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**DISRUPTIVE PRACTICE IN SAUDI EFL STUDENT TEACHERS'
LEARNING TO TEACH THROUGH FLIPPED CLASSROOM AND
REHEARSAL: A GROUNDED THEORY STUDY**

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Curriculum and Instruction

by

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ABSTRACT

The purpose of this study was to lay the groundwork for a theoretical framework for disruptive practice in the context of Saudi English as a foreign language student teachers' learning-to-teach experience. The participants of the study were given a professional development workshop, "Flip Your EFL Classroom," which introduced student teachers to how they could implement the flipped classroom teaching approach during their teaching in practicum. Rehearsal training sessions as a pedagogy of teaching practice for student teachers were also provided on a weekly basis throughout the period of study.

The main question of the study was: How do rehearsal sessions impact the Saudi English as a foreign language student teacher's learning-to-teach journey through the implementation of the Flipped Classroom method? This was accompanied with the sub-questions: To what extent do rehearsal sessions help Saudi English as a foreign language student teachers develop their teaching skills? How does rehearsal-session feedback influence student teachers' actual teaching in the classroom? How do Saudi English as a foreign language teacher educators utilize rehearsal sessions as a professional development tool?

These questions were investigated through observation of both student teachers and teacher educators' performance and interaction during rehearsal-based training sessions and their actual classroom teaching throughout the course of their practicum experience. At the end of practicum, I conducted interviews with the Saudi English as a foreign language student teachers and their teacher educators to explore their experiences with both the rehearsal pedagogy of practice and the flipped classroom teaching approach, and to what extent these contributed to disruption of their practice.

The participants of my study were three groups of Saudi English as a foreign language female student teachers. Each group consisted of four student teachers, assigned to three different schools. In addition, there was a teacher educator for each group, including this researcher in one

of the groups. Thus, the total was 12 English as a foreign language student teachers and 3 teacher educators. The practicum took place in three public high schools in the city of Riyadh, the capital of Saudi Arabia.

In this study, I embrace Corbin and Strauss' (2008) school of grounded theory research methodology and built my analytical process on their concept of "analysis as a process" which consists of five stages: description stage, analysis stage, theoretical sampling stage, integration stage, and theoretical saturation stage.

Data analysis resulted in the development of the core category of the study: learning through practice. The storyline of the study's findings consists of five phases under each phase number of developed concepts and sub-concepts. The first phase gives a first glance at the field of Saudi student teachers' learning-to-teach experience during practicum in connection with prior academic preparation in college. The main category raises a call for English as a foreign language preservice teachers' professional development reform and carries with it the following concepts: the gap between student teachers' academic preparation and the field, student teacher's existing self-awareness, student teacher's self-doubt concerning their own efficacy, and the generally misguided image of teaching. The second phase advances the findings and takes the analysis closer to the field with implementation of the study's interventions. I call it "In the middle of wonderland!" and include the following concepts: the distinction between actual teaching and rehearsal, micro-teaching vs. rehearsal, rehearsal as more complex than actual teaching, and, finally, out of the cooperating teacher's shadow. The third phase explores the issue of practice and enactments and brings with it two concepts—"the third space" and "aha moments." The fourth phase, "Meet me at the end of the day," sheds further light on the role of teacher educators while mentoring student teachers. It includes the two concepts of teaching delay and adoptive performance. The last phase addresses the flipped side of flipping, highlighting the impact of the

flipped classroom approach on student teachers' learning to teach through these two concepts: flipping student teachers' learning-to-teach experience and developing student teachers' agency, which carry with them the two sub-concepts of student teachers' decision-making skills and student teachers' autonomy.

To conclude the study, I further expanded my data analysis to draw the developed theoretical framework of the study. I aimed to develop a middle range theory of practice in teacher education that is rooted in Ericsson's (2002) notion of "deliberate practice." I sought for a deeper understanding of practice and a shift to a practice that imparts the essence of learning to teach. I developed a pyramid for practice in learning to teach called "the degrees of practice pyramid." It consists of three levels for practice from the bottom up: blind practice, approximations of practice, and deliberate practice. On this pyramid, higher levels of practice indicate greater levels of practice complexity.

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Chapter 1

Saudi Arabia's English Language Learning and Teaching Context: A Personal Experience

Introduction

My experience in learning and teaching English as a foreign language (EFL) motivated me to look for a paradigm shift and to consider ways to reshape the current status of EFL teaching in Saudi Arabia. As a foreign language educator, this has become a major goal for me, especially since the majority of Saudi students in public schools struggle most in speaking and writing in English and thus do not have minimum levels of English competency.

As I reviewed several studies on the implementation of new teaching methodologies, I found the flipped classroom model to be an excellent choice. It substitutes flexible use of technological tools such as blogs, podcasts, and video for language instruction, thereby creating more room for student's own engagement in improving language proficiency. This model of instruction has not been widely explored in the context of EFL and, more specifically, in Saudi Arabia.

I realized that if I wanted to introduce the flipped classroom approach to Saudi English teachers, I had to identify a sound pedagogy of practice for training EFL pre-service teachers. I found rehearsal to be the best method of coaching and training because it could help them understand and acquire the principles of the flipped classroom model.

In this chapter, I outline my personal reasons for choosing to examine the flipped classroom approach and rehearsal as well as provide a rationale for this study for the wider field of EFL teacher education. I begin with a narrative about my cultural background and the journey I have taken in learning to teach. I place this in context of a reflection on the current EFL preservice teachers' preparation programs in Saudi universities. Then, I explain my language learning and teaching experience, delving into my research interest and questions that led me to

consider this problem for study. Finally, I describe the contribution this study can make to the field of EFL teacher education beyond my own context.

Cultural Background

I grew up studying at an Islamic school in the capital city of Riyadh in Saudi Arabia. During my basic education, I mainly learned about Islamic philosophy and studied the holy Quran, in addition to other subjects. Since the age of seven, I have been raised to see the world according to explanations in the Quran, which was used in my daily classes. I was privileged to live with an extended family in a big house, full of people, with a wide variety of thoughts and experiences.

My grandparents, parents, brothers, sisters and an uncle were the people who surrounded me and gave me different lenses through which to experience life. My grandfather, the master of the house, was my ultimate inspiration. He gave me much love and care during his life. He was a famous poet, writer and broadcaster in the country, and dedicated his life after retirement to collecting Arabic poetry and heritage. He died at the age of 97, leaving 11 books, hundreds of episodes of his radio program and fond memories in the hearts of countless people. From him, I grew to love language, regardless of what sort of language, and what I loved most was how I could shape language over and over to produce both different feelings and meanings.

A large library full of books in our house was my charmed place, and certain books caught my attention more than others, very big books whose thin pages flew between my hands like magic. These were alphabetical English to Arabic dictionaries that nurtured in me a huge passion for learning the only foreign language my mind could imagine existed at that time, English.

No one in my family spoke a word of English, but they all supported me. I started studying English in middle school, where it was taught mainly according to the audio-lingual approach. The curriculum was a prescribed textbook written by Saudi authors that contained

reading passages and short dialogues; and my Saudi teacher always told me to repeat after her (Teacher: What is your name? Me: What is your name? Teacher: Again. Me: Again. Teacher: Now say again, “What is your name?”...). Actually, these classes did nothing to feed my desire, so I joined an after-school program offered by private institutes, but there I learned how to translate into Arabic rather than use actual English.

Learning How to Teach as a Saudi English-as-a-Foreign-Language Teacher

My concept of teaching and what the word “teacher” and the world of teaching could mean developed when I was a child, the first time I opened my eyes on my first day of school. I tried to remember back to the early days of my life to help me describe how I built my understanding of teaching, an understanding which remained until I entered college. My teacher in elementary school was my “holy” source of knowledge. My young mind believed that my teachers knew everything and knew how to do anything in their fields of study. I admired them for such a capacity, and could not envision them and their role in any other way. From this early experience, I drew an ideal image of what teaching should look like –that is, a teacher has control of the classroom, uses a lecture-style of teaching, and convinces students to believe in what they are saying. Students should do, read and search for only what their teachers ask of them. I am, of course, not alone in this understanding of teaching. Most students believe this to be true and, unfortunately, most teachers fall back on this ingrained practice when they step into their first classrooms.

I remember one time when I was working on simple math problems and did the first question with my teacher during class time as an example. Afterwards, at home, my mother attempted to help me do my math homework, and she struggled to convince me that the answer to the first question that I had done with my teacher was wrong and she corrected my answer. I rejected my mother’s answer and her effort to convince me and I insisted that the teacher had written the answer for me on the chalkboard and there was no way the teacher could be wrong.

After this incident, my mother contacted my teacher and they realized that I was near-sighted and I have worn glasses ever since. My mother reminds me of this incident every time we talk about my childhood.

I compare that incident to my first days of English teaching when, on many occasions, I was surprised if my students told me that my translation of some word was wrong when it was clearly not. I would explain to them that English words have more than one meaning; and when we translate them, we need to be aware of their meanings and the parts of speech that fit the context correctly. My students had not yet learned the different meanings of the words, but they were questioning and thinking about my translation. This was a real shift from the previous image of students who are merely receivers and who take what the teacher says for granted, to a new generation of students who doubt and question what information they receive. It helped me realize the importance of being aware of my students' needs and the necessity to attempt different teaching methods, to be prepared for students' questions, and to understand their expectations.

Learning how to teach English as a foreign language developed from my own learning path, a path which still continues before me. I had different images of teaching and the teacher's role when I reached college and I started my language learning. I began to conceptualize my perspective of teaching. Learning English in a foreign context is a challenging experience for any one and certainly was for me. I felt an incredible responsibility to learn the language well since I chose to teach English after graduation. My interest in teaching the language rather than anything else (e.g., translation) came from my realization through personal experience of the need for foreign language teachers in Saudi Arabia, especially female teachers. Moreover, my many difficulties in learning English gave me the desire to help others who struggled to find their language learning pathways, using available tools and resources and simplifying subject content for them.

My first engagement in English teaching was in a public middle school. It was a most awkward moment and a tremendous reality check of my preconceived notions of a constructive learning environment. My first learning experience as a teacher centered on handling the issue of student motivation—most were not motivated. I discovered that students' personal interest in learning the language is an extremely important learning factor. The experience reminded me of the famous proverb, "You can lead a horse to water, but you can't make it drink." Students' motivation is essential to their success and relies on a combination of different elements such as their self-identity, their family, and cultural environment.

I still had two more years of teaching after my first. And as my self-confidence increased in the classroom, I was able to manipulate my teaching and observe my students' reaction and performance. I was conscious of how to interact with students and manage the classroom well. I stopped using some techniques that did not help students learn. The more I inquire about my teaching the more I expanded my mind to multiple options for teaching.

Feedback also plays a key role in my experience. Students' feedback after each course helped me to evaluate my teaching, while my colleagues also gave me continuous support and advice. Self-reflection was my much-loved style of feedback with which I became self-aware of my teaching. I used my reflection notebook after each class, writing a short description of how my class went. By the end of the week, I tried to sit and think about my some teaching incidents, about the pros and cons of each one, and what I wanted to take or change from these situations. Learning how to teach began when I was a public school student, forming my initial impression. However, this perspective has been shaped and changed progressively as my teaching experience has accumulated. My experience as a student contains only my own story of learning, but when engaged in teaching, I have had to re-form such a story to incorporate all of my students' experiences, too.

The Origins of This Study

English instruction in Saudi has received important attention from both stakeholders and the public. English is now mandatory in every school and English is considered a core subject in all universities; in fact, in many university departments, English is the language of instruction. Many native English-speaking teachers are working in Saudi universities and there are a huge number of language teachers all over the country.

I came from a cultural background that valued traditional teaching (the face-to-face method). The majority of English language programs offered by public and private universities in Saudi Arabia are taught in the traditional way; teachers at the beginning of each course assign students a textbook and during class students experience mostly lecture-type sessions. Afterward, students are given a variety of forms of homework and activities to do outside the classroom. Students in Saudi universities have to take English courses in their preparatory year programs. Performance in these courses determines their chance of acceptance into their desired majors. The government and private sector has invested significantly in these programs although outcomes remain questionable.

I was one of the Saudi students who experienced learning and teaching English in college. I was enrolled in the English Language College at Imam University in Riyadh. At my college, I did not meet native English speakers; all of my teachers were Arabs who knew English well. My classes were lengthy lectures about history, translation and literature. I struggled to gain adequate linguistic competence, so I relied upon internet learning resources to learn and develop my language skills. From my language learning experiences, I realized that internet open resources may be used effectively in forming a learning model for language learners in a foreign context.

At the end of my college study, I faced the hardest challenge in my language-learning journey, which was to teach English to Saudi students at the high school level. That challenge

shaped my interests, and I became eager to know more about language teaching and learning. I did my practicum in one of the public schools in Riyadh in the last semester of my college program (for 4 months) and I found myself torn between teaching from the textbook that was full of grammar rules and helping my students who barely knew the language. I realized that I needed to be better trained in order to be a successful teacher and the few courses I took at college about teaching methods were not sufficient.

For a couple of years, I was an English teacher in an English language program in Imam University in Riyadh and a research assistant in the university's Department of Curriculum and Instruction. The outcomes of these programs always shocked me because many Saudi students failed or did poorly in their English language courses. This indicates that these programs were not creating an exciting environment or a suitable curriculum for their students. Algahtani (2004) confirms that the current status of English language programs in Saudi universities fails to meet the desired standards and outcomes.

Algahtani's study showed that around 89% of the students enrolled in these programs, while passing them, failed the Standardized Test of English Proficiency (STEP) – a national version of the TOFEL/IELTS test. Another study by Albouraik (2009) indicates the necessity to develop better ways to teach English language courses in Saudi universities and gain the benefits of huge international developments in the area of teaching English language with technology. In the last year, while working on my master's degree, I contacted some EFL teachers and shared with them several English instruction issues. I realized that many were not aware of technologies available to them for teaching and still used lectures as the main method to convey knowledge. I was shocked. I observed their classes and discovered why their students were so passive—that is, why they were not fully participating and paying attention in class. The teacher was the only active participant in the class –from preparing and delivering the lectures to working on the textbook activities with the students. How could the students learn if they were doing nothing in

class? They were simply receivers. At the same time, a high percentage of students across Saudi Arabia were not doing well in English classes.

I worked for two years as a part-time English teacher at a private language institute and saw how students struggled to learn English. I was disappointed at the Institute's Lacking in concern about providing a rich learning experience—it did not offer multimedia learning sources because it depended on textbooks and class time. I began to look for ways to teach that were not only motivating but also exciting enough to help the students learn better and more efficiently. I had to reshape the learning context by asking myself the following questions:

How should I teach?

Does teaching mean lecturing all the time?

Could class time be freed from lecturing?

Why are students not doing well?

Why aren't student-centered activities such as group work, presentations, and projects being used?

Could a different teaching approach be used to motivate students since they struggle with motivation?

I found that technological learning resources could play a role in shifting the learning context and experience, but the challenge was how to implement them within the Saudi context. While searching for other countries' experiences with foreign language teaching, I was excited to learn of the flipped classroom model, which was exactly what I was looking for. This model offers a flexible space for shifting the learning and teaching experience from a traditional vision to a more collaborative and active atmosphere. It insists on using class time to help students accomplish their learning activities, not for lecturing.

It encourages technology use as a way to prepare materials and to help engage students, but its main concept is to transform students' learning from home to school and vice versa. For

example, in the case of a grammar class, the students should understand the content before the class, watch their teacher's video about their particular lesson on their own outside of class, ask questions when they have any, and be prepared to engage in learning activities, either individually or as a group, in class. The teacher here is a facilitator, offering support and giving explanations when needed.

Lage et al. (2000), explaining the rationale for the flipped classroom approach, argue that when teachers elaborate on the content in a lecture method inside the classroom, they are just delivering content to students. Teaching is viewed differently in the flipped classroom approach. Strayer (2007) states that active learning is the basis for the flipped classroom approach since the teacher's role is observer, facilitator and motivator more than source of knowledge.

The flipped classroom approach uses technology in the classroom as a major method for simplifying teaching and making it accessible. The emergence of recent web-based courseware management systems (CMS) or learning management systems (LMS) allows teachers to create online course materials. Baker (2000) and Lage et al. (2000) saw huge benefits in these tools in providing learning content, and thought they would help their students become more active and collaborative in class. They introduced the possibility of using LMS to flip the traditional class structure; moving the typical lecture students traditionally experienced inside the classroom to outside the classroom and engaging students in active learning exercises in class (Baker, 2000). The flipped classroom means that what happens inside the classroom takes place outside the classroom and vice versa (Lage et al., 2000).

The *sit-and-listen* lesson format, a common approach in English language classes and especially in foreign language environments such as Saudi Arabia, is not effective in helping English learners to acquire the language. Nicolosi (2012) affirmed that teaching English must pedagogically serve the principles of personalized learning and student-centered instruction in which students take more responsibility for their learning. The flipped classroom approach

supports these educational values in urging students to manage their own learning and utilize available resources.

Bergmann and Sams (2012) agreed with Nicolosi (2012) that flipped teaching is personalized teaching because students can learn at their own pace. It offers a student-centered environment because class time is used by the students to engage actively and collaboratively in a different set of activities. Besides that, Bergmann and Sams (2012) indicated that by establishing the flipped classroom approach in the classroom, constructivism theory is implemented where a huge variety of activities, such as group work and discussions, provide students with an interactive environment. It helps to build communicative language and support more than the traditional classroom where class time is dedicated to lecturing.

I had a recent experience practicing and experimenting with the flipped classroom approach. I was working on my master's thesis on the flipped classroom approach and its effects in English skills courses at Imam University. I taught a group of students in the preparatory program offered by the university. I created a series of videos and posted them online, which illustrated basic grammar lessons. I asked my students to watch these videos and come prepared for their class.

During my experiment, I faced numerous barriers, starting from the program administrators who were skeptical about using videos as a supplement for English teaching. For example, they asked me if the videos were enough to explain the lesson for students and whether the videos were covering the whole book content. These doubts were eventually transmitted to students who started to think that the videos would not help them to pass courses. They were worried that if they watched the videos, they would not be able to earn a better grade on their exams. They doubted the positive impact of learning from videos. However, I tried as much as I could to assure the students about their understanding of the lessons and gave them in-class

feedback about their understanding of skills they had learned and applied in the different activities.

Finally, in the last two weeks of my experiment, my students stopped watching the videos because the coordinator of their program had told them that the videos would not reflect the final exam. It was a tragic point in my research—the administrators' lack of cooperation meant that I had not full authority to teach my course and manage my students' learning. However, I learned a lot from such barriers. They were impediments to the implementation of online technologies in the Saudi educational context. This experience of using the flipped classroom approach and designing well-structured online videos helped me to learn how to practice the approach, encourage my students, and hold them responsible for watching their assigned videos. I learned that in order to successfully implement the flipped classroom approach in a wide context, government and university support is needed to ensure that the approach is viewed as being acceptable and beneficial for students.

This experience actually pushed me to think deeply about my teaching context and form my research interests and questions. I do not seek to completely transform the teaching context, but look to understand why the current teaching approach exists and what could happen when a new teaching method is introduced and changes are suggested for the curriculum.

At the same time, along with my thinking about an alternative teaching approach, I learned during my teacher education program how hard it is to practice teaching with so many stressors and conflicting types of information. I saw myself and other peers who struggled to practice certain teaching methodologies fail due to a lack of support from teacher educators. I experienced the dilemma of being unable to enact positive change. Teacher preparation for pre-service teachers in Saudi Arabia is still suffering from the imposition of teaching visions that promote certain ideas and pedagogies without having a beneficial impact on teachers' practice (AlSeghayer, 2014).

It is similar to the U.S. context where pre-service teachers' practices have been neglected due to various problems with enactment (Clift & Brady, 2005; Hammerness et al., 2005). The major problem is how to transfer a traditional teacher education that focuses on developing teachers' ideas of pedagogies to a new strand that not only focuses on helping teachers absorb ideas but also practice them. This problem is associated with complexity of practice since it is not easy for teachers to put their knowledge into action in a context in which they have no experience with and are uncertain about their practice choices.

This problem of enactment motivated me not only to think about introducing a creative and interactive teaching approach to teachers but also to assist teachers in learning and acquiring its principles through a sound pedagogy of practice; rehearsal, which would have more impact on their performance.

Therefore, this research is an opportunity for me to examine the flipped classroom model and rehearsal by involving EFL Saudi student teachers' (STs) learning-to-teach journeys and investigating their reactions to these techniques. It offers me an opportunity to train teachers on the flipped classroom model, based on the rehearsal pedagogy of practice, and to record the teachers' experiences with the practice and observe whether it helps them to develop their teaching skills.

EFL Teacher Preparation Programs in Saudi Arabia: A Reflection

Reading the history of EFL teachers programs offered by Saudi universities, I was surprised to find the programs have remained the same for more than three decades. Zaid (1993) describes the EFL teacher program in Saudi as nonsystematic and inadequate. EFL teachers graduate from such programs prepared to be English or translation specialists- not necessarily EFL teachers. the poor nature of the education college is demonstrated by the fact that valuable methodology courses and practicum that should be an essential part of the student-teacher's education is only required at the very last two semesters of the program? Alhazmi (2003) agrees

with Zaid (1993) that Saudi universities' professional preparation programs is inadequate to prepare EFL teachers.

EFL pre-service teachers in Saudi universities take courses in English language skills, linguistics, applied linguistics, English literature, translation and many other general courses such as Arabic, school administration, Islamic studies, history and psychology. In the case of Imam University, students take six courses from the department of curriculum and instruction as stated in the Department of English Languages and Translation's plan of study (The Department of English Language and Translation: plan of study, 2001):

Course 1: Curriculum Basics, 2 credits (this course is taught in Arabic)

Course 2: Educational Evaluation, 2 credits (this course is taught in Arabic)

Course 3: Teaching Methods 101, 2 credits (English course)

Course 4: Teaching methods 102, 2 credits (English course)

Course 5: Computer Assisted Learning and Education Technology, 2 credits (English course)

Course 6: Practicum, 12 credits (at the last level as a graduation requirement)

Imam University can be considered a standard for Saudi university EFL teacher preparation programs as Imam University is one of the largest universities in Saudi and supplies public schools with the greatest percentage of EFL teachers. As a former student in the same program, a teacher educator for EFL preservice teachers for over two years, and a current faculty member in the department of curriculum and instruction, I would like to reflect upon the weaknesses of EFL teacher preparation programs from a different perspective through the following questions:

- Do students graduate prepared to be EFL teachers? Since students enroll in cohort programs that involve different subject matters, as mentioned above, there is no clear evidence that students who enroll in these programs have a desire to become EFL teachers. Moreover, there are no available programs offered by Saudi universities dedicated to the preparation of Teachers of

English to Speakers of Other Languages (TESOL) nor do undergraduates have the freedom to structure their academic pathway to major in teaching. A student's lack of readiness and interest in becoming an EFL teacher can create a serious weakness in the preparation program for EFL teachers. During my pilot study, I came to the realization that a large number of students who undergo practicum do not consider EFL teaching to be a serious future career path and choose other professions, such as translation, instead. This can be attributed to many factors such as insufficient teacher preparation and a lack of linguistic competence. On the other hand, liability issues for student teachers in practicum could be risky for language learners in public schools, and in many cases, school heads and in-service teachers have refused to allow EFL pre-service teachers to take on their classes.

- Do the teaching courses offered target EFL teacher preparation? Looking over the university's plan of study, I could not find a specific course specifically targeting EFL teaching. Course 1 "Curriculum Basics" and Course 2 "Educational Evaluation" in the plan of study are both Arabic courses that cover general issues related to curriculum design and evaluation without specifically addressing EFL teaching –actually these two courses are considered general courses required for all college students. Reading the course syllabus for Course 3 "Teaching Methods I", it appears to be an introduction to teaching for students. The course addresses different topics such as an introduction to teaching, characteristics of a good teacher, the roles of the teacher, classroom management, student differences, students with special needs, and other related topics, none of which specifically address teaching English as foreign language. Course 3 and Course 4 are the only two courses that focus on EFL teaching. Course 4 "Teaching Methods II" takes students through language teaching approaches such the grammar-translation and audio-lingual methods. Each week, students examine a different approach and study the related literature. At the last level before practicum, students take Course 5 "Computer Assisted Language Learning (CALL)", which is a new course offered and taught only in Imam University, though some

English Language Departments in other Saudi universities plan to adopt the experience of Imam University and are in the process of adding the CALL course to their plan of study. This course introduces education technology to students and addresses its implementation in the English language teaching classroom. Questioning whether these teaching courses target EFL teaching leads me to a sub-question: Are these courses sufficient to equip pre-service teachers with necessary knowledge before involvement in the practicum experience? While conducting my pilot study during the first semester of 2016-2017, I met college supervisors and a large number of EFL pre-service teachers who were about to finish their practicum. Many of them explained how they struggled with teaching loads and felt they were not properly prepared. Their college supervisors expressed their concern that preservice teachers reach practicum lacking essential skills such as lesson-plan writing, teaching language skills or building a well-developed language exam. Discussing such drawbacks with EFL pre-service teachers, I discovered that they think the former courses do not introduce them to important teaching skills. I came to the realization that teaching-related courses need to be reconsidered and a thorough change in the plan of the study is mandatory in order to build a competent EFL teacher preparation program.

- Who teaches these courses? In academia, there is no doubt that employing qualified faculty members who specialize in the subject matter of the courses they teach is a must to achieve quality education. However, in Imam University, as is the case in many other Saudi universities, there is no certain program under the umbrella of curriculum and instruction related to EFL teaching. Teachers who teach the courses are not specialized in curriculum and instruction nor do they come from a TESOL background. Instead, the university assigns faculty members who majored in English literature, linguistics or translation to teach others how to teach. In fact, the English Language Department plan of study in Imam University, states that the main objective of its program is to graduate well-educated EFL teachers to fit the need for academically specialized teachers who will help improve the teaching of English to language learners in public schools. It

appears that there is a gap between the university vision and the actual practice. The department seems to be unaware of the fact that it offers one of the few EFL preservice preparation programs in the country. I could attribute such absence of a clear orientation toward EFL preparation to the lack of professors who come from a TESOL background and, as a result, there are no graduate degrees in this field. TESOL needs to be advocated for and led by prominent academics in the country since this area of study is still upstaged and inappropriately absorbed by other English department majors.

- Are EFL preservice teachers ready enough to perform in the practicum? Depending on the previous given facts about the status of the EFL preservice preparation program, we must question the readiness of these students to go into the classroom. Students spend their last semester of their program at public schools as student teachers and are responsible to teach one English class (four teaching sessions each week). During my work as a supervisor with EFL preservice teachers, I faced some students who felt there was no value in teaching nor did they have interest in EFL instruction, and some did not have the language skills or teaching skills needed to be an EFL teachers. I agree with Alhazmi (2003) who blames methodology courses in English language departments for not meeting the needs of future EFL teachers. Additionally, I believe that EFL pre-service teacher preparation programs should create more systematic and gradual training opportunities pre- practicum to prepare student teachers and familiarize them with teaching in a school context. During my pilot study, I encountered many students who had never observed any English language teacher before nor watched a videotaped model lesson and analyzed it. Alsugyer (2014) who advocates for a reform in EFL preservice teacher preparation programs in Saudi universities writes:

...the amount of time that pre-service EFL teachers spend at practicum sites needs to be further extended in length and intensity in order to allow for more extensive and intensive practical experience for student teachers. Rather than waiting until the last semester to do their practicum,

prospective teachers should engage in a gradual and structured apprenticeship to teaching English throughout their university life. These gradually increasing practice opportunities should begin in the first semester of the third year by having candidate teachers indulged in the task of observing experienced teachers of no fewer than five classrooms and complete specific tasks, such as observing closely the amount of teacher talk, questioning techniques, types of classroom tasks, and other instructional techniques (p.147).

- What is the English language competency level of EFL pre-service teachers? Given the fact that language teachers should reach a sufficient level of expertise in the language they teach, there are no certain indicators for EFL competency for pre-service teachers in Saudi universities – Imam University, more specifically. Although students who enroll in an English language department must pass the placement test, there are no language tests required before their involvement in practicum. This issue does not directly address the problem posed by my study, but it does affect the readiness of the EFL pre-service teacher and their professional competence. Many of the pre-service teachers I worked with have had a serious struggle with their language level especially with speaking which is the main English language skill a teacher uses in the classroom with her students. Many EFL pre-service teachers in Imam University express their reluctance to be a language teacher and perform weakly in practicum due to their insufficient English language skills training. The majority of students desire to work as translators or take office jobs in the private sector, for which they are highly desired due to their English language background. I have to believe that greater English language training or a teaching preparation program that could help these students overcome their language competency problems would change their attitude toward teaching.

- What is the role of EFL pre-service teachers' supervisors? Due to the shortage of specialized faculty in curriculum and instruction to teach related courses, Saudi universities supply the need with supervisors who may not have the potential to do the job. Most supervisors

do not come from an education background and instead many are academics from other English majors (e.g. English literature). Imam's Department of English Language and Translation calls for part-time supervisors to cover pre-service EFL teacher groups that have found themselves left without an available faculty member. Many of these substitute supervisors are recent English bachelor- holders who have no experience or professional training and are not continuing their graduate studies in the related field. In some cases, in-service EFL teachers in public schools are assigned to supervise pre-service EFL teachers. During practicum, supervisors of EFL pre-service teachers schedule five classroom visits throughout the semester. During these visits, supervisors attend model lessons presented by STs and evaluate their performance according to official rubric from Imam University. At the end of the day of the visit, the supervisor meets each pre-service teacher separately for 10 minutes post-conference to discuss her evaluation mark and give her brief feedback. The interaction between pre-service teachers and their supervisors is limited to grading and making sure of students' attendance via coordination with school administration. During my pilot study, when looking into the difficulties EFL pre-service teachers faced, several incidents demonstrated that they need more support and professional guidance from their supervisor but such support was unavailable to them during their practicum.

Lastly, in the following section, I raise these questions and reflect on the current status of EFL pre-service teachers' professional preparation programs in Saudi Arabia to pave the way to the primary problem addressed by the study.

Statement of the Problem

Students of various English departments in Saudi universities within colleges of education and colleges of arts, or other four-year English programs at various colleges, take methodology courses equaling 10% of the total courses offered in their plan of study (Alsugyer, 2014). This contributes to the lack of teaching competency in the Saudi EFL pre-service teacher. Alhazmi (2003) and Alnasser (2015) blame the teacher education programs in Saudi universities

for not adequately equipping students with the needed content and practice to improve their performance.

Faruk (2013) confirms that professionalizing the preparation of EFL teachers comes as a core movement in the ongoing initiatives to improve teaching and learning, since English teaching became a top priority of education reform in Saudi Arabia. This can be related to the placement of English language teaching as one of the country's development strategies since the ninth strategic plan (Saudi Arabia Ministry of Economy and Planning, 2006. p.401). More recently there has been a major push to achieve the main goals of "Saudi Vision 2030": Thriving for an education that contributes to economic growth (Our Vision: Saudi Arabia 2030, 2016, p.40).

During my personal experience as teacher educator in the department of curriculum and instruction, I worked with a number of EFL STs during practicum and paid close attention to their experience. They spent a full school semester involved in their first teaching experience, which is similar to 20 university credits (equal to approximately six university courses). STs are sent to teach in classrooms insufficiently prepared and spend their practicum with an absence of a tangible role model of a teacher educator. Though it can offer immense opportunity for STs to enrich their experience and bridge gaps between knowledge, the training they are lacking, and the teaching potentials they need to develop, practicum experience is being neglected.

Hollins (2015) explains that pre-service teachers need to undertake what she calls "Guided Practice" to help STs conceptualize their teaching through learning from their peers, educators and the students they teach. Grossman and McDonald (2008) join Hollins (2015) in calling for research in teacher education to study the clinical aspect of practice in pre-service teacher education and design pedagogies of enactment to study how best to develop skilled practice. In my study, I adopt "Rehearsal", a pedagogy of practice, developed by Lampert, et al. (2013) to prepare EFL STs to overcome the dual challenge of teacher education, to enable STs to

actually teach when they get in the classroom and to prepare STs to do teaching that is socially and intellectually more complex than the current norm (Lampert, et al., 2013, p.240).

Saudi universities need to have a comprehensive development plan for EFL preservice teachers. Our future EFL teachers must be exposed to extensive teaching experience in school to build their teaching skills. A recent study by Mitchel and Alfuraih (2017) which examines EFL teachers' needs shows that teachers are aware that they lack proper professional preparation from their teacher education programs. The study indicates that EFL teachers strive towards excellence in EFL teaching and express their training needs for various methods such as Flipped Classroom. Choosing the Flipped Classroom teaching approach as a platform for practice in my study stemmed from the nature of this approach –It allows STs to delve even deeper than when applying rehearsed teaching practices, and puts them under teaching situations that require them to be inquisitive and reflective about their teaching.

Research Questions

Corbin and Strauss (2008) states: “The interesting aspect of qualitative research is that though a researcher begins a study with a general question, questions arise during the research that are more specific and direct further data collection and analysis” (p.9). My main question was structured as a broad frame for the current grounded theory study:

- How do rehearsal sessions impact the Saudi EFL student teacher's learning to teach journey through the implementation of the Flipped Classroom method?

Going to the field with such a flexible but focused question raises sub-questions:

- To what extent do rehearsal sessions help Saudi EFL student teachers develop their teaching skills?
- How does rehearsal-session feedback influence student teachers' actual teaching in the classroom?

- How do Saudi EFL teacher educators utilize rehearsal sessions as a professional development tool?

These questions were investigated through observation of both STs and TEs performance and interaction during rehearsal-based training sessions and their actual classroom teaching throughout the course of their practicum experience. The principles of the flipped classroom model were taught in a pre-practicum professional workshop called “Flip Your EFL Classroom” developed by the researcher, and STs practiced their real-life teaching in rehearsal training sessions –the main focus of the study- on a weekly basis. I also conducted interviews with the Saudi EFL STs and their TEs to explore their experiences with both rehearsal pedagogy of practice and the flipped classroom teaching approach.

The Rationale for the Study

As my study builds on the grounded theory methodology, the rationale of this dissertation was not predetermined as I wrote the study proposal. However, I took a grounded theory stand in order to develop my understanding of the problem under study as I built my study’s methodological design. I chose grounded theory in an attempt to ensure rational conclusions as it prevented me from informing the study with my own predetermined rationale and helped me better understand the phenomena under study. Thus, grounded theory methodology was advantageous not only in allowing me to develop a theoretical framework from data that can be practical and appropriate to the problem of study but, more importantly, to provide a touchstone for my research on which I could build the claim of my study. Now, returning to this section after having accomplished data collection and having been deeply involved in the field of the study, I can explain the rationale of this dissertation.

Promoting a better EFL learning atmosphere and improving outcomes was an emphasis of the Saudi educational reform, according to Saudi Arabia’s 2030 Vision (Our Vision: Saudi Arabia 2030, 2016). The necessity to develop the preparation of EFL preservice teachers in Saudi

universities is not only now due to this national mandate, but also due to the fact that the system of preparation of Saudi EFL preservice teachers faces further political, cultural, economic and academic challenges. Other EFL learning and teaching systems share similar challenges and drawbacks, but within the context of Saudi EFL preservice teachers –more specifically female ones– it is much more complicated. The majority of the educational system in Saudi Arabia is single-sex, so the opportunities for female EFL preservice preparation in the Saudi university are not the same as the opportunities found for male EFL preservice teachers in education or English language departments. However, there is no explicit scientific research that compares the potential of male EFL preservice teachers to female EFL preservice teachers or that answers how such segregation contributes to the betterment or detriment of either party. Of course, there is no doubt that, within this status quo, men have more agency over their learning and more career options than women –men can literally drive on their own and physically act to achieve their own needs, women, on the contrary, are not permitted to do so. Men can also travel abroad to continue their studies and pursue professional training opportunities. Women are not legally allowed to travel abroad without a male guardian’s approval and cannot receive scholarships or partake in a training opportunity without a male guardian willing to accompany her during her stay outside the country. Saudi women, in my opinion, are strong-willed and deeply desirous for greater self-determination and for the opportunity for development and a change to the status quo, and current movements in the country hold great promise for women and their education.

Educational technology could offer learning and teaching solutions that push these very limits. Thus, I introduced the flipped classroom teaching approach in my study for Saudi female EFL pre-service teachers for its potential to mitigate some of the challenges they face while learning to teach. Utilization of learning resources on the web substitute old-school methods of teaching EFL which are based on a grammar-translation approach and teacher-centered classroom. While they undergo practicum as their final graduation requirement, female EFL pre-

service teachers are trained to adopt the flipped classroom teaching approach accompanied with a pedagogy for practice to help them cultivate their learning-to-teach experience. By intervening EFL preservice teachers' practice with the flipped classroom teaching approach and rehearsal training sessions, I argue that a more rich and complex learning-to-teach setting is available to them and elevates their experience to a more sophisticated and professional level.

This study offers enhancements to the EFL preservice teacher's learning-to-teach experience – specifically, student teachers' (STs) as they are called during practicum, as well as teacher educators (TEs), through (a) offering a clear path for TEs to plan courses preparing EFL STs to use the flipped classroom teaching approach, (b) offering information on a mode of practice instruction for STs through rehearsal training sessions, (c) offering a more finely tuned analysis of learning to teach in the EFL preservice context and of practice instruction for EFL STs. Such enhancements afford a wider scope to the general setting of learning to teach than has previously been available in the existing research.

Definition of Terms

As I will use these terms throughout this dissertation, it is necessary to elaborate on their practical definitions:

- *Teaching English as a Foreign Language (EFL)* According to Oxford University Press ELT (2011), EFL differs from Teaching English as a Second Language (ESL). The former means teaching in a cultural context in which English is not a dominant language and learners have few opportunities to practice the language outside the classroom.
- *EFL Students Teachers (STs)* refers to the study participants who are students in the department of languages and translation and who undergo their practicum as their final requirement before graduation. This term is used instead of “EFL pre-service teachers” because it is more specific since the latter could include students in the Department of English language and translation who are still taking their courses and have not reached the practicum stage. On the other hand, I did

not use the terms “prospective teachers” or “teachers-to-be” because neither are conventionally used in the Saudi academic context, while the term “student teachers” is.

- *Teacher educators (TEs)* in the study refers to the faculty member, or outside corporate-assigned faculty members, responsible for supervision of STs during their practicum. The common term used in the Saudi university context is “supervisor” since their main role is to grade STs. However, in my study their role also involves providing ongoing professional development to their supervisees. Loughran (2014) defines teacher educators as “those who work in tertiary institutions and are largely involved in the teaching of prospective teachers enrolled in a preservice teacher preparation program” (p.272).

- *Professional Development*: I use this term to refer to the study’s interventions--the flipped classroom teaching approach workshop held for participants during the orientation and weekly rehearsal training sessions. These took place during the practicum period at the time of the application of the study and they serve as additional training tools in comparison with other traditional practicum experiences. Although this term is used in literature mostly to refer to ongoing professional training for already-practicing teachers, i.e., in-service teachers, I use it to differentiate between two terms used repeatedly in my dissertation; teacher education and learning to teach. I use the first term throughout my dissertation to talk about the academic programs in which pre-service teachers enroll and complete their university level course work in the subject matter of their major and their teaching methodology courses, and experience practicum as a requirement for their program. I use the second term, “learning to teach,” in this dissertation to refer to practicum experience in which STs first experience teaching within their teacher education program. Though there is no doubt that learning how to teach is a lifelong learning process and not limited to teacher education programs, I found it in literature to be primarily associated with preservice teachers. This seems obviously due to the fact that preservice teachers in teacher education programs are dedicated and focused on learning to teach, whereas

in-service teachers are focused on teaching. Unfortunately, this emphasis in the literature, as well as with the in-service teacher herself, too often results in a lack of realization and practice of “teacher as learner.”

- *A Flipped classroom professional workshop* is a two-day training workshop titled “Flip Your EFL Classroom” designed by the researcher under the supervision by Dr. Judith Kolb, associate professor of Education, Workforce Education and Development Program at the Pennsylvania State University, during participation in Kolb’s course “Developing Professional Training Programs”. The main goal of this workshop is to introduce STs and TEs who enrolled in practicum during the time of the study (second semester, 2017) to the pedagogical approach “Flipped Classroom” and to train them to conduct flipped EFL lessons. I implemented this developed workshop during my pilot study with a varied audience to get feedback and made modifications accordingly.

- *Rehearsal sessions* are weekly meetings for study participants who are divided into three groups. Each group consists of 4 STs and their TE, with each group assigned to a different public school. I adopted the Lampert et al. (2013) method for approximation of practice to design these sessions with the aim of facilitating teaching for STs and offer opportunities for them to gain real-life practice before going into their classrooms and doing their actual teaching. STs and TEs utilize these sessions for immediate feedback and open discussion related to the performance of the ST who is rehearsing her lesson.

Summary of Chapter 1

In this chapter, I described my cultural and educational background to pinpoint various reasons for my decision to study both rehearsal and the flipped classroom approach. I am interested in examining how Saudi EFL teachers think about the flipped classroom model and in studying their experience with rehearsal sessions. The EFL classroom in Saudi Arabia has typically followed a traditional lecture approach in which students rarely participate and

communicate with their peers. Students are not able to pass their English course or acquire a minimum level of English proficiency since their needs are not considered and they are not given resources and multimedia to work with in and out of their classroom. Furthermore, the preparation of the EFL pre-service teacher in Saudi universities seems to be insufficient to prepare student teachers to perform adequately in practicum. Therefore, I designed my study to improve students' EFL performance by introducing a new teaching approach and better preparing student teachers for their job.

Chapter 2

Literature Review and Conceptual Orientations

Introduction

A major goal for me as a foreign language educator and researcher, and a goal underlying this study, has been to identify a new teaching approach that aims to reshape teaching and learning in English classroom contexts in Saudi Arabia. Since my study focus on the preparation of Saudi EFL pre-service teachers as an essential step to improve the overall situation of EFL teaching in the country, I examine related literature for a better understanding their professional level and needs and Saudi EFL learning and teaching context in general. There is a consensus among Saudi EFL teacher education researchers (Alhazmi, 2003; AlSeghayer, 2014; Mitchel and Alfuraih, 2017) that the majority of Saudi EFL pre-service teachers fail to acquire the minimum level of EFL teaching competency. This is because they lack sufficient level of teacher education in their university programs and they are not offered adequate professional development opportunities while they undergo practicum as their first learning to teach experience and afterward when they become in-service EFL teachers.

Ultimately, to enrich the learning-to-teach experience for Saudi EFL pre-service teachers, we must change traditional teaching practice and disrupt it with innovative teaching approach. to achieve such goal, I introduced flipped approach teaching approach for Saudi STs when they started their practicum. The flipped approach, which has already been shown to have potentials to rise of teachers' sense of their adoption for active teaching in their practice (Bergmann and Sams, 2012), is one possibility for more effective EFL learning to teaching.

However, it is not enough to identify promising approached to teaching EFL; it is also necessary that teachers be able to and willing to use the approach. Thus, if Saudi students are

going to learn English more effectively, and teachers are going to teach English more effectively, then teacher education and professional development opportunities for STs will need to improve and/or change in order to develop and support these new and improved approaches. Thus, I focus my study on teacher education practice leading to effective application and use of a flipped approach through the adoption of rehearsal as a pedagogy for scaffolding EFL STs learning to teach.

Based on all of this, in the pages that follow I will do two things: (1) I will discuss literature and theory related to the flipped classroom teaching approach. (2) I will move to pedagogies of practice in the second part, conceptualizing an approach to providing teacher education experiences for flipped EFL teaching.

Part I: Flipped Classroom Teaching Approach

I selected the flipped classroom teaching approach for several reasons, including switching language instruction with increased use of various technological tools such as blogs, podcasts, and video, and creating more rooms for students' engagement to improve their language proficiency. This model of instruction has not been widely explored in the context of teaching English as a foreign language (EFL) and in Saudi Arabia more specifically.

I am interested in introducing this model to Saudi EFL teachers and helping them to utilize its more active components in their teaching. Therefore, in this section, I begin with an overview of the flipped classroom approach and define it with an explanation of its main principles and teachers' role. I illustrate the theoretical background of the flipped classroom approach by emphasizing constructivism theory and Bloom's taxonomy and how these relate to blended learning; and I summarize and evaluate studies in different subjects such as math and sciences that have used the approach and delineate its impacts on student learning.

Definition of Flipped Classroom Approach

The flipped classroom approach aims to create an active learning experience by using technology, focusing on students' needs and monitoring their progress. It is defined as:

...a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (Flipped Learning Network, 2014, p.1).

According to this definition, the flipped classroom approach consists mainly of including active learning components, delivering lectures and materials online, and reserving more time in class for interactions among the teachers and students to discuss their questions and allow them to develop their ideas and apply them. However, teachers fail to implement the flipped classroom approach when they depend only on transferring their lecture to online video content while not attempting to consider their students' needs and changing their instruction and activities accordingly.

It is one way to use blended learning and change the structure of a typical classroom. As Lage et al. (2000) said, "events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (p.32). It actually centers on flipping when and where students do their work and listen to their instructors' lectures. It utilizes blended learning by delivering content through different technologies, helping students to follow their learning content wherever they are. Thus, when the students come to their classroom, they have a clear idea of content and of questions prepared at home while watching, listening, or reading their teacher's lectures. They have plenty of time inside the classroom to work on their assignments and course projects. In other words, their classroom becomes an environment for their production, rather than their passiveness.

The flipped classroom model was developed as a response to several problems that had arisen from traditional in-class lectures. These problems included the “one-way flow of information from professor to the student” since lectures do not allow interaction and engagement to take place (Foertsch et al., 2002, p.26). Class time is another issue for teachers since they cannot use all of their time only for lectures or more interaction and active learning. They value lecturing as a major way of delivering their expertise and knowledge to their students, but they do not have sufficient time to interact with them and initiate their group activities. The flipped classroom model actually offers to solve this problem by helping teachers deliver their lectures via the Internet and using class time for their students’ interaction and production. This helps teachers to have more one-on-one time with their students and center their classroom time on inquiry and collaborative learning (Bergmann & Sams, 2012; Fulton, 2012).

Characteristics of The Flipped Classroom Approach

The flipped classroom approach has general characteristics that exist in every flipped classroom model. These characteristics, as stated by Bennett et al. (2012) and Overmyer (2014), include the following:

- transferring some of the content delivery to outside of the classroom to utilize face-to-face time for better interaction and learning, which is done by teachers’ video and online materials,
- having teachers serve more as learning guides than information providers and students as active learners rather than passive receivers,
- building an archived tutorial and online videos of the subject content, sustainable for students to learn and repeat watching when needed, which would help to use class time better for more knowledge application, and

- assisting students to have easy access to their learning topics, managed in the class archive, which allows their teachers to focus more on developing high-order thinking skills.

One of the misconceptions about the flipped classroom approach is that it only replaces class lecturing, which is considered a problem, with online lectures, which are a solution (Overmyer, 1014). However, the flipped classroom approach is not only a replacement and technology use but also the teachers' best management of class time to enrich their students' knowledge and skills (Bergmann & Sams, 2012). Uploading their lectures online encourages the teachers to think about better ways to invest class time by moving their students to collaborate on and discuss challenging learning activities, allowing for more interaction among the teachers and their students, which is considered a major element of active learning (Hamden et al., 2013). Also, the teachers should urge their students to do self-inquiry research and provide them with constant feedback, reflecting on their works and sharing them with their classmates. The flipped classroom approach does not simply involve recording lectures, but is a more innovative instructional approach in which the teachers evaluate their instruction and think about how to help their students internalize and apply their content.

The flipped classroom approach is based on giving students equal opportunities to watch their lectures at home, write their notes at their ease, and come to class prepared. It is based on active learning. Lecturing in class, however, is less effective than active learning and does not create equal learning opportunities. Freeman et al. (2014) confirmed such a conclusion when they conducted a meta-analysis study to evaluate and compare active learning undergraduate science classes with more lecture-centered ones. The active learning classes include some of its elements such as group work, problem-solving activities, peer work, and whole class discussion.

In this research, which involved a review of 225 studies, they found that the students in active learning classes performed and achieved better than those in lecture-based ones. They

concluded that the students in the active learning classes learn better and are less likely to fail. They get much better learning benefits, especially if they are less advantaged students, given that lecturing is used to discriminate against them, which is a serious, ethical issue (Bhatia, 2014). Lecturing indeed offers less learning opportunities for the students, not enabling them to actively being engaged with their content and with their peers. It does not allow them to interact, share their perspective, and learn how to apply and practice their learning concepts. Therefore, lecturing, in the flipped classroom approach, is moved outside class to help teachers focus on active learning in class and face their students' learning difficulties and needs.

While the flipped classroom approach minimizes the use of lecturing in class, it also helps to provide equal learning access for all students. Green (2012) stressed that the flipped classroom approach provides additional benefits for low socio-economic students. She stated that when the flipped classroom approach reverses the instructional situation by motivating students to do their homework at school, students have equal access to their school support and resources, regardless of their cultural and economic background. Such resources include technology, library, and databases. They also have abundant support from their teachers, with the right to question and talk with them as needed. Within this supportive environment and video lectures, the students are able to learn easily and equally, and not worry about the lack of a home tutor.

Another possible misconception about the flipped classroom approach is that it replaces teachers with videos (Overmyer, 2014). It has been assumed that the role of teachers is less effective in the flipped classroom since they transfer their lectures to an online platform. However, the flipped classroom approach helps teachers to deliver their content within the online format but also to use their class time to facilitate learning activities, peer work, and immediate feedback. Their video is not a major requirement in the flipped classroom approach but is one of the technological means, including learning management systems and discussion boards, used in

the approach to support teachers' instruction and help them focus on their in-class activities and their students' interactions.

Their role here is not simply replaced with online materials but improved to focus on their students' activities during their class time and get through several periods of reflecting on their teaching performance (Bennett et al. 2012; Fink, 2011). Within the flipped classroom approach, the teachers' role requires them to focus on their students' learning needs and interact with them more often—their video should not diminish their role as facilitators of learning (Bergman & Sams, 2012).

Theory of the Flipped Classroom Approach

In this section, I illustrate the theory of the flipped classroom approach and how students could accomplish more with it, with references to Bloom's (1978), Dewey's (1990), Van Oers' (1996), and Vygotsky's (1978) ideas.

The flipped classroom approach is based on constructivism theory, which emphasizes helping students to engage in active learning and participation. Students engaged in the flipped classroom approach use their class time to collaborate with their peers and develop their inquiry learning skills, guided by their teachers (Brandt, 1997). Constructivism theory is essential to the flipped classroom approach since it emphasizes the following principles (Dewey, 1990):

Learning is seen as an active process,

Knowledge is constructed,

with a focus on personal experiences and testing of hypotheses, and

Each student has a different interpretation and construction of knowledge, due to his/her experiences and cultural background.

These constructivist principles play a critical role in creating flipped classrooms, urging teachers to be more aware of how to include active learning in their classroom and address their students' personal learning needs.

Learning in constructivism theory should be an active process in which the students practice, analyze, apply, and create within their classroom. Constructivism is based on the use of interactive activities by motivating the students to be active in their classroom and engage with their classmates. The flipped classroom approach helps to create an active atmosphere and use class time for inquiry-based learning (Brandt, 1997; Overmyer, 2014). Piaget (1971) confirmed that learning occurs when students do not copy an idea, but act on it since doing so helps them to develop ways to internalize and transform the object of their thoughts. They should be able to collaborate and share what they learn when they go through activities that shape their understanding of their content. Thus, in the flipped classroom approach, the students are completely active players in their classroom. The flipped classroom approach is based on giving students a chance to learn through activity.

In addition, constructivism theory highlights the importance of personal experience and various ways of knowledge construction with personal interpretations. These two principles are seen clearly in Van Oers' (1996) theory of learning which centers on the "give and take" of doing and getting the meaning of an activity (Strayer, 2007). He stated that students should have two meanings in their learning process: cultural and personal. Cultural meaning is defined as general knowledge spread across the learning community. It includes any concept, method, and skill converted into curriculum content. Such meaning is found in textbooks and teachers' lectures. However, personal meaning has to do with the extent to which students develop a sense and value attached to their activity. It takes place when the students are able to connect the action and its goals with their own background, motivation, and ideas. Therefore, it would not make sense if students were not allowed to contribute their personal meaning to their activities.

Van Oers (1996) explained that students need both cultural and personal meanings to ensure meaningful learning. The teachers could help their students develop both meanings when asking them to reflect on the execution of their actions, which is called reflection orientation. This

process forces the students to use their cultural knowledge to understand their learning concepts and attach personal meaning to them. It is rooted in Piaget's (1971) idea of reflective abstraction where this process assists students in connecting their actions with personal meanings and internalizing them (Strayer, 2007).

This process enables students to use their knowledge of the meaning of these actions to make them deeper and to activate them whenever the students think about them. For instance, in the context of the flipped classroom, the teachers should be able to learn the cultural meaning of the flipped classroom, which includes what it is, how it works, what sort of learning sources they need to have, and what assessment tools they should have for their own performance and their students' achievement. In addition, they should attach personal meaning to their cultural meaning by reflecting on their action when learning the concept of the flipped classroom. The personal meaning they attach to the flipped classroom is developed through a series of questions about why they do it, its importance, how they love it, and how each flipped classroom-related action is connected. This whole process of reflection orientation, as an essential part of constructivism theory, helps the students to voice their personal experiences and discuss their different interpretations of their learning content with one another. It is, as Van Oers (1996) asserted, a vital component of successful learning and teaching.

In addition, Vygotsky's (1978) theory of the zone of proximal development also underlines the value of the flipped classroom approach. In such a zone, the students should be provided with support and scaffolding to complete their tasks, communicating with their classmates and instructor, leading them to quickly absorb their materials. As they receive scaffolding from their teachers and classmates, they begin to master the secrets of their learning content and can accomplish related activities on their own. This scaffolding helps them learn how to do their tasks on their own and become competent at them. The flipped classroom approach allows this zone to be operated when teachers focus on developing their students' skills and

monitoring their collaborations with their peers. The teachers also provide immediate assistance to students when they struggle with something. The flipped classroom approach creates an ideal atmosphere for the zone of proximal development since teachers focus on their role as learning guides and facilitators.

The flipped classroom approach enables teachers to focus on higher-level learning tasks described by Bloom (1978). Bloom (1978) illustrated the value of higher-level learning tasks by saying:

I find great emphasis on problem solving, applications of principles, analytical skills, and creativity. Such higher mental processes are emphasized because this type of learning enables the individual to relate his or her learning to the many problems he or she encounters in day-to-day living. These abilities are stressed because they are retained and utilized long after the individual has forgotten the detailed specifics of the subject matter taught in the schools. These abilities are regarded as one set of essential characteristics needed to continue learning and to cope with a rapidly changing world (p.578).

Bloom (1978) came to realize that these underlined higher-level learning skills are usually missed in the teacher's curriculum although the students need them not only for their life-long careers but also for their personal and social lives. He revised his cognitive learning taxonomy in which he identified domains of learning, highlighting the lower-level skills first (e.g., remembering and understanding) and moving up with the higher-level skills (e.g., applying, analyzing, evaluating, and creating).

The flipped classroom approach is situated within Bloom's taxonomy of learning (Anderson & David, 2000). This approach, as Brame (2013) highlighted, urges students to accomplish lower levels of cognitive work, which include remembering, and understanding at their home and practicing higher-level skills such as applying and analyzing in their classroom.

They also learn critical thinking skills within an exciting classroom environment and how to collaborate with their classmates. Their teachers have the opportunity to guide them in their critical thinking skills, using class time to model and practice them. Bennett et al. (2012), referring to Vygotsky's (1978) idea of proximal development zone and scaffolding and Bloom's (1978) emphasis on higher-level skills, explained how the flipped classroom assists teachers in caring for students' learning with support and guidance:

Learners have immediate and easy access to any topic when they need it, leaving the teacher with more opportunities to expand on higher order thinking skills and enrichment. Offloading some information transfer allows a classroom to develop that understands the need for teacher accessibility to overlap with cognitive load. That is, when students are assimilating information, creating new ideas, etc. (upper end of Bloom's taxonomy) the teacher is present to help scaffold them through that process (p.1).

Here, Bennett et al. (2012) highlighted the teacher's critical role in constructing higher-level activities with scaffolding and assessing their students' learning, reminding them of Vygotsky's zone of proximal development and Bloom's taxonomy as a wide umbrella for their teaching goals.

Blended learning in the Flipped Classroom Approach

As the flipped classroom approach is contextualized with constructivism theory and Bloom's taxonomy, it is also considered one example of blended learning (Alvarez, 2011; Bergmann & Sams, 2012; Wiginton, 2013). In blended learning, students learn a part of their content in their classroom and the other part in an online forum, assuring that students become active in their classroom with more activities and fewer lectures and have more control of their learning management (Dziuban et al., 2005; Horn & Staker, 2011). The flipped classroom approach does so by delivering the content online and reserving class time for more individual

and peer learning activities. The flipped classroom approach is a form of blended learning, based on creating online access for students so that they may learn from and watch their materials at home. In other words, this process ensures effective management of class time focused on active learning.

Blended learning produces better outcomes than traditional learning (Condie & Livingston, 2007; Means et al., 2010). Means et al. (2010) did a meta-analysis on the effectiveness of blended learning when compared with traditional learning, collecting several studies from 1996 to 2008. They found that blended learning is more effective and supportive of students' learning. Uzun and Senturk (2010) conducted a study of blended learning for a computer literacy class, comparing it with the traditional lecture classroom. The blended group was given access to a website containing essential resources such as online tutorials, videos, and assessment simulations while the traditional group engaged in regular lectures that included classroom discussion and projects.

The blended group had better course achievement than the traditional group. The statistical significance between both groups confirmed the impact of blended learning on students' performance. As Uzun and Senturk (2010) stated, blended learning with multimedia resources helps to establish a better learning environment for students, allowing them to gain procedural skills through videos that they may re-watch and stop at any moment.

What may be concluded here is that blended learning, according to the meta-analysis done by Means et al. (2010) and other studies such as Condie and Livingston (2007) and Watson (2008), provides more learning advantages for students and different ways to master content. However, it is worthwhile to demonstrate here the differences between the flipped classroom approach as a form of blended learning and online learning. I use Graham et al.'s (2000) study involving the "Seven Principles for Good Practice in Undergraduate Education," which was published by Chickering and Gamson (1987) in their evaluation of online courses. Chickering and

Gamson (1987) originally created this guideline based on extensive research in higher education on designing and evaluating traditional, face-to-face courses. Graham et al. (2000), however, intended to use this framework to examine four online courses at a large university in the United States. Their evaluation was based on analyses of student and instructor online postings, course materials, and faculty interviews. They were able to identify examples that fit with each of Chickering and Gamson's seven principles. Below is a summary of each principle accompanied by a discussion of the difference between the flipped classroom approach and online learning. The first principle is that “good practice encourages student-faculty contact” (Chickering & Gamson, 1987). Graham et al. (2000) stated that instructors wished to be accessible to their students in online courses, but they were afraid of having many emails and postings and losing their ability to respond to them as quickly as possible.

Graham et al. (2000) recommended that instructors provide clear information to their students about how they would interact with one another. Guidelines would focus mainly on policies about the types of communication the students could seek and the time limit in which the instructor would respond to students' inquiries. For instance, such policies should include instruction on the types of questions the students may ask the teacher. Could these be technical questions? Or should they only be course content-related questions? Also, the instructor should clarify whether she or he would respond to each posting in the public discussion forum.

The second principle is “good practice encourages cooperation among students” (Chickering & Gamson, 1987). Graham et al. (2000) found in their research that all of their online courses failed to produce effective cooperation between students. This means that their weekly discussion on the forum had no clear goal and did not help students to be very engaged with one another. For example, in one course, they asked each student to submit a summary of a reading chapter and, in a group of four, discuss which summary was better. However, the discussion was

not deep and challenging enough—the students did not offer critiques or indicate differences but rather discussed which summary was more eloquent.

Graham et al. (2000), based on their evaluation of cooperation among the students, recommended that students' discussion focus on a certain and clear task which at the end results in a product. Further, the students should receive feedback on the content of their discussion and whether they met the expectations of the teacher—this should be explained before each task. Online courses should offer the students opportunities to cooperate and learn from one another. The third principle is that “good practice encourages active learning” (Chickering & Gamson, 1987). Along with this principle, Graham et al. (2000) emphasized allowing the students to present their course projects asynchronously (by using discussion groups, blogs, emails, etc.). In this case, the students present their work, share it with their classmates, and receive comments on how to improve it. In one of their online courses, Graham et al. (2000) observed that the students shared their final project asynchronously and received critiques from their peers. A successful presentation of a final project was one that was updated by the presenter based on new insights his/her classmates offered.

The fourth principle is that “good practice gives prompt feedback” (Chickering & Gamson, 1987). Graham et al. (2000) found two types of feedback occurring in the online course: “information feedback” and “acknowledgment feedback.” Information feedback involved giving an answer, a comment, or a grade. Acknowledgment feedback, however, focused on assuring the students, for instance, that their assignment had been received.

Graham et al. (2000) noticed that the frequency of information feedback decreased and response time went up as instructors became busy in the middle of their semester. In some courses, the students got their feedback on their postings after they began to discuss a different topic. The teachers' time constraints may double at any time of the semester and as a result lower their communication with the students. Graham et al. (2000) suggested that in cases where

teachers are not able to provide prompt individual feedback, they should at least respond to the class postings as a whole.

Graham et al. (2000) also found that teachers seldom gave acknowledgment feedback; and did so only when they felt that they might be late in providing what their students asked for. Such feedback serves a certain purpose and is used when needed.

The fifth principle is that “good practice emphasizes time on task” (Chickering & Gamson, 1987). Graham et al. (2000) found that online courses offered students complete flexibility by allowing them to work at their own pace since most might have other jobs or duties. Graham et al. (2000), however, insisted that such courses lacked intermediate deadlines, which as a result might cause the students to procrastinate on their course work. Implementing deadlines within the course timeline would help students to plan their work and offer a space for multiple communications between the teacher and the students.

The sixth principle is that “good practice communicates high expectations” (Chickering & Gamson, 1987). The teachers need to tell the students about their high expectations. Graham et al. (2000) found three examples of those teachers in online courses. The first one provided a challenging task. Rather than focusing on remembering facts, the teacher asked his/her students to apply theories they had learned to real-world scenarios. This task was difficult but beneficial for the students because it enabled them to understand theories through the lens of occurring situations, supported by their data collection.

The second teacher communicated high expectations by showing examples from which the students could learn and imitate. The teacher provided an example of a previous student who had met an assignment expectation and discussed this work’s excellent qualities. The students would see this example as a high standard that they would have to meet and from which they would have to learn.

The third teacher illustrated the sorts of online interactions and postings the students should write, offering models of good postings and lesser quality models. The students would learn from the exemplary postings about effective writing and content components. Graham et al. (2000) confirmed that teachers should draw the students' attention to models of good works and praise those who passed their expectations.

The last principle is that "good practice respects diverse talents and ways of learning" (Chickering & Gamson, 1987). Graham et al. (2000) noticed that teachers allowed students to shape the project according to their interests, along with a set of guidelines. The students were encouraged to select their own topic related to the course content and express their own ideas. However, they were supported by the teacher's supervision and comments, offered to ensure that their project was more effective and well presented.

On the other hand, teachers engaged in the flipped classroom approach would have no issue in their contact with students. They meet their students in their classroom and receive their questions. They make themselves available to provide their support and guidance within class time. However, they should take care of Graham et al.'s (2000) suggestion to create certain communication policies since they should offer another venue for communication via email. These policies would make such communication clear and accessible.

The flipped classroom approach centers on collaboration and active learning among students in the classroom, as illustrated in the section of constructivism theory. They discuss, share, and monitor each other's successful learning. Their collaboration with each other and confrontation with the teachers are live and coincided. They do not need to wait for their classmates and teachers to respond but receive immediate and prompt feedback. They work in their classroom on higher-level activities, express personal understanding and share experiences. There is no obstacle to cooperation and no need to discuss their reading and content online. The teachers create such a cooperative learning environment where they construct learning activities

that elevate their students' learning and require them to discuss with and challenge one another. Also, in terms of delivering high expectations, the teachers create different types of activities within Bloom's taxonomy, moving the students to use their home time for understanding and remembering and their class time for harder activities such as analysis and application.

The teachers have the chance to provide information and acknowledgment feedback in and outside their classroom. They have no issue with being busy and not being available to provide feedback since they support and supervise their students' learning in the classroom and provide their feedback immediately. In addition, the teachers allot major time in class for students to work on their tasks. Unlike online courses, the teachers follow their students' progress closely and create deadlines to evaluate their students' learning at different times in class. As the teachers monitor their students, they value their personal experience and ways of knowledge construction. They recognize their talents by assisting them in sharing their different interpretations and ways of solving problems and offering a wide space for experimentation and creation, as highlighted by Bloom (1978) and Van Oers (1996).

Graham et al. (2000) used the "seven principles of good practice in undergraduate education" to gain more insights into online learning and provide a more accurate evaluation of it. Their study has been used in comparisons of online learning and the flipped classroom approach as forms of blended learning to explain what makes the flipped classroom approach unique. Graham et al.'s (2000) experience added more richness to how teachers work, hand in hand, with their students, but illustrated how in reality the flipped classroom approach offers more advantages for student learning and more critical roles for teachers.

Teachers' Practices in the Flipped Classroom Approach

When talking about the teachers' role in the flipped classroom approach, we should be conscious of the following characteristics:

they create an inquiry-based teaching classrooms,

they focus on including active learning components in class and transferring their lectures online, they understand their students' needs and find to what extent the students master learning their subject matter, and they manipulate their classroom to be more student-centered, interacting with their students, listening to their inputs, and offering feedback and correction.

These characteristics indicate a shift from a traditional teacher-centered classroom since teachers, within the constructivism theory, are more cooperative and interactive. Bennett et al. (2012) demonstrated the teachers' role by saying:

Practitioners...are constantly tweaking, changing, rejecting, adding to, and generally trying to improve the model through direct experience with how effective it is for kids. It's not "record your lecture once" and you're done; it's part of a comprehensive instructional model that includes direct instruction, inquiry, practice, formative and summative assessment and much more. It also allows teachers to reflect on and develop quality and engaging learning opportunities and options for internalization, creation, and application of content rather than just fluff or time filling assignments (p.1).

Bennett et al. (2012) emphasized how complicated the teachers' role is when they are required to constantly evaluate their teaching practices within the flipped classroom, conduct an inquiry into its effectiveness, and attempt to change and update it when needed. Therefore, in the flipped classroom approach, their overarching role is to guide their students' learning and take care of their questions and inputs (Baker, 2000; Bergmann & Sams, 2012; Overmyer, 2014; Wiginton, 2013).

One example that highlights how a teacher attempts to implement the flipped classroom approach is Kirch's (2012) study. She illustrated that when she used the approach in her class, she noticed how the level of her interaction with the students improved. She experienced a daily

interaction with all of her students and a daily assessment of their learning mastery of their subject matter. She was able to zoom in on her students' performance and determine to what extent they were learning and internalizing, within constant support and feedback. For her as a teacher, the flipped classroom approach provided more space and time to socialize with her students and focus on their needs and struggles. Similarly, Moore et al. (2014) stated that the flipped classroom approach helped teachers to have more interaction with their students. The outcome of implementing this approach in their study was that they were able to know every student deeply by interacting with each one of them during class periods.

Strauss's (2013) study showed how the flipped classroom approach helped a teacher to better teach a heavy math course. The teacher was able to cover the required content by creating videos, and lecturing and teaching math problems, each lasting for thirty minutes. Her students were able to concentrate on learning math and spend more time rewinding to parts they did not understand whereas they worked on problem-solving in class.

Students appreciated the flipped classroom approach because they understood the content better, and did not feel confused about it when compared with the traditional approach. They also reported that the flipped classroom approach lessened their anxiety and struggle with math. This study confirmed that the approach has positive benefits for students by allowing them to learn content outside of class at their ease, with no worry and pressure from their teachers, and to revisit the online sources as needed. It also allowed them to apply their learning in class, working on math problems and interjecting with their peers and teachers.

However, to successfully practice the flipped classroom approach, teachers should learn how to do so. They should participate in training workshops that allow them to understand its concept and practice with their peers. Such workshops, along with experience, would allow teachers to revisit their teaching approach, reflect on their students' needs, acquire more skills in

leading interactions with their students and creating technological tools, and implement the flipped classroom approach with a critical lens and constant review.

Bennett et al. (2012) described ideal flipped classroom teachers as those who should try to improve their approach through close observation of their experience, changing and reevaluating its effectiveness. This involves not only creating videos, but also providing direct instruction and assistance, creating active learning works for students, and using different means of formative and summative assessment. They should think about how they would use free time in class and which activities they want to plan. Therefore, the teachers following the flipped classroom approach are required to reflect on their teaching and improve its quality, looking for options and ways to help their students learn better.

Teachers should be aware of some issues when implementing the flipped classroom approach. They should know beforehand that their students may not absorb this approach easily since it requires them to do their work and follow the lecture at home. The students must come to their classroom prepared, knowing their topic in advance and writing their questions (Herreid & Schiller, 2013). This should push teachers to conceptualize how their course would work and think about how to introduce the approach to their students and receive their feedback about it. In addition, teachers should create excellent-quality videos and to ensure that they do so, they should go through specific programs to learn techniques (Herreid & Schiller, 2013).

Attempts to Implement the Flipped Classroom Approach

I demonstrate, in this section, some of the historical attempts to implement the flipped classroom approach, their success or failure, and students' reactions to them. I highlight the impact of recent technology in terms of simplifying the application of the approach.

Novak, as Rozycki (1999) and Wiginton (2013) mentioned, attempted to flip his physics class in 1960 by creating small presentations that his students were to view before their class.

However, in 1980, he began to change his teaching approach by shifting to software, providing

access not only to his presentations but also to information that would enable students to work on physics problems at home. This program is called Just-in-Time Teaching (Novak, 2006)—the students work on their assignments before class, having prior knowledge of content and being prepared to collaborate with others. Novak's line on the flipped classroom teaching approach involved more at-home assignments and active discussion during class time. In this way, the concept of flipped classroom teaching has evolved, especially with the advancement of technology.

However, Mazur (Crouch et al., 2007), in contrast to Novak, created a flipped classroom approach without technology in 1990. In his physics class, he expected his students to read their textbook beforehand and have essential information for their classroom collaborative analysis. He used this strategy to spend more time on classroom participation activities and less time on lecturing. Further, he provided in each class a keynote and short lecture, covering major required information. Mazur's approach is another example of the flipped classroom approach since he was able to transform his class from being lecture- and textbook-centered to being more engaging, with more problem activities for his students as peers to solve (Mazur & Somers, 1999). This active teaching method received positive feedback from Mazur's students in terms of exposing them to a series of problems and activities while learning from others.

The new generation of both educators and technology has helped teachers to implement the flipped classroom approach (Wiginton, 2013). There have been several advances in technology, including easy access to online video, free management system, and annotating lecture recordings used as tools to create more interactive and informative lectures. Thus, the current trend in the flipped classroom approach is to use these technologies as tools to record videos and communicate with students remotely. The teachers flip their classrooms then by using class time to respond to their students' questions about the video they have already watched and

create in-class assignments and activities for them to work on (Alvarez, 2011; Bergmann & Sams, 2012; Gannod, 2007).

Bergmann and Sams (2012) brought attention to the flipped classroom approach for a new generation of teachers by simplifying its usage and tools. For them, the flipped classroom approach involves transferring whatever has been traditionally done at home to class and whatever traditionally has been assigned in class, to the home. They affirmed that there is no unique way to implement this approach while they offered their screen-capture software as a major tool for teachers' use in creating their videos. In addition, they encouraged using social media for posting and sharing teachers' video lessons so that they may collaborate with other teachers and help them learn how to make such video tutorials.

Previous Studies on the Flipped Classroom Approach

Some studies have examined the flipped classroom model in different science and math contexts. Here, I review some major studies to see how this model has been viewed and implemented.

Lage et al. (2000) attempted to find out whether the flipped classroom approach (which is called the inverted approach in their study) helped to accommodate their students' different learning styles in their economics class. Their students read their materials before class, and if they wished, they were encouraged to watch lectures, in a PowerPoint format, recorded with teacher's explanations on videotapes. During their class time, they listened to a short lecture in which they raised their questions and then they discussed their content with each other and with their instructor, with an informal group presentation on their understanding of the day's subject at the end of class.

Lage et al. (2000) found out that most of their students were more inclined toward the flipped classroom, based on a score of 3.9 on a 5-point Likert scale. Students were motivated to learn because the techniques were suitable to their different learning styles. Lage et al. (2000)

asked about their students' attitudes towards this model of instruction and received positive responses—their students enjoyed their new way of learning via collaborative work, pushing Lage et al. (2000) to say that “students generally preferred the inverted classroom to a traditional lecture and would prefer to take future economics classes using the same format” (p.41). The flipped classroom model has been rated more positively by Lage et al.'s (2000) students.

Strayer (2007) compared a traditional learning setting with a flipped classroom setting in a statistics class. He examined the impact of using the flipped classroom model by having two samples from a statistics class. He taught the first sample traditionally and the other with the classroom model, delivering his content through videos and then having activities and group work in class. He used an online tutoring system in which his students accessed their learning material at home. He found that the flipped group favored collaborative and active learning in their class environment more than the traditional group.

However, the flipped group had some difficulty making sense of their assignments and were unclear about how their class learning activities had been processed. The students in the flipped classroom sample expressed less comfort and satisfaction with the instruction they received. They felt that they did not have chances to contact their teacher and talk with him; and at the same time they did not experience and learn new things in class beyond the videos they watched. The flipped classroom model in Strayer's (2007) study was used without more support and presence from the teacher and without creating different activities through which students could practice and deepen their understanding of statistical concepts. Strayer's (2007) study illustrates how students prefer a more active learning environment in the flipped classroom approach but with more support and direction from their teachers.

Moravec's et al. (2010) study attempted to mimic the concept of the flipped classroom approach. They designed their biology class with narrated PowerPoint videos viewed by students before class with pre-class assignments. Their goal was to help students absorb knowledge-level

material to prepare well for class and get involved in higher-level thinking and group activities. They found that the students in the experimental (flipped) group did perform better on their exams than the controlled (traditional) group.

Pierce and Fox (2012) confirmed that pharmacy students in the flipped group performed better on the course exam than those in the traditional group. In the flipped group, they viewed videos of lectures prior to class and used in-class time for guided learning inquiry on critical thinking activities. The study found that 90% of the students felt meaningful connections between the video and in-class activities and 80% found the flipped classroom approach had improved their self-efficacy and confidence. Two-thirds wanted to experience the flipped classroom approach more often in other classes. Their performance improved because they had the chance to watch the video before class and participate in interactive activities in their class.

Frydenburg (2013) sought to ascertain the impact of the flipped classroom approach and wanted to gather information technology students' attitudes toward it. The students watched videos about their lessons before class and worked on group activities in class. They also had to complete a short quiz in class, to confirm if they had watched and learned from the videos. The quiz was designed to ensure that the students were watching the videos. The study reported that the flipped classroom approach helped to establish an active learning environment as students worked on in-class activities, collaborated, and shared with the whole class how they had solved problems and applied concepts. Most students found the flipped classroom approach helpful in learning the required content and being responsible for their own learning. It also assisted them in engaging with other students and learning from them. However, the study indicated that the flipped classroom approach would work better in small classrooms, so the teacher would be able to support every student in class and facilitate their learning.

Conclusion

Given the importance and benefits of the flipped classroom model, and the lack of published research on its use in EFL classrooms in Saudi Arabia, I am interested in examining how Saudi EFL teachers think about the flipped classroom model and whether it is possible to implement it in their classrooms. I attempted here to offer a literature review that provides a more solid understanding of the flipped classroom model, outlining its major characteristics and clarifying the teachers' role; and then I aimed to gather information on teachers' voices about and experiences with it in other settings, which were mainly math and science, and whether they would notice certain outcomes from applying the flipped classroom model in their teaching. I discussed also the theory underpinning the flipped classroom model and drew a clear connection between the approach and constructivism theory, Bloom's taxonomy, and blended learning. The flipped classroom approach has been proved to have positive impacts on student learning as teachers deliver their content and lectures online, create an environment for more active learning in class, and provide constant support and feedback for their students.

Part II: Developing Pedagogy of Practice in a Saudi EFL Teacher Education Context

Through professional development workshops, I am interested in conducting training for Saudi English as a foreign language (EFL) teachers on the flipped classroom approach and examining their beliefs about this approach and whether they would be interested in implementing it. I also seek to develop a sound pedagogy of practice for the training since enactment has associated problems with complexity of practice. It is not easy for teachers to put their knowledge into action in a context in which they have no experience and are uncertain of their practice choices. Hence, in teacher education pedagogy of enactment, called rehearsal, will be used to have greater influence over teachers' practice and in examining teachers' reactions. Rehearsal will help the teachers better understand and acquire the principles of the flipped classroom model.

My overall research goal in creating rehearsal-based training for the flipped classroom approach is to explore rehearsal helps STs better understand the flipped classroom approach and overcome practice difficulties. Therefore, in this particular section, I begin with a view of teacher learning and professional development which frames the concept of rehearsal, and then talk in detail about rehearsal, its theory, and how it works.

What is Professional Development?

Professional development generally involves different methods, such as study groups, peer coaching and mentoring, and action research, aimed at improving teachers' professional growth. As defined by Fullan (1991), it incorporates both formal and informal learning experiences, starting from preservice teacher learning to retirement. Fullan (1991) stated that professional development goes beyond training to offering various strategies that help teachers gain new and advanced knowledge and develop more critical views of their own practices. In addition, Darling-Hammond (1990) defined professional development as keeping "teachers abreast of current issues in education, helps them implement innovations, and refine their practice and broaden themselves both as educators and as individuals" (p.233). Refining their practices and using more evidence-based teaching methods and strategies are what makes professional development worthwhile for teachers in the long term.

On the other hand, several researchers have identified certain features of inadequate or "traditional" professional development (Fullan & Hargreaves, 1996; Little, 1999; Randi & Zeichner, 2003). These features include the following:

- Incoherent activities,
- Not improving teacher's attitude or practices,
- Not situated within teacher's work and context,
- Not addressing teacher's beliefs and needs,

Greater focus on technical skills without reflection on pedagogical knowledge, and

Offering limited opportunities for collegial collaboration and access to scholarly resources.

These features have been criticized by researchers who have called for a rethinking of professional development (Lieberman, 1995; Sykes, 1999). Professional development should be a space in which teachers, as they do with their students, enthusiastically connect their teaching experiences with new knowledge and innovations and share their understanding and difficulties with other teachers.

What Makes Professional Development More Effective?

There have been several major, dramatic changes in professional development since both educators and researchers, upon deeper reflection, attempted to identify practices that make professional development more effective. Ball (1996) stated that effective professional development takes into account students' learning and their social and school contexts. Further: The contexts in which teachers work are believed to affect what they can do. Time, reflection, and follow-up are also thought to be important: The most effective professional model is taught to involve follow-up activities, usually in the form of long-term, support, coaching in teachers' classroom, or ongoing interactions with colleagues. (Ball, 1996).

She highlighted not only the context in which teachers work but also the need for resources and continuous activities that help them to solve their teaching problems and improve their performance.

Along with Ball's call for follow-up activities and long-term coaching, Little (1999) went further by describing more features of effective professional development. According to him, it should:

Have more collaboration among teachers and educators, with shared understanding and examination of ideas,

Have collective works on training and implementation,

Focus on problems of curriculum and instruction, and

Offer sufficient time, with constant support and coaching, for teachers to learn.

In including these professional development features, Little (1999) clearly valued collaboration among teachers and educators in every aspect of professional development, including planning, training, reflection, and outcomes. Moreover, Abdal-Haqq (1998) and Sparks and Loucks-Horsley (1990) shared similar principles of effective professional development. Both researchers stated that professional development should:

Be continuous,

Be collaborative, especially in terms of planning and designing learning activities,

Be school-embedded, within teacher and student contexts,

Focus on improving student learning, and

Involve constant coaching and training, including feedback and support.

These features ensure more engaging and successful professional development. However, Speck and Knipe (2001) emphasized that the actual needs of students should be the foundation of professional development when educators and teachers begin to design their activities. Those needs include what students are struggling with, what their problems are, and how those problems can be improved.

Speck and Knipe (2001) created a list of some components of professional development. These include focusing on improving student learning, assessing their needs and establishing goals, preparing relevant resources, and evaluating programs with identified goals. Professional development, in addition to looking at teachers' need for cooperation and coaching, must examine students' needs and help teachers reflect on them and take action.

Based on this illustration of effective professional development, it is clear that critical features and criteria may play a role in identifying those that would be more successful and beneficial for educators, teachers, and indeed students. Professional development should be ongoing, collaborative, and school-embedded, recognizing teachers' beliefs, creating coaching

and teacher-driven follow-up activities with more social and emotional support, and centering on students' needs and helping them to enhance their learning.

These features are my principles of effective professional development. They are my standards of rehearsal training sessions, which should guide me in creating and evaluating it. I plan to use these principles in designing a rehearsal, conducting it, and assessing it to offer a better space for teachers' learning.

Rehearsal

In this section, I introduce rehearsal, situating it within a theory of learning and how students in a teacher education program may accomplish more with rehearsal, referencing Bruner's (1990), Dewey's (1990), and Vygotsky's (1978) ideas.

How does learning occur through rehearsal? Learning through activity is what Bruner (1990) was referring to in his use of the Latin term *rebus*, or learning by doing something rather than thinking or talking about it. His term *rebus* refers to how things instead of words may manipulate students' activities. He asserted that instruments and tools are available that may be used by students to define their work. For examples, in their EFL class, students would use their electronic dictionary to find out whether a word is a noun or an adjective, but they conceptually are not able to define what either a noun or an adjective is. They learn how to do their activities while they conceptually do not understand those things related to them.

To learn well should involve using tools and instruments to accomplish activities but then clarifying their rationale and understanding their concepts. Students often are not aware of why they engage in their learning activities and focus on their technical aspects. They should at least be able to visualize the basic concepts of their activities and realize why they should perform them. As Vygotsky (1978) stated, learning should focus on conceptual understanding and developing higher psychological function; students should use their language not only to engage in their activity but also to decipher its meaning and impact. Such a requirement for learning

takes time—after all, through this process students reflect on and question their own thinking and actions.

Moreover, Dewey (1990) asserted that activity and reflection are required for true learning to occur:

Here is the organic relation of theory and practice: the child not simply doing things, but getting also the idea of what he does; getting from the start some intellectual conception that enters into his practice and enriches it; while every idea finds, directly or indirectly, some application in experience and has some effect upon life. This, I need hardly say, fixes the position of the ‘book’ or reading in education. Harmful as a substitute for experience, it is all-important in interpreting and expanding experience (p.85).

Dewey combined both Bruner’s and Vygotsky’s ideas of learning together. Learning occurs not just by doing as in Bruner’s theory, or only by thinking conceptually as in Vygotsky’s view, but it occurs when students have both skills. They should engage in their activity but know its reasons and reflect on them by explaining their understanding of it and its meaning to them. Such a reflection occurs throughout the activities, not only at their end.

When relating this theory of learning to rehearsal, STs should be able to practice teaching and complete their teaching activities on their own with constant support from their mentors, but at the same time they should have a chance to reflect on their learning and assign meaning to their activities. Therefore, learning within rehearsal is framed by both practical activity and reflection.

Rehearsal as a Mean of Teacher Professional Development

As the theoretical section outlines the learning theory used in rehearsal and that learners should act and reflect on their learning, rehearsal is considered a tool and form of teachers’ professional development. As I demonstrated professional development, its definition, and strategies which would make it more effective as to be used in rehearsal. This discussion should

situate rehearsal within a clear view about its important role for enhancing teachers' knowledge and practice, which have guided and directed my understanding of rehearsal and its implementation.

Rehearsal is one form of pedagogy that helps teachers to practice responses to current problems with several enactment practices, since teacher educators have called for a review of pedagogies of enactment and investigation of their optimum outcomes (Grossman & McDonald, 2008). Such pedagogies need not only provide knowledge to teachers but also equip them with opportunities to practice and learn how to act things out. Teachers' attention should be drawn to selected components of practice with repeated opportunities for practice, coupled with reflection. In "deliberate practice", teachers are engaged in repeated experiences that focus more attention on crucial aspects of practice and gradually enhance performance in response in feedback delivered from teachers and peers (Ericsson, 2002).

This idea of deliberate practice inspired Grossman et al. (2009) to propose "approximations of practice," a pedagogy of enactment in which the teacher has opportunities to practice teaching in a less complex setting that allows more reflection on practice. Rehearsal is one of the approximations of practice, described as a procedure in which teachers practice selected elements with peers and teacher educators, with a careful analysis of their practice afterward. Before talking in detail about rehearsal and how it works, it is necessary to elaborate on approximations of practice and its goals, as an umbrella theory of rehearsal.

Approximations of Practice

By definition, approximations of practice are opportunities for teachers to enact and experiment with selected practices (Grossman et al., 2009). Teachers simulate these practices through activities such as role-plays but within more comfortable conditions and feedback given by their teacher educators and their peers who take on the role of students. These approximations help teachers to face and pilot challenging components of their practices. As it is rooted in

deliberate practice, Ericsson (2002) stated that novices differ not in terms of how much time they spend on practicing, but on how they practice since novices reach a high level of learning when they focus more on challenging aspects of practice. Also, approximations help teachers not only experiment with such challenging aspects, but also identify their mistakes and how they take place and receive instructive feedback from their teacher educators about their practice.

However, approximations need to be conducted on elaborate types of practice. Writing a lesson plan, for instance, has to be more elaborate and detailed than what teachers should do in their career. By elaborating on such a task, teachers should be able to try new skills and ways of thinking and clearly share their ideas and perceptions with others. Being visible is one feature provided to teachers, so that they may receive appropriate feedback and intervention from their teacher educators.

This feature, along with other features of experimenting and elaborating, require teacher educators to overextend their instructional support and feedback. They should narrow their attention to important and challenging aspects of practice that then become second nature to them later in their career. When they experiment with writing a detailed lesson plan and identifying their flaws, they may then master it gradually until they no longer are concerned about it. Approximations have some limitations (Grossman et al., 2009). One is to narrow teachers' perspectives on practice by focusing on small segments or features. This narrowing might not help teachers to think about what the practice, as a whole, accurately entails. Within this narrow practice, approximations minimize the difficulty of the task by moving teachers to master small but fundamental details. Such a situation requires teacher educators to think about how to manipulate these approximations to be similar to actual work.

The role of teacher educators is very critical in determining the level of authenticity as well as completeness of approximations. This role includes planning, modeling, and providing feedback. The teacher educators should have knowledge of how to prioritize the acquisition of

teaching skills and when their teachers may make mistakes. They should be ready to support their teachers with feedback on their performance and their mistakes, more specifically. They should inform their teachers about the extent to which their approximations would resemble the actual work of their practice since teachers have to be aware of what their career should look like, with its various components, some of which may not be covered by the teacher educators.

Teacher educators expect their teachers to experience and learn from mistakes (Grossman et al., 2009). Approximations offer a less stressed and safer classroom in which teachers are encouraged to experiment. They prepare students for a future career, with a clear picture of their required practice and possible mistakes before students face their first real experience with uncertainty and stress. Students would gain from having such opportunities to fail in order to develop not only their knowledge but also a sense of expertise about how to deal with their mistakes. Therefore, approximations increase students' confidence by allowing them to learn from mistakes that should not be repeated later in their career.

Approximations will never replace the need for students to practice in a real setting. However, with their inauthenticity within a comfortable condition, these opportunities help students to focus on each component of their practice and ways to manage in furious and miserable situations. Its inauthenticity would also help those who play the role of students to have intellectual empathy and provide significant feedback about their feelings and experiences when acting as students. It would also allow students to retry certain elements of their practice until they feel confident about doing so in stressful situations. In the next section, I talk about rehearsal as an effective tool for improving teachers' practice.

How Rehearsal Works and Its Outcomes

Just a few studies have examined rehearsal and attempted to illustrate how it works (Ghousseini, 2009; Lampert et al., 2013). In this section, I talk about how these studies implemented rehearsal and whether there were some identifiable impacts on teacher practice.

Ghousseini's (2009) study aimed to use rehearsal to help teachers witness and investigate mathematical classroom discussions with an emphasis on discourse routines that included monitoring students' thinking about a task, discussing/negotiating with their thinking, and repeating and summarizing their ideas. The teacher educators managed to push teachers to create different ways of leading their classroom discussions and saw how their moves related to their teaching context.

In a scenario involving Ghousseini's (2009) model of rehearsal, teachers volunteered to be students and were given a script about a fictional class. This script focused on a conversation between a math teacher and her students, but the teacher's lines were erased from the dialogue. Thus, those who played the role of students knew what they would read from the script while the one who played the role of teacher had to make up her/his utterances. Since Ghousseini (2009) focused on how to lead mathematical discussions in the classroom according to suggested strategies and discourse routines, the leading teacher in the rehearsal should think about how to manage her/his directing of the classroom discussion, with a focus on discourse routines.

The rehearsal, in a fishbowl setup, lasted for ten minutes, followed by a discussion about the lead teacher's usage of discourse routines. The teacher educator focused the discussion on the lead teacher's actions that supported her/his students' learning, rather than providing direct feedback about her/his usage of discourse routines. The teacher educators invited other teachers to describe and analyze the lead teacher's actions and what had been interesting about the moves. These responses reflected teachers' knowledge gained from their teacher educators about managing classroom discussion and showed their level of understanding of discourse routines. The teacher educators identified some of the lead teacher's moves and how these moves improved student learning. Also, the lead teacher reflected on her/his work by highlighting some of her/his moves and issues that arose as a result of the rehearsal. In response to issues of concern to the lead teacher, the teacher educators collaborated with the class in thinking about possible

ways and actions to resolve these issues, examining them deeply and judging their appropriateness.

Lampert et al. (2013), compared with Ghousseini (2009), is much richer in terms of elaborating on rehearsal and describing its impacts. They used rehearsal as one component of a teacher education program designed for pre-service math teachers. Lampert et al. (2013) believed that rehearsal makes significant impacts on teachers' practice in terms of teaching them different kinds of interactions needed in ambitious teaching, as well as a model for teaching math by creating active classroom participation and interactions; but the rehearsal's advantage for teachers is based on the job of teacher educators. In their rehearsal model, a pre-service teacher conducted a teaching activity, determined already by the teacher educator, while the other teachers participated by pretending to be students. The teacher educators here played a vital role by acting like students who represented intellectual and social actions that might take place in the classroom.

The teacher had to face some instructional challenges due to, among other issues, content, interactions with students, and classroom management, whereas the teacher educators acted as a coach and simulated students. This practice helped both the lead and other teachers in examining how a teacher responds to certain issues in the classroom. The teacher educators were able to stop the action and coach the teacher when he/she engaged in certain practices in response to his/her students' actions. Also, the teacher educators could discuss with the whole class possible choices of practice that could be used based on their effectiveness. This discussion helped teachers to gain a better understanding of their knowledge and actions within a community of practice who shared the same goals, including focusing on teaching. Knowing, practicing, and learning from others' feedback make the teacher more competent.

Lampert et al. (2013) found that their rehearsal model had positive impacts on teachers' development. Their rehearsal model helped teachers work on a range of selected practices, from

routine aspects (such as where to stand) to complex aspects (such as orienting students to others' ideas). Teachers also received scaffolding from their teacher educators in learning these practices. Feedback enabled them not only to learn practices but also variations of these practices because they had to consider different students within different situations. For instance, when teachers practiced questioning their students about certain ideas, they learned different types of questions based on their situations—whether they needed to exchange ideas with their students or respond to them.

Rehearsal can be more authentic not in terms of being isomorphic with the real and stressful situation of teaching, but in terms of providing more opportunities for practice as well as to fully, if not partially, implement ambitious teaching. Rehearsal supports teachers' efforts to attend carefully to the principles of ambitious teaching—interactions with and interruptions by their teacher educators help teachers develop their sense of these principles and reconsider a wider complex set.

What is intriguing about Lampert et al.'s (2013) model of rehearsal is that offering a bridge to interaction and feedback between the teacher and the teacher educators during the rehearsal results in an almost equal portion of teachers rehearsing and interacting with teacher educators. Although these interruptions may impact the flow of the rehearsal, it also provides support as well as coaching for teachers so they have a closer approximation of ambitious teaching. Such a learning situation is better for teachers than a real teaching situation in which they are not able to focus on their practice with questions and investigations.

Another finding in Lampert's et al. (2013) study was that rehearsals assisted teachers to engage within a community of practice that shared and attempted to implement the same principles with a collective learning goal. They were able to see that these principles are standards for teaching among peers, especially when other peers are seen practicing the same underlying ideas within different activities and content. This advantage of being engaged with peers and

frequently observing how they acted on these principles was a very critical learning opportunity for teachers since it helped them to implement unconsciously the principles later in their career with expanded understanding. This exposure to their peers' performance and to teacher educators' feedback represents a hallmark of rehearsal.

Rehearsal also has had an impact on teachers' identity by helping them practice their knowledge and see its consequences (Lampert et al., 2013). When they feel that they are able to successfully establish their principles of teaching and learn from their peers' and teacher educators' feedback, they attain a high level of confidence and become able to shape their teaching identity as one who follows a certain framework. Learning, practicing, interacting, and observing are all activities of rehearsal that enable teachers to form their identity, but with extensive support from teacher educators and the use of various types of interactions, including directive and evaluative feedback, scaffolding enactment, and discussion facilitation.

Teacher educators, in Lampert's et al. (2013) study, mostly provided directive feedback that included asking teachers to do something or offer options about taking on and providing evaluative feedback, ranging from pointing to a certain classroom move to discussing teaching flow and interaction and possible pros and cons. They also scaffold enactment by taking on the role of student or teacher, allowing them to show their teachers reasonable and suggested moves and possible student performance, thereby learning to cope with different teaching scenarios. Teacher educators conduct a discussion with novices by asking several questions that reflect on some components of the teacher's practice. These forms of teacher educators' interaction are necessary to improve the learning experience of teaching.

To sum up, rehearsal has the following features:

- Teachers perform selected aspects of practices within a less stressed environment,
- Teachers have the opportunity to retry and practice more,

- Teachers feel the sense of community of practice and how other peers practice on the same aspects,
- Teachers see how these principles of teaching they practice on becomes standards of their teaching and a norm which everyone attempts to attain to it,
- Teachers have to talk to their peers and teacher educators and reflect on their teaching role,
- Teachers practice knowing, rehearsing, observing, and providing feedback,
- Teachers who perform the role of students have intellectual empathy and understand student thinking and share their feedback with others,
- Teacher educators have a critical role in determining the authenticity and completeness of their pre-service teachers' practices,
- Teacher educators should tell their teachers to what extent their rehearsal resembles their actual work in the future,
- Teacher educators can make rehearsal more authentic when they allow their teachers to practice more on aspects of their teaching career and when to initiate with them a discussion about how to improve their practices,
- Teacher educators should offer a variety of forms of supportive feedback, including directive and evaluative feedback, and
- Teacher educators should interrupt their teachers' rehearsal with feedback or wait until its end (which is less preferred).

Summary of Chapter 2

Given the importance and benefits of the flipped classroom model and rehearsal, and the lack of research on its use in EFL classrooms in Saudi Arabia, it is necessary to examine Saudi EFL teachers' thinking about the flipped classroom model and whether it is possible to implement

it in their classrooms. I am also interested in their experiences with rehearsal and whether they recommend using it in their teacher education programs.

Chapter 3

Research Methodology

This chapter describes the methodological design of the study. The purpose of the study was to examine the main question of the research, namely, “How do rehearsal sessions impact Saudi EFL student teachers’ learning-to-teach journey through the implication of flipped classroom method?” I divide this chapter into three parts. The first part shows my philosophical orientation, which shapes my research problem and methodological design. The second part focuses on the process of data collection and the research tools I developed for the study. In the third part, I discuss the data analysis process.

Part I: Building Research Methodology

In this part, I describe how the study’s methodological design best serves to answer the questions posed in the study. Alongside, I will elaborate on how my philosophical orientations shape my inquiry.

Philosophical Background:

- In Search of a Paradigm: A Journey into Self-consciousness

I have been deeply influenced through my learning experience in school and undergraduate study by the view of knowledge as a purely divine and holy existence. Making my way to graduate school was triggered by an intriguing personal inquiry which led me to think about my identity after abandoning my previous fixed way of thinking. I was hesitant to examine different “foreign” philosophies as some are considered taboo in my culture. Growing up in a conservative family, I do not remember how many times I confronted my family with a

disagreement regarding the books I read, the way I dress, my change from university major in Islamic studies to foreign languages and translation and many other instances. The society around me promoted a certain ideology in support of a specific Islamic party's beliefs through school curriculum and media. I would not be exaggerating to say that even academic research before it is submitted must be approved by "ideological committee" –the committee responsible for revising the research to ensure a researcher does not dispute the dominant ideology of the university. Some research can be entirely rejected.

Living at a distance from that culture that had surrounded me has helped me to develop an "internal observer" personality as Vadim Zeland (2017) explains in his theory of "Reality Transferring"; developing the internal observer personality permits you to keep an eye on your relationship with what surrounds you or what you attach yourself to, and when realizing it from within yourself, you start little by little to change your view and relationship with things in your environment. Gradually, you start to rethink the relationship between your beliefs and yourself. Consequently, your feelings and thoughts change as an outcome of such a new relationship with the self. As a result, elevation in your consciousness happens. Zeland afforded me a great realization into who I am and I became a profound "surfer" in his distinguished theory of "reality".

Trying to analyze different research articles -mostly in Arabic journals- let me realize that there are some roots for research paradigms that are hidden and always included unconsciously within the discussion of hypothesis. I spent much time reading through original works, looking for my own "variant of reality" as Zeland (2017) explains: "[The] ability to choose freely your variant of reality comes by establishing conscious control over one's intentions and attitude to the world" (p.70). I started questioning what "knowledge" means to me. And here my journey toward pragmatism continues –I cannot say it *begins* since I believe philosophical orientation is rooted

within us and we try to figure it out as we learn. Reading John Dewey (1929) prompted a significant transition that took me to a new level of awareness and perspective towards the evolving world around me. Dewey (1929) sees knowledge and action as united and unbreakable structures that interact in an ongoing circle: “The theme, however, is the relation of knowledge and action; the final import of the conclusions as to knowledge resides in the changed idea it enforces into action” (p.245).

Research Methodology: Taking a Qualitative Stand

Studying the experience of EFL female student teachers (STs) in Saudi Arabia -as I reflect on in the first chapter- is not an easy task. Examining the literature on EFL preservice teachers’ professorial preparation in the Saudi context, I find the number of studies are quite limited and do not go further than establishing policy papers that introduce suggested models for developing preservice teachers’ preparation programs such as (Al-Seghayer, 2014; Alhazmi, 2003). Otherwise, the reminder of studies are categorized as quantitative studies examine and analyze current EFL pre-service teachers’ preparation programs such as (Alshuaifan, 2009; Zohairy, 2012). The majority focus on Saudi EFL preservice teachers’ post-study evaluation of teaching methodology courses at their university and suggest possible ways to develop the structure of the study plan for the EFL major at Saudi universities. The importance of practicum experience for the EFL college student cannot be underestimated, although few studies shed the light on Saudi EFL student teachers’ learning to teach—and more specifically female EFL STs. Without a doubt, the professional preparation of EFL student teachers can be best observed through the performance of EFL student teachers during practicum –as the final outcome at the final stage of their program.

EFL teaching in the Saudi context is a controversial topic not only on the academic level but also as a subject of public debate. The preparation of EFL student teachers has been

questioned specifically in comparison to any other teachers' preparation of any other field. The huge transformation for the globalization of Saudi education has seen a push for the shift of Saudi universities official language of teaching from Arabic to English (Al-Seghayer, 2014). This movement necessitates questions raised by both Saudi society and academia concerning the efficiency of EFL teacher preparation. Recent results by the Tatweer project –the local project established in 2012 to manage the responsibilities of educational reform in Saudi Arabia- shows that EFL teaching in Saudi Arabia is struggling to meet required standards. Tatweer highlights EFL Saudi STs as one high-priority focus for the Educational Reform Project in coming years (Mitchell and Alfuraih, 2017).

My orientation toward qualitative methodology has developed since joining the doctoral program at PSU. My master thesis –which I completed during my graduate studies back home at Imam University- was a purely quantitative study titled: “The Effectiveness of Flipped Classroom Strategy on EFL Learners' Achievement and Attitude toward Classroom Environment.” I engaged in a four-month experiment during the spring of 2014 which concluded with a chapter of precise results, full of statistics indicating the relation between the different factors. Many reflections, field observations and unanswered questions were left uninvestigated. Essentially, I was not expected to think critically. I felt unsatisfied that I missed the full picture, scope and implications of my research; the stories that go deeper and that beg further study.

A qualitative methodology offers a unique aspect to my research problem and strength to research findings a quantitative method cannot supply. More specifically, qualitative methodology in studying student teachers affords ample opportunity to present the voice of my research participants and allows me to capture the complexity of Female EFL teachers' practicum experience in Saudi Arabia. I have developed a great appreciation for qualitative research since becoming more interested in the EFL student teachers' journey through learning to teach. I

previously could not see the problems in my research nor question the research from different perspectives. Corbin and Strauss (2008) stress the uniqueness of such a commitment to qualitative methodology: “Committed qualitative researchers tend to frame their research questions in such a way that the only manner in which they can be answered is through qualitative research” (p.10).

Building My Research Problem Through “Grounded Theory”

The field of teacher education is still considered as a subfield with no specific relation to one major field nor a leading theory. Grossman and McDonald (2008) argue that research on teacher education, though it has obvious roots in the research of teaching, remains in its adolescent stage: “...research in teacher education has developed in curious isolation both from mainstream research on teaching and from research on higher education and professional education more generally” (p.185). Moreover, the absence of a leading theoretical framework regarding teaching affects not only the field of teaching but also that of teacher education, as Lortie (1975) argued over 40 years ago, and the case remains the same until now.

I approach my research, therefore, in a field that lacks guidance or a starting point. More specifically, the field lacks dominant modals in student teachers’ professional education. However, I find embracing a grounded theory method gives me freedom to understand and interact thoroughly with the research data and a chance to add to the existent literature on EFL student teachers’ professional preparation. On the other hand, the absence of quantitative studies on the Saudi context beg a movement toward educational quantitative studies approved and funded by the Saudi Ministry of Education.

Adapting GT as my research method stems from my interest in an interpretive theoretical framework, where no absolute truth exists. It is a belief within an interpretivist paradigm that there are variant points of view and the way to attain knowledge is through exploring such

opinions. Patton (2015) rationalizes that the interpretive researcher is a part of the research and embraces a subjective stance, where she declares her idea and motives “value laden”. Employing qualitative methodology, the interpretivist studies the phenomena in its environment from the participants’ interpretation through repetition and comparison. Taking the pragmatic stand side-by-side with that of the interpretivist in my inquiry generated from my deep belief in the power of self-reflection in studying the phenomena which is a part of this world. Corbin and Strauss (2008) introduced their own unique and different version of grounded theory to explain how the researcher’s reflection plays a vital role, and emphasized “the importance of self-reflection both in its relation to what reality “is” and to its role in “knowing” it. As is apparent to you, action and interaction are crucial to Pragmatists' and our own conceptions of the world and knowledge” (p.6).

Another reason for choosing grounded theory to build my research methodology is the sense of creativity that the researcher is given, going beyond literature and playing a very important role in the GT method. I always thought that being structured by literature prevents the researcher from being open to data she encounters.

Grounded Theory Method: Brief Background

Charmaz (2006) defines grounded theory, writing, “What are grounded theory methods? Stated simply, grounded theory methods consist of systematic, yet flexible guidelines for collecting and analyzing qualitative data to construct theories 'grounded' in the data themselves” (p.2).

Grounded theory was first created by Glaser and Strauss in 1967, and was then developed and expanded subsequently (Corbin and Strauss, 2008). Since then, grounded theory has been developed by different schools, which led to different methodologies within one specific research

method; the Grounded Theory, or GT. Each researcher adopting GT becomes attached to the philosophical orientation s/he comes from. The split between Glaser and Strauss themselves, the two originators of GT, brought different views of GT to the field and two fundamentally different ways of implementing GT; the Glaserian school, 1992 and the Straussian school, 1990 (Jones and Alony, 2011).

There are also different versions of GT by Clarke (2005) based on a postmodernist paradigm and by Charmaz (2006) based on a post-constructivist paradigm. A modified version of Straussian GT appeared with a unique incorporation with Corbin in 1990 who took the Straussian GT to a new level. It was derived from Dewey's pragmatist stance (Corbin and Strauss, 2008). These different views of GT however, come from various theoretical stances, they share the same and most common feature of qualitative research by which the researcher is given the freedom to peruse the data in areas that interests them. Grounded theory give a bonus distinctive feature of "guidelines" with which the researcher, according to Charmaz (2006), is given explicit guidelines to study data in a way that fulfills the desire toward qualitative research.

Sensitivity as a Touchstone in My Research

Grounded theory does not neglect the theoretical background that the researcher brings to the study. In contrast, grounded theory opposes the notion of objectivity and tends to develop the researcher's sense of "sensitivity" as Corbin and Strauss (2008) stress: "Data collection and analysis have traditionally called for "objectivity." But today we all know that objectivity in qualitative research is a myth" (p.14). Corbin and Strauss define sensitivity as "having insight, being tuned in to, being able to pick up on relevant issues, events, and happenings in data. It means being able to present the view of participants and taking the role of the other through immersion in data" (p.14).

During the course of developing my research, I went through a hard time that affected my life in every aspect. I became unwillingly disconnected to the outer world. After a period full of struggle and fear, I felt I did not belong to anybody nor any place. I sat down with my head tucked between knees in an empty and spacious room at my parents' home with tons of boxes packed with my belongings. I was staring at nothing, and at that moment I felt such deep power coming from inside myself while emptying my stuff from those boxes. I felt somehow that I had everything for the first time. I was aware of all of the difficulty I had experienced, yet a shade of calm inhabited me and soothed me entirely. My professor, Anne, emailed me once as a response to my message about whom my research methodology affected by my personal experience. She wrote, "It's my firm belief that our research and work lives are happening WITHIN our lives." I cannot agree more, and I started to realize that everything around me is part of my life in a different manner. Stories and messages exist around me – they were here earlier, but the noise was too loud so I could not feel or hear. I understand through studying GT, the sense of "sensitivity" to data; being able to remove any walls –the theoretical framework- and engage with the data with an open mind. Embracing the Strauss and Corbin (2006) method of grounded theory, I started carrying on my research and moving to data collection. Strauss and Corbin (2008) explain sensitivity as:

Sensitivity stands in contrast to objectivity. It requires that a researcher put him- or herself into the research. Sensitivity means having insight, being tuned in to, being able to pick up on relevant issues, events, and happenings in data. It means being able to present the view of participants and taking the role of the other through immersion in data (p.16).

Being sensitive to incidents I face while working in the field does not only help me to understand the data and generate concepts while analyzing, but also helps in validating my data

by not allowing my immersion in data nor my professional experience to prevent me from seeing the actual meaning of data (see validity section of this paper). The researcher's deep engagement in data or how much background she has does not prevent her from keeping an "open mind" and being sensitive to data without hurting analysis, as Dey (1993) asserts.

Limitations of the Study

- Learning to teach in the EFL context, I believe, is a more challenging experience than in other fields of practice since EFL STs encounter their linguistic and teaching practice difficulties side by side. Through my study, I aimed to address this issue, and it remains an intriguing inquiry of mine, though during the implantation of the study I did not encounter sufficient incidence to allow me to develop a realization of the issue. Teaching high school EFL students in Saudi Arabia is considered a beginner English language forum, in comparison with other TESOL contexts. Thus, STs do not encounter difficulties inside the classroom regarding their English language proficiency, though some STs struggle greatly with their linguistic competence which does effect the professional development of their learning to teach. I recognize that if my study were applied in an EFL context within a more advanced English language-learner level, there might be more interesting results regarding STs' improvement and their linguistic competence and in their investment in rehearsal sessions for the benefit of their English language skills.

- In the teacher education program implemented in my study, STs are not all prepared to be EFL teachers when they graduate, nor do they all choose to do practicum. Instead, practicum is a graduation requirement for all students who enroll in the English language and translation department –some are majors in translation and others in English literature. Thus, during the application of the study's intervention, they were not all on the same level of enthusiasm about improving their teaching skills or widening their teaching knowledge. However, these cases helped in providing data variations while developing the study concepts.

- Cooperating teachers had absolutely no role during the implementation of rehearsal sessions. I was hoping for their participation in these sessions and for them to provide helpful feedback for STs' performance. If they had been a part of these sessions, I believe, many data would have developed from their involvement. Moreover, I hoped that they would participate so I could examine how scaffolding STs learning-to-teach experience might impact their own practice. I think if such a study were able to involve both TEs and cooperating teachers in STs' practicum, important issues that add to the field of teacher education would be generated.

Part II: Data Collection

- **Research Population:** My study took place in the Department of English Language and Translation at Imam university. The research population consisted of female Saudi cohort students who are in their last level –level eight. They completed the department's course load and expected to fulfil their graduation requirements practicum experience and work on their translation projects in the last level of their study. Practicum requires them to take the role of the EFL teacher at a public school in Riyadh for 12 weeks \ four days a week. Their role includes teaching one class the EFL subject, teaching four classroom meetings, designing outside-the-curriculum activities to their specific classes to improve their students' English language, and interact actively with their teacher educator (TE) during the supervision process. The following chart shows the school distribution for second semester, 2017:

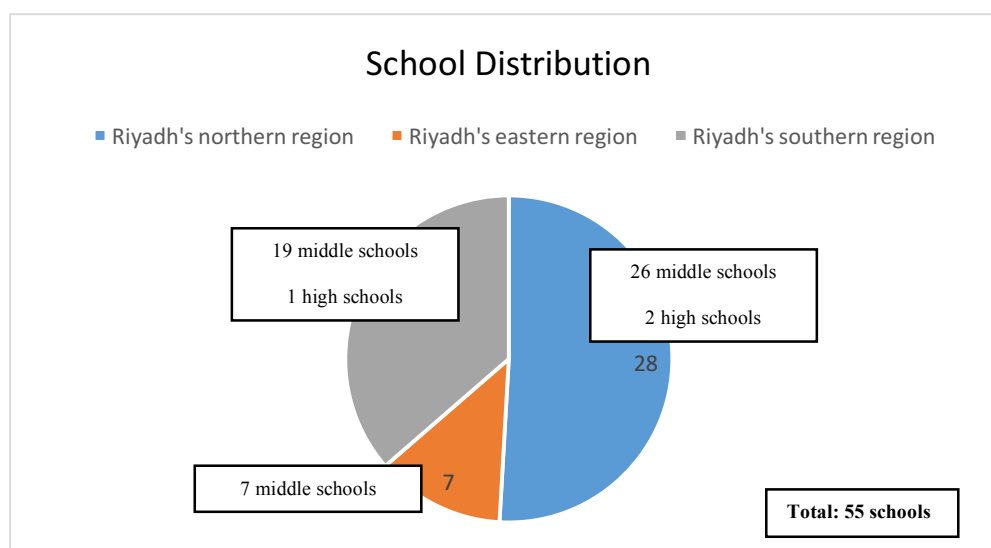


Figure 3.1: The School Distribution for The Second Semester, 2017

The number of STs among schools is approximately 174. The following table summarizes the distribution for STs among previous schools:

Table 3.1

The Distribution of STs Among Schools

Region	Number of STs	Percentage
Riyadh's northern region	89	51%
Riyadh's eastern region	61	36%
Riyadh's southern region	24	13%
Total	174	100%

After attaining the official approval in the fall of 2016 to apply for my research intervention and data collection during Spring 2017, I announced my research project with the

support of the English Language and Translation Department (EL & T). Students who intend to graduate were welcomed to enroll selectively in the research project by registering their names with the practicum office and signing the consent form (see appendix B), which provides a brief description of the research process and their expected duties. It was clarified to students that there are no extra benefits by their agreements to participate in the research (such as extra marks, recommendation letters or amounts of money). Surprisingly, 53 students (around 30% of total population) signed their names to the project. Although the EL & T Department gave me the freedom to choose STs randomly, I felt research ethics required me to inform my participants earlier, giving them the right to choose. Moreover, I believe the number of STs who signed is indicative of the STs attitudes toward teaching and readiness for professional development practice. The selection for participants was made according to a number of considerations as discussed in the following section, although they all had the opportunity to attend a “Flip your EFL Class” workshop designed by the researcher for the purpose of the study.

Research Participants: the participants of my study were three groups of Saudi EFL female student teachers. Each group consisted of four student teachers, assigned to three different schools. In addition, there was a teacher educator (TE) for each group, including this researcher in one of the groups. There were a number of considerations in the selection of research participants:

The research population was 55 public schools (3 high schools and 52 middle schools), I purposefully chose to focus on the three high schools because, as I discussed in chapter two, the Flipped Classroom strategy has proven better applied to high school students, specifically in the EFL context.

Selection was made from a total of 174 EFL student teachers (2-4 student teachers in each school). For my research, I selected 12 student teachers –a group of four students in each high school. The rest of 55 schools have an inconsistent number of student teachers – some

schools have three student teachers and some have only one or two. Groups of four and more are more likely to interact and collaborate during rehearsal sessions and during the practicum experience than groups with fewer participants.

There were just three faculty members at Imam University specializing in teacher education in EFL. As discussed earlier in chapter one, there is no agreement upon the qualification of EFL student teacher-mentors in Saudi education. It is commonly believed that any faculty who teaches in the English language department could mentor EFL student teachers. The following table shows the specialty of faculty members who served as EFL teacher educators during 2016-2017 academic year:

Table 3.2

The Specialty of EFL TEs During 2016-2017 Academic Year

Faculty member' academic path	Number of TEs
English language Literature	15
Translation	25
Linguistics *	7
Curriculum and Instruction	3
Others (Teaching assistants) **	5

* Not all linguistic faculty members specialize in the area of TESL\TEFL. Some are affiliated with specialties that do not have direct relation with English language teaching, such as the history of language, sociology, cognitive linguistics, etc.

** Teaching assistants are students who recently completed their bachelor degrees from the same English Language and Translation department, have not started their graduate study yet nor taught college level courses.

As a research site observer, I could not manage to attend more than three schools during the weekdays. I spent the first two days of each week working with my assigned group, mentoring my students. We also spent a day practicing rehearsal-based training sessions, and I attended student teachers' actual classroom practice, in addition to reflection sessions and post-

teaching conferences. The rest of the week was divided between the other two groups, working with my colleagues –the TE’s from the other groups- attending rehearsal sessions, and STs’ actual classroom practice.

The following chart shows the distribution of the research participants between the three groups. All the three schools are located in Riyadh city –the capital of Saudi Arabia. The real names of STs and their TEs have been substituted by pseudonyms to assure anonymity.

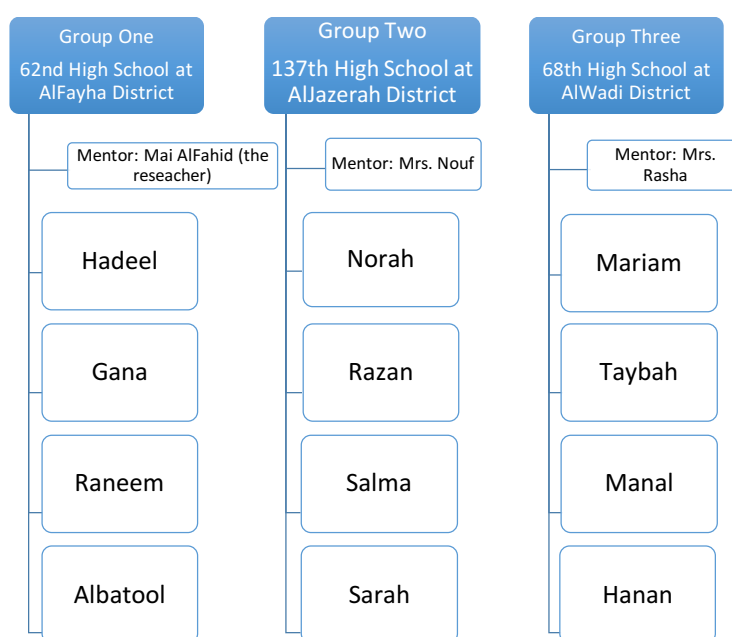


Figure 3.2: Research Participants

- Sources of Data: I used variant tools for my data collection, trying to get the most of being immersed in the field, as Patton (2002) suggests, “Creative fieldwork means using every part of oneself to experience and understand what is happening. Creative insights come from being directly involved in the setting being studied” (p.302). The purpose behind data collection for the current study is not the detection of frequencies of present incidents, since it is not my intention to quantify data. Rather, the study seeks interpretations that incorporate the participants’, co-

analysts' and researcher. The following research tools are organized according their occurrence in the study:

1- Observations

Corbin and Strauss (2008) stress that, "Observations put researchers right where the action is, in a place where they can see what is going on" (p.12). Cooper and Schindler (2001) add that observations enable the researcher to look in depth for everyday practices that may go unnoticed or be taken for granted (374). Observation helps to capture the complexity of the study's intervention and enables me to understand the field being studied in order to present data as they appear in their natural setting. Morrison (1993) differentiates between different observation settings depending on where data are collected; this study's setting is considered an "interactional setting" (p.80) where the researcher gathers data from the different interactions between groups of individuals (intentional and unintentional, planned and unplanned, verbal and nonverbal, formal and informal, etc.) that take place at the research site.

- Observation method: I adopted a semi-structured observation technique as Cohen, Manion and Morrison (2013) define as, "[having] an agenda of issues but will gather data to illuminate these issues in a far less predetermined or systematic manner" (p.397). Fitting the purposes of my study, I planned observations according the three dimensions stated by Cooper and Schindler (2001). First, it is a "direct observation" where the researcher (the main observer) and co-observers are present due to the inconvenience of videotaping in a female Saudi context, and as the nature of the study requires me to interact with participants during rehearsal sessions and post-reflection. Second, in terms of "the presence of the observer", my role as an observer is known to participants' as an overt researcher, in addition to other roles taken by the researcher as TE and as co-teacher. During the data collection process, I am required to cross-examine observers' interpretations with participants'. Third, in terms of the role of the observer in the

study, the researcher here serves as “observer-as-participant”, which means that while I am known to participants as a researcher and observer, I do not take a step back and observe them but become immersed in the social experience of participant. Besides interacting with participants, I document and reflect with them on occurring incidents for research purposes. Taking the role of “observer-as-participant”, makes me closer to participants and observed incidents and enables me to take an active role, adding to the research as the participants do. However, I work hand-in-hand with co-observers who take a “complete observer” role to validate observations and provide an extra layer of interpretations while the researcher takes an active role with participants along with her observation during rehearsal sessions or actual classroom teaching.

- Levels of observations: adopting an observation method in my study focuses attention on the environment in which it takes place and from a wider all-inclusive view. The STs’ experience is richer than any other regular teaching experience for it is full of multiple interactions, incidents and intensive professional development within a limited time. I draw three main levels of observation to guide me through the study:

1- Rehearsal-based sessions: During these weekly sessions, I observed STs’ performance, readiness, the type of questions they asked and their comments and suggestions on the ST who was performing, and the roles STs take when they perform or attend to their peers. What was the nature of interactions (verbal and non-verbal, intentional and unintentional, planned and unplanned, etc.), ST to ST, ST to TE, TE to STs, and observer with STs and TEs? The observer also paid close attention to group post-reflection.

2- Actual classroom teaching practice: When STs teach in the classroom after rehearsal-based sessions, observations play a very important role in connecting their performance to what occurs during rehearsals. How do STs carry on their lessons and adopt to the real-life setting? What are

the types of interactions occurring between STs and their students? How do STs reflect on their teaching practices afterward?

3- General field observations: The researcher goes beyond the previous two more structured settings to look into the social environment of participants, searching for more interpretations that can guide data analysis. I consider STs and TEs communication outside official settings, school environment, communications occurring between STs, school, and students outside the classroom, outside school communication regarding practicum through emails, WhatsApp (documented for research purposes), university meetings, STs' portfolios, peer-observation sheets, formative and final evaluation sheets and any other factors that enable me to open a window to interpretation of incidents.

- Observation process: To collect information from the field, I teamed with two co-observers, and attended to the specific group with one of my co-observers every day. This helped me generate more reliable data and ensure that both observers cooperated to capture all three levels of the field. Co-observers attended all rehearsal sessions and STs actual classroom teaching practice with me for the whole study's intervention period (12 weeks of school teaching practicum, most of the spring 2017 semester). Cohen et al. (2013) confirms that it is important in observational studies to stay with participants for a substantial amount of time to avoid the "reactivity effect" (p.404), namely, the effect of the researcher on participants. It is also important when observing interactions in the research setting for the purpose of developing interpretation, as was the case in my study, to spend significant time immersed in EFL STs' practicum experience in order to reach interpretations and pave the way for development of a practical theory emerged from lived experience. The other parts of the field, as mentioned in level 3, are captured with other observation data in the field notes and will be expanded upon in the next section. To establish an observation system that focuses all observers' attentions on the target activity, scenes and

incidents, I developed an “observation guideline” modified from LeCompte and Preissle (1993, 199-200). It is a form of questions that guide observers to capture the current situation through participants’ interaction and enables the observer to show their inputs and interpretations. I shared the observation guide prior to the study, during the fall of 2016, with a number of faculty members specialized in qualitative research and who have been involved in observational study in the field of teacher professional development. Their feedback on the guide, as well as that from practice use of the guide during the pilot study in a series of classroom observations, has been incorporated to produce the final version. The guide is divided into three sections according to the three levels of observation; a semi-structured section for rehearsal sessions observation, a semi-structured section for actual teaching practice, and an open observation section for general field observations. Observers attend each group two days weekly –group 2 & 3 every other week for one day.

The following table shows the schedule of observations for the three groups how I pair every day with a different co-observer:

Table 3.3*Schedule of Observations*

Week	Sunday	Sunday	Monday	Wednesday	Thursday
1	Group 1 Observer A&B	Group 1 Observer A&C	Group 3 Observer A&B	Group 2 Observer A&C	Group 2 Observer A&B
2	Group 3 Observer A&B	Group 3 Observer A&C	Group 2 Observer A&B	Group 1 Observer A&B	Group 1 Observer A&C
3	Group 1 Observer A&B	Group 1 Observer A&C	Group 3 Observer A&C	Group 2 Observer A&B	Group 2 Observer A&C
4	Group 3 Observer A&C	Group 3 Observer A&B	Group 2 Observer A&C	Group 1 Observer A&B	Group 1 Observer A&C
5	Group 1 Observer A&B	Group 1 Observer A&C	Group 3 Observer A&B	Group 2 Observer A&C	Group 2 Observer A&B
6	Group 3 Observer A&B	Group 3 Observer A&C	Group 2 Observer A&B	Group 1 Observer A&B	Group 1 Observer A&C
7	Group 1 Observer A&B	Group 1 Observer A&C	Group 3 Observer A&C	Group 2 Observer A&B	Group 2 Observer A&C
8	Group 3 Observer A&C	Group 3 Observer A&B	Group 2 Observer A&C	Group 1 Observer A&B	Group 1 Observer A&C
9	Group 1 Observer A&B	Group 1 Observer A&C	Group 3 Observer A&B	Group 2 Observer A&C	Group 2 Observer A&B
10	Group 3 Observer A&B	Group 3 Observer A&C	Group 2 Observer A&B	Group 1 Observer A&B	Group 1 Observer A&C
11	Group 1 Observer A&B	Group 1 Observer A&C	Group 3 Observer A&C	Group 2 Observer A&B	Group 2 Observer A&C
12	Group 3 Observer A&C	Group 3 Observer A&B	Group 2 Observer A&C	Group 1 Observer A&B	Group 1 Observer A&C

* I attend to Group 1 two days a week since I play the role of their TE in addition to taking the observer role.

** I attend to Group 2 and Group 2 two days a week every other week in exchange and one day the other week. In the week I attend to any of the two groups for only one day, observers and participants gather at the end of week to have a chance for rehearsal sessions before STs teach their lessons the following weeks.

*** Both co-observers B & C attend with the researcher, observer A, all three groups by switching days every week to assure that they have equal access to participants for more reliability.

2- Researcher Field Note

Morrison (1993) suggests a generation of “thick description” as a natural result of being immersed the field during observation (p.88), a concept first developed by Greetz (1973).

Schwandt (2007) discusses “thick description” in the Dictionary of Qualitative Inquiry, writing,

...to thickly describe social action is actually to begin to interpret it by recording the circumstances, meanings, intentions, strategies, motivations, and so on that characterize a particular episode. It is this interpretive characteristic of description rather than detail per se that makes it thick (p.255).

“Thick description” in my own words, is an in-depth study of the social process and interactions in the phenomena being observed to provide descriptions that go further than a transitory description of the characteristics of the social incident taking place. “Thick” means to go beyond the frequencies to look for regularities, being an insider in description rather than an outsider and being interpretive rather than informative. The researcher should reflect on the lived phenomena based on the sensitivity she acquires, to say more than what participants talk about or nonverbally express. The researcher digs deeper to reach interpretations that the participants might not directly address, but are inferred by their actions and words. Cohen et al. (2013) states that the best way to capture such detailed contextual data is through “field notes” and they developed a two-level method for capturing observation data into researcher’s field notes. The following chart, summarizes the Cohen et al. (2013) two-level method of capturing field notes:

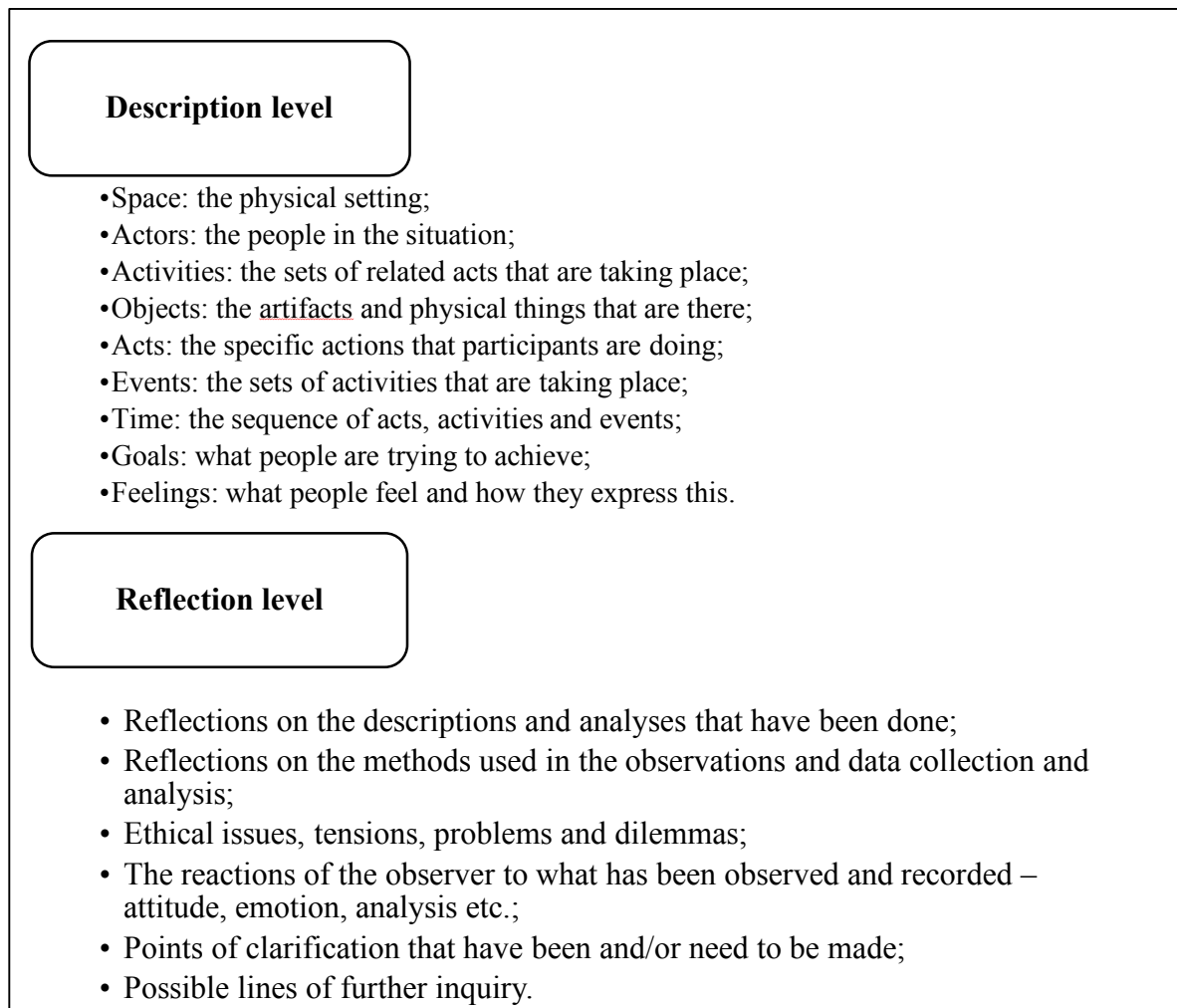


Figure 3.3: The Two Level of Capturing Field Notes

- Field note process: Field notes serve as the tool for observers to document data gathered from observations, our interpretation and “thick descriptions”. We started by “**description level**” (see previous chart) where we made in situ notes using a mix of different note styles: jottings, portraits, reconstructions of conversations, description of physical setting, transcriptions, keywords, symbols and abbreviation, ongoing notes, description of researcher’s roles and activities, report of events and participants’ interpretations, notes on pre-developed concepts and questions (LeCompte and Preissle: 1993). As soon as we finished our daily observation, we expanded these notes into a tentative ongoing report, usually before we left the research site. We

enriched reports with interpretations and analysis points in electronic format so that we could incorporate them in NVivo software (under initial observation folder) for a computer-based analysis. Next, we developed our notes to the next level: the “**reflection level**”, which I believe raises our data to criteria of “thick descriptions”. At the end of every week, we exchanged our tentative field notes by e-mails and read them. We included our reflections on these notes while reading our interpretations and highlighting emerging concepts. Afterward we met for (1.5-2 hrs.) to discuss our inputs. Afterward, I finalize our weekly descriptions, analyzing NVivo data to compare data and emerging concepts by NVivo software with those we generated from our written reflection on field notes. I kept track of analyzing the amount of data from both the software NVivo and our reflections sessions, which I audiotaped and later transcribed. I assigned a weekly note that served as a report –connecting the different parts of data and analysis in one body- to focus on the flow of pre-existing concepts, list new rising concepts, connect last week’s report with the current week’s report, link important events, state lines or quotations from the current week’s fields notes, and add new questions and points that needed further inquiry and classification. These reports guided observation for the following week and allowed me opportunity to cross-examine some interpretations with participants. However, while such reports focused our attention, I prefer to be open to new and unexpected ideas raised from the following weeks’ field experience. In these reports, we also address last weeks’ reports, so every week’s report overlaps and adds to previous reports and interpretations

Working with my co-observers during reflection sessions after the recording data on field notes helped me to develop “thick descriptions” from sharing our multiple interpretations – regarding observation level 1&2- and discussing unattended incidents by other co-observers, but captured by the main observer, such as during STs general discussion and reflection throughout the school day and other aspects of level 3 of observation. Moreover, these meetings gave me the

chance to cross-examine data, checking our interpretations through reflection on the observation process.

3- Interviews

The aim of using formal interview in my research as one of my study tools is to supplement my study with further data. As a final data collection method, interview works in conjunction with observations and field notes for these purposes:

- To enable participants to give overall evaluation that interpret their learning to teach experience during practicum from a wider prospective.
- To provide further explanations to participants' specific response, points and actions during rehearsal sessions and actual teaching practice and post-reflections.
- To investigate more deeply the concepts which were stimulated from analyzing field observations.
- To validate data and insure triangulation through comparison of my interpretation with participants' and through discussions with my co-interviewees (see triangulation part).

Although researcher field notes work side by side with field observation during the whole research intervention's period (12 weeks), interviews serve effectively as a final window into my study –looking at the whole picture with multiple interpretations at the same time. Interviews took place after the research intervention ended (after week 12th). To fit the purposes of using interviews in my study, I used a focused interview method. As Cohen et al. (2013) explains, “it focuses on a respondent's subjective responses to a known situation in which he or she has been involved and which has been analyzed by the interviewer prior to the interview” (p.356).

The process of the interview took place in the following manner:

- Pre-interview analysis: Throughout the study intervention I did multiple analysis sessions with my co-analysist –we met roughly every other week to discuss emerging concepts. We recorded emerging questions regarding these concepts, participants’ input in their written reflection, and incidents that occurred in the field. We gathered for the last time at the end of week 12 to finalize the interview guide (see appendix).
- Preparing for the interview: I reserved a meeting room at PNU library in Riyadh equipped with audio recording technology for a week. I contacted the three groups of STs with their mentor and scheduled a specific time for each group –with a total of 4 groups. I emailed all participants with the purpose of the interview and explaining what they could expect regarding the time, length and method of interviews. Meanwhile, the other interviewers and I practiced by rehearsing interview questions, techniques and timing with two groups of volunteer STs –other than the study’s sample- and a group of graduate students with temporary changes of questions since the actual interview questions are customized for our participants’ experience and related issues.
- Actual interview: We welcomed each group of STs simultaneously as a group–where the four STs in each one of the three groups attended together- and the TEs in a separate interview –with a total of 4 group interviews. While interviews were conducted, each participant was given individual time though we welcomed other colleagues to interrupt if anyone had something to share regarding the speaker’s point. The purpose of joining the STs together comes from my belief of the power of communication that occurs between different interpretations. I also wished to open extra room for more shared reflection and natural communication as we were accustomed to doing during rehearsal sessions.

I organized the interview discussion by initiating the semi-structured interview’s questions, referring to certain events that occurred during field experience and paraphrasing participants’ responses to insure I understood their interpretations correctly. Another interviewer then tried to connect interviewees’ responses, to open discussion between participants by

comparing their answers and to ask open-ended questions. The last interviewer, taking written notes, served as an observer for participants and their responses and non-verbal communication. Each group's interview took approximately 3 hours (35-45 mins for each participant) on separate days. When each group was done, we spent about an hour discussing our thoughts and observations on participant's responses and discussed what concepts we should focus on more in the coming interviews.

Following Arksey and Knight (1999) and Cohen et al. (2013) guidelines for conducting interviews (see appendix for interview guide including tips and considerations for conducting research interviews), I established with my interview team a secure atmosphere for participants by discussing each point in advance. We practiced and tested our interview skills by conducting plenty of interviews with STs during the pilot study in fall 2016 and rehearsing the final study's interview with graduate students and my field study mentor who provided valuable feedback. Moreover, taking my philosophical orientation into consideration (see Part I- toward interpretivism), I value the participants' personal thoughts and opinions greatly since these are the core of my data collection. Over the course of the practicum period and during the interviews, participants seemed to be more open and relaxed, which opened a door for me and my team to reach our personal interpretations in a judgment-free atmosphere.

- Post-interview reflection: On the fifth day, I sat down with the other two interviewers after we were done with all group interviews to reflect on what happened. I facilitated a discussion with my interview team, sharing our notes on new concepts and our observations about participants and their interpretations while responding to interview questions. We compared the new data with previous established concepts from previous field notes and observations. I wrote down any reference to a specific participant's interview or response to refer to while finalizing my interview report.

- Interview report: Having the transcribed interviews in one hand and our post-interview reflection notes in the other, I started to finalize the interview report by highlighting the important parts. I followed Hycner's (1985) detailed guidelines for analyzing and reporting interviews, which consist of 15 inclusive principles for post-interview data collection including transcriptions, validation, reporting and more detailed steps. I chose Hycner (1895) over other guidelines because it takes a phenomenological stance, which I think is the closest way to fulfill the GT method principle, in which phenomena are studied in a manner which opposes merely subjective description. Briefly, I linked our post-interview reflection with participants' responses made during interviews. I generated concepts from interviews by comparing different participants' responses and comparing them to previous developed concepts. I shared the interviews' summary and emerging concepts with participants and conducted a follow-up short interview by phone (approx. 15-20 mins) to check their final inputs about certain questions. Lastly, I finalized the interviews' report by quoting important lines and incidents in preparation for writing the analysis chapter.

- Validity

In building a research design for my study, I put validity as the number one goal for my data collecting. When developing my research tools, I implicitly considered validity issues to insure my data collection process. Cohen et al. (2013) argues that there is an ongoing disagreement among scientists about validity in qualitative research. Moreover, there is no agreement about whether the term "validity" is the appropriate term to be used here or how to define it. In qualitative research validity has a different meaning than hypotheses testing, as it connects in quantitative research.

Coming from an interpretive approach, I could not accept the notion of researcher subjectivity as a practical meaning for validity. Interpretivism, like ground theory, considers

validity in qualitative research in a disruptive way to other paradigms since they oppose the notion of researcher subjectivity. Glaser and Strauss (1967) explain validity as checking the generated interpretations from data collections with participants and against new data as the researcher proceeds. Coming from an interpretivist perspective, it is essential for me to validate my interpretations back and forth to develop sensitivity toward data and to reach true and expressive interpretations. However, Cohen et al. (2013) suggests the notion of “trustworthiness”, first developed by Lincoln and Guba in 1985, as a conventional substitute to what social studies used to call reliability and validity, and, as new categories under their term “trustworthiness” also added the terms credibility, transferability and confirmability.

In my study, I am not going to adopt a certain notion of validity or choose from different definitions since they appear to be conflicted. On the other hand, the interpretivist manner of validation may seem unsatisfactory to other audiences, so to reach a confidence level about my findings, I adopted the practical validation strategies by Creswell (2012), frequently used among qualitative researchers. Creswell (2012) suggests that using at least two strategies in any qualitative study is considerably enough to achieve valid qualitative data. The following are the strategies used in my study:

-Prolonged engagement and persistent observation in the field: I committed myself to be fully engaged in the field of study. Observing three groups of STs for the whole practicum period enabled me to see the full picture of participants’ experience and to build trust. Being with them from the beginning until the end of the school day led to deeper understanding and afforded opportunity to check for any misinformation or misinterpretation. This close and long-term interaction with study participants allowed me to decide which consistent data spoke to my question under study.

- *Triangulation*: Developing concepts from gathered interpretations in my study required me to triangulate i.e. locate interpretation and concepts from different sources of data. Researcher's field notes serve as way to relate different sources of data in one body through researcher interpretation. What concepts emerge from observations are compared against incoming data and linked to other sources of data, such as STs' weekly written reflections, TEs written weekly formative evaluation forms, STs teaching portfolios, and any other opportunity from the field talks to develop interpretation. Interviews also play an important role in the current study to triangulate interpretations observers developed from field observation. Besides varied sources of data, a second way of triangulation is through different investigators. Throughout the field observations I worked side by side with two other co-observers for the benefit of enriching interpretations and validating findings.

- *Thick description*: As discussed in the sources of data section earlier, "thick description" is considered a strategy to validate qualitative studies. I adopted the thick description method to enrich data collection and affect deep inclusive interpretations. Thick descriptions add a "trustworthiness" layer to data; through the detailed descriptions level, the researcher achieves "transferability", which enables readers to transfer information to other settings. At the reflections level, where the researcher is openly and honestly reflective about data, analyses can achieve the other aspects of trustworthiness – "credibility" and "conformability". The researcher's reflexivity lets readers maintain a sense of integrity about the author and develop awareness about how she develops insights into data. Corbin and Strauss (2008) confirm that reflexivity lets readers exclude a perspective of the researcher as biased and, rather, gain the sense that the researcher's influence helps in constructing the research and adds to the integrity of the study.

- *In member-checking*: Allowing research participants to play a major role in establishing concepts from data is the soul of the interpretive method. Creswell (2012) suggests that in order

to achieve this validation strategy, as I follow in my study, it is necessary to take a focus group of participants and ask them to reflect on the researcher's account. Creswell (2012) explains that sharing interpretations with participants does not mean asking them to go through raw data and transcriptions, but instead allow them access to preliminary analysis. I shared the final data collection reports with a group of my study participants, which I developed every week throughout the 12-week field experience. These reports consist of observers' thick descriptions from their immersion in the field experience. I provided these reports to the focus group after the field experience ended and gave them a week to read, comment, and reflect on them and then send back their feedback. I read their reflections thoroughly and met with them once to discuss some of the points they shared to allow elaboration and to cross-examine their interpretations regarding descriptions and concepts. This step helped me to debrief field notes and finalize the study's thick descriptions. In addition, it added touches to the interview structure and to the questions to be asked the week following this step. Another stage of in-member checking came after interviews were transcribed and preliminarily analyzed, and I emailed participants with the initial report. I subsequently received their responses and did follow-up interviews by phone to get their views of the written analyses and to check if any part might be missing or misinterpreted, and I did some modification according to those comments.

Part III: Data Analysis

In the following section, I elaborate on an essential part of the study, data analysis, which is considered the gateway to the study's findings and discussion. Though considered a central phase of any inquiry, data collection and analysis work side by side in alternating sequences throughout the study. Therefore, I begin this section by showing the intersections between data collection and data analysis and then present the analytical process.

- Analyzing Data for Concepts: Developing concepts from data –or what is called themes in other qualitative methods- is the essential key for the analytical process for data in GT methodology (Corbin and Strauss, 2008). Blumer (1969) writes of concepts that “they are the categories for which data are sought and in which data are grouped; they usually become the chief means for establishing relations between data; and they are the anchor points in interpretation of findings” (p.26). Corbin and Strauss (2008) differentiate between two types of concepts: lower-level concepts which provide details and point to the other type called “categories”, which are considered higher-level concepts and more explanatory and abstract. The researcher’s role is to carry on the data analysis process through continuous examination for emerging concepts through their properties; “Characteristics or components of an object, event, or action. The characteristics give specificity to and define an object, event, and/or action.”(p.12) and through their dimensions: “Variations of a property along a range” (p.12).

- Purpose of Data Analysis: Adoption of the grounded theory methodology to my study emerged from the purpose of exposing what underlies data collection and what I would like to achieve afterward. Honestly, as a qualitative researcher I could say that I do not have specific answers or certain expectations from findings. The current study looks into the real-life experience of EFL STs providing deep descriptions about their journey through learning to teach with regard to the context of the problem under study. Although “thick descriptions” could prepare data well for analysis, I considered it a tool to reach a deeper goal; building a theory out of data. The Saudi female STs experience is more problematic than any other EFL context in terms of cultural, social, educational and other aspects. I feel as TE in such a context, that I needed to study this experience with a focus on participants’ views and involve interpretations that place their personal beliefs and struggle as the basis for inquiry. Developing a middle-range theory derived from data analysis in relation to previous studies attached to ESL teachers, or

learning to teach in general, is a main trigger that underlies my data collection. A theory could understand better the complexity of such a context and be applied by TEs and practitioners in the field and similar contexts (i.e. EFL STs, in general).

- Data Analysis Process: Corbin and Strauss (2008) stress that data analysis “is a process” (p.21) from a qualitative methodology stance and more specifically from the GT method prospective. The analytical process of generating and developing concepts starts from the first piece of data which I build on throughout the course of the study. Since the early stage of inquiry during the pilot study, I started establishing concepts for my analysis. Later on, according to the GT method, the researcher compares these concepts for similarities and dissimilarities with new data to add new properties and dimensions, add new concepts or choose more suitable terms for the concepts (Corbin and Strauss, 2008). In the GT method, the researcher keeps an open mind during the whole study in looking for “feeling right” moments that she can build on, and which enable her to maintain a continuous effort to notice relevant ideas in order to develop concepts, increase her sensitivity, and validate data.

- The Use of Computer Software: Reliance on computer software for data analysis in qualitative research has become widespread (Creswell, 2012). Although I find it a common practice, I felt uncertain as to whether I could depend fully on NVivo, the program I chose initially for my data analysis, and I have had professional training on its use. Considering the advantages and disadvantages of computer- based data in qualitative research, as summarized by Newman (2009) in the following table, I cannot disregard the benefits. However, I am newly adopted to the qualitative research methodology, and I have a sense that there is a kind of barrier between me and the data while using the computer software. Both Fassinger (2005) and Newman (2008) support my view that such software breaks the intimacy between the researcher and data, especially in the case of novice qualitative researchers. Moreover, managing data in a bilingual

setting was a bit of a challenge as my research participants and I, myself, constantly added Arabic phrases or gave complete answers during interviews in Arabic. I believe, however, that their input in Arabic is valuable, as there is power in reflecting their point of view and exact feelings in the mother tongue. I will retain participants' input in Arabic without translation until I have chosen certain quotations for my analysis section.

I am a visual person –a skill I developed during my field experience- so I keep all my transcribed data printed in front of me. Using different colored highlighters, pens and sticky notes, I established a system for reading through data. I have a mind map drawn in my office at home from the beginning of my immersion in the field, and I make additions and changes to it every week after meeting with my co-analysts.

Table 3.4

A Summary of the Advantages and Disadvantages of Using Computer Software Programs in Qualitative Research (Newman, 2008) -Adapted from Creswell, 2007, pp. 165-166-

Advantages	Disadvantages
Organized file system to locate, store, and retrieve materials	Puts a machine between the researcher and the actual data.
Easy to search for text at any level (e.g., idea, statement, word, etc.)	Learning how to use a program may be challenging.
Encourages close investigation of data (e.g., line by line).	May lack features or capability that researchers need.
Enables concept mapping for visualization of relationships between codes and themes.	Categories and organization may be changed by the software user, slowing the analytic process.
Easy retrieval of memos associated with codes, themes, or documents.	Variable ease of use and accessibility.
	Costly
	Not tied to any specific qualitative methodology.

Although working with written data is preferable to me, I try to combine both type of data –written and digital, as Fassinger (2005) suggests that the researcher can use computer software

to ease storage, retrieval and research through data. An additional advantage is that NVivo works with me as a co-analysist in addition to my team –we continually check back and forth with the app –it works in a systemic way but it helps to assure the triangulation for validation purposes, as mentioned earlier.

- The Intersections between Data Collection and Data Analysis

The following table represents each phase of the timeline of study and how each phase involves both data collection and analysis. These phases are listed with brief description since data collection phases have already been explained earlier, while I elaborate on data analysis stages in the next section.

Table 3.5

The Intersections Between Data Collection and Data Analysis

Timeline	Data collection	Data analysis	Analysis method	Output
<u>Pre-inquiry stage</u> First semester (October 2016- January 2017)	<ul style="list-style-type: none"> - Pilot study interviews -Pilot study field observations -Written documents from practicum office include: ST portfolios, evaluation and observation sheets, grades, surveys. - Documenting the professional development workshop “Flip your EFL classroom” (observation, researcher notes, workshop semi-structured survey) 	Developing preliminary concepts	<ul style="list-style-type: none"> - Raising researcher sensitivity towards the problem under study. -Open coding, Highlighting the rising concepts. 	List of preliminary concepts sparked by the pilot study, which paved the way to my involvement in the field.
<u>Description stage</u> Second semester (February 2017- May 2017)	<ul style="list-style-type: none"> - Field observations for rehearsal sessions, actual classroom practices and other field interactions. - Written STs reflections and TEs written responses and feedback 	Open coding	<ul style="list-style-type: none"> Open coding with two methods: 1- NVivo software-based analysis 2- line-by-line written analysis with Post-it 	<ul style="list-style-type: none"> - Developing researcher field notes with thick descriptions. - Memo writing

	- Researcher field notes		notes	
<u>Analysis stage</u> Summer 2017-A June 2017	Interviews with study participants.	Focused coding	-Concepts development: establish well-developed concepts with detailed properties and dimensions. -Write interpretations about data -NVivo software- based coding	- Interview report* - Memo writing - Concepts trajectory
<u>Theoretical sampling stage and integration stage</u> Summer 2017-B July – August 2017	- Collect further data for concepts that need more theoretical sampling - Turn back to raw data to compare concepts against emergent data.	Theoretical sampling - Concepts Integration -core category	-Theoretical sampling -Axial coding: through comparative analysis and revising memos.	- Core category - Building storyline and diagrams to connect concepts -Writing chapter 4 (findings) and
<u>Theoretical saturation stage</u> September 2017	-Compare theory to raw data.	Theoretical saturation	-Refine theory -Validate the study theory	- develop the study's theory -Writing chapter 5 (discussion) of the study

** this table for organization of the relationship between data collection and analysis was adopted from Andrea Gorra's (2007) study with some modifications.

- Analytic Process

In this section, I take a close look into each stage of the data analysis process, and by the word “process” here I embrace the Corbin and Strauss (2008) concept of grounded theory studies, which they refer to as “analysis as a process”. Analysis as a process demands that a researcher carries the constant comparison between results and new findings into further data collections, i.e., a researcher does not wait until she finishes data collection to begin analysis. Instead, she begins reading through the first chunk of raw data she gets and starts coding concepts. As a result, she generates further related questions from her data collection and analysis, while maintaining an

objective perspective and fresh eye for new ideas and questions. Furthermore, the analytic process enables the researcher to accomplish theoretical sampling –a necessary step if the study aims for theory building, as is the case with the current study.

My study follows the analytical process outlined by Corbin and Strauss (2008), which is described systematically and in great depth in their book, “Basics of qualitative research: Techniques and procedures for developing grounded theory”. The following is a delineation of the analytical process into stages and a description of each stage as it relates to my study.

1. Description stage

In this early stage of the analysis, I began the open coding technique from the first day of data collection. I read raw data line by line, aiming to generate initial concepts and insights from the data. I thoroughly reviewed my field notes on a regular basis, open and alert to emerging concepts. I consistently asked myself questions about data I encountered and listed all emergent concepts in my field notes. This stage also involved memo writing for the purpose of describing what, more specifically, the data entailed and what incidents that occurred might offer to the study. Later, I discussed these memos with my co-observers in weekly basis meetings. We came together each weekend –over the entire field experience period- to discuss our field notes. We shared our field notes and read them prior to our meeting after which I provoked thoughtful questions about the significant concepts and asked them to elaborate on what they had written. I captured these meetings in my memos. Through such group discussion, I was able to consider occurring incidents from different perspectives and employ open coding. I benefited greatly by applying Yalom’s “here-and-now” psychological technique (2008). I trained myself to be engaged in the current moment and share my raw and honest feelings, abandoning what background I have and what future questions or fears I might have about the lived moment, without any sort of resistance to such feelings. I employed this meditation technique and it started to be reflected in my researcher personality. In addition to writing descriptive memos, I listed all

concepts, even if they were not yet developed, as an index to assure that I did not overlook any ideas. I simply divided concepts into categories of highest and lowest.

2. Analysis stage

The open coding analysis was continuously employed through the entire period of data collection from the beginning of the field experience until I finalized the interviews' data report. The analysis stages came later, in which I went beyond reading the data to be thinking about the data. The main purpose of this stage is concept development i.e., to develop focused concepts from the initial concepts coded in the previous stage. In using the term focused coding, I do not mean a shortlisting of my open coding concepts, but rather, I started to develop interpretations and insights about these concepts.

To assist me in focused coding at this stage, I employed a number of the primary analytical tools suggested by Corbin and Strauss (2008): asking questions, making comparisons (constant and theoretical comparison), drawing upon my personal experience, looking at language, looking at expressed emotions, looking for words that indicate time, looking for events or interpretations of events, looking at negative cases and playing the “what is” game with data. All these analytical tools stimulated my thinking about the various interpretations and helped me fully explore all possible dimensions and properties of concepts raised. These tools are also essential in writing thick descriptions about data. On a personal level, they help me to constantly return to data with a fresh eye and heighten my awareness of any bias or assumption interference into my analysis. Moreover, they encourage my sensitivity while generating new knowledge from the multi-layer meaning that is embedded in the data. Through this stage, focused coding guided the data collection and focused my attention while I was also involved in the field. For instance, asking questions about data led me to a number of questions to later be examined further with participants in interviews and also focused my field observations.

The analytical stage necessitated that I spend a great amount of time reflecting on data at

a deeper level, beyond merely describing what occurred. It required a great deal of moments alone thinking and reflecting on these concepts. Strauss (1987) states, “Even when a researcher is working alone on a project, he or she is engaged in continual internal dialogue” (p.110) and to capture this dialogue, this stage required me to work on memo writing and an explicated concepts trajectory.

Memo writing is the written record of analysis with interpretations that depict the product of my analysis, as Corbin and Strauss (2008) explain. What is different about memo writing here and memos in the first stage –the descriptive stage- is how they developed. Concepts became more detailed and developed in terms of their properties and dimensions. I found writing a large amount of my memos in Arabic alongside English created a better flow than sticking only to English since my typing skills in Arabic are far better, so the writing and ideas appear to be more effortless. Moreover, when generating original thoughts and interpretations about the data, one obviously has greater ability in one’s first language especially when, in many cases, the study participants expressed their points or feelings in Arabic during rehearsal sessions or interviews. Additionally, I believe that due to my academic roots in translation, I seem to be unable to the separate the two languages. In memo writing, I utilized the retrieval function of the NVivo software after I automatically generated all my memos in NVivo, to easily help me code and comment on them and also to link between different memos. Corbin and Strauss (2008) also suggest linking references and experts from raw data into memos, which I find very useful, having the benefit of computer software.

The main purpose of the second requirement, concepts trajectory, is to present each concept with greater elaboration in order to prepare concepts for the next stage. Through memo writing, concepts can be noted in different locations –scattered throughout different memos- even with the help of NVivo functions. I created what I would call “concepts trajectory” in order to

keep track of their development by listing all concepts and sub-concepts with their properties and dimensions and any relation or link to other codes. I also distinguished the concepts with quotation marks if I used the participant's words to code the concept. Corbin and Strauss (2008) call these types of codes "in-vivo codes".

3. Theoretical sampling stage

Theoretical sampling is an essential stage of data analysis, and entails collecting data based on evolving concepts derived from data or, in other words, digging into raw data for more incidents to discover relative properties and dimensions for already developed concepts. In this stage, I quietly reversed the coding method used in the previous stages, instead of coding raw data I re-examined raw data carefully to gather incidents that recount to the storyline of concepts. As the word "sampling" indicates the purpose of this method is to assure that the concepts are true to the data. It is quite similar to the concept of sampling in quantitative research, although the purpose is not randomization or representativeness as Corbin and Strauss (2008) explicate, but rather to assure that we make meaningful analysis of all data. Theoretical sampling continues until categories reach saturation, which is the last stage of the analytical process.

In many cases in the current study, theoretical sampling necessitated that I collect more data related to certain concepts, such as when I structured my interview questions to gain more insight from participants about underdeveloped concepts.

4. Integration stage

This stage focusses on connecting categories together to structure the study's concepts into one homogeneous body. The analysis technique of axial coding is used here, in which developed concepts from the previous stages are compared and related to each other with regard

to their dimensions and properties. Connecting concepts enabled me to elaborate on the relationship between them. A sub-technique is applied here -constant comparison- which entails that each incident is compared against other incidents for similarities and differences. This technique enriches each category, adds to their properties and dimensions, and produces layers of variations.

This stage also involves deciding a core or central category, which mandated that I commit to a central explanatory concept that represents the main theme of the study and to which I can relate all other concepts. My study integration is built upon different techniques suggested by Corbin and Strauss (2008): building a storyline, using diagrams, and reviewing written memos. I found using diagrams to be especially helpful in deciding the logical relationship between concepts and the central category. Diagrams let me distance myself from concepts and be all-inclusive while thinking about the integration. I used the mind-map technique since I deeply believe that the mind operates in a non-linear way, as Buzan (2013) asserts in his theory behind mind maps. I used a large white board to draw my mind maps and I added to it continually from the outset of my inquiry. I used varied colored markers to indicate links between concepts and magnets to adhere small notes. The next chapter of this study, the presentation of findings, represents the outcome of this stage, so I organized findings according to categories and their properties and dimensions since theoretical sampling in grounded theory studies evolves around concepts rather than participants or cases.

5. Theoretical saturation stage

Since the purpose of this study is theory building, concepts should reach saturation in order for my theory to be realized. Theoretical saturation entails more than the development of a list of categories, rather, it involves telling the story of these categories to delineate the study

theory. Grounded theory methodology is used mainly by researchers to generate a theory from data produced by participants. Therefore, to refine such theory, I firstly boosted any poorly developed categories by carrying out further theoretical sampling. I ensured that categories reached saturation, which meant they were well-developed in terms of their properties, dimensions and relationship to various concepts. Another essential step of theoretical saturation is looking through raw data to ensure the variation element which plays an important role in building the theoretical scheme of the study. Variation refers to examples of cases that fit or differ from developed categories when comparing my study's theoretical scheme with raw data. Finding variation is important in broadening the scope of my theory, adding complexity to it and enhancing the practicality factor. Variation can always be discovered in data even if categories are sufficiently developed, and should some variations happen to be negative cases, they could still help me evaluate my theoretical scheme against extremes cases. Corbin and Strauss (2008) do, nevertheless, reassure the researcher that real saturation will never fully occur since the researcher will continue to have insights into data even if she reaches the findings chapter of her work. However, if the categories offer considerable depth in the studied phenomena then the researcher could consider a sufficient level of theoretical saturation reached in her study.

The second step of theoretical saturation comes in review of the internal consistency. When I outlined the theoretical scheme, I validated my theory by comparing it to raw data and by presenting my theoretical outline to the study participants and capturing their feedback. In addition, I found comparing my theoretical scheme with related pre-existed theories to be an enriching step since the purpose of developing my theoretical scheme was to develop a middle-range theory, a theory that adds to existing theories in teacher-education literature. Evaluating internal consistency takes the study's theoretical scheme to a mature conclusion and shapes the discussion chapter of this study.

To conclude this section, I can confirm that there are no clear-cut lines between each of the data analysis stages. The following drawing illustrates how these analysis stages intersect with each other and with data collection in processing the study's theoretical scheme. Concept development interacts in a cumulative and beneficial manner, enriching the analysis as there are always new insights and different interpretations realized. Although the flow of the analysis moves logically from one stage to another, I did not stop, for example, writing memos even when I carried out further theoretical sampling. Moreover, this intersection helps to validate the theoretical sampling of concepts and therefore the study's theoretical scheme.

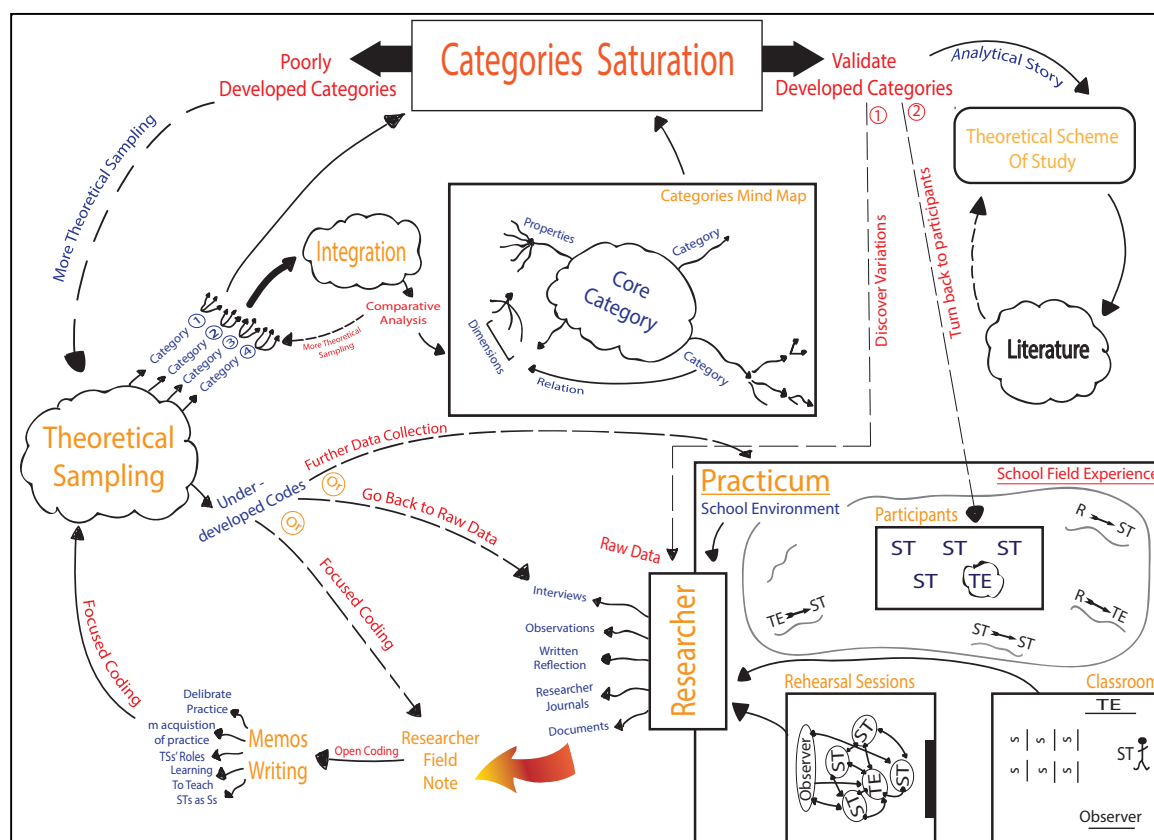


Figure 3.4: The Study Design

Chapter 4

Analysis of the Study's Findings

Introduction

The previous chapter concerning this study's analytical process explains the conceptual integration and theoretical sampling stages and presents the development of the study's conceptual categories. A discussion of the theoretical scheme of the study will follow. This study does not aim to limit the scope of its findings into developing qualitative concepts that appear significant through data analysis but, rather, to benefit from this analysis to draw the theoretical scheme of the study, which comes from data and can be applicable to the field under study. As most of grounded theory studies attempt, my goal is to construct a sub-theory or what is called a middle range theory (Corbin & Strauss, 2008) where the study tries to add and connect to what already exists in literature. Thus, during integration of categories in this chapter I will be referring to relevant theoretical frameworks from literature to pave the way for the theoretical scheme of the current study. I conclude the study's findings with a brief description of how the intersecting roles of the researcher during the implementation of the study's intervention awakened the senses of the "internal observer" and contributed to the analysis of data. Finally, I conclude with a general discussion about the study's findings.

Developing a Core Category of the Study

Development of a core category of the study is the first essential step in the analytical process of the grounded theory methodology. Since this core category will be the base of the to-be-developed theoretical framework, I waited until after the initial and focused analysis to allow all rising concepts to be seen. Throughout the concept integration and theoretical sampling, I

worked to develop a core category that speaks to all concepts and represents existing issues. The focus of this study is to examine EFL Saudi STs' learning-to-teach experiences, and the main objective of my grounded inquiry is to develop a sub-theory that can be applicable to my research context. Thus, the developed core category is: constructing a learning-through-practice model for EFL STs.

The Storyline of the Study Findings

Creating a storyline for the findings of my study is a way to integrate all the main categories and developed concepts into one cohesive body that paves the way for the theoretical scheme that is the main expected outcome from the analytical process. I divided the storyline into five sequential phases, with each phase representing a main category drawn from the study's findings. Under each phase there are concepts and sub-concepts generated by its main category. Every phase is inherently connected to the others and cannot be separated. On the contrary, they intersect and build on each other. The arrangement of the phases as it discussed here does not relate to their appearance during course of the study, but reflects the conceptual integration of concepts that took place during the analysis of data. Each phase paves the way to the next and, by the end, they outline the framework for the theoretical scheme, which is developed in the next chapter. The following is a summary of each phase with a brief description.

First phase: This phase gives a first glance at the field of Saudi ST's learning-to-teach experience during practicum in connection with prior academic preparation in college. The main category raises a call for EFL preservice teachers' professional development reform and carries with it the following concepts: the gap between ST's academic preparation and the field, ST's existing self-awareness, ST's self-doubt concerning their own efficacy, and the generally misguided image of teaching.

Second Phase: This phase advances the findings and takes the analysis closer to the field with implementation of the study's interventions. I call it "In the middle of wonderland!" and include

the following concepts: the distinction between actual teaching and rehearsal, micro-teaching vs. rehearsal, rehearsal as more complex than actual teaching, and, finally, out of the cooperating teacher's shadow.

Third phase: This phase explores the issue of practice and enactments and brings with it two concepts—"the third space" and "aha moments."

Fourth phase: "Meet me at the end of the day" sheds further light on the role of TEs while mentoring STs. It includes the two concepts of teaching delay and adoptive performance.

Fifth phase: The flipped side of flipping, this phase highlights the impact of the flipped classroom approach on STs' learning to teach through these two concepts: flipping STs' learning-to-teach experience and developing STs' agency, which carry with them the two sub-concepts of STs' decision-making skills and STs' autonomy.

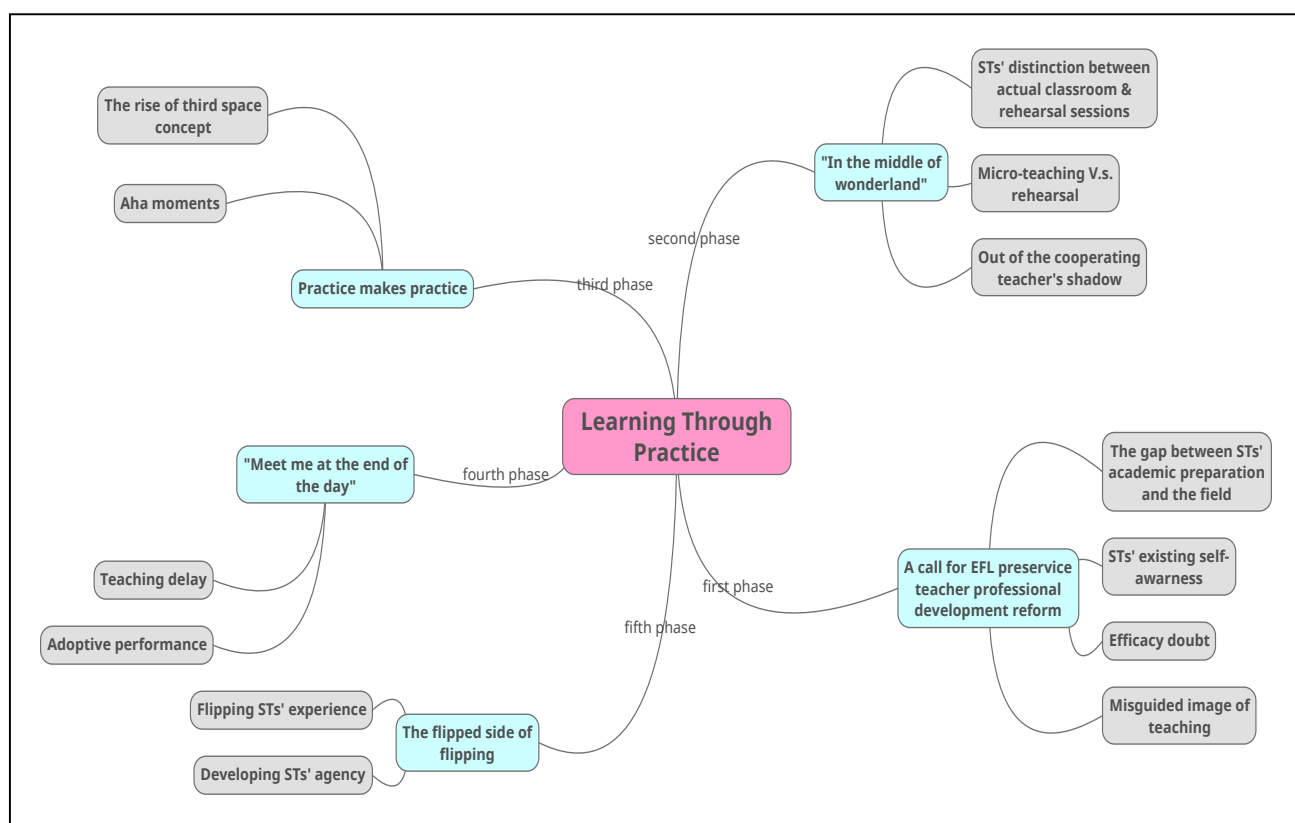


Figure 4.1: The Mind Map of The Study Findings' Storyline

First Phase: A First Step in the Field

A Call for EFL Preservice Teachers Professional Development Reform

Here I will highlight, from within the first main category; learning through practice, the emergent base concepts that arise from STs' experiences as they start into their practicum. This transition addresses many important aspects of STs' learning-to-teach journey. It serves as a gate that connects two worlds of the STs' experience: the academic or theoretical biosphere, and the field or practical biosphere. This point of the data's storyline focuses on issues of the STs' professional development preparation program that rose to the surface and attributed significantly to a stage of the lived experience of my study's participants before the research interventions, rehearsal teaching sessions and flipped classroom teaching approach, took place.

The Gap between STs' Academic Preparation and the Field

After observing Salma and her TE argue about the way she teaches new English vocabulary, I noticed that they were in disagreement. I asked Salma if she agreed with her TE's point of view and she continued:

Yes, I think so... teaching students new English vocabulary in Arabic all the time is not good for the students. I follow the cooperating teacher's way of teaching that we watched her do during the observation week. I did not think this is way of teaching is similar to what we studied in teaching methods courses.

It appears very clearly through observing STs from the very first week of their practicum that they could not relate the academic knowledge they gained from their methodology courses to what they encountered in the field regarding their teaching practice.

Hadeel, Gana, Raneem and Albatool, STs in the group that I have been working with as their TE, expressed that in many cases the techniques or teaching approaches the TEs referred to during rehearsal sessions or post-conferences are concepts they had not been made aware of in their methodology courses. At the beginning, I was skeptical that their courses did not actually

equip them with adequate knowledge they could rely on when entering the field. But I decided to consider the possibility further and tried to understand why this gap between their academic coursework and field requirements is so significant. The field requirements should not be that difficult to assess since faculty members who teach these courses are not entirely removed from the field—they serve as TEs for STs during practicum in most cases—nor are the stakeholders and the course designers at the university unaware of the EFL teacher professional preparation program needs. This questioning led me to acknowledge that there is a huge gap between academic courses and field practice, and to look further and examine where this gap is and why it exists. First, I turned back to the university to reexamine the way in which methodology courses are taught—previously in chapter one I analyzed, through the pilot study, the current practice of EFL teacher preparation in Imam University. Now, after the implementation of the study's interventions, I came loaded with questions and eagerness to find clues that could speak to my data. I attended several teaching methodology classes, analyzed the syllabi, read the textbooks, and met the students to ask them related questions. I found that the topics these courses cover focus mainly on the historical and the abstract sides of teaching EFL without connection to how to implement these in the teaching setting. The “EFL Teaching Approaches” course, for example, focuses on the historical background and the pros and cons of each approach without any link to real teaching situations, and confirms the existence of this huge gap between academia and the field. Moreover, students in these courses are not given the opportunity to observe an actual EFL class, watch videotaped lessons, or do further analysis to apply what they are learning in these courses.

During rehearsal sessions, STs with the guidance of their TEs were able in many instances to locate their teaching inquiries and make connections to knowledge gained previously from EFL teaching courses. However, from a TE's point of view, there are many disconnections to be found and STs could not frame their teaching practices on the basis of their academic

knowledge unless they were asked by their TEs. Nouf addressed the fact that during their field experience, STs do not base their practice on their academic knowledge but instead follow their own common sense:

Through many rehearsal sessions I did with my STs throughout the practicum period, I was very surprised by the number of times I found my students unable to form a link between what they studied in their EFL methods course and how they perform in their classrooms. Once, I asked a ST to change her error corrections technique. I noticed that when she rehearsed her lessons and also during her classroom teaching that I observed, she immediately corrected her students' mistakes herself. I suggested that she use more advanced techniques and explained to her that the current technique she used does not guarantee that her students realize and learn from their mistakes. I advised her to try new, more efficient, techniques that give her students extra time to think about and realize a mistake. Taybah surprised me when she asked, "What is the best error correction technique?" I replied, "The way you did correct her is one direct technique, but try to use, for example, the peer correction technique". After my conversations with Taybah and a couple of colleagues in post-conference reflection on her lesson, I realized that STs do not actually perform different teaching techniques intentionally, but follow their own common sense instead to deal with such teaching practices.

I would add that because STs were not able to justify their practice scientifically, they either taught according to what they had observed cooperating teachers do or follow their own immediate response to the situation—often in the manner they were themselves taught, or a response that is easiest and most convenient for themselves, as Nouf said, which is dependent on

their previous experience as students or on gut reactions to the situations they encounter in their teaching setting.

Going back to my research participants, I asked them for their thoughts about the current gap between the methodology courses and the teaching field. During post-interviews, participants' answers raised sub-concepts that can elucidate this problem and draw a fuller image of this concept.

STs' Existing Self-Awareness

Do STs feel that they are lacking adequate professional preparation? And do they think that their teacher education deprives them from acquiring the necessary teaching abilities to be better teachers during practicum? And do their perceptions align with my –as the researcher or as a TE-? Such questions are essential to identifying what STs think of this gap. STs appear to be self-aware of their incompetency and express their struggles with and deficiencies in teaching EFL classes. After she taught her first couple EFL classes, Norah said:

Teaching grammar is the most difficult task, I do not know what to do. Whatever I write for my students on the board, they look at me strangely as if I am writing a math problem! ...I wish that my university course at least trained me how to perform a mini grammar lesson.

Hanan commented on how she started teaching her class earlier than her colleagues, during the observation week, because her class had not had a single lesson since the beginning of the semester due to a shortage of EFL teachers at that school. She reflected on her experience:

I walked into the classroom shivering because it was the first time in my life standing in front of students. I was holding the textbook in my hand and could not take my eyes off of it. I was asking myself, "What I am going to do now?" I looked at the beginning of the unit titled, Listening Exercise. I said, "O.K. students now we are going to listen to this audio." I played the audio then start

reading the questions to the students and no one seemed to answer. I tried to translate the questions to them in Arabic but they still seemed to be totally ignorant. I realized that I was stuck and I did not know what to do next. I ended the lesson very quickly and gave them a short homework assignment.

By taking Hanan back to this first experience, I wanted to know what she realized at that moment, and to which factor she attributed this trouble. She replied:

Actually I knew this problem was going to happen because in university I did not study how to plan a complete EFL lesson...[and] I had not watched an EFL teacher teach before! I know that English skills (reading, writing, listening, and speaking) should each be taught in a specific way, but I have to learn further how to teach them in my courses. ...I feel disappointed because I have not even been taught to write a lesson plan and have the benefit of a teacher's feedback on my work ...

Through our ongoing discussions in rehearsal sessions, Hanan and most of her colleagues came to practicum with the realization that what they studied in their academic plan does not necessarily address the questions and skills needed to succeed in the field. They are aware that they are the outcome of a professional development program that did poorly to equip them with the skills required to teach.

Such realizations were also transmitted to them from their older colleagues who had experienced and finished practicum before them, as well as stories they heard in daily academic life about the struggles of STs in the field. All of this contributed to the image they developed about the student teacher's experience. This self-awareness was problematic in the experience of student teachers (TSs) and could be considered a double-edged sword. It leads STs to feel self-efficacy doubt, but could be an explanation for STs' motivation to engage actively in professional

development interventions during practicum. Both of these issues will be discussed in the following concepts.

Self-Efficacy Doubt

This concept presented from the data serves not only to highlight the main problems STs take on as they enter practicum as a result of the current gap between their academic preparation and the field. More to the point, this concept emerged as an explanation for many of the STs' interpretations and reactions in a number of incidents. To understand the STs reasons for constructed beliefs they carry on with them as they come to practicum, it was essential to develop an understanding of their self-awareness and add thick descriptions to my analysis, which would help me locate STs' self-efficacy doubt and its reflection on their learning to teach.

STs attribute this self-efficacy doubt as a defining factor in both their reluctance to teach as well as a sense of their own generosity in taking on their classes and teaching. After the first two weeks of practicum and after observing many of the school's cooperating teachers during their class sessions, STs are expected to be quietly prepared to step into their own classrooms. However, some STs contacted me and explained that they felt extremely unprepared to teach their assigned classes. I met with my STs to understand their situations and to try to help them overcome this obstacle. Sarah told me in such a meeting, "I feel I cannot do it. Students will notice the difference between me and their actual teacher. Maybe I should take an extra week to do more observation before I start teaching them." I discussed with them their teaching plans for the coming week and tried to suggest ways to help them get acquainted with their students, the classroom teaching and the curriculum they will be responsible for until the end of the semester. We sat together and I encouraged them to participate in a brain-storming task for ice breaker and warm-up activities to do with their students. I realized from STs' discussions during these meetings that they had a confused image of what teaching and the EFL teacher's role is. I

suggested different examples of English language games for beginners that they could perform with their students, and I could see their reluctance in their reactions. STs appeared to be too worried that these sorts of activities could delay the curriculum's distribution plan or, in other words, be "unrelated" to the curriculum. Mariam commented, "I am afraid that doing such unrelated activities would get me behind in my lessons. I am worried about the time that these games would take and I am really struggling with how to handle my class time." Mariam's argument raised very interesting questions that I would certainly strive to investigate. What is the image of EFL teaching that these STs seem to carry with them as they arrive to practicum? And what contributes to the development of this image? Consequently, these questions segue to the following concept.

Not only do STs doubt their ability to teach but they also express their doubt about their own English proficiency level and how this weakness does not put them in a position to teach this subject. Razan explains this profound sense of self-doubt:

I am afraid of making any language mistakes in front of the students... I am not as fluent as a native speaker, I cannot teach them the lesson while I cannot speak the language fluently myself... I am so terrified that I will make pronunciation mistakes or will not understand the meaning of new words. I saw the cooperating teacher we were observing make horrible mistakes like this and I am afraid to do the same...

STs' insecurities about their English language proficiency level contribute to the sense of unreadiness and incapacity to teach the English language. I would agree with STs that speakers of English as a second language are not going to be as fluent as native speakers but this does not mean that a second language speaker cannot be an excellent EFL teacher. Lacking any true evidence of the STs' English language proficiency since they come to practicum without undergoing any professional English test, we cannot determine the STs' English language proficiency level. As

part of the professional teacher preparation program we could offer more opportunity for language practice and scaffold them to improve their linguistic skills as they progress in their learning-to-teach journey.

Misguided Image of Teaching

To understand more about the STs' developed and developing thoughts and ideas about teaching as they reach this stage, I asked STs to do a brief reflective task. I asked STs to write a reflective piece for this question:

Imagine you are back in middle school now and you have the chance to talk with your English language teacher. What would you like to explain to her about how she should teach you English? What are you going to tell her and why?

(Elaborate)

Through this indirect task, I hoped to take STs' memories back to a time when they encountered English as a subject for the first time. I wanted to know about what historical background and personal experience had shaped their image of teaching. Asking STs to evaluate their EFL teachers would possibly focus STs' writing more on an analytical rather than descriptive level and allow me to examine their thoughts regarding their image and preconceptions about teaching.

Reading STs reflections and checking their interpretations during post-interviews, uncovered very challenging aspects of the images they carry with them and that contribute to the constructed image they have about themselves, too. First, STs' ideas of teaching seem to evolve around the technical and social aspects of teaching. STs think of teaching in term of "logistics," teaching load, and students' tasks and duties. In her description of her own EFL teacher, Manal expressed such ideas:

There is that one teacher who taught me English during my study in the middle school. She was good, but not good enough. She never came to class on time and missed a lot of classes. She did not give many quizzes to check our understanding, because we did not study many lessons from the textbook. When the final exam approached, she gave us a couple of pages to study from. She told us to study hard and that the test was going to be multiple choice questions from these grammar topics. The EFL test terrified me and my friends more than those of other subjects since it was our first year in middle school... My teacher always appeared unorganized and was lazy in correcting our mid-terms. We never knew about our grades, so when we reached the final exam we were scared because we might fail the course. My family let me study with a tutor the week before the exam. I always got a D or C grade in this subject.

STs' reflections and responses were not the only evidence of such images of teaching as being oriented toward class management and the teacher's authority over students' behavior. During observation weeks, STs focused their attention on these aspects of teaching over other subject-related aspects such teaching techniques and activities and dealing with learners' problems regarding language learning. As a result, STs viewed teaching as a burden and a job requiring a massive amount of work and dedication beyond class time, and responsibility toward student behavior during class time, which is, to some extent, true but not the whole or necessary reality. Their limited focus on the hectic aspects of teaching contributes to their self-doubt, discussed earlier, as they start teaching their own classes and take on the role of a cooperating teacher.

Secondly, STs' images of teaching seem to be teacher-centered. STs find difficulty in their attempt to adjust their inherited and rooted understanding of teaching when facing an educational field with a new school atmosphere, one which demands a student-centered learning

approach. Manal stated in her reflection on her own middle-school EFL teacher, “I really wish I could turn back time and tell her to change some techniques. Like, reviewing the grammar rules that we were given. This could really help us to memorize what we were told before.” I interpret Manal’s reflection more explicitly:

I really wish I could turn back time and convince my EFL teacher to incorporate more active techniques to let us review grammatical rules. For instance, she could ask each group of students to do a dialogue in the past tense and let other groups give feedback on the performance.

I read this passage to Manal afterward and asked her what she thought about it. Manal expressed that she liked this idea, but she was unsure if this way would guarantee that her students would review the past tense grammar very effectively. She added, “What if my students think they need me to explain the grammar to them? I am afraid students need me in order to review lessons.” Manal and her colleagues who agree with her feel insecure about adopting the new concepts of a student-centered classroom. This issue exists not because STs are only uninformed academically, but because there is a dearth of opportunity given them to allow them to realize and acquire their own understanding about teaching. I ended my discussions with Manal and her colleagues with this simple question: “If you did review grammar for students by yourself, could you guarantee that they would understand these grammatical rules deeply?” I was presented with a moment of silence at that point and the question initiated self-questioning and realization among the STs, and they seemed to move further from the stage of self-doubt.

A new textbook series in Saudi public schools represents a new era of EFL teaching in the country. The new Oxford English language learning series, *Traveller*, has replaced the old national textbooks that were highly focused on grammar and translation. The *Traveller* textbook is designed according to the communicative language learning approach and language skills integration. There is an emphasis on listening and speaking and group activities. Despite this

positive change, the lack of academic preparation for EFL teachers, particularly in light of this new transformation towards student-teacher interaction which requires teachers to be more responsive, means that STs continue to fail to develop a bold and sophisticated image of the EFL teacher. This image includes not only their personal learning history, but also incorporates theoretical knowledge and their intellectual reasoning to establish their personal understanding of teaching and teachers.

Second Phase:

“In the Middle of Wonderland!”

As both STs and TEs progressed in the study’s practicum, their experience was quite different from what is practiced in Imam University during practicum. From the start of the application of the research intervention, through the rehearsal sessions and the flipped classroom teaching approach, participants underwent a changed style in STs’ coaching. Both the research team and participants were involved in very active collaboration to conduct the inquiry of the study—a study that became more of a shared endeavor rather than one that was researcher-centered. This stage of data integration highlights an essential phase of the participants’ realization as it took them to a new area of teaching. This unexperienced area brought together STs with their TEs in a circle of different roles and new expectations. I called this phase “In the middle of wonderland!” inspired by Rasha, one of the TE participants, who had an interesting depiction of this experience during her interview that seems to best describe the phase:

At this point of the student teachers’ journey, when we started doing rehearsal sessions weekly, we became incredibly involved in what we were doing. We gathered in a secluded room at the school and each student teacher started rehearsing sequentially. Whenever one student started, our discussion and questions never stopped. We became immersed in such a wonderland of language teaching! Every question and each part of the lesson became so interesting and

intriguing in a way that each topic we touched upon drove us to further and further into discussion. It was like going down the rabbit hole! Once a student teacher started rehearsing a listening lesson, and we ended up with a discussion on how to teach silent letters! Concepts around every part of teaching became so versatile and needed to be examined more and more deeply.

This phase has been constructed by a set of concepts, which rose to the surface and were well worth being deliberately discussed. Each concept conveys a part of EFL STs' identity-to-be. As a result of the first phase, a realization developed that STs have not structured a clear image of themselves as EFL teachers.

STs' Distinction between Actual Teaching and Rehearsal

After the third week of practicum ended, STs finished practicum orientation in which I introduced them to the concept of rehearsal, among other topics I prepared during the orientation. STs also observed a number of EFL classes and started taking over their classes. Afterward, we scheduled the first rehearsal-training session for all three groups. It appeared by their faces and body language that STs were more than a little nervous. They were going to rehearse their first lesson, after spending the previous week doing activities and conducting an English language pre-test and student personality tests to better know their students and assess their language level. While STs did teach part of their lessons each time, they had not yet conducted a complete lesson. I reserved the free activities room at each school to meet early in the morning for our weekly rehearsal sessions.

Hadeel an ST from the group I mentor, approached me as we were about to start the first rehearsal session and asked, "Teacher, can I be dismissed from rehearsal today?" I asked her why she wanted to be dismissed and she responded, "I am not prepared." I assumed she meant she was not going to teach her lesson that day for the students and I explained to her that missing today's lesson was going to affect her lesson distribution for the month and suggested she take an extra

hour to prepare her lesson and then return. But, to my surprise, she said, “No, teacher, I have prepared my lesson and I am going to teach my students today, but I mean this,” and she repeated, “THIS.” She showed me her lesson plan and the teaching material she prepared for the day’s lesson. Her word, “THIS,” was ringing in my ear and I asked myself how she could have developed an understanding that there is a distinction between actual classroom teaching practice and the teaching enactments they are supposed to do in rehearsal sessions. This ST developed an understanding that shows how she and other STs are aware and conscious of their positions in each setting –that of the classroom and another of rehearsal sessions. Moreover, from the first time she and her peers referred to me as “teacher,” she developed a realization that she is playing another role during rehearsals, although they are also teachers in this situation, and they never called me “teacher” during our mentorship. Instead they always called me and other TEs by our names. The following concepts support a core category of the study: the distinction between actual classroom practice and rehearsal performance.

Such developed realization of this concept among both TEs and STs ensured that they would not fall into the trap of using the wrong implementation during rehearsal. This indicates that STs had developed an awareness of the particularity of each setting and leads to a question I thought might be asked by participants: “What do rehearsals suggest more than classroom teaching?” The following sub-concepts speak to this query.

Microteaching vs. Rehearsal

When I developed rehearsal sessions, I was concerned that STs would not step outside microteaching practices that they used in their methodology courses where they prepared short English language lessons. Mainly in microteaching, students merely memorize the steps of the mini lessons they are going to perform. Their classmates play the roles of excellent students because they attempt to help the performer achieve a high mark for her teaching and the course instructor sits at the back observing and evaluating students’ performance. As a common practice

in methodology courses in Imam University, the course instructor evaluates students' microteaching mainly based on their classmates' reaction and their level of understanding of the performed lesson. This comes from the underlying belief among TEs in Imam University that if the performing student made mistakes or did not deliver the lesson well to her classmates, then she will not be able to do it "right" in her "real" teaching. These microteaching activities are used mainly as an evaluation tool for STs' "teaching ability." My question in response to these notions was if they perform well in front of their classmates, does it suggest that they are going to do it "right" in front of their students in an actual classroom? And do these microteachings really reflect her "ability to teach" since there are many elements of the actual classroom and real-life situations missing? These questions drove my discussions with TEs during the university open panel, "Evaluating a Student Teacher," concerning the benefits of microteaching that is being practiced in methodology courses. I questioned how STs' performances in microteaching would prepare them to actually teach.

Comparing the settings of both microteaching and rehearsal opened prolonged discussion and deep questions about teaching with participants, and highlights important concepts that contribute to the full picture of the theoretical framework of my study. Lampert et al. (2013) highlight the difference between microteaching and rehearsal in the teacher education program and I must agree with their view:

In microteaching, teachers practice an instructional segment, typically between 5 to 15 min in length, without interjection or intervention by peers or a TE. The practice is followed by self-assessment, peer discussion, and TE feedback. In rehearsals, NTs [STs] work together to try to realize ambitious practices in the moment (p.239).

Microteaching works in a linear way, starting with approximation of teaching, followed by final evaluation and does not involve actual teaching with actual students. On the other hand,

rehearsal works in a cycle which starts with deliberate approximation of teaching. STs and TSs in rehearsal work with the ST who is performing rather than being merely receptive. Together they collaborate with instant feedback and interrupt in moments when an adjustment is needed. The intention of rehearsal is not to assess STs nor to test their teaching ability but to help them prepare for actual classroom teaching and examine their practice. Later on, STs go to their actual classroom and teach their students with the attendance of TEs and other STs to observe their performance. At the end of the cycle, a post-conference follows for a group reflection.

“Rehearsals Are More Complex than Teaching in the Classroom”

The majority of participants after finishing the practicum experience seemed to agree with their colleague Hadeel’s notion that teaching in the classroom appears to be “simpler,” and when I asked her to elaborate on what she meant by “simple” and how she came to this idea, Hadeel replied:

In teaching my students I just carried on my lesson, but when in rehearsal sessions and I perform my lesson in front of our supervisors [TEs] and my colleagues [STs], I need to explain to them why I did this certain approach... and they ask questions about vocabulary and grammar that my students never ask.

Gana and Raneem added to what Hadeel said, “...also, when they tell me to change some part of the lesson I begin to worry about what I am going to do next.” Their words suggest sub-categories that contribute to the complexity of rehearsal sessions over actual teaching practice, and speaks to the question: What makes rehearsal more complex than actual classroom teaching? The following sub-concept was developed to investigate this issue.

Out of the Cooperating Teacher’s Shadow

Analyzing the teaching practices by STs and decision-making behaviors they tend to exhibit as they entered practicum, I was driven further to study my questions and findings. STs tend to immediately adjust to the conventional cooperating-teacher-style of teaching or, in other

words, follow the cooperating teacher's model of teaching in every way as if taking orders from her. This finding in my study is what I discovered to be apparently inconsistent with existing literature and previous studies in this field of learning-to-teach. Gardner & Williamson (2007) affirm that STs tend to imitate their teacher educator's way of teaching or follow their own instinct to manage their teaching. These are the two common ways STs use to fill in gaps in their academic knowledge or the lack of practice they may have during practicum. In reverse, I found findings from previous studies do not apply to EFL STs in the Saudi context. STs in my research context tended to be greatly dependent on the EFL school's cooperating teachers, which left me perplexed. On many occasions, other TEs and I gave instructions to STs and trained them to carry out their lessons in a scientifically proven way, but were stunned when we arrived at the following week's meeting and found that STs had changed everything and replicated the cooperating teachers' methods. As an example, I visited my STs one week and went over their lesson plans with them and I found that they had taken off all speaking and listening activities from that week's unit of the curriculum. I asked my TSs for the reasons behind the omission and they told me that the cooperating teacher in the school had instructed them to focus only on the grammar sections of the unit since the final exam's questions would be mainly from that part of the unit. From my previous experience with working with TSs in practicum this incident and many others was not the only evidence of the existing conflict between university TEs and cooperating teachers.

The actual and expected role of the cooperating teacher in the public school in the Saudi context in relation to STs does not go beyond giving her class to the assigned ST and going over general school and EFL subject logistics with her. The university TE's, however, have the actual authority over STs' practices, since they are responsible for training them, making sure they carry on the curriculum as it is required, and finally grading them. The situation of STs being so imitative and responsive to the school cooperating teachers was always an intriguing inquiry for

me and as it occurred at the time of my research was worth extra consideration for me since it appears to contradict my research's objectives and my role as a TE, in many cases. Through further investigation, I could delineate a couple of explanations that diagnose this situation. STs prefer to stay on the shadow of the EFL cooperating teacher, following her instructions and imitating her way of teaching. STs come to practicum without any prior teaching experience, in most cases. They are thrown into a field that demands immediate actions, as Hanan in one of the previously discussed concepts in this chapter said about her first week of teaching in practicum: "...I realized that I am stuck and I did not know what to do next..." (refer to p.112 for full quotation). As a result, STs found an experienced and reliable source in front of them; the cooperating teacher. They found an immediate and direct means of survival in this midst of commotion- to follow her and adopt her style in detail. The TE, Rasha justifies such explanation: Most of the student teachers we work with do not necessarily seriously consider being an EFL teacher after they graduate. They reach practicum with obvious weakness in teaching skills. The easier way for them is to imitate the cooperating teacher. Student teachers think of it as a shortcut for them to succeed in practicum.

I asked TEs a further question: "Why don't STs follow me, their TE, instead of the cooperating teacher at the school?" Their discussion in response to this question gave more explanations for the STs behavior. Nouf remarked:

Students in the classroom put a lot of pressure on student teachers. They compare her with their primary teacher. In many cases I observed, students go to their primary teacher to complain about the student teacher who is taking her place – complaints like, "we do not understand her" or "she speaks English all the time, we need her to translate into Arabic for us so we can understand." Such complaints put a burden on the student teacher and she solves this by adopting their primary teacher's teaching style. Some complaints are not valid, but are

made because students cannot adjust to the new teacher [STs] and they are used to their primary teacher. Their primary teacher [the cooperating teacher] herself can cause pressure on the student teacher, too. We work with many public schools each semester and we meet many teachers who are not very wise when communicating with student teachers, which leads them to exert pressure on student teachers. Some teachers force the student teacher to do her way of teaching, believing she knows what best suits her students. Even if their teaching style is scientifically proven to be ineffective, student teachers tend to put their trust in the cooperating teachers in the schools...

During practicum, adoption of cooperating teachers' teaching styles by student teachers is an emergent issue in the Saudi context. This issue was consistently demonstrated during the course of the study, and in many cases the cooperating teacher was a stumbling block in the way of STs application of the new teaching style that we, the TEs, attempted to train them to execute. After implementing the flipped classroom approach, one of the cooperating teachers asked Salma, the student teacher taking over her class, to stop teaching the grammar sections and focus only on teaching vocabulary and reading. Moreover, she split the class session between herself and Salma, so Salma would teach her class two sessions a week instead of four sessions. Salma immediately followed the cooperating teacher order without going back to her TE who did not know about this change until a week later when she was visiting the school. After her TE informed me about this situation, I met the cooperating teacher to discuss the reason for her action and she explained that she did not agree with the flipped way of teaching grammar and was worried that her students would not do well on the final exam. I explained to her that this was a great chance for the students to practice something new and informed her about how her students could benefit from the videos that we created and the new learning experience that they were going to encounter. Despite that, the cooperating teacher insisted on her refusal and I found no

other way but to seek support from the school administration because the situation was going to affect the ST's practicum experience. The school leader was a very understanding person, and after talking to her about the situation, she supported my claim to enable my ST to full access of the classroom. She also welcomed the flipped way of teaching English language and explained to me that the school's students' achievement on EFL test scores were very low the past year and she would support any teaching practice that could help the students improve their English language performance.

STs' restrictions by cooperating teachers is not the only problem to be considered here. More important is how STs so easily respond to the pressures of cooperating teachers, which leads to the question the role of university TEs in being attentive to STs' needs and the difficulties the STs' face in the field. Speaking to this problematic situation, I wrote this memo in my field notes to address this topic and how it impacts the STs:

Taking the ST out the cooperating teacher's shadow is not because there is a problem in the credibility of the cooperating teacher nor because she is an untrustworthy person. However, allowing students to be subordinated by their cooperating teachers could create discrepancy between how the university TEs aspire to prepare them for the field and how the cooperating teachers want STs to teach. This could create a serious waste of opportunities for STs in their learning-to-teach experience. There are already existing failures in the academic preparation programs in training STs who are insufficiently prepared to face teaching challenges. Such discrepancy could prevent STs from being self-aware of their teaching practices during practicum and render them unable to develop their own teacher identity. What contributes to this problem is the absence of TEs role in STs' practicum experience. What is being practiced by TEs at Imam University, their limited attendance to the school and their few scheduled

meetings, left the STs no choice but to submit to the cooperating teachers. I believe a huge responsibility lies on the shoulders of TEs where they must take a more active role during their mentorship and act as the absolute authority so STs can come back to them whenever they face any disapproval or difficulties in schools. TEs must also disrupt their own beliefs about what is expected of them and what STs need of them during practicum. By their own belief I mean what has been long been assumed –that student teachers are expected to approach practicum fully knowledgeable about teaching and the role of TEs is limited to the number of school visits (4-5 visits) during the whole practicum period! The stereotyped image of the TE, that she sits at the back of the classroom while STs perform their lesson and holds an evaluation sheet to grade the ST's performance must be altered! Practicum is more than a summative evaluation tool. It is about constructing a teacher's identity by coaching STs, informing them about what they overlooked, scaffolding them in their new experience, and being present for them even if they do not approach to their TEs! Taking the STs out of their cooperating teacher's shadow is not necessary because she is not a good role model for them, but because if we do not guide STs to construct an independent teacher identity they will fail to realize the cooperating teachers' good practices or they will be impeded in realizing the good practices they learned due the cooperating teacher's obstruction. They will fail consequently to bring a meaningful justification to what they are doing. They will fall into the trap of blind emulation i.e., unintentional imitation.

In summary, I could see the benefit of exposing STs during practicum, specifically, to any sort of professional development intervention that could alleviate the intentional or

unintentional negative impact of the cooperating teacher on STs and that could help in letting TEs attend to STs' needs.

Third Phase:

“Practice Makes Practice”

This phase of the data storyline will take the focus of the study to a complex area of findings as both of TEs and STs reach a stage of their personal growth that disrupts their old beliefs and embraces a new attitude about learning to teach during practicum. It becomes perhaps the most difficult juncture of their learning pathway. “Practice makes practice” is a phrase by Debora Britzman (2003) appears in the title of her book that is considered a classic text in field of learning to teach. I quote her phrase, well-known in the literature of teacher education, as I imagine this phrase speaks to her theory of practice in the context of constructing STs. Debora believes that what constructs understanding of any given formation, i.e., existing reality, is possible through extension of what is given into the realm of possibilities, and such possibilities in teacher professional development exist outside the classroom. Rehearsal sessions unlock open possibilities for both TEs and STs in the journey of learning to teach. This phase sheds light on what possibilities had surfaced during the implementation of the research intervention.

The Rise of Third Space Concept

Reflecting on rehearsal sessions, TEs generated a shared understanding that these sessions developed what can be called a middle space between academic knowledge about teaching and field practice. This intriguing point was raised by one of the TEs. During the interview Nouf said:

During my experience in working collaboratively with student teachers in rehearsal sessions, I always felt as if we were in a sort of virtual space and that we do not belong to the university nor are we really related to the school context.

In the day scheduled for our rehearsal session, we meet in the activity room,

which is located in the middle of the school. The student teachers start rehearsing their lessons and we, as a whole group, take every chance to interrupt the student teacher who is performing and comment on her teaching practices. We discuss sometimes one question raised by one of the student teachers and our lengthy debate can take over our whole session period...Our session time flows by so fast and in many cases, we do not realize that we have taken almost 5 sessions of the school day because we were so engrossed in our work. We can hear the noise of the school students but we still are so involved in our work that we did feel we were actually in the school.

Nouf talks very enthusiastically about how being in this sort of a middle neutralist space lets both STs and their TEs use this procedure of professional development to distance themselves from both university-based knowledge and the field of school-related teaching. Such distance enables them to be involved in their own practice and become reflective on the realizations they develop as they carry out their teaching experience.

Discussing this concept with STs was necessary to discover whether the STs conceptualize the existence of such middle space and what affect it has on their practice. I asked a group of STs who realized the distinction between rehearsal teaching and their actual teaching in the classroom –as was discussed in one of the earlier concepts in the first phase. During follow-up interviews with STs after the TE, Nouf, raised this concept, I asked STs the following questions: “If you could relate yourself more during the rehearsal sessions to either the university setting or the school context, which one would you choose and why?” And “Can you consider the setting where the rehearsal sessions take place as a middle space between the two contexts? If your answer is yes, what do you think this setting is an approximation of?” The answers STs gave to these questions generated further topics to be investigated. The analysis of such distinction

between the context of actual teaching and the approximation of teaching during rehearsal sessions was necessary to understand the nature of such middle space.

STs in answering these questions demonstrated that they do not necessarily link this middle space notion to the university context i.e., their developed academic knowledge, because they mostly could not relate what they studied in their courses to what they discuss and perform in rehearsal sessions. The ST, Rasha speaks to this question:

In my opinion, our discussions in rehearsal sessions are mostly about what we are going to do in our lessons as if we are doing group planning. I remember once we referred to our EFL teaching approach course when our supervisors explained the difference between the grammar translation approach and other approaches to clarify for us the different techniques with each approach for teaching new vocabulary. We used to teach our students new vocabulary by immediately translating them into Arabic. Our supervisor [TE] asked us to adopt new vocabulary teaching techniques and explained to us that our previous method of translating vocabulary to students is no longer sufficient in EFL teaching. She thinks it is an old-school technique. I also adopted this same point of view, but only after I learned how to use other techniques.

Developing a sense of a middle space appears among both TSs and STs, although they did not conceptualize the concepts in clear definitive words. I was subsequently curious to pay careful attention to how participants acted during rehearsal sessions to better understand how they shape the concept of a middle space. Much consideration was paid toward their questions during rehearsal, in follow-up discussions posted after each rehearsal, and their overall behavior during these sessions. With my co-observers, we reached the realization that as TEs became focused on STs' performance and how their upcoming actual classroom teaching would be, STs were focused on their personal inquiries. TEs find this middle space as an opportunity to enhance STs

teaching practice by equipping them with knowledge and skills they might need. On the other hand, STs are oriented towards personal inquiry and focused on constructing themselves as a teacher. Such orientation is apparent through their personal reflection and questioning that, in most cases, does not necessarily relate to their upcoming classroom teaching.

The concept of a middle space is still evolving and I consistently question myself about the benefit of developing such a new hybrid space or third space for practice that links practice with real-world-teaching. Examining the literature in this field, I found the concept of “third space” was first developed by Gutiérrez (2008) who defines a third space as “a transformative space where the potential for an expanded form of learning and the development of new knowledge are heightened” (p.152). Zeichner (2010) later adopted this third space concept in the field of teacher education and further developed this concept. He describes the theoretical framework that led to the realization of third space:

My use of third space in this article is concerned with the creation of hybrid spaces in preservice teacher education programs that bring together school and university-based teacher educators and practitioner and academic knowledge in new ways to enhance the learning of prospective teachers. Contrary to the traditional disconnection of campus and schools and to the valorization of academic knowledge as the authoritative source of knowledge for learning about teaching in traditional college and university models of teacher education ...third spaces bring practitioner and academic knowledge together in less hierarchical ways to create new learning opportunities for prospective teachers. (p.92)

I agree with Zeichner (2010) about the importance of creating such a third space to generate learning opportunities for STs. However, Zeichner’s (2010) idea of third space evolves around the idea of “boundary spanning” where such space is meant to remove barriers between internal and external sources of knowledge and afford equal opportunity to both STs and TEs.

Bridging the gap between academic knowledge and practitioner knowledge is absolutely a desired goal of creating such a third space, but during the implementation of our rehearsal sessions the creation of the third space exceeded this goal. Rehearsal sessions create a third space that not only help in connecting both academic and field work, but create a rich setting for a learning-through-practice situation. The uniqueness of such experience gives STs opportunities that could not be found in a regular university setting nor a regular practicum experience. Teacher professional development preparation programs and the existing literature are preoccupied with the idea of connecting academic knowledge with field experience, and theory with practice, but there is a focus area that links practice with practice that still needs to be discovered. While reviewing approximations of practice in this study's literature review (chapter two), I found even those attempts fall within the same category. The majority of the developed teaching enactment techniques (Ghousseini, 2009; Lampert et. al., 2013; Grossman & McDonald, 2008) are situated within the university context and in the fold of teaching methods courses. Rehearsal sessions in my study helped me to generate a third space that is oriented toward learning through practice and that existed during STs' practicum experience.

I discussed the realization I developed with TEs and all agreed that this third space opened a window for themselves and their STs to contemplate on their teaching practice. The TE, Rasha, confirmed that creating a third space improved the STs' agency over their practice:

Student teachers in the middle of intervention start to develop their own teacher sense. They come to our weekly sessions with prepared questions. In many cases, they start demonstrating a specific part of their lesson, then they stop and begin asking questions like, "Do you think my introduction will make sense to the student?" Or they suggest some modification, like, "I have another way to organize the lesson. Which one of the two lesson plans do you think makes sense?" Or, "I think if I start with the listening before explaining the vocabulary

section, students are going to get lost during the listening exercise. Do you think I should make a switch?" And they have many other questions and concerns...

Through the course of the practicum, I was astonished by the ability of these students to become so attentive to their practice and to develop a sense of authority over their learning to teach. This was apparent from their willingness to bring to the whole group's attention the part of their lessons that they felt less confident in, rather than the sections they knew were good. Their desire and excitement to learn and develop effective lessons overrode their fear of embarrassing themselves or seeming to be less competent. Their selective behavior confirmed that they were developing their personal inquiry as they initiated the questions and anticipated possibilities they might encounter during their teaching instead of waiting for me, their TE, or their colleagues, other STs, to ask them. Once an ST asked me:

Can I skip some parts of my lesson during rehearsal and just focus my rehearsal on the grammar part, because I have prepared two different ways to explain this section and I need you to help me to decide between them? I am really struggling with deciding the best way to explain present perfect grammar to my students.

Her request led me to reconsider what the expectations of rehearsal sessions are. Do we want the students to present their whole lesson or, more importantly, do we want them to come to these sessions with a reflective mind and inquisitive soul?" Speaking to this question, STs noted how creating a third space gives them a free zone and enables them to utilize it to their own advantages. Gana remarked:

The activity room in school lets us go outside our norms and creates a private space for us that we go to every week. We gather away from students and the school's teachers and from our classroom teaching load. This gives us a unique space to discuss our thoughts and share our questions besides paying close attention to our colleagues' performance.

Other STs think the existence of a third space gives them a sort of refuge and secure space to practice and share peer feedback without being restricted by judgments or the fear of being under evaluation. Raneem's statement resembles the conclusion I reached from my data analysis:

This space let me be so relaxed in comparison to what I was used to in the classroom because in the classroom I was so worried about my students' reactions—whether they would understand the lesson and whether they would ask me tough questions. Also, when my supervisor attends my classroom, I became so shy and worried about my performance. I was most worried about how she was going to evaluate me on the evaluation sheets. My eyes unintentionally always went to her to see her facial expression and to try to glimpse at her notes to see if she wrote a lot which might mean I made many mistakes... Generally, I would lose my focus and become distracted from my teaching. When I finished my class, I would go back to the STs' office and take a deep breath. It was a huge weight off my shoulders.

Her colleague Mariam adds:

When we rehearsed, we became less worried about what we said or did. We became more focused on ourselves and how we teach. I was not afraid to ask questions or try new techniques because I was practicing for my real lesson in class and what I was doing was not my final teaching, so my supervisor [TE] was not going to evaluate me for that... I tried to challenge my colleagues when they performed with unexpected questions to help them make sure they were prepared enough. I did not think about my grade because our supervisor was not evaluating or grading us. Instead I used this opportunity to get my supervisor's [TE] approval for what I am going to do in the classroom.

When Mariam says, “to get my supervisor’s approval” she conveys the sense of agreement between the ST and her TE before going into the classroom and doing their actual teaching. Rather than an approval in any intimidating sense, it is more of a reassurance or “thumbs up” that the ST is good to go. This sense of agreement may contribute to the calmness and stress-free feeling expressed by STs during rehearsal sessions and could leave a very positive impact on the STs’ performance when they do their actual teaching.

Aha Moments

Britzman (2003) articulated a compelling and innovative idea of practice when she contradicted the old existing myths in the teacher education professional development field:

...even if there exist some idealistic clichés, such as “practice makes perfect,” or, “experience is the best teacher,” or even the joke of “those who can do, those who can’t teach,” then a great part of this narrative work [her book] is composed from what I have called throughout this study, “a struggle for voice.” The struggle of voice and voice itself...(p.20).

I consider the creation of a third space as a form of opportunity outside the classroom and away from the university context, to be a form of what Britzman (2003) suggests a space where the focus is on the ST’s voice of their practice rather than a mere repetition of their actual teaching practice. Britzman’s theory of practice in STs’ learning to teach advocates the idea of learning through practice that I am trying to develop, a theory that has reshaped the current concept of third space that my study is trying to foster:

However, a naive question might be asked: What does make this notion of “practice makes practice” true? Or in other words: How does the existence of a third space –as can be seen through rehearsal sessions- help in making the actual teaching better and accordingly help make EFL STs better teachers?” I constantly questioned myself about this notion and tried to re-conceptualize why outside

classroom opportunities are so important in enhancing STs' actual teaching in the classroom. Can repeated in-class practice enhance their practice with time? Why isn't learning from self-inquiry about their own practice in the classroom enough to make the ST a good teacher? Why do STs need to expand possibilities in order for them to understand their given reality? What can this third-space setting offer them in terms of understanding the reality of the classroom, besides giving a less stressful and judgment-free atmosphere. I believe deeply in the power of a third space to create a positive impact on their actual teaching but how might this third space influence their understanding of the reality—their teaching for students.

I wrote the previous memo in my field notes with reflective questions in an attempt to find answers for a benchmark focus of my data findings regarding the rise of the third-space concept. I closed my field notes as I headed out from the school after attending the week's EFL classes. I met a couple of my STs and we discussed their day's classes. They were speaking enthusiastically about how they reached a realization after connecting the feedback they got during the week's rehearsal session with what they encountered in their lessons that day. As they arrived at their conclusions and realized how they came to their "aha moments", I also experienced an "aha moment" regarding my earlier inquiry.

In any teacher's experience, my own included, there is no greater pleasure than such moments when we see the impact of our teaching on our students' learning. A sparkle in the eyes comes with a fantastic feeling of achievement—a teacher's reward for succeeding to make their teaching work. This is the same sweet pleasure I often saw in the TEs and TSs faces after they finished with their teaching in the classroom, but this time was different. "aha moments" come when STs reach a realization in their teaching after they succeed in carrying out a specific plan we co-developed during rehearsal sessions and then practiced and tested with their students. As a

result, this cycle leads them to reach a new understanding in their continuing journey of learning to teach.

In the literature related to teacher education, and in the Saudi context in particular, there is a belief that we can evaluate the STs' learning-to-teach progress during practicum via assessment of the impact the ST leaves on their students' learning. That is apparent from the evaluation sheet developed for TEs by the curriculum and instruction departments in Imam University. The evaluation sheet contains about thirty criteria focused on the STs' performance during her teaching in the classroom and how her teaching impacts students' learning of the new language content. During the pilot study, I met a couple of TEs who asked students questions about the new lesson that STs had just finished teaching in order to evaluate the outcomes of STs' teaching and whether they had succeeded in making the students understand the lesson. These TEs take points off of the STs' overall evaluation for that lesson if their students failed to answer her questions correctly. Leaving the ethical and professional considerations of these TEs' actions aside, this clearly illustrates how the meaning of learning-to-teach is still viewed from a narrow perspective that ignores the ST herself and is overly focused on students' learning outcomes. This perspective is misguided by the image of TEs as merely a means to transfer learning to students without any attention to the STs' learning-to-teach that is a vital element in this experience. During my involvement with my participants' field experience I developed a belief in the importance of real "aha moments" in contributing to STs' conceptualization of what learning to teach means for them. I decided to spend more time with TEs and STs after they finished teaching their lessons and encouraged them to reflect on these focus questions: What are these "aha moments?" How do STs reach these moments? And what is the importance of these moments in STs' personal journey in learning to teach?

Sarah best describes these moments from the STs' point of view:

As we continue practicum, every day when we meet at our office or in the activity room for our rehearsal sessions, we keep talking about our teaching. We always discuss what we did or didn't succeed in accomplishing in our classroom and how we can improve our teaching skills. When one of our group finishes her teaching, we gather and immediately start talking about her lesson. We busily analyze how things we discussed at the beginning of this week during the rehearsal session went in her class. Sometimes I come to our office after a very important lesson and start screaming loudly and hug my colleagues. I tell them how my lesson went like magic and how everything went beyond my expectations! My colleagues begin volleying questions to me about how I managed teaching the vocabulary so well... or how I handled the students who did not watch the videos before class ... These beautiful moments I believe are the most amazing parts of my experience ...and the times that are going to be the most remembered moments of my practicum even if don't continue teaching in the future ...or if I get a different job.

The TEs, the other side of this story, see these moments as a true measure of the STs self-development as teachers. Rasha describes how STs' awareness of their own practice elevates their realization of learning to teach:

Those moments when STs' eyes light up because they succeeded in carrying out their lessons, I see light sparkle along their future pathway... STs might think these successful moments mean only that they succeeded in teaching their students, but I think these moments are more than that. They reflect how the STs have proceeded in their own learning to teach and it gives me an indication of their growing realization. When you [the researcher] drew my attention to these moments, I decided to stay longer with my preservice teachers [STs] at the end of

the week and pay attention to their personal learning-to-teach growth. We [she and her TEs colleagues] used to ask preservice teachers [STs] to write a weekly reflection about their teaching for EFL classes throughout the week and keep these written reflections in their portfolio. We do not usually have much time to share our reflection with them since the portfolios are submitted to us in the last week of practicum for final evaluation. I became aware that we must shift our attention to let preservice teachers [STs] reflect on their personal growth more than focusing on how students are responding to the preservice teachers' [STs] teaching ... I began to ask my preservice teachers questions like: "What do you think of your teaching today? Did you develop any personal understanding regarding your teaching? Or did you develop new questions about your self-identity as a teacher?" Our discussion relating to these questions helped me also to reflect on their personal growth through my observations.... Preservice teachers [STs] come to our post-conferences to discuss issues related to the strong points they recognize in themselves as well as issues that they think warrant improvement. They come sometimes with their own solutions and their own answers! They need more of a listener rather than just a mentor...

Reaching an agreement with TEs and STs about the meaning of the "aha moment," I came to a conclusion that these moments happen when STs try to be reflective, conceptualize their teaching, critique their own teaching style, and self-inquire about their teaching –and by their self-inquiry I mean they develop realizations and drive conclusions about their teaching practices.

What Rasha exposes, in her quotation earlier, suggests a great deal of importance in the role of TEs in provoking awareness among STs of these realization moments. She noted: "I began to ask my preservice teachers [STs] questions like, "What do you think of your teaching today?"

Asking STs questions of this type helps to bring STs' attention to their own voice in this experience. TEs have a responsibility for providing an atmosphere that welcomes the birth of such epiphanous moments. As Rasha said, "They need to be more of a listener rather than just a mentor," and by "rather than just a mentor" I read that TEs should help STs reach their own conclusion rather than merely lecture STs and feed them ready-made answers. As TEs, we cannot enable STs to value these moments and be attentive to them if we usurp their agency over their self-learning.

These realization moments cannot be meaningful if they are not listened to and acknowledged by TEs. Moreover, STs mutually benefit if they share their realizations with each other, helping to improve their collective awareness. Moreover, STs interactions reflect an increasing peer-responsibility over their colleagues' own realizations that is apparent from their scaffolding and support of each other in reaching meaningful situations through their learning-to-teach journey. STs in many incidents step in and ask questions or bring their colleagues' attention to points of their teaching that need be noticed.

STs, through their participation in rehearsal sessions, increase their level of engagement and actively interact with their colleagues' rehearsals. The number of their questions and meaningful interruptions grow noticeably. In an attempt to raise their collective awareness of their practice, we (the TEs) suggested that they attend with us more of their colleagues' classes and reflect on their colleagues' performance. After rehearsal sessions, STs were enthusiastic to attend the classes I would be attending with me. I was taken by how STs share their "aha moments" when we got outside the classroom. STs were able to reflect on their teaching conceptualization since they were not only able to relate their exact rehearsal for that week (a degree of practice), to their teaching in the classroom in the same week (another degree of practice), but they were also able to draw conclusions about their overall practice as they proceeded in practicum.

Raneem and Albatool were both STs in my group and my co-observers and I considered them an interesting case. They both taught the same grade with the same curriculum and work together in concert, forming a cohesive team. They have known each other since high school and both majored in English language and literature and with the last requirement for their degree they chose to go to the same school for practicum, though they do not live near to each other. Raneem is a very shy girl with a very little voice that can barely be heard when she is teaching, and her students were very vigorous and hyperactive to the extent that she could not manage them in the classroom. She loves teaching, however, and is determined to be an EFL teacher for the rest of her life. She has a high GPA and seems to be a very committed to her teaching and to any discussions about how to improve EFL teaching. She seems very nervous in the classroom. When she feels she was unsuccessful in carrying out lessons she accomplished in rehearsal, she expresses great disappointment. She struggles with teaching new content to her students and with time management. However, she takes her self-development very seriously and shows great progress from week to week. On the other hand, Albatool has a very relaxed and calm personality and has no intention at all to be a teacher in the future. As she says: "I have a low GPA and I do not think I am made to be in a school atmosphere for the rest of my life." She thinks she would prefer to work in a company office job. But when Albatool enters her classroom to teach her students even the hardest grammar section, she owns the classroom, commanding attention and exuding confidence. She is very organized and teaches flawlessly and with passion. She teaches even difficult sets of new vocabulary masterfully with very creative techniques. I always come away from her classroom astonished by her skills, especially because she does not rehearse her whole lesson in front of the group during rehearsal sessions. Instead, she is very selective about what small parts of her lesson she wants to share. Most of the time, she asks certain questions about her lesson or asks us to brainstorm new ideas with her for the upcoming units. She always

leaves us without declaring her final thoughts. During rehearsal sessions, she is very busy stepping in and helping her colleagues with their lessons, especially her friend, Raneem.

Despite their very apparent differences in personality and teaching, Raneem and Albatool helped each other to overcome teaching struggles and reach a collaborative aha moment. When Raneem enters her classroom, she stays in the corner near the door and holds the textbook tightly between her hands and close to her chest. She cannot look straight ahead and face the students because she feels “very embarrassed.” She struggles every time she has to teach new vocabulary. Whenever she wants to teach vocabulary to her students, she immediately starts translating every word into Arabic without even trying to give students the chance to participate. When she finishes her lesson, which is always 20 minutes early, she runs to me in the hallway and says, “I forgot all the new techniques that we practiced in rehearsal to teach new words!” Raneem knows other techniques, other than the translation technique, to teach new vocabulary, but she still cannot believe that these techniques could help students. She has a rooted belief in the power of translating a word into Arabic and telling the student the exact meaning, or as she always explains, “There is no way students are going to understand these words if I teach them in English only!”

Albatool’s class happens to be after Raneem’s every day. After hearing from Albatool about her success stories, Raneem asked to attend Albatool’s class with me regularly. I encouraged her to analyze Albatool’s techniques for teaching new vocabulary and then we gathered afterward to reflect on that. Albatool was happy to have Raneem come in and she expressed to me how she really hoped Raneem could overcome her crippling fear and try new teaching techniques. Once, we came to Albatool’s class together and the students were divided into six groups with a setup for a “find the treasure” game. We sat aside and Albatool started to explain the game for the students: “Pay attention, girls! Now we are going to play a game together. Each group has a card with a hint to find the first new vocabulary words of our lesson,

which are hidden in our classroom. Try to find them, and then you are going to come in front of the class and explain the meaning in English to the whole class. Notice I said, *in English!* If you speak in Arabic, two points will be deducted and you will lose your treasure!” Students started to make noise and ask how they could explain the meaning of the words if they did not know them. Albatoool said, “I know you might need a little help! You have three ways; first, ask my colleague, Raneem. She is going to help you with the meaning, in English only! Or you can use a dictionary from the library, or use your own intuition!” Raneem was very surprised by Albatoool’s remark and I encouraged her to go around the class and help the students. Students asked Raneem about the meaning of such words as “coin” “cash” “credit card,” etc. and fortunately my purse was with me at the time, so I supplied Raneem with the items she might need to explain the words. Raneem succeeded in the task and Albatoool even encouraged her every time she succeeded in explaining the meaning of a word for a student, as if Raneem was one of her students, herself. Afterwards, they were both thrilled by the progress they had both made. Later on, Albatoool and Raneem did a lot of peer teaching and shared these same new teaching techniques. By the end of practicum, I saw Raneem’s learning-to-teach growth had improved significantly.

Albatoool taught me a great lesson about being a TE. I learned that even if STs did not show progress in their performance or did not reach their personal realization of teaching, TEs must step in and coax them outside their comfort zone. If necessary, seeking help from other STs in professional ways could help, as they might understand their nature more than those of TEs or they might come up with creative solutions TEs could not think of. Helping STs to their own moments of realization is not a subordinate issue during STs professional preparation, but must be a main goal of any TE.

To sum up my findings of this dynamic concept, “aha moments!” helped STs to conceptualize teaching and draw meaningful conclusions from their practice. These moments are essential to their TEs on the other side, who could find these moments as an opportunity to guide

their STs' awareness and be involved in their learning to teach. "aha moments" can go unnoticed if they are not listened to and their observation not facilitated by TEs, and if they are not deliberately shared between STs themselves. These moments could contribute to STs' acquisition of adaptive performance as will be discussed in the following phase. With the existence of a third space during the implementation of the study's interventions, STs were able to theorize their practice by bringing both two layers of their practice (rehearsal and actual teaching) closer and develop their personal realization of teaching. These realizations could transform their own practice, as demonstrated by Raneem's experience, some could enhance their practice, as was the case with Albatool's, and others could introduce yet unseen possibilities, as will to happen for many other STs outside the scope of the study's participants.

Fourth Phase:

"Meet Me at the End of the Day!"

When I conducted the pilot study, I met a number of STs and interviewed them about their practicum experience and personal learning-to-teach pathway. I left them feeling burdened, myself, with the concerns and struggles that each ST carries with her without being heard or addressed, often even by concerned persons, such as their TEs. I introduce this fourth phase with this excerpt from a reflective memo I wrote after meeting with these ST's:

As a supervisor [TE] for preservice teachers [STs] how I am supposed to grade these preservice teachers'[STs] learning-to-teach journey if I only pay five to six school visits to them throughout the whole practicum. Preservice teachers [STs] spend roughly three whole months attending every day, teaching EFL classes and observing many of them, and immersing themselves in the school culture. How could my few visits put me in a position to judge their personal realization of teaching... Coming to their classrooms at the beginning of the preservice teachers' [STs] EFL lessons, I do not know their struggles, personal stories or

their reasons behind what they are doing. I sit there at the back of the classroom staring at the preservice teacher's [ST] performance and nod my head as a way to communicate. I look down at the evaluation sheet the university gave me and decide what mark I should give to this teacher for this 45 minutes. When the school bell rings at the end of the school session, I hurry to collect my things and on my way out I tell the preservice teacher [ST]: "Good job," or "meet me at the end of the day!" Then I go to another classroom and another preservice teacher [ST] who I also know little about.

This memo does not describe an actual day encountered during my experience as a TE, but does give a general image of the kind of ST-TE relationship typical during practicum. Why are TEs only present five times for STs during practicum? TEs are limited by this number of days, not because Imam University asks them to be so, but because they are not asked to do more. Practicum is viewed as a way to evaluate STs. In each visit TEs have to fill one out the five evaluation sheets. "See me at the end of the day," the commonly heard sentence spoken by TEs as they are heading out of the classroom, refers to the only time when STs and TEs meet for a very brief post-teaching conference –usually 10 minutes- to discuss the marks the ST received for her teaching and any general thoughts concerning pros and cons of her teaching. Before the TE leaves the school, she has the ST sign the evaluation sheet as proof that they have passed one of the milestones of their practicum.

During the implementation of the study intervention, one of the category most prevalent is the valuable relationship between STs and TEs. Through this phase of the study's findings, I explain how this relationship, when one of prosperous communication, reflects on the STs learning to teach. This phase also highlights how TEs can take advantage of their job to be influential in the ST's personal experience and how this also benefits the TE by providing opportunity to better understand their STs and their STs' needs.

Teaching Delay

My previous memo carried with it a personal questioning of my role as a TE in the ST's learning-to-teach journey and how I could leave a positive impact on these teachers. I believe the majority of TEs share this same burden. TEs are not happy to passively watch STs fail or struggle with their teaching practices. As the TE, Nouf, remarked:

Witnessing preservice teachers [STs] make horrible mistakes while they are teaching is not a rare occurrence. During my experience in supervising preservice teachers [STs] I encountered many such situations while in a classroom attending lessons of my [STs] ...and they made various linguistic mistakes in language pronunciation for example... or serious mistakes in teaching the new language content... or some mistakes when dealing with their students and managing their classrooms...

I was intrigued to know how TEs feel about these mistakes and what they wish they could do on this subject. Rasha responded to my question:

Believe me, I do not feel satisfied about sitting helplessly at the back of the classroom watching them fail in front of me... but I could not help the situation. I wish I could call the student [ST] aside and inform her about her mistakes so she could correct what she did ... or I could interrupt the lesson and explain what she should not do with the students... there is a dream that always haunts me before I go into any classroom—in it I lose my temper and interrupt the [ST's] teaching and the kids start laughing at their teacher!... I pray every time before I attend a lesson for one of my [STs] that everything goes very well and I try to always hold it together whenever I notice any error...

I agree with Rasha that these situations leave TEs feeling helpless, but the ethical and professional issues related to the role of TEs oblige them to not disrupt the STs during their

presence in their classroom. Moreover, it is a culturally sensitive issue in the Saudi context to interrupt STs in front of their students while they are teaching, as this could have extremely negative effects on the image of STs.

Rehearsal sessions give both TEs and STs an opportunity to prevent such critical situations. I came to think of these sessions as a form of “teaching delay” similar the “broadcast delay” when live broadcasting is intentionally delayed five to seven seconds to avoid bloopers. Rehearsal sessions let STs practice before going into their classroom and avoid mistakes as much as they can. Observing EFL STs, it appears that they struggle most with speaking mistakes, such as pronunciation and word choice, and with explaining new content, such as grammatical rules and new vocabulary. During rehearsal sessions STs’ performance is deliberately analyzed and discussed. Both TEs and STs have equal opportunity to comment on their performance and correct each other’s mistakes. Razan clarifies the power of instant feedback during rehearsal sessions in helping her develop her own linguistic skills:

My English language skills improved very noticeably by the end of practicum...I used to make a lot of mistakes in speaking and spelling before practicum while I was doing my presentations or during teaching courses...When I started practicum I struggled with these mistakes many times ...sometimes my [TE] brought some of my mistakes to my attention after class. When we started doing rehearsal teaching my [TE] and [other STs] immediately corrected my mistakes...I started to watch out when I spoke and with time...and with many rehearsals... most of my mistakes started to disappear Also, I started to use new English expressions and new higher level vocabulary, as my [TE] always encouraged us to improve the way we speak and the words we choose. I think this is the aspect that I liked the most about rehearsals... I always dreamed of speaking English very professionally ...but I did not have the chance to practice

more and to be corrected ...but now in school there is this opportunity to help me speak English better ...

Razan was one of STs who reflected earlier in the practicum that she does not want to be an EFL teacher in future because she thinks that she does not speak English fluently enough and has an inherited belief from her parents that the English language should only be taught by native speakers. In her written reflection, she said, “I do not think I would teach English very well, like native- speaking teachers would, so I am going to choose translation as a future career instead.” I asked her in the post-interview about her beliefs now about becoming an EFL teacher and she responded:

Before when I wrote this I was thinking that my English really sucks and I always asked myself how I would teach English if I couldn't speak English very well myself. ...I think I had the wrong idea about myself... my English needed extra help and with more practice I could be better... You notice my speaking skills are getting better ... I feel as if I broke the barrier of fear.

Hadeel explains how teaching in rehearsal sessions has let STs correct various mistakes before entering the classroom, not only because the sessions let them practice in advance, but also because of the nature of the audience in these sessions. She refers to TEs and STs in rehearsal sessions as a “responsive audience” in comparison to her actual teaching audience. She further explains:

When I go into my classroom and teach EFL lessons, my students do not actually realize if I make any sort of mistake... since their English language knowledge is limited, they do not realize if I made a pronunciation mistake or a grammatical mistake. Even if I was accompanied in the classroom by my [TE] and my colleagues [STs], the [TE] and [STs] cannot remember all of my mistakes I made while teaching to go over with me ...but during rehearsal sessions I would

consider them as a responsive audience. They [TE and STs] give me immediate correction whenever I make a mistake and give me feedback to improve myself and the way I teach in the moment without needing to wait until the end... in this forum I'm not afraid that their feedback may be forgotten ...

As STs find teaching delay a way for them to improve their practice before going into their real-life performance, TEs also view it as a means to enhance and approve STs practice before they teach in front of their own students. Nouf adds to this concept, applying the idea of "TE's agency over ST's practice" as she explains:

I totally agree with the concept of a "teaching delay" ... Besides what my colleague says about its power to improve students' teaching in the classroom...it enables us [TEs] to take a more active role in student teachers' professional development... During practicum, I always view our presence in the classroom as a passive role that evolves around marking the check-list evaluation sheet and grading STs' performance... This [teaching delay] concept gives us [TEs] the power of intervening in the STs' professional development or, more precisely, it generates a sense of the TEs' agency over STs' practice. This agency allows the TE tremendous opportunity to help our STs consider all different possibilities that they may encounter in their actual teaching and we can take them by the hand and encourage them to consider the best practice through developing a cumulative meaningful learning-to-teach...

Adaptive Performance

TEs desire to be part of STs professional intervention during practicum, especially with their growing awareness of STs' lack of teaching skills and the TE's absence during STs' methodology courses. TEs do not like sitting passively by while mentoring STs in practicum, but they have not been given the chance nor the space to contribute to the professional development

of STs. Through the creation of a third space during the implementation of the study, TEs came to be more supportive of STs' learning through practice and developed what Lampert et al. (2013) describe as the expected role of TEs during rehearsal sessions. This role includes efforts to scaffold STs progress in their learning of practice through development of a shared practice to guide them in learning the principles, practices and content knowledge of certain teaching approaches. Through scaffolding STs during rehearsal sessions, TEs pave the way for a shared conceptual framework which Lampert et al. (2013) call "the adaptive performance" (p.239), and which can take different forms, for example: TEs might model an aspect of the performance task and put forward an idea as though they were a student. Analyzing TE and ST performance and interaction during data collection, adoptive performance appears to be a significant concept, although my findings show that adoptive performance takes additional forms to those represented in Lampert et al.'s (2013) study. Following is an elaboration of the ways adoptive performance takes shape in my study, which involve ongoing role switching and practice teaching on demand. Observation of TEs' interaction with STs' performance during rehearsal sessions demonstrates their versatile efforts to switch from one role to another in trying to help students widen their realization of the teaching setting. TEs vigorously move between three to five roles, and in some cases more, as required in the particular situations. This ability by TEs to role switch comes from their experience in this field and from their understanding of the specific needs and different potential of each specific ST. Rasha discusses how the ongoing role switch helped her to know STs better and adjust her coaching style to be attentive to their practice needs:

Each one of my preservice teachers [STs] has different needs and I need to scaffold each one depending on the areas of practice that would improve her teaching. Each preservice teacher [ST] is unique in the way she teaches in the classroom and by paying close attention to her I became to be aware of how to utilize our rehearsal sessions... Norah, for example, always struggles with class

management, she makes various pronunciation mistakes and she suffers from poor self-esteem issues. When Norah rehearses, I use all of my imagination to switch between different roles to impact positively in developing her practice... When Norah starts, I play the life motivator role by giving her encouraging words to give her a little extra motivation. As Norah struggles with her English language fluency, I bring out the language instructor inside me and shower her occasionally with phrases and expressions to use while she carries out the lesson to help her feel more confident about herself when she speaks... I take on the role of the teacher educators and coach her in how to teach listening activities or new vocabulary... I go back and forth and play the role of different types of students to help her increase her sensibility toward the different types of students...

Nouf sheds light on the significant roles taken by STs during rehearsal sessions and how they take a responsibility in facilitating the role switch and assist in the occurrence of adoptive performance:

The role of the other students [STs] while their colleague is rehearsing cannot be underestimated. They do not sit by passively merely watching as an audience does while one of them is rehearsing or just wait for me to step in and ask questions of their friend... but I notice that [STs] take a great responsibility in engaging interactively to help me facilitate teaching practice for their friend... Moreover, they step in and try to take an active role to help their friend adapt to the new teaching practices. [STs] appear as if they are working in a beehive, they are all very engaged in working together as a team to help the [ST] who is in the spotlight. They play different roles such as that of the student or the cooperating teacher, and I was very impressed when they also assumed my role while we were in this setting ...I was glad our setting could have such a comfortable air...

It is beneficial for us both ... Sometimes [STs] take the personality of certain students that they struggle with the most... and by the way they predict possible scenarios of their lessons, it demonstrates how they have become, in a sense, metaconscious of their practice ...

Rasha and Nouf agree when I suggest that TEs should rely more on STs to play different roles during rehearsal sessions because they will not only offer help to their STs who are on the spot, but it will also reflect on their own adoption of teaching practice and increase their empathy for their students.

The other powerful technique of adoptive performance that was developed through rehearsal sessions with the implementation of the study is teaching practice on demand. By teaching practice on demand, I mean the authentic teaching situations that STs encounter during practicum where they appear to be unknowledgeable or fail to perform successfully due to their lack of academic knowledge or the need for developed practice regarding these areas of teaching. These situations call for TEs' attention to facilitate the learning experience through rehearsal sessions and customize it for STs' needs. In many instances during the implementation of the study, these situations created powerful and authentic learning-to-teach opportunities that seemed to be served to TEs on a silver plate and played an important role in facilitating adoptive performance.

During my involvement with STs as their TE, I faced many situations during STs rehearsals where on-demand professional development intervention was necessary. These situations could not be accessible if no such third space existed or if a teaching delay was not offered. The TE's role here exceeds answering questions STs might bring with them to rehearsal sessions, but goes further to analyzing STs' performance, diagnosing their weaknesses, enlightening them about issues they are misinformed about, and demonstrating and coaching them about the needed practice they should have before they enter their classroom and teach. TEs

are given a plenty of room to be a part of STs professional development. One of the prominent cases from my data involves teaching STs to carry out group work activities since teaching the EFL subject using the flipped classroom approach requires STs to plan in-classroom learning through a series of group work activities. The following is a narrative piece about this case and how teaching practice on demand helps STs to adopt the desired teaching practice.

In addition to my duties as researcher, I worked as TE for a group of four STs. A couple of the STs in my group struggled with conducting and facilitating group work activities, due to their illiteracy about this area of teaching. I attended two classroom teaching sessions of theirs in the first week of implementation of the flipped classroom approach and analyzed their weaknesses during their rehearsals. Genan and Hadeel were very shy about taking a more dynamic and active role when they work with their students. This issue prevented them from successfully implementing group work activities in their EFL lessons. I asked them several questions about the teaching techniques used in group work to examine their existing knowledge and found that they both have not been fully educated about this topic. I supplied them with helpful resources to read during the weekend and assigned a number of focus questions for them to consider while reading in preparation for our next week's rehearsal session. I gathered the whole group and we shared an intellectual discussion about active learning and group work activities prior to our rehearsal. I handed the book, *Active Learning: 101 Strategies to Teach Any Subject* (Silberman, 1996) to Genan and Hadeel and with the help of their colleague, I asked them to choose two group work teaching techniques that best suit their lesson objectives. After ST pairs worked to plan their lessons, I stepped in and tried to demonstrate the teaching techniques and assigned STs to take on different students' roles. I asked both Genan and Hadeel to join me and teach –every once in a while, I switched to the student's role. As a collective attempt, we all tried as a whole group to enhance our demonstration. Genan and Hadeel showed that they felt somewhat that they could go into their classroom and teach with these chosen techniques. I

attended their classroom with other STs to observe their performance. We met afterward to reflect on the STs' teaching and how they adopted the new performance. I allowed a space for Genan and Hadeel to express their personal feelings about their performance. I noticed that Genan and Hadeel did not encourage all the students to work collaboratively in their group but instead let the advanced students in the class to be dominant. I suggested that they try to impose rules for her students before they start working in groups to make sure there is equal opportunity offered for all students. These rules are: do not accept individual answers, but encourage students to work as a team, and impose thinking time for the whole group before taking answers. Working with Genan and Hadeel over the weeks to develop their teaching techniques, I noticed that they had a habit of placing the blame on the students if any teaching techniques did not go well. They always had ready-made complaints: "These students do not want to participate," "Whatever I do they do not seem to understand," "They hate English so they do not want to learn about it." The first condition I put in my agreement with Genan and Hadeel was that we stop these excuses and instead assume this goal: "If my students are difficult (referring to the complaints STs' make about the students' undesirable level in EFL), then I am an excellent teacher and I am going to change this situation." Such a reset might help my STs assume the responsibility required of their role as the teacher and raise their sense of agency over students' learning. We started together and with the help of other STs in the group put an emergency plan together to help Genan and Hadeel overcome their difficulties. We tried to analyze their performance in the classroom and to address the most salient area of their practice that they needed to fix. The invisible line, for example, was one of the dominant behaviors Genan and Hadeel demonstrated while teaching. This refers to the way, while students are working in group activities, some STs remain in the front corner of the classroom helpless and unaware of how students are doing –not moving around the class to help, facilitate the tasks, scaffold under-performing students or encourage the groups to work collaboratively. As a first step, I suggested that we attend Albatool and Taybah's classes together

and observe how they handle group work activities. We gathered after a number of observations to analyze and reflect on how Albatool and Taybah were vibrant and lively and dynamically encouraged their students to participate with their groups. As a next step, I decided to peer teach with Genan and Hadeel for a week. During this week, when we peer teach, I take every opportunity to coach and guide STs to adopt the desired practice. I move close to them whenever I notice they step aside and remind them of “the invisible line” as a sign for them to be involved with the students and step outside this invisible line which prevents them from collaborating with the students. I dedicated myself for about two weeks to work on this remedial plan for Genan and Hadeel to help them adopt the desired performance. This adoptive performance technique of teaching practice on demand, enabled me to have an impact on both Genan’s and Hadeel’s practice. Moreover, throughout the practicum I was able bring my attention to such weaknesses I diagnosed in my STs.

Fifth Phase:

The Flipped Side of Flipping the EFL Classroom

The flipped classroom approach has recently and quickly become one of the most revolutionary and promising teaching trends. During my graduate study at PSU, I attended some of Dr. Scott McDonald’s class “Disruptive Technologies in Teaching and Learning,” during which we discussed the flipped classroom teaching approach as one of the teaching practices that disrupted traditional teaching with the onset of technology. The main focus of the flipped classroom, as it was discussed earlier in the literature review, evolves around moving the content parts of the curriculum outside the classroom by providing students with access to videos and supplementary reading materials, which give students a grasp of the subject matter prior to classroom time. Classroom meetings are dedicated to group activities that enable students to practice what they have learned and ask questions. In this phase of my finding, I re-examined my

gathered data to formulate an understanding of how the flipped classroom approach impacts STs learning to teach and their adoptive performance of teaching practice.

Flipping STs' Experience

Giving opportunity for STs to practice a new teaching approach during practicum, such as the flipped classroom approach, contributes in disrupting the STs existing assumptions about teaching. They reach practicum looking for an ideal, hard-and-fast teaching practice that they assume, by convention, to exist. The view of teaching as a static equation is common among STs with whom I have worked, which leads them naturally to inquire after “the recipe for good teaching.” STs and, admittedly, I myself, used to search for a fixed formula that could transform our teaching. I used to buy books and read articles such as “10 Ways to Become a Better Teacher” or “Teaching EFL that Works.” My personal journey, as with most novice teachers, led me to adopt a new teaching approach occasionally in an attempt to keep up to date with what academics and practitioners posed in the field of teaching. My personal search also led to me to adopt the flipped classroom approach while pursuing my master’s degree. I conducted an empirical study to examine how teaching EFL students with the flipped classroom teaching approach impacts students’ achievement and attitude toward the EFL subject. Reading the promising literature about the flipped classroom caused me to fall into the trap of high expectations of students’ outcomes. That experience changed me in a way that I would not have thought. On a personal level, it was an experience that led me to question myself as a teacher and to inquire about my own teaching. The self-construction of my identity as a teacher, which came late in my work, caused me to consider how encountering this flipped teaching experience early in their journey with learning to teach would impact STs—that personal inquiry of my previous research actually contributed to the consideration of my current research problem.

The flipped classroom is powerful in letting STs be more than imitators of the teaching practice they want, or as TEs want them, to adopt. But it lets STs face authentic teaching situations that require them to develop their inquisitive sense. Rasha and Nouf agree that the flipped classroom flips the traditional experience of STs and requires them to confront their fixed beliefs about teaching. Rasha, from her experience as a TE, describes the profound difference in the flipped teaching model:

Usually when we [TEs] work with preservice teachers [STs] in practicum, we have this belief that they need to master the basics of teaching... or, in other words, the traditional way of teaching. Then if they do well and they became EFL teachers in the future they will become more and more expert in adopting new and advanced ways of teaching... Now, when we train preservice teachers [STs] to apply flipped classroom teaching it is as if we let them face two realities of teaching: the traditional reality and the reality that contradicts the previous one. I think that preservice teachers [STs] do not have to choose one over the other but rather this situation enables them to expand their perception of teaching. When we [TEs] first go to practicum with preservice teachers [STs], we ask them to invest themselves in the first two weeks by attending different classes to observe how EFL school's cooperating teachers teach and encourage them to criticize their teaching style as a way of letting them realize what they see, rather than merely watching and imitating. As a result, preservice teachers [STs] would not be able to build a realization about what is right and what is not and ground their criticism on a scientific basis, and instead they would follow their own common sense...but when preservice teachers [STs] are introduced to a style of teaching such as flipped classroom, they start to make comparisons between the two styles of teaching. These comparisons help them to develop intellectually and to draw

their personal inquiry... The flipped classroom alters the whole equation of traditional teaching allowing preservice teachers [STs] to be more than just copycats of the school EFL teachers or any other teacher...

Nouf adds to her colleague Rasha about how the flipped classroom is powerful also in letting STs disrupt their personal belief about teaching:

In traditional teacher education programs, students [STs] only experience one variety of teaching style during practicum. Thus, preservice teachers [STs] cannot imagine other varieties of teaching, so they build on this belief that teaching is fixed. Such belief leads students [STs] to minimize their capacity to impact the existing learning atmosphere, and thus accept students' low-performance as is, without making any effort to enhance and work on the students' difficulties...

The flipped classroom teaches preservice teachers [STs] that there are unlimited possibilities in teaching and that teachers have to always be questioning their practice of teaching and changing their techniques and strategies accordingly.

Developing STs' Agency

This phase of the study's findings investigates the implications of the impact of the flipped classroom teaching approach on the STs' learning to teach. The first concept addressed how this teaching experience disrupts the STs' traditional experience and beliefs about teaching. Now this following concept highlights how the flipped classroom approach contributes to the rise of teacher agency among STs during their flipped teaching experience. No unanimous definition for teacher agency exists in teacher education literature, however, Gourd (2015) conducted a grounded theory study to trace this term and found that this term holds different implications depending upon the context in which it has been used, but he coins this inclusive and neutral definition as: "the capacity of a teacher to make an impact or exert a power" (p.135).

In this concept, I advocate what I call “developing ST’s agency” rather than “developing teacher agency among STs,” as my findings refer to an agency that promotes competence in STs—competence developed from their own experience—which differs from most teacher-education literature and professional development perspectives in which STs are expected to acquire their teacher’s agency, as if STs must mirror the personality of the teacher. This latter idea -that STs’ agency is dependent upon their teacher’s ideas and experience—suggests that STs have a sort of incapable personality and need to adopt the teacher’s style and act as that teacher. My study’s findings confront this notion of STs as adoptive imitators of the school’s cooperating teachers—or models of teachers, in general. Throughout my analysis, I highlight the importance of allowing STs to deviate from the typical pattern of teachers and discuss how this encourages them to be self-aware of how they are practicing and to develop their personal realizations of their teaching, as discussed in the previous concept: “Out of the Cooperating Teacher’s Shadow”.

Through the experience of flipped classroom teaching, TSs show their growing self-agency, which I can interpret as a sign of the existence of teaching inquiry. How does flipped classroom teaching enable STs to practice their agency? From what I have seen, it is due to its ability to put students in a teaching situation that requires them to exercise their rights in order for their teaching practices to take place. An example of this, as mentioned earlier in the third phase, is when participants encountered a refusal from cooperating teachers at the time of implementation of the flipped classroom approach. From what I can conclude from my data, STs’ agency also appears through STs’ ability to manipulate the teaching setting for their own learning-to-teach benefit, such as in the case of Genan and Hedeel when acquiring the skills of teaching group-work activities, mentioned under “Teaching Delay” concepts in the fourth phase. With participants empowered to disrupt the traditional learning setting, they began to realize their own ability to enact change over their teaching practices and, as a result, they were provoked to be self-regulating and independent learners of their practice.

Genan, Hadeel and Raneem were the most reliant STs of the study's participants. They acted consistently as if they needed some transcribed instructions to do their teaching. Part of such behavior is rooted in their low self-esteem, which led them to always be hesitant to change anything about their lesson teaching and to follow the traditional way of teaching, the teaching that the school's teachers are used to doing. When we start flipping EFL classes, however, they found themselves in a totally new setting where they were outside their comfort zones and outside of their traditional teaching experience. Their self-agency started to appear in place of their previous ST identity, which demonstrates that STs' agency does not necessarily necessitate confrontation from external factors, but should start from within STs themselves, in order for them to have agency over their own learning to teach. When self-agency is rooted from within STs, they have control over their beliefs and understanding, and inherited and fixed ideologies are upended. Therefore, whatever outside influences they will encounter, such as those from the TEs, school's cooperating teachers, their students, colleagues, school administration, etc., they can choose to adopt or to leave from their teaching practice through their own self-examination and self-determination to choose.

STs' agency is a broad concept and to prove its existence among STs is a difficult task that cannot be determined quantifiably from how many incidents occurred in the study, as I believe it is a deep-rooted inner capacity for self-realization that might come to individuals at different stages, or might become apparent in different ways. Even if participants do not recognize it, a consistent behavior that reflects agency must be examined and analyzed, and the brief period STs' have during practicum cannot capture this capacity in such a short amount of time. Although I do not support conducting a specific indicator to examine STs' agency, I believe that if even greater attention is paid to STs during practicum, I could capture some of STs' behaviors that suggest their orientation toward self-agency.

STs' autonomy and increasing decision-making skills were two distinguished improvements in STs' personality since the application of the flipped classroom teaching approach. These two aptitudes in STs could not be separated since they mutually interact with each other. ST autonomy rises from their self-independency, when they create their own videos and supplementary materials for their students before class time, use their creativity to design different activities that best use class time, make their own decisions when they encounter difficulties in their teaching setting –such as if their students do not watch the assigned videos, or if the cooperating teacher or one of the student's parents impedes the implementation of the flipped classroom approach, or any number of other incidents that occurred during practicum. All of these authentic teaching situations that imposed difficulties in STs' learning-to-teach pathway honed their skills and appeared as confirmations of their growing autonomy. The best indicator of this stage of the STs' learning-to-teach journey, was when STs came to the point that they assumed responsibility for their own teaching inquiry and relied on their own ideas and experience to look for answers to their raised questions.

At the end of practicum, my co-observers, other TEs and I, sat together to analyze the STs' competency as they reached an important point of their experience. Our main question was how we thought we could assess STs' agency. We also wondered whether the limited period of practicum could give us indicators of such development. We reached the conclusion that STs will keep carrying their questions with them and increase their teaching inquiry even after they have finished this first step of their learning-to-teach journey, and that this stage could be considered as a base for their agency and, undoubtedly, the most valuable outcome that they take with them. As one of my professors used to always say to me whenever I came to him with an inquiry: "I hope my response raises unlimited numbers of questions for you!" I had always doubted the significance of being loaded with questions rather being convinced by his answers, and I asked him about that. He responded: "That indicates to me that I raised a true learner, a learner that has

agency over her inquiry. Now that I see you've reached this stage, I won't be worried that you will lose your direction in the journey of learning and blindly follow the steps of others in order to feed the desire for instant answers."

The Contribution of the Intersecting Roles of Researcher on Data Analysis

Taking on different roles as I became involved with the study interventions and became immersed in the field during the implementation, my presence among participants went beyond that of a collector of data. Stepping in and taking an active role with my participants was a personal choice and a necessity to achieve the study objective and a requirement of my study methodology. Grounded theory methodology requires the researcher to develop her sensitivity toward the phenomena under investigation in order to be best attentive to data. Moreover, to act as a part of the study and be one of the research participants was an important step for me to develop an understanding of participants' experience and to reach interpretations that incorporate all the study's participants and the field under study where they developed their interpretations. Throughout the field experience, I was able to take on many different roles: the TE's role working with a group of four STs, the student's role in rehearsal sessions, the EFL teacher's role when I peer-taught many times with my STs during practicum, the observer's role while being present with the study's participants, and the researcher's role who inquires and digs deeper to encourage participants to share their realizations and interpretations. These roles had numerous intersections in the one setting and helped me to see the occurring incidents from different angles. Reaching the stage of analyzing my data and deriving conclusions from my analysis, I realize I would not have been able to develop the previous data storyline without assuming all these roles. Each role acted against the other and helped me to validate my interpretations and give me the confidence to speak about my participants' experience as they would want it to be captured.

Sharing this chapter with my participants was a necessary step, to discuss the study's findings and get their feedback. After receiving my participants' feedback, Hadeel approached me and shared her thoughts about my analysis:

The storyline of data analysis does not mention my real name but I am sure it captured the real experience that I have gone through. I may have contributed to one or two concepts of the analysis, but when I read the whole findings' chapter I felt it outlines my experience before I started practicum and until I completed my teaching experience... I believe because you [the researcher] was around us when the study took place and became involved in our practice, you could understand our experience and translate it into this analysis. Some parts of the analysis allowed me to understand parts of myself that I did not understand before or I could not have explained better, and parts brought to my attention considerations that I have not yet discovered about myself.

I include Hadeel's comment here to confirm the necessity of my choice to play these different roles while collecting the data of my study. I would not have been able to understand the stories of participants without being one of them. Moreover, if I only conceptualized the experience of the TE or ST without involving participants, I would not have been able to reach to such realizations. Although each participant's experience is different, each experience adds a unique interpretation and, brought together, they draw a comprehensive storyline that incorporates and speaks about us all.

General Discussion of the Study's Findings

My argument centers on how the period of practicum is considered a pivotal point in EFL STs learning-to-teach journey. I visualize it as a two-way mirror which on one side reflects the STs' expertise, background knowledge, and the academic preparation they received to teach, and on the other side shadows their self-known or yet-unknown teaching weaknesses and tests their

readiness for teaching for this first time. Through the lenses of my participants' words and actions as well as my own interpretations for the phenomena in which I was immersed, this point in the time of EFL STs' journey –and likely STs in other fields– carries within itself a rich experience and readily analyzed block of data that can speak to core issues in the field of teacher education. Moreover, these data driven from STs' practicum experience suggest the need for development of a potential model for enhancing STs' professional development that has been applied and tested and can be applicable in further settings in teacher education programs. This model, as I elaborate in the following chapter, lays the groundwork for STs' learning to teach that is practice-centered and based on Ericsson's (2002) notion of deliberate practice.

The main frame of my argument is that thinking of learning to teach as something that always occurs between university teaching methodology classes and actual classroom teaching leads us to disregard the essence of practice and its tremendous role in enlightening and cluing STs. It causes STs to feel they can go immediately into their classrooms and teach their students without being fully aware of what they are doing. What STs have been studying in their academic courses fails to prepare them to be inquisitive when they go into practicum and start teaching. Moreover, the situation contributes to the existence of the gap between what they have been studying and what teaching incidents they confront in the field, which causes STs to form a misguided image of the true meaning of being a teacher and encourages them to fall back on their own sense of what is most practical and convenient, and to be passive imitators of the teaching style of teachers from their own past, or of their current cooperating teacher.

We need to disrupt the traditional customs of practicum in order to create more constructive learning opportunities for STs. Specifically, we should cultivate STs acquisition of teaching so that the experience is not merely a series of inconsistent micro-teaching demonstrations in their academic teaching courses, but an introduction of more complex learning-to-teach settings that requires them to mediate and conceptualize their teaching. This will afford

them a glimpse of their own teacher identity –taking them “out of the cooperating teacher’s shadow.” Rehearsal is a tool of professional development that not only lets STs enhance their teaching inside the classroom, but also allows them to envision practice as a helpful tool with which to cultivate their knowledge about teaching and promote their self-agency.

Empowering STs to undergo both the flipped classroom teaching approach and rehearsal as pedagogy for teaching STs how to teach, gives opportunity to intervene in their professional development. This is a necessary step in enhancing STs’ learning to teach and promoting their sense of reflection and inquisitiveness.

The essential role of TEs in STs’ acquisition of teaching goes beyond evaluating and grading. Thus, TEs should make a tremendous effort to scaffold and enlighten STs through utilization of rehearsal sessions in order to take advantage of the teaching delay feature to enhance STs’ performance. TEs could help STs gain knowledge by walking them through various experiences and by consistently finding opportunities for teaching on demand in which TEs can diagnose STs’ needs and create adoptive performance activities.

The central argument of my analysis has given birth to the study’s core category, learning through practice, and in the next chapter I delve into development of a learning-through-practice model for EFL STs, and STs in general. I advocate for a better understanding of the meaning of practice and a change in the way we look at it. Practice is more than a tool to exercise what theoretical knowledge STs have gained or merely a means to teach STs how to handle classroom teaching situations. While practice does serve as a bridge between acquired theoretical, academic knowledge and classroom-specific realities, it is also, on a more holistic level, a crucial interim experience in the development of the ST’s learning to teach as a whole; for the STs themselves on a personal, academic, and professional level, and in the development of the ST’s sense of identity as a teacher. Most of these learning opportunities are usually overlooked by STs and TEs because both are occupied with their classroom teaching and evaluation, and have little time to

acknowledge the practice itself and to deliberately analyze or reflect upon it. I call for creating a third space, a space that transforms and expands STs' learning to teach to not only what they have been practicing but also what they are practicing and what they are going to practice. I conclude with the conceptualization that practicum cannot be meaningful to STs and does not actively contribute to their learning to teach if STs do not reach actual moments of realization about their teaching within the bounds of practicum. I call these essential moments "aha moments" and they are cumulative and collective among STs themselves and achieved with the scaffolding of TEs.

Summary of Chapter 4

In this chapter, I analyzed the study's findings from the gathered data. I presented the core categories of the STs' learning-through-practice experience. I narrated the study's data storyline, which incorporates the integrated categories and sub-concepts that appear from data analysis. The storyline consisted of five consecutive phases: the first phase, "A First Step in the Field," which highlights a call for EFL preservice teachers professional development reform; the second phase, "In the Middle of Wonderland!," which advances the findings and takes the analysis closer to the field with implementation of the study's interventions; the third phase, "Practice Makes Practice," which explores the issues of practice and enactments; the fourth phase, "Meet Me at the End of the Day," which sheds further light on the role of TEs while mentoring STs; and the fifth phase, "The Flipped Side of Flipping," which highlights the impact of the flipped classroom approach on STs' learning to teach through practice.

Chapter 5

Developing the Theoretical Framework of the Study

In this chapter, I will present the developed theoretical framework of the study, constructed from the concepts derived from data. In the previous chapter, I gave space to discussion of the emergent categories and concepts that construct the storyline of the data. Building on the core category of the study's storyline -STs' learning-through-practice and the concepts that reach the saturation stage- I will advance the theoretical scheme of my study in connection with the existing literature in the field to pave the way for the formation of a middle-range theory that can be applicable to the field of EFL STs professional development.

Developing a Middle Range Theory

Amongst the literature that addresses teacher education and learning to teach, a connection to Ericsson's (2002) notion of "deliberate practice" must be noted. Ericsson's (2002) "deliberate practice" concept was a call for reform in teacher education. It shifted the existing focus in teacher education away from the development of the preservice teacher's expertise in subject matter and theoretical knowledge of teaching towards the actual practice of teaching. Deliberate practice shed light on the nature of the complexity of practice and demanded that further isolated and repeated practice should be oriented towards the challenging aspect of teaching practice. It is, therefore, considered as the birth of a focused theory of practice in learning to teach and a shift towards more attention paid to field experience in preservice-teacher professional development programs.

The following studies thus came as responses to facilitate the acquisition of practice stimulated by Ericsson (2002). Grossman, Compton, Igra, Ronfeldt, Shahan and Williamson (2005), for instance, introduced another concept in the domain of teaching practice and called it "approximations of practice." Approximations of practice facilitates opportunities for preservice

teachers to enact and experiment with selected practices, such as the opportunities simulated through activities like role-plays, but within more comfortable conditions and with feedback given by their teacher educators and their peers who take on the role of students.

Through my engagement in the field for the purpose of gathering my study data, I also had the chance to closely examine the practice experience of STs' in their learning to teach, and I thought I could, through the study's intervention, impact STs' learning of practice and, as a result, I could develop a model for EFL STs that could help to facilitate their practice based on a theoretical scheme driven from the grounded study's data. However, while attempting to delineate a middle theory of acquisition of practice, I was confronted with a dilemma regarding the term "practice" itself, and this warranted further consideration. So, in order to introduce my proposed learning-through-practice experience to STs, it was important to establish what was understood as the meaning of practice, an understanding on which the study was built and the realization of which led me to re-conceptualize the idea of practice.

Redefining Practice in Learning to Teach

Reading through professional development literature, I find the term "practice" to be a hot topic in the field. There is an ongoing argument around the role of practice in the preservice teacher's learning-to-teach experience. However, there is near agreement about what practice means and in the field of teacher education there is frequent discussion about the desired outcome of practice. As Ball, Sleep, Boerst, and Bass (2009) explain, practice serves: "...[to] help novices learn how to do instruction, not just hear and talk about it; yet there is often more emphasis on tools for practice than on practice itself" (p. 459). However, examination of related literature reveals that the implementation of practice in the learning-to-teach context seems to pose a dilemma regarding the application of this terminology, which in turn reflects upon the adoption of practice that best serves STs learning-to-teach experience.

Lampert (2010) stresses that practice in the teacher education field is widely viewed as being the actions that STs do, rather than those that involve thought and reflection, and is consistently depicted as something contradictory to theory and research. This commonly perceived misconception causes the existing gap between what appear to be two totally separate domains; theory and practice. In addition, it creates a linear relationship between both domains which displaces field practice in STs' learning-to-teach, placing it as the last step in most professional preparation programs –as is the case with Imam University. As a result, practicum- the only venue for practice in professional development programs- became an area for STs to “practice,” i.e., do teaching in complete isolation from their academic coursework, and is considered mainly as a chance to evaluate STs' teaching readiness. Through my data analysis, I encountered this gap as a hindrance to many learning-to-teach opportunities that could be attained from practice. Moreover, it causes a misunderstanding of the concept of practice among both STs and their TEs.

On the other hand, in the absence of a governing definition of practice, many studies fail to address the real problems that accompany practice. Many studies do not consider the role of practice as an essential learning-to-teach opportunity in and of itself but, rather, view practice in a narrow sense as a platform to balance the scale between academia and the field. I view recent studies that have emerged as attempts to be responsive to the existing gap between the theoretical and practical domains without going beyond the intention of bridging such gap. As an example, the development of “approximations of practice” in recent studies utilizes practice to stimulate a better understanding of the theoretical nature of learning to teach. I must deduce that most implications of practice in teacher education programs view practice as a forum in which to exercise theoretical knowledge. Although we cannot deny the great effort of such studies to provoke the facilitation of innovative opportunities for STs in their professional development, such studies contribute to the complexity associated with the terminology of practice in learning-

to-teach literature. The call for a practice-centered learning-to-teach experience came from the majority of researchers in the field, although the term “practice,” itself, remains vague and unspecific. Moreover, the employment of practice among these studies has different implications.

Through the development of the theoretical scheme of my study, I reexamine the concept of teaching practice and suggest that our perception of practice be that of a source of learning itself, rather than limiting its potential to a mere tool for theoretical application. This has not yet been thoroughly discovered in existing literature. I asked myself these questions while examining my data: What do we mean by practice? Do we each refer to the same concept when referring to the term practice in our studies? Can teaching in the classroom-with any teaching style- be considered what we mean by practice? Does practice mean “do teaching?” and if “yes,” what about the thinking, reflection and research involved in teaching? What about rehearsal or approximations of practice? Are they parts of or preliminary activities of practice? If they are not followed by actual classroom teaching, can they be considered a part of practice? Could practice happen during course work, practicum, or both? If we have deliberate practice, as Ericson calls it, is there a practice that is undeliberate?

I believe Ericsson (2002) was far ahead of most contributors in this field when he transformed the focus of teacher education from how much time preservice teachers spend on practicing to how they practice, since preservice teachers reach a high level of learning when they focus on more challenging aspects of practice. Although Ericsson does not give a thorough explanation for what he means by “deliberate practice,” each study that followed attempted to translate its meaning in its discrete way, by implementing the concept of deliberate practice with different research interventions. These efforts helped to construct the meaning of practice in the learning-to-teach context, thus, I believe we have reached a sufficient stage in the field that requires us to unify these efforts and reach to a comprehensive understanding of practice. Future studies need to rely on stable groundwork upon which they can construct their inquiry, as was my

desire when I became involved in the field. I wished that I could depend on a robust realization of what practice is, in order to better understand the phenomenon under study. In addition, through a comprehensive understanding of practice we could help refine the terminology in the field of teacher education which is still lacking after more than four decades. (Grossman and McDonald [2008] date the so-called beginning of research in this field back to Lorite [1975]). We could develop a more sophisticated analytical language that would nurture our research by helping us to better describe and analyze teaching and teacher education.

In constructing my theoretical scheme, I look ahead and encourage a deeper realization of the theory of practice and development of a theory as described by Glaser and Strauss (1967) –a theory that can fit, which means it should be “applicable to and indicated by the data under study” (p.3) and can work, which means it “must be meaningfully relevant to and be able to explain the [phenomena] under study” (p.3). I conclude from my analysis that practice in learning to teach is a broad concept and its complexity relies on the versatile nature of practice as seen through previous studies, each one having adopted a distinctive aspect of practice.

To summarize, I have reached an understanding that practice consists of multiple layers that can be divided into three degrees –as I explicate in the following section. To best analyze which practice we are addressing, we should locate what degree of practice our discussion refers to.

Degrees of Practice in Learning to Teach

Through my involvement in the field experience of my study, I could not oppose the agreed-upon definition of practice, quoted earlier from Ball et al. (2009): “to do instruction,” because it likely holds a layer of truth. However, practice as I encountered in the field carries with it deeper meaning and implications. During my pilot study, I encountered many STs who do “practice” and also observed a number of cooperating teachers who do “practice.” At the time of the study interventions, STs, TEs, and I did “practice” in rehearsal sessions and in classrooms. I

could call all of these “practice,” but each one had a different impact on STs’ learning to teach. I concluded from my analysis that there are degrees of practice, together they construct the hierarchy of practice –see figure 5.2. In the following, I explain how I differentiated each degree.

The first degree of practice, and what I consider as the basic form of practice, is what I call *blind practice*. In this degree, the focus of practice is on the length, i.e., how much time STs spend doing instruction. Usually this practice takes place within the practicum period at the last stage of their professional development program. As I have seen during my pilot study, STs spend a lengthy period, equaling 3 to 4 months, in which the experience is centered around how many classes TEs should attend to evaluate the STs. STs, through this blind practice, either imitate and adopt the cooperating teacher’s teaching style through observing them or following their guidance or else follow their own best intuition in teaching. The role of TEs is limited to attendance of classrooms sessions and evaluation of the ST’s performance, and they have no intention to intervene in the STs learning to teach. Commonly, in fact, TEs are referred to as “supervisors” and they do not have to be from teaching departments or a related major –any faculty who specializes in the subject matter can do the job. Although this degree of practice involves STs in real teaching situations, i.e., teaching actual classroom lessons for their students, these teaching situations are randomly available to STs depending on what the school that the STs are assigned to offers them. STs’ practice in this degree does not necessarily result in self-realization nor do STs reach a meaningful conclusion from their practice since there is no reflection or formative feedback associated with this learning-to-teach experience. Moreover, both STs and TEs during such practicum act in a forum that is detached from the theoretical background they obtained from their coursework. This degree of practice is still utilized in teacher education and is still referred to in literature as “practice.”

The second degree of practice entails what has been evolving in the field: “the approximations of practice.” The focus of this degree is on the practice the STs are learning,

which commonly occurs in methodology courses and is not followed by actual classroom teaching. Although this stage happens in an unreal teaching setting, its emphasis is on coaching and training STs to exercise specific teaching enactments. TEs choose isolated teaching enactments and STs are expected to acquire more complex versions of the teaching enactments they are learning about within the relatively relaxed and less complicated setting of the university classroom, as opposed to an actual school. Through repetitions of such practice, STs learn from their mistakes before they are put in a real teaching setting in the presence of actual students, substituted in this degree of practice by classmates who act as students. The TE's role in this stage is more vibrant since they are focused on evaluating STs. Moreover, they make a great effort to enhance STs' learning of practice as they serve here to assure and facilitate STs' understanding of their theoretical knowledge. This degree could be seen as different approximations of approaches to practice, such as micro teaching, role play and some approaches to rehearsals.

I refer to the third degree of practice according to Ericson's term (2002), "deliberate practice." While the previous degree of practice views practice as occurring in segments, this degree, "deliberate practice," views practice as a whole. This degree usually occurs during practicum –field experience- and involves two layers of practice: practice that happens in actual classroom teaching and practice that occurs in a third space –as will be suggested in the following section. Through these two layers of practice, STs, with the assistance of their TEs, experience the cycle of enactments and investigation which was developed by Lampert et al. (2013) –Figure 5.1. STs undergo two layers of practice by experiencing both two settings: the approximations of practice, which take place during rehearsal sessions, and the actual teaching layer of practice, which exists in the classroom setting. Via the switch between the two settings, STs encounter an organized system for their conceptual framework that guides their innovation during their moments of uncertainty (Hatano & Inagaki, 1986). Moreover, such a routine constitutes the

deliberate practice needed for adoptive performance, which, as Lampert et al. (2013) describe, requires that STs develop an efficiency of their routine and are able to adopt their cultivated realization of teaching into new situations. Although STs interactions with real teaching enactments differ in their scale of complexity depending on available teaching contexts, TEs, as well as their STs, manipulate their agency and intervene in their adoptive performance through adoption of more complex teaching enactments in order to encourage the STs' sense-making of their practice, as suggested by both "ambitious teaching," adopted in Lampert et al.'s study (2013), and the flipped classroom approach, as in the case of my study. This deliberate degree of practice combines the benefits of both two settings to enhance the ST's practice, not for the sake of practice itself, but to empower STs to come through what Britzman (2003) calls: "a struggle for voice" (p.20), to enable STs to construct their identity as teachers and raise the inquisitive sense among them.

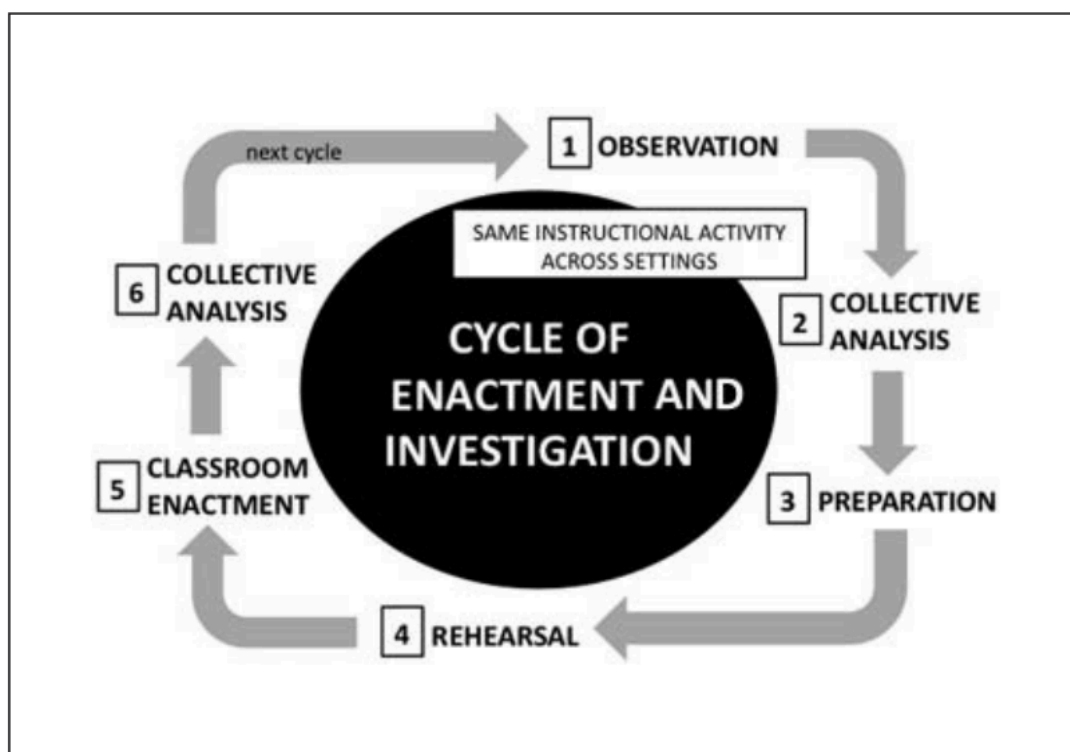


Figure 5.1: Cycle of Enactment and Investigation by Lampert Et Al. (2013)

Through exploration of these three enacted degrees of practice, I came to a better understanding of practice and revealed, for myself, the complexity that lies in its nature. I hope that such realization motivates other researchers, and that together we can broaden our conception of practice. As a result of my research, I have also reached the conclusion that we should be unsatisfied with how existing literature defines practice and assume that we all think alike about such discussions. If we address the term “practice,” we should consider and clarify what degree of practice we refer to. By doing so, I believe it is possible we can capture its complexity, since practice is a dynamic aspect and its definition includes field experience and many members with different roles. The following figure shows the pyramid of practice that I created for the three consecutive degrees of practice.

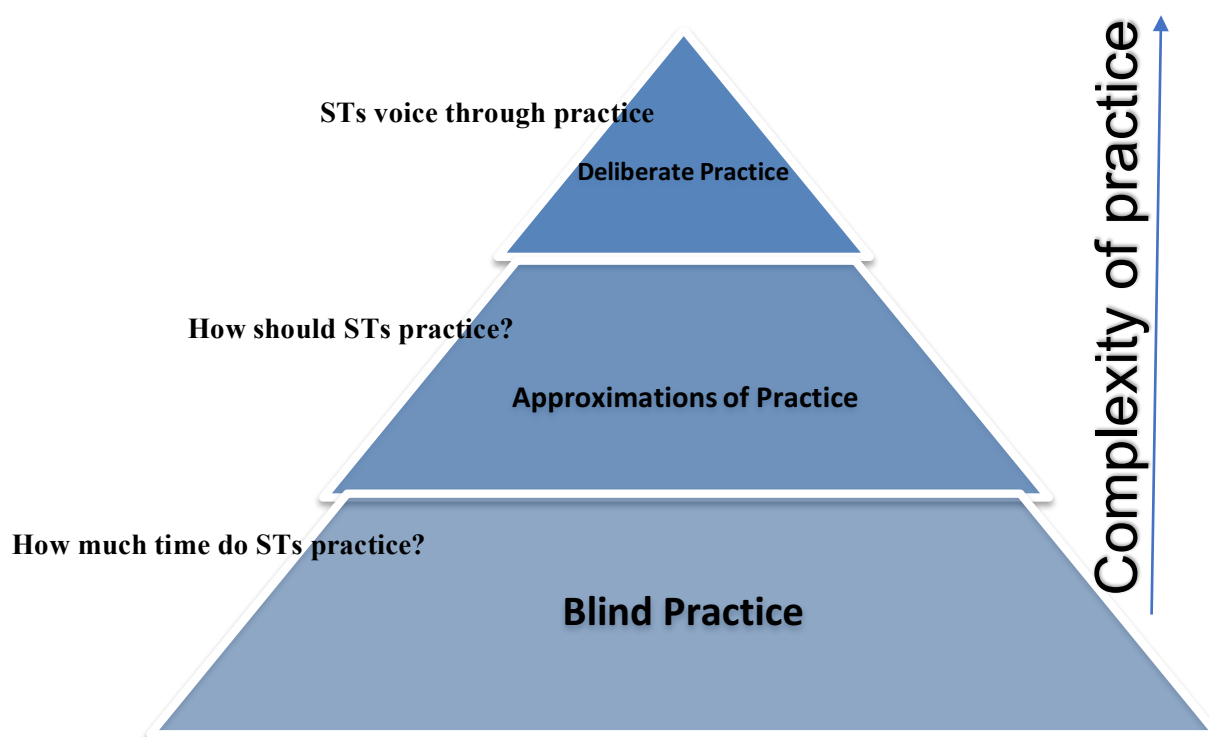


Figure 5.2: Pyramid of Degrees of Practice

I hope that future research in this field will address the theory of practice with extra consideration and much sensitivity, because my exploration in the field has revealed that undeveloped attempts to address this theory lead to a degraded understanding of the concept's complexity and widen the gap between theory and practice. Rather than dedicating our efforts to acknowledge and value practice for its uniqueness and ability to offer invaluable learning-to-teach opportunities, we became reductive and misguided by a shortsighted view of the meaning of practice.

Creating Learning through Practice Experience for EFL STs

Referring to my developed data storyline, established earlier in chapter four, I will incorporate the storyline's main categories and emergent concepts to draw the full image of the following suggested model to enhance the experience of EFL STs during their journey in learning to teach. Through my study, my participants, as well as I, myself, encountered a rich learning-to-teach experience that affected us as both STs and TEs. I am advocating for the institution of learning through practice in teacher education during professional development programs in universities. I use the term "experience" rather than "model," as is common in professional development literature, to reflect the importance of the uniqueness that each individual participant brings during their involvement in such experience, rather than emphasizing logistics of a fixed model that focuses on the tool of practice rather than practice itself. Moreover, creating a learning-through-practice experience for STs assumes that this experience will be the best practicum approach and have all the tools needed to offer the potential for a successful learning opportunity, but what individuals bring to the experience also determines whether it will succeed in fully and positively fulfilling its potential.

Reading through teacher education literature, one finds a consistent focus on the time factor of practicum and the length STs spend at school rather than the depth of their experience. Existing literature also stresses the division between teaching practice -between that of the field

and that of theory and academic knowledge (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009)- and previous research attempts to bring both theoretical knowledge and practice together. A number of researchers' models suggest utilizing practice more in methodology courses to facilitate STs' understanding of teaching, but research has still been lacking in examination of practicum and how field practice offers tremendous authentic teaching situations that could craft STs' learning to teach. In the following, I outline the main aspects of the learning-through-practice experience:

- *Deliberate practice degree*: The experience of learning through practice should be centered on the application of the deliberate practice degree in which STs are involved in two settings of teaching enactments: isolated and repeated instructional tasks in rehearsal sessions and actual teaching enactments in the classroom. In deliberate practice, STs undergo a cycle of enactment and investigation that starts with observations, then rehearsals and, after that, actual classroom teaching. This deliberate practice cannot be realized without the existence of third space.
- *Third space*: The cycle of enactment and investigation is not a mere transaction between one setting and another, i.e., STs would reach a deliberate practice stage if they simply moved from observations to rehearsals and, lastly, to the classroom in a linear relationship. However, they should engage in thoughtful descriptions of their practice in both settings and such analysis and reflection cannot be captured through brief feedback during rehearsal sessions or a short post-classroom teaching conference. A third space should exist to be inclusive of both settings in order for STs with their TEs to make meaningful connections between the two settings and other parts of their enactment and investigation cycle. Moreover, the third space could offer more room for TEs and STs to reflect on and investigate their own practice, as well as that of their peers.
- *Adaptive performance*: TEs should shoulder more responsibility for the ST's performance and not leave the entire responsibility for the acquisition of practice to the ST. TEs could play an essential role regarding STs' adoptive performance while taking every opportunity during

rehearsal sessions to provide them with needed teaching skills –what I refer to in my analysis as “teaching practice on demand.” Teaching delay is another developed aspect of rehearsal sessions and could be utilized by the TE to intervene where she observes weak points in the ST’s practice. The TE’s role is helpful in that it lets students develop an awareness of their practice rather than adopting the TEs’ exact teaching enactments.

- *Aha moments*: Through this cycle of enactment and investigation the focus should not be on how STs are “doing” their teaching practice in both settings but, rather, on what STs are concluding from their teaching practices. Helping STs develop a realization about their two layers of enactments (rehearsal and actual classroom teaching) should be an absolute goal. Since these aha moments reflect that STs have reached a meaningful realization about their practice, TEs should not wait for STs to reach these moments on their own, but could scaffold STs and bring their attention to valuable moments that they might otherwise fail to observe or interpret.

- “*Keep it complex*”: As Lampert et al. (2013) suggest, during the professional development of preservice teachers, encouraging STs to practice more difficult teaching approaches would help them to better understand the complexity of practice as well as to reflect on their learning to teach. The flipped classroom, as I implement in my study, has unique features that allow STs to flip their traditional teaching experience and afford them opportunity to question their fixed beliefs about teaching. As evidenced by my data, the flipped classroom approach helps STs to actuate their agency over their learning of practice.

- *Practice for voice*: Practice, as seen in my model, should inspire the development of the ST’s identity as teacher – what my data calls “out of the cooperating teacher’s shadow.” Practice is used as a tool for STs to know themselves better as teacher and to give an opportunity for their voice and struggles to be heard. The TE is expected to be more of a listener than a mentor.

Summary of Chapter 5

In this chapter, I try to take my saturated concepts developed by the storyline of data to construct a middle theory of practice in the EFL STs' professional preparation context. First, I advocate for reexamining the meaning of practice in learning to teach by addressing the dilemma that exists in the use of the term "practice." In an attempt to redefine the meaning of practice I develop a pyramid of practice, which consists of three degrees of practice, building on Ericsson's (2002) notion of "deliberate practice" and Lampert et al.'s (2013) "cycle of enactments and investigation." In conclusion, I formulated the outline for a suggested model to create a learning-through-practice experience for Saudi EFL STs that could be adopted in any EFL learning-to-teach context.

Chapter 6

Summary of the Study's Discussion, Conclusion, and Recommendations

In this chapter, I summarize the problem that led to my research, my analytical process and the procedures of the study. I also summarize the results of the study and reflect on these results with connection to the research questions. Finally, I outline the recommendations of the study for further research and make general suggestions in conjunction with stating the study's significance.

Research Problem

English teaching became a top priority of education reform in Saudi Arabia. This can be related to the placement of English language teaching as one of the country's development strategies since the ninth strategic plan (Saudi Arabia Ministry of Economy and Planning, 2006). More recently there has been a major push to achieve the main goals of "Saudi Vision 2030": Thriving for an education that contributes to economic growth (Our Vision: Saudi Arabia 2030, 2016, p.40).

Students of various English departments in Saudi universities within colleges of education and colleges of arts, or other four-year English programs at various colleges, take methodology courses equaling 10% of the total courses offered in their plan of study (Alsugyer, 2014). This contributes to the lack of teaching competency in the Saudi EFL pre-service teacher. Alhazmi (2003) and Alnasser (2015) blame the teacher education programs in Saudi universities for not adequately equipping students with the needed content and practice to improve their performance.

During my personal experience as teacher educator in the department of curriculum and instruction, I worked with a number of EFL STs during practicum and paid close attention to their experience. They spent a full school semester involved in their first teaching experience, which is

similar to 20 university credits (equal to approximately six university courses). STs are sent to teach in classrooms insufficiently prepared and spend their practicum with an absence of a tangible role model of a teacher educator. Though it can offer immense opportunity for STs to enrich their experience and bridge gaps between knowledge, the training they are lacking, and the teaching potentials they need to develop, practicum experience is being neglected.

Hollins (2015) explains that pre-service teachers need to undertake what she calls “Guided Practice” to help STs conceptualize their teaching through learning from their peers, educators and the students they teach. Grossman and McDonald (2008) join Hollins (2015) in calling for research in teacher education to study the clinical aspect of practice in pre-service teacher education and design pedagogies of enactment to study how best to develop skilled practice. In my study, I adopt “Rehearsal”, a pedagogy of practice, developed by Lampert, et al. (2013) to prepare EFL STs to overcome the dual challenge of teacher education, to enable STs to actually teach when they get in the classroom and to prepare STs to do teaching that is socially and intellectually more complex than the current norm (Lampert, et al., 2013, p.240).

Saudi universities need to have a comprehensive development plan for EFL preservice teachers. Our future EFL teachers must be exposed to extensive teaching experience in school to build their teaching skills. A recent study by Mitchel and Alfuraih (2017) which examines EFL teachers’ needs shows that teachers are aware that they lack proper professional preparation from their teacher education programs. The study indicates that EFL teachers strive towards excellence in EFL teaching and express their training needs for various methods such as Flipped Classroom. Choosing the Flipped Classroom teaching approach as a platform for practice in my study stemmed from the nature of this approach –It allows STs to delve even deeper than when rehearsing traditional teaching practices, and puts them under teaching situations that require them to be inquisitive and reflective about their teaching.

Research Questions

The main question of the study was:

- How do rehearsal sessions impact the Saudi EFL student teacher's learning to teach journey through the implementation of the flipped classroom method?

Going to the field with such a flexible but focused question raised sub-questions:

- To what extent do rehearsal sessions help Saudi EFL student teachers develop their teaching skills?
- How does rehearsal-session feedback influence student teachers' actual teaching in the classroom?
- How do Saudi EFL teacher educators utilize rehearsal sessions as a professional development tool?

Study Procedures

These questions are to be investigated through observation of both STs and TEs performance and interaction during rehearsal-based training sessions and their actual classroom teaching throughout the course of their practicum experience. The principles of the flipped classroom model will be taught in a pre-practicum professional workshop called "Flip Your EFL Classroom" developed by the researcher and STs will practice their real-life teaching in rehearsal training sessions –the main focus of the study- on a weekly basis. By the end of practicum, I will conduct interviews with the Saudi EFL STs and their TEs to explore their experiences with both rehearsal pedagogy of practice and the flipped classroom teaching approach.

Overview of the Study Analytical Process

The analytical process of the study goes over five stages to develop the concepts and the storyline of the study, here a brief description of each stage:

1. Description stage

In this early stage of the analysis, I began the open coding technique from the first day of data collection. I read raw data line by line, aiming to generate initial concepts and insights from the data. I thoroughly reviewed my field notes on a regular basis, open and alert to emerging concepts. I consistently asked myself questions about data I encountered and listed all emergent concepts in my field notes. This stage also involved memo writing for the purpose of describing what, more specifically, the data entailed and what incidents that occurred might offer to the study.

2. Analysis stage

The open coding analysis was continuously employed through the entire period of data collection from the beginning of the field experience until I finalized the interviews' data report. The analysis stages came later, in which I went beyond reading the data to be thinking about the data. The main purpose of this stage is concept development i.e., to develop focused concepts from the initial concepts coded in the previous stage. In using the term focused coding, I do not mean a shortlisting of my open coding concepts, but rather, I started to develop interpretations and insights about these concepts.

3. Theoretical sampling stage

Theoretical sampling is an essential stage of data analysis, and entails collecting data based on evolving concepts derived from data or, in other words, digging into raw data for more incidents to discover relative properties and dimensions for already developed concepts. In this stage, I quietly reversed the coding method used in the previous stages, instead of coding raw data I re-examined raw data carefully to gather incidents that recount to the storyline of concepts. As the word "sampling" indicates the purpose of this method is to assure that the concepts are true to the data. It is quite similar to the concept of sampling in quantitative research, although the

purpose is not randomization or representativeness as Corbin and Strauss (2008) explicate, but rather to assure that we make meaningful analysis of all data. Theoretical sampling continues until categories reach saturation, which is the last stage of the analytical process.

4. Integration stage

This stage focusses on connecting categories together to structure the study's concepts into one homogeneous body. The analysis technique of axial coding is used here, in which developed concepts from the previous stages are compared and related to each other with regard to their dimensions and properties. Connecting concepts enabled me elaborate on the relationship between them. A sub-technique is applied here -constant comparison- which entails that each incident is compared against other incidents for similarities and differences. This technique enriches each category, adds to their properties and dimensions, and produces layers of variations.

5. Theoretical saturation stage

Since the purpose of this study is theory building, concepts should reach saturation in order for my theory to be realized. Theoretical saturation entails more than the development of a list of categories, rather, it involves telling the story of these categories to delineate the study theory. Grounded theory methodology is used mainly by researchers to generate a theory from data produced by participants. Therefore, to refine such theory, I firstly boosted any poorly developed categories by carrying out further theoretical sampling. I ensured that categories reached saturation, which meant they were well-developed in terms of their properties, dimensions and relationship to various concepts. Another essential step of theoretical saturation is looking through raw data to ensure the variation element which plays an important role in building the theoretical scheme of the study. Variation refers to examples of cases that fit or differ from developed categories when comparing my study's theoretical scheme with raw data. Finding

variation is important in broadening the scope of my theory, adding complexity to it and enhancing the practicality factor.

Summary of the Study's Results

- Developing a Core Category of the Study

Development of a core category of the study is the first essential step in the analytical process of the grounded theory methodology. Since this core category will be the base of the to-be-developed theoretical framework, I waited until after the initial and focused analysis to allow all rising concepts to be seen. Throughout the concept integration and theoretical sampling, I worked to develop a core category that speaks to all concepts and represents existing issues. The focus of this study is to examine EFL Saudi STs' learning-to-teach experiences, and the main objective of my grounded inquiry is to develop a sub-theory that can be applicable to my research context. Thus, the developed core category is: constructing a learning-through-practice experience for EFL STs.

-The Storyline of the Study Findings

Creating a storyline for the findings of my study is a way to integrate all the main categories and developed concepts into one cohesive body that paves the way for the theoretical scheme that is the main expected outcome from the analytical process. I divided the storyline into five sequential phases, with each phase representing a main category drawn from the study's findings. Under each phase there are concepts and sub-concepts generated by its main category. Every phase is inherently connected to the others and cannot be separated. On the contrary, they intersect and build on each other. The arrangement of the phases as it discussed here does not relate to their appearance during course of the study, but reflects the conceptual integration of concepts that took place during the analysis of data. Each phase paves the way to the next and, by the end, they outline the framework for the theoretical scheme, which is developed in the next chapter. The following is a summary of each phase with a brief description:

First phase: This phase gives a first glance at the field of Saudi ST's learning-to-teach experience during practicum in connection with prior academic preparation in college. The main category raises a call for EFL preservice teachers' professional development reform and carries with it the following concepts: the gap between ST's academic preparation and the field, ST's existing self-awareness, ST's self-doubt concerning their own efficacy, and the generally misguided image of teaching.

Second Phase: This phase advances the findings and takes the analysis closer to the field with implementation of the study's interventions. I call it "In the middle of wonderland!" and include the following concepts: the distinction between actual teaching and rehearsal, micro-teaching vs. rehearsal, rehearsal as more complex than actual teaching, and, finally, out of the cooperating teacher's shadow.

Third phase: This phase explores the issue of practice and enactments and brings with it two concepts—"the third space" and "aha moments."

Fourth phase: "Meet me at the end of the day" sheds further light on the role of TEs while mentoring STs. It includes the two concepts of teaching delay and adoptive performance.

Fifth phase: The flipped side of flipping, this phase highlights the impact of the flipped classroom approach on STs' learning to teach through these two concepts: flipping STs' learning-to-teach experience and developing STs' agency, which carry with them the two sub-concepts of STs' decision-making skills and STs' autonomy.

Discussion of the Results

In this section, I present a discussion of how the study results speak to the questions of the study. I address each research question separately and interpret my results from data into meaningful answers. I begin by discussing the sub-questions of the study—the first, second and third questions—and I then return to the main question that pertains the entire study.

- First Question: To what extent do rehearsal sessions help Saudi EFL student teachers develop their teaching skills?

Letting STs encounter a complex degree of practice was a goal of my study, in order to enable my participants to advance their learning of teaching. However, implementing an advanced teaching approach such as the flipped classroom approach –more specifically in an EFL context- could have an extremely adverse effect on STs’ acquisition of learning to teach if it is accompanied with facilitating tools. In order to implement the flipped classroom approach, the concept of rehearsal needs to be implemented in EFL teacher education to ease STs’ acquisition of teaching skills.

Through rehearsal sessions, STs were able to benefit from the unrestricted third space in which they could reflect on their teaching practice through questions they raised along with scaffolding feedback from both their TEs and colleagues. The existence of a third space creates a learning-to-teach atmosphere that compels professionalism. Its main goal is to provide opportunities for STs and TEs to collaborate in attending to each ST’s rehearsal, through interjections of comments and suggestions that could elevate their practice. Moreover, the ongoing discussions about teaching in these sessions helped STs to craft their teacher identities and adopt new -even more complex- teaching skills.

STs also had the advantage of the “teaching delay” aspect that was provided by rehearsals, where they practice some challenging aspect of their teaching in rehearsal sessions and receive helpful tips from their peers and TEs before performing these teaching practices in the actual classroom. Thus, they became more encouraged and enthusiastic to adopt new and unfamiliar aspects of teaching, knowing they would have support and help during rehearsal sessions.

During rehearsal sessions, STs developed a greater awareness and self-reflectiveness of their knowledge of teaching and of their practice. STs expressed that they came to practicum

unequipped with sufficient related knowledge and had not had enough opportunities for practice. Thus, STs utilized rehearsal sessions to widen their knowledge of teaching as well as reflect on their practice.

- Second Question: How does rehearsal-session feedback influence student teachers' actual teaching in the classroom?

By exposing STs to two different layers of practice, in rehearsal sessions and the actual classroom, the STs' sense of the uniqueness of each setting was increased. It appeared through data analysis that STs value rehearsal sessions and realize that having two distinct opportunities for practice could help them to increase their understanding of the nature of practice. Such awareness constructed among the STs enabled them to be thoughtful about their teaching and develop their own realizations. They started to teach in the classroom intentionally choosing one specific technique over another and to derive meaningful conclusions from their teaching.

Through the application of rehearsal sessions, STs appear to have a sense of independence and reflect an agency over their own learning to teach and use this to enhance their actual classroom teaching. By the midway point of practicum, STs had become more selective about their practice during rehearsal sessions, they began to be more selective about the questions and performance they brought forward to be considered by the group. As each ST progressively realized their self-identity, they utilized rehearsal sessions for increasing their knowledge and for practice in dealing with certain teaching situations they faced in their classroom.

During rehearsal sessions STs take on many different roles while one from their group is rehearsing. The effective attendance and valuable intervention they offer during these sessions reflect the insight they have gained while engaging with their students and in teaching practice. Moreover, as they switch between the different roles—as students, cooperating teachers, TEs and themselves –STs acquired a deeper understanding of their students' needs and expressed that they

developed a greater sensitivity toward students when they taught their actual students after rehearsal sessions.

- Third Question: How do Saudi EFL teacher educators utilize rehearsal sessions as a professional development tool?

Through rehearsal sessions, TEs were able to take more active role in the STs' learning-to-teach experience. The third space provided by rehearsal sessions, created an atmosphere for them to interact and discuss practice-related issues that could not exist in a typical practicum experience. TEs were able to step outside the distinct role of supervisor and get closer to STs, better addressing their needs and getting involved in their learning to teach.

Using rehearsal sessions as a professional development tool to cultivate STs' teaching practice, TEs value the tremendous opportunities for "adoptive performance" to intervene in STs' practice. TEs benefited from the ability to step while STs were performing during rehearsal sessions. They had opportunity to encourage students to repeat and a focus on certain teaching practices with different levels of complexity and to assure STs' adoption of new teaching practices.

Rehearsal sessions open a window to provide "teaching practice on demand" to TEs as they observe their STs' performance in both settings (actual classroom and rehearsal sessions). TEs are able to pay more attention to what practice STs are lacking or struggling with, not only in order to provide them with brief oral feedback, but to offer STs the necessary training they need to overcome such difficulties. As TEs diagnose the STs' practice, they come to rehearsal sessions with ample remedial plans customized for each ST –coaching them during rehearsal sessions, peer teaching with them, and other such constructive possibilities.

- The Main Question of the study: How do rehearsal sessions impact the Saudi EFL student teacher's learning to teach journey through the implementation of the flipped classroom method?

Through this rich learning-to-teach experience, the study's participants were able to develop realizations that greatly impacted their learning to teach. STs, with their TEs, were reflective about their teaching practice in a way that became analytical and inquisitive about the daily teaching situations they encountered. Such reflectiveness was significant as it was collective and shared through their regular rehearsal sessions. STs did not only reflect on their own practice but also became a helpful learning source for their colleagues.

The application of the flipped classroom teaching approach let STs flip their own learning-to-teach experience by encountering a teaching style that disrupted the existing concepts about teaching they had acquired through the traditional teaching they experienced as both former students and STs. Such a flipped experience shook their old belief that teaching is something "fixed" and that what cooperating teachers do must be adopted and imitated. STs were able to change such preconceived beliefs about teaching and adopt ones that emerged from their own inquiry.

Evidence of their growing awareness of teaching, they began to develop what I have called "STs' agency" as they appeared to show their increasing decision-making skills during the implementation of the flipped classroom approach and during their performance and feedback in rehearsal sessions. Moreover, STs fostered their autonomy when they demonstrated a responsibility toward their own learning of practice and teaching inquiry.

By the end of practicum, STs were able to greatly advance their conceptualization of their practice and attain many "aha moments," i.e., realization moments. Such moments cultivate STs' awareness of practice for itself, as a way to construct themselves as teacher and to understand the complexity of practice. The most precious outcome of my study, I believe, is the presence of STs'

voice through their practice. The voice that conveys their own practice, struggles, and how this experience adds to them as individuals, even beyond their roles as teachers.

The Implications of the Study

In this section, I speak to implications elicited by my arguments throughout the dissertation. I share some insights developed during my data analysis and while finalizing the main findings of the study for future research and how the current study could lead further inquiry.

What Is Practice in Learning to Teach? How Can We Keep It Complex?

This concept is highlighted in chapter 5 in my discussion of the study's developed theoretical framework where I call for a better understanding of this term among scholars in the field of teacher education. However, I still believe that this term is fraught and loaded with contradictory meanings while repeatedly used in teacher education literature. Does it mean teaching in the classroom? Then what about outside classroom rehearsals? Are such rehearsals practice for teaching? Are approximations of practice, as referred to in literature, approximations of teaching?

In my argument, I conclude that we should carefully address the term “practice” in our discussions about the learning-to-teach field and define what we mean when we use the term. I developed what I call the pyramid of practice in learning to teach, which begins with blind practice as a foundation, then proceeds to the approximations of practice and, finally, at the top of the pyramid comes deliberate practice. The indicator for scaling any form of practice according to this pyramid is the complexity level that each type of practice offers for preservice teachers' learning-to-teach experience. Complexity of practice also serves as one of the main features of the model I developed for practicum in the EFL context and STs in general. Hence, I invite researchers to shed more light on how to nurture the complexity in learning to teach and to investigate what it offers by way of enhancement to ST practice. As learning to teach at the basic

level involves several challenges, I assume that increasing the level of practice complexity will also entail and perhaps increase such challenges, so I encourage further studies to examine how TEs might meet such demands.

The Uniqueness of Learning to Teach in The EFL Setting

Learning to teach is an evolving topic in teacher education research, but since the field of EFL, and TESOL in general, is under the control of applied linguistic departments in academia, learning to teach for EFL preservice teachers has not yet been explicitly discussed. The experience of preservice teachers' learning to teach in the EFL context is, perhaps, more complicated than other contexts, as social, cultural and linguistic factors add to the complexity of this endeavor. Thus, if the complexity of learning to teach in addition the complexities found in the EFL learning and teaching context were incorporated into one setting, I believe it could add a deeper understanding of the essence of learning to teach, in a broader sense.

As is the case with the majority of EFL teachers in other contexts, the majority of EFL preservice teachers in the Saudi context start to learn the English language professionally as adults and there is no comparison between learning a foreign language purely for language acquisition and learning language as a subject matter for teaching in the EFL context. The student who learns English solely for language acquisition faces a lack of preparation when they enter the field of teaching, and this frequent experience is worth more research and examination.

When I first enrolled in the Department of English Language and Translation at Imam University for my bachelor's degree, I did not intend to be an EFL teacher; my main goal was to learn the language itself. As I took more specialized courses, I started to like teaching methodology courses and how to design EFL lessons, and I felt that in EFL there was a sense of professionalism not found in the teaching of other subjects. Moreover, the massive online resources for teaching ESL/EFL caught my attention and I associated this with creativity and ingenuity, and this led me to change my academic path and join the education college. Can

learning the English language change an individual's orientation toward teaching in general? This was a question that I wished future studies could examine further.

As EFL teaching can offer a deeper understanding of what learning to teach is, it could also contribute to the problems and misconceptions associated with this domain. For example, it is common nowadays for people with no background in education but who are native English speakers or speakers who are fluent in English, to teach EFL\ESL students. What difference could an EFL teacher who learns the language as she teaches it to her students make in terms of the best learning outcomes for her students and for her own realization of the teaching practice? I believe research in the field of EFL teacher education should examine how learning a foreign language could influence personal orientation toward teaching and a better understanding of the complexity of practice. We, the scholars in the field of EFL teaching, could introduce a model for the context of learning to teach in general, as long as we open the field of teacher education and extend beyond the limits of applied linguistic and language departments.

Study Recommendations

In this section, I will consider the study's implications for student teachers, teacher educators, cooperating teachers and stakeholders of teacher education programs in Saudi Arabia. Moreover, I will present my recommendations to future researchers and a summary of the study's general suggestions.

- **Recommendations for Student Teachers (STs)**

During my involvement in the field of teacher education over the course of about eight years, I was privileged to work with many STs, and through this study I was able to put all the thoughts I had had about these students into practice. This rich experience in which I invested myself in the learning-to-teach journey of 12 STs, brought me to the realization that the journey is a very precious life experience that cannot be repeated. So, as you enter this experience I welcome you to journey to know yourself as a student, a teacher, and, I hope for your sake, a

future TE. To get the most from this experience, value each aspect of it and, before you start teaching and before adopting any teaching style you observe other teachers do, embrace your personal and unique thoughts, read about the new technique, and do what your TEs ask you to do. Such personal inquiry will enable you to be versatile for your students and for yourself to be your own TE. Even for those STs who think they will not be teachers in future and simply want to pass practicum as a graduation requirement, I say, “Seize this opportunity to foster your autonomy as a long-life learner and pay close attention to your students and how they need you to be, like you, independent and inquisitive learners.

- **Recommendations for Teacher Educators (TEs)**

Working with TEs and becoming one of them let me realize that TEs cannot even imagine the important role they could play in STs’ learning to teach. The first step in developing your awareness of the important role you have is to take off the role of the supervisor whose only responsibility during practicum is to grade STs. Practicum experience is a huge opportunity for the TE to do what teacher education program methodology courses cannot. Sitting by passively as you watch a student struggle and fail as they go through practicum is considered by such programs to be acceptable, humanitarily and professionally.

TEs should take more active role to facilitate “adoptive performance” among their STs. Applying rehearsal sessions while mentoring STs during practicum, will give TEs more opportunities to benefit from “teaching delay” and “teaching practice on demand” aspects of rehearsal to scaffold STs to enhance their practice. Moreover, manipulating the roles switch technique –e.g. switching from the role of TE to role of student- during rehearsal sessions will help TEs to enhance their STs’ adoptive performance.

- **Recommendations for Cooperating Teachers**

You have encountered STs during what for them is a valuable life experience, so be a memorable person that they will credit greatly. From my experience, the role of EFL cooperating

teachers can surpass that of the assigned college TEs. They can be more closely involved, influential and attentive to STs since they are available to them during the whole practicum at any time during working hours, unlike the college TEs who generally have limited access to STs, due to their involvement with other university work. Cooperating teachers should create a more purposeful relationship with STs during their field learning-to-teach experience. I recommend a number of steps that could be initiated by cooperating teachers with STs. First, cooperating teachers should disregard differences between themselves and STs, such as age, years of experience, language proficiency level, etc., and communicate with STs professionally as colleagues. I suggest that cooperating teachers welcome STs to stay in their office during their training at the school and not abandon them in a separate room in the school –as was the case in almost all the schools I came through. Also, cooperating teachers may initiate participation in the ST's professional development, by contributing to STs practice development. A collaboration between cooperating teachers and the TEs from the university would improve the ST's experience. Moreover, effort by the cooperating teacher to facilitate any new teaching practice, such as the flipped classroom approach, would be extremely helpful and would benefit both the STs and their students, as well as enhancing the experience of the cooperating teacher.

- **Recommendations for Departments of English Language and Translation**

I would recommend that departments of English language and translation in Saudi Arabia -more specifically at Imam University- take more serious and thoughtful steps to improve the situation of EFL teacher education programs that they offer. More academic collaboration between English language and translation departments and education departments should be endorsed in order to advance the current status of EFL teacher education in the country. First, there must be a specific academic path for preparing the EFL teacher, and its study plan should incorporate coursework from both the English language and education departments. In this way, students who enroll in an academic major will be ready to be EFL teachers and will have all the

needed coursework to better perform when they go into the field for practicum or as future teachers. Second, there must be a reconsideration of the qualifications of TEs to teach related teaching methodology courses and mentor STs in their practicum experience. Last, but not least, we should create opportunities for collaboration with global innovative practice in EFL teacher education such as Skyping collaborations or educational trips abroad to benefit from practices used in other countries to overcome similar complexities and to enrich the situation of teaching English in Saudi Arabia, a situation which is noticeably less than ideal.

- **Recommendations for Future Researchers**

Regarding adopting grounded theory as a research methodology, I highly encourage even new qualitative researchers, myself included, to consider embracing the grounded studies method and not to doubt their capability to do such inquiry. Many researchers are reluctant to carry out such a study because they are worried about personal biases interfering or about how they could develop valid analysis from their data. However, from my experience, the practice helps to alleviate such worries while allowing one to confidently immerse oneself in one's inquiry. First, developing a researching sensitivity and increasing the "internal observer" in yourself will actually help you to be true to your data and analysis, even if you are quite familiar with the existing literature in the field of the study. I greatly suggest that you develop personal skills, such as living in the moment—the "here-and-now rule"—and that of the "internal observer" found in the transurfing theory by Zeland (2017), in order to develop such personal sensitivity for professional inquiry, as well as for personal habit. For those confused as to whether or not they should abandon the previous literature while conducting their study, I would suggest that during researcher involvement in the field and while collecting data, it was helpful for me to feel free to read existing literature as it gave wider breadth to my consciousness of possibilities in the research. It helped the most while doing the open coding analysis and in writing my descriptive memo. Second, while working on the analysis of data, it is possible to get closer and truer to your

data using a number of techniques mentioned earlier in the analytical process, such as personal questioning and “what if?” technique.

Regarding the problem of the study, I highly recommend that further research be conducted in the field of EFL STs during practicum as there is a lack of literature on qualitative studies done during practicum for EFL STs, specifically, and on STs in different disciplines, in general. Moreover, studying the EFL STs’ learning-to-teach experience has not yet been covered in depth and I recommend that further studies highlight the complexity of practice associated with the EFL context. Studying the linguistic competence of EFL STs and how their lack of English language proficiency could contribute to the complexity of their teaching practice would add a deeper understanding of the experience of EFL STs’ learning to teach.

- **General Suggestions**

In this section, I will offer general suggestions from lessons learned during my work on this dissertation. These should not be considered specific to researchers or members involved in the field of this study, rather, they address the human being inside each one whose eyes come upon these lines. Do not doubt your potential even during the most difficult times, and believe me that the achievement of your intentions in such times will prove the best healing for all your fears, heartbreak and injustice.

Live in the moment, “here-and-now,” to understand surrounding incidents more thoughtfully and truthfully. Such immersion in the moment will reward you with the joy of deep realizations that can be achieved by paying attention and actively listening along any path of inquiry life presents, and then moments of true understanding and awareness will click effortlessly –what I call the “aha-moments of life.”

Significance of the Study

The significance of my study comes from the insights gained from experienced TEs and STs who constituted the study data and drove its analysis. Providing a quantitative study about

the learning-to-teach experience of EFL preservice teachers –in the context of Saudi Arabia, specifically- is a great addition to the field since the field of teacher education, in general, is still developing and a subordinate area in the research in education that has not yet been clearly defined and articulated. Moreover, this grounded theory study provides a foundation for the theory of practice by developing “the pyramid of degree of practice,” which I advocate, to redefine the meaning of practice in learning to teach.

Summary of Chapter 6

In this chapter, I give an overview of my study by summarizing the problem of the study, study questions, study procedures, and the study’s analytical process. This is followed by a summary and a discussion of the study results in connection the question of the study. In conclusion, I make recommendations for future research and outline the study’s suggestions and significance.

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Appendix A IRB Approval

PENNSSTATE



IRB Program
Office for Research Protections

Vice President for Research
The Pennsylvania State University
205 The 330 Building
University Park, PA 16802

Phone : (814) 865-1775
Fax: (814) 863-8699

Email : orprotections@psu.edu
Web : www.research.psu.edu/orp

EXEMPTION DETERMINATION

Date: July 17, 2017

From: Courtney Whetzel, IRB Analyst

To: Mai Al-Fahid

Type of Submission:	Initial Study
Title of Study:	"The Effectiveness of Rehearsal-based Training Program to Assist Pre-service English Teachers Develop Their Teaching Skills with Flipped Classroom Teaching Strategy."
Principal Investigator:	Mai Al-Fahid
Study ID:	STUDY00007746
Submission ID:	STUDY00007746
Funding:	Not Applicable
Documents Approved:	<ul style="list-style-type: none"> • HRP-591 - Protocol for Human Subject Research (July 13th, 2017), Category: IRB Protocol • interviews and surveys guide (July 6th, 2017), Category: Data Collection Instrument • reflective tasks July 6th, 2017 (0.01), Category: Data Collection Instrument • research site approval (july 6th, 2017), Category: Collaborating Approval Materials • SACM approval (July 6th, 2017), Category: Collaborating Approval Materials

The Office for Research Protections determined that the proposed activity, as described in the above-referenced submission, does not require formal IRB review because the research met the criteria for exempt research according to the policies of this institution and the provisions of applicable federal regulations.

Continuing Progress Reports are **not** required for exempt research. Record of this research determined to be exempt will be maintained for five years from the date of this notification. If your research will continue beyond five years, please contact the Office for Research Protections closer to the determination end date.

Changes to exempt research only need to be submitted to the Office for Research Protections in limited circumstances described in the below-referenced Investigator Manual. If changes are being considered and there are questions about whether IRB review is needed, please contact the Office for Research Protections.

Appendix B
English Version of Implied Informed Consent Form for Research



The Pennsylvania State University

Consent for Exempt Research

Title of Project: “The Effectiveness of Rehearsal-based Training Program to Assist Pre-service English Teachers Develop Their Teaching Skills with Flipped Classroom Teaching Strategy.”

Principal Investigator: Mai Fahid Alfahid

Mfa154@psu.edu

Telephone Number: 05*****

Advisor: Dr. Anne L. Whitney 254
Chambers Building University
Park, PA 16802 (814) 865-2240;

awhitney@psu.edu

You are being invited to volunteer to participate in a research study. This summary explains information about this research.

- **Purpose of the Study:** the purpose of this study is to examine the main question, namely, “How do rehearsal sessions impact Saudi EFL student teachers’ learning-to-teach journey through the implication of flipped classroom method?”
- **Procedures to be followed:** students who enrolled in the practicum for the second semester 2017 and would like to join one of the research three groups, will be asked to write a reflection task after they finish the first week of practicum project and to fill a short survey in the mid of practicum project. After participants finish the practicum project they will be giving approximately 45 min interview with the principal investigator –researcher-.

- **Duration:** the researcher will be contacting the participants during the practicum project period, which will remain for 12 weeks during the practicum period.
- **Statement of Confidentiality:** Your participation in this research is confidential. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared because your name is in no way linked to your responses.

If you have questions or concerns, you should contact **Mai Alfahid** at 05***** or via email address mfal54@psu.edu. If you have questions regarding your rights as a research subject or concerns regarding your privacy, you may contact the Office for Research Protections at (+1) 814-865-1775.

Your participation is voluntary and you may decide to stop at any time. You do not have to answer any questions that you do not want to answer.

Tell the researcher your decision regarding whether or not to participate in the research. **OR** Your participation implies your voluntary consent to participate in the research.

Appendix C
Research Site's Approval

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
Al-Imam Muhammad Ibn Saud
Islamic University
COLLEGE OF SOCIAL SCIENCES IN RIYADH



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الإمام محمد بن سعود الإسلامية
كلية العلوم الاجتماعية بالرياض

سعادة الأستاذة مي بنت فهد آل فهد

المعيد في قسم المناهج وطرق التدريس المبتعثة حالياً لدراسة الدكتوراه

وفقها الله

سلام عليكم ورحمة الله وبركاته ، ، ،

أما بعد :

فأله أسأل لك العون والتسديد ..

وأشير إلى طلبك المرفوع لقسم المناهج وطرق التدريس بطلب الموافقة على إجراء بحث الدكتوراه تخصص مناهج وطرق تدريس اللغة الإنجليزية في جامعة بنسلفانيا الحكومية بالولايات المتحدة الأمريكية بعنوان (فاعلية التدريب القائم على البروفة في تطوير مهارات طالبات التربية العملية لتدريس اللغة الإنجليزية بواسطة استراتيجية الفصول المقلوبة) وما يتطلبه من دراسة استطلاعية وإجراءات بحثية.

والحاقاً لطلبك المرفوع للقسم بالإيميل (mai.alfahid@gmail.com) ومستخلص القسم بالتفويض في ١٤٣٧/١٠/٧هـ بالموافقة، فإنني أحيطك بالموافقة على إجراء الدراسة وفق والإجراءات الإدارية المتبعة للمبتعثين في الجامعة، ووفق المعايير العلمية التي تشترطها الجامعة في مبعثيها، ومرئيات الملحقية السعودية المختصة.

لإحاطتك وإشعار من يلزم بذلك...

والسلام عليكم ورحمة الله وبركاته.

م. الفهد

عميد كلية العلوم الاجتماعية


أ.د. محمد بن عبد الحسنى التويجري

- صورة لقسم المناهج وطرق التدريس



Appendix D

SACM Approval Letter for Conducting a Field Trip to Saudi Arabia



رقم المعاملة: ٣٦٣٦٨
تاريخها: ٠٣/٠٤/١٤٣٨
إرسالها: ٠٣/٠٤/١٤٣٨
مدون: ٠٣٣
رقم الجهة: ٠٣٣

A

بسم الله الرحمن الرحيم



المملكة العربية السعودية
وزارة التعليم
جامعة الإمام محمد بن سعود الإسلامية
عمادة الدراسات العليا

الرقم: التاريخ: ١٤٣٨ / / المشفوعات:

رحلة علمية لمبتعث في الخارج

قرار إداري رقم وتاريخ: ١٤٣٨ / /

- إن عميد الدراسات العليا بجامعة الإمام محمد بن سعود الإسلامية.

- وبناءً على القرار الإداري رقم (٩١٦٨١) وتاريخ ١٤٣٤/٠٩/٠٦ هـ، القاضي باتبعات "مي بنت فهد منديل الفهيد"، المعبدة في قسم (مناهج وطرق التدريس)، في (كلية العلوم الاجتماعية) بالرياض، إلى المعهد التابع لجامعة (Pennsylvania) State University ، في (الولايات المتحدة الأمريكية)، لدراسة اللغة الإنجليزية والبحث عن قبول لمرحلتي الماجستير والدكتوراه في تخصص (مناهج وطرق التدريس).

- وبناءً على المادتين (الثالثة) و (الخامسة عشرة) من لائحة الأتبعات والتدريب لمسوقي الجامعات.

- وبناءً على توصية اللجنة الدائمة للاتباع والتدريب في جلستها (السادسة) للعام الجامعي ١٤٣٨/١٤٣٧ هـ المعقودة بتاريخ ١٤٣٨/٠٣/٢٩ هـ، بالموافقة على الرحلة العلمية، ولموافقتنا على محضر اللجنة بهذا الشأن.

- وبناءً على قرار مجلس الجامعة رقم (٦٩٢-١٤١٨/١٤١٩ هـ) في جلسته (الثالثة) بتاريخ ١٤١٨/٨/٢ هـ القاضي بتفويض معالي مدير الجامعة في الموافقة على توصيات اللجنة الدائمة للاتباع والتدريب، المعنية على توصيات مجالس الأقسام والكليات بالجامعة فيما يتعلق بتغيير الجامعات.

- وبناءً على التعميم الصادر من معالي مدير الجامعة برقم (٦٦٠٥٥) وتاريخ ١٤٣٤/٠٦/١١ هـ، والذي ينص على تفويض اللجنة الدائمة للاتباع والتدريب باتخاذ التوصية التي تراها دون انتظار رد الكلية، وذلك بعد مرور أكثر من (٢٠) يوم عمل على تاريخ إرسال المعاملة للكلية.

- وبناءً على تفويض معالي مدير الجامعة لعميد الدراسات العليا.

يقرر ما يلي

- ١- الموافقة على القيام برحلة علمية من مقر البعثة في (أمريكا) إلى (المملكة العربية السعودية)، للمبتعثة/ "مي بنت فهد منديل الفهيد" (سجل مدني: ١٠٥٥١٨٩٠٤)، لجمع المادة العلمية اللازمة لإكمال بحثها لنيل درجة الدكتوراه.
- ٢- تقوم المبتعثة بمراجعة الكلية فور وصولها للمملكة، وتباشر أبحاثها، أثناء رحلتها العلمية، تحت إشراف (قسم مناهج وطرق التدريس) في (كلية العلوم الاجتماعية)، ويقوم القسم بإعداد تقرير واف عن الرحلة يرفع إلى عمادة الدراسات العليا بعد انتهاء الرحلة.
- ٣- لا تزيد مدة الرحلة عن ٩٠ يوماً كحد أقصى.
- ٤- تقوم الكلية - بعد انتهاء الرحلة - بإشعار عمادة الدراسات العليا ببداية الرحلة وغايتها.
- ٥- على الجهات المختصة تنفيذ ذلك.

عميد الدراسات العليا
وقع الأستاذ:
د. ناصر بن محمد المنيع

مستند
الحادي

الأصل لوكالة عمادة الدراسات العليا لشؤون البعثات:

- صورة مكتبات.
- صورة لوكيل الجامعة للدراسات العليا والبحث العلمي.
- صورة لوكيل الجامعة.
- صورة لسعادة الملحق الثقافي في أمريكا.
- صورة لسعادة عميد كلية العلوم الاجتماعية - صورة لعميد شؤون أعضاء هيئة التدريس.
- صورة لإدارة شؤون الموظفين (التأديبات - الملفات) - للتحقق سجل رقم وتاريخ.
- صورة للمنتعثة/ مي الفهيد (كلية العلوم الاجتماعية).

Appendix E

Practicum Evaluation Sheets

Imam Muhammad Ibn Saud Islamic University
College of Languages & Translation



Teaching Practice Evaluation Sheets &
Checklists

Supervisor's Formative Evaluation Form

School: -----

Name of Student Teacher: -----

Name of Supervisor: -----

Category	Excellent	Very Good	Good	Fair	Poor
Personality					
1. Shows self-confidence					
2. Shows interest & enthusiasm					
3. Has a clear & loud voice					
4. Makes no grammatical mistakes					
5. Makes no pronunciation mistakes					
6. Speaks fluently					
7. Communicates effectively with the students					
Preparation					
8. States behavioural objectives of the lesson					
9. States stages of the lesson					
10. States the different activities in the lesson					
11. States methods of assessment & evaluation					
12. Indicates appropriate timing					
13. Gives clear instructions					
14. Sets the scene for the new lesson					
15. Relates the new lesson to the previous one					
Presentation					
16. Makes students aware of the objectives of the lesson					
17. Presents the new language well					
18. Varies the teaching activities					
19. Gives enough practice					
20. Makes clear & appropriate transactions					
21. Asks different types of questions to elicit answers					
22. Uses different strategies for asking questions					
23. Distributes the questions effectively					



- | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| 24. Encourages students to ask questions | | | | | | | | | |
| 25. Corrects students' mistakes effectively | | | | | | | | | |
| 26. Gives appropriate feedback | | | | | | | | | |
| 27. Encourages and motivates students | | | | | | | | | |
| 28. Uses mother tongue appropriately | | | | | | | | | |

Use of Teaching Aids

- | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| 29. Uses board effectively | | | | | | | | | |
| 30. Uses visual aids effectively | | | | | | | | | |
| 31. Uses educational technology | | | | | | | | | |
| 32. Uses home made teaching aids effectively | | | | | | | | | |

Classroom Management

- | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| 33. Controls the classroom well | | | | | | | | | |
| 34. Has a good eye contact | | | | | | | | | |
| 35. Moves around the class to help students
& check understanding | | | | | | | | | |
| 36. Achieves the objectives of the lesson | | | | | | | | | |

Student Teacher's Strengths: -----

Student Teacher's Weaknesses: -----

Student's Signature: _____

Supervisor's Signature: _____

Date: -----

Appendix F

Observation Guidelines

This observation guidelines based on LeCompte and Preissle (1993, 199-200).

- Who is in the group/scene/activity – who is taking part?
- How many people are there, their identities and their characteristics?
- How do participants come to be members of the group/event/activity?
- What is taking place?
- How routine, regular, patterned, irregular and repetitive are the behaviors observed?
- What resources are being used in the scene?
- How are activities being described, justified, explained, organized, labelled?
- How do different participants behave towards each other?
- What are the statuses and roles of the participants?
- Who is making decisions, and for whom? What is being said, and by whom?
What is being discussed frequently/infrequently?
- What appear to be the significant issues that are being discussed?
- What non-verbal communication is taking place?

- Who is talking and who is listening?
- Where does the event take place?
- When does the event take place?
- How long does the event take?
- How is time used in the event?
- How are the individual elements of the event connected?
- How are change and stability managed?
- What rules govern the social organization of, and behavior in, the event?
- Why is this event occurring, and occurring in the way that it is?
- What meanings are participants attributing to what is happening?
- What are the history, goals and values of the group in question?

Appendix G Interview Guide

Several issues have to be addressed in the conduct of a group interview, for example (Arksey and Knight, 1999, 20-25):

- How to divide your attention as inter- viewer and to share out the interviewees' responses – giving them all a chance to speak in a group interview.
- Do you ask everyone in a group interview to give a response to a question?
- How to handle people who are too quiet, too noisy, who monopolize the conversation, who argue and disagree with each other?
- What happens if people become angry with you or with each other?
- How to make people be quiet or stop talking while being polite?
- How to handle differences in how talkative people are?
- How to arrange turn-taking (if appropriate)?
- Do you ask named individuals questions?
- How can you have individuals answer without forcing them?
- How to handle a range of very different responses to the same question?
- Why have you brought together the particular people in the group?
- Do you want people to answer in a particular sequence?
- What to do if the more experienced people always answer first in a group interview?
- As an interviewer, be vigilant to pick up on people who are trying to speak.

Arksey and Knight (1999, 53) suggest that the interviewer should:

- appear to be interested
- keep to the interview schedule in a structured interview

- avoid giving signs of approval or disapproval of responses received
- be prepared to repeat questions at the respondent's request
- be prepared to move on to another question without irritation, if the respondent indicates unwillingness or inability to answer the question
- ensure that he/she (i.e. the interviewer) understands a response, checking if necessary (e.g. 'Am I right in thinking that you mean...')
- if a response is inadequate, but the interviewer feels that the respondent may have more to say, thank the respondent and add 'and could you please tell me....'
- give the respondent time to answer (i.e. avoid answering the question for the respondent).

In devising questions for the interview, attention has to be given to the following (Arksey and Knight, 1999, 93-95):

- the vocabulary to be used (keeping it simple)
- the avoidance of prejudicial language
- the avoidance of ambiguity and imprecision
- leading questions (a decision has to be taken whether it is justified to use them)
- the avoidance of double-barreled questions (asking more than one point at a time)

- questions that make assumptions (e.g. Do you go to work in your car?)
- hypothetical or speculative questions
- sensitive or personal questions (whether to ask or avoid them)
- assuming that the respondent has the required knowledge/information
- recall (how easy it will be for the respondent to recall memories).

VITA

Mai Fahid Alfahid

mai.alfahid@gmail.com

Education

Doctor of philosophy in Curriculum and Instruction-Language, Culture, and Society (LCS) emphasis -College of Education Pennsylvania State University, USA. 2017

Diploma in computer applications- College of Computer and Information Sciences - Al-Imam Muhammad Ibn Saud University, Saudi Arabia. 2017

M.S. Curriculum and Instruction-Language, Culture, and Society (LCS) emphasis - College of Education Pennsylvania State University, USA. 2015

M.Ed. Curriculum and Instruction - College of Social Studies, Al-Imam Muhammad Ibn Saud University, Saudi Arabia. 2014

B.A. English Literature College of Languages and Translation, Al-Imam Muhammad ibn Saud University, Saudi Arabia. 2010

Publication

Alkozaim, K.& Alfahid, M. The Effectiveness of Flipped Classroom Grammar Course on students' Achievement and Attitude toward Educational Environment. *Arabic Journal for Social Studies*, 7(2), 47-70.

Related experiences

Lecturer at Curriculum and instruction department, college of social studies, Al-Imam Muhammad ibn Saud University, Saudi Arabia. (May 2014 -now)

English pre-service teachers' mentor at curriculum and instruction department, college of social studies, Al-Imam Muhammad ibn Saud University, Saudi Arabia. (2012-2014)