

College of Education for Humanities

Department of English Language

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Course Title : ***First - ELT***

Topic : ***Principles of EFL/ESL Teaching***

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Ch2Principles of EFL/ESL Teaching

1- What are some ways teachers can explore and develop their teaching?

Teachers can explore and develop their teaching through a variety of professional activities. These include reading books, journals, and teacher narratives to gain new ideas and perspectives; attending professional conferences like TESOL or IATEFL to learn from experts and share experiences; and forming mentoring relationships to receive guidance from more experienced educators. They can also build a teaching portfolio to reflect on their growth, learn another language to better understand learners' challenges, and conduct action research to solve classroom problems systematically. Additionally, teachers can observe their own teaching or that of others, engage in professional discussions with colleagues, and keep a reflective teaching journal to document insights and progress.

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2- Why are these ways important for teachers' professional growth?

These methods are essential because they promote continuous reflection, self-awareness, and improvement. By engaging in professional reading and conferences, teachers stay updated with modern teaching methods and educational theories. Mentoring and collaboration with other teachers improve mutual learning and support. Learning another language deepens empathy toward students and enhances

intercultural understanding. Action research encourages teachers to investigate and refine their classroom practices based on evidence. Reflective tools like journals and portfolios help teachers make sense of their experiences, identify strengths and weaknesses, and plan for future development. Overall, these practices cultivate more effective, confident, and innovative educators.

3- How can teachers explore their teaching through self-observation?

Teachers can explore their teaching through a continuous cycle of describing, analyzing, and reflecting on their classroom practices. This process begins with collecting descriptive samples of their teaching, such as recordings or notes, for analysis. They then reflect on these samples, interpret their teaching from different perspectives, and consider alternative ways to teach the same lesson. After planning and implementing the new approach, the cycle begins again with further observation. This reflective cycle, inspired by John Fanselow's work, helps teachers gain deeper awareness of their teaching methods and continuously improve their effectiveness.

4- How can teachers collect samples of their teaching for self-observation and analysis?

Teachers can collect samples of their teaching by recording what actually happens in the classroom through audio or video. These recordings provide objective descriptions of teaching practices and classroom interactions, allowing teachers to focus on specific aspects of their teaching. Audiotaping is simple and convenient, while videotaping offers the added benefit of capturing nonverbal behaviors and identifying who is speaking. Although students may initially behave differently when being recorded, they quickly adapt and act naturally once the process becomes routine. The method of taping depends on the teacher's exploration goals—for instance, focusing the camera on students to observe reactions to instructions or

placing it near a group to study group work. Such recordings serve as valuable data for later reflection, analysis, and improvement of teaching practices.

5- How can teachers analyze the samples of their teaching to gain insights into their classroom practices?

Teachers can analyze collected teaching samples by reviewing their audio or video recordings and focusing on specific aspects of their teaching. For example, they can count how many questions they ask, how often they correct errors, how frequently students speak English versus their native language, or how long they wait for student responses. Another method is to create short transcripts of classroom interactions to study particular teaching behaviors, such as error correction or student participation during group work. Teachers may also use coding systems like the *Communicative Orientation of Language Teaching (COLT)* or *FOCUS* to categorize classroom communication patterns. Additionally, teachers can engage in “pure exploration,” where they analyze recordings without a specific goal—observing what naturally occurs in the classroom to discover new patterns or insights. This process helps teachers become more aware of their teaching behaviors and classroom dynamics, leading to continuous professional growth.

6- How can teachers interpret and reflect on their teaching after analyzing classroom interactions?

After analyzing classroom interactions, teachers interpret and reflect on their findings to understand how their teaching behaviors influence student learning. This involves asking some questions such as: How does classroom interaction create or limit opportunities for students to learn the language? and How does my way of treating errors or interacting with students affect their participation and accuracy?

Teachers also reflect on whether their teaching practices align with their beliefs about effective teaching. Often, they discover differences between what they think they do and what actually happens in the classroom. Reflection further extends to personal awareness—teachers may need to face aspects of their teaching selves they tend to avoid, such as handling discipline or emotional involvement with students. As Jersild notes in *When Teachers Face Themselves*, true self-knowledge requires both courage and humility. This reflective process helps teachers grow professionally and personally, leading to more authentic, self-aware, and effective teaching.

7- How can teachers decide on changes in their teaching behavior during the exploration cycle?

After reflecting on their teaching, teachers decide what aspects to continue and what small changes to make in order to improve classroom effectiveness. As John Fanselow emphasizes, even small changes can lead to significant results. Teachers may modify their methods to solve specific problems—for example, using group work to encourage quiet students to talk, or writing instructions on the board to improve clarity. However, change is not limited to problem-solving; teachers can also experiment creatively by trying new or opposite approaches, such as giving written instructions even when oral ones are effective, or asking spontaneous questions instead of relying solely on the textbook. Whether driven by problem-solving or curiosity, these changes should be followed by renewed observation—

collecting fresh audio or video samples—to evaluate their impact and continue the ongoing cycle of teaching exploration and professional growth.