

## English Language and Applied Linguistics

Postgraduate Distance Learning programmes

### ESSAY COVER & DECLARATION SHEET

**IMPORTANT: Please complete ALL sections of this template and PASTE it into the FIRST PAGE of your essay**

Student ID number	1196189
Module Number (1-6)	5
Title of Degree Programme:	MA TEFL/TESL
Title of Module:	ELT Management
Assessment Task No.	MN/13/04
First or second submission (second submission is used for resubmitted work only)	First
Date Submitted	31 <sup>st</sup> July 2013
Name of tutor	Ryan Cassidy
Word Count	4364 <i>(word count excludes footnotes, references, figures, tables and appendices).</i>

#### DECLARATION OF AUTHORSHIP

I declare:

- a) that this submission is my own work;
- b) that this is written in my own words; and
- c) that all quotations from published or unpublished work are acknowledged with quotation marks and references to the work in question; and

Date: 29<sup>th</sup> July 2013

## **A self-evaluation of changes in attitudes, beliefs and teaching behaviour**

Student No. 1196189

The University of Birmingham

MA TEFL/TESL

Module 5: ELT Management

31<sup>st</sup> July 2013

Has your experience of the content of this MA course led to changes in your attitudes, beliefs and/or teaching behaviour? If so, what are the changes, and where on the cline of change would you put them. Would you characterize the changes as part of a personal 'paradigm shift', or aspects of 'continuous change', or 'incremental change'?

## CONTENTS

<b>1. Introduction.....</b>	<b>4</b>
<b>2. Change.....</b>	<b>4</b>
<b>3. Beliefs, attitudes and behaviour.....</b>	<b>5</b>
<b>4. My teaching situation.....</b>	<b>6</b>
<b>5. Sources of my beliefs and attitudes.....</b>	<b>7</b>
<b>6. Factors impacting upon my teaching behaviour.....</b>	<b>7</b>
<b>7. Methodology.....</b>	<b>8</b>
7.1 PLTM profile questionnaire and profile analysis.....	9
7.2 Video analysis.....	11
7.3 Co-teacher interviews.....	11
7.4 Methodology advantages and disadvantages.....	12
<b>8. Results and Analysis.....</b>	<b>13</b>
8.1 PLTMP questionnaire analysis.....	13
8.2 PLTMP analysis, changes between methodological profiles.....	15
8.3 Video Analysis.....	16
8.4 Co-teacher interviews.....	18
<b>9. Most significant influences for change in the MA.....</b>	<b>19</b>
<b>10. Categorising change.....</b>	<b>23</b>
<b>11. Future change.....</b>	<b>23</b>
<b>12. Conclusion.....</b>	<b>23</b>
<b>References.....</b>	<b>25</b>
<b>Appendix 1 – PLTMP Questionnaire Analysis.....</b>	<b>27</b>
<b>Appendix 2 – Personal Language Teaching Methodology Profiles.....</b>	<b>31</b>
<b>Appendix 3 – Video 1, June 2010 analysis .....</b>	<b>34</b>
<b>Appendix 4 – Video 2, April 2013 analysis .....</b>	<b>38</b>

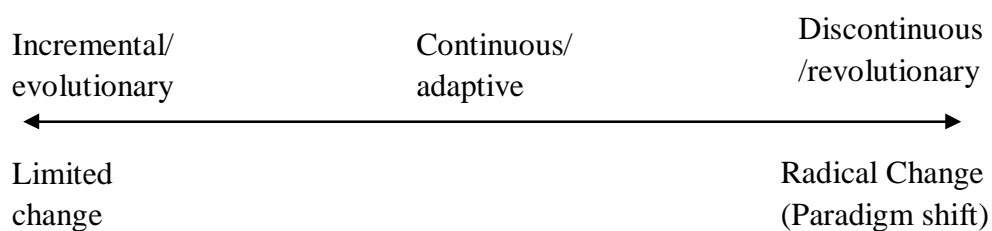
## 1. INTRODUCTION

In this essay I will conduct an evaluation of changes in my beliefs, attitudes and teaching behaviour as a result of studying this TEFL MA course. I will begin by discussing change, beliefs, attitudes, teaching behaviour and my teaching situation. I will then conduct a mixed methods approach, collecting data in four ways; through analysing changes in my answers to a Personal Language Teaching Methodology Profile (PLTMP) questionnaire, changes in my PLTMP itself, through observing changes in my teaching behaviour using video analysis, and through conducting interviews with my co-teachers. I will summarise trends of change across these four sources, and reflect on areas of the masters that have been a catalyst for change. I will discuss where changes lie on the cline of change and discuss future changes as a result of this assignment.

## 2. CHANGE

The world is in a constant state of flux and change with systems, and variables within those systems, constantly interacting with each other (de Bot, Lowie and Verspoor, 2005: 14). An educational environment is of course no exception to this. To mention just a few examples; management, colleagues, students, syllabuses, textbooks, materials, language learning research, policies, governments, all change around the teacher, often outside of their control. It seems axiomatic to say that a teacher needs to adapt to changes such as these. However, the frequency, rate, extent and willingness to change will vary from situation to situation. Kennedy and Edwards (1998: 64-76) have identified three types of change which can be placed on a cline of change; incremental or evolutionary, continuous or adaptive and discontinuous or revolutionary change (see figure one below).

*Figure 1 - The cline of change.*



Incremental change rarely responds to the external environment, is more inward looking, tends to solve problems on a case by case basis and is unlikely to result in deeper changes such as language learning and teaching beliefs. Incremental change is ‘doing the same thing but doing it better’ (Kennedy and Edwards, 1998: 66) and is arguably the minimum amount of change required for a teacher to operate.

Discontinuous or revolutionary change is at the other ender of the cline and is representative of a paradigm shift, involving a ‘radical break with former practices and behaviour’ (Kennedy and Edwards, 1998: 72). This can be stressful for an individual and therefore is normally avoided. However, it is sometimes advantageous and desirable when a deeper change such as a new way of thinking is required. An example of discontinuous/revolutionary change or paradigm shift would be when an accumulation of new facts and evidence builds pressure within a teacher before radically shifting their beliefs into a new paradigm.

Continuous or adaptive change sits in the middle between these two extremes and is the optimum type of change (Kennedy and Edwards, 1998: 64). A teacher who is proactive, constantly monitoring the external environment and adapting to changes as they occur would fall under this type of change. This approach is advantageous as it avoids a discrepancy between an individual and their external environment building up and the need for a stressful and disorientating revolutionary change to occur.

### **3. BELIEFS, ATTITUDES AND BEHAVIOUR**

In this essay I will consider a belief to be ‘the cognitive filter through which teachers’ instructional plans, judgements and decisions are made’ (Johnson, 1992: 530); attitude to be an individual’s disposition to act in a certain way based on their feelings and beliefs; and behaviour to be the way an individual acts and behaves in reality. Kennedy and Kennedy (1996: 355) provide a similar definition, stating ‘attitudes are an individual’s affective and evaluative response to something, while beliefs are cognitive and reflect the knowledge or information we may have about something’.

Behaviour is linked to underlying beliefs and attitudes (Kennedy and Edwards, 1998: 17). However, changes in beliefs and attitudes will not necessary lead to changes in behaviour (Richardson and Anders et al, 1991: 560; and Kennedy and Kennedy, 1996: 351) and vice-

versa. This could be because there may be some barrier to change i.e. a forced syllabus, or a lack of awareness of an individual's own teaching behaviour i.e. they are not doing what they intend to do in the classroom (Kennedy and Kennedy, 1996: 353). A change in behaviour without a change in supporting beliefs and attitudes can occur when a behaviour is forced e.g. a change in law which an individual doesn't agree with. This type of surface level change is likely to be short lived or resisted. For a change in behaviour to be accepted, continued and successful, it needs to be supported by a change in beliefs and attitudes. Before discussing the sources of my beliefs and attitudes and factors impacting upon my teaching behaviour, I will provide a brief description of my situation to provide some context.

#### **4. MY TEACHING SITUATION**

I started teaching five years ago, coming from a background in business with little teaching and language learning knowledge. I have learnt a lot over the last five years, particularly after starting this master's course two years ago. Currently, I teach eight to twelve year olds, in a public elementary school in South Korea's third biggest city. The school is situated in a poorer socio-economic area and students are of a relatively low level compared with other schools. Lessons are co-planned and co-taught between myself and two other Korean co-teachers but the syllabus and textbooks are decided at government level. The management provides freedom as to how lessons are planned and taught but places a lot of pressure on teachers for good exam results.

## **5. SOURCES OF MY BELIEFS AND ATTITUDES**

Beliefs and attitudes are formed through complex interactions between an individual and their surroundings, evolving over time. Using the work of Kindsvatter, Willen and Ishler (1988, in Richards and Lockhart, 1994: 30-31) as a basis I have identified what I believe to be the key sources of my teaching beliefs and attitudes:

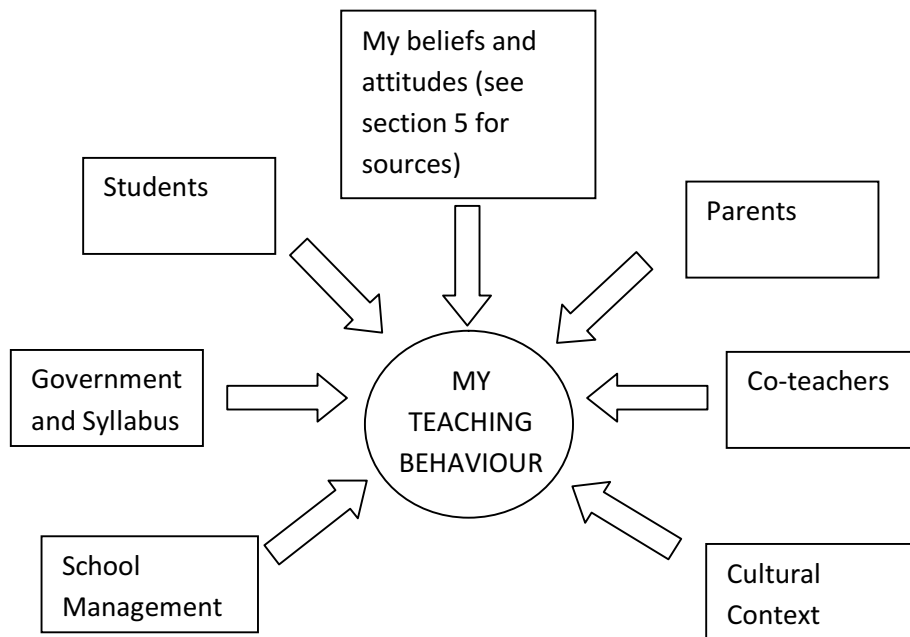
1. My own experience as a language learner
2. Experience of what works best in the classroom
3. Established practise in my school
4. My personality
5. My previous educational experience and current MA studies
6. My co-teachers and peers

This is a simplified view of a complex process. However, I feel it is useful to show there are numerous sources besides the MA influencing me. With so many variables, in the analysis stage of this essay, it may be difficult to pinpoint whether any changes in my beliefs, attitudes and behaviour are directly related to the MA or are related to another source.

## **6. FACTORS IMPACTING UPON MY TEACHING BEHAVIOUR**

As discussed in section three, there are times when a teacher's beliefs, attitudes and behaviours may not match. One of the reasons mentioned for this was that because of the numerous external factors influencing their behaviour; teachers cannot always do what they believe to be right in the classroom. The factors influencing my teaching behaviour I have identified in figure two below indicate the relationship between my beliefs, attitudes and behaviour is also unlikely to be linear in all cases. All of these are important but as all my lessons are co-planned and co-taught, I feel my co-teachers are a particularly influential factor. This relationship takes sensitive management and our different teaching beliefs and attitudes, cultural perspectives and personalities can cause potential for conflict and restrict my teaching behaviour.

*Figure 2 - Factors impacting upon my teaching behaviour*



## **7. METHODOLOGY**

In order to discover the extent to which the MA has changed my beliefs, attitudes and teaching behaviour, I will be pursuing a mixed methods approach. This approach can be advantageous as it can reap the benefits of both qualitative and quantitative data, decrease subjectivity and increase the validity of results (Dornyei, 2007: 45). I feel this is particularly important as I am conducting a potentially subjective self-analysis.

Richards and Lockhart (1994: 6) note six ways which can be adapted to investigate teacher beliefs, attitudes and behaviour: teaching journals, lesson reports, surveys and questionnaires, audio and video recordings, observation and action research. I will be choosing three of these, pursuing my investigation through questionnaires, video recordings and interviews with my co-teachers. I will determine whether or not observed changes are as a result of the MA through a process of reflection and reading through reflective notes I have made in the handouts, assignment feedback and required readings for the course.



## **7.1 PLTM profile questionnaire and profile analysis**

In the Learning Teaching Methodology module (Edwards et al, 2000: 1-10) at the very start of the MA in October 2011, I completed a questionnaire of over sixty questions about my approach to teaching and related the results to a code chart to calculate my Personal Language Teaching Methodology profile (PLTMP). There were several occasions where my beliefs and attitudes did not match what I actually did in the classroom so to obtain a more accurate picture, I completed the questionnaire twice; once for what I wanted to do in the classroom (beliefs and attitudes) and once for what I actually did in the classroom (teaching behaviour). These results give an indication of my beliefs, attitudes and teaching behaviour at that time, providing an excellent baseline to measure changes against.

I have completed the same questionnaire again in June 2013, once thinking about what I want to do in the classroom and once for what I actually do. To obtain as much information as possible, I have adapted the procedure outlined by Edwards et al (2000:1-10) to create my own belief, attitudes and teaching behaviour self-evaluation process (see table one below). I will be analysing changes to responses in the questionnaire and differences between the two PLTM profiles to provide more detailed information of where changes have occurred.

*Table 1 – PLTMP Questionnaire: Self evaluation and reflection process.*

	Stage	Process
<b>Changes in questionnaire responses</b>		
1	Enter PLTMP data for June 2013 (beliefs and attitudes)	Whilst thinking of a class which accounts for a substantial part of my teaching duties (6 <sup>th</sup> grade), tick the column in the methodology questionnaire which best fits what I <i>believe</i> I should do (beliefs and attitudes)
2	Enter PLTMP data for June 2013 (behaviour)	Repeat step one in the behaviour column, whilst thinking about what I <i>actually</i> do (behaviour)
3	Input original Oct 2011 PLTMP data	Repeat steps 1 and 2 with data from original 2011 PLTMP
4	Identify areas of change in beliefs/attitudes and behaviour	Compare data from Oct 2011 and June 2013 and identify where changes in my beliefs/attitudes and behaviour have or haven't occurred
5	Reflection at the question level	Reflect and make notes on why I feel changes in beliefs/attitudes and behaviour have/haven't occurred and where changes may have originated from
6	Identify areas of conflict	Identify areas where a present belief/attitude does not match with a present teaching behaviour i.e. where I am not doing what I believe I should be. Reflect on why this may be the case
7	Summarise	Summarise significant findings at individual question level
<b>Changes in beliefs about language theory/principles at PLTM profile level</b>		
8	Complete June 2013 PLTMP	Using the belief and attitude data from step one, highlight the corresponding letters in the methodology chart, count the letters for each column and identify the extent to which I agree with the theory or set of principles in the 'key to methodological categories codes'.
9	Compare old and new PLTMP	Compare June 2013 and October 2011 personal language teaching methodology profile, identify areas of change in my views on language theory and principles
10	Reflect at the profile level	Re-read notes from individual question reflection and reflect on areas that have changed at the profile level and why
11	Summarise	Summarise significant findings at PLTM profile level

## **7.2 Video analysis**

To help assess changes in my teaching behaviour I completed an analysis of two open class videos; one from before the MA in June 2011, and one from April 2013, a year and a half into my studies. I have chosen these classes as they are both completed with fifth grade students and the same co-teacher, aiding their comparability. The lessons were co-taught and co-planned by myself and co-teacher and although this complicates accountability for class decisions, I feel it is worthy to obtain a view of my actual teaching behaviour. To obtain the best data possible I would have liked to have completed analysis using an observation instrument such as FLINT (Foreign Language Interaction Analysis) or COLT (Communication Orientation of Language Teaching) (Dornyei, 2007: 181) but unfortunately the camera did not capture all students in the classroom. Instead I decided to complete an ethnographic description of the videos (see appendices three and four), focusing on description first to aid objectivity and then later reflecting on behaviour.

## **7.3 Co-teacher Interviews**

I have had a very close working relationship with the same co-teachers for the last three years; co-teaching, co-planning and discussing teaching, students and the classroom on a daily basis. I therefore feel that they are in the best position to provide an outside perspective on changes in my beliefs, attitudes and teaching behaviour. I completed an informal semi-structured interview (Dornyei, 2007: 136) with each co-teacher, focusing discussions around the following three questions:

1. What changes have you seen in my teaching behaviour since starting my MA?
2. What changes have you seen in my behaviour in general?
3. What changes have you seen in my teaching/learning beliefs and attitudes?

#### 7.4. Methodology advantages and disadvantages

Each of these methods has its own advantages and disadvantages which I have listed in table two below.

*Table 2 – Methodology Advantages and Disadvantages.*

	Advantages	Disadvantages
Analysis of changes in questionnaire responses and between two PLTM profiles	Provides detailed quantitative data about changes in my beliefs, methodology profile and teaching behaviour. Helps pin point where the changes have occurred and provide a baseline to assess changes.	Behaviour recordings are subjective, from my perspective and may be different in reality. Limited validity in providing an accurate overall methodology profile as results are based on one class - if I completed with a different class in mind, my profile results may be different. Also, some methodology beliefs are only tested by a few questions in the questionnaire.
Video analysis of two open classes	Provides qualitative data on changes in my actual teaching behaviour, can stop and rewind the video, watch a multitude of times, reflect and take detailed notes.	Small sample of two lessons, limited representation. Observed changes are subjective to my interpretation. Both teachers and students are aware the class is being filmed and observed which may result in atypical behaviours (Richards and Lockhart, 1994: 11).
Co-teacher interviews	Provides an outside, more objective perspective, rich qualitative data (Dornyei, 2007: 143) on changes which have occurred.	Subjective - co-teachers may be reluctant to be truthful or be more generous with their feedback to maintain a good working relationship. Co-teachers may be unaware of some changes which have occurred.

A process of triangulation should help to overcome some of these disadvantages, enhancing validity of results to provide a more accurate representation of changes in my beliefs, attitudes and teaching behaviour as a result of this MA.

## 8. RESULTS AND ANALYSIS

### 8.1 PLTMP questionnaire analysis

Analysis in this section is based on changes in responses to the PLTMP questionnaire; sections one to seven in my self-evaluation process (see table one). Full data results can be seen in appendix one, where areas of change are listed in column two and number ‘ones’ correspond to my beliefs, attitudes and behaviours from October 2011, and number ‘twos’ relate to June 2013. From looking at this table and the summary in table three below, it can be seen that there have been big changes in my beliefs and attitudes, with changes occurring in 38 out of 61 areas or 62% of the questionnaire. The significant changes are symbolic of a paradigm shift on the cline of change (Kennedy and Edwards, 1998: 72) and are perhaps due to the fast influx of teaching and language learning knowledge.

*Table 3 – Summary of overall findings from analysis at the question level*

	<b>Beliefs &amp; Attitudes</b>	<b>Behaviour</b>	<b>Times present belief/attitude and behaviour are not matched</b>
<b>Total Changes</b>	<b>38/61</b>	<b>19/61</b>	
Changes linked to MA	32	16	
Changes linked to co-teacher	2	1	
Unidentified Change	4	2	
<b>Conflict</b>			<b>9</b>

Out of the 38 changes, after reflecting and reading the reflective notes I have made throughout the course, I have identified 32 changes to be linked to different areas of my MA studies (see appendix one, column sixteen), two to my co-teachers’ influence, and four I have been unable to identify. As mentioned in section five it is possible that other sources may have been influential in changing my beliefs and attitudes, however, I believe the MA has been the main catalyst for change. I will discuss areas of the MA which I believe to be the most significant causes of change in section nine.

The changes in behaviour however, have been less significant with change only occurring on 19 out of 61 questions, 31% of questions. There are nine questions where my belief and attitudes do not match my present teaching behaviour; areas of conflict where I am unable to do what I believe is right. Interestingly though there are several cases where my current beliefs and attitudes have come in line with previous forced teaching behaviours, indicating that my beliefs and attitudes have changed to become more in line with that of my co-teachers'. I have summarised the most significant change in my beliefs and attitudes, the questions to which they relate (column two in appendix one), and the extent to which the questionnaire shows them to have materialised into a change in teaching behaviour, in table four below.

*Table 4 – Significant changes in beliefs and attitudes from analysis at the question level*

	<b>Related questions</b>	<b>Change in belief and attitude</b>	<b>Does the questionnaire indicate changes have been realised in a change in teaching behaviour?</b>
A	1,7,15, 23, 29, 56	A move to seeing the benefits of using L1 in the classroom to check comprehension, and aid learning	Yes
B	25, 14, 26, 46	An awareness of the need to sometimes focus on accuracy, and complete progress tests to help students prepare for future exams.	Yes
C	10, 27, 31	Developed an understanding of the need to develop all four language skills not just focus on speaking and listening.	Yes
D	6, 20, 28, 45, 50	An appreciation of how meaningful communication and providing a social context for language aids language acquisition.	Yes
E	41, 13, 36	Less dependency on the book and CD-ROM.	Yes
F	3, 7, 16, 20, 42, 54	An understanding that students need to use language to improve, the need to allow time for them to create their own sentences using freer activities	Somewhat – time is limited and some Ss are unable to make their own sentences. However, on reflection, I could do more to support students and make time for freer activities. This is

			an action point for the future.
G	2, 4, 19, 53	Less focus on correcting errors and drilling	No – co-teachers strongly believe in accuracy and drilling
H	8, 9, 52, 57	An awareness of how learner autonomy and learner strategy training greatly benefit learning, and the need to involve students in decision making	No – a lack of time in the classroom, a syllabus to cover, pressure to prepare students for exams and difficulties learner strategy training with low level Ss in English, have been barriers to this change. However, on reflection, there are small steps I should take to facilitate this change. This is an action point for the future.
I	12	Awareness of the benefits of peer correction	Yes

It can be seen in the table that changes F, G, H have not fully materialised into changes in teaching behaviour. I attribute this to factors influencing my behaviour outside of my control, particularly, the lack of time in the classroom, a need to cover the syllabus, pressure to focus on exam results, my co-teachers and the age and level of my students. However, in changes F and H, I have realised that there is action I can take to help facilitate this behavioural change. These will be future changes as a result of this assignment.

## **8.2 PLTMP analysis, changes between methodological profiles**

This section relates to stages eight to eleven in my self-evaluation and reflection process (see table one), and aims to provide a more macro view of changes that have occurred in my methodological view. The profiles were created by following Edwards et al's (1998) procedure, tallying questionnaire responses against a methodology code chart. The full profile results can be seen in appendix two but I have summarised changes in table five below. These changes at the profile level reiterate my analysis of the individual questions and I believe they are reflective of the change in attitudes and beliefs about teaching and language learning.

*Table 5 – Changes in my Personal Language Teaching Methodology profile from October 2011 to June 2013*

1	A move to viewing language as a skill, which can be learnt by dividing into subskills
2	More functional/notional view of language
3	Slightly more agreement with a behaviourist view; where language is a set of habits, repetition and drilling aids memorisation and accuracy is everything
4	More mentalist/cognitivist view where language learning is facilitated by conscious learning of the rules and meaningful practise in applying them
5	Strong move towards a view that L1 has a role to play in L2 learning
6	Slight move towards agreeing with a deductive approach, where the teacher explains a rule and students practice its application
7	Move away from a syllabus approach whereby the syllabus or course book takes priority over learner needs and interests
8	Slight move towards a learner centred approach, focusing more on process, encouraging learner autonomy, using a multi-media approach and fostering intrinsic motivation
9	Strong move to a humanist view and awareness of affective factors
10	More focus on accuracy, error correction and product
11	Slight more agreement for a pushed output view, where language is learnt through struggling to communicate
12	Strong move to believing learning requires active involvement
13	Slight move to believing meaningful input and exposure to language is essential for learning to take place

I will now conduct an analysis of two videos of my teaching to see any of changes discussed so far correspond with my actual teaching behaviour in the classroom.

### **8.3 Video analysis**

Through a process of describing, reflecting (see appendices three and four), and then comparing and contrasting, I have made several observations of changes in my teaching behaviour between the two open class videos. In the second class, eighteen months into the MA, I displayed signs of being more sensitive to the needs of the students, allowing students to practice alone without interruption unless they asked for my help. I felt my instructions in the class were clearer, speaking more clearly and slowly. I controlled the class by displaying a countdown timer on the television and provided a context for the key expressions by using a real clock to tell the time. I checked students understanding and comprehension by asking



them to listen for specific information in the song instead of just playing it to them. I also showed signs of relying less on the book by acting out a dialogue with my co-teacher rather than using the one on the CD-ROM.

The biggest changes I noticed though were in the use of classroom management and motivational techniques. In the second class, I gave much more verbal praise and encouragement, gave out stickers and rewarded the class as a whole using a star system on the board. I also gave them feedback of their attitude in the class, using the star system to tell them what they did well and what they can improve for next time, and sounded much more sincere with my praise. I used students' names throughout the class instead of pointing at them and greeted them by name as they left the class. I used a lot more attention grabbing chants and informed students of the lesson progress on the board. In the second lesson I also taught about cultural differences in counting. Praise, reward, use of names, indicating lesson progress and teaching cultural differences in English have all been identified to be key motivational strategies (Dornyei and Csizer, 1998: 215, and Dornyei, 2003: 24).

In both classes I spent a lot of time on drilling, the language was very controlled and I didn't give students many opportunities to make their own sentences. Around thirty minutes of the lessons were spent on head up activities, with limited interaction time between students. That said, in the second class I made a little more time for interaction between students, allowing them to ask each other how they were in the greeting stage, using a ball activity, and gave students four more minutes to interact with each other overall. I also asked them more questions, was more patient in waiting for them to respond and spent a little less time on drills and repetition. However, these changes are slight and it was surprising to see that my approach has still remained very behaviourist, and not as communicative as I originally thought. Although my students are low level for their age and many are unable to make their own sentences, on reflection, I should have given them opportunities and supported them to do this. This will be a future change in my teaching behaviour as a result from this assignment. To provide an outside perspective on the changes in my attitudes, beliefs and teaching behaviour, I will now discuss the data from interviews with my co-teachers.

## 8.4 Co-teacher Interviews

A summary of the changes observed by my two co-teachers, the results of the interviews, can be seen in table six below.

Table 6 – Summary of findings from co-teacher interviews

	<b>Change observed</b>
1	More pro-active in reflecting after class, wanting to improve the class and talk about Ss
2	Less resistant to giving students weekly word tests
3	Keen to teach classroom English to help open communication channel and reduce L1 reliance
4	Wishing to create a vocabulary and learning tree in the classroom but unable to due to a lack of budget for a notice board
5	More forceful to relate key expressions to the real world, a desire to engage in more meaningful communication with students and provide context for key expressions. For example, wanting to set key expressions in a real personal story at the start of the lesson and creating a lesson plan in winter camp doing real life taste testing
6	More aware, in-tune with Ss moods and energy level. For example, using calming activities with more active classes and warm up activities with more reserved ones
7	More actively trying to remember and use student names in class. Creating a seating plan and trying to memorise it each lesson
8	Substituting the textbook, making role plays more enjoyable by using props to assist students

Many of these observed behavioural changes relate to changes in beliefs, attitudes discussed in the PLTMP questionnaire and profile analysis, and behavioural changes discussed in the video analysis. My co-teachers observed that I have become more reflective and understanding of students' main learning objective of getting high test scores. That I have become keener for students to learn and use classroom English to aid communication and reduce reliance on using Korean in class. I attempted to develop learner autonomy by wishing to create a 'learning tree' I read about (Pinter, 2006: 109) but was unable to do so due to budget constraints. They have seen that I have tried to create more context for language and engage in meaningful communication and believe I have become more sensitive to the mood of the classroom. They have observed that I display more motivational behaviours by using students' names and have tried to make role plays more enjoyable through being creative and

substituting the textbook. I will now draw on these observed changes by my co-teachers and the changes discovered throughout section eight, discussing the areas of the MA which have been most influential in creating change.

## **9. MOST SIGNIFICANT INFLUENCES FOR CHANGE IN THE MA**

From reflecting over changes discovered in this investigation, notes made in column sixteen of appendix one, and through reading over reflective notes made throughout my studies, I have identified what I believe to be the most influential catalysts for changes in my beliefs, attitude and behaviour, as a result of the MA. I have chosen these causes for change because they link to a multitude of changes observed across the four sets of data collection. The catalyst for change, the change itself and the areas of methodology in which the change was observed can be seen in table seven below.

*Table 7 –Catalysts for change in the MA*

<b>Catalyst for change</b> <b>M= Module</b>	<b>Perceived Change</b>	<b>Observed in PLTM questionnaire analysis?</b> <b>(Table 4)</b>	<b>Observed in PLTM profile change?</b> <b>(Table 5)</b>	<b>Observed in Video analysis?</b> <b>(Section 8.3)</b>	<b>Observed in Co-teacher interviews ?</b> <b>(Table 6)</b>
<b>M1: ‘Language Teaching Methodology’ (LTM) – Communicative approach assignment</b>	Understanding that meaningful communication aids language acquisition, learners learn a language through using it to communicate and fluency and accuracy are complementary principles	Yes Change B, D,F	Yes Changes 12 & 13	Yes – provided context for expressions using a clock, a slight increase in student interaction & talk time	Yes Changes 3, 5
<b>M1: LTM, Unit 11 –Learning strategies and learner autonomy</b>	An awareness of how learner autonomy and learner strategy training greatly benefit learning, and the need to involve students in decision making	Yes Change H	Yes Changes 8, 12	No	Yes Change 4
<b>M2 – ‘Second Language Acquisition’ Motivation assignment</b>	A better understanding of how to foster motivation and the importance of doing so	Yes Change H	Yes Changes 8, 9	Yes. Displayed more motivating behaviours in video 2	Yes Change 7
<b>M3 – Syllabus and Materials Assignment questionnaire</b>	Understanding of students’ main goal of achieving a high test score and my responsibility to help them achieve this	Yes Changes B,C	Yes Change 10	No but this is not representative, test preparation is not appropriate for open class	Yes Change 2
<b>M3 - Syllabus evaluation assignment</b>	Learnt the need to adapt, supplement the textbook & create a match between the syllabus/textbook and students’ needs	Yes Change E	Yes Change 7	Yes. Less textbook/ CDROM dependence in video 2	Yes Change 8

### **9.1. Module 1 – Language Teaching Methodology – Communicative approach assignment**

In module one, I completed an assignment about the suitability of the communicative approach in my teaching context (question LT/11/07), which I believe to be significant in changing my beliefs, attitudes and teaching behaviour towards a more communicative approach. In completing the assignment I learnt that ‘...meaningful input is of crucial importance in the acquisition process’ (de Bot, Lowie and Verspoor, 2005:76) and can enhance motivation levels (Finocchiaro and Brumfit, 1983 in Richards and Rodgers, 2001: 157). I discovered that students learn a language through using it to communicate and that fluency and accuracy should be complimentary principles (Brown, 2000: 266). This change has been observed in all four data sets (see table seven). However, the actual change in my teaching behaviour in the video analysis was very slight and I now realise the need to facilitate more meaningful interactions in the classroom. This will be a change for the future as a result of this assignment.

### **9.2. Module 1 - Language Teaching Methodology, Unit 11**

In unit eleven of module one, ‘Learner autonomy and Language Learning Strategies’, I learnt the benefits of promoting independent learning and the strategies that students can use to become more autonomous or ‘self-directed’ (Hedge, 2000: 76) learners. This unit and its readings (Brown, 2000: 130-40, Hedge, 2000: 75-105 and Richards and Renandya, 2002: 121-145), were a fruitful learning experience as not only did they change my beliefs and attitudes about teaching, with changes observed in three out of four data sets (see table seven), they also made me reflect on my own language learning. Its contents were powerful in changing my own learning behaviour and I believe they have improved me as a language learner. However, it has been shown in this assignment they haven’t really materialised into changes in my teaching behaviour due to factors influencing my behaviour outside of my control. That said, I have now realised that there are some steps I can take to help the change in beliefs and attitudes materialise into my teaching behaviour and this will also be a future change as a result of this assignment.

### **9.3. Module 2 - Second Language Acquisition, motivation assignment**

In module two, I chose to complete an assignment about factors that motivate students to learn a foreign language and the extent to which teachers can improve motivation levels, question SLA/11/11. Writing this essay and its related readings taught me how crucial motivation is to language learning success and a multitude of techniques to help raise motivation levels in the classroom. I believe this assignment is one of the most powerful catalysts for change, as I have linked it to changes observed in all four data sets (see table seven); it has resulted in changes in not only my beliefs and attitudes, but my teaching behaviour as well.

### **9.4. Module 3 – Syllabus and Materials, Assignment**

In module 3, Syllabus and Materials, I completed an assignment assessing the suitability of a textbook to my teaching context. As part of this I administered a questionnaire and discovered students' objectives for studying English were very exam focused. Prior to this I felt my job as a native teacher was to improve students speaking and listening skills to communicate with foreigners and was putting my own presumed cultural ideals on the students. This was a real revolution for me and could be characterised as a paradigm shift on the cline of change. I now understand the need to practice all four language skills, have some accuracy focus and have regular progress tests to prepare for exams. This change in beliefs, attitudes and behaviour has been observed across all four sets of data (see table seven).

In this module I also learnt that it is the teacher's responsibility to analyse their textbook and syllabus, their student's needs, their teaching environment and then find the best 'match' (Hutchinson and Waters, 1987 in McGrath, 2002:18) between the two. This resulted in me moving away from solely relying on the textbook, and being aware of the need to adapt content to the needs of the students. This change has been seen in three out of four sets of data in table seven.

## **10. CATEGORIZING CHANGE**

Before starting the MA I believe I was sitting on the incremental end of the cline of change (Kennedy and Edwards, 1998), solving problems as they occurred, responding little to the external environment and being very much reactive and inward looking in my approach. As has been shown by the multitude of changes observed in my beliefs and attitudes, and to some extent my teaching behaviour in this essay, starting the MA signified a paradigm shift for me; a revolutionary change. The analysis in section nine indicates that the fast influx of knowledge from modules one to three were significant in facilitating this. Currently I believe I am moving more towards continuous change, being more adaptive to the external environment and more proactive in my approach. This belief has been reflected by my co-teachers who observed that I have become more reflective, pro-active to make changes in the classroom and adapt better to the mood of the classroom (see section 8.4).

## **11. FUTURE CHANGE**

This assignment itself will be a catalyst for further change. It has highlighted areas where I need to change my teaching behaviour to become more in line with my teaching beliefs; namely facilitating more interaction between students, supporting them to make their own sentences and taking steps to introduce learner strategy training and develop learner autonomy. It has also helped me realise the power of reflection as a tool for teacher development and achieving continuous change. As a result I will now be starting a reflective journal, arranging bi-weekly reflective meetings with my co-teachers and conducting regular video observations of my own teaching.

## **12. CONCLUSION**

In this essay I have investigated the changes in my beliefs, attitudes and teaching behaviour as a result of this MA. I discovered there have been a multitude of changes in my beliefs and attitudes but less change in my teaching behaviour, discovering areas where my beliefs and attitudes and behaviour do not match. I attributed this comparable lack of change to factors influencing me outside my control, particular my co-teachers but also found areas where I can make changes to bring beliefs, attitudes and behaviour more in line. I highlighted areas of

the MA which have been the most significant catalysts for change and discussed my movement along the cline of change. I finished by indicating what a fruitful learning experience this essay has been, discussing how this assignment itself will be a catalyst for further future positive changes.



## REFERENCES

- Brown, H.D. (2000). *Principles of Language Learning and Teaching*. 4<sup>th</sup> ed. New York: Pearson Education
- De Bot, K., Lowie, W. and Vespoor, M. (2005). *Second Language Acquisition*. London: Routledge
- Dornyei, Z. (2003). *Attitudes, orientations, and motivations in language learning: advances in theory, research, and applications*. *Language Learning* 53/1, 3-32
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University
- Dornyei, Z. and Csizer, K. (1998). *Ten commandments for motivating language learners: results of an empirical study*. *Language Teaching Research*, 2, 203-229.
- Edwards, C., Littlemore, J., Willis, D. and Holland, B. (2000) *Language Teaching Methodology*. Birmingham: Centre for English Language Studies
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. New York: Oxford
- Johnson, K.E. (1992). *Learning to Teach: Instructional Actions and Decisions of Preservice ESL Teachers*. *TESOL Quarterly*, 26, 3, 507-536.
- Kennedy, C. and Edwards, C. (1998) *ELT Management*. Birmingham: Centre for English Language Studies
- Kennedy, C. & Kennedy, J. (1996), *Teacher Attitudes and Change Implementation*. *System*, 24, 3, 351-360
- Lightbown, P.M. & Spada N. (2006). *How Languages are Learned*. Oxford: Oxford University Press
- McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh University Press.

Pinter, A. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press

Richards, J. C. and Lockhart, C. (1994) *Reflective Teaching in Second Language Classrooms*.  
Cambridge: Cambridge University Press

Richards, J. and Renandya, W. (2002). *Methodology in Language Teaching, An Anthology of  
Current Teaching Practice*. Cambridge: CUP

Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*.  
Cambridge: Cambridge University Press

Richardson, V. & Anders, P. et al (1991), *The Relationship between Teachers ' Beliefs and  
Practices in Reading Comprehension Instruction*. American Education Research Journal, 28,  
3, 559-586

## APPENDIX 1 – ‘PERSONAL LANGUAGE TEACHING METHODOLOGY PROFILE’ QUESTIONNAIRE ANALYSIS

EL = Every lesson, ML = Most Lessons, SL = Some lessons, FL = Few lessons, NR = Never, B/A = Beliefs/Attitudes, beh = behaviour, M = Module, 1 = Oct 2011 data, 2 = June 2013 data

	How often do you do the following in class? Tick the box which best applies	EL	ML	SL	F L	N R						EL	M L	SL	FL	N R	Change in B/A linked to:	Change in beh linked to:	Present beliefs & beh match?	Catalyst for change								
		BELIEF/ATTITUDE					BEHAVIOUR																					
1	Allow students (Ss) to use L1 in class	2			1							12															M2, Second Language Acquisition (SLA), - essay bank essays about using L1 in the classroom	
2	Give Ss the correct form when they make an error	1		2								1		2													M1 – Language Teaching Methodology (LTM)	
3	Ask Ss to make up sentences using new vocabulary		2	1									2	1													M1 – Communicative approach assignment, M2 – SLA, Krashen i+1 (de Bot, Lowie and Verspoor, 2005:36)	
4	Choral drill for pronunciation	1		2								12															M1 – audiolingual approach disadvantages, communicative approach, M2 – SLA reading – Lightbown and Spada, (2006: 137-143)	
5	Use information gap activities			12										12													No change	
6	Ask Ss to talk or write about themselves	2			1							2				1											M2 – SLA – Meaningful learning, M1 – LTM, communicative approach	
7	Ask Ss to translate from English to L1 in writing			2		1								12													Module 2, SLA - essay bank essays about benefits of L1 in the classroom	
8	Ask Ss how they feel about an activity or material	2		1								2		1													M2 – SLA – motivation assignment, student involvement	
9	Include learner trainer activities		2		1											12											M2 – SLA – Learner training and autonomy, Brown (2000, 130-40) Hedge (2000, 75-105) readings	
10	Focus on reading skills			2	1									12													M3 – Syllabus and Materials (SM) assignment, Ss main learning need is to pass the test, need a reading focus to do this, Hedge (2000:187-225) – benefits of reading on SLA	
11	Give Ss materials to help them learn about British, American, Australian etc culture			12										12													No change	
12	Encourage peer correction		2		1								2			1											Co-t learnt about peer correction on a training course, saw benefits from her teaching	
13	Use TV or video programmes which have been produced especially for language teaching	1	2									1	2														Unsure	
																												?

14	Focus mainly on fluency	1	2				12		
15	Explain a grammar rule in English			2	1			2	1
16	Ask Ss to do unscripted role plays			2	1			2	1
17	Use problem solving activities		12				12		
18	Use recordings of native/fluent speakers	12					12		
19	Correct oral errors as soon as they arrive		1	2			1	2	
20	Do project work		2	1				12	
21	Let Ss choose the topics they will use		12						12
22	Organise Ss into pairs or groups	12					12		
23	Ask Ss to translate from L1 to English in writing		2	1			12		
24	Use authentic materials			2	1			2	1
25	Give Ss progress tests		2	1			12		
26	Concentrate on accuracy in writing		2	1			12		
27	Focus on speaking skills	1	2				12		
28	Provide a social context after presenting a language item	2		1		2		1	
29	Ask Ss to translate from L1 to English orally		2	1			12		
30	Practise exam questions			12				12	
31	Focus on writing skills		2	1			12		
32	Let Ss work on a writing activity without teacher assistance for more than ten minutes		12				12		
33	Play competitive games		12				12		
34	Focus on language functions	12				12			
35	Ask Ss to read an unseen passage aloud			12				12	

MA	X	Y	M3 – SM assignment, Ss main learning need is to pass the test, need a balance between skills to do this
MA	MA	Y	Discovered Krashen as a result of studies and watched a youtube video discussing benefit of 'pop up' grammar
MA	MA	Y	M2 – SLA – Meaningful learning, M1 – LTM, communicative approach
X	X	Y	No change
X	X	Y	No change
MA	MA	Y	M1 – LTM, communicative approach, M2 – SLA, reading – Lightbown and Spada, (2006: 137-143)
MA	X	N	M1 – LTM, Unit 5, Task Based Teaching
X	X	N	No change
X	X	Y	No change
MA	X	Y	Module 2, SLA - essay bank essays about using L1 in the classroom
MA	MA	Y	
MA	X	Y	M3 – SM assignment, Ss main learning need is to pass the test
MA	X	Y	M3 – SM assignment, Ss main learning need is to pass the test
?	X	Y	M3 – SM assignment, Ss main learning need is to pass the test, need a balance between skills to do this
MA	MA	Y	M2 – SLA – Meaningful learning, Ausbel's meaningful learning theory, Brown, 2000:83)
MA	X	Y	Module 2, SLA - essay bank essays about using L1 in the classroom
X	X	Y	No change
MA	X	Y	M3 – Syllabus and Materials assignment, Ss main learning need is to pass the test, need a balance between skills to do this
X	X	Y	No change
X	X	Y	No change
X	X	Y	No change
X	X		No change

36	Stick closely to the coursebook	1	2			1	2		
37	Allow Ss to use L1/English dictionaries in class when they want	12							12
38	Correct all student's written work				12				12
39	Use controlled practice for more than 25% of the lesson		12				12		
40	Focus mainly on grammar				12				12
41	Focus mainly on vocabulary				12				12
42	Let Ss work on a speaking activity without teachers assistance for more than ten minutes		2	1			2	1	
43	Ask Ss to prepare a passage then read it aloud				12				12
44	Ask Ss to memorise a dialogue				12				12
45	Provide a social context before presenting a language item	2			1		2		1
46	Concentrate on accuracy in speaking		2		1		12		
47	Read a text aloud to Ss			12				12	
48	Ask the Ss to listen and repeat		12				12		
49	Ask Ss to make up sentences using a structure		12				12		
50	Use authentic TV or video programs				2	1			12
51	Tell Ss about exceptions to rules				12				12
52	Ask Ss to self-correct			2	1			2	1
53	Choral drill a structure	1		2			12		
54	Use free practice/production/communication for more than 25% of the lesson		2	1			2	1	
55	Expose Ss to different varieties of English				12				12
56	Ask Ss to translate from English to L1 orally			2	1			12	
57	Display Ss' work on the wall/noticeboard			2	1				12
58	Use pre-activities to focus Ss' attention before reading/listening	2				1		2	1

MA	MA	Y	M3 – SM assignment – teacher has to fit the gap between textbook and learning situation
X	X	N	No change
X	X	Y	No change
X	X	Y	No change
X	X	Y	No change
X	X	Y	No change
			M1 – Communicative approach assignment
MA	MA	Y	
X	X	Y	No change
X	X	Y	No change
MA	MA	Y	M2 – SLA – Meaningful learning, Ausbel's meaningful learning theory, Brown, 2000:83)
MA	X	Y	M3 – SM assignment, Ss main learning need is to pass the test, need some accuracy
X	X	Y	No change
X	X	Y	No change
X	X	Y	No change
MA	X	N	M1 – Language Teaching Methodology
X	X	Y	No change
CO-T	X		Co-t learnt about self correction on a training course, saw benefits from her teaching
MA	X	N	M1 – audiolingual approach disadvantages, communicative approach, M2 – SLA reading – Lightbown and Spada, (2006: 137-143)
			M1 – LTM – communicative approach, learner centred learning
MA	MA	Y	
X	X	N	No change
MA	X	Y	Module 2, SLA - essay bank essays about using L1 in the classroom
MA	X	N	M1 – LTM – Learner training and autonomy, Brown (2000, 130-40) Hedge (2000, 75-105) readings, M2 SLA- motivation assignment
			M1 LTM
MA	MA	Y	

59	Focus on listening skills		1	2				1	2														M3 – SM assignment, Ss main learning need is to pass the test, need a balance between skills to do this																		
60	Ask Ss to do scripted role plays			12					12						MA	MA	Y						No change																		
61	Present/explain/demonstrate new language for more than 25% of the lesson			12					12						X	X	Y						No change																		
														<b>B/A</b>	<b>BEH</b>																										
														<b>Total Changes</b>							<b>38/61</b>	<b>19/61</b>																			
														Changes linked to MA							32	16																			
														Changes linked to co-teacher							2	1																			
														Unidentified Change							4	2																			
														Times present b/a and behaviour are not matched																						<b>9</b>					

#### Key

1 = Data from October 2011 PLTM profile

2 = Data from June 2013 PLTM profile

MA = Masters

CO-T = Co-teacher

X = No change

? = Unidentified

Y = Yes

N = No

APPENDIX 2

PERSONAL LANGUAGE TEACHING METHODOLOGY PROFILES (EDWARDS ET AL, 1998: 7-9)

	Notes	PLTMP Oct 2011	PLTMP Jun 2013
A	A <b>structural approach</b> to language, traditionally based on sentence grammar, but latterly may include discourse features and consideration of lexical systems. Implies that language can be adequately described and categorised in a systematic way and that discrete parts of the system can be isolated for description and teaching/learning.	Strongly disagree	Strongly disagree
B	The ' <b>skills</b> ' view of language, where learning a language is seen to be similar to learning a skill such as playing a musical instrument or driving a car. <b>Subskills</b> (e.g. skimming for gist) can be identified and described, and learners can focus attention on developing one or more subskill at a time.	Strongly disagree	Uncertain
C	<b>Functional/notional</b> view of language, and/or view of language as a social semiotic. We do things with language (functions) or express concepts such as time, location (notions), or use language as a means of establishing and maintaining social relationships. Consideration of appropriate <b>register</b> is important.	Disagree	Agree
D	Language as a set of habits ( <b>behaviourist</b> view) Utterances we make are responses to stimuli we receive - either something someone else has said, or a situation we find ourselves in. Spontaneous production of the word 'thanks' when someone does something for you, or 'fine, thanks' in reply to 'how are you' are examples. The <b>Behaviourist</b> view of language learning, in its strong form, states that language learning, like all other types of learning, is the acquisition of a set of habits. These are inculcated through repetition to aid memorisation and intolerance of <b>errors</b> ('bad habits') which will become ingrained if not corrected immediately; accuracy is everything. Programmed learning courses and mechanical <b>drilling</b> both have their origins in <b>behaviourist</b> learning theory.	Uncertain	Agree
E	Language as a set of internalised, generative rules ( <b>mentalist/cognitivist</b> view): the majority of what we say is original, and has been created by unconscious application of the rules to fit the situation and to express our personal ideas and meanings. Language learning is facilitated by conscious learning of the rules and meaningful practice in applying them (see also i, j).	Disagree	Agree

F	Recognises that the L1 has a role to play in L2 learning - either constructive or obstructive. Similarities between L1/L2 can facilitate learning, but may also be source of confusion; sometimes comparison of L1/L2 'confusables' may be considered desirable. Alternatively, <b>L1 interference</b> may be a source of errors in L2; the <b>behaviourist</b> view is that the set of habits that are L1 interfere with the developing set of habits that are L2.	Strongly disagree	Agree
G	The use of <b>authentic material</b> in the classroom is desirable, either because pedagogic grammars are recognised as being inadequate, so only naturally produced language can provide adequate exposure to the language, or because it provides variety of input, is motivating, has high face validity.	Uncertain	Uncertain
H	Sees spoken language as being as important as written language, if not more so; reflects the fact that the majority of the linguistic communication we engage in is through the spoken medium, so includes activities to practise listening and speaking in the classroom.	Uncertain	Uncertain
I	<b>Deductive approaches</b> to teaching/learning: explain, describe or demonstrate a rule/pattern/meaning, and then ask the students to practise by applying the rule etc. to produce a number of examples. This helps students to learn the rule and allows the teacher to check that it has been correctly understood and that students can apply it. <b>Grammar translation</b> approaches rely heavily on this technique.	Disagree	Uncertain
J	<b>Inductive approaches</b> to teaching/learning: select or write samples of language that illustrate a pattern or rule; ask students to work out the rule, usually with the help of a series of guiding questions or activities.  Traditionally, examples would be specially written in order to keep things simple and avoid confusing or distracting the students with the extra elements that natural language almost invariably contains. More recently, it has been suggested that students' confusion with natural language is caused by the inadequacy of the rule they are supposed to guess; it is therefore preferable to provide <b>authentic data</b> and let them see whatever patterns they can. <b>Datadriven learning</b> (e.g. Johns, 1991) and <b>consciousness raising</b> (e.g. Rutherford, 1987) take the latter view.	Disagree	Disagree
K	A <b>syllabus-centred</b> approach: completing the syllabus or coursebook takes priority over catering to learners' interests and needs (see i).	Uncertain	Disagree
L	Learner- or <b>learning-centred</b> approaches: an emphasis on learning rather than teaching, <b>process</b> rather than <b>product</b> ; creating	Disagree	Uncertain



	conditions that will activate/facilitate effective learning processes, including encouraging <b>learner autonomy</b> , enriching the language encounter by using a multi-media approach, fostering <b>intrinsic motivation</b> (see also g, j, m and p).		
M	<b>Humanist influence/affective factors</b> : the learning process is affected by the way learners feel; this could be to do with classroom atmosphere, relationships with teacher and peers, attitudes towards the target culture/language. Lowering the <b>'affective filter'</b> (see Krashen, 1982, 1983, 1985 work), taking account of motivational factors and encouraging confidence through learner independence and learner-centred activities are just some examples of how this broad field of influence may manifest itself in terms of methodology.	Disagree	Agree
N	Focus on <b>accuracy</b> or <b>product: errors</b> may be seen as a bad habit to be discouraged at all costs, or as signs of <b>interlanguage</b> development which needs to be encouraged through <b>error correction</b> in order to prevent <b>'fossilisation'</b> ; this probably includes a focus on rules (and exceptions) (see also i and j).	Strongly disagree	Uncertain
O	<b>'Pushed output'</b> : language is learned through the process of struggling to communicate; <b>fluency</b> activities are given high priority. Students may be asked to use the language to perform a <b>task</b> using whatever linguistic resources they have, then compare their performance with that of fluent speakers.	Disagree	Uncertain
P	Learning requires active involvement: 'learning by doing'. Learners are not just passive receptacles into which knowledge can be poured.	Disagree	Agree
Q	<b>Meaningful input</b> or <b>exposure</b> to language is essential for learning to take place (see Krashen on I and 1). If input is meaningful, then learning may be occurring even if no <b>output</b> is observed (the silent period).	Uncertain	Agree

### APPENDIX 3 - VIDEO 1, JUNE 2011 ANALYSIS

**Date:** June 20<sup>th</sup> 2011    **Grade:** 5<sup>th</sup>    **Students:** 26 ten and eleven year olds    **Topic:** The body and describing people    **Time:** 40 minutes

Time	Activity	Time spent	Stage 1 - Description	Stage 2 - Reflection notes
Begin	Greeting  (CT and I)	01:30	Co-teacher (CT) and I greet the students. CT asks if they had a good weekend. I address the whole class and ask them how they are and then take a poll on student feelings. I encourage them to ask me how I am and then tell them a story about how I got sunburn swimming at the weekend. Students (Ss) listen and laugh at my red nose but don't ask any questions.	Teacher led, little interaction. I could have asked them some questions here. E.g. 'what's this?' 'what colour is it?' Ss could have asked each other
01:30	Warm up – TPR, song (Me)	02:15	I review the body by singing the 'head shoulders, knees and toes' song. All students are participating and get excited as I go faster each time. Students laugh as we do a slow motion version together. I ask students to touch different part of their body and then respond. Ss seem to really enjoy this activity.	
03:45	Intro lesson  (CT)	01:10	CT asks the students what is the title of lesson seven, Ss answer in chorus. CT directs students attention to the board and asks students to read the goal of the lesson, Ss read as a class. CT encourages Ss to guess what the lesson is about, directs attention to a simple lesson plan on the board and explains the format and activities we will cover. CT uses mainly Korean in this section.	
04:55	Listen and Speak  (CT)	02:35	Ss watch a 30 second 'listen and speak' video from the CD-Rom, listening to the dialogue. CT asks students what they heard. Ss raise their hand and say a sentence they remember. CT translates sentences from English to Korean. Students listen and repeat s as the teacher translates. CT asks the students what sentence 1, 2, 3 etc were but gives the answer before students have a chance to reply.	More of a test of memory than understanding - didn't ask any comprehension questions. CT should give Ss more thinking time before giving the answer

07:30	Listen and repeat (Me)	01:10	Ss watch a 10 second dialogue clip from the 'listen and repeat' section from the CD-ROM, I ask Ss what sentence number one, two and three were. Ss listen and repeat after me. I then hold my fingers up eliciting Ss to say sentence number 1, 2 and 3 on their own. I model how to practise the dialogue with my CT and change roles.	This is a very controlled activity. I don't give the Ss an opportunity to make their own sentences. Teacher led
08:40	L&R Practise with partner	1:40	Ss practise the dialogue with their partner . My co-teacher and I move around the class, encouraging and helping students. I interrupt some students as they are practising to ask them to show me their dialogue from the start.	Should have let the Ss practice without interference
10:20	L&R Performing the dialogue	1:30	My CT uses a Korean chant to get the Ss attention and reviews the three sentences from the listen and repeat. I ask the students to volunteer to perform their dialogue, in front of the other students. A few students raise their hands and perform the dialogue, I encourage the class to reward the performing students with a '1,2...1,2,3 EXCELLENT' clap.	English chant would be better.
11:50	Song (Me)	08:40	I warm the Ss up for the song with a clapping game and make silly animal sounds. Ss copy me and laugh. I do the 'listen...CAREFULLY' chant with the students. Ss listen to the song once. I practise some of the dance moves behind the desk whilst they watch the TV. Some Ss stop watching the TV and look at what I am doing. After listening once, I teach the students the song and accompanying dance part by part. My CT dances along to the side of me as I do the dance. We practise the dance as a whole - the class sing and dance whilst sitting down with my CT and I leading the dance at the front. Ss look a little bored. After the practice I write 75% on the board and encourage Ss to sing louder and make bigger actions for 100%. Ss stand up for 'show time'...before pressing play I ask the Ss 'Can you do it?!', they reply loudly ...'Yes, I can!!' The class sing together. Ss are much more active with the dance but Ss still singing quietly.	Distracting some Ss from the TV  I don't check Ss understand the lyrics of the song. Ss may just be repeating the words without knowing what they mean. Ss don't sing lyrics with confidence. Perhaps they don't understand what they mean.
20:30	Preparation for listening activity. Monster	02:35	I show the Ss a ppt of pictures of monsters from the movie Monster Inc. I ask the Ss 'is his head big or small?' Ss reply 'small!', I try to elicit the correct answer (big) by saying 'small?!' with strong rising intonation. Ss change their answer to 'big'. I ask the students 'how many eyes does he have?' and they reply 'one big eyes'. I repeat back to them 'one big eye' with emphasis on eye and explain the	Another teacher led activity  Corrective feedback  Gave them the answer instead of

	ppt. (me)		them there is only one eye so there is no 's'. I pick a Ss pencil and tell them it's one pencil, not one pencils.  I ask students more questions about what the monsters look like and then display the correct sentence. After answering I show the Ss the correct answer and Ss repeat after me reading it.	asking for it
23:05	Listening activity – drawing a monster  (CT and I)	04:15	I explain to the Ss that I will speak and they have to listen and draw the monster I am describing. CT translates. My CT and I take it in turns to describe a different body part e.g. 'he has one big head', 'he has five legs etc', Ss draw attentively. I accompany descriptions with gestures. After drawing I pick up one of the Ss monsters to show other Ss what their monster should look like. Ss laugh and hold up their pictures, keen for approval. My CT describes the monster in English and translates sentences into Korean.	Perhaps I shouldn't distract Ss with gestures and hints. Maybe better for Ss just to focus on listening
27:20	Explain and model how to play the game  (me)	04:10	I use the electronic projector to show the playing cards for the game. Ss listen and repeat after me as I go through the cards. I explain that in the game the Ss have to match the 'domino cards', matching the picture with correct sentence e.g. the picture of the girl with long hair with the sentence 'she has long hair', Ss have to say the sentence out loud as they put the cards down. My CT, a volunteer S and I, model how to play the game. Explaining that the S who gets rid of all their cards first is the winner. My CT briefly clarifies how to play the game in Korean	More listen and repeat. More controlled language. No opportunities for Ss to create their own sentences
31:30	Domino Card Game (CT and I)	05:35  (playing time)	Ss start to play the game in groups of four. My CT and I move around the class monitoring Ss, assisting where required. I encourage Ss to say the sentences out loud. I get the attention of the class by asking Ss to clap 1, clap 2 etc. I ask the Ss who the winner is but not all Ss have finished the game.	Would it be better just to let Ss focus on reading, too demanding to read out loud at the same time? Not enough time for the game
37:05	Close game	01:35	The winning Ss who have finished raise their hands. We do not praise them or reward them with a sticker. My CT asks the winner to collect the cards and put their hands on their head when they have finished.	Should have praised and rewarded Ss here
38:40	Wrap up	01:30	My CT reviews the key expressions from the lesson. My CT says the expression in Korean and the Ss translate into English. I tell the students they did an excellent job	Was not enthusiastic, de-motivating

			but don't sound like I mean it. The class leader says 'attention' and my CT and I and the Ss bow to each other.	for Ss
40:10	<b>Class ends</b>		Ss leave the class whilst my CT and I turn of the TV and collect the materials used in the lesson.	Should have said goodbye to Ss individually

### APPENDIX 4 - VIDEO 2, APRIL 2013 ANALYSIS

**Date:** April 22<sup>nd</sup> 2013 **Grade:** 5<sup>th</sup>

**Students:** 24 ten and eleven year olds

**Topic:** Telling the time

**Time:** 40 minutes

Time	Activity	Time spent	Description	Reflection notes
0:00	Greeting (CT and I)	02:10	We both greet the Ss. My CT asks them what the day of the week is. Ss reply 'it's Monday!' she asks them if they are having a happy Monday and they reply 'yes!'. I throw a ball to a student and ask him, 'How are you?', he replies 'I'm tired' and throws it to another student asking the same question. The ball is passed between seven students before being thrown back to me. I ask the Ss 'how's the weather today?' and they reply 'it's sunny' I tell them I am happy because the weather is sunny. I tell them they did a good job and reward them by putting a star on the board. Ss cheer.	Passing the ball was useful to allow Ss to interact with each other
02:10	Review last lesson (Me)	1:40	I ask the Ss what the title of the lesson is and the students read it off the board. The Ss repeat after me 'what time is it now?' and say 'it's one o'clock' whilst holding up a clock showing 'one o'clock' and 'it's two o'clock' moving the hand to two o'clock. Ss repeat after me. I then set the clock to different times without speaking and the Ss say the sentences on their own.	Clock helped to give them some context for the sentences
03:50	Review (Counting cultural differences) (CT and I)	1:45	I ask my CT how people use their fingers to count in Korea. She counts to ten with Ss in English but Korean style, starting with an open hand and closing her fingers as she counts. I then count to ten with them English style, starting with a closed fist and extending the fingers out as I count. I count together with the students, speaking at the same time. I count to ten several times, getting faster each time and finish by counting in slow motion with them. Ss seem to enjoy counting this way and laugh about how it's difficult for them to extend their fingers individually.	Good to include cultural differences between England and Korea
05:35	Warm up 'Walking-walking, hop hop	2:25	I explain to the Ss that my hands are the clock and they have to look at my hands and tell the time e.g. two hands together straight up in the air is 12 o'clock. I make a mistake and forget to put my hands from the Ss view showing nine o'clock for three o'clock and vice-versa. I then sing the 'walking-walking' song with them that they have learnt before but explain that this time after 'now let's stop'...Ss have to freeze their bodies and ask me 'what time is it?' and	Not doing it from the Ss perspective was confusing for them

	hop, song' (Me)		when I reply they have to set their hands to that time. We practise one time sitting down and then stand up, my CT and I join the Ss and we all dance and sing around the class together. Ss sing the song enthusiastically and seem to enjoy doing the walking and hopping actions as they sing and having to freeze without moving. I finish the activity with getting the Ss to clap one, clap two etc and put another star on the board after telling them they did a good job.	
08:00	Intro the lesson (CT)	1:10	CT directs students attention to the board and asks students to read the goal of the lesson in Korean, Ss read as a class. CT encourages Ss to guess what the lesson is about, directs attention to a simple lesson plan on the board and explains the format and activities we will cover. CT uses mainly Korean in this section.	May have been better to introduce the lesson format earlier
09:10	Look and say activity on the CD-ROM (CT)	3:30	CT asks Ss to open their books and directs their attention to a picture, asking them 'how many students are their' and 'what are they doing', Ss reply.  Ss watch a 30 second 'look and say' video from the CD-Rom twice, listening to the dialogue. CT asks students what they heard. Ss raise their hand and say a sentence they remember. I give the Ss a sticker on their hand to reward them for volunteering. CT translates sentences from English to Korean. Students listen and repeat s after the English as the teacher translates. CT then says the Korean and Ss translate into English.Ss repeat after my CT as she says three key expressions from the dialogue.	
12:40	L&S key expression practise time	1:40	Ss then practice these sentences with their partner. My CT and I move around the class helping Ss as required.	Short time to practise
14:20		1:10	My CT drills the three expressions with them again. Says the Korean and Ss say the English.	
15:30	Listen and repeat.	2:40	My CT and I act out a three line dialogue from the book instead of showing them it on the CD-ROM. Ss laugh as I ask my CT 'what time is it mom?!' We say the dialogue twice and then I ask the Ss 'what did you hear?' Ss raise their hands and I choose them by calling out their names. Ss listen and repeat after me twice. I then hold up my fingers and Ss say the sentences on their own. I model with my CT how to practise the dialogue, changing roles.	Acting out the dialogue ourselves is a welcomed break from the CD-ROM. More listen and repeat, no opportunities to make own sentences

18:10	L&R Practise dialogue  (CT and I)	3:00	Ss practise with their partner, my CT and I move around the class whilst Ss practice, encouraging everyone to participate.	
21:10	L&R dialogue Ss perform  (Me)	1:50	I get the Ss attention with the 'look look look at you, look look look at me!' chant. Several Ss volunteer to perform their dialogue in front of the rest of the Ss. After Ss perform, the rest of the class rewards them with the '1,2,1,2,3 EXCELLENT' clap and I give them a sticker. I move the counter on the board to the 'song' section of the mini lesson plan	
23:00	Song  (Me)	5:30	I make some silly noisy with the Ss to warm them up for the song. Ss listen to the song once. After listening I write some sentences on the board...1) what time is it? It's ___ o'clock and 'it's time for ___' 2) what time is it? It's __ o'clock' and 'it's time for ___'. I tell them to listen for the missing information and play the song again. Ss complete the gaps and I reward the class with a star on the board. We then practise the song together, line by line with the actions. Ss practise once sitting down and then stand up to perform. They sing well so I give them another star on the board. I say 'everybody...and they finish of the sentence with 'sit down please!' and sit down. I move the counter to the 'game' section of the mini lesson plan. Ss cheer.	Listening for information seems to focus the Ss attention and allows me to check their comprehension of the lyrics
28:30	Game explanatio n  (My CT and I)	2:45	My CT and I model how to play a dice game, completing three turns each. Ss have to do rock, paper, scissors to decide who goes first. Player 2 asks 'what time is it', player one throws 2 dice, adds the numbers together and replies 'is __ o'clock', the hour corresponds to the Ss points. Ss take it in turn. S with the highest points is the winner.	
31:15	Game (playing time)	05:50	My CT and I distribute the score cards and then monitor the students whilst they play the game.	Actually playing time is quite short



37:05	Closing the game (Me)	01:55	I get the Ss attention with the 'look, look, look at me chant and tell them to calculate who the winner is and I will give them one minute to do this. I start a one minute youtube countdown video. After the minute is up, I ask the winners to say 'OH-LAY!' collect the dice and come and get a sticker. I tell the class they did a good job.	The countdown timer helps Ss focus
39:00	Wrap up and review	2:15	My co-teacher asks the Ss what the key expressions are. She says the Korean and Ss translate to English. I walk over to the stars on the board (bell starts ringing) and tell them they did a good job on the game and song but were sometimes a little noisy. I tell them I will give them 4 stars for this class and if they want to get five next time, they should be less noisy. The class leader says 'attention!', the rest of Ss say 'bow!', the class and my CT and I bow to each other.	Class ran over a little Good to give them some feedback on the class
41:15	<b>Class ends</b>		I walk over to the door and say goodbye to the Ss individually by name as they come out.	Good to greet Ss by name as they leave



This document was created with Win2PDF available at <http://www.win2pdf.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.  
This page will not be added after purchasing Win2PDF.