

College of Education for Humanities

Department of English Language

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Course Title: Practicum

Year: Fourth-year students

Topic: Self-Development in Language Teaching

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The Self-Developed Language Teacher

Q1// Comparison between Yoshi's and Kathy's Teaching?

1- Yoshi's: goes through his lessons in a more or less "lockstep" fashion, mostly following the text.

2- Yoshi's: He engages the students in negotiating the meaning of the text with him or each other

3- Yoshi's: He does not break away from his lockstep way of teaching.

1- Kathy: designs her own lessons and brings innovative ideas into her teaching.

2- Kathy: does not seem to rely on one way of teaching, rather makes herself the Center of attention

3- Kathy: She is trying to focus the learning on the student.

Q2// What Factors Are Central to Teacher Self-Development?

First: there is no doubt that development takes time. It takes time to observe interaction in our own classroom and to visit other teachers' classes.

Second: development requires an ongoing commitment.

Third: development is enhanced through problem-solving when teachers recognize problems and work to solve them.

Fourth: development is also enhanced through exploration for exploration's sake.

Fifth: development is enhanced by paying attention to and reviewing the basics of ELT/ESL teaching.

Sixth: development is enhanced by searching out opportunities to develop.

Seventh: Self-development of teaching beliefs and practices requires the cooperation of others

[[Chapter Two]]

Exploration of Teaching

Q1//What are the ways to explore teaching?

Read journal articles and books about teaching and learning. Read teacher narratives .

Attend professional conferences . Establish a mentoring relationship. Put together a teaching portfolio. Learning another language.

Do action research.

Do self-observation .

Observe other teachers. Talk with other teachers.

keep a teacher journal.

***We will explain only three of them. Attend professional conference:**

A way to work on development our teaching and ourselves as teachers is to attend

Professional conferences.

Learning another language.

A way to explore our teaching as language teachers is to learn another language. Put together a teaching portfolio. A teaching portfolio is another way to

Explore and develop our teaching.

Q2//How Can Teachers Explore Teaching through Self-Observation?

As teachers, we can explore through a process of describing, analyzing, and reflecting on our teaching,

Self-Development And we have two steps

First: in the cycle, collect descriptive samples of our teaching that can be analyzed. This is followed by reflection and multiple interpretations

Second: The next step is to consider how the same lesson could be taught differently and to draw up a teaching plan.

-Collecting Samples of Teaching.

-Analyzing the Samples of Teaching.

-Interpreting and Reflecting.

-Deciding on Changes in Teaching Behavior.

Collecting Samples of Teaching

When you collect samples of teaching, you have descriptions of what actually goes on in the classroom that focus attention on some aspects of your teaching to give you an idea of areas of teaching that can be described