

MASTER'S DEGREE CLIL & FLE

CONTENT AND LANGUAGE INTEGRATED LEARNING · FOREIGN LANGUAGE EDUCATION

MODULE 7 - STUDY GUIDE EMPOWERING APPROACHES TO TEACHER EDUCATION IN L2-MEDIUM INSTRUCTION



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Study guide specially written by specialists on each topic for use in the MEd CLIL & FLE.
Department of Language Education, Universitat Autònoma de Barcelona.
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To cite this Study Guide:

Escobar Urmeneta, C. (2020). *Empowering Approaches To Teacher Education In L2-Medium Instruction. Study Guide Module 7.* MEd in Teacher Development for Foreign Language Education and Content and Language Integrated Learning (CLIL). Universitat Autònoma de Barcelona. (Revised Edition).

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PRE-READING QUESTIONS

[MANDATORY!]

Note. Before you start reading the text examine the questions below, individually or in pairs, and jot down your ideas about each issue. You may enter your answers in the corresponding section of CV-M/.

1. Pre-service and in-service teacher training or teacher education courses have proved to have very limited effects on the way teachers teach. What do you think the reasons are for this lack of success? In your view, what kinds of improvements are needed in teacher education in order to make it more efficient?

Your notes:

.....
.....
.....

2. What is your working definition of Reflective Teaching? What is your definition of Action Research? Or rather, in your view, how are Reflective Teaching and Action Research similar? How are they different?

Your notes:

.....
.....
.....

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3. 'Empowering' —as in 'empowering teachers'— is a term commonly used in approaches to teacher education understood as teacher development. The term is also very popular in other areas of social action. Have you ever come across the term 'empowering' in the field of education or in any other context?

Your notes:

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.....



4. Can you suggest at least one specific strategy to increase the proportion of exploratory talk among primary or secondary students when working in groups? In the same vein, can you think of at least one specific strategy to increase the proportion of quality talk among primary or secondary teachers in a teacher education programme when working in small groups or whole group plenaries?

Your notes:

.....
.....
.....



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5. Examine the classroom photographed in figure 4 of this study guide. What can you tell about this lesson? Clue: what you don't see might be as important as what you see.

Your notes:

.....

.....

.....

6. Have you ever video-recorded yourself teaching a lesson and watched it later? How did you feel while being recorded? How did you feel while viewing it?

Your notes:

.....

.....

.....

7. Are you aware of how much shaping and reshaping, be it in the form of modelling or in the form of feedback, you do in your L2-medium classrooms? Are you aware of the strategies you use to provide feedback?

Your notes:

.....

.....

.....

8. As a teacher educator, how would you train a group of teachers to observe a video-recorded lesson and learn from it?



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Your notes:

.....

.....

.....

9. You have observed a lesson taught by a colleague and now it is feedback time. How would you start off the post-observation feedback conference?

Your notes:

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.....

10. coteaching is regarded as a very powerful strategy for teacher development, especially but not only in CLIL. However, not all teachers may feel comfortable with this technique. What is your view on this matter?

Your notes:

.....

.....

.....

11. Does this ring a bell? Was school that good 20 or 30 years ago?

The Good Old Days ...

- School was much better in the past
- Standards are going down
- The young generation know nothing
- They can't even read
- No saben les estructures de present. Com puc ensenyar les del passat?
- Tot el dia amb el mòbil ...
- ...
 - Was school **that** good some 30 years ago?

Your notes:

.....

.....

.....



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1. INTRODUCTION

This study guide is intended to provide background information on the various approaches to teacher education and tools and techniques to carry out personal professional development plans, as well as to act as a mentor, supervisor or teacher educator in formal teacher education courses. This study guide will also serve as a resource centre for the end-of-module project, and as a basic training tool for the design of the Master's Dissertation project. This Module 7 study guide seeks to promote an active reading stance by combining bits of basic information, hints on how to obtain further information on each topic and a set of activities to foster an active critical reading mindset.

The vast majority of the activities in the guide have been designed not as assignments to be submitted and graded, but rather to generate 'food for thought' to develop the participants' awareness of practical issues related to professional development. Although the activities proposed can be tackled individually, the recommendation is to work on them collaboratively with other participants. In any case, the doubts that will surely emerge while reading and the insights gained through completing the different tasks can be shared with other participants in the Virtual Campus (CV) forum or the on-campus sessions.

The study guide is structured into three main parts, each part with a number of sections. Part I, comprising sections 2 to 4, briefly presents a rationale for empowering approaches to teacher education. Part II --sections 5 to 9-- presents different approaches to reflective teaching, moving from reflection based on impressionistic anecdotal accounts, to the systematicity of Action-Research-based projects. Finally, part III --sections 10 to 12-- sets up the bases for the handling of coteaching experiences and feedback conferences. These sections are complemented with two checklists for classroom observation purposes (Appendices 1 and 2).

The guidelines and material support for the end-of-module project will be provided separately.

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The terms and expressions below (content-obligatory language) will be used at some point in M7. You may want to cross out each item after it first crops up either in your readings or in online or on-campus debates. And it might be a good idea to highlight them in different colours according to your degree of familiarity with the term.

Action research (AR); Affordance; Collaborative/cooperative work; Confluence; **coteaching;** Cumulative/Disputational/**Exploratory talk;** **Empowering;** Equality; Evidence/**Data-based analysis;** Face-work; Gaze; Interactional competence; **Languaging;** Listenership; Methodology; Mutuality; On-task/Off-task; Peer engagement; Peer tutoring; Provide (participants) with; **Post-observation reflective talk;** **Reciprocal feedback;** Repair (self- and other-initiated); Silent (or embodied) participation; **Teacher development;** Teacher education; Topic management; Turn-taking.



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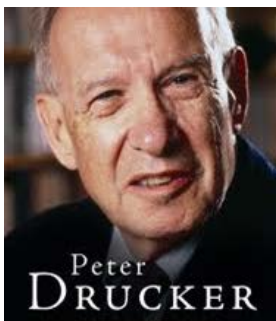
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2. TEACHER EDUCATION FOR INNOVATION

It is crystal clear that in the 21st century we need to rethink what we teach and how we teach: https://www.ted.com/talks/ken_robinson_changing_education_paradigms

However, it has been shown that legislation by itself is incapable of bringing about innovation in education. The cases of Catalonia and Spain clearly demonstrate that changing the curriculum several times in a few years may result in a change in the labels used to talk about education, but brings about little transformation of classroom practices and a great deal of frustration among conscientious teachers.

Adapting to schools what Drucker (2007:235), a renowned theoretician of innovation, writes about other institutions may be revealing:



“Schools (and teachers) prefer not to abandon the old, the obsolescent, the no-longer-productive; they’d rather hang on to it and keep on pouring effort into it. Worse still, they then assign their most capable people to ‘defending’ the outworn.

The human resource needs to be allocated to making tomorrow, if the school is to have a tomorrow”. (...) However, “Tomorrow always arrives ... It is always different. And then even the mightiest school is in trouble if it has not worked on the future.”

Because “not having dared to take the risk of making the new happen, it perforce took the much greater risk of being surprised by what did happen.” In short:

“Making the new happen is what innovation is all about”.

Source: http://educationinnovation.typepad.com/my_weblog/2009/01/playing-educational-substitution-with-peter-drucker.html

3. TRADITIONAL VS. EMPOWERING APPROACHES TO TEACHER EDUCATION

Teacher education which is based on data-driven research is an indispensable component if innovation is to be enacted. The basic functions that teacher-education performs are:

- a) to familiarise practitioners with innovative teaching practices, strategies, procedures or options endorsed by robust data-based research that may help them to move from transmissive, selective models of schooling towards critical, democratic approaches to plurilingual education; and
- b) to help teachers develop competence in the use of innovative practices, strategies, procedures or options in their own context. Indeed, being familiar with a teaching strategy is a necessary but not sufficient condition to implement it in the classroom with the expected results.

It is also widely acknowledged that the single factor that most affects a person's teaching practice is the methodologies experienced by that person as a learner at a young age. This may explain, up to a point, the partial to complete failure of many teacher education programmes. But, of course, this is not the only reason why teacher education programmes often obtain limited results, and in no case can this finding be used to justify unsuccessful teacher education programmes.

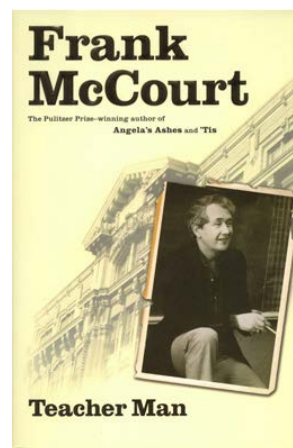
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The theory-practice gap in dissociated teacher-training models

Novice teachers often find themselves in trouble when they they start teaching and find that pre-service education does not offer much help. Author Frank McCourt was one of such teachers. If you read about the hilarious Flying-Sandwich incident below-you may recognise yourself at some point of your teaching career. To what extent do you agree with McCourt's criticism? Do you think teacher education has improved a little bit since the 1960s?



The Flying Sandwich Incident

The problem of the sandwich started when a boy named Petey called out, "Anyone wan' a baloney sandwich?"

"You kiddin'? Your mom must hate you, givin' you sandwiches like that."

Petey threw his brown-paper sandwich bag at the critic, Andy, and the class cheered. "Fight, fight," they said. "Fight, fight." The bag landed on the floor between the blackboard and Andy's front-row desk.

I came behind my desk and made the first sound of my teaching career: "Hey." Four years of higher education and all I could think of was "Hey."

They ignored me. They were busy promoting the fight that would kill time and divert me from any lesson I might be planning. I moved toward Petey and made my first teacher statement, "Stop throwing sandwiches." Petey and the class looked startled. This teacher, new teacher, just stopped a good fight. New teachers are supposed to mind their own business or send for the principal or a dean and everyone knows it's years before they come. Which means you can have a good fight while

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waiting. Besides, what are you gonna do with a teacher who tells you stop throwing sandwiches when you already threw the sandwich?

Benny called out from the back of the room. "Hey, teach, he awredy threw the sangwidge. No use tellin' him now don't throw the sangwidge. They's the sangwidge there on the floor."

The class laughed. There's nothing sillier in the world than a teacher telling you don't do it after you already did it. One boy covered his mouth and said, "Stoopid," and I knew he was referring to me. I wanted to knock him out of his seat, but that would have been the end of my teaching career.

Professors of education never lectured on how to handle flying-sandwich situations. They talked about the theories and philosophies of education, about moral and ethical imperatives, about the necessity of dealing with the whole child, the gestalt, if you don't mind, the child's felt needs, but never about critical moments in the classroom.

Should I say, "Hey, Petey, get up here and pick up the sandwich, or else?" Should I pick it up myself and throw it into the wastepaper basket to show my contempt for the people who throw sandwiches while millions starve all over the world?

They had to recognize I was boss, that I was tough, that I'd take none of their shit.

The sandwich, in wax paper, lay halfway out of the bag and the aroma told me there was more to this than baloney. I picked it up and slid it from its wrapping. It was not an ordinary sandwich where meat is slapped between slices of tasteless white American bread. This bread was firm enough to hold slices of rich baloney, layered with slices of tomato, onions and peppers, drizzled with olive oil and charged with tongue-dazzling relish.

I ate the sandwich.

It was my first act of classroom management. My mouth, clogged with sandwich, attracted the attention of the class. They gawked up at me, thirty-four boys and girls, average age sixteen. I could see the admiration in their eyes, first teacher in their lives to pick up a sandwich from the floor and eat it in full view. Sandwich man. In my boyhood in Ireland we admired one schoolmaster who peeled and ate an apple every day and rewarded good boys with the long peel. These kids watched the oil dribble down my chin to my two-dollar tie from Klein-on-the-Square.

Petey said, Yo, teacher, that's my sandwich you et.

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Class told him, Shaddap. Can't you see the teacher is eating?

I licked my fingers. I said, Yum, made a ball of paper bag and wax paper and flipped it into the trash basket. The class cheered. Wow, they said, and Yo, baby, and M-a-a-a-n. Look at dat. He eats the sandwich. He hits the basket. Wow.

So this is teaching? Yeah, wow. I felt like a champion. I ate the sandwich. I hit the basket. I felt I could do anything with this class. I thought I had them in the palm of my hand. Fine, except I didn't know what to do next. I was there to teach, and wondered how I should move from a sandwich situation to spelling or grammar or the structure of a paragraph or anything related to the subject I was supposed to teach, English.

Source: McCourt, F. (2006). *Teacher Man*. NY: Scribner:15–20).

But life is tough and we need now to leave the pleasures of literature and come back to our academic discussion. It is hoped, though, that you can make a connection between one and the other.

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Positivist approaches to teacher-training are based on the “first theory, then practice” principle, but research consistently shows that this view results in the progressive replacement of the knowledge acquired by student-teachers in formal courses by their long-held habits [or the traditional ways of teaching], or by the dominant practices in their school. Some of the possible reasons for this replacement are

- a) The hidden rationale for many courses consisting of “*teachers don't know anything, but we, teacher-trainers will tell them how to teach properly, since we know how to do it. Not in vain do we follow the outcomes of the research we have read or conducted on this or that point.*”
- b) The disdain that academics often show for practical matters.
- c) The fact that academics tend to underestimate the ability of teachers to take informed decisions. That is, to read research and understand its implications (in contrast for example with doctors, who are required to keep updated with the outcomes of research in their field).
- d) The categorisation by practitioners of ‘educational theory’ as something completely unrelated with the problems that emerge in everyday life in schools results in a theory-practice gap, solved in favour of the old ways.
- e) The categorization by practitioners of learning theories as a matter of ‘trend’, as in: “The trending theory in education today is ...”
- f) In the case of novice teachers, their adoption, in order to be accepted by the community, of the values and long-established ways of teaching, still firmly adhered to by dominant members of the staff who take pride in resisting innovation.

In a nutshell, however advanced and innovative teaching techniques presented at teacher-training courses may be, these are soon pushed into the background and consigned to oblivion, whereas transmissive teaching of the traditional sort; is enforced all over again.

On the other hand, many attempts have been made to bridge the theory-practice gap. The first solid one came in the 1960s with the arrival of microteaching (Allen and Ryan, 1969). The improvement brought about by microteaching in the mastery of classroom techniques was huge. On the other hand, microteaching derives from a conception of teacher-training where the trainer presents the right way to implement a given skill, and trainees are required to master it. That is, trainees do not have any

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status to decide, for example, what their own needs are, or what type of feedback they would like to have.

Recent developments in this technique (see for example micro-reflective teaching) have overcome some of these problems, and have introduced the use of video-recorded lessons as a basis for post-observation discussion.

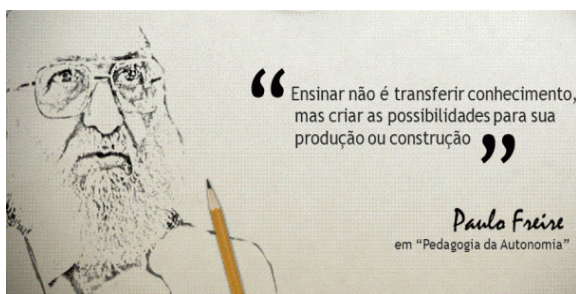


Figure 1. Paulo Freire

Nevertheless, the most radical change in the last twenty years was inspired by Critical Pedagogy (see, for example, Freire 1985), and consists of the adoption of empowering (see fig. 2) approaches to teacher education, where student-teachers largely retain the leadership of their own education through a process of shared reflection and innovative action.

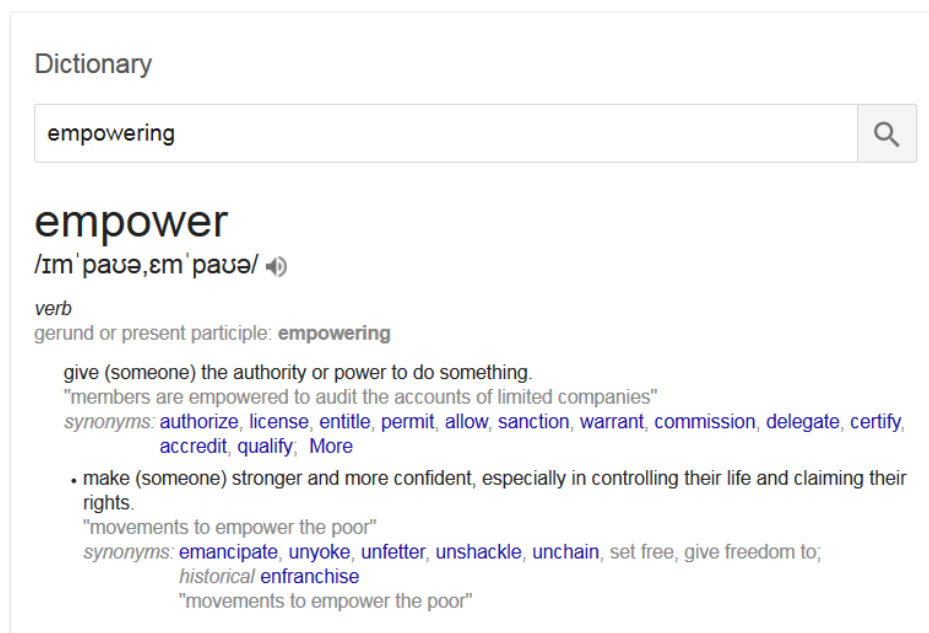


Figure 2. Dictionary search

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4. REFLECTION-IN-ACTION AND REFLECTION-ON-ACTION



Figure 3. Donald Schön

Schön (1983, 1987) theorized the Reflection-in-action/Reflection-on-action model for teacher-education, as a means to overcome the prevailing predominance of theory over practice. Reflection-in-action would allow teachers to carry out on-the-spot thought experiments [i.e., “If I do this, the following will happen”]. However, its immediacy does not allow for deep reflection on the why’s and how’s of particular classroom episodes.

This requires time and distance only allowed by Reflection-on-action or thinking back and exploring how and why one acted in some particular way. This effort will result, it is hypothesized, in the development of a theory of practice which will become useful in future teaching situations. Schön’s paradigm has received major support from research and has been discussed, further developed or adapted within various models.

Some teacher education approaches which back the notion that teacher-led inquiry is the key-to genuine teacher development are:

- Action Research (Car and Kemmis, 1986; Elliot, 1991; Strickland, 1988).
- Experiential Learning (Kolb, 1984)
- The Bellaterra integrative model of Teacher Education (TEd) for CLIL (Escobar Urmeneta, 2010)
- Teacher Empowerment (Bolin, 1989; Short, 1992),

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The common traits that all of these proposals share are:

- (a) They attempt to bring theory and practice together; and
- (b) They take teachers' or student-teachers' priorities into account.

On the other hand, sociocultural-rooted teacher-development models take as their starting point the idea redolent of Vygotsky (1978) that learning belongs not to individual persons, but rather to the various conversations of which they are a part (McDermott, in Murphy, 1999:17). Transferring this principle to teacher education, it is through conversations with their students, peers and, if in a formal course, mentors and supervisors that student-teachers engage in deep intense reflection on teaching and learning.

According to this model, familiarity with the relevant literature is viewed as a further step in this professional conversation. In the case of pre-service training, TEd reading becomes especially valuable once the student-teachers have some background knowledge, questions and data to bring to their reading. It is hoped that as a result of all this student-teachers will develop their own voices that will, in the long term, continue developing throughout their careers, and, in the short term, crystallize in dissemination activities in the form of articles for professional journals, presentations at conferences or even Master's Dissertations or PhD Theses.

Source: Sections 3 to 4 are largely based on Escobar Urmeneta (2010).

5. REFLECTION ON RECALLED CLASSROOM ANECDOTES

Reflection-on-action as recalled by the teacher (e.g., the flying sandwich story) is a type of practice common to all dedicated teachers, but more than merely recounting one's classroom adventures, it is an activity that is key to improving one's teaching practice. This 'Reflection on Anecdotal Recall' is usually driven by three very general questions of a judgmental type:

- What worked well? → I'm going to do more of this.

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- What didn't work well enough? Why? → I'm going to change this.
- How am I going to change what worked well or didn't work well enough so that it results in a better teaching/learning experience?

What are the advantages and disadvantages of Reflection on Anecdotal Recall?

Some values of the benefits of Reflection on Anecdotal Recall (RAR) are:

1. It comes naturally to any conscientious teacher who wants to improve her/his teaching
2. It is self-imposed and self-regulated: it is about improving one's own professional development
3. It adapts to any teaching context
4. It is unfocused, so it adapts naturally to any type of phenomenon that strikes the teacher as relevant
5. It is unobtrusive
6. It has universal applicability; as it can be used by the dedicated teacher in every single lesson, at all times
7. It does not require any type of preparation
8. It does not require any type of data collection apparatus
9. It does not require any type of external support
10. It is not face-threatening: impressions and conclusions can be kept to oneself
11. Impressions can be shared with colleagues, who will probably agree critically with the reporting teacher, reinforcing her/his self-esteem.

Surely you have yourself experienced several other advantages to RAR.

However, if the aim of a teacher-development programme is to bring about substantial transformation in an educational environment, by increasing, for example, the amount and quality of 'affordances', (also known as 'potentially acquisitional sequences'), RAR also has a number of limitations.

Activity 1. Limitations of Reflection on Anecdotal Recall

Preferably together with other participants, brainstorm a number of limitations to RAR which could be overcome if focused observation was used. Afterwards, check your answers with other participants and/or the list below.



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LIMITATIONS OF ANECDOTAL RECALL

1. Lack of focus
2. Possible irrelevance of the targeted issue
3. Inadequate coverage or omission of relevant issues
4. Asystematicity of the observations
5. Impressionistic. Difficult or unfeasible detailed analysis
6. Purely subjective observations, without the availability of external observers
7. Insufficient reliability in the observations
8. Uninformed interpretation of observations
9. Exceedingly optimistic or pessimistic analysis of classroom events
10. Impressionistic conclusions heavily weighted by feelings and affective factors
11. Heavily influenced by beliefs

These drawbacks imply that both the reliability and validity of the conclusions that a teacher may draw based on Reflection on Anecdotal Recall are rather limited, which may partially explain why teachers with long teaching careers persevere in certain personal approaches to teaching and learning (“*it works for me*”) which do not stand up to the scrutiny of empirical data or the discernment of an external observer.

6. THE USE OF TESTABLE EVIDENCE AS A BASIS FOR REFLECTION

In order to overcome the limitations of RAR identified above, teacher development programmes and conscientious individuals may incorporate focused or semi-focused self- and peer observation activities which help to identify problems and solutions. Peer observation can be carried out live, with the observer physically present in the classroom, or instead the observer can analyse a video-recorded classroom session. In either case, however, the observer should make use of checklists or observation rubrics.

Activity 2. Live classroom observation according to Wajnryb

Critically read pages 1-26 in Wajnryb (1993) (book available at the UAB library), and write down let's say three questions or issues related to (in-person) classroom observation that you would like to discuss in class. For each item, you may complete a table like this



Issue / Question	
Why it concerns me	
Your tentative response	

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You will find that the 35 structured observation tasks designed by Wajnryb (1993) are an excellent starting point. However, the Internet is also an interesting supplier of observation tasks and tools. See, for example:

- <https://www.austincc.edu/hr/eval/procedures/ClassObservCheck.pdf> or
- <http://www.teachenglishspain.com/13-tefl-observation-tasks/>

Activity 3. Structured observation: tasks and tools

Browse Wajnryb's (1993) tasks and, if interested, other any observation tools you have come across and then write down: a) what you should be noted during a live classroom observation, and b) what tools can be used in a live observation session to keep a record and organise the data in useful ways.



What to observe	
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Observation tools	
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Structured in-person peer observation may substantially reduce the shortcomings of RAR listed above. However, leaving one's classroom to observe another is not always feasible. Moreover, feedback



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conferences are difficult to handle if there is no access to the conversational data: ticking boxes in a checklist, or recalling events is just not enough.

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Using Video for Teacher Development



Figure 4. Video-recording a lesson. Photo facilitated by E. Eixarch

The low cost and simplicity of video-recording has turned the video camera into a loyal inseparable companion of the truly reflective teacher (Fig. 4). The usefulness of video-recording, selecting and analysing one's lessons is undisputed.

Recording oneself while teacher requires a brave teacher, but watching the resulting video can require an even braver one! Most teachers report that viewing themselves while they were executing what they thought was a great class is a disturbing experience because the impression they get from viewing the lesson is very different from what they recalled. Once the shock is over, however, it is time to analyze what the recording shows. This can be done from many different angles, and in different ways. Below are links to websites showing two different examples of how to approach recording your own class:

- <http://www.teachhub.com/technique-self-reflection-video-recording>

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- https://cepr.harvard.edu/files/l1b_video_self_analysis_rubric.pdf

However, the most profitable use of video to enhance teacher development via self-reflection comes from the use of **teacher-collected video clips**, be it for peer feedback, coaching or formal evaluation leading to certification.

Some of the advantages of teacher-collected videos for professional development are:

1. It allows the teacher to dissociate the 'teaching' stage, from the 'observation' stage, that is, it allows the teacher to dissociate her/his role as 'teacher' from his/her role as a special sort of 'external observer'.
2. It allows the teacher to pause and reflect on the details of specific classroom moments.
3. It allows the teacher to view and review crucial moments and gain a better understanding of those moments.
4. The teacher has the opportunity to contrast their memories on the lesson with empirical data.
5. It allows for sharing empirical data with other external observers, allowing for greater depth of analysis and the triangulation of observations.
6. It leads to greater self-perception of the need for changes in behaviour.
7. Self-recorded videos are usually much easier to arrange than live observations because only the teacher her/himself is involved..
8. Watching recordings of one's own lessons, and then selecting the excerpts that one is ready to share with colleagues and/or supervisors has a powerful formative potential.
9. It allows the teacher to watch other teachers teach and learn from and with them, as the following excerpt illustrates:

Like many of my peers, I was hungry to learn and grow in my craft. I knew that the level at which my students learned depended largely upon the level at which I taught them. Sure, there were millions of teacher-made lesson plans at my fingertips. However, I discovered the power of professional learning by watching others implement lessons in their classrooms. Of course, I couldn't just leave my students and walk next door to watch my neighbor teaching her students. However, just as athletes use video analysis to study the strategies of a star athlete on the opposing team or the effectiveness of a winning play on the field, I regularly refined my practice by watching teachers, in real time, execute instructional strategies that resulted in their students' eyebrows raising and their mouths dropping open

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because a light bulb had just been turned on in their minds. That was more exciting and inspiring for me than watching the NCAA championship football game!

(Source: <https://www.edutopia.org/blog/video-pd-power-of-observation-nira-dale>).

The use of video-recorded lessons is particularly useful when it comes to preparing for certification because:

10. It reduces teacher anxiety.
11. It allows supervisors to time-shift observation duties to quieter times of the day or week.
12. In teacher-education courses, it reduces teacher defensiveness during post-observation conferences.
13. When they are being assessed, it boosts teachers' perception of fairness of classroom observations.
14. Watching one's videotaped lessons, and selecting the excerpts one is going to present for external assessment helps to increase awareness of how one's teaching skills meet or fail to meet standards of quality in teaching.

Collaborative video repositories

The compilation of video repositories containing excerpts of quality teaching practice that can inspire other teachers will probably be the next step that needs to be developed in our educational context. The lesson shown at the link below, recorded in a context quite different from ours, belongs to one such library, which is well worth a visit.

<https://www.edutopia.org/blog/watch-a-classroom-management-expert>

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Activity 4. Relevance of teacher-collected video-recorded excerpts

[MANDATORY!]

Re-read the beneficial effects of teacher-collected video-recorded excerpts listed above and then use stars to rate them for their relevance and usefulness in your professional context, either for personal self-development, or for use by teacher educators:

- Key:
- ***** Very relevant and useful in my context
 - **** Quite relevant and useful in my context
 - *** Somewhat relevant and useful in my context
 - ** Might become relevant and useful in my context
 - * Not applicable to my context



Activity 5. Cooperative repository of video-recorded lessons

[MANDATORY!]

Search the net and find one (or more) interesting lessons which could be used in a Teacher Education programme for classroom observation purposes.



7. DATA-BASED SELF-OBSERVATION IN ACTION

By way of illustration, let us look at the case of a primary teacher in a state-funded school. Maite teaches English in infant and primary education, and CLIL Science in primary education. Her approach to teaching is mostly oral; she is good at getting her students engaged in different types of experiential and academic tasks; her class is colourfully decorated; and she uses a wide range of resources such as songs, computers, art and physical activities. As a result, her students love her lessons and obtain grades above the average in the standard pen-and-pencil tests administered by the educational authorities. In short, Maite could be considered a good teacher.

She is also a conscientious teacher, who is always looking for ways to improve her lessons. As a consequence, she enquires herself lots of questions about her teaching (See Fig. 5).

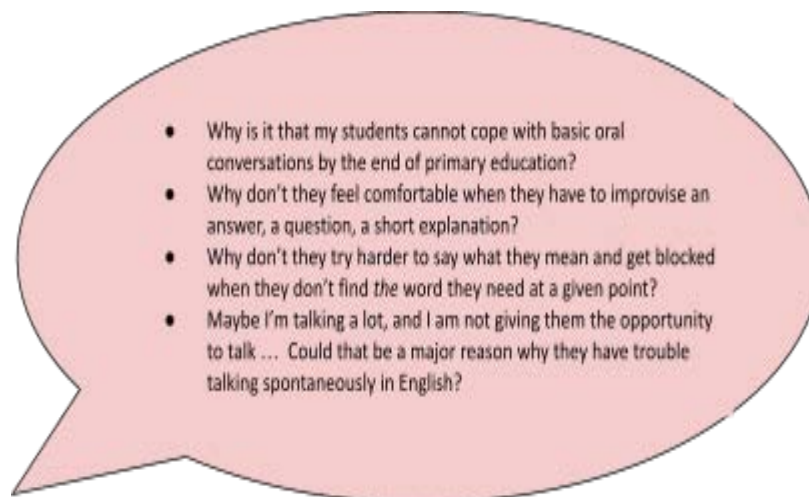


Figure 5. Initial questions a teacher poses herself

In order to try and answer these questions Maite decides to try to find out what really goes on in her classes by video-recording a number of lessons. The first day she places the camera on a tripod in a corner at the back of the classroom and presses the Rec button. The pupils are overexcited with the novelty, and the beginning of the lesson is a bit chaotic. Maite decides to ask the students to greet the camera (which has been given the name Sally) and welcome 'her' into the classroom. The kids do so and the class progressively calms down and the lesson makes progress as expected.

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Once at home, she prepares to view the lesson with the aid of a notebook where she has written two driving questions to help her not get lost while viewing:

WHILE-VIEWING QUESTIONS

- What did I do that resulted in the students participating more often and with higher quality participation?
- What did I do that resulted in inadequate outcomes?

Figure 6. Questions to ask while viewing a self-recorded class in progress.

Once Maite has finished viewing the video, she goes over her notes and finds that many of them refer to her use of the L1s (Catalan and Spanish) in the classroom. She then proceeds to organise this information into a table in which the lesson is broken down into blocks of time (Fig. 7).

UNIT: Herbivores, carnivores, omnivores

Date: _____ Class: _____ Topic: _____

Materials: _____

PHASE	HOUR	What am I doing? What am I saying?	What are the students doing? What are the students saying?
	10:00 AM		
	10:05 AM		
	10:10 AM		
	10:15 AM		
	10:20 AM		
	10:25 AM		
	10:30 AM		
	10:35 AM		
	10:40 AM		
	10:45 AM		

Figure 7. Tool to record activity in blocks of time

She discovers that she spent a total of 27 minutes talking, of which 15 were in the L1s and 12 were in English. The children always provided either one-word or non-verbal answers. While colouring, the students mostly conversed among themselves in their L1s about matters not related with the lesson. Figure 8 summarises Maite's findings regarding what was going on during the lesson and for how long.

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As can be seen, in the 50-minute lesson, only 15 minutes were devoted to discussing the target concepts in English.

Activity	Minutes
Teacher talk L2	12'
Teacher talk L1	15'
Students' verbal and non-verbal contributions to class conversation	5'
Non-verbal activities (colouring) and transitions between activities	18'
Total lesson length	50'

Figure 8. Summary of activities and their duration in Maite's primary-level English class

Maite was stunned by these results, particularly the fact that she had used the L1 to a much greater degree than she recalled. Maite is aware that updated research, –contrary to what was previously believed backs the use of the L1 as an inherent resource in L2 learning contexts, and consequently has never proscribed the use of the L1 in her English-medium lessons. However, she wonders whether perhaps, she might be overusing Catalan and Spanish. These concerns crystallize in a more careful examination of the video. She poses a new set of questions to bear in mind as she views the recording for a second time:

- Why or for what purposes did the teacher use the L1 in this lesson?

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After her newly gained understanding of her teaching style, she decided to write a short practical plan to improve just one aspect of her teaching. Let's accompany Maite in her endeavour.

Activity 6. Why and for what purposes is the L1 used in this lesson?



Help Maite to answer the questions she has asked herself and then write a short, practical action plan for improvement. In the plan you write for Maite, be as specific as possible. For example, include a schedule, the specific steps she should take, and a set of indicators that she can use to self-rate her progress. Some ideas in Escobar Urmeneta (2014 a & b) and Nusbaum (2009) may help you to do this.

Transcript 1

1. **TEACHER:** now [3'] silence please [2']
2. thank you
3. we are going to do an activity in the workbook
4. una actividad en el workbook page 27
5. ¿veis? [shows corresponding page]
6. **SSs:** xxx [turning pages while chatting; some ss help their peers]
7. **TEACHER:** here aquí aquí [to a student who is experiencing problems]
8. [addressing the class; pointing at different pictures] we've got here the ...
9. **SSs:** animals [chorus]
10. **TEACHER:** the animals
11. and now I'm going to stick here [·]
12. voy a pegar aquí esta esta comida
13. this food [sticks on the poster different types of food following the order in the activity book]
14. **SSs:** xxxx [murmur]
15. **TEACHER:** the animals eat (eating gesture) this food okay?
16. yummy yummy! [1']
17. now [pause] we need to draw arrows [draws arrows with her finger]
18. Sonia? [severe gaze on Sonia] please sit properly.
19. **SON:** [Sonia does as told]
20. that's it. Very Good. Thanks Sonia. [1']
21. now let's see

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22. the cow eats? la vaca come::?
23. **SS:** hierba
24. **TEACHER:** yes. very good. the cow eats grass
25. now dibujamos flechas [draws arrows with her finger]
26. un caminito desde cada animal hasta su comida
27. OK?
28. **SSs:** xxxx [murmur]

TRANSCRIPTION CONVENTIONS

xxx	Unintelligible speech
<u>word</u>	Emphasis on word or syllable
[word or phrase]	Comment from transcriber
3'	3-second pause
[.]	Micro-pause

Figure 9. Transcription conventions

However, having-a camera in the classroom-calls for preparation and attention. On the one hand, it requires a certain frame of mind and a certain amount of self-confidence,-since self-recording can be both exciting and anxiety-provoking. And of course, video-recording a lesson also requires infrastructure and compliance with legal and institutional constraints. This is a challenge when neither live-peer observation nor the self-recording of lessons for observation purposes are far from being common practice in our schools.

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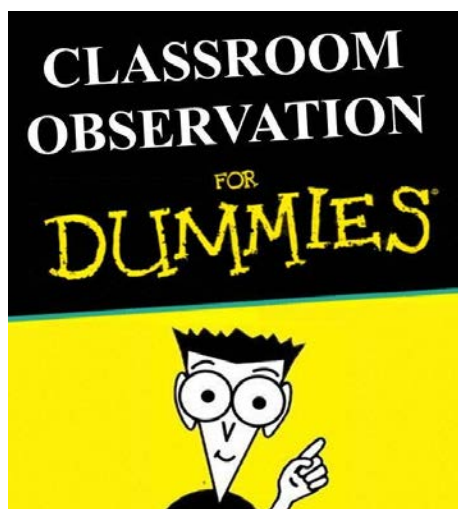
Activity 7. Introducing a peer observation culture

Imagine that you are in charge of an in-service teacher education programme. On your own or together with a colleague draft a user-friendly protocol to organise, prepare for and launch a teacher development project based principally on the use of teacher-collected videos and peer feedback. Take into account legal issues, institutional requirements, affective factors, contextual constraints, equipment, technical skills and any other organisational issues.



You may find inspiration in the following materials:

- **Observation notes chart broken into blocks of time:**
http://cepr.harvard.edu/files/cepr/files/c1b_video_privacy_questions_timeline.pdf
- **Infrastructure and equipment issues:**
http://cepr.harvard.edu/files/cepr/files/t2a_detailed_checklist_for_launch.pdf
- **Strategies to introduce peer observation:**
<http://eltchat.org/wordpress/summary/what-is-best-practice-for-observing-teachers-eltchat-summary-18042012>
- **What to observe and how to observe it:** Wajnryb, R. (1993). *Classroom Observation Tasks. A Resource Book for Language Teachers and Trainers.*



TIP

Be practical. Work for yourself.
Not for the module's instructors ;).

8. CLASSROOM INTERACTIONAL COMPETENCE (CIC)

Section 8 reviews CIC, which was already presented informally in module 2 and more formally in module 6. If you remember the concept well, you may skip this presentation and go directly to activity 8. For the theoretical principles of Interactional Competence (IC) that sustain CIC, please refer to study guide 8.11.

Very often practical-oriented-teacher education courses are mainly based on presenting flashy activities to carry out in the classroom, or innovative ways to plan classwork. This is of course necessary, but not sufficient. As Mercer (2000: 139) puts it,

*“The sociocultural perspective highlights the possibility that educational success and failure may be explained by the **quality of educational dialogue**, rather than simply in terms of the capability of individual students or the skill of their teachers”*. (My emphasis).

In the case of FL or CLIL classrooms, it is the job of the CLIL/FL teacher to interpret and react to the learners' emerging utterances and project them into more advanced stages of development, while at the same time providing assistance to sustain the learners' actions throughout the conversation in an interactional space created and co-constructed ad hoc in each lesson. The type of professional competence that allows a teacher to adjust to his/her learners' developing FL competence and include the students in the conversation has been termed **Classroom Interactional Competence** or **CIC** (Walsh, 2006). According to Walsh,

“CIC is concerned to account for learning-oriented interaction by considering the interplay between complex phenomena that include roles of teachers and learners, their expectations and goals; the relationship between language use and teaching methodology; and the interplay between teacher and learner language. Although CIC is not the sole domain of teachers, it is still very much determined by them” (2006: 130).

Thus CIC encompasses those characteristics of classroom interaction which result in high quality interaction, thereby creating opportunities for learning or **affordances**. As we have noted, it is often

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the case that teacher education programmes emphasise the planning component and present novel attractive proposals such as project work, enquiry-based learning and so on. However, the purpose of these innovation -is always to engage the students in conversation and create conditions for (language) learning. For this reason, planning 'cool' teaching units and designing 'amazing' teaching materials is just the starting point for an interesting conversation full of affordances for all concerned. For this reason, understanding the nature of these conversational adjustments is paramount as it can actual become the real basis for FL and CLIL teacher education programmes. The following adaptation of Walsh's (2006) categorization includes some of the teaching strategies so far identified by research (for a more comprehensive list, see Appendix 1).

The Components of CIC

1. The use of **learner-convergent language**, which is both appropriate to teaching goals and adjusted in relation to the co-construction of meaning and the unfolding agenda of a lesson.
2. The **facilitation of interactional space** so that learners are given the opportunity to contribute to the class conversation and to receive feedback on their contributions. Some teaching strategies that may contribute to afford students interactional space are:
 - effective eliciting strategies in the form of good questions;
 - refining, adjusting and clarifying those questions for learners;
 - allowing for increased wait-time;
 - promoting extended learner turns, i.e. asking "why" questions;
 - creating opportunities for students to ask their own questions; or
 - providing more freedom to self-select or remain silent.
3. The **'shaping'** of learner contributions by seeking clarification, modelling, paraphrasing, reiterating or repairing the learners' productions. Through shaping the discourse, the teacher helps learners to say what they mean by using the most appropriate language to do so.



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Figure 10. The components of CIC.

The teaching strategies identified above represent different elements of what is known as scaffolding (Wood, Bruner & Ross, 1976) which, if successful, can help learners to acquire the target language and the target content.

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Activity 8. Identifying CIC strategies

- a) Review the inventory of teaching strategies available in Appendix 1, and identify at least one strategy from each category in which you think you excel.
- b) Alternatively, review a the transcript of a lesson (for example, Transcript 1 in section 7 above, or Transcript 1 in Study Guide 1, M1; or Transcript 2 in activity 8 below) and try to identify instances of CIC belonging to categories 2 (facilitation of interactional space) and 3 (shaping). Is there a category which seems to be least frequent in the transcripts you have examined?



However, it would be misleading to describe CIC as an inventory of potentialities possessed by individual teachers, who deploy a catalogue of teaching strategies independently from the macro-, meso- or micro-contexts where the teaching takes place. On the contrary, the competent teacher is the one who is able to co-construct meanings with the students.

To sum up, if foreign language learning is to become a democratic option made available to students within a wide range of linguistic, academic or social backgrounds, teachers need to be able to enact CIC in a context-sensitive way, in environments in which learners are expected to acquire academic concepts and scholastic skills through the use of a system of signs and symbols – the foreign language – in which they are also apprentices.

Source:

This part of section 7 largely draws from Escobar Urmeneta & Evnitskaya (2013).

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Activity 9. Using Pendulums to shape and reshape learners' contributions

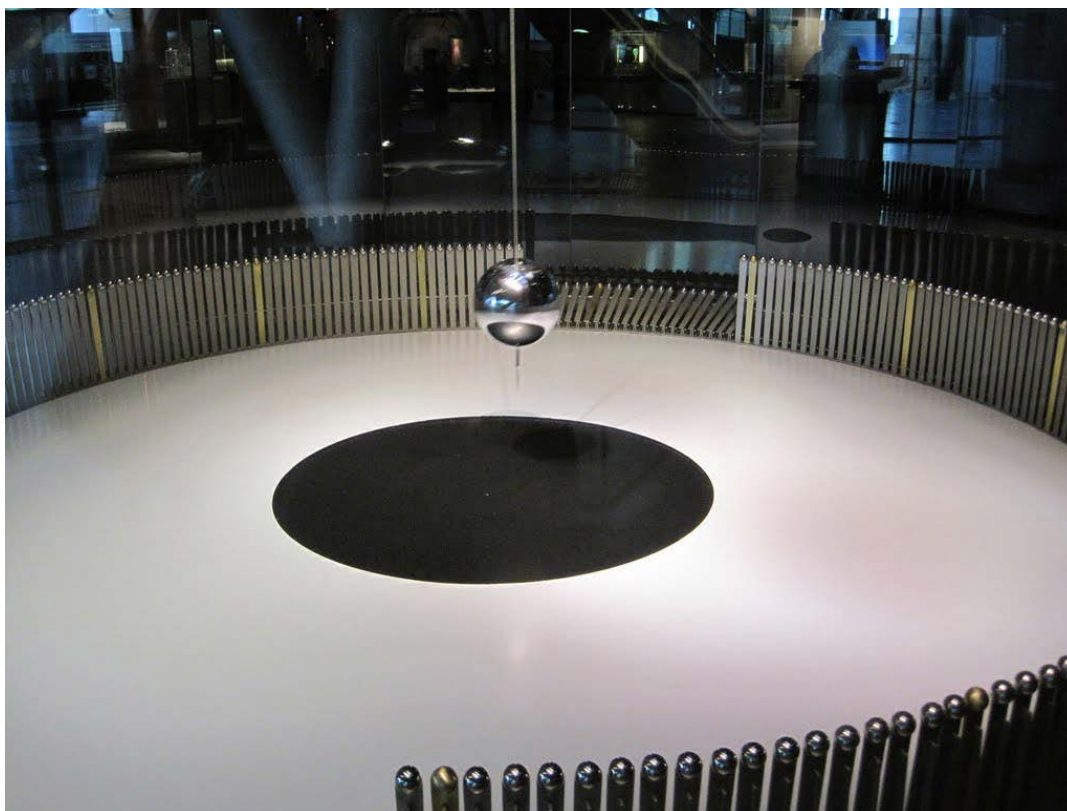


Figure 11. Foucault's Pendulum. CosmoCaixa (Barcelona)

Context: The transcript below is a fragment of from a lesson on pendulums based on Mercer (1995), which took advantage of a recent visit to the CosmoCaixa science museum in Barcelona (Fig. 11). At this stage of the lesson the teacher is introducing the concept of 'pendulum' as conceptual preparation for a little experiment to be conducted next.

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Mandatory Task: In the script, some turns corresponding to the teacher are missing. Write down possible words or phrases (utterances) the teacher could say or actions she could do at those points of the conversation in order to conduct an orderly lesson, to promote participation and/or to guide the learners to build up academic and linguistic knowledge in short, to create as many opportunities for learning (affordances) as possible. Of course, several options are available for each gap.



Figure 12. The Three Pendulums slide

Transcript 2

1. TEA everybody listening now. good.
2. any problems Sara?
3. there. thank you.
4. [projects photo of Foucault's pendulum in Cosmocaixa, labelled 'pendulum'] pendulum.
5. [projects new slide with three more photos of three different pendulums]
6. pendulum, pendulum, pendulum [pointing at each photo].
7. everyone.
8. CLA pendulum, pendulum, pendulum.
9. TEA right. let's have a closer look at this one.
10. [teacher takes off a cat-shaped pendant she is wearing]
11. right. now then. look at this pendulum.
12. how many parts does this pendulum have?
13. two parts? three? [pointing separately at the chain and the cat-shaped figure]

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14. Jordi?
15. JOR two.
16. TEA
17. POL una cadena.
18. TEA
19. CLA a chain.
20. TEA a chain. or a string [pointing at the photos in the slide].
21. what else?
22. CLA [chaotic shouting from many children all at once] UN GAT D'OR / CAT / UN GATO / XXX
23. TEA
24. Mar?
25. MAR a cat.
26. TEA right. a cat.
27. the cat is heavy see? [gesturing]
28. the cat is the mass.
29. a pendulum needs a mass at the end of the chain see?
30.
31. CLA it needs a chain and a mass at the end of the chain.
32. TEA yeah what else? [1']
33. a pendulum needs to be... suspended, doesn't it?
34. in this case [points at the pendant] this cat is SUSPENDED from a chain

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35. [raises it and suspends the pendant by its chain]
36. [writes 'suspended from' on the BB]
37. suspended from... Nil?
38. NIL suspended from [mechanical repetition of teacher's words]
39. TEA yeah it needs to be suspended from ... where?
40. CLA xxx xxx [private turns]
41. TEA class, class, class [call for order]
42. put your hand on your mouth [demonstrates]
43. good. thank you.
44. now look [places the pendant on top of a the desk] is this a pendulum now?
45. CLA no::::
46. TEA
47. CLA [silent; not knowing what to say]
48. TEA
49. ANT no penja d'enlloc. té que penjar.
50. TEA
51. CAR suspend
52. TEA
53. CLA it needs to be suspended from a FIXED point
54. TEA right! WELL DONE
55. Adrià please come here. [beckoning gesture]

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56. Adrià will be my secretary.
57. take the pendulum and point to the different parts.
58. ADR [Adrià does as told. The teacher guides him with gestures].
59. good! ok class.
60. so what does the pendulum need to have? umm.
61. first it needs ... Sara?
62. SAR chain
63. TEA
64. ROS first it needs a chain.
65. TEA
66. CLAS then it needs a mass.
67. TEA
68. ANN sus- sus-
69. TEA
70. YOU from fix point.
71. TEA Exactly Younis.
72. it needs to be suspended from a FIXED point.
73. look at Marc. see?
74. TEA
75. ELE a chain, a mass, a fixed point suspended
76. TEA

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77. CLA first it needs a chain. then it needs a mass. then it needs to be suspended from a fixed point.
78. TEA that was excellent guys!
79. [projects slide with a text summarising the main points and reads it out]
80. first a pendulum needs a chain or a string or whatever.
81. then it needs a mass at the end of the chain.
82. last it needs to be suspended from a fixed point like this (1').
83. if it is not suspended it is not a pendulum!
84. right? (2')
85. ok. now get into groups of three and ... [the lesson continues]

TRANSCRIPTION CONVENTIONS	
xxx	unintelligible
WORD	louder
<u>word</u>	emphatic
Wo::rd	elongated vowel
3'	pause in seconds
[word]	comment from transcriber

**

Figure 13. Transcription conventions.

Figure 14. Abbreviations of participants' names

Source: Section 7 draws largely from Escobar Urmeneta (2014 a & b).

9. ACTION-RESEARCH PROJECTS or THE TEACHER AS A RESEARCHER

Action Research (AR) is defined by Kemmis and Henry as “a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices and the situations in which these practices are carried out” (1982:2). According to Allwright and Bailey, its goals are “achieving local understanding and developing viable solutions to problems” (1991:44).

In the field of education, AR is a systematic, informed, data-driven approach to educational change and professional development based on teacher-led enquiry. In this regard it differs profoundly from other types of impressionistic approaches to ‘reflective practice’ which rely on impressions, beliefs or feelings which are not tested against evidence. Systematicity and the use of references and evidence in the process make AR—a type of valid research; which is characterised as being a “participatory, self-reflective and collaborative” (Allwright & Bailey, 1991:44).

AR also differs from approaches to reflective practice which follow strict protocols of training activities or those that emphasise participants’ individual reflective endeavour.

Action research in the field of education follows a series of repeated steps. Strickland (1988:760) presents the sequence presented in Fig. 15.

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1. Identify an issue, interest or problem
2. Seek knowledge
3. Plan an action
4. Implement the action
5. Observe the action
6. Reflect on your observations, and
7. Revise the plan

Figure 15. Strickland's model of AR

Action Research possesses, then, a circular and recurring nature (Figures 16 and 19) and is carried out in intact classrooms without affecting their conditions in any artificial way. For example, we may decide to study one specific teaching procedure in Grade 9, class A. In order to do, we do not select the students, or move into a new room, or change replace the teacher with a more able one.

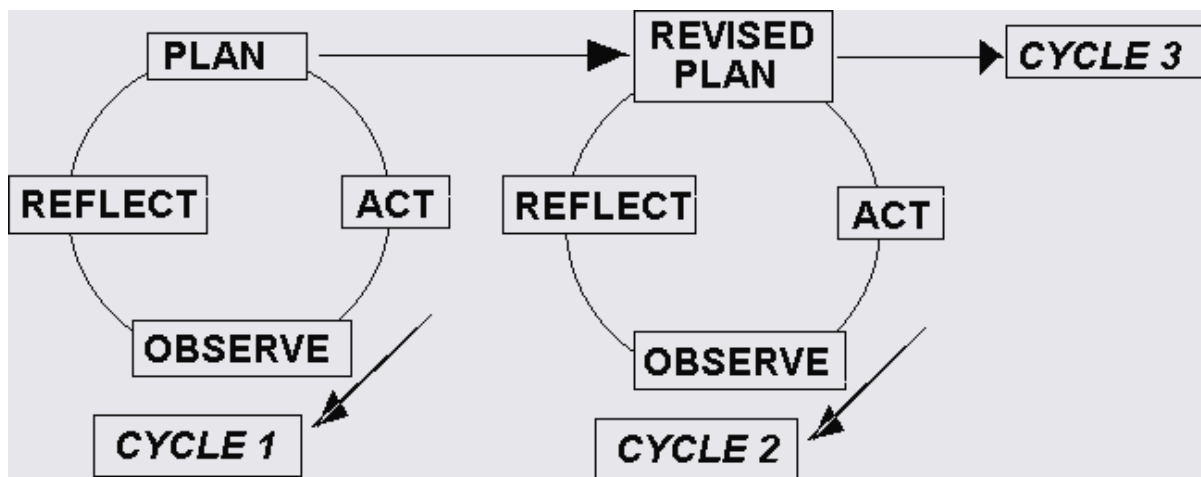


Figure 16. Repeated cycles of AR.

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The theoretical concept underlying this paradigm is shown in Fig. 17.

Pedagogical action can generate knowledge and not only be the practical consequence of a previous theory invested with a superior status.

Figure 17. 'Action' as a theory generator



Figure 18. How can we observe what takes place in groupwork without interfering the students' work?

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Activity 10. Identifying the phases of Action Research

Revisit Maite's story in Section 7, and associate the actions performed by or recommended this teacher with each phase represented in the AR cycle below (Fig.19) .



Figure 19. Maite's AR cycle

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Activity 11. Finding out more about AR

Table 2 below includes a selection of short videos of lectures and other documents on AR that might interest you. Browse them and select the one(s) that interest you most for a later more thorough visit. Some of these videos and documents may become useful for your Master's Dissertation.

Topic	Document type & URL	My notes
History of action research	Video https://www.youtube.com/watch?v=4k81q0BVh34	
What is action research?	Slideshare https://www.slideshare.net/Gregwad/action-research?next_slideshow=1	
Action Research in Education: Methods & Examples	Video (registration required) https://study.com/academy/lesson/action-research-in-education-examples-methods-quiz.html	
Guiding School Improvement with Action Research	Text http://www.ascd.org/publications/books/100047/chapters/What-Is-Action-Research%C2%A2.aspx	
Official SIG definition of AR	Text https://sites.google.com/site/aeraarsig/Home/what-is-action-research	
Example of an action research project on test-taking techniques	Video-PPT https://www.youtube.com/watch?v=w97e0n5AvKc&t=40s	

Table 2. To know more about AR

Sources: Section 9 has been largely based on the following sources:

- Allwright & Bailey (1991)
- Escobar Urmeneta (2010)
- <http://www.informationr.net/ir/1-1/paper2.html>



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10. COTEACHING



Coteaching is a teaching strategy which consists of two or more teachers sharing the space of the classroom and teaching responsibilities in order to provide their students with higher quality teaching attention.

Coteaching is a widely used in inclusive education, and science education in some urban schools in New York. The potential of coteaching in CLIL is huge. For example, it has been proved that a content teacher and a language teacher working in tandem in a CLIL classroom may contribute to guarantee that the learning of the content *and* the learning of the additional language are put into focus at some point during the lesson (Escobar Urmeneta & Evnitskaya 2015). It also favours that the subject matter and the language competencies are treated appropriately and not trivialised.

Activity 12. What do these learning environments have in common?

Look at these coteaching environments. How does each context differ from the other ones? Do you picture yourself working in environments like the ones depicted here?



Picture 1.



Picture 2.

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Picture 3.



Picture 4.



Picture 5.



Picture 6.



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Picture 7.

Picture 8.

According to Friend and Cook (2016), coteaching involves two or more certified professionals who agree to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. There are many different modalities of coteaching depending on the context, its goals or the organization adopted. Fig. 20 below lists five of those modalities.

Activity 13a. Five modalities of coteaching

From the label given to these five modalities of coteaching (see Fig. 20) can you guess what any of their characteristics might be?

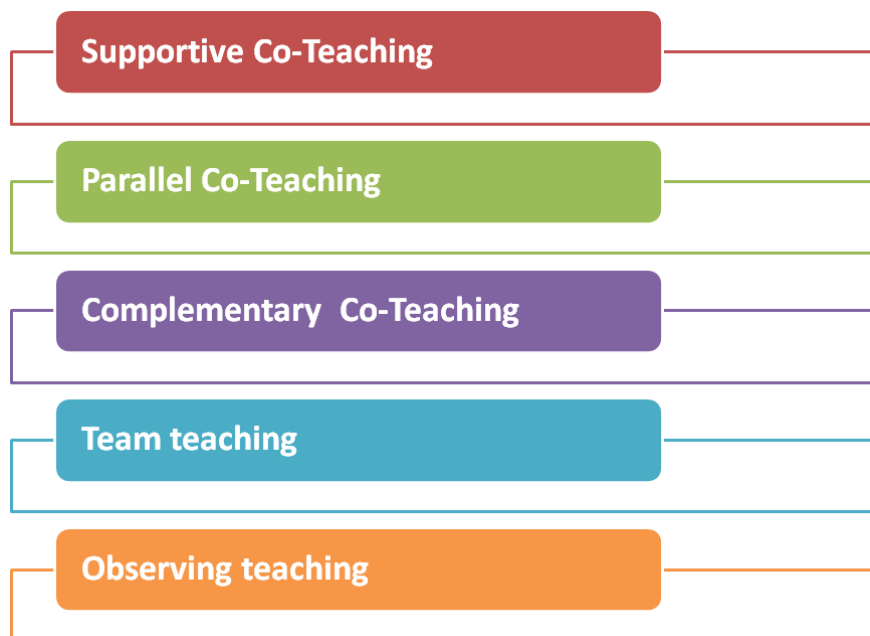


Figure 20. Five modalities of coteaching.

Activity 13b. Modalities of coteaching: A Multiple Choice Quiz

[MANDATORY!]

Watch the micro-lessons accessible [here](#) and see different approaches to coteaching in action. Then, try the multiple choice activity below.

Below you will find brief explanations of five modalities of coteaching. Your task is to identify the type being defined. *Read carefully: you will earn one Oreó biscuit for every correct answer ;)*

1. In Modality 1, coteachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the coteacher acting as 'teacher' and the one acting as 'observer' should analyze the information together. The approach being described is:

- a) One Teach, One Observe or Observing teaching
- b) One Teach, One Assist or Complementary Teaching

2. In Modality 2, one coteacher assumes the lead role while the other(s) provide support. Roles may be switched during the lesson.

- a) Team Teaching
- b) Supportive coteaching

3. In Modality 3, coteachers work with different groups of students in the same room. There are different ways to arrange this. For example, coteachers may divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third 'station' could give students an opportunity to work independently. Sometimes 'workshops', 'corners' or 'environments' are organised in this way. In another possible arrangement, especially useful when several students need specialized attention, one teacher takes responsibility for the large group while the other works with a smaller group. The generic term for this is:

- a) Complementary Teaching

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b) Parallel coteaching

4. In Modality 4, the coteachers share responsibility for teaching the whole class and one member of the coteaching team does something to supplement or complement the instruction provided by the other member of the team. There are different ways to organise this type of teaching according to the needs of the particular class. For example, one coteacher can focus on the target content while the other pays special attention to providing support with language and discourse; or one coteacher teaches content while the other clarifies, paraphrases, simplifies or records content.

- a) Complementary Teaching
- b) Supportive coteaching

5. In Modality 5, both coteachers are equally responsible for planning, instruction of content, assessment, and grade assignment. This modality requires the greatest amount of planning time, trust, communication, and coordination of effort. Modality 5 is known as:

- a) Team Teaching
- b) Complementary coteaching



KEY	
3b	1a
2b	4a
5a	

Figure 21. Key

How many biscuits did you earn?

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Activity 14. A different categorization

An alternative way of labelling and defining coteaching practices by Shumway et al. can be found [HERE](#). How is this categorization similar or different from the one above? Which one do you prefer? Why?



Figure 23. What modality of coteaching does this photo show?

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COMMON CHARACTERISTICS TO DIFFERENT MODALITIES OF CO-TEACHING

- Two or more co-teachers in the classroom.
- Shared responsibilities.
- Capitalizes on specific strengths & expertise of co-teachers.
- Provides greater teacher/student ratio.
- Brings additional 1-1 support for students in the classroom.
- Students are heterogeneously grouped by mixed abilities and interests.
- Requires trust, communication, planning time, and coordination of effort.
- All modalities have benefits and warnings associated with their use.

Figure 22. Characteristics shared by coteaching models

Activity 15. Which model of coteaching will work best?

In your view, which of the modalities defined above would be _____ in **your own context** as a teacher or as a teacher educator? Fill in the gap with one item from the list below.

- More in line with the culture of my institution
- More useful for novice teachers
- More productive in terms of introducing innovative techniques
- Better accepted by the staff
- More productive in foreign language classrooms
- More productive in CLIL classrooms
- Inappropriate or unrealistic in my context

In any case, the five modalities listed and described above share a number of common characteristics, which are listed in Fig. 22 above.

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Activity 16. 20 questions on Co-teaching

Try to answer three of the questions below about coteaching. Much better if you do it together with other colleagues or classmates. Then, compare your answer with [Tobin 2014](#).

- 1: What is coteaching and when did you first begin to use it in your teacher education programs?
- 2: How did you get started with coteaching?
- 3: How did you change the next round of coteaching?
- 4: What were the main outcomes from the use of coteaching?
- 5: Are there obvious problems that arise?
- 6: How can coteaching occur in small groups?
- 7: How is coteaching used in one-on-one settings?
- 8: Is there any advantage of students also becoming coteachers in a class?
- 9: How is coteaching different from team teaching?
- 10: How can you justify learning to teach by coteaching? When teachers get hired they will not have a coteacher.
- 11: Is it accurate to think of coteaching as an expert-novice model or master-apprentice?
- 12: What are some of the ways teachers can complement one another during coteaching?
- 13: What are the most serious problems you have had to address in coteaching?
- 14: You mention coteaching with two and three teachers. Is this the optimal size or can there be more coteachers?
- 15: How might coteaching work in a school situation for in-house professional development?
- 16: How do you handle the logistics of coteaching during a lesson?
- 17: Do you think coteaching can fit into mentoring programs?
- 18: Is coteaching just another example of one-size-fits-all solutions in teacher education?
- 19: When you state that coteaching improves the quality of teaching – how are you thinking theoretically about teaching?
- 20: Is coteaching only suitable for Western classes or do you see it being viable in Asian classes, such as in Taiwan and Singapore (for example)?



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Activity 17. Coteaching: possible pitfalls

Co teaching has caveats associated with its use. Below you will find a list of some of the problems that can arise as a result of coteaching. Read them and think about which pitfall you might be likely to fall into. What could coteachers do to avoid them? Which of those warnings do you think may apply to you context? How would cater for them?

1. The supporting coteacher becomes the “discipline policeman/woman,” materials copier, or paper grader rather than an instructor.
2. The supporting coteacher’s expertise is ineffectively used.
3. One of the coteachers becomes resentful that their skills are not being used.
4. The supporting coteacher gets stuck in that role due to inadequate planning.
5. Coteaching has the effect of creating a special class within the class and lowering student achievement by homogeneously grouping lower performing students together.
6. The noise level becomes uncomfortably high-because numerous activities are occurring in the same room.
7. One of the coteachers is insufficiently prepared and and fails to deliver instruction as intended.
8. Students who need it most are not monitored adequately.
9. Too much teacher talk, repetition, and lack of student-student interaction.
10. coteachers fail-to plan for “role release,” with the result that all coteachers don’t get to teach content.
11. The lessons are planned too tightly and with the result that the coteachers are not open to the emerging opportunities for teaching and learning.

SOURCES:Section 7 was prepared with information from the following sources:

- <http://ctserc.org/component/k2/item/50-six-ap-proaches-to-coteaching>
- <http://www.teachhub.com/effective-coteaching-strategies>
- <https://vimeo.com/160579603>
- Friend and Cook (2016)



11. PROVIDING FEEDBACK DERIVED FROM NON-JUDGMENTAL OBSERVATION



Sections 11 and 12 will explore the ins and outs of those post-observation feedback conferences whose main function is professional development, rather than certification. Section 11 will discuss the type of feedback which is most conducive to change and improvement and the sort of language that is appropriate for that type of feedback, while section 12 will be intended to stimulate reflection on the need to develop strategies to conduct or participate in feedback conferences based on mutual trust, with the aim of making teachers feel valued and helping them make progress.

Evaluative vs. Non-Judgmental Observation

Before we resume our academic discussion, let us return to McCourts' memoirs and read the continuation of his narrative of the Flying Sandwich Incident. -What is your view on how the teacher was judged? Would you have behaved like the observer? Or would you have done something differently?

The Flying Sandwich Incident Part II

My students smiled till they saw the principal's face framed in the door window. Bushy black eyebrows halfway up his forehead shaped a question. He opened the door and beckoned me out. A word, Mr. McCourt? (...)

Out in the hallway, he said, I'm sure you understand, Mr. McCourt, it isn't seemly to have teachers eating their lunch at nine a.m. in their classrooms in the presence of these boys and girls. Your first teacher experience and you choose to begin it by eating a sandwich? Is that proper procedure, young man? It's not our practice here, gives children the wrong idea. You can see the reasoning, eh? Think of the problems we'd

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have if teachers just dropped everything and began to eat their lunches in class, especially in the morning when it's still breakfast time. We have enough trouble with kids (...) If we're not vigilant these kids, and some teachers, your colleagues, young man, will turn the school into one big cafeteria.

I wanted to tell him the truth about the sandwich and how well I handled the situation, but if I did it might be the end of my teaching job. I wanted to say, Sir, it was not my lunch. That was the sandwich of a boy who threw it at another boy and I picked it up because I'm new here and this thing happened in my class and there was nothing in the courses at college on sandwiches, the throwing and retrieving of. I know I ate the sandwich but I did it out of desperation or I did it to teach the class a lesson about waste and to show them who was in charge or, Jesus, I ate it because I was hungry and I promise never to do it again for fear I might lose my good job though you must admit the class was quiet. If that's the way to capture the attention of kids in a vocational high school you ought to send out for a pile of baloney sandwiches for the four classes I still have to meet today.

I said nothing.

The principal said he was there to help me because, Ha, ha, I looked like I might need a lot of help. I'll admit, he said, you had their full attention. OK, but see if you can do it in a less dramatic way. Try teaching. That's what you're here for, young man. Teaching. Now you have ground to recover. That's all. No eating in class for teacher or student.

I said, Yes, sir, and he waved me back to the classroom.

Source: McCourt, F. (2006).

When observing a lesson –any lesson, whether taught by oneself or by another teacher– the usual gut reaction is to judge it with an 'I don't like it', or occasionally with an "I like it'. Feedback, especially if it is not self-given; but communicated to others, tends to be more politically correct and a bit more analytical, but it is often constructed on the basis of non-rationalised impressions.

Feedback that is based on impressions tends to become evaluative or judgmental and focuses on the strengths and weaknesses observed in the lesson, without providing much information about what made the lesson more or less effective and thus offering little assistance on how to improve a somewhat problematic procedures, or on how to continue developing a given strength.

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Class management
was a bit
problematic, wasn't
it?

Yeah.

Well, why don't you give
me a clue on what
exactly went wrong so
that I can improve it?

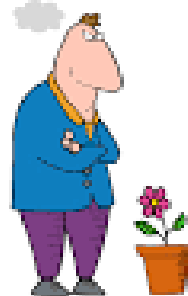
The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality.

Too short and
not enough
leaves. C-



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Judgmental observation is characterised by the use of a certain type of evaluative language.

LANGUAGE USED IN EVALUATIVE FEEDBACK

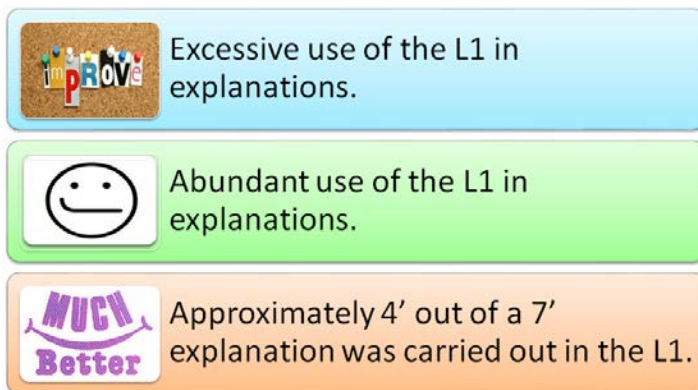
- Adjectives such as NICE, GOOD, EXCELLENT, PRODUCTIVE, PARTICIPATORY, CLEVER, SOLID, ADEQUATE, ACCEPTABLE, SKILFULL, GENUINE, SATISFACTORY, SUPERB, INTERESTING, MEDIOCRE, UNFAVOURABLE, POOR, HIGH, LOW
- Adverbs such as WELL, NICELY, EASILY, BADLY, ORDERLY, UNCOMFORTABLY
- Intensifiers and mitigators such as A LOT, VERY, EXTREMELY, SUBSTANTIALY, NOT MUCH, RATHER

Figure 24. Language used in evaluative feedback

On the other hand, in non-judgmental observation, evaluative judgments are replaceable by a detached description of relevant behaviours or events observed in the lesson. Sometimes quantitative information is used to make the observation more precise. For example, in non-judgmental observation a descriptor such as “Excessive use of the L1 in explanations” would be replaced by “Approximately 4’ out of a 7’ explanation was carried out in the L1”. Whether this amount of L1 was “necessary”, “appropriate”, “abundant” or “excessive” in this particular lesson becomes a matter for the ensuing discussion, which will be stimulated by fragments of the video-recorded lesson. That is, the categorization of observed behaviours as “good practice”

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or as “an area for improvement” cannot be mechanical, and will need to be examined in relation to the specific meso- and micro contexts.

In the end, acting judgmental–or non-judgmental is a continuum, rather than a polar choice (See Fig. 25).

Figure 25. From evaluative to non-judgmental language

Activity 18. Judgmental vs. Non-Judgmental Statements



In Figure 27 below you will find a number of statements describing a lesson. Categorise them by using the codes in Figure 26.

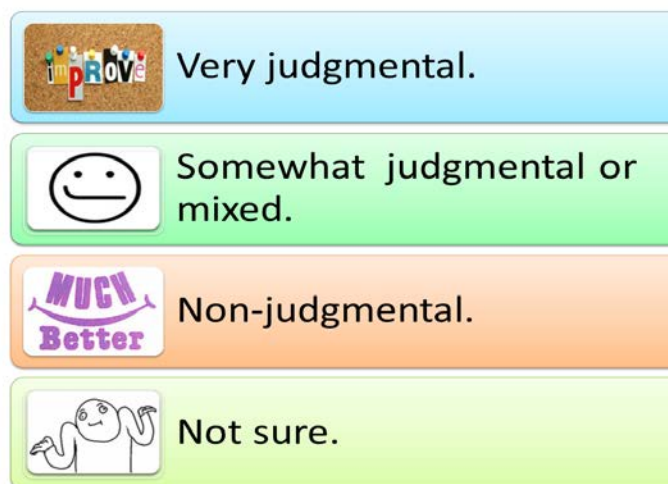


Figure 26. The judgmental continuum.

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REVIEWS PREVIOUS DAY'S COURSE CONTENT.	DELIVERS LESSON IN A RATHER ORDERLY MANNER.	NOT MUCH PRODUCTIVE GROUP WORK.	VERY PARTICIPATORY LESSON.
PROBLEMATIC CLASSROOM MANAGEMENT.	SUPPORTIVE APPROACH TO STUDENTS EXPERIENCING DIFFICULTIES.	RELATES NEW CONCEPT TO STUDENTS' EXPERIENCE (PRESSURE → HIGH-HEELED SHOES).	USES CHORAL READING TO REINFORCE ONE KEY CONCEPT (DEFINITION OF PRESSURE).
16 OUT OF 23 STUDENTS CONTRIBUTED VERBALLY AT DIFFERENT POINTS IN THE LESSON.	RESHAPES THE STUDENTS' UTTERANCES INTO WELL-FORMED SENTENCES (NERO FIRE ROME → THAT'S RIGHT. NERO ORDERED HIS SOLDIERS TO SET FIRE TO ROME).	ADAPTS WELL HIS EXPLANATION AND THE WAY HE TALKS TO THE LANGUAGE LEVEL OF THE STUDENTS AND TO DIFFERENT LEARNING STYLES.	FEEDBACK IS PROVIDED AT ALL STAGES OF THE LESSON IN THE FORM OF PRAISE (VERY GOOD, WELL DONE, NICE TRY, ETC.).
USES THE BB TO KEEP A RECORD OF -CORE CONCEPTS (LEFT) AND KEY LANGUAGE (RIGHT).	ATTRACTIVE, NICELY DESIGNED MATERIALS.	NEW CONCEPT (DEFINITION OF HYPOTHESIS) WELL EXPLAINED.	GOOD HANDLING OF UNEXPECTED EVENTS, EXCELLENT PACING AND PERFECT TIMING.

Figure 27. Judgmental vs. non-judgmental statements

Activity 19. Judgmental or Non-Judgmental Analysis?

Go back to Maite's story in section 2. Does the analysis she performs on her own teaching practice adopt a mainly judgmental or mainly non-judgmental stance?



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Activity 20. What are the advantages and limitations of non-judgmental feedback?

ADVANTAGES

LIMITATIONS



12. PARTICIPATING IN AND CONDUCTING FEEDBACK CONFERENCES

Information should be gathered and recorded during classroom observation sessions in such a way that it can be understood by not only the observer and the observee but also by any non-participant who might be interested

After the observation session comes the post-observation feedback conference, which are intended to build up a better understanding of teaching practices. According to Akkuzu(2014:38),

Feedback serves as a door for student teachers to open in order to obtain a variety of data about themselves through their own eyes and through the eyes of others. In essence, feedback involves making the experiences and actions of student teachers visible and comprehensible.

Indeed, post-observation feedback conferences have an immense potential for teacher development, as the professional conversation that emerges in this type of context is intimately linked to the realities of the lesson. On the other hand, feedback conferences are potentially face-threatening activities and, as such, need to be approached with honesty, sensitivity and skill.



Activity 21. From supervisory to strategic conversations

Read the advice below on how to approach feedback conferences and start thinking about practical ways to implement the principles advocated.

As instructional leaders, **our jobs rely on conversations**. It is our main tool. We discipline students through conversations. We work with parents through conversations. We respond to district mandates through conversations. We learn through conversations. And, we provide leadership to teachers through conversations. If we don't get the conversations right, we seriously handicap our ability to lead effectively. If, however, we understand how to harness the power of conversations, we can dramatically improve teaching and learning

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in our building.

Typically, the **feedback we give teachers** is **supervisory**, designed to convey information rather than exchange ideas. These conversations are one-sided – you tell teachers your goals, ideas, and assessment of their teaching. The only reply available to a teacher in this type of conversation is a reaction to your assessment rather than a genuine **response** to the information.

Strategic conversations are different. While supervisory feedback seems more designed to provide a single and final evaluation of a teacher's performance and cookie cutter prescriptions for improvement, strategic conversations provide teachers with ongoing direct and honest assessments of their current performance and help them develop the skills and the disposition they need to improve and meet or exceed the standards. The feedback is not a one shot deal. It is part of a continuous dialogue about effective instruction and student achievement. And, because this feedback is tailored to teachers' individual needs, it is more likely to make a real difference in their practice.

In strategic conversations you are not the problem solver; you facilitate problem solving among teachers. It is the **teacher's responsibility** to manage their own **professional growth** and solve their own instructional challenges. Strategic conversations are based on the assumption that **teachers are trying to do the best they can**. The role of the instructional leader is to help teachers discover the root cause of their instructional challenges and to guide teachers to resolve these challenges themselves.

At the heart of strategic conversations is a relationship. Strategic conversations help you establish **trust** and maintain it – even when you are sharing really difficult feedback. When teachers feel safe, they are more likely to take the steps they need to improve. [Emphasis added.]

Source: <http://edge.ascd.org/blogpost/conducting-post-observation-conferences-learn-from-my-mistakes>

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Activity 22. Post-observation feedback conferences: How much do you agree?



Below you will find a list of tips on the best ways to participate in a post-observation feedback conference for teacher development purposes. In accordance with your interests, choose one or both of the tasks below. Or create your own task, if you prefer.

- a) Rate each item on a scale from 5 to 1 according to how much you agree or disagree with the advice being provided, with 5 meaning “I strongly agree” and 1 meaning “I strongly disagree”.
- b) Classify the tips according to their usefulness. You may use the categories below, or create your own coding system.

- Specially valuable in peer-feedback contexts
- Especially valuable for supervisors or mentors in TEd courses
- Unhelpful
- Potentially damaging practice
- New category. Please define



Figure 28. Decision making die

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TIPS TO FOLLOW, (OR TO FORGET ...)

Before the observation takes place, if you are the teacher to be observed:

- Inform the observer about your lesson plan; and the goals of the lesson.
- Also let the observer know what you would like them to focus on during their observation
- Likewise, agree beforehand on the observation instruments that will be used to collect data, such as a particular form to fill out.

During the post-observation conference, if you are the observer:

- Before you make any comments yourself, ask the teacher who was observed how he/she felt during the lesson.
- Also ask what she/he has to say about the lesson.
- Ask the teacher what she/he would be interested in hearing about, that is, the aspect he/she wants you to focus on.
- Before approaching the main substance of the conference (i.e., examining the lesson), warm up with some conversational chit-chat in order to build an atmosphere of trust and comradeship.
- During the conference ask authentic-questions (i.e., questions for which you don't know the answer) aimed at understanding what the teacher did and why.
- Use backchanneling strategies in your turns to show your interest, attention and alignment: e.g., "Interesting!", "Uh-huh", "Yeah, I know!", or gestures as nodding, gaze, etc.
- Use the type of open-ended questions therapists use with their patients.— e.g., "Tell me more about that" or "Is that important for you?"
- Avoid making an evaluative comment before you have heard what the observed teacher has to say on the matter.
- If something was not effective or clearly objectionable in a lesson in your opinion and the observed teacher does not show awareness of the problem, then you do need to bring the problem into focus.
- Remember that during a post-observation conference it is the observed teacher who should be doing most of the talking.

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- ❑ Remember that individuals are very different from each other and react differently to different types of feedback, so it is important to try different styles to see what seems to work best.
- ❑ Feedback is not only about solving problems, but also about identifying them, looking at them from different angles and, most important of all, defining them.

Activity 23. Self-assessment

[MANDATORY!]

Name:



How well do I know these concepts?				
	I have a limited understanding of the concept	I understand the concept and its pedagogical implications	I can use the term/concept appropriately in professional conversations or in writing	I can explain the meaning and pedagogical implications of the concept to student-teachers or lay people
Teacher education		✓	✓	✓
Data-based teacher development				
Action research				
Coteaching				
Interactional Competence				
Languaging				
Listenership				
Peer tutoring				
Research methods				



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Post-observation reflective talk				
Reciprocal feedback				
....				

In my case, the most valuable thing I learned in Module 7 is ...

In the future I would like to learn more about ...

A comment I would like to make is ...

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13. PROFESSIONAL DEVELOPMENT PROJECT

To be presented in on-campus lessons. Detailed information will be made available in CV.

Professional development project: parts I, II and III

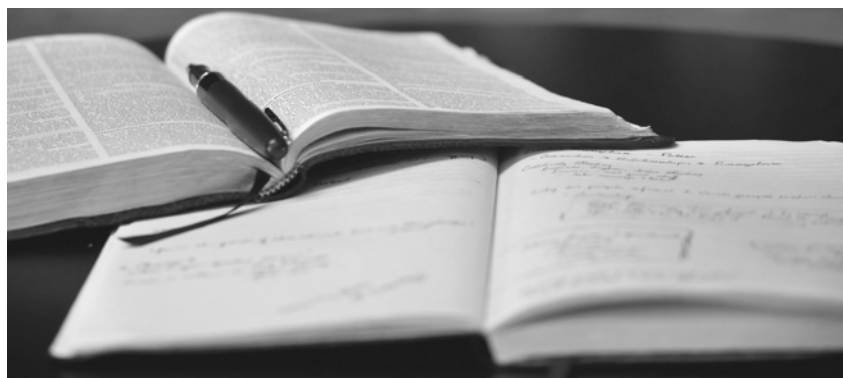


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APPENDIX. CIC-BASED CLASSROOM OBSERVATION CHECKLIST

Part I. TEACHER-STUDENT INTERACTION IN TEACHER-LED ACTIVITIES¹

A) USING LEARNER-CONVERGENT LANGUAGE

What is known as “learner-convergent language” implies applying a set of teaching strategies or techniques in the classroom in order to catch and maintain learners’ attention and make oneself understood while speaking entirely (or almost entirely) in the target language. Below are a set of strategies used by teachers to make themselves understood. Some of them might be more conducive to comprehension and learning than others.

1. She/He keeps explanations short and to the point
2. She/He slows down
3. She/He uses pauses to give students time to process the information
4. She/He uses pauses to create expectations
5. Uses a high pitch
6. She/He exaggerates intonation
7. She/He uses short utterances
8. She/He uses abundant discursive resources like pauses, discourse markers, intonation, etc. to mark the beginning and end of utterances
9. She/He raises her volume of voice
10. She/He lowers her volume or whispers
11. She/He makes eye contact with individual students
12. She/He sweeps the classroom with your gaze to include the whole classroom
13. She/He accompanies her utterances with facial expressions and hand and body movements
14. She/He moves around the classroom to show closeness to all students
15. She/He repeats her/his utterances word by word with little or no paraphrasing

¹ See, for example:

Escobar Urmeneta, C. and Evnitskaya, N. (2013). Affording Students Opportunities for the Integrated Learning of Content and Language. A Contrastive Study on Classroom Interactional Strategies Deployed by Two CLIL Teachers. In J. Arnau (ed.), *Reviving Catalan at School: Challenges and Instructional Approaches*. Bristol: Multilingual Matters & Institut d'Estudis Catalans:158-182.

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16. She/He reduces the degrees of freedom
17. She/He paraphrases often
17. She/He selects the words that she uses carefully, trying to make use of cognates, simple vocabulary or words that have been recently introduced, etc.
18. She/He makes reference to things which are well known to all students such as brands, titles of TV series, songs, celebrities, etc.
19. She/He accepts clarification requests and actively encourages them
20. She/He writes key words and phrases on the blackboard
21. She/He draws on the BB, screen or any other surface
22. She/He uses diagrams, pictograms, maps, pictures, etc.
23. She/He constructs posters, exhibits, diagrams, etc. together with the students using items brought by them
24. She/He uses realia
25. She demonstrates how to carry out the task
25. She/He avoids long strings of instructions, instead asking learners to 'assist' her
26. She/He uses overstatements and provocative statements
27. She/He grades and structures the amount of information she provides in order not to overload students
28. She/He self-translates
 - a. When? What for?
 - b. In what proportion?
29. She/He uses L1
 - a. When? What for?
 - b. In what proportion?
30. She/He exploits other strategies. Which ones?

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B) FACILITATING INTERACTIONAL SPACE

Here are some signs that the teacher being observed is attempting to promote active participation in the co-construction of the lesson. Some of them might be more conducive to the increase of students' participation and learning than others.

31. After asking a question, she/he gives a student at least four seconds to come up with an answer
32. She/He promote and achieves self-selection She encourages to students to voluntarily raise their hands to answer questions rather than calling on them
33. She/He calls on students who tend to remain silent when she/he thinks they can contribute
34. She/He devises alternative ways of showing engagement and participation for those students who are intimidated by speaking in front of the class
35. She/He uses turn allocation procedures that guarantee that all students get a chance to participate verbally
36. She/He creates an atmosphere of trust in order to make the class a "community of learning" by, for example:
 - a. Using first person plural: WE, LET'S, OUR etc., e.g., "We're a-great team, aren't we?"
 - b. Emphasising collective accomplishments
 - c. Setting collective goals for the session
 - d. Giving credit to the student who has made a valuable contribution using his name to do so.
 - e. Other: _____
37. She/He sends messages to convey the idea that mistakes are in fact an opportunity to learn by, for example:
 - a. Welcoming any contribution simply because it is a contribution
 - b. Accepting or even praising contributions which are correct or nearly so in content, even if the language might be faulty.
 - c. Mitigating corrections with a smile, a partial greeting, etc.
 - d. Using humour (wisely)
 - e. Awarding extra points for making a mistake
 - e. Other: _____
38. She/He creates ad hoc scaffolds to assist learners to construct difficult or complex utterances, by, for example:
 - a. Giving clues
 - b. Making gestures to show whether the student is on the right track or needs to rectify something

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- c. Other: _____
39. She/He uses prompt cards and game-like procedures to aid production and diminish learners' anxiety
40. She/He allows for private conversations to take place in order to give students the chance to explore ideas and work out answers before contributing to the class
41. She/He encourage partners to act as mediators by, for example:
- Translating
 - Setting a model
 - Using 'buddies'
 - Allowing a little bit of 'cheating'
 - Facilitating private turns
42. She/He makes abundant use of 'clever' IRF sequences (i.e., avoids guessing questions), which aim at triggering high order thinking skills (HOTS)
43. She/He accepts a topic suggested by a student and deviates momentarily from her agenda when it emerges in a public or private turn
44. There are frequent student-initiated sequences
45. She/He uses a wide variety of questions: yes/no questions; multiple choice questions; wh-questions
46. She/He uses questions which elicit high order thinking (and extended utterances too),- such as why-questions.
47. Other strategies. Which ones?

C) 'SHAPING' LEARNER CONTRIBUTIONS

Here are some strategies used by teachers to help learners extend and improve their utterances:

48. She/He builds up ad-hoc scaffolds to assist the learner to build up an utterance he finds difficult to construct. I.E.:
 - a. Provide clues
 - b. Make gestures to show whether the student is on the right track or needs to rectify something
 - c. Other
49. Uses prompt cards and game-like procedures to aid production and diminish learners' anxiety
50. Encourage partners to act as mediators. For example:
 - a. Translating
 - b. Setting a model
 - c. Using 'buddies'
 - d. Allowing a little bit of 'cheating'
51. She/He accepts contributions in L1 and translates them into L2
52. She/He accepts contributions that are poorly phrased and 'translates' them into acceptable utterances from the point of view of the content and/or the language
53. She/He accepts contributions in L1 and immediately asks the class to rephrase them into L2
54. She/He accepts contributions that are poorly phrased and immediately asks the class to rephrase them into more acceptable utterances
55. She/He accepts contributions using a variety of either verbal (e.g. Good! Great!, Mmm!) or non-verbal (nod, smile, thumbs up, surprise, etc.) resources. Other: _____
56. She/He repairs a wrong utterance by means of a reformulation
57. She/He repairs a wrong utterance by means of emphasis or intonation
58. She/He repairs a wrong utterance by means of a clarification request or a repetition request
59. She/He repairs an utterance stating clearly that it is wrong in content or in form
60. She/He does not repair
61. She/He ignores wrong or irrelevant contributions and picks a correct one produced by a different student in order to make it official in front of the classroom
62. She/He ignores contributions [let it pass strategy] and carries on with the lesson
63. She/He responds to an 'extemporaneous' contribution as if it were relevant, and



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simultaneously redirects the conversation towards its goal

64. She/He echoes students' contributions
65. She/He asks classmates to echo other students' contributions
66. She/He marks critical features of language / discourse
67. She/He makes it worthwhile for the learner to risk a more complex formulation
68. She/He addresses the frustration that learners may experience
69. Other strategies. Which ones?

Sources: Dalton-Puffer, (2007); Escobar Urmeneta (2014); Escobar Urmeneta & Evnitskaya (2013, 2014); Goffman (1955, 1967); Hall & Pekarek Doehler (2011); Markee, (2000); McCarthy (2005); Mercer (1995, 2000); Mortimer and Scott, (2003); Seedhouse (2004); Sert (2021) Walsh (2002, 2006); Vygotsky (1930/1978); Wood, Bruner & Ros, (1976).

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Part II. STUDENT-STUDENT INTERACTION IN AUTONOMOUS GROUP WORK

Or SMALL GROUP WORK (SGW) CHECKLIST

1. ON-TASK OR OFF-TASK?

I know that students are on-task because they are ...

- Exploring the topic set.
- Doing pen and pencil work related to the task.
- Searching for information in computers, books, dictionaries or other reference material.
- Asking the teacher or students in other teams, or answering questions from other students.
- Carrying out other physical actions also related to the task such as colouring, cutting out, organising their desk, etc.
- Carrying out linguistic or metalinguistic work.
- Reading or interpreting task procedures.
- Discussing better procedures to accomplish the task.
- Negotiating roles and responsibilities.
- Negotiating turns.
- Evaluating the task.
- Evaluating their performance.
- Displaying politeness strategies that help keep the work going.
- Other: _____

I know the students are off-task because ...

- Their actions or conversation are unrelated to the lesson or task.

2. ABOUT TASK ACCOMPLISHMENT AND TASK SELF-ADAPTATION

- How do the students interpret / adapt the task to their own capacity, interests, learning style, etc.?
- How many phases can be identified throughout in the course of the task completion process?
- How many different identifiable “activities” do the students perform throughout in the course of completing the task (for example, read instructions, use dictionary, write text, edit it, discuss title, etc.).
- Do the students manage to complete the task successfully?

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3. ENGAGEMENT: EQUALITY, ROLES AND RESPONSIBILITIES

The degree of control over the activity is (not) evenly distributed among participants

- Turns are distributed quite evenly among all participants.
- The amount of talk (number of utterances produced by each participant) is distributed quite evenly among all participants.
- Students with a low ratio of verbal participation contribute to the work from peripheral positions.
- There is evidence of 'silent participation'.
- Different types of evidence (conversational and visual) suggest that one or more students are partially or almost completely excluded from the conversation and from the task.
- How are responsibilities distributed?
- Both students take directions from each other.
- How is joint control over task direction exercised?
- Are there instances of expert-novice type conversations?
- How are roles negotiated or renegotiated in the course of the task?
- If the task design includes some provision for role distribution, how does this affect the actual role distribution?

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4. MUTUALITY: ABOUT THE COOPERATIVE CONSTRUCTION OF KNOWLEDGE

- There are instances of collective scaffolding (cooperative construction of content, for example).
- Students signal a change-of-state from not-knowing to knowing.
- There are instances of initiating moves followed by sustaining moves
- There are instances of continuing moves.
- There are instances of reacting moves.
- There are instances of support moves.
- There are instances of confronting moves.
- There are instances of monitoring moves.
- There are instances of rejoinder-track moves.
- There is disputative talk. Its indicators are ...
- There is cumulative talk. Its indicators are ...
- There is exploratory talk. Its indicators are ...

5. ABOUT THE INTERACTIVE CONSTRUCTION OF DISCOURSE

- Topic is collectively maintained by participants.
- There are hesitations, false starts and other marks that indicate online processing.
- There are instances of clarification requests.
- There are instances of comprehension checks.
- There are instances of confirmation checks.
- There are instances of repetition requests.
- There are instances of self-repair.
- There are instances of interactive repair (other-repair).
- There are instances of explicit metalinguistic work.
- Students signal understanding of their teammates' contributions with oh! yes! uh-uh! Or other expressions.
- Students echo what other students say.
- There are instances of overt or covert demands for help to production.
- There are instances of offers of help.
- Help is accepted and/or reused by the other participant(s).
- There are instances of completion of unfinished utterances.
- There are instances of co-constructed utterances that go on for two or more turns.

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- Students display positive politeness strategies (statements of friendship, solidarity, compliments).
- Students display negative politeness strategies (use of hedging to mitigate potentially threatening utterances; emphasis of avoidance of imposition on the hearer, etc.).
- Students use humour and/of laughter to overcome tension or anxiety.
- Some students contribute to the construction of discourse through silent participation.
- Students display other strategies that contribute to the completion of the common goal. Which ones?

6. FACE WORK

- Learners avoid threatening their partners' face by deploying appropriate face-saving strategies when they need to make a potentially conflictive suggestion, show disagreement, etc. Which ones?
- Learners avoid threatening their partners' face by avoiding confrontation.
- Learners deploy appropriate strategies in order to repair one of the participants' damaged image. Which ones?
- Learners show they appreciate individual contributions, therefore helping to enhance the contributor's face. How do they do that?
- Learners explicitly show they appreciate the collective work being carried out. How do they do that?

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7. LANGUAGE CHOICE

How much do the students use their L1s vs. L2? When do students code-switch? What for?

- The L2 is the default language.
- Catalan, Spanish or other well known languages are used to carry out specific activities.
- Estimated amount or percentage of L2 and other languages.
- One or more participants apparently avoid using other languages than the L2.
- One or more participants are reluctant to use the L2.
- There are explicit requests to use one or other languages. When and what for?
- Which languages are used for/in order to ...
 - Management of task, roles and responsibilities?
 - Structure the task and move it forward?
 - Plan and carry out the necessary activities which will eventually lead to task resolution?
 - Attack or bypass problems entailed by trying to understand or produce messages in the target language?
 - Attack or bypass problems entailed by trying to understand difficult concepts or skills students are not familiar with?
 - Help partners to construct their participation in the task?
 - Carry out metalinguistic work?
 - Make jokes?
 - Get off-task?
 - ...

8. OTHER

Source: Adapted from Escobar Urmeneta (2010)