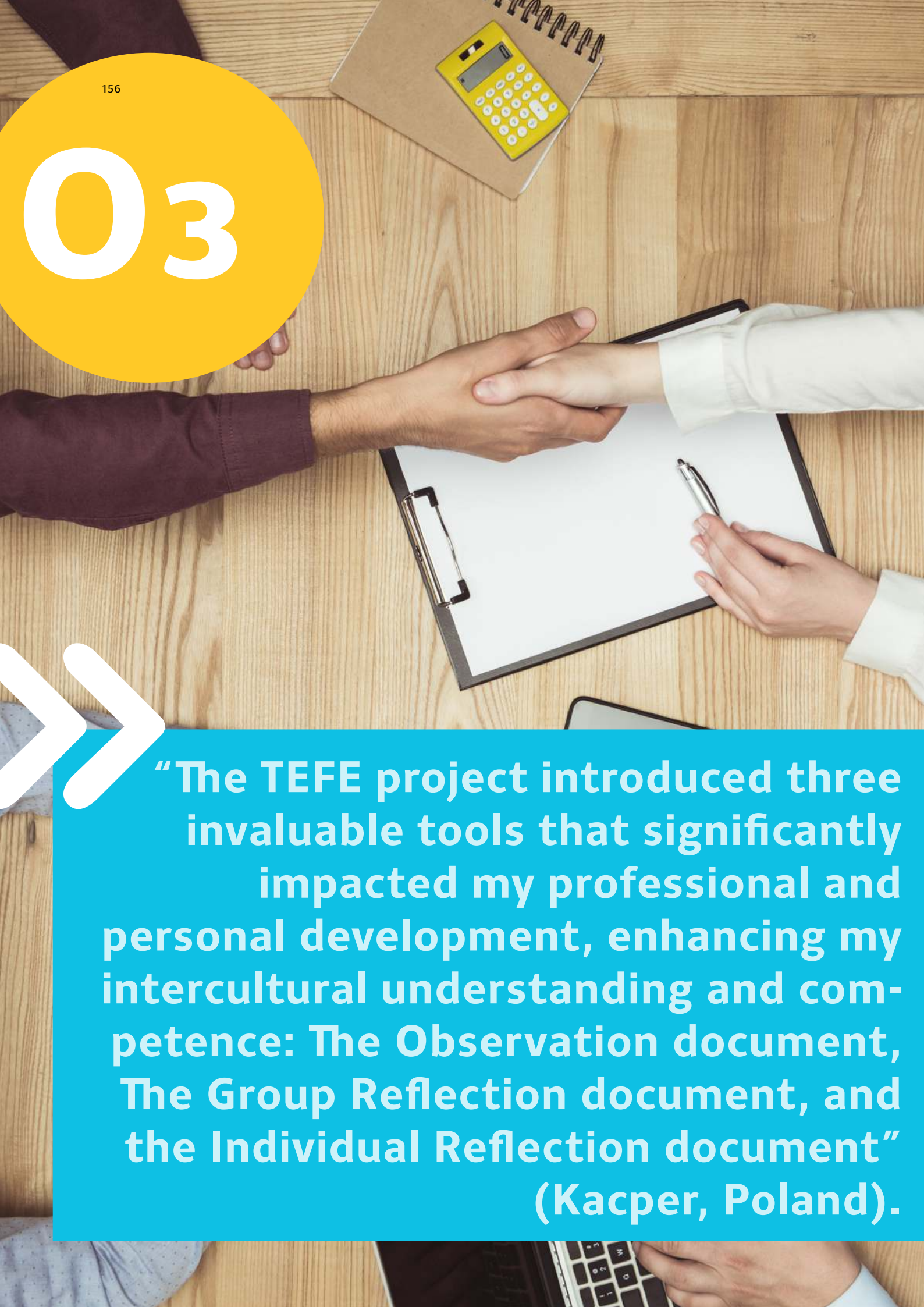# TEFE

Teachers of English for Future Europe

OUTPUT 3

TEFE Toolkit of Diagnostic and Evaluation Tools

O₃

"The TEFE project introduced three invaluable tools that significantly impacted my professional and personal development, enhancing my intercultural understanding and competence: The Observation document, The Group Reflection document, and the Individual Reflection document" (Kacper, Poland).

TEFE TOOLKIT OF DIAGNOSTIC AND EVALUATION TOOLS

Output lead: Aston University (United Kingdom)

Output objectives:

To provide a research-informed portfolio of teaching, training, reflective, and evaluative tools. The TEFE Diagnostic and Evaluation Toolkit supports the delivery of O1 and O2 outputs. It equips the members of the TEFE Consortium to prepare student teachers of English for International Teaching Practice (ITP) and evaluate the experience. Components include ITP planning resources, employability awareness tools, and self-learning materials.

Aston University

TEFE
Teachers of English for Future Europe

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INTRODUCTION

The TEFE O3 Output team has developed a portfolio of resources – The Toolkit – which consists of research-informed and practice-based reflective and evaluative tools. These resources can be deployed by institutions in teacher education programmes and can be used by student teachers as well as newly qualified teachers (NQTs) for self-evaluation purposes. What follows below is the rationale for the Toolkit, then the Toolkit itself and its evaluation.

THE TOOLKIT

INTRODUCTION TO THE TOOLKIT

A multitude of resources were created and piloted during the project. These resources, which form the TEFE Toolkit, were used before, during, and after classroom observations and formed the basis of discussions during Intensive Staff Training programmes (ISTs) as well as Intensive Study Programmes (ISPs).

The overarching aim of the toolkit developed in this project is the enhancement of reflective skills, with a particular emphasis on fostering critical reflective teaching practice among teachers, regardless of their experience levels. These skills, as previous small-scale research conducted by Kurtoglu-Hooton, a member of the TEFE project, demonstrated, are fundamental to professional growth and pedagogical development. They are skills that teacher educators expect all teachers to embody and employ, reflecting, learning from experience, and guiding their future development, as one of the teacher educators in her project aptly put it, "*The lesson may not be perfect but with honest reflection and evaluation trainees should be able to change what didn't work well for better practice in the next lesson.*"

Therefore, at the heart of the development of the Toolkit is the need to provide opportunities for reflection which can then be incorporated into teacher education courses. The Toolkit, designed by project members at Aston University (Birmingham, UK), is intended to be used for self-reflection by student teachers and NQTs in conjunction with the TEFE Framework of Competences for Employability (Output 2 of the TEFE project).

RATIONALE AND THEORETICAL FOUNDATION

The project's reflective approach and the developed tools aim to facilitate these critical reflective practices that affect not only the knowledge, but also the skills (including transferable skills), values, and attitudes of pre-service teachers. The combination of all these aspects is crucial for the employability of pre-service teachers (see previous section for a more detailed definition of employability).

The theoretical foundation of the TEFE Toolkit is Bartlett's (1990) model of critical reflective teaching practice. This model encourages educators to critically assess their teaching practices beyond the boundaries of their classrooms, extending into the broader societal and educational context. The strength of this model lies in its capacity to guide educators in understanding and navigating the complex societal and cultural landscapes where education operates. By reflecting on their teaching practices in these broader contexts, teachers develop essential skills, such as problem-solving, critical thinking, and adaptability—competencies that are crucial for thriving in today's diverse and ever-changing job market (see pp. 22-23). This theoretical model of critical reflective teaching practice requires the acknowledgment of the complexity of knowledge, skills, values, and attitudes. In order to capture and make explicit (the interrelatedness of) these aspects, this project draws on Kim's (2001) framework of intercultural competence. This framework provides a perspective for capturing the complex processes pertaining to knowledge, skills, values, and attitudes of critical reflection. It does so by drawing attention to three distinct components, namely cognitive, affective, and behavioural, all of which are deemed to be crucial for the successful adaptation to new cultural environments.

The aspects of this model are as follows:
The cognitive aspect captures the mental processes through which individuals interpret and make sense of their new context. This includes learning facts, norms, and values. For example, in the context of the TEFE project, this refers to the pre-service teachers' knowledge about the geography and history of the country they are visiting.

The affective aspect focuses on emotions, specifically how unexpected situations make people feel.

The behavioural aspect captures visible aspects of behaviour. This includes learning and adopting the behaviours that people acquired.

reflection involves looking back at past experiences, reconstructing, and deconstructing, thereby raising awareness and impacting student teacher learning. It is predominantly an internal process, though the catalyst may be external. Daudelin's (1996) view aligns with this perspective, describing reflection as occurring "within the mental self". This resonates with Larrivee's (2000) definition of *self-reflection*, which she characterizes as a complex process that challenges our familiar behavioural patterns and fosters self-awareness and insight.

The Toolkit engages with the three components in different forms and at different stages, as shown in Table O3.1. In the first column, a definition of the learning component as understood within the context of the TEFE project is provided. The column labelled "Classroom observation tool" specifies how the tool targets the component, and the column on the right describes the process of learning.

As seen in Table O3.1, the process of learning is not possible without reflection. As defined by Wright and Bolitho (2007),

As a result of the integration of Bartlett's (1990) critical reflective teaching practice with the principles of intercultural competence (Kim, 2001), and inspired by perspectives on reflection (Daudelin, 1996; Larrivee, 2000; Wright & Bolitho, 2007), the toolkit we introduce in this section offers a comprehensive, multifaceted approach for teacher reflection and professional development. It underscores the complex nature of teaching in diverse classrooms and the continuous necessity for teachers to develop and reflect on their teaching practices, cultural competences, and personal growth.

Table O3.1
Cognitive, affective and behavioural components of the toolkit

	Definition in the context of the TEFE project	Classroom observation and tasks	Process of learning
cognitive	knowledge and understanding of cultural norms, values, and practices that educators develop; This understanding is fostered through immersive exposure to the host culture, coupled with a theoretical understanding of the structures guiding the observations.	- observe, notice, record, and reflect on practices - observe norms and values that underlie those practices	- pre-sojourn activities and prior knowledge about host country - gaining knowledge about the theories that guide the observation - reflection to bring to the level of consciousness new norms and values
affective	the emotional connection, empathy, and attitudes teachers form towards the cultures and teaching methods they encounter; This involves developing emotional resilience to navigate cultural differences and adapt to new teaching environments.	- observe emotional displays - reflect on and express own feelings	- guided by the observation tool and reflective activities, notice emotional responses - through peer interactions and personal reflection, become aware and learn to manage own emotions
behavioural	the actions, interactions, and behaviours teachers adopt in response to the new cultural and educational settings; This involves developing behavioural flexibility to respect and accommodate cultural differences.	- observe concrete (communicative) behaviours - reflect on norms and values that influence these behaviours	- guided by the observation tool, make previously unnoticed aspects of behaviours visible - through self-reflection on own and others' behaviour, identify areas in need of change and develop new behavioural practices

Note: *Reflection is central to the process of effectively addressing all components.*

PART 1: CLASSROOM OBSERVATION TOOL

The development of the classroom observation tool was guided by the need to direct students' attention to a range of interactional phenomena both inside and outside the observed class, as well as the need for prompt reflection in various contexts and with various stakeholders. This approach is guided by the realisation that the process of observation is not an isolated event limited to educational delivery or, indeed, the confines of a classroom. The resulting form prompts the visitor—in our case, pre-service teachers—to notice, reflect upon, and learn from a range of phenomena and practices that they encounter in their observed educational setting. It encourages a broader observational scope that goes beyond conventional teacher-student and student-student interactions to include aspects like power dynamics, somatic awareness, teacher and cultural identity, among others. In doing so, the intent is to instigate critical reflective teaching practice as proposed by Bartlett (1990), resulting in a teaching practice that effectively links the focus on classroom practices with the development of transferable skills related to employability and internationalisation.

The development of such an observation tool required us to engage with cultural theory. At the heart of this premise lies the understanding that culture is not an isolated entity but a fundamental part of the communication process. This communication, which is intrinsic to the dynamics of a classroom, encompasses more than just linguistic exchanges; it includes the unspoken rules, shared beliefs, values, norms, and power dynamics that shape interpersonal interactions and educational outcomes. We consider the classroom context a new cultural environment, where culture and communication are inseparable and interdependent. Thus, cultural theory enables the drawing of the students' attention to the complex aspects of culture and communication, and enables them to link their observations to the development of a range of employability skills.

From a wide variety of aspects that constitute the complexity, we have chosen to focus on the following four dimensions:
- Norms of classroom (social) interaction
- Hierarchy and power in different contexts
- Communicating with the Other
- Dealing with the unexpected (either self or Other awareness or both)
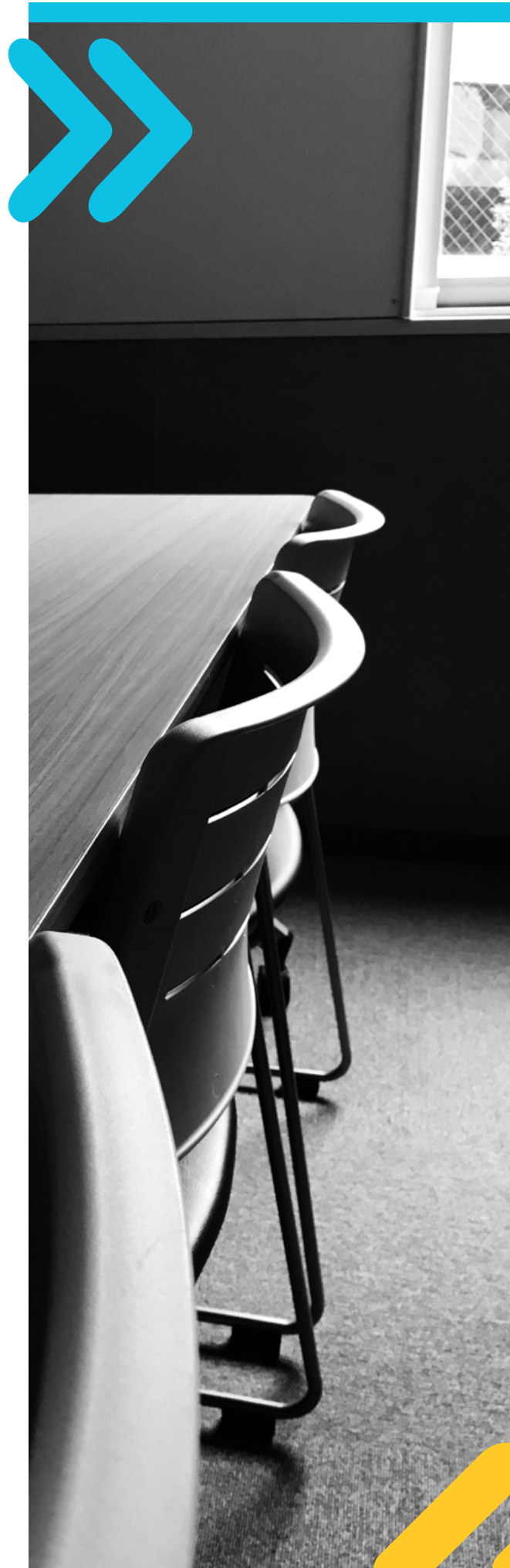
These key foci allowed us to draw on cultural theory as a guiding tool, combined with a specific transferable skill for employability and professional skills for teacher training (see Table O3.2).

Once we identified our key foci and how these related to transferable skills and professional teacher knowledge, we established a key observational point (see Table O3.2). This key observation helped us develop an observation tool to direct the observers' attention. Along with the observation prompts, we developed a reflection form to be completed in small groups post observation.

The observation criteria and prompts were piloted during ISP01 and ISP02 and the final version was used in ISP03. See Appendix 1 for the final version of the observation criteria in full.

Table O3.2
Focus of classroom observation

	Classroom and social interaction norms	Hierarchy and power in different contexts	Communicating with the Other	Self and Other awareness
Skill	communication skills, interpersonal skills	adaptability and flexibility	communicating with different audiences and adaptability to do so	emotional resilience, flexibility, openness
Professional knowledge	IRF (initiation-response-feedback)	classroom management; the teacher's body language	communication in the classroom	dealing with the unexpected
Key observation	turn-taking patterns	power dynamics of the classroom	how the teacher ensured that communication was effective	unexpected events and own emotional response

THE CLASSROOM OBSERVATION FORM AND ITS CRITERIA*

Section A: Classroom and Social Interaction Norms

The conceptual foundation for this section of the classroom observation form comes from the work of Edward T. Hall's work who identified three fundamental dimensions that underpin diverse cultural interaction and communication styles: context, space, and time.

- Context: Hall distinguished between high-context and low-context cultures (Hall, 1976). High-context cultures often rely on shared understandings, non-verbal cues, and

- the context itself to relay information. For instance, nations like Spain, Slovakia, and Poland tend to have a high-context communication style. Conversely, low-context cultures, such as Germany, stress explicit, verbal communication, with meaning rooted in the words themselves rather than the situation (Wang, 2008).

- Space: Also known as *proxemics*, this dimension focuses on intercultural differences concerning personal space norms and expectations (Hall, 1966).

- Time: Termed chronemics, this dimension examines how cultures perceive and value time (Hall, 1984). For example, cultures in Northern Europe and North America tend to be monochronic cultures, viewing time linearly and valuing punctuality and efficiency; in contrast, cultures in Latin America and the Middle East are polychronic, approaching time more flexibly and valuing relationships and harmony.

These dimensions are essential in a multicultural classroom, enhancing understanding of varied communication styles, preferences, and expectations, and can help to mitigate misunderstandings and conflicts arising from cultural differences. The observation tool uses these dimensions to prompt questions that enable observers to discern differences in communicative norms. The link between these questions, the observation dimensions, and the pedagogical focus of teacher training is further detailed in Table O3.3.

Cultural dimensions and classroom practices: The case of IRF and feedback

The above proposed cultural theory provides an insightful lens to observe teacher training practices such as the Initiation-Response-Feedback (IRF) pattern and teacher feedback. This lens helps by demonstrating how the educational process is shaped by cultural nuances and highlights the importance of considering these cultural aspects in teacher training.

IRF is a prevalent form of classroom interaction globally (Cullen, 2002; Walsh, 2002, 2011; Waring, 2008). The process involves the teacher *initiating* a topic, students *responding*, and the teacher giving *feedback*. However, the effectiveness of this practice is a subject of debate due to its potential to restrict learner opportunities, while also being able to positively or negatively affect students based on the teachers' feedback (Cullen 2002; Walsh 2002; Wong & Waring 2009). The appropriate nature of the feedback, of course, is essential in guiding learners towards acquiring language skills.

* See Appendix 1 for a copy of the form.

Teachers may use evaluative feedback, focusing on a learner's use of the target language, or content-based feedback, which engages with the meaning of a learner's contribution. The latter has been suggested as potentially significant in promoting natural language use and developing meaningful dialogue (Cullen, 2002).

These forms of interaction are important in socio-cultural theory, as learning is regarded as a social process and classrooms a prime site for social interaction (Xie, 2010). Classroom interaction is also inherently linked to the pedagogical goals of various stages of a lesson. Hence, the nature of teacher feedback can significantly impact the effectiveness of learning.

A cultural lens, such as the one we proposed above drawing on Hall's cultural dimensions, provides additional insight into these teaching practices. For example, teachers in high-context cultures, where non-verbal cues are of utmost importance, might provide feedback that is more implicit and reliant on context, for instance through gaze. gestures, or acoustic non-verbal cues. Conversely, in low-context cultures, feedback may be more explicit and direct. Cultures with a flexible concept of space may have more open discussions and student participation, potentially breaking the traditional IRF pattern. Conversely, in cultures with a fixed concept of space, the IRF pattern might be more rigidly adhered to, reflecting the hierarchical structure of the society.

Concerning the temporal dimension, cultures leaning towards polychronic time might exhibit more flexibility in the IRF sequence, allowing digressions and discussions to naturally flow within the lesson. In contrast, monochronic cultures might stick more strictly to the IRF sequence and schedule, with a focus on achieving specific lesson objectives within a given time frame.

Table O3.3

Prompts and examples of norms of classroom interactions

Prompts to observe	Pedagogic focus and reason	Dimensions of intercultural communication in classroom context
How does the teacher encourage participation?	elicitation; use of questions; nomination; gesture(s); supportive atmosphere	*Context:* In a high-context culture, teachers might use subtle non-verbal cues, or rely on shared understandings to encourage participation. For example, in a Spanish classroom, a teacher may encourage student participation with prolonged eye contact, a slight nod in the student's direction, or asking a question and leaving a pause for the student to fill in the answer. In low-context cultures, such as in Germany, communication tends to be explicit, clear, and straightforward. Teachers are likely to use direct verbal prompts to encourage student participation.
What kind of questions does the teacher ask? (display or referential)	purpose of questions. i.e., the importance of using referential questions to encourage extended and more complex answers for more effective learning	*Context:* Teachers in high-context cultures may pose questions that necessitate understanding of implicit classroom norms or broader contexts (like a recent class discussion or a shared cultural reference). Conversely, in low-context cultures questions could be more direct and require straightforward answers.
How long does the teacher wait for someone to respond? (Please count to 10 as you observe.)	the concept of wait-time, i.e., students need time to process the question or prepare an answer; the teacher's tolerance of silence	*Time*: In a context where the culture leans towards polychronic norms, teachers might show more flexibility with time, allowing longer pauses for students to formulate and express their answers. In contrast, in a monochronic culture (like Czechia) teachers might keep to a stricter schedule and expect quicker responses.
If students wish to ask a question, how do they signal that?	dependent on classroom atmosphere, norms of interactions, and pedagogical goals (Walsh 2011); raise hand; ask permission; spontaneous	*Space:* In a high-context culture, students might use subtle non-verbal cues to indicate a desire to speak, which could involve making specific eye contact with the teacher or a slight raising of the hand. In a low-context culture, signals could be more explicit, like a fully raised hand or a verbal indication.
How does the teacher respond to students' contributions?	feedback and follow-up; error correction, praise, content feedback, or follow-up	*Context:* In high-context cultures, feedback may be conveyed implicitly through non-verbal cues or indirect language. In contrast, in low-context cultures, feedback is typically more direct and explicit. The contract may be particularly stark in error correction, for example.

Since norms of classroom interaction have previously been found crucial to enhance participation and increase opportunities for learning (e.g., Walsh & Li, 2013; Xie, 2011), the focus on the cultural differences that may affect these norms will equip student teachers and other observers with invaluable insights. These insights would form the basis of reflection and learning that will allow them to succeed in a multicultural classroom, both at home and abroad.

Section B: Hierarchy and Power in Different Contexts

Hierarchy, status, and power dynamics are key constructs in the classroom that shape interactions, learning opportunities, and the overall educational experience. These constructs form part of the classroom culture, influencing not only the relationships between students and teachers but also interactions among students themselves. The ways individuals accept and orient themselves within these constructs are culturally conditioned, manifesting differently across various social, national, and institutional cultures (Brown, 1994). To comprehensively frame these constructs, we turn to the concept of power distance, a cultural orientation defined by Hofstede (1986). Power distance represents the extent to which less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally. It reflects the societal endorsement of inequality by both leaders and followers, and it informs attitudes and practices such as autonomous action, enforcement of hierarchical positions, and encouragement of learner autonomy.

Power distance, however, is not a static or isolated cultural value. It is susceptible to change over time (Daniels & Greguras, 2014), and interacts with other cultural values and dimensions. Moreover, while cultures may exhibit general tendencies on the societal level, variations exist among individuals, specific subcultures, and groups, including schools and classrooms.

In second language classrooms, power distance has been found to have considerable impact on the learning processes. For instance, Wand (2022) highlighted the role of power distance in classroom learning in the context of cross-cultural communication, observing its effects on equity in such environments. Notably, Wand identified that high power distance conventions may pose challenges for teachers attempting to foster student-centred learning, potentially inhibiting the development of critical thinking skills and learner autonomy. In his self-reflective study, Bakker (2022) noted that cultural differences, including power distance, fundamentally shape the teaching and learning contexts. More specifically, Bakker noted that low power distance cultures often result in student-centred education, characterized by learner initiative, active class participation, and

a willingness to challenge teachers. Conversely, high power distance cultures tend to uphold teacher-dominated environments.

The observation tool we designed is aimed to direct attention to aspects that have previously been identified to be linked to power distance, e.g., naming practice (Bakker, 2022), patterns of interaction, including who has the right to initiate it (Gerritsen et al. 2015), and non-verbal behaviour (Santilli & Miller, 2011). Based on these aspects, we propose five prompts. In Table O3.4, we provide an overview of the observations possible in the TEFE context.

Table O3.4
Prompts and examples for hierarchy and power in the classroom

Prompts to observe	Pedagogic focus and reason	Dimensions of intercultural communication in classroom context
How does the teacher address the class, the pupils, and you?	classroom atmosphere (formal, informal); teacher's tone of voice	Address terms have been found to provide an insight into the hierarchical structures of national, societal, and group cultures. In TEFE, for example, when pre-service teachers observe classrooms in Germany, they may find pupils addressing their teachers by their first names, whereas in countries with high power distance, the teacher's tone is more authoritative and address terms are more formal.
Can students initiate interaction?	teacher-student power relations; cultural expectations	This aspect focuses on whether students can freely initiate a conversation or must be invited to do so. Again, in low power distance cultures or their teaching contexts, there is a focus on student-lead learning and students may be freer to initiate interaction.
What did you notice about the teacher's posture, gestures, and movements?	classroom movement and somatic awareness; cultural expectations	Body movements are typical representations of authority. Whereas lower power distance countries can be expected to have more expressive, supportive and relaxed movements, higher power distance cultures may display more formal, authoritative bodily movements and gestures. However, we need to be mindful that these are broad tendencies and can vary individually and group level.
Does the teacher move or stand close to the students? How close?	cultural expectations about personal space	Respect for personal space is an important indicator of power distance. Physical closeness can be interpreted as approachability but also as an expression of power if a teacher can freely impose on the students' personal space. This aspect is also revealing in terms of Hall's dimension of space. In cultures where personal space is highly valued and touching is considered more intimate (often the case in Northern and Central European countries like the Czech Republic and Poland), teachers may maintain a consistent physical distance from students, making minimal physical contact. They might use more verbal instructions and less touching or moving in close proximity to students. For instance, a teacher might stand at the front of the classroom and rely on hand gestures or pointing to manage interactions. In contrast, in cultures where tolerance for proximity is higher and touching is considered a normal part of social interactions (often seen in Southern European and some Latin cultures, like Spain), a teacher might move around the classroom more freely, standing close to students when explaining a concept or when providing individual feedback.
Does the teacher have physical contact with the students? Do students touch each other?	cultural expectations	Touching is reflective of both power distance and cultural acceptance of proximity. In cultures where haptics is socially acceptable, touching a student's desk or shoulder to gain attention or to give encouragement might be a common practice. In terms of power, the interactional participant with more power (here, the teacher) is allowed to a greater extent to initiate physical contact.

The subtle behavioural indicators we prompt students to observe in this section often go unnoticed: by giving them the opportunity to notice and reflect on the possible differences and similarities, we are equipping a future generation of educators will be able to identify the need and adapt their behaviour to new cultural contexts—whether that is their own classroom with a more varied student cohort, a new institution, or a job in a new country.

Section C: Use of L1 and L2 in the Classroom

Communication is at the heart of all language teaching, and knowledge and awareness of communicative options are crucial for teachers. This is particularly the case in contexts where teachers are familiar with both the students' first language, L1, and the target language, L2.

The overarching focus of this section of the observation was the answer to the question "How does the teacher ensure that communication was effective?" The underlying rationale for the questions related to both pedagogical and intercultural communication research.

The first question, which prompts the student teacher to notice the teacher's efforts to adjust their communication to the audience, is based in the communication accommodation theory developed by Howard Giles (1971). The theory deals with "the behavioural changes that people make to attune their communication to their partner, the extent to which people perceive their partner as appropriately attuning to them." The theory puts forth two types of accommodation processes: *convergence* and *divergence*. *Convergence* is the process where people tend to adapt to the other person's communication characteristics to reduce perceived social differences. *Divergence* contradicts the method of adaptation and, in this context, individual emphasis is placed on the social difference and nonverbal differences between the interactants.

In the classroom, teacher approaches may include both behaviour (e.g., patience, facial expressions) and communication, often involving modification of input, such as use of repetition, paraphrasing, slower speech, or simpler vocabulary and syntax (Macaro, 2005). Similar strategies can be employed by the teacher to respond to students' lack of understanding of explanations in L2 (Question 2). Both modified input and use of L1 can facilitate comprehension and provide scaffolding for tasks (Anton & Dicamilla, 1998).

Two further questions relate to the use of L1 by students and teachers, and these relate to the long-running debate about the respective merits and drawbacks of L1 and L2 use in the classroom. The monolingual approach, i.e., using only L2, has long predominated, on the basis that exposure to and use of the target language is more likely to promote acquisition. Tekin and Garton (2020) comment,

Teachers' L1 use is seen as reducing the amount of L2 input, and therefore adversely affecting the learning process. This is regarded as a particularly valid argument against L1 use in foreign language settings where learners

have limited opportunities to engage with L2 out of class. (p.78)

There is, however, a growing acceptance that the use of L1 can also have a useful function in the classroom. For students, it can help to reduce anxiety and increase confidence in using language, which is beneficial for acquisition. In addition, it can be used as a means of negotiation and communication to complete tasks during pair work. Teachers have been found to use it for a wide range of practical purposes: giving instructions, providing translation, explaining vocabulary, clarifying grammar, correcting errors, managing classrooms, and maintaining discipline. Such use can help the pace and efficiency of the lesson and can encourage participation and learning. The use of L1 has also been found to be more effective for teaching about cultural diversity and developing non-judgmental attitudes toward cultures in other countries (Edstrom, 2006).

While the debate continues, student teachers need to clarify their own position: are they for or against L1 use and why? They may need to consider both the educational context and institutional policies to make appropriate decisions, and awareness of current debates and issues may help in this respect.

Table O3.5
Prompts and examples for L1 and L2 use in the classroom

Prompts to observe	Pedagogic focus and reason	Dimensions of intercultural communication in classroom context
What is the teacher's accommodation of weak use of L2?	behaviour and communication (e.g., patience, facial expression(s), verbal communication; error correction);	The observer might notice that the teacher strategically simplifies their language, avoiding complex vocabulary and sentence structures. They might also frequently use visual aids or gestures to support their explanations and encourage students to use synonyms or circumlocution when they cannot find the exact words in the L2.
	modification of input (e.g., repetition; paraphrasing; slower speech; simpler vocabulary and syntax)	The observer might notice that the teacher repeats the explanation using different words or gives concrete examples. The teacher might resort to using L1 to clarify complex topics, or they might use strategies like eliciting, where they guide students to find the answer themselves.
How does the teacher respond to students' lack of understanding of explanations in L2?	modified input and use of L1; to facilitate comprehension; to provide of scaffolding for tasks	The observer might notice the teacher allowing students to use their L1 during group work or brainstorming sessions, or when they are struggling to express complex ideas. The teacher might step in to provide the L2 equivalent of the L1 phrase, thus gradually enriching students'
How tolerant is the teacher of students' use of L1?	affective factors (to reduce anxiety and increase confidence in using language);	L2 vocabulary
	a means of negotiation and communication to complete tasks (e.g., in pair work)	
What do you notice about the teacher's own use of L1?	to encourage participation and learning; to teach cultural diversity; to develop non-judgmental attitudes toward cultures in other countries	The observer might notice that the teacher uses L1 sparingly, mainly to give complex instructions or clarify difficult concepts. They might also use L1 to establish rapport, especially at the beginning of the class, or to address cultural nuances and comparisons.

Critically and reflectively observing L1 and L2 use in the classroom is beneficial for the cognitive, affective, and behavioural aspects of teaching practice. Cognitively, it aids the understanding of linguistic pedagogical strategies and facilitates comprehension of the complexities involved in teaching a second language. Affectively, acknowledging and understanding the use of L1 and L2 in the classroom can prompt student teachers to reflect on their emotional responses and attitudes toward the use of first language and second language in instructional settings. This can lead to greater empathy and emotional intelligence, vital attributes for effective teaching. Behaviourally, these observations can shape how pre-service teachers act in their future classrooms. For instance, they might be more tolerant of L1 use, or use accommodation strategies to better communicate concepts.

Section D: Dealing with the Unexpected

As discussed earlier, by incorporating Kim's integrative theory of intercultural adaptation, the TEFE Toolkit strives to comprehensively address three crucial dimensions of learning: cognitive, behavioural, and affective. The previous three sections of the Toolkit's observation form component use a series of prompts aimed at focusing pre-service teachers on the cognitive and behavioural dimensions of intercultural learning. The cognitive encourages a deep understanding and comprehension of cultural norms, whereas the behavioural is concerned with translating this understanding into changed behaviours and actions in response to the host culture's practices. The observation form's final section addresses the affective dimension and prompts pre-service teachers to critically observe unexpected classroom events, comprehend how they are managed, and introspectively reflect on their own emotional responses to these incidents.

When considering the affective dimension, the concept of *disposition* becomes a critical focus. As explored in Schussler et al. (2010), pre-service teacher dispositions can be broken down into intellectual, cultural, and moral domains. Intellectual dispositions encompass understanding of content, pedagogical strategies, classroom management, and relationships with students. Cultural dispositions involve the awareness and appreciation of both teachers' and students' cultural identities, as well as the recognition of culture's influence on the learning environment and student achievement. Moral dispositions, on the other hand, deal with elements such as curriculum content, managing inappropriate behaviour, and motivating students. Affective elements of teaching, such as getting to know students personally and acknowledging the influence of external factors on students, also fall within this domain. Schussler et al.'s study found that teacher candidates with a high level of self-awareness of their dispositions exhibited an enhanced capacity for reflective practice. These individuals showed an ability to scrutinise their own actions, strike a balance between self- and student-focus, and adopt multiple perspectives. This skill set underscores the significance of the affective component in Kim's model and further reinforces the necessity of emotional understanding and empathy in effective teaching practice. Thus, prompts reflecting disposition were developed for Section D of the observation form and trialled, resulting in some insightful responses from TEFE pre-service teachers (see Table O3.6).

Table O3.6
Prompts and examples for dealing with the unexpected

| Prompts to observe	Pedagogic focus and reason	Some examples from classroom observations
Did you notice anything unexpected?	adaptability, flexibility, openness;	*"The most exciting experience for me has been to see that all students used their phones during the lessons (even as a "spare" book). In my country (Germany) it isn't common for the pupils to use their phones in class. Actually it is forbidden"*
Did anything surprise (or even shock) you?	teacher's own emotional resilience;	
How did the teacher handle any unexpected situations?	fostering emotional resilience in students;	*"I liked how the teacher reacted when a student corrected her mistake (in a sentence on the board). She thanked her for it and later told us that she values it so much, as it shows that they are paying attention."*
What was your emotional response?	teacher's own disposition;	*"In one classroom there was a picture of the Pope over the door, which I found odd at first but I realize that he's important in Poland."*
	unpacking and reflecting on one's own disposition to build self-awareness;	*"The most exciting experience for me has been seeing and learning from other cultures' educational system because it's an opportunity to grow as a future teacher and to reflect on my own 'way of doing' things."*

REFLECTING ON CLASSROOM OBSERVATION

Mackinnon and Grunau's (1994) views of reflection take account of learning in groups during teaching practice as they state that "reflection itself is dependent on the student-student forum, especially in situations where two or three prospective teachers work together in practicum" (p. 172). Their views also consider how teachers regard the "growing sense of criticism for one another's practice; and the manner in which they witness their peers enter the role of teaching" (p. 172). This interaction is evidence that reflection is a catalyst for learning (Ghaye, 2005) and is in keeping with Kolb's (1984) *experiential learning*, which involves learners taking responsibility for their own learning. The student teacher has the opportunity to make sense of any feelings and thoughts that may have emerged in the process of reflection, to think and draw parallels, and in the light of any concepts that have been generated in the reflection process, to plan and tackle new situations. In Sotto's (1994) view, "our most powerful learning takes place when we have had a suitable experience, and when we are able to reflect consciously on the experience" (p. 98).

With this in mind, four prompts were used to encourage student teachers to reflect on their experiences following the classroom observations during the three Intensive Study Programmes: ISP01, ISP02, and ISP03. The prompts enabled the use of "curiosity-instigated episodes" (Kurtoglu-Hooton, 2011; see next page), from the observations. Some of the responses were then used to aid in the design of some the O3 Toolkit Tasks.

- I noticed ………
…………………………………………………………………………and I thought…………………………………………………………………………………
because……...
- I noticed ………………………………………………………………………………………………………......…………………
and I wondered………………………………………………………………………………. because ………………………………………………
…….............……
- I noticed ……………………………………………………………………………………. and I will take away…………………………….....
……………………………………………………. because …………………………………………………………………...........................……
- The most exciting experience for me has been ……………………………………………. ………………………………………………………
………………………………………………. because …………………………………………………...........…………………………………
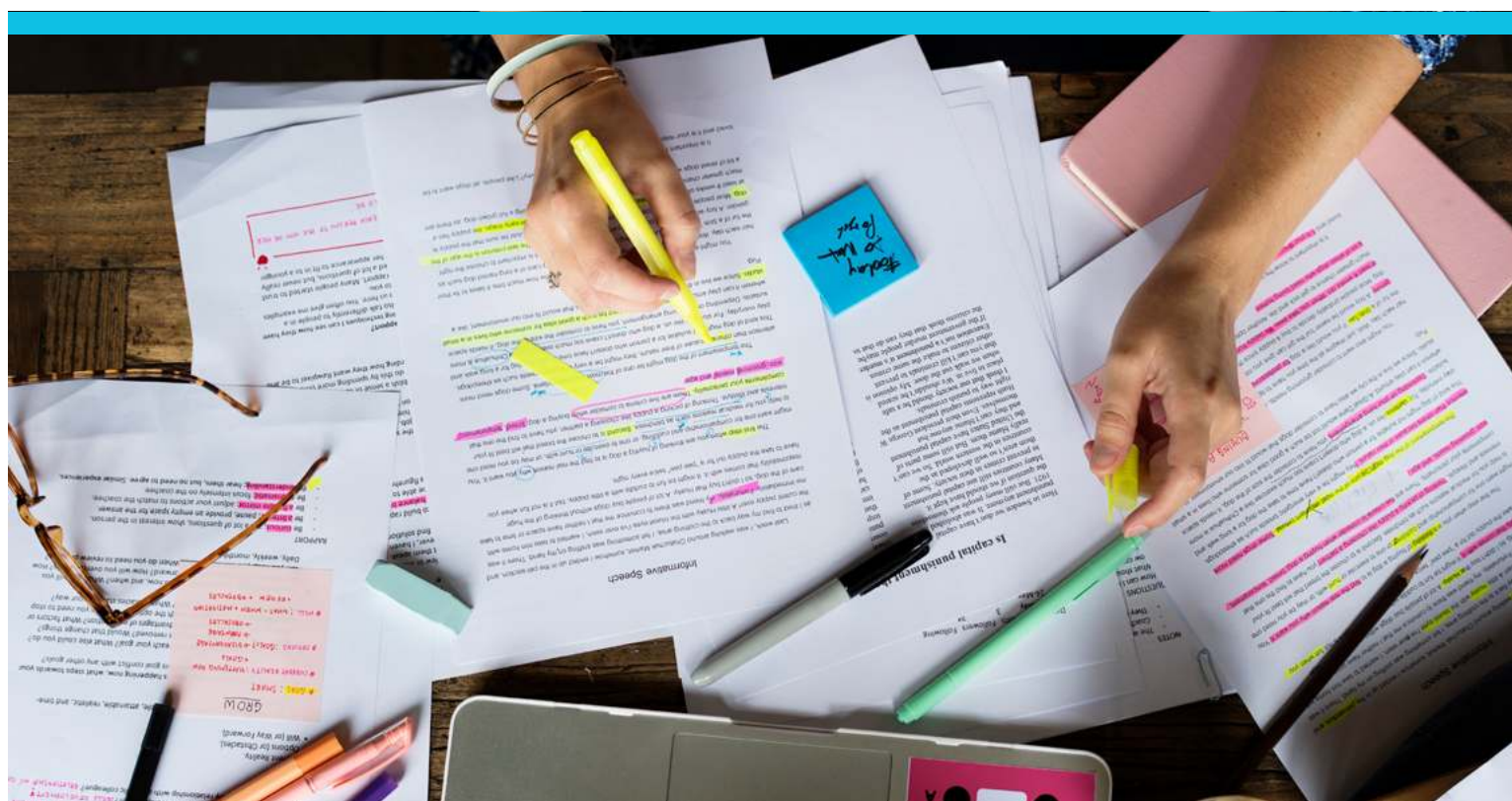
SELF-REFLECTIVE TOOLS

Self-Learning, Self-Reflection and Self-Awareness

Self-reflection, as a crucial part of the learning process, can enhance both personal development and academic achievement by cultivating self-awareness and contextual understanding. This concept is embedded in various learning theories and models, most notably in Kolb's experiential learning theory (1984), Schön's reflective practitioner model (1983), and Mezirow's transformative learning theory (1991). As proposed by these frameworks, self-reflection is seen as a catalyst for learning because it promotes self-awareness and contextual understanding. Schön (1983), in particular, makes a strong case for reflection in professional practice. He differentiates between *reflection-in-action* and *reflection-on-action*, arguing that the former allows professionals to reshape their actions in the moment, while the latter aids in learning from past experiences.

Prompts for such reflection, as Schön argues (1983), are often unique or problematic situations, so-called *critical incidents*. Such incidents make observers pause, question, and reconsider their established beliefs and practices. These incidents stimulate a shift from routine action to reflective thinking and provide an opportunity for learning and growth.

The process of reflection that follows a critical incident often involves critically questioning one's assumptions, beliefs, and practices, and seeking to understand the underlying reasons, consequences, and implications of those practices.

> *"Incidents happen, but critical incidents are produced by the way we look at a situation." (Tripp 1993, p. 8)*

Critical Incident Analysis

Many definitions of *critical incident* exist in the literature. For Schön (1987), a critical incident is "a problematic situation that presents itself as a unique case and promotes reflection" (pp. 5-6). The starting point, therefore, is a problem. As Tripp (1993) points out, however, it is we ourselves who render an incident, i.e., problem, critical that makes that incident a critical incident. Sikes et al. (1985) have a more specific definition, one in which they also focus on possible outcomes: "a highly charged moment or episode that has enormous consequences for personal change and development" (p. 432). Kurtoglu-Hooton (2011) proposes the term "curiosity-instigated episodes" when referring to critical incidents, arguing curiosity can be triggered by something that is negative or positive and is therefore a more neutral term. Curiosity is a trigger for learning, and it is up to the individual to render any episodes critical as they reflect upon them. In Dewey's (1933) words, "we do not learn from experience but from reflecting on experience", and as Larrivee (2000) maintains, "... the more teachers explore, the more they discover. The more they question, the more they access new realms of possibility" (p. 306). These insights apply not only to teachers but also to language learners and, in fact, to any individual who is willing to learn.

Directing attention to curiosity-instigated incidents formed the basis of both the development of the observation form and the resulting reflective tasks we introduce below. By focusing on specific aspects of classroom interaction—such as patterns of participation, question types, teacher's wait time, student signalling, teacher's responses, power dynamics, tolerance for L1 use, just to mention a few—these observation and reflective tasks aim to shed light on the intricate dynamics that shape classroom discourse. In particular, the prompts in the observation form and in the reflective tasks below encourage observers to pay attention to scenarios that may challenge their existing assumptions and expectations about teaching and learning, thereby triggering a shift from routine observation to reflective engagement.

By drawing observers' attention to these critical incidents, the Toolkit we designed serves not merely as a tool for observing and reflecting on classroom practices, but more importantly, as a catalyst for stimulating self-reflection and facilitating transformative learning. Therefore, the observation form, with its specific focus on potentially conflicting situations and the tasks that single out concrete critical incidents, serve as a valuable tool for promoting critical reflective teaching practice (Bartlett, 1990).

USING THE TEFE FRAMEWORK

The set of resources and materials we have designed are interlinked with each competence and sub-competence presented in the TEFE Framework.

After the student teacher or NQT carries out their self-assessment using the TEFE Framework, they can do the specific Tasks in the Toolkit to provide evidence for their self-assessment. Each Task is accompanied by probing questions to encourage reflection and scaffold learning.

GUIDANCE FOR USING THE TOOLKIT TASKS

Below are some prompts to encourage critical reflective teaching practice (see Bartlett, 1990) while completing each of the Tasks in the Toolkit. The users of the Toolkit are strongly recommended to consult the guidance presented in Figure O3.1 as well as read the rationale for classroom observation criteria (see Self-Reflection Tools section) prior to responding to any of the Tasks in the Teaching Practice Resource Pack for internationalisation .

Figure O3.1
Guidance for working with the Tasks

Connection to Experience	Makes clear the connection(s) between the experience and the class content and theories
Precision	Identifies development of skills and knowledge, gives specific examples
Accuracy	Objective conclusions and facts are supported with evidence from scholarship
Significance	Draws conclusions, sets goals that address a (the) major issue(s) raised by the experience.
Balance	Finds the right balance between subjective and objective viewpoints, includes personal voice

Ash, S. L. & Clayton, P.H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative Higher Education,* 29(2), 137-154.
Hatton, N. & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education,* 11(1), 33-49.
Williams, K. (2012). Using frameworks in reflective writing. In Williams, K. (Ed.), *Reflective writing* (pp.77-102). Palgrave Macmillan.

Levels of Reflection

Being aware of the differences between each level proposed by Bain et al (1999) helps one understand the importance of moving from a description to critical engagement with the experience

Figure O3.2
Levels of reflection

Level 1	reporting the event as it occurred
Level 2	responding to the event in a spontaneous and emotional manner
Level 3	relating to the event in terms of past experience and knowledge
Level 4	reasoning about the event in terms of alternatives
Level 5	reconstructing the event in terms of theories that can be applied to a broader range of experiences

Bain, J.D., Ballantyne, R., Packer, J. and Mills, C. (1999). Using journal writing to enhance student teachers' reflectivity during field experience placements. *Teachers and Teaching: Theory and Practice*, 5(1), 51-73.

Characteristics of Reflective Teachers (Korthagen, 2001)

According to Korthagen, each attribute listed in Figure O3.3 is of equal importance in ensuring effective reflective practice.

Figure O3.3
Characteristics of reflective teachers

Attribute 1:	A reflective teacher is capable of consciously structuring situations and problems, and considers it important to do so.
Attribute 2:	A reflective teacher uses certain standard questions when structuring experiences.
Attribute 3:	A reflective teacher can easily answer the question of what he or she wants to learn.
Attribute 4:	A reflective teacher can adequately describe and analyse his or her own functioning in the interpersonal relationships with others.

Korthagen, F.A.J., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education, pp. 133-138. Lawrence Erlbaum Associates.

PART 2: TEACHING PRACTICE RESOURCE PACK FOR INTERNATIONALISATION

The Teaching Practice Resource Pack for Internationalisation contains a set of Tasks that were designed by the O3 output team following the production and internal publication of the TEFE Framework.

Each Task listed below corresponds to one of three competences: Intercultural Communicative Competence (ICC), Professional Teacher Competence for Internationalisation (PTCI), or Global Civic competence (GCC). It should be noted that there are crossovers between and among these competences.

Each Task is suitable for self-evaluation. Some of the Tasks refer to either group interaction or group reflection, or both. It is recommended that where possible, group work should be adopted, particularly in teacher education programmes.

INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC)

ICC Task 1: Cultural Awareness

> *"I noticed that the teacher gave orders rather than asking questions and I wondered if it is a cultural norm because I found it rather authoritative."*

(observation of a student teacher of English after classroom observation abroad)

Part A

Individual reflection

Think back to either a class you observed or a class you taught. Identify something that happened during one of these classes that was culturally unexpected or inappropriate for you. Then answer the following questions:

1. What happened?
2. Why was it culturally unexpected or inappropriate for you?
3. How did you or the teacher you observed deal with the behaviour or the situation?
4. How did you feel when it happened? Why?
5. Is there anything else that could have been done in the situation? If so, what difference would it have made?
6. What did you learn about yourself from the experience?
7. Will you change [Have you changed] your teaching practice because of this experience? If so, how?

You can use the following questions to conduct self-evaluation of your responses in addition to the Candidate self-assessment in the TEFE Framework:

Is there any evidence of reasoning in my responses?

Am I able to consider alternatives and the implications these might have on future classroom interaction?

Have I made any connection between what I experienced and classroom practice in general?

Have I supported any of my explanation with evidence from scholarship?

Part B

Group reflection

1. In your transnational groups discuss the responses you each gave in Part A. Compare and contrast your views.
2. What will you individually take away from the discussion in your group?

ICC Task 2: Language awareness

Which of the following would you consider the most serious errors and why?

1. An international student stops a woman on the street and asks,
   Tell me where is the library.
2. Two learners are talking about their last holiday.

   A. For my holiday I have gone to Spain.

   B. Where to did you go?

   A. To Barcelona.

   B. Did you like?

   A. Yes it was greatly interesting.
3. A student sends an email to his teacher about homework. This is how it starts:
   Hiya dude
4. Two students are chatting after class:

   A. *I will going to library now. Will you coming?*

   B. *No I going shopping.*

Reflection

a) What was your initial reaction to the learners' utterances?

b) How would you categorize the errors?

c) Did the task help you to consider your own approach to teaching speaking?

d) Do you prioritize accuracy, fluency, or appropriacy?

e) Can you suggest activities to help students avoid what you identified as the most serious errors?

ICC Task 3: ELF (English as a Lingua Franca)

ELF (English as a Lingua Franca) is now widely recognized as a variety of English, used in communicative contexts by speakers who have different first languages. Speakers exploit and adapt the English language in different ways to suit communicative needs, and this often leads to the use of non-standard forms. Understandably, this Task also relates to PTCI.

Jenkins (2009) lists some commonly used ELF lexis and grammar features in an online resource (http://www. jacet.org/2008convention/JACET2008_keynote_jenkins.pdf). A few of these are shown below, together with some questions for you to consider – from the perspectives of both English user and teacher of English.

- A shift towards common meanings of false friends, e.g., "actually" (meaning "in fact" in BrE) being used to mean "currently" in ELF
- Novel use of morphemes, e.g., "angriness," "touristic," "importancy," "smoothfully"
- The use of invariant question tags, e.g., "isn't it?" at the end of a sentence to confirm or emphasise what is being said
- A shift in preposition use, e.g., "discuss about" instead of the standard without a preposition
- The transformation of uncountable nouns to countable, e.g., "informations," "advices," "staffs," etc.

Individual reflection

1. Do you recognize any of these features in your own use of English?
2. Would you consider these features errors or skilful use of linguistic resources?
3. Which, if any, would you correct, if used by your learners?

PROFESSIONAL TEACHER COMPETENCE FOR INTERNATIONALISATION (PTCI)

PTCI Task 1: Vocabulary Explanations

"What are pigeons?"

(learner's question observed during a classroom observation)

Both as teachers and general communicators in international contexts, we are likely to be asked to provide <u>spontaneous vocabulary explanations</u>, and this can prove tricky for both international teachers of English and for non-teaching English native speakers.

Here are some answers from native English speakers to the above question:

1. They're eh big birds.
2. They're disgusting.
3. They're rats with wings.
4. I'd find a picture on my mobile and show them.
5. They're small, grey birds. You find them in London.

a) Which of these answers would be most or least helpful for learners and why?
b) Which answer(s) do you think was given by a teacher and why?
c) What would <u>your</u> answer be?

Now list at least 4 different ways in which you could explain this vocabulary item.

Choose which strategy you would prefer to use and state your reasons.

<u>**Individual reflection**</u>

What did you learn from doing this task?

Did it raise your awareness of the range of vocabulary teaching approaches?

How confident do you feel about being able to provide spontaneous vocabulary explanations?

<u>**Transnational group reflection**</u>

1. Share and discuss your responses to the task.
2. Share any experiences you have had of giving spontaneous vocabulary explanations.

PTCI Task 2: Classroom Interaction Patterns

The IRF pattern of interaction, as seen below, is extremely common in language classrooms, with the teacher **Initiating,** the students **Responding,** and the teacher giving **Feedback**.

Below is how one course book presents an activity to talk about experiences. Read it and then read the classroom interaction that might arise while using this activity. T stands for the teacher; S stands for student.

Experiences

You can use the present perfect to talk about people's experiences. Work in pairs or in a small group. Ask each other some questions. You can answer:

No, I haven't   Yes, I have

and say when. (Be careful! Use the Past simple.) For example:

Have you ever eaten snake meat? – Yes, I have. I ate it yesterday.

Have you ever been to America? – Yes, I have. I went last year.

(From: *Explorer* (1992) Burlington Publications Limassol Cyprus)

1	T	Now I'm going to ask you some sentences ok. I want you to give me
2		some answers
3		Have you ever seen a ghost? Anna?
4	S	No
5	T	<u>No I haven't</u>
6		Have you ever walked 50 kilometres? Mick?
7	S	Eh yes
8	T	<u>Yes what?</u>
9	S	Yes I have
10	T	<u>Yes I have. Have you ever broken an arm or a leg? Jenny?</u>
11	S	No I haven't
12	T	<u>No I haven't – and I hope you'll never do that. Have you ever</u>
13		<u>baked a cake? Linda?</u>
14	S	No I haven't
15	T	<u>No I haven't</u>

(*@Morris-Adams*)

a) Can you identify the IRF pattern here? Put **I, R** or **F** by the respective lines.

b) What are the role and effects of the teacher's feedback in the underlined parts of the extract?

c) What do you see as the positives and negatives of this classroom interaction?

d) If you were to use this activity, what, if anything, would you change?

e) If possible, record yourself and explain how you would employ this interaction pattern.

PTCI Task 3: Use of L1 and L2 in the Language Classroom

The extract below comes from a Japanese class in which one of the authors was one of the learners, and the exchange was noted down as it happened. The focus is on the practice of the present perfect, and students take turns asking each other a question, with the teacher nominating both the student who has to ask the question, and the student who has to give the answer. The learners had already been drilled on acceptable answers in Japanese: *Yes I have* and *No I haven't.* The first (Japanese) sentence translates to *Have you ever knitted a sweater*? T stands for the teacher; Ss stands for students.

1	Mary	*Seta o anda koto ga arimasu ka?*
2	T	Joe?
3	Joe	Can I say I've knitted a <u>square</u>?
4	Ss	(Laughter)
5	Joe	It took me ages
6	Sam	What was it for? A scarf for your doll?
7	Ss	(Laughter)
8	Ann	I remember at school we had to knit a scarf; I could never get it right, and my brother had to finish it for me.
9	T	(Explains *square* in Japanese, writes sentence on board)
10	Joe	I think I'll just say *No I haven't*

(*@Morris-Adams*)

<u>Reflection</u>

a) What is the effect of Joe's utterance in line 3?

b) What is your view of the teacher's response in line 10?

c) How would you interpret Joe's final comment in line 11?

d) When, in your opinion, is it OK for students to use L1 during classroom activities?

PTCI Task 4: When Students Are Asked to Read Out Loud

a) What is your reaction to the comment below?

"I noticed that the teacher made students read out loud and answer questions concerning what was read and I thought that I would never do this because reading out loud is only for pronunciation. Students are often not focused so they have no idea what they are reading. The rest of the class had nothing to do." (student teacher's reflections following a class observation in a school in Europe)

b) Have you been in a language classroom where you were a student and were asked to read out loud a piece of text? Please reflect on your experience, e.g., How did you feel at the time? Why did you feel that way?

c) Have you been in a language classroom where your classmates were asked to read a piece of text out loud? Reflect on your experience, e.g., What did you do when they were reading the text out loud? How useful did you find it?

d) In your opinion, why do some teachers ask students to read a text out loud?

PTCI Task 5: "A Boring Lesson"

a) What is your reaction to the comment below?:

> *"I noticed that the teacher said 'today we will do grammar; it is gonna be boring'. I will never do this because even my mood dropped."* (student teacher's reflections following a class observation in a school in Europe)

b) Why do you think the teacher may have made this comment at the start of the lesson? Is it useful in any way? Please give your reasons.

PTCI Task 6: Teacher Roles

What does the comment below highlight in terms of teacher roles? Do you agree with the author?

"I noticed that the teacher maintained some boundaries/some space from the pupils and I will take away how the teacher managed it because I think the teacher should be pupils' friend but also the authority." (student teacher's reflections following a class observation in a school in Europe)

PTCI Task 7: Good Vibes in the Classroom

Here are some comments from two student teachers following classroom observations:

> *"The most exciting experience for me has been to see how one teacher was really appreciative of their students because it spreads a good vibe and provokes a supportive and pleasant learning atmosphere."*

> *"I noticed the atmosphere was open and friendly and I will take away that good relationships and safety are key to develop confidence and skills quickly. They enable the pupils to have fun and express their opinions freely."*

a) What are some ways in which a teacher can show their learners that they appreciate them?
b) What are some key considerations to ensure a positive learning experience in a language classroom?
c) In what ways does a positive learning experience contribute to learner confidence?

PTCI Task 8: Trespassing Boundaries or Talking with the Teacher Like a Friend?

a) Look at this reflective comment from a student teacher following a classroom observation:

"I noticed that the teacher was like a partner to the students, and I wondered how they would solve a conflict because sometimes it felt that students tried to trespass/ invade?/ test the teacher's boundaries."

What advice would you give a teacher who finds themselves in a situation where the learners trespass boundaries?

b) Here is a reflective comment from another student teacher who focuses on the teacher being a guide and an equal rather than a strict authority:

"I noticed students talking with the teacher like a friend and I thought they might have a more positive learning experience because they see the teacher as a guide/ an equal rather than a strict authority."

What qualities or attributes is the teacher described in this reflective comment likely to have?

PTCI Task 9: Error Correction

a) How do you decide what errors to correct in the classroom?

b) Here are some reflections from a student teacher following classroom observations:

"I noticed that the teacher did not correct every mistake that the students made and I wondered whether she did that on purpose because I think that the students should know what mistakes they make in order to correct themselves and improve their English."

How would you respond to these reflections? Should all errors be corrected?

c) What are some effective ways of correcting errors? Make a list.

PTCI Task 10: Advancing One's Own CPD

a) What kind of local and national opportunities do you seek out to grow personally and professionally in areas where you feel you may be weak? Please list them.

b) What kind of international opportunities do you seek out to grow personally and professionally in areas where you feel you may be weak? Please list them.

PTCI Task 11: Collaborating in an International Context

a) Have you ever worked in an intercultural team? If so, what skills did you develop to work collaboratively?

b) What challenges, if any, did you experience?

c) How did you address these challenges?

d) What would be your contribution in a multicultural team?

GLOBAL CIVIC COMPETENCE (GCC)

GCC Task 1: Reflecting on Principles and Values of GCC

a) Do you apply the principles and values of GCC (e.g., democracy, justice, fairness, inclusion, equality and the rule of law) to your teaching?

b) If so, what does this entail? In other words, how do you actively engage in awareness raising of principles and values of GCC in your teaching?

c) How do you or would you deal with any unexpected behaviour from students or staff who may violate such principles and values?

d) Have you encountered any such behaviour? What did you do?

GCC Task 2: Ground Rules

"I noticed that the students had the courage to remind the teacher of the ground rules established at the beginning when she broke them and I wondered how the teacher really felt about it because she seemed a bit taken off guard." (a student teacher's reflections following a class observation in a school in Europe)

a) What role do ground rules have in the classroom context?

b) What are some potential rules that could be included in ground rules?

c) Have you set any ground rules for your learners? If so, what were they? How would you react if a student were to break any of the ground rules?

d) Do you yourself keep to the ground rules you set?

e) How would you have reacted in class if you were the teacher referred to in the reflections above?

GCC Task 3 (also relevant to PTCI): Classroom Equality

Some student observers were shocked and annoyed by gender differentiation during one lesson they observed in which only the boys were talking and called on by the teacher, while the girls only spoke once or not at all.

Reflection

1. How would you feel if you were to observe such a pattern of participation?

2. What strategies could you use to ensure that all students have equal opportunities to participate in the learning process?
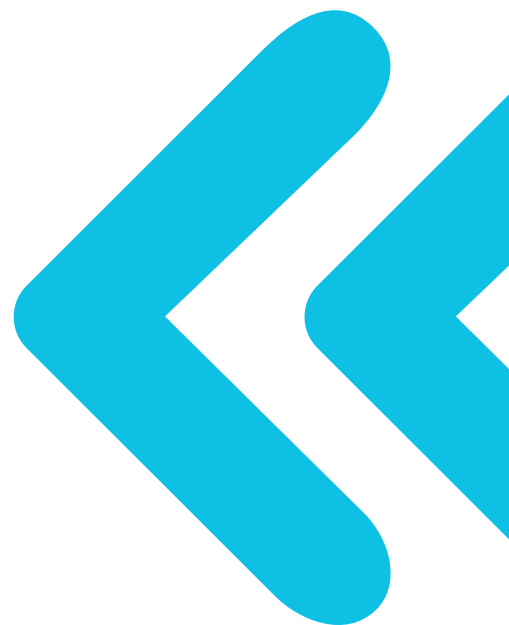
EFFECTIVENESS OF THE TOOLKIT

Critical reflective teaching encourages teachers to view their practice as embedded in the broader context of education. Bartlett (1990) advocates that by asking and reflecting on both the what and the why, teachers can claim a level of autonomy and responsibility because through such reflection teachers can begin to challenge and transform their classroom practices vis-à-vis the broader social, cultural and institutional context in which education is embedded. For pre-service teachers, observing classrooms for the first time is typically geared towards pedagogical knowledge. While the observation remains the primary site for the pre-service teachers' experiential learning, we advocate the importance of fully experiencing all facets of a classroom observation visit. This means observing teaching and learning activity, but also interacting with other educational stakeholders, including the children, peers, and other more experienced teachers outside of the classroom. In the TEFE project, group discussions about individual observations were a key site of sensemaking and learning.

The most prominent and effective tool in the TEFE Toolkit is the Classroom Observation Form. The initial observation document, its rationale and the detailed items it contained were introduced and explained to student teachers before observations took place. The document was consequently revised and condensed in light of student teachers' feedback. As so much happens during a lesson, it was suggested during the final set of observations that student teachers choose to focus on just one of the four sections of the document for any one set of observations. All the items in the document relate directly to the three competencies identified in the TEFE Framework.

Following the observations, student teachers completed an individual reflection document (see O3 Appendix 1), which encouraged them to reflect on three specific classroom incidents which were meaningful for them and to give reasons for their answers. A final item asked them to note the most exciting experience they had in connection with the observations. They then had the opportunity to share their impressions during group reflection sessions, which took place in trans-national groups, and which followed a similar format to the Observation document.

The sections below provide examples from the student teachers' reflections to evidence the link between experience and learning, the understanding gained of different perspectives, and the insights reached about professional and personal skills and attitudes. Inevitably, individuals picked up on very disparate issues in the classes they observed, and this has provided a rich picture of both personal predilections and the complexities of classroom teaching. (Note: As elsewhere in this publication, responses are unedited and may contain unconventional English. In addition, unfortunately, some handwritten comments were not always easy to decipher, and more detail was needed in places to fully appreciate the meanings).

GROUP REFLECTIONS

During the ISPs, student teachers were given the opportunity to discuss, in transnational groups, the classroom observations each member had conducted. The aim was for them to compare and contrast notes while also reflecting on their experiences.
A copy of the group reflection form can be found in Appendix 1. For ease of reference, it is provided here in brief (see Figure O3.4).

Figure O3.4

Group reflection form on the class

Group reflection form
(Please note that each group will have one form to complete, and the responses will be collected.)

Norms of classroom and social interaction	Notes abo... any conflic...
How did the teacher encourage participation?	
What are some of the questions the teacher asked during class?	
How long did the teacher wait for answers?	
How did the teacher respond to students' contributions?	
What gestures and movements did the teacher use to elicit answers, manage interactions?	
Classroom management	
How did the teacher address the class, the pupils and you?	
Who initiated classroom interactions?	
What did you notice about the teacher's posture, gestures and movements?	
L1 and L2 use in class	
How tolerant was the teacher of students' use of L1 (if it was used)?	
What did you notice about the teacher's own use of L1?	
Dealing with the unexpected	
Did you notice anything unexpected?	
If so, how did you feel about it?	
How did the teacher handle unexpected situations, if any?	

room observations during ISP02

**ut your group members' experience including
tting opinions or surprising views.**

The completed forms show that the participants had truly discussed and reflected on their observations, though the comments on the form are largely descriptive. Feedback has shown that these group discussions were highly impactful sites of learning, as for example this participant summarizes:

I found this document most useful as I was able to listen to the perspectives from other countries too, thus I was able to go back and re-reflect on what I had taken for a standard or a common thing. For instance, how the teachers communicate with pupils or how they encourage questions or how they work with a mistake.
I believe this part of reflection had the greatest impact on me and my teaching methods. Thanks to it I was able to see the situations from other perspective since there is always more than just one point of view. We need to treasure the differences and take into account that what we know from our home country does not have to work everywhere the same, we need to keep our mind open to new ways and ideas in order to work well together in international teams. If we do so, it broadens our horizons not only professionally but also personally. I've learned to embrace the differences and look for the enriching aspects of each culture, attitude as well as its way of teaching. I noticed that I still have a long way before me since all the people I've met always surprised me with something but I wonder if perhaps exactly this is the sign of a developing ICC.

Classroom and Social Interaction Norms

The first question, "How did the teacher(s) encourage participation?", received by far the greatest number and the greatest variety of responses, and would no doubt have contributed to raising student teachers' awareness of the very many options which teachers can apply in this context.

The second question asked for examples of teacher questions, and an interesting range of question types was noted. Again, it is likely that the function and usefulness of these would have been discussed. One group noted that
the teacher did not ask questions but issued orders (cf. Table O3.4), and this formed the basis for one of the Portfolio Tasks.

The third question draws attention to the notion of wait-time, an important strategy for classroom interaction and student participation. Considerable differences were noted in the observed classes.

Question 4 focused on teacher responses to students' contributions, and nearly all comments related to positive feedback and error correction, with occasional allusions to appropriate teacher utterances.

Question 5 on teacher gestures and movements has some overlap with Question 3 in the next section on Classroom management and elicited a very similar range of comments.

Classroom Management

The only evaluative comment relating to forms of address by teachers was that *pointing* was described as *violent,* and every group answered that only the teacher initiated interactions.

The Use of L1 and L2 in the Classroom

This section received a great many comments, and there seemed to be overall agreement on the following:

- There was often extensive or over-use of L1 by both students and teachers.
- Teachers used L1 to translate complex vocabulary, to explain grammar points, and to reprimand students.
- While some teachers were tolerant of student use of L1, others asked for answers to be repeated in L2.

Reflections on L1 use also indicated that participants consider L1 use by teachers as counter-productive because it does not encourage learning nor encourage students to use L2. They also mentioned that it does not help to develop students' communication or listening skills. On the other hand, teacher elaboration or explanation in L1 was perceived to help student understanding.

Dealing with the Unexpected

This was the section with the least responses, and these mostly related to mundane events rather than the anticipated or intended cultural differences. The only comment of note was a brief reference to *gender differentiation,* followed by the words *shocked* and *annoyed.* This was only mentioned on one of the individual reflection forms but had clearly been considered worthy of group discussion and inclusion. As it relates to Global Civic Competence, it formed the basis for one of the Portfolio Tasks.

INDIVIDUAL REFLECTIONS

The individual reflection sheets asked student teachers to notice and comment on very specific aspects or incidents and on their impact. The importance of an open and friendly atmosphere to encourage learning was frequently mentioned as was the comparative use of L1 and L2. Comparisons were also drawn between respective countries and the notable differences in approaches. The quotes below are taken from 58 feedback sheets. They provide a snapshot of instances which evidence that learning has taken place or new insights and perspectives gained.
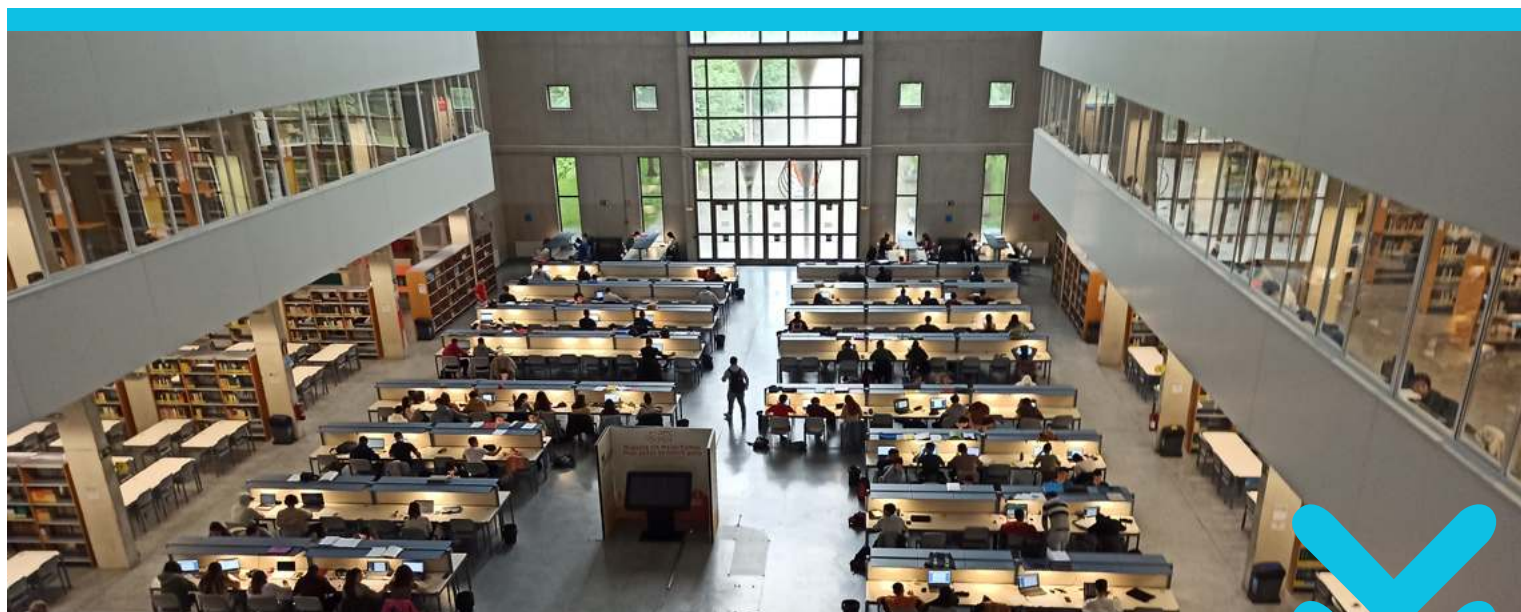
Examples of learning

" The teacher communicated with students a lot. I should do this more because it is important for language learning."

" The teacher elaborates on students' answers. I will take this idea because it makes students feel heard."

" The teacher used a variety of responses to student contributions, and I will use them in future because they were original, nice, encouraging, polite."

" The teacher used group work. I have never thought of that option."

" Many students participated. It is possible; I saw it with my own eyes."

" The teacher used a variety of resources, e.g., fairy tales. I will use these because students are engaged."

Examples of Cultural Awareness-raising

" I was surprised that no textbooks were used; we use them all
the time in my country. "

" Very good student interactions; it wouldn't be like that in my country. "

" Teacher's English was very good. Is this normal? They don't speak so well
in my country."

" Students didn't raise a hand to say something. I wondered if this is
a cultural norm?"

" Very comfortable atmosphere. Students didn't fear to ask any questions.
This in my country would be impossible to see. "

" Teacher was sitting on the desk. I found this unusual, but a more friendly,
informal environment helps the learning process. "

" Teacher was wearing tracksuit, which seemed unprofessional, inappropriate."

" Students were not looking at mobile phones, unlike in my home country. "

" It was shocking to see that students don't have to use L2 if they don't want to."

Summarising comment (The most exciting...)

" Gaining new information/perspectives on both my own and other educational systems."

" Learning from other educational systems and reflecting on my own way of doing things and the opportunity to grow as a future teacher. "

" Discussing things with my group because of interesting observations about my own culture. "

Testimonials

Testimonials were provided by TEFE participants, typically during or upon completion of the TEFE intensive learning programmes. As a whole, they emphasize the positive impact of the O3 innovative tools and show how they assisted users in developing an awareness of the importance of intercultural understanding and competence. Each testimonial highlights unique moments of inspiration and growth, directly corresponding with the authentic experiences derived from classroom observations and collaboration within the transnational student teacher groups. The reflection below testifies to the significance of the project.

The TEFE project introduced three invaluable tools that significantly impacted my professional and personal development, enhancing my intercultural understanding and competence.

The Observation document provided a structured approach to take personalized notes during classroom observations in Czech schools. By focusing on areas such as classroom norms, power dynamics, and communication strategies, I gained valuable insights into effective teaching practices in a different cultural context. For example, I noticed the Czech students' respectful turn-taking patterns during discussions, which inspired me to incorporate similar practices to foster active student engagement in my future English classes.

The Group Reflection document facilitated collaborative learning and sharing of experiences with students from Spain, Slovakia, Germany, and Poland. Through meaningful discussions, we explored various teaching approaches and their cultural implications. One notable reflection session highlighted the importance of teachers' body language in establishing a positive classroom atmosphere, which resonated with my observations in Czech schools.

The Individual Reflection document encouraged introspection and self-awareness. During the project, I encountered unexpected situations in the Czech classroom, and through reflection, I identified my emotional responses and explored ways to adapt to unfamiliar teaching contexts positively. (Kacper 2023 – student teacher from Poland)

PILOTING THE TOOLKIT TASKS

Four Tasks were trialled during ISPO3, and feedback was collected from the 23 student teachers participating. This was overall very positive, with the Tasks variously described as practical, enriching, useful, thought-provoking, eye-opening, and relatable.

CONCLUSIONS

The outcomes from the student reflections indicate that this engagement with internationalisation has been an enriching experience for them on many levels. It has challenged previous knowledge and experience, demonstrated the link between experience and learning, encouraged critical thinking, promoted understanding of different perspectives and cultures, and provided them with new insights. Engaging in classroom observations in cultures apart from their own and reflecting on teaching practice with peers from various countries using the resources provide in the TEFE Toolkit has proven to be an invaluable stage in the professional development of the student teachers involved in the project.

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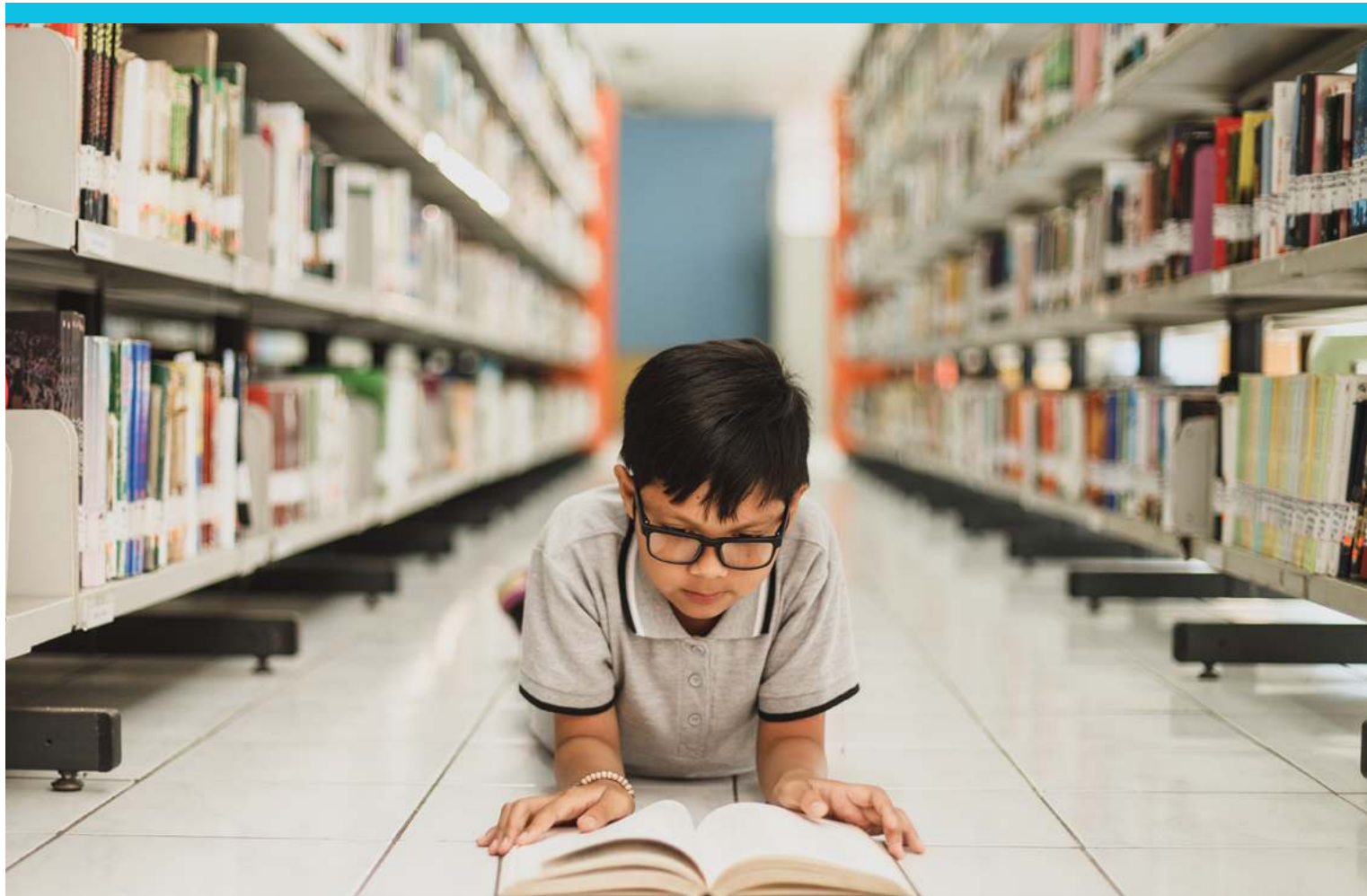
O3 APPENDIX 1:

Classroom Observation Form for Individual Notes

Classroom Observation Form
This form has 4 sections: A, B, C, and D. Please **choose one section** to take notes about during the lesson you observe. Be prepared to use your notes during any follow-up discussions.

Note: *T* refers to the teacher; *Ss* refers to the students.

Section A
FOCUS: Classroom and social interaction norms
SKILL: Communication skills, interpersonal skills
TESOL knowledge: Classroom interaction
Main question: What kind of turn-taking patterns did you observe?

Prompts to observe	Pedagogic focus and reason	Your Notes
How does T encourage participation?	elicitation; use of questions; nomination; gesture(s); supportive atmosphere	
What kind of questions does T ask? (display or referential)	purpose of questions, i.e., using referential questions to encourage extended and more complex answers for more effective learning	
How long does T wait for someone to respond? (Please measure time by counting 1 to 10 as you observe.)	the concept of wait-time, i.e., Ss need time to process question or prepare an answer; the T's tolerance of silence	
If Ss wish to ask a question, how do they signal that?	dependent on classroom atmosphere, norms of interactions, and pedagogical goals; raise hand; ask permission; spontaneous	
How does T respond to Ss' contributions?	feedback and follow-up; error correction, praise, content feedback, or follow-up	

Section B
FOCUS: Hierarchy and power in different contexts
SKILL: Adaptability and flexibility
TESOL knowledge: Classroom management
Main question: What did you observe about the power dynamics of the classroom and the teacher's body language?

Prompts to observe	Pedagogic focus and reason	Your Notes
How does T address the class, the pupils, and you?	classroom atmosphere (formal or informal); teacher's tone of voice	
Can Ss initiate interaction?	teacher-student power relations cultural expectations	
What did you notice about T's posture, gestures, and movements?	classroom movement; cultural expectations	
Does T move or stand close to Ss? How close?	cultural expectations	
Doest T have physical contact with Ss? Do Ss touch each other?	cultural expectations	

Section C
FOCUS: Communicating with the Other
SKILL: Communicating with different audiences and adaptability to do so
TESOL focus: L1 and L2 use in the class
Main question: How did the teacher ensure that communication was effective?

Prompts to observe	Pedagogic focus and reason	Your Notes
What is T's accommodation of weak use of L2?	What is T's accommodation of weak use of L2? T's behaviour and communication (e.g., patience; facial expression(s); verbal communication; error correction) modification of input (e.g., repetition; paraphrasing; slower speech; simpler vocabulary and syntax).	
How does T respond to Ss' lack of understanding of explanations in L2?	modified input and use of L1; to facilitate comprehension; to provide scaffolding for tasks	
How tolerant is T of Ss' use of L1?	affective factors (to reduce anxiety; increase confidence in using language) a means of negotiation and communication to complete tasks (e.g., in pair work)	
What do you notice about T's own use of L1?	to encourage participation and learning to teach cultural diversity to develop non-judgmental attitudes toward cultures in other countries	

Section D
FOCUS: Self, the Other, and cultural awareness
SKILLS: Emotional resilience, flexibility, openness
TESOL: Dealing with the unexpected
Main questions: Did you notice anything unexpected? What was your emotional response?

Prompts to observe	Pedagogic focus and reason	Your Notes
Did you notice anything unexpected? Did anything surprise (or even shock) you? How did T handle any unexpected situations? What was your emotional response?	adaptability, flexibility, openness; T's own emotional resilience; fostering emotional resilience in Ss; T's own disposition; unpacking and reflecting on one's own disposition to build self-awareness.	

O3 APPENDIX 2:

Teaching Practice Resource Pack for Internationalisation

The Teaching Practice Resource Pack for Internationalisation contains a set of Tasks that were designed by the O3 output team following the production and internal publication of the TEFE Framework.

Each Task listed corresponds to one of the three competences: Intercultural Communicative Competence (ICC), Professional Teacher Competence for Internationalisation (PTCI), or Global Civic competence (GCC). It should be noted that there are crossovers between and among these competences.

Each Task is suitable for self-evaluation. Some of the Tasks refer to either group interaction or group reflection, or both. It is recommended that where possible, group work should be adopted, particularly in teacher education programmes.

Please see the TEFE.online website to download the complete Teaching Practice Resource Pack for internationalisation Tasks.