.

Investigating the personal in professional development: analysing Bulgarian educators' narratives of change in their professional lives during the period of post-soviet educational reforms.

Anne Wiseman

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Faculty of Arts, Creative Industries and Education
Department of Education, University of the West of England, Bristol
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Abstract

This thesis explores the development of a group of teacher trainers' professional lives following their involvement in a teacher training project in Bulgaria in the 1990's.

The study investigates if and to what extent the trainers perceived their professional lives to have developed as a result of their involvement in the project. The researcher returned to the group of trainers 15 years after the project end to ascertain the long term impact of the project on their professional lives.

This study uses a qualitative methodology focusing on narratives collected from semi structured interviews conducted over a three year period with six of the original trainers from the project. The data from the interviews was analysed using three different approaches, and a software analysis package was also used.

The research findings show that although the changing political and education context in the 1990s impacted on the trainers' professional lives, the project was the springboard to help them develop and reformulate their professional lives. Findings show that involvement in the project had many unanticipated outcomes. Although it was emotionally challenging for some, involvement in it gave them confidence, extra status and in some cases helped them gain prestigious posts. It therefore substantially affected the trainers' professional lives.

The research concludes that interventions which involve a change process have a positive and long lasting impact on the participants which is rarely acknowledged. It proposes that for projects to be successful, sustainable and inclusive, more attention should be paid to the intended participants by involving them at all levels of the planning process. Additionally, it is suggested that an evaluation of the long term impact of a project on its participants should be embedded in any project design.

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List of Abbreviations

BANA – British, Australasia and North American teachers

CPD – Continuing Professional development

DfID –Department for International Development

ELT- English Language Teaching

ETTE –English Teaching for Teachers of English

ICAI – Independent Commission for Aid Impact

MES – Ministry of Education and Science (in Bulgaria)

OECD – Organisation for Education and Culture Directorate

TEFL – Teaching English as a foreign language

TESEP – Teachers teaching in Tertiary Secondary, or Primary schools

TESOL – Teaching of English as a Second or Other Language

Chapter 1

1.1. Introduction

This chapter sets the scene and provides the background to the thesis. I firstly state the key research questions I am asking and describe the rationale for the research. I then provide a background to the research by describing the macro level – that is the socio-political background in Eastern and Central Europe just before and after 1989, when the Berlin Wall came down, and the effect the changes brought upon some people. I have referred to autobiographical stories to help provide the background as it is through people's stories that we hear their version of what happened. The rationale for the use of stories and the issue of 'voice' both in the background research and in the data collection is explored further in the Methodology section.

The next section focuses on the role of education in Eastern and Central European countries before the overthrow of the communist governments, and the effect the subsequent changes had on educators. The notion of change and how it affects educators' professional and personal lives is a thread which runs through this research and it is examined in more detail in the Literature Review, and discussed in relation to the findings in the Data Analysis and in the Conclusion.

1.1.1. The research questions

The aim of this research is to examine the long term impact of the British Council's English language teacher training project upon a group of teacher trainers' professional identities in Bulgaria. After 1993 in Bulgaria, Russian was no longer a compulsory foreign language in the curriculum and English became popular to learn as a foreign language, so many teachers of Russian were required to teach English or become unemployed (Eurydice 2001).This research focuses on the educators who were the first cohort of teacher trainers to train teachers of Russian to teach English in Bulgaria during the 1990s. It is these trainers' lives and their perception of the extent to which the teacher training project affected their professional lives subsequently, which is the central focus of study.

There are three research questions which I am exploring:

1. To what extent and in what ways do a group of educators perceive their professional lives to have changed or developed over a long period of time as a result of a professional training programme they followed in a project in the 1990's?

2. In what ways can narrative data from interviews illuminate perceptions of professional development?

3. What are the challenges for a researcher undertaking a narrative analysis approach to research with participants with whom she is already familiar, and within a context in which she was closely involved?

These questions are supported by sub questions which I view as 'stepping stones' to undertaking the research. They are therefore different from the research questions as they are supporting my research process. The sub questions are as follows:

- What is the relationship between professional development and professional identity?
- What is the impact of educational change on teachers' professional identities?
- How can project evaluation be enhanced by including analyses of the long term impact of teachers' professional development?

I analyse the personal narratives told by the trainers against a background of social, political and economic upheaval in Bulgaria in the 1990s. The main area of study will be to investigate if, how much, and to what extent the educators perceived that the trainer training project *did* change their professional lives and teaching/training behaviours.

1.1.2 Writer's context: who am I?

I was the project manager who designed and managed the UK funded project to assist with the educational reform process in Bulgaria; one element of which was to enable teachers of Russian to teach English in order to meet the new demands for learning English in schools. I managed the project from 1991 to 1996. (For full details of the project and the timelines please see Appendices 6 and 7 on pp 207-210).

I was based at the Sofia In Service Teacher Training Institute and worked in collaboration with the Bulgarian lead trainer for English. In order to deal with the need for re training teachers of Russian to teach English, we agreed on a strategy of high level cascade training and the creation of a cohort of teacher trainers. To this end I and the Bulgarian lead trainer interviewed Bulgarian teachers who had applied for the position and who showed potential as trainers. A course in trainer

training was initially delivered, which developed into a continuous professional development programme (CPD) for the original trainers and the new cohorts in the following years. CPD meetings were held 3 times a year for all trainers in the different regions of Bulgaria, and covered areas such as mentoring, classroom and peer observations, testing and assessment and managing diverse classes. Ten teachers were selected for the 1st cohort of trainee trainers in 1991, and out of these 10, 6 were interviewed for this research. (The rationale for the selection and further details of the data collection process are described in the Methodology Chapter.)

The impetus for this research stems partly from my interest in project evaluation, and my perceived shortcomings in some of the current methodologies used to evaluate international projects. As an experienced project manager I have been reflecting on two key issues: the first is the lack of sustainability due to the short term nature of projects which I have observed, and the second concerns the evaluation process attached to them. Evaluations do not often focus on the personal aspect of a project – the effect or impact a professional development programme might have on the participants in the long term. As a result there is a lack of attention to teachers' voices during the evaluation process.

In many projects I had been involved with, evaluation had taken place both during and after the project, but quite often no plans were formulated to assess the impact of the project in the long term, this was mainly due to lack of funding and resources (Kiely, 2012 p.77, ICAI 2010). My concern was to evaluate to what extent the project had a long lasting effect; what the impact was on the trainers' professional lives, and what changes, if any, had taken place in their professional lives which could be attributed to the project.

1.1.3. Rationale for the research

In 1997 I wrote an analysis of the impact of the innovation of the teacher training project which I had managed up to 1996 in Bulgaria and commented: 'In terms of assessing the impact or effect of innovations on any country or situation, we must be patient and look to ten years from the time of innovation (at least) to see what has *really* happened beneath the surface. The effect may not be what it promised initially' (Wiseman, 1997, p.19). I am now taking up the challenge I set in this statement by undertaking this research.

The research in the field which focuses on educational change in post communist countries describes the changes in terms of legislation and curriculum (Zajda,1994;

Koucky, 1996; West and Crighton,1999; Psfidiou, 2010), or analyses the social and economic impact on the countries (Zachchariev1992; Greenberg 2000;Todorova 2005). There is therefore a place for more research on the impact of the educational reform in post communist societies on professional identities - thereby focusing on the people who were involved in the reform 'at the chalk face'. This research will contribute to the research in that area.

A review of literature on project evaluations shows the terms used as an indication of the effectiveness of a project are often related to financial or quantitative outcomes - income, impact, and return on investment. Rarely, if ever, is there

a) a focus on the people involved in the professional development programme (rather than the traditional output, outcomes, return on investment etc); and
b) a focus on the *long term* aspect of the project .

The fact that there has been very little research undertaken looking at the impact of educational change on ELT teachers' or trainers' professional lives is perhaps understandable as any study of this nature has to be a long term process, and, as with other research in similar areas, is constrained by issues of methodology and funding. The Independent Commission for Aid Impact - ICAI (2010) notes the difficulties when measuring the impact of a project. Among the challenges they list are: determining causality **-** where changes are observed, aid agencies need to know whether they came about as a result of the aid or some other factor; and obtaining verifiable data and determining attribution (where there are number of delivery agents).

Evaluations of the *long term* effect or impact of educational change processes are rarely undertaken, partly because they are costly. As the British government's own agency for evaluating the impact of its DfID funded projects the ICAI, notes:

> '*The impact of aid programmes can often be fully assessed only long after the programme has been completed. Programme evaluations, however, usually take place during or shortly after the programme in order to be able to provide timely conclusions. This can present challenges as longer-term impacts may not yet be apparent* '
> (Independent Commission for Aid Impact – Work Plan, ICAI, 2010)

It would seem, then, that it is quite rare for the impact of projects to be assessed in the long term, and although the main focus of this work is not to assess the project

itself, the act of returning to the project members and asking them to reflect on their experiences within the project is relatively uncommon.

A key component of this research is teachers' voice. As far back as 1996 Hayes pointed out that 'Teachers voices in TESOL are distressingly silent' (Hayes, 1996, p.74) and he continues to argue that the balance in research needs to be addressed - voice needs to be given to teachers, allowing them to articulate their voices and concerns, helping them to explore factors which connect the teachers teaching - the person the teacher is, to the teacher's life. This is echoed later in research from education reform change projects (O'Sullivan, 2001; Wedell, 2009, 2012; Hayes 2012; Kiely, 2012; Teleshaliyev 2013). My research not only addresses the lack of teachers' voice in TESOL research which Hayes and other researchers point out, but also adds a new dimension to current research on project evaluation and notions of change and project impact. It does this by returning and listening to teachers' voices after a long period of time and by providing an analysis of the long term impact of an educational project upon teachers' professional lives and identities.

The findings of this research will contribute to the knowledge around teachers' and trainers' identities and perceptions of self, particularly within a change project managed by an outside agency, such as the British Council. It will also add to the research around the effect or impact of projects, particularly the long term impact, and especially on the lives of people involved in implementing the project (the 'insiders' – a term which I will discuss later in this thesis). This in turn can inform researchers, project designers and evaluators regarding the development of projects designed to have a sustainable, long term impact.

1.2. Political and Economic change in Eastern and Central Europe

1.2.1 Background

On 9 November 1989 the East German government announced that all GDR citizens could visit West Germany, opening up a floodgate of immigration to West Germany. The Berlin Wall came down physically in September 1990. At that time it is doubtful that anybody was aware of the impact the fall of the Berlin Wall was to have upon them or the world in general. Now, almost 20 years later I look back and wonder - what effect did it have and how profound was the effect?

As Mason (1996) and other journalists of the time noted, few observers predicted the collapse of the Soviet Union in the late 1980's and the fall of the Berlin Wall (literally and metaphorically) was a surprise to all, not only the to the West but to the governments of Eastern and Central Europe too (here defined as Bulgaria, East Germany, Poland, Romania, the then Czechoslovakia and Hungary). However, one might have predicted from the long lead-in that there would be another form of protest against the communist regimes which had never enjoyed mass popular support: there had been uprisings in East Germany in 1953, in Hungary in 1956, in Czechoslovakia in 1968, and in Poland in 1980, so the prospect of revolution was never far from the horizon.

Garton Ash, who was in both Poland and Hungary in the Spring of 1989, terms what was happening in those countries at that time (the advance of Solidarity in Poland and in Hungary the electoral reforms) as a 'refolution' - a mixture of reform and revolution. His view at the time was that the governments in Poland and Hungary were following a strategy of retreating in order to advance, but, as he says later with hindsight,'...the trouble is, they never got to advance'. (Garton Ash,1990 p.15). The more hard-line countries (Bulgaria, Romania, East Germany and Czechoslovakia) Garton Ash describes as 'frozen in various kinds of dictatorship' (Garton Ash, 1990, p.13) and seemed very unlikely to follow the lead of either Poland or Hungary in their 'refolution'. However, as we now know, in Romania, Nicolae Ceausescu and his family were put against a wall and shot, and in a matter of months all the Communist governments crumbled, agreeing to free elections which led to the emergence of democratic systems. Interestingly all the 'revolutions' at that time, with the exception of Romania, were peaceful.

But what did the opening up to the West mean to the people of these countries? Writers of fiction and nonfiction alike have provided us with differing interpretations of what life was like under Communism and what the so-called ' freedom' , which came with the overthrow of the communist dictatorships, really meant. In the following paragraphs I will be referring to stories from that period, from writers from both the inside and outside at that time The rationale for this is that part of this research is based on people's stories and life histories (a term I define in the Methodology chapter). The stories I refer to below are also drawn from people's life experience and I have chosen to use these as they link closely with the themes of this research: they are narratives from both 'insiders' and outsiders' – terms which I

explore in the Methodology chapter. I also look at what stories can reveal in the Methodology and Data Analysis chapters.

For one writer in Bulgaria – Georgi Gospodinov, the change of government meant that the 'deficit culture' had disappeared:

> *It was a culture of deficit during the time of socialism.. .we missed our oranges, we don't have bananas. Some everyday objects - we didn't have jeans.. it was our desire to have these kind of jeans, and the people, we desire this kind of things (sic) and .. the people collected some things, some stupid things like empty bottle of whisky or empty packets of Marlboro ..it was prestigious to have these empty bottles of whisky or empty packets of cigarettes* (Gospodinov 2013 informal conversation)

So jeans and kinder eggs became available on the free market. Elections were deemed to be free and fair; and all felt they could speak more freely.

> ... *very important things happened during the 90's; I loved this decade - everyone was full of energy we were on the streets. They were exciting times – then we had hope* (G. Gospodinov 2013 informal conversation).

Other writers such as Drakulic (1991) take a wry look at how she and her friends and relatives survived communism and laughed. Drakulic echoes many of the themes which Gospdinov touched upon in his short stores and during our conversation, and they are the threads of these in her stories. For example, the shortages and desire for items from the West are described in her short story 'How we survived communism ':

> ..*everything foreign, from wrapping paper to a beer can, was more beautifully designed, and, surrounded by poverty, we were attracted to this other, obviously more different, world*. (Drakulic, 1991, p.187)

However, Drakulic's intention is not to pinpoint the shortages and the suffering of people living under communism, rather to show how people did survive it with humour and tolerance. Drakulic's writing probes deep into the souls of individuals – friends and acquaintances - through whom she depicts the meaning of communism for her. 'Politics, was our food …' she says in the short story when describing giving a potato party in Sofia '…we are used to swallowing it with every meal.' (Drakulic, 1991, p.16)

Drakulic explores how communism permeated into people's ways of thinking

> *What communism instilled in us was ...immobility, the absence of a future, the absence of a dream, of the possibility of imagining lives differently...For our generation it seemed as if communism was eternal, that we were sentenced to it and would die before seeing it collapse.* (Drakulic, 1991, p.7)

Similarly Berend (2007) writing in an academic journal describes how at the time the now perceived deficiencies were seen as normal:

> *All of my friends and colleagues from my generation, however, shared this situation (married but still living with family) thus it seemed to be "natural" for me. I had worn a winter-coat, and virtually every other man had the same as if we had been uniformed. It did not disturb me because it was also "natural."* (Berend, 2007,p.275)

Through this and other examples Berend illustrates how a way of life and ideology can be 'embedded' into people's lives and thoughts. I look at this in more detail in this chapter when reviewing the impact of communism on the management of change post 1989.

The changes which the fall of communism brought with it were not all bright and shining. Welcomed with open arms at first, many years later people who grew up with a vision of a golden age to come, subsequently felt lost. Berend (2007) describes the exaggerated expectations from the political changes as 'transformation fatigue'. In 'After the Wall,' Jana Hensel (2008) shows a generation who were still young in 1989 and who had accepted the 'comforts' of communism in East Germany, and who were initially delighted with the influx of foreign goods, and the freedom to think and act as they wished. But another aspect of this is shown in her story of a now confused generation of East Germans, who, having been forced to abandon their past, then had to feel their way through a very different society to a less certain future.

Taking a more factual standpoint the PEW Research Global Attitudes project (2009) reviewed data from all the ex-communist countries to analyse people's attitudes twenty years after the fall of the Berlin Wall. A summary of the results stated:

> '*While the current survey finds people in former communist countries feeling better about their lives than they did in 1991, the increases in personal progress have been uneven demographically, as has been acceptance of*

economic and political change. There are now wide age gaps in reports of life satisfaction.
Indeed, the prevailing view in Russia, Ukraine, Lithuania, Slovakia, Bulgaria and Hungary is that people were better off economically under communism. Only in the Czech Republic and Poland do pluralities believe that most people are now better off. Furthermore, the consensus in many of these countries is that ordinary people have benefited far less than have business owners and politicians.'

Unemployment rose: in Central and Eastern Europe every seventh to fifth person was unemployed (van Kempen et al 2005,p.67) and living standards fell ''Labour was the least well-protected factor of production during the transition'' (Economic Survey of Europe, 2004, 167). These data appear to support Gospodinov's feeling that where once there was hope, now there is disillusion with the changes that the fall of Communism brought to his country.

In other post-Soviet societies there has been on-going frustration with the apparent changes, which in some cases turned out not to be changes at all. Teleshaliyev (2013) writing about changes in teacher education in Kyrgyzstan notes:

*Teachers are responsible for both the teaching and the upbringing of children and they are monitored continually But they are underpaid, overworked, and subjected to continuous top-down reforms; they are expected to multitask as they were under the Soviet system except that teachers were well paid and socially protected in the Kyrgyz SSR (*Teleshaliyev,2013, p.53)

This echoes the writings of Berend (2007) and others (Gospodinov 2008; Drakulic 1991; Funder 2003)who describe the feelings of nations who were no longer in the Soviet bloc as disappointment; there was a feeling of being less well off than before – which in terms of employment, social services including hospitals, was probably true.

With the new found freedom after the overthrow of communist governments in Eastern and Central Europe came other things: inflation, and a new type of consumerism. One area which people found difficult to deal with was the new brand of consumerism. Now there wasn't just one brand of chocolate, but many. Not one brand of toothpaste (*Pomorin*) but many. How to choose? Many of the consumers

who had not previously had access to such a variety of goods, blinked in the headlights of the advertisements which all claimed their products were the best. This apparent willingness to accept anything from the West (because it must be better than what they had to accept before) was reflected in many areas of life, including education and reform programme, and I will refer to this later in this chapter.

In the following sections, in order to provide a context and background to this research I discuss how people in Eastern and Central Europe, and specifically Bulgaria, adapted to the new style of consumerism, democracy and openness in education after the fall of communism.

1.2.2 The communist legacy – managing the management

One impact of the introduction of democracy, apart from the new difficulty of having to choose between products, was the development of a different type of management style. Previously, under communism, with all means of production owned by the state, workers and managers were told what to do, how much to produce, what their targets were and what the 5 year plan was. Thinking for oneself was not part of the process and with no free market there was no competition. With the management under control of the *nomenklatura* there was no reason for managers to take initiatives. This type of management structure can lead to a lack of creativity and an inability to lead in decision making processes. This is discussed in the following paragraph.

Studies have been undertaken analysing the impact of the communist legacy upon business and management. Some studies found that managers had difficulties in making individual decisions and were unable to take initiatives and be creative (Littrell 2005, Saseen,1990).They concluded that the totalitarian regimes stifled a generation in terms of creativity and ability to develop initiatives, which in turn led to inefficiency in business.

Littrell's study (2005) compares management leadership behaviours in three countries: Romania, Germany and the UK. His study is an interesting comparison of leadership style preferences across the three nations. Littrell's aim is not to condemn the management styles from Eastern Europe but to make a detailed study of leadership behaviour styles using a descriptor questionnaire in order to inform expatriate leaders and managers who may be moving into ex-Communist countries,

so that in their work they may take into account the cross cultural differences in leader and management behaviour.

Sasseen (1990) in his study noted that ‘Managers will have to be taught everything from basic organisation skills to how to price a market product. Most of all, they will have to learn how to lead...’ (p24). Although his assessment seems somewhat harsh, the quotes below show that the managers themselves acknowledged that they were finding it difficult to adapt to the ‘new’ style of leadership required of them.

The quotation below from the Director of Marketing for Central and Eastern Europe at Skoda cars in Czechoslovakia, shows how utterly unprepared one of the region's largest industrial enterprises was for the transition to a free market. The second quotation, from the first post-communist Foreign Minister of the Czech Republic, shows his surprise that newly 'free' citizens did not develop the habits of thinking and taking responsibility for themselves overnight:

> *It was a highly difficult transition for me. I worked in a company that had no marketing. We produced and delivered to the state car network or the state export organisations. Nobody really had to work before. My secretary, for example, refused to learn about computers. ...You cannot underestimate how little we knew about the outside world* (Lloyd, 1999, p. 14 in Weddell 2000)

> *I thought people would think for themselves after 50 years of communism. But it is often not so*. (Lloyd, 1999, p.14 in Weddell 2000)

In addition to the apparent inability of managers to take initiatives there also appeared to be a difficulty in government departments towards taking up offers of support or help to get the economy back on its feet. Greenberg (2000) describes how the then government in Bulgaria rejected Western investment opportunities because (in her view) they felt too much was asked from them. She provides as examples the World Bank being turned away in the early 1990’s as the government was not able to supply an office for them, and the Open Society almost cancelling its activities in 1996 because the then- government were unable to fulfil their contractual obligations of matching funds. A number of reasons could be cited for this apparent lethargy, which could have been due to a mixture of fear of losing control, a real inability to muster matching funds for a multiplicity of reasons, or simply fear of the unknown. Whatever the reasons, the difficulties in taking

initiatives in management was, according to the above cited writers, to be seen throughout Eastern and Central Europe in the following decades.

I have briefly reviewed the impact of the communist legacy in relation to management in business and government as this provides us with an interesting backdrop and comparator when reviewing management styles within the education system. It is an area which has been widely researched and written about, possibly because in a consumer–led society, such as the West, it was important to analyse and understand how the businesses worked, and what values the managers held in these new countries which were eventually to join the EU. Certainly if companies were to merge or work together, business leaders needed to be aware of these cross cultural differences. These examples from industry raise some interesting questions for leadership in education - were there parallels in the development of education leadership at that time? In this thesis I explore whether this is the case.

In the next section I provide some background to the education system in communist societies and then describe how the fall of communism affected the education system in some countries in Eastern and Central Europe.

1.3. The Communist legacy – education pre 1989

In this section I show how the communist ideology pervaded every aspect of education. I will first of all discuss the nature and definition of ideology and then show how the governments of the day ensured that the communist ideology was embedded in all aspects of the education system. I argue that despite some of its shortcomings, the socialist governments of the day also provided opportunities for children. I then focus on the methodology underpinning teacher training in the region at that time, with specific reference to Bulgaria. This will provide a context for the chapters in which I focus on the trainers who trained the teachers in Bulgaria, and it will also help to elucidate some of the comments made by the trainers regarding teacher training and methodology pre 1990, which are discussed in the data analysis.

1.3.1. Ideology in Education

In the following section I discuss the ideology which was embedded in education systems in Eastern and Central Europe up to the 1990's. This is relevant to the research, as in some of the interviews references are made to this ideology in

education and some interviewees reflect on how it had affected their professional development.

In order to discuss the ideology in Eastern and Central European education during this period it is important to define what is meant by ideology. For this purpose I have found Van Dijk's (2005) view that an ideology is based on common values and shared beliefs, or 'Common Ground', a useful reference point. The rationale behind using Van Dijk's framework is that it describes a system as one of 'Them' and 'Us', which reflects the underpinnings of the communist ideology pre 1990. Van Dijk's analysis proposes that if one does not share the beliefs and values of a group he or she is then not one of that group. An ideology can be expressed in a number of ways, but generally belonging to a group means that members of that group will say positive things about it, and say negative things about the outsiders of the group.

Ideologies are expressed through discourse and therefore 'Who controls public discourse, indirectly controls the minds (including the ideologies) of people, and therefore also their social practices' (van Dijk, 2005, p36). Education therefore is powerful channel through which governments can shape the mind of a child and, by default, the thinking of adults in society. The communist governments were not undertaking this approach surreptitiously: in the following sections I provide examples where the curriculum overtly states that the role of the educators is to shape their pupils' thinking in order to develop a good communist society. Whether they were successful or not is open to question. Grant (1970) in an article describing the Bulgarian education system reported that

> ' . *Ideological education, for instance, is not producing the desired results; there are complaints about 'certain signs of nationalist nihilism', 'gross indiscipline' and 'anaemic life' of some of the branches of the youth organization, and a general 'lack of rapport' between the authorities and many young people, especially in the higher institutions*.(Grant, 1970, p.29**).**

Later in this section I also illustrate how the discourse and semantics of communist ideology were embedded in the curriculum, text books and methodology of teaching in Bulgaria.

1.3.2. Ideology in teaching material

Before the changes, the communist ideology pervaded education at every level via textbooks, curriculum and teachers themselves. It seems that the approach was to ensure that children in schools should be taught the communist ideals through the books and the curriculum reflecting these ideals. Studies mentioned in the following paragraphs argue that children were taught unquestionable truths and norms which would ensure they had a firm and lasting knowledge and belief in the communist world view. In the countries of Eastern and Central Europe there was generally one curriculum and one text book for each subject, published by the state publishing house (in the case of Bulgaria - Prosvetta) owned and controlled by the government, so what was written in both the curriculum and the text books was in the hands of the communist governments and inevitably reflected their ideology.

I have adapted Van Dijk's (2005) notion of the 'ideological square' to illustrate how the communist ideology was embedded within the education system in an attempt to enable the government to influence or manipulate the people's thinking. The ideological square formulated by Van Dijk describes the overall strategy that most groups or movements use in their discourse to persuade or manipulate. It presupposes the notion of 'Them' and Us', where 'Us' is the members of a group, and 'Them' are those outside of it.

I will use examples from textbooks to illustrate my point below. A typical pre-1990 textbook e.g 'English for the Prep Class' by Savova and Shopov (1988)

- *Emphasized positive things about Us* (the Communist party) e.g. showing the happy workers on the collective farm
- *Emphasized negative things* about Them.(The West) e.g. Showing farms in the West as unproductive and wasteful
- *De-emphasized negative things about Us*. e.g. ignoring the fact that a family had to wait 10 years or more to buy a car, and then would not be able to get spare parts for it.
- *De-emphasize positive things about Them*. e.g. Although one may buy cars in the West, the workers who make them are oppressed.

The difficulties the writers had in conforming to the ideology which the government wished to present is described in a story told by one of the Bulgarian text book writers. Her story describes what happened when she and her co-writer wrote a piece for an English text book around sheep in New Zealand: *We were tired of big Ben .. the US was taboo and then we thought- what about New Zealand! (Savova,L*

personal communication 2015). So they wrote a text about New Zealand and its sheep. They were subsequently summoned to the Director of the publishing house, reprimanded and fined, as their text seemed to imply that New Zealand has many sheep and Bulgaria had none. The writer described this is as 'paranoid' behaviour, but also laughed about it (as does Drakulic 1991). Later in this chapter I discuss how this type of restriction may also lead to creativity.

The ideology of the Communist Party was not only conveyed via the discourse; the content of the school books also presented this ideology via their topics and characters. In Bulgaria language textbooks contained embedded references to the good works of Todor Zhivkov (the Communist Head of State in Bulgaria from 1954 – 1991) and the Party, and might contain reading texts such as 'Our visit to the Karl Marx Museum'. (Savova and Shopov, 1988). During various parts of the school year students took part in parades during which they marched around the central square in Sofia demonstrating their allegiance to the Party.

However, after the fall of the communist governments it seemed there was a need to remove all traces of the old regimes. This was demonstrated in many countries via the physical removal of statues and monuments, for example the removal of the Dimitri Vassov Mausoleum in Sofia, the re- labelling of streets and even towns (e.g Leningrad back to St Petersburg). Similarly in education all traces of the 'old' ideology from text books were either discarded or renamed and re-labelled. References to celebrations of the totalitarian regime such as May 1st celebrating Labour Day were changed to more traditional celebrations.

Pupola et al (2011) illustrate this via their deconstruction of a popular Czechoslovakian children's book - the story of twin sisters "Danka and Janka". As with other text books at that time, the communist ideology was embedded in the book - the central characters were *iskricky* (introductory-level members of the Communist Children's Union), with an expectation of becoming "pioneers" (members of an ideological union for children) and there were numerous indications of ideal communist behaviour in the book. Paradoxically a problem was presented with this book after the fall of communism in Czechoslovakia, as the books was very popular with children. In order to accommodate this, the characters remained but their identities changed from being Young Pioneers to simply boys and girls; May 1st celebrations and other references to the previous system were replaced by more

traditional Czech celebrations. Thus the ideological traces were removed in keeping with the new times.

In Bulgaria, however, after 1990 the de- politisation of the learning content was a slow process. It took a demonstration in the late 1990's, of about 50,000 Sofia University students to demonstrate against their poor education and the continued obligation to attend courses in Marxism. Their protest caused the university to eliminate all the compulsory political indoctrination courses (Psifidou, 2007).

1.3.3. Ideology in the curriculum

Within the school curriculum itself the hidden (or perhaps not so hidden) agenda encouraged the pupils in socialist thinking. Cristescu (2012) highlights the ideology implicit in the literature curriculum in Romania the function of which, she asserts, was to indoctrinate the pupils. This in turn, she felt, had a negative effect on the children as it stunted their creativity. The Romanian curriculum clearly shows the government's education policy as it asserts that the role of Romanian literature is in "educating real people, fighters that are aware of the building of a socialist society." (Methods of reading or elementary school grades I-IV in Cristescu 2012,p*.28)*. School regulations stipulated that 10 per cent of the curriculum should be set aside for ideological and political study, but, in practice, ideology and politics were taught and studied in many other subjects, such as language, arithmetic, and history. Ideology and politics permeated the entire curriculum and school life, completely dominating extracurricular activities.

However, there is a danger in assuming that everything related to the past regime was negative and anything new was going to be an improvement. As a reaction, a number of articles were published throughout the 1990s urging educators in the so called Eastern Bloc not to 'throw the baby out with the bath water' (Hyde 1994). In Bulgaria two teacher educators, Borissova and Tsolova presented an argument around education under the communist regime, supporting the 'Communist idea' but blaming the faults of the 'system' for perverting it:

> ' *The so-called ideological education of our students amounted to the fact that no other human values were recognised but those pertaining to the communist idea. We must admit that the communist idea used to be attractive because it contained the best of human values, but the system*

> *which set this idea as its final aim proved inhuman and tried to make people believe that communism is right and all the rest wrong, and to be good one had to be communist, not just human*. (Borissova and Todorova 1990)

The above evidence presents a fairly negative picture of the education system under communist governments in that it appears to show a curriculum devoid of any opportunity for free thinking. In order to understand the full value of education under the communist regimes one may take a wider view. The views expressed in the previous section suggest that communism stifled creativity and children's learning, and that everybody believed in the ideology of communism without question. There is an implication that all the population was ignorant of the outside world and was unable to make up its own minds. Although people may not have been able to voice their views, this is a different position from not having a view. The BBC and other external broadcast services *were* accessible, albeit behind closed doors, and word spreads fast. Creativity may have been stifled in the classroom, but this did not result in a lack of creativity in other areas throughout this period.

Earlier in this chapter I discussed how the socialist system appeared to stifle any creativity or autonomy in the leadership in industry, perhaps because systems and structures were organised for leaders from the top, from targets to quotas to the means of production. Paradoxically, it seemed that the opposite may have happened within the arts where creativity flourished possibly, it may be argued, due to the censorship and impositions of a highly monitored society. Writers and dramatists such as Vaclav Havel, Milan Kundera, Franz Kafka, Günter Grass and Alexander Solzhenitsyn, showed how, despite the restrictions placed upon them, artists can still be creative in their attempts to get their message across. Outside of Europe, Arthur Miller's 'The Crucible ' written well before the fall of the Berlin Wall, showed how metaphor can convey a strong message regarding control censorship and the blind hysteria which can result from this. The use of metaphor to get the message across was also used by many of the writers mentioned above, perhaps most notably by Kafka.

It would be true to say that as democracy (or a form of it) gradually infiltrated the Eastern and Central European countries after 1989, so gradually the populace become more aware of the ideology which had permeated their own and their children's education. This is not to say that all teachers and parents were not aware that they and their children had been subjected to a mix of Marxist-Leninist ideology in schools before 1990. An informal conversation with a leading teacher trainer in

Sofia in 1993 revealed not only were many people aware of this, but also how difficult it was to keep the pretence up, especially with their children. At all times at home the trainer had to agree that Todor Zhivkov was a wonderful man. Had she at any time said anything different , her daughter may well have revealed her mother's thinking at her school which would have led to severe repercussions. During that conversation I became aware of the devastating effect this could have on families. For example, the trainer's daughter in later years asked her mother why she had lied to her about Todor Zhivkov for so long, and then questioned what else her mother had been hiding from her.

With regard to students' learning, the communist governments made large investments in children's education. In order to nurture the brightest and the best, special schools (Gymnasia) in all disciplines were established. In Sofia alone there were two schools which specialised in English language and other schools specialising in French, German, Turkish, Chinese, Japanese, Russian, and Italian languages respectively. All were state owned and state run and therefore free. They tended to select the brightest and the best students, whatever their background and nurtured their skills in languages. In all the English language schools across Bulgaria (ten in total) English and maths were the only subjects taught in the first year (along with the political classes). This was called the 'Prep' year. In the subsequent years all subjects were (and still are) taught through the medium of English. In order to facilitate this all the English schools recruited British teachers to teach English as 'native speakers'. All graduates of the English schools left their school with very high proficiency levels in English, between the current CEFR levels of C1 and C2.

1.4. Education and foreign language teaching in Bulgaria pre and post 1989

In this section I provide the background in relation to education and in particular foreign language teaching in Bulgaria before 1991. This provides a backdrop for the references in the interviews later in this thesis

1.4.1 The Education System

The education system in Bulgaria was not dissimilar to that in other Central and Eastern European countries before 1991. Children attended the General Labour-

Polytechnical School, to give it its full name, and within this school there were 3 stages, namely

(i) Elementary school, grades I-IV, age 7-11.
(ii) Progymnasium , grades V-VIII, age 11-15.
(iii) Gymnasium grades IX-XI, age 15-18. (Grant 1970)

Pre 1991 Russian was the compulsory foreign language taught in all schools throughout Bulgaria. Despite the close ties with Russia (the President of Bulgaria, Todor Zhivkov was a close ally of the Soviet Russia) this did not create an insularity with language education – a large variety of languages were taught, with those who were deemed good at languages attending the specialist language schools (Gymnasia) mentioned in section 2. An outline of the curriculum of the 11-year general labour-polytechnical schools, shows that in addition to Russian, one Western language was taught , usually French (Grant 1970), although other languages were optional, including Turkish.

In 1970 a number of education reforms took place focussing on the training of teachers, and in particular the strengthening of the school as 'a potent ideological institution'. An edict issued in 1969 (Raboticesko delo, 3 August 1969**)** stated that

> '*The school programmes must be worked out so as to enable everyone to work independently ... Pupils must have the opportunity for more active participation in the political, social, academic, educational and other activities of the schools. Through the Komsomol organization, they must be assured a wider access to the controlling organs of education, while they on their part must contribute to finding the correct solutions to the problems that beset education.'* (Raboticesko delo 1969 in Grant 1970 p.188)

However, despite the statement above, it was clear that the authorities meant to stay firmly in control:

> *The development of self-rule does not mean a weakening of central control. The extension of socialist democracy in the control of education must contribute to the reinforcement of order and discipline in educational establishments.* (Raboticesko delo, 3 August 1969 in Grant 1970 p.188)

Despite the edict stating that 'everyone (should) work independently', teachers and pupils alike were little prepared of the changes in education and in their world in general after 1991. Almost overnight Bulgaria moved from a communist dictatorship to a democratic system, and with it came the desire to reject anything associated

with the old regime. This included the removal of the compulsory learning of Russian by the Ministry of Education and Science (MES). It also meant the opening of the market for text books, changes in the curricula, and with the influx of educational institutions and organisations from the West, the development of a different approach to teaching and therefore, teacher training.

The changes and reforms placed considerable strains on all concerned. As Psfidou (2010) points out, the opening up of the market in text books in 1993 (OECD, 2004 in Psifidou 2010) hindered rather than helped the educators as publishers vied for competition. Later, the MES adopted the 'National Education Requirements for Textbooks and Teaching Materials', as well as the 'Rules and Conditions for Assessing' which ameliorated the situation and, to help further, an amendment under the National Education Act of 2002 limited a choice of three books per subject and grade.

The changes in text books were followed by changes in the curriculum. However these were very ad hoc over a period of 10 years and it was only in 1999 that the National Curriculum Framework was created together with the National Education Standards (MES, 1999 and MES, 2000).

The political changes of 1989 also led to expansion and more freedom of curricula in the Bulgarian higher education system. As early as 1990, the "Academic Autonomy Act" was passed providing a much more liberal development framework for higher education in the country. Higher education institutions were granted full autonomy, private institutions were allowed to be established and study programmes were no longer required to strictly comply with centrally designated standards (Eurydice, 2005). The higher education system then became more dynamic in the sense that universities were given the freedom to design programmes suitable for a changing demography within Bulgaria. A large number (100) new faculties were established, five new universities opened up; the number of programmes increased from 150 – 490, and the student enrolment expanded enormously by 95%: from 127,000 in 1988/89 reaching 248,570 in 1995/96 (OECD, 2004, p.128). This in turn affected the provision of teacher training courses as they were, up that point, under the jurisdiction of the three main universities of Sofia, Plovdiv and Shumen, a point which I will refer to later in this chapter and throughout the thesis.

In the following section I describe the effect the changes had on the teacher training institutions and courses.

1.4.2. Teacher training methodology and the role of the teacher in the Bulgarian education system pre and post 1989

The education sector was not unaffected by the changes which the new democracy brought, as discussed in Section 1. The law for public education 1991 led to the breakup of the dominant state sector and enabled private institutions to establish schools and colleges (Savova1996). However the appointment and regulation of teachers in state schools was and still is under the central control of the government and the terms and conditions for appointing pedagogic staff are regulated by the National Education Act (Ministry of Education - MES1991, amended 1996-2008).

In terms of approaches to teaching the move to democracy also presented some challenges: previously teachers as well as managers had been told what to teach and what to think, and were therefore, reluctant to voice their opinion. Mitter (2010) argues that most teachers trained in a socialist environment did not and probably could not implement innovative educational change in the early stages of the transition to democratic government: "Although the period of 1990–1992 was marked by an intensity of retraining efforts, exposure to new methodology does not guarantee a changed outlook." (Mitter,2010 p.49) This is also mentioned by Savova (1996) who, whilst describing the education reforms that took place in Bulgaria after 1989, also mentions that a major issue is that the education reform is impossible without the 'appropriate level of readiness' (Savova, 1996 p10) on the part of the teachers. The following teacher's comment illustrates the paradox of high enthusiasm and low understanding of participatory decision-making which the reforms were attempting to bring about:

> *The changes in schools are so many. It is wonderful. We are all very much excited. Yet, we are not sure of the result just now. We must wait to find out what the new parliament will tell us to do. (Maria in Mitter 2010)*

I will refer to this exposure to new methodologies and their appropriacy or otherwise in more depth in Chapter 4.

The methodology of teacher training in Bulgaria and other countries in Eastern and Central Europe pre-1989 was very different in concept and approach from the methodology which was used in the West (Borissova and Tsolova 1990, Wiseman 1996, Psfidiou 2010, Greenberg 2000, Luxon 1994). This may not be surprising as the basic precept or notion of education was very different. Based on the Latin form 'ex duco' to lead out, the Western notion of education tends to be linked to the idea

of drawing students' knowledge out. The Bulgarian word for teach – *Prepodavam* has the implications of giving; possibly implying that teachers are the fount of knowledge and holders of wisdom which they then give or impart to their students. This approach was reflected in the teaching methods, which in general were didactic and emphasised knowledge over practice.

Describing the situation before the changes in teacher training in Bulgaria, Borissova , the lead teacher trainer in the Teacher Training Institute in Sofia, summed up what she called some of the 'traits' of teachers under the Communist system: ' a recurring inferiority complex; biased thinking; lack of flexibility and adaptability; escape from making personal decisions; conformity, conservatism, dogmatism, and suspicion' (Borissova 1993).This is perhaps a somewhat biased view as there were probably many teachers (such as herself) who were creative and flexible in their teaching, but who, unlike Borissova, were perhaps unable to use these skills at that time. However, Borrisova's comments do echo the issues related to management leaders discussed in the previous section.

Nevertheless, it is clear from documents of that period mentioned previously that teachers were expected to play a pivotal role in the ideological education of the nation. In this respect their job was not only to educate in their subject, but to enable their students to understand, and accept the goals of communist education. Cristescu sums this up: '(The teacher) is the one that controls and runs the process of education, and contributes to the overall goal… that is the communist education of the younger generations'. (Cristescu ,2012, p. 29) An example from the teaching methodology guide in Romania supports this assertion: 'Literature accomplishes its high role of socio-political, cultural and artistic education of the people only when it is inspired by the class struggles of the proletariat, by the great ideas of Marx, Lenin and Stalin' (Cristescu 2012). In Romania Cristescu asserts that teaching had the same function of indoctrination. She mentions that 'The training of the pupil's critical thinking, creativity and spontaneity is not at all taken into account.' (Cristescu ,2012, p28). This was not only pertinent to Romania – throughout the countries of Eastern and Central Europe the Soviet model was strong. Should any student question the norm they would be given extra lessons in politics and social thinking. (Personal communication Tashevska, 2013) Given this brief, then, it is hardly surprising that teachers may have found it difficult to escape from the 'traits' which Borissova mentions above. This is an area of discussion which I refer to again within the data analysis.

Pre service teacher training was undertaken primarily by the Philology departments in the universities, with very little emphasis on teaching practice and a focus on knowing the content over methodology. For example, at Sofia University, in the final year English philologists could choose between translation or teaching options. Those who undertook the teaching option attended classes in linguistics and phonology, with little emphasis on the teaching practice itself (Psfidou 2010).

One difficulty encountered by educational reformers was the lack of a link between the pre –service educators in the Universities and the in service providers in the in-service institutes (OECD 2004). The three in-service institutes in Bulgaria tried to be more innovative in their approach as they were unhindered by the rigours of academic disciplines, although they were under the auspices of the three major universities (Sofia, Plovdiv and Shumen). Courses were held throughout the year to help teachers with their professional development and classroom techniques. Additionally a local, regional teacher trainer or *Metoditzi* would deliver regular training sessions to teachers in her area (OECD 2004).

However, anecdotal information gathered in conversations during that period indicated that these professional development courses were not popular with teachers. This was partly because attendance was obligatory and partly because sessions were delivered in a lecture style mode which did not deal directly with teachers' needs in the classroom. Throughout the country the teacher trainers, or *Metoditzi*, delivered in-service training locally in their areas, but again, anecdotal evidence revealed that the teachers did not always feel at ease with the *Metoditzi* who had the power to decide who would get promotion, and who would attend any development courses abroad each year.

1.4.3. The effects of the political changes on teacher training in Bulgaria

Teacher training systems in Bulgaria and other countries formerly under communist led governments underwent a radical change from the early 90's onwards. In terms of teacher training, the sudden removal of the compulsory learning of Russian and the choice to learn other languages (English, German or French) was addressed in a variety of ways. Many governments introduced what was termed a 'fast track' programme, whereby the teachers of Russian attended intensive training courses in the teaching (and learning of) another foreign language. At that time English was the language in greatest demand. In Bulgaria these courses were open to any teachers from any fields, or anybody with a desire to teach, such was the urgency of providing the required number of English teachers for the new curricula.

In Bulgaria a more learner centred and communicative in approach to English teacher training programmes than was currently being provided by the universities was introduced in the three in service training institutes in Sofia, Stara Zagora and Varna by the British Council teacher training project (Wiseman in Hayes1997). Initially the courses encountered some opposition from both the Universities and the Ministry of Education and Science (MES). This is not surprising, as the introduction of these courses did challenge the academics in the universities in a number of ways. As Holliday points out 'The collectionist tradition does not take easily to curriculum change which is motivated by a learner centred approach, which in its emphasis on pedagogic skills, plays down the teacher's hard-earned academic expertise (Holliday, 1994, p. 85). The courses had to be approved by the universities and after some negotiation they were, but the link between the pre-service courses provided by the universities and in-service courses provided at the in-service institutions remained very loose. (Psfidou, 2010)

Sustainability was an underpinning element of the British Council project design. I had learned from previous experience in project management that when a project officially finishes (usually when the funding is withdrawn) the participants tend to return to the status quo if there is no provision for continuing the intervention or embedding it into the current system. The plan I suggested to the MES therefore, was to build in an element of sustainability by building up a cadre of teacher trainers across the country to retrain the ex-teachers of Russian. The new trainers would be teachers from schools and allocated some hours from their teaching to provide teacher training courses for prospective English teachers. The MES had some difficulty with this concept initially as this new form of *Metodizi*, based in schools and recruited from the teachers themselves did not fit into the current system of training, or the hierarchical notions of trainers and teachers. However, with much lobbying from myself and colleagues who were in a position to approach the relevant MPs and key staff in the MES, an amendment was made to the Education Act in 1993 to list the ' school based teacher trainer' as a recognised post within the education system.

The trainer training project introduced some concepts and approaches which were new to many of the participants: it introduced the idea of trainer-training itself and the concept of inductive learning and teaching. The British Council expatriate team, together with other educators from the UK who were more familiar with these approaches, perhaps did not realise at the time how much the difference in the

training affected some of the participants. This is explored and discussed later in the data analysis

The arguments around the *appropriacy* or otherwise of the introduction of new or innovative methodologies has been under discussion since Holliday published his seminal work in this area (1992); and the political implications of the TEFL methodology in general were highlighted by Phillipson (1982). In particular it is how the new methodologies are adapted which has presented the ELT innovator with much food for thought. Reviews of the literature around responses to innovation in INSET show that although many courses *appear* to be successful on the surface, evaluations of their adoption (or use) of the techniques, strategies, approaches from the INSET course show other interpretations. (Borg 1995, Lamb 1995, Breen et al 1989, Wedell 2012) Teachers' behaviours are shaped by their own experience and the culture of teaching. Altering pedagogy sometimes also requires a change in what teachers believe, however, "*getting professionals to unlearn in order to learn while certainly not impossible, is close in magnitude of difficulty to performing a double bypass than to hammering a nail."* (Cuban 1986 cited in Psifidou 2010)

I have suggested previously (Wiseman in Hayes 1997) that often the adoption of new or different methodologies may be only at a surface level. As mentioned in Section 2, because change came to the countries of Eastern and Central Europe quite rapidly, people had little time to adapt. I suggest that the result in many sectors including education was the development of a hybrid of the old and the new, or an adaptation of what might be useful for the practitioners. Breen et al (1989), after studying other teacher training projects also make the point that 'Any training will be converted into action to the extent that it is seen as valuable and necessary to teachers and, as important, to learners. They will, however, re-interpret it in their own terms'. (Breen et al,1989,p112). This was echoed later by Lamb (1995) as he describes how he observed different interpretations of the in-service training which he and his colleagues had provided for Indonesian teachers, and Wedell discusses the implications this in relation to both institutions and people (Wedell, 2012, p46).

Additionally, it seems that changes in teaching practice can take a long time to filter down. By 2002 the need for a change in teacher training practices at the pre-service level in Bulgaria was identified with the publication of the 'Baseline Survey of Pre-Service English teaching (2001-2002) which revealed that novice teachers found it difficult to reflect and self-evaluate their teaching. (Thomas et al,2002, p94). Later, Psifidou noted in 2008 ' Even now Bulgaria is perhaps different of (*sic*) the

countries experiencing a longer tradition of democracy are (*sic*) the conflictive mentalities between innovation and persistence with the old era which are still quite pronounced in the Bulgarian territory' (Psifidou, 2008). However, some universities which provide pre-service training have since taken steps to ameliorate this with the introduction of portfolios and encouraging reflective practices: Velikova (2013) for example describes the introduction of portfolios and reflective practice at the University of Veliko Turnovo. In later chapters I review the impact of the introduction of a different methodology to this particular social context in Bulgaria. There are a number of conclusions to be drawn from this which I describe in the 'Findings' section of this thesis.

1.5 Summary and Overview

In this chapter I have provided a description of the social and political background to Bulgaria pre 1989 and post 1989, with reference in particular to the education system, broadening this out at times to other countries in Eastern and Central Europe which shared a similar history. I have described the ideology which permeated the education system, and in the data analysis I explore how this might have affected teachers and trainers who were involved with the teacher training project, which reflected a different ideology. In this introduction' I have chosen to use some references to stories from non-academic writers as they describe first hand experiences from this period and also because this provides a parallel with the stories which are provided by some of the interviewees which are analysed in the data analysis.

Change was apparent in all parts of life in Bulgaria post 1989 after the change to a more democratic form of government. I explore the different notions of change and how it can affect and influence professional development in Chapter 2: the Literature Review. In Chapter 2 I also look at different models of change and how they can be used to analyse the stages of change which educational practitioners might go through. In particular I focus on the transition from teacher to trainer, as this is relevant in relation to the trainers I interviewed for the data collection.

In Chapter 3: Methodology I describe my approach to the data collection and analysis, and provide my rationale for adopting this approach to narrative analysis. In this chapter I also discuss the third research question which focuses on my

position in relation to the interviewees, and my familiarity with the context, and review how this might affect the interviewees' responses.

In Chapter 4: Data Analysis I take three different approaches to analysing the data I have collected in order to look at the interviews and stories through different lenses. My rationale for taking this approach is described in the Methodology chapter. This is followed by Chapter 5 which synthesises the findings in relation to the three research questions and reviews other findings. In particular I review and I explore how the project and changes in educational reform in the 1990's might have affected the teacher trainers' professional lives.

In Chapter 6, the conclusion to this thesis, I draw out the key points from the findings; demonstrate how this study has contributed to current research in the field, and present proposals for future project designers and evaluators. I also reflect on my learning throughout this research process, which has influenced my own professional development.

Chapter 2 Literature review

2.0 Introduction and rationale

It is important in any literature review to establish what its purpose is in this thesis; what it will and will not include, and the rationale behind the choices made. This research touches upon a number of areas: teacher identity; the nature of educational change, the issue of 'linguistic imperialism' (Phillipson 1992), and the associated area of cultural appropriacy (Holliday 1994); the impact of projects on professionals' lives; and the effects of post-Soviet educational reforms on educators' careers and lives. Methodological issues include the role of the insider / outsider, the role of memory in research, and the use of personal histories/narratives in the research process. However, important as these areas are, I have chosen to focus on one of the key issues behind the research question, which is the nature and effect of change on a group of educators' professional lives.

The purpose of this chapter, then, is to critically review the literature related to the notion of change and how different types of change can affect and influence educators' professional careers and identities, particularly during a period of social, political and economic upheaval. The context of this research is centred on change in a variety of forms: the changing political economic and professional landscape in Bulgaria for educators after 1989, and the organisational change which accompanied the educational reforms. Together with this was the change or perceived change in the teachers' own beliefs around teaching, careers and professional development. As this is central to the research, I have therefore chosen to focus on the literature which deals with the nature of educational change and its impact upon practitioners involved in education projects. In particular, I focus on the literature which is concerned with the role of the teacher during an education reform process. In order to have a broader view and identify what might be learnt from other disciplines I also look at some models and theories of change and change management in medicine and business.

2.1. Chapter Overview

This chapter begins with a review of the discussions around definitions of change and innovation; the perceived differences between the two and how change is sometimes understood. The next section discusses agency - the role of people in any change process; how they are affected by change and how they can affect change in positive or negative ways. This links into a discussion of bottom up and top down models of change which are then reviewed in Section 2.4. In Section 2.4 I

look at models of change in the areas of business and medicine in addition to education, and identify synergies which exist between the different models.

The following section (2.5) reviews some of the literature around factors which affect change, looking especially at projects, such as the one central to this research. As one of the foci of this research is around professional identity, section 2.6 reviews the literature around the changes involved in continuing professional development (CPD) in relation to professional identity, (which is one of the sub questions in this research) and especially in the transition from being a teacher to becoming a trainer. In section 2.7 I review the literature which identifies several different responses to educational change and its impact on CPD.

The use of stories in narrative research informed my approach to the analysis of the stories told by some of the interviewees, and I review the literature which looks at the use of stories, narrative and personal histories in narrative research in the Methodology chapter.

2.2. The nature of change

In the initial stages of this research I decided it was important to be clear about the meaning of the term 'change' as it is central to this research. However, the further I read and explored the more it appeared to be a complex issue with many definitions. 'The meaning of change is one of those intriguing concepts that seems like so much common sense, but eludes us when we pursue it on a large scale.' (Fullan, 2000,p.11). For the purpose of this thesis I look at the meaning of change from different viewpoints. As a starting point I propose a number of statements which I then elaborate on.

Change is a journey not a blueprint (Fullan, 1997)

The process of change can take many forms: as growth or transformation; developmental or evolutionary depending on the social and political context and the position of the stakeholders involved in or being affected by the change. Educational change has many dimensions but it is dependent on a number of components. Fullan (1997) cites three vital components: change in belief or pedagogy, new materials, and new or revised teaching approaches. (p30). Bolitho (2012) expands on that when discussing change within the ELT context and lists the four main points of entry as curriculum, methodology, textbooks and materials, and examinations. Examinations are included in Bolitho's list as they often provide the

‘wash back‘ effect, i.e. teachers tend to teach towards a test, so if a new component is added to an examination, for example an test of students’ oral abilities, then teachers may adapt or change their teaching to take this into account. In all of the above areas the change could be transformational, developmental or evolutionary but how it is seen will depend on the motivation of the educators involved (the stakeholders) to take the change forward. If imposed top down, very often it is seen as a threat. However, if bottom up the change is more likely to be viewed as transformational. I expand on these and other models of change in section 2.4.

‘The two solitudes‘ (Fink 2000) *and some reasons for resistance to change*.
Part of the implementation of a change process involves what Fink calls the ‘two solitudes’ (cited in Weddell, 2012), that is the policy makers, who plan the changes, and the teachers who are expected to implement the changes. However, without adequate and clear communication between these two agencies, it is likely that change process will fail. The issues around a top down approach to educational reform and how a bottom up approach can be developed are discussed later in this chapter.

Changes in the status quo can trigger resistance if it is perceived that the changes will have a negative effect on the teachers themselves (Schleicher 2011). Similarly when teachers are presented with a multiplicity of confusing reforms this can be threatening as well as confusing and frustrating and can lead to teachers’ rejection of the changes proposed (Clement 2014, Hargreaves 2004); or an adaptation of what is expected, so at surface level it appears that the change is being implemented (Wedell 2014); or the jargon is adopted but not really implemented, leading to what Fullan has termed ‘false clarity’ (Fullan 2007). The rejection of change can also be a result of what Abrahamson (2004) terms ‘repetitive change syndrome’, in the context of business management. The perspective a teacher chooses to take on change will affect his/her professional development and his /her role within a change programme. This will be exemplified later in the thesis.

Although the changes introduced in education reform programmes in ELT are often viewed as innovative by the proponents of the intervention, reports of such projects (Gu 2005; Shamin ,1996; Wiseman 1997; Bowers1983; Markee 1997; Fullan 2007) have shown that it may partly *because* this change is innovative and there is therefore an implicit upheaval of the *status quo*, that there has been resistance to the change. There are a possible number of reasons for this resistance, some of

which I discussed briefly in Chapter 1 in relation to the changes in Bulgaria – it may be due to a fear of losing control or undermining of authority, or simply a fear of the unknown. Whatever the reasons are, change in these circumstances can be seen as threatening. Holliday in his seminal article (1992) termed the notion of 'tissue rejection' to describe this - an outcome of imposed innovations in the context of education projects. He uses the metaphor of organ transplants to describe what happens when an 'alien' element is introduced to the system. This links to the notion of cultural appropriacy and change. Introducing a project or innovation without full reference to the socio-culture context can be one reason for the failure of the project or innovation. Change is culture specific in the sense that what may be seen as laudable and successful change in one context may need to be adapted to be successful in another cultural context. There are of course a number of other reasons why change projects are rejected, which I discuss later in this chapter.

In order to ameliorate the effect of what some stakeholders might feel is potentially damaging change, as described above, Leather suggests that a 'synthesis' approach has proved to be effective in innovative projects 'A process of gradual integration of relevant project activities into existing practices, rather than wholesale innovation.' (Leather, 2014, p.26). This gradual approach would take into account the current teaching practices and merge the 'old' with the 'new', according to the cultural norms. However, there are numerous other factors to take into account , including an understanding of the practitioners themselves involved in the project, which I expand on in this chapter in relation to the role of the teachers and their 'voice' in change processes.

Change and innovation

Although the terms innovation and change are often used interchangeably, the one does not necessarily follow the other. White (1987) and Markee (1997) call planned change 'innovation'. Both Fullan (2007) and Markee (1997) also make a distinction between two types or stages of innovation. Fullan uses the terms innovation and innovativeness; Markee refers to primary and secondary innovation. The former in both cases being the introduction of something new, such as a new curriculum, the latter being the capacity of the institution to develop the new programme, or the development of a 'secondary' innovation (such as computer software) to implement the initial innovation. The innovativeness or secondary innovation therefore supports the primary innovation. In this sense, then, we could call the secondary

innovation a *developmenta*l change as it follows on as a development from the primary change.

A change does not always result in an innovation, and therefore I can see some contradictions in White and Markee's use of the term planned change as 'innovation'. A change could be reverting back to an old curriculum or tried and tested textbooks, which would not necessarily be innovative. Stoller (2011) makes a clear distinction between innovation and change - where change is defined as 'predictable and inevitable resulting in an alteration of the *status quo* but not necessarily in improvements' , and innovation 'results in deliberate efforts that are perceived as new and intended to bring about improvements' (Stoller, 2011, p37).

The socio- economic changes which took place during this period under study were not always innovative and were in a large part introduced via a series of complex political events. They were perhaps inevitable, after the change of government, but were not always planned, nor were they always perceived to have introduced improvements (Berend 2007, PEW 2009). An innovation implies something new, sometimes introduced by external agents and intended to bring improvements. The aims of the trainer training project were, to use Stoller's terms, 'new, and intended to bring about improvements' (p37) and whether it did so is investigated in the data analysis. There is then, a *melee of* complexity in understanding the position of the trainer training project against this background, and in the data analysis the trainers' different perceptions of innovation and change in the project are discussed.

Every person is a change agent (Fullan,1994 p39)

Change can and does take place at many levels: policy, institutional, and personal. Although the focus of this thesis will be on the personal, this cannot be separated from the other components. While much of the literature around educational change has tended to focus at policy level (Simpson 2012; McIlwraith 2012; Fullan 2007) or at institutional level (Weddell 2007; Hopkins 2005; Hanson 2001; Fullan 1993) all agree that the levels are interlinked. Policy change cannot take place if it is not accepted at institutional or organisational level, and, in turn, change will not take place at institutional level if the people within the institutions are not able to implement the change, for a variety of reasons. I will discuss these reasons in more detail later in this chapter and in the data analysis.

There are a number of examples of policy decisions which have been made to change, for example textbooks, pedagogy or curriculum, and where the change, although it has been written into educational legislation, does not take place. In many cases this is due to the lack of consultation at the practitioner level. An example of this can be found in schools where the policy is to teach Maths and Science in English and is written in the legislation, but is not implemented in many classrooms as the teachers are not themselves equipped to teach through the medium of English (Shuyab 2016). As Fullan (1993) points out, mandated change cannot take place without a change in skills, behaviour and a belief and understanding on the part of the implementers.

Schweisfurth's research shows the potential ineffectiveness of change programmes which do not take the teachers' views into account. Her study of the effects of the shift towards learner centred education (LCE) reviewed 72 studies of the implementation of LCE globally and found it 'riddled with stories of failures grand and small'. (Schweisfurth 2011, p.419). She puts this down to lack of resources, lack of ownership of the change, the imported pedagogy at odds with cultural values and the fact that the 'importers' of the change (for example donor agencies) did not have to implement it themselves. Her study revealed a number of factors which affect the successful implementation of the project, but one important area related to this research, which is mentioned in the literature, is that related to teachers' (or implementers) ownership of the project, or teachers 'voice' which I discuss below.

2.3. Agency in the change process

One of the key issues around change or the management of change is the role of and the effect on the people involved, sometimes referred to as *stakeholders*, *agents of change*, *resisters, and innovators.* As noted by Markee (1997), all are heavily loaded terms and are not mutually exclusive.

Alderson (2009) focuses on the use of terminology when discussing the evaluation of projects, using terms such as 'insider' and outsider'; and others refer to the 'centre' and 'periphery'. (Canagarajah 1999, Holliday 1994). There has been much discussion about the respective advantages and disadvantages of the 'insider' 'outsider' approach when managing and evaluating change projects (Alderson and Beretta,1992; Elley, 1989; Weir,1995) and these are not limited to evaluation issues only. I discuss insider and outsider roles in qualitative research in the methodology

chapter where I look at positioning and reflexivity within the context of collaborative interviewing.

As mentioned above, the role of the teacher appears to be crucial when implementing educational change as they are also as agents of change. Bandura (1989) defines agency as ‘‘the capacity to exercise control over one’s own thought processes, motivation, and action’’ (p. 175). As such, Bandura identified personal agency as foundational to engagement: individuals who perceive themselves as having a meaningful voice or role in an activity are more likely to participate in it. Similarly Fullan (1993) describes change *agentry* (Fullan’s term) as ‘being self-conscious about the nature of change and the change process’ (p.138). Fullan‘s point is that the teacher or educator can be the key to educational change if they understand and are given ownership of the educational change process.

Earlier in this thesis I suggested that often, when planning for innovative TESOL projects, minimal account taken of the stakeholders - the teachers who are expected to implement the changes. There is a strong rationale for teachers’ and trainers’ participation in education reform, both in terms of implementing it (Clement 2014; Fullan 2007; Hargreaves 2004; Goodson 2010; Leather 2014) and taking part in the evaluation process (Rea Dickins 1994; MacDonald 1985; Kushner 2000; Norris 1998.) As Kushner (2000) points out, ignoring the voice of the programme participants erodes the ethics of the evaluation exercise. (p10). Teleshaliyev (2013) writing about the changing situation after educational reforms in Kyrgikizstan calls teacher involvement “enacted professionalism” and argues that if teachers take control of their own professional development and develop teacher-led reform, this will effectively address falling education standards. With this type of successful bottom up model, teachers - the people involved in the change - can also be viewed as policy makers. This view in relation to the role of the trainers in this research is discussed in the findings section, and presents a different perspective to the more traditional positions of policy makers. However, as can be seen from the LCE studies above, when the change is top down there is every likelihood that it will fail.

This research focuses on trainers’ lives since the end of a professional development project, to identify if and how the project had affected their professional life in the longer term. There has been a substantive amount of research written around mainstream teachers and their professional lives. Goodson and Hargreaves (1996) for example, look at the role of teachers and the notion of professionalism and how

this has changed, and how teachers have been affected by the change through a series of case studies from the UK and US. Huberman (1993) also looked at teachers' lives from a different perspective: he was interested in the 'life cycle' of teachers and general trends therein. His key questions were around the classroom teacher's perception of him/herself, and in general if the 'classic' studies of individual life cycles can be replicated to a specific part of the population i.e teachers. His findings do indeed correlate, but in the research process itself Huberman discovered many more aspects of teachers' lives, much relating teachers' lack of self-reflection during their teaching career.

In the UK Nias (1989) asked teachers to reflect on their career ten years after starting out in the profession. She interviewed a group of primary school teachers in their first year after training on a PGCE course, and then again those who were still working as primary school teachers 10 years later. Her objective was to analyse and present the life of a primary school teacher from the insiders' view: an attempt to "…present an account of primary teaching as work, from the perspective of its practitioners" (p2). At the same time she does delve deeper and addresses the notion of 'self' in teaching and how teachers have worked with the changes they encountered in their professional lives.

The growing interest around teachers' lives has developed into looking at the impact of educational reform upon them and their role in implementing education reform or change programmes. In 1994 Goodson pointed out the importance of listening to the teachers' 'voice':

> *In understanding something so intensely personal as teaching, it is critical we know about the person the teacher is… the fact remains that we still have an undeveloped literature on the personal, biographical, and historical aspects of teaching. Particularly undeveloped is a literature which locates the teachers' lives within a wider contextual understanding. (pp30-31)*

Since then , research into teachers' professional lives has grown (Hargreaves 2004; Goodson et al 2010; Bathmaker and Harnett 2010, Goodson 2013) and it has emphasised the importance of taking teachers' views into account when undertaking a reform process (Clement 2014). However, within the field of TESOL there has been a considerable lack of attention to the teacher's voice when projects are planned. (Hayes 1996; Wedell 2009; Holliday 2007).Yet if 'educational change depends on what teachers do and think' (Fullan and Stiegelbauer 1991 p117) then clearly their views and opinion should be taken into consideration with any

innovation. However, in reality many decisions are taken at institutional and policy level as top down or 'mandated change' (Clement 2014). The research in TESOL that has been undertaken in relation to teacher's voice tends to focus more on the pedagogic than the personal, focussing on teacher's pedagogic beliefs and values. (Hayes 1996, 2010; Borg 1995, 2012).These studies have shown how teachers' beliefs in teaching can affect how they interpret educational reforms or innovations introduced via training programmes. The research has not specifically focussed on the teacher's voice in educational reform processes.

In terms of research based on the effects on a teachers' involvement in an educational change process over a period of time, there is limited literature. Williams noted (2013) that 'We are not aware of any work that has investigated an innovation in detail through *post hoc* analysis, looking not only at the initiation and implementation phases, but particularly at the institutionalization phase, which is critical to sustainability.' (p8) Williams uses the term 'institutionalisation phase' to denote the *post hoc* period- when a project has finished and the donor agency has withdrawn and , ideally, the innovation has been adopted an therefore become institutionalised or part of the system. Some of the reasons for this are discussed by Bolithio (2012) Wedell (2000) Kiely (2012), who all point out that one of the key reasons is due to donor agencies' view of 'value for money' and the unwillingness to fund research around a project beyond the allocated timescale for the life of the project.

However, there are a small number of studies which do go back in time to analyse the impact of a project; Komorowska (2012) and Bardi (2012) have reviewed projects in Poland and Romania respectively from two decades ago. Leather's 'Tracer Study' (2014) is a long term study which documents the effect of a large scale ELT teacher training project (ETTE – English Training for Teachers of English) in Nepal, Pakistan and Kazakhstan over a three year period, focussing on the long term results of the teacher training programme. The study considers four interrelated issues related to the intended outcomes of the project: the design and implementation of the project; its outcomes, and sustainability. Although Leather does not initially mention the long term impact on the teachers' own professional development as an area of focus in her introduction, later in the document she adds:

> '*The Tracer Study… sought to find out what happened to teachers and trainers after the project was over. We wanted to learn about what they do in the classroom, what conscious adaptations they make in their teaching, and*

what they believe about teaching and learning. We would thus gain an insight into the effect of ETTE on the dynamics of teachers' and trainers' personal and professional learning.(Leather 2014 p39)

In this aim, then, it does appear that Leather is seeking to analyse the long term impact of the project on the teachers and trainers: some of the interview questions ask about beliefs about teaching and learning; ETTE's importance on professional development and the effect of the ETTE project on professional confidence. However, the focus is very much on evaluating the *project's* impact, therefore the project is central to the research. Nevertheless, inevitably the teachers' voices do come through, and indeed one section which is entitled 'Uplifting professional lives' shows how the project had some impact on the teachers' professional lives, although that was not stated as the project's main objective.

2.4. Models of Change

I have described in Chapter 1, in the Background section, the changes which took place in Bulgaria with the passing of the communist government to the newly formed democratic system of government, and I have also described how these changes affected the education system and the teachers and trainers within it. I now discuss and review some models of change, taken from disciplines other than education in order to understand different views of the change process.

2.4.1. Non – educational models of change

Notions around leadership and organisational cultures which facilitate change can be applied in a variety of contexts and I have found it useful to look at the literature around change models from the corporate world, to analyse the applicability of these models to education. Many of the factors which define good business practice can also be transferred to education. My reason for reviewing the corporate world's models of change is to identify what we can learn as educationalists from these models. In the UK, the changing nature of school structures has led to the recognition of the similarities between leading a school and running a business: there is now a recognition that the head of a school should also have good business management skills, and the role of the school head has moved away from the more traditional roles of pedagogic and pastoral lead. (Weindlung 1992, Robinson,2012) This was identified in a House of Commons report (1998)

> ' *The Heads, Teachers and Industry project (HTI), which arranges secondments for head teachers into business and industry, also noted that the head is no longer "the 'lead teacher' but more a 'managing director' Anita*

Higham, the Principal of Banbury School, compared her role as head teacher of a large comprehensive school to that of a chief executive.'

As a result, the corporate world is often held up to educationalists as the model of good management practice possibly because a thriving businesses need to be aware of changes in the environment in order to adapt and succeed, and good schools need good leaders to manage change processes, as do good businesses.

Kanter's (1983) research into what makes some organisations successful and others not, found that an organisation's approach and management of change was a key factor in their success. He found that organisations which were segmented also have a hierarchical organisational structure, which does not encourage change, and in fact may suffocate it because they do not encourage thinking across the segments. In contrast, organisations which are integrative and have a team approach to problem solving are much more likely to embrace change. I have found this distinction extremely useful when analysing the social and political background to this thesis. The communist society from which Bulgaria was just emerging in the early 1990s was both hierarchical and segmented. As mentioned in Chapter 1, some have argued that this tended to stifle creativity and innovative thinking. Taking Kanter's ideas forward, the hierarchical organisational structure of communist societies may have contributed to the underlying reasons for the difficulties many Bulgarians had when dealing with the changes in their society, especially in education in the 1990s. (See Chapter 1).

The three models below from the corporate and medical world have helped me reflect one of the concerns of this research – the personal aspect around change. The models I describe below all take into account people's emotions and how this affects the extent to which they will adopt the change. It is perhaps ironic that many educational change models do not take the 'people' element as a starting point (as discussed in the previous section). I will expand on this when I review some educational models of change.

The first model is taken from business and describes successful change in the form of an equation:

Figure 1: Beckhard and Harris' model of change

Successful change =

Level of dissatisfaction with current state	X	Vision of what is possible	X	First concrete steps to be taken	>	Cost/resistance to change

Beckhard and Harris 1987.

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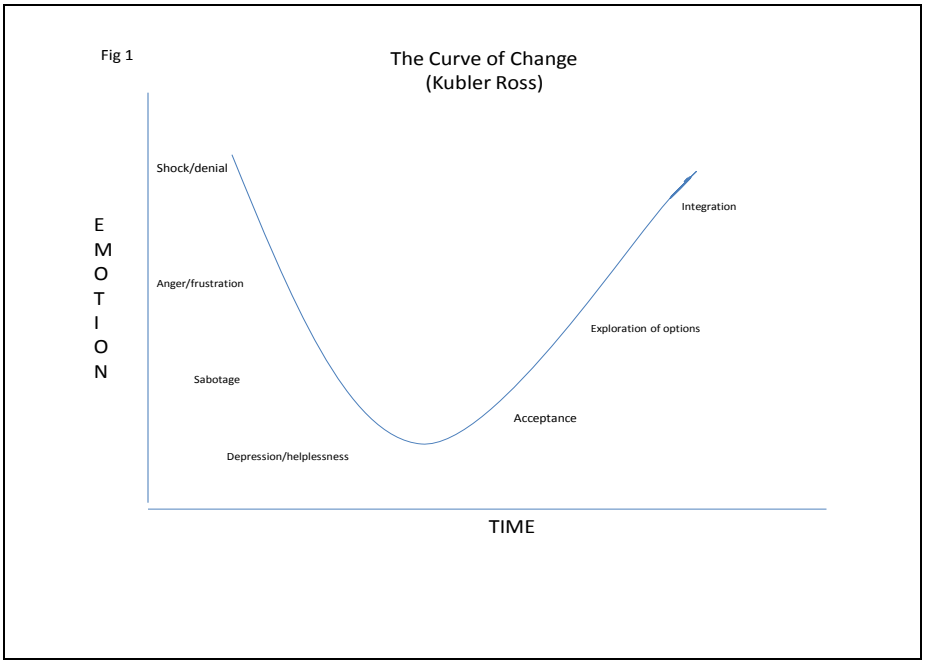
The three components – dissatisfaction, a vision, and first steps must all be present to overcome the resistance to change. If any of the three are zero or near to zero, the resistance to the change will dominate. The model purports that successful change can only come about if the people involved in the change are aware of the 'vision' and this must be communicated by the management to the staff. Managers also need to know where staff are on the curve of change (see Figure 2 below) and explore where there is resistance. This model assumes a management in control of the vision, and therefore takes a top down approach, but at the same time takes into account the fact that people need to buy in to the change process. I later compare and contrast this model with educational change models.

The next two models view change more as a transition process which involves people moving from one state to another and letting go. The second example from the world of medicine. Elizabeth Kubler Ross (2009) writes about the developmental curve of change related to mental health particularly. She describes a change curve which terminally ill patients went through (See figure 2 below). The emotions felt by patients tend to move from shock and denial through to anger and frustration leading to depression and helplessness and finally through to acceptance and an exploration of new options. So in this model the change is very much a transition process.

Figure 2 Kubler Ross' Curve of change



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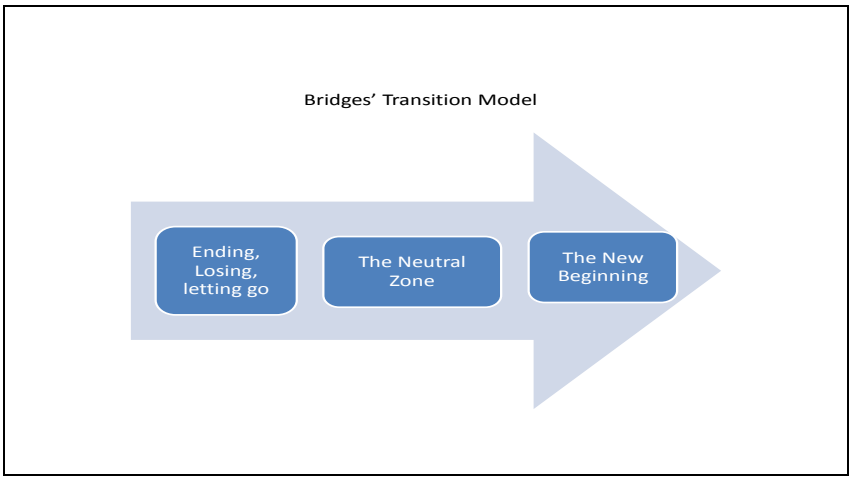
This model of the change process as transitional has found resonance among many other disciplines and it has been used and adapted by aid agencies who have adapted this model to illustrate the emotions volunteers might experience as 'culture shock' when arriving and adapting to a new country. Businesses have also adapted this model to understand and work with severe downturns in the business which might affect the staff via redundancies.

Bridges (2009) also views changes as a transition process which develops over time but in addition recognises the need to let go of the old in order to embrace the new. Bridges argues that whereas change is situational, transition is a psychological process people go through to come to terms with the new situation. Change is external, transition is internal. He argues that the starting point for transition is not the outcome but the ending that people have to make to leave the old situation behind. He sees the process in three zones: the Ending zone, the Neutral zone and the New Beginning. See figure 3 on the following page.

Figure 3 Bridges' Zones of transition



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The above three models present a perspective which focuses on the people involved, and the psychological processes they might go through. These models can help managers within businesses or educationalists work through the process of change with their staff. The main message from all three models is that communication is of vital importance so that all involved are aware of what is happening. They also illustrate how change can be seen as a process. I refer back to these models later in this chapter in relation to the models of education change and in the data analysis .

2.4.2. Educational Change models

In terms of educational change models I review Markee's (1997) models of change from the English speaking countries: USA, Canada, Australia and the UK, as a starting point of analysis.

Markee refers closely to Chin and Benne's (1969) classification of approaches to planning changes. The first model Markee cites – the Centre-Periphery - refers to change models often implemented by international aid agencies. Markee present a somewhat simplified notion of the 'centre' i.e developed countries, implementing change (or ,as she refers to it - innovation) by transferring notions, ideologies textbooks etc to the 'periphery', or less developed countries. Holliday (2005) seeks to define this approach even further, rejecting the notion that this 'centre' is always the West, and presents us with a more complex centre-periphery argument. He asserts that associating TESOL power relations with geographical regions is limiting

and that ‘ It is *people*, not places who have professions, prejudices, and cultures.’ This resonates very strongly with one of the main themes of this research which focuses on people going through a process of change, and I refer in more detail to Holliday’s writing concerning teachers involved in change processes within their social contexts later in this chapter.

Holliday’s (1994) introduction of the BANA-TESEP distinction.(BANA being British, Australasia and North America teachers, and TESEP being teachers teaching in Tertiary Secondary, or Primary schools) initially appears to be similar to the Centre-Periphery terminology , with the BANA educators in a dominant position with regard to language teaching. However, in reality the situation is not that simple. For example there are teachers in the ‘Centre’ or BANA categorisation who teach languages under the TESEP circumstances and there are also large numbers of teachers from the ‘BANA’ regions who work within the TESEP sectors abroad. Nevertheless both Markee and Holliday agree that it is this top down approach to managing change which can discourage the acceptance of the change which is being implemented.

The main criticism of the top down model, or ‘mandated change’ (Clement 2014) is that it fails to take into account implementation at the classroom level and views the teacher’s role as a passive one whose role is simply to implement the change. This contrasts with the view of the teacher as an ‘agent of change’, as discussed previously. However, a top down approach, if delivered well and sympathetically, can sometimes enable teachers to develop their own, bottom up initiatives, and in that sense can trigger off a change process. Pandit-Narkar (2013) illustrates this with an interesting case study from India, showing how teachers who were involved in a top down CPD programme described it as a ‘turning point’ in their careers (p34). Their experience gave them the confidence to start their own CPD initiatives resulting in the formation of an English Teachers’ Association; teachers writing papers and guiding and mentoring their peers. This illustrates the dangers of compartmentalising models of change, and making assumptions about the implications about each model. As we can see from the above example, one can lead to the other; a point I return to in the Conclusion.

The notion of centre-periphery is similar to Kachru’s (1985) models of three concentric circles describing the spread of English: the Inner circle (countries where English is the dominate language); the Outer circle (countries where English is one

of several functional language e.g. Malaysia) and the expanding Circle (countries where English is taught as a foreign language China, Russia, Brazil). Kachru used these models primarily to describe the spread of English language but a link can be seen here between the BANA./TESEP models and Kachru's inner and outer circles. The implications would be the same for language planners.

The problem solving model, which Markee describes, is the antitheses to the centre-periphery model as it takes as it starting point the practitioners themselves. The most common form of this model is to use action research defined here as 'theorising from the classroom' (Ramani 1987). Teachers identify a problem or need and research from the classroom base. They then use the research and conclusions to provide a solution and identify change in the status quo. This type of change model necessitates a different style of leadership from the previous model in that it assumes a co-operative and joint ownership approach. The change in these situations can result in a change of curricula or textbook to a change in ideologies, assumptions and beliefs about teaching. Chin and Benne (1969) refer to this as the 'normative re-educative' approach as it is based on the idea that people are influenced by members of their own peer group, and will therefore change their behaviour to fit the 'norm'.

Studies have shown the bottom up model which takes shape via collaborative inquiry and class room based research can have a much stronger impact and foster the implementation of change at classroom level , than top down change models (Butler, Schnellert and Macneil 2015; Borko 2004; Timperley and Phillips 2003) . An example of successful 'bottom up' change can be seen within the UK, when the National Curriculum Council reconsidered the use of Standard English in the national curriculum as a result of a consultation exercise with teachers and the public.

Markee also suggests that action research is linked to the school of critical pedagogy (Friere1998; Pennycook 1998, 1994; Stenhouse 1975). However, there does seem to be an underlying difference in these two approaches. Part of the rationale underpinning action research is to improve teaching and learning for the teacher and students in the classroom. There is not always an underlying philosophy supporting the research, but the research is initiated from a perception that: there is a problem or an area which the teacher needs or wants to investigate, and will undertake classroom research to do this. Critical pedagogy, on the other

hand starts from a strong political base. It is a Marxist approach which challenges pre-conceived ideas and the domination of the traditional status quo.

> *Critical pedagogy signals how questions of audience, voice, power, and evaluation actively work to construct particular relations between teachers and students, institutions and society, and classrooms and communities. . . . Pedagogy in the critical sense illuminates the relationship among knowledge, authority, and power*. (Giroux, 1992: p 30)

I explore the relationship between action research and critical pedagogy in teacher education later in this chapter.

The Research, Development and Diffusion model is based on research undertaken by academics. The theory there is that if the research is undertaken well and diffused across a system (educational, agricultural or medical) then the results will be positive as the research is of a high quality. Chin and Benne (1969) refer to this as the 'rational-empirical' approach , as it is based on the view that as human beings are rational, they will understand and accept the change proposed, and, as the research is empirically based, then, in theory, the changes proposed will work. This is of course the theory. In practice, as this is again a top down model, practitioners in the field may well come to reject this approach for a number of reasons: lack of ownership, lack of attention to implementation issues and lack of consultation, among others.

Nunan (1998 p174) pointed out the errors of this approach in relation to language teaching: ' *For most of its history, language teaching has been at the mercy of pronouncements from self styled experts. .. It has also been at the mercy of numerous applied linguists who have foisted their frequently untested or inadequately tested theories on the profession.'*

There are a number of instances where research from Applied Linguists has resulted in a language policy being adopted, sometimes with disastrous results. For example the Bangalore project which tried to introduce task based learning into classrooms in India, with little success. The Bangalore project was created around the theory which posited that effective language learning is best when English is learned via tasks undertaken in small groups. The project failed for a number of reasons, the most cited reason being the project's dependence upon a theory, without reference to the classroom context, including teaching and learning styles,

in Bangalore. Another example of this model is the introduction of the notional-function syllabus in Malaysia in the late 1970s which again was not successful partly due to the imposition of a theoretical framework for language teaching upon teaching communities who had not been consulted or involved in the process. It could also be argued that the introduction of communicative language teaching was the outcome from theories around language learning and acquisition, and which was often practised in many countries without reference to socio-cultural contexts. Holliday (1992, 1994, 2005) cites numerous examples where there is little direct 'fit' between the methodology being used and the social context, resulting in difficulties in for the students and teachers alike.

More recently Kaplan and Baldaf (2007 in Kennedy 2011) argue that Applied Linguists do not have the same influence on language planners as, for example, medical advisers have on health policy. Kennedy (2011) suggests that this is because it is easier to see tangible results from, for example, health issues and advice. It takes a long time to see the results of changed language policies; generations even. (Berend 2007, Wedell 2009)

Referring back to the models in section 2.4.1., which were drawn from the world of business and medicine, I now consider a personal change model or transformation. As mentioned earlier, the underlying concept of these models is that if change is to happen within an organisation, then the people in that organisation must buy into the change. Hence Bridge's transition model and Gleicher, Beckhard and Harris' equation, in relation to this research, is the most convincing and effective approach to the change process, and it supports the research which has shown that people are at the heart of any change process. Fullan (2007 p8) points this out the dangers of ignoring this quite clearly: 'Neglect of the phenomenology of change – *that is how people actually experience change as distinct from how it might have been intended* (my italics) – is at the heart of the spectacular lack of success of most social reform'. This phenomenon is a common thread through this research

I have summarised all models mentioned above in Table 1 below, using both Chin and Benne's and Markee's terminology and adding some of my own.

Table 1 Models of Change

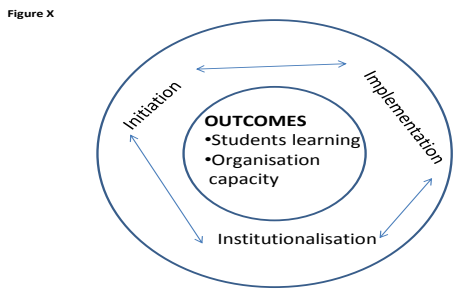
	Model	Approach	Initial Proponents
Centre-periphery	Power-coercive Top down	Transferences of systems/ideologies	Policy makers; international aid agencies
Normative re-educative	Collaborative Bottom up	Action research Consultation	Educational &other practitioners
Research, development and diffusion	Empirical-rational Top down	Empirical Research	Academics
Transformational	Personal; from the self	Developmental , self directed	Medical profession

2.4.3. Cyclical change model

So far I have discussed different approaches to change within both education and the world of business and medicine. All the change models presented have a linear trajectory, and models related to change in project design also follow a linear trajectory; implying that there is an end stage, often labelled as 'institutionalisation'.

Fullan (2007) proposes a simple model of educational change which focuses on the *process* of change as a cyclical model which is therefore neither top down nor bottom up, and as it is cyclical in nature implies no final ending, as the other models do.

Figure 4: Cyclical change- Fullan 2007



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In this cyclical model we see the three phases initiate, implement, institutionalize clearly linked as a two way processes with student learning and organisational capacity as the two main outcomes. The advantages of viewing the change process as cyclical is that it implies there is no end to the process. A recurring problem with

educational projects is that of sustainability, and an influencing factor to the lack of sustainability is the belief of the practitioners in the project that it has an 'end' and therefore when the project ends, they feel free to revert to their previous practices (Shuyab 2016, Bolitho 2012). The cyclical model presented by Fullan does not have a time line, as it presents change as continuous. The lack of an end date would enable stakeholders involved in a change project to view it as ongoing which would in turn support the sustainability of the project.

Fullan presents the above simplified model as an overview, but there are other factors in the change process which will affect its success or otherwise. These include:

a) the prevailing conditions and resources , such as class size, resources available ,
b) The people involved: teachers, parents, students decision makers etc
c) The political /cultural context and the change 'fit' within it
d) The institutional structure and its openness .and capability to undertake the change process

These are all areas which are discussed in the following sections.

2.5. Review of factors affecting educational change

There are a number of reasons why educational innovations across the world fail. Tribble (2012,p49) discusses what he calls the ' export of educational reform' criticised strongly by Phillipson (1992) who introduced the term 'linguistic imperialism' to describe the spread of 'Western' style English teaching across the globe, but particularly to less developed countries, the outcomes of which often to lead to the 'failure' of educational change projects. Case studies and other accounts have highlighted a lack of awareness about change management in large scale ELT projects over the past 20 years (Markee, 1997; Holliday and Cooke 1982; Wedell 2012). Woods (in Tribble 2012) summarises the lessons to be learnt from these case studies under various headings including 'understanding the context';' managing change effectively'; 'building in stakeholder buy in'; and 'staying in touch with reality'. Wedell (2012) takes a broader view suggesting the reasons projects fail are because the designers and implementers ignore the context at all levels: conditions in context, for example funding, materials, and support; people's contexts, for example, trainers, and parents; and organisations' contexts, for example governance structures and accountabilities.

Both Woods and Wedell cover the same key points – that for educational change to be successful the implementers at ground level i.e. the teachers, should have buy-in to the reform or change. Taking this a step further, studies of bottom up reform (Beer et al 1991cited in Fullan 1994) found that the change was most effective when it was initiated by small groups from inside an organisation who led new thinking which eventually pushed structures and procedures to change. Fullan terms this change of thinking as 'reculturing' and cites an example from the 'Brock High School in the Learning Consortium project', where change started in the school in small pockets between teachers, and later spread upwards to affect the structure of the school. He concludes that 'This leads to the interesting hypothesis that reculturing leads to restructuring more effectively than the reverse' (Fullan 1994 p68).

Contextual factors must also be taken into account for educational change to be effective. These include learning and teaching styles, resources available, parents' expectations and school governance restrictions, (Fullan 2007). I would add to this the time factor. Fullan (2007) suggests a time scale of 5-10 years for large scale change, citing examples in N. America. However, in the context of Eastern and Central Europe, both Birzea (2003) and Berend (2007) suggest it may take a generation or more, as it includes the adoption not only of an educational reform, but also a new value system and social behaviour patterns. As this research is centred on the long term effects of change, I discuss the time factor in relation to professional development in the findings chapter.

There is a substantive amount of research on the impact of change programmes and their potentially damaging effects due to a number of issues, among them lack of cultural appropriacy and lack of attention paid to the teachers' voices, which I address in more detail below. Research in the TESOL world has looked at the potentially damaging effect of ELT projects in relation to linguistic imperialism (Phillipson 1992) and the discourse of colonialism (Pennycook 1998) whilst Holliday (1994), refers to the impact of the imposition of external agency projects as 'tissue rejection'. There are many studies on the changing role of English teachers linked to their changing teachers' professional identities and behaviours in and outside the *classroom*. However, there is very little on either how participants in an educational project perceive their lives have been affected by a professional

development programme or project, or how an evaluator perceives participants‘ lives have been affected.

Lamb (1995) in what is often hailed as a seminal work questioned the ‘consequences’ of INSET, looking at what changes teachers did implement on their return to the classroom having undertaken an INSET course, after a year. Lamb found that in fact very few of the ideas presented on the course were taken up in the way that the tutors had originally anticipated. The participants had adapted what they had learned according to their own beliefs about teaching and their current methodology, thereby assimilating the changes in teaching proposed by the INSET course, but adapting them for their own context. Many years later Leather (2014) proposed this approach as a starting point when evaluating the ETTE project.

In a similar vein Borg focuses on the analysis of teachers’ beliefs and how those affect their teaching of grammar (Phipps and Borg 2009) and later how their belief and practice affect learner autonomy in the classroom (Borg and Al-Busadi 2012). Guskey’s (2002) analysis showed that teachers form their beliefs after CPD programmes and he comes to the conclusion that teachers need proof of the effect of the change of teaching on the learners, before they can change their beliefs and attitudes towards any pedagogic reform or change.

While these studies of teachers’ beliefs and values around teaching and learning are of great value to any course planner who is concerned about the long term impact of a change programme, these studies view the participants through the lens as educators only, to be studied in terms of their teaching beliefs and attitudes, and how this affects their teaching, or the learning which takes place in the classroom. This offers a fragmented approach, in that the studies do not look at the teacher as a whole – how he or she was affected by the INSET programme and how this affected not only how they taught but how they approached the rest of their professional career and how it developed (or otherwise) in relation to that particular professional development programme.

Interestingly, in the British Council collection of case studies and papers around the management of change in ELT (ed.Tribble 2012) there is not one mention of the impact of the change programmes or projects on the participants’ own careers and lives. David Hayes, citing O’Sullivan (2001 p111) reminds us that

> *The process of implementing change can be very deep, striking at the core of learned skills, philosophy, beliefs and conceptions of education, and*

creating doubts about self-purpose, sense of competence, and self-concept'(p55 in Tribble 2012).

However, this is taken in the context of reviewing the 'implementation phase' of an ELT programme or project and reminding readers that support must be provided for participants in any ELT change programme or project, presumably in order for the programme to be effective. Again the view is through the lens of a successful professional development programme, not the successful development of a group of teachers or trainers.

2.6 Change in relation to professional development and professional identities

As professional development implies a change process, in this section I review the literature related to professional development and change, followed by a review of the literature around professional identity. Readings around these concepts have helped to inform me in terms of the framework of this study

2.6.1. Definitions

There are a number of views around what continuous professional development (CPD) is or is not. Evans (2002) claims that while there is extensive literature around issues in CPD the concept and method of CPD remains neglected and there is a dearth of literature which defines professional development (Evans, 2002, p123). She presents her own definition of CPD as:

> *an ideologically-, attitudinally-, intellectually-and epistemologically-based stance on the part of an individual, in relation to the practice of the profession to which s/he belongs, and which in turn influences her/his professional practice*. (p131)

Mann (2005) explores the distinction between teacher training, teacher preparation, teacher education, teacher development, professional development, continuing professional development (CPD) and staff development, suggesting that the term teacher development is more inclusive of personal and moral dimensions (p104), whilst CPD tends to be more top down and is often a requirement of employers. Bolam (1993) characterises CPD by distinguishing between professional training, professional education and professional support. Professional training may be subject specific or skills based; professional education will be award bearing and will result in some form of professional certificate; and professional support entails support from colleagues which may take the form of peer mentoring, informal

support from colleagues or external support. This view of CPD reflects Mann's distinction in that 'Professional development is career oriented and has a narrower, more instrumental and utilitarian remit' (p104).

There is a close connection between professional development and personal growth (Mann 2005, Beaven 2014). Beaven's study (2014) found that a vast majority (92.3%) of her respondents had felt that their work and learning as teacher educators had led to personal changes also (defined as 'changes you as a person' in a questionnaire). This suggests that there is a link which might be identified and explored further between professional development and personal growth. When focussing on teacher trainers in particular, Beaven (2009) also highlights the fact that whilst there is a large body of work around trainers' professional knowledge there is very little which focuses on the skills, knowledge and attitudes which trainers need to acquire in terms of professional development. Similarly O'Brien (2016) calls for more studies that '…actually pursue an examination of effect, or what is produced, as a result of a professional learning intervention or programme and not simply consider participants' immediate views of their learning experience.' (O'Brien 2016, p1), in addition to the substantial amount of literature around case studies and issues in CPD.

For the purpose of this thesis I view professional development in terms of a movement (usually positive or forward looking) of an individual within the profession which may also impact on the development of new or a different professional identity. I focus specifically on professional development and change in relation to the transition from the role of a teacher to that of a teacher trainer.

A search of the literature for further understanding of professional development shows that a large number of models and frameworks for teacher development exist (Dall'Alba and Sandberg, 2006) which vary greatly in level of detail, tools to implement the framework and resources used to implement the concept (European Commission, 2013). Within its report, the European Commission calls for a standardization of professional practice frameworks across the countries of the EU; a call which will perhaps be difficult to respond to, given the number of frameworks and differing concepts of what constitutes CPD.

I have chosen to present Kennedy's framework below as it clearly illustrates a change process through different models of CPD. Kennedy (2005) discusses the different characteristics of some models of professional development and proposes

a framework for analysis which reflects Bolam's (1993) categories referred to above. See Figure 5 below.

Figure 5 Kennedy's Continuous Professional Development Framework

Model of CPD	Purpose or Mode
• Training; • Award-bearing; • Deficit; • Cascade;	Transmission
• Standards-based; • Coaching/mentoring; • Community of practice	Transitional
• Action research • Transformative	Transformative

Increasing capacity for professional autonomy

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This framework provides an overview of the characteristics of a range of models of CPD. In addition to categorising the types of CPD, it shows professional development as a transformative process which can therefore potentially bring about change by increasing the capacity of the teacher to become more autonomous in his/her practice. The framework presents what might also be interpreted as a continuum from top down professional development and training programmes to an autonomous or bottom up development, whereby at the 'action research' stage the teacher chooses for him or herself what practices or skills she /he wishes to develop further. This can be seen as microcosm of the wider perspective of educational change or reform. In this respect the model also shows a combination of teacher development and professional development, following Mann's (2005) distinctions.

Kennedy's aim is to identify key characteristics of different types of CPD to enable a deeper discussion around fundamental issues of the purpose of CPD. On closer analysis it appears that the framework she presents is a combination of content driven models and methodologically driven models. For example, the Training, Deficit and Standards based models are designed around information giving or skills development. Often the training model is linked to the standards model where teachers are helped to demonstrate skills specified to a nationally agreed standard.

The deficit model aims to address a ‘deficit’ or a perceived weakness in a teacher’s performance.

The cascade, coaching/mentoring, community of practice and action research models are more descriptive of a methodology or approach to CPD which might be included under Bolam’s (1993) category of ‘professional support’ and also reflect the idea of ‘teacher development’ where there is a conscious engagement on the part of the teacher to develop him/herself.

Kennedy’s model is informative for this study as it helps to identify some of the characteristics of CPD which are reflected on later in this thesis. I will refer to this framework in the data analysis chapter in relation to some key points in the findings.

2.6.2. Professional Identity

Professional development can also involve a change of professional identity and I now discuss some of the literature related to defining and characterising professional identity

In terms of reflecting on one’s own practice and developing as a professional, the development of interest in the self and the teacher as a whole person can be viewed as central to professional development and links to the concept of the ‘reflective practitioner (Schon 1983, Burns 2005, Wallace 1991). The idea of teacher development via reflection has been fore grounded since the 1970s,however, as far back as 1938, Dewey proposed ’reflective action’ whereby teachers were encouraged to reflect on their experiences and act in relation to their reflections. (Dewey 1938). More recently, teachers have been encouraged to reflect on their own practice and often training and development courses promote the model of a teacher as a ‘reflective practitioner (Schon 1983, Wallace 1991), by encouraging the use of personal journals or logs, and also story telling as a tool to reflect on personal practice. (Connelly and Clandinin 1988 pp44-48). All these practices link into the notion of teachers’ ’voice ‘ which can lead to teacher empowerment and development. Goodson (1994 p141) points out that ‘In the world of teacher development the central ingredient so far missing is the teacher’s voice’. A point which is later echoed by Fullan, 2007; Hargreaves, 2005; Wedell, 2009, 2012.

However, there is a growing discussion in teacher education, particularly in TESOL, around the validity of reflective practice: critics have pointed out that there is little

empirical evidence to show that reflection does in fact change or improve teacher's professional development and/or students' learning. (Akbari 2007, Cornford 2002, Fendler 2003) and argue that it is based on a Western conceived notion of pedagogy. Yeşilbursa (2013) in her research attempted to measure the reflective practices of teacher educators in higher education, using Akbari's (2010) proposed model of reflection: the English Language Teaching Reflective Inventory (ELTRI), a 42-item model of six factors: practical, cognitive, affective, meta-cognitive, critical and moral. Her results found that the cognitive, meta-cognitive and critical factors were present in the educators who took part in the research, but the affective and moral factors were not. There are a number of implications from this which she discusses, but she also points out that her study was limited to Turkish HE lecturers and more research needs to be done in this field.

Hawkins and Norton (2009) build on the development of critical pedagogy in ELT, initiated by Phillipson (1992) and continued by Holliday(1994), Canagarajah (1999) and Pennycook (1998) , all of whom argue against a Western–centric approach to language teaching and pedagogy. As a development forward from reflective practice teachers are encouraged to look outwards and act proactively as change agents or 'transformative intellectuals' (Giroux, 1992) who have the power to be critical and act. Abednia (2012 p707) lists the stages through which the research around TESOL teachers has developed as one of going beyond the 'reflective practitioner' stage to one of viewing teachers as 'transformative actors', which is reflected in the last stage of Kennedy's model of CPD in Figure 5.

Studies of professional identity have focussed around three key areas: professional identity formation; characteristics of professional identity; and studies where professional identity is represented in stories told or written (Bejaard et al 2004). However, what appears to be lacking is any attempt to define professional identity. Some researchers find the term professional identity problematic to pin down and define: 'Professional identity is not a stable entity; it cannot be interpreted as fixed or unitary' (Coldron & Smith, 1999 p712). This suggests that professional identity is developmental, and changes as the teacher or trainer grows. More broadly Gee suggests that identity is the type of person an individual is recognised as being in a given context (Gee, 2000, p. 99). This view takes into account the changing nature of one's identity, given the social context, and it is therefore, as Coldron & Smith also suggest, not 'fixed'.

Building on this view, professional identity can be defined as a combination of how educators see themselves and how others see them. Buzzelli and Johnston (2002 cited in Varghese et al p23) label these distinctions as 'assigned identity' - the identity imposed on one by others- and 'claimed identity' - the identity or identities ones acknowledges or claims for oneself. Professional identity is also something which evolves over career stages (Ball and Goodson 1985; Huberman 1993) and which is affected by social and political contexts, particularly educational reform processes (Lasky 2005). A development or change of professional identity can also be the result of a 'critical event', defined by Webster and Mertova (2007 p83) as

- Impacting on the people involved
- Having life changing consequences
- Are unplanned
- Are only identified after the event
- Are intensely personal with strong emotional involvement.

The importance of critical events in narrative research was highlighted initially by Strauss (1959) and later by Becker (1966), Sparks (1988) and Sikes et al (1985). Strauss notes that there is a gap between a critical event and our understanding of it (our construction or reconstruction of it); a point which I return to when analysing the data. Critical events are,' unplanned, unanticipated and uncontrolled '(Woods 1993 p357) and as such I also describe them as in part 'serendipity'. I will refer to this in more detail when analysing some of the life histories in relation to professional development in Chapter 4.

Studies on teacher identity within the TESOL profession have focussed on marginalization; the position of the non-native speaker teacher; the status of language teaching as a profession, the teacher-student relationship (Varghese et al 2005); identity in terms of beliefs and values (Borg 2012); and changes in identity from teacher to trainer in terms of shifts of attitudes and approaches (Abednia 2012, Beaven 2014, 2009). These studies have been informative for this study as one of the key questions is around the professional development of a group of teachers who followed a CPD programme to become trainers. The studies mentioned raise important points regarding shifts in attitude and approaches to teaching and learning when teachers become trainers, all of which have contributed to shaping my thinking in this area.

Within the UK teacher identity has been studied in a context of secondary school reform (Lasky 2005) and around the professional identity construction of teachers with dyslexia (Burns and Bell 2011), whilst Reio (2005) explores how change theory can support teachers and their developing identities during a process of educational reform. In terms of identity during the transformation from being a teacher to a trainer, in the UK there is some research on this area; for example the research of Murray and Male (2005) studied teachers who later became trainers in HE institutions in the UK. Their study found that the majority of the interviewees took between 2 to 3 years to establish their new professional identities(p125). The two challenges the newly formed trainers faced were developing pedagogy for training and becoming research active. I expand on how these areas are relevant to this research when analysing the data.

Murray and Male's, Beavan's and Abednia's studies all highlight the need for more research around the transition from teacher to becoming teacher educators. Murray and Male describe teacher educators (in the UK context) as an " under-researched and poorly understood occupational group" (Murray 2003 cited in Murray and Male 2005) and Hawkins and Norton (2009 cited in Abednia 2012) also call for much more research in this area, and offer the view that critical TESOL teacher education research is still in an embryonic stage. All argue the need for more preparation for teachers who move into teacher education, focussing particularly on the changing professional identify which teachers go through when transitioning into becoming teacher trainers, or educators. This discussion is continued in the Data Analysis and the Conclusion, in relation to the trainers' experience of the transition from teacher to trainer. In this respect, therefore, this research contributes to the developing conversation around the change of identities teachers experience when transitioning to becoming a trainer.

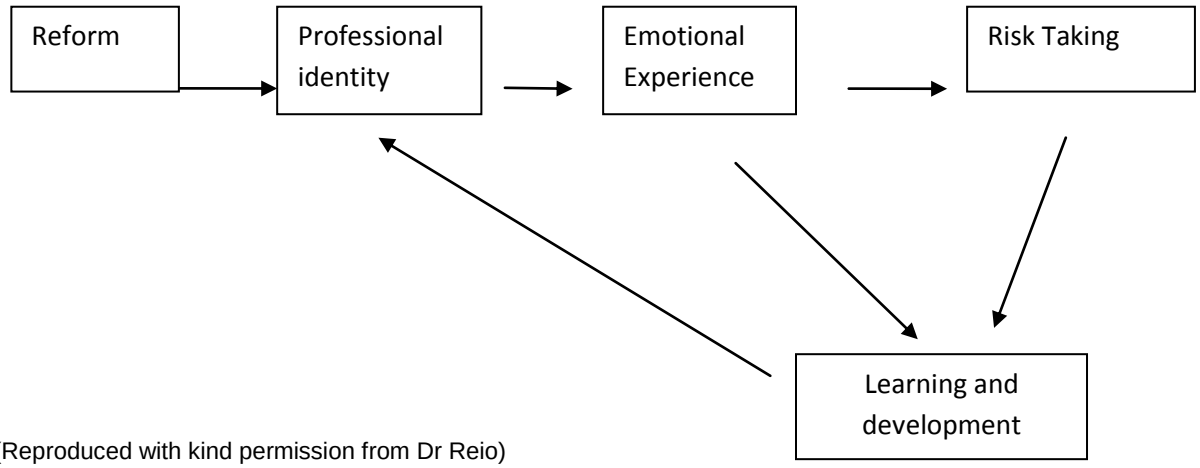
2.7 Responses to educational change

When educational change occurs or is attempted, teachers do not all respond in the same way. Teachers' gender (Datnow, 2000 cited in Hargreaves 2005), subject specialty (Goodson, 1988) and personal orientations to change (Hall & Hord,1987 cited in Hargreaves 2005), for instance, can all affect how they respond to specific educational changes and to change in general. Hargreaves (2005) found that among the most important of these influences is teachers' age, as well as their stage of career. Hargreaves' studies of teachers' responses to educational reform showed a call for more awareness of teachers' emotions during a change process

and how they can affect teacher identity (Reio & Callahan,2005, Hargreaves 2005),whilst Schmidt and Datnow (2005) call for emotional support for teachers undergoing a reform process.

Emotions are often overlooked in studies of educators' professional development, but as Reio (2005) points out , reform will not have the desired effect if the implementation does not acknowledge those who are directly affected by it – the teachers. The reform should take into account the natural emotional effect upon the teachers, as it may have a positive or negative influence on the construction of their person and professional identity (p. 992). The model he presents (see Fig 6) shows how educational reform affects teachers' professional identity, which in turn influences a teacher's emotions which then affects both risk taking and learning and development , which in turn influences teachers' professional identity.

Figure 6 Professional Identity and Emotions (Reio 2005)



(Reproduced with kind permission from Dr Reio)

This conceptual model shows how reform can influence teacher identity directly, and how identity then influences emotional reactions to reform. Emotions then directly impact on both risk taking behaviour and learning and development. Reio's point is that reform will have little or no impact if the planners do not take into account the teachers themselves and their emotions. This is a relatively new perspective and has informed my thinking about the role of educational planners and their relationship and communications with the reform implementers- that is the teachers themselves, in other words, the 'two solitudes' referred to in an earlier section of this chapter (Fink 2000).

Luxon (1994) discusses the role of emotions in teacher development when writing during the aftermath of the changes in post communist Europe in terms of the psychological risks for teachers during a time of 'methodological change'. He highlights a number of areas where teachers who have been used to traditional, didactic driven approaches are then faced with the more communicative approaches to teaching languages. He then argues that issues of loss of face, questions around the teachers role and knowledge of the language and, perhaps more importantly, how to teach, if called into question can threaten a teacher's self esteem in this context. Luxon calls for a closer examination of the social and psychological effects these changes may have on teachers and concludes that, '…..there should be an awareness among trainers of the social psychological realities of teaching in a specific environment, and how new methods and techniques affect the position of the teacher.' (Luxon 1994 p9). I have found both Reio's model and Luxon's study informative as they have contributed to my thinking around the role emotions played in the changes some of the interviewees underwent, which is explored further in chapter 4 (Data Analysis).

2.8 Summary

In this chapter I have reviewed the literature on change from different aspects. I have defined change as both a transformational and evolutionary process, and shown how different models of change reflect these processes. I discussed the roles of the stakeholders in the change process and linked this to discussions around teachers' voice and their involvement in change projects. This was followed by a discussion of different models of change, and a review of top down and bottom up models of change, and I later reviewed this in relation to sustainability and Fullan's cyclical change model.

In addition to the roles of the stakeholders in a change process, I then reviewed the literature which focuses on the factors affecting the success of change programmes and cited the social and cultural context as one of the key considerations to be taken into account. Professional development and changes in professional identity are central to this thesis and the literature around the developing view of the teacher as a transformational actor was reviewed.

Finally I have reviewed the literature around responses to educational change which takes into account the psychological and emotional effects of change on teachers. I

will refer back to the literature around change in relation to my research in the following chapters.

Chapter 3 Methodology

3.0 Introduction

In this chapter I describe the approach I have used to collect and analyse the data, together with a rationale for this approach. I also describe the 'journey' I took when considering which approach to use. As I was already familiar with the interviewees I also consider my role and positioning during the interviews in the light of current research in this area.

Section 3.1 contains an overview of the purpose and approach of the methodology; a description the background and setting for the interview, and a description of the interviewees' profiles.

In section 3.2 I describe in more detail the data collection methods used and the rationale for this strategy. I review the literature and discuss the issues and implications surrounding interviews and collecting qualitative data to illustrate what has informed and influenced my approach. I discuss the use of stories and life histories in narrative research and interview formats: structured; semi structured; open ended; focus groups; acquaintance, dialogic and collaborative, and explain why I chose a particular format. I also review the possible different stages of the interview process, and their significance, and examine issues of positioning and reflexivity.

In s/ection 3.3. I review different approaches to data analysis, describe how I have analysed the data, and discuss what has influenced my approach. This section includes a discussion around grounded theory and I show how I have combined three different but overlapping approaches to data analysis to ensure I have a rich or thick description.

Section 4 concludes the chapter with an explanation of the ethical points I have considered for this research and a description of how I have ensured the research is trustworthy, especially in terms of validity and reliability.

3.1. Overview and rationale for approaches

3.1.1 Thematic approach

The purpose of this research is to investigate how a group of educators' professional lives have developed since their involvement in a teacher training/development project which they took part in during the middle stages of their careers. As this took place against the backdrop of a tumultuous period of change in Bulgaria (the move away from communism to a more democratic government) I was interested to investigate how their careers had developed, and if the project, which involved a change in approach to teaching and training, had impacted in any way on their professional development. On a larger scale I hope this research will lead to a reconsideration of the outcomes of education interventions and change programmes on professional identities. In this respect my focus is on the personal aspect in change programmes.

I have discussed in the literature review the substantive amount of research on the impact of change programmes (often embodied in a project around INSETT) on English as foreign language (EFL) teachers', beliefs and pedagogy, and the studies on the role of English teachers and teachers' professional identities and behaviours in and outside the classroom. However, there is very little research undertaken on how participants in an educational project perceive their professional lives have been affected by a professional development programme or project, or how an evaluator perceives participants' lives have been affected. The approach of my research is therefore focussing on the *personal* response to a CPD programme and the changes which have taken place in the participants' professional lives over a period of time.

Kushner (2000) and MacDonald (1985) have written extensively in this area in relation to their concern for the 'personal' in evaluation. MacDonald argues that the 'heart ' of evaluation i.e. the people involved in project or programmes are often left out of the evaluation process and are simply used as 'evaluation data'. He argues that "the evaluation task should display educational processes in ways which enable people to engage it with their hearts and minds'' and that "the 'heart' is often ignored, as programme evaluators speak clinically of continuation, revision or termination of a programme."(MacDonald, 1985, p 51)

Both Kushner and MacDonald are concerned with the personal in any programme evaluation. In 'The portrayal of persons in evaluation data' (1985) MacDonald

argues that evaluation should take '...the experience of the programme participants as the central focus of the investigation'.(p15) Kushner contends that

> "*evaluations... tend to favour the voice of those few for whom programs are useful instruments to advance their careers and their economic power. For the majority of people... involved in a programme, the concept of programme is barely understood and even irrelevant to their lives*" (p 11).

Kushner's view is that the participants in a programme are rarely aware of it, or indeed it is irrelevant to their lives. However, this is not always the case – in many TESOL projects the participants are fully aware that they are part of a 'project' and I have referred previously to the disadvantage of this as participants sometimes see the end of the project (or funding for it) as also the end of any developmental process they might have been involved in. In this study the participants were fully aware that they were part of a British Council project. Nevertheless Kushner is interested in what he can learn (as an evaluator) from the participants themselves involved in a programme he is evaluating, and this approach has helped develop my ideas around studying the long term and personal impact of educational projects.

I am not intending to evaluate the project *per se;* in my research I am building on this notion of personalisation by aiming to discover how far the participants in a professional development programme feel it has impacted on their professional lives fifteen years later. The data from the interviews reveals the participant's perceptions. However, inevitably as part of this study, I have developed my thinking about the long term impact of educational projects on the people involved in them, and this will lead to some conclusions about the design and planning of large scale educational projects.

3.1.2. Methodological approach

In order to answer my research questions I decided to take a broadly qualitative approach to the investigation as the answers to my questions cannot be found via a quantitative approach alone, involving human experience as they do. Borrowing from Stake's (2010) list of characteristics of qualitative study I would define my work as qualitative as it is person oriented (an approach I mention above) focussing as it does on the emic issues emerging from the people; it is interpretative, in that it looks at meaning from different angles, and it is experiential or field oriented. Although this study was based on a qualitative approach, this does not discount a quantitative element, as I will demonstrate later in this chapter.

I had another, more experiential reason for taking a qualitative approach to this research stemming from personal experience. Whilst undertaking the evaluation of a large scale project for the British Council, I had devised a number of questionnaires, together with leading questions for interviews. During the course of my interview with one trainer, instead of answering my questions, he started a lengthy story about his family history, how he got involved in the project and various issues that had arisen. He answered none of my pre-set questions. However, the stories he told provided a rich source of information and gave me a very different view of the project and showed how he and others were affected by the project personally. Had I stopped him in mid stream I would not have collected this rich data, or gained a different perspective of the project from the one I had formed . This, in turn, enabled me to have a much 'thicker' (Geertz 1993) description in my data collection than I would otherwise have had.

As I was interested in using an approach which was emic (in the sense that I was studying perspectives from the insiders of a group) and developmental, in that I wanted to see what might emerge from the data, and from which I might form hypotheses, I was influenced by the ideas propounded in grounded theory (Glaser and Strauss 1967). Grounded theory (GT) has been influential in the development of research methods in qualitative research to date. According to Denzin (1994, p.508) it is "…the most widely used qualitative interpretative framework in the social sciences today. " However, there are number of critics of grounded theory, as summarised by Thomas and James (2006) who also contend that it is not a theory at all: "The search for the kind of theory hankered after by grounded theorists reveals a range of tacit assumptions and expectations which disclose grounded theory to be merely part of another foundationalist enterprise." (p780) .Going into more details they contest Glaser and Strauss' assertion that the researcher starts the research with no *a priori* assumptions …"it is presumptuous to assume that one begins to know the relevant categories and hypotheses until the 'first days in the field' at least, are over "(Glaser and Strauss 1967p34). Thomas and James argue that there must be some sort of assumptions from the researcher that the topic is a worthy field of study, and therefore some question are already formed in the mind of the researcher.

Whilst agreeing with Thomas and James on some of their points, and acknowledging that there will be always be questions in the mind of the researcher, my research aim was to collect as much data as possible from semi structured interviews and then identify any recurring themes from which I might draw some

conclusions. I was not, however, without any perceived notion of what *might* emerge or in a state of 'naïve emptiness.' (Thomas and James p782) or 'abstract wonderment "(Glaser 1992 p22). I would argue that there is a stage between the 'naïve emptiness' as described by Thomas and James and the state of coming to the research with a certain amount of knowledge and expectations. What is crucial is an acknowledgement of this state and *a priori* knowledge and taking it into account not only when conducting the interviews, but also when thematizing and analysing the data.

My position was that of a previous project manager who knew all the respondents well and who had supported the transition from teacher to trainer. I was also familiar with some of their personal lives, as I had continued to keep in contact with some of the interviewees. Thus, in terms of both professional knowledge and insider knowledge, I was not approaching the interviews without any notion of what might emerge. This relates to issues of positioning and reflexivity which I discuss in more detail in this chapter

3.2. Data Collection Overview

There were two types of data I needed to collect in order to answer my research questions: narrative perspectives on the social and political context of the period under investigation to provide the background and context for the research; and personal narratives focussing around professional development from the trainers who had been involved in the project described in Chapter 1. By collecting different testimonies from a variety of sources, and by looking at different views from the same period , I was aiming to collect data which would provide me with a rich description from which I could then construct my theory and respond to the research questions.

The first question I needed to consider was what data to collect and how to collect it. I devised an overarching strategy to conduct a qualitative investigation around the research questions, which is described in detail in this chapter. For differing perspectives about the period I searched for and used historical documents and articles written at that time, in addition to interviewing people who had been affected by the changes during the post communist period, but who were not directly involved in the project, to provide background detail.

To collect the data to answer the research questions I reviewed three possible alternatives or combinations: using questionnaires; face to face interviews, and telephone interviews. I rejected the use of questionnaires early on as they would not support the approach I was taking – which was to be as unstructured with my questions as possible, with the idea of letting a story flow. I reviewed the options of an unstructured interview and understood that in fact there is no such thing as an unstructured interview (Kushner 2000 p83; Mishler 1986). Indeed, Thomas and James's (2006) point is that the researcher will always come with some idea of the question he or she wants to ask- otherwise there would be no research question. Hence, I would term my interviews as semi structured. I started with some key focus questions from which I anticipated stories and narratives would flow.

Clearly I needed to consider the type of questions I would ask (open or closed questions, probing questions etc) and I expand on this in more detail in an analysis of the discourse in Section 3.2.4 Table 2. I also considered the use of stimuli in addition to questions, such as photographs. Photographs of the original group both during my time as the project manager and later on after I had left, were used in the two of the initial interviews, and these also provided more data which I had not anticipated and which related to some of the trainers' personal lives.

In terms of the medium, whether I chose to focus on stories, autobiographies or life histories, the data collected would be more detailed and richer if I held face to face meetings rather than telephone interviews. Although telephone interviews, with or without video are an efficient method for collecting data when it is not possible to meet face to face, a number of nuances can be missed such as paralinguistic features, ranges in intonation, and other non verbal cues. Conducting the interviews face to face entailed field trips to Bulgaria. To facilitate this I attended the national teachers' conferences over a period two years and it was during these visits that I was able to conduct the interviews. I also received a Santander travel grant for one of the field trips. I made three trips in total and conducted thirteen interviews in total with nine people.

The second question I considered regarding the sample was 'Whom to interview and why'? I chose to interview the six trainers partly due to pragmatic considerations, as these were the people I was still in contact with. (Some trainers had left the country, others had passed away) Also, these trainers appeared to have developed their careers in different directions, some quite successfully, and it was partly this which made me ask the key question in the research – was their

professional development related to the project which they were involved in, or other factors? Additionally, these people were from the first cohort and therefore had a longer experience of the project than others who had joined later. There are a number of challenges with this sample – the perennial questions of 'how much are too many, or too few people to interview' are raised in this area. I have described my rationale for the selection above, and discuss the issues around sampling for data collection in more detail in Chapter 6. I also interviewed three other people for background information: the ex-Head Librarian from the British Council; a Bulgarian short story writer - Georgi Gospodinov - who is interested in stories as historical documentation and has documented through other peoples stories the changes which Bulgaria went through; and an English professor who was the co-writer of the standard English texts books used throughout Bulgaria up to 1990.

The Head Librarian had joined the British Council as soon as it expanded as a result of the new democratic government in the early 1990's. I chose to interview her as she had previously spoken clearly about the changes the new government had brought with it, and she had many stories about how they had affected her personally. I hoped her reflections would add depth to my understanding of the climate at that time and her personal reflections would also link to the literature about the period under a communist government. I was at the same time aware that this would present only one version and interpretation of how society and the political climate had changed, and how this affected society in general, but her stories and reflections also provided me with further background detail with which, together with the literature, provided a more rounded picture of the context.

Georgi Gospodinov, the short story writer, was interesting to me in relation to my research as my methodological focus is around people's life stories, and how they can reveal different views of a situation and provide information via another medium, as well as traditional data sources (documents, archives, etc) . As I had intended to use stories and narrative as a source of my data, I was interested in finding from a methodological perspective how a Bulgarian writer and collector of stories had collected his stories and how he viewed them as parts of history or data.

The English professor/text book writer is held in high esteem in the pedagogic world of Bulgaria: she was a senior professor at Sofia University and was one of the co – writers for the English text books used in the English medium schools across Bulgaria. I was able to ask her about the writing of the text books under the communist government and she told some stories which provided insights into the

political atmosphere before the 1990's and provided background information which added to my knowledge about the training and materials in Bulgarian education.

The rationale for interviewing these three people in addition to the trainers was that as the focus of this research is around personal experience their narratives could provide stories which would give me more background material against which I could view all the stories which might emerge from the other interviews. The interviews with these people were very loosely structured, with one or two key questions. I will discuss structured and unstructured interviews later in this chapter. They also provided another, original source of data for the background and context which could give a different perspective to the materials collected via archives and other documentation, thus adding to the 'thick description' .

Profiles

The six trainers had the following profiles (All names are pseudonyms):

- Talia started her career as an English teacher in a school, and then moved to a prestigious Institute of Foreign Languages. She joined the British Council project in 1992 whilst at the institute. She was influential in setting up the teacher training department in a newly established private university. At the time of interviewing she was an Associate Professor at this university.
- Yana began her career as a teacher in a prestigious English school [1] in Sofia. She also then moved to an institute, and then, with her colleague Talia joined the Methodology department at a new private university. Both Talia and Yana joined the project together in 1992 whilst at the institute. At the time of interviewing she was also an Associate Professor.
  Throughout the 90s and later both Talia and Yana maintained a high profile in the world of English teaching: they were heavily involved in education reform programmes supported by the British Council and other organisations. They worked on a new curriculum for English and were asked by the Ministry to lead on the retraining programmes for teachers of Russian switching to English.

- Leah was a teacher in an English medium school in Bulgaria and then was promoted to a post as teacher trainer in the In-Service Teacher Training

[1] The English schools were specialist language schools which, at that time had a 'Prep' year in which the students studied only English, in addition to Maths and Civics. In the subsequent years all subjects were taught through the medium of English. This resulted in students leaving the schools with a very high level of English. .

Institute in her region. She led and trained on all in service programmes for English teachers in her region. She took part in the project in 1992 whist at the institute. As the changes took shape, the Institute became part of a local university; she felt her post becoming redundant and that she was underused, so she moved to teach at a vocational university, where she said she felt more valued.

- Irene was also a teacher in an English medium school in Bulgaria. She stayed in her teaching post until retirement, but took on teacher training duties as a result the project. She became very much in demand, but as time went on the nature of her duties changed and she felt that developmental training and observation was being overtaken by demands from the Inspectorate.
- Gordana was a lecturer at a university when she joined the project. She remained at the university during the project but then took early retirement and started a successful new business running her own private language school and teacher training centre.
- Danya was also originally a teacher in the English language school in her area when she joined the project. When a new university was established in her area a few years later she was appointed as a lecturer there and led the Applied Linguistics department. She has since been offered prestigious jobs in other universities.

3.2.1. The interview process

The interviews took place during three visits to Bulgaria, over a period of two years. Contact was made initially to explain the goal and purpose of the interviews, and to establish the willingness of the trainers to be interviewed. Ethical consent forms were then sent out to all potential interviewees to review and discuss. They were signed and returned at the time of the interviews**.** The steps are outlined below:

Stage 1 Pre field visit: initial contact made by email with two trainers. Description of the research sent out followed by ethical consent form

Stage 2 1st field visit: Interviews conducted with 2 of the background informants and one trainer.

Stage 3 Transcription of the 3 interviews

Stage 4 2nd field visit: Interviews with 5 trainers and re-interview with 1st trainer

Stage 5 Transcription and initial analysis, thematizing

Stage 6 Transcription returned to all trainers for checking and discussion around emergent themes. One trainer returned script with amendments and thoughts

Stage 7 3rd field visit: Meeting with three trainers for in depth discussion around themes and their thoughts on the thematisation. Meeting with Bulgarian English textbook writer for background information on the material available for teaching English before the changes in government.

My first visit for the interviews took place in March 2013, where I met and interviewed Talia. The interview took place at a university in Sofia. She had brought along to the interview a number of photographs and time was spent initially using the photos as stimulus for reflecting on the period of the project and what had happened since then. This gave me further perspectives on the trainers' development and the projects' role (both positive and negative) in this development. The interview lasted for one hour and provided useful data both in terms of background and in providing reflection for some of my research questions. It was during this visit that I also met and interviewed the previous Head Librarian at the British Council and Georgi Gospodinov.

The second field visit to conduct interviews took place in June 2013. I attended the Bulgarian English Language Teachers' Association (BELTA) conference and had previously arranged to meet the other five trainers there. As the meeting was also a social occasion and a reunion of old colleagues which took place in a relaxed and informal setting around the edges of the conference, the interviews could perhaps be classified more as 'directed conversations'. The differences between interviews, conversations and dialogic interviewing, and the impact the different forms of interaction can have on the data is discussed in section 3.2.4.

During the third field visit in 2015 I interviewed 3 of the trainers whom I was able to meet a second time, to review and discuss some of the common threads in their transcripts and/or common themes which others interviewees had also mentioned. (One interviewee also sent an amended version back to me). I undertook the third visit for two reasons: in order to focus down on the data in more depth by undertaking member checking and to try to co-construct the analysis with as many interviewees as possible.

Member checking (Lincoln and Guba 1985) has been cited as useful for several reasons: to take ideas back to the interviewees for their confirmation and or comment and to enable the researcher to elaborate on some common themes (Charmaz 2014; Mann 2002); to check on accuracy (Richards 2003) and as a technique for establishing credibility (Lincoln and Guba 1985 p.314) and reliability (Rapley 2004). It is also fundamental to the collaborative process of 'sharing and dialoguing with participants about the study's findings, and providing opportunities for questions, critiques, feedback, affirmation and even collaboration' (Tracey 2010 p884). Additionally, as Bloor (1983 p172) suggests, returning the results for the respondents' validation can generate further data and suggest interesting paths for further analysis. This will be shown in the Findings chapter of this thesis.

Although member checking is seen as a useful and valid exercise, some researchers can find this process disappointing as interviewees either do not respond or have very limited responses. I hypothesised that this may be due to the interviewees feeling a lack of ownership in the process and that they are simply providing information for another person's research. In that case there is no true *dialogue* in the Bakhtian sense. He describes language as relational – always between oneself and the other:

> *As we know, the role of the other … is no that of passive listeners, but of active participants in speech communication* '.Bakhtin (1986,68,94)

I discuss the theory and methodology of dialogic interviewing in more detail in Section 3.2.4

In order to ensure that I would member check and establish a true dialogue with the interviewees, I returned the transcripts to all concerned and asked them to check them for accuracy and add any more thoughts they might have. I also then arranged the third visit in 2015 to meet as many of the interviewees as possible to develop a conversation around some areas which had been discussed in the previous visits, so we could explore the ideas further in collaboration. My aim was to co-construct this part of the research, thereby enabling the interviewees to have more ownership of the process.

I had asked all the interviewees to review the transcripts and comment on them after 18 months. One respondent did so via email and three others I met again in June 2015, again at a Bulgarian teachers' conference. I was unable to meet the other two interviewee during my 3rd visit as they were busy examining.

In my initial readings of the transcripts I found common threads which appeared in all transcripts to a greater or lesser degree and I wanted to find out how strong these threads were. The areas were:

1. Distinction and possible conflict between career and development. Four of the trainers had commented that they had not achieved a PhD or 'Docent' status. I wanted to know how important this was and was this because they had more interest in CPD or had family commitment or any other reasons.

2. A sense of community within the training group had emerged from many of the interviews. I wanted to find out if I was correct in my reading of this if there was a real sense of a strong community within the group, and if so how had it contributed to their professional development?

3. Was gender an issue or a key factor in their professional development? All interviewed were female but gender issues had not been mentioned during the interviews. However, as an aside, mention had been made not undertaking activities because of commitments to children or older family members. Taking the view that sometimes what is not said is just as important as what is not said in an interview, I wanted to raise a question around gender. The other reason for raising it was that I knew, from previous conversations (not part of this research) with the some of the trainees that they felt they had been depended on as the female in the family. I also brought my knowledge of the role of women in Bulgaria to this question (that of the one who in addition to a paid job should also look after the home) .I acknowledge that I was therefore possibly introducing my own agenda with this question.

4. Some had mentioned that the group were 'pioneers'. Did others think so, and if so, in what way? I wanted to find out in more detail if others had also thought they had led an important change.

5. The word 'confidence' appeared in many of the transcripts. Was this important or significant to them? In what way?

At this stage of the research I felt that the interviewees were in a sense rediscovering themselves and their professional identity, as the self-reflection had stirred up memories and thoughts and analysis of selves. I provide some specific examples of this in the data analysis in relation to current thinking around reflection and the stories one wants to tell.

I wanted to open up understanding to allow further stories or reflections to flow. In order to do this it was important, in Gadamer's words, to "recognize in advance the possible correctness, even the superiority of the conversation partner's position" (Gadamer, 1985, p.189) and to ensure that the second interviews followed more of a dialogic process (Bakhtin 1979). I felt this was vital as the interviewees were the 'knowers' in this situation, which was an interesting role reversal from previously when I had been the 'knower' as their trainer and Project Manager. The issue of positioning is important in this research and I discuss it further in Section 3.2.3.

My approach during the 3rd visit was therefore different from the first two visits. During my third visit , rather than asking open questions and letting the interviewees 'lead' the interview to some extent, I asked more direct questions on themes which had emerged from the previous interviews and asked them for their own views on the themes, in addition to further thoughts they might have. In this respect it was more focussed but also more collaborative around the research. The type of language used to achieve this is analysed in Section 3.2.4 Table 2.

My approach is similar to the Biographic-Narrative – Interpretative model (BNIM) used by researchers at the University of East London. This model has three distinct parts: in the first interview the interviewer ask a single very open ended question; in the second session draws out further elaborations from the first narrative told, and the third session (undertaken after an analysis of sessions 1 and 2) is structured so it addresses key points from the previous session (Wengraf, 2001). This approach, as with the approach I took, allows the narrative to come initially from the interviewee and the further interviews build on and focus around what the interviewee has told. In this respect both my approach and the BNIM approach focus on the data which comes from the interviewee to extend the interview further, which avoids the pitfall of the interviewer following his or her own agenda and therefore possibly not obtaining some very relevant data.

3.2.2. The use of interviews, life histories and stories in narrative research

In this section I describe my approach to the research questions in more detail with reference to the tools I used to collect the data, together with a rationale.

Before discussing the data collection in detail it is helpful to create an understanding of the terms used and review arguments for using narrative research for this research. Discussions and research focussing on narrative enquiry is not new to the general education world, and in the field of TESOL an increased interest in this

area can be seen from publications over the last 10 years. (Bell 2011, Benson, Chik, Gao, Huanf, &Wang 2009). However, Velasquez (2011) claims that 'narrative research in TESOL still remains very much in its infancy', whilst Nelson (2011) expresses the need for 'narrative research securing a more solid footing in the TESOL field as a legitimate form of knowledge construction' (Nelson 2011 p.496). Bell (2011 p. 576) suggests there are a number of particular challenges to undertaking narrative research within the field of TESOL. They include the potential cross cultural misinterpretations, and the relationship between researcher and interviewee developing into a friendship, with the challenges this presents. I discuss this later with reference to 'acquaintance interviews' (Garton and Copland 2010).

Barkhuzien (2011 p.409) points out that narrative research means different things to different researchers and in a more positive vein describes the recent emergence of narrative research in the TESOL domain. Indeed, publications from 2011 onwards do show an emergence of more interest in narrative research in TESOL (Mann 2016, Barkhuizen 2013). Barkhuizen (2011) uses the term 'narrative knowledging' as an umbrella term to describe the meaning making, learning, and knowledge construction which takes place throughout a research project. This term resonates with this research as throughout the research process meaning making, learning and knowledge construction took place. This will be described later in the thesis when the data from the interviews are analysed.

Within the field of TESOL there is growing support for the notion that narrative research not only provides data for the researchers but enables teachers to develop professionally through reflection. Johnson and Golombek (2004, 2011) taking a Vygotsian socio-cultural perspective in their research illustrate the transformational power of narrative research for teachers. They suggest that the reflection involved in narrative research 'ignites cognitive processes' that can foster teacher development. (Johnson and Golombek 2011 p.504). In that respect then, narrative research has a dual purpose - both as a tool for professional development for teachers and for knowledge building for researchers interested in narratives as tool for their research. Norton and Early (2011) also suggest that the use of 'small stories' in Uganda led teachers to continue to reflect on their praxis. Although the focus of this research was not specifically upon teacher development, I identified some reflectivity which took place over the three years period when I revisited some of the interviewees. It appeared that, to use Johnson and Golombek's terms, some cognitive processes had been ignited during these interviews which led some of the trainers to reflect

further upon their development. This is described more fully in the section analysing the data.

For the purpose of this research I will use the definition of narrative research as 'a gathering of narratives, written, verbal, oral and visual, focusing on the meanings that people ascribe to their experiences.' (Trahar,2008 p.259). I focussed on collecting data for the narrative research by using interviews as the main tool, in addition to looking at relevant documentation of changes in legislation in language teaching and the roles of trainers, and photographs of the trainers during the period of the project.

A review of the literature around narrative research shows a number of discussions around the use of stories in research. One view of the use of stories is as a learning process: people are able to learn and/or go through a process of self discovery through telling their stories. Goodson (2010) uses the term 'storying' to describe this. Similarly, Polkinghorne (1995, p.21) argues that 'Stories are concerned with human attempts to progress to a solution, clarification, or unravelling of an incomplete situation'. In Chapter 4 I will show how the stories told reflect this view and illustrate how learning via self reflection took place on the part of both the researcher (myself) and the interviewees.

Goodson (1991) makes the useful distinction between life story and life history – life stories being the starting point for the life histories, which can go deeper by putting experience into the wider social context. This view is supported by Biesta: '...life history research attempts to understand (those) stories against a background of wider socio-political and historical context and processes' (in Goodson et al 2010 p4). This is useful to me as Biesta's definition captures the crux of this research: I am attempting to understand the development of my interviewees against the changing socio-political background of the 90s and early 21st century. Stories are also embedded in the interviews, and these form part of the data.

Atkinson (1998, p.7) illustrates the validity of the use of life histories as a tool for research as life histories shed light on "the most important influences, experiences, circumstances, issues, themes, and lessons of a lifetime." In addition, it is through the ongoing construction and reconstruction of the narratives that people are able to connect lived experiences with new knowledge. Life histories then, are not so different from stories, through which people learn and gain new insight and knowledge about themselves. Life history, using this definition, is also at the heart of

this methodology since what participants in this research have given is part of their autobiographical stories.

I wanted to use narratives (and I use the term broadly here) as a source for the research, as I felt that if any stories emerged, I might find in them some of the answers to the research question and more. As Gospodinov points out much, sometimes unsought for but useful information, can be revealed by people's stories and life histories.

"I have more confidence in the uncertain but lively material of personal narrative, in its subjectivity, its inaccuracy, if you like, than in the claims to objectivity made by a cold and distant history, and the experts who stand behind it. Yes, personal stories are ephemeral, uncertain refuges for memory. Yes, they violate the preconceived notions that we carry with us - and they don't fit into their square on the table. But this is precisely their value: this small trace, which we sometimes let pass into oblivion, whether out of arrogance or out of negligence." (Gospodinov 2008)

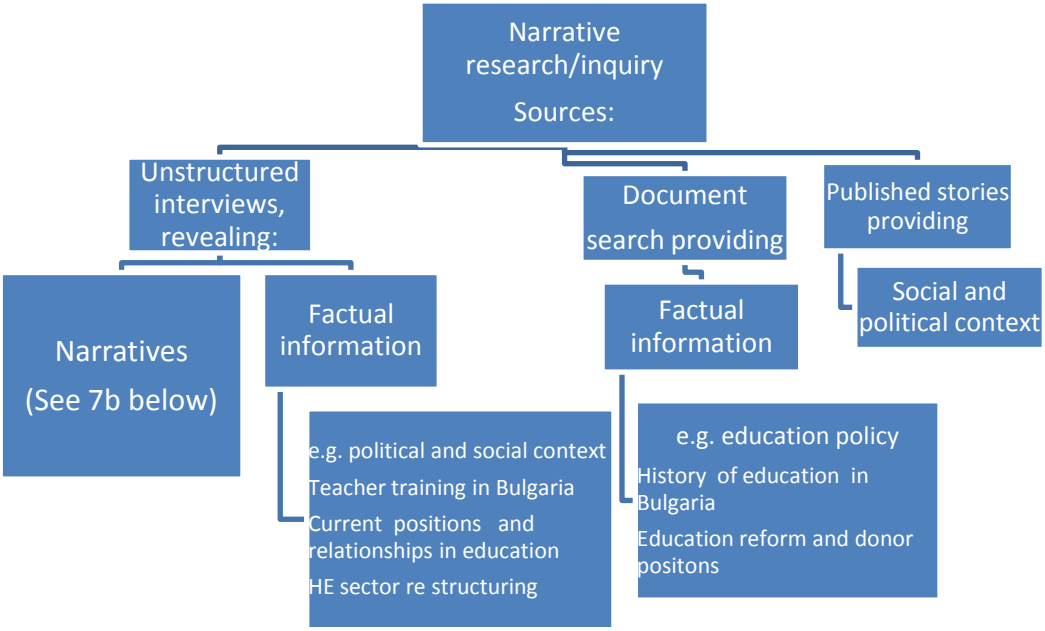
From stories and revelations of life histories data emerged, some of which answered the research questions and some of which added more, possibly previously unsought for, information via the 'small trace which we sometimes let pass into oblivion'(Gospodinov 2013)

I chose the interview as a tool for collecting data over surveys, or questionnaires as I wanted to collect data as it might emerge from an open ended conversation. The looser semi structured interview from which I chose gave the interviewees the opportunity to develop the interview into the direction they wished and provided me with rich data to analyse. I anticipated that the interviewees might tell stories and, as my first question would focus on their professional life since the project's inception, I anticipated an element of life history would also be revealed. Some stories did emerge and were embedded in the narrative flow, almost as an aside or an illustration of a point the interviewee wished to make, when interviewees describe how their professional life had progressed since we last worked together. However, in addition to stories there were also life histories, reflective thoughts and philosophies. I distinguish here between stories and life histories in the sense that the small stories were anecdotal, whereas the life histories were extracts from parts of the trainer's life history; for example, a development from when she left school to becoming a teacher. A small story would be a description of an incident or something of significance to the interviewee which happened to her, and has the shape of a story. (I discuss stories in more detail later in this chapter). The

conversation and possibly my presence started a train of thoughts or reflections which perhaps the interviewees hadn't reflected on up to that point. In summary, the data from the interviews contained a variety of stories intermingled with reflections, philosophies, and parts of life histories, together with information about the next stages of the project and education in Bulgaria. The conversations and emerging stories enabled me to take a more emic approach and let the interviewees set their own boundaries in the conversation.

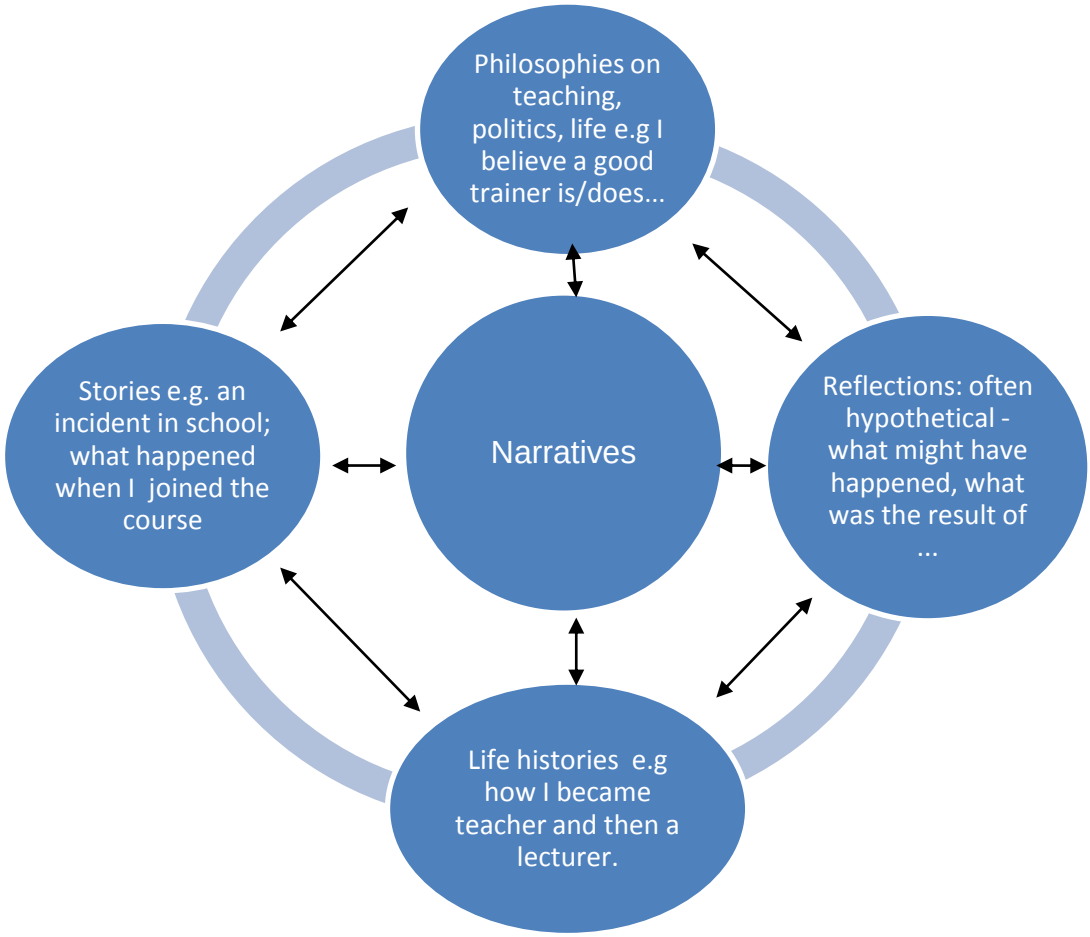
A summary of the sources I used for the research is illustrated in the following diagram:

Figure 7a Methodology Outcomes Summary



The diagram below illustrates the complexity and the interrelationship of different aspects of the narrative sources. As mentioned above, the interviews varied in content between the transmission of factual information (around details of courses, who conducted which courses, what the recent development in education were) to small stories embedded in reflections and thoughts and philosophies around teaching and careers, linked together through a thread of life histories. However the shape of the data from each interview was different and I have described in more detail the shape of each of the interviews in Chapter 4.

Figure 7b: Types of narrative outcomes



Within each narrative (whatever shape or form they took) I identified a number of themes and sub themes, and they are described in detail in the Data Analysis, Chapter 4

3.2.3 The interview as a data collection instrument

Why interview and in what form?

'If you want to know how people understand their world and their life, why not talk to them?'(Kvale 1996 p1). This comment is a straightforward rationale for using interviews, but at the same time, as researchers we should consider what type of interview to use and the implications of using different interview formats. Silverman (2011 p.61) points out that most qualitative researchers use interviews, but that this must not be taken as *a sine qua non* for qualitative researchers, as much will

depend on the interview questions and the most suitable methods of finding the answers to them. He suggests that if the research involves accessing individuals' attitudes, beliefs, theories and values then an open ended or semi structured interview will be the best means to do this, over and above a more closed investigation, such as a survey.

A review of different approaches to interviews shows that there are a number of ways to define and list interview categories. Mann (2016 pp 99-103) cites 19 different interview types and suggests that that the list is not exhaustive. Within the list he describes narrative interviewing as 'designed …to facilitate the reconstruction of social events from the perspective of informants as much as possible.' Whilst I would argue that my interviews would fall under the category of narrative interviews, looking at Mann's list again I would also define my interviews as 'interactive' ('getting in depth and detailed understanding of people's experiences.. with a co-construction of meaning,… the researcher often has experience of the topic..' p101), 'life-story'; and also 'conversational'. This highlights the difficulty of defining interview 'types' as it may be that the interview will fall under several different categories. I do not see this as problematic but an indication of the wide range of approaches to interviewing that the researcher can take, and of the types of interviews which develop as the conversation or interview progresses.

The unstructured or open ended interview as described by Silverman (2011 p.162) emphasises the interviewer as non interventionist, actively listening and collecting data as it emerges, whilst a semi-structured interview enables the interviewer to focus on key areas while still leaving space for the respondents to volunteer information at the same time. In both forms of interviews, the interviewer builds up a rapport with interviewees to enable them to talk more freely, if there is not already some rapport. I discuss interviews with colleagues or friends where there is already some rapport later in this chapter.

In order to achieve my aims, the best method for me to use was the semi structured interview as I wanted to keep an open dialogue whilst at the same time bearing in mind the focus of my research questions. Although I intended the interviews to be semi structured and free flowing, I did have an agenda in that I wanted to find out to what extent the changes the interviewees' careers were due to the political environment, or for other reasons. Following a 'grounded theory' approach (Glaser and Strauss 1967) I wanted to see what emerged from the data. Before I began the

interview I designed short open ended questions which would let the interview take its course, with probing or clarification questions when necessary (See Appendix 1).

Structured interviews and focus group interviews were other options I considered but rejected. A structured interview would not facilitate collaborative and more open ended approach to the interview, which I was aiming for. As I was interested in discovering individual people's life histories, the focus group situation might limit respondents feeling able to be open and discursive. (In the event two respondents did co collaborate during two of the interviews which provided a different type of data , described in the next chapter)

Although Silverman (2006 p125) asserts that *"It is somewhat naive to assume that open-ended or non directive interviewing is not in itself a form of social control which shapes what people say. ..Indeed the passivity of the interviewer can create an extremely powerful constraint on the interviewee to talk.",* I would argue that the passivity of the interviewer allows the interviewee to talk about the areas which are of concern to him/her and thereby highlighting the values, concerns and beliefs which are important to the interviewee. This may not be what the interviewer had expected, nevertheless, it is still important data, and may at times require the researcher to change the direction of his/her research. My approach linked in with Rubin and Rubin's (1995) view: they describe how one might 'set the boundaries' for his/her study, but 'the scope of the questioning may shrink or expand as you learn from the interviews what concepts, values, beliefs or norms you need to comprehend' (p175). This approach ties in with aim of setting loose boundaries for the interview , related to the research questions, whilst at the same time leaving space for digression, expansion, and any other areas which the interviewees felt it useful or pertinent to talk about.

Another aspect of the structure of the interview is the *language* of intervention from the interviewer. Rapley (2001) contends that it is impossible for an interviewer to be facilitative and neutral to the extent that the interviewee is in control, but suggests that interviewer's talk is central to the interview and that the data are collaboratively produced. He discusses the open ended interview and how an interviewee can be given the floor if the interviewer is silent or asking open questions. Richards (2011) also looks at the interviewers questioning techniques and advocates the development of interviewer training, focussing on the use of the interviewers' minimalist response and the use of 'acknowledgement tokens' (Drummond and Hopper 1993 p.205 cited in Richards 2011)

Rubin and Rubin (1995) also refer to the 'self correcting interview (pp164 – 167) when the interviewer should reflect and ask questions, for example, whether issues were answered in depth, and if not why not? Were the type of questions appropriate, probing enough, or allowing for continuation etc. This was the approach which I used when going back to the interviewees to ask them to reflect and go into more depth in some areas, referred to in the previous section as member checking.

In addition to the above typology, further discussion around interview shapes and the co-constructed interview are emerging in the literature around narrative research which has relevance to my particular role as a researcher / interviewer, which I discuss below.

3.2.4. The interviewers' voice and positioning

In terms of the shape of an interview, constructivists view the interview as 'collaborative' or co –constructed (Mishler 1991, Rubin and Rubin 1995, Mahoney 2007,Holstein and Gubrium 1997), in the sense that the interview is a collaborative action between interviewee and interviewer: the story or narrative is built up as the interview progresses. Mishler (1991) refers to interviewees as 'collaborators, that is, full participants in the development of the study and in the analysis and interpretation of data.' (p126). They bring with them their own knowledge and understanding of the situation which will actively contribute to the research.

In line with Mishler and other narrative researchers I took a constructivist view and saw the interviews as collaboration between myself and the interviewees. Together we built up a picture of their lives since the end of the project, sometimes with prompts from me, photographs, or in some cases, prompts from other interviewees who were nearby during some of the interviews. In order to stimulate the stories and reflections I used materials, such as photos of previous training courses we had undertaken, of social activities, and of people in the groups. I also brought in books we had used on the courses and used references to other colleagues. This has led to reflections on the times and the activities, and thoughts around the whole process of professional development; so the process became a joint construction of meaning - I therefore viewed the interview process as a 'meaning making process' in Holstein and Gubrium's terms (1997 p141) and tried to avoid dominating the process . I will expand this point around my role and the implicit power and authority in the following sections.

This leads to a discussion of the identity and role of the interviewer and its importance in the interview process. Richards (2006) has focussed on the use of language in relation to professional identity by taking a social constructionist approach and suggesting that professional groups develop their own 'inner' language to re-affirm their own identities which can result in insularity. (Ironically all of the groups he studied disintegrated after his research). He cites Zimmerman's (1998) three aspects of identity which can be relevant for analysis of interaction: discourse identity, where identity changes quite quickly throughout an interaction e.g from listener to speaker to questioner; situated identity where the identity is related to the situation e.g. researcher, interviewer; and transportable identity – that which is visible or claimable, e.g white, English, mother of two. This links to the notion of the 'multiple I's' which I discuss further below and which I identified as an important concept throughout the interviews. I did take on different roles in the interviews, as did the interviewees. As a result, I was aware, as Richards' research shows, that the language used in the interaction was affected by the identities taken on by the interlocutors. I discuss this further in this chapter particularly in relation to reflexivity issues

Connelly and Clandinin (1990) refer to the "multiple I's" in narrative inquiry; in other words the role of the researcher within the inquiry which could be that of a teacher, researcher, participant in the research or, theory builder. This echoes Reinharz's (1997) notion of the 'variety of selves' in the field. Reinharz identified as many as 20 different 'selves' from her Kibbutz field notes, which she categorised into groups, such as the research based self; the brought self, and the situationally created self. In these terms I, as the interviewer, had a number of different 'selves' ranging from the professional – as the previous project manager of an ELT project in Bulgaria, to the 'brought self' of being a mother and being British, to the 'academic self' of being a researcher. The different selves, or "multiple I's" affected the positioning of the interviewer and the interviewees responses. It also resulted in shifting frames during the interview which I describe in the following chapter.

Baynham's work (2011) on shifts in positioning and stance during interviews supported my analysis of both my role and position during the interviews. Baynham proposes that performance features co-relate with the relationship between participants, and this is reflected in my discussion below of the relationship between me as the researcher and the interviewees. There were number of shifts of positioning which I also describe in more detail in the analysis of the data (see especially the analysis of Gail's interview in Chapter 4). Baynham's range of

narrative types which he discusses (2011 p 64) provide a useful starting point to analyse narratives from a more discursive angle, and later in this chapter I discuss my rationale for analysing the interviews through a discursive lens.

Bearing all the above in mind, and if an interview really is collaborative, Mann (2010) argues that more attention should be paid to what the interviewer is bringing to the interview. In his review of this area he notes that very few researchers who write about collaborative interviewing actually focus on the interviewer's contribution to the interview process in their research. Instead the focus is still on the interviewee and what she or he has brought to the interview.

Garton and Copland (2010) are cited as an exception – as researchers who have paid attention to the role of the interviewer. Using the term 'acquaintance interviews', Garton and Copland address the role of the interviewer/ researcher when the interviewer is a friend or colleague and a rapport has been built up from their previously established friendship. Garton and Copland's research has helped my thinking around my research as they show how the prior relationship the interviewer has had with the interviewee helps shape the interview. They argue that although there have been studies of the interviewer and interviewee talk (Baker 2004, Rapley 2001) and 'co categorical incumbency' (Roulston et al 2001) i.e when interviewee and interviewer belong to the same group, such as music teachers, there has been little research around what they term 'acquaintance interviews', defined as those "… in which the researcher is an insider …and in which the interviewer and interviewer have a prior relationship." (p535)

This has resonance with my position as the interviewer as I had known all the interviewees previously when I had mentored and trained them as teacher trainers. Although Panourgia 1995,(cited in Davies p.182-3) describes a relationship in which the researcher has belonged to the community which she or he is researching, Garton and Copland argue that acquaintance interviews go one step further in that the participants also have prior relationships which have evolved through contexts other than research (Garton and Copland 2010 p 536) , and because of this there are continually shifting and overlapping frames (Goffman 1974,1981) within the interview structure.

The concept of negotiating and shifting the interview frame in this context is particularly useful for my research as my interviews were also with previous friends and colleagues. The relationship I had with the interviewees was not that of researcher but as an ex –colleague and project manager and mentor. In that

respect our roles and the frame of the interview continually shifted between ex colleague, mentor and friend. There was also shared knowledge from these previous roles which moved the interview into unpredictable directions.

Awareness of the positioning and the shifting frames informed the data analysis, which I discuss in the following chapter. In Chapter 4 I analyse an interview through the lens of acquaintance interviews. This form of analysis sheds more light on how the interviews were conducted and shows how reflexivity was a key issue in this research.

The fact that I knew the participants well and had spent some formative years with them has both positive and negative outcomes. On the positive side I did not need to spend a lot of time researching their backgrounds, where they now worked, the profile and status of the institutions they had worked in and worked in now, or any other details a researcher with no prior knowledge or familiarity with the participants might want to find out. This not only enabled me to move more swiftly to the interviews but also enabled me to have a deeper understanding of the educational and historical context and the participants' own background and context.

On the other hand, it could be argued that they reacted differently to me than they would to a less familiar researcher. There is no doubt the interviewees will respond differently to different people, depending on their relationship with them. This raises the issue of power, bearing in mind my previous position as the Project Manager – it is possible that the interviewees may have held back on some of their comments in order not to cause any ill feeling. I attempted to mitigate this by conducting the interviews in a relaxed setting and referring back to some situations or comments a second or third time to allow for other views to come forward. One could argue then, that it is difficult to find the 'truth' from an interview. I argue that there is no 'truth' as such, only differing interpretations of actions and reflections on past action.

The issue of 'truth' in the narratives is of concern to all qualitative researchers and I found that the approach of Riessman (1993) goes some way to 'unproblematize' the problem. She deflects the issue of objectivity by approaching narrative analysis assuming positionality and subjectivity (p10). Bearing this in mind I have found it important in my analysis to continually review and reflect on the position of both the interviewee and the interviewer (see previous section for a discussion on my positioning). A rational approach to the problem of defining what is the truth is to understand that the stories are told from the vantage point of present realities and perceptions. '.."truths" rather than "the truth" of personal narrative is the meaningful

semantic distinction' (Riessman 1993 p10). There will always be a shift in perceptions based on time and memory, and this is apparent during my interviews, as they contain reflections on a past time which is linked to the interviewees' present situation.

3. 2.5. The dialogic interview and the role of the interviewer

Silverman (2011 p.274) discusses the difference between 'researcher provoked data' and 'naturally occurring data' in which the former exists only because of the researcher's intervention e.g. focus groups, and the latter exists independent of the researcher e.g. talk captured on the street. My interactions fell in-between the two definitions. The interviews/conversations would not have taken place without my instigation; however, a lot of naturally occurring talk and conversation took place during the interactions. The result was a hybrid of interview/conversation between the researcher and the trainers who contributed their own thoughts and questions to the interaction, reflected on beliefs and thoughts, and who, at some points, interviewed me. This resonates with the concept of 'dialogic' interviews (Knight and Saunders 1999) which were mentioned in Section 3.2.1 of this chapter, in that 'the interview provides an opportunity for reflexive thinking during which the interviewee undertakes a process of construction with the interviewer' (Knight and Saunders,1999,p148). Inevitably there are issues around reliability and validity with this methodology as often there will be points which are not voiced, but this does not mean the interviewee does not have an opinion on them. I will discuss the reliability and validity of qualitative research in Section 3.4.

Within this context I reviewed how Way, Zweir and Tracey (2015) investigated the techniques they used when interviewing in order to understand how to develop a dialogic interview. They retrospectively analysed a number of techniques they used during interviews to help the interviewees reflect on and sometimes question espoused beliefs. As a result, the interviews became a 'shared meaning creation' (Way et al.,2015, p721) and were therefore truly dialogic. Their research influenced my reflections on my own techniques – although it was a retrospective influence as I worked intuitively at the time. I looked at my own questions and responses through the lens of a dialogic interview to see how I did, retrospectively, build up information with the interviewee via 'discovering ' or 'uncovering' ideas and thought (Knight and Saunders, 1999, p 148). An analysis of my questions shows that I used a variety of techniques which resulted in varying responses.

The initial questions were direct e.g " Can you tell me about.." "Why did you decide to become a teacher"? These were planned and deliberate to start the conversation. However, as the conversation progressed there were fewer direct questions and more probing questions as well as smaller continuation comments, such as "yes", or "Oh" and "OK". The probing questions aimed to help the interviewees think more deeply about certain areas, or verbalize some things they had not previously considered. There were also exclamations of surprise from me at times which encouraged the interviewees to develop the point further or affirm the point more strongly. Also as the interviews developed, I asked clarifying questions or asked for reiteration to ensure my understanding.

Because I knew the respondents well and I knew their background and the years we were discussing, there was an understood and shared knowledge. As a result, a number of interviews contain ellipsis, where we both tacitly understood what the other was talking about without voicing it, or asides from the interviewee to me such as " You remember her", or rhetorical questions such as " she was based in Silistra – oh what was her name?" I have summarised these techniques or uses of language and their outcomes in Table 2 below which is based loosely on Way et al's Table of Interactional Strategies that Accompany Participant Self-Reflexivity (p729)

In order to have a dialogic interview, Way et al (2015) propose a number of primary requirements to get an empathetic interview - time, empathy, understating, and the location should be socially and psychologically relaxing. Within my situation I had all of these elements: I interviewed mostly in cafes or in the trainers' own environment (e.g. a room in a university). This made the situation more familiar to the 'old times', when we would often meet in cafes, and therefore possibly the interviewees were more relaxed and conducive to talking.

Way et al also propose that a dialogic conversation should challenge the interviewer:

> *Interviewers should only adopt a dialogic approach with willingness to question and challenge their own assumptions and be prepared to end up entertaining different beliefs than those with which they started. (p. 729).*

As a result of these interviews and the analysis, I had a new understanding of the interviewees' views and their beliefs, and this changed some of my preconceptions I had at the beginning of the research process. These are described in the next chapter.

The interviews were led by me at the beginning of the interview, but then developed into a conversation or dialogic interview, as mentioned above. All the interviewees engaged with me in a two- way conversation. For example:

- Giving opinions on the interviewer's (past) action *Also I have to be honest, your intuition was not working well with these people. They were not intrinsically motivated to become trainers* (Gordana)
- Reversal of roles- questioning the interviewer: *So , I was curious whether any one of us has told you much about a time they applied and….. were ready to make a dramatic change.? (Yana)*
- Questions to help recall*: do you remember when ,? (Talia);.What was the name of that … (Galya); It was Z if you remember her?(Danya)*

Table 2: Techniques/ language used to develop dialogic interaction

Technique	**Why? Or resulting in…**	**Example from transcripts**
Probing questions around - Facts	To get further information	*Why? Why was that? In what way? When?*
- Opinions		*Why do you think…?*
- Beliefs		*What do you think.* *Does that matter to you?*
Exclamations	Expressing real surprise, which resulted in the respondent qualifying or affirming further.	*Really?!* *Gosh!*
Mirroring words back	For further reflection To go into more depth	*… going back to what you said .. you identified yourself as a teacher trainer …?* *I'd like to go back to what you said at the beginning….* *Can I rewind for a bit – you said that…*
Reiterating as a question (with high rise intonation)	For confirmation/clarification and extension of point.	*So you took on other roles like, erm, managers?*

Summarising and asking directly for confirmation	For confirmation/clarification	*So am I right in thinking then , that….* *So are you saying that…?*
Direct questions	Reflection	*Did you have that opinion before…*
Asking open ended questions around the topic	To answer my research questions.	*I'm wondering how much …/if this…* *To what extent…* *Is that because..* *Can you develop that idea a bit more?*
Ellipsis	- To give respondent space to fill the gap - Showing shared knowledge and understanding	*Did it open up any…* *Yes it was ….* *Yes*
Sharing knowledge	To keep empathy and dialogue, set the scene, recall events	*Oh, yes , I remember that library.* *Is it still there?* *What is she doing now?*
Refocus onto side issues	Shows empathy, interest in the personal	*Is your ice cream melting?* *Where is your daughter now?*
Use of Bulgarian words and acronyms	Shows empathy, and understanding of the social context	*e.g salfteka, use of Cyrillic acronyms for institutions*

The above table is a result of my reflection on and analysis of the language I used to draw out the interviewees' stories, thoughts and general comments. As I mentioned at the beginning of this section, the language I used was intuitive at the time, but may also be the result of many years as a language examiner, trained in the skills of developing probing questions, avoiding leading questions and using open ended questions to elicit the widest possible answers. However, this analysis does illustrate the diversity of techniques which can be used in interviews to develop a dialogic framework, and contributes to the ongoing discussion concerning the use of interviewers' language in interviews to develop the interviews as a dialogic and collaborative process.

3.2.6. Reflexivity

Working with life histories presents many challenges: ethical, ownership, and questions of the objectivity of the researcher and the subjectivity of the researched.

As researchers we can never be objective. Hofstede (1993) points out that 'management scientists, theorists, and writers are human too: they grew up in a particular society in a particular period, and their ideas cannot but reflect the constraints of their environment.'(p.83) He argues that theories, models and practices are developed in particular countries and are infused with the distinctive characteristics of that culture. In the same vein, Boyacigiller and Adler(1991) point that one of the researcher's responsibilities is to specify clearly the cultural boundaries of their work. In this respect I will outline my involvement with the project and my relationship with the interviewees.

I have described in Chapter 1 my role as the project manager for a trainer training project which developed into a CPD programme for teacher trainers in Bulgaria. My position and relationship with the interviewees is therefore a complex one. I had jointly selected the teachers to take part in the project and established a good relationship with them whilst working in Bulgaria. My roles during the six years whilst I managed the training project ranged from trainer, to leader, to mentor, to (with some), friend. For a number of reasons already mentioned in the first chapter, this project was significant for many of the trainers and therefore a strong bond was built between us all. I had kept ties with many of the team and returned to Bulgaria for visits. However, it is not to be forgotten that I was a UK appointed, British Council member of staff at the time of the project and to that extent I would always be an 'outsider'. This point will be expanded in the next section.

Throughout this process I have been very aware of my position as the previous Project Manager and team leader, who is now conducting interviews to examine the effect of the project 15 years later. This position could have an impact on how the interviewees respond, and therefore also the credibility and validity of the research. I explain in the next section below how I have attempted to deal with this.

Given the above, I should discuss in this research how I attempted to show reflexivity. Inevitably the research cannot be without an element of subjectivity and there will be areas I probed and areas I didn't probe during the interviews. I also came to the research with my own preconceptions and thoughts on the questions. Following Pillow's (2010) line of thinking I found it useful to make reflexivity 'visible'

(p177) whilst at the same time not wishing to burden the research with the 'confessional tale '(Van Maanen 1989 cited in Pillow 2010) and not following Patai's (1994 cited in Pillow 2010) view that academics have better things to do other than "…staying up at night worrying about their own representation". (p64) However, given my positioning mentioned above I felt there was a need to provide information on my own voice, stance, assumptions and analytic lens so the reader is clear on whose story is whose.

I have explained my position and stance in the previous section, and how my previous role and relationship with the interviewees might affect what the interviewees said. In order to ameliorate this I undertook two actions: member checking and cross checking. In other words, going back to some of the interviewees and asking them if they had the similar thoughts about some of the issues raised.

I also saw my position as a positive factor, and I would argue that our previous relationships meant that our conversations were much more interesting, richer, and revealing than those I could have had with participants whom I did not know so well. An additional benefit was that all the participants were prepared to share personal, difficult, or even painful aspects of their personal and professional lives with me during the interviews, something which I had not originally anticipated. Another possible pitfall I could fall into as a researcher, given the position I had in relation to the interviewees, is that common or shared knowledge could interfere at times – because of potential misinterpretations or assumptions from me. To pre -empt this I was careful not to jump to conclusions and to clarify all points. Examples of the language used to do this are in Table 2 of this chapter. However, it was an advantage at times to know the context and background as there was no need for lengthy explanations of how the system worked, who was who, what the different universities did, the name changes, the history of a college and how they got taken over by a University. I was aware of past relationships, the academic organisation and how different universities and colleges were perceived, and their standing in Bulgaria and this knowledge did save on time in the interviews.

3. 3. The Data Analysis

3.3.1. Approaches to the Data Analysis

A review of the literature around interviews shows a broad distinction in approaches to data analysis between analysing the language used in the interviews and analysing the content of what was said (King and Horrocks, 2010, Bold 2012, Silverman 2011, Kvale and Brinkman 2009) each based on differing philosophies.

The approaches focussing on language look at *how* language is expressed during interviews and what can be interpreted from that. This approach includes conversational analysis, linguistic analysis and discourse analysis. Content analysis or analysis focussing on meaning analyses *what* is said, and often uses a system of coding and thematization. This analysis can be undertaken in two ways: with a clear focus from the start around the themes to be researched, or by taking a grounded theory approach (Glaser and Strauss 1967), identifying themes as they emerge from the data. Narrative analysis can be seen as distinct from thematic analysis as although narrative analysis also examines content, it is done through the *stories* told by the participants in the research.

There are positive and negatives to all approaches. Pavlenko (2007 p166) highlights five major weaknesses of content and thematic analysis summarised below:

1. The lack of a theoretical premise which makes it unclear where conceptual categories come from;

2. The lack of established procedures for matching instances to categories;

3. The overreliance on repeated instances which may lead the researcher to overlook important themes or events;

4. An exclusive focus on what is in the text (what is excluded may be more informative);

5. The lack of attention to ways in which story tellers use language to interpret experiences and position themselves.

I have taken these points into consideration when developing my approach to analysing the content of my interviews by using member checking, focusing on the

way language is used, and by looking at what is *not* in the text – or what has been left unsaid.

As a starting point I analysed the types of interaction which took place during the interviews. As Goodson (2013 p70) notes, not all interviewees are practised narrators and not everybody narrates in a similar manner. The transcripts from the interviews revealed a diverse collection of storylines, descriptions, and reflections. In order to broadly categorise the narratives I found it helpful to use ten Have's distinctions in narrative discourse. Ten Have describes interview formats as follows*:*

• Turn-by-turn interviews (TBT) 'mainly consist of an alternation of relatively short speaking turns, such as questions, answers and acknowledgement tokens or similar objects' (ten Have 2004 cited in Roulston 2006 p.62).

• Discourse unit interviews (DU) entail one party as 'the primary speaker, while the other limits him or herself to minimal responses and other supportive contributions as a recipient' (ten Have 2004 cited in Roulston 2006, p.64).

Some of the interviews could be classified using these terms as DU and others as TBT, as will be seen in the next chapter describing the findings.

I was interested to see how the stories embedded within the interviews might help to answer the research questions. However, one of the challenges which I encountered when taking this approach was how to define a story. Labov's (1997) structural approach identifies 6 common elements in a story: an abstract, orientation, sequence of events, evaluation, resolution and coda (return to the present) . This framework follows a chronological sequence - a point which I will be returning to later. Propp (2010) suggested that fairy tales in different cultures share the same theme e.g ' a dragon kidnaps a king's daughter', with a finite number of functions such as, in the case above, disappearance. This supposes a sequence of events in a story with a beginning, a middle and end. However, stories told in narrative research, including this research are not so clearly bound, as they contain recapitulations, references forwards and backwards in time, asides, explanations and references to people know or unknown to the listener. For the purposes of this research I categorise a story as information told by an interviewee which encapsulates an action or actions within a moment time. It may be a short anecdote or a longer piece. However, the stories told in these interviews did not always have the same structures which both Propp and Labov suggest as shown in the next chapter.

I have found that there were limitations with the above frameworks, as the narratives did not always fit into them. Patterson (2008 cited in Bold 2012) summarises some of the of the problems using Labov and Waltezksy's (1997) model in that it cannot be used with partial stories, it ignores the creativity of storytelling and often ignores the gender of the story teller. She concludes that it is an inflexible tool to deal with anything but story telling with an expected narrative model, and is not so useful for narratives around, for example, traumatic experiences. It is also important to note that Labov's model was created initially from stories with male interviewees and ignored the more subtle intricacies of women's story telling. These and other issues are discussed in the data analysis section. I did use Labov's framework as a starting point for analysing some stories, but upon further readings and listening, I felt that the message of the story some of the interviewees were telling in terms of their professional development might come through if I analysed them from a different perspective. Informed by Reissmans' analysis of women's and men's emotions when going through divorce (Reissman 1990) I decided to use Gee's (1986) approach which focuses on *how* a story is told , grouping lines together according to pauses, pitch and other features of the stories to form poetic units such as stanzas. This approach revealed another aspect of the narratives and led to some conclusions around the nature of narrative analysis which I discuss in the following chapter.

As I was working with speakers of English as a foreign language, from a Balkan country, it was also relevant to consider the cultural differences in narrative structures – the different ways different cultures tell a story. Cortazzi (1993) highlights a range of variations from Labov's internal structure, ranging from Chinese who mention the main point briefly ('abstract' in Labov's terms) and then quickly move onto detail about a time or place; Godie speakers (Ivory Coast) switch tenses element according to what stage of the story they are narrating. Many cultures introduce characters in threes and in some cultures a moral saying acts as the conclusion (Chinese, Persian, Nepalese Sherpa). Standard English speakers tend to prefer narrating a chronological sequence of events, whilst Spanish might prefer a thematic approach (Pavlenko 2007).

In Balkan languages it is common to tell a story with long anecdotes, possibly to exemplify the point. According to Fielder (1995) Bulgarian has 3 narrative positions: the 'visualizing frame, the reminiscing plane (past tense) which is further divided into direct or indirect speech, so the narrator may choose to hide him or herself in the narrative if she/he wishes to do so

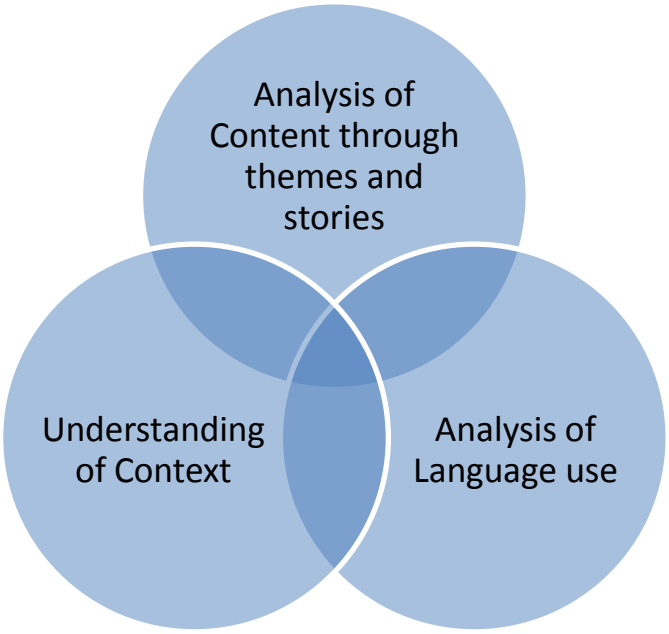
> *A narrator may choose to relate events on the visualizing plane as if he were there on the spot, or on the reminiscing plane where he may choose to separate his own voice from the main narrative by speaking on one plane while the action develops on another; or he may, by using the same forms for his comments as for the reported events, blend himself into the text so as to be almost invisible*. (Fielder p299)

The relationship between English narrative structures and Bulgarian narrative structure is highlighted through one story in the data analysis, accompanied by some analysis of this structure in relation to the research, but as this research does not intend to focus on a linguistic comparative analysis this aspect of the analysis is not extended.

The approach I took to the analysis of the data was also influenced by my interest in how language is used, the use of stories in research, and grounded theory. As an applied linguist, I am interested in the way language is used to provide meanings and may sometimes send different messages other than what was intended. At the same time I did not want to limit this as the only approach for analysis as I was interested in analysing the interviews in terms of the emerging themes and understanding the interviewees' life histories and stories, via a content driven approach. Borrowing from Pavlenko's (2007) approach, I therefore chose not to analyse the content separately from language and context. Analysing only the content thematically would provide a limited view: analysing the stories which were embedded in the interviews would provide more depth, combined with looking at some of the linguistic strategies used, bearing in mind the context at the same time, would result in a stronger, richer and more holistic picture to answer the research questions.

As a result I have taken what Kvale and Brinkman (2009, p.233) call a 'Bricolage ' or mixed methods approach to analysing the data as outlined in Figure 8 below. This approach, as the term suggests, uses a mixture of methods and techniques in order to get a full picture. Miles and Huberman (1994) provide thirteen examples of what they term 'ad hoc' techniques of interview analysis, ranging from the descriptive to the interpretative, including clustering, contrasting, subsuming particular to the general and simply, counting. I have taken a more holistic approach and have used three different but connecting approaches.

Figure 8: Interconnecting approaches to narrative analysis



Analysis of content

The content was analysed thematically, using data driven open coding, borrowing from grounded theory i.e. examining the data for codes to categories from the data. I then developed these codes into categories or themes and sub themes. In this process I also considered what was not said, and where possible referred back to the speaker on unspoken themes. For example, all the trainers in the first cohort were women. Some had mentioned difficulties related to families. I wanted to find out if they felt their gender had affected their professional development in any way, so in the second interviews I asked this question directly.

As there were a number of discrete stories embedded in the interviews, I also analysed the content of these via a structural and poetic analysis (Gee 1986). Throughout the analysis process I found it helpful to ask myself the following questions (adapted from Silverman 2011 p82):

- How does the narrator position herself? (identity claims)
- How is the story told (structure and sequence)
- What purpose does the story serve (function)
- How are the characters positioned in relation to the narrator?
- If a story is told, does the story have a clear ending or resolution?

However, as mentioned earlier, frameworks by their nature assume a neat and tidy beginning and end to stories. In fact, upon analysis, the stories which were

embedded in the interviews did not all follow the same sequence. They did all, however, have the elements of Labov's framework as mentioned above. A detailed analysis of the stories can be found in the next chapter

Understanding of context

Pavlenko (2007 p176) asserts that the researcher

> *… cannot conduct the analysis in a vacuum and treat narrative versions of reality as reality itself… rather consider larger historical political social and economic circumstances that shape the narratives and are reflected in them*.

From the beginning of this research I knew it was important to understand and always bear in mind the historical, political, and socio-economic context, because the period upon which the interviewees were reflecting on was one of profound and complex change in Bulgarian society. One of the questions I was researching was whether the sudden and complex changes that took place in Bulgaria had impacted on the trainers' professional development. An underlying question was – 'Do you think you would be where you are today if no changes had taken place in Bulgaria?' Having lived in Bulgaria for six years I was aware of the changes the society went through at that time, which added to my theoretical understanding of the background. I therefore undertook the analysis with an understanding of the historical, political, economic and cultural circumstances from my own experience of having lived there, from documents and from personal interviews. This context is outlined in Chapter 1. It was important I understood the context so I could understand the references to the political background and changes. It was also useful to understand how the curriculum worked in terms of languages and the role of text books, teachers and trainers in the education system in the 1990's. This is also outlined in Chapter 1.

Analysis of language

In order to understand the full nuances of a conversation it is important to listen for nor only what is said, but how it is said. Even the single sentences for example '*Can I open the window*' can be interpreted in a number of different ways depending on pitch intonation, pause etc.

Riessman (1993 p. 23) asserts that an analysis of the three analytically distinct functions of language (Halliday 1973) is essential for an interpretation of meaning. We should therefore look at not only the content of what is said, but also the

interpersonal function i.e. the inter relationship between speakers, and the textual function i.e. the structure. To summarise, we can interpret what someone has said by the content and by *how* something is said within the context of interpersonal roles. To this I would add an understanding of the wider social context is also important in order to fully understand the narrative, as mentioned above

In order to undertake a fully rounded analysis I have noted the linguistic features and potential implications of the discourse in the interviews, such as rising intonations, ellipsis, long pauses. My analysis of these has added richness to the findings. In a preliminary analysis I took a sample from one interview and undertook a detailed linguistic analysis of it looking at intonation patterns, discourse markers, noting ellipsis in relation to this interview as an 'acquaintance' interview (Garton and Copeland 2010) as discussed to in section 3.2.3. Viewing this sample through the acquaintance interview lens revealed some key points around the nature of interviews and types of data which can be generated via acquaintance interviews, which I will discuss in the next chapter.

Additionally, I have found it useful to view my data through Silverman's (2011p.169) wider description of three approaches to dealing with interview data: positivism, emotionalism and constructivism. Although he describes them as three separate approaches, the data from my interviews have elements of all three. Silverman describes positivist interviews as those which provide data giving us 'facts ' about the world often via standardised questions; whilst emotionalist interviews gives us insight into people's experiences often via unstructured and open ended interviews; constructivist interviews are conducted by the interviewer and interviewee actively engaging in constructing meaning, thereby co collaborating in the research. The outcomes of the interviews, as outlined in Figure 7 Section 3.2.2, reflect these approaches. Within the conversation I asked about facts and during the conversation a large amount of facts were given e.g the extra training courses which were provided, the names of new team members, what happened after I left the project and how the Ministry of Education had developed training with the new curriculum. In terms of emotionalism, the interviewees also provided insight into their own experiences of the change process and the other emotions which had affected them during the turbulent years of the early 1990s in Bulgaria. Finally, as I have mentioned in section 3.1.3 above, I took a constructivist approach to the interviews, attempting to collaboratively build up meaning as the interviews progressed by checking and probing further. The techniques I used to do this are illustrated in Table 2 in Section 3.2.5.

The above brief analysis illustrates the complexity of data retrieved from interviews and the dangers perhaps of attempting to classify data into categories. Most interviews would have an element of all three approaches - and are richer for this.

3.3.2. Data Analysis System – Overview

The interview length varied from 20 – 60 minutes. I saw it as very important to transcribe all the interviews myself for a number of reasons. Each time I listened again to the interview in order to transcribe it, I gained a greater insight into the narrative. I heard the interviews so many times that I was able to review initial interpretations from the first listening, and correct statements. The more I heard the interviews as I transcribed, the more themes emerged. It was at these points that analytic induction[2] became most useful, as the foci for analysis emerged which enabled me to make provisional hypotheses. As I transcribed, a number of common themes emerged from the interviews. The areas which initially emerged are outlined in the following chapter.

A note on the transcription coding system: all names used are pseudonyms; the number following the name indicates 1st,2nd, or 3rd visit; the next number indicates the line number on the transcript e.g Talia,2:139.

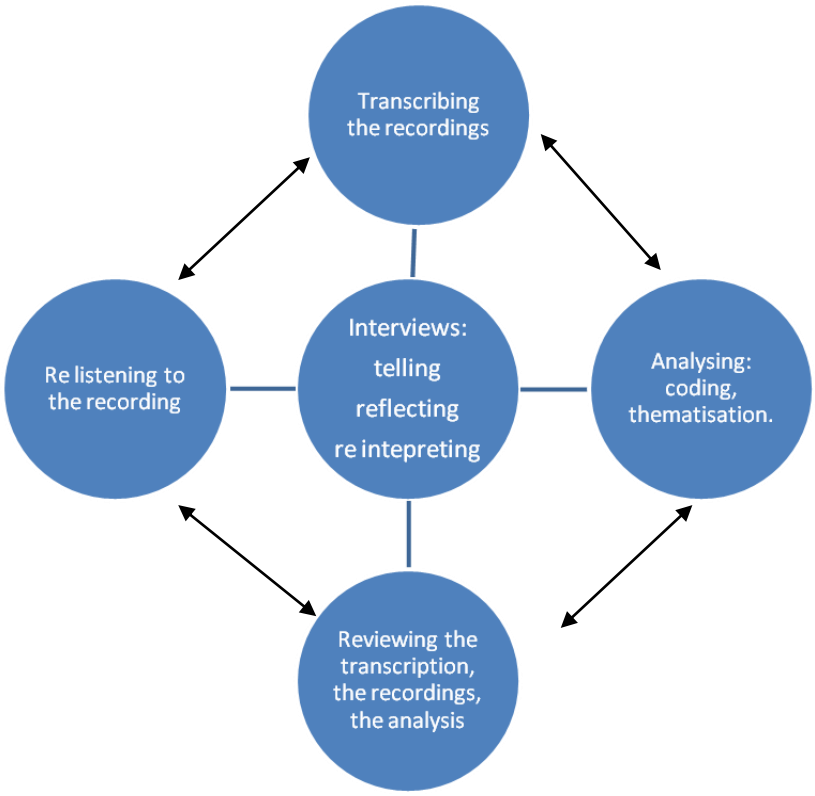
In order to go into more depth with the data as much as possible I asked the interviewees to review the transcripts and comment on them after 18 months. One person did so and I met with three others again in order to follow up some of the questions in more depth, and to discuss other questions which I had formulated after my initial analysis. During these second meetings I asked more direct questions on themes which had emerged e.g. 'You talk a lot about confidence in the 1st interview. What part has this played in your professional development?' or 'Some people mentioned that your group were like 'pioneers' in the field of ELT in Bulgaria. What do you think about that?" As these questions were more direct, they were easier to quantify and categorize. Other points also came up during these second interviews which added to the data I had already collected. As a result, I had two types of data from the second interview meetings: more detailed responses and/or clarification of some of the initial themes which had emerged, and new data which arose out of the conversations the second time around. After reflecting on the initial interviews, and having interviewed some of the respondents twice, I used

[2] Silverman (2011 p374) defines analytic induction (AI) as ' seeking to identify phenomenon and to generate a provisional hypothesis'.

a coding system to initially identify emerging themes. Details of this are in the next section below.

The approach to the analysis was iterative, in that I continually returned to the recordings, in addition to reviewing the transcriptions, as they provided the 'live' data where I could hear and recall nuances and emotions. I also held further conversations with some of the interviewees who were available during my 3rd return visit, which allowed me to review some of the themes and my initial analysis. I have summarised this iterative approach in the diagram below.

Figure 9: An interactive and iterative process for analysing interviews



3.3.3 Data Analysis System - Detailed Steps

The data analysis I undertook contained a number of steps which I outline below. Although I have labelled these as 'steps', this process was a continually iterative one as will be seen from the diagram above. The analysis did not take place only after the data collection, but began to take place before the recorder was turned off, to paraphrase Kvale and Brinkman (2009 p.190) as, throughout the interviews I was analysing the conversations and asking more probing questions as necessary.

Step 1. The interview. I asked some initial open ended questions and then listened and probed further on interesting points or for clarification. The analysis was built into the interview – interpreting as we talked. I pushed some points forward via probing questions.

The interview itself followed a number of steps: the interviewees talked and described their situation in response to my initial questions. They then expanded points as they wanted to, and in some cases told stories about their life, to illustrate a point. During the interview the trainers reflected and at times made conclusions about certain aspects of their actions/life. Throughout the interview I would condense and check on meanings or interpretations, to ensure I had understood or had interpreted correctly, according to the interviewees meaning. (See Table 2 in Section 3.2.5. for details and examples of this process)

Step 2 . Transcription of 1st set of interviews. My approach to the transcription was to write down everything and not be selective, as I did not want to miss any points. During the transcription process I identified recurring themes which I started to code

Step 3. Re transcription. I listened multiple times to add pauses, review themes, analyse linguistically and rectify mishearings.

Step 4. I took a sample of one interview and analysed the language through the lens of acquaintance interviews; this showed shifting frames and positionality (See Section 3 in Chapter 4)

Step 5 I looked at the transcripts and colour coded them in terms of themes and sub themes & shape e.g life history/stories

Step 6. I returned the transcripts to all the interviewees with my ideas of the recurring themes.

Step 7. I held face to face conversations with 3 interviewees and had one email conversation – focussing on some of the themes I had identified. Together we added more depth to the findings.

Step 8. I transcribed the second set of conversations.

Step 9. As I transcribed I identified more themes and colour coded them. This took five stages:

a. Coding after reading through the transcripts a number of times. I highlighted themes which appeared more than twice, using a different colour for each code.

b. I clustered the codes into unifying themes

c. I then defined overarching themes.

d. I tabulated the coding and the interviewees, to see if any pattern emerged

e. I used the NViVO system to verify my initial thinking. The results of the data analysis via NViVo are described in the next chapter on my findings.

At the same time I reviewed the transcripts linguistically to add to the findings.

Step 10. I viewed the shape (narrative structure) of each transcript holistically – how each told their story e.g a chronological approach, through an emotional lens or through stories/anecdotes, or other, whilst identifying language use e.g use of passive , assertiveness etc.

See Appendix 2 for examples in the transcripts of coding and NViVO analysis.

3.3.4. Language choice**.**

The choice of using the first or second, or foreign language when collecting and analysing data is an important one. Studies have shown that there are differences between the same stories told in different languages (Koven 2004 cited in Pavlenko 2007) and that the amount of emotional intensity can vary depending on the language being used (Marian and Kaushanskaya 2004). In addition to these considerations, taking a pragmatic standpoint, the lack of proficiency in one language will dictate the use of another language in which both the researcher and interviewee are proficient for the interview or story telling process.

The interviewees were all highly proficient in English, (level 9 IELTS scores); many teaching English at university level and some training English native speakers to become teachers of EFL. English is a very strong second language for them all, having been educated at the 'English medium schools' in Bulgaria (see Chapter 1 for details of these schools) whereby all subject are taught through the medium of English from the age of 11. Additionally, my Bulgarian proficiency was much lower than the interviewee's English proficiency; hence all the interviews were conducted in English.

There was some code switching at times, usually with single vocabulary items when either the interviewees couldn't remember the English word , or where there wasn't an English equivalent e.g ' *manifestazia'* for political parade of school children on May 1st to celebrate Workers Day. As I have a functional knowledge of Bulgarian I was able to understand all uses of Bulgarian. At some points the use of Bulgarian aided the interviews as it demonstrated a shared history and understanding of what was being articulated.

3.4. Ethics and Trustworthiness

3.4.1. Ethics

This study was approved by the UWE Faculty Ethics committee, and the principles of ethics from the BERA Guidelines underpinned all my research. 'The British Educational Research Association believes that all educational research should be conducted within an ethic of respect for the person, knowledge, democratic values, quality of educational research and academic freedom' (p.4 BERA Ethical Guidelines, 2011). In order to ensure I was keeping to the guidelines I reviewed every stage of the research process against what Hammersley and Traianou (2012) refer to as 'commonly recognised principles': minimising harm, respecting autonomy; protecting privacy; offering reciprocity; and treating people equitably.

Borrowing from Kvale and Brinkman's (2009) list I formulated questions for myself based on the principles listed above and made my own additions and comments in order to analyse my ethical stance throughout this research in Table 3 below.

Table 3 Ethics questions

Thematizing	The purpose of the research should improve human situation.	Yes – would benefit future education project designers and stakeholders
Designing	Obtaining informed consent and securing confidentially. Did I show respect for people's autonomy in the sense of allowing them to make decisions for themselves, especially around whether or not to participate? Do my questions minimise harm, protect privacy and do I treat people equitably?	An explanation of the purpose of the research was sent to the six trainers, an email discussion followed around the content and purpose of the proposed interviews. At all points trainers were allowed to make their own decision regarding taking part. Consent forms were signed and returned; pseudonyms were used for all participants and names of institutions changed or neutralised to protect privacy. All trainers received the same treatment
Interview process	In order to minimise harm, are the personal consequences considered e.g stress and changes in perception? Did I offer reciprocity in the sense of sharing experiences or perceptions?	Yes. However, I was unaware until the interviews how emotional the project had been for some participants. (This is discussed later) The interviews in many cases were similar to conversations in which at times I contributed my views. In some cases I was asked my views, experiences or thoughts on a particular area.
Transcription and text	Is the text loyal to the oral statements? Do I offer reciprocity in the process and treat people equitably	I asked all participants to check the transcriptions and consider my initial thoughts upon the thematization. I arranged follow on meetings during which we discussed possible interpretations on a reciprocal basis. All trainers were offered these meetings.
Analysis	Did the subjects have a say in how their statements are interpreted? Did I show respect and reciprocity for people in the sense of offering something in return?	Discussions took place with some of the trainers on the third visit to enable them to discuss the initial interpretations. No payment was made to the trainers for their time, but many interviews took place during meals or light refreshments, for which I covered costs.
Verification	In order to verify knowledge, how critically may an interviewee be questioned without inflicting harm?	The interviews involved 'probing' questions to verify, and 2nd interviews with some, following the interviewees'' agreement. Also one returned me a 'corrected' or revised version of the transcription to ensure her feelings and comments were true to what she wanted to say.
Reporting	Was the consequences of reporting private interviews in public considered in terms of minimising harm	This needed to be considered carefully as some interviewees have been very frank. Therefore anonymity has been preserved as all names and places have been changed.

When reviewing the above list I might deem myself a 'responsible' researcher, as all the boxes have been, metaphorically ticked. However, as both Koro –Ljunberg (2010) and King and Stahl (2015) suggest this is the mechanical approach to ethics, to which there are prescribed answers. The difficulty around ethics and research lies more in the questions to which there are no prescribed answers. My dilemma was the fact that as a result of this research (if successful) I will receive a doctorate; something which some of the interviewees have mentioned that they have aspired to but have been too busy, and were too involved in the British Council project to take time to undertake. Koro –Ljunberg (2010) voices a similar concern around "…the rights of ...individuals to take part in study design and contribute to knowledge production, and the question of who benefits from the research…" (p604)

Clough's concerns, which are also not covered by an ethical review board, are around the use of people's lives as data for research. Through his story of 'Lolly – the final story' (2004) he identifies the dilemmas of the researcher and his 'right' to use other people's lives for his own research: " *At its heart is the ethnographer's dilemma—the conscious theft of glimpses of people's lives in the interests of research. We steal in the name of research." (Clough 2004 p376).* This again relates to what I term my moral dilemma around the ethics of my own research –the glimpses into people's lives provided me with rich data for my research but how, if at all, would the interviewees themselves benefit from the research which they had taken part in?

As I had developed close relationships with the interviewees over the years I reviewed the morality of my position with regard to the question 'who benefits from the research?' In order to analyse this more closely I considered three areas:

a) If my research would disadvantage the interviewees in anyway, especially in terms of doing their own research. My answer was no.

b) There was also the element of time: my research was focused on activities in the past, and therefore my current actions could not affect the past.

c) Finally, I considered possible ways of ensuring that the research might benefit the interviewees, and I resolved on a number of ways, such as collaborative work on aspects of the research to present at conferences, and joint papers in peer reviewed journals.

3.4.2 Trustworthiness of the research

One dilemma facing qualitative researchers is how to practically maintain the trustworthiness of the research which cannot always be measured in the same way as quantitative research i.e. with numbers and quantities.

Guba (1981) has proposed four criteria for qualitative researchers which he suggests correspond to or re orientate the criteria used by quantitative researchers, as outlined in the following table (adapted from Shenton 2004).

Table 4 Criteria for trustworthy research

Quantitative Research	**Qualitative Research**
Internal validity: ensuring the research tests what was intended to be tested	Credibility: how credible is the research? Does the researcher know the context; has the data been triangulated, has the research been peer reviewed?
External validity/generalisability: the work can be applied to a wider population	Transferability: how transferable are the findings to similar contexts?
Reliability: If the work was repeated in the same context with the same methods, the results would be the same	Dependability /Trackability :ensure all methods and analyses are clear and 'trackable' so similar work could be repeated.
Objectivity: using tools which are not dependent on human emotions or perceptions	Confirmability: ensure results are from the informants' data and not from the ideas of the researchers.

Measures used to address the criteria

There are number of methods the qualitative researcher can use to ensure these criteria are met. Shenton (2004) offers a broad range of strategies, some of which overlap with Silverman's five strategies (2011 p.374) of analytic induction, comprehensive data treatment, constant comparison, deviant case analysis and counting. Miles and Huberman (1994) suggest that alternative measures need to be used, such as *access* for readers to the context, and to the methodology and construction of knowledge; access to data eg transcripts; honesty, verisimilitude, authenticity, familiarity, transferability and economy. Upon analysis we can see that

these reflect the same provisions cited by both Silverman (2011) and Shenton(2004)

One way to avoid biased findings which are chosen from a sample to fit the analytic argument (ten Have,1998 p. 8) is by using what Silverman (2011 p 379) calls 'comprehensive data treatment.' In other words, analysing everything, not only looking at samples, in order to make a sufficient case for the findings. Whilst doing this he suggests 'constant comparison '– inspecting and comparing all the data fragments that arise in a single case. Counting is part of the comprehensive data treatment– checking how many times a word is expressed, in what Silverman refers to as tabulation. I used a comprehensive approach to my data analysis. I used analytic induction by testing and revising my initial hypothesis and redefining and reformulating the hypothesis until a relationship was shown between it and the data from the interviews. Stake (2010 p129) refers to this as 'progressive focussing' – continually reviewing and keeping observations and interpretations unfinished.

Both Silverman (2011) and Shenton (2004) also suggest deviant or negative case analysis - looking at cases which don't fit and constantly going back to test the hypothesis. I undertook this strategy when analysing my data as part of the comprehensive data treatment. I also used tabulation as a verification procedure during the analysis. I found that tabulation works well if one wants to quantify the data, but it has its drawbacks as it does not provide the researcher with the nuances in the language. For example, there may be 100 occurrences of the word 'confidence', but this does not reveal what the person's relationship with confidence was: the speaker may have been lacking in confidence or may have gained it as a result of an action or interaction. We also do not get the 'wrap around' social context or the understanding of how important (or not) it was to have confidence to do something within that particular context. In addition to the methods suggested by Silverman and Shenton, I have added what I term 'The constant I' - I was always aware of my position and how this might affect the task. I have described how I addressed the issue of reflexivity in section 3.2.4.

In order to analyse if I have met the criteria outlined in Table 4 I have asked and answered the following questions:

1. Credibility *How believable are the data? Is there enough background data to make a thick description, has the researcher spent sufficient time with the interviewees to understand the context; has she checked the responses*?

I made three field visits to Bulgaria and met some of the interviewees 3 or more time during those visits. We spent social time together in addition to the research time. In terms of understanding the context, I have described in a previous section my familiarity and understanding of the context. In terms of checking the responses and verifying my emerging theories, I asked participants if they could comment on some of the initial findings. I have described how I undertook this member checking in Section 3.1.3

2. Transferability *How transferable are the data? How relevant is the information to other contexts?*

In order to meet this criteria I have provided a clear description of the context and a detailed description of the people who were being interviewed. With this information a decision around the transferability of the research results to other contexts can be made.

3. Dependability. *Is it possible to replicate the research? Are the processes clear? Is there an audit trail. Do you 'show the workings*? (Holliday 2002 p.47)

Dialogic interviews are, by their nature, not reliable in that every interview is different. So the notion of reliability in the positivist sense when using dialogic interviews is not appropriate. However, I can state that the research was dependable by answering the questions cited above. I have tried to make the processes used as clear as possible by outlining in this chapter the procedures used, the participants' profiles, the rationale for the approach used, and the system of data analysis (next section). There is therefore, an audit trail and the research in this respect could be replicated.

4. Confirmability

To what extent are the results purely from the data? How do we know that what was said is a true reflection of the interviewees' thoughts and opinions? Is the research tainted by researcher bias?

This question is answered by my consideration of my own position described in section 3.2.3. The in depth methodological description in the thesis also allows for the research results to be scrutinised. I have also transcribed each interview word for word so all the data can be checked.

3.5. Summary

In this chapter I have provided an overview of the approach and methods I used to conduct the research. I have divided the chapter into four parts: the overview, followed by a more in depth description of the methodology I used to establish and conduct the interviews, at the same time drawing on the relevant literature which influenced some of my decisions. In the third section I have described in detail the methodology I used to analyse the data, again referring to literature which helped me understand different approaches to this process. Finally, I have discussed two key elements of any research undertaking – ethics, and establishing the trustworthiness of the data, and shown how I have responded to those challenges.

Chapter 4: Presenting data and reporting findings.

4.0 Introduction

In this chapter I report on the different approaches of the data analysis, the outcomes of which are used to explore the research questions. The key research question asks the extent to which a group of educators perceived their professional lives to have changed or developed over a long period of time as a result of the professional training programme they followed. The data collection and analysis allowed new themes to rise to the surface which indicated that this is a complex area with many factors at play, some of the data revealed points which I had not considered and thus led me in new directions in relation to the research. I analysed the interviews through story analysis and through the language used with the intention of obtaining a thicker description than would be obtained through only one approach. From these analyses a number of themes have emerged which I discuss in the third and final part of this chapter.

In order to understand the interpersonal and co-constructive nature of the interview, and explore the underpinnings, I firstly analysed the discourse in the interviews. This gave me greater insight in the different roles and the personal stances in the data. I also analysed the stories told by some of the interviewees. This gave me a holistic view of the data, and enabled me to look in more depth at individual people's accounts, which could then provide some answers to the research questions from a different perspective. Finally, by undertaking a thematic analysis I was able to identify key themes from the data in the interviews. I have summarised the three forms of analysis in the table below:

Table 5: Approaches taken for the data analysis

Approach	Focus on	Explores
Thematic	The group, broadly	**What** was important/significant *across* the group
Story	The individual interviewee	**Why** some events occurred and how
Linguistic	Individuals- interviewee and interviewer	**Who** is involved**?** Identity and Interpersonal relationship in the interview/conversation

4.1. Analysis of language use in interviews, and positioning.

One approach I decided to use to analyse the interviews was through a linguistic lens. Richards (2003, p.159) mentions 'the importance of treating interviews as interactional co-constructed events in which participant identity and positioning have significant analytical implications.'' As positioning and identity were very important aspects of this research, due to the nature of my relationship with all the interviewees, I wanted to investigate this further and see how the language used in the interviews might reveal aspects of this. I have discussed my position and reflexivity in detail in Chapter 3, and I now return to this issue through an analysis of how the language is used during some of the interviews to see how or if my position influenced the interviewee, and to explore the co-construction of the interview.

I was influence in this approach by Garton and Copland's (2010) analysis of 'acquaintance interviews' which discusses how prior relationships can contribute to the generation of data. I was also influenced by my own interest as an applied linguist in how language is used transactionally. I was careful with my own use of language during the interviews to create a relaxed and friendly setting and to try and avoid influencing any responses in the interviews: the following extracts will identify my attempts at doing this.

In the annotated extracts below the conversation between myself and the trainer (Gordana) the commentary in the right column describes how conversation is co-constructed and how the conversation goes off topic at times, partly due to what is also happening during the interview (eating ice cream). In the both extracts there are references to common knowledge (the library), shared friends and colleagues; historical background; some of which is identified by 'you know', or 'you remember, other by ellipsis, as if the name of the person or thing does not need to be mentioned in full.

Extract 1 Blue - interviewer; brown – off topic comments; red – commentary

I. *It's a difficult question because with hindsight ... but it's a hypothesis, do you think you would be where you are today.. anyway..*	
G I am a very proactive person and possibly in the best case I would have tried doing some sporadic sort of teacher training event, but nothing systematic like what happened	
I *OK*	
G No, definitely not	
I And in terms .. do you want sort of talk about .. sorry you're trying to eat your ice cream *I've just eaten mine No, it's all right for me because I'm listening and you're talking* !	*Interviewer interrupts self and puts relationship on a joint platform (both eating ice cream) away from interviewer/interviewee status.*
At least you've done it all – I've got mine to do yet (ref to PhD)	*Also elevating the status of the interviewee- she already has her Doctorate.*
I've got a clean salfetca if you need it.	*Use of Bulgarian word for serviette also reinforces shared understanding of culture and language from previous relationship*
Yeah, I mean if you want to sort of summarise.. to what extent your professional development has progressed , because you're running a private language school as well now, aren't you? (Pause while ice cream is sorted out)	*Shared positioning. Establishing that interviewer already knows a lot of what has gone before and since the end of the project*
G The school was established .. 6years ago.	
I. (*Surprise) Is that all it was? So when I last came you were running CELTA courses?*	*Reminder of last meeting*.
G. Yes, CELTA and DELTA courses This is the other avenue which I have been following but erm, Exo language centre is as a small school	*(NB Names of school have been*

established by my daughter and myself. *I. Ah OK* G. We are in partnership relations with Dale for quite some time - Exo is the recognised Cambridge centre, and I am the Course Director there and tutor and we run course every year.	*changed)*
I. *Ok , Do keep eating. I'll ask another question*!	*Making interviewee feel comfortable*
I So again it's because of the teacher or trainer training course? G. Yes or trainer training because I've already trained maybe more than 10 CELTA trainers.	*Leading question – but feel Ok to use this as rapport established– re point about teams. I hoped G would be honest with me.*
I. Ah Ok. G. And I am in training as a DELTA trainer at the moment.	
I. *Oh gosh. So you've really got to the highest point of trainer training that you can? And you put that all down to seeing that notice in the ha ah ha* Yes exactly.	*Ellipsis, no need to say the same thing again.*

Extract 2

G. Actually I think a single event which happened in the university - xxxx University of Sofia I. Mmm G. .. changed my life significantly. And this event	

is when I saw a notice on the notice board saying that British Cou – I don't' remember exactly the words – but British Council Sofia is organising a kind of teacher training courses and anybody can apply. It was something to the effect of this. *I. Yeh*. G. An d this notice had been there for days and nobody from my colleagues showed any interest in it *I. Laughs* G. And this is the British Council library which was set up at the University *I. Yes, I know it* G. Wonderful place – still functioning. *Is i t? I was going to ask about it* Yes absolutely.	Shared knowledge Active interest in library – move away from topic - shared understanding
G. I seemed to be the only one who paid attention to this and I thought well, why not try, why not go and see.. erm whether I'm eligible because I was not quite sure. So this is how it all started. You did the interview. *I. I don't remember that! Laughs* Absolutely. *I. Oh I do remember, I do remember.* G. Yes, I was the only university person at that time. And you were not quite sure whether you needed me. Because I was specialising in ESP then and I think you were targeting different people at that time. *Yeh.* Basically secondary schools….who knew English and I don't know why.. you decided I was a key person of the team. Because it was your decision.	Honesty

I. And erm, erm, oh It was I and oh.. my colleague .. who passed away..	
G. Not Valentina	Involving interviewee in sharing the knowledge, invoking her help to remember. Change of footing.
I. Oh, from the Institute in Sofia. Bxxxx! Vxxxx	
G. O f course. I remember her. Yes that's right.	
I. Because , She.. we ... we worked together.	Mutual friends/colleagues
G. So you .. you said yes you OK'd my application and I was one of the 4 people, if you remember I was in the team with .. I don't remember the names now. One of them was Marai, Haskinovo the other one was S. from Svilengrad , the third one was Katya from Storos.	Justifying the choice made. Recalling shared knowledge of the trainers in that team

In both the above extracts the events which Gordana is re-telling are interspersed with shared memories of names and places. The mutual understanding and knowledge of what happened removes the necessity for long winded explanations which a researcher who did not have the same relationship with an interviewee might have to request; a point I made in the earlier methodology chapter.

The following extract from the interview with Yana provides an example of a 'shifting frame' (Garton and Copland 2010 p541) where the roles are reversed. In the extract below Yana asks me (I - the interviewer) a question, and from there on a discussion follows, which a nearby colleague (Talia) also joins. The result is a discussion around why people stay in teaching.

Extract from Yana's interview
Y So I was curious, whether any one of us wonder if any one of us has told you much about a time when they applied and....they were ready to make a very dramatic change.
I *Er , nobody so far. But that's because I wonder if , I mean, they say teaching is a vocation, it's a calling and I think its within, I mean the people I interviewed are very*

passionate about what they do and they clearly love it so why would you leave it? I suppose.

T joins in –But it's true overqualified and underpaid. I remember people once said this about the 2 of us. What are you doing? What will you get in return...?

I. *Yeah…And also I don't know what the options would be in Bulgaria .....*

Y Erm, that's it. Well you know we are quite social, I mean social people. We know how to deal with people there are many jobs that I could do I mean I am sure I could do other things as well , not just teaching..erm some of us , I know colleagues not part of this team, but colleagues that quit teaching and went and worked for a bank and in a company, they did other things, erm statistics whatever. Believe you not, they came back to teaching. (*raised intonation*)

I *Yes, I can believe it*.

Y It's not because of ….. I mean obviously it.... it was clear from the very start they would probably earn more…. away from school but this was not enough, obviously to keep them there.. They needed the something

I *That , not thrill, but the… pleasure. (laughs) occasionally you get a really good student.* (All laugh)

Yana 1: 27-46

In the above extract the frame has shifted away from the original topic of the question to a more general discussion around something which is clearly of importance to Yana, the interviewee. From some perspectives one might say that the interview has gone 'off topic'. Conversely, in fact this exchange reveals how important teaching and training is to Yana, how curious she is about what motivates people to stay in teaching, despite the low pay and hard work.

This interview, then, has developed into a discussion where all participants are equal and all have a view. They are beginning to co construct a view of teachers and teaching in Bulgaria. So the alignment has changed from interviewer and interviewee to colleagues on an equal footing discussing a professional issue.

4.2. Story /Narrative Analysis

The second approach I used to analyse my data was that of narrative or story analysis. As a first step I analysed holistically the structure of each of the interviews. The result in Table 6 shows a mix of styles of narrative. Some told more stories

than others: some told none. For this holistic analysis I have used ten Have's (2004 cited in Roulston 2006) descriptions of interview interaction, which I referred to in Chapter 3. Ten Have describes the interaction as either 'discourse unit' (DU) and 'turn-by-turn' (TBT). Both TBT and DU appear in the interview formats, although Gordana's and Danya's contain mostly TBT; the others contain elements of both. I have described the format of conversation/ interview using ten Have's distinctions in the table below.

Table 6: Narrative format of interviews

Name	Format of conversation	Description of mode (e.g stories, anecdotes, chronological events)
Gordana	Chronological, focus on achievements and how she moved forward professionally TBT	Conversational with interruptions and local references. Small anecdotes with time frames for reference.
Danya	Thematic: about professional and self-development, focussing on emotions and using reflection TBT	No linear chronological structure. Many reflections and references backwards and forwards in time.
Yana	Thematic: around training, identity and professional development. Using reflection TBT & DU	Stories/anecdotes embedded to make a point
Talia	Chronological life story with stories /anecdotes to illustrate points about beliefs or how things happened. DU	Stories/anecdotes embedded
Leah	Thematic with stories and time frame references. Reflection TBT &DU	Personal stories embedded; some stories seemingly unrelated to the questions/ topic of discussion
Irene	Based around themes of her professional life: peaks and troughs. Time references in relation to the stories, but not in chronological sequence overall. TBU &DU	Stories embedded to show how events took place which resulted in her overall view.

As can be seen from the above table, not all the trainers told a story; some spent time relating parts of their history through a chronological sequence with some anecdotes embedded; others told parts of their life history but not in a sequential manner. In my original proposal I had intended to look at the stories told by the trainers in relation to their professional development. In fact not all told stories in the way I had anticipated (story formats are discussed in the Methodology chapter) and

so I had mixed data in terms of format. I did not see this as a challenge but simply a reflection of the preferred narrative styles of the trainers interviewed which provided me with a diverse data set to analyse. However, I did want to focus on some of the stories which were told so I selected stories which were told in a continuous form, with few comments or questions from the interviewer (for clarity of cohesion) and which focussed on an emotional aspect of the life story and /or made a point about how or why something happened. This resulted in five stories analysed, three of which are reproduced in this section with the analytic commentary. I am aware that I may have missed some insights by not analysing all the stories; however, by analysing the data through the use of language and by analysing all the transcripts to identify cross cutting themes, I aimed to reduce that possibility.

As a starting point I used Labov's (1997) framework to analyse two of the stories which appeared to have a cohesive shape. I was interested to see if the structure of Abstract, Orientation, Complication, Evaluation, Result and Coda (AOCERC) could be applied to the stories which were told by the trainers. As discussed in Chapter 3, the Labovian framework implies a neatness of structure; however most narratives include flashbacks, reorientations, predicting, suppositions, embedding and a myriad of other functions.

The analyses I undertook all contained the elements which Labov describes, but not in the strict sequence which he suggests, as can be seen from the example shown below. In this story Yana is telling, through a story how she became inspired to become a teacher trainer. Yana shows in detail and with some passion (which can be heard on the recording) what inspired her to continue with teacher training. The role of emotions and inspiration in a trainer's professional life is discussed in a later section of this chapter.

In terms of analysing this story from a structural approach, the story does have all the elements - A,O,C,E,R and C, and are approximately in the order Labov proposes. However, the story is slightly complicated as there are two stories being told here: that of how Yana became inspired, and embedded in that, the story of the girls on the first course she ran; what they did and the results. Both stories contain complicating action, evaluation and results. These extracts show that narratives do not always fall exactly into a neat frame. In terms of analysis of data, this story shows us how Yana became inspired to continue teacher training, and this set her on the road for the profession which she continues to practice, some 20 years later.

For further examples of stories using this framework see Appendix 4. Note the stories in the appendix also do not fit neatly into the Labovian framework.

Yana's story

Again it started by accident. Because at the institute ICY – you know – **ABSTRACT**

yes ICY –(Interviewer)

there was a re training programme meant for primary teacher who didn't speak any English but actually they came to be trained to be taught English and taught some primary teaching English methodology *at IFS.* (and this was happening at IFS) **ORIENTATION** and this requalification programme lasted for a couple of years although there was a certain professor who was in charge of this retraining programme it was really me who was doing the training. **ORIENTATION**

And we had some lovely people joining the programme. The first 16 girls who came to the retraining, **ORIENTATION**

erm… it was a paid programme- but the Open Society Foundation then, they actually gave grants or something, – they said if you… erm finish the whole course and your marks at the end are excellent then you can get 60% of the fee paid by the Foundation. Then they said: no actually, we can give 100% of fee to the first 12 in the group. **COMPLICATING ACTION**

And because they were 16 girls, they decided if they managed to finish with top marks to distribute the money between themselves. **RESULT 1**

Yes, they were lovely people. **EVALUATION (of participants on course)**

and many of them advanced very much in their career after they graduated**.** **RESULT 2**

And this was such a good start that I was really inspired to go on with it .**RESULT & EVALUATION (SELF)**

and then we had another group and then another group. But because It was just this one year that the Open Foundation paid their fees, then we had fewer and fewer people joining and the situation was changing and financially not many people could afford it and then they decided to close the programme. C**OMPLICATNG ACTION**

And then there were some changes and we joined the new University. So it was different, C**OMPLICATING ACTION**

but the beginning had had this impact on me, and I really wanted to stay in this line and do some more teacher training for primary teachers, and I got to know many primary teachers in Bulgaria and different countries because I did workshops in different places. **EVALUATION & RESULT**

This was probably the better half of the time after we started our training with the British Council. This was very active; everything was changing fast.
CODA/SUMMARY

Yana's story indicates how training on this one course, with the 'lovely' participants, contributed to her enthusiasm and desire to make teacher training part of her career and continue with her professional development. Through the 'inner story ' we also see the success of one of the first groups which she trained – this also contributed to her feeling of satisfaction and fulfilment.

I have found limitations in using the above structural frameworks, which I have discussed the in the previous chapter – for example Labov's framework implies a temporal sequence; Propp's more functional approach implies boundaries of beginning and endings, and not all the narratives fitted this framework. In some of the stories I analysed there was no plot in the traditional sense and no chronological time frame. Also, the structural framework did not give me detailed answers to the questions of how and why something happened or somebody moved from one point to another in their professional development; nor does it take into account the emotional aspect of a story. Upon further reading and listening I felt that the message of the story some of the interviewees were telling might come through if I analysed them from a different perspective. Informed by Reissman's analysis of women's and men's emotions when going through a divorce (Reissman 1990). I decided to use Gee's (1986) approach which focuses on *how* a story is told, grouping the lines together according to pauses, pitch and other features to form poetic units.

I have used Irene's story as an example. Irene shows a range of emotions when telling her story, which I have labelled as Positive, Disappointment, Hopes. There are also stages of Reflection (Evaluation) Results, and Action which reflect some of Labov's terms. I have labelled the explanatory parts as 'Framing'. See Figure 12 below for an extract of the adapted transcript using this approach. Note it is a 'skeleton' (Reissman 1990) as I have extracted the interviewer's (my) comments and not indicated all the other features such as intonation, in order to show the bare

bones of the narrative. The full transcript with this framework can be found in Appendix 4 .

Irene voices her emotions, and her disappointment centres on areas which conflicted with her own values and beliefs about training when she took up her new post as teacher trainer for the area. She discusses four areas: issues of teachers' attendance; choice of topics and what a teacher training course should contain; differing views around the function of observations; and her role as a trainer. Interlinking these in the discourse are periods of reflection and framing to describe the situation. All the areas she discusses appear to compound and change the vision she had of her new role as a creative and inspiring teacher trainer focussing on teacher development, to that of an Inspector whose role is to assess teachers' performance.

Upon re- reading Irene's story and listening to it again with Gee's approach in mind, I divided the story up into four parts according to the beginnings and endings as heard on the recording. I interpreted the end of a section by a lower intonation, and/or a long pause and a change of topic area. In this form I identified a pattern in the range of emotions and actions in each part. In Parts 1 and 2 there is a similar pattern of emotions: Irene starts from a positive position, then voices her disappointment, raises her hopes, only to tell how they were dashed again. See Figures 10 and 11. I have colour coded different parts of each stanza to illustrate the different emotions, and I have labelled the topic areas or action (e.g. 'Observations', or 'Reflection') followed by an interpretation of the emotions identified (e.g 'Disappointment'). I have used the term 'Frame' to describe the parts which set the scene, or provide an explanation of the setting.

Irene's story Part 1

But maybe the most important thing is the impact and the regional impact for example, from my role as a local teacher trainer, and that's more difficult to measure

Probably the impact would have been through the project that I had taken part in
and er….
then the impact of my activity in the role as a teacher trainer for the area.
I think things went according to the way they were specified in the job description.
Like, I got all the support, in the sense that the inspector did write letters announcing workshops, welcoming people to workshops.
According to topics of my choice..
whatever colleagues wanted or suggested. **Area 1 Her role: *Positive***

However,
here was no control of the attendance on the part of the inspectors
or on the part of the Head masters of the schools . **Area 2 Attendances - *Disappointment***

The other was observations. **Area 3 (Intro) Observation**
I hoped , the way I saw it at the beginning **Area 1 Her role**: ***Hopeful***
was that I would have the opportunity to observe people
and simply do some counselling.

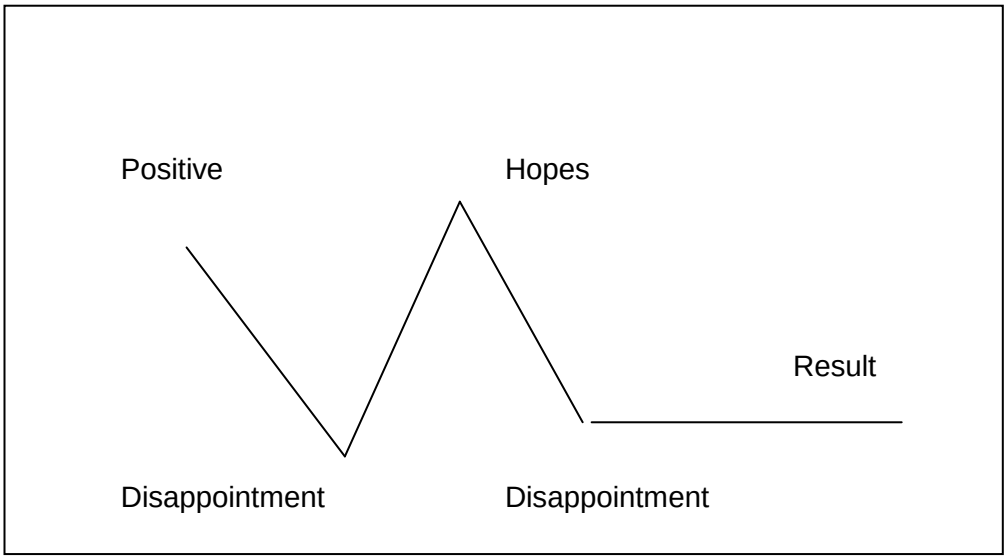
However, it turned out that the circumstances required observing teachers about whom there had been complaints only. **Area 3 Observations: *Disappointment***

So I came to be seen as someone who's got the identical role of the Inspector **Area 1 Her role: *Result***

because she was a teacher of French**. Frame**
There is only one.
So for all the teachers of all the language there is one single person who is responsible
and she is struggling with the admin work,
and she has absolutely no time about methodology.
The only time she has to pay attention to methodology is when there is a complaint.
And when there is a complaint because she is not so confident with her English so she asks me to accompany her.
So luckily she wrote the report afterwards. **Frame**

But anyway, something I didn't like was I began to be associated with the role which I didn't want to be associated with.. **Area 1 Her role: *Reflection & Summary***

Figure 10: Irene's story Part 1 - Pattern of Emotions



In Part 2 of the story I identified a similar pattern starting from the positive, moving to disappointment, rising to hopes, but then followed by a disappointing result. However, in this second part of the story the disappointing result is followed by an action, showing how Irene tries to ameliorate her situation, the outcome of which was also disappointing for her. See below

Irene's Story Part 2

I got support for any initiative I chose but,
…..they provided the venue,…**Positive**

No, teachers didn't get time off..
one irritating thing was they come and they stay for half an hour,
and you do things and ,
at the when the moment for debriefing comes –
which is the crucial moment of the whole session –
just before that they say they have to leave .
Which is really, really infuriating. **Area 2 Attendance: *Disappointmen*t**

Something which was disappointing as far as choice of topics for these seminars.
So of course the topics are offered more or less by my interest and I try
and be er, I try to introduce variety **Area 4 Training topics** : ***Disappointment***

so there was content based, **Frame**
class based,
civic education,
teaching culture and things like that.
And they are all topics which you cannot do in one single session.

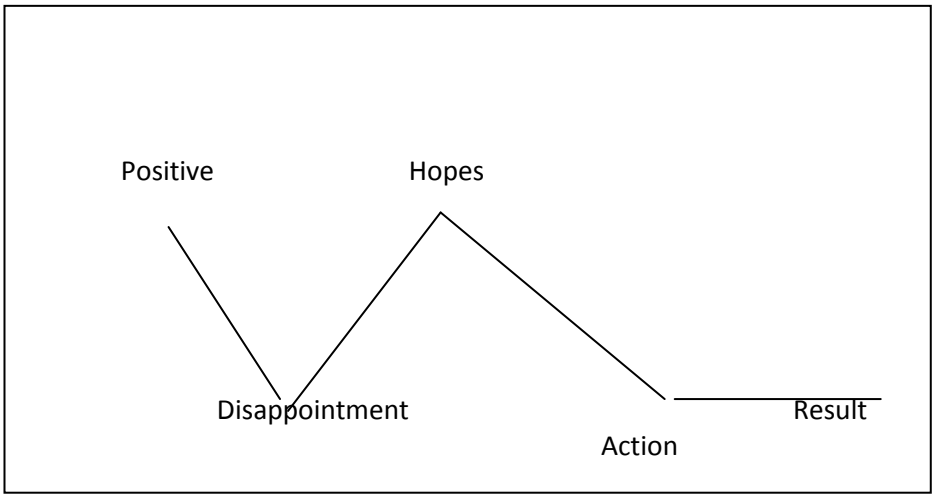
Originally I thought you had a whole year to give a topic and develop it gradually through a number of seminars throughout the year. **Area 4 Topics**: ***Hopes /Intentions***

What turned out, that different people attended the different sessions
and whatever I taught made no sense . **Result**

So after 2 years I abandoned this strategy Action **re Topics**
and started doing one off things .
So doings things,
the traditional things that they expect,
like teaching vocabulary

But that was disappointing **Disappointment**

Figure 11 Irene's story Part 2: Pattern of Emotions



The third and fourth parts of the story/poem are also divided into stanzas. In the third, shorter part, Irene reflects at length as to what she should be doing. The long pause appear to indicate a struggle; as Irene moves on with her story she also takes time to reflect and think through her views. There appears to be a struggle between what she thinks and believes is the right way forward for teacher training - which in her mind should be developmental and presenting new areas for teachers, using the metaphor of eating new types of food to illustrate her point - and what the teachers actually asked for and want. By the end of Part 3 Irene appears to capitulate to doing what the teachers want and not what she believes she should be doing. (LP indicates long pause)

Irene's story Part 3

If that's what they need , **Evaluation/reflection**
I'm…
it's not that I
...
refused to do this …
I did it.…
but I mean (LP)…
at the time… I mean ...(LP)

How do you know what you need if you don't have the awareness of something,
If you don't know something exists?...
I mean appetite comes with eating, so if you taste something different you may decide for yourself, whether you like it or not. **Philosophising/theorising - beliefs about training**

Well, this is no longer valid I suppose because with internet information is much more available. **Reflection and Resignation**

I talk about the first years **Frame**

In Part Four Irene tells how she took action to resolve the issue of attendance, which yet again came to nothing, and she reflects on her role that perhaps '*I'm just a one off - in no other subject there is such an animal as a teacher trainer*' as she doesn't seem to fit into the *status quo*. This links back to the discussion around professional identity which is also referred to later in this section and which I have discussed in the Literature Review. The new role of teacher trainer in relation to inspectors which was introduced with the changes is also described in the Background section in Chapter 1.

In Part Four of her story/poem Irene talks about various actions (my terms) she has taken in relation to her main areas of concern, and the result. After each stanza which I have labelled 'Action' Irene says ' *But nothing like that happened*.', three times altogether. Each stanza about action and the result is interspersed

with a reflection. Irene uses repetition when describing the outcome of her actions, possibly for emphasis or possibly enabling her to reflect on this as she speaks. Finally Irene takes action – almost challenging her regional Inspector (who remains nameless throughout) by offering to resign. However even this does not help and Irene concludes '*They didn't care at all* '.

Irene's story Part 4

(Interviewer).. that's interesting as well, the impact on you and your professional development - you were getting around and doing things , but actually you couldn't actually do some of the things you wanted to do?(rising intonation)

For this reasons,
I ....said to the Inspector
can't you tell the Directors that whilst there is a letter,
an invitation to a seminar they should ...(LP)
require their teachers to attend,
especially their specific teachers who have been observed
and who have been told that they can benefit from some additional training
.**Action re attendance**

Nothing like that happened. **Result *Disappointment***

So I mean, there is , the reason may be , I'm just a one off -
in no other subject there is such an animal as a teacher trainer.
Reflection/Supposition

So it was a bit difficult until they accepted me. **Reflection**

They did.
They did. ***Positive***

At that point I thought dear me time for retirement has come, **Action**
so I thought that would be the end of the road after me.

But nothing like this happened **Result**

No one else was worried,
I seemed to be the only one who was worried **Reflection**

I spoke to the Inspector a few weeks ago, **Action**
Let's see,
Let's choose someone whom I can introduce a little bit
Just someone who can take over.

but nothing like this happened, (LP) **Result**

They didn't care at all. **Reflection /Disappointment**

Looking at Irene's story through the poetic lens, by grouping the lines into stanzas of meaning and topic, there appears to be a change journey. Irene's journey is based on reflections, and appears to move from one of optimism, to resignation about her role as a teacher trainer in the region, together with the feeling that the situation is out of her hands, and she has no control over what her role is and what she should be doing, which goes against her beliefs and values around teacher training and development. This is similar to Leah's position (see Leah's story about why she moved to the another University in Appendix 3) but contrasts with all the other trainers interviewed , who were, fortunately for them in more independent positions in universities. I discuss the implications of this in the concluding chapter.

I have mentioned above the limitations of using a structural framework to analyse stories and in the Methodology Chapter I referred to different forms stories may take in different languages. In Bulgarian sometimes a story is told within a story which may support a point being made, but in some interviews I heard stories which seemingly had little relevance to the main topic or the question being asked. Leah told some stories during the interview which at first seemed irrelevant to the question, but upon reflection and with analysis it might appear that she is in fact using these interviews to ' get things off her chest' or perhaps using them to tell stories she has not told before. In the following extract Leah has been asked a question about being part of a group/community of trainers, and answers this briefly, but then switches immediately to telling a story about herself and gaining a qualification. Within the transcript I have inserted a commentary in red. This relates to my positioning during the interview, which I have referred to in the first part this chapter

Extract: Leah's Story

L. Then when we were trained and worked together on a number of different seminars we kind of.. er. started speaking the same language and er we had the same goals .. so I kind of er started feeling I belonged to this community, which I didn't feel with my colleagues at work . On a similar level. So that's what I felt.

L:The other thing was, for me in particular, before the changes, back in 1998 I did an er, did the 2nd class qualification (shared knowledge) And 2 colleagues examined me. I had to write a short paper about 40 pages or something.. and then, at that time I was a teacher in the language school. So when I was a teacher at the language school, this qualification counted. And then when I moved to the In-Service Institute (shared knowledge) that awarded me this qualification, it didn't count.

I: Why? (Rising intonation)

L: I don't know. But this was a bit discomforting for me

I: Yes, yeah..

L: Because ,er I think that if you have er (laughs) some kind of qualification, it should count. Especially to the … the institution which awarded the (laughs) qualification.

I: Exactly (rising) yeah, yeah. (showing incredulity- joining with Leah)

*L: S*o, there were such things which made me a bit confused.. about er the way you improve and er… (voice *more definite now*) I think that at that point I decided to work on my own improvement but not count on formal structures.

I: *Ah Ok.*

L: Which was a bit strange because…

I: *So are you saying it was a conscious decision?*

L: It was a conscious decision because I kind of …. I didn't believe in the system of formal qualifications. Which now I realise was not a very good thing.

I: Why is it not a very good thing?

Long pause….
L: Because probably I could have done something about my formal qualification as well. Which I didn't. Anyway. ..
(Leah 2: 2-29)

In other parts of the interview Leah talks about her family issues and her house being pulled down, and later on how she deals with vocational students. I wondered if our interviews were giving her a chance to talk to somebody about personal issues which perhaps she couldn't talk about with others. If I were to continue this research this is an area which I would investigate further**.**

.**Summary**

Analysing some of the trainers' stories through two different lenses has shown me how using different analytic frameworks can reveal aspects of an interviewee's life which may not come through so strongly using other approaches. I conducted similar story analyses which show some emotional troughs and peaks by using the poetic framework. (See Appendix 5) However, I felt that the one dimension still

missing from the data analysis was the WHAT, in addition to the WHO and HOW. Were there any common themes or interconnecting threads which emerged from the narrative data? I will discuss these findings in the next section.

4.3. Thematic analysis

As mentioned earlier, I have also taken a thematic approach to analysing the narratives. At this point it is relevant to define what I understand as a theme and for this I have borrowed from King and Horrocks (2010) to define it as "…recurrent and distinctive features of participants' accounts , characterising particular perceptions and/or experiences, which the researcher sees as relevant to the research question" (p150). I have discussed in Chapter 3 issues around the trustworthiness of the research, and the dangers to validity and reliability if the researcher 'cherry picks' the themes and thereby focuses on what she or he is interested in. In Chapter 3 I showed how I have tried to respond to these potential pitfalls in the data gathering and analysis. I also used NViVO to data check as described in the next paragraph.

In Chapter 3 I described how I identified recurring themes, some of which related to the key research question around the concept of change, and others which I had not reflected on previously, but which were mentioned by a number of different interviewees. Because of this frequency of a particular theme or word e.g. the notion of confidence, I interpreted this as important to analyse further and test my hypothesis that it was significant. One way to do this was by using NVIVO to check the number of times a word or phrase occurred both in a transcript and throughout all the transcripts. When I had ascertained that a word / phrase or topic had occurred relatively frequently, I used NViVO to code the data around the topic and then created 'nodes' (or subthemes) under the main theme. I created folders with the main themes in and subthemes nested below. Some of the results from NViVO can be found in Appendix 2 and a summary diagram of the themes and sub themes can be found in Appendix 8. Another process I used was to refer back to all the transcripts to see if the theme, or an associated one, was referred to by many of the other interviewees. Further details of the steps I used are outlined in Chapter 3.

In Chapter 3 I also discussed my positioning and reflexivity, and in relation to those issues it is important to emphasise here that how I have analysed the data was inevitably influenced by my own background and understanding of the context.

Thus, in Lincoln and Guba's words 'no other scholar would see the same categories.', and '... the construction that emerges …is but one of many possible constructions of reality' (Lincoln and Guba 1985 p110). The themes I identified therefore, are based my interpretations, but I have attempted to involve the interviewees in the interpretations by discussing the emerging themes with them during my follow- up visits when I undertook member checking in Chapter 3.2.

I have organised this part of this chapter under the main theme headings, with subheadings, and throughout I describe how the data and my interpretation of it relates to the research questions.

I organised the themes by categorising them as follows:

4.3.1. Change. The key theme which I identified in the interviews was that of change and in particular how the trainers as professionals have developed or changed since the project. The notion of change was an overarching theme, under which other sub themes emerged, such as identity and status.

4.3.2. Professional development. The trainers discussed the changes in their own professional development since the project. They also discussed issues around gaining higher qualifications, such as a PhD, views of learning and teaching; and how a sense of community affected their development

4.3.3. Influencing factors in the change or development process:

- The role confidence played in the change process.
- Serendipity or chance. The place serendipity or chance played in this change and development.

5. The emotional experiences people went through during the training programme and after.

6. The sub theme of helping Bulgaria's development and the trainers being leaders or change agents in the field of teacher training in Bulgaria.

Although I have subdivided the themes above, they are strands which run through the narratives. Another thread which runs through the narratives is that of how the trainers implemented change in others, and self realisation about the changes in their professional lives. I analyse and synthesis these findings in the following chapter.

4.3.1 Change: how the trainers have developed or changed professionally

Changing professional identity

I have discussed in the Literature Review the concept of professional identity and how the development of reflection and interest in the teacher as a whole person (Schon 1983, Wallace 1991) has moved to a more transformational view of the teacher (See Section 2.6) in relation to critical pedagogy. In this research the discussions led to the trainers reflecting on their developing professional roles and their changing professional identity, and talking about they also transformed some teacher's lives, and their own lives, as the data analysis will suggest. Whilst reflecting on how the trainers perceived the impact of the project upon themselves and their professional development, one concept which was expressed strongly with some trainers was the notion of a changed professional identity from teacher to trainer, and in some cases, to becoming a well known and respected professional across their own community and even across Bulgaria itself.

All of the trainers were teachers who were selected to join the trainer training course. (see Chapter 1 for a description of the selection process) so initially they were all teachers who eventually became trainers. During the interviews, this led to some reflection and self questioning around their professional identity during and after the project:

> "W*hen people would ask me what I did I would say, well, I'm a lecturer at the X University and then I'm a teacher trainer at the British Council, and sometimes this came first … and it was true I really felt myself as a teacher trainer first of all, although when I started – when I got into the project - I had really no idea about what was going to happen."* (Yana 1:4-9)

> *And because it was very different, it was very difficult to take everything in, which sort of … it totally changed my professional personality*. (Danya 1: 129-131)

Some of the trainers spent time discussing their professional identity in terms of who they felt they were – teachers or trainers, or, indeed, something in-between. Using Buzzelli and Johnson's (2002) terms, the teachers were *assigned* the role of trainers by undertaking the trainer training courses and then being assigned teacher training roles in their areas, although they might still have felt they were teachers. Indeed some of the trainers did keep their jobs as teachers and undertook training in

addition to their teaching jobs. At the beginning of the trainer training there was some confusion:

> *I didn't know which hat I was wearing at different stages of our training; it was very complicated then, but then things fell into place. (*Yana 1:59-61)

However, during and after the project end, they *claimed* the trainer identity, as Yana says, below:

> *Because we started acting as teacher trainers, eventually we, I started feeling great about it and liked it*. (Yana 13-14)

This comment also links into the idea of growing confidence – a theme which I return to later in this chapter. (Note: In order to organise this chapter coherently I have divided the sections into themes identified, but many of the themes do overlap and interlink – as can be seen from the above quote.)

The development from being a teacher to a trainer led to wider recognition across not only the teaching community in their areas, but across the country as a whole, from other people who then would *assign* or confirm the recognised status as teacher trainers. This reaction led to two of the trainers expressing very positive emotions around the transition.

> *At some point I realised that quite a few people in quite a few places all over Bulgaria, had heard about me, I was known, I became known to many people. And I felt great about it. (*Yana 1:21-26*)*

> *.. so saying that ' I've worked and am part of the teacher training network' kind of opened up doors for many opportunities …(*Irene 1: 33-34*)*

It appears that, in general, all the trainers felt 'good' (Yana's comment) about becoming a trainer. It added to their status, it opened doors and gave them confidence (all of which I discuss below). So the identity which was initially 'assigned' was later 'claimed' wholeheartedly by all the trainers after a few years.

However, this change could be difficult for some. One trainer in particular underwent some emotional difficulties.

> *For the first two weeks, 1992, I remember very well, I even had some emotional problems [...] Because I couldn't cope with the ideas – the way they were presented. Initially it gave me an inside struggle because the way*

I have to study these new things these new methods, teacher training methods also was completely different from what I had done, so far. (Danya 1: 19-21)

Another issue was presented by the two trainers who teach university courses, who felt there was a conflict between developing their careers as an academic, perhaps by undertaking a PhD, and maintaining their professional identity as a practitioner. Both felt they were more practitioners than 'academics':

I *thought I was first of all a teacher trainer, and then I was somebody who worked at (the university). if I had thought of myself only as a person who was based at the university I probably would have realised it is logical t o start doing something more academic , but I was so much more Into the practical side of things*. (Yana 1: 80-83)

There is an almost dismissive reaction to undertaking more academic work as something not very useful:

…*we used all this expertise and everything we had been learning (from the training course) … even if we hadn't applied it to a PhD thesis, we actually had been applying it to something more useful*..(Talia in Yana 1:89-91)

The concept of 'doing something useful' which Talia mentions is echoed by three out of the six interviewees, some in more detail than others. This is discussed later in this section, when I explore this notion further of what is seen as 'useful' and practical in relation to didactics.

<u>Change of Status</u>

Moving from being a teacher to a teacher trainer can often implies a more senior role and three out of the six trainers talked about their change of status.

…I *realised that quite a few people in quite a few places had heard of me ... I became known to many people*. (Yana 1: 20-21)

We were invited to train on the summer schools… they started inviting us after the project with you, after the training. We went every summer. I felt so well known I didn't believe it." (Yana 1: 23)

"We were names and we still are names and people will tell you. When they hear the name (Yana) – Primary training ; when they hear (Talia) -

Secondary training. We were invited by the publishers when the British Council withdrew…so, from this point of view, I am considered quite a good professional (Talia 1: 420-422*)*

"I must have had some sort of reputation to be approached directly with a job offer".(Irene 1:40)

All felt that the training project had given them some extra status not only because they had developed into trainers, but also because they had been trained by the British Council:

"…*saying that 'I've worked and am part of the teacher training network sponsored by the British Council' kind of opened doors for many opportunities* …" (Irene 1: 32-34)

"*The teacher training network was something which was known, which was respected, which had authority (*Irene 1:51-52)

As a result, the fact that they had more status gave some of the trainers more leverage to do the work they wanted to, which was to help the Bulgarian education system train more teachers in English teaching skills. Again, this growth in status could also be linked to a growth in confidence , an idea which I explore further in Section 4.3.3.

Those who were able to undertake freelance work felt able to train teachers in the way they had been trained on the British Council programme, and not in the more traditional didactic methodology common in Bulgaria. They were able to work on the teacher training summer schools which were run annually across Bulgaria and had the freedom to design their own courses and train teachers in the way they felt was most beneficial. In some cases it was quite gruelling as, the change of law increased the number of compulsory English classes in schools, so more English teachers were needed:

I *would teach and train 60 teachers in a room in summer with 45 degrees in the room and I was …standing on the tables, the desks , so they could see and hear me. … and frankly, I loved it. … we were like missionaries. (Yana 1:115-123)*

This change of status links in with the theme of the trainers helping people and, on a larger scale, leading the Bulgaria education reform process. I discuss this theme and the point about missionaries and helping people in Section 4.3.5 of this chapter.

For some, though, the status and new identity brought with it different and unexpected duties, which prevented them from working in the way they wanted to. Irene describes a situation whereby she was appointed as an official ministry teacher trainer but, in fact, due to the shortages of trainers and inspectors, her role morphed into being more of that as an Inspector. So she had the status but not the freedom to teach what she wanted to teach and what she believed was valuable in terms of teacher development.

> *I got the support I was supposed to in the job description,… but the way I saw it at the beginning was that I would have the opportunity to observe people and do some counselling.. However, it turned out that the circumstances required observing teachers about whom there had been complaints so I came to be seen as someone who's got the identical role of Inspector. I began to be associated with a role which I didn't want to be associated with. (Irene 1:90-106)*

In Section 4.2 I also looked at Irene's story through a poetic lens which highlighted the emotional aspect of her story.

4.3.2. Professional Development: Changing views around learning.

In Chapter 3, I discussed Kennedy's (2005) framework of models of professional development for teachers (Figure 5) which showed a move from dependence to autonomy in professional development. Some of the models of training presented by Kennedy are useful as a starting point to analyse the trainers' professional development and their move towards increased professional autonomy. In the next section I look at some of the views the trainers had around certification and undertaking higher level qualifications such as a PhD; the development of coaching and mentoring in the CPD programme, and how their professional development was transformational

Comments from the trainers illustrate how they did increasingly follow the trajectory Kennedy illustrates in her model, developing their capacity for professional autonomy, although some of them initially found it a struggle moving away from a transmission training approach to a more autonomous, eclectic approach.

> *…the approach to learning things was completely different..I was used to a very instructive way of teaching and learning and all of a sudden I had to take the initiative and study things under, for example, your advice… and that was a lot different*. (Danya 122-126)

Professional autonomy and the difficulties some teachers in post communist societies had in dealing with the lack of , or a change of a structure, was discussed in Chapter One.

Danya's comments above bring me into the conversation in my role as previous Project Manager and trainer in addition to that of researcher. I have commented previously on the plurality of my role in this research, in what I have referred to the 'multiple I's' in Chapter 3, and I explore this in more detail in the following chapters.

1. Views towards award bearing / professional certification: beliefs and values

The fact that the courses the British Council programme were not award bearing and did not result in a certificate (apart from an attendance certificate) became important later on in one of the trainer's careers, as she had no evidence to prove that they were 'qualified' trainers. One trainer said that while the 'memory' was still alive (of the trainers and their status) it 'worked', meaning she was recognised as a trainer, but 'When *I looked at my CV and all the things I had been involved in and all the qualifications, I had no certificate to prove it. I could find almost none.'* (Irene1: 2)

However, she adds to this by saying that in fact the impact of training on her and on the region she worked in was more important:

> "*But maybe the most important thing is the impact from my role as a regional teacher trainer. . And that's more difficult to measure" (*Irene 1: 76-77.)

In some cases the enthusiasm with which some of the trainers devoted themselves to the teaching training programme and other associated professional development programmes meant that they neglected their academic careers. In one case a trainer explains the two reasons why she had not pursued a doctorate: the lack of specialist in Bulgaria to guide and advise her in the area she was interested in, and secondly, family commitments. She thought of her professional development in this area at that time as an 'indulgence':

> *…it coincided with a time when my daughter were growing up and I had to work harder to support them going to university. Therefore at that time I couldn't indulge in academic research, for very practical reasons. (*Danya 1:110-11)

However, she now she has more time and she is planning to undertake some academic research, for her own interest, not particularly for the certification.

In two other cases some trainers and methodologists did not get promotion because (they said) they had not devoted their time working towards a Doctorate which was required in the university system to maintain their academic title, and in the conversations they reflect on why this is. It seems there are a number of reasons for this: the first is that the Institute they were working in initially did not have university status so it was not so important to have a PhD there:

> *At (the institute) because we had the option not to become PhDs we didn't, because it was not a university where you were required to grow in the hierarchy and have a PhD almost from the start. We were encouraged to do research work and develop like that but it was so no so forceful. So you could go on teaching, and being a good professional teacher, without having a title*. (Talia1: 192-198)

Later on, when they joined another, new, university another reason not to study for a doctorate was because they were so involved in the training, which they enjoyed very much

> I *have so many things.. that I can't set aside the time to write, and somehow I believe in teaching. It's personal. ..If I had an impetus to write something academic, especially those of us who were at the university , … it might have given us a kick start, the research, instead just going on with the training*. *Which I actually enjoy. Which is why I am still doing it! (Talia 1.11)*

They both felt that instead, they had developed professionally, as these comments demonstrate.

> *I would separate professional development and career development, because in terms of promotion, getting higher in the hierarchy, there's not much, not really, very minor. In terms of professional development and development as a person who deals with other professionals – a lot. The career development is perhaps personal. (Talia1: 187-191)*

However, there is a tinge of regret:

> *I have the feeling that I've missed the time, the point when I had to sit down and write what I was involved in, in such an active period. I missed that. (Yana 1: 140)*

A third reason is that neither of them wanted to be forced into doing something they didn't really want to do and which implies that they felt that what they were actually doing (the teacher training) was of a higher value to them than the research

> *We really hate something about the whole situation..It's as if they don't believe that we are worth a lot. They want a PhD to prove that we are worth a lot. I hate it. (Talia & Yana 1: 163-165*

There are regrets that they did not record what they had done (which might have formed part of a PhD)

> *We should have.. sat down and written things to be used, not like a textbook but something like a handbook.(Yana 1: 179-180*

However, one of the other trainers did do exactly that and gained her Associate Professorship.

> *When I was running the ESP teacher training I managed to collect this experience and write a book on that…and based on this book I was promoted to Assistant Professor. (Gordana 1: 137-142)*

But the lack of a PhD resulted in demotion from Associate Professor to lecturer, when Talia and Dana, who were based at a university, decided not to undertake a PhD. Over time they had clearer thoughts on why they had not opted to study for a PhD. They appeared to have thought this through further and had reconciled themselves to not having a PhD. On the third visit during the interviews, Yana voiced her and Talia's thoughts on this (they were together during this third meeting and sometimes spoke for each other – with interruptions to agree or disagree when necessary).

> *We were quite young then - we come from this generation who …..looks up to people with experience, authority means, probably still means a lot to us. we thought it would be years before we are ready to do this, so we thought we need to learn so much more before we sit down and are ready to share*

what we have with others. And it took us longer than it should have much longer than it should have probably because we carried away with what we were involved in. And then we realised that actually we were not interested in putting down and writing these things.
I don't know , … we didn't see the point of doing it. When the time was right, we didn't feel like doing it.

I: Is the time right now?

I don't know because what we feel about it now is that we must, we want to keep our positions at the university. .. this is a different thing,
if somebody asks or actually pushes you do something it changes the perspective. Even if I start doing something like this now, I wouldn't , I would probably do it from some for some …just for the sake of my position , for the sake o f my personal, you know.. In fact there was a time before when I was much readier to do it, much, with more with lots of things to share. Now it would be doing something forced by somebody…and I don't see the point… I want to do things when I am more motivated.
I remember talking about this when we talked in Varna. Because I've been feeling like this for some time.
(Y &T 6: 1- 21)

This shows a development in thinking from Talia and Yana around the topic of academic careers, and a reflection from themselves in relation to what they wanted to do, which perhaps they had not thought about in such depth before.

By the third visit, it appears that the issue has been resolved in their minds. Talia had come to realise that it definitely wasn't for her, even though it meant she didn't retain her academic title at the university:

"… *somehow the values, the priorities for me changed. Some of the title (of the theses) felt a little bit artificial…there were instances which made me doubt the value of some of the topics. I am more practical and less theorizing. I did have a period like X when I thought I could do it, and things interfered, and it stopped with age.* (Y & T 3: 7: 97-104)

Yana then goes on to illustrate how, in fact, they are satisfied with where they are, as, with pride she recounted how their students preferred their session to 'the

professors and their big titles'. It may be that Yana here is showing how she prefers her own identity as a teacher trainer to that of the assigned identity of an academic she has been given, as she works at a university. This anecdote and the reflection around research and practical training sessions is illustrative of a perceived tension found in teacher training university and institutes elsewhere which is discussed later in this chapter.

2. Learning and professional development through coaching and mentoring and via the community of practice – how it supported a transformational change process

It has been suggested that learning from each other via coaching, mentoring or though a community of practice is an effective way to learn (Malderez and Bodoczky 1999). In this section I will look at how coaching and mentoring, and the development of community of practice has supported the trainers' professional development and a change of identity from being a teacher to being a trainer, and how it may have influenced some trainers' views about teaching and learning.

Although coaching and mentoring was not a structured or intended part of the original training course, it emerged that some of the trainers coached and mentored each other. As the group became more integrated bonds were formed and trainers supported each other in their learning, and with it a community of practice developed.

The coaching took different forms. With one pair it was one person providing emotional and academic help:

> I *even had some emotional problem, not being able to understand and not being able to cope with my course assignments, having to get used to a new professional jargon . … it was Z (if you remember her)… she helped me a lot to understand the literature we had to read and with all the practical sessions and presentations we had to make" (Dana : 27-37)*

With others it was the realisation they all had something to offer each other, and this helped with the group cohesion:

> *This is something which is really important, the shared knowledge the shared experience. Achieving things together is actually learning together, learning from the people you brought in (*invited tutors*) but also learning from each other and the process for doing this brought us closer*.(T & D 7:51-57)

The movement towards autonomous learning is also seen in the comments above and below, when the trainers realised that in fact they did not need to be dependent on trainers from outside Bulgaria for 'expertise'. These extracts and the one below not only illustrate the feeling that the members of the group could learn from each other, and were therefore becoming more autonomous, but also link into the concept of a growing feeling of confidence in their own capabilities which I discuss in the next section.

> *"When I joined this group I realised at some point that I was learning from my colleagues. We were the younger ones so we learned from our older experienced colleagues. It was great. Of course we appreciated the British Council trainers especially at the beginning, but then it was quite clear to us that we could learn from each other…and then we realised that we could teach other, new members of the group.(Y&D 7: 75-82)*

Many of the comments indicated that the trainers identified themselves very much as being part of a cohesive group or a community of practice, using Lave and Wenger's (1991 p.98) term, described as "an activity system about which participants share understandings concerning what they are doing and what that means in their lives and for their communities". In this case, part of being within the community of practice was also very much an emotional experience for the trainers, of having good friends and feeling comfortable in each other's company. This comes through strongly in many comments.

> I*t helped me make contacts, which was of great benefit because normally I'm not a very outgoing person so it was an opportunity for me to make very valuable contacts both on a personal basis and professionally*. (Irene 1: 4-6)
>
> *I felt very at home. I felt comfortable with these people* (Yana 2:48)
>
> *The thing is that I say something, just two or three words, with X and she understands. With other people, even university people who haven't been part of this group, I have to explain myself. We don't have a shared knowledge*. (Leah1: 117-120)
>
> *They (*the trainers*) are my family. .. they are people with whom I can share things that are really important to me in terms of our profession" (Leah.1: 8-12)*

In addition to feeling comfortable in the group and making new friends, all agreed that the sense of community helped their learning and professional development in moving from a novice to an expert and therefore a fully fledged member of a professional community :

> *Well it was a major impact on my professional life in many ways; above all, connecting to all these people, professionals. And learning*. (Leah 1: 117-120)

> *When we were trained and worked together.. we shared the same language so I started feeling I belonged to this community. Which I didn't feel with my colleagues at work*. (Leah 2: 4-6)

> *This is something which is really important: the shared knowledge and the shared experience. ..other teachers didn't get the opportunity to get together and exchange on a regular basis and this is something important.(T& Y 2: 51-52)*

> *I underestimated myself in many ways. I wasn't ambitious to make a career. But* [through the project] *I realised that relationships helped you.* (Yana 2: 90)

From these comments it appears that there was a sense of friendship and community which was built up during the project. Some of the interviewees indicated that even now some of the trainers from the first cohort still stay in touch and provide each other with support.

The interviewees also reported that one of outcomes from the trainer-training programme when the project finished, was for some of them to continue more autonomously with their own professional development. Some did this via research, others through developing new courses at universities and colleges, and others via writing, following up initial contacts and getting involved in new projects, as we hear from Gordana:

> *And actually it was this event* [undertaking the trainer training] *which triggered off a chain of events. After that, the first thing I did, I established some contacts, and then I applied on an individual TEMPUS project, the same place in two year's time. Again, the University of Leeds, and again ESP area. It was a very successful one. I also established some contacts*

there with people at the university and I managed to publish my first article on Suggestopedia. (Gordana 1: 58-66)

Danya also commented that the project enabled her to learn a new way of doing things:

> *First of all I learnt things from you – how to write an article for example. Nobody before that had ever told me how to approach a piece of writing, so these things are all things that I later on used in my job. All the seminars that we had in this project were very useful because they had practical* aspects *… so this gave me the literacy for teaching in general. (Danya 1: 47-51)*

Leah felt that her professional development was continuous and what she had learnt from the trainer training project was transferable and applicable in other contexts. Fifteen years later she is working at a vocational university and has found that she is able to continue with her professional development stemming from the project many years later in relation to materials writing. For example, Leah found that when she moved to teaching in the vocational university she was able to use her previous experience to help design a new syllabus and create materials, as she explains:

> *This teacher-training period helped me a lot in materials design and programme design and syllabus design. When we were about to train teachers, we had to design our own materials and somehow the fact that I always was used to sitting down in front of a white sheet of paper and writing down the plan of the seminar or the plan of the course, it helped me a lot, planning the syllabus for nurses, for vocational students as well.(Leah 1 80-87)*

Leah's comments show how her professional development has been can be continuous and lifelong, as she develops and builds on work she had undertaken many years previously.

A transformative model of CPD may include a range of models, and a range of journeys which the teacher or trainer takes in order to achieve his/her goal. If continuing professional development really is continuous, then that journey will never end. There was a range of models of CPD which supported the trainer's professional development and transitioned them from a teacher to a trainer. This change was facilitated through structured training sessions delivered by external

trainers; informal coaching and mentoring within the group; and their own self – motivated professional development , either by studying for a PhD or by writing and taking on new and more demanding posts, as is shown in the comments above.

4.3.3 Key factors in the change process

1. Confidence

References to confidence building was made by many of the trainers in their first interviews . Using NViVO to look at word count and identify the most frequently occurring words, an analysis of the interview transcripts show the word confidence appearing as 64th in a list of a total word count of the 1,001 most frequent words. (See Appendix 2). However, as mentioned in the previous chapter, although the number of times a word appears in a transcript is interesting and significant up to a point, it is the discourse around the concept and effect of confidence which can add to the story of the trainers' professional development and transition of professional identity.

The trainers appeared to have gained confidence in their professional identity as the course progressed and as they took on more training work their confidence grew and they felt able to apply for higher positions:

> *It (the training course) gave me the confidence to apply for a university position and secondly it tremendously broadened my personal and professional horizons. (Danya 1: 179-180)*

When asked in what way the training courses helped them develop, one trainer responded that it gave her the foundation to do more*:*

> *Yes, we were confident; we had the approaches and the techniques and we had the background knowledge and really could put it into practice right away. (Talia 1:306-307)*

There appears to be a cumulative effect with the feeling of confidence. It appears that after delivering some training, which they enjoyed, this gave some of the trainers the impetus to do more*:*

> *This (training on Summer Schools) also builds confidence. You see that when you start applying it you might enjoy it, and then you get better at it.(Talia 1: 345-346)*

*I wouldn't have been able to teach in the medical university if I hadn't of had all these previous experiences, and, gained the confidence to develop my own work. It was confidence building in many ways***.** (Leah 2: 142-146)

In terms of her own personal self confidence which led to her feeling able to take on more training, Talia said:

(*Confidence) that's about the main thing this project really did for me. Because first of all I underestimated myself in many things . I wasn't ambitious to make a career, but I did care about how I taught and how I related to people…. This has actually given me the strength to start training courses with other people. It gave me confidence. (Talia 1: 248-272)*

2. The impact of chance in professional development

In some of the interviews there appeared to be events in the trainers' lives were in part serendipity – unplanned but life changing, and so might be termed a 'critical events', using Webster and Mertova's (2007) definition, as they were unplanned, life changing, identified after the event and personal. These critical incidents had an impact of the trainers' professional development; the analysis of the interviews over a period of time shows the trainers discussing events which have changed their lives in some way, ranging from changing professional direction, undertaking a course, or joining new institutions, and their reconstruction and reflection of that reality some years later. I have already referred to this earlier in this chapter when discussing, for example, the trainers who decided not to undertake a PhD.

A number of events are mentioned by the interviewees in their stories or narratives and their reflections appeared to enable them to review and understand the events in a new or different light. For example, one respondent tells the story of winning a place in a highly respected teaching institution and how this enabled her to realise what it was she was really interested in.

"… *it was all of a sudden a whole department of about 20 or 30 and they were discussing teaching the language and this was so interesting for me.. and this was, I realised what I lacked in the school*." (Talia 1: 153-156)

Another states how joining the project in itself was life changing for her, as it changed her thinking and views of teaching and learning:

> "*It changed my life in a very drastic way…it soon turned out that the project was going to dramatically change my mentality in the long run…(the training) brought about a change in my understanding and awareness and gave me a new perspective of reflection on my skills for teaching English , and also on my academic interests and endeavours". (Danya1:4-12)*

However, at the same time this change was difficult for her:

> *Initially it caused me an inside struggle because the way I had to study those new things … was completely different from what I had done so far…. I remember very well…I even had some emotional problems… because I couldn't cope with the ideas... (Danya 1:14-15)*

The serendipitous nature of the events and the enormous impact they had later on in the trainers' lives are reflected in the interviews: many of the participants were not aware at the time of the exact nature of the trainer training and how it might impact on their lives and professional development. These reflective comments indicate that.

> *... I somehow didn't foresee at that time the impact… because I just thought I was going to some kind of seminar or something, it wasn't quite clear that it would be such a big thing that would develop.* (Danya 1: 22-32)

> *I had really no idea about what was going to happen, and whether I would stay there, I really did it quite accidentally. It was just somebody mentioning the project and encouraging us to try. We'll see whether there's something f or us there.* (Talia 1:9-10)

When asked if the project and training had changed her in any way Gordana articulated how joining the cohort of trainers changed her life:

> *Actually I think a single event which happened in the university changed my life significantly. And this event is when I saw a notice on the notice board saying that British Council Sofia is organising a kind of teacher training courses and anybody can apply. (Gordana 1: 11-14)*

Two of the trainers discussed how they only joined the course at the last minute because a colleague had urged them to do so, so this was a totally unplanned action for them:

> *Y and me, we missed the deadline, and M said 'How can you not apply!" and we sat down at the typewriter and struggled to write our essay. And that's how we did it! It was a last minute decision from Y and me. (Talia:1 : 163-169)*

In all of the above comments trainers reflect on how the action they took at the time, in many cases without much pre meditated thought, had a profound impact on them professionally and personally. Some mention the event as being life changing and others show how it changed their pedagogic views.

Talia tells a story early on in her career when she was teaching about a boy who was punished for misbehaviour during a '*manifestazia' (*political rally). She felt the punishment was too harsh and came to reflect that 'we have to educate, not just punish'. This reflection made her think more about the purpose of teaching and helped her move on to more professional development.

> *The fork behind your back. Sort of you will walk where you should… supposed to be walking. Not that there shouldn't be such measures, but they shouldn't be so severe and so harsh because you have to educate! Not just to punish! And they hadn't tried any other measures with that guy, when they went to the extreme. That was what I couldn't quite reconcile with. I'm not sure it wouldn't have happened if he had been at school I think. I just found some of those rules… too much. (sigh) . So I, yeah, Its difficult to explain. Erm, because before it was too rigid, it went against my beliefs of educating people… (*Talia 1:84-94)

4.3.4. Emotions, professional development, and change

In Chapter 2 I stated that emotions are often overlooked in studies of educators' professional development, and used Reio's model (see Fig 6) to show how educational reform can affect teachers' professional identities. In the section above I have described how the trainers felt their professional identity changed during the project's life. I also examined the data to see how this affected them emotionally, what learning and development they went through as a result and how this in turn might have impacted on their professional identity.

A number of emotions are expressed during the interviews: enthusiasm, disappointment, happiness, regret and inspiration, all of which had a negative or

positive impact upon the trainers' professional development. When talking about her first group of trainees in a retraining programme Yana comments how having a good group can encourage her as a trainer to continue.

> "*They were a lovely group- I was really inspired to go on with it. " (Yana* 1:43-45)
>
> *All the recognition and appreciation, and I was happy with it. I didn't need anything else*. (Yana 1: 86).

However, earlier in her career she had been disappointed because"*… not every group is what you want, and when you have three such groups in succession – you really feel disappointed.(Yana 2: 21-22)* At this stage Yana took it upon herself to change things and try something different (she does not specify what) as she says *" if I never did anything else, how would I know if I could do well in another field?" (Yana 2: 23-24)* Later she says "I *found myself doing something which I loved and it was recognised by the people who were trained . I loved that..I never thought I needed anything else to add to my career.* (Yana 1: 144-146) However, even later on there is a tinge of regret when talking about a PhD *"I regret something. ..I probably should have set down and written things to be used…like a handbook*." (Yana 1: 179-180). But then she mentions a series of books she wrote for CUP.

This reflective process appears to help her train of thought and emotional journey from regret about not 'writing things down' to recalling how she did in fact write a series of books for Cambridge University Press which in turn helped her self confidence :

> I *didn't have the self confidence to sit down and write a book for the Primary level, but when I was invited by the representatives of CUP, I said, yeah, I can do this.* (Yana 1: 268-270)

The emotional roller coaster Yana appears to have gone through reflects her professional development. Like everybody she has had troughs and peaks in her career, and disappointments, but it seems that she thrived on the positive feedback and overcoming the challenges (of for example training in a crowded room at 40 degrees) and it is this positive feedback which has kept her going, despite the fact that, as her colleague commented, " We are overqualified and underpaid".

It does appear that emotional support was crucial for some in this cohort when Danya talks about the initial difficulties she had in understanding the new

methodology, and general approach to pedagogy which was totally new to her. She was close to leaving the group had she not had emotional support from another team member.

> *"At some point I was on the verge of giving up ... and later I appreciated I had the courage to stay on. It was Z – you remember her … she helped me a lot (Danya 1: 31-42)*

This is not an uncommon situation when professionals are faced with innovation and change. As O'Sullivan (2001 p111 cited in Hayes 2012) points out:

> *The process of implementing change can be very deep, striking at the core of learned skills, philosophy, beliefs and conceptions of education, and creating doubts about self purpose, sense of competence, and self concept.*

However, the emotional support called upon by Datnow (2005) which is part of the 'community of practice' discussed above in Section 4.1.2 was provided by some of the trainers themselves.

Not all of the emotions expressed were positive: there was disappointment – for some over time, as the trainers who were enthusiastic about the' new ' approach to teaching and training were either ignored by their institutions and asked to only teach English , rather than utilising their new skills, or were asked to undertake activities which went against their value systems. Such was the case with Irene who, although accepted in the region as a trainer, was then asked to take over Inspector duties which meant, she says ' I began to be associated with a role which I didn't want to be associated with' (Irene 1: 105-106) . Also, when she delivered seminars, teachers would leave early, as they were not granted time off work to attend, so she became very disillusioned. I explored Irene's story in more detail through a poetic lens in the previous section.

What is revealed through these accounts of more negative reactions is that all of the trainers tried to overcome the problems and some took risks to find a solution. For example Danya also felt that the education system for training and development of teachers was not able to support her in her new approach to training:

> *the Bulgarian MoE is still struggling … Decision makers lack expertise as well as well-educated consultants … so I stopped getting involved, I gave it up. (Danya* 1:58-72)

But she took her own direction

> *I started conveying my expertise to my own students …I tried to train them how to learn on their own, helped them develop their learning skills. So all the expertise I got from the project I still apply, but in a more local way. (Danya 1: 78-80)*

Leah also became disillusioned over the years as her training institute was taken over and she was moved to teach other students, whose attendance was sporadic. She says 'They *slowly took away from me the teacher training … and as a result of this I felt kind of alone in a way… and I also got stuck professionally.* (Leah 1: 53-70) However, as with Danya, Leah took some action, which was to some extent a risk for herself:

L: So I decided to do something drastic and I moved to the Vocational University where they were in dire need of help

Interviewer: so a complete switch from teacher training and development?

L: *Yes, and I used all that I learned during the seminars we had in the training…this teacher training period helped me a lot with materials design and syllabus design.(Leah* 1: 73-75*)*

The above comments illustrate how emotional experiences and the risks some of the trainers took fed into their learning and development, and then helped them move on in a positive way. This in turn, influenced their developing professional identity, which was linked to the whole reform process of training new teachers of English during that period. This is a cyclical and continuous process which I will expand on in the concluding chapter.

4.3.5 Trainers as leaders of change

Three trainers refer to the idea of leading the field and thereby helping the Bulgarian education reform process. One trainer describes her and her colleagues as 'missionaries' and helping Bulgaria develop: "we actually had been applying it (the training) to something a lot more useful and practical for the period and for the country because there was a need for retraining teachers." (Yana 1:115-123) Other trainers talk about being ahead of their time in terms of reforming teacher training by delivering workshops which focus on the teachers' needs (not the trainer's

expertise),and, for example, encouraging teachers to use more communicative activities in their classrooms:

> *What our group of people were doing is seeping through the system.. what we were doing it was ahead of its time , much ahead, and slowly gradually things were moving in the right direction. . But in other subjects, we have to be patient. (Leah 1: 34-44)*

> *I think I was maybe 20 years ahead of my time. The things we did then people are starting doing them just now (Danya 1: 177)*

In terms of education reform in Bulgaria, the teaching methodology which the trainers took forward when training the new teachers of English gradually took precedence over the more traditional approach to training English teachers, which relied heavily on a philology background and was generally a didactic transmission-led approach which focussed on teaching grammar. The change in pedagogic beliefs and values was welcomed by this group of trainers but at the same time this transition was not easy for some.

> *It wasn't quite clear that it would be such a big thing that would develop. It changed my professional way, life, but in a very positive direction because it gave me insight into a different school of learning in general; because the education I got in Bulgaria was quite traditional concerning methods of teaching.* (Danya 1:14-19)

> *No, no we didn't have this kind of systematic teacher-training, no. I mean, like the way you structure, for instance, a session with trainers' notes and trainees' notes, no … and all the mechanics, no it was completely new. We were not trained into the seminar style when you give a kind of talk – short talk, then you organise a discussion. This new task based approach was the key.* (Gordana 1: 166-171)

> *The approach which you introduced to us was very practical and at the same time it needed a lot of 'reflection in action' which fascinated me! (Danya 1:144-145)*

One trainer describes how she and her colleagues led this change of approach in more traditional institutions and fought for a new approach to methodology teaching:

> *When I first went there (a key teaching institution) I remember Prof D valued more linguistics than methodology and teachers - they were into 1st and 2nd language acquisition, error analysis and these kinds of things, but quite a few of us we wanted to delve more into in what makes good teaching . So it was really like a little bit like a change from bottom up. Because we had to prove to (AP) and other linguists that there was a lot to methodology – it was really underestimated then. But we did contribute to, well a little bit at least, the image of methodology and teaching at (the institute)* (Talia 1:203-214)

She continues:

> *Methodology was underestimated then* [pre 1990]. *But we did contribute to changing that in Bulgaria. Joining this project prepared us, and we talked about it in the staff room. People listened….. This was also the time when people went to summer schools or in Britain or other places, and people started looking for opportunities. So I think we contributed to this; methodology started having a better image*. (Talia 1: 230-234)

Following on from this there was an 'upsurge' as Talia describes it in the interest in teaching methodology: a Bulgarian English Teachers' Association (BELTA) was formed in 1992, and many of the trainers were the co-founders. From her point of view '*There was an upsurge everywhere, and from this point of view, the development side was stressed more, for us. Writing a dissertation and getting a PhD somehow wasn't on my agenda*.' (Talia 1: 238-241). I consider the impact of this in the following chapter.

4.4.Summary

In this chapter I have analysed the narratives using three different approaches. The rationale for analysing the data in terms of themes, language, stories and against the contextual background was discussed in Chapter 3 (Methodology) where I suggested that this multi faceted approach provides a richer and more comprehensive analysis of the data. The result of analysing the data through three different lenses has provided me with more diverse information. There were many overlapping themes and ideas which were in the data and by examining them from three different angles I can unearth the richness and diversity of the findings.

This three level approach combines single case and cross case analysis (King and Horrocks 2010 p150) to give both a broad and an individual perspective, and includes the interviewer as part of the research process. The combination provided a full and rich view of the data which in turn provided me with some of the answers to my research questions, and provided information around unasked questions. This is summarised in the next chapter. In the following chapter I synthesise and analyse the findings, and highlight the key points from this research in relation to the research questions.

Chapter 5 Analysis and synthesis of findings

This section focuses on a discussion of the key themes and sub themes from the data which I highlighted in Chapter 4. Whilst the themes have their own space in this chapter, I also synthesise the themes to show the interconnectedness of them and how they link in with the literature. I then discuss the analysis in relation to the research questions. The key themes which emerged from the data were: the changing roles of teachers to becoming trainers, and with that the change of status and identity; and changes in beliefs and practices in pedagogy. Additionally, there were affecting factors which impacted on the change process for the trainers. These factors should not be seen as separate but are all interconnected and are discussed in the second part of this chapter.

5.1. The outcomes of professional development from teacher to trainer.

In this section I outline the outcomes of the professional development programme on the trainers' professional lives, and on the wider context in Bulgaria as perceived by the trainers themselves. This discussion contributes to answering the first research question*:* To what extent and in what ways do a group of educators perceive their professional lives to have changed or developed over a long period of time as a result of a professional training programme they followed in a project in the 1990's?

Some of the interviewees mention how they felt they had changed professional identity when they became teacher trainers. In Chapter Four Yana mentioned confusion between which 'hat' she was wearing, and Danya says that it 'changed (my) professional personality'. One of the outcomes of this change of identity was a wider recognition across the teaching community in the trainers' own areas, and across the country as a whole, from other practitioners who would assign or confirm the recognised status from teacher to teacher trainer, as mentioned by both Dana and Talia in Chapter 4. These findings reflect other research which explores how teachers' professional identities change over time (Ball and Goodson 1985; Huberman 1993).The change in professional identity in turn led to the new trainers and the methodology they practised gaining status and respect across the country, which led to new job opportunities and a growth in self confidence. The growth of self confidence and how this became a cyclical process, is discussed in the next section.

However, two challenges which the trainers reported were developing a pedagogy for training, and becoming research active, which is in common with findings from the other research in this field (Murray and Male 2005; Beaven 2004, 2009; Wood & Borg 2010). In terms of developing a new pedagogy, all interviewees in this research found this a new and challenging area for them within the post Communist context which is described in Chapter One. Murray and Male (2005) found that in order to meet the challenges of developing from a teacher to a trainer, the teacher educators they interviewed were required to make significant adaptations to their previous identities as schoolteachers. The data in this research shows that the same tensions and the challenges of developing a new pedagogy for training are found in two very different contexts: Bulgaria and the UK, which may indicate a universality of challenges facing those who transition from teacher to trainers.

The second challenge – of becoming research active was a theme which three of the trainers mentioned - two in more detail. The vignettes in Chapter 4.1.2. show a thread of thinking which developed over the 3 year period of my field visits with two of the trainers. The trainers, speaking primarily as practitioners, saw more value in teacher training (which they describe as more 'useful') than research. However, the dilemma they were presented with by the time of my third visit was the threat of their demotion in status at the university if they did not undertake a PhD. In the vignettes in Chapter Four, I trace their reflective process of moving from initial regret at not undertaking a PhD because they had always seen training as more 'valuable' in the first interviews, to acceptance that this decision was the right one for them by the final interviews in the third year. This reflects a confirmation of their change in belief and values in pedagogy for training which was initiated in the 1990's and which the trainers have continued to support.

The change of identity and status which accompanied the transition to a trainer also led to the identification of an additional role by the trainers – that of change agents. Some of the trainers' comments centred around the proposal that they helped Bulgaria transition into developing a more 'Western 'style approach to education, which implied that their role had developed into that of a leader of change in the educational reform process.

Historically teachers of English were seen as more forward looking and with that possibly more subversive, than other teachers, under Communist rule. (Anecdotal conversation Violetta Borissova 1994)The fact that the English teachers had potentially more access to Western ideas and philosophies was seen by those in

power as a possible threat. Hence, there was very little contact allowed with the West – it was considered subversive to listen to the BBC and English literature for study was first translated from the Russian version. I have outlined the context in more detail in Chapter 1. It is no surprise then, that this group of trainers and the subsequent groups on the project grasped the different methodologies with great enthusiasm. They saw themselves as pioneers, and indeed, it did seem in the early 1990's that it was the English teachers and trainers who were leading the field in educational reform. As English was now the first foreign language to be taught in schools, more money was provided from both external donors and the Ministry of Education &Science (MES) for reform in English language teaching than, for example, the teaching for French or German. As a result the English educators had more opportunities to develop and try our new methodologies. This was manifested for example, in the formation of the cohort of English trainers; no such cadres existed for the German, Russian or French teachers at that time. The English trainer training course was borrowed and translated for the French department at the in-service training institute in Sofia to develop some of their teachers some years later.

The role of teachers and their reaction to educational reform processes which are often top down was discussed in the Literature Review. There is evidence from all the interviews that the trainers contributed to the change in the Bulgarian education process of training ex-Russian teachers (and later people from other professions) to become English teachers. The policy was decreed by the MES, to replace the Russian teachers with teachers of English, but within the policy there was no specific directive around how this was to be done, and which methodology was to be used. Within this context there was an opportunity for the trainers to deliver a 'new' or different pedagogy for teaching across the country, having undertaken a trainer training course and subsequent CPD programmes with the British Council, which provided them the access to different ways of training teachers. This training process which continued for five years might be described as 'reculturing' – the process by which 'teachers come to change their beliefs and habits' (Fullan, 2007, p.25). Not only did the trainers change their own beliefs and habits about teaching, but through the training courses they delivered, they attempted to change Bulgarian teachers' beliefs and habits of teaching also. Yana has referred to herself as a 'missionary', whose vocation it is to change beliefs, so a fitting, but in some ways worrying description also, perhaps, depending on one's views of missionaries, or indeed the role of outside agencies such as the British Council in this reform agenda. I have discussed in the Literature Review how research focussing on top

down and bottom up reforms indicates that if reform is to be effective the people expected to conduct the innovation need to buy into the change (Hayes 2012, Fullan 2007, Scoley 2012, Palmer 2012) and the data from the interviews illustrates how this took place in Bulgaria.

Taking forward the concept that reculturing leads to restructuring (Fullan 1994), it could be argued that bottom up restructuring in terms of teacher training took place in Bulgaria in the 1990's though a group of trainers who became inspired by the new methodologies which were introduced to them. The trainers were training across the country, some in different areas, and others in Summer Schools where teachers from across Bulgaria gathered together, and some in universities which trained teachers. As a result, the different, 'new', and less didactic approach to teaching would have been disseminated widely in the 1990's through these trainers' courses. There is anecdotal information from the trainers that the more communicative approach they used with the teachers was both accepted and enjoyed. Assuming then, that the teachers they trained started to use a less didactic and more communicative approach in their classrooms, we might also assume (according to Fullan's thinking) that reculturing has been more effective than top down restructuring, in relation to changing approaches to the teaching of English in Bulgaria.

There is no large scale research to date to assess to what extent any changes in teaching methodology have been taken up across Bulgaria and therefore to what extent a reculturisation has taken place. However, there is some data from three different sources to support this assumption. Firstly, reports from the trainers that many of their 're-trainees' are now successful teachers and some of them are now in influential and supportive positions:

> . .*the ex trainees who are now Primary mentors, some of them wrote books, others became heads of schools, some of them went to work abroad, some are in Europe teaching. Some of the mentors we trained are actually still working with us.* (Yana 1: 277-83)

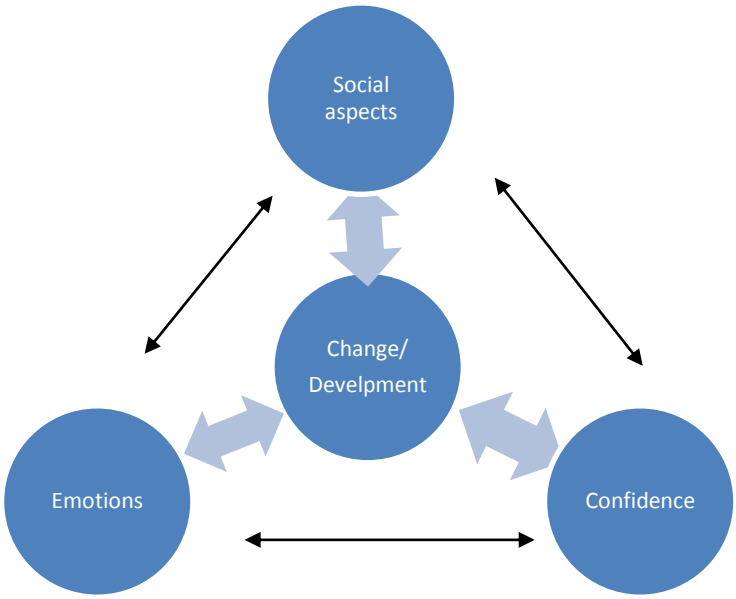
From this we might assume that many of the teachers trained by this group of trainers are influencing other teachers across Bulgaria to teach using a more communicative approach . Secondly, a group of interested educators founded BELTA (Bulgarian English Language Teachers' Association) in the mid 1990's to encourage continuing professional development and disseminate current ideas,

theories and research on teaching: the first BELTA committee consisted of all the trainers from the project. Thirdly, some of the newer universities have moved away from the traditional philology courses to prepare teachers and are developing more practical, communicative and learner centred teacher training methodology courses, for example Shumen University and the New Bulgarian University, Sofia (Ivanova, 2015).

5.2. Influencing factors on the trainers' professional lives

The data from the interviews indicates that a number of factors impacted on the trainers' professional lives and supported them through the change process. The factors were interrelated and I have shown the interconnectivity in Figure 12 below.

Figure 12 The cyclical nature of influencing factors in the change process



1. Social

During the five years of the project the trainers worked together in a 'joint enterprise' (see below) to support the Ministry of Education &Science in retraining, initially, teachers of Russian and then other professionals, to become English teachers, in order to meet the demands of the new legislation which demanded that all school children learn English as a first foreign language The trainer training courses which the trainers followed required them to think about different ways of training and

introduced teaching methodologies which were new to them, and with that a new discourse around approaches to teaching and learning which I have outlined in Chapter 1 . During this time close friendships were formed, mutual trust was engaged and some of the trainers depended on each other for emotional support (see the vignettes in Chapter 4). A social group was formed which, from the comments made, appeared to be very supportive.

In this context, it is possible to identify three essential processes put forward by Lave and Wenger (1991) for learning within a community of practice (my comments in brackets):

- Evolving forms of mutual engagement (from emotional support to learning to teaching)
- Involvement in a joint enterprise (the training of new English teachers)
- Shared repertoires, styles and discourses. (see comments in Chapter 4 regarding the 'shared language' of the trainers.)

This research is in part about change and transition, and explores what helped and supported the change and transition in the trainers' professional lives from being a teacher to a trainer, and to becoming a more confident practitioner overall. It appears that the formation of the group and development of the community of practice helped all those whom I interviewed to feel more confident to move forward professionally from being a 'novice' to being and 'expert' thereby potentially developing a stronger professional identity than they had before.

2. Confidence

I discussed in Chapter Four the development of self confidence which was perceived as a key component in helping to shape the trainers' professional lives. It appeared that gaining in confidence played a major part in the trainers' professional development, in a cyclical manner: the more confident the trainers became, the more they felt empowered and enabled to develop their teacher training work, design and deliver more courses, and in some cases, write books and develop new skills. One trainer talks about how, because of the project, she became inspired and confident to learn new skills, and continues to do so even now: "*I learnt to swim at 40, I learnt to drive and now I am learning Turkish*".(Danya). This also linked to the social capital which the group generated – by supporting each other and becoming more autonomous, they gained in self confidence as described above. With the self confidence came a realisation that they did not

always need to rely ‘outside’ trainers (Talia 7:51-57) for professional development. Confidence is also linked to the role of emotions in professional development which I discuss below.

3. Emotions

In Chapter Four I analysed the data in terms of the variations of emotions the trainers expressed in relation to their professional development. Some of the interviews revealed how positive emotions can influence professional development, which is also discussed by Reio (2005). Yana has described how because she felt so happy training her group of teachers, she wanted to continue in the professions. Her story illustrates a form of transformational CPD, as Yana spoke of how she was enthused to develop further and continue with her teacher training. This also illustrates how positive emotions can influence professional development, which seems to support the research (Reio 2005; Hargreaves 2005) related to the role emotion plays in developing and forming teachers’ professional lives.

It appears from many of the comments that the different approach to teacher training which was introduced to the trainers, and the challenge of trying out something which may have seemed contradictory in a context of a more didactic, top down approach to education under the previous Communist regime, although challenging, was also inspiring. The word ‘inspire’ appears frequently in some of the interviews, and evidence from the conversations shows that these new trainers were willing to try out new approaches to training , which in turn inspired them, gave them confidence, and motivated them. In section 4.2 I analysed in more detail an anecdote which Yana recounted to illustrate how she was inspired to develop as a teacher trainer.

The trainers’ interviews showed that they perceived that emotions played a strong part in the their development, ranging from inspirational and having enthusiasm to continue and do more, to disappointment at not being able to maintain the momentum and use the innovative methods they had been trained to use and teach, for example, in Irene’s story. In some cases there was a downturn of emotions (Leah and Irene) as their expectations were not met. However, they took risks to achieve their own objectives and their change process is reflected in the curve of change as described in Chapter 2 Figure 2. Following a downturn, there is an upward rise as the two trainers who felt the MES or their institutions were not

supporting them, took risks to achieve their own objectives and then were successful.

The data from the interviews illustrate how emotional experiences and the risks some of the trainers took fed into their learning and development, and then helped them move on in a positive way. This, in turn, influenced their professional lives, which linked cyclically to the overall change process.

5.3 The use of narrative data in this research

The second research question asks 'In what ways can narrative data from interviews illuminate perceptions of professional development?' I have taken three approaches to analysing the narrative data collected, as described in previous chapters. In this section I describe how this was illuminating.

The story analysis provided me with the WHY and the HOW of the trainers' professional development in more detail. For example, Irene's story illustrates how and why she felt disappointed with the outcomes of her training in the long term. Yana's story shows how she originally became involved in teacher training as a form of professional development and why she decided to continue. Analysing the language used in some of the interviews, and linking this to the discussions of 'acquaintance interviews' highlighted the WHO or personal aspect. This form of analysis illustrated the inner workings of the interview by looking at interpersonal relationship between the interviewer and interviewee. This aspect was important to analyse bearing in mind my position then and now, and the issue of reflexivity, which I have discussed in Chapter 3.

The thematic approach provided me with an overview of the most recurrent issues and topics which the interviewees shared to a greater or lesser degree. This then provided the WHAT? of the data. What was it that some of the trainers had in common in relation to the long term impact of the trainer training programme? What type of impact did the training programme have on the different individuals? In what ways had they developed professionally? Many referred to a change of identity in relation their professional development, and discussed which direction they should take in terms of development – academic for a PhD or practical, and how they developed more confidence.

This cross- cutting approach to the analysis also illustrates how the same utterances or stories can be examined through different lenses, which can forefront an aspect of the narration or story which was not otherwise so apparent. I found that with Irene's story, for example, her emotions and feelings about her job came through much more strongly when viewed through the poetic lens as it was possible to see the same view expressed from a different angle. By isolating key words or juxtaposing some of the lines in her story, the range of emotions Irene went through are more clearly identifiable.

Another point which emerged though the use of narrative in this research was the sense of a journey over a period of time told through stories. There was much discussion with two trainers regarding personal issues related to undertaking research for a PhD during each field visit. This led to reflections around the nature of learning, what had value for them, their own beliefs, and self realisation which continued from the first interview to the final interviews. Through the series of interviews with these two trainers who were lecturers at one of the universities, I identified a journey or thought train around their status with regard to having a PhD and the value they placed on being practical, competent and respected teacher trainers within the university.

Although the thread of this thinking over a period of two years is not a story in a traditional sense, it does mirror Polkinghorne's (1995 p.21) descriptions of stories as 'human attempts to progress to a solution, clarification, or unravelling of an incomplete situation'. However, this was not a story in the traditional sense, but a long period of self reflection and reviewing of a question which had perhaps been in the back of the trainers' minds for some time. The point about a PhD came out early on in one of the first interviews, and when I probed or opened the door for more discussion on it, the two trainers concerned reflected and discussed in detail.

In what way is all of this significant? In terms of looking at award bearing/ CPD programmes, although all stakeholders might perceive certificates to be important, in fact upon further thinking, many feel that it is not. In terms of the use of narrative in research , this is an example of how narratives can stimulate a period of reflection or train of thought developing over a period of years around a professional development issue, and is an example of an 'unravelling of an incomplete situation' (Polkinghorne 1995). This long term research process has resulted in some thought provoking data which I expand on in the concluding chapter.

Another aspect of the time frame for this narrative research is how it may have enabled longer narratives to be revealed. In all cases the interviewees were asked to reflect on their experiences from over 15years ago and of which they already knew the ending. This can be very different from reflecting on more recent experiences. The longer time frame possibly gave the interviewees the opportunity to review the events again and they appeared to reflect in a logical way and provide rationales for why something happened. For example in Irene's story, although she clearly feels quite strongly about the way things developed, she also tries to provide a balanced perspective. She considers the other person's view point (the Directors in this case) and understood the reason for her being placed in a different role from that which she felt she should be in. Leah also explains why the training was diminishing at her institute and why she had to move to another workplace. Other interviewees also provided logical reasons for some of their experiences (without prompts from the interviewer). I would suggest from this narrative data that with time, people have more opportunity to reflect on their experiences and understand the rationale for some events which, perhaps at the time, they perceived differently.

5.4. The researcher's positionality

The third research question centres around reflexivity and asks: What are the challenges for a researcher undertaking a narrative analysis approach to research with participants with whom she is already familiar and within a context in which she was closely involved?

The challenges presented during the interviews centred on the decisions I had to make regarding language and how I was going to obtain data from interviews which was as honest as possible and not influenced by my position. I found that by using member checking, monitoring my language extremely carefully and being aware of my and the interviewee positioning through the conversations, I was able to mitigate some of the effect of my previous position.

Analysing the interviews through a conversational/language oriented and an 'acquaintance interview' lens shows the relationship between the interviewer and interviewee and our changing positions throughout the interview. This in turn helped me review my reflexive stance and provided the opportunity for reflecting on how the language shaped the direction of the conversation. As Garton and Copland (2010) point out, data is generated in a particular way during an acquaintance

interview, and this provides more access to the data and the possibility of a more meaningful joint construction of shared knowledge and experiences.

An understanding of the background and having shared some of the history can help to put the interviewer and interviewee on an equal footing, using Goffman's (1981 p128) definition of footing as 'Alignment or stance .. or projected self held across a strip of behaviour'. I was attempting to put myself on an equal footing with Gordana as can be seen from my commentary in the vignette in Chapter 4. I hoped that sharing the 'footing' would enable Gordana to be more honest with me than she might be otherwise, due to my former position as the Project Manager. (I have discussed my multiple positions in the Methodology chapter) Indeed, later on in the interview she did challenge some of my choices of the trainers when she tells me quite frankly that I was wrong in my selection of trainers for the second cohort.

In terms of my position in relation to the research, as Connelley and Clandinin (1990) point out, researchers also need to tell their story. I have mentioned in the previous chapter my role in relation to the interviewees, as the project manager who recruited and trained this team of trainers. It may be then, that the researcher, who was also the project leader, played a role in what some of the trainers regarded as life changing events. In some of the comments it appeared that my role had been pivotal.

> *I very much identity myself with you, for example whenever I have done a teacher training session.. the way I approach them is always the same model .. I was your apprentice and you taught me the 'trade' of teaching*! (Danya 1: 51-154)

> *Thank you for preventing me from (being involved in more managerial posts).. by involving me in the project and encouraging me professionally all the way through the years. (Danya 1: 187-188)*

Part of my story is told through the trainers comments – in relation to their development - which was not so obvious to me at the time. The research has been revealing to me, not only about the trainer's development, but about my story in relation to their development. Managing this project itself was life changing for me, as it helped me develop professionally – a point which I have been reflecting on and which I expand on in the conclusion.

Chapter 6. Reflections, conclusions from the findings and implications.

6.1 Reflections

The rationale to conduct this research stemmed from my interest in how people involved in projects managed by external agencies were affected by the project in the long term, and to what extent they were taken into account when the project was evaluated. I had commented on this in terms of 'looking beneath the surface' in 1997 when I wrote an account of the impact of the teacher training project which is at the heart of this research:

> '*In terms of assessing the impact or effect of innovations on any country or situation, we must be patient and look to ten years from the time of innovation (at least) to see what has really happened beneath the surface. The effect may not be what it promised initially'* (Wiseman in Hayes 1997).

Another part of the rationale to conduct this research was to explore what lay behind the comments which I had heard from time to time across the years, namely that the trainer training project which I managed from 1991-1996 had ' changed people's lives'. This view was articulated later, unprompted in some of interviews during this research. For example:

> *This* [project]*, this changed my life. So when my husband for example got involved in new things, it was thanks again to the fact that I encouraged him to do this. So at some point he combined computers with language teaching and now he has a better job than me. I am a different person thanks to my involvement in the project* (Danya 1: 109)

These statements prompted the questions what were these changes due to? Was it simply a project or was there more? How did these people's professional lives change? What changed? In other words, to paraphrase Holliday's (2016) basic research question – 'What was going on then and how has it affected the same people now?' From these questions and initial thoughts I formulated my initial research question, which was 'What was the long term impact of a British Council trainer training project on the trainers' lives?' However, this question was later refined with time and reflection.

Thomas (2011, p 28) considers the initial research question to be a 'prima facie' question – one which is not thought out and which develops and is refined as the research progresses. This indeed is the process which I undertook as I researched

and discussed with my supervisors. It would have been unrealistic to research how the trainers' lives in general had changed as there would be so many contributing factors. As this is an education doctorate and the question is linked to a professional development programme, I developed a more manageable question linked to professional development: To what extent and in what ways do a group of educators perceive their professional lives to have changed or developed over a long period of time as a result of a professional training programme they followed in a project in the 1990's?

The findings from the data shows that there are a number of answers to the above question which could contribute to a deeper understanding of the motivations and contributing factors which help or hinder educational practitioners' professional development, over a long period of time - 15 years in this case. In this respect the findings contribute to the current research which studies contributions to teachers'/trainers' continuing professional development. I have mentioned the time factor in previous chapters and it seems that this influenced the findings in two ways:

a) It appeared to enable some interviewees to review and re-think questions that they had not previously reflected on at length;

b) From some of the interviewees' responses, it appeared that later on they were able to reflect and review with hindsight why some events had happened, by taking a different perspective.

From a project evaluator's point of view the time factor is also very relevant as it can indicate the *long term* impact of a change project. If projects are to be sustainable, then the potential long term impact needs to be taken into account. Findings from this research can contribute to current research which focuses on the long term impact of projects on the stakeholders, as well as providing a framework for future long term studies.

In the following sections I describe some of my conclusions as a result of this research which could have practical implications for educationalists and project designers alike. I also include recommendations and suggestions for models of continuing professional development which takes into account the affective factors which I have discussed in previous chapters.

6.2. Conclusions from the findings

6.2.1. The effect of external interventions in professional development

The first major finding focussed on the extent to which the project and the training had affected the trainers' professional lives. Many responses were very positive overall, which indicated that the project had helped with the trainers' development, (and I reiterate here that I cannot discount the fact that the responses may have been positive as it was I, who had been the project manager, who was asking the questions). However, it could be also argued that the project had hindered development, to some extent. I have shown in the previous chapter how some trainers regretted not having undertaken a PhD, and one of the reasons given was that they were so involved in the project and delivering outreach training that they didn't have time to undertake research. Others felt that although they had undertaken the training and were full of enthusiasm, they were actually unable to deliver the training as effectively as they wanted to due to their position in the education sector. In terms of emotional reactions, another of the trainers made it clear how difficult it had been for her to adapt to the 'new ways' (her words) of training.

Some of these responses led me to re- evaluate the negative as well as positive effect which outside interventions such as this training project could have on teachers' professional development. Implied in these responses is that, sometimes, the results of outside interventions are not helping the teachers develop or achieve as much as had been originally anticipated by the project designers. Researchers in the field of TESOL education projects (Lamb 1996, Alderson 1992, Coleman 2012, Woods 2012) discuss some of the implications of educational interventions from outside agencies, such as the British Council and DfID. However, very few take into account the resulting negative or hindering effect that a project might have on the participants' own development. Often evaluations of TESOL teacher education projects focus on the final outcomes in terms of numbers or objectives achieved, as this has been demanded by the donors, such as DfID or the World Bank or EU.

As a result of the findings of this research, I would suggest that the design of educational projects should consider the all round and long term impact of the project on the people involved. An evaluation of a project involving people at all levels over a long period of time would provide insight into not only what the participants might have gained in the short term, but how the training or CPD has been utilised for their own benefit in their longer term professional life. This applies

to tangible outcomes, such as certification, which I have discussed in Chapter 4, as well as the less tangible outcomes, such as the professional development for the project participants.

The findings from this data show the effect a project might have on stakeholders or participants' lifelong professional development. I would suggest that this aspect (lifelong professional development) should be considered in project design if a project is to have any long lasting value. This research contributes to previous studies of projects which have focussed on teachers' evolving identities and development as part of a project's outcomes, as it focuses on the trainers themselves, and therefore, inevitably intertwines the personal aspects of the trainers' lives with their professional development.

I have discussed the arguments for considering the personal aspect in evaluation and some of the ethical considerations related to this in Chapter 3. The long term impact, 15 years later, on the trainers' professional lives in this study has been told through their stories and our conversations. If the information about the trainers' development which is revealed through narratives, anecdotes and conversations is collected in addition to other data collected from projects, (which often relates to numbers reached , objectives achieved, outcomes and outputs), the information about a project's impact would be much richer and informative. It would also contribute to the research around long lasting professional development for teacher educators. There are potentially ethical issues and risks surrounding this approach which I have outlined in Chapter 3; not all participants may want to be involved in talking about their lives, particularly if their initial aspirations had not been achieved. In this study, fortunately I did not receive any negative reactions to my initial requests.

The interviewees in this study have revealed some of their personal contexts and how this affected their approach to the training and the project as a whole. An analysis of their comments suggests that the personal aspect also needs to be taken into account when both designing and evaluating education projects. This links into Holliday's (1994) proposals related to tissue rejection, which suggests that project designers should be aware of the contextual and social elements in order to effectively manage any educational change.

6.2.2. The use of narrative data and implications for reflexivity

The second major finding was around reflective and reflexive practices when analysing narrative data. I have thought of this research as a series of journeys, in different ways. I made three physical journeys to Bulgaria from my work base – two from Portugal and one from Lebanon. These were journeys to conduct my research but also journeys back in time, and as such it has been difficult not to merge the personal 'I' with the researcher 'I' and the previous manager 'I'. Going back to the place where I lived for 5 years during extremely turbulent times, and witnessed the flowering of Sofia and Bulgaria from what seemed to me a dark and dismal past to a more open and free society, cannot be isolated from the research I was undertaking. The personal 'I' is always there, and a remembrance of things past will inevitably enter the conversations and interviews I have had. I have analysed how this developed during these interviews in the data analysis chapter.

The research journey is another type of journey and, as I have undertaken this research and uncovered some of the journeys the trainers have made, I too have followed a path. My initial research question which developed as I undertook the research led to a deeper understanding of how the trainers felt, and what they thought and reflected on during the project years, and afterwards. I developed research skills and learnt about how stories and narrative analysis can encourage people to talk about themselves.

Tied in with the trainer's story is my story too. How we worked together and how I kept in contact with some of them. My Bulgaria years were some of the happiest and most interesting work years, mainly because of the political backdrop and the people I worked with in this project. I feel that by undertaking this research my journey has come to an end because I now have a fuller understanding of 'what happened afterwards' with at least some of the trainers with whom I worked.

6.2.3. The time factor

The third finding is related to the time factor in this research. The contribution this research makes into research around factors affecting educator's professional development is significant in relation to its time frame. The research goes back 15 years to analyse and understand any development or change which the trainers had gone through. There appears to be very little research in this field which goes back this far, although I have mentioned Komorowska (2012), Bardi (2012) and Leather's (2014) work in this area in Chapter 2. Going back in time with the trainers has

revealed some illuminating comments on their perceptions of how their professional life has developed, and appears to have enabled some of them to reflect on issues which they had not previously done so, either perhaps because of time or the opportunity . Many people reflected: 'I have never thought about that" or 'Well, now I think about it …"

An example of how time can help people reflect on situations is that of the PhD question was discussed frequently with two of the interviewees (Yana and Talia). During the first interview Yana says she regrets not doing a PhD; by the third interview which took place two years later she says that she realises the PhD isn't important after all and that what she is doing on a more practical level is more important (Chapter 4). It appeared that the issue of whether to undertake a PhD had been unresolved in Talia's mind for some time, and became resolved only when it was addressed directly via the interviews, which gave her the opportunity and time to reflect further on the issue over a two year period. This example suggests that discussions with interviewees over a period of time during a number of different visits can contribute to the richness and add more to the data collected from only one visit.

6.3 Limitations of the research.

One of the issues to address in the research was the delineation or attribution of the data. In other words, how could one attribute the professional development journey to *only* the programme, against the background of the changing social context? In hindsight, this distinction proved very difficult to find and in reality the picture was not so clear cut. However, I attempted to find an answer to the question by asking it directly to the interviewees, and what they chose to tell would indicate what was a priority or important for them . All interviewees said that the programme had stimulated and helped their professional development, but also, the changing political scene, which had given them more freedom than before, had contributed to this development. In the new context they were able to try out new ideas and pedagogies, and use the changing education environment to utilise their newly developed skills. This is summed up by Talia (my underlining):

> *We saw some political changes - <u>if it hadn't been for that then we wouldn't have been able to do things.</u> And I suppose the coincidence of that project, plus us deciding to be… well I don't know if it was a matter of deciding,*

perhaps it was a more complicated than that, and I don't know how we became (lecturers) for (the university)… for this applied linguistics programme, but that's also opened opportunity. (Talia 1: 469-473

From the data collected, it seems that the answer to the main research question is that the trainers perceived that a combination of factors helped them develop their professional lives. However, the project and training course appears to have provided an impetus or springboard from which they could confidently develop themselves as teacher trainers in a new environment where trainers were urgently needed. The data analysed in Chapter 4 shows that some people felt that the programme had a very profound effect on their lives and that the training and development integral to the programme, had opened up new opportunities for them.

This is of course always open to question – we will never know how much in fact the programme did make a contribution to their lives and careers as the only evidence we have is the comments we have from the interviews, which are open to interpretation. What has been revealed is how the project impacted upon these people in different ways over a period of time.

Number of interviewees

Another potential limitation was the number of interviewees in the research – six trainers, and three people interviewed for background information. My aim with the six interviewees was to build a convincing analytical narrative based on data which was rich and detailed, following the maxim of depth over breadth and taking into account manageability. Manageability was a criterion, as I wanted to analyse each transcript in depth and through different lenses, transcribe and re transcribe to ensure accuracy, and fully analyse the data. I felt that six interviewees was a manageable number to enable me to do this. Had I interviewed more people I would not have been able to ensure that the data would be analysed in depth. The selection of the six was also a pragmatic decision as it related to accessibility and responses to my initial emails as well as my own criteria in terms of the original training group which was explained in Chapter 3 - Methodology.

Although I interviewed nine people (six trainers and three other professionals) which might appear a small number, I undertook thirteen interviews in total, as some were interviewed more than once. During the third field trip I explored some of the comments in more depth, in an attempt to have a deeper understanding of the trainers 'development.

Personal subjectivity in the interpretation of the data.

As I have explained in Chapter 1, I came to the research already as an ‘insider ‘. I also came with some preconceived ideas and personal bias due to the history of my relationship with the interviewees. I identified common themes across the transcripts, but in order to verify my thinking I used NViVO to count the number times a theme appeared across the transcripts. I became aware that the number of times a theme appears does not indicate the depth of feeling about the theme. However, the combination of statistical counts and interpretation of text with comments where possible from the interviewees, helped to de-personalise my interpretations. The research process has enabled me to stand back and identify and acknowledge this. I have explained in more detail Chapter 3 why I think the research is trustworthy.

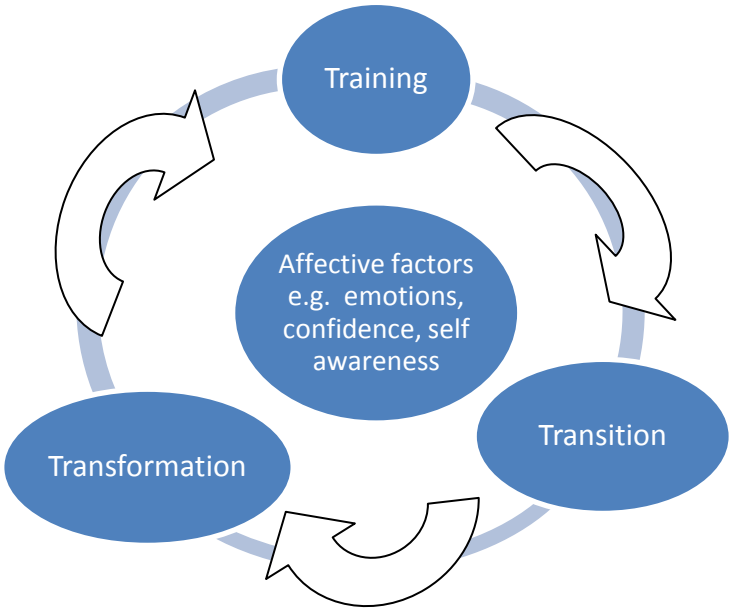
6.4 Implications of the research for teacher educators and project designers

Affective factors

The role of affective factors in professional development can often be overlooked when designing professional training or development programmes, as I discussed in the previous chapter. This research has contributed to the research on the role of affective factors in professional development. It highlights the importance of paying attention not only to the teachers’ and trainers’ technical expertise, but also to affective or personal factors, such as confidence and self-awareness, which can affect development. These affective elements function closely together and are a central factor which can determine success or failure, development or stagnation and also enable empowerment, in the cycle from training through transition to transformation.

I describe the centrality of these factors in the diagram below:

Figure 13 : The centrality of affective factors in professional development.



Teachers and Trainers as change agents

As discussed in Chapter 4, all of the trainers discussed how they had developed professionally in one form or another as a result of the training project. This was a recurring theme across the transcripts and was also the focus of many of the stories embedded in the interviews. Many of the trainers linked this to becoming more confident and having a higher status in their field. However, this study has also shown how a bottom up change process can be thwarted if the colleagues and/or leaders in the institution in which the change agent works are not supportive, perhaps do not understand, or do not have the authority to support the change. This is illustrated in Irene's story, in Chapter 4. Another conclusion from Irene's story is that for change to effective, the whole system must be involved. Had the regional inspector also been involved in the training programme, it is possible that he would have understood the new role which Irene was taking on. As it was, the new roles of trainers was approved by the Ministry of Education, but the message about this policy and structural change had not been communicated to the key people in the region.

The trainers in another different system or environment, such as the new universities which were developing across Bulgaria, were in a more autonomous position, and therefore were able to use and teach the new methodology in their

own teacher training context successfully. Talia, Yana and Dana all worked in such universities and have described the flexibility they have enjoyed implementing practical courses based on the training they had received from the project. Talia says*: I had the freedom to design my own courses; here at (X university) we design our own courses. I was never able to do this before. I was implementing somebody else's (*Talia 1:444-445). However, effective change is dependent on all parties being involved and a recommendation to all future project designers and funders is to ensure that involvement in the change process is committed at all levels.

6.5. Reflections on being an acquaintance interviewer/researcher

This research took place over a four year period. During that time I have been able to read widely, discuss, and reflect on the nature of research and how it develops or progresses and unravels. This was an ongoing theme throughout the research process as it was also embedded in some of the interviews, as some of the trainers had undertaken a PhD and others had not. This led to a discussion around the nature of research and whether in fact the practical work they had been doing had more 'value'. Those who had not undertaken a PhD had their positions within the university where they worked demoted, but appeared to enjoy the practical work they were doing over and above studying discrete items of English grammar, such as the use of the passive form in English. Research in Bulgaria does not tend to focus on practitioner led research such as the EdD.

This discussion led me to reflect on the nature of research and its value to the individual. For me it has been the culmination of my thinking over a number of years around projects and their value to the people involved in them. I have often wondered how much the people involved did get out of projects I have been involved in the long term. I now have a few answers to my question for at least one group of trainers with whom I worked.

I have learned that one may start off with one supposition, but it will change the more deeply one investigates and with that change may come confusion. As Fullan says

> *The more one becomes accustomed at dealing with the unknown, the more one understands that creative breakthroughs are always preceded by periods of cloudy thinking, confusion, exploration, trial and stress; followed*

by periods of excitement, and growing confidence as one pursues change, or copes with unwanted change.(Fullan 1993 p 17)

What may appear 'obvious' will be challenged, especially in the field of qualitative research where the personal element also figures strongly. I have realised that there is no pure 'truth' only differing perceptions of reality, and how to take those into account when conducting research is a complex undertaking.

Linked to this is an understanding of the role of the interviewer and how we see the world. After reading and researching I understood that I would approach the inteviews with my own values. Like Kushner (2000), interviews lie at the heart of what I do because I enjoy talking to people and trying to understand the motivations for their actions. I explored the data through analytic induction, and as I continued, I reviewed and formalised my methodology. Combined with this is the complexity of story or narrative interpretation. In this respect, what has been developmental and revealing for me is the use of the different methodologies to analyse stores and narratives.

6.6. Next Steps

In terms of next steps and a continuation and dissemination of this research I have identified three key areas to research further. The first area would review the importance of analysing the long term impact of educational interventions focussing on the personal-professional. As I stated early on in this thesis, very little work has been done in this area, and I cited reasons – mostly economic – for this. However, a compelling argument based on research possibly with other groups could contribute significantly to the professional community, as an analysis of longer term outcomes, leading to learning points would, in the long term, be of benefit to all involved in any form of educational intervention.

The second area which might also be of benefit to the professional community is around the promotion and use of dialogic interviewing and the detailed analysis of language used in dialogic interviews. Interviewing is a challenging skill and a difficult task and there is more room for detailed analysis of how language can be used to develop a dialogic interaction which (as I have argued in this thesis) can stimulate a wide range of unanticipated data.

The third area I would like to explore further for my own learning and development is the use of poetic analysis of data from interviews. I found undertaking this form of analysis both revealing and stimulating. However, I am aware there may be drawbacks to this approach - times when it does not 'work', and there will be other aspects of this type of analysis which need further investigation. The results of this further research may be of interest to the professional community who are interested in alternative ways of interpreting qualitative data.

6.7. Summary

The major theme which was present throughout the research was the question of change in relation to professional development: how it takes place, what are the contributing factors, how it might be measured and how people are affected by change. There are no finite answers to these questions – much will depend on a number factors related to context. I have attempted to answer these questions by interviewing a group of trainers involved in a CPD project, and from these interviews I have tried to unravel the complexity of identifying the change process they went through over a period of time. It is intended that the findings from this study will contribute to the research on teachers' developing professional lives, and will provide data for educators to review when planning and evaluating change projects.

(64,381 words)

Appendices

Appendix 1 Interview Questions

Appendix 2 Example of NViVO analysis

Appendix 3 Extracts from transcripts using the coding system

Appendix 4 Stories analysed with a structural framework

Appendix 5 Stories analysed through a poetic framework

Appendix6 Project Summary and timeline

Appendix 7 Research Timeline

Appendix 8 Main themes and sub themes

Appendix 9 Project Report 1995-96 and Newsletter

Appendix 1 Questions used during the interviews

1. Starting points for the interviews

- Tell me about why you originally went into teaching.
- What have you done since the end of the project?
- Did being involved in the project have any impact on your subsequent career?
- Can you tell me about your professional development since the project?

2. Follow on questions

- Do you think you'd be where you are today, or did what you have done in the last few years, without the British Council project?
- Do you think the change of government and subsequent changes in the country affected you career in any way? (And if so, how?)

3. Focussed questions for second field visit.

- Do you think there was a sense of community within the group?
- Some people mentioned the idea of the group leading a change in education in Bulgaria. What do you think about this?
- Some of the trainers talk about the development of confidence and how it affected their professional careers. . Do you have any comments on that?
- (To Talia and Yana) You both spoke before about the relationship between your CPD and undertaking a Doctorate. Since then has anything changed and what are your thoughts now on this?
- Some people talk about the different roles we have (such as a mother, teacher, daughter etc). Did your personal life (as a female) affect your career in any way?

Appendix 2 Example of NViVO Analysis

1. Identifying the word ‘group‘ as it appears in the transcripts

<Internals\\Iskra no 36 fin> - § 2 references coded [0.12% Coverage]

Reference 1 - 0.06% Coverage

involved in Keith Kelly’s CLIL group. I’ve always been Interested in

Reference 1 - 0.01% Coverage

two people shared the same group, not teaching at the same

<Internals\\syana 2 no34 finished> - § 2 references coded [0.32% Coverage]

Reference 1 - 0.15% Coverage

we had . Because not every group is what you want ,

Reference 2 - 0.18% Coverage

when you have 3 such groups … you felt er disappointed and

<Internals\\Syana 33 fin> - § 5 references coded [0.11% Coverage]

Reference 1 - 0.02% Coverage

people coming and joining the group. One thing was that I

Reference 2 - 0.02% Coverage

the first 12 in the group. And because they were 16

Reference 3 - 0.02% Coverage

then w e had another group and then another group.

Reference 5 - 0.02% Coverage

together with (like a control group) when w e joined the

<Internals\\valya fin> - § 9 references coded [0.41% Coverage]

Reference 1 - 0.05% Coverage

as if they are the group that you talk to if

Reference 2 - 0.05% Coverage

mean outside of the…

The group?

Outside the group.

Reference 4 - 0.05% Coverage

you say there's a strong group identity then?

Yes, I would

Reference 6 - 0.05% Coverage

was like we were a group we knew what we were

Reference 7 - 0.05% Coverage

there was quite a good group identity, a real community of

Reference 5 - 0.05% Coverage

we slowly what er our group of people were doing is

Reference 6 - 0.05% Coverage

was like we were a group we knew what we were

Reference 7 - 0.05% Coverage

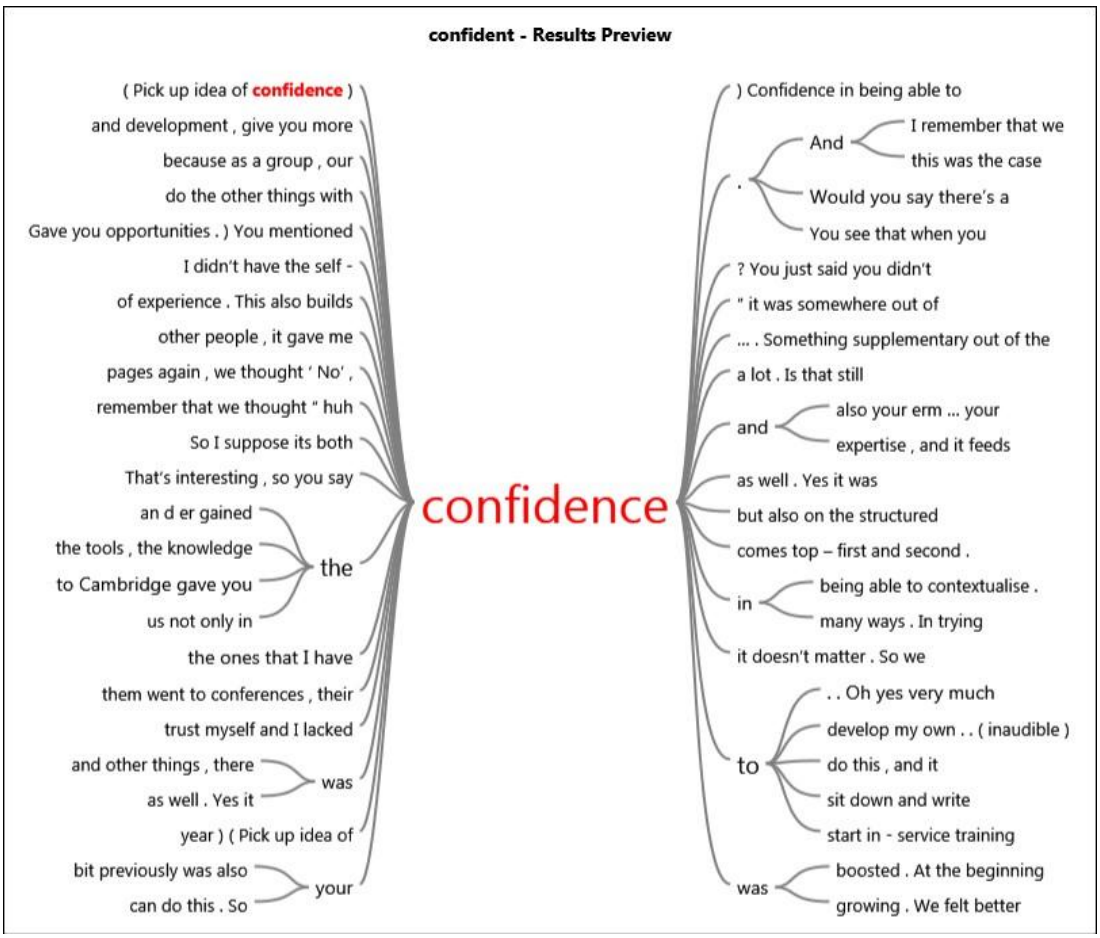
there was quite a good group identity, a real community of

Reference 8 - 0.05% Coverage

haven't been part of this group, I have to explain or

2. Instances of the use of the word 'Change' in the first interviews

Name	References	Coverage
Gordana	5	0.22%
Yana	13	1.04%
Talia	17	0.25%
Yana 2	2	0.35%
Yana 1	(total 9) 7	0.23%
Leah 1	7	0.42%
Leah 2	(total 14) 7	0.42%
Danya	14	0.96%


confident - Results Preview
confidence
(Pick up idea of confidence)
and development , give you more
because as a group , our
do the other things with
Gave you opportunities .) You mentioned
I didn't have the self -
of experience . This also builds
other people , it gave me
pages again , we thought ' No' ,
remember that we thought " huh
So I suppose its both
That's interesting , so you say
the
an d er gained
the tools , the knowledge
to Cambridge gave you
us not only in
the ones that I have
them went to conferences , their
trust myself and I lacked
was
and other things , there
as well . Yes it
year) (Pick up idea of
your
bit previously was also
can do this . So
) Confidence in being able to
And
I remember that we
this was the case
Would you say there's a
You see that when you
? You just said you didn't
" it was somewhere out of
... . Something supplementary out of the
a lot . Is that still
and
also your erm ... your
expertise , and it feeds
as well . Yes it was
but also on the structured
comes top – first and second .
in
being able to contextualise .
many ways . In trying
it doesn't matter . So we
to
. . Oh yes very much
develop my own . . (inaudible)
do this , and it
sit down and write
start in - service training
was
boosted . At the beginning
growing . We felt better

Appendix 3: Transcripts illustrating the coding used.

Key: Group support; Confidence ; Professional development/ certification/PhD; Unplanned incidents; Status; Helping Bulgaria's development; Professional identity; Emotions; Outcomes /impact from the project; Change – in professional identity /beliefs; a cohesive story

1. Danya

And er , for the first 2 weeks, 1992 , I remember very well, er I even had some emotional problems, not being able to fully understand what my tutors were trying to teach me, not being able to cope with my course assignments, having to get used to a completely new professional jargon.

Really!

Because I couldn't cope with er, the ideas the way you presented them. It was ZP, if you remember her.

Yeah I do

Who was already into , er.. the things that we were studying then er.. while we were staying at the Teacher training centre in Sofia. She helped me a lot to understand the professional literature we had to read then and with all the practical sessions and presentations we had to make.

I still remember and I often share it with my family that what I came to understand then was that sometimes the way to learn new things should be very straightforward, not allowing you time to hesitate, kind of "do it if you want to survive" And later on I appreciated the fact that I had the courage to stay on. At some point I was on the verge of giving it up because I thought it was very difficult, I couldn't understand.

And er, it er helped me and it motivated me, so I started reading about all these things that happened in education later on. I also got interested in teacher training.

And also the project gave me opportunities to do teacher training – which was very good! er

also it helped me learn things by doing them in action. This was maybe the important thing.

First of all I learnt things from you – how to write an article for example. Nobody, before that. had ever told me how to approach a piece of writing,

so these things …are all things that I later on used in my job.,

all the seminars that we had , erm, in this project , .. were.very useful because they had practical aspects .. so this developed the professional skills for teaching in general, not only the English language …

and I think that I was ahead, maybe 20 years ahead of time; all the things that happened later on in the Bulgarian educational system , I realised I had learnt about thanks to this project, so this was very good.

. Erm, the frustrating thing was that I couldn't apply my expertise to change the education system in Bulgaria, in general. You remember there was a point when we were trying to inform the Ministry to change the way they train teachers in this country.

Yes

And make them more adequate to the changing circumstances. This is something which we couldn't do

Yes

Looking back I think Bulgarian educational authorities are still at the beginning of the change they have to implement. The Bulgarian Ministry of Education is still struggling with standards for training teachers, for developing reliable testing systems, with everything! Decision makers lack expertise as well as well-educated consultants

Even now?

Yes! 23 years later they are still wasting money on implementing changes to the education and training of teachers done in the most unprofessional way!

2. Talia

I would separate professional development and career development, because in terms of promotion, or getting higher in the hierarchy, there's not much, not really, development like that. Very minor, I'll tell you what I mean. From the point of view of prof development and development and a person who has to deal with other colleagues and professionals s – a lot. So from the career development is perhaps personal and no tone (inaudible) Because we had the option not to become PhDs a lot of us didn't,

What do you mean 'not had the option to?

because it was the Institutexxx, and they were not exactly like the other universities where you were required to grow in the hierarchy and have a PhD almost from the start. We were encouraged to do research work and develop like that, but it was so no so forceful, it wasn't a must. So you could go on teaching, and being a good professional teacher, without having a title.

So am I right in saying that, or thinking that they - Iche sei or xxx?

The same

Yes.. they valued the pedagogy, I always understood or felt they valued good teachers, or they GREW good teachers or teacher trainers?

Well this really developed, at the beginning they didn't. When I went there in 1985… or 6… they had this language laboratory, and they were into language acquisition, into first and second language acquisition, into error analysis and all these kind of things… So I even remember that xxx valued more linguistics than methodology and teachers. (*OK*) . But quite a few of us, together with ED , you might remember her, then E– she then went to the States - M, myself and others, we wanted to delve more into teaching and what made good teaching and what made it different to just going there every day and delivering some lessons in English or French or whatever.

So it was really like a little bit like a change from bottom up. Because we had to prove to Professor xxx and some of the others who were the linguists that there was a lot to methodology – it was really underestimated then. I dare say that we did contribute to, well a little bit at least (!) to the image of methodology and teaching at IFS. I don't know what the Bulgarian department did then, but it was understandable for them, because they were teaching people who would function in the environment. Out students wouldn't, but still a lot of them, they came from different institutions. A lot of the institutions actually commissioned people to come and study a language, a foreign language, and they paid for that, and they wanted something back. Some of these people went to international conferences, they had to do research and read articles in those foreign languages… So we sort of worked together and collaborated… I remember we even had classes on the specialty of the student and have individual 1 to 1 on the last month of the 6th month course... (There used to be 6 month course everyday intensive – 6 classes every day, Monday to Friday). The last one-month was dedicated to every person's specialty – they had to pick a text of about 20 pages, and translate it into Bulgarian. And we would help them. I wouldn't know about anything about car racing for example, which is one case for me, when I had to help a guy like that, who was helping in the box with the repairs of those, er race cars. I had no idea, no interest whatsoever. But we learned a lot from each other. He wouldn't know anything about syntax, or how these complicated sentences, and although he was excellent in terms of translating. That's how I learned that there is a lot to give.

So what you're saying was that in terms of career development you weren't in that position.

So it wasn't really, Methodology wasn't really prominent. But I think this also joining this project that you managed, three of us then,(Ma, S and me) and we talked about this in the staff room. People listened. It's this culture. This was also the time when people went to summer schools or in Britain or other places, and people started looking for opportunities. So I think we contributed to this, methodology started having a better image, at least at our institutions. And it was around the time in when 1991 Bulgarian teachers association was founded, as it is now. There used to be one before that, but I don't know anything about it. And I was one of the co-founders of the new one, which was IATEFL Bulgaria, now it is BETA - Bulgarian English Teachers Association - which is still functioning and thriving. So - there was

an upsurge everywhere, and that also helped. From this point of view the development sides was stressed more for us than really , the academic titles, although the more ambitious people sort of focused their attention and channelled their energy towards erm, towards building a career, writing a dissertation and getting a PhD. Which somehow wasn't on my agenda

Why not?

Because I still felt that I still had a lot to learn. I felt that I had to become a better teacher of English, a better professional and perhaps I didn't believe in this.

That leads me to another question then: did the project and the work you were doing, and development, give you more confidence? You just said you didn't believe in yourself, but…

That's about… I didn't trust myself for many things, but that's about the main thing this project really did for me. Because first of all I underestimated myself in many things but, I wasn't ambitious to make a career… But I did care about how I taught and how I related to people, because intuitively I realised that relationships mattered to help people learn.

But. did you have that conclusion before you joined the project, and started thinking about methodology?

I think I had started intuitively without being able to say it. Because I remember – a little bit of a digression - that I was very keen on mountaineering, and I would use every single free moment to go, even during the week. And because this was the first place where I wasn't busy every single day like in school, but we worked in teams – so two people shared the same group, not teaching at the same time, but according to a schedule, even during the week I had been away. But ; I used to be really not happy. But at the same time, I cared. I could just forget about this and say no, I can just teach like everybody else. So what, 6 classes, I'm good at English like that, even if I'm not an expert, and that will do. But obviously there was something in there, even before that, even if I hadn't realised it. But what the course at the beginning, the first course with xxx, what it brought to me, and to Yana and I, because we discussed it, was I remember there was one of those activities, (that you may have forgotten), to rank certain factors and qualities that are typical of the good teacher, or the good teacher trainer. And among things like knowledge of the subject, knowledge of the skills, using the language speaking skill s, and other things, there was confidence. And I remember that we thought "huh confidence" it was somewhere out of 10 number 8, or 9th at the beginning of the course. At the end of that same course, when we looked at those pages again, we thought 'No', confidence comes top – first or second. And it doesn't only come from knowledge of the subject and skills in the language, although this also helps. So from this point of view it has helped me enormously. Because this has actually given me the strength to start training session with other people, it gave me confidence to start in-service training with people.

We were lucky at that time – you were talking about change – that in 1991 or 1992, we started planning the applied linguistics programmes. M G, Li G, M N , myself,

Yana , were at the bottom of working out the syllabus, the first syllabus for this programme, for the Institute . It was actually for the New xxx University, but it was, - we were part time with the New xxxxUniversity, and they used the fact that we had the equipment and the building and everything, and the staff in place, and they actually asked us to do this, and we were then paid part time, everyone who worked on this programme. But we were the pioneers, we founded it; with the help again of the British Council. I don't know if you remember then… It was … no , perhaps after you went that we did that…it was…we had the re- training programme when you were here, you even taught on that. But after that, Ed helped us, he connected us with Edinburgh, Moray House we had G, I scheduled him for testing… Since then I've been teaching testing and assessment. This is the only course in Bulgaria for philologists - testing and assessment. I researched it for a conference 5 years ago, so I'm sure… then! - I don't know about now, I haven't looked. But I mean, erm, he and Mike Wallace and a couple of others (I forget the name of the guy… he took it very seriously….) helped us. He didn't sleep to finalise the syllabus for the first cohort of students. So, this also helped me. We had to teach pre-service we ha d to start teaching university students. And we had to quickly self-educate ourselves. So I used the basis that I had from this project, that you managed, to go on and go into methodology. I remember my first classes I shared with M and S, in the training programme that you also taught with Ken Hill. (*ah yes*) So we shared the methodology courses. After that xxxx joined me with the methodology courses.

So it's a pre-service, but under the aegis of the New xxxUniversity?

Yes , Yes, it was.

In competitions with xxxUniversity?

Yes

Yes. It was. But that was still the philology, at xxx University and we started the applied linguistics. And we had the translators and interpreters strand from the beginning. And the teaching strand. And that's where British Council based its interests because it was teacher training. And this really helped because we would have sessions from British specialists helping us. As I shadowed G when we had the testing course I had to go to every class and review the literature. Because later on I had to take it over. So several people from us were attached to somebody from those coming over from Moray House, so that we could….

So are you saying that the trainer training that I started with you, helped serve as foundation for those doing applied linguistic research?

Yes, we were confident, we had the approaches and the techniques and we had the background knowledge and could really put it to practice right away and implemented into something new. Which had worked and is working still even though it's not called applied linguistics any more.

3. Irene's story

Well, first the impact of me personally as person , and professional as well was that I had the opportunity to …….gain a lot of knowledge and a lot of skills which I wouldn't have ha d otherwise in an area which proved interesting and challenging for me . Contacts. . Which was of great benefit because normally I'm not a very outgoing person so it was an opportunity for me to make very valuable contacts both on a personal basis and professionally.

Could you expand that. What do you mean by contacts?

Well yeah, friends. I mean I wouldn't have met people... all the people that were in the project like Yana and Talia and Illonka and Nadya and erm and a lot…and erm unfortunately …I don't keep up contact with all of them. But I have fond memories and a reunion is always a happy event. Erm ..

It's interesting that you haven't kept up.

Yes it is! We did keep in contact for quite a long time. For example…For me the reason is I interrupted contact is very personal I had a period of very serious…. personal problems like my parents getting ill an d me having to look after them and I actually couldn't keep up with.. I was involved in a number of projects , that is what I was going to say, as a follow up in my participation in this project I got er, in a number of other projects like there was one Tempus project which D and V were involve with and er ….through the British Council quite a number of things like there was a British Council project around quality teaching it was developing a set of criteria of developing teaching practice , something like this, … which was quite interesting at the beginning but somehow we delved too deep and I think we got stuck in very detailed teaching taxonomy… and er. at that point I go t fed up: abandoned it.

And what other things ?

like I got involved in K's CLIL group. I've always been Interested in the content based language teaching … erm …and at some point as I said, I just couldn't keep up.

And are you saying , erm, sorry, that you got involved in these projects from

Oh yes I did

.. because it was British Council

Oh yes, I would say so , yes I would say so because somehow I was either personally contacted by people whom I met through this project erm people who knew me because I had worked with the BC as part of this teacher training network, so I mean kind o f…saying that " I've worked and am part of the teacher training network sponsored by the British Council " kind of opened doors for many opportunities which unfortunately I couldn't make use of.(laughs)

For example I was contacted by somebody offering me to become Director of erm – what s the name of one of the courses D works for (*erm Shumen?)* one ne of the private , she is director of a private school in B it was P,

yes P.

i… so people usually compete for a job, but the irony was I was approached with a job offer so I must have had some sort of reputation to be approached directly with a job offer!(Which I ha d to turn down)

So are you saying then, because this is interesting this has come up few times. Are you saying then that because of being part of the of the BC may have….

This is my interpretation of this . Maybe because of my persona image that I had created. . erm I don't know.

I wonder why , how would… I mean…

I don't know. There is a proverb in Bulgarian in a sense that you don't get appreciated by your ….own people. You get more appreciated by outsiders, somehow.

Aahs do you think.. I wonder if that . I f you were associated with The British Council… or gave it ….

The teacher training network was something that was known; that was respected,; that had authority. So I think to begin with part of the legitimacy , or I know the authority was led by the institution., but I suppose I managed to defend this on personal grounds as well. . I hope so I don't know - I 'd like believe this.

Yes, it's come up again with lots o f people. So my questions is: there's lot s of teacher training networks in diff countries , so what do you think it was about this one that seemed to elevate you and your colleague status?

Erm, I think it was a new thing for our context, I don't think such a thing had been done it had been done.

Aah yes.. yes, I suppose it was it was (pondering)

It was yes . It was Because up till then there were inspectors and this was seen more as an admin and they were people who came to observe you and criticise you and….. so the role of someone who is supportive and not an admin person…. was a new role, it was a good thing.

But interestingly, s you didn't have official government backing, in the early stage it was a British Council initiative

Yes, well I'm actually thinking of the after effect and the impact. I'm not thinking of the beginning, I'm thinking in the wake of the project. If we think about impact, one thing is certification. And still yes,(excited) talking about recognitions, at the time, when the project was still active , or a few years afterwards when the memory was

still active, it still worked. or a few year s afterwards when the memory was still alive. It worked.

What worked.?

Pause

I mean the is idea of the image of someone who's competent

Ah OK. So it's got a gestation period?

No, I'm saying it worked until then because as I said yesterday recently I was considering applying for something , and when I look at my CV and all the things I had been involved in and all the qualifications I've had , I had no certificate to prove! So I said if I send the CV they would ask me for documents and I took the trouble of digging in my papers an d looking for certificates and I could find almost none.

Not even attendance?

Ah attendance yes. But erm …. (laughs)

So that's interesting as well so although a lot of people are saying the impact there a lot of positive impact in the project in terms of status and getting jobs or whatever. One failing was there is no solid accreditation.

Yes, that's it.

Bu t maybe the most Important thing is the impact and the regional impact for example, from my role as a local teacher trainer, and that's more difficult to measure

Probably the impact would have been through the project that I had taken part in and er….then the impact of my activity in the role as a teacher trainer for the area. I think things went according to the way they were specified in the job description. Like, I got all the support, in the sense that the inspector did write letters announcing workshops, welcoming people to workshops. According to topics of my choice, whatever colleagues wanted or suggested. However, there was no control of the attendance on the part of the inspectors or on the part of the Head masters of the schools. The other was observations. ***I*** hoped, the way I saw it at the beginning was that I would have the opportunity to observe people and simply do some counselling. However, it turned out that the circumstances required observing teachers about whom there had been complaints only. So I came to be seen as someone who's got the identical role of the Inspector because she was a teacher of French. *The Inspector?*

Yes, there is only one. So for all the teachers of all the language there is one single person who is responsible and she is struggling with the admin work, and she has absolutely no time about methodology. The only time she has to pay attention to methodology is when there is a complaint. And when there is a complaint because she is not so confident with her English so she asks me to accompany her. So

luckily she wrote the report afterwards. But anyway . something I didn't like was I began to be associated with the role which i didn't want to be associated with.

So the impact of the project institutionally or systemically …was in your case anyway, a trainer was used was used by the system ..to fill a gap ..(Exactly) which is sort of, but not quite the goal...

Exactly. I got support for any initiative I chose but…they provided the venue,…

And did teachers get time off?

No, teachers didn't get time off.. one irritating thing was they come and they stay for half an hour, and you do things and , at the when the moment for debriefing comes – which is the crucial moment of the whole session – just before htat they say they have to leave . Which is <u>really, really</u> infuriating.

Yes.

Something which was disappointing as far as choice of topics for these seminars. So of course the topics are offered more or less by my interest and I try and be er, I try to introduce variety, (Yeah) so there was content based, class based, civic education, teaching culture and things like that. And they are all topics which you cannot do in one single session. Originally I thought you had a whole year to give a topic and develop it gradually through a number of seminars throughout the year. What turned out, that different people attended the different sessions and whatever I taught made no sense . (Y*eah*) So after 2 years I abandoned this strategy (both laugh) and started doing one off things . So doings things , the traditional things that they expect, like teaching vocabulary

But, if that's what they needed…

But that was disappointing

Well….

That's what they need , I'm…(long pause) it's not that I (LP)... refused to do this … I did it….but I mean (LP)… at the time… I mean ...(LP) How do you know what you need if you don't have the awareness of something, (yeah) If you don't know something exists?... (*Exactly*) I mean appetite comes with eating , so I f you taste something different you may decide for yourself, whether you like it or not. Well, this is no longer valid I suppose because with internet information is much more available. I talk about the first years..

So how long.. thats interesting as well, the impact on you and your prof development - you were getting around and doing things , but actually what you wanted to do you couldn't actually do some of the things you wanted to do?(rising int)

For this reasons, Because I ....said to the Inspector can't you tell the Directors that whilst there is a letter, an invitation to a seminar they should ...(LP) require their teachers to attend, especially their specific teachers who have been observed an d

who have been told that they can benefit from some additional training .*Uh um* Nothing like that happened. (OK)So I mean, there is , the reason may be , I'm just a one off - in no other subject there is such an animal as a teacher trainer.

Yes yes

Yes

So it was a bit difficult until they accepted me. They did. They did. At that point I thought dear me time for retirement has come , so I thought that would be the end of the road after me , but nothing like this happened , no one else was worried ,(*Both laugh*) I seemed to be the only one who was worried ,I spoke to the Inspector a few weeks ago, let's see , lets choose someone whom I can introduce a little bit Just someone who can take over. Nothing like this happened. (Pause) they didn't care at all.

Interesting. … In terms of you professionally and developmentally, or maybe not so much personally .. just to summarise your.....

Yes, Well I feel I got a *lot* out of this , er my participating in this project in all respects .It influenced my teaching practice as well.

Did It? It influenced how you taught as well?

Erm yeah, yes. It did. Yes.

Appendix 4: Stories analysed with a structural framework

(Note: italics indicate interviewer**)**

1. Talia

Um, so I liked the discipline for the students, but when it was carried to the extremes, I was against. But I couldn't quite influence it, and I will give you an example. **ABSTRACT**

For example, then you could expel a student from school for misbehaviour. And there were different levels of misbehaviour. I remember that once a student of the 9th /10th grade students, this is 15/16 years old, they wanted to expel him because he had misbehaved at one of those demonstrations, we called them manifestations (*manefestazia*) in the centre of Sofia in front of the mausoleum. **ORIENTATION**

What were these manifestations?

Well, walking in front of the tribunals, and the politburo waving, because it was the 1st of May or the 24th of May, or remember one of those demonstrations. And we used to go out with the schools, in single order the streets and wave flags, so the boys had to carry those flags, and they were with wooden poles. **ORIENTATION**

And I didn't see the incident, but somehow he had poked a girl, not in the eye, but something serious it was.

They made a political question out of it at school. Political in inverted commas. I mean it was… these are the extremes. Instead of talking to the person, talking to the two parties, trying to find out the truth. Whichever, he may have been to blame, I don't know, but for me it was extreme to expel this student because he was also an excellent student. And he didn't get a chance of an education because erm he had done something stupid, if he was to blame for that. **COMPLICATING ACTION & REFLECTION**

But were they saying he was expelled because he misbehaved or because he had been…

For a certain period, they said he had to move schools, he doesn't have the right to come back to this school, he has to move schools. **COMPLICATING ACTION**

And this is 10th grade, just before 11th grade when people want to take their exams, you used to the environment, the people, to the atmosphere, and everything, which will be… So it will promote you, and you will do better in your exams, and he had to change schools in this period of his life. **COMPLICATING ACTION** &**EVALUATION (EMBEDDED**)

I was against such kind of things, this is just one example. E**VALUATION** / **CODA**

2. Yana

Yes we had a seminar in project management with Chris Tribble in Sofia . We went through all these things .They were happening much less frequently than when you were here. It wasn't like when you were here. The training, the intensive training still they were important and I mean certain people changed, I mean took different certain paths after they went through some of this training. **ABSTRACT**

(Talia) : and if you think a lot of these projects were handled by as managers by people like you (to Yana)

*So you took on other roles as well like, erm a manager.*Yes we managed projects.

So was there a different professional identity perhaps? Teacher trainer, management, consultant, author. Writer?

Uh hum, yes Yeah, we wrote a couple of things, I, I … it is quite a recent thing. I wrote 4 books , it is a series of books for young learners but it is not to be used in the classroom- I mean it can be used in the classroom, but its more for self study. At home or during the holidays… and I liked working on it. **ORIENTATION**

Was it something of your own volition you did ? or…

No, I was invited by M which (who) represented the CUP and I started thinking, maybe I can do it, because <u>it is</u> what I do anyway with my students with my xx because - aah I didn't mention this, because at university, erm… I lecture, I mean… there is a course ,in … primary methodology in English and I have students who come and listen to the lectures , well I call them lectures but they're not really lectures, they are with elements of workshops, and erm, I work with the BA students and masters students. And erm,,,I mean even if I'm not doing the teacher training as often and as intensively as I did before, now I have the students with whom I practically talk about the same things, do the same things, and involve them in, we er talk, and erm lots of these ideas I can somehow put into erm into books . They can be used, by children, by parents, by teachers. This is how it started. . **ORIENTATION** leading to **COMPLICATING ACTION**

So you get students through and ..

Well, Prosvetta (which is the publishing house in Bulgaria) I was invited by them, and it was the first time that a Bulgarian team was writing a book for Young Learners, so they had to comply with all these requirements from the Ministry and whatever … so I was involved in writing the first book and then …(uses Bulgarian word –Talia translates) reviewing the other parts. I mean I was **in** the process; I knew what was happening **COMPLICATING ACTION**

You were actually part of the formulation of the… text books which were being used.

Yes, so yes. And I was … erm . yes …So eventually… I didn't have the…..the self-confidence to sit down and write a book for the primary level - but when I was invited by the representatives of Cambridge CUP , I said, yeah, I can do this. **RESULT/RESOLUTION**

3. Leah

… Er yes, it was ahead of its time, much ahead, and er slowly gradually things were moving in the right direction, but er in other subjects, in Bulgarian as well, but somehow we have to be very patient, and er, as for this institution, because it is part of Shumen university, and it in the past it was autonomous… there were 65 teacher trainers of different subject, and I came here in 1990, this is er after the changes started they would allow would allow an English language teacher to have a position. It was Russian and French that was trained here. (**ORIENTATION**)

Then they accepted somebody with German, and I think that I was the last to come. But then, during this period, but then it happened so that slowly whoever had to retire nobody would replace him or her. (**COMPLICATING ACTION**)

This is the xxx …. We became part of xxx University but somehow the university would take over the teacher training as well so if there summer courses here as well they would do the training. (**COMPLICATING ACTION**)

I am not speaking about English but about other subjects (**ORIENTATION)**

. And what was happening for years (I was here for 18 years) the last 7 years were a kind of trial for me, because er slowly they took away from me all teacher training in a way. (**COMPLICATING ACTION**)

In fact there were postgraduate courses but they said these postgraduate courses with teachers do not count for your salary so what you have to do you have to teach English to students of tourism. (**ORIENTATION**)

And in xxx this is the 4th institution which teaches students of tourism. (**ORIENTATION)**

And these students, I don't know may be things are better now, but years ago, they would attend only during the 1st semester, the 1st year of studies, then they would start working and they would rarely attend, (ORIENTATION)

and at some point I said to myself: I train teachers very rarely because there is no money. **(EVALUATION**)

There is an institution in town that Irene worked for as well, like a pedagogical centre which closed down already… if they would organise a course and ask me to something, but rarely, again the connections with the expert in xxx is French and at some point I wanted to do a seminar **(RESOLUTION**)

and er she didn't t negotiate or give me the title, in fact she changed it without any negotiations.. **(COMPLICATING ACTION**) (laughs)

… there were all sorts of communications (Long Pause) erm (sighs) imperfections to put it mildly… (**E)VALUATION**

and as a result of this I kind of felt alone in a way and er I also got stuck professionally, (**EVALUATION)**

and er at some point, I decided to do something drastic and I moved to the Medical University (**RESULT)**

where they were in dire need of help because there were 2 colleagues one on maternity leave the other on sick leave (**ORIENTATION)**

and I started teaching … (laughs) at the deep end. It was from medicines to language.(**RESULT)**

Appendix 5 Story extracts shown through a poetic lens

1. Danya

Stanza 1

I still remember (and I often share it with my family)

That what I came to understand then was that

Sometimes

The way to learn new things should be very straightforward,

not allowing you time to hesitate,

Kind of “do it if you want to survive.”

Stanza 2

And later on I appreciated the fact that I had the courage to stay on.

At some point I was on the verge of giving it up because I thought it was very difficult, I couldn’t understand.

And it helped me and it motivated me, so I started reading about all these things that happened in education later on

I also got interested in teacher training.

Stanza 3

And

Also the project gave me opportunities to do teacher training – which was very good!

Also it helped me learn things by doing them in action.

This was maybe the important thing.

Stanza 4

First of all I learnt things from you – how to write an article for example.

Nobody, before that had ever told me how to approach a piece of writing,

So these things …are all things that I later on used in my job.

All the seminars that we had, in this project, ..

Were very useful because they had practical aspects..

So this developed the professional skills for teaching in general, not only the English language …

Stanza 5

And I think that I was ahead, maybe 20 years ahead of time;

All the things that happened later on in the Bulgarian educational system,

I realised I had learnt about

Thanks to this project,

So this was very good.

2. Leah

Stanza 1

I said to myself:

I train teachers very rarely because there is no money.

There is an institution in town that Irene worked for as well, like a pedagogical centre which closed down already…

If they would organise a course and ask me to something.

But rarely.

Again the connections with the expert in xx is French.

And at some point I wanted to do a seminar

And she didn't negotiate or give me the title,

In fact she changed it without any negotiations..

There were all sorts of communication ….

….(sighs)

Imperfections .

To put it mildly…

Stanza 2

And as a result of this

I kind of felt alone in a way

And I also got stuck professionally,

And at some point,

I decided to do something drastic

And I moved to the M University

Where they were in dire need of help because there were 2 colleagues one on maternity leave the other on sick leave

And I started teaching at the deep end.

It was from medicines to language.

Appendix 6: Project Summary

Overview

The aim of the project in Bulgaria, which began in 1991, was to develop a cadre of teacher trainers to meet the urgent need to retrain hundreds of teachers to teach English. Almost overnight Bulgaria had moved from a communist dictatorship to a democratic system, and with it came the desire to reject anything associated with the old regime. This included the learning of Russian, and its replacement with the language which represented western values and ideals – English. This radical change imposed by governments throughout Eastern and Central Europe was addressed in a variety of ways. Many governments introduced what was termed a 'fast track' programme, whereby the teachers of Russian attended 'fast track' training courses in the teaching (and learning of) English. In Bulgaria these courses were open to any teachers from any fields, or indeed anybody with a desire to teach, such was the urgency of providing the required number of English teachers for the new curricula.

The British Council trainer development course in Bulgaria started in 1991 and was always intended to be part of a long-term professional development programme for teachers who could show they had the capacity, interest, desire and skills to become trainers in the 'new world' of democratic education. Teachers applied for the course and were interviewed and selected by a team consisting of myself and two Bulgarian English Specialists. Many teachers applied to join the course not really knowing what they were joining, as comments from some of the interviews indicate.

Aims

To assist the Bulgarian Ministry of Education with the education reform programme related to teaching English as a foreign language in schools.

Outputs

- A comprehensive certificated ELT teacher training programme designed for teachers of other foreign languages or from other professions. Sometimes referred to as a re-training programme as many participants were ex-Russian teachers.
- Fully equipped English teaching resources centres to support the training and the newly qualified teachers based at the three key in-service teacher training centres: Sofia, Stara Zagora and Varna**.**
- A cadre of teacher trainers able and competent to deliver teacher training programmes for potential ELT teachers in Secondary school

Intended Outcomes

- A significant increase in the number of teachers across Bulgaria able to teach English as a foreign language in Secondary Schools
- Students leave non –specialist schools able to express themselves in English

Overview of the trainer training component.

In the first year of the project a potential cadre of 10 trainers was identified through a series of interviews and recommendations. A trainer training course was designed by the Project Manager (Anne Wiseman) in collaboration with Tony Parsons from Lancaster University. The course was both theoretical and practical

.In the following years more teachers were recruited onto the programme and the trainer training became more developmental: 3 meetings were held a year, based at one of the teacher training institutes in Sofia, Varna and Stara Zagora. The meetings covered reports from conferences, progress reports and innovations, problem sharing and solving and input on a key area for development, such as testing and assessment, Action Research, or training teachers with little or no English. In the 3rd and following years the trainers were joined by the cadre of British teachers who were recruited to teach English in the specialist language schools.

From the beginning of the project negotiations took place with the Ministry of Education to recognise the teacher trainers (previously all teacher training was undertaken by the universities).Legislation was eventually passed in Year 4 which recognised the trainers' status and allowed those who taught in schools a third of their time off from teaching to undertake teacher training

By the end of the 5th year, all trainers were delivering teacher training in different scenarios: those based at universities were running their own teacher training modules as part of a degree course, those in schools were delivering training for teachers in schools their regions. Some trainers also delivered teacher refresher summer schools and courses offered by the in-service teacher training institutes in Sofia, Varna or Stara Zagora in the school holidays.

Project Timeline

Year 1 (1991-2)	Year 2 (1992-3)	Year 3 (1993-4)	Year 4 (1994-5	Year 5 (1995-6)
Design of project plan	Selection and training of 10 trainers	Selection and training of 10 trainers	Selection and training of 9 trainers	Selection and training of 6 trainers
Negotiations with MoE re trainers status	Continued negotiations with MoE re trainers status	Lobbying of parliament re trainers' status	Legislation passed recognising trainers' status with division between teaching and training.	Trainers accepted by many schools and colleges to undertake teacher training.
Design of trainer training programme	Delivery of 1st stage of initial trainer training.	Continued as L&D programmes (see below)		
Development of CPD programme for trainers	Learning and development programmes (L&D) start in 3 venues across Bulgaria.	L & D programmes continue, three each year on different topics. British teachers from English specialist schools also invited to attend.	Trainers deliver L&D programmes based on experience. Some joint sessions with the British teachers.	Trainers continue to deliver L&D programmes.
		Trainers start delivering training and support for newly converted English teachers	Trainers deliver training in own school and university departments	Trainers requested by British Council and MoE to deliver refresher Summer Schools for teachers.

Appendix 7: The research timeline

2012	2013	2014	2015
Oct- December Contacting potential interviewees Setting up interviews in Bulgaria. Consent forms sent out	**March:** 1st field visit 3 interviewees, 1 trainer, 2 background informants **April/May:** transcription	**Jan – Feb** Transcribing	**June**: 3rd visit to review transcripts and discuss themes with trainers. Met with 3. One emailed comments
Researching and preparing for interviews. .	**June** (BELTA conference) : 2nd field visit: interviews with remaining 5 trainers	**March – Sept** Research into different analytical approaches.	**June**: met with Bulgarian text book writer who provided background information.
	July-December : Transcription & initial analysis	**Sept- Dec**. Returned transcripts to trainers and opened discussion on possible themes for analysis	**July – December** Continued analysis of data using NViVo and thematic analysis

2016 reviewing and writing up findings.

N.B. Throughout this period ongoing work in tandem: researching for the literature review, interviews, data analysis, and theories of change

Stages in the interview process

Stage 1 Pre field visit: initial contact made by email with two trainers. Description of the research sent out followed by ethical consent form

Stage 2 1st field visit: Interviews conducted with 2 of the background informants and one trainer.

Stage 3 Transcription of the 3 interviews

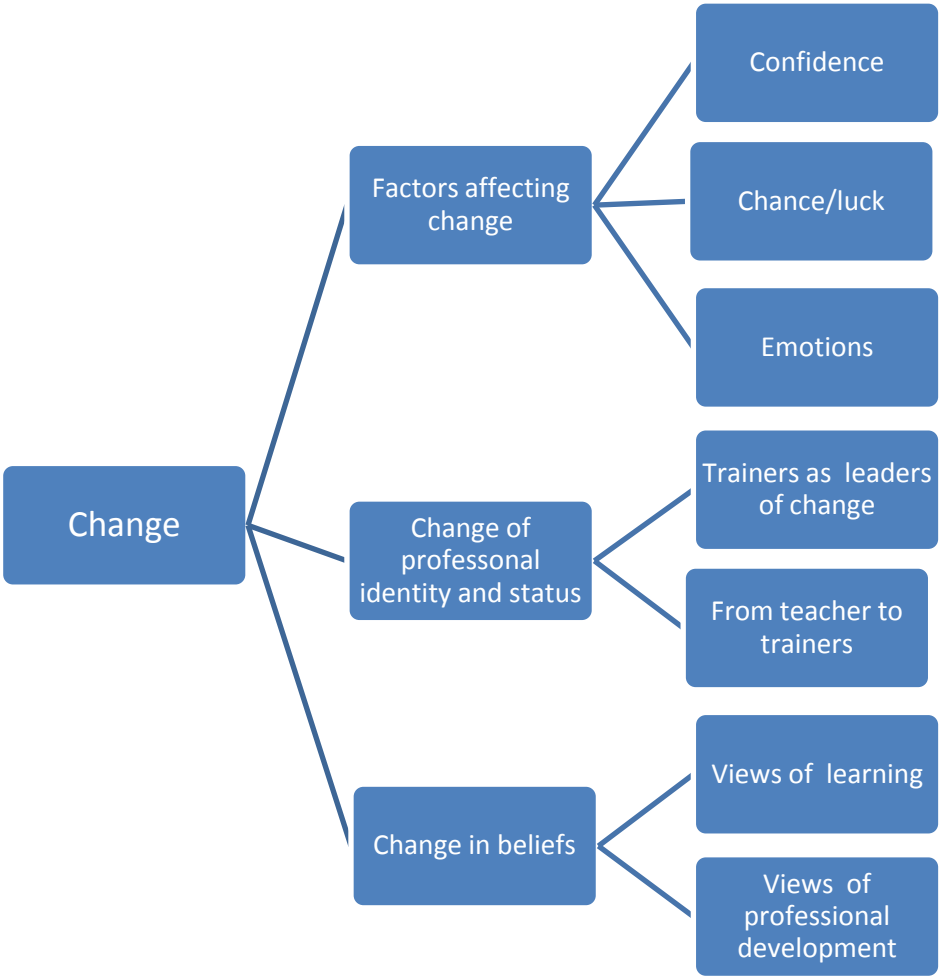
Stage 4 2nd field visit: Interviews with 5 trainers and re-interview with 1st trainer

Stage 5 Transcription and initial analysis, thematizing

Stage 6 Transcription returned to all trainers for checking and discussion around emergent themes. One trainer returned script with amendments and thoughts

Stage 7 3rd field visit: Meeting with three trainers for in depth discussion around themes and their thoughts on the thematisation. Meeting with Bulgarian English textbook writer for background information on the material available for teaching English before the changes in government.

Appendix 8: Main themes and sub themes in the data



Appendix 9. Project Report 1995-96 and Newsletter

REPORT FOR ACADEMIC YEAR 1995-96

1.0. Teacher Training

1.1. Summer Schools
At the time of writing, the Summer Schools have not yet taken place, although three are planned at the teacher training institutes of Sofia, Stara Zagora, and Varna. As usual, we have a very high number of applications for each venue.

Despite the demise of USIS this year, we have managed to secure the assistance of 3 American tutors (one for each centre) funded by USIS. This joint venture is valued very highly by Bulgarian participants, and British and American counterparts alike. An extension of an initiative from last year, also, is to invite a British teacher to each of the 3 centres, to use their expertise to teach primarily British Life and Culture, and some language. (It is fully acknowledged that their role is not that of a teacher trainer.) As last year, members of the Bulgarian teacher trainers network will also be on the staff of each Summer School.

With regard to finance, a budget was allocated early in May which took the current rate of inflation into account. However, the present financial crisis has meant that some of the institutes are now unable to offer the food and accommodation and travel expenses for teachers, which they are bound to do so under the terms of their annual programme. There has been an attempt to shift the burden of this onto the British Council. However it remains a Bulgarian Ministry of Education problem, and at present we cannot find extra funding from an already overburdened budget.

The implications of this, though are to have a single (but larger) summer school next year, perhaps in a country venue. Following the Polish model we may also invite teacher from the region. This was discussed at an ELTECS meeting in Manchester, as an area where funds for some expenses might be provided.

Please refer to Summer School reports for further details.

1.2. ELT Seminars
The British Council series of ELT Seminars continued this year.(See attached brochure). The Teacher Training Project was responsible for two seminars: **Language Awareness: English for Subject Teachers** (Sofia October 1995); and **Management for Teachers** (Varna April 1996).
Unfortunately the latter course was postponed due to illness and logistical problems It is hoped to run it during the academic year 1996-97.

Language Awareness
As last year, this course was held in response to the legislation which demanded that each English Language School offers at least two subjects taught through the medium of English. No training is available for these teachers, so the Teacher Training Project finances a course each October for these teachers. As last year, this course was well subscribed, with 20 subject teachers covering the fields of Physics, Chemistry, Biology, History and Geography.

The subject tutor this year was Marion Collidge, a science teacher with experience in language support. Marion brought with her a wealth of materials, including science curricula;

examples of British schoolchildren's work in history and geography, and videos of science and geography teachers teaching in British schools. These materials were very much appreciated as it gave the Bulgarian teachers a very clear idea of how other subjects are taught in Britain, and, of course, acted as a stimulus for their own teaching.

For details of work produced, course evaluations and tutor's report, please refer to the course report.

1.3. In-Service Institute Courses

General Courses

As in previous years the Project Manager (Anne Wiseman) and Terry Kaliski both taught part- time at the Sofia Teacher Training Institute for 1995-96. The courses taught were: *Testing;Teaching English at Primary Level; Study Skills; a Refresher Course for teachers; a course for Language Inspectors, a language course for re-trained teachers;* and the *Upgrading course*

The course for Language Inspectors was a new one and was very well received. The inspectors were mainly for German and French, and the two English language inspectors for the country also attended. The course was rewarding to design but complicated linguistically, as most sessions were taught in the medium of Bulgarian. Thus Violetta Borissova served as an interpreter during my and Terry's sessions, and all handouts and OHT's had to be translated into Bulgarian.

Various follow up suggestions were proposed such as a uniform observation schedule for observing language teachers, but we await further developments!

As with last year's course, the language development for re-trainees was also very popular , some 'old timers' coming for their fourth or fifth year.

Outreach Courses

Once again we were invited to run a short course in Russe, but I was unable to accompany Violetta Borissova due to maternity leave.

Re-Training Courses

These were not run this year , as despite verbal confirmation from the Ministry of Education to go ahead with them, the Institute did not receive any official confirmation. At the beginning of the academic year we were informed of new legislation which banned any institution from running re-training courses. (However, as the major universities are autonomous they do still go ahead with their re-training courses.)

Varna Institute

Martin Lamb will submit a separate report regarding teacher training activities at this institute. However, see *Future Developments* section at the end of this report for proposed changes regarding this post based at Varna.

1.4. Pre-Service

At present this remains within the stronghold of the universities. The Institute for Foreign Students has made some inroads in the are of pre-service (backed by the New Bulgarian University), and we will be supporting them in this next year. See *Future Developments* for proposals within this area.

1.5. Regional Courses organised by Bulgarian Trainers

As the duration of the project increases and the number of trainers within the network increases, more and more course are being organised regionally by Bulgarian teacher trainers. The Project Manager and regional teacher trainer (Martin Lamb) have aimed to visit all trainers at least once this year. However, as the number of trainers increases this is becoming increasingly difficult, especially for far flung areas such as Smolian, Vidin and Russe.

However, both trainers (and other ELT professionals)helped Zladka Padeshka professionally with her series of 'Bansko' courses which are run every two months' for her teachers group in the Blagoevgrad region. This is obviously a very successful initiative and Zladka deserves full and continuing financial and professional support. She will submit a separate report with details of course and expenditure for this year.

Other trainers who deserve a mention are Illonka Nestorova who runs two day courses every month in the regional public library in Pleven(where she also oversees the book collection); and one of the new trainers, Svetla Chorbanova , who ran a course for teachers immediately upon her return from Leeds in December 1995, in Russe.

Next year we aim to list all regional courses to be run by the trainers at the back of the *British Council ELT Seminars* booklet, so teachers may see what is available in their regions as well as nationally.

2.0. Trainer Training/Development

2.1. The Network

There are now 35 trainers who have completed British Council supported training and who are active throughout Bulgaria. (See Appendix for complete list). Thus we may safely say that all regions of Bulgaria are covered by a well trained teacher trainer. A full job description exists, and the trainers are backed by legislation to have their posts on a third training, two thirds teaching basis.

The last group to receive training at Leeds University returned enthusiastic to begin their new work. The tutors at Leeds were very pleased with their responses and have various proposals for continuing the link with Leeds University. Please refer to the report from Hywel Coleman for course evaluations, and further details.

The network is sustained via meetings (see below for details) and a Newsletter. The Newsletter has expanded over the past year, but we have been unable to develop a more professional look to it due to lack of funds to install desk top publishing facilities. Tanya Kirilova (ELT Projects Assistant) has taken on more responsibility for the Newsletter this

year in terms of design and layout, and next year I would envisage an editorial board to share the responsibility of the selections and editing of materials.

2.2. Professional Development

Courses in Bulgaria

This year three seminars were held for the teacher training network. The courses held in Starzagorski Bani and Varna were held with the group of British teachers, as last year. In addition, an innovation this year was to invite two trainers from Romania to our 'Mini Conference', who shared their experiences with us.This proved to be very successful and a report from them is in Issue 9 of *The Bulgarian Teacher Trainer*. The seminars were as follows:

November 1995 Sofia	Feedback on conferences attended; demonstrations of workshops presented; sessions on evaluating ourselves as trainers and within the network; discussions re. future developments
Facilitator: Anne Wiseman	
February 1996 Stara Zagora	'Mini Conference' held at Starozagorski Bani with British Teachers and two Romanian trainers.
June 1996 Varna Tutor: Mike Shreeve	Neuro - Linguistic Programming Bulgarian Trainers and British Teachers

At the time of writing the Varna course has not yet taken place. However, I can comment on the Sofia and Stara Zagora courses. My feeling is that the relationship between the British teachers and the Bulgarian trainers is beginning to 'gell' and it is something the Project should continue to support. However, one must always be aware of the more gregarious nature of British people and take care not to let this dominate any joint activity. It has also been suggested that in future Bulgarian trainers and British teachers should present joint sessions at meetings, thus sharing both ideas and the responsibility for designing such a session.

Conferences / Seminars outside Bulgaria

Three members of the training group gave papers at **IATEFL Keele**, and one other Bulgarian teacher was supported by the Project to give a joint paper. Reports of these and other presentations are in Issue 9 of *The Bulgarian Teacher Trainer*.

One trainer attended the **ELTECS** regional conference in **Frankfurt Oder** this year, two attended the **ELTECS** supported **Presentation Skills Course** in **Romania**; one teacher from the Blagoevgrad regional network was supported by the Project to attend the **Young Learners / Learner Independence** conference in **Brno**; one trainer and the ELT Projects Assistant attended the **Newsletter Workshop** in **Bratislava**; and one teacher is being supported to attend the **ESP Conference** in **Romania** this year. In addition, two trainers attended the **Romanian ELT AGM** in order to maintain our close links with the Romanian ELT scene. In order to maintain links around the region, one teacher will attend the annual **Polish Summer School**, again supported by the Project and ELTECS.

It has always been a policy that any trainer or teacher attending a conference or workshop must report back and spread the ideas gathered there. Thus reports of all conferences / workshops attended can be found in various issues of *The Bulgarian Teacher Trainer*, and some workshops are usually demonstrated at the November Sofia meeting.

3.0. Resources

3.1. Resource Centres

The three major ELT Resource Centres at Varna, Sofia and Stara Zagora remain very popular with teachers and students and alike and the innovations mentioned in the 1994-5 report have continued.

In **Varna**, the Resource Centre librarian took part in a joint initiative to research the number and type of clients who used the library. The report of this research was presented at the AGM of the British Council Resource Centre and Library staff held in Stara Zagora in November 1995. This report was interesting and encouraged other librarians to think about undertaking their own research in the usage of the library.

Partly as a result of this research, the Varna Resource e Centre is now open on Saturday mornings, and the number of members has risen from 240 to 640.

I addition, at Christmas, Marianna took it upon herself to produce small card size calendars for 1996 which advertised the Varna Resource Centre on the reverse side. These were given free to all members.

Later in the year a Course Book exhibition was held to encourage the wider use of British ELT textbooks,in particular the more unusual ones such as *Jazz Chants.* Again, as a result of this, the course books are being used more widely.

In **Sofia** a series of 'Open Days' was initiated to publicise the Resource Centre itself and some of the lesser used books. Each month a training session was held on an aspect of teaching which utilised the books in the Resource Centre (e.g. Using Readers in the Classroom). Participants who joined the Resource Centre received a free gift, and winners of the monthly competition received a gift for their school.Tea and coffee were also provided. Note: a new librarian was appointed in January , due to the departure of the previous incumbent to the USA.

At **Stara Zagora** the Resource Centre continues to be well used, despite recurrent problems with the heating during the winter. The librarian there does her best to encourage new membership and maximum usage, of books and runs the Resource Centre to its maximum capacity.

With regard to **training**, the librarian from Varna was sent on the *Springboard Women's Development Course*, run by the British Council in Turkey in May this year. The results of this course will no doubt be apparent over the next few years, but Marianna has already assured us that the course has made her think about issues in her own development, which inevitably will have an effect on her future work.

3.2. Outlying Areas

We now have ELT book placements in 14 regional libraries. This process was completed this year with the opening of the Sliven collection in October. We are now attempting the evaluate the usage of these collections by collecting statistical data at the end of each calendar year, and compiling this into report form. Meanwhile we get very positive anecdotal feedback from the trainers who oversee the collections and the regional librarians themselves. (See Appendix for an informal evaluation conducted in Vidin.)

4.0. ESP

This year saw the development of teacher training within the field of ESP. In a way, a resurrection of the previous ESP Project, but on a much smaller scale. We have a trainer based at the Technical University who has undertaken with her colleagues, to run short training courses for teachers of ESP at tertiary level, and at the Vocational Schools.

The Teacher Training Project has supported this venture financially so far, but next academic year we will also be providing a tutor from the UK for a tertiary level course to be run in January.

The ESP team are very organised, professional, informed, and enthusiastic. It is hoped that the funding will continue to be available for such a team in the forthcoming and future years.

FUTURE DEVELOPMENTS

This year saw the completion of Stage 1 of the Teacher Training Project , in that there are now 35 trainers placed in all major areas of Bulgaria, accompanied, in most cases, by an ELT book collection in their public library. The Teacher Training Project will continue to support and maintain the existing network of trainers and resources whilst at the same time taking the opportunity to develop the project in new directions. These new directions are outlined below.

1. Re-structuring of the Project and New Responsibilities.
In order to rationalise the work of the ELT Section, some re-structuring of the project, plus re-naming took place in March 1996. The Teacher Training Project is now also referred to as *Project A* (*Project B* being ELT Support), and is responsible for *all* aspects of teacher training, some of which had previously come under *ELT Support.* The Country Director suggested this in order to clarify positions both from member of staff's points of view; our clients' views, and the financial aspect.

In reality the only significant changes made are that responsibility for the **Summer Schools in Britain** will now fall to the Teacher Training Project Manager, and involvement with the **Institute for Foreign Students** Teacher Training Programmes will now come mainly from the Teacher Training Project. These new developments are reflected in the job description given to the new Project Manager.

Re-structuring in terms of new initiatives and staffing are described below.

2. Staffing
A minor change in the structure of the staffing of the Project will take place as from 1996, in that the Grade 3 trainer at present based in Varna, will now be based in Sofia and have a much more peripatetic role than previously. He/she will continue to be line managed by the Project Manager, and it is envisaged that s/he will assist with training courses run at Institutes and by the Bulgarian trainers in the network throughout Bulgaria A full job description will be compiled by the Project Manager.

3. Re-training
At the time of writing investigations are being made into the possibility of assisting with a Re-training Course to be set up at Shumen University. As discussions re. Re-training courses have taken place for 5 years now, and nothing has been decided or resolved by the Ministry of Education, my view remains sceptical. However, the Project must be prepared for any eventuality, and thus part of the role of the new Grade 3 trainer to be appointed would be to assist with this course if and when it runs.

4. Pre-Service
The Institute for Foreign Students runs a new innovative Pre-Service programme, and it deserves the support of the Teacher Training Project . Discussions have already taken place with Maria Georgieva (Course Director and Vice Rector) and we envisage the Grade 3 trainer spending a large amount of his/her time at IFS, teaching on both the Pre-Service Programme, and the Teacher Training module of the a new M.A. which is being developed.

5. ESP
Although ESP has already been mentioned in Section 4.0. it needs to be mentioned here again as a new development which should be maintained and strengthened over the next few years.

6. Publications
As mentioned in Section 2.1. the Newsletter *The Bulgarian Teacher Trainer* will continue to be published, probably under the direction of an editorial team.

In addition, I am at present editing ***The Bulgaria Papers,*** which is a selection of academic papers written by members of the Bulgarian Teacher Training Network, and UK specialists who have been connected with the Network. It will be published in Manchester and distributed throughout the region. It is hoped this edition will the first in a series.

A compendium of teacher training workshops is also at present being edited. This is a collection of workshops produced by all members in the network, and will be distributed throughout Bulgaria when published.

Anne Wiseman
Teacher Training Project Manager

Books

Gratitude

by Galya Dimitrova, ELMS - Vidin

6th May 1996, St. George's day - a National holiday of the Bulgarian Army. However, it is a day to be remembered with gratitude by our students and teachers of English. On that day 3 years ago the British Council book donation was opened for use.

It was, and still is, an invaluable treasure for those interested in teaching and learning English. Most of the resources that our teachers of English have craved to read or possess are now available in the Regional Library. One can find here reference and methodology books, course books, some adapted classics, audio and video cassettes, etc.

The donation contains over 640 volumes and thanks to the BC and the Teacher Training Project Manager Anne Wiseman, each year it is updated and enlarged with new books. For these three years the readers, adults and students, have reached up to 320 - which is a big number for a small town like Vidin. Since the first day the venue of the donation has become a place where seminars for the teachers of English have been held, problems discussed and solutions looked for in the various resources.

This is what some of the interviewed readers say about the book donation:

A secondary school teacher of English: 'What methodology of teaching English we had studied at the university was not enough for us. We needed to update our techniques and methods of teaching the language. There was a great demand for new resources. This donation is what we needed and we owe a debt of gratitude to the British Council.'

A teacher of English at the ELMS: 'I'm proud that we have such a treasure to be used by the citizens of Vidin. Now, we not only hear the names of ELT celebrities, we can read their books and apply their ideas. We have a library in our school but it is used mainly by our teachers and students. While this is something that can be used by anybody interested in English.'

Students at the ELMS: 'We borrow from our school library mainly fiction, classics and magazines. When we come here, we borrow books for self-education, with exercises which develop our writing, reading and listening skills.'

An English Philology student: 'I come here very often to read reference and methodology books. It is very difficult sometimes to get hold of these materials in Sofia, Plovdiv, Veliko Turnovo, where we study.'

A primary school teacher of English: 'I use mostly the methodology books for young learners. Though the latter are

not many, I can still find interesting materials and methodology guidelines for teaching my young learners. I'm glad that the teachers of English in our region have a place where they can meet, exchange ideas and learn something new.'

A nine-year old: 'I want to learn English and I like these books because they have beautiful pictures. I enjoy very much listening to the cassettes with songs and tales in English.'

ınguage Awareness - nglish For Subject Teachers

seminar is aimed at subject teachers who teach ıgh the medium of English. Ways of teaching ent subjects will be looked at and approaches e development of students' language fluency e discussed.

s: 9 - 13 October
ıe: Sofia TTC (see back of brochure)
act: Language Dept. Secretary
02/ 57 21 61, 02/ 57 141 ext. 281

laterials Design Workshops

e workshops are open to secondary school ıers of English with an interest in materials lopment, and teaching British culture. cipants will be shown ways of designing and ing their own teaching aids for teaching British ıre, using authentic materials.

ıes and dates:
xovo - 14, 15 November
xo Turnovo - 17, 18 November
ıa - 1 December
n - 16, 17 January
nen - 18, 19 January
tact: Yana Docheva at the ELT Section of the sh Council, Sofia, two weeks before the begin- of the workshop.

Management For Teachers

This course will cover a number of issues including communicating effectively with your colleagues and students; asserting your image, and managing your classroom.

Dates: April 1996
Venue: To be announced
Contact: Tanya Kirilova at the British Council

Cambridge Exams Seminar

The British Council and University of Cambridge Local Examinations Syndicate are jointly organising a two-day seminar intended to inform and help teachers who are planning to prepare their students for the Cambridge EFL examinations. The aim is to explore aspects which will be of immediate practical value to teachers in the classroom.

Dates: May 1996
Venue: To be announced
Contact: Nadya Ogorelkova at the British Council

Summer Schools

A refresher course in general methodology and language development for teachers at both primary and secondary levels. The methodology of these courses will be learner-centred, i.e. teachers will be expected to participate in group work and discussions for the majority of the time.

Dates: 1 - 19 July 1996
Venue: The TTC's in Sofia, Varna, Stara Zagora
Contact: The BC Resource Centres at the TTC's (see back of brochure)

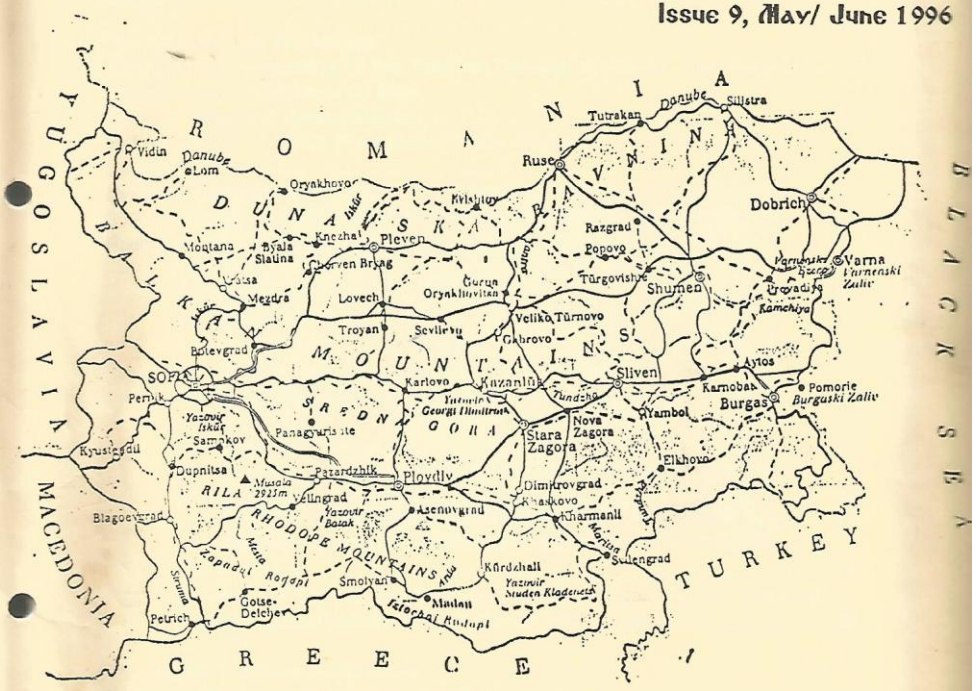
Resource Centre 'Open Days'

The British Council Resource Centre at the Teacher Training Institute, Sofia will host a monthly 'Open Day' aimed at teachers of English and starting in October 1995. Each day will focus on a different aspect of ELT and will be led by a BC teacher trainer. (For details see below.) New members to the RC will be particularly welcome.

Dates: Every 2nd Wednesday in the month
Venue: Teacher Training Institute, Sofia
Topics: Using the Video in ELT (October), Using Listening Cassettes Creatively (November), Using Readers in the Classroom (December), Making Materials for Your Classes (January) Using Newspapers (February), Using Pictures and Photographs (March), Display in the Classroom (April), Using CD ROM and CALL in ELT (May).
Contact: Antoanetta Bakurdjieva at the BC Resource Centre in the TTC in Sofia

The Bulgarian Teacher Trainer

Issue 9, May/ June 1996



A newsletter for all Bulgarian teacher trainers and those interested in teacher training and development. Sponsored by the British Council, Sofia.

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