

Individual Reflection Form to be used during School Visits

This individual reflection form has 4 sections: A-D. Please **choose one of the sections and reflect on the questions** during school visits, when observing classes. Please note that there are no correct answers to any sections and the form is intended for reflection and learning purposes.

We would strongly recommend that you consult **pp 166-174** of the pdf document titled TEFE Toolkit of Diagnostic and Evaluation Tools, written in 2023 by the TEFE team at Aston University at the time (Dr Nur Kurtoglu-Hooton, Dr Erika Darics, Dr Muna Morris-Adams), as those pages explain the rationale behind each section of this individual reflection form. Please note that the form is referred to as 'classroom observation form' in the pdf document. We have changed the name of the form to 'individual reflection form' to avoid any misunderstandings.

Thank you.

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Section A

FOCUS: Norms of classroom/social interaction

SKILL: Communication skills, interpersonal skills

TESOL knowledge: Classroom interaction

Main question: What kind of turn-taking patterns did you observe?

Some prompts and pedagogic focus are listed below. Please note that you do not have to answer every question. They are for guidance when reflecting:

- *How does the teacher encourage participation? (Elicitation; use of questions; nomination; gesture; supportive atmosphere)*
- *What kind of questions (display / referential) does the teacher ask? (Purpose of questions; using referential questions to encourage extended and more complex answers for more effective learning)*
- *How long does the teacher wait for answers? (please count 1-10 as you observe) (The concept of "wait-time" – students need time to process question/prepare answer; teacher's tolerance of silence)*
- *If students wish to ask a question, how do they signal it? (Dependent on classroom atmosphere/norms of interactions /pedagogical goals; raise hand; ask permission; spontaneous)*
- *How does the teacher respond to students' contributions? ("Feedback" / "Follow-up"; error correction / Praise / Content feedback or follow-up)*

Section B

FOCUS: Hierarchy and power in different contexts

SKILL: Adaptability/flexibility

TESOL knowledge: Classroom management

Main question: What did you observe about the power dynamics of the classroom and the teacher's body language?

Some prompts and pedagogic focus are listed below. Please note that you do not have to answer every question. They are for guidance when reflecting:

- *How does the teacher address the class, the pupils and you? (classroom atmosphere / formal, informal; teacher's tone of voice)*
- *Can students initiate interaction? (teacher-student power relations; cultural expectations)*
- *What did you notice about the teacher's posture, gestures and movements? (cultural expectations)*
- *Does the teacher go/stand close to students? How close? (cultural expectations about personal space)*
- *Does the teacher have physical contact with the students? Do students touch each other? (cultural expectations)*

Section C

FOCUS: Communicating with 'the other'

SKILL: Communicating with different audiences/adaptability.

TESOL focus: L1/L2 use in the class

Main question: How did the teacher ensure that communication was effective?

Some prompts and pedagogic focus are listed below. Please note that you do not have to answer every question. They are for guidance when reflecting:

- *What is the teacher's accommodation of weak use of L2?*
- *(Teacher's behaviour and communication; patience; facial expressions; verbal communication; error correction)*
- *(Modification of input: repetition; paraphrase; slower speech; simpler vocabulary & syntax.)*
- *How does the teacher respond to students' lack of understanding of explanations in L2?*
- *(Modified input and use of L1; facilitation of comprehension; provide scaffolding for tasks)*
- *How tolerant is the teacher of students' use of L1? (affective factors (reduce anxiety; increase confidence in using language; a means of negotiation and communication to complete tasks (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)*

Section D

FOCUS: Self, 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?

Some prompts and pedagogic focus are listed below. Please note that you do not have to answer every question. They are for guidance when reflecting:

- *Did you notice anything unexpected? (Teacher's adaptability / flexibility / openness; how the T fosters emotional resilience in students)*
- *Did anything surprise (or even shock) you?*
- *How did the teacher handle any unexpected situations? (Teacher's disposition)*
- *What was your emotional response? (Unpacking and reflecting on one's own disposition to build self-awareness.)*