"THEY GAVE YOU ALIEN": APPRECIATIVE ADVISING AND REFLECTION IN FEEDBACK ON TEACHING PRACTICE IN PRE-SERVICE TEACHER TRAINING

Wenwen Tian

(wenwen.tian@mail.kmutt.ac.th; wwtianpsu@gmail.com)
King Mongkut's University of Technology Thonburi, Thailand

Stephen Louw

(stephen.lou@kmutt.ac.th)
King Mongkut's University of Technology Thonburi, Thailand

Abstract

Feedback talk is an essential activity for developing individual trainee's performance in pre-service teacher training program. To facilitate this, trainers' feedback practices are conventionally problem-oriented rather than strength-based, which may have a detrimental effect on trainee motivation. This study explores how Appreciative Advising (AA) features, in which trainers focus on trainee strengths, manifests in feedback talk following teaching practice. The data comes from a larger study on reflective feedback practices. A transcript of a feedback conference between a trainer and two trainees (one high-performing and one low-performing) was first analyzed quantitatively using the AA framework (Bloom, Hutson, & He, 2008), and then qualitatively to identify the elements of AA which form part of reflective feedback talk. The findings indicate that instances of AA features can be identified in reflective feedback and serve as confirmatory feedback, particularly with a high-performing trainee. We argue that by incorporating AA into trainer's feedback repertoire, trainers may achieve more with the trainee teachers in the limited time available by building trainees' confidence and focusing on the development of their existing strengths.

1   Introduction

In pre-service teacher training programs, feedback following teaching practice may serve a number of goals. One goal is evaluative, for the trainer to raise the trainee's awareness about what they did well and what they need to improve. In this way, feedback serves to reinforce good practice and provides the opportunity for the trainer to offer corrective input. Another aim may be to offer trainees an opportunity for professional reflection on their performance with the trainer. A focus on trainee reflection conforms to what Freeman (1989) refers to as a *development* approach to teacher education, and a focus on the use of specific skills as a *training* approach. Through training, a program establishes core teaching skills, while through development, a trainee may be equipped for professional growth as a teacher beyond the limited time constraints imposed by the course.

Conducting feedback on teaching practice can be challenging. The supervising trainer needs to find a balance between corrective feedback with opportunities for reflection, and sensitively recognize the many opportunities presented to them for using different approaches to giving

feedback with different trainees. The reality for many trainers, however, is one in which time pressures dominate. For example, in short, intensive TESOL pre-service programs, trainers have only four weeks with trainees. Within this limited time frame, trainers may feel the need to focus on getting trainees classroom-ready, and the need to focus on areas of weakness may dominate. However, when trainers focus primarily on areas of trainee weakness, trainee morale is compromised (Louw, Watson Todd & Jimarkon, 2013). This calls for a strength-based rather than problem-oriented approach.

In Appreciative Advising (AA), supervisors or trainers focus on trainee capacities and strengths rather than on their deficiencies and weaknesses. During feedback on teaching practice, especially in intensive pre-service teaching programmes, trainers focus primarily on their training and development roles through raising awareness of areas requiring further attention and engaging in reflective talk. In this traditional format, an AA mindset is not commonly part of the feedback conference. In this study, we explore whether features of AA can be identified as part of reflective feedback.

We first review the theoretical underpinnings of AA and its definition, and then explore the possibility of its fit with reflective talk during the feedback conference. We then analyse an example of reflective feedback for evidence of AA.

2   Appreciative Advising and its applications

AA can be traced to Bloom and Martin's (2002) article titled "Incorporating Appreciative Inquiry into Academic Advising." (Hutson & Bloom, 2007). The term Appreciative Advising (AA) was formally coined by Hutson (2004, 2006). Since the Advising Community on Appreciative Advising was formed in 2007 within the National Academic Advising Association (NACADA) (https://www.nacada.ksu.edu/) there has been a great deal of interest and research in AA.

Drawing on theories such as constructionism, positive psychology, and appreciative inquiry (Sandu, 2011), AA is an innovative academic advising approach with influences from developmental academic advising (Winston & Sandor, 1984), Zone of Proximal Development and scaffolding (Vygotsky, 1987), positive psychology (Seligman & Csikszentmihalyi, 2000), reality therapy (Glasser, 2000), appreciative inquiry (Cooperrider & Whitney, 2003), self-worth theory (Covington, 2009), and social-constructivist advising philosophy (Bloom, Hutson, & He, 2008). According to Bloom, Hutson and He (2008, p.11), AA "provides a framework for optimizing advisor interactions with students in both individual and group settings". It entails the intentional and collaborative practice of asking positive, open-ended questions to encourage students optimize their educational experiences and achieve their dreams, goals, and potentials. The term 'appreciative' means that both advisors and the students uncover and appreciate the strength and passions they can bring with them to advising relationship by focusing on 'what is possible rather than what is wrong' (van Buskirk, 2002, p. 67). Bloom, Hutson, and He's (2008) AA framework involves a six-phase model highlighting the appreciative mindset that empowers advisors to 1) build trust and rapport with students *(Disarm)*; 2) Uncovers students' strength and skills through their self-disclosure on   past successes *(Discover)*; 3) Be inspired by students' stories and dreams *(Dream)*; 4) co-construct actions plans with students toward implementing their future goals *(Design);* 5) support students to take action on their plans

(Deliver); 6) challenge both themselves and students to work toward their planned goals and beyond *(Don't Settle)*.

Research efforts have been intentionally and systematically integrated into the adaptation of AA framework in various advising settings (Bloom, et al., 2009). As a research-driven advising framework, AA has been intensively used to investigate new student orientation concerning university students' overall level of satisfaction (Longshore & Stuessy, 2017; Tollefson, 2017); to determine factors and solution to enhance student retention (Hutson, 2010; Truschel, 2008); to describe the successful infusion of applying AA concepts into a program 'for academic probations students, for students on academic probations, changing their majors, being readmitted to an institution (Hutson, 2004, 2006; Hutson & Bloom, 2007). In pre-service teacher education, He's (2009) proposed strength-based mentoring model has formed the basis of studies exploring Mentoring Relationships (Leshem, 2012; Russell & Russell, 2011) and views of advisors (Bullough, 2012; Howell, 2010) in order to provide strategies to strengthen pre-service teachers' beliefs and maintain their motivation. As far as we know, no empirical research has been done on the application of AA approach to the process of giving feedback on teaching practice in pre-service teacher training.

3   Appreciative Advising and feedback on teaching practice

When AA approach is applied to pre-service teacher training program, the trainer's role resembles that of an academic advisor. Following AA, in the feedback practice, the trainer may, for example, encourage trainees to describe scenarios when they were performing at their best. The trainer might also encourage students to reveal their strengths and passions by asking positively-phrased, probing questions in feedback session. Trainees then use these articulated strengths, aspirations, and interests to formulate a plan for their next teaching practice.

Using AA in this way represents a markedly different approach to feedback from the traditional corrective feedback where trainers focus on the shortcomings of the trainee's lesson. A traditional training orientation to feedback requires a trainer to evaluate a trainee's performance by identifying areas of strength and weakness, provide corrective feedback and potentially act as a gatekeeper to the profession by eliminating poor performing trainees (Mann, 2004). The overutilization of this training approach, however, may lead to an over-emphasis on low inference classroom skills (Pennington, 1990), and a loss of trainee motivation and affect (Chamberlin, 2000; Louw et al, 2013; Wajnryb, 1998). There is an argument, then, favoring the creation of a trusting, supportive and non-judgmental discourse in the feedback conference. For example, Hooton (2008) argues in favor of confirmatory over critical feedback for transformative learning by trainee teachers.

In answer to the problems related to this training orientation, Freeman (1989) argues in favor of a development orientation, in which trainees are encouraged to reflect on their own strengths and weaknesses, and explore for themselves ways in which these can be addressed over time. Reflective talk in feedback following teaching practice gives the trainee more control over the discourse, allowing them to prioritize their own concerns over trainer's pre-existing evaluations. In this way, greater emphasis can be placed on their trainees' perspectives, and the feedback can therefore be more relevant to the trainee. Engaging trainees in reflective feedback conversations offers a way to frame the feedback experience as a generative, collaboratively constructed dialogue about their lesson (Cantillon & Sargeant, 2008, Louw et al., 2014).

Since reflective talk gives trainees control over the feedback dialogue, the trainer's role in the talk shifts away from authoritative and corrective, to dialogic and potentially more humanist. Instead of a primary focus on trainer's corrective evaluations, reflective talk allows the trainee direct the discussion onto areas of their own personal concern, with the trainer acting to co-construct their understanding and referee the self-evaluation process. With this more trainee-centred approach, there is scope for reflective talk to incorporate certain features of AA. We argue that since reflective talk allows greater control of the dialogue by the trainee and prioritizes the trainee's personal perspectives, elements of AA that challenge a deficit-based, problem-solving oriented view of the lesson may be visible in such talk. In this paper, we explore whether features of AA do, in fact, instantiate in reflective talk in the feedback conference in pre-service teacher training.

4 Methodology

4.1 Research design

An interpretive case study design was conducted in a natural setting with the intention of exploring AA elements in reflective talk in the feedback conference. Interpretative case study approaches allow the researchers to "make an empirical inquiry within its real-life context" (Yin, 2003, p.13) to gain a holistic understanding of the phenomenon under investigation (Creswell, 1998). Instead of seeking answers to questions such as "how much" or "how many," the case study design is useful for answering "how" and "why" questions (Yin, 2003). Meanwhile, an interpretive approach enables the researchers to be "passionate participants" to interact closely with the "actors" in the data for a deep insight into the problem under study. Therefore, it possible for the researcher to present his/her own constructions as well as those of all the participants (Guba & Lincoln, 1994, cited in Andrade, 2009).

4.2 Research context and the data

The data for this study is drawn from corpus of feedback talk based on larger study on reflective feedback practices in a short, intensive pre-service TESOL course (Louw et al, 2014). In such courses, trainees teach six lessons as part of their observed teaching practice component. For this study, we selected a conference that was identified as conforming to reflective practices. The trainer, Tom (all names are pseudonyms, see Transcription conventions in Table 1), uses various dialogic features such as open questions, elaboration on trainee responses, and co-authoring to encourage meaningful reflection from the trainees in the feedback conference following teaching practice.

Table 1. **Transcription conventions**

T	Trainer
S	Shane
L	Lance
[2.7]	pause longer than 2 seconds
sca-	false start
then:	prolonged sound or filled pause
(sigh)	paralinguistic feature
X2	inaudible (number of syllables)
}	overlapping speech

Another reason for the choice of this data from the corpus was the mixed abilities of the two trainees, Lance and Shane. Shane was a high-performing trainee, while Lance was low-performing and did not complete the course. With Shane, the trainer found little difficulty in eliciting reflective responses, but Lance was less forthcoming. The session takes place on day 17 of the 20-day program so the trainers and trainees have already established a working relationship. Standard ethical procedures in the data collection and reporting were followed throughout the study.

4.3 Data analysis

Since the feedback data was not sourced from advising based around an AA philosophy, the goal of this study was simply to explore the extent to which AA techniques are inherently part of reflective feedback. The trainer in this case was neither trained in AA approaches, nor was he attempting to use these as part of his discourse.

To explore the AA elements in the discourse, the transcript of the feedback conference was analysed using both quantitative and qualitative approaches. Since the study aimed to identify how AA manifests in a reflective feedback conference, only the trainer turns were analysed. First, working individually, we each analysed the trainers' turns using the key AA features coding scheme (Bloom, Hutson, & He, 2008) (summarised in Table 1).

Table 2. **Coding scheme for appreciative features in feedback on teaching practice**

AA phrases	Key features
Disarm	– Warm welcome – Safe and comfortable environment – Appropriate self-disclosure
Discovery	– Effective open-ended questioning – Attending behavior and active listening – Strength-based story reconstruction
Dream	– Creating powerful images – Prospective framework for dreaming – Making purposeful connections between the Dream and Discover phases
Design	– Teach students how to make decisions – Provide positive feedback to encourage student planning for academic success – Be aware of the curse of knowledge – Making effective referrals
Deliver	– Energizing students to be their best – Academic hope – Ending the conversation well – Following up
Don't settle	– Challenge and support – Raising the bar – Virtuous cycle

(Adapted from Bloom, Hutson, & He, 2008)

Once we had each coded the transcript for AA features, we worked together to compare and discuss the coding. First we agreed to ignore from our turns without content, so response tokens ("Yeah","Okay", or "Well"), false starts ("Yeah well just {choose. choose the ones you")**,** and unintelligible turns were deleted from the analysis.

Next we focused on turns where we disagreed in order to reach an agreement. In certain cases, the difference was a result of interpretations of the features. For instance, in Extract 1, the trainer turns were coded as either Discover or Design.

Extract 1

75	T	You didn't speak with your back to them though so *[Discover] [Design]*
76	S	Which is. alright
77	T	Yes you turned your back. sometimes but it wasn't like you turned your back and. you know carried out a conversation with yourself *[Discover] [Design]*
78	S	Um
79	T	You only turned around to write and then you turned back to speak {so *[Discover] [Design]*

Since the trainer here is reconstructing the events that took place during the lesson and attending to the trainee's strengths, the turns could be coded as Discover. However, since the pragmatic force of the turns implies positive feedback on the trainee's use of board, the turns can also be coded as Design. In such cases, it was decided that the turns would be coded twice for both categories.

Once we agreed on the coding, we used the results to revisit the data qualitatively to find out where and how AA features serve the reflective feedback process. Pull quotes which serve as exemplars were identified and agreed on. Data analysis at this stage focuses on thick description in which the researchers attempt to identify AA instances, build explanations, and interpret how AA approach can supplement the reflective approach in feedback on teaching practice.

5 Findings and discussion

In total, the feedback conference consisted of 318 turns, of which 122 were trainer turns. In addition, the deletion of response tokens, false starts and unintelligible turns, turns relating to the logistics of the feedback conference were also ignored. In all, 26 trainer turns were not coded, leaving 96 coded trainer turns. Of these 1 turn was directed at both trainees, and 59 turns were directed at the high-performing trainee. Where a turn included elements of more than one AA feature, the turn was coded in each of categories.

Our exploration and interpretation of AA features in feedback on teaching practice reveal that certain AA features are inherently used by the trainer. Figure 1 presents the findings of the trainer's turns matched to AA categories.
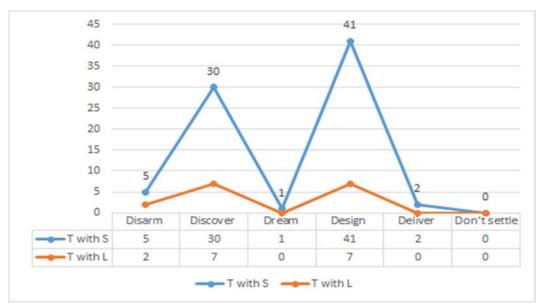

	Disarm	Discover	Dream	Design	Deliver	Don't settle
T with S	5	30	1	41	2	0
T with L	2	7	0	7	0	0

Fig. 1. Frequency of AA features in the trainer's discourse (*Note: T refers to the trainer; S refers to the high-performing trainee; L refers to the low-performing-trainee*)

Two areas of consideration emerge from these results. First, clearly evident is the predominance of Discover and Design features that forms part of reflective trainer talk, while the Disarm, Dream and Deliver are less frequent, and Don't settle is absent. This pattern can be attributed to the nature of reflective talk in feedback conferences. Since the feedback session took place in the third week of four-week training course and the focus of the feedback was on the trainees' performance in one specific teaching practice lesson, it was natural and reasonable for trainees to be reflectively review what they did well or not well in this particular class. In this format, the trainer is simultaneously discussing performance in the lesson (matching features of the Discover phase in AA), and guiding possible improvement for the performance (which matches the Design phase).

The second area of interest rising from the findings is the clear difference in trainer discourse directed at the high- and low-performing trainees, with the high-performing trainee clearly dominating the feedback conference. These two issues will be considered in detail separately in the discussion below.

5.1 AA and reflective feedback practices

Given that the feedback conference was not based on AA theoretical principles, the trainer was not following exact sequential steps. Instead, the trainer's aim was reflective dialogue on the lesson the trainees had just taught. The reflection-on-action which forms the basis of such feedback conferences (Schön, 1983) seems to match the *Discover* phase of the AA. In **Extract 2**, the trainer is focusing the trainee on the eliciting stage of his lesson. In this exchange, the trainer aims to encourage the trainee to reflect on his eliciting strategies. In this extract, the trainer's use of question forms encourages trainee reflection on the issue, but also conforms to the Discover phase of AA, with the trainer helping the trainee reconstruct events so that strengths can be highlighted.

Extract 2

83	T	Okay I noticed you using: like some stuff like okay how did you elicit dusty? *[Discover]*
84	S	Yeah that was a struggle but I don't think anybody you know er my wife's.. had. two years of living in England and struggled with some words and {I don't X2
85	T	{H- how did you elicit it though? *[Discover]*

In **Extract 3**, the trainer actively listens to the trainees' reconstruction of the successful eliciting of "alien" from the class. Notice how both the trainer and Lance work together to help Shane identify the success of his lesson.

Extract 3

286	S	I never got anything out of them
287	T	You actually did. you just didn't put it on the whiteboard. oh well some of them said it you didn't actually focus on it. you kind of let it *[Discover]*
288	L	Nop said everything right away
289	T	Yeah Nop said alien and a {couple of questions a couple of questions Yan said aliens two or three times 'alien alien' *[Discover]*
290	S	{I thought I was.. I think.. I must have been.. panicking about the.. fact that it didn't look anything like a triangular headed alien
291	T	They thought it did *[Discover]*
292	S	They thought it was a ghost someone over here said it was a devil
293	T	That was after they had already said {alien they s- *[Discover]*
294	S	{Really?
295	L	They gave you alien and started going for ghost
296	S	(laugh)
297	T	That's right they said 'alien alien alien' and you were like 'no er what is what is it?' and they were like 'it mustn't be an alien then'. and {they started going for 'ghost. devil er deformed thing' *[Discover]*
298	S	{Oh.. (laugh)

In these extracts, the trainer works through reflective practices as part of his repertoire of handing feedback, but these goals merge with features of AA, indicating a match of the goals of the two approaches.

Similarly, with the Design phase of AA, there appears to be congruence with the goals of reflective dialogue. Since the feedback conference aims to provide evaluation, at least some of the interaction focuses on the strengths and weaknesses of the trainee's lesson, with trainer-based instruction on how elements of the lesson can be further improved. In **Extract 4**, the trainer is giving the trainee feedback on his explanations, and instructing him on the trainee in the difference between explaining and demonstrating. In so doing, the conversation turns to the success of the trainee's final activity.

Extract 4

119	T	Explaining something is hard like I've come.. I can explain to you the use of you know the future perfect passive. but you won't understand. I can demonstrate it and you will. a demonstrate give examples it's always much easier *[Design]*
120	S	I did that with the the last.. filler exercise which I did
121	T	Yes *[Response token]*
122	S	I'm glad I did that actually because.. {that wasn't a balls up
123	T	{Yeah and that actually yeah that was great {with the *[Design]*
124	S	{It worked quite well.. um I think. maybe I was struggling to try and tell them to create their own [2.4] but now I've I've seen how it works now and I've I'd be able to yeah my wife is. a chinaman isn't that right?

This extract highlights how the feedback serves as a basis for further instruction from the trainer, while still allowing the trainee to reflect on his own lesson. In the AA framework, this extract also highlights how the feedback serves the Design phase in which positive feedback and explicit instruction forms the basis for further development.

While the findings here show the congruence of reflective feedback and AA, the analysis also highlights where reflective discourse is distinct from an AA approach. Only isolated instances are identifiable of the Disarm, Dream, Deliver and Don't Settle phases, which form an integral part of AA. For instance, only a single turn matches the Disarm phase, the opening turn in which the trainer opens the session (see **Extract 5**). The turn can be interpreted as creating a safe environment for the trainees based on the closed routine the trainer sets for the opening stage of the conference.

Extract 5

| 1 | T | Okay I'll give you guys about five minutes together. go through the lesson with each other so what you:. observed of each other then I'll come and give you feedback.. okay? *[Disarm]* |

The lack of further evidence of the Disarm phase is understood to be a function of the fact that the course is nearing its completion, and barriers to development may (hopefully) already have been eliminated at this point.

Similarly, only a single instance was identified with an elusive sense of the Dream phased of AA, which aims to build a prospective framework for further development. The lack of any

overlap between reflective talk and the Dream phase in AA can be attributed to the nature of the pre-service training program, in which trainees follow the restricted and highly prescriptive set of goals set out as part of the course. Unlike more loosely designed programs where supervisees can follow a course of their own choosing, trainees of TEFL in an intensive four-week program are under enormous pressure to simply follow the program's established outcomes.

With the tight timing restrictions, and prescribed course goals, the need for the Deliver phase of AA is also missing from the feedback conference. In our data, a single series of turns was coded as Deliver, in which the trainer guides the discourse towards the trainees' future lessons (**Extract 6).** By asking the trainees to highlight something in their lesson that they 'would like see again', trainees focus on their strengths, creating the 'academic hope' intrinsic to the Deliver phase of AA.

Extract 6

265	T	... alright er I need a: something that you'd like to keep doing. from your lesson tonight something that happened in today's class that you'd like to see in your next class *[Design] [Deliver]*
266	S	[5.1] Something I liked about what I taught?
267	T	Yeah it can be what you did what the students did an activity a bit of the book a *[Deliver]*
268	S	I liked it I like to do: the the whole here are the half sentences again but try to get them to predict their own. and maybe create more than one. um it was a bit hard with the odd number again so maybe I should join in on that one

Although instances of Disarm, Dream, and Deliver can be identified in the transcript, they are isolated and do not form part of the general focus of the reflective feedback dialogue. These elements of the AA approach, then, are not inherent to reflective feedback.

5.2 AA, the high- and low-performing trainees

It is evident that, in this data taken from reflective feedback, more AA features were identified in the trainer's interaction with the high-performing trainee. However, the low-performing trainee is given far less attention than the high performing trainee. Within the discourse directed at the low-performing trainee, there is clear evidence of the trainer making real efforts to capitalize on the trainee's strengths, as seen in in **Extract 7**.

Extract 7

270	L	[2.2] Well the first activity I got was a pretty good once it got going [2.4] um.. it kind of gets people [3.0] not making a question not make a question they were changing the intonation they were.. um.. changing the words around. so I correct I corrected about four or five people on that.. so I guess that was a big deal. catching it in the
271	T	Well *[Response token]*
272	L	Putting them in the situation where they.. where one of their um.. weaknesses was exposed
273	T	Yeah and getting them to focus on it as well because once you did that they actually did start to improve it *[Design]*

Although the trainer here makes an effort to engage the trainee and focus on his strengths, the imbalance of turns focusing on the Shane and Lance highlights the difficulty facing the trainer in engaging and developing the strengths of a weak trainee.

6 Conclusion and implications

Reflective talk in feedback and AA are distinct in terms of their core goals, but share a common focus on the trainee. In this study, we aimed to identify specific areas where AA approach might serve to supplement reflective feedback. Our findings indicate that it with the high-performing trainee there seems to be much overlap between the feedback talk and the Discovery and Design phases of AA. The low-performing trainee, however, received far less attention and AA support than the high performing trainee. The extant literature on AA suggests that using appreciative approaches benefit particularly weak students through building confidence and guiding development of existing strengths (Hutson, 2004, 2006; Hutson & Bloom, 2007). It may be that our data would show a more promising result if the trainer were to be trained in an AA approach. There is, therefore, an argument in favor of a more complete use of AA in order to help trainees who have difficulties with the course focus on areas where they may develop within the clearly defined time constraints of such an intensive course.

The fact that Tom in our data utilizes AA techniques as part of his daily feedback discourse may indicate that trainers using reflective techniques may find the empowering strategies that the AA advocates. Rather than an alien way of advising, AA strengthens trainers' purposeful facilitation for trainees' reflections on their teaching practice and can thus be developed to envision their future teaching by capitalizing on their inherent strengths (Bloom, Hutson, & He, 2008). While the extracts presented in this study present only a snapshot of the complex nature of the feedback dialogue, they illustrate how the trainer uses AA to build positive affect and highlight trainees' strengths. Incorporating AA features potentially shifts trainer-trainee interaction from being authoritative and evaluative to being facilitative and empowering, so that trainees can align their feelings, experiences, ideas, hopes and dreams to the expectations and values of the program. This might be especially powerful with low-performing trainees who are hampered by anxiety if AA were to be intentionally incorporated to facilitate the trainees' professional development and to maximize their potential.

The high frequency of *Discover* and *Design*, the low frequency *of Disarm*, *Dream*, *Deliver*, and the missing *Don't Settle* phrase demonstrated in our data is likely to be a result of the nature of the reflective feedback talk. However, the way in which the AA phases instantiate in Tom's feedback talk does not constitute a flaw, but conforms to Bloom, Hutson and He's (2008) claim that the six AA phases are not a list of sequential steps, but rather can be applied and adapted to specific contexts. Based on our data, then, we propose a tentative AA framework, set out in Table 3, which may serve as a clearer fit for pre-service teacher training programmes. Such a framework, we hope, may encourage future integration and implementation of AA approach to reflective feedback practice as well as the programme management for short, pre-service courses in which time constraints dominate. Trainers and trainees can be explicitly informed and trained to apply an AA approach in their interaction during feedback sessions but also across the course as a whole.

As yet, little attention has been given to the application of AA to the advising context of pre-service TEFL programmes such as the one in this study, and it is our hope that additional

research into AA and its fit with these courses may serve to improve trainee outcomes, and strengthen trainer effectiveness in spite of the restrictive time constraints.

Table 3. **A tentative AA framework for pre-service teacher training**

AA phrases	Descriptors
Disarm	Allowing time or space for trainees to disclose one's personal or emotional feelings
Discovery	Asking questions regarding the past teaching practice like "What happened?", "What was happening?", and "What contributed to success?"
Dream	Imagining trainees were to return to the already-done teaching practice session and asking questions like "How would you hope to perform in that particular situation?" "What would be your ideal performance?"
Design	Giving positive feedback, backward designing by identifying ideas from the earlier discussion (e.g. discovery); Instructing and modeling decision-making on how to achieve the ideal performances
Deliver	Energizing trainees to be their best by giving them academic and professional hope, ending conversations well with encouraging words
Don't settle	Challenge and support trainees' dream and plan, raising the bar

(Adapted from Bloom, Hutson, & He, 2008)

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