

## The coding framework: A typology of teacher interactive thought

Category	Subcategories	Description
<b>1 Planned intention</b>	a) immediate (right now) b) future (later in the lesson or course of study) c) getting back on course after affordance	When teacher recalls being aware of an intention linked to her/his plan for the lesson (as opposed to responsive intentions – see 5).
<b>2 Knowledge/memory access</b>	a) of learners (e.g. personalities, likes, strengths, challenges, etc.) b) of prior study/learning (i.e. what they studied before with this class, either in this or previous lessons) c) of subject (i.e. the English language; grammar, lexis, skills) d) of pedagogy (incl. personal beliefs) e) of other (e.g. materials, own life experience, general knowledge, other courses)	When teacher recalls either searching own knowledge/memory, or drawing upon it. (References to difficulty in accessing knowledge should be coded as 7a/b).
<b>3 Perception</b>	a) of learners' actions, contributions, moods b) of other factors (e.g. materials, time, boardwork, disturbance, own actions [when these are 'noticed' consciously by the teacher], etc.)	When teacher recalls seeing, hearing, noticing or perceiving something. May include some interpretation (e.g. of ambiguous meaning), but no value judgement in the phrase.
<b>4 Decision</b>	[none]	When teacher recalls conscious awareness of making a decision.
<b>5 Affordance awareness</b>	a) intention in response to learner action or contribution b) awareness of emerging opportunity or problem c) adjustment to prior/planned intention (in relation to affordance) d) anticipation (including expectations and predictions)	When teacher recalls either being aware of an intention in response to something unplanned that came up in the lesson, or anticipating something unplanned.
<b>6 Uncertainty awareness</b>	a) deliberation / questioning b) doubt / confusion / difficulty thinking of something c) hypothesising (i.e. speculating about possible options)	When teacher recalls that s/he was uncertain about something, including deliberations, doubts and difficulty accessing knowledge, but not yet reflexivity.
<b>7 Value judgement</b>	a) evaluation of learner action, contribution or learner-generated affordance b) evaluation of own action, choice, contribution or response to learner (but without reflexivity) c) evaluation of general progress of lesson (including more instinctual feelings of general satisfaction or concern with progress) d) evaluation of something else (e.g. content, materials, resources)	When the teacher recalls awareness of an evaluative judgment or feeling, including assessment of how an action, activity or lesson stage is going/has gone, but not yet reflexivity.
<b>8 Reflexivity</b>	a) regret of, or annoyance at own practice (not yet 8c) b) self-confirmation (recognition of the positive impact of a decision or action taken during the lesson) c) self-criticism (incl. indication of alternative action) d) awareness of gap in knowledge (pedagogical/content) or own error e) awareness of unresolved puzzle f) questioning/reflecting on prior or general practice	When the comment indicates that teacher examined own practices critically and/or restructured own beliefs.

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