

Observing teachers during school visits

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Classroom observation form

Norms of classroom / social interaction

Classroom management

L1 / L2 use in class

Dealing with the unexpected

A little demo lesson

Topic: social media

London Marathon runner stops 300 m from finish to help struggling competitor

The Independent, 24 April 2017

thewelshrunner

Not the marathon I was expecting. Personally it was very difficult. An old calf injury hampered my progress but when I saw David struggling with a few hundred metres to go I knew I couldn't leave him there on the ground. I know the hard work it takes to even get to the start line of a marathon and to have run all that way and be agonisingly close to the end, there was no way I was leaving his side until he was finished. [...] I did what any of us would have done. And I saw runners helping each other out all over the course. Personally I had runners trying to help me when I was stopped at the side of the road struggling with an injury. This was just the moment that was caught on TV. I am proud to be part of the wonderful running community and to have made a new friend. Thanks for all the messages. It's a marathon I will never forget. Well done to everyone involved whether it be taking part or spectating. You were all amazing.

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What messages
does
@thewelshrunner
convey?

- How runners help one another during such events
- That he too had been helped before
- What he did to help David was just the moment that was captured on TV
- Keen to note the community spirit involved in the running community
- That through his action he made a new friend
- The use of the second person plural: “*You were all amazing*” makes the discourse reader-oriented and personal
- Instead of glorifying the moment he downplays what he did
- Focuses on the running community

Listen and find examples of sensory language from the text.

What other ways can this text be used for language teaching purposes?

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Undertaking constructive observations

These observations will differ from traditional class observations

- Their aim: to notice, reflect on and learn from phenomena and practices visitors (trainee teachers) experience in a novel context
- Focus of observations: have a clear link with teaching practice AND transferable skills

Undertaking constructive observations

Notice and reflect on phenomena and practices so as to improve:

communicative competence

Intercultural competence

Global / civic competence

Teacher professional competence

Undertaking constructive observations

The observation criteria and prompts were designed drawing on and combining:

- the key skills and competencies that emerged during the participant interviews
- employability skills based on literature from: Jones, 2013

Jones, E. (2013). Internationalization and employability: The role of intercultural experiences in the development of transferable skills. *Public Money & Management*, 33(2), 95-104.

Communicating with speakers of other languages

Dr Muna Morris-Adams



Different communicative conventions

- *Please accept a thousand salutations to your lotus feet.*
- *Heya dude*
- *Dear Professor Muna*

Different communicative conventions

- Tolerate differences and learn from them !
- Avoid judgement and stereotyping.

Different conventions

Depending on

- Setting
- Relationships/ status
- Attitude

- Effect on conversations, e.g. interruptions,
- tolerance of silence, use of back-channels,
- politeness norms

Tell me where the library is.

Making requests

- How direct or indirect should we be ?
- Great variations in cultural and social conventions
- → important area of communication for language learners – and teachers

Intercultural pragmatic competence

- Pragmalinguistics → knowledge of linguistic features
- Sociopragmatics → knowledge of sociocultural norms

In class

- Raise awareness of differences; learn something about students' L1 background
- Discuss and compare L1 and L2 linguistic features and sociocultural norms e.g. modes of address

What is said and what is meant ?

A: How are we getting there?

B: Well, *we're* getting there in Dave's car

Communication scenarios

Requests

- *S3* A girl tries to get rid of a boy pestering her on the street.
- *S13* A student asks a teacher for an extension for finishing a seminar paper.

Blum-Kulka & Olshtain 1984

L1 and/or L2 debate

Debate and research focus on

- **Extent** of L1/L2 use
- **Efficacy** i.e. effect on learning
- **Purpose**

- Research studies often show conflicting results
- Wide variations in School policies and teacher approaches and usage

Use of L1

often used for :

- giving instructions
- translation
- explaining vocabulary
- clarifying grammar
- correcting errors
- managing classrooms
- maintaining discipline

Comments from observations

- Over-use of L1
- Extensive use of L1

- Teacher translates
- Teacher uses L1 for grammar explanations
- Teacher reprimanded in L1

- Some teachers tolerant of student use of L1
- Others asked for answers to be repeated in L2

Reflections on L1 use

L1 use by teachers is counter-productive →

- does not encourage learning
- nor encourage students to use L2
- does not help to develop students' communication or listening skills

BUT teacher elaboration or explanation in L1

- helped student understanding

Future EU teachers

- Need to be aware of current debate and issues
- Need to clarify own position –for/against ?
- Need to know and be able to use a variety of strategies, e.g. how to paraphrase

Discussion