SAWA UNIVERSITY

EFL AND ESL TEACHING SETTINGS

جامعة ساوة

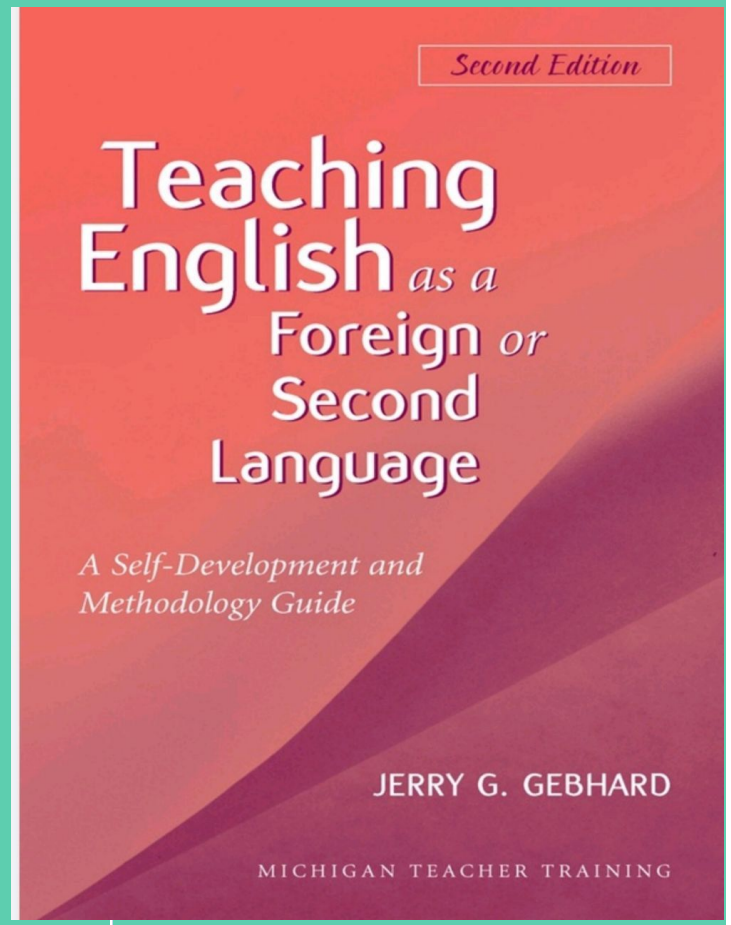
كلية التربية

قسم اللغة الانكليزية

المرحلة الثانية

اسم المحاضرم.م. نازك عزيز درويش

رقم المحاضرة 5



presentation title

TEACHING ENGLISH

Teaching English as a Foreign or Second Language

A Teacher Self-Development and Methodology Guide

Second Edition

JERRY G. GEBHARD

Q\HOW CAN TEACHERS EXPLORE THROUGH A TEACHER JOURNAL?

Teachers can collect different kinds of information from their own and others' classrooms to analyze and reflect on teaching. These include:

1-Quick written descriptions of classroom interaction, along with analysis and interpretation.

2-Tally sheets, transcripts, sketches, and coding used to describe and analyze classroom behavior.

3-Photos (snapshots) with written descriptions of what is happening in each image.

4-Summaries and reflections from discussions with other teachers.

5- Lists of alternative teaching methods (for example, different ways to give instructions)

6-Stream-of-consciousness writing to freely record spontaneous thoughts.

7-Reflections on personal language-learning experiences.

8-Ideas and beliefs about teaching and learning.

9-Questions and self-answers about teaching practices.

10-Summaries and critiques of journal articles and books.

WHAT ARE WAYS TO EXPLORE 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. Talk with other teachers. • Keep a teacher journal.

TEACHER SELF-DEVELOPMENT TASKS

1-Talk Tasks

2-Observation and Talk Tasks Observation and Talk Tasks

3-Journal Writing Tasks

According to **Paul Arcario**

Discussing teaching can help teachers learn from each other and reflect on their own methods. However, such conversations are not very common among English language teachers. When .they do happen, they often become **evaluation-based** rather than reflective

According to **Paul Arcario**, these conversations usually follow a **three-step evaluative :sequence**

Evaluation: The observer gives a positive or negative comment (e.g., "I liked your .class," or "Students didn't talk much")

.Justification: The observer explains why they made that comment

Prescription: The observer suggests what the teacher should do to improve (e.g., ."You should use more group work")

Arcario notes that the prescriptive step (giving advice) is most common when the evaluation is negative because the observer feels a problem needs fixing.

In short: Although talking about teaching can be valuable for reflection and learning, it often turns into judgmental feedback rather than open, supportive discussion.

This passage explains that the **usual way teachers talk about teaching**—mainly through evaluation and criticism—is **not very productive**, though it can be changed with proper planning and clear guidelines for **nonjudgmental, non-prescriptive discussions.**

Discussions about teaching become much more meaningful when they are **planned**, **focused**, and **free from judgment**. When teachers specify what kind of feedback they want, conversations shift from criticism to **professional growth and mutual learning**.

This passage explains how the group of teachers in Japan improved their post-observation discussions by **setting specific ground rules**.

They agreed to **avoid making positive or negative judgments** about their own or others' teaching, since judgment shifts attention from *describing what happened* to *expressing feelings* about it. They also agreed **not to give prescriptive advice** ("you should do this") but instead to **generate alternative possibilities** based on what they had observed.

Their focus was on **exploring different ways to teach**, not on finding "the best way." These two sets of rules proved powerful:

1-They produced more objective, detailed **descriptions of teaching**.

2-They discovered a wider range of **alternative techniques** for classroom use.

3-Over time, they became **less judgmental** and more open-minded toward teaching differences.

HOW CAN TEACHERS EXPLORE THROUGH A TEACHER JOURNAL?

Writing in a journal helps teachers reflect on their teaching by recording classroom observations, ideas, and experiences. Journals may include lesson analyses, photos, discussions with colleagues, alternative teaching methods, and personal reflections on learning and teaching.

HOW CAN TEACHERS EXPLORE THROUGH A TEACHER JOURNAL

Teachers can explore their teaching by keeping journals to record classroom observations,

ideas, and reflections.

Journals may include quick lesson notes, analyses, photos, discussions, alternative teaching methods, and free writing to express thoughts or concerns.

Journals may also include reflections on language learning,

beliefs and questions about teaching,

personal insights, summaries of readings,

and lesson plans or teaching ideas.

TEACHER SELF-DEVELOPMENT TASKS

Talk Tasks: Discuss the "Ways to Explore Teaching" with other teachers.

Identify which methods interest you most, which you've tried, and what you learned about yourself through them

Reflection Questions

1- Define and identify judgments in teaching and why they should be avoided.

2-Explain what prescriptions are (e.g., "You should...") and why they may not be helpful.

3-Describe what alternatives are and why generating them is more valuable than giving prescriptions.

Language Learning Experiences: Reflect on your experiences as a language learner—how your teachers taught, what you liked or disliked, and how these experiences shaped your own teaching style.

TEACHING OBSERVATION AND REFLECTION TASKS

Class Observation: Visit a colleague's class with another teacher.

- Ask what specific teaching aspects to observe and plan how to record observations (notes, sketches, audio/video, etc.).
- Observe the class, then discuss it together afterward in a nonjudgmental, nonprescriptive way.
- Create a list of alternative ways to teach parts of the lesson.

Class Recording and Analysis: Record classroom interaction through audio or video.

- Select interesting parts and transcribe them.
- With another teacher, analyze the interaction to identify learning opportunities and potential barriers.
- Plan and implement a small teaching change, then record and analyze the results again to reflect on improvement.

JOURNAL WRITING TASKS

1-Reflect on your own language-learning: how teachers taught, what you liked/disliked, and how it shaped your teaching.

2-**Summarize** what you learned from class observations and discussions—new insights about teaching and about describing teaching nonjudgmentally.

3-Keep your journal handy and jot ideas or reflections as they arise.

4-Choose one class and, after each session, free-write for ~15 minutes (add sketches if helpful). After a few weeks, review all entries and write what you learned about yourself and your teaching.