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"WE HAVE MILLION" THINKING OUTSIDE OF THE BOX IN TBLT

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ABSTRACT: *It has been claimed that reflective talk can provide more opportunities for engaging learners in language learning (Lin and Mackay, 2005; authour2). Nevertheless, the topic of effective teaching practices used for infusing reflection into Task-Based Language Teaching (TBLT) classroom has been overlooked in the literature. This study examines the extent to which EFL teachers' practices can engage learners into reflection. The study adapted two thinking skills tasks: reading image and diamond ranking tasks. The data of this study includes 10 hours of classroom interaction in a speaking class, with participants consisting of freshmen university students studying at a Saudi University and their British teacher. Using Conversation Analysis (CA) methodology, the study highlights some of the teacher practices that increased or hindered reflection. Also, the teacher's effective questioning practices have led to the emergence of four types of reflection: reflection on task outcome, reflection on reflection, reflection on one's personal experience and reflection on personal preferences. Therefore, this study suggests a guiding framework for language teachers that demonstrates the 3 dimensions of reflections in relation to interactional space: task lay out, task outcomes and task analogy.*

KEYWORDS: Task-Based Teaching, thinking skills tasks, EFL classroom, conversation analysis, reflection, teacher practices

INTRODUCTION

Having a look at TBLT literature reveals that the majority of available studies overlook teacher practices in TBLT classrooms (Van den Branden, 2016). In addition, studies that scrutinize classroom applications of reflection, with an emphasis on teacher practices of task evaluation, are scarce. This study addresses this limitation with TBLT research by examining how teachers can infuse reflection into their TBLT lessons. It is hoped that the teacher practices discussed in this study will inform the practices of English language teachers. The following sub-sections discuss interaction in TBLT classroom and integrating reflection into TBLT classroom in relation to related studies.

TBLT and interaction

TBLT is an approach of teaching languages via communicative tasks that engage learners with the real use of these languages (Willis and Willis, 2007). A common task-based lesson consists of 3 phases: pre-task phase, during-task phase and post-task phase (Ellis, 2003). What matters in TBLT is the extent to which learners promote their use of the target language (i.e., language use over task outcome) (Ellis, 2003). This indicates that the tasks should be carefully designed or selected. Interaction is a key term in the field of Second Language Acquisition (SLA). This term dates back to Vygotsky's (1978) notion of social interaction. According to this notion, conversations contribute

significantly to language development among children. Development can occur when children receive support from others when interacting about things that are slightly higher than their abilities. Vygotsky refers to this challenging zone as the Zone of Proximal Development (ZPD). The field of SLA has been dominated by Vygotsky's notion of interaction occurring within learners' ZPD and its relationship to language acquisition. This domination has led to the emergence of the socio-cultural theory which claims that learners can learn language via conversations. During conversations, learners receive support from other interlocutors and pay attention to linguistic form (Nassaji and Cumming, 2000).

One of the several theories that underpin TBLT is the socio-cultural theory which emphasizes the role of negotiation of meaning for avoiding misunderstandings in language acquisition (Ellis, 2003). There are many factors that affect the level of interaction in TBLT. For the purpose of this study, the discussion focuses on two factors: task authenticity and task types. The use of authentic tasks has been recommended by educationalists for promoting learners' involvement with using the target language (Long, 1985; Skehan, 1996). Breen (1987), who emphasizes the importance of task authenticity, identifies real-world tasks as items that involve problem solving and decision-making situations. Although tasks performed in the classroom are pedagogic tasks since they are not performed outside the classroom in a real setting, they can lead to interactional authenticity (Ellis, 2017). Author 1 found that role play tasks are effective for increasing the level of interactional authenticity in the language classroom.

There are a variety of tasks used in TBLT classrooms. Common tasks are summarised in Willis and Willis (2007) as the following:

- Listing (e.g., Brainstorming and fact finding)
- Sorting (e.g., sequencing and rank ordering)
- Visual support (e.g., mind-maps and charts)
- Matching
- Comparing and contrasting
- Problem solving
- Story telling
- Projects

Discourse studies have examined the relationship between the task type and the level of classroom interaction; however, the number of available studies is limited. For instance, Pica (1987) and Pica and Doughty (1985) have compared tasks, and found that decision-making tasks produced less interaction than two-way information gap tasks in teacher-fronted classrooms, as there is less space for meaning negotiation in decision-making tasks. A study by Jenks (2006) found that two-way opinion gap tasks resulted in more interaction than one-way information gap tasks. The above task types by Willis and Willis (2007) show that some tasks can be classified as closed tasks because the outcomes should be one correct solution, such as matching. On the other hand, some tasks, such as ranking and debates, bear more than one solution, and these tasks are classified as open tasks (Ellis, 2003). Long (1989) argues that closed tasks can promote more negotiation than open tasks. The reason is that learners might find open tasks challenging, therefore, they might talk about the topic briefly or switch topic.

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Based on our expertise as English language instructors, we think that open tasks can promote more negotiation if certain steps are taken into consideration. Firstly, learners working on open tasks need to know that such tasks have no right or wrong answers. It is all about what they think. Secondly, modelling tasks and showing them how to respond to challenging opinions can reduce learners' anxiety. We believe that interaction is not limited to negotiation that occurs while working on tasks or sharing task outcomes. Learners can extend their interaction beyond the task outcome and become involved in evaluating their learning experiences. Studies that examine the relationship between task types and the quality of classroom reflective discussions that evaluate tasks and the learning experience in TBLT lessons are scarce (author 2). The availability of such studies is believed to extend the level of interaction and increase learners' awareness of learning.

Teachers' practices for infusing reflection in TBLT classrooms

The term reflection is defined as "a complex process that strongly influences learning by increasing understanding, inducing conceptual change and promoting critical evaluation and knowledge transfer" (Strampel and Oliver, 2007, p. 973). Higher education sectors have realised the role of reflection in increasing the quality of learning (McGuire, Lay, and Peters, 2009). In the field of foreign language education, language educators have identified the merits of incorporating reflection in the language classrooms: increasing learners' awareness of language learning and creating autonomous learners (Lin and Mackay, 2004; Author 2).

There is a need for more studies that show how reflection can be infused in TBLT classroom in order to promote classroom interaction and thus creating a space for learning. This limitation within the literature is addressed in this study by the researchers (the authors of this paper) as will be seen in the following sections. It should be mentioned here that limiting the focus to speaking tasks in TBLT has received criticism and that educational researchers need to expand this focus to include other language skills (Ellis, 2017). There are a few studies that investigated the positive outcomes of implementing complex tasks for teaching writing and speaking (e.g., Cho, 2018). The focus on speaking tasks in this study arises from the fact that task design should emerge from learners' needs (Long, 2016). Since Arab learners of EFL are known for having speaking anxiety (Dewaele and Al-Saraj, 2015; Ali, 2017), the researchers in this study chose to focus on speaking skill.

Although teachers play a significant role in the EFL classroom, the role of the teacher in TBLT has not been widely discussed (Van den Branden, 2016). Van den Branden (2016) criticized research studies on TBLT for limiting their focus to 'task' and 'learners' and overlooking teacher practices:
For instance, Ellis and Shintani (2014, p. 135), in a recent volume called Exploring Language Pedagogy Through Second Language Acquisition Research, defined TBLT as an approach that "aims to develop learners' communicative competence by engaging them in meaning-focused communication through the performance of tasks." On the same page, they added that "a key principle of TBLT is that even though learners are primarily concerned with constructing and comprehending messages, they also need to

attend to form for learning to take place." All this seems to suggest that learners are supposed to do tasks independently, with the teacher withdrawing as much as possible and language learning coming out as an almost natural result. This is particularly striking in the light of the robust empirical research evidence that has accrued over the past 15 years, in which the crucial role of the teacher in instructed learning has been documented. (Van den Branden, 2016: 164-165).

Doing tasks in groups does not mean that teachers should stand away from learners in TBLT classrooms. Van den Branden (2016) summarized the different roles that teachers can play in their TBLT lessons. In the pre-task phase, for instance, the teacher selects the appropriate tasks and plans their implementations. In the during-task phase, the teacher needs to provide learners with linguistic features needed for completing the tasks. Also, he/she monitors learners in their groups and provides feedback on their task performance. In the final stage, post-task phase the teacher can summarize the main objectives of the tasks, assesses learners' performance and reflects on issues emerged from the tasks. The issue of focus in this study is the final stage, post-task phase, which provides a space for reflection. Having discussed the merits of reflection earlier, the discussion focuses now on how teachers can infuse reflection into their TBLT lessons. Since the literature on teacher practices in TBLT classrooms is scarce (Van den Branden, 2016). the discussion below includes studies on teacher practices in EFL classroom that could be adapted to TBLT pedagogy.

Teachers can contribute to TBLT via implementing reflection in the post-task phase, after the task is completed and the task outcome is shared, in order to take learning beyond the task. They can support learners further by engaging them within reflective discussions (Lin and Mackay, 2004). To promote this, teachers can ask questions that open up alternatives, such as, “what should have been done?” other teaching practices that were found effective for engaging learners in interactive discussions are showing sympathy with learners (Park,2016) and showing emotional surprise (Wilkinson and Kitzinger, 2006). Teachers can ensure that learning takes place by looking at learners’ turns. Initiated turns by learners can be considered as evidence of learning (Waring, 2011). Also, teachers can maintain the flow of classroom talk by shaping learners’ answers and extending their turns (Walsh, 2002; Li, 2011).

The issue of reflection or engaging learners in task evaluation is not novel in the field of TBLT. However, available literature provides theoretical framework for task evaluation and reflection (Breen, 1987). To the best of the authors’ knowledge, studies tackling classroom applications of reflection, with an emphasis on teacher practices of task evaluation, are scarce. Speaking of task evaluation and reflection, Breen (1987) emphasizes the importance of involving learners in this evaluation process, which is seen as the step at which learners’ opinions are more important than the teacher’s opinions. Breen (1987) suggests a framework specifically designed for planning and action in the language learning classroom, focusing on implementing task-based tasks within a syllabus design. It consists of five elements:

1. Decisions (e.g., purpose, resources and duration)
2. Working procedures (e.g., agreed-upon classroom rules) and content

3. Alternative activities, selected by their appropriacy to elements 1 and 2 above
4. Alternative tasks, selected by achievement
5. Reflective and formative evaluation

The fifth element requires learners to evaluate tasks by relating them back to elements 1 and 2 (i.e., the decisions, the procedures, and the content of the task). According to Breen (1987), task evaluation could be successful if it takes learners beyond the task itself to reach a higher level of cognitive skills – reflection. This requires learners to use their metacognitive skills (thinking about thinking), allowing them either to evaluate their cognitive skills used for solving a problem or decision-making or to evaluate their overall learning experience (Anderson, 2008). One of the oldest classifications of cognitive skills has classified thinking into six levels: knowledge, comprehension, application, analysis, synthesis and evaluation (Bloom, 1956). This classification shows that evaluation is the highest level.

It should be noted here that the types of tasks implemented can determine the level of reflection. Diamond ranking and reading image are some examples of classroom tasks that can aid teachers in infusing reflection into their lessons and increasing learners' awareness of their learning progress (Leat, 1997; Lin and Mackay, 2004). These are conducted at three phases: pre-task phase, during-task phase and the debriefing or reflection phase, in which learners reflect on their learning. Since these tasks incorporate reflection in the final phase, they are labelled as thinking skills tasks (Leat, 1997; Lin and Mackay, 2004). Consequently, they are selected to be implemented in this study.

To sum up our discussion above, although learners' reflections form the core criteria for judging the appropriateness of tasks and their implications to learners' progress (Breen, 1987), there is still a lack of literature on teachers' practices for promoting reflection in their EFL classrooms and in TBLT classroom in particular (Author 2). The cooperation between teachers and their learners forms the underlying assumption of the socio-cultural theory which provides "a psycholinguistic explanation of the socio-cultural circumstances and processes through which pedagogy can foster learning that leads to language development" (Nassaji and Cumming, 2000: 97). The researchers aimed to examine teacher practices for infusing reflection in TBLT classroom for increasing the quality of classroom interaction and thus learning.
This study addresses the following main question:
T what extent could the teacher manage to infuse reflection in TBLT classroom?
The sub-questions are:

1. What are the effective teaching practices used by the teacher for infusing reflection?
2. What are the ineffective strategies used by the teacher that limited reflection opportunities?

The next section presents the methodology of this study.

METHODOLOGY

Participants

This qualitative study examines the teacher's use of strategies that facilitates or hinders reflective discussions. The teacher is British and has been teaching EFL at a Saudi university for 7 years. The participants in this study were 20 female students, all repeating a speaking course in the preparatory year, and were all low academic level. The choice of this particular group came as a recommendation by the Director of the English Language Centre at this university, who encouraged teaching staff to use innovative teaching methodologies with low achieving learners, and the teacher was selected as she specializes in TBLT. Further, she had completed a short course on incorporating reflection into teaching in the UK.

Data collection methods and procedures

This study is qualitative, using audio-recordings of classroom discussions as the method of data collection. TB lessons were introduced to learners over ten weeks (one lesson per week, 50 minutes in length). The total number of recorded hours for all lessons was 500 minutes. Before starting the lessons, the merits of using thinking skills for learning language was explained to learners. Also, tasks and their outcomes were modelled to learners, so they understood that some challenging tasks could bear more than one answer. Different types of tasks were introduced, and the present study focused only on two thinking tasks: diamond ranking and reading image. The former task requires learners to rank items according to importance, while the latter task requires learners to analyse an image and come up with a possible explanation. These tasks are known as thinking tasks (See Lin and Mackay (2004) for more details on thinking skills tasks). The reason for limiting our focus to these two tasks in this study was that the discussions occurred during these tasks were representative of those occurred in all similar tasks implemented during the phase of data collections.

Data analysis

In order to evaluate the teacher's strategies used for implementing reflection in her classroom, Conversation Analysis (CA) methodology has been adopted in this study. The CA methodology used in the present study is based on a holistic approach. The complex nature of classroom interaction requires such qualitative approach to reveal the relationship between teacher- student interaction and learning processes resulting from such interaction. What distinguishes CA from "other methodologies concerned with social behaviour, such as ethnography or discourse analysis, is that it makes no prior assumptions" (Negretti 1999, p. 77). This means that CA reveals the interactional devices manipulated in teacher-student interaction in the L2 context. Therefore, through this emic perspective, CA researchers can understand how interactants display understanding with each other as the interactants themselves. Put simply, Seedhouse (2004) encapsulates CA methodology in this brief question: "why that, in that way, right now?" Furthermore, CA assumes that there is order in spoken interaction. Seedhouse (2004) reveals that order in classroom interaction is based on the reflexive relationship between pedagogy and interaction. This means that the teacher and students' interactions are related to classroom interactional organization. In analysing classroom interaction, CA can "potentially demonstrate whether and how members [i.e., classroom language learners] exploit repair on a moment-by-moment basis as a resource for learning a new language" (Markee, 2000, p. 99). Besides, CA views utterances "as actions which are situated within a specific context" (Hutchby and Wooffitt 1998, p. 20). Thus, CA studies "*recorded, naturally, occurring talk-in-interaction*" to "discover how participants understand and respond to one another in their turns at talk, with a central focus being on how sequences of actions are generated" (Hutchby and Wooffitt 1998, p. 14). The data in this study were transcribed using

Transana software (version 2.41). The conventions used are based on Jefferson's CA conventions (Jefferson, 2004). The symbol T refers to the teacher whereas the first letter refers to learners (e.g., M, L ...etc). The following section presents some extracts from classroom talk, followed by discussions of salient issues.

RESULTS

Following a detailed turn-by-turn analysis of the data and using CA analytical tools as turn-taking and repair, the researchers identified the different patterns of reflection as facilitated by the teacher use of different reflective questions. The data analysis is organized according to the type of resulting reflection that emerged from the teacher practices. Each task discussed below followed the three common phases of a task-based approach: pre-task, during-task, and post-task phases. The first two phases are displayed briefly for readership. However, the focus of the analysis is on the final phase: post-task phase. It was helpful to move this phase further into reflection in order to extend learners participation beyond the mere report of the task outcome. Involving learners in the evaluation of tasks triggers their reflective talk.

Teaching practices facilitating reflection on task outcomes

Extracts 1to 4, presented below, are from a diamond ranking task (Appendix A). Learners were required to rank insomnia treatments from most effective to least effective and justify their ranking. They were divided into smaller groups. Extract 1 represents the pre-task phase in which the teacher explains the task requirements and checks her students' understanding. Just before this extract, the teacher confirmed her students' understanding of the task keyword (insomnia). In extract 1, she further checks learners' understanding of the procedural aspect of the task (line 29). Then, she drives their attention to do the task in English (line 34).

Extract 1

→	29	T:	In your group can you discuss it in English and come
	30		to agreement about numbers 1, 2,3 ,4 and 5 Ok
	31	M:	Ok
	33		Students started to the discussion in Arabic
	34	T:	Please discuss it in English
	35	Ss:	Ok

In the during-task phase, learners are engaged in doing the task in their groups. The teacher role is going around the groups to provide any help. The learners' thinking skills is going a higher level than the pre-task stage (extract 1), in which they were required to display their understanding of "insomnia". In this stage, they are engaged with the ordering of insomnia treatments and evaluating their ranking. Both ranking and evaluation are considered as high-order thinking skills (Blooms, 1956). This is clear in extract (2) as the learners are doing the task. They display their reasoning skills in ranking insomnia treatments (lines 39, 42 and 44).

Extract 2

	36	M:	1 Or 2?
	37		M and other group members read through the treatments
	38	L:	Course management is the last thing
	39	M:	Why
→	40	L:	Would you take a self-management course for insomnia?
→	41	M:	yea you are right
	42	G:	I wouldn't take course management for insomnia
→	43		Reading a book first
	44	M:	Why?
	45	G:	Because it's a simple uh- (0.3)
	46	L:	A SIMPLE AND EASY WAY
	47	M:	BECAUSE YOU RELAX AND FALL ASLEEP
	48		G dictates L the answer: Because it is the easiest way to sleep
	49	G:	WHAT IS THE SECOND ONE
	50	M:	Talking to a friend may be she
	51	L:	HOW COULD THIS HELP
	52	M:	YOU CAN TALK TO HER IF YOU FEEL SAD
	53		Inaudible chats in Arabic
→	54	L:	I don't agree SOMEONE TALKS TO HER FRIEND.
→	55	G:	WE DON'T HAVE TO AGREE WE CAN DISAGREE

The students' turns in Extract 2 show that they try to reach an agreement (line 41, 46); however, there is a point with which L does not agree (line54). G's response in line 55 reveals a tolerant attitude to disagreement in such tasks. The students in this phase continue to rank their choices and justify them. In the post-task phase, students report their task outcome. In line 68 of Extract 3, the teacher summons on her students to report their task outcomes. M replies to her teacher as a representative of her group. In line 72, M presents her group list. She mentions reading a book as the first choice in their list and presents her group justification in line 75.

Extract 3

→	68	T:	OK are you ready?
	69	Ss:	Yes
	70	T:	Ok who is going to speak for this group
	71		Who would like to start (.) M
	72	M:	Yes(.02)
	73	T	Ok M can you tell us what you decided?
	74	M:	We decide the first item uh (0.2) it's reading a book (.)
	75		Because it's easier way (.) to fell asleep
	76	T:	Because it's easiest (.)ok
	77	M	Yea (0.2) the easiest way and after that item 2 (0.3)
→	78		Talking to friends sometime (.)we need to talk to a friend
→	79		because it's uh (0.4) to make the time pass quickly
	80	T:	Okay (0.2) you think it would help in putting you to sleep
→	81	M:	Yea (laughs)
	82	T:	Okay so you don't feel bored
	83	Ss:	Yea (laughs)
			((The students continue reporting their answers and the teacher moves to the other groups for more answers))

After all groups report their task outcomes (i.e., ranking lists), the teacher draws their attention to the differences in their answers in Extract 4. She tries to lead her students reflect on the differences in the task outcomes (line 159).

Extract 4

→	150	T:	↑o::kay/ (.)so we have two prob you
	151		have two very different lists=
→	152	G:	=°opposites°
→	153	T:	almost the opposites
	154	L*:	[yea]
	155	M:	[yea]
→	156	T:	what does that show you about the activity?
	157		(0.5)yea Laura can you tell us?
	158	L:	what?
	159	T:	the fact that two groups (0.)have two
→	160		different almost opposite lists. what does
	161		that tell you about this activity
	162	L:	we had a: many opinions. we have many ideas
	163	T:	yea:
	164	L:	it's different between someone and xx
	165	T:	ye:S x show different opinion
	166		(.)
	167	T:	yea Anything else that's taught you about [xx]
	168	M:	[hhhh]
	169	T:	this activity
	170	L:	a:: (.) every person has different opinion
	171	T:	yea this is a x (0.4) which is great
→	172		what else did it teach you?
	173	M:	opinion ((low voice))
	174		(3.2)

The teacher announces a shift to another phase moving beyond the task outcome using a shift marker "↑o::kay". Immediately preceding this extract, an Arabic side talk by a group of students was about this remark (we are at extreme opposites). That is why G shares her remark with the teacher in line 152 by latching or run-through as turn holding-device which enables G to initiate her turn (Waring, 2011). Interestingly, the teacher uptake in the next turn confirms her agreement with G. In the subsequent turns, M and L confirm this inference. This show the joint reflection by both the teacher and her students. The teacher extends this notice into a more meaningful learning opportunity by asking "what does that tell you [about] this activity?" (lines 159: 161). The learners try to reach a conclusion, but they merely restate or paraphrase the statement, saying that "we have many ideas" (lines 162, 164 and 170).

Teaching practices facilitating reflection on reflection

This type of reflection is demonstrated in the same diamond ranking lesson (Appendix A). Following Extract 4, the teacher moves on to state her main reflective question, "so what?" This stage requires more profound thinking than mere noticing. The teacher thus tries many times to elicit students' reflection (lines 156, 160, 167 and 172 in Extract 4). The teacher continues her efforts to create meaningful talk and enhance reflection, as appears in Extract 5.

Extract 5

```
→   175   T:    what's important to do when expressing your opinion?
    176         (0.4)
    177   M:     a: may be some time it's: good (04)
    178         to know:: (0.6) the (.) opinion/t/ (.)of the:(.)
→   179   T:    Other
    180         (.)
→   181   T:    [yes:]
    182   M:    [from] person to other one=
→   183   T:    =Yea
    184         (0.2)
    185   M:    so if (.) it's a problem or (.)something=
→   186   T:    yea↑
    187   M:    [we] can solution it (0.5)
→   188   T:    [ye]s
→   189   T:    yes (.) you can find a [way]
    190   M:                           [find] the way (.)
    191         to:: (.) make it• (0.7)a: one idea(•yah•)
    192         (smile voice) (.)
→   193   T:    good (.) yea you must find some kind of compromise
    194   M:    ↑yea
    195         (0.2)
    196   T:    Alright (.) we got one more activity to do with you
    197         okay?
```

In line 175, the teacher modifies her question to help the learners draw a deeper conclusion. After a pause of (3.2) in line 174 (Extract 4), and as the learners provide their incomplete response, the teacher scaffolds their contribution by asking them another extended question, "*what is important when expressing your opinion*?" In doing so, the learners almost understand the significance of the question, as M in the next turn gives a suitable response of "*may be some time it's important to find a when we have a problem to solution it"* (lines 177). In this way, M succeeded in reaching a conclusion about the different task outcomes. In doing so, the teacher manages to stimulate the student's thinking and provide instant needed scaffolding as student M takes an initiative in line 177. The teacher interactionally encourages the learner to continue by showing agreement (yea, yes in lines, 181, 183, 186, 188 respectively), and then by providing words to complete the learners' word search (line 30). Thirdly, after these extended turns by M, the teacher reshapes the student's turn in line 189. In an overlap with the teacher, M endeavours finally succeed in fully expressing her idea, showing her happiness by saying "/•yah•/ in a smile voice". The teacher confirms her success; accepting her reflection by providing positive feedback in line 193 "*good (.)"* and "*Yea you must find some kind of compromise*". The teacher then concludes the reflection phase by moving to another activity in line 196. This type of reflection could be described as "reflection on reflection" itself, a higher level of reflection than that reflection in extract 4. The students first reflected on the task-product (different answers for the same question), then the teacher pushed them further to a higher level of thinking (so what) to reach a conclusion from this (extract5) through scaffolding. Thus, she helped learners to reach their ZPD.

The lesson the students draw from this task enhances its meaning and its "interactional authenticity' (Ellis 2017: 508), relating the differences in task outcome to reaching a general conclusion. The teacher thus extends the mere noticing of the different

outcomes to a higher thinking level, by first comparing the products, then reaching a conclusion based on analysis and reasoning. This type of reflection promotes "critical evaluation and knowledge transfer" (Strampel and Oliver, 2007, p. 973).

Teaching practices facilitating Reflection on personal life experience

The extract reported in this section reveals a third type of reflection: reflection on personal experiences (the teacher relating the task's context to the students' personal lives). The task below is a reading image (See Appendix B). The students were required to describe what is happening in the picture; a scene in an airport. In extract 6, following group discussions, the teacher moves to the third phase of TBL in which the learners report back with their task products/answers.

Extract 6

→	1	T:	↑Okay girls (0.2) you finished xx would
	2		you like to tell [us your opinion]
	3	M:	[xxxxx]
	4	L:	they are tired(0.2)they feeling sad
	5	T:	Anything else?

In extract 6, the teacher signals the transition from the while-task phase to the post-task phase using the discourse marker "↑Okay" (line 1) with a high intonation, followed by an open question (line 2). In line 4, L gives her general impression about the image. The teacher then continues to elicit students' interpretations of the image by asking them specific questions, seen in Extract 7.

Extract 7

→	135	T:	and you think they are in their own city
	136		or a holiday?
	137	M:	they are::
	138	L:	Holiday
	139	M:	Holiday
	140	T:	yes=
	141	M:	=so they are visitors
	142	L:	xxx they can go
	143	M:	tourists=
	144	T:	yea:=
→	145	M:	=yea .they are tourist
→	146	T:	yea they may be tourists=
	147	M:	=ye↑a

In lines 137-145, the learners try to interpret the image whereas the teacher confirms their answers, (lines: 140, 144). In line 146, T confirms the learner's contribution using other initiated-other –repair "yea they may be tourists=". In doing so, she concludes task outcome report and shifts to reflection as appears in extract 8.

Extract 8

→	148	T:	↑o:kay (.) have any of you been in a
	149		situation like [this]
	150	J:	[yea]
→	151	T:	You ↑have when? (.) We have million! (.)

```
          152          You? =
          153    J:    = yea befo:re two years (.)
          154    T:    Hmmmm
          155    J:    I: a wa I was going to London (2.0)
          156    T:    Yea
          157    J:    and: (.) the airport was cancelled
→         158    T:    here in Jed[dah] or: yea
          159    J:                [yea].
          160          a: I: (.) was waiting from nine pm
          161          (0.3)to three am
→         162    T:    in the airport?=
          163    J:    in the airport=
```

In extract 8, the teacher moves to reflection, extending learners' contributions by relating the task product to their personal lives (lines 148-149). In so doing she is increasing the 'situational authenticity' (Ellis 2017) of the task . The teacher indicates the reflection transition by using a rising intonation, "↑o:kay", followed by the reflective question "(.) Have any of you been in a situation like [this]". The learners are motivated to answer this question, as seen in the overlap in line 150, besides the teacher's hyperbole "We have million (.)". The teacher allocates the floor to J, who starts to tell her story in subsequent lines. The extract shows interactional competence (Walsh 2002) by both teacher and her students. For example, teacher initiates repair by confirmation checks in lines 158 and 162. In extract 9, more incidents for successful interaction is evident.

Extract 9

```
→         164    T:     >oh my /gosh or goodness/,
          165    L:    [and a:]
→         166    M:    [↑wo:a] (An Arabic exclamation) (Ar. xxxx)
          167    T:    9 pm until three:::
          168    L:    Am
          169    T:    ↑that's not so ↓much
→         170    L:     not so much yea but: a in the:: [>airport<] (.)
→         171    M:                                    [in the:]airport
→         172    L:    Yea
→         173    M:    it's a: (hhh) lot (hhhhh)((laughter))
          174    T:    Yea
          ...
          177    T:    and what happened in the end?
          178    L:    a::ha they ↑cancelled a: [the (.)] flight=
→         179    T:                             [oo:h!]
→         180    L:    =(Ar. yaah! , tr. ooh!)
          181    T:     so you could n't go?
```

This extract displays an evidence for interactional authenticity. In line 164, the teacher's statement ">oh my /gosh or goodness/" is a "change state-token" (Heritage, 1984) as a response to the unknown information she received from L. This reaction token shows the teacher emotional display of surprise (Wilkinson and Kitzinger, 2006). Similarly, M also reacts using another reaction token but in Arabic in line 166. In line 169, the teacher initiated a repair that J did not stay for a long time, and J initially agrees with "not so much yea". However, J self-repairs "but", "but: a in the:: [>airport<]". In line 172, L agrees. Interestingly, in line 173, M completes this repair "it's a: (hhh) lot (hhhhh)((laughter)", which she initiated in line 171. The teacher then extends the

conversation by asking another question in line 177. J replies to this, provoking the teacher's astonishment in 'Oh' (line 179). The same marker is also in Arabic by L in the next turn. Here, the interaction manifests as authentic based on the mutual understanding and interactional achievement by repeating a previous exclamation, using cooperative repairs, extended turns by learners and uttering "oh". Thus, this displays interactional authenticity (Ellis 2017) but beyond the task itself. In other words, it reveals how the successful interaction between teachers and their learners and the teacher practices provides leaning opportunities that can lead to language development (Nassaji and Cumming, 2000) though involvement with using the target language (Skehan, 1996).

Extract 10:

→	52	T:	Yea (.)How the shopping is is ↑different?
	53	R:	in the past the shopping is a: (0.2)
	54		very sma↑ll
	55	T:	Yea
	56		°xx street°
	57		(0.4)
	58	R:	and a: (.) in the street
	59	T:	yea like xx that a modern picture[and] NOW?
	60	R:	[aa:]
→	61		the big (.) big malls (.) Yea
	62	T:	ye↑a different modern international shop
	63		and >↓everything<
→	64		(0.4)

In line 52, the teacher asks about shopping in the present. In line 61, R responds to the teacher, who confirms the answer and extends it in 62-63. In line 64, a pause of 4 seconds signals the end of this phase as the teacher moves to the next stage in Extract 11.

Extract 11:

	65	T:	OKa↓:y (0.2) so let me look at the ↑pictures
→	66		↑Here (.)
	67		do you think (0.2) do you ↑like (0.2)
	68		Looking at pictures and talking about them?
	69		(2.2)
	70		or not? do you prefer to talk from
	71		your imagination
	72		(0.6)
	73	S?:	a d a: s excuse me
	74	T:	do you ↑like looking at pictures and
	75		Talking ↓about them (.)or do you prefer
	76		↑to: use your imagina:tion?

```
77          (1.3)
78    S?:   (coughing))
79          (0.3)
```

Here, the reflection phase is signalled by an emphatic "OKa↓:y" followed by a pause in line 65. The shift is also strengthened by switching to a different mode, which is looking at the image. This shift is evident in the teacher's use of the preposition "↑Here" in an emphatic and stressed tone. In lines (67-68) the teacher asks about the students' reflections of their own preferences in terms of using a picture or imagination in completing a task. Learners do not initiate a reply, which is clear in the long pause of (2.2) in line 69. It seems that asking a yes/no question could result in a limited interaction, such as the teacher's question in lines 67-68 "Do you think…do you like looking at pictures and talking about them?" Reacting to this, the teacher modifies her question in lines 70-71. In line 73, a learner initiates a repair, to which the teacher modifies her question again in lines 74-76. This other-repair is followed by pauses in lines 77, and 79. The teacher's efforts for engaging her students in reflection continue, as seen in Extract 12.

Extract 12:

```
80    H:    a: am (0.3)it doesn't make a ↓difference
81    T:    it doesn't make a difference (.)
82          you don't think the pictures help you
83          to:: (1.3) to: think about something (.) or:
84          (0.6)
85    H:    °xx° (02) do you? ((speaking to her group)
86    S?:   Xxx make a difference?
87          (1.8)
88    S?:   (na)
89    T:     yea
90    H:     No
91          (1.6)
92    T:    not [so much]
93    H:        [xxx] not so much
94    T:    ↓o:↑kay (.) there are >xxxx< some people
95          find it very helpful (0.2)
96          and <↓some (don't)>
→ 97  T:    >↑okay< (.) thanks for that girls ↓you
98          did well on them
```

In extract 12, H initiates a short reply in line 80, followed by the teacher's repetition of the answer in line 81. The teacher then restates her question in the form of a negative statement to provoke more elaboration from H, also using a prolonged stressed "Or:".

After a pause of (0.6), H directs the question to her group "do you?" In line 89, the teacher relocates the turn to H, who reports her answer in line 90 in one word "No". The teacher then reformulates a longer response "not so much", echoed by H in line 93. Finally, she concludes this short reflective phase in line 94 using "Okay", and then concluding the task.

DISCUSSION

The purpose of this study is to highlight the practices of an EFL teacher for integrating reflection in her TBLT classroom in order to facilitate learning. In addition to the teacher practices, we have found that tasks designed to trigger more interactions (see extracts 4, 5, 7, and 8) can facilitate more reflections than tasks that aim at the sharing of task outcomes (ex.11, 12). Also, the study identifies the types of reflections that learners engage with after reporting on the task outcome. The following sub-sections will discuss these main findings of this study.

The role of the teacher in reflective talk

The issue of enhancing reflective talk in the EFL classrooms has not received sufficient attention. As seen from the extracts, the teacher plays a significant role in shaping learners' contributions, asking open-ended questions to extend turns, reshaping or reformulating students' responses (scaffolding) and using the discourse marker *OK* to introduce learners to a new phase of the task. Such strategies by the teacher have been encouraged for increasing the quality of classroom interaction (e.g., Walsh, 2002; Li, 2011), and demonstrate how the teacher guides her students through reflection. The benefit of reflective talk is that it encourages learners to think about their learning and maximize their use of the new language (Author 2). This was obvious in the students' efforts for initiating turns and extending their responses (extract 8 and 9). Initiating turns have been identified as learning opportunities (Waring, 2011). The teacher's effective practices, with the help of task design, have led to four types of reflections demonstrated in the section below. However, there were some ineffective practices used by the teacher that will be discussed later in this section.

Teacher practices and the quality of classroom interaction

The teacher uses tasks that encourage higher order thinking skills (i.e., diamond ranking and reading image). These tasks focus on analysis and evaluation skills, which occur in the during-task phase. The use of these skills encourages learners to move to a higher thinking skill: reflection, with the support of the teacher's practices. In diamond ranking, the teacher has successfully managed to challenge her students' thinking. The two types of implemented tasks were open tasks because there was no one particular solution. Although the types of tasks were different in design, they led to reflections. This means that open tasks can provide more space for interaction and reflections. This point disagrees with Long's (1989) claim that closed tasks are more interactive than open tasks. The reflection level and difficulty varied from one task to another. In the diamond ranking, the reflection was not reached quickly as it was related to task outcomes. A possible explanation of this limited interactional reflection could be due to the nature of decision-making tasks which are not as argumentative as opinion or gap information tasks, a point that confirms findings by Pica (1987) and Pica and Doughty (1985). Hence, this requires more effort from the teacher (4 turns in Extract 3) to help her students reach higher levels of thinking. However, a higher level of thinking, reflection on reflection (Leat, 1997; Lin and Mackay, 2004), has emerged in this task.

Regarding the first reading image task, reflection was achieved quicker, as it was based on relating the task to learners' similar personal experiences. This is demonstrated by the learners' initiatives to gain the floor as indicated in the teacher's response to this (Extract 8, line 151, "*we have million (.) You?=*"). Relating authentic tasks to learners' lives can lead to interactive learning (Breen, 1987). Further, since the task focused more on analysing emotions in a picture, and using their imaginations to think of possible answers, it is arguable that the learners were more engaged with real life-based tasks, which was obvious in their extended turns and the teacher's reactive tokens. As for the limited reflection in the second reading image, it could be a result of posing yes/no questions (extract 11 and 12). In addition, the thinking level is lower than diamond ranking which included analysis, justification and evaluation whereas as the old and present reading image included comparing and contrasting (second level in blooms taxonomy. This reveals the extent to which teacher practices can influence learners' responses (Walsh, 2002; Li, 2011) as well as the type of the task (Lin and Mackay, 2004).

This study confirms findings that in open task lessons teacher practices have more influence on the level of classroom interaction, particularly with reflective discussions, than the task type (author 2). Put simply, the findings of this study show clearly that the closer the teacher's reflection questioning practices are to learners' real life, the more interactional space they may provide for learners. Figure 1 explains this.

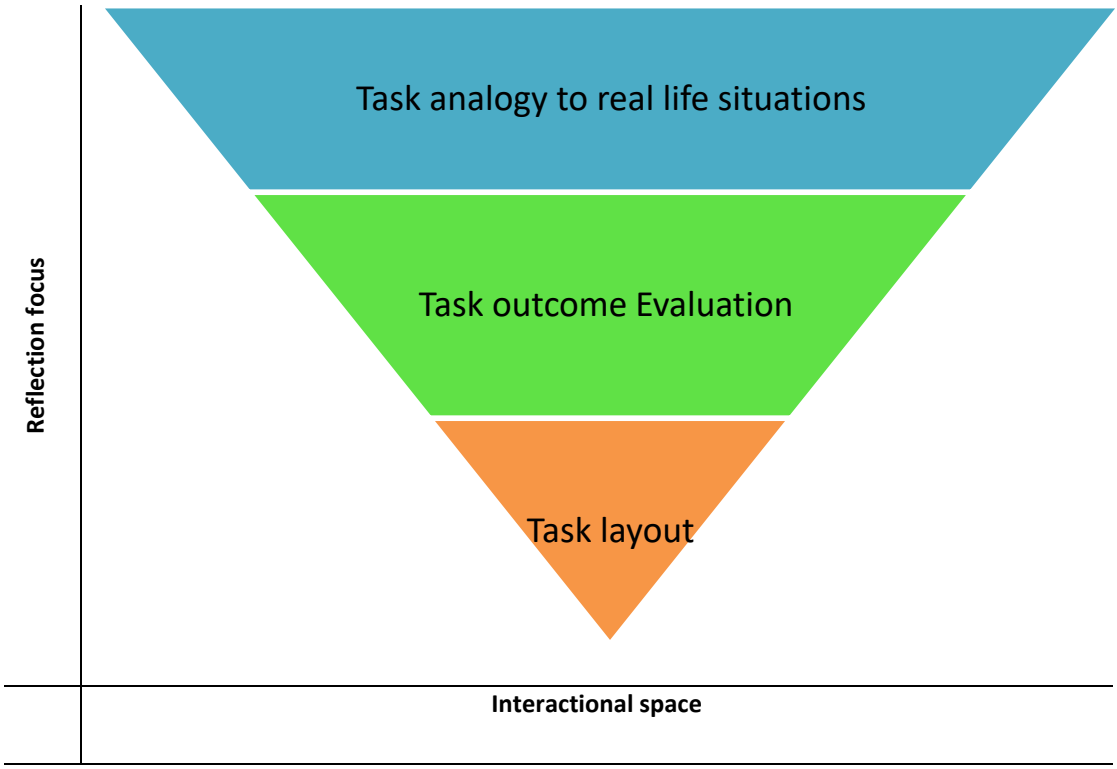

Figure 1: Interactional space and the reflection focus

Figure (1) shows three levels for the relationship between interactional space and the focus of the reflection. Thus, at the highest level, when the reflection is closer to real life situations (e.g., the airport image) and the reflection focuses on similar personal incidents, the reflection creates more interactional space for many learners and hence interactional authenticity (Ellis 2017) is maximized as well as learning opportunities and situational authenticity. This enables students to reach their learning potential. However, at the middle level, when the reflection focuses on task outcome evaluation, the interactional space becomes less than the previous level. Nevertheless, more profound learning opportunities are enhanced by teacher's providing more scaffolding practices than the previous level (Extract 3, 4, 5). Finally, at the lower level, when the reflection practices are not open ended focusing on task layout (e.g., reading image: past and present) the interactional space becomes restricted and hence learning opportunities are limited.

Also, this study is in tune with the socio-cultural theory, showing how pedagogy and learning are interrelated (Nassaji and Cumming, 2000) and how teacher scaffolding helps the learner to move to a higher level of learning (ZPD) (Vygotsky, 1978). The successful implementation of pedagogy coined with interactional competence can lead to successful learning. The common TBLT framework consists of three phases: pre-task, during-task and post-task phases, with the learners reporting their task outcomes in the post-task phase. This study addresses an overlooked issue in the TBLT literature which is the teacher's practices for facilitating reflections that may occur in the post-task phase. Reflection leads to in-depth learning as it takes learners beyond the task outcome. It also fosters interactional authenticity (Ellis 2017, Author 1). As revealed in the extracts, the teacher's strategies for infusing reflection differ from the strategies used for eliciting task outcomes, justifying the need for incorporating reflection in the EFL classroom for deeper learning.

CONCLUSIONS AND PEDAGOGICAL AND RESEARCH IMPLICATIONS

The data analysis of this study highlights the teaching practices of an EFL teacher for infusing reflection into her TBLT classroom. The results of this study reveal some effective practices used by the teacher for infusing reflection such as shaping learners' responses and asking open-ended questions. In addition, this study has identified four types of reflections that emerged from the teacher practices: reflection on task outcome, reflection on reflection, reflection on one's personal experience and reflection on personal preferences. Moreover, the data analysis shows that the closer the teacher's questioning practices are to learners' real life, the more interactional space they may provide for learners. The study identifies also some ineffective practices: using yes/no questions which did not help reflective talk. Hence, this study suggests the inclusion of reflection into TBLT to enhance interactional authenticity, provide more learning opportunities and hence maximize learners' use of the target language.

This study has important pedagogical implications for EFL task designers and teachers. The type of questions and discourse features the teacher used in class, such as discourse markers and questioning practices, have a satisfying influence on the types of classroom reflective talk. Hence, teachers must take care when selecting tasks that motivate and challenge learners' thinking. They are also advised to vary their questioning strategies, questioning types and their interactional practices according to the task-phase. Most

importantly, teachers need to skilfully extend learners' contributions to move beyond the task and think outside of the box. Furthermore, it is suggested that teachers can begin with a lower level of reflection as task layout with beginners and as a beginning stage for infusing reflection. Then, in the second stage, the teacher uses more reflection on analogous incidents in students' real life. This provides more interactional space for many learners and builds their confidence as they produce real-life and genuine responses. With more advanced learners, the teacher might use a profound reflection level on the task outcome evaluation. This will extend students Zone of Proximal Development by providing more learning opportunities beyond their current learning.
It should be noted that implementing reflections into TBLT requires training and modelling for both teachers and learners. It is hoped that this study will encourage EFL teachers to think of and evaluate their classroom practices for implementing reflection into their TB lessons. With the help of Breen's (1987) framework discussed in the Introduction, and the frame suggested in this study (Figure 1) teachers will be able to evaluate the tasks used for achieving their pedagogical aims and more importantly their reflection practices can be in tune with their learners' language level. At research level, this study might draws the attention of researchers to do more investigations regarding teachers practices in TBLT classrooms in order to identify effective and ineffective practices.

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Appendix A: Diamond Ranking-Insomnia

Task Instructions:

1) You have 5 minutes to think about ways of treating insomnia by ordering the statements written on slips from the least effective to most effective solutions.

discuss and compare your answers with your peers.

Task slips:

1. Talking with a friend: Discuss your worries and problems with a friend and seek her advice.
2. Anxiety management courses: A person can join Anxiety management courses. The courses may include: learning how to relax, problem solving skills, coping strategies, and group support.
3. Using anti-anxiety medicines: Consult a doctor to get medicines for anxiety such as antidepressant medicines.
4. ALL what you need is to Stop thinking about things that worry you.

Appendix B: Reading Image- People's Feelings

Describe the feelings of the people in the picture, considering the following questions:

1. What has just happened?
2. What will happen next?

Appendix C: Reading Image- Past and Present?

You have pictures of the life style in the past and present.

In groups, look at the pictures and decide in your group which life style you like more?

Explain why?