

<b>Republic of Iraq</b> <b>Ministry of Higher Education</b> <b>and Scientific Research</b>		<b>University of Basrah</b> <b>College of Education in Qurna</b> <b>English Department</b>
--------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

## Chapter Two: Exploration of Teaching

This chapter raises the following questions

- What are ways to explore teaching?
- how can teachers explore teaching through self-observation?
- How can teachers explore their own teaching through the observations of other teachers?
- How can teachers explore teaching through talk?
- How can teachers explore teaching through a teacher journal?

**Q1: What are ways to explore teaching?**

There are different ways to explore teaching as follows:

### **Read journal articles and books about teaching are learning**

One rather obvious way to develop our teaching is to read professional books and journals on teaching and learning languages. Such works will help us gain knowledge about ESL/EFL teaching. Since it covers a variety of topics relevant to the field such as lesson planning, classroom management, mixed level teaching, cooperative learning, task based language teaching to name just a few.

### **Read teachers narratives**

Reading about other teachers, experiences and narratives offers the new teachers glimpses into the realities of teaching.

### **attend professional conferences**

Another way to work on the development of our teaching ourselves as teachers is to attend professional conferences. These are good opportunities to hear what teachers in our own area are going in their classrooms and good opportunities to present our own techniques or action research.

### **Establish a mentoring relationship**

Another way to explore our teaching us through establishing a mentoring relationship with another teacher. Mentoring is an interpersonal ongoing, situated, supportive and informative. Professional relationship between two or more individuals. One of whom the mentor has more experience in the profession, craft or skill and the question.

### **Go together a teaching portfolio**

A teaching portfolio is another additional way to explore and develop our teaching. It helps teachers make sense of what they have learned, provides chances for them to think about teaching , demonstrates their competencies are recognizes the complexities of learning to teach.

### **Learn another language**

Another way to explore our teaching as language teachers is to learn another language. By doing so we can better understand the challenges that learners face. In addition we can gain more insight into understanding the language. Also why

<b>Republic of Iraq</b> <b>Ministry of Higher Education</b> <b>and Scientific Research</b>		<b>University of Basrah</b> <b>College of Education in Qurna</b> <b>English Department</b>
--------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

assuming the role of the learner we can gain insight into ways of teaching that seems to work on don't work at least within our language learning setting.

Do action research

This can be done so by, but was in problems based on what goes in the teachers classroom within a school or are we on systematically working through the problem by creating and initiating a plan of action, reflecting on the degree to which the plan works and then posing a new problem based on that we are use generator from the previous enquiry.

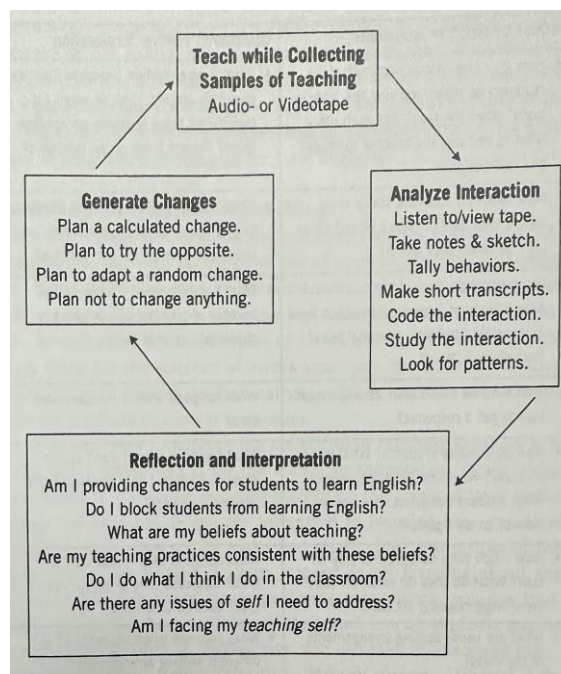
**Do a self-observation, Observe other teachers, Talk with other teachers and Keep a teacher journal**

Observation is another way to explore and have a low power teaching including observation of other teachers on so observation talking with other teachers about the teaching. We observe that a way to explore new possibilities in our teaching is by writing about teaching in a journal.

*Q: How can teachers explore their own teaching through the observations of other teachers?*

Teachers self-exploration year was this through a process of describing, analysing and reflecting on their teaching. To achieve this aim, the following cycle process of observation is created. The first step in this cycle is to collect the secretive sample of our teaching that can be analysed. This is followed by a reflection on multiple interpretations, the next step to consider how the same lesson

could be done differently and to draw up a teaching plan. Then by implementing the new plan cycle returns to the collection of samples of teaching.



### Collecting samples of teaching

The 1st step is to collect data of what is going on in the classroom. This means that you have a description of what actually goes on in the classroom that focus attention on some aspects of your teaching. This can be done through audio or videotape the classroom interaction using audio recorder or videotape. Audio recorder can be described as easy to use while upon using videotapes, give the advantage of recognising who's talking, and the possibility of studying non-verbal behaviours.

### Analysing the samples of teaching

The second stage is to analyse the collective samples of teaching, and this analysis depends

<b>Republic of Iraq</b> <b>Ministry of Higher Education</b> <b>and Scientific Research</b>		<b>University of Basrah</b> <b>College of Education in Qurna</b> <b>English Department</b>
--------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

on the object of your exploration. This can be done by either lesson or are you already recorded or by making sure transcripts from the audio or video tapes. Again, this depends mainly on the focus, or the reason behind your exploration. Sometimes you don't have certain exploration objects. In this case, we call it pure exploration . That's to say you do a video or or do you record. And goes through this record transcribing it. This transcriptions then can we simply studied to monitor what is happening and when.

### **Interpreting and reflecting**

After analysing make sense of the descriptions of a classroom interaction. To do so we focus on several questions like how does the interaction does the class provide chances for students learn the language? and how does the interaction, possibly block students from learning the language? Is a question can be narrowed according to or based on particular interest. Questions like what are my beliefs about teaching? and our my teaching practice is consistent with these beliefs? Do I do what I think I do in the classroom? Are there any issues of self I need to address? And am I facing my teaching self? Can also be asked.

### **Deciding on changes in teaching behaviour**

The last stage in the exploration cycle is to decide what changes we want to make in our teaching through such questions as what do I want to continue to do? And what the small changes do I need to make in my teaching behaviour? One

reason to change the way we teach is to solve a problem such as students don't talk. Instructions aren't clear student speak their native language too much. For example of some students are in talking during whole class discussions. The teacher may try group work to see if these students will talk with the classmates. The teacher discovers the students aren't understanding instructions when they are given orally the teacher might ride them on the board or on on overhead. Just to say, problem-solving is the usual way that the teachers made the decisions about what to change in the teaching.

### *How can teachers explore teaching through talk?*

The motive behind the idea of observing other teachers the classes is to gain knowledge of self in order to construct and reconstruct, our own knowledge. While observing other teachers as possible to collect samples of teaching in a variety of ways. We can take fasteners draw sketchers, tally behaviours and notes short transcript like samples of interactions. I was with collecting samples in our classes. It is possible to audio or video tape. Other teachers classes and photograph interaction. These tapes can be use later to analyse the classroom behaviours. Meanwhile, observers on the observed teacher should likely to meet to look at photos, Listen to tapes , view videos study short transcripts and talk about the class. By doing so, exploration is enhanced for all.

### *How can teachers explore teaching through talk?*

<b>Republic of Iraq</b> <b>Ministry of Higher Education</b> <b>and Scientific Research</b>		<b>University of Basrah</b> <b>College of Education in Qurna</b> <b>English Department</b>
--------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

Talking about teaching can offer chances to learn about and reflect on our own teaching. To do so, teacher are encouraged to learn observation visit, meet to talk about their observations in nonprescriptive nonjudgemental terms and generate alternative approaches to teaching. Also, they can talk about issues in teaching media and materials technology and mutual problems such as with the students, motivation and reasonable administrative demands and working conditions.

*How can teachers explore teaching through a teacher journal?*

We can explore teaching via writing in a journal. The purpose of writing in a journal is to have a blaze to record our observations of what goes on in our own and other teachers classrooms, write about our discussions, consider teaching ideas and reflect on our teaching. However, journals are also a place for us to raise doubts, express frustrations and raise questions.