the different social conducts around me.

I: I see, interesting point to be honest.

P: Yeah, actually, I think that's the reason that I came here. I mean, I could have chosen some college like in London because there are more students from my country. But I think I came, I think came to be alone here to learn.

(Interview 2 – March 2020)

Appendix 51 – Extract from Marine's second Interview, Describing Herself as Self-content

I: So, if you were asked to choose five adjectives that describe you before joining the TESOL programme, what would these be?

P: Um, self-content. Um, (long pause then laugh) long-term oriented. Yeah, I'm not trying to be positive, but it's true.

I: That's all right, it's how you see yourself. I mean, you should feel free to say how you see yourself.

P: Serious, uh, and a little bit teammate in terms of social relationships. Very defensive. Um, socially conscious. I mean I care a lot more about my social relationships than people would know (laugh). I mean, they would not think I care, but I care, yeah.

I: And looking at yourself at this point of the programme, how would you describe yourself now?

P: Um before and after? I guess almost the same. Um, but yeah, you can remove self-content from the, from before me and add it to the later me, because now I'm kind of self-content. I say I wasn't before. Um, I'm also more determined more about my future career goals, because I used to just be anxious to study. I wanted to study, I wanted to be involved in the academic field, but I didn't know what I wanted to do, but now I feel like I have more clear goals to pursue.

(Interview 2 – March 2020)

Appendix 52 – Extract from Marine's second Interview, on Being More Flexible and Having Criticality as a result of the TESOL Programme

I: I see. So, if I ask you again what changes have you noticed about yourself before joining the TESOL programme and today, would you say that you're more determined to achieve your goals, your writing has improved, and you are more critical about your teaching?

P: I used to, for example, if students are not listening to me, I used to think that's my problem or I should blame myself. But now I will be more critical about the situation. Be more assertive. It's not just my own fault. Oh, I will still blame myself. It's my fault. But it's not the same as before. It's not really simple. It's not like 100% responsibility of one party, it'll be more objective and be more persistent to make things better. I used to deny everything. I mean, used to be very afraid of confronting the reality.

I: I understand. At this point of the programme, how do you feel about teaching English?

P: Um, I guess I will be more flexible. I mean, um, I was very afraid of breaking any rules. I mean set by government, by traditions, by co-teachers. It's breaking the expectations of students and everything, but I will be more flexible. I mean, yeah.

I: Aha. So, do you think this feeling of confidence to be more flexible in your practice is a result of the programme?

P: Yes, yes. I can be flexible because I know that there is no one answer to follow for everything. I mean all the time. There is negotiation that I can have to answer my questions.

(Interview 2 – March 2020)

Appendix 53 - Extract from Marine's second Interview, on What Makes a Good Student

I: Do you think there is a misunderstanding of international students' cognition?
P: I mean of what makes a good student, of what makes good work. That is not clearly states. It is nobody's fault, actually. Because, you know, I want to make it very clear. I don't have any problem with tutors' explanations in every module. I mentioned one specific module here, corpus linguistics, but that's not the module that I was dissatisfied with. I have nothing, no problem with any module. Actually, I'm intending to learn more about corpus linguistics, it's not the problem. But I feel like in general, I'm, hmm, it's not about the tutors' explanations or what they explain in their descriptor for the module. It's just about this, this convention, it was too hard to explain or understand it. It's nobody's fault, I don't know. That's why we need a lot of workshops or, hmm, where we can work on extra projects, and we can get help through them. And that's not happening in the in-sessional course or in the seminars either. Help is not presented, maybe that's the problem.
I: I agree that we're not evaluating the tutors' work here, we're looking at your understanding of what is expected from you as a student.
P: Yeah, it's about the desirable expectation. It's a language problem, I guess. I just really want to make sure, hmm, it's really hard to clarify what I really feel. Because it tends, it's easy to sound emotional, but I'm not. I'm not so much angry or dissatisfied with any module or the programme itself. I'm kinda very happy to be part of this programme.

(Interview 2 – March 2020)

Appendix 54 – Extract from Marine's Journal 18, on Being Grateful

I can't believe time flies like that. It's been nine months already, and I have just a couple of months left here. I have been grateful and content studying here. I felt I was learning a lot. This rather short time truly helped me grow as a better teacher.

But, I feel unsettled somewhat since I feel pressured for the dissertation work. I have been working on the module assignments and dissertation at the same time so far, but now I only have the dissertation left to work on. I think module assignments were less scary because I got the feeling that it is quite manualised. I mean, all modules are different, but they already provide a good range of resources and topics available to choose. It is less responsibility on the student.

On the other hand, a dissertation is free of module instruction, although it may be pretty much conventionalised. It may be just me who is not aware of it because I haven't done it yet. It is a bit scary that it is almost entirely my choice and my responsibility. One of the reasons for being somewhat disheartened seems to be due to the extent to which I need to improve in my work. I feel weird excitement about this even though I haven't started to find out the breakthrough. This work is a bit scary but most rewarding experience once I get it done, as tutors say.

(Journal 18 – 21 June 2020)

Appendix 55 – Extract from Marine's first Interview, on Participating in the Sessions' Discussions

I: So, do you have any fears from the programme?

P: Hmm, yeah, I guess, because I used to think I was a kind of a good student in, hmm, through my like academic career. Okay, it's not a big deal, but I wasn't, I never have been afraid of studying or getting some other academic experience. But here it's kind of new, I mean, I never thought it's going to be that difficult before I came here. It's going to be the same because I used to learn it in [her country]. That's what I thought. But it's kind of more tough, but it's not because it's too difficult to learn, just because I guess the world, or the society is getting more competitive. It's not because of that, I guess it's not about just being a learner or enjoying what you learn. It's more about being better or being outstanding (laugh). I try not to think about such stuff, I just try to enjoy the learning process, but it's really hard to get away from such competitive mood? Atmosphere among students? Also, regarding the discussions in class, I mean I tend to be a little bit shy away from just interrupting, I mean it's not interrupting because actually the tutors always invite us to join the discussion, like the whole class discussion, I tend to shy away from it. I think it's a kind of problem, I think! Is it?

I: Why do you think it is a problem not to join the class discussion or ask questions?

P: I was a little bit concerned about something else actually, maybe it's not important. I mean, hmm, because kind of, maybe it's kind of cultural difference! Hmm, I, what I was trying to say about my concern or my fear it is about speaking forward in front of, it's not in front of, hmm, to, the whole class. Because I can do small discussions, I can do like small group discussion or one-to-one session with the tutor maybe. But as a whole classroom, when you're speaking everyone is supposed to listen. Maybe they're not listening, but they're quiet, right? But I thought that's not my thing to speak in front of everyone.

(Interview 1 – October 2019)

Appendix 56 – Extract from Marine's first Interview, on Being an Emotional Teacher and How her Students View Her

I: What kind of teacher do you think you are?
P: Hmm, when I was talking to you, hmm, about, I mean when I was answering one of your previous questions, I mentioned my, hmm, the most difficult thing as a teacher will be to control my emotion. And, hmm, maybe it's related to your question, or maybe me. Hmm, because I think it's very hard for me to, hmm, define what to do at a given time in the classroom. Because I feel like so many different demands that the learners put on me! Hmm, so, maybe that's why I tend to get lost sometimes when I feel that the lesson is not going ok. Hmm, I think I lost my thoughts, what was your question again? (laugh).
I: It's fine, so based on your example, are you saying that you are an emotional teacher? The question is what kind of teacher do you think you are?
P: Not really, because I don't think students are going to consider me an emotional one, I don't think so. Hmm, what, what, what, what I was trying to say, is I think I tend to respond to individual needs of students too much! But really, it's not in all time. Because if you have some kind of students with similar traits, it would be much of a problem. But we're dealing with a lot of students who are all different. I think it would be a little bit of problematic. But it's, hmm, I don't know, if I'm going to identify myself as a teacher, in a certain way, it gets (pause) so, maybe that's why students may think I'm kind of, I tend, I tend to try to, hmm, respect everyone! In the classroom, maybe! But it's not effective and in terms of pushing students into further, hmm, in order to push students to be better of themselves. Because as a teacher just be kind! Maybe! Because I'm kind of afraid to hurt their feelings or their pride! Maybe it takes a little too much time or energy to push them to be better learners.
I: So, if I asked one of your students to describe you, what do you think they would say about you?
P: Hmm, since I try a lot in the, hmm, out a lot of efforts into the lessons, they won't think I'm a bad teacher or a lazy teacher. But I wouldn't think they would consider me as very competent, who can make all the changes. Because it's not about me, I mean coming from [her country], students are being disoriented, more and more. There can be too many reasons, it's another topic that I am very interested in, to learn about. I guess it's not about [people from her country] and there aren't specific obvious reasons. It can be kind of a global phenomenon, I guess. Uh, so, it's not about me who is struggling to get students' attention in classroom, I guess. But I tend to be very sensitive about that, maybe that's why I tend to have some emotional crises sometimes, I guess! Hmm, because of that I tend to just try very hard sometimes and students and teachers are kind of aware of that even though I don't show them. Hmm, so yeah, as I told you, maybe again, I might be repeating myself, I'm kind of hard worker, serious, driven, but not so much, so much competent, or confident. Yeah! Because always unsure when it comes to teaching, yeah. I don't think that I have a lot of good, hmm, for example, if you are very sure of what you are doing and, hmm, people are feeling that they're guided to learning to a certain direction clearly, if they are guided to a certain clear goal, they will consider you as a good teacher, right? But I don't think I've been, I have experienced such, like aesthetic moment? (laugh) not much, so.

(Interview 1 – October 2019)

Appendix 57 – Extract from Marine's third Interview, on her Feelings after Finishing the Programme and What she Learned during the Pandemic

I: First of all, congratulations on finishing the programme and going back home safely. So, how do you feel now that the programme has finished?
P: Well, it was a long journey. Um, yeah, to the utmost, not really anything (laugh). Sorry, because it's kind of my nature. It's my personality. For example, when I graduated my, uh, university, my college, I didn't feel anything special. I didn't invite my parents to join the ceremony. So, it's almost a similar, but kind of satisfied because the results are as I expected, it's not bad. Um, and, um, other than that, I think I learned a lot through the course, I mean for the whole year. And it was kind of surprising because of the pandemic, which wasn't really expected. Uh, and I guess many people may have felt like unlucky because of that, but that wasn't really to me. So, looking backward, that was kind of fun experience. I mean, I'm not really happy about the pandemic thing, but I mean, uh, um, having such a trouble, but feeling not really, uh, frustrated, which wasn't really, I mean, that's a kind of a positive aspect of me (laugh). So, I mean, um, I'm not so excited about things that people are excited. That's a little weird, but at the same time, uh, what people feel very bad about, I don't really freak out (laugh). So, it's a little funny, but I didn't know myself that well, but I guess because of this experience, I learned about myself a little bit.

(Interview 3 – November 2020)

Appendix 58 – Extract from Marine's second Interview, on being Lonely on the ML TESOL Programme as an International Student

I told you, I felt very alone here. That's a bad sign to be honest, right. Because I had no one to really talk to about, I mean, didn't have anyone to share the information. I think that the Chinese students, it's not something that, I mean, it's not important. The nationality is not important, but I mean they had some sort of communities to share a lot. And as I told you, international students are strangers here. We need information. Nobody is giving us unless we ask specifically. And the problem is we don't know what we do not know exactly. Now I know a little bit better, but at the beginning it's very, I mean, I don't know what I don't know. Yeah. And I think because they have resources to rely on and they have other students who've already graduated or I don't know, for example, they already have a big community, it's better. And, um, they have professors who are Chinese as well. So, maybe, I don't know, it's not like they are favouring them, but I mean more like a reliance. But being alone here, I mean, for example, you don't even know where to go to buy food. I mean, at the beginning, but it wasn't a big problem, but I mean, like just in general.

(Interview 2)

Appendix 59 – Summary of the Data on Marine's Wellbeing that are Relevant to Covid-19

Resource	Extract
Interview 2	I mean if I was younger, I might have thought differently, I don't know. I might have felt more anxious about these changes and coronavirus and not making friends at work. Because people around me, they just go out a lot and they have very different ideas about what it means to be here. But I just, I got, I was very anxious about just learning. Yeah. And to be honest, I'm in my, I'm born to be a bit serious in my nature. I mean, it's, it's not something happened because I got older. I just used to be like this when I was younger. I was very serious, but still it's different. I mean, I was more anxious and more unstable and cared a lot about what people would think about me and everything.
Journal 12	I am living in total isolation, and I kept saying to myself that I am okay with it. I even thought I enjoy this isolation, given a perfect environment for study. But it seems like the study isn't progressing by this noise-proof, contact-free situation. I read more news and feeds than before, and I feel more conscious about people's reactions unnecessarily. Any reactions or non-reactions from the people I know affect me. So, I removed the SNS app from the homepage on my phone and locked it up so that it won't send me any push messages. I feel I need to abandon this anxiety. It seems obvious that I feel anxious to develop a sort of skills or achieve a notable growth in this short period of time I am given here. But even with a good cause and sound purposes, I will not be happy or feel justified to pursue anything unless I feel my writing is understood. This total lockdown may cause this unnecessary scepticism. Rather than feeling disappointed to make slow progress, I will need to try to feel good about making any progress for now.
Journal 13	At the beginning of the summer holiday during the last month, I was extremely depressed, in retrospect. I knew then that many were leaving as planned or unplanned; some were going to go home anyway, and others decided to leave here because of coronavirus. I also knew that I would not be able to go out and will stay at home all day long. I also had quite a lot of work to do, but because of my tendency for perfectionism and procrastination, I barely made any progress then. Most of all, I was a little sick during the first week of the holiday, which made me quite worried if I got the virus. It got better in a week, but these circumstances were quite overwhelming.
Journal 14	Nowadays, the daytime is getting longer, and the sun is shining. This is really comforting. I hope people who are struggling for their lives and the ones saving others feel the same way.
Journal 16	This period gave me time to understand myself better. What I like, how I feel about myself and others. Most of all, I realised I tend to have strong feelings for ways of thinking or working but am not used to expressing them or feeling okay about them. This tendency of being unconfident about my thoughts and ways caused problems in choosing my topics for assignments, including my dissertation. I always needed confirmation from others, including tutors. This strong desire for approval made it longer and slower to set and proceed with my topic and methods. However, I already had my thoughts, and it was there even though I was also aware and so careful of what others would think. That made me always not sure, not confident because I feared to be wrong or disagreeable to others… I am grateful for this chance to keep a distance from the society I was born and raised in. It helped me think more clearly about myself and other people, and societies. That way, the lockdown worked for me, not against me.
Journal 18	These days I have been pretty much occupied with coming up with the plans for moving into new accommodation and after going back home. Yesterday, I couldn't get to sleep, so I stayed up all night and looked through the information I may need for such plans. I booked a flight ticket for home this August and learned the timing and way to organise the papers I need to submit when I get back to work. Then I also learned that the school curriculum schedule has changed so that the fall semester will start this September, instead of the pre-scheduled August, because of Covid-19. This situation is ironic because it worked favourably for me in that it helped me focus on study only. Now that the fall semester has been delayed, I earned a couple of weeks to study more for my dissertation. I learned this changed schedule when I thought I might need to get back home even before August because of the two-week quarantine policy. I may

	have to get back earlier so that I can complete my quarantine before the semester begins. Now I don't think I need to get back that early.
Journal 19	It's time to start running again. These days I have been under slump. I couldn't concentrate on my study. Today I accidentally started to look at the chats on SNS apps among the teachers' communities in my home country, which I intentionally had hidden and ignored to check in the hope that I could focus on my study better. The reading started around 8pm and now it's 45 minutes past 12am and I haven't finished reading yet. I didn't mean to read them for so long like this, but I simply couldn't stop. I could feel their anxiety, frustration and excitement about the drastic changes they have gone through and about the e-learning system they had to build in this pandemic. It was ironic that it felt amazing to share such feelings when I was so careful to be away from them so far. I felt grateful to be part of that community. It is wonderful to have people to share such similar interest and passion. It keeps us moving.
Journal 20	These days some cafés are open, and I often went there with friends with my laptop. It was refreshing to be with other people in the same place. In retrospect, I used to love to be at cafés for work, study or chats with people. Things are still not back to normal. For example, the library is not open yet. However, I am content about what I managed in this new normal situation. It must have been challenging for everybody, but we learn to adapt to the challenges and soldier through. Just glad I learned to be positive about my situations.
Interview 3	I: First of all, congratulations on finishing the programme and going back home safely. So, how do you feel now that the programme has finished? P: Well, it was a long journey. Um, yeah, to the utmost, not really anything (laugh). Sorry, because it's kind of my nature. It's my personality. For example, when I graduated my, uh, university, my college, I didn't feel anything special. I didn't invite my parents to join the ceremony. So, it's almost a similar, but kind of satisfied because the results are as I expected, it's not bad. Um, and, um, other than that, I think I learned a lot through the course, I mean for the whole year. And it was kind of surprising because of the pandemic, which wasn't really expected. Uh, and I guess many people may have felt like unlucky because of that, but that wasn't really to me. So, looking backward, that was kind of fun experience. I mean, I'm not really happy about the pandemic thing, but I mean, uh, um, having such a trouble, but feeling not really, uh, frustrated, which wasn't really, I mean, that's a kind of a positive aspect of me (laugh). So, I mean, um, I'm not so excited about things that people are excited. That's a little weird, but at the same time, uh, what people feel very bad about, I don't really freak out (laugh). So, it's a little funny, but I didn't know myself that well, but I guess because of this experience, I learned about myself a little bit.
Interview 3 (On students' wellbeing)	Because we started to do teaching online because of the fear. Then we started to have our students in classroom. Anyway, very little time that we had to really have some kind of physical interaction. So, because of that, it's not only me, I think the teachers in general have some problem getting to know or feeling familiar with the students and the same, the other way around as well. I mean the students are not really comfortable, um, taking classes and I mean, I think it's for the first-year students. Because when they, I guess the second, the third-year students, they don't seem to have any problem. No, but usually I teach the first-year students. Maybe that's why I feel they are kind of very uncomfortable. They seem to be uncomfortable, but it's not like they're angry or anything, but kind of not at ease. I guess it could have been better if we didn't have Covid… Because there could have been much more chance to, uh, be oriented to, um, learning in high school. Because they've changed, they shifted from middle school to high school. It's a big change. It's a new school. So, it's, everything's new and unfamiliar. So, teachers and the new friends, so they need some time to get adjusted to the new environment. But because of this pandemic thing, they didn't have much time to do that in the first half of the year. So maybe that's why in my class they seem to be kind of cynical or untrusting.