Enriching Student Teaching Experiences Through Follow-Up Collegial Discussions

Parviz Ahmadi

Farhangian University, Tehran, Iran

ABSTRACT

This study investigated how several pre-service EFL teachers in an undergraduate programme engaged in a series of collegial discussions after their student teaching experiences over the third year of the programme and how the collegial interactions nurtured their professional development. The individual interviews and group discussions were audio-recorded and transcribed in verbatim. The findings indicated that the active participation of the participant teachers in collegial discussions following their student teaching experiences facilitated learning in a collaborative learning community. The participants shared their personal practical experiences, scaffolded their peers and developed their professional knowledge in several aspects. Their awareness of pedagogical challenges was raised and they addressed their learners' needs and learning strategies in real classroom settings more effectively. The collegial interactions focused on the transfer of theories learned from the disciplinary textbooks to the pedagogical realities of the EFL educational settings. The engagement of the student teachers in collegial discussions made them reconsider their pedagogical beliefs and practices.

Keywords: Collegial Discussions, student teaching, pre-service EFL teachers

INTRODUCTION

Discourse communities are seen as groups of individuals, who have certain beliefs, knowledge and practices in common, a mechanism for intercommunication, professional organizations, discoursal expectations or disciplinary genres, gate keeping for membership and changing memberships from apprentices to experts (Swales, 1988). One of the functioning mechanisms of TEFL discourse community is through student teaching. Teacher education programs either initiate neophytes into the discourse community and assign them membership legitimacy or provide more professional training opportunities for less experienced members of the discourse community to become more mature and experienced (Lave & Wenger,1991). Graduate study revitalizes the discourse community by bringing in new members. Also, it can initiate and enculturate graduate students, as legitimate members of the community, into their professional discourse communities through introducing them to topics currently being discussed in the community, offering considerable opportunities to acquire the academic language including the technical jargons and rhetorical conventions as well as prevalent values, conventions and practices of the discourse community (Berkenkotter & Huckin, 1995).

The learning process of student teachers is a multilateral situated process (Wenger, 1998) in which cooperative learning is emphasized and knowledge is negotiated through the interactions. Student teachers are more likely to undergo the process of academic discourse socialization through oral discourse practices to become initiated into the discourse culture of the community. As academic discourse carries the prevalent conventions of a discourse community, engagement in discourse socialization practices is likely to help student teachers as newcomers assert fuller

JELT

participation in the accepted activities of the community and consequently develop professionally (Wenger, 1998).

The process of learning calls for enculturation or socialization into the conventions of teacher community (Borko, 2004). Learning happens as a consequence of the changes which are experienced through socialization into a discourse community or "participation in socially organized activities, and individuals' use of knowledge as an aspect of their own participation in social practices" (p. 4). Academic discourse socialization, according to Duff (2010) is a "dynamic, socially situated process that in contemporary contexts is often multimodal, multilingual, and highly intertextual" (p.169). Follow-up collegial discussions after student teaching experiences can similarly encourage graduate students participate actively in their community of practice through engagement and interaction with experienced members of their community, which can finally facilitate their professional expertise and sense of inclusiveness in the community (ibid).

Nearly all university degree programs intended for teacher preparation in Iran are based on a traditional model. The ultimate goal of these programs is knowledge acquisition. Most of their available time is spent on transferring information from the instructor to participant teachers as passive recipients and finally assessment is carried out to examine if the information has been acquired by them. Practice is subordinate to theoretical knowledge of the EFL teachers assuming that theoretical knowledge may result in behavioural change in part of teachers. This model presumes that if theory is applied, effective practice may finally be achieved. However, as it is also indicated by Osterman and Kottkamp (2004), these programs are unlikely to result in change in

professional practices of teachers as little attention is paid to personal practical knowledge of teachers in real contexts (Razmjoo & Riazi, 2006).

The traditional model of teacher professional development is the prevalent model of in Iran (Namaghy, 2009). It sees learning as the acquisition of knowledge passed down by an expert in the discourse community. It expects learners to pile up professional knowledge; therefore, it is primarily inactive, and channelized by expert. The underlying philosophy of this model can be linked to objectivist epistemology promoting the implementation of findings from the empirical research. They are supposed to improve their teaching practices so that their students can reach a higher mark in the final exams. At the school level, most executives do not provide teachers with adequate learning ground which can warrant participation in more collective learning spaces such as teachers' communities of practice.

The ineffective top-down, professional development programs have always been grounds for complaints from EFL teachers based on the researcher's own experience, the results from both previous studies in other EFL studies (Namaghy,2009; Razmjoo & Riazi,2006) and the present study interviews. Apart from infrequent short term in-service programs, undergraduate or even graduate programs in most EFL contexts are mainly about transmission of information. The need for reconsidering these programs and incorporating more reflective practice opportunities can be deeply felt (Namaghy,2009).

Despite the domineering traditional based model of professional development courses in Iran (Namaghi, 2009), there are teacher educators who try to achieve high standards in professional

development through reflectively-based professional development practices (Sangani & Stelma, 2012). In their classes, groups of participant teachers seated in circles are involved in collaborative discussions. Such reflectively-based development course practices which mainly focus on oral discourse practices may originate from the underlying philosophy of any teacher educator who believes that professional development is not about transfer of theoretical information and that participant teachers can no longer be mere passive recipients. Since the prevalent educational system in Iran is based on traditional models focusing on acquisition of information, examining the practices of those few practitioners whose class sessions centre on reflectively based development practices can be illuminating.

Despite the fact that most of teacher education in Iran is carried out through university degree programs, there is a lack of qualitative studies on student teaching experiences in general and those of EFL teachers in particular. There has been no ethnographic case study investigating the student teaching experiences of pre-service EFL teachers, especially those who are in undergraduate programs. No study has ever been done on student teaching experiences of pre-service undergraduate students in Iran and how they socialize into the values and practices of TEFL discourse community.

The study aimed at examining the probable influence of engagement in follow-up collegial discussions of pre-service EFL teachers on the formation of their professional knowledge and identity. In addition, it addresses issues such as teacher's prior beliefs concerning EFL in public high schools.

METHODOLOGY

The research design was a qualitative collective case study. This research approach was used to investigate the benefits of a collegial interaction model of teaching in a TEFL undergraduate programme. It could provide a deep insight into the sophisticated nature of teachers' process of learning through follow-up collegial discussion after student based on the philosophy behind the 'interactive research model'.

Through a case study, a more detailed description of the phenomenon is achievable and it can be very enlightening and "build up very detailed in-depth understanding. As Ritchie and Lewis (2003) note, case studies are used "where no single perspective can provide a full account or explanation of the research issue, and where understanding needs to be holistic, comprehensive and contextualized" (p.52).

As a type of qualitative methodology, an ethnographic research design was used to provide a more holistic view of their situated acquisition of disciplinary knowledge as ethnographic research can provide a holistic perspective of the process giving a thick description and covering various aspects of the context (Johnson, 1992). By integrating the multiple layers of the contexts, including the prior beliefs, behaviours and interactions of the participants, a more contextual perspective can be obtained.

A university in west Iran was selected as the setting for the study because of its accessibility to the researcher and his familiarity with the educational context. The university offered an

undergraduate EFL program whose intake was about twenty-five students, who were contracted by the Education Ministry as future EFL teachers.

The present study investigated the comments made by the whole population of third year students over ten follow-up collegial discussions over a semester. As third year student teachers, they had already taken several specialized courses for undergraduate EFL teachers including the Methodology of Teaching English as a Foreign Language, Theories of Learning and Teaching English as a Foreign Language and Teaching English Skills as a Foreign Language. Most of them had passed the courses and were familiar with the methodology of teaching English as a foreign language and theories of learning and teaching English.

The researcher explained to them that they were required to discuss their own student teaching experiences through ten sessions of follow-up collegial discussions. The sessions were held on Wednesday afternoons, two days after student teaching experiences. The follow-up collegial discussions were not obligatory. However, the whole student teachers voluntarily participated in the sessions and as they later expressed in their comments, they saw the collegial discussions as an opportunity to practice their English and their knowledge from the teaching books they had already studied over the past two years.

The data for the study were obtained from the audio-recorded comments made by the participants throughout the ten sessions of collegial discussions. The findings obtained from the transcript analysis of audio-recorded interviews of the participant teachers were used as primary data sources. However, to triangulate the findings and in order to achieve a better insight towards

their individual ideas towards their experiences, recorded semi-structured individual interviews were used. The researcher conducted two interviews with the participants in the study. The first one was conducted before the first collegial discussion session was held. The first interview focused on their prior beliefs concerning learning and teaching English in their EFL settings and the second interview was carried out at the end of the sessions focusing more on how they engaged in the practices and their perceptions towards them.

The researcher tried to ensure the quality of data interpretation through continuous transcription checking. The data was edited and refined by deleting redundancies as some information seemed to be superfluous and unneeded. The researcher used "on-the-line interpretation" (Flicket al., 2007), which means the researcher interpreted the comments made by the interviewees and then they confirmed or disconfirmed. The process of member-checking was not cross-sectional and the researcher wanted the interviewees to help him whenever any part of the data was unclear.

After audio-recording the interviews and oral discourse practices and then transcribing them, a constant comparative method (Glaser & Strauss, 1967; Jones, Torres, & Arminio, 2006) was used by the researcher to analyse the obtained data. The themes which emerged from different data sources were constantly codified and the researcher compared the data obtained over the period of the study. According to Jones et al (2006), 'the constant comparative method engages the researcher in a process of constantly analysing data at every and all stages of the data collection and interpretation process, and results in the identification of code' (p.43). Coding of the transcribed data was carried out in two different consecutive phases of open and axial coding

(Strauss & Corbin, 1998). The first phase of "open coding involves 'breaking down, examining, comparing, conceptualizing and categorizing data" (p.61). In the process of conceptualizing data, the participants' utterances reflecting the same concept were grouped as a concept and then the close connection between the concepts resulted in classifying them into different categories. As categories emerged, they were continuously compared with other categories throughout the whole process of data analysis (Strauss, Corbin, & Lynch, 1990).

Data was reduced by deleting data which had no connection with the subjects at issue. After the transcription of all qualitative data had been done, the transcripts were coded. Subsequently, themes emerged after examining the segments. The themes were analysed and given codes. These same codes were traced in the rest of data and simultaneously new themes were coded and added to the previous ones. Meanwhile, connections were made between the emerging themes to come up with categories. The data was classified both based on the pre-determined themes obtained from the theoretical framework and emergent codes. However, other categories appeared as the data suggested themes beyond the theoretical framework. First, all the data were manually transcribed. Some themes and categories were achieved from the notes while the transcripts were being written.

Findings & Discussions

Sharing Personal Experiences

These small-group discussions provided more opportunities for the participant teachers to share their own experiences with their peers including their prior learning and teaching activities. Deep knowledge of different aspects of teaching, which is normally obtained through experience,

will result in a better understanding of the teaching context. Accordingly, teachers' practical knowledge facilitates and even intrigues the discussion of teaching more effectively. As stated by Webb and Mastergeorge (2003), opportunities for professional interaction make peer-directed groups so that they can learn how they can "interrogate issues, share ideas, clarify differences, and construct new understandings" (Gillies & Boyle, 2010, p. 933). Interaction in these structured groups can finally lead to achieving higher learning results (Webb, 2009). Such a collaborative apprenticeship can "support and sustain professional learning through stimulation of reciprocal interactions" (Glazer & Hannafin, 2006, p. 180).

Dialogical interactions could be seen as active participation in the discourse community of practice (Wenger, 1998) as they were trying to achieve the common purpose of their EFL discourse community, which was contributing to the common pedagogical issues which were more likely to influence learning English as a foreign language in such settings. Gillies and Boyle (2010) see cooperative learning as a "well documented pedagogical practice" (p.933) resulting in academic success and socialization.

Meaningful collegial interactions created an interconnected system of relationships which created a community of practice (Wenger, 1998) in the classroom. The interactions helped them become familiar with other insights and alternative viewpoints. The participant teachers were no longer passive recipients of professional knowledge; rather they could actively participate in professional practices and contribute intellectually in discussions to come up with solutions to the pedagogical challenges through sharing their own personal practical knowledge. They participated

JELT

in the interactions, contributed and tried to take into account responses from their colleagues to establish a collective understanding of the pedagogical.

Peer discussions in small groups provided opportunities for the participant teachers to update their disciplinary knowledge and also reflect on personal pedagogical knowledge gained through their practices in their classrooms. This aligns with de Sonneville ([2007](#)) stating that opportunities for collaborative dialogues between peers can facilitate and enhance self-development and help peers in their process of situated learning in their discourse communities. Likewise, Bartlett and Leask ([2005](#)) find such opportunities of cooperative learning as central to professional development.

Whilst continuing to cast a critical eye over what they do, it is important that teachers also share and discuss their findings with fellow professionals. It is by doing this that they can refine their teaching methods, discover new approaches and compare how others have tackled similar situations. Thus, evaluation and reflection is central to the development of good teaching (p. 292).

As a cooperative pedagogical practice, the professional group discussions provided opportunities for the participant teachers to gain both academically and socially and get involved in professional discussions whereby they could work out solutions for the pedagogical challenges (Zellarmayer, 2001, 2013). Zellermayer ([2001](#)) sees collegial interaction as a form of "sustainable professional development for teachers and by teachers that is not a substitute for teacher education. Rather, it enables a contextualized and selective revisitation of ideas and activities" (p. 99).

Most of the participants were engaged in meaning-making through participating in group-discussions. They asked questions, argued or refuted the arguments of their peers by giving more evidence from their own personal practical experiences. By confirming and building on the ideas of the others, they could collectively come up with a new understanding of teaching and learning a foreign language in their local EFL context.

As a qualitative collective case study, the present research helped understand the beliefs and behaviours of the pre-service EFL teachers. It is likely to contribute new understanding of realities of student teaching in an EFL setting. It tried to achieve a situated understanding of the dialogical interaction between peers concerning disciplinary issues, challenges of EFL teachers in their local setting and their perceptions towards TESOL discourse community by depicting a broader picture of the pre-service EFL participant teachers in a TEFL undergraduate program which is not provided by quantitative methodology.

These small-group discussions provided more opportunities for the participant teachers to share their own experiences with their peers including their prior learning and teaching activities. The ultimate objective of this collective case study was not to make broad generalizations and ignore the distinctions between various educational settings, but to provide lessons learned from dialogical interactions and reflection through collegial discussions over two consecutive semesters. Educators working in the same field of EFL teacher education might find some of these insights illuminating for developing or reconsidering their professional development programs.

Also, carrying out academic discourse socialization studies in natural settings to explore how graduate scholars engage in their discourse communities based on ideologies and practices in a specific setting can be helpful for future scholars to have a clearer view towards values and practices of their own discourse community. Having such a vision at their disposal, experienced scholars can revise their pre-conceptions about active participation of graduate students in their discourse communities as well as their perceptions of the program and challenges they face.

The reciprocal interactions and dynamic cooperative learning in a warmer and rather informal atmosphere were the first things to be noticed about the group discussions. The participant teachers also expressed more satisfaction about the way their learning practices was carried out. Their social relationship increased over the period as the people in the group shared more personal experiences and even sentimental attitudes towards their teaching experiences and contexts. The finding is in line with the studies by Kobayashi (2005) and Morita (2000).

Exercising Agency

The concept of agency is important in understanding the way community members negotiate their target community activities, identities. In classrooms, as discourse communities, students who exercised their agency can negotiate their legitimate position and shape their learning process much better than those who preferred to stay in the margin. Some participants dominated the collegial interactions due to their personal attributes or mutual connections with others, while

there were others who prefer to be subordinate and submissive in a social community. The way the participant teachers exercised their agencies played a key role in their collegial discussions as a discourse community.

Based on field notes over the first weeks of the semester, only a few students tried to make a full adjustment to the discussions in the classroom community and others preferred to act as attentive listeners in the periphery and occasionally expressed their opinions on pedagogical issues relevant to their learning and teaching experiences. The way they exercised their agency showed constant changes depending on the issues under discussion, the amount of enthusiasm expressed by the group members and their own mood. Some of the participants behaved like outsiders who preferred to remain at the margin. Those who could exercise their personal agency were able to experience some transformations in their beliefs and identities and even developed critical reflections on their own practices.

Kobayashi (2005) argues that exercising human agency is characterised by two important features. First, different options are freely made by the individual among the possible existing options and second, different meanings are likely to be discerned by the individual to the same event. The participants in the study, grasped every opportunity to be involved in the discussions and share their beliefs and experiences. This might have accelerated their socialization process to a great extent as they tried many choices to show a fuller membership in their local EFL discourse community. One of the participants, was so passionate about the practices that he even proposed that they should establish a non-affiliated association for local EFL teachers to meet each other and discuss their challenges and issues and even learn from each other. Interestingly, the

JELT

suggestion was welcomed by others to a great extent. As Lantolf and Pavlenko (2001) state, "agency is never a 'property' of a particular individual" but rather, "a relationship that is constantly co-constructed and renegotiated with those around the individual and with the society at large" (p. 148).

Learning from more competent peers in a joint activity could create a construction zone (Newman, Griffin, & Cole, 1989) through which learning occurred through collaboration or in Vygotskyan terms, through ZPD (Vygotsky, 1978). Self-initiated scaffolding of peers was more common in the second semester's small group discussions as the participant teachers had learnt to self-regulate the way they interacted in small learning groups and also established closer social relationships with their classmates. Such view of scaffolding can draw from Vygotsky's ZPD, the learner's zone of proximal development and learning in social contexts. As King (1998) suggests, the scaffolding is not only the appropriation of knowledge, but it is also internalization of the whole process involved in doing a task.

Peers as Scaffolding Sources

Teacher professional development occurs both through exercising their agencies and engaging in collective interactions in social settings with members of their discourse communities. Communities of practice are networks in which individuals participate actively through doing

similar practices. Members of a community of practice learn from each other during their socialization process into the community's culture. Acquisition of knowledge in communities of practice can be formal or informal structures of learning (Wenger, 1998) ranging from pre-service education programs to teacher associations. The comments made by the participants reflect how much agency played a determining role in the socialization process of the participants. This corresponds to de Sonneville (2007) indicating that a useful way for professional development is to engage in collegial interactions, during which they reflect on their own beliefs and practices. Meanwhile, they learn to facilitate and scaffold heir peerst in their learning process.

Apart from their instructors as a scaffolding source, the participant teachers also sought assistance from more experienced peers so that they could better interpret their assigned disciplinary materials and the task at hand. Peer-coaching opportunities were seen by the students as opportunities which reduced isolation among the participant teachers and acted as a forum through which the contingent pedagogical problems in their contexts could be solved and successful pedagogical practices could be shared.

Reconsidering Previous Beliefs and Practices

Apart from encouraging active participation, group discussions and the discussions also promoted critical thinking among the participants towards both their own beliefs and practices. The participants increasingly developed critical reflection on their teaching beliefs and practices and could also articulate more clearly the probable reasons behind the practice of their peers during the practicums. Reflection is considered to be of high importance for the purpose of teacher

development. This corresponds to Norrish (1997) highlighting the need of teachers to develop techniques to help them reflect on their practices and reconceptualise their previous beliefs and practices.

The discussions to some extent could reveal and even target the beliefs of the students resulting in questioning their prior beliefs and finally result in re-conceptualizing of their pedagogical beliefs and procedures. As Woods & Cakir (2011) state, "this impersonal knowledge is personalized through a process of reflection and transformation that occurs when the impersonal knowledge is placed in juxtaposition to an individual's related experiences" (p.389). According to Schon(1987), discussing beliefs by practicing teachers makes implicit beliefs explicit so that they can have more control over their teaching. Likewise, Galvez-Martin (2003) believes that reflection over practices in a collaborative context will lead to professional development.

The collegial interactions of the participants confirmed the findings by Zellermayer (2013) that language teachers become aware of their own identity while reflecting on their learning experiences. They made a comparison between their acquired beliefs as teachers and also as students, which finally result in expressing doubtful expressions about their prior learning and teaching theories and the newly-acquired insights to inform their pedagogical practices. The findings obtained from the microteachings showed that in some teaching issues, there was a paradox between the practices of EFL teachers and the philosophies behind those practices. As for teaching grammar, the participant teachers were still inclined towards teaching grammar explicitly before exposing their students to conversational opportunities where the target grammatical points were used.

Critical reflection on teaching assumptions and practices can contribute to professional development (Richards, Ho, & Giblin, 1996). The reflective writings followed an exploratory and reflective approach to professional development of EFL teachers. Such practices are encouraged by scholars such as Wallace (1991) who praise the development of "professional expertise in an autonomous and self-directed way, then somehow autonomy and self-direction should be woven into the fabric of their course" (p.25). Through critical reflection as Barlett and Leask (2005) assert, quality of learning and teaching is evaluated, which can lead to sustained professional development. Reflection can be seen as a process through which practicing teachers can learn from their own personal teaching experiences.

Acquisition of Procedural Knowledge

The theoretical knowledge of the participant teachers considerably improved through making intertextual connections between various parts of the assigned academic texts and sharing their understanding of pedagogical issues. However, their practical teaching was significantly influenced by their prior learning beliefs and teaching experiences.

According to some researchers, professional knowledge of L2 teachers includes both declarative and procedural knowledge. Knowledge about teaching or declarative knowledge can be distinguished from knowledge of classroom procedures, or procedural knowledge. The former deals with the nature of learning and teaching while the latter is concerned with teaching skills and techniques such as lesson planning, using various learning tasks and so on (Woods, 1996).

However, for some researchers like Richards and Lockhart ([1994](#)), the polarization is not acceptable as they see an interrelationship between declarative and procedural knowledge.

In other words, the learning of professional knowledge through practical experience, as Cheng et al. defines, means "learning the procedural knowledge and pragmatic aspects of the practice"(p.782) and this situational learning happens "through experience and through considered and deliberative reflection about or enquiry into experience" (Cochran-Smith & Lytle, 1999, p. 262). The emphasis on reflective practice is echoed by Hatton and Smith (1995, p. 134) who cite Dewey (1933) "bound up with persistent and careful consideration of practice in the light of knowledge and beliefs, showing attitudes of open-mindedness, responsibility, and whole-heartedness"(Hatton & Smith, 1995, p. 34).

The declarative knowledge of the participants improved over the period of the study as their use of terms common to the discipline and discussion of issues relating to teaching and learning a foreign language clearly reflected this improvement. The engagement of the participants in the practices positively influenced their theoretical knowledge. The development could be seen over time as they were able to synthesize and explain theoretical concepts in their discussions and they could also make intertextual connections between their declarative knowledge and their fieldwork experience.

The procedural knowledge of the students, however, was not improved through student teaching. The status quo of the graduate programme could be criticized for failing to enhance that procedural knowledge of the pre-service teachers. The instructors believed the procedural knowledge which was mainly concerned with classroom routines could only be shaped or even reconstructed when the teaching practices of the participant teachers in their authentic situations could be analysed and criticized by experts; a situation which the instructors found unlikely

considering the lack of such expert observation programs for pre-service participant teachers in undergraduate programs.

Researchers such as Darling-Hammond (1997) recognize that sociocultural factors that are involved in a teaching situation can help pre-service teachers to become reflective and flexible in their classrooms. However, as the student teachers frequently mentioned in the interviews, they were isolated from the realities of classrooms contexts and traditional professional development courses are irrelevant to the real scenarios of learning and teaching practices considering the sociocultural factors that are involved. Biggs ([1996](#)) criticizes professional training courses for neglecting the practical side of teachers' professional development. He claims that "in professional courses declarative knowledge then becomes the surrogate for procedural or functioning knowledge; the theory-to-practice shift is left up to the student to achieve unaided" (p.357). Although the collegial discussions helped the participant teachers improve their knowledge of disciplinary and professional concepts, the way their perceptions of classroom teaching practices were affected by the theoretical concepts were not made clear during the practicums as the real world contexts were different from what they experienced in their practicums.

Advanced Thinking Skills

The discussions after the micro-teaching lessons also resulted in acquiring oral communication skills. The discussions were a means of refining and reinforcing oral communication skills. During the discussions after the microteaching lessons, the students learned how to enter a discussions and how to talk professionally to defend their ideas. Even when the discussions were sometimes heated, the students learned how to dominate discussions or settle the arguments. Such discussions in some cases sparked off more disciplinary talk which finally made

the participant teachers more rationale and sometimes persuasive in supporting their reasons for their teaching beliefs and practices. The critical reflection of participant teachers helped them become more aware of their own thinking process and monitor their own comprehension of theoretical concepts leading to self-reflection also led to self-evaluation of their own practices in the EFL setting.

The study provided implications for the professional development of EFL teachers in general and in undergraduate programs in particular. Understanding the factors affecting the professional knowledge development of the EFL teacher while they are socialized into their discourse community conventions and practices can help program developers form a more realistic view towards the efficacy or drawbacks of their programs in emergence of effective teachers. As Shulman (2011) maintains, "a proper understanding of the knowledge base of teaching, the sources for that knowledge, and the complexities of the pedagogical process will make the emergence of such teachers more likely" (p.20).

The findings of this study contributed to the research on student teaching of EFL undergraduate student teachers. Conducting studies in various educational and disciplinary domains to investigate how people learn in various situations to accomplish their disciplinary objectives can contribute to theory-building in academic discourse socialization. The findings of the study contribute to the existing theoretical literature regarding advanced academic literacy of NNES as well as academic language socialization. It can expand our understanding of the notions of second language socialization and legitimate peripheral participation of graduate students through investigation of the influence of disciplinary socialization.

References

Bartlett, S., & Leask, M. (2005). Improving your teaching. an introduction to practitioner research and reflective practice. *Learning to Teach in the Secondary School (4th ed.)*, Abingdon, Oxon: Routledge.

Berkenkotter, C., & Huckin, T. (1995). *Genre knowledge in disciplinary communities*. Hillsdale, NJ: Lawrence Earlbaum.

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education,* 32(3), 347-364.

Borko, H. (2004). Professional development and teacher learning: mapping the terrain. *Educational Researcher*, 33(8), 3-15.

Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice. teacher learning in communities. *Review of Research in Education,* 24, 249-305.

da Silva, M. (2005). Constructing the teaching process from inside out. how pre-service teachers make sense of their perceptions of the teaching of the four skills. *TESL-EJ,* 9(2), 1-19.

Darling-Hammond, L. (1997). *The Right to Learn. A Blueprint for Creating Schools That Work*. The Jossey-Bass Education Series. San Francisco: Jossey-Bass, Inc., Publishers.

Duff, P. A. (2010). Problematizing academic discourse socialization. In *Learning discourses and the discourses of learning*. Edited by: Marriot H, Moore T and Spence-Brown R. Melbourne, Australia: Monash University e-Press/University of Sydney Press.

Duff, P. (2010). Language socialization into academic discourse communities. *Annual Review of Applied Linguistics,* 30(1), 169-192.

Flick, U., Kvale, S., Angrosino, M. V., Barbour, R. S., Banks, M., Gibbs, G., et al. (2007). *Designing qualitative research*. Thousand Oaks, CA: Sage Publications.

Galvez-Martin, M. (2003). Reflective teaching, reflective practice, and... what else. *Florida Association of Teacher Educators e-Journal*, 4 pages.

Gillies, R. M., & Boyle, M. (2010). Teachers' reflections on cooperative learning. Issues of implementation. *Teaching and Teacher Education,* 26(4), 933.

Glaser, B. G., & Strauss, A. L. (1967). The discovery of grounded theory. Strategies for qualitative research. Chicago: Aldine.

Glazer, E. M., & Hannafin, M. J. (2006). The collaborative apprenticeship model. Situated professional development within school settings. *Teaching and Teacher Education,* 22(2), 179-193.

Hatton, N., & Smith, D. (1995). Reflection in teacher education. Towards definition and implementation. *Teaching and Teacher Education,* 11(1), 33-49.

Johnson, K. E. (1992). The relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English. *Journal of Literacy Research,* 24(1), 83-108.

Jones, S. R., Torres, V., & Arminio, J. L. (2006). Negotiating the complexities of qualitative research in higher education. Fundamental elements and issues. New York: Brunner Routledge.

King, A. (1998). Transactive peer tutoring. Distributing cognition and metacognition. *Educational Psychology Review,* 10(1), 57-74.

Kobayashi, M. (2005). *A sociocultural study of second language tasks: Activity, agency, and language socialization*. Unpublished doctoral dissertation, University of British Columbia, Vancouver, British Columbia, Canada.

Lantolf, J. P., & Pavlenko, A. (2001). (S)econd (L)anguage (A)ctivity: Understanding learners as people. In M. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 141–158). London: Pearson.

Lave, J., & Wenger, E. (1991). *Situated learning. Legitimate peripheral participation*. Cambridge: Cambridge University Press.

Morita, N. (2000). Discourse socialization through oral classroom activities in a TESL graduate programme. *TESOL Quarterly, 34*(2), 279-310.

Namaghi, S. A. O. (2009). A Data-Driven Conceptualization of Language Teacher Identity in the Context of Public High Schools in Iran. *Teacher Education Quarterly*, 36(2), 111-124

Newman, D., Griffin, P., & Cole, M. (1989). *The construction zone. Working for cognitive change in school*. Cambridge: Cambridge University Press.

Norrish, J. (1997). English or English? attitudes, local varieties and English language teaching. *TESL-EJ*, 3(1).

Razmjoo, S. A., & Riazi, A. M. (2006). Schools and institutes. *Reading, 6*(3).

Richards, J.C. Ho, B., and Giblin, K. 1996: Learning how to teach in the RSA Cert. In Freeman, D., and Richards, J.C., editors, *Teacher learning in language teaching*. New York: Cambridge University Press, 242-59.

Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

Ritchie, J., & Lewis, J. (2003). Qualitative research practice. A guide for social science students and researchers. Thousand Oaks, CA: Sage Publications.

Sangani, H. R., & Stelma, J. (2012). Reflective practice in developing world contexts. a general review of literature and a specific consideration of an Iranian experience. *Professional Development in Education*, 38(1), 113-129.

Shulman, L. (2011). Brooks/Cole Empowerment Series. The Skills of Helping Individuals, Families, Groups, and Communities. Boston: Cengage Learning.

Strauss, A. L., & Corbin, J. M. (1998). Basics of qualitative research. Techniques and procedures for developing grounded theory. Thousand Oaks, CA: Sage Publications.

Swales, J. M. (1988). Discourse communities, genres and English as an international language. *World Englishes,* 7(2), 211-220.

Vygotsky, L. S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.

Webb, N. M., & Mastergeorge, A. (2003). Promoting effective helping behaviour in peer-directed groups. *International Journal of Educational Research,* 39(1), 73-97.

Wenger, E. (1998). *Communities of practice. Learning, meaning, and identity*. Cambridge: Cambridge University Press.

Woods, D. (1996). Teacher cognition in language teaching. Beliefs, decision-making, and classroom practice. New York: Cambridge University Press.

Woods, D., & Çakır, H. (2011). Two dimensions of teacher knowledge. the case of communicative language teaching. *System.* 39(3), 381-390.

Zellermayer, M. (2001). Resistance as catalyst in teachers' professional development. In C. M. Clark (Ed.), *Talking shop. Authentic conversation and teacher learning* (pp. 40-63). New York: Teachers College Press.

Zellermayer, M., & Tabak, E. (2013). The sustainability and non-sustainability of a decade of change and continuity in teacher education. In C.J.Craig, P.C. Meijer & J, Broeckmans (Ed.),From teacher thinking to teachers and teaching: *The evolution of a research community* (Vol. 19,pp. 615-635). Bingley, UK: Emerald Group Publishing.

JELT