

The Student Teacher's Reflection on the Model Teacher in Classroom Observation

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Abstract

The Teacher Council of Thailand states in its Professional Code of Ethic 2013 the prime importance of teaching ability and professional ethics. The use of the role model teacher is therefore emphasized for student teachers to learn how to teach and behave properly in a real classroom environment. Classroom observation also plays a vital role in assisting them to approximate the selected role model in their professional development (Bailey 2001, 2010). In such a context, the researcher conducted an exploratory study to investigate the subject's reflection on the model teacher in classroom observation. One representative of three undergraduate student teachers and a model teacher were selected. The subject was assigned to observe a 3-hour classroom of the model teacher once a week for ten weeks and write a journal based on her reflection after each classroom observation. The researcher analyzed the journals in two areas, teaching strategies and classroom management. The results indicate that the subject observed and recorded mainly what happened in the classroom as she regularly noted the chronological events and teaching techniques. Additionally, the analysis of reflective journals shows that the length of observation period could influence the reflection level. The subject reached the higher reflection level in the later weeks of the observation. The obtained results are expected to shed light on the application of classroom observation in teacher training and professional development in Thailand.

Keywords: *Student teacher, Teacher reflection, Model teacher, Classroom observation*

1. Introduction: Rationale of the Study

Unlike the other teacher education programs in Thailand, the English for Communication Department at Kasem Bundit University offers English teaching as a minor. Students are required to take 18 credits or six courses in theories and principles of English teaching. This is followed by teaching practicum in which they are assigned to teach their peers and obtain feedback from their supervisors. It is noted that student teachers in peer teaching cannot upgrade much of their teaching skills and strategies, including classroom and time management. The researcher as part of the supervising team has perceived insufficiency of feedback obtained from peers and practicum supervisors. In dealing with the identified limitations, the researcher implemented classroom observation to help student teachers learn more about their teaching techniques and classroom management. The student teachers were assigned to keep their journal after each classroom observation. This was to help them recall their teaching experience and reflect on it.

In this regard, the researcher would like to treat classroom observation of a selected teacher model as a tool to identify two aspects of teaching practices experienced by student teachers: (1) What the student teachers observe in terms of teaching skills and strategies and classroom management, and (2) How the student teachers reflect in their journals on what they found in classroom observation. The purpose of this preliminary study was to explore the extent to which student teachers can learn from the model teacher. It was expected that findings in the two identify aspects can shed light on the use of classroom observation for professional development.

2. Background of the Study: Literature review

The literature review as background of the study includes three areas (1) the importance of classroom observation in teacher education, (2) classroom observation tasks, and (3) reflection levels.

2.1 The importance of classroom observation in teacher education

Classroom observation is a purposeful examination of teaching and learning situation (Cogan, 1973; Bailey 2001). It serves as a means for professional development. If the observation takes place in a teacher education program in which student teachers are observed by teacher educators, the teacher educators normally give some advice to the student teachers on the development of teaching skills. In addition, if in-service teachers are observed by student teachers, it is normally done for the professional development purposes of the observers (Bailey 2001). According to Gallimore &Tharp (1992), student teachers experience the practice of certain teaching behavior from observing the model teacher, who is considered to be exemplary in the teaching career. The aim is to support their professional training. The classroom observation makes them better equipped to shape their own practices (Stofflett and Stoddart, 1994).

Classroom observation can also be seen as a family of related procedures for gathering data during actual language lessons or tutorial sessions, primarily by watching, listening, and recording (Bailey, 2010). Keeping journals is an instrument that provides records of activities when a teacher and students are together. Student teachers may keep a record of the chronological events and the strategies that the model teacher uses to present a new language or elicit students' prior knowledge. It also prompts student teachers' opinions toward particular situation such as appraising the model teacher's character or teaching technique. Bailey (2001) used the term *field notes* to refer to these journals. She suggested that the "observer's field notes provide a running commentary on the events which occur in a lesson. The field notes must be carefully prepared and detailed enough to be clear and convincing. It is the observer's responsibility to recognize the difference between observations which are data-based and his or her inferences (or even opinions). Field notes provide a human, interpretive dimension to observational data." (Bailey 2001:118).

Moreover, these journals give flexibilities to the student teachers to write anything that can happen in the classroom. As a result, it is necessary to distinguish and categorize the contents of the journal entries. Bailey suggested three major categories when analyzing the journals. These categories include observations, inferences and opinions (Bailey 2006). "*Observations* are the records made of events, and interactions that occur during lessons, are primarily factual and verifiable. They are reported with a certain amount of objectivity. *Opinions* are the personal responses to the events observed. They are subjective by definition and are judgmental in nature, expressing the values and views of the observers. *Inferences* fall somewhere between observations and opinions on a continuum of objectivity to subjectivity. Inferences are sometimes signaled by phrases such as "it seemed...", "it appeared..." or "I inferred that ..." They are conclusions, interpretations, or deductions based on the data." Based on Bailey's definitions, the contents in the *Observations* category must be objective and observable and in *Opinions* category, the contents are subjective. It indicates the observer's point of view toward an action or a particular situation. However, it seems difficult to identify the contents in the *Inferences* category in terms of subjectivity and objectivity. Therefore, in this study the researcher used the term 'reflection' as the category that student teachers comment,

judge, value, interpret or make a conclusion based on what they have experienced from their classroom observation.

2.2 Classroom observation tasks

2.2.1 Teaching Skills and Strategies

Most classroom observation tasks are recorded in journals generally involving the author's observations and reflections. Wajnryb (1992) put classroom observation tasks as teaching skills and strategies and categorized them in four major categories: (1) presenting, (2) eliciting, (3) giving instructions and (4) managing errors. Each category comprises observable elements as explained thus:

Category 1: Presenting

In this category, the observer notes the chronological events stating what the model teacher does and the students do in a particular situation. Next, the voice of the model teacher is observed in terms of audibility, projection, speed, clarity and lack of distortion. Then the physical position of the model teacher in the classroom involves postures and moves when giving instructions. The actually presented target language in a language class for instance, notes what context is used to embed the language and how natural the context is. If the context naturally generates the target language forms, it can foster a learning link between language and situation. The last observable element is the presentation mode. The observer may perceive whether the language presented aurally via a tape recorder, visually or in a written form is in a mode appropriate to the language register.

Category 2: Eliciting

The observer notes types of question prompts, the amount of time the teacher allows, and the kinds of responses elicited. The purposes of eliciting are to set students thinking in a certain direction, to steer them toward a certain pre-planned topic or a lesson objective, to create a context, to warm up a class, and to generate peer interaction/correction. Eliciting can also serve the teacher in leading students into an activity, to attract and focus their attention, to increase student talking time, to allow the teacher to assess what is already known about a particular topic, including to explicate passive knowledge or to tap into the students as a learning resource and engage them in a learning process. Moreover, eliciting is used by the teacher to get responses from his or her students by paraphrasing, re-directing or prompting them for intended answers.

Category 3: Giving instructions

The observer notes the patterns or tendencies in the teacher's language and the way the verbal message is segmented as well as the time between segments. Specific language features in terms of voice qualities, cueing to aid memory, modeling and concept questions can also be observed. It is possible for the observer to identify any paradigm for instruction-giving including the signal to engage class attention, the overall nature of the task and the seating and grouping organization. Moreover, the observer can witness the teacher consolidate learners' understanding by repeating or re-phrasing the message when necessary.

Category 4: Managing errors

The observer notes the instance of learner's errors involving inaccurate or inappropriate language. It is possible to detect the teacher's responses such as what is said or signaled, a particular focus on particular points in the lesson, accuracy or fluency, other students' responses to errors, and peer correction. In addition, the observer can note

learning opportunities for students for self-correction, processing information on errors made, and the teacher's role in handling students' errors.

2.2.1 Classroom Management

In classroom management, Wajnryb (1992) suggested five categories involving (1) managing classroom interaction, (2) managing pair and group work, (3) teaching and learning roles, (4) time and pace and (5) classroom power. These categories are briefly described as follows:

Category 1: Managing classroom interaction

The observer records the patterns of interaction in terms of how communication takes place in a classroom setting, and the patterns of interaction that determine the medium for communication.

Category 2: Managing pair and group work

The observer notes the model teacher's organizational skills in interactional activities. The characteristics of teacher intervention during pair or group work, and the management of information transfer are also noted.

Category 3: Teaching and learning roles

When the lesson proceeds, the observer can note information on the stages of the lesson, the teacher's role, and the corresponding learner's role.

Category 4: Time and pace

The observer keeps notes on what happened during the lesson in the aspects of the actual lesson timing, the number of times the focus of activity in the lesson being shifted, and external signs the students give in keeping up with the teaching pace. Observation can deal with how the teacher decides to move on to the next teaching point or learning activity, provides silent time to revise and consolidate, and maintains a pace that caters for a mixture of language levels and learning pace.

Category 5: Classroom power

The observer can note how the teacher or students makes a decision for particular purposes, such as the aim of the lesson in terms of learning outcome, the target skills or learning performances, and the planned activities.

2.3 Reflection levels

Reflection levels are of a significant concern. Shapiro & Reiff's model (1993) can serve as a basis for identifying student teachers' reflection levels. Shapiro & Reiff suggested a model of four levels: (1) philosophical level, (2) framework level, (3) interpretive level and (4) decision making level. The model was later elaborated by Larrivee (2000) as follows:

1. Philosophical level: this level refers to the teacher's core belief or underlying belief about a certain topic. For example, a student teacher may believe that teachers are role models for students; therefore, they are to possess certain characteristics such as kindness, dependability and trustworthiness. These beliefs can be detected from observation of behaviors.

2. Framework level: this level refers to the underlying principles that the teacher applies to organize experience and formulate beliefs. As exemplified at level 1, when the student teacher believes that a role model teacher is to have certain characteristics, the student teacher will adopt these characteristics as a framework for desirable behaviors.

3. Interpretive level: this level explains the connection of the observer's belief and the general plan for action. It indicates how the observer interprets the underlying principles into a general approach to daily practice. As exemplified at level 2, the observer adopts these desirable characteristics into behaviors. For instance, for one to become a dependable teacher, one is to listen to one's students with an open mind in response to their needs.

4. Decision making level: this level reveals how the teacher connects one's own core belief with an immediate decision. This is to examine the way the teacher approaches a problem on the basis of one's core belief.

In this study, the researcher would like to examine the student teacher's written journals. These journals record what the student teacher noted on what actually happened during the observation-- a running commentary on the events which occur in a lesson (Bailey, 2001). The researcher also would like to adopt Wajnryb's classroom observation tasks as a framework to identify teaching skills and strategies, and classroom management as recorded by student teachers in their journals. This will follow by the use of Shapiro & Reiff's model as a basis to detect student teachers' reflection levels.

3. Research Objectives

3.1 To investigate what the student teachers observe in terms of teaching skills and strategies, and classroom management.

3.2 To detect reflection levels of student teachers on their classroom observation as recorded in their written journals.

4. Research Methodology

4.1 Subjects

The subjects in this study were three undergraduate student teachers in their fourth-year at the Faculty of Liberal Arts, Kasem Bundit University. Their major was English for Communication, and their minor in Teaching English. Of the three student teachers, only one was later selected for this exploratory study on the basis of full participation and data provision for an analysis of (1) teaching skills and strategies, (2) classroom management, and (3) reflection levels. A model teacher was selected on a voluntary basis; she was an English instructor at the Department of English for Communication at the same university, and her classroom schedule was convenient for the subject to keep full participation and observation.

4.2 Research Instruments

The researcher used two instruments in the study. The first instrument was based on (1) teaching skills and strategies, (2) classroom management as identified by Wajnryb (1992). It was used to examine contents of the student teacher's journals for the two types of data as mentioned. The second instrument was Shapiro & Reiff (1993)' model adopted as a basis to detect student teachers' reflection levels.

5. Data analysis

The researcher analyzed the contents of all journal entries obtained from the subject. The contents were classified into small chunks of classroom observation tasks after Wajnryb (1992). These classroom observation tasks were categorized in two types: (1) *teaching skills and strategies* and (2) *classroom management*. The analyzed data are presented in tables and category descriptions.

6. Results

6.1 Categories of the subject’s journal entries

Ten journal entries written by the subject were analyzed in two categories: (1) *teaching skills and strategies* and (2) *classroom management*. It should also be noted that the extracts selected from the subject’s journals were copied as they were originally written; some grammatical mistakes and typographical errors were kept. Tables 1- 4 show how the student’s records on *Teaching Skills and Strategies* were identified into each category of the observation tasks. Table 5 displays the categories based on *Classroom Management*.

1. Teaching Skills and Strategies

Table 1: Presenting

WEEK	Presenting				
	The chronological events	The teacher’s voice	The physical position of the teacher in the classroom	The actual target language presented	The presentation mode
1	✓	✓			✓
2	✓				
3	✓				
4	✓				
5	✓				
6	✓				
7	✓				
8	✓	✓			
9	✓				
10					

Table 1 shows the journal entries being identified into each subcategory of presentation skills. It can be seen that the subject constantly recorded the chronological events. She occasionally noted the qualities of teacher’s voice and the presentation mode, but none was described about the physical position of the teacher in the classroom and the actual target language presented.

Selected weekly excerpts of the subject’s journal entries [language errors kept intact] in each category of the classroom observation tasks are given below.

Teaching Skills and Strategies

Category 1: Presenting

In the presenting subcategory, the subject tended to note what happened at different times, starting from how the model teacher led the students into the lesson and how she ended the lesson.

Subcategory 1: the chronological events

Week 1:

Entry on the model teacher

“The teacher comes to class early preparing aids for teaching. She greets the class while waiting for students come to class. She also mentions course syllabus and announces the quiz on the whiteboard. She reviewed the lesson last week connecting to the lesson today.”

Entry on the students in the classroom

“Everybody concentrated to the whiteboard and followed the teacher’s lecture.”

Week 2:

Entry on the model teacher

“Before starting the new lesson the teacher always reviewed the last topic in the last week in order to recognize the knowledge to the students. The class will be quiz before studying the new lessons. Today is quiz in the first week; the teacher describes how to do the examination clearly.”

Week 3

Entry on the model teacher

“I am an observer in the class; the teacher comes with a beautiful smile and good appearance. She greets the class with kindness and intimately to the students.”

Week 4

Entry on the model teacher

“Today is a special day of the teacher, she comes to class early waiting for her students and prepares the aids in teaching class. She returns the quizzes and homework to the students. If they have questions, she will always describe the mistakes to the students right away before quiz today and announces for mid-term exam to the students.”

“She is very surprised with this that her students gather together to make surprise for her birthday. The teacher has little tears until cannot teach the students anymore. So there is the end of the class early today because of the surprise birthday party. Everyone has happy time today with a beautiful smile of the teacher and they are enjoying party together in the class.”

Entry on the students in the classroom

“After quiz, some students take a break and disappear from the class. Finally, the students who disappear come back to the class with a big purple orchid and cake with a light candle to her.”

Week 5

Entry on class

“It is the end of the class before midterm examination and long days for happy New Year. The class is reviewing the lesson to prepare for the midterm examination.”

Entries on the model teacher

“She always checked the scores of homework and the quizzes, she returned the scores to let the students check the mistakes by themselves. When teacher came to class, she asked the students that so beautiful day today?”

“Teacher gives me a paper of the students checking the mistakes that is very exciting job in this time. There is a lot of homework before midterm examination to practice their skills in the class. She gives a guideline for exam that all of this involved the quizzes and homework. She encourages the students reading the homework and practice the exercise in the book. (The students can ask the questions to her before the exam, ...) she blesses the student good luck for examination.”

Week 6

Entries on the model teacher

“The lesson today is present simple tense and the teacher let the students read the meaning together. She asked the question about the rules of simple present tense. She explained a form of simple present tense and made joke in the lesson. When the atmosphere in the class was serious, she let the students stand up and play game to relax in the class. Another game was answering the questions from the teacher correctly then students were allowed to sit down.”

“She gave homework to the student by email every week to practice their skills.”

Week 7

Entry on the model teacher

“The atmosphere of studying in the class is very quiet; teacher comes to class early preparing the PowerPoint teaching today. It is including with the lesson, simple past tense. When students already come to the class, she begins to teach the lesson and always checks understanding of the student by repeating the description and concludes the lesson to the students. The teacher writes the information on the whiteboard because the students can follow her instructions easily.”

Week 8

Entry on the model teacher

“The teacher starts the lesson by using the question in the Passive and Active voice lesson.”

Week 9

Entry on the model teacher

“The Fundamental English IV class is almost finished; the lesson today is a tense review including all of tenses at the beginning until the closing of class. The teacher creates sheets that are summaries of tenses and also examples of how to use them in many ways.”

Week 10

Entry on the model teacher

“This is the last class today; teacher mentioned active and passive voice review in the class. She reviewed with the question about the rules of active and passive voice by repeating knowledge in the past.”

Subcategory 2: The teacher's voice

In this subcategory, the subject observed and noted the voice quality of the model teacher. Selected excerpts on the model teacher's voice are given below.

Week 1

“The class is very exciting because of her loud voices and a big laugh which are motivations for the students covering the lesson.”

Week 8

“Because of her voices always motivate the class automatically. The students enjoy study with the teacher especially when she is laughing in the class.”

Subcategory 5: The presentation mode

In this subcategory, the subject observed how the message or content was presented, as illustrated in one excerpt given below.

Week 1

“...She also mentioned course syllabus and announced the quiz on the whiteboard. Everybody concentrated on the whiteboard and followed the teacher’s lecture.”

Table 2: Eliciting

WEEK	Teacher Prompts							
	The language pattern	Wait time	The purposes that eliciting served in the lesson	The form of the question	The way the teacher responds to student response(s)	The way the students respond to the teacher prompts	Non-verbal signals that accompany the teacher’s verbal response	The teacher’s response to learners’ contributions
1								
2								
3								
4								
5			✓	✓				
6			✓	✓				
7								
8			✓	✓				
9								
10								

Table 2 indicates how the journal entries were subcategorized. It shows that the subject kept a record of the purposes of eliciting and the form of the questions that the model teacher used in the classroom.

Category 2: Eliciting

Selected excerpts of the subject’s journal entries in Category 2 are given for illustration in this section.

Subcategory 3: The purposes that eliciting served in the lesson

In this subcategory, the subject observed and noted how the model teacher elicited the students’ knowledge of the topic in the lesson.

Week 5:

“When teacher comes to class, she asks the students that so beautiful day today? She begins asking the question to let student share their feelings today.” [to attract and focus attention]

Week 6:

“She starts asking the question what the rules of simple present tense are.” [to allow the teacher to assess what is already known about a particular topic]

Week 8:

“The teacher starts the lesson by using the question in the Passive and Active voice lesson.

‘*What is the difference between Passive and Active Voice*’ said she, ...” [it is the way to engage the students into the lesson and to allow the teacher to assess what is already known about a particular topic.]

Subcategory 7: Non-verbal signals that accompany the teacher’s verbal response

In this subcategory, the subject observed and noted the non-verbal signal that the model teacher used to explain the meaning of words to facilitate the students’ understanding of the teaching point.

Week 6:

“The teacher *uses gestures* in the class to describe meanings of similar words, making it easy to understand.”

Table 3: Giving Instructions

WEEK	Giving instructions			
	Pattern in the teacher’s language	Segmenting/pausing; <i>the way the verbal message is segmented and the time between segments</i>	Language features; <i>voice qualities, cueing to aid memory, modeling, concepts questions</i>	Possible paradigm for instruction-giving
1				✓
2				✓
3				
4				✓
5				✓
6				✓
7				✓
8				✓
9				✓
10			✓	✓

Table 3 shows the subcategory of giving instruction. It reveals that the subject regularly kept a record of the forms of questions. It should be noted that the subject rarely noted the model teacher’s language features.

Category 3: Giving instructions

Subcategory 3: Language features

In this subcategory, the subject observed and noted the forms of questions that the model teacher used with the students in her class to check their understanding.

Week 10:

“The teacher always checks understanding of the students by using questions, “*can you follow? Yes?*”, said she.

Can you give me examples for active voice please? said she.”

Subcategory 4: Possible paradigm for instruction giving

In this subcategory, the subject observed and recorded the patterns of instructions regularly used by the model teacher. The italicized words are verbs often recorded in her notes. These verbs include: *check understanding, conclude, create sheet, describe, explain, give homework, has quiz, point to, remind, repeat, review and summaries.*

Week 1:

“She *reviewed* the lesson last week connecting to the lesson today. In addition, when the lesson has a new vocabulary, she always mentions and clearly explains to the students. They are happy with the way she taught them. Furthermore, she told a joke story relates to the topic that make the students relax and continue afterward. When she finishes

the topics she always checks the understanding of the students before going to the next. Moreover, she motivates the students all the time by giving attentions to the students. Sometimes, the teacher sings a song and gives activities without break to finish class early.”

Week 2:

“Before starting the new lesson the teacher always *reviewed* the last topic in the last week in order to recognize the knowledge to the students. Today is quiz in the first week; the teacher describes how to do the examination clearly. In the quiz including different parts; students circle the letters and matching them with meanings in the right order. They have separate seats and concentrate to the examination.”

Week 4:

“If they have questions, she will always *describe* the mistakes to the students right away...”

Week 5:

“She always *checks* the scores of homework and the quizzes, she returns the scores to let the students check the mistakes by themselves. If the students have questions, they ask the teacher. She observes the students’ scores from the quizzes. She encourages the students to read the homework and practice in the exercise book. The students can ask questions to her before the exam, she blesses the student good luck for examination.”

Week 6:

“The lesson today is present simple tense and the teacher let the students read the meaning together. She *explains* a form of simple present tense and makes joke in the lesson. When the atmosphere in the class is serious, she lets the students stand up and play game to relax in class. Another game is answering questions from the teacher correctly and sitting down.’

She *gives homework* to the student by email every week to practice their skills.”

Week 7:

“When students come to the class, she begins to teach the lesson and always *checks understanding* of the student by *repeating* the description and concludes the lesson for the students.

The teacher always observes the student’s participation in the class to evaluate understanding of the students. She also *concludes* and *points to* different rules in the topics.

So she writes the topics and examples on the whiteboard before going through the lesson together with the students.”

Week 8:

“Although they are a variety of students, she does not leave poor students behind. She teaches the students in detail and always *checks* understanding after finished the topics. After the lessons she *has* always *quiz* in the class. The quizzes involved with the details that she taught in the class. She will always *remind* the students to read the book to take the quiz. There are a lot of quizzes in her class for the students to do the tests and prepare themselves for the examination.”

Week 9:

“The Fundamental English IV class is almost finished; the lesson today is a tense review including all of tenses at the beginning until the closing of class. The teacher *creates* sheets that are *summaries* of tenses and also examples of how to use them in many ways.”

Week 10:

“She *reviews* with the question about the rules of active and passive voice repeating knowledge in the past.

The teacher always *checks understanding* of the students by using questions, “can you follow? Yes?, said she.”

Table 4: Managing Errors

WEEK	Managing errors						
	The instance of learner error; inaccurate or inappropriate language	The teacher's responses; what was said or signaled	A particular focus at that point of the lesson; on accuracy or fluency	How other students respond to a student's error; <i>peer correction, peer interaction or discussion of the error</i>	The evidence in the lesson of students' processing information	Opportunities for the students to <i>self-correct</i>	The teacher's language in response to an error
1							
2							
3							
4							
5						✓	
6							
7							
8							
9							
10							

Table 4 shows how the journal entries were classified into the subcategory of managing errors. It is interesting to see the subject noting the opportunities for the students' self-correction once in week five.

Selected excerpts of the subject's journal entries in Category 4 are given for illustration in this part.

Category 4: Managing errors

Subcategory 6: Opportunities for the students to self-correct

In this subcategory, the subject observed and wrote down how the model teacher allowed the students to do self-correction.

Week 5:

“They know their mistakes from the homework and the quizzes then fix the grammatical by themselves.”

Table 5: Classroom Management

WEEK	Managing classroom interaction: patterns of interaction	Managing pair and group work	Teaching and learning roles	Timing and pace	Classroom power
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Table 5 shows an unexpected result that the subject recorded nothing in the area of classroom management.

6.2 Levels of subject’s reflections

As for the subject’s reflection in her journal entries, the researcher found it in three categories dealing with teaching skills and strategies: *presenting, eliciting, and giving instructions*. Table 6 shows that the subject’s reflections fall into levels 1-3: philosophical, framework and interpretive. The subject’s journal writing allowed her to reflect upon her fundamental or core beliefs in teaching. She then organized these beliefs into her own framework. This framework served as guidelines for how she planned and organized her teaching based on what she had experienced in observing the model teacher. It should be noted that the subject’s reflection reached level 3 Interpretive as the evidence on the subject linking her beliefs with her plan of action.

Table 6: Reflection Levels

Levels	Presenting	Eliciting	Giving Instructions
Level 1: Philosophical <i>Core beliefs: A fundamental belief about human nature</i>	✓	✓	✓
Level 2: Framework <i>Underlying Principle: A principle that organizes experiences and beliefs; a framework for interpreting experiences</i>	✓	✓	✓
Level 3: Interpretive <i>Daily Practice: Linking of beliefs with a general plan of action</i>			✓
Level 4: Decision making <i>Strategies, Moves: Linking of beliefs with moment-to-moment decisions.</i>			

Selected excerpts of the subject’s reflections on *Presenting, Eliciting and Giving Instructions* are given below.

Level 1: Philosophical

Presenting

“When I was young girl, I extremely wanted to study with a beautiful and kind teacher. Likewise, *I would like to be a beautiful and smart teacher passing on knowledge to a student. Teacher is one of the careers which are an honorable career in the world. In*

my village, even an old man pays respect to the teacher. It shows that teacher has influence to others in the society especially in the villages. Therefore, *being teacher is very important and honor career in the society, you have to be proud to be a good teacher to create a good person for the society as well.* Everyone has own way choosing way of life in the future, it depends on personal dreams of each person.”

This excerpt shows the subject’s core belief of the teaching career. Based on her experience as a young girl, she believes that being a beautiful and smart teacher is one factor that makes the students want to study. In particular, her attitude toward the teaching career is very positive as she believes that this career is very honorable. She also notes that respect from an old man in her village for a teacher indicates the importance of the teacher’s role in her community. This philosophy of life embodies her core belief and values toward the teaching career.

Eliciting

“There are several ways to have effective teaching techniques, one of them is non-verbal in teaching. The teacher *uses gestures* in the class to describe meanings of similar words, making it easy to understand. *It is a very interesting technique to let the students pay attention in the class.*”

Giving instructions

“Important word that I really like “I will do not let you go home if you do not understand.” *It shows the spirits of a good teacher; teach the knowledge to the students until they obtain the right information and are able to apply skills in the real life.*”

“When I was a student in the past, my teachers had a variety style of teaching in the class. Sometimes I did not like to study, they tried to make me enjoy and feel relaxed by using game and gift for the win. My teacher who had a variety of teaching techniques, such as singing song; it was the way of relaxing for the students. *I really love this way because I imagine to my talent that is a beautiful voice. I would like to show my voice to students relaxing in the class like her. To be a teacher is not have knowledge only but you have a spirit of teacher too. Teacher is a model of the students to be good or bad that depends on the teacher. So to be a good teacher is very important in our world. The children become adults in the future and the teacher is important to show the right way to the students.*”

These excerpts show the subject’s reflection on the presenting category. The italicized parts illustrate the subject’s reflection on what she observed. It indicates that her beliefs in teaching were developed via her observation of the model teacher.

Level 2: Framework

Presenting

“*Appearances and personality are necessary factors to be a good teacher. It is the way receiving respect from a student and others.* Good appearance is one of the factors to be first impression to the students and others; it is not enough to be good on the outside but you have to be good in your mind as well. *Setting an example is important for the teacher to be like a “superhero” figure in their eyes.* If teachers are rude or inappropriate, they will have an inappropriate model for their behavior. Students of all ages need someone they can lean on, look up to, and be able to trust. Lastly, good appearances are important to give first impression and support the students to be enthusiastic in the class.”

Eliciting

“The teacher starts the lesson by using the question in the Passive and Active voice lesson. “What is the difference between Passive and Active Voice” said she, it is the way to conduct the student to the lesson. There are many techniques to lead the students to the lesson, ice-breaking activities and role-playing. These techniques are important to relax and let the student interest in the lessons. One of them is starting the lesson with questions; the teacher always starts asking questions to the students.”

“In summary, there are many techniques of teaching to be effective teacher. However, *there are many ways in developing the students’ skills*, teachers have to increase their skills in teaching too.”

Giving Instructions

“The quizzes and homework can measure the development of the students with the scores. These are practicing the skills of the students as well to do a lot of exercises. When they make mistakes, teacher knows about their weakness and also fixes them in the right way of their mistakes. *There are several ways to have effective teaching techniques, one of them is non-verbal in teaching.* The teacher uses gestures in the class *to describe meanings* of similar words making it easy to understand. It is a very interesting technique to let the students pay attention in the class.”

It can be seen from the given excerpts that the subject developed a framework for interpreting her experience. She planned for desirable teaching behaviors based on her core beliefs as well as the interpretation of teaching experience via observation.

Level 3: Interpretive

This level points to the connection between beliefs and general plan of action. It reveals the subject’s attitude toward a particular situation and how her *framework* is used to manage the given situation.

Giving Instructions

“How to be a good teacher? It is one of my questions when I started to study in teaching minor. When I face with this situation I think it hard to be like that. *I have to find a lot of skills to pass the knowledge to the students.* It is necessary to conclude or summarize the information to the students.”

This excerpt illustrates how the subject related her belief of being a good teacher to her possible action as she put it, *“I have to find a lot of skills to pass the knowledge to the students. It is necessary to conclude or summarize the information to the students”* It should be noted that the philosophical level in fact determines the orientation of the other two levels: *Framework* and *Interpretive*.

7. Discussion of major findings

7.1 Teaching skills and strategies

The evidence from the journal entries indicates that the subject observed all skill categories as earlier identified by Wajnryb (1992): (1) presenting, (2) eliciting, (3) giving instructions, and (4) managing errors. Presenting skills were shown in the subjects’ record of chronological events in the classroom. Teaching techniques were recorded of the model teacher to attract students’ attention, lead them into the lesson, present a new topic, check the students’ understanding, emphasize major points presented, review and finally conclude the lesson. The subject also noted the quality of the model teacher’s voice and

presentation mode. As for eliciting skills, the subject wrote down the purposes eliciting techniques used in the lesson, particularly the forms and types of questions and non-verbal signals. In the third category--giving instructions, the subject witnessed patterns of giving instructions and specific language forms and features. In the last category of managing errors, the subject noted the opportunities for the students in class for self-correction.

As seen in recorded journal entries, the subject learned a great deal through observing the model teacher using teaching skills and strategies in the classroom. This was an invaluable experience for the student teacher. As known, the significance of classroom observation was emphasized by earlier researchers Cogan (1973), Gallimore & Tharp (1992), Stofflett and Stoddart (1994), Bailey (2001), to name but the major ones. To these researchers, classroom observation was vitally important for teacher professional development. In particular, the use of the model teacher could facilitate student teachers' understanding of teaching practices in the real classroom context. Journal entries from classroom observation could clearly reflect what to be remedied in teaching skills and strategies as needed.

7.2 Classroom management

Journal entries collected by the researcher reveal that the subject tended to overlook classroom management. This aspect of classroom observation as emphasized by Wajnryb (1992) was not apparent in the obtained data. It could be interpreted that the subject perhaps loosely associated teaching procedure with classroom management like role-taking, interactions, or learning activities. It was obvious that the subject did not touch classroom management regarding time and pace or classroom power.

7.3 Reflection

The three categories--presenting, eliciting, and giving instructions—were reflected upon by the subject at level 1 *Philosophical* and level 2 *Framework*. At reflection level 1 *Philosophical*, the subject examined her core beliefs in teaching as derived from the interpretation of her observation and experience. Based on these core beliefs, she then developed her own framework for teaching practice. In this regard, it should be noted that the core beliefs at level 1 were interrelated with the interpretation of teaching practice at level 2. As for category 3--giving instructions was reflected by the subject at level 3 *Interpretive*—a link of core beliefs with a general plan of action, as seen in week 9. This seemed to suggest that the length of classroom observation could have impact on the subject's reflection levels. As seen in the analysis of journal entries at level 3, the subject connected her core beliefs [Level 1] with her interpretation of teaching practice [Level 2], and in turn linked her core belief with a general plan of action [Level 3] for her teaching. However, the obtained data did not show level 4 *Decision making*. This missing level could have stemmed from the observation context that did not seem to provide any opportunity for decision-making on the part of the subject. It was also possible that the missing level could have been caused by the fact that the subject did not witness a clear decision-making process shown by the model teacher in her observation.

The subject's obtained data show how she reflected upon what she observed in the classroom of the model teacher. Such reflections are vitally important as they reveal how observation experience could be absorbed for insights into teaching practice by student teachers. As pointed out by Shapiro & Reiff (1993) of this type of reflective significance, four reflection levels were: (1) philosophical level, (2) framework level, (3) interpretive level and (4) decision making level. The model was later elaborated by Larrivee (2000)

that these levels should deserve attention in professional training of student teachers as well as novice teachers.

8. Conclusion

This exploratory study was in support of professional training of student teachers utilizing two models—one by Wajnryb (1992) and Shapiro & Reiff (1993). The model by Wajnryb (1992) emphasized teaching skills and strategies as well as classroom management via classroom observation. In congruence with the first model, the model by Shapiro & Reiff (1993) highlighted the significance of reflection levels of the observer or the student teacher in examining the model teacher's teaching skills and strategies, followed by classroom management.

As seen in the major findings of the study, the researcher analyzed the student teacher's journal entries for records on teaching skills and strategies used by the model teacher in classroom observation. The conceptual framework of the model by Wajnryb (1992) enabled the researcher--the student teacher's supervisor--to see what the student teacher learned from the model teacher regarding skills or strategies in presenting, eliciting, instructing and managing errors. The researcher noted that five aspects of classroom management-- classroom interaction, pair and group work, teaching and learning roles, time and pace and classroom power--were not found in the subject's journal entries. As for four reflection levels in the model by Shapiro & Reiff (1993), levels 1-3 were found in the subject's journal entries: philosophical, framework and interpretive. However, level 4—decision-making—did not appear in the obtained data.

As shown in this study, the use of the models by Wajnryb (1992) and Shapiro & Reiff (1993) was to investigate what students teachers were to learn from observing classrooms conducted by the model teacher. The use of these two models proved possible for the student teacher supervisor to understand what was processed or overlooked by the student teacher. Such information could definitely shed light on the teaching practice areas that should deserve attention, followed by practical actions to be taken by the student teacher training team.

9. The Author

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