

List of figures

Figure 1: Long's model of relationship between type of conversational task and language acquisition (Long, 1983)

Figure 2: Walsh (2011) The SETT Reflective Practice cycle

Figure 3. Qualitative distinctions between reflective conversations (adapted from Zwozduak-Myers, 2012:16)

Figure 4: Triangulation design procedures (Adapted from Lopez and Tashakkori (2006))

Figure 5: Pie-chart 1 years of experience in KVs

Figure 6: Pie-chart 2 Over all teaching experience

Figure 7: Pie-chart 3 Educational Qualification

Figure 8: pie chart 4 Medium of instruction in school

Figure 9: Reflective continuum and the journeys of the teacher participants