TEACHING ENGLISH AS A FOREIGN OR SECOND LANGUAGE

جامعة ساوة

كلية التربية

قسم اللغة الانكليزية

المرحلة

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TEACHING ENGLISH

Teaching English as a Foreign or Second Language

A Teacher Self-Development and Methodology Guide

Second Edition

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QUESTIONS AND ANSWERS ABOUT YOSHI

⬤ **Multiple Choice Questions**

Q1. What is the first step in the teaching exploration cycle?
a) Reflection
b) Collecting samples of teaching
c) Implementing new methods
d) Talking to students
☑ **Answer:** b) Collecting samples of teaching

Q2. Why do teachers use audio or video recordings in their classrooms?
a) To entertain students
b) To analyze classroom interaction and teaching behavior
c) To grade students' performance
d) To replace observation
☑ **Answer:** b) To analyze classroom interaction and teaching behavior

QUESTIONS AND ANSWERS ABOUT YOSHI

Q3. In the example of the ESL teacher giving instructions, what did she discover?
a) Her students always understood her instructions
b) Her instructions were too long and confusing
c) Her written instructions were ignored
d) Her students preferred silence
☑ **Answer:** b) Her instructions were too long and confusing

QUESTIONS AND ANSWERS ABOUT KATHY

Q4. How did the EFL teacher improve her praise behavior?

a) By stopping praise completely

b) By praising only genuine achievements and using stickers

c) By praising everyone equally

d) By using more "Very good"

☑ **Answer:** b) By praising only genuine achievements and using stickers

Q5. What change did the Japanese teacher make to improve classroom interaction?

a) She added more drills

b) She stopped asking questions

c) She asked personal questions and used a map

d) She used only display questions

☑ **Answer:** c) She asked personal questions and used a map

Q6. According to John Fanselow, observing another teacher helps us:

a) Copy their style exactly

b) Compare ourselves negatively

c) Reflect on our own teaching practices

d) Focus only on student behavior

☑ **Answer:** c) Reflect on our own teaching practices

COMPARISON QUESTIONS

True / False Questions

Q7. Collecting teaching samples helps teachers focus on what really happens in class.
☑ **True**

Q8. When recording, students usually never get used to the camera.
✗ **False** – They often act naturally after a short time.

Q9. Teachers can learn from observing other teachers as much as from observing themselves.
☑ **True**

Q10. The purpose of reflection is only to criticize teaching mistakes.
✗ **False** – It is to understand and improve teaching, not just criticize.

Q11. Small changes in teaching can lead to significant improvements.
☑ **True**

SHORT ANSWER QUESTIONS

Q12. What are some ways teachers can analyze classroom recordings?

☑ *They can count behaviors (like number of questions or errors corrected), make transcripts, and code interactions using systems like COLT or FOCUS. [COLT = Communicative Orientation of Language Teaching] , FOCUS = Foci on Communication Used in Settings]*

Q13. What is "pure exploration" in teaching?

☑ *It means observing or recording a class without a specific focus, simply to see what happens and discover new insights.*

COLT OR FOCUS

What is it?

It is another tool for analyzing classroom interaction, but it is somewhat broader than COLT.

It focuses on the **types of communication** that occur in the classroom, such as:

Giving instructions

Asking questions

Giving feedback or comments

Interaction among students themselves

What does it measure?
FOCUS examines:

Who speaks to whom (teacher → students, or student → student)

The type of message: Is it instructional, social, or organizational?

The style: Does it include encouragement, correction, or direction?

Purpose:
The goal is to help the teacher understand the **dynamics of communication** in the classroom and determine whether the classroom environment truly provides opportunities for students to **use the language actively**, rather than just listen to the teacher.

◇ **What does it measure?**

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◇ **Purpose:**

The goal is to help the teacher understand the **dynamics of communication** in the classroom and see whether the learning environment provides **real opportunities for students to use the language**, rather than just listen passively to the teacher.

Q\ what are ways of Teaching ?

Read journal articles and books about teaching and learning.

• Read teacher narratives.

• Attend professional conferences.

• Establish a mentoring relationship.

• Put together a teaching portfolio.

• Learn another language.

• Do action research.

• Do self-observation.

• Observe other teachers.

Classroom Scene

The teacher asks his English students a simple question:

Teacher: "What did you do last weekend?"
Student 1: "I go to shopping."
Teacher: "You *went* shopping — very good! What did you buy?"
Student 1: "I buy new shoes."
Teacher: "Great! Anyone else?"
Student 2: "I played football with my friends."
Teacher: "Excellent! Did you win?"
Student 2: "Yes, we win!"
Teacher: "We *won*! Good try!"

Aspect of Analysis	Observation
Type of Activity	Communicative discussion (sharing personal experiences).
Who Talks More?	The teacher at first, then students begin to participate.
Is the Language Used for a Real Purpose?	Yes, students are talking about their real lives.
Are the Questions Open or Closed?	Open-ended (require long answers, such as "What did you do…?").
Error Correction	The teacher corrects mistakes in an encouraging, non-embarrassing way.
Student Participation	High — more than one student participates in the conversation.

ANALYSIS USING FOCUS

Result:

The lesson is highly communicative because students are using English to express themselves, not just to repeat grammar structures.

2. Analysis Using FOCUS (Foci on Communication Used in Settings)

Purpose of FOCUS:

To analyze patterns of interaction and communication between the teacher and the students.

Aspect of Analysis	Observation
Who Talks to Whom?	Teacher ↔ Students, then Student ↔ Teacher. There is little interaction among students themselves.
Type of Communication	Instructional, including correction and praise.
Teacher's Language	Supportive and corrective (uses praise and feedback).
Students' Language	Short responses, but personal and understandable.
Classroom Atmosphere	Positive and supportive of learning.
Suggestion for Improvement	Encourage students to ask each other questions (e.g., "Ask your partner what they did.").

Result:

The teacher uses a friendly and supportive style, but the communication remains **teacher-centered**.

It could become more interactive by encouraging **student-to-student communication**.

Q14. What did the teacher in the literature class realize about his questioning style?

☑ *He asked too many questions, dominated discussions, and needed to give students more opportunities to ask and respond.*

Q15. How did the Japanese teacher's use of a map affect interaction?

☑ *It encouraged students to ask and answer more genuine questions and shift from personal talk to exploring the map together.*

Q16. Why is discussing recordings or photos with the observed teacher important?

☑ *Because it helps both the observer and the teacher reflect, share insights, and learn from each other.*