Analysis of Two Critical Friends' Feedback in light of Heron's Six Category of Interventions: A Case Study

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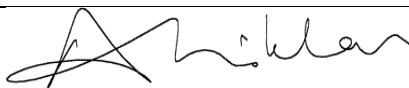
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Abstract

This study examines two critical friends' feedback sessions in a learning environment in the UAE. Based on Heron's six category interventions, this study explores the merits of critical friendship as an alternative feedback style. It also assesses whether Heron's interventions adequately describe critical friends' interactions and, if so, whether the descriptors can be used to improve critical friends' feedback styles. Qualitative methods of research have been used to analyse this case study. The two critical friends' feedback transcripts, their interview transcripts plus their own interpretations have been analysed. Research findings reveal that critical friends can be a better alternative for giving feedback to colleagues in a learning environment as they can release tension and critique at the same time, which affects the outcome of feedback sessions positively. The study has also revealed that Heron's six category interventions do clearly describe critical friends' verbal behaviours. The findings have also showed that critical friends can identify their feedback styles with the help of Heron's framework and so improve their feedback styles.

تتناول هذه الدراسة تغذية راجعة لصديقين ناقدين في بيئة تعلّمية بدولة الإمارات العربية المتحدة . واعتمادا على فئات هيرون التفاعلية الستة فإنّ هذه الدراسة توضح أهمية الصداقة الناقدة كأسلوب بديل للتغذية الراجعة . كما أنها تقيّم ما إذا كانت فئات هيرون الستة تصف تفاعلات الأصدقاء الناقدين بشكل مناسب و إذا كان الأمر كذلك ، هل من الممكن أن تستخدم تلك التوصيفات لتحسين نمط التغذية الراجعة للأصدقاء الناقدين . وقد استخدمت أساليب البحث النوعي لتحليل هذه الدراسة حيث تم تحليل نصوص التغذية الراجعة للصديقين الناقدين و نصوص المقابلات التي تمت بينهما بالإضافة لتفسيراتهما وتحليلاتهما الخاصة .

هذا وتكشف نتائج البحوث أن الأصدقاء الناقدين يمكن أن يكونوا بديلا أفضل لإعطاء تغذية راجعة لزملائهم في بيئة التعلم لأنها يمكن أن تساعد على تخفيف حدة التوتر و النقد في نفس الوقت، مما يؤثر إيجابيا على نتائج جلسات التغذية الراجعة. وكشفت الدراسة أيضا أن فئات هيرون الستة تصف بوضوح السلوكيات اللفظية للأصدقاء الناقدين. وقد أظهرت النتائج أيضا أنّ الأصدقاء الناقدين يمكن لهم أن يحددوا نمطهم الخاص في التغذية الراجعة مع اعتماد أنماط هيرون كمرجعية لهم لتحسين أدائهم.

Dedication

This work is dedicated to my loving father, Mustafa Sari and mother, Leyla Sari.

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CHAPTER I: Introduction

1.1 Rationale

The topic, investigating critical friends giving feedback in light of Heron's six category interventions is chosen for this study because of the experience encountered by the researcher in MAG schools in the UAE as both an advisee and an advisor. At Madares Al Ghad Schools, the Ministry of Education's future schools program, mentoring teachers over the long-term is one of the program's chief distinctives. However, it was not an easy path to follow as a mentor to reflect on teachers' classroom performance and their areas to improve as it has been a very fragile atmosphere. None of the teachers experienced that before other than for appraisal purposes.

It has been vital to maintain a good relationship with teachers and to be accepted as a colleague by giving positive feedback at all times or by pussyfooting at times. Rarely has it been possible to give honest feedback as the results would have been unpleasant. Therefore, teachers have been encouraged to employ self-reflection and to share their reflections with each other, which has not been very effective at all. It would have been great to have a framework to follow and train both mentors and teachers in terms of understanding their intentions while giving feedback, how it may be perceived by others. A framework like Heron's six category Interventions, which is , according to Randall, a framework for the description of interventions which can be made by any person involved in giving advice or feedback to others. (Randall with Thornton, 2001, p.77)

Analysing the feedback sessions and observing the patterns that exist in the critical friends' feedback transcripts has drawn the attention to critical friends because that could be seen as a solution to achieve positive change in teachers and mentors attitude towards feedback, which entails teachers' professional development. Indeed, Mitchell and Sackney assert that: " Critical friendship is likely to be a positive catalyst for change in cultures of continuous learning, reflection and enquiry" (Mitchell and Sackney, 2000, in Swaffield, 2008, p. 330).

This study focuses, then, on that specific method of collaborative feedback and peer-mentoring termed "critical friendship". Two critical friends' feedback sessions will be

analysed in order to assess whether or not Heron's six category interventions is a good framework to apply and evaluate feedback given by critical friends and, if it is, which of Heron's Six Category of Interventions are used more commonly and whether or not there is a discernible pattern. Finally, It is important to discover how effective the concept of critical friends is in a learning environment.

As Swaffield mentions (2008) there have been studies done with critical friendship used for different contexts such as school self-appraisal (Open University, 1982), school self-evaluation (MacBeath et al., 2000), local authority support (Winkley, 1985), school improvement (MacBeath and Mortimore, 2001), school governance (DfE/OfSTED/BIS, 1995), action research (McNiff et al., 1996), research with external partners (James et al., 2007), self-support study groups (Bennett et al., 1997), continuing professional development (Holden, 1997), study support (QiSS, 2003), networked learning communities (NCSL, 2002) and head teacher professional development programmes (NCSL, 2003). However, there have been no studies conducted analyzing the feedback interventions of critical friends in light of Heron's six categories of interventions in a learning environment. Having identified the gaps in knowledge about the topic, I hope to shed some light on critical friends' feedback intervention patterns based on Heron's framework and the effectiveness of the framework in this context.

1.2 The Significance of the Research

Self-reflection has come to be regarded as a key factor determining the overall success of teachers of English as a second/foreign language. Self-reflection involves teachers making regular assessments of their own work by making audio/video tapes of classes, completing checklists and writing transcripts. However, it has been noted that self-reflection alone cannot guarantee an accurate overview of the teacher's success, since it is a solitary process and thus "teachers may find it difficult to confront themselves with any noted inconsistencies" *(Farrell, 2001, p. 368).* This fact requires one to seek alternative methods of obtaining feedback.

Acquiring feedback is an indispensable part of teacher training that helps teachers develop their skills and contribute to the overall improvement of the quality of education. However

crucial feedback's role might be in teaching, however, it raises some concerns. On one hand, feedback is claimed to have the strongest influence on the success of performance-focused teaching related organizations when part of evaluation and teacher professional development. On the other hand, feedback is also claimed to be a source of disquiet and tension *(Brandt, 2008, cited in Copland,2010, p. 466).* It is argued that unless feedback is communicated effectively and constructively, it may give rise to demotivation and deterioration in performance rather than reinforcing or changing behavior in a positive way. Thus, there has been a notable turn towards more collaborative methods of "peer-mentoring" in order to make the process of feedback less anxiety-inducing and therefore more productive for teachers. "Peer-mentoring" as a teacher education initiative has generated a significant amount of critical discussion in recent years due to the shift that has occurred from traditional to more collaborative methods of education. The shift involves mentorship being regarded as more of a reciprocal relationship than a hierarchical one-way transfer of expertise.

 "Critical Friends" is consistent with such a shift. It is an alternative method of peer mentoring that is free from the anxiety-inducing aspects of classical methods of providing feedback. Hatton and Smith *(1995, p. 40)* define critical friendship as "an engagement with another person in a way which encourages talking with, questioning, and even confronting, the trusted other, in order to examine planning for teaching, implementation, and its evaluation" . Thus, throughout this study, critical friends will mean people who collaborate in a way that encourages discussion and reflection in order to improve the quality of teaching and learning.

In this study, we will focus on two critical friend sessions in order to critically analyze the feedback giving styles of these two friends as well as analyzing their written analysis of their feedback sessions. Heron's Six Category Intervention Analysis *(Heron, 2001)* is the framework used in this case study in order to evaluate the degrees of intervention during the feedback session and to determine which categories are used more commonly. The ultimate aim of the study is to find out if critical friendship is an effective way of feedback sharing in a university learning environment and if the Six Category Intervention Analysis is a useful framework for the description of interventions which can be made by any person involved in giving advice or feedback to others *(Randall and Thornton, 2001, p.77).*

1.3 The Objectives of the Research

The research aims to raise awareness of the importance of feedback in the learning process and its effect on the teacher as a reflective practitioner *(Randall with Thornton, 2001, p. 39)*. The focus, though, will be on feedback giving styles and therefore the aim is to highlight the interventions used by critical friends and provide educational actors or decision makers (administrators, teachers etc.) with information that will help them to judge the merit and worth of policies, programmes or institutions (Bassey, 1999, p.28). As a result, they may reach a new understanding of issues in teaching which will help to inform an action plan to address those points of concern.

The research findings may also help educators in the region, including the UAE, where feedback is used on a regular basis to improve teaching in government schools. The findings may enlighten them about critical friends and encourage them to consider the method a less stressful way of providing feedback and, perhaps, a better alternative to hierarchical feedback.

It is also expected that other researchers may follow this research if the findings prove that Heron's Interventions are descriptive of feedback interventions of critical friends in a learning environment. This is partly because, as it stands, there is not much research to be found in the learning context that sheds light on Heron's interventions being used in feedback sessions of critical friends, other than in the context where mentors give feedback to each other (Stopp, 2008).

CHAPTER II: Literature Review

As Richards and Lockhart (1994, in Farrell, 2001, p.368) suggest, teachers of English as a second/foreign language are frequently asked to reflect on their work. This self-reflection involves teachers assessing themselves using checklists, making video or audio tapes of classes and other such things as a starting place for reflection. However, this paradigm has proven very difficult for teachers. Confronting oneself is, after all, difficult for most people and teachers are no different. This being so, teachers may benefit from another person, a colleague perhaps, serving as a mentor or a "critical friend". This friendship is first discussed by Stenhouse in 1975 (ibid, 2001, p.368). He recommends that another person could work with the teacher and give advice to help develop his/her reflective abilities. As giving advice to another person calls for feedback conferences, giving feedback and the type of interventions used during feedback conferences are pivotal to critical friendship. Stopp adds to this, differentiating feedback from "dialogic review" as it requires challenging questions to help explore understanding and promote thinking and engagement, which he relates to critical friends (Stopp, 2008, p.15). Before Stopp, Hatton and Smith (1995), Kothagen (1995), Moore and Ash (2002), and Nystrand (1997) also underlined the importance of dialogue as a means of reflection and development. (*ibid:3*)

Heron did too (prior to all aforementioned researchers) in *Helping the Client.* There, he defines his interventions as "verbal" and then explains that:

Intervention can be defined in terms of what its point and purpose are, what the practitioner wants to achieve by it. For example, the practitioner invites the client to explore and express his or her attitude to the colleague. An account of the intention of an intervention takes us to the heart of the matter". (1975, p.3-4)

Though Heron's interventions are mostly used in the context of clinical supervision, it can be adapted and applied to a wide variety of occupational groups, including education (Lemus, White, Fonseca, 2007, p.190). Yet, while Heron's interventions are used in different contexts of nursing (Chambers and Long (1995), Cutcliffe and Epling (1997), Johns and Butcher

(1993) and Devitt (1998) in Sloan and Watson 2002, p.42), there has been inadequate research in the teaching context, and apparently none on critical friends specifically.

Thus, this study aims to analyse critical friends' feedback dialogues using Heron's six categories of intervention framework to find out if exchanges between critical friends fall into any of his categories and, if so, which ones seem to be used more often. Then, the research will look more closely at the effectiveness of these categories used in the feedback dialogues in critical friendship contexts.

2.1 The Definition of Feedback

Feedback has been described in many different ways. In Webster's, feedback is defined as "a process in which the factors that produce a result are themselves modified, corrected, strengthened etc. by that result" (p.520). Ilgen, Fisher and Taylor (1979, p.350) simply describe feedback as ' a special case of the general communications process in which some sender conveys a message to a recipient '. According to Ashford (1986, p. 465), however, in the interpersonal realm, ' feedback involves information about how others perceive and evaluate an individual's behaviour'.

In relation to teaching practicums, feedback can be defined as "information provided by an agent (e.g. teacher, peer, self) regarding aspects of one's performance or understanding" (Hattie and Timperley, 2007, p.81). Randall and Thornton suggest that "the feedback discussion is the critical part of the process of providing advice and support to teachers" (2001, p.8).

2.2 The Importance of Feedback

It is of utmost importance to communicate feedback effectively for professional development. Eltis and Turney claim feedback to be 'pivotal' within supervision which usually involves pre-observation, observation and post-observation feedback sessions *(Wajnryb, 1994, p. 22)* Wajnryb also highlights the importance of feedback: "as supervision derives its importance from the value of practice teaching, and the conference is the locus of that intended help giving and receiving, then feedback is the communication event within which the intended help is scheduled to happen" *(ibid: 22)*

On one hand, feedback, as part of evaluation and teacher professional development, is claimed to have the strongest influence on learning and success within performance-focused teaching-related organizations. On the other hand, the effects of feedback are also claimed to be a source of disquiet and tension *(Brandt, 2008, in Copland, 2010, p. 466)*. It is argued that unless feedback is communicated effectively and constructively, it may actually give rise to demotivation and deterioration in performance as opposed to reinforcing or changing behavior in a positive way. Generally, it is an unwelcome process for teachers who closely associate it with appraisal and job security. Therefore, it appears that most teachers are in favour of peer observation as it is more developmental (Lam, 2001, p.162, cited in Keith, 2007, p. 5)

In feedback literature, this relationship is characterized in different ways. Some researchers underlined the relationship itself (Bailey, Wood and Nava, 1992; Kahn, 1990; Kelly, 1994, 1997; Patterson, 1985, cited in Egan, 2002, p.42). Others looked into the work done through this relationship (Reandeau and Wampold, 1991, ibid:42) whereas yet others stressed the outcomes to be accomplished through the relationship (Horvath and Symonds, 1991,ibi: 42). No matter how differently this relationship has been looked at, the importance of the context of the feedback still remains the same.

2.3 Feedback in Teaching Context

Feedback can be practiced in many different systems and in a variety of situations within these systems. Therefore, it may be looked at in a variety of settings *(Kowitz & Smith, 1985; cited in Mory. E.H, p. 745)*. In education, for example, feedback is hosted within an instructional context, such as between teacher and students or in professional development and appraisal contexts that involve teachers, their colleagues, administration staff and/or supervisors.

The context of feedback is important as the relationship between the advisor and the advisee in teaching is closely related to the context. According to Randall and Thornton *(2008, p.6)* feedback is conveyed to both pre-service and in-service teachers in many different contexts. Such contexts are categorized below:

Pre-service: Teaching practice supervision

Mentoring

Private sector TEFL certification

In-service: Private sector TEFL Diplomas

Internal appraisal (Head of Department, Headteacher)

Inspection

Colleague to colleague ('Critical Friends')

Randall and Thornton suggest that these contexts play a great role in the process of the feedback session as well as other interrelated dimensions related to these contexts such as the interpersonal climate, institutional role and the purpose:

Table 1: Interrelated Dimensions

INTERPERSONAL CLIMATE	Formal	Informal
INSTITUTIONAL ROLE	Technical	Professional/ Personal
PURPOSE	Assessment	Developmental

This study will be analyzing transcripts of advisors giving advice as critical friends. Therefore, the interpersonal climate will be informal, the institutional role will be personal and the purpose will definitely be developmental.

Chapter III: Critical Friends

3.1 What is a Critical Friend?

Costa and Kallick (1993, p. 50) describe a critical friend as "a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend". They further point out that a critical friend "takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work". Swaffield *(2008, p. 323)* suggests that the term "refers to someone who provides both support and challenge within a relationship that may be one-to-one or involve a critical friend working with a group of people" . She points out the significant qualities of a critical friend in the following way:

"A critical friend is a detached outsider who assists through questioning, reflecting back and providing another viewpoint, prompting honest reflection and reappraisal, a seeing anew that may be challenging and uncomfortable, yet enhancing. Critical friends are concerned with both the learning of the person or people they engage with directly, and the success of whatever project is the focus of the work. Key elements of critical friendship are trust, provocative questioning, an alternative perspective, a constructive critique and advocacy."

The term was first discussed by Stenhouse (1975, cited in Farrell, 2001, p. 368) when he suggested that another person could work with a teacher and give advice as a friend rather than a consultant in order to develop the reflective abilities of the teacher who is conducting his/her research. It is primarily in the context of school self-evaluation that we see the first references to the term *(Heller 1998).* It must be noted that in this context, the word "critical" does not imply negativity. Thomas Farrell (2001, p: 368)points out that it is used in its original Greek meaning of "to separate" and "to discern". Thus, the emphasis is on constructive criticism. In fact, Watling underlines the tension between the two words 'critical' and 'friend' saying that it could be seen as the point of balance along a continuum from 'total friend' to 'total critic' with '… a critical friend providing an appropriate balance between support and challenge' *(Watling et al., 1998: 61, cited in Swaffield, 2002, p. 4).*

Swaffield argues that the "critical friends' relationship is often one of utility, where 'critical friends' use, and are used by, others in their professional practice or in a related field such as business." *(Gibbs and Angelides, 2008, p.217)* A critical friend is also defined as "a pair of fresh eyes" *(Dean, 1992, ibid:4)* that can provide a different perspective and raise consciousness. They are also regarded as a "listening ear" *(Winkley, 1985, p.54, ibid:5)* as they are meant to develop a viewpoint through listening as well as observation. *(ibid:5)* Swaffield points out that, a critical friend is someone who:

"has a licence to help, brings a breadth and depth of relevant knowledge and experience to a specific situation which he or she seeks to understand , builds and maintains a relationships of trust, politically neutral, establishes, and adheres to, clear foci and boundaries for the task in hand and also balances friendship and critique, through personal support and professional challenge, motivates and reassures, is facilitative rather than directive, operating particularly through asking questions and providing feedback, , is an advocate for the success of the work, seeks to enable those he or she works with to become more self-sufficient and skilled at self-improvement and can be viewed as an educational connoisseur and critic.

In a learning environment such as a school, the intention of many feedback interventions may fall into the criteria Swaffield mentions above, but not all of them. As many feedback contexts involve hierarchy and may be more directive rather than facilitative, they initiate with a tension. For example; feedbacks given by supervisors are usually very prescriptive as they represent the authority to tell teachers what they should and shouldn't do. They are not neutral, they may be critical, but it does not necessarily mean that they will critique or support you at the same time. That is what makes the 'critical friend' different from both just a friend giving feedback to another friend or a principal giving feedback to a teacher. If, though, there is one more item to add to Swaffield's criteria of critical friends, it would be ' a critical friend is the chosen one with one's own will' .

3.2 Problems with the Term' Critical Friend'

Costa and Kallick emphasize the need to build trust early in the critical friendship, since the concept of critique often carries a negative baggage (1993, p. 50). They argue that many people equate critique with judgment, which leads to some confidence problems and

mistrust. Therefore, critical friendships must begin through building trust and the confidence that the friend will "be clear about the nature of the relationship, and not use it for evaluation or judgment; listen well: clarifying ideas, encouraging specificity, and taking time to fully understand what is being presented; offer value judgments only upon request from the learner; respond to the learner's work with integrity, and be an advocate for the success of the work" *(ibid: 50).*

Swaffield (2004, p. 5) also notes that some people find the phrase problematic in that they concentrate on the negative meaning of critique and thus view the term as an oxymoron. However, as she points out, practitioners and writers have observed that the essence of critical friendship is not simply the balancing of the roles of the critic and friend through emphasizing either pressure or support, but precisely the richness provided by both. Accordingly, as the friendship develops over time, criticism also benefits from the trust that has been developed.

Swaffield points out that critical friendship is therefore a dynamic relationship that changes over time. The third dimension, time, that is introduced to the concept reveals the complexities and potentialities of the relationship.

3.3 Context in Critical Friendships

As with any relationship, critical friendship takes place in unique contexts. Swaffield notes that these contexts can differ based on the specific focus of the project and the needs of the learner. For instance, a critical friendship for school improvement will have a particular focus, located within specific schools each of which has a unique combination of history, culture, resources, and pupil and staff profiles *(Swaffield, 2004, p. 8).* That means critical relationships need to adapt to each situation and that there can be no single formula for the work of critical friends. Thus, critical friendship works according to complexity theory that stresses the fact that in any complex interactive system, constituents interact: "The four elements – the critical friend role, the relationship between the critical friend and school colleagues, the characteristics of the individuals involved, and the nested contexts in which the critical friendship exists — all interrelate. Each element is to some degree flexible, and to varying extents each affects, and is affected by, each of the other element" *(ibid: 9).*

Costa and Kallick *(1993, p.50)* note that critical friends are useful in various educational situations; in classrooms, in staff development meetings and between administrators.

3.4 The Critical Friend Process

As each critical friendship is fairly unique in that they serve different purposes, the process established for the relationship does not follow determinate rules. Still, some steps can be observed. Costa and Kallick (ibid: 50) point out that once trust has been established, the critical friend and learner meet together in a conference, which is generally limited to 20 minutes. They suggest:

" ... the learner describes the practice and requests feedback and the critical friend asks questions in order to understand the practice described and to clarify the context in which the practice takes place. Then the learner sets desired outcomes for the conference and the critical friend provides feedback about what seems significant about the practice. Finally, the critical friend raises questions and critiques the work and both participants reflect and write."

3.5 Limitations of Critical Friendships

We have already noted some of the shortcomings inherently residing in the concept of a 'critical friend'. Some of these shortcomings resulted from the double meaning of 'critical'.

Achinstein and Meyer (1997, p.13) point out that there are other kinds of institutional barriers and serious dilemmas raised by the merger of critique and friendship, and therefore, they call it "an uneasy marriage". The institutional pressures include norms of privacy, autonomy, egalitarianism and hierarchical structures. In a case study they conducted in a novice teacher group, they found out that institutional barriers which separate and hierarchize the relationship between critique and friendship surfaced in the tensions experienced by the participants.

In his article "Critical Friendship as a Pivot in Teaching Interventions", Towndrow *(2007, p. 6)* talks about the other ways in which the problem-based critical friendships can be hindered. He lists the five major hindrances as: 1) falsely equating personal criticism with critique; 2)

misunderstanding the purposes of feedback; 3) dishonesty, lack of trust and openness; 4) lack of empathy; 5) resistance to change.

Apart from these shortcomings, sex, age and ethnicity set up their own limitations. For instance, *Clutterbuck (1991)* found that " male and female mentors in business settings created significant issues" (cited in Swaffield and MacBeath, 2010, p. 246)

Likewise, Spillane *(2004)* points out " the broader social structures including race, class and gender and the manner in which these manifest themselves in interactions in the execution of teaching, leadership or consultancy tasks" (ibid:p. 246) *Sapadin's* study of professionals also showed that men and women experience friendships differently (*1988, p. 387).*

Randall and Lavender also found out in a study in Malaysia in 1997 that " the differences between the participants within the two national groupings far outweighed the differences between the national groups" (Randall and Thornton, 2001, p. 139) suggesting that cultural differences may play a role in any cross-cultural settings. Especially in an area as fragile as ' critical friends' context, cultural perceptions and differences need to be taken into consideration as they may cause unwanted misunderstandings.

CHAPTER IV: Heron's Six Category Intervention Analysis (1975)

Since 1975, Heron's six category intervention model has been influential in helping mental health nurses with their relations, dialogues and interactions with patients (Chambers, 1990, in Sloan & Watson, 2002, p.42). It has also been used as a theoretical framework to look into nurses' perceptions of their own interpersonal skills (Burnard and Morrison 1988, 1991, Morrison and Burnard 1989, Ashmore and Banks 1997, in Sloan and Watson, 2001, p.207)

Morrison & Burnard (1991) used the framework in a research done in UK to study nurses' perception of their interpersonal skills (ibid: 209). The rank order proved that nurses were able to describe their interpersonal skills using Heron's framework and nurses also described their skills as supportive and informative consecutively. Prescriptive, catalytic, cathartic and confronting followed them in order.

However, in 1997, Ashmore and Banks used Burnard and Morrison's tools to repeat the research and they found the order had changed. Nurses perceived themselves more skilled in supportive, prescriptive and cathartic yet less skilled in informative, catalytic and confronting interventions. Ashmore and Banks suggested that these skills may have been chosen by the nurses because they thought these might be the " right" options to choose as nurses. (ibid: 209).

More recently, it has been adapted as a supervision model in the nursing literature to guide the delivery of supervision in nursing (Chambers and Long 1995, Fowler 1996, Cutcliffe and Epling 1997, Driscoll 2000a, in Sloan, 2006, p.71). Heron's model has also been integrated by other professional sectors such as social work, business and management and police force as well as in the context of nursing (Chambers, 1990, in Sloan & Watson, 2001, p.207). Therefore, this study will examine the value of Heron's model as an analytic tool to investigate critical friends' interpersonal interactions while giving feedback in a teaching context, which first necessitates an explanation of Heron's six category intervention analysis.

4.1 Description of Heron's Intervention Analysis Framework

The Six Category Intervention Analysis is a model proposed by Heron to work on primarily personal and professional growth (Lemus, White and Fonseca, 2007, p.190) and that it can also be applied to situations that do not necessarily demand personal growth.

It is a model, however, that is "primarily on one-to-one interventions from practitioner to client" (Sloan and Watson, 2001, p.207) and that an interpersonal relationship develops between a practitioner and a client. A practitioner is defined as anyone offering a professional service to a client, so the term refers equally to doctor, psychiatrist, nurse, lawyer and teacher alike (Heron, 1989, in Sloan and Watson, 2002, p.42). A client, on the other hand, is the person' who is freely choosing to avail him/herself of the practitioner's service'. (Heron, 2001, p.2) So, in a learning environment, practitioner and client can both be teachers, or headmistresses or critical friends.

Randall and Thornton (2001, p.77) also describe the model as "an overall framework for the description of interventions, the verbal behavior of the practitioner, (Heron, 1990, p.5) which can be made by any person giving advice and feedback to others".

4.2 Six Categories of Intervention

Heron's six category system consists of six types of intention that the practitioner can behold while serving his or her client. In other words an intervention can be defined in terms of its intention and that words used are closely related to the intention of the practitioner. However, there is not any stated verbal forms that could be identified with certain interventions as a result there could be many different ways of expressing intentions (Heron, 2001, p.*4)* Randall and Thornton, on the other hand, state that 'psychological state , view of institutional roles and cultural expectations of the receiver may affect the perception' of these intentions (2001, p: 145) underlining the importance of the client's perception of the practitioner's intention. Egan also underlines the importance of the accuracy of perceptions in helping the client saying that wrong perception can ' disrupt the helping process' Egan, 2002, p. 95)

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The first group of categories of intentions is named 'authoritative', as Heron describes them, because they are hierarchical in that "the practitioner speaks for and on behalf of the client" (Heron, 2001,p. 6). The second group is claimed to be less hierarchical and is, thus, named 'facilitative'. Here, it is important to support the client's autonomy and to open up his or her unvoiced feelings and thoughts. Therefore, the practitioner is to elicit rather than direct during the intervention. However, Heron argues that "Authoritative categories are neither more nor less useful and valuable than the facilitative ones" He relates the use of the types of interventions to the practitioner's role and the needs of the client *(ibid: 6).* Yet, he admits that catalytic interventions has an important place in terms of inspiring the client to seize his/her full capacity in development.(ibid: 8)

Even though the choice of categories are said to be situational, Heron suggests that a balanced mixture of hierarchy, co-operation and autonomy in an intervention is a proof of a good, healthy practice. In other words, a balanced use of six categories of intervention will be more effective.

If, on the other hand , one type of interventions is more prevalent than the others, then there is a high chance of degenerating the interventions. For instance, If there is very little use of authoritative interventions while the facilitative ones are over-used, the interventions may degenerate into ' pussyfooting'.

Six Categories of Intervention framework consists of two main categories; Authoritative and Facilitative categories.

4.2.1 Authoritative Group

Randall and Thornton describe this group as "Directive" (2001, p.79) and it consists of three sub-categories.

4.2.1.1- Prescriptive Interventions

Prescriptive interventions seek to influence and direct the behavior of the client and include offering advice and making suggestions (Sloan and Watson, 2001, p.208). Prescriptive interventions are not necessarily bad, as Heron claims that they are not to affect the client's

autonomy if presented with the right timing and manner. They could only be troublesome when used excessively and inappropriately.

The context of prescription, that is the role-relation between the practitioner and the client, the problem of the client to be focused on and both the practitioner's and the client's conditions, play a role in the choice of what kind of prescription is to be used and what its outline and level would be; for example, whether the client's problem is technical or personal, or whether the intervention is taking place between a doctor and a patient or a trainer and a student, or whether they are young or old and such will affect the whole prescription (Heron, 1990, p.41).

4.2.1.2- Informative Interventions

Informative interventions call for giving meaningful information to the client to enlighten them with new knowledge that caters to their needs. The knowledge needs to be put across in a way that is comprehensible and almost provocative for the client to take part in the practice. Excessive use of this interventions tend to cause demotivation for autonomous learning while the lack of it lessens the client's power and influence and leads him or her to be an uninformed and vulnerable person who could easily be exploited. (ibid: 51)

Heron discusses the importance of the amount and value of the information to be given to the client and whether or not to give it at all rather than to expect the client to self-discover with some help from the practitioner. He suggests that the context plays a great role in deciding which path to follow and that there could be shifting from one style to another. However, "the balance between the informative and the catalytic styles" (ibid: 52) within the context should be vital.

Heron asserts that the practitioner can spoon-feed the client, to a certain level, with information that is public knowledge and has objective meaning, but personal and, therefore, subjective meaning such as what an experience means to the client, cannot be taught. Therefore, it is to be discovered by the client.

4.2.1.3- Confronting Interventions

Sloan and Watson describe confronting as the challenging of a person's behavior, attitudes or beliefs (2002, p.43). Heron, on the other hand, defines confronting interventions as the daring truths that a practitioner brings about, with care and love, to the attention of the client. These truths, which may have a negative effect on his or her well-being, or that of others, may be related to the client's "attitudes, beliefs and actions" (Heron, 1990, p.59) which he or she is sensitive about and so would ignore their existence. The aim of this type of intervention is to help the client see the truth about himself or herself and own it. Though the name sounds argumentative and belligerent, it is of utmost importance to apply it in a non-aggressive manner, assuring the client of his or her self-worth and helping her realize his or her state.

Heron defines confronting interventions as presumptuous (ibid: 60), in the sense that the practitioner is to estimate what it is that the client has in himself or herself that he or she has no knowledge of and then to give a wake up call to the client for his or her benefit. Heron adds to that, saying the role–relation of the practitioner may often give him an unspoken hint to confront the client (e.g. a teacher has a warrant to confront a student about his deteriorating grades).

It is very important to know the limits of the warrant and to know in what manner, to what depth and when the practitioner should confront the client. Since it is uncalled for, confronting a client causes anxiety in the practitioner and may lead to unexpected feelings such as fear and anger. As a result of which, the practitioner may pussyfoot and deviate from the real purpose of the confrontation. However, if the anxiety is controlled, then the practitioner can be supportive without compromising.

4.2.2 Facilitative Group

Randall and Thornton describe this group as "Non-directive" (2001, p. 79) and it also consists of three sub-categories.

4.2.2.1 Cathartic Interventions

This intervention is said to enable the client to discharge painful emotions, primarily grief, fear and anger. It also gives space for the expression of spontaneously generated insights (Lemus, White and Fonseca, 2007, p.192). In other words, the practitioner helps the other person to express and overcome thoughts or emotions that they have not previously confronted. These kinds of interventions are based on feeling rather than conceptualization of the issue at hand. Yet, when it is used effectively, cathartic interventions lead to further self-reflection, and therefore they constitute the necessary first step of any kind of feedback reception (Heron, 1990, p.6).

4.2.2.2 Catalytic Interventions

Catalytic interventions "seek to elicit self-discovery, self-directed living, learning and problem-solving in the client" (ibid: 6). They are essential to help the client be responsible for him or herself and be in command of his/her life. With the help of catalytic interventions, the client goes through a learning process that is different to being obligatory and conventional, and through which he "learns how to become a transfiguring person".

Heron suggests that catalytic interventions be complemented with informative interventions and that confronting and cathartic interventions should supplement them. (ibid: 118)

4.2.2.3 Supportive Interventions

Sloan and Watson describe being supportive as validating or confirming the worth of the client's person, qualities, attitudes or actions (2001, p.208). These interventions are authentic, intimate and caring. Heron suggests that 'being here now', 'being there now' and 'giving free attention' is the main concern of this intervention and that it is a precondition for any other interventions (Heron, 1990, p.154) as they are necessary for the client to build a trusting relationship with the feedback provider. Yet, when they are used excessively, they may lead to "pussyfooting" which prevents the feedback provider from confronting the client, thereby hindering the feedback process. Worse still, Randall and Thornton claim that the client may lose respect for both the practitioner and the process of giving feedback as a result of this pussyfooting (2001, p.84).

These ideas can be seen as a framework to understand the types of facilitation that can be made in a range of contexts. In the table below, the six categories of intervention are re-written as follows:

Table 2: Categories of intervention

Prescriptive	Planning
Informative	Meaning
Confronting	Confronting
Cathartic	Feeling
Catalytic	Structuring
Supportive	Valuing

According to Heron, there is an experiential learning cycle during which the client recalls past events and reflects on them, after which they get prepared to take this new discovery back to their present life. Thus, the learning doesn't only end in reflection and discovery is actually carried into the client's future life. Therefore, it is a continuous cycle of learning about oneself and one's own life and applying what he/she has learnt anew to his/her living.

According to Heron, while helping the client find his self-direction it is vital that the practitioner facilitate the client's choice of values. He, therefore, suggests that there should be an agreement on a 'community of value' between the practitioner and the client. That is, the practitioner is to make his values clear and, for a healthy facilitation, to have them approved by the client. These choices are said to be the "positive opposites, respectively, of the compulsive states of rebel, rescuer, oppressor and victim" (Heron, 1990: 122). They can be of use in relation to self, others, organizations, the psychic and spiritual areas and the planetary environment. (Heron, 1990, p.123).

Chapter V: Methodology

5.1 Research Methods and The Rationale

According to Creswell, there are three approaches to designing research: qualitative, quantitative and mixed methods (Creswell, 2009, p.3). While the quantitative approach dominated the forms of research in the social sciences from the 19th century until the mid-20th century, the qualitative approach became popular during the second half of the 20th century and along with it came the development of mixed methods (ibid: 4).

Quantitative research, which is considered "traditional" or "scientific" (Kim, 1989, p.1, in Li, 2001) involves analyzing data in terms of numbers. Therefore, it relies on interpreting statistical variables (Meyer, 1988,cited in Li, 2001) which result in a final written report consisting of a set structure (Creswell, 2009, p.4).

Qualitative research, on the other hand, is said to use words rather than numeric forms. It was defined by Strauss and Corbin as "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (Strauss and Corbin, 1990, p.17 in Amedy, 1999, p.19).

They are not however "to be viewed as polar opposites or dichotomies; instead they represent different ends on a continuum" (Newman and Benz, 1998, in Creswell, 2009, p.3). Hammersley claims that the differences between the two modes are problematic (Hammersley, 1992, in Silverman, 2011, p.3), while Glesne underlines the fact that, frequently, quantitative and qualitative researchers use similar elements for their research, adding that what makes them distinctive is the way the researchers put these elements together (Glesne, 2006, p.4). Yet, there are tables of assumed characteristics of Qualitative and Quantitative Research that clearly list the differences (Silverman, 2001, p.4; Glesne, 2006, p.5).

Mixed methods, on the other hand, combine both qualitative and quantitative forms in tandem the result of which is that the overall strength of a research is amplified in comparison to the other two modes (Creswell and Plano Clark, 2007, in Creswell, 2009, p.4).

This research utilizes qualitative research as it is a "person-centered enterprise" (Richards, 2003, p.9 in Yassei, 2011, p.39) which is more suitable to research in the field of language teaching.

This study also employs the evaluative case study, a type of strategy used in qualitative research, as it looks into two teachers' feedback sessions in depth with the purpose of "providing educational actors or decision makers (administrators, teachers, pupils etc.) with information that will help them to judge the merit and worth of policies, programmes or institutions" (Stenhouse, 1985, p.50, in Bassey, 1999, p.28). Morgan names the case study "illuminative evaluations" (Morgan, 1991, p.6) as they look at particular incidents or events and the complex meanings in relation to these events (Stall-Meadows, 1998, in Li, 2001).

The particular incidents in this study involve two critical friends giving feedback to each other in their natural settings, their classrooms, while "attempting to make sense of, or interpret, phenomena in terms of the meanings they bring to them" (Denzin and Lincoln, 1998, p.3, in Creswell, 2007, p.36)   Bearing in mind that the different perspectives and life experiences of the participants will affect the participants' attitudes and behaviors, the researcher aims at an in-depth interpretation of the two feedback sessions in the light of Six Intervention Analysis – one of the studies under the Holistic Learning Model - to try to answer questions about the what, how and why of their feedback styles. While doing so, the study aims to look at the participants' interpretation of the feedback sessions as well as to analyse their perspectives along with those of the researcher herself.

According to Adelman et al. (1980, p.49, in Bassey, 1999, p.30) in a case study a bounded system is given, within which issues are indicated, discovered or studied so that a tolerably full understanding of the case is possible. This study is bounded by time and place as several sources of data are gathered in a short period of time and then the data is analysed in depth to discover and study any possible patterns that exist during feedback sessions.

This study aims to see if Heron's six category intervention analysis is beneficial for teachers who work in the field of ELT or not. A qualitative analysis method is preferred for this study to ensure compliance with the spirit, methodology and aims of Heron's model for showing if Six Intervention Analysis gives significant results or it doesn't. During the analysis, the

effects of the interactions and feedback about the learning process in relation to Heron's model will be discussed. This study will show whether or not Heron's categories are beneficial in understanding the evaluation of the feedback process.

5.2 Participants

5.2.1 Critical Friends' Background

Table 3: Critical Friends' Background

	CF1	CF 2
Gender	Female	Female
Age	33 years	42 years
Experience	11 years	16 years
	Public; G5-6	Private; KG1-4
	Public; G7-9; low achievement stream	English tuition; all levels
	German tuition; all levels	Public; G5, 7
	G8-10	

Both participants are language teachers. They met during their MA studies at BUID and agreed to be each other's critical friends for an assignment they had to prepare for their Observation and Feedback Module. They mentioned that they chose each other as they thought they would feel comfortable with each other and that they knew that each would be honest in their comments. They had not observed each other prior to this assignment.

5.2.2 Observation Background

They had had a meeting prior to the observation sessions and agreed on the focus of the feedback. Both teachers had particular areas that needed to be addressed.

Table 4: Observation Background

	CF1	CF2
School	international private school in Dubai	local government school in Dubai
Curriculum	International Baccalaureate	UAE Ministry of Education
Observed Class and Attendance	Gr 10 3 students 2 German foundation DaF 1 German proficient	Gr 7 12 of 19 students
Lesson Subject and Time	German Period 3 (60 min.)	English Period 3 (40 min.)
Observation Focus	classroom interactions (teacher/student, student/teacher, student/student) in English and German and appropriateness of such interaction level and speed of German appropriate to level addressed	vocabulary and grammar structures speed of speech clarity of pronunciation

5.2.3 Feedback Sessions' Background

Table 4: Feedback Sessions' Background

	CF1	CF2
Duration	12 minutes (recorded)	17 minutes (recorded)
Focus	Level of teacher's English	Interaction in German and English
Setting	Classroom, beside each other: • Direct eye contact • Relaxed body gesture (both) • Frequent interruptions through other teacher's whispering in room next door (open)	Classroom, beside each other: • Direct eye contact • Relaxed body gesture (both) • Frequent laughter of both

5.3 Instruments

Yin claims that the strength of the case study approach is in its ability to examine a "full variety of evidence – documents, artifacts, interview, and observations" (Yin, 2003, p.8). Three main tools are used to ensure the validity of the data for this study: two teachers' feedback transcripts, their interpretation of these transcripts and interviews with both teachers.

5.3.1 Participants' Feedback Transcripts

Glesne writes about the researcher becoming the main research instrument as he or she observes, asks questions and interacts with research participants (Glesne, 2006, p.5). However, researcher of this study have not been able to take part in either the observation

sessions or the feedback sessions for this study. Therefore, the two transcripts analysed for this study are the ones prepared by the participants for their observation and feedback assignment.

According to Bogdan and Biklen, data analysis in qualitative research is "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you tell others" (1982, p.145, in Hoepfl, 1997, p.8). This study as well, has organized and synthesized data to understand what the data offers in terms of Heron's six category interventions. As the categories have already been put in a logical order and their meanings have been given by Heron, the feedback dialogues have been read thoroughly a few times to identify and interpret any utterances of which Heron's six categories could be descriptive. During readings, notes have been taken next to the utterances and the more reading is done the better the feedback dialogue experience is felt and lived as closely as an interpreter can understand the phenomena as the participants have felt it or lived it (Sherman and Webb, 1988, in Hughes, 2006, p.5).

However, because of the subjective nature of qualitative research and interpreting data, three more readers were asked to read the dialogues to verify the interventions found. All three readers are ELT professionals working at the Ministry of Education and are familiar with Heron's categories. They regularly experience feedback sessions with ELT teachers as part of their role. The types of interventions are noted next to the statements made in the dialogues and if any of the readers' interpretations have been different, they are also noted next to my interpretations. Since qualitative research is explorative in nature, and since even small numbers of instances considered interesting may be investigated to achieve depth (Blaxter, Hughes and Tight, 1996, p.61, in Hughes, 2006, p.2), their interpretations are kept for the purposes of adding to the discussion later.

5.3.2 Interviews with Participants

As Turner (2010, p.755) suggests, interviews present in-depth information relevant to the interviewee's experiences and perspectives, and, when combined with other forms of data collection, they provide the researcher with a well-formed collection of information for

analysis. Interviews range from structured to unstructured (Fontana and Frey, 2005, in Hanley-Maxwell, Al Hano and Skivington, 2007, p.103). Unstructured or informal interviews have been described as ongoing, casual conversations (Fetterman, 1989, in ibid: 103). The general interview guide approach, on the other hand, is more structured than the informal conversational interview although there is still quite a bit of flexibility in its composition (Gall, Gall, and Borg, 2003).

In this study, general open-ended interviews are used, in that the interview questions have been designed in a way that enables identical questions to be asked of both participants. (Turner, 2010, p. 755). 17 questions were prepared prior to the interviews and questions are worded in a way that elicits detailed information. As K had left the UAE and I could only do the interview by e-mail, this option appeared to be more appropriate than others. The interview questions were emailed to K and her answers emailed back to me. As for H, the interview was conducted in person. Nevertheless, the same interview questions were answered so that both participants have had a chance to respond fully to the same questions. The interviews were then transcribed and analysed to add to the findings of the participants' feedback. Both interview transcripts can be found in the appendix.

5.3 Research Ethics Considerations

Yin suggests that researchers are to be sensitive and to conduct his or her study with care. He also outlines four main steps to take while conducting a case study: 1) obtaining informed consent, 2) protecting participants from harm, 3) shielding participant's information to ensure confidentiality, and 4) protecting vulnerable groups (Yin, 2009, cited in Czaplicki, 2012, p.48).

Although this particular study poses no risks to participants, it is acknowledged that it is nevertheless important to be ethical and to keep information confidential. As such, while gathering data and analyzing it, I have tried to be as ethical as possible to ensure that the results of the study are valid. Therefore, participants' consent has been obtained (by email) and their trust has not been breached. Their names will not be disclosed. Both participants chose to take part voluntarily. After only one request they agreed to be part of this study and

to share their analyses. They were both given explanations of what would be done with their transcripts, self -reports on their transcripts and the interviews made with them.

5.4 Issues of Reliability and Validity

Qualitative researchers utilize various validation strategies to make their studies credible and rigorous (Creswell and Miller, 2000, in Morales, 2006, p.38). In this study, triangulation and peer debriefing are used to validate the findings. The transcripts of the feedback sessions, the participants' analyses of these transcripts and the interviews will be used to ensure the validity of the study. Two individuals have been used to validate the analysis done on the transcripts and the findings. They are both familiar with qualitative research, feedback, critical friends and Heron's Six Category of Interventions.

5.5 The Research Questions

The study will present findings as answers to these guiding research questions:

1.Can 'Critical Friends' be a better alternative feedback style?

2.Can Heron's Six Category Interventions be used as a framework to describe critical friends' feedback interventions?

3.Which of Heron's Six Categories are used more commonly during critical friends' feedback sessions?

4.How effective is Heron's six category interventions as a framework?

CHAPTER VI- Data Analysis And Findings

This chapter consists of the analysis of the data, reports on the findings of this study, and the discussion of the findings. The first part of this chapter explains what data is and how it is gathered from feedback transcripts. In that, it answers the question of whether or not Heron's six category interventions can be descriptive of critical friends' feedback interventions and, if so, which of Heron's six interventions are found in these transcripts. The results are presented firstly in a table under the six category interventions and then supported by examples which demonstrate why certain interventions are ascribed to particular events. However, the analysis doesn't focus on individual dyads. Rather, it is done in a holistic manner, concentrating on overall movements within the critical friends' feedback transcripts. The second part of the chapter presents the reports of the interview results of K and H. This section gives clear details of H and K's perspective on feedback in general and on the particular feedback session used for this study, as well as Heron's interventions and how effective they think the framework is. The last part reports on K and H's self–analysis of their feedback sessions. This is followed by a discussion section in which the findings are looked at in depth and in the light of the initial research questions' framework as mentioned on page 30. In this section, the results are discussed and related to the appropriate theory.

As the researcher, I am aware of the subjectivity notion in a qualitative research and the fact that as an individual and a researcher your bias will be the standpoint of what you will have to say. It will add to your story. It is what makes your story unique in a way. Glesne points out subjectivity as something important to be recognized between the researcher and the research topic (1999, p. 17) as it adds to the strength. Glesne also states that subjectivity is not something to frown upon, but rather something to embrace. (ibid: 109)

6.1 Participants' Self - Analysis of feedback sessions

Both participants of this study have written a research paper on their feedback sessions as critical friends in January 2009. However, as will be seen in the findings, both focused on different parts of the feedback. Though they both adopted a holistic approach, they focused

on what they perceived to be outstanding from their point of view and understanding. Therefore, the focus of both analyses seem to be different.

6.1.1 H's Self-Analysis and Findings of Their Feedback Transcripts

H states that, in general, both feedback sessions were collaborative and supportive (Appendix A1: 299, 632) in that both advisors were unbiased and considerate. She underlines the fact that both of them helped each other in terms of problem solving (Appendix A1 : 30-62), adding that both H and K used "basic supportive interventions" such as greeting (Appendix A1: 345-6) and welcoming (Appendix A1: 4-5). According to Heron, she continues, these are cathartic interventions as they acknowledge the person and "affirm worth and value" (Randall and Thornton, 2001, p.95).

Furthermore, H describes K's feedback as catalytic and non-confrontational. (Appendix A1: 8, 16) She also writes about the existence of informative intervention ((Appendix A1: 33-35) and then gives a "pussyfooting", (Appendix A1: 441) degenerative intervention sample and explains how it may turn into a confronting intervention (Appendix A1: 456) To illustrate, she offers a sample from her feedback to K and explains how K has got defensive in return.

In the last part of H's analysis, she writes about catalytic interventions and how they can lead to cathartic interventions. Again, she illustrates this by giving a detailed description of H probing K's self reflection and of this then leading to an expression of emotions (Appendix A1: 441)

H concludes by emphasising the importance of feedback in learning and the process of critical friends' giving feedback and how crucial it is to acknowledge the fact that the "friend" is not assessing but helping for professional benefit. However, she doesn't mention anything about the type of interventions critical friends use or of the interventions most commonly used, nor how effective these categories of intervention have been for feedback-giving.

6.1.3 K's Feedback Transcript Analysis and Findings (Appendix B)

K starts with stating how positive H feels about peer feedback as H thinks it helps to raise awareness about what is happening in the classroom. This then helps teachers to improve their practice. (*Appendix B1: 11-12*) Then she underlines the fact that the feedback process they have gone through was characterized by 'collaboration' since both H and K acknowledge the importance of peer observation and do not perceive it to be a threat.

K focuses on Heron's informative intervention type, then explains how it leads to a 'self-directed learning process'. She then goes on to explain how it supports teacher development during 'peer observation'.

She then continues her analysis of Heron's informative interventions in three different chapters. The first of which is about informative interventions and blind spots. She mentions H using the expression 'blind spot' and further explains them as being the 'kind of blinders' that teachers have. This being so, she argues that it is important to have a 'second set of eyes', that is, an observer in the classroom. (*Appendix B1:12–14*) As H emphasizes the fact that K's informative statements help her to see things more clearly, K refers to Egan's (2002) comment on 'blind spots' being a common occurrence in a classroom. And so, in this way, K clearly underlines why informative interventions are valuable to both parties and help them to appreciate each other's input on internal and external behavior or on discrepancies that we are not aware of. The two parties can then make use of the input to improve themselves.

In addition to this, K writes about the informative interventions that lead to pussyfooting explaining that she softens her informative statement by giving different observation samples and interpretations. (*Appendix B1: 65-67*) K explains how pussyfooting undermines the teacher's ability to reflect on her action, thereby turning the intervention into something 'degenerative'. Further, because K has not clearly addressed H, her intervention has become defensive and apologetic, as a result of which an undesirable outcome during the feedback session has occurred. (Randall and Thornton, 2001) Then, she continues, adding that Heron suggests that this degenerative intervention is to be avoided.

K further emphasizes her degenerative interventions by describing her repetition of H's statements as 'going round the mulberry bush'. K points out that this type of intervention leads the advisee to believe that the advisor's behavior is the right thing to do even if it is not what he/she feels to be so. K then finalizes her point about pussyfooting saying that it probably has prevented H from reflecting on her behavior. Therefore, the feedback intervention in this part is inadequate.

Later, K says that H has allowed her to discover the answers and new insights herself, which she describes using language from Heron's 'catalytic approach'. She goes on to underline Heron's statement on facilitative interventions and to suggest that the catalytic ones are central to personal development. (*Appendix E:* 536-537) K also states that H has used informative interventions to express her observation findings of K. (*Appendix B1:* 89-90) Then K states that using informative and catalytic interventions supports the claim that the feedback sessions have been collaborative. The adjectives used to describe their feelings (e.g. 'feeling relaxed and supported')(*Appendix B1:99-100*), she claims, are evidence of a collaborative feedback conference. She mentions that a combination of informative and catalyst interventions are pivotal for successful peer observation interventions.

K concludes her analysis claiming that the feedback sessions have both been conducted successfully and both teachers value peer observations for further professional development. K asserts that it may make sense to claim peer feedback to be the foundation of developmental observation.

6.2 Interview Analysis and Findings

6.2.1 H's Interview Analysis and Findings

H stated that she has been teaching for 25 years (Appendix C: 22), adding that her first experience of feedback was at college, a long time ago. (Appendix C: 25) Though she mentioned that it was a good experience, she couldn't remember much about it other than that they had a specific form to fill in. (Appendix C: 26) When asked how she felt about that first feedback session she mentioned that she had had no problem with the feedback, and in fact welcomed it. (Appendix C: 29) However, she then added that, at the beginning, she felt

a bit nervous as "they put the ball in my court" (Appendix C: 30) meaning that they asked her questions to find out how she felt and how the observed class went according to her. (Appendix C: 31) In other words, the feedback given must have been based on catalytic and cathartic interventions.

Now, H gives feedback two or three times a year as a critical friend for professional purposes. (Appendix C: 36) She states that she is comfortable receiving feedback and yet, when it comes to giving it to other people she is very careful (Appendix C: 38) because people do not take criticism well. She complains too that there is no follow up after feedback sessions. (Appendix C: 39) She goes on to describe her feedback-giving style by saying that she is always positive and that she avoids talking about negative things. She goes even further and admits to pussy-footing, one of the degenerative interventions described by Heron (Randall and Thornton, 2001, p.84), arguing that workplace politics demand such an approach. (Appendix C: 43-44)

When asked about her familiarity with Heron's six categories of interventions, H claims that while she is familiar with them, she does not apply them or, if she does, she is not aware of it. (Appendix C: 47) However, when asked specifically about the feedback with K, she confirms her use of interventions for that feedback session. Nevertheless, she couldn't recall further detail about which ones were used or how and when they were used. (Appendix C: 60) She also discusses the effectiveness of feedback between critical friends, claiming that when someone gives her feedback, it feels effective. (Appendix C: 52) Unfortunately, due to lack of follow-up, she couldn't say whether or not the same could be said from the other's point of view. (Appendix C: 53)

When asked about how she feels about the feedback session she had with K, she doesn't answer the question fully and so underlines the fact that it has been a long time and that it was an artificial, practice feedback. (Appendix C: 56-57) That said, she does recall that she may have tried to be more facilitative with K as she believes it to be helpful when the experience is explained by the interviewee. (Appendix C: 62) H also accepts that she may have felt uncomfortable at times when negative feedback may have been necessary, (Appendix C: 64) thereby hinting at the difficulty in giving negative feedback and the fear

about what it may trigger. She suggests that the whole feedback experience may have been worse had the critical friends been chosen by their tutor at university rather than by themselves. This underlines the importance of critical friends choosing their own friends for the sake of its effectiveness. (Appendix C : 67)

She goes on to reiterate that she doesn't remember much of the feedback session with K. However, she thinks it was beneficial in terms of professional development, adding that, personally, she finds any feedback beneficial. (Appendix C: 70-71) At the very end of the interview, when asked about why she chose K as her critical friend, she emphasizes that they chose each other just for the assignment and so the choice should be considered artificial.

6.2.2 K's Interview Analysis and Findings

K has been a teacher for 12 years. Her first feedback experience was when she was at teacher training college. K states that these feedback sessions helped not only to improve her teaching but also to review her theoretical knowledge and apply it to her practice. (Appendix D: 23-25) She also recalls liking the feedback sessions and finding them helpful and supportive, adding that they clearly added to her teaching skills. (Appendix D: 26)

K mentions that she is not teaching at the moment and is, therefore, not presently giving feedback. If she was teaching, however, she would be experiencing feedback sessions with peers, school administrators, inspectors and students. (Appendix D: 38-41) When asked about how often she gives feedback, she replied by saying that if humans are having conversations, it is inevitable for them to give feedback. (Appendix D: 45-46)She also states that she thinks feedback is very important, because it is the only way to further develop as a human being. She underlines the fact that she also likes and asks for feedback. (Appendix D: 51)

K mentions that she tries to follow a collaborative and informative approach as she thinks it works in a supportive way, adding that it is the way she prefers getting feedback from other people, too. Moreover, she claims that feedback has a lot to do with respect for the other person and her/his professional knowledge. (Appendix D: 55-58)

She agrees that she is familiar with Heron's six categories of intervention (*Extract* 62)and that she uses informative interventions in collaborative settings as she believes it is supportive and respectful and therefore, can lead into meaningful self –reflection and optimal personal growth. (Appendix D: 63-64) However, she also underlines that she has fallen into pussyfooting, (Appendix D: 87-88) which means that even if she is experienced in giving feedback, she is still prone to such unhelpful comments.

K emphasizes the fact that in the Swiss school system, (Appendix D: 67) giving feedback is part of their job and is institutionalized. Therefore, she has had many feedback sessions throughout her career, most of which have led to self-reflection and self –awareness. (Appendix D: 69-71) She highlights the fact that critical friendship for feedback in a learning context is very effective - that is, if both parties are used to giving feedback and if they trust each other. She also adds that giving and receiving feedback on a regular basis helps to develop informative and supportive ways for discussions. (Appendix D: 75-77)

In terms of this specific feedback session with H, she describes her feelings during the session as very good and relaxed. (Appendix D: 81-82) She did not feel uncomfortable at any time. (Appendix D: 95) She describes it as being a meaningful conversation between two equally professional people who appreciate each other's skills. She chose H because she liked her and knew her to be an experienced teacher and of a similar age. (Appendix D: 113)

K reckons that her feedback style can be described as a mixture of both facilitative and authoritative, with a slight inclination towards authoritative. (Appendix D: 91) As for choosing her own critical friend, she ascertains that personal preference toward people and the interaction between two individuals strongly influences discussions, observations and feedback. (Appendix D: 100-102) Hence the importance of choosing your own critical friend.

She agrees that the feedback session with H has been beneficial for her professional development as the atmosphere, tone and interaction between them was very respectful, informative and supportive. It was beneficial because all of these traits lead to self-reflection

and, to a certain degree, to self-development. She adds to this saying that without regular self-reflection, there is no professional development. (Appendix D: 106- 110).

6. 3 Analysis Of H And K's Feedback Transcripts

Table 5: Analysis Of H And K's Feedback Transcripts

Heron's interventions						
Critical friends	Authoritative			Facilitative		
	Prescriptive	Informative	Confronting	Cathartic	Catalytic	Supportive
K	-	17	14	7	5	19
H	1	9	3	2	7	10

It can be clearly said that Heron's six category of interventions are very descriptive of critical friends' feedback verbal behaviour. Almost every sentence relevant to feedback given has fallen into one or two of these six categories. Though the intentions of the critical friends have been put in a variety of verbal forms, interventions have still been identified easily. Three readers have read the transcripts separately and have disagreed on only few interventions.

" Yeah, but I think, taking that into account, they were fantastic, and they had fun."   (Appendix E: 31)

Intervention : Informative & Supportive

Reader-1   Agree

Reader-2   Agree

It was a mixed thing, vocabulary content, it was vocabulary content actually mixed with another subject, it was also geography, I mean, you had to know, obviously what is a river, but also where are they, how do they look, it is another other achievements that they had to know, or things they had to know, in order to actually fulfil the lessons goal… (Appendix E: 233-7)

Intervention : Confronting 13

Reader-1   Confronting & Informative

Reader-2   No comment

Analysis findings also show that the critical friends' intervention styles are slightly different from each other though they both make use of authoritative and facilitative interventions during feedback. This draws attention to how personal differences and experiences may play a role in the feedback styles of the critical friends.

The difference lies in the number of times they turn to specific interventions. K has had 31 authoritative and 31 facilitative interventions whereas H has had 13 authoritative and 19 facilitative ones. K seems to have used authoritative and facilitative interventions with more balance while H seems to have an inclination towards facilitative interventions.

H: Do you think you were effective, in the that sense, you reached your objectives? (Appendix E: 362)

Intervention : Catalytic

Reader-2   Agree

Reader-1   No comment

This does not necessarily mean that K's use of these interventions are balanced in the order she has made use of them during feedback. The balance is solely because of the equal number of times she has turned to them.

As can be seen in the table above, K's interventions are more informative and supportive (as she has mentioned in her interview) and she has favoured these too even in her own analysis of the feedback sessions by reporting on them. she has often combined informative and supportive verbal behaviour. For example when they discuss H's use of English in the classroom K's contribution includes both informative and supportive interventions

K: " Because it is your native tongue "(Appendix E: 56)

Intervention : Informative & Supportive

Reader-1   Agree

Reader-2   Agree

 However, even though it is not possible to see the body language or the tone of her voice, her verbal behaviour has clearly proven that she has employed many confronting interventions. She has employed confronting interventions almost as often as her informative interventions. For instance; when K is giving comments on H's unclear pronunciation of " do you " H tells her that she will make a point of saying " do you " more clearly. K Then confronts her saying *"Because you asked a lot of questions today, it was a very question orientated lesson".* (Appendix E: *187-188)* This is also a good example of how K combines informative and confronting interventions together. (Appendix E: 67-71)

Other than these, K has used cathartic (Appendix E: 245)and catalytic (Appendix E: 107)interventions, too. The only intervention she did not turn to is the prescriptive one.

As for H, she has been informative (Appendix E: 396-8) and supportive (Appendix E: 377-8) as well, but she has not been as confronting as K. She has made use of catalytic interventions (Appendix E: 362) more than K though and few cathartic (*Extract* 530-1) and confronting (Appendix E: 412-4)interventions have also been identified in her feedback. Like K she hasn't referred to prescriptive interventions (Appendix E: 436-8) other than once.

In terms of this study, the finding of the feedback analysis may prove that feedback styles change from person to person.

The feedback sessions seem to have achieved its goal in general as both critical friends have put across what they would like to say about the agreed focus areas.

Both feedback sessions have started and ended in a supportive and welcoming manner, which may be regarded as a sign of respect and good will.

CHAPTER VII – Discussion

In this chapter the findings of the participants' self-analysis of their feedback transcripts, their interview transcripts and the analysis of their full feedback transcripts will be discussed in light of research questions.

7.1 Can 'critical friends' be a better alternative feedback style?

In order to answer this question, one needs to determine first whether or not H and K can be described as critical friends. While, as mentioned before, [3.4] each critical friend situation is unique and there are no defined rules, some features are considered common. The literature review highlighted Swaffield's outline of the necessary qualities of 'critical friends' (2004, p.5) In light of these points, H and K seem to qualify as 'critical friends' as they have fulfilled much of the criteria mentioned. [3.1] They have both been teaching for a number of years, entitling them both to be termed 'helpers'. The respect they have for each other as professionals is clear and helps to build trust. [3.2] Their respect is demonstrated by the fact that H and K chose each other as critical friends, not at the request of an authority, but by their mutual will (notwithstanding the fact that this arrangement was made simply to complete an assignment on 'critical friends' observation and feedback). Once the arrangement was made, they agreed on the areas to observe and focused on these specific areas during their feedback. In other words, they established clear foci and remained focused on it during feedback sessions. During and after these sessions, they both mentioned being unbiased and considerate (or 'politically neutral') and acting as supportive friends and critics of each other. [3.1] The absence of hierarchy and any threat to job security obviously made this kind of relationship possible. [2.2]

Of course, the 'critical friends' feedback process is not totally anxiety or discomfort-free. [2.2] Yet, in comparison to other feedback types or self-reflection, it can be considered less uncomfortable and more effective. First of all it is less formal [2.6] It is a colleague to colleague relationship.Second reason is the prominence of facilitative feedback. This requires a preference for more catalytic and cathartic interventions because a critical friend is

expected to reassure the friend in terms of his or her fears and painful emotions and lead them to self-discovery and self-improvement. [3.1]

In this study, H utilized catalytic and cathartic interventions more than K. At the same time, she remained as supportive and informative as K. [4.2] Therefore, H was frustrated at times when K didn't provide her with the assurance she might have been hoping for. In addition to that, they both fell into the use of degenerative interventions [4.2] a few times when they stretched supportiveness a little too far and started to deviate from what they wanted to say. At times, then, they inclined too much towards the 'friend' part at the expense of playing the 'critic' side of the role.

Generally, though, that has not been the case. They have both frequently been able to provoke each other with their direct, confrontational questions. [3.1] As is natural in a critical friends context [3.1], there seem to have been some moments when they have gone through different waves of emotions or reactions, as mentioned in their essays. The general feel, however, of their critical friend feedback session was very positive and effective, as they have stated on different occasions. Their challenging critique proves to be constructive [3.1] as they both seem to have accepted these confrontations as alternative perspectives. Even if confrontation is present during feedback sessions, it is delivered with care and support and the balance between pressure and support is maintained in general. [3.2]

The biggest drawback of 'critical friends', however, seem to be the degeneration of the interventions as mentioned above. Unless teachers are trained well and understand the importance of 'critiquing', and do not confuse it with being 'critical', critical friendship will not be as effective as it needs to be.

7.2 Can Heron's Six Category Interventions be used as a framework to describe critical friends' feedback interventions?

First of all, Heron's definition of 'practitioner' and 'client', who are to use the six category interventions, supports the concept of critical friendship. In his definition, a 'practitioner' could be anyone who is offering a professional service to a client, which means it is applicable to many fields and professions.[4.1] 'Client', on the other hand, is the person who

chooses to benefit from the practitioner's service.[4.1] The key word here is 'choosing', which is, of course, what critical friends do. Furthermore, he underlines the fact that there is "a mutually agreed voluntary contract between them: they choose each other." (Heron, 2003, p.2) It is as if he defines the basic grounds of critical friendship. Of course, the definition alone does not mean much unless the framework is explanatory of critical friends' interpersonal skills, verbal behaviors.

The verbal behaviours of the critical friends in this study and anything related to the observations, have been easily described by six categories of interventions. The framework has been easy to use to identify and describe the statements. Even though in some interactions the language used made it difficult to understand what they were trying to say, their intervention skills have been easy to understand using Heron's framework. [4.2]

The other two readers have also read the transcripts, along with the descriptors noted next to the statements, and they both have agreed with most of the 87 descriptors. Out of 87 descriptors, only 11 of them were left without comment. These have been considered as disagreement on the descriptors. Either the readers disagreed that these statements would be adequately described by any of Heron's interventions or they simply found them to be unimportant. Other statements have been described differently. For example, although reader one has agreed with four of the descriptors mentioned on the transcript, she has added to them some other, overlapping, descriptors. She has perceived one pussyfooting, one supportive and one catalytic descriptor as confronting at the same time. All in all though, they both have used the six category interventions as a framework and they both have agreed on the descriptors in general, which supports the claim that Heron's six category interventions [4.2]can be utilized as a framework to explain critical friends' verbal behavior of critical friends' feedback interventions.

Since they have studied Heron's interventions at university, it may only be natural that K and H have used the framework. For example, K is aware that she often chooses to be informative. She states this on different occasions in her interview. The results of her transcript analysis confirm this and show that she has been informative and supportive at the same time.[4.2] This seems to prove that she consciously utilized the framework and

explains why she is able to describe her intervention style. H, as well, mentions that she wants people to reflect on themselves and thereby to find answers for themselves. This orients her towards more catalytic interventions. [4.2] Once again her transcript analysis confirms that she is catalytic, at least more than K. She is also right about both being very supportive while giving feedback. Their referral to the six categories to describe their feedback delivery skills in the context of critical friendship is very important here in terms of determining whether the six category interventions can be used as a framework to describe critical friends' feedback styles.

7.3 Which of Heron's Six Category Interventions are more commonly used during critical friends' feedback sessions?

In this study the use of interventions are well-balanced in that they have used both facilitative and authoritative ones together, not to the exclusion of one or the other. [4.2] However, the critical friends in this study prove to have an inclination towards the use of more informative interventions on the authoritative side and more supportive on the facilitative side. This is perhaps why they have both described the general atmosphere of the feedback sessions as collaborative and supportive. [4.2] It is interesting that confronting interventions are the third most common intervention identified. This may seem quite surprising, but that may actually reveal the basic interventions necessary for critical friendship as mentioned before. [3.2] Be supportive as a friend, but critique your friend as you would want him/her to benefit from your criticism and to right the wrongs or at least help him/her think about his/her actions in the classroom. Catalytic and cathartic interventions come right after confronting interventions, leaving prescriptive interventions as the most rarely used ones. As Heron puts it, none of these interventions are more useful than any others [4.2], but in the context of a critical friendship, minimal use of prescriptive interventions seems to be right as a critical friend is to play the advocate and bring unknown or overlooked issues out in the daylight to help the client.

Though H states that she may have forgotten about the framework, she has still managed to recall her feedback style as more facilitative. K, on the other hand, states that her style is more on the authoritative side. She has also said that she utilizes both facilitative and

authoritative interventions, but she is more inclined to use authoritative interventions. The findings of the transcript analysis prove them both right in their personal perceptions of their feedback giving style. H is more supportive and K is both supportive and confronting at the same time. In other words, both K and H are aware of their interpersonal skills when it comes to one to one interactions exactly like the nurses in Morrison and Burnard's study. [IV] However, other than identifying their 'supportive and informative' skills or generalizing their skills as 'facilitative' and 'authoritative', they have not named any other six categories in their interviews. This, however, again may be explained by how they perceive their own intentions and perceive others'. It proves that intentions and perceptions of the individuals may play a great role in interpreting verbal behaviours.

The different perceptions here (i.e. different interpreters describing some verbal behaviours with different descriptors) could be explained by the fact that no matter what the intention of the advisor or practitioner is, the way the intention is put across may be perceived differently. [4.2] There are many variables that will play a role in shaping this perception, as mentioned before. [4.2] Because three readers have no institutional relationship to H and K, the difference in their perceptions and descriptions of H and K's verbal behavior can be related to their psychological state or to their culture. Even their psychological agenda can be out ruled as they are not the ones receiving the feedback or it is not their transcript that they are making comments on. It is possible that three readers who are not from a western culture may have interpreted more interventions as confronting than H and K, who are both from Western cultures.

As mentioned before, [4.2] it could easily be claimed that both H and K have been subjective when asked to describe their feedback styles. They may have said that they are more supportive or catalytic because they believe that it is the best answer in a feedback giving context. They have both mentioned being supportive and informative as well. However, the difference in the case of this study is that their feedback transcripts' analysis strongly support their claim.

Why does it matter to know which interventions are more commonly used at all? Firstly, it supports the claim that the framework can be utilized as a framework as it is a good tool to

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identify intervention styles. Secondly, it depicts the interpersonal verbal behaviours of critical friends giving feedback to each other. Of course, it will be difficult to generalize about this because of the nature of the many variables playing a role in the process. Yet, it gives an idea as a start for further research.

7.4 How effective are Heron's Six Category Interventions as a framework for critical friends?

Heron's six category interventions are very easy to understand as a framework and are easily applied to identify critical friends' feedback exchange. Since they are almost self-explanatory, and descriptive of critical friends' intentions during feedback, it will not be wrong to say it is effective.

It would be great for critical friends to use the framework to identify possible problematic areas in critical friends such as degeneration of verbal behaviours to avoid confrontation, or rather pussyfooting and to try not to upset the friend.[4.2]The framework may help critical friends understand their strengths and weaknesses as critical friends and it may guide them to improve themselves. In other words, as Heron suggests it is important to use the interventions in balance because when the balance is lost feedback interventions degenerate and feedback sessions will not succeed. [4.2] Taking this as their starting point , critical friends can analyse their feedback interventions to understand whether they are too informative or too supportive, and not confronting at all. In this study, the framework has effectively identified the pattern of the critical friends' interventions and has helped to understand the reasons behind some reactions to the interventions. The pattern of interventions has clearly depicted the balance or imbalance of hierarchy, co-operation and autonomy, which in turn has helped to reveal why H or K have not been negatively affected by confronting interventions. They have managed a balance of three values mentioned above while they have also successfully asked provocative questions as a trusted person. (Costa and Kallick, 1993, p: 50) [3.2] Therefore, it will not be wrong to state that the six categories prove themselves effective in a critical friends feedback delivery context.

7.5 Limitations

Due to the fact that it was has been impossible to access to genuine critical friendship context at a school as (teachers would not permit their feedback sessions to be recorded), this artificial critical friends feedback session conducted for a project at BUID has been chosen for this study. However, this is an experimental study and it would be interesting to replicate it within a real teaching context.

It may also be helpful to have a second interview with the participants as a follow up and to discuss the findings of the research .

It is important to consider the limitations of this study before any decision have been made to replicate it. It could however be a good start point for researchers who are interested as there is no study done in relation to Heron's Six categories of interventions in an educational setting.

7.6 Implications

This study could enlighten researchers in the education field along with teachers, supervisors and administrators alike in terms of critical friends giving feedback and the use of Heron's six categories of intervention analysis as a framework.

The framework can help them identify their own interpersonal skills. Once they find out more about their abilities, they can be trained to improve these skills, which in turn will help them enhance both in personally and professionally. This is especially important in teaching settings as feedback is used frequently for professional development and appraisals. [2.2] However, it may give rise to demotivation and deterioration because it is not done effectively or teachers are not trained to give feedback properly.[2.2] With the help of Heron's framework, teachers can analyse their interpersonal skills and discover their feedback styles in a learning context and use this as a self-directed inquiry as well as to improve his/her skills as an advisor. [4.1]

The results of this study can also shed light on 'critical friends' criteria in a learning context. [3.1] It can help professionals find out whether a critical friend meets the criteria of being a

critical friend. For example, if critical friends are being too prescriptive and do not seem to use any catalytic interventions at all, that means there is a problem in this partnership and it is likely that they will not benefit from it. [4.2] Knowing that too much support without confrontation while giving feedback or vice versa may cause problems, this may help professionals in the teaching field to find out about what they do and what they should do. It would not be wrong to say that the framework may be of great contribution to the self-discovery and improvement of critical friends in the education field.

In many educational settings, especially outside Western countries (such as Middle East), feedback giving or receiving is a very fragile matter. If teachers in our immediate environment, in the UAE, are trained on critical friendship and how they are to be the teachers' second set of eyes and ears [3.1] to lead them to self-development, MoE schools can create rritical friends programs for professional development. Critical Friendship can also be applied in administrations between staff and / or even in the classrooms between students, too.

It could also be inferred from this study that the cultural background of the critical friends may be an important factor on their choice of interventions or how they interpret the interventions. [4.2] It is important to mention this cultural effect as the number of confrontational interventions seems to be quite high in their feedback exchanges. However, K and H do not to view these as confrontational. As K and H are of German origin, they may not have seen the interventions as confrontational because according to Hofstede, Western culture is individualistic and therefore people from these countries are less worried about losing face or more ready to open up about problems. What may have sounded like a threat or confrontation to three readers of Middle Eastern origin therefore may have sounded very natural to K and H. As they are also suggested to accept cooperation and ready to accept comments to collaborate in learning (Randall & Thornton, 2001, p. 140).

Further research into actual critical friends practice can help educators better appreciate Heron's framework as a tool to be used for training purposes. As Sloan and Watson expressed, "its value is overlooked " (2001, p: 212).

Chapter VIII – General Conclusion

As outlined in the introduction, this study has strived to find out whether critical friendships can be a better alternative to self-reflection and other feedback forms as it is not often possible for teachers to confront themselves and shed light on what they are not doing right. [II] As a result, they fail to correct or improve unnoticed behaviors. The second focus of the study has been to determine whether critical friends feedback verbal behaviours can be identified using Heron's six category interventions and then to identify which of Heron's interventions are most commonly utilized during these feedback sessions. The final aim is to determine if it is effective to use Heron's six categories of interventions as a framework in a critical friends feedback setting.

Qualitative research methods have been exercised to collect data. Two critical friends' feedback transcripts are analysed using Heron's six categories of interventions as a framework. Then the critical friends were interviewed and lastly their reports on the same feedback sessions were also analysed to validate the findings of the study.

The findings of this research are specifically important in the field of Education. Different feedback methods have been researched and tried in this field over many years and yet people in this field are still striving to find better ways of delivering feedback to improve teaching and learning.

The current findings of this research may affect the outcome of the feedback sessions in Education in two ways. First of all, it can be determined from the findings that critical friendship context may well be a better option to give feedback to a colleague in a teaching environment. This study has shown that critical friends are able to critique and challenge their friends as it necessitates while giving feedback, and yet they still cause less friction and damage. The findings have shown that critical friends welcome their friends' critique and do not get as offended by their provocative approach as they don't feel threatened rather they feel supported. Hence the supportive and effective feel of the 'critical friends' which has a positive impact on the outcome of the feedback sessions.

The study also shows that, as Heron suggests, critical friends should choose their friends to lead to a more effective partnership. As it is suggested with the name, critical friends are to be friends or close to friends, meaning that a critical friend should be somebody one chooses for him/herself because this person is trusted. In many researches critical friends are still suggested to be assigned, which as a result may not be any different from any other method of feedback partners.

Secondly, as the findings suggest, the six category interventions has proven itself to be an effective framework to be used to identify the skills of the practitioner as it has a lot of impact on the feedback given. The fact that anyone can use it easily and it is compatible with the feedback language any practitioner uses, makes it effective as a framework. Since Heron's framework has not been investigated in a 'critical friend' context, it is important to know that the combinational use of critical friends and Heron's six categories of intervention analysis may have better results in teacher development in the field education.

Because of the smaller scale of the research it may be recommended that the research has been held on a larger scale in an environment where the 'critical friends' approach can be applied and where critical friends can choose their own partners. They would be trained on Heron's interventions so as to consciously follow them and balance their interventions while giving feedback. They would attend workshops to acquire the necessary skills and this would ensure maximum benefit from the feedback.

To conclude, this research has attempted to add to many researches and also trials of the different feedback styles used to improve feedback in educational settings. The end result of this study would be to encourage the professionals in education, especially in the Middle East and the UAE, to make an attempt to train themselves on critical friendship and Heron's feedback intervention styles and apply them together so as to change the negative understanding of the words 'feedback' and 'critical' in educational settings and promote feedback seeking behaviours.

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APPENDIX A: H's Self-Analysis of the Feedback Sessions

Part One: General Analysis of Feedback (Transcript 1)

Using the Johari Window helps to identify critical situations in the interviews where true feelings can be revealed which would otherwise be 'blind', 'private' or 'unknown' (Glickman, 2007, p. 121). The general feel of the feedback sessions are collaborative and supportive (299, 632) in nature in that the 'advisor' in the sessions are nonjudgmental (632) and understanding (158) (Randall with Thornton, 2001, p. 49) and help each other in the problem-solving process (Glickman, 2007, p. 106) (30 – 62, 209). In both sessions, the "basic supportive interventions" of greeting (345 – 346) and welcoming (4 – 5) are used by the participants. These are cathartic since they acknowledge the person (Heron, 2001, p 177) and "affirm [their] worth and value" (Randall with Thornton, 2001, p. 95). In the first feedback session where T gives feedback to H, one would tend to feel that the interventions given by T were catalytic[1] when she asks how H and the students' felt about the lesson (8, 16) and non-confronting when T reveals her thoughts on H's use of native language and classroom language speeds (61). It is important to be aware of paralinguistic features since what the 'client' says may or may not be what is really felt (Randall with Thornton, 2001, p. 91). This could be the case with H where in many instances she laughs (48, 52, 58). The second part of the feedback session is what Glickman (2007, p. 306) calls a "critique" where the cycle is reviewed to inform the follow-up. This where H states she felt comfortable and relaxed throughout the feedback session (294) when in reality her laughter could be a release of tension, unknowingly contradicting herself (Heron, 2001, p. 165). At the time, H and T were not aware that H felt tension, so this would be part of her unknown self in the Johari Window (Glickman, 2007, p. 122). These will be further analyzed in the next part in conjunction with Heron's (2001, p. 10) description of validity in interventions where three

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[1] An intervention used by an advisor which leads a client to learn and solve problems (Heron, 2001, p. 118).

kinds of interventions are defined: valid, degenerate and perverted[2] interventions within the six categories of intervention as proposed by Heron.

Part Two: Analysis of Interventions

Cathartic Critical Moment: Anything outstanding? (Transcript 2)

This is the beginning of the first feedback session where T gives H feedback on her lesson with supportive validation (Heron, 2001, p. 156). T starts off by saying that the lesson was a special lesson because it was done during the National Day school celebration and it was mainly fun activities. Here H responds with a cathartic laugh (7) probably because she is embarrassed by the compliment (Heron, 2001, p. 75). T then asks H to say what she did in the lesson (8). T validates what H said with 'yep' (16), then asks how H felt the students liked the lesson. At this point the intervention degenerates into deprecation when H first confirms what T commented about the students but then says that the students were disappointed about having to attend a lesson (17). T shifts H back into a more positive mind-frame by 'taking into account' (19) they had fun despite the unwanted lesson which H echoes with T (21) thereby inviting T to elaborate (Heron, 2001, p. 130). T validates the positive then does elaborate by disclosing she had seen the same (23) (Randall with Thornton, 2001, p. 96). As T reminds H of the pre-observation conference and the agreed focus of observation, H's distress in the situation becomes obvious when she asks 'Anything outstanding?' (30) sending the emotional message 'I'm worried what you think of my lesson' (Randall with Thornton, 2001, p. 92). Here T responds by giving direct informative feedback where she compares how H speaks to the class and individual students (33, 35). T's "projected agenda" (Heron, 2001, p. 196) of direct feedback which could have been received as a confrontation is actually received by H as an 'interesting observation' (63). T reveals this projected agenda in the critique of the feedback session (296) where H discloses her reaction (299).

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[2] This is not addressed in this analysis because there is no evidence of such since the "advisors" are unskilled.

Pussyfooting: knowledge of learners and their characteristics[3] (Transcript 3)

This is the second feedback session where H is giving feedback to T. H had just reminded T of the pre-observation focus and was "providing…information about the lesson in an informative, non-evaluative manner" (Randall with Thornton, 2001, p. 111) on the appropriateness of T's use of English during the lesson. The feedback is compromised as H's tone rose while describing the students' use of English at times when H felt they could have used more German. The paralinguistic verbal behavior, rise in tone, pauses and silences (441) (Heron, 2001, p. 238), indicates a rise in emotion as H is grappling for words so as to sound supportive thereby not confronting T directly with the issue. Randall (with Thornton, 2001, p. 84) refers to this as 'pussyfooting', where the advisor tries to refrain from negative feedback so as not to upset the client and prevent confrontation in an effort to "enhance the supportive nature of the relationship". Heron (2001, p. 61) warns that this can degenerate into confrontation when the client is opposing or resisting the issue. This is exactly what happened as T goes on the defensive (456) by excusing (466) the students' use of English to the fact that they are beginners (481). There were signals to T preparing to go on the defensive when she faintly says 'mm' (450 – 455) which H did not pick up on. Instead, H does not further probe the issue since she is a proficient (Randall with Thornton, 2001, p. 34) language teacher and is familiar with the context of beginner learners and the theories thereof. Rather, H is being supportive of T's actions during the lesson by "being here, being there" (Randall with Thornton, 2001, p. 95) (480) and does not condemn them when she says 'ok' (482). In this way H affirms T's defense through recognizing and honoring her view (Randall with Thornton, 2001, p. 95).

Change of Intervention: Catalytic to Cathartic (Transcript 4)

In a feedback session, open questions asked by the advisor are more catalytic in nature than closed and allow a client to delve more into reflection and to elaborate on issues which prompts new knowledge (Heron, 2001, p. 130 – 31). How open or closed questions are

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[3] From Schulman's categories of knowledge cited in Randall with Thornton, 2001, p. 28

answered is determined by how the client receives the question and the context of the feedback. H had just praised T's sense (449) for students' understanding in the target language then asked T about the appropriateness of the amount of English used in class. The kind of question used was a closed question (565), but T answered it as an open question. While T is answering the question, she reflects on her language teaching practice and examines it in light of language teaching theories. She recognizes the potential conflict between theory and pedagogy. She states that the students' and her use of English in class is her feedback (574) for her students' understanding. The examination of theory turns cathartic with a rise in tone just after T praises her students' understanding up to now (590). She then reveals her feelings of guilt (592) when pedagogy rules methodology and that was the reason she wanted to be observed on that point – to see how far from methodology she really strays. T makes an attempt to convince herself what she's doing is correct pedagogically since it is not often (596). H picks up on the catharsis when her tone rises then falls (597) in her response to T. H takes the opportunity to discuss with T that what she is doing is not direct translation but an explanation of context and considering the level of the students, is more useful (597 – 613). After the short discussion, T realizes her use is appropriate but is not confident (619). At this point H could have probed further by asking how in T's view theory informs pedagogy and how much it should dictate practice. This could have made T feel more confident of her practice rather than leaving her only to understand what she is doing is appropriate but still uncertain and insecure. Instead, H replies with 'mm' (615) and continues with another question (617) unaware of what she could have done to help further.

Conclusion

This study has brought awareness to the importance of feedback in the learning cycle and its effect on the teacher as a reflective practitioner (Randall with Thornton, 2001, p. 39). The focus of this cycle is to reach new understandings of issues in teaching which help inform an action plan to revise those points of concern. In the peer observation of this assignment, the peer is asked to be the 'critical friend', or "a colleague who is invited to observe lessons and provide feedback" (Randall with Thornton, 2001, p. 20). When giving feedback in these situations it is important to be aware of the psychodynamic feedback that the teacher is giving in order for the process to be effective. For example, in the discussion between H and

T where H was 'pussyfooting', T gave signals that the intervention could degenerate, but H did not pick up on these. Understanding the Johari Window helps to raise the 'advisor's' awareness of the 'unknown self' (Glickman, 2007, p. 122) so that the messages of the teacher's body language become apparent. H's inexperience in giving feedback to others is evident here, even as a professional friend. When professional peers observe each other as critical friends, there should be the understanding that the friend is not formally assessing but helping for professional benefit where both can actually profit by learning from each other's experiences. Being critical can be painful, but as a friend the feelings of love soften it so that the one understands the 'critical friend' is confronting with an observed fact in order for it to be seen and acknowledged and to be learnt from.

APPENDIX A1: H's Transcript Extracts For Self-Analysis

EXTRACT 1

Focus of Intervention: Revision of feedback

Outcome: Catharsis

Context: *T has just finished giving feedback on the lesson*

	T:	so yeah like this was about the lesson itself. If we go to the second part of our feedback,
280	H:	ok
	T:	which we have to do, you know that one? How do you feel?
	H:	about .....the feel..
	T:	about..in general
	H:	about the feedback?
285	T:	yeah, we did a feedback session, I think we concluded that one or…
	H:	concluded? *(laughs)*
	H&T:	*(both laugh)*
	T:	and and the second part of the feedback session is if I think about the feedback session, how did you feel about how I gave you feedback?
	H:	*(silence)* How did I feel,
290	T:	yeah
	H:	I gave, you gave me back the feedback?
	T:	yeah, like how did I do it? How did you feel as .. as a observed person, as a professional, another professional gives you a feedback.
	H:	mm
	T:	Did you feel threatened, did you feel satisfied, whatever
295	H:	Not at all, not at all... Maybe because I have this thing with observation, that for me it is an OK thing. Umm when it comes to development, pure observation, I like it. Um because I truly believe that as teachers, we kinda have blinders on when we are teaching, and to have that second set of eyes in the class room, is always helpful…you pointed something out to me today that I really... there is no way that I could have known that, because there is so many things going on inside the classroom, to tell me that .. when you talk with them as a whole class your English slows down, when you talk to them individually, your language speaks up, ah speeds up so ... that .. is interesting for me to know, and it is a good point, because that makes me then, make that conscious .. decision or effort to speak to the individuals slowly .. as well.
	T:	yeah, yeah, OK, so um if you think back how I gave feedback, let's take that incident, like you said "was there anything that highlighted the lesson that you have seen or observed", um.. obviously, you could have looked at it like it is a little bit of a criticism as well, like you know in a sense you could have felt, like you should not speak up. So did you feel threatened or did you feel like that you had to kind of ... ring fence your own thinking but I am doing it like because…you know it's you didn't
	H:	no
	T:	have that reaction.
300	H:	not, no because the purpose of the obs .. the reason why I asked you was to give that back to me and the whole idea of peer observation to me is more to help out.
	T:	yep
	H:	You are not checking me, you are telling me, "Helen, I noticed this in your class, did you notice that?"
	T:	mm

	H:	"No I didn't", you know.
305	T:	yep
	H:	It it brings the awareness,
	T:	ya
	H:	now it maybe the supervisor or something coming in *(laughing)*, I would have probably defended it,
	T:	ya
310	H:	you know but with the peer observation, I don't feel like that at all. And I
	T:	ya
	H:	Even from my past experiences with peer observation, I have always liked the peer observation.
	T:	yep, yeah, I I agree, I think it is the most valuable
315	H:	mm
	T:	thing you can do actually,
	H:	mm
	T:	but I think it has to be the right setting
	H:	mm
320	T:	and um
	H:	m
	T:	you have to trust that person, so and probably that person should be aware of trying to to give neutral polite feedback.
	H:	but this is also, I think, in our profession, I don't think you would approach just anybody to give a peer feedback, I would go to somebody that I would know and trust, and who I know is competent .. enough to give me that kind of feedback,
	T:	ya
	H:	I mean I would not give it to just anybody.
325	T:	That's right I agree. But if you have a school, for example, and they put you in groups into three and you have to do the feedback sessions with them, it might get problematic.
	H:	*(inaudible)* yeah
	T:	ya, ya, so you did you .. feel at some stage,eh very relaxed or supported? *(tone noticeably goes up)*
	H:	*(silence)* I felt relaxed the whole time,
330	T:	*(laughs)*
	H:	and I felt supported.. in in ..the way you gave the feedback, you were telling me, you know "did you notice that?" You know, well well what I noticed was, obviously I didn't notice it, you know
	T:	mm
	H:	but I felt oh yes good now I know why the parents are telling .. me.. "my daughter does not
335		understand."
	T:	yep
	H:	So it was ..good.
	T:	ya
	H:	I didn't feel *(doesn't complete sentence)*
340	T:	ok um Is there anything you want to tell me, you want to feedback me or..
	H:	No,
	T:	No ok
	H:	thank you
	T:	no, well actually, thank you
345	H:	it was very informative *(laughs)*
	H&T:	*(both laugh)*
	T:	and thank you for having me,
	H:	the eyes in the back of my head, no, anytime.
	T:	ok thank you

EXTRACT 2

Focus of
Intervention: Revision of feedback

Outcome: Catharsis

Context: *H has just finished giving feedback on the observation*

	H:	m *(long pause)* yeah, ok um That is the end of the feedback. Um After the feedback.
	T:	mm
	H:	um Was there any point during the feedback session that you felt threatened or upset.
630	T:	... Actually no, *(laughs)* and otherwise I would say no *(laughs)*
	H:	*(laughs)*
	T:	just joking, no I did not feel upset at all, um I like the way how you do the feedback, you ...simply state what you observed without ..judging it, that is one thing and the second things, is if you want to get more information, you ask and ...guide me to the answer basically I think, so um no I didn't feel threatened, and as I said like you said yesterday, it is important to have someone in your classroom to to help develop your own blind spots and and to to see and to have a look at them, because you obviously don't look at the blind spots, otherwise they would not be blind.
	H&T:	*(both laugh)*
	H:	ok um Was there any time during the feedback session, that made you particularly happy,
635		*(pause)* or where you felt relaxed or supported.
	T:	I felt supposed and I feel relaxed, um and if I would feel extremely happy, um I couldn't necessarily find a sample, but I felt relaxed and supported and it's a good way of exchanging thoughts
	H:	yeah
	T:	and observations basically.
	H:	Like you said, it's the eyes, you know opening the blind ..
640	T:	yep
	H:	spots
	T:	yep, yep
	H:	so that we are not….
	T:	yep
645	H:	Thank you
	T:	Well, thank you
	H&T:	*(both laugh)*

EXTRACT 3

Focus of Intervention:

Outcome:

Context:

25	T:	what you said obviously. And you asked me actually to observe vocabulary used *(tone goes up)*
	H:	mm
	T:	and grammatical structures you use in English, the speed of your language and your clarity of your pronunciation and um....actually it was quiet difficult to watch all of them,
	H:	m
	T:	but I tried my best. Let's start with the vocabulary list.
	H:	Anything outstanding?
30	T:	Actually if we start off with the anything outstanding, what I found quiet interesting was the difference between your language when you were addressing someone individually *(tone goes up)*
	H:	mm
	T:	or when you were speaking to the whole class. When you were speaking to the whole class, you slowed down, your pronunciation was **extremely** clear, the key words were highlighted with your voice, so you said, yes! This is a **Mountain**!,
	H:	m
	T:	right, whereas when you gave instructions to an individual *(tone goes down)* .. um...I had
35		the feeling ..that you almost fell back to the native speed.
	H:	Oh,
	T:	because it is your native
	H:	*(laughs)* , *(inaudible)*
	T:	an and especially little things like instead of saying "do you think" you said "d' ya think", you know,
	H:	oh,
40	T:	"d' ya think", like the….
	H:	yeah
	T:	this one was amazing to see how different... I observe that, like as soon as it was an individual setting you would fall into that one,
	H:	mm
	T:	whereas as soon as you spoke to 2 or 3
45	H:	m
	T:	you would go back to to the ah..teachers speak,
	H:	speak, ah, yeah, yeah
	T:	lets call it teacher's speak.
	H:	yeah, yeah – teacher's speak
50	T:	so
	H:	*(laugh)*
	T:	so this was really interesting for me to see, um.. and also when they .... actually address you because of the computer thing, and it didn't work, this was an informal setting then, they they wanted to help you,
	H:	m
	T:	and there you kind of .. um also speeded up basically, so I had the feeling that if it's
55		formal, if you are there as a teacher,
	H:	m
	T:	then you have a your speak, teacher language.

H: so that the rule *(laughs)*

T: and then if you go back to the informal one, individual one, it comes more to the native speak.

H: m

60   T: Which I think is not necessarily a disadvantage, I think both should have space.. that is what I thought, why not.

H: interesting observation, yeah

APPENDIX B: K's SELF ANALYSIS of the FEEDBACK SESSIONS

1.   Analysis and Discussion

In the following section, parts of the two feedback interviews will be critically analysed, compared to literature and discussed. The relevant parts of the interviews are listed in the appendices. References to specific parts in the appendices are in brackets with reference to the respective transcript and the relevant line numbers.

Informative Intervention and Blind Spots

Teacher 1 clearly stated on several occasions the importance of peer feedback (see appendices transcript part 1). She believes it gives her the necessary awareness concerning certain aspects within her classroom and it will allow her to develop into a better teacher (see appendices, transcript 1, 11-12). Teacher 2 agreed on teacher 1's view on peer observation (see appendices, transcript 1, 37) As both teachers are very experienced and used to peer observation they see the advantages and values in peer observations rather than feeling threatened by having another professional in their class room. Thus, the whole observation cycle they conducted was characterised by 'collaboration' (Wallance, 1991 cited in Randall with Thornton, 2001, p49). Furthermore, Heron (2001, p51) argues informative intervention seeks to incorporate new knowledge or information which can be meaningful to the observed person. This leads to the persons 'self-directed active learning process'. Thus, this feedback method may contribute directly to the development of teachers whilst a 'peer observation'.

In transcript part 1 teacher 1 mentioned a 'blind spot'. She referred to it as 'kind of blinders' (see appendices, transcript 1, 12-14) and moreover outlined the importance of having an observer, 'the second set of eyes' (see appendices, transcript 1, 12-14) in a classroom in order to determine such events. The development of 'blind spots' into new perspectives includes among other aspects, according to Egan (2002), 'seeing things more clearly and getting the picture'. Teacher 1 argues that without teacher 2's help she would not have been able to identify this particular 'black spot' und would have therefore been unable to react accordingly next time she was in the same situation (see appendices, transcript 1, 14-15 & 19-20) As Egan (2002) states, 'blind spots' are to a certain degree a common occurrence in

human's behavior. Hence, one may derive that 'blind spots' are a regular phenomenon in a classroom. He provides the following definition: 'Blind spots are mind-sets, internal and external behavior, or discrepancies that…we are unaware of or choose to ignore in one way or the other.'

Conclusively, through informative intervention in a collaborative setting and furthermore appreciating each other's inputs it is safe to assume this section of the feedback intervention was highly successful and teacher 1 will apply her newly gained knowledge in the future.

Informative Intervention that leads into Pussyfooting

Taking a closer look to transcript part 2 in the appendices, the first part of the transcript was conducted as an informative intervention (Heron, 2001). Teacher 2 illustrated in a factual and neutral way - she was in fact 'presenting relevant information' to teacher 1 (Heron, 2001, p56) - what she observed around grammatical structures (see appendices, transcript 2, 61-64). From the very beginning she underlined her observations with 'illuminations' (Heron, 2001, p57) in order to explain her thoughts meticulously. Then, teacher 2 tried to outline an incident that was questionable to her (see appendices, transcript 2, 64-66). Instead of providing an informative, non-evaluative feedback (Heron, 2001, p57) she softened her observation by offering several possibilities and interpretations (see appendices, transcript 2, 65-67). With this behavior she not only undermined teachers 1 ability to reflect and discover a self-directed answer (catalytic approach by Heron, 2001), but also provided an imprecise statement. At this point, the informative feedback turned towards 'degeneration' (Heron, 2001, pp186). First of all, teacher 2 pushed her own perspective (pushy perspective by Heron, 2001, p194) and then secondly, instead of clearly addressing the question by simply asking, teacher 2 went on to defend herself in an apologetic interpretation of the event and thus 'giving away power' (Heron, 2001, p195). According to Randall with Thornton (2001) an undesirable outcome during a feedback session is 'pussyfooting'. The observer avoids giving negative feedback due to please the observed teacher. As a result the feedback becomes indifferent and the observed teacher will not be able to gain knowledge out of the given feedback. Heron (2001) calls this behavior 'degenerative' and it should be avoided during feedback interventions.

Teacher 1 was surprisingly not confused and replied in an insightful way (see appendices, transcript 2, 69-72). Hence she returned to the informative intervention (Heron, 2001). Unfortunately, teacher 2 did only superficially absorb the informative intervention used by teacher 1; in fact, she avoided discussing teacher 1's answer. According to Heron, 'avoidance' is categorized as 'confronting degeneration' (2001, p195) and has thus a negative impact on the further development of the observed teacher. Teacher 2 was 'going round the mulberry bush' (Heron, 2001, p195) by first repeating teacher 1's statement as a question, then citing generally accepted methodology and finally admitting she was doing the same thing in her own language lessons. She then explained herself (see appendices, transcript 2, 77) and finally moved to the next topic. This behavior indicates teacher 2 had to convince herself that teacher 1's reaction to her question was appropriate even though she felt otherwise. By doing so she was 'pussyfooting' (Randall with Thornton 2001, p84). She avoided re-confronting teacher 1 and instead of doing so, she pseudo-agreed and finally changed the topic.

To summarize this section one may highlight it is unlikable that teacher 1 realized teacher 2's intentions. As a result, teacher 1 may not have reflected on the appropriateness of her behavior in this particular situation and thus this part of the feedback intervention showed a lack of adequacy.

Catalytic in combination with Informative Feedback

In transcript part 3 teacher 2 mentioned (see appendices, transcript 3, 90-91) teacher 1 was guiding her through the feedback session but would allow her to discover the answers herself. In other words, teacher 1 employed the 'catalytic approach' (Heron, 2001) in order to allow teacher 2 new insights. According to Heron (2001) facilitative interventions and in particular the catalytic approach is central to personal development. Secondly, teacher 1 discussed her findings with the help of an 'informative approach' (Heron, 2001, see appendices, transcript 3, 89-90). The values of informative interventions were discussed earlier in this section. These two aspects were underlined by the fact the feedback session was held in a collaborative way. As teacher 2 outlined she felt relaxed and supported (see appendices, transcript 3, 99-100). She also stated the 'importance of exchanging thoughts and

observations' (see appendices, transcript 3, 100-101) which clearly indicates teacher 1 and 2 had a truly collaborative feedback conference as suggested by Egan (2002).

To summarize, one could argue the combination of catalyst and informative intervention in a collaborative setting is highly successful and thus a favorable method for developmental peer observation interventions.

2.   Conclusion

As both teachers are not only experienced teachers but also used to 'critical friends' observations on a regular basis the observation cycle was over all conducted successfully.

As a result both teachers outlined the value of such observations in order to be able to develop one further.

In both interviews there was strong emphasis on collaboration. One could argue this is the foundation of every developmental observation. Another aspect of the interviews to be outlined was that they were mostly hold in an informative way. Hence, this allowed both on one hand to reflect on the feedback given without feeling threatened and subsequently find self-directed answers to their 'problems'. On the other hand both appreciated the second 'set of eyes' in order to discover their own blind spots. Finally, a pussyfooting - section was discovered and analysed as inappropriate behaviour for an effective feedback session. This sample illustrates even experienced teacher are not immune to ineffective feedback methods.

To sum up, this paper shows the importance of three main factors in order to conduct a successful feedback session. First of all, the setting has to be collaborative. Secondly, the feedback given should be in an informative intervention style and finally, the feedback donor should guide the observed person toward self-discovery.

APPENDIX B1: K's Transcript Extracts For Self-Analysis

Transcript Part 1, Interview 1. (12 turns)

Informative Intervention and Blind Spots

I: Teacher 1   K: Teacher 2

K: We did a feedback session, I think we concluded that one or…and the second part of the feedback session is if I think about the feedback session, how do you feel about how I gave you feedback?

5   I: How did I feel, when you gave me back the feedback?

K: How did I do it? How did you feel as an observed teacher, as a professional, another professional gives you feedback? Did you feel threatened; did you feel satisfied, whatever…?

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I: Not at all, maybe because I have this thing about observation, that for me it is an OK thing. When it comes to development, pure observation, I like it. I truly believe that as teachers, we kinda have blinders on when we are teaching, and to have that second set of eyes in the class room, is always helpful…you pointed something out to me today

15   that I really , there is no way that I would have known that, because there is so many things going on inside the classroom, to tell me that when you talk with them as a whole class your English slows down, when you speak with them individually, your

language speeds up, so that is interesting for me to know, and it is a good point, because that makes me then, make that conscious decision or effort to speak to the individuals

20   slowly as well.

K: OK, so if you think back how I gave feedback, lets' take that incident, like you said was there anything that highlighted the lesson that you have seen or observed, obviously, you could have looked at it like it is a little criticism as well, in a sense you could have

25   felt, you should not speak up. So did you feel threatened or did you feel like that you had to kind of ring fence your own thinking…but I am doing it like because…you didn't have that reaction.

I: No, because the purpose and the reason why I asked you was to give that back to me

30   and the whole idea of peer observation to me is more to help out. You are not checking me, you are telling me, [teacher's name], I noticed this in your class, did you notice that? No I didn't, you know. It brings the awareness, now if maybe the supervisor coming in, I would have probably defended it, but with the peer observation, I don't feel like that at all. Even from my past experiences with peer observation, I have

35   always liked the peer observation.

K: I agree, I think it is the most valuable thing that you can do actually, but I think it has to be the right setting and you have to trust that person, so and probably that person should be aware of trying to give neutral polite feedback.

40

I: … but this is also, I think, in our profession, I don't think you would approach just anybody to give peer feedback, I would go to somebody that I would know and trust, and who I know is competent enough to give me that kind of feedback, I mean I would not give it to just anybody.

45

K: That's right I agree. But if you have a school, for example, and put you in groups of three and you have to do the feedback session with them, it might get problematic.

I;   Yeah.

50

K: Did you feel at some stage, very relaxed or supported?

I: I felt relaxed the whole time, and felt supported in the way you gave the feedback, you were telling me, did you notice? What I noticed, obviously I didn't notice it, but I felt
55   oh yes good. Now I know why the parents are telling me that their daughter does not understand. So it was good.

Transcript Part 2, Interview 1. (4 turns)

Informative Intervention that leads into Pussyfooting

I: Teacher 1   K: Teacher 2

60 K: OK that is interesting. So, if we go further, I have to many papers, if we go further to the grammatical structures, I could see clear structures, especially again, when you have the formal setting you are addressing to the class very clear questions, you point at the structures, not necessarily in explaining it, but you re-use and re-use and you re-use the same structure. What I noticed there was one student, she constantly said "she don't",

65   "she don't that, she don't do this" and I know it was quite loud and not chaotic but lively, and I was wondering why you didn't correct her, or is it not important, because it was more about the vocabulary?

I: Fluency, more about fluency, sometimes you don't want to….she wants to express, if

70   you are always correcting them while they are talking, you know then they won't talk….so I just let them use as they like. Only when it comes to certain structures then I will kind of like correct the structure, but in this situation it was fluency, as long as I understand her.

75 K; So, you find it more significant that they speak and then secondly it is nice if they speak correctly. I mean it is the idea of what we do today….I do the same thing in German in my lessons here. It is just a thing that caught my ear. Again, the speed, I already said that, that I had the feeling the intro was also very quick, just like when you came in and said "blahblbhahlblah" today we do some games, "blah, blah, blah" and then you

80   started formally and then you slowed down.

    I: Mmmmm.

Transcript Parts 3, Interview 2. (5 turns)

85   **Catalytic in combination with Informative Feedback**

I: Teacher 1   K: Teacher 2

APPENDIX C: H's Interview Trnscripts

INTERVIEW WITH H

1

2

3

4

5   Interviewer: (A)   Date:

6   Interviewee: H

7 |

8   A: First of all, I would like to thank you for your time and effort. I really appreciate it.
9   You know that I will need an interview for triangulation purposes as well as to she
10   some light on my findings and discussion later on. That is why I need to ask you a
11   few questions in relation to your feedback sessions , your analysis and Heron's
12   Interventions if that is ok with you. I know it has been quite sometime, but I will
13   appreciate your input in this research with this interview.

14   H: Not a problem! If I could be any... any help.

15   A: Of course, you will.. I've already prepared the questions. Is .Aaah! Is that ok with
16   you?

17   H: Ok! Sure.

18   A: I can ..I can write the answers . I mean i will give you a copy of the questions
19   and.. I will take notes on this copy.

20   H: Ok! Let me see..

21   A: How long have you been working as a teacher?

22   H: 25 years! Yeah!

23   A: Do you remember when you first experienced a " feedback session " ? Can you
24   tell us how it was?

25   H: At College. Yeah! It's been a long time. Yeah, it was ok. It was good. They had
26   their thing.. their own format.

27   A: Do you remember how you felt before, during and after the feedback session?

28   Why ?

29 H: Aaaa! I don't have any problem with feedback. I welcome it. At the beginning I felt
30 a bit nervous. They put the ball in my court. If you know what I mean. They asked me
31 questions about how I felt. They asked me questions to find out how it went.

32 A: Do you give feedback in your current position? For what purposes?

33 H: Yeah! I do. It is like colleague kind of thing, as critical friend. For professional
34 development.

35 A: How often do you give feedback ?

36 H: 2-3 times a year.

37 A: What is your general feeling about giving feedback to other people ? Why ?

38 H: As I said I am ok with feedback. I'm very careful when I give feedback to people.
39 People don't take criticism well, you know. I don't like the way we do it! It is very fly
40 by. I mean there is no follow up. But, I am careful with the way I give feedback.

41 A: Do you follow a certain style while giving feedback? What is it ? If not, what is
42 your own style?

43 H: I'm always positive. I avoid mentioning negative things. I even do pussy-footing
44 because it has to do with politics you know.

45 A: Are you familiar with Heron's six categories of intervention? If so, do you use any
46 of these interventions? Which ones?

47 H: I don't apply them, but I'm familiar. Maybe I do, but I am not aware of it.

48 A: Have you experienced giving feedback as a critical friend other than this
49 feedback session you did for your assignment? Can you explain the context?

50 H: I think this question is repetitive. I have just answered this question.

51 A: Do you think it is effective? If so why?   If not, why not?

52 H: When someone gives the feedback to me, yes it does. I don't know about other
53 people. There is no follow up! So I don't know.

54 A: How did you feel about giving feedback to your critical friend for this assignment?
55 Why ?

56 H: It was a long time ago and it was an artificial one. It was practice, so it wasn't real
57 really.

58 A: Were you familiar with Heron when you gave feedback to your critical friend ? Do
59 you think your feedback followed any of his interventions ? Please explain.

60 H: Yes! At this time I think I did use it. Don't remember details though.

87

61   A: Do you think you were closer to an authoritative style or Facilitative one? Why ?

62   H: I tried to be facilitative. It helps the experience come from them.

63   A: Did you feel uncomfortable at any time of the interview? Why ? why not ?

64   H: Yes! Especially when it came to giving the negative.

65   A: Do you think the feedback session would have been any different if it hadn't been
66   to a person you chose as your critical friend ? Can you explain please?

67   H: Yes. It would have been different if Mick had assigned the pairs.

68   A: Do you think this feedback session was beneficial in terms of professional
69   development? Why ?

70   H: I can't really remember, but I think it is. Personally I believe that any kind of
71   feedback is beneficial.

72   A: Why did you choose that particular person as a critical friend ?

73   H: I think I have answered that before as well. It was artificial. We chose each other
74   for an assignment.

75

76

77

78

79

80 |

APPENDIX D: K's Interview Transcripts

INTERVIEW WITH K

1

2

3

4

5   Interviewer: Ayla   (A)

6   Date:11/01/2013

7   Interviewee: K

8

9   A: First of all, I would like to thank you for your time and effort. I really appreciate it.

10   You know that I will need an interview for triangulation purposes as well as to

11   shed some light on my findings and discussion later on. That is why I need to

12   ask you a few questions in relation to your feedback sessions, your analysis and

13   Heron's Interventions if that is ok with you. I know it has been quite some time,

14   but I will appreciate your input in this research with this interview.

15

16   A- How long have you been working as a teacher?

17   K- 12 years

18

19   A- Do you remember when you first experienced a "feedback session" ? Can you

20   tell us how it was?

21

22   K-   My first feedback sessions were held at the teacher training college years. It was

23   on one hand helpful to improve my teaching and on the other hand it also helped

24   me to re-assess my theoretical knowledge and convert it into practical teaching

25   behaviour. I remember that I really liked the sessions and I found them helpful and

26   supportive. Clearly, they helped me developing my teaching skills.

27

28   A-Do you remember how you felt before, during and after the feedback session?

29   Why ?

30

89

31 K- The feedback session with H was very relaxed and supportive. As I am used to
32   this kind of sessions and H is experienced in giving feedback it felt like two
33   equally professional people are having a meaningful discussion about teaching
34   methods and pedagogical techniques.

35

36 A- Do you give feedback in your current position? For what purposes?

37

38 K- Currently I am not teaching therefore, no.

39   If I was teaching, it would be self-understanding to have several feedback
40   sessions with peers (teachers), the school administrator, the inspector and with
41   the kids during a school term.

42

43 A- How often do you give feedback?

44

45 K- I think, if humans are having conversations, giving feedback during a discussion
46   is unavoidable.

47

48 A- What is your general feeling about giving feedback to other people? Why?
49

50 K- I think it is very important, because it is the only way to further develop as a
51   human being. I also like (and ask for) getting feedbacks.

52 A- Do you follow a certain style while giving feedback? What is it? If not, what is
53   your own style?

54

55 K- I try to follow a collaborative and informative approach as I think it works in a
56   supportive way. Also, it is the way I prefer getting feedback from other people.
57   Feedback has a lot to do with respect for the other person and her/his
58   professional knowledge.

59 A- Are you familiar with Heron's six categories of intervention? If so, do you use
60   any of these interventions? Which ones?

61

90

62 K- Yes. I try to use the informative approach in a collaborative setting. I believe it is
63   very supporting and respectful and can thus lead into meaningful self-reflection
64   and ideally personal growth.

65 A- Have you experienced giving feedback as a critical friend other than this
66   feedback session you did for your assignment? Can you explain the context?

67 K- As I mentioned before, in our school system (Swiss), giving feedback is part of
68   our jobs (institutionalised) and thus, I had many, many, many feedback sessions
69   throughout my professional career. I am sure most of them led to self-awareness
70   and self-reflection and were the foundation of professional development and
71   personal growth.

72 A- Do you think it is effective?   If so why ?   If not, why not ?
73

74

75 K- I think it is highly effective, if both parties trust each other and are used to give
76   meaningful feedback. Giving and receiving feedback on a regular basis also
77   helps to develop an informative and supportive way for discussions.

78 A- How did you feel about giving feedback to your critical friend for this
79   assignment? Why ?
80

81 K- Very good and relaxed. As I appreciate H and her skills it was exciting to
82   observe her lesson and to have an interesting discussion about it.

83 A- Were you familiar with Heron when you gave feedback to your critical friend ?
84   Do you think your feedback followed any of his interventions ? Please explain

85 K- Yes. As I said I think I generally followed the "informative approach" with a
86   catalytic angle. Having said that, there was also a section, were I fell into
87   "pussyfooting". This shows, even though being experienced in giving feedbacks I
88   am prone to unhelpful quotations.

89 A- Do you think you were closer to an authoritative style or Facilitative one? Why ?
90

91 K- Mixtures of both, with a slight lead towards authoritative.

92   Most of the feedbacks were held in an informative approach. Having said that,
93   the sessions were collaborative and also supportive which I think is crucial for
94   the catalytic approach.

95 A- Did you feel uncomfortable at any time of the interview? Why ? why not ?

96 K- No, not as far as I can remember.

91

97 A- Do you think the feedback session would have been any different if it hadn't
98   been to a person you chose as your critical friend? Can you explain please?
99

100 K- Yes, personal preference toward people and the interaction between two
101   individuals strongly influence discussions, observations and also giving
102   feedback. I believe every session (even with the same person) is different and
103   unique.

104 A- Do you think this feedback session was beneficial in terms of professional
105   development? Why?

106 K- Yes, because the setting, the tone and the interaction between H and me was
107   respectful, informative and supportive. All of these traits lead to self-reflection
108   and thus, finally to a certain degree to further professional development. I
109   believe without regular self-reflection there is no professional (as personal)
110   development possible.

111 A- Why did you choose that particular person as a critical friend?
112

113 K- I liked Helen. She was similar in age and also an experienced teacher.

114 A- Thank you for your valuable time and your contribution to this study. It is most
115   appreciated and I am grateful for your effort.

116 K-   Very welcome. I am glad to help and I truly hope my answers do assist your
117   dissertation in any way.

118

119

APPENDIX E K & H's Complete Feedback Transcripts

1   **H & K's Complete feedback Transcript Analysis**

2

3 K: Interviewer   **K to H**

4 H: Interviewee

5

6 H: Ok here we go.

7

8 K: OK. Here we go to the feedback session lesson, [Thank you for having me.]   **Comment [A1]:** Supportive 1

9   Reader-1 Agree
                                     Reader-2 Agree

10 H: Thank you for coming.

11 K: I was observing a very special lesson. I guess, because it was National day and you

12   were celebrating National Day and you did a lot of games. [As a start you probably want

13   to make a resume about your lesson, how you felt.]   **Comment [A2]:** Catalytic 1

14   Reader-1 Agree
                                     Reader-2 Agree

15 H: How I felt about the lesson? I'll first start off by saying what happened in the lesson. I

16   started off with a introduction of the vocabulary using Data show and then I gave them

17   a map where they had to use those vocabulary words to identify those things on the

18   map, for example mountains, they had to find a mountain range on it. The coast, they

19   had to find a coastline. Then I gave them an activity where they had to find, for

20   example, 3 countries, name 3 countries, you know, name the capital city of 5 countries

21   or whatever. Then the last activity is where they had to take the knowledge that they

22   had gained and then put all that on a map that was empty, so they had to put, they had

23   to find UAE and they had to put the capital in and if there was any mountain ranges or a

24   river or whatever, so that is how they had to fill it in.

25

26 K: And [how do you think the students liked or disliked the lesson?]   **Comment [A3]:** Catalytic 2

27   Reader-1 Agree
                                     Reader-2 Agree

28 H: I think that they really liked the lesson, only that they were a little bit disappointed that

29   they had to sit in the lesson, because their third period was supposed to be free.

30

31 K: [Yeah, but I think, taking that into account, they were fantastic, and they had fun.] **Comment [A4]:** Informative 1

32   Supportive 2
                                   Reader-1 Agree
                                   Reader-2 Agree

33 H: Yeah, they had fun.

34

35 K: I believe so[I mean you did the whole set up of your lesson, I have seen exactly the

36   same, what you said obviously.] [You asked me actually to observe vocabulary used, **Comment [A5]:** Supportive 3

37   grammatical structures you use in English, the speed of your language and your clarity Reader-1 No descriptive strategy
                                   Reader-2 Agree

| 38 | | of pronunciation and actually it was quiet difficult to watch all of them, but I tried my |
| 39 | | best. Let's start with the vocabulary list. |

40		
41	H:	Anything outstanding?
42		
43	K:	Actually if we start off with the outstanding, what I found quite interesting was the
44		difference between your language when you were addressing someone individually or
45		when you were speaking to the whole class.

46		
47	H:	Mmm.
48		
49	K:	When you were speaking to the whole class, you slowed down, your pronunciation was
50		extremely clear, the key words were highlighted with your voice, so you said, yes! This
51		is a Mountain!, right, whereas when you gave instructions to an individual I had the
52		feeling that you almost feel back to native speaking.

53		
54	H:	Oh.
55		
56	K:	Because it is your native tongue, and especially little things like instead of saying "do
57		you think" you said "djou think", you know, you think, like the....

| 58 | | |
| 59 | | I: Oh, but yeah. |

60		
61	K:	This one was amazing to see how different how you do that, like as soon as it was an
62		individual setting you would fall into that one, whereas as soon as you spoke to two or
63		three you would go back to the teachers speak, lets call it teachers speak.

64		
65	H:	Yeah, yeah.
66		
67	K:	So this was really interesting for me to see, and also when they actually addressed you
68		because of the computer thing, and it didn't work, this was an informal setting. Then,
69		they wanted to help you, and there you kind of also speeded up basically, so I had the
70		feeling that if it's formal, if you are there as a teacher, then you have your teacher
71		language.

72		
73	H:	The rule...
74		

75	K:	And then if you go back to the informal one, individual one, it comes more to the native
76		speak. Which I think is not necessarily a disadvantage; I think both should have space.
77		That is what I thought, why not?
78		
79	H:	Interesting observation, yeah.
80		
81	K:	Yeah, so that was the thing that you asked me to highlight. What I really liked was how,
82		for example, with the vocabulary how you explained what it was ...The Coast, like there
83		is land, there is water, and then you showed with your hands, and when they come
84		together....I noticed that you used a lot of gestures with your hand with your arms to
85		explain and the second thing you did, you had a very strong gesture in your face, when
86		you were explaining. So when you were explaining "hill" you would pronounce it and
87		then also your gesture would be way more significant than when we speak together
88		and say the word hill.
89		
90	H	Yeah ok.
91		
92	K:	So this was an observation I made as well. Which I think is actually natural thing; I
93		think most people would do it, I believe, because if you explain something you stop
94		to...
95		
96	H:	you stress that point...
97		
98	K:	....to stress because it is significant that everyone understands it. Then I also noticed,
99		that you try, or that you don't actually speak any Arabic, unless it is really necessary, I
100		think you did it with the 'Persian Gulf'. You did it, because this group, I had a feeling
101		that this third group was a bit weaker than the others, or not as quick.....
102		
103	H:	...than the others.
104		
105	K:	....you would not switch to Arabic basically, so I think you prefer to say to students,
106		what you think, what is it in Arabic, and then student translates it, so you have the
107		control, so that is what I felt, I don't know if it is like this.
108		
109	H:	I don't think of it like that, I just do it.
110		
111	K:	Yeah that is what I have seen on the vocabulary.
112		

Comment [A15]: Informative 9
Reader-1 Agree
Reader-2 Agree

Comment [A16]: Supportive 6
Reader-1 Agree
Reader-2 Agree

Comment [A17]: Pussyfooting 1

Comment [A18]: Informative 10
Supportive 7
Reader-1 Agree
Reader-2 Agree

Comment [A19]: Pussyfooting 2
Reader-1 Agree
Reader-2 Agree

Comment [A20]: Supportive 8
Informative 11
Reader-1 Agree
Reader-2 Agree

Comment [A21]: Informative 12
Supportive 9
Reader-1 Agree
Reader-2 Agree

Comment [A22]: Informative 13
Reader-1 Agree
Reader-2 Agree

Comment [A23]: Catalytic 3
Reader-1 Agree
Reader-2 Agree

95

113	H:	On that one point, because I want them to use English, they are not speaking enough,
114		so the more I give them, the opportunity to speak, I know that they know it in Arabic, but
115		I want them to tell me in English, and to use whatever languages at their disposal in
116		their mind, just use the English, that is all I want them to do. And I think there is great
117		opportunities for them to use the language in giving an informal definition of a word,
118		how would you explain it....and they can do it in Arabic, because I see them doing it in
119		Arabic, and I tell them no, do it in English now, and they go 'errrr'.
120		
121	K:	It doesn't come natural to them as it is not their natural speaking.
122		
123	H:	It forces them to speak.
124		
125	K:	OK that is interesting. So, if we go further, I have to many papers, if we go further to the
126		grammatical structures, I could see clear structures, especially again, when you have
127		the formal setting you are addressing to the class very clear questions, you point at the
128		structures, not necessarily in explaining it, but you reuse and reuse and you reuse the
129		same structure. What I noticed there was one student, she constantly said "she don't",
130		"she don't that, she don't do this" and I know it was quite loud and not chaotic but lively,
131		and I was wondering why you didn't correct her, or is it not important, because it was
132		more about the vocabulary?
133		
134	H:	Fluency, more about fluency, sometimes you don't want to....she wants to express, if
135		you are always correcting them while they are talking, you know then they won't
136		talk....so I just let them use as they like. Only when it comes to certain structures then I
137		will kind of like correct the structure, but in this situation it was fluency, as long as I
138		understand her.
139		
140	K;	So, you find it more significant that they speak and then secondly it is nice if they speak
141		correctly. I mean it is the idea of what we do today....I do the same thing in German in
142		my lessons here. It is just a thing that caught my ear. Again, the speed, I already said
143		that, that I had the feeling the intro was also very quick, just like when you came in and
144		said "blahblbhahlblah" today we do some games, "blah, blah, blah" and then you
145		started formally and then you slowed down.
146		
147	H:	Mmmmm.
148		
149	K:	And then as I said about the informal speaking and individuals...
150		

Comment [A24]: Supportive 10
Reader-1 Agree
Reader-2 Agree

Comment [A25]: Informative 14
Reader-1 Agree
Reader-2 Agree

Comment [A26]: Confronting 4
Reader-1 Agree
Reader-2 Agree

Comment [A27]: Catalytic 4
Reader-1 Agree
Reader-2 Agree

Comment [A28]: Supportive 11
Reader-1 Agree
Reader-2 Agree

Comment [A29]: Confronting 5
Reader-1 Agree
Reader-2 Agree

113	H:	On that one point, because I want them to use English, they are not speaking enough,
114		so the more I give them, the opportunity to speak, I know that they know it in Arabic, but
115		I want them to tell me in English, and to use whatever languages at their disposal in
116		their mind, just use the English, that is all I want them to do. And I think there is great
117		opportunities for them to use the language in giving an informal definition of a word,
118		how would you explain it....and they can do it in Arabic, because I see them doing it in
119		Arabic, and I tell them no, do it in English now, and they go 'errrr'.
120		
121	K:	It doesn't come natural to them as it is not their natural speaking.
122		
123	H:	It forces them to speak.
124		
125	K:	OK that is interesting. So, if we go further, I have to many papers, if we go further to the
126		grammatical structures, I could see clear structures, especially again, when you have
127		the formal setting you are addressing to the class very clear questions, you point at the
128		structures, not necessarily in explaining it, but you reuse and reuse and you reuse the
129		same structure. What I noticed there was one student, she constantly said "she don't",
130		"she don't that, she don't do this" and I know it was quite loud and not chaotic but lively,
131		and I was wondering why you didn't correct her, or is it not important, because it was
132		more about the vocabulary?
133		
134	H:	Fluency, more about fluency, sometimes you don't want to....she wants to express, if
135		you are always correcting them while they are talking, you know then they won't
136		talk....so I just let them use as they like. Only when it comes to certain structures then I
137		will kind of like correct the structure, but in this situation it was fluency, as long as I
138		understand her.
139		
140	K;	So, you find it more significant that they speak and then secondly it is nice if they speak
141		correctly. I mean it is the idea of what we do today....I do the same thing in German in
142		my lessons here. It is just a thing that caught my ear. Again, the speed, I already said
143		that, that I had the feeling the intro was also very quick, just like when you came in and
144		said "blahblbhahlblah" today we do some games, "blah, blah, blah" and then you
145		started formally and then you slowed down.
146		
147	H:	Mmmmm.
148		
149	K:	And then as I said about the informal speaking and individuals...
150		

Comment [A24]: Supportive 10
Reader-1 Agree
Reader-2 Agree

Comment [A25]: Informative 14
Reader-1 Agree
Reader-2 Agree

Comment [A26]: Confronting 4
Reader-1 Agree
Reader-2 Agree

Comment [A27]: Catalytic 4
Reader-1 Agree
Reader-2 Agree

Comment [A28]: Supportive 11
Reader-1 Agree
Reader-2 Agree

Comment [A29]: Confronting 5
Reader-1 Agree
Reader-2 Agree

| 151 | H: | That is interesting. |

| 152 |

| 153 | K: | Yes, and its the "do you", that's the one that really caught my ear about the clarity about |
| 154 | | pronunciation... |

Comment [A30]: Confronting 6

| 155 |

| 156 | H: | ....pronunciation.... |

| 157 |

| 158 | K: | .... like "dyou", you know kind of like this very natural way of using your language. |

Comment [A31]: Supportive 12

| 159 |

| 160 | H: | ....very natural, yeah. |

| 161 |

| 162 | K: | .....but because they are not so quick, probably this causes sometimes difficulties for |
| 163 | | them... |

Comment [A32]: Catalytic 5
Reader-1 Agree
Reader-2 Agree

| 164 |

| 165 | H; | ....for them understanding..... |

| 166 |

| 167 | K: | it is just a possible explanation, I thought. |

Comment [A33]: Pussyfooting 3
Reader-1 Agree
Reader-2 Agree

| 168 |

| 169 | H: | That is a good point, because the feedback I get from the parents, they say that, she |
| 170 | | does not understand you. Now I know why. |

| 171 |

172	K:	Yeap, this is maybe, this is maybe, that's what the thing you asked me to look at and I
173		felt that this could be a problem, because usually if I don't understand people, native
174		ones it is because of their, I call it 'mumbling', but it is not mumbling it is a natural use of
175		your language...

Comment [A34]: Pussyfooting 4
Reader-1 confronting
Reader-2 Agree

Comment [A35]: Confronting 7
Reader-1 Agree
Reader-2 Agree

| 176 |

| 177 | H: | ....you kind of slur things together.... |

| 178 |

179	K:	...slur things together, that is a good expression, and it is hard if it is not your
180		language. To catch what they actually want to say, because you want to hear 'do you',
181		and then you here 'dyou', and what is 'dyou' to you, and it is natural for you, but for a
182		beginner or an intermediate one it would probably be difficult. I think that is one of
183		things when you get that feedback. But that this might the best solution or the key to it.

Comment [A36]: Supportive 13
Reader-1 confronting
Reader-2 Agree

Comment [A37]: Confronting 8

Comment [A38]: Supportive 14
Reader-1 Agree

| 184 |

| 185 | H: | I am going to have to make a point of 'do you'. |

| 186 |

| 187 | K: | Well, it is just the one that really caught my ear. Because you asked a lot of questions |
| 188 | | today, it was a very question orientated lesson. |

Comment [A39]: Confronting 9
Reader-1 Agree
Reader-2 Agree

189		
190	H:	Because of the beginning.
191		
192	K:	And therefore this really caught my ear, because I thought like oh, when you were
193		constantly asking, and when you went back to individuals, because when you did it with
194		the group, it was really clear "'do you' know a mountain in the region?", you really
195		stressed it out, but when you went back to the individual it "do you rarareahahhhh". It
196		was such a significant difference between the two of them so it was very interesting to
197		see actually. Then general observations that caught my eye. I thought, the kids were
198		extremely polite and enthusiastic. I mean I don't know if I would be that enthusiastic if I
199		had to stay for another lesson, to be honest.
200		
201	H:	I kind of bribed them with a fun lesson. And it was kind of UAE orientated, so I made a
202		point to do that. You know.
203		
204	K:	Yeah, yeah, what I thought out of perspective of the kids again, they were very helpful.
205		Like, you know, how is it with this active board, maybe it's that... maybe its that,
206		everyone was eager to help you so this also shows, I think you have a real good
207		relationship to that class and vice versa, so they really like you, which is also nice to
208		see, and nice to teach obviously. But what I also noticed, and you mentioned it earlier,
209		is, because it was about geography and about, obviously about words, but it was also a
210		geographic fun lesson, it was quite activity centred in sense that they had to do things,
211		and they were not really forced to speak. Obviously it was the setting of the lesson, but
212		that is what I noticed, they don't speak a lot....
213		
214	H:	....unless they are told to...
215		
216	K:	...unless you go to them and say "what do you think...dadadaa"....
217		
218	H:	...or when I go to them, and tell them, when I hear them actually speaking Arabic, and I
219		tell them to speak English.
220		
221	K:	Exactly, and as soon you went to one group....
222		
223	H:	.....back out, they went back to Arabic, I know.....
224		
225	K:	.....they went back to Arabic....
226	H:	That is probably why they found everything so fast?

Comment [A40]: Confronting 10
Reader-1 Agree
Reader-2 Agree

Comment [A41]: confronting 11
Reader-1 Agree
Reader-2 Agree

Comment [A42]: Informative 15
Reader-1 Agree
Reader-2 Agree

Comment [A43]: Supportive 15
Reader-1 Agree
Reader-2 Agree

Comment [A44]: Confronting 12
Reader-1 Agree
Reader-2 Agree

Comment [A45]: Cathartic 1
Reader-1 Agree

227		
228	K:	Yeah, but I think it would be unfair to say, well that there was a lot of language activity
229		in sense that they did not have to speak. I think it was not the goal of an overly oral
230		speaking expressing lesson, it was a lesson about...
231	H:	.....vocabulary content....
232		
233	K;	.... it was a mixed thing, vocabulary content, it was vocabulary content actually mixed
234		with another subject, it was also geography, I mean, you had to know, obviously what
235		is a river, but also where are they, how do they look, it is another other achievements
236		that they had to know, or things they had to know, in order to actually fulfil the lessons
237		goal...) it is just a thing that I noticed, it was interesting that you earlier mentioned in the
238		feedback session, I have to force them to speak, they don't want to speak, because
239		that is a thing I noticed, that as soon as you turned around of course, every kid went
240		back to Arabic.
241		
242	H:	I know.
243		
244	K:	This was about the lesson itself. If we go to the second part of the feedback, which we
245		have to do, you know that one. How do you feel?
246		
247	H:	...about the feedback?
248		
249	K:	We did a feedback session, I think we concluded that one or...and the second part of
250		the feedback session is if I think about the feedback session, how do you feel about
251		how I gave you feedback?
252		
253	H:	How did I feel, when you gave me back the feedback?
254		
255	K:	How did I do it? How did you feel as an observed teacher, as a professional, another
256		professional gives you feedback. Did you feel threatened, did you feel satisfied,
257		whatever...?
258		
259	H:	Not at all, maybe because I have this thing about observation, that for me it is an OK
260		thing. When it comes to development, pure observation, I like it. I truly believe that as
261		teachers, we kinda have blinders on when we are teaching, and to have that second
262		set of eyes in the class room, is always helpful...you pointed something out to me today
263		that I really , there is no way that I would have known that, because there is so many
264		things going on inside the classroom, to tell me that when you talk with them as a whole

Comment [A46]: Supportive 16
Reader-1 Agree
Reader-2 Agree

Comment [A47]: Informative 16
Reader-1 Agree
Reader-2 Agree

Comment [A48]: Supportive 17
Reader-1 Agree
Reader-2 Agree

Comment [A49]: Confronting 13
Reader-1 confronting & informative

Comment [A50]: Informative 17
Supportive 18

Comment [A51]: Cathartic 2
Reader-1 Agree
Reader-2 Agree

Comment [A52]: Cathartic 3

Comment [A53]: Cathartic 4
Reader-1 Agree
Reader-2 Agree

227		
228	K:	[Yeah, but I think it would be unfair to say] well that [there was a lot of language activity
229		in sense that they did not have to speak] I think it was not the goal of an overly oral
230		speaking expressing lesson, it was a lesson about...]
231	H:	.....vocabulary content....
232		
233	K;	.... [it was a mixed thing, vocabulary content, it was vocabulary content actually mixed
234		with another subject, it was also geography, I mean, you had to know, obviously what
235		is a river, but also where are they, how do they look, it is another other achievements
236		that they had to know, or things they had to know, in order to actually fulfil the lessons
237		goal...] it is just a thing that I noticed, [it was interesting that you earlier mentioned in the
238		feedback session, I have to force them to speak, they don't want to speak, because
239		that is a thing I noticed, that as soon as you turned around of course, every kid went
240		back to Arabic]
241		
242	H:	I know.
243		
244	K:	This was about the lesson itself. If we go to the second part of the feedback, which we
245		have to do, you know that one. [How do you feel?]
246		
247	H:	...about the feedback?
248		
249	K:	We did a feedback session, I think we concluded that one or...and the second part of
250		the feedback session is if I think about the feedback session, [how do you feel about
251		how I gave you feedback?]
252		
253	H:	How did I feel, when you gave me back the feedback?
254		
255	K:	[How did I do it? How did you feel as an observed teacher, as a professional, another
256		professional gives you feedback. Did you feel threatened, did you feel satisfied,]
257		whatever...?
258		
259	H:	Not at all, maybe because I have this thing about observation, that for me it is an OK
260		thing. When it comes to development, pure observation, I like it. I truly believe that as
261		teachers, we kinda have blinders on when we are teaching, and to have that second
262		set of eyes in the class room, is always helpful...you pointed something out to me today
263		that I really , there is no way that I would have known that, because there is so many
264		things going on inside the classroom, to tell me that when you talk with them as a whole

Comment [A46]: Supportive 16
Reader-1 Agree
Reader-2 Agree

Comment [A47]: Informative 16
Reader-1 Agree
Reader-2 Agree

Comment [A48]: Supportive 17
Reader-1 Agree
Reader-2 Agree

Comment [A49]: Confronting 13
Reader-1 confronting & informative

Comment [A50]: Informative 17
Supportive 18

Comment [A51]: Cathartic 2
Reader-1 Agree
Reader-2 Agree

Comment [A52]: Cathartic 3

Comment [A53]: Cathartic 4
Reader-1 Agree
Reader-2 Agree

265		class your English slows down, when you speak with them individually, your language
266		speeds up, so that is interesting for me to know, and it is a good point, because that
267		makes me then, make that conscious decision or effort to speak to the individuals
268		slowly as well.
269		
270	K:	OK, so if you think back how I gave feedback, lets' take that incident, like you said was
271		there anything that highlighted the lesson that you have seen or observed, obviously,
272		you could have looked at it like it is a little criticism as well, in a sense you could have
273		felt, you should not speak up. So did you feel threatened or did you feel like that you
274		had to kind of ring fence your own thinking...but I am doing it like because...you didn't
275		have that reaction.
276		
277	H:	No, because the purpose and the reason why I asked you was to give that back to me
278		and the whole idea of peer observation to me is more to help out. You are not checking
279		me, you are telling me, Helen, I noticed this in your class, did you notice that? No I
280		didn't, you know. It brings the awareness, now if maybe the supervisor coming in, I
281		would have probably defended it, but with the peer observation, I don't feel like that at
282		all. Even from my past experiences with peer observation, I have always liked the peer
283		observation.
284		
285	K:	I agree, I think it is the most valuable thing that you can do actually, but I think it has to
286		be the right setting and you have to trust that person, so and probably that person
287		should be aware of trying to give neutral polite feedback.
288		
289	H:	... but this is also, I think, in our profession, I don't think you would approach just
290		anybody to give peer feedback, I would go to somebody that I would know and trust,
291		and who I know is competent enough to give me that kind of feedback, I mean I would
292		not give it to just anybody.
293		
294	K:	That's right I agree. But if you have a school, for example, and put you in groups of
295		three and you have to do the feedback session with them, it might get problematic.
296		
297	H;	Yeah.
298		
299	K:	Did you feel at some stage, very relaxed or supported?
300		
301	H:	I felt relaxed the whole time, and felt supported in the way you gave the feedback, you
302		were telling me, did you notice? What I noticed, obviously I didn't notice it, but I felt oh

Comment [A54]: Cathartic 5
Reader-1 Agree
Reader-2 Agree

Comment [A55]: Confronting 14

Comment [A56]: Cathartic 6

303   yes good. Now I know why the parents are telling me that their daughter does not
304   understand. So it was good.

305

306   K: Is there anything that you want to tell me, to give feedback to me.   **Comment [A57]:** Cathartic 7

307

308   H: No, thank you it was very informative.

309

310   K: Thank you for having me.   **Comment [A58]:** Supportive 19

311   H: Anytime.

312

313

315		**H to K**
316	H:	Interviewer
317	K:	Interviewee
318		
319	H:	OK, Hi Karin, I followed your lesson today, It was a German lesson, with 3 students, 2
320		beginners and 1 proficient right. And today is Monday, third period, an hour lesson.
321		
322	K:	Yes.
323		
324	H:	Can you please tell what you did during the lesson?
325		
326	K:	Basically it was the second lesson on vocabulary words around 'family', so we were
327		first repeating the thing with the beginners, I am talking about the beginners, we were
328		repeating the whole families, they had to do something on the wall, they had to replace
329		it, then we actually did some exercises, where they….no first, we had the talking, where
330		I was talking about my family and they had to ask questions or I asked questions. This
331		was a repetition actually of the questions words that they had earlier and actually the
332		adaptation of it, you know. For example, my name is….I am from….blah blah, that they
333		would adapt it to: Who is she? Where is she from? Because we had that, and I am
334		trying to train that now, so this is actually the idea behind me asking them. Then we
335		went on with some exercises where they basically just practiced, practiced, practiced
336		so that they know what's this what's this what's this…within these exercises there was
337		new words, also some extra words, some of them they will pick up, some they won't.
338	H:	Yeah.
339	K:	And, finally I finished off with pair work, I also tried to vary it, because for them it is two
340		students and for them it is very tiring, so I need to give them some pauses or breaks
341		and they don't have to speak constantly, because it is so difficult for them, I often
342		correct them because this is way more intensive, it is basically an intensive course. So,
343		I concluded the lesson by saying OK the rest you can do as homework, of these
344		exercises; it is rather easy for homework for them. For the advance student, it was a
345		complete different story. We are working on building up native vocabulary and native
346		usage of vocabulary, because she has a beautiful German, but it is school or academic
347		related, and quite often she wouldn't understand just what people would talk about on
348		the street, so this can get frustrating if you are at that level and then you go on the
349		street or go in a restaurant and basically you don't get what people say, because they
350		are talking with the colloquialism's. They are talking with their idioms, so I am talking
351		about that all the time and that is what we are building up. So she had to actually
352		describe a photograph, taken in Zurich a couple of days ago from a newspaper, a

Comment [A59]: Catalytic 1
Reader-1 Agree
Reader-2 Agree

Comment [A60]: Supportive 1
Reader-2 Agree

104

353		Swiss newspaper and it was a scene of a nasty winter day. So we were building up, or
354		my goal is to build up this wording so that she describes and deals with words, so that
355		was her goal, so she was very active in writing, she didn't speak much.
356		
357	H:	I noticed, she speaks.
358		
359	K:	Oh yes, She has wonderful German.
360		
361	H:	Do you feel that your lesson went well)
362		
363	K:	I would say so yes.
364		
365	H:	Do you think you were effective, in that sense, you reached your objectives.
366		
367	K:	I did, I did on purpose that the speaking part where I was speaking for quiet long, that
368		was on purpose, because as I said it is just 2 students and they need the breaks, and if
369		they can listen to me it is way easier than if they have to talk all the time. Usually in a
370		class I wouldn't do it that long, but it was, this one was not very effective if you just look
371		at the lesson, in the sense that you want to implement something they have to speak
372		and they get the questions, but because they need a bit of pause, and I can't tell them
373		now we do a 10 minute break in between the lesson, so I have just implemented these
374		pauses for them.
375		
376	H:	I do that. Because when I have the double period it is too intense, they need that, to go
377		to the bathroom, something yeah, and can change languages. So you felt there
378		wouldn't be anything in that that you would change?
379		
380	K:	What would I change? Not necessarily, no, I mean you can always change things but I
381		wouldn't have changed things.
382		
383	H:	Ok, You asked me to look at your interaction. When you speak English to them, and
384		whether it is appropriate or not.
385		
386	K:	Yeah.
387		
388	H:	And your students' interaction also and when they reply in English and again whether it
389		is appropriate or not appropriate and the differences between the beginners and the

Comment [A61]: Supportive 2
Reader-1 Agree

Comment [A62]: Catalytic 2
Reader-1 Agree
Reader-2 Agree

Comment [A63]: Catalytic 3
Reader-2 Agree

Comment [A64]: Supportive 3

Comment [A65]: Catalytic 4
Reader-1 Agree & confronting
Reader-2 Agree

390		advance levels. OK. I noticed during your lesson, when you dealt with the little bits,
391		like these, the homework, I...
392		
393	K:	...yeap...
394		
395	H:	[Like in the beginning of class, you had set a homework task or something, you had
396		asked them to bring some pictures, and one of the girls had forgotten the pictures, and
397		that whole spiel was in English. Ok?]
398		
399	K:	Yeap.
400		
401	H:	[Whereas, when the advanced girl came in right from the beginning you spoke to her in
402		German and only sometimes you used English to define that word concept.]
403	K:	at the end. ...
404		
405	H:	What was it? I wrote it
406		
407	K:	Yep, she didn't get the word 'alleinerziehend' its meaning and then I switched back to
408		English.
409		
410	H:	to explain it to her, because that may be the language that she is, as you said,
411		academically involved in. [With these, the 2 beginners, it's a one hour class, but I
412		noticed that with them they didn't speak more German with you, in times when it could
413		have been more German.]
414		
415	K:	Yes.
416		
417	H:	[Especially this teacher/student class talk, students usually pick up quite easily, like "get
418		your bag out", "I forgot my homework", "can I get...",]₂ [these are just short little class
419		taught things, that they didn't, that they are spoken to in English with that.]
420		
421	K:	But I think they just don't know it...They started 2 months ago.
422		
423	H:	How long? Oh OK.
424		
425	K:	I noticed that as well, that they simply, I mean that is the reason I switched with the
426		whole photograph things, If I speak in German and she doesn't get, it and she can't
427		reply in German that is the reason why I spoke in English and ye, they reply in English

Comment [A66]: Informative 1
Reader-1 Agree
Reader-2 Agree

Comment [A67]: Informative 2
Reader-1 Agree
Reader-2 Agree

Comment [A68]: Confronting 1
Reader-1 Agree
Reader-2 Agree

Comment [A69]: Informative 3
Reader-1 Agree

Comment [A70]: Confronting 2
Reader-1 Agree
Reader-2 Agree

428		because they simply don't have the range of vocabulary, it is only their third lesson
429		here, sorry third unit, not third lesson.
430		
431	H:	Yes, so it so still very beginner.	**Comment [A71]:** Supportive 4
432		
433	K:	So still extremely basic.
434		
435	H:	I noticed that you also speak, your pace is really slow, but because they are beginners
436		there is a little bit high, but still it's not something that they can't understand, they can if
437		they have the vocabulary. You said that one of them, that one of the parents is	**Comment [A72]:** Confronting 3 Prescriptive 1 Reader-1 Agree Reader-2 Agree
438		German?
439		
440	K:	No um?
441		
442	H:	The step parent?
443		
444	K:	No, that is not in this class, no that is the other advanced class.
445		
446	H:	Which one's the blonde one?
447		
448	K:	No, one is Norwegian, one from Iran and the other one is from Switzerland, but the
449		French part, but both parents are French Swiss and she had just a couple of years
450		German due to her country which the second language for her would be German, third
451		second language is English, but it has obviously switched now, her instruction
452		language at school is English.
453		
454	H:	English, right, so these two are the ones, ok, it was that one, because I thought, they
455		are the beginner, beginners.
456		
457	K:	They are completed beginners they have no concept about it.
458		
459	H:	That is my fault then, because one is, I was not sure what she was though... ok you feel	**Comment [A73]:** Supportive 5 Reader-1 Agree Reader-2 Agree
460		that you are English, because I noted down where you wrote, when you spoke English
461		you spoke to the beginners with homework, you know, or classwork and then here it
462		was the advanced, it was, you know and explanation of an exercise.	**Comment [A74]:** Informative 4
463		
464	K:	yep.

465	H:	Here you are using German. You know, you were talking about vocabulary introduction,
466		no sorry it was a review first and then you went into more vocabulary,) so that I think
467		that your balance is pretty good,) (where they don't understand and you sense it and
468		pick I up and switch it to English but then you got back into German, because it's the
469		input thing)
470		
471	K:	yep.
472		
473	H:	(and then this one the French one here, the French Swiss and that was German all the
474		time, and the English that you did was for the concept, so (do you feel think that your
475		use is appropriate, do you feel that it was appropriate?
476		
477	K:	My German or my German/English?
478		
479	H:	Over here with the beginners. (Do you feel that the way you that you could speak with
480		them more, or not that you feel that you can't.)
481		
482	K:	Out of my perspective, I feel I should not speak more, well I should speak English when
483		I am speaking English, just out of need basically, because they don't understand what I
484		am saying, and I can't see the sense trying to explain the word for 10 minutes and then
485		finally they get and everyone is confused, but having said that, I know methodology
486		says one language, one language, one language, no English, no translation, I quite
487		often do, I have the German word and then quickly just for me as a feedback, what is it
488		in English, and they would reply in English, and it's just like making sure they picked it
489		up, because sometimes they just say yes yes, yes, I understood and they didn't, like at
490		the beginning, when you introduced yourself, Vilde had her huge eyes and she was
491		nodding and nodding and nodding and then when she had to explain that she
492		understood, all of a sudden you figured out there was heaps of things she actually
493		misunderstood, that I thought she understood a lot for a complete beginner, I think they
494		are fantastic, these 2 girls, but I know out of theory I should only use German but in my
495		practice I noticed it is better to use a bit of English, and I always have this guilt factor,
496		that I am not doing what I am supposed to do methodology-wise. So that this is the
497		reason why I have asked as well, Because I always think shouldn't I do more less
498		translations, should I…it's not a lot, I know I don't do it often….
499		
500	H:	…(but I don't think you are really translating as such…)
501		
502	K:	They do to me….

Comment [A75]: Informative 5
Reader-1 Agree
Reader-2 Agree

Comment [A76]: Supportive 6
Reader-1 Agree
Reader-2 Agree

Comment [A77]: Informative 6
Reader-1 Agree
Reader-2 Agree

Comment [A78]: Informative 7

Comment [A79]: Catalytic 5
Reader-1 Agree
Reader-2 Agree

Comment [A80]: Catalytic 6
Reader-1 Agree
Reader-2 Agree

Comment [A81]: Supportive 7
Reader-1 Agree
Reader-2 Agree

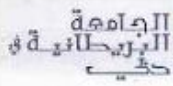| 503 | H: | (They do to you, but you give more the context...) | Comment [A82]: Informative 8 Supportive 8 Reader-1 Agree Reader-2 Agree |
504			
505	K	Yep.	
506			
507	H:	(and I think that is more important than the actual translation...)	Comment [A83]: Supportive 9 Reader-1 Agree Reader-2 Agree
508			
509	K:	Translation.	
510			
511	H:	(...they will probably will do it in their mind. If you are explaining to them the situation I	Comment [A84]: Informative 9 Supportive 10 Reader-2 Agree
512		think that is much more useful for them than translating it.)	
513			
514	K:	So yes I think it was appropriate, but I always have this little guilt in my back that I think	
515		methodology-wise I shouldn't so.	
516			
517	H:	In terms of your students use of English, do you think that is appropriate, or do you	Comment [A85]: Catalytic 7 Reader-2 Informative
518		think they could make more of an effort or used more..)	
519			
520	K:	With the advanced girl it is definitely appropriate because she really tries to not speak	
521		English, even though it would be easier for her at times, with the two girls, in general,	
522		they try but today they were a bit lazy. If I look back, in general they try more, but today	
523		they were both lazy, and I think the reason why I know all the classes they have, 4-5	
524		assignments they have to finish by Wednesday, and these two girls are very motivated	
525		despite the fact that they are overworked, I had other classes today, and they couldn't	
526		do anything, and so I think they are like it's so cosy, it is much easier to speak English,	
527		but they should or try.	
528			
529	H:	Yes, ok. That is the end of the feedback. After the feedback. (Was there any point	Comment [A86]: Cathartic 1 Reader-1 Agree Reader-2 Agree
530		during the feedback session that you felt threatened or upset?)	
531			
532	K:	Actually no, and otherwise I would say no. just joking..... no I did not feel upset at all, I	
533		like the way how you do the feedback, you simply state what you observed without	
534		judging, that is one thing and the second thing, is if you want to get more information,	
535		you ask and guide me to the answer, I think, no I didn't feel threatened, like you said	
536		yesterday, it is important to have someone in your classroom to help develop your own	
537		blind spots and to see and have a look at them, because you obviously don't look at the	
538		blind spots, otherwise they would not be blind.	
539			

540 H: [Was there any time during the feedback session that you felt happy, or where you felt
541   relaxed or supported.]
542

Comment [A87]: Cathartic 2
Reader-1 Agree
Reader-2 Agree

543 K: I felt supported and I felt relaxed, and I would feel extremely happy, I couldn't
544   necessarily find a sample, but I felt relaxed and supported and it's a good way of
545   exchanging thoughts and observations.
546

547 H: Like you said, it's the eyes, you know opening the blind spots so that we are not....
548   Thank you.
549

550 K: Well, thank you.
551
552
553
554
555
556
557
558
559

APPENDIX F: H'S Consent Form

INFORMED CONSENT FORM FOR PARTICIPATION
IN AN ACADEMIC RESEARCH

الجامعة
البريطانية في
دبي

The
British University
in Dubai

Study Title:

A Case Study of two Critical Friends' feedback Interventions in the light of Heron's Six category of interventions.

Researcher: Ayla Sari

The purpose of the study:

The theoretical part of the study will look into the research history and the meaning of giving feedback, critical friends and Heron's interventions.

Analysis section will be triangulating the feedback transcripts, participants' analysis of these transcripts and the interviews to find out if they have used any of Heron's interventions; if so which ones mostly.

Procedure of experimental study:

If you agree to participate in this study, you will be asked to do the following:

- Share the transcripts of your critical friends feedback sessions
- Share your analysis of these transcripts that will be helpful for triangulation purposes
- Give a brief interview with Ayla

Risks/Discomforts

Except for your time and disclosing your assignments with the researcher , the study is not supposed to cause any discomforts, inconveniences, or any possibility of unforeseen risks.

Personal benefits

The personal benefit you may get from this study is the fact that you will contribute to the body of knowledge that will help complete this research knowing that the knowledge

received from your participation may be of value to the teachers', mentors' and Administration Staffs' awareness of the importance of knowing and implementing the intervention types during feedback sessions, if there is any.

Commitment to your participation

Your participation in this study is entirely voluntary and you may refuse to complete the study at any point during the experiment, or refuse to answer any questions with which you are uncomfortable. You may also stop at any time and ask the researcher any questions you may have. Your name will never be connected to your results or to your responses on any question.

Statement of Consent:

I understand the nature of this study and agree to participate. I received a copy of this form. I give the investigator a permission to present this work in written and/or oral form to advance the knowledge of relevant academic studies without further permission from me provided that my name or identity is not disclosed.

Name of Participant _Helen Layman_

Date: _30/12/17_

(please print)

Participant Signature _____

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APPENDIX G: K's Consent Form

**INFORMED CONSENT FORM FOR PARTICIPATION
IN AN ACADEMIC RESEARCH**

The
British University
in Dubai

Study Title:

A Case Study of two Critical Friends' feedback Interventions in the light of Heron's Six category of interventions.

Researcher: Ayla Sari

The purpose of the study:

The theoretical part of the study will look into the research history and the meaning of giving feedback, critical friends and Heron's interventions.

Analysis section will be triangulating the feedback transcripts, participants' analysis of these transcripts and the interviews to find out if they have used any of Heron's interventions; if so which ones mostly.

Procedure of experimental study:

If you agree to participate in this study, you will be asked to do the following:

- Share the transcripts of your critical friends feedback sessions
- Share your analysis of these transcripts that will be helpful for triangulation purposes
- Give a brief interview with Ayla

Risks/Discomforts

Except for your time and disclosing your assignments with the researcher , the study is not supposed to cause any discomforts, inconveniences, or any possibility of unforeseen risks.

Personal benefits

The personal benefit you may get from this study is the fact that you will contribute to the body of knowledge that will help complete this research knowing that the knowledge

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received from your participation may be of value to the teachers', mentors' and Administration Staffs' awareness of the importance of knowing and implementing the intervention types during feedback sessions, if there is any.

Commitment to your participation

Your participation in this study is entirely voluntary and you may refuse to complete the study at any point during the experiment, or refuse to answer any questions with which you are uncomfortable. You may also stop at any time and ask the researcher any questions you may have. Your name will never be connected to your results or to your responses on any question.

Statement of Consent:

I understand the nature of this study and agree to participate. I received a copy of this form. I give the investigator a permission to present this work in written and/or oral form to advance the knowledge of relevant academic studies without further permission from me provided that my name or identity is not disclosed.

Name of Participant   Karin Zanin Fankhauser

Date: 13/01/2013

Participant Signature

Transcription Glossary

A	The researcher
H	Teacher 1 / Critical Friend 1
K	Teacher 2 / Critical Friend 2
T	K
I	H
Reader 1	Layan Abdullah
Reader 2	Samah Al Shal