

ELF teachers' use of Czech and/or English language when commenting on EFL classroom videos

Eva Minaříková, Tomáš Janík,
Michaela Píšová, Klára Kostková
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Overview

- Teachers' competencies
- Professional vision
- Professional language
- Research questions and methodology
- Results
- Discussion

Working on teachers' competencies...

Professional
action

Professional
knowledge

Professional
vision

Professional vision

- Based on knowledge
- Informs action – adaptive teaching
- Two-fold
 - Teachers – „doers“
 - Tied to action, need for immediate response
 - Teachers – observers
 - Watching myself, watching others; time to think
 - Professional vision more deliberate

(Sherin et al., 2008)

Professional vision – teacher research

- Selective attention
 - What teachers pay attention to
- Knowledge-based reasoning
 - How they reason about it

Professional vision - Goodwin

- Event being seen – interplay between a domain of scrutiny and **discursive practices** within a specific activity
- Coding
- Highlighting
- Producing and articulating material representations

Professional vision - Goodwin

- Coding schemes
 - Assigning an event/object to a category
 - „when disparate events are viewed through a single coding scheme, equivalent observations become possible“ (Goodwin, 1994, p. 608)

Professional language

- Language is important in representing thoughts (Vygotsky)
- The limits of my language mean the limits of my world (Wittgenstein)
- Language signals membership in a (professional; discourse) community
- A need to develop a language to describe and reason about teaching (Santagata, 2011, p. 165)

Noticing and professional language

- An intervention showed to improve noticing and change terminology used for describing mathematics classroom discussions (Scherrer & Stein, 2013)
- Professional language linked to pre-service education (difference between Finnish and Norwegian novice teachers; Afdal & Nerland, 2014)
- Changes in student teachers' professional language after a semester of teaching practice (Yayli, 2012)
- Project Lexicon (D. Clarke)

Context of our research

- **Main research question:** What is the nature of prospective teachers' professional vision?
- **Context:** Czech **EFL student** teachers watching **videosequences** of EFL classroom instruction and providing **written comments** before and after participating in an online videocase-based **course**

Context of our research

- **Czech** as mother tongue vs. **English** as (desired) language of instruction in their prospective teaching practice
- Different pedagogical naming systems from different **didactical cultures**
 - Terminology of Czech didactic tradition
 - Terminology of EFL methodology tradition

Research questions

- 37 EFL student teachers
 - Written comments to 8 videosequences (A, B, C, D – before participating in an online videocase-based course;
B, C, G, H – after participating in the course)

- 13 EFL student teachers
 - Written comments to video B before and after participating in the online videocase-based course

1

Marks: 1

This extract is taken from an English lesson in kvinta at an 8-year gymnázium (corresponds to the 1st year of a 4-year gymnázium). It is a group of 10 intermediate students. You will see the beginning of the lesson.



Flash video

Please comment on the classroom situation you have just observed (at least 100 words). You can watch the video as many times as you need.

Answer:



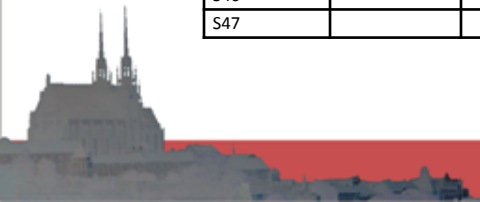
Path:



Videos

Students

Student	A	B	C	D	B	C	G	H
S02								
S03								
S04								
S05								
S06								
S08								
S09								
S10								
S11								
S12								
S15								
S17								
S18								
S19								
S20								
S21								
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S42								
S43								
S44								
S45								
S46								
S47								

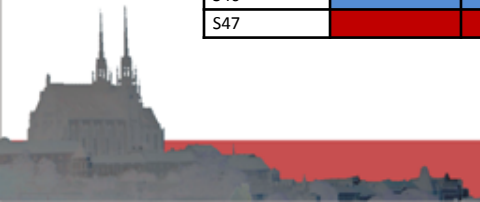


Videos

Students

Student	A	B	C	D	B	C	G	H
S02	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
S03	Blue	Blue	Blue	Blue	Light Blue	Blue	Blue	Blue
S04	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
S05	Light Red	Red	Blue	Blue	Blue	Blue	Blue	Blue
S06	Light Red	Light Red	Light Red	Red	Light Red	Light Red	Light Red	Light Red
S08	Blue	Blue	Blue	Blue	Light Blue	Blue	Blue	Blue
S09	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
S10	Blue	Light Red	Light Red	Blue	Red	Light Red	Light Red	Light Red
S11	Light Red	Red	Red	Red	Light Red	Red	Light Red	Red
S12	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
S15	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
S17	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
S18	Blue	Blue	Blue	Blue	Red	Red	Light Red	Red
S19	Blue	Red	Red	Red	Red	Red	Red	Light Red
S20	Blue	Blue	Blue	Blue	Blue	Blue	Light Red	Red
S21	Red	Red	Light Red	Blue	Blue	Blue	Blue	Red
S22	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
S23	Red	Red	Red	Red	Red	Light Red	Red	Red
S25	Blue	Light Red	Light Red	Blue	Blue	Blue	Light Blue	Blue
S26	Blue	Blue	Blue	Blue	Light Red	Red	Red	Red
S28	Light Blue	Red	Red	Red	Blue	Blue	Blue	Blue
S29	Light Red	Red	Red	Red	Light Red	Red	Light Red	Red
S30	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
S31	Blue	Blue	Blue	Red	Light Red	Red	Light Red	Light Red
S34	Red	Red	Red	Light Red	Light Red	Red	Red	Red
S35	Red	Light Red	Light Red	Blue	Blue	Blue	Blue	Blue
S36	Light Red	Red	Red	Red	Blue	Blue	Blue	Blue
S38	Red	Red	Red	Red	Red	Red	Red	Red
S39	Red	Red	Red	Light Red	Blue	Blue	Blue	Blue
S40	Red	Light Red	Light Red	Light Red	Blue	Blue	Blue	Blue
S41	Light Red	Red	Red	Light Red	Blue	Blue	Blue	Blue
S42	Red	Red	Red	Light Red	Red	Red	Light Red	Light Red
S43	Red	Red	Red	Red	Red	Red	Light Red	Light Red
S44	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
S45	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Red
S46	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
S47	Red	Red	Red	Red	Blue	Blue	Blue	Blue

Czech
Czech with EN
English
English with CZ



Results – language used (students)

EN	CZ	EN⇒CZ		CZ⇒EN	
		In 1	After 1	In 1	After 1
12	9	2	2	1	7

- 2 students (S06, S45) almost always complemented the Czech comment with English pieces of „transcript“ from the video

Results – language used (videos)

- No apparent regularity in what language is used in relation to the videosequence



Results – English in Czech comments

- N=50
- EN **sentence(s)** inserted (5x)
- „**transcribing**“ what was said in the video (24x)
- Making use of EN **terminology** (21x)
 - E.g. Speaking, listening, reading, pronunciation
 - Native speakers, discourage, one-man show
 - Feedback, giving instructions, teacher talking time, classroom management
 - Moving, mingling, brainstorming

Themes addressed

- Provided opportunities to learn
 - Grammar focus, speaking, interview/dialogue
- Organization of teaching processes
 - Grouping, pairwork, time management, monitoring, pace
- Students
 - Reactions, emotions, attention, involvement
- Teacher
 - Code switching, emotions
- Error correction
- Giving instructions

Words

- Themes selected for further investigation:
 - Pairwork (12x)
 - Monitoring (18x)
 - Code switching (9x)

Pairwork

- Only the word „pair“ or its CZ equivalent used
- Comments
 - The word is a part of everyday language
 - There is a one for one equivalent in CZ and EN
 - Straightforward connection between the actual „thing“ and the term
- Hypothesized conclusion:
 - Both the concept and the term have been acquired

Monitoring

- Words used:
 - T circulates and listens
 - Monitors (5x)
 - Helps and explains
 - Walks around the classroom
 - Walks among the students
 - Makes sure everybody knows what to do
 - Goes through the aisle

Monitoring

- Comments
 - The term does exist in ELT methodology; the word is also used in everyday language (esp. in English)
 - BUT: no direct translation into Czech term or everyday word
 - The variety of the words used shows the „width“ of the term
- Hypothesized conclusion:
 - The concept has been acquired (internalized) but the word was not used on this particular occasion (or possibly has not been acquired)

Code-switching

- Words used:
 - Switching into CZ
 - Translates instructions
 - Inconsistent as for the language she uses
 - Says instructions in EN and repeats them in CZ
 - She uses CZ
 - She repeats the instructions in CZ and then in EN again

Code-switching

- Comments
 - The terminology is inconsistent even in ELT publications – code-switching, translating, use of mother tongue, concurrent usage etc.
 - The respondents make use of everyday language to describe the events
- Hypothesized conclusion:
 - The concept has been acquired, but the term not (or is not used as the students are not sure)

Conclusions

- Language used (CZxEN) linked to the student rather than the videosequence
- Various themes identified in the videosequences
- The use of „term“ influenced by:
 - Its use in everyday language
 - Its use in professional / academic discourse
 - The link between CZ and EN variation
 - Its connection to real life phenomena
- A difference between acquiring the concept and the term?

Outlook

- We can only study professional vision as it is demonstrated in words – we have to understand the language teachers use
- This research in line with an effort to develop a shared language for describing learning and teaching
 - From theory
 - From practice (accumulated wisdom of practice)
- Questioning our language – critical interrogation of established theory (D. Clarke)

Thank you
for your kind attention!

minarikova@ped.muni.cz

tjanik@ped.muni.cz

