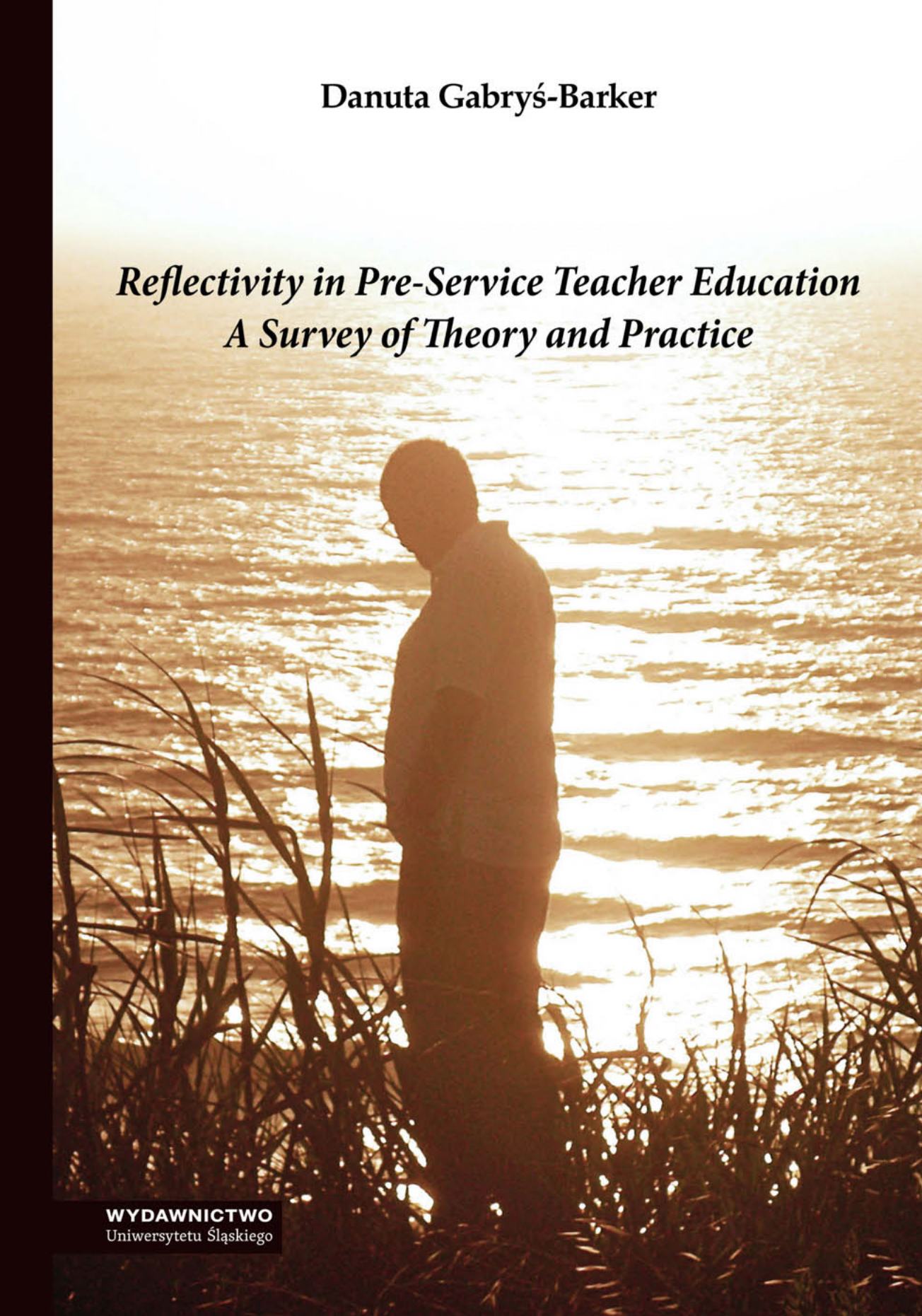


Danuta Gabryś-Barker

*Reflectivity in Pre-Service Teacher Education
A Survey of Theory and Practice*



WYDAWNICTWO
Uniwersytetu Śląskiego

Reflectivity in Pre-Service Teacher Education
A Survey of Theory and Practice

*To all my former students
who are now teachers of English
To Tony*



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Danuta Gabryś-Barker

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Wydawnictwo Uniwersytetu Śląskiego



Katowice 2012

[Kup książkę](#)

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Finally, I would like to point out that although enthusiasm may be the driving force in teaching and researching teaching, it is not enough. I would like to thank my husband Tony for his careful proofreading of the text in preparation. His patience and attention have been invaluable. Whatever deficiencies may still remain in the expression and argument of this book are, however, my full responsibility.

PREFACE

Motivation is at the heart of everything we do. It drives us to do things and determines how we should go about doing them. It determines our involvement and its intensity in certain actions, and thus brings about success or failure to perform adequately. The motivation I felt to write this book was to develop a new sensitivity towards teacher training at the pre-service level. Pre-service teachers are often referred to as “a special needs group”, and as such require special treatment.

Teaching is a learning process and insofar as it is a process it is longitudinal. The narratives presented here give evidence of this. They show how trainees learn from experience, how they reflect on their actions during and after they occur and how these reflections affect their future actions. All the verbal reports and narratives used in this volume are presented in their original unedited form. The decision not to edit the texts was dictated by the utility of showing not only the state of professional awareness of the trainees but also their language competence and ability to reflect in their L2. It is assumed that reflectivity is an important attribute of a good teacher (Russell, 2005). The trainees’ reflections are often very descriptive in nature and not productive. Thus one of the major points of focus in the discussion presented in this book is on the nature of reflection and on ways of developing it at the pre-service stage of teaching experience. All the subjects who participated in individual studies conducted by me and reported on in this volume constitute a fairly homogenous sample of trainees. They mostly came from towns, big and small, they did not for the most part come from economically disadvantaged backgrounds and their language learning histories as well as the teacher training programmes they followed were generally uniform.

This book was greatly inspired by Joachim Appel’s *Diary of a Language Teacher* (1995), which in the form of unstructured diary entries and thorough academic analyses of their contents presents the EFL teacher’s (the author’s

own) development throughout his years of school teaching experience. It is an invaluable source of knowledge based on experience, but also on the literature resources the author supports his analyses with. Additionally, it constitutes a very good read for teachers, who can easily identify with the classroom events (and their consequences) described in the diary entries by Appel, a teacher himself. These events were often critical incidents, which are the major object of study of this book.

This book attempts to offer comprehensive coverage of the issues discussed in it, such as the nature of productive reflection and thinking, critical incidents themselves and appraisal systems. It also aims to make the reader think about his/her own teaching experiences, be they at the beginning of a teaching career, connected with the insecurity and threat felt in the classroom by pre-service and novice teachers, or during the later stages of teaching. Simultaneously, the book hopes to bring back the enthusiasm for and passion connected with teaching, especially for experienced teachers who may be going through a period of professional burnout. Hopefully, the material it presents (especially in its empirical diary part) will be of interest to teachers of all levels, at different stages of their professional career and working in different educational settings. Although the empirical part (Chapter 5) reports on EFL pre-service teachers, the experiences reflected upon are not unique to this group of teachers but will be generally familiar to teachers working in other subject areas and on other types of course.

The opening chapter (Chapter 1) looks at teachers as a professional group. It discusses the important issue of teacher motivation, attitudes and beliefs which bear upon their presence in the classroom. The chapter considers the influence of teachers' biographies on their professional development at different stages of their lives. However, the main focus is on pre-service teachers as a group, which is presented on the basis of selected literature and the studies conducted with my own trainee-teachers. Chapter 2 lays out a more theoretical approach, as it sets out to present, illustrate and discuss the key concepts in teacher professional development. Those concepts relate to the understanding of the construct of reflectivity and its different forms, focusing on productive reflectivity and ways of developing it in teacher training programmes, but also by teachers themselves through implementation of action research projects in their own classrooms. Reflectivity is seen here as the key component of teacher knowledge and the major characteristic of a teaching process in the adapted paradigm of teacher training. Chapter 3 introduces theory behind the concept of the critical incident (CI), which is the focus of the empirical part of the book. In it, the principal characteristics and difficulties in identification and categorisation of critical incidents are defined and commented on. The chapter discusses their impact on teachers' perceptions of themselves in the teaching process. The theory is

illustrated with selected examples from published empirical studies investigating critical incidents in different teaching contexts. Chapter 3 therefore constitutes a thorough grounding allowing the reader to come to grips with the study data presented later in the book.

The overall intention of this book is to show how instruction in reflective teaching can be implemented in a teacher training programme by the introduction of diaries as a form of teacher reflection. Chapter 4 presents the teacher diary as a research tool for teachers, by showing examples of its use in various educational projects. It additionally reflects upon the experience of diary writing of the pre-service teachers used in the main study on critical incidents. The data here was collected by means of questionnaires on diary writing administered on completion of the diaries by the subjects. Chapter 5 discusses diary entries collected over a period of one academic year, in which 279 critical incidents were identified and analysed by the trainee-teachers themselves. The anonymity of the answers collected by me from the subjects was strictly maintained in the studies reported on in Chapters 1 to 4 to avoid any bias of interpretation, however one exception was made. That one exception was the diary study of critical incidents (Chapter 5) in which the trainees were sharing their entries with both the researcher and their peers in open discussion sessions organised systematically as feedback. This made the whole study more individually grounded and at the same time demonstrated the extent to which the problems encountered by individual trainees were actually shared by other teachers, which itself offered the subjects some degree of security and comfort.

The final part of the book (Epilogue) recapitulates some of the best ways to develop productive reflectivity in teacher training programmes by introducing classroom-based research and focused diary writing. It comments on the importance of individual involvement and personalised approach to teacher development, and on the role of affectivity in this process.

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DANUTA GABRYŚ-BARKER

Rozwijanie refleksyjności w programach kształcenia nauczycieli
Teoria i praktyka

Streszczenie

Niniejsza monografia poświęcona jest rozwijaniu refleksyjności i refleksyjnego nauczania oraz ich miejscu w programach kształcenia przyszłych nauczycieli języka obcego. Praca ma charakter zarówno teoretyczny, jak i empiryczny. Rozdział pierwszy poświęcony jest opisaniu profilu nauczycieli jako grupy zawodowej, ze szczególnym uwzględnieniem przyszłych nauczycieli i nauczycieli początkujących. Rozdział drugi definiuje refleksyjność i refleksyjne nauczanie oraz określa ich rolę w rozwoju zawodowym nauczyciela. Rozdziały trzeci i czwarty opisują narzędzia rozwoju refleksyjności: pamiętnik nauczyciela oraz zdarzenia krytyczne (ang. *critical incidents*) jako istotny element refleksji. Ostatni rozdział pracy przedstawia badanie przeprowadzone przez autorkę na grupie słuchaczy nauczycielskiego kolegium języków obcych, przyszłych nauczycieli języka angielskiego. Celem badania było wykształcenie umiejętności refleksyjnego podejścia do nauczania już na początkowym etapie rozwoju zawodowego nauczyciela. Badanie przeprowadzono, opierając się na pisanych przez słuchaczy pamiętnikach, w których identyfikowali oni i interpretowali zdarzenia krytyczne w klasie podczas rocznej praktyki pedagogicznej w szkole. Wnioski z badań są bardzo optymistyczne i ukazują rozwój samoświadomości młodych nauczycieli oraz wzrost ich motywacji do nauczania po wprowadzeniu modelu nauczania refleksyjnego opartego na prowadzeniu pamiętnika nauczyciela.

DANUTA GABRYŚ-BARKER

Die Entwicklung des Nachdenkens in den Bildungsprogrammen für Lehrer Theorie und Praxis

Zusammenfassung

Die vorliegende Monografie ist der Entwicklung des Nachdenkens über methodologisches Vorgehen in den Ausbildungsprogrammen für zukünftige Fremdsprachenlehrer gewidmet. Sie umfasst theoretische und empirische Probleme. In dem ersten Kapitel wird das Profil der Lehrer als einer Berufsgruppe mit besonderer Rücksichtnahme auf zukünftige und angehende Lehrer geschildert. Im zweiten Kapitel werden die Begriffe „Nachdenken“ und „durchdachte Unterrichtsmethoden“ definiert und deren Rolle in der Berufsentwicklung der Lehrer eingeschätzt. Die zwei nächsten Kapitel schildern die dem durchdachten Unterricht dienenden Hilfsmittel: ein Tagebuch des Lehrers und schwerwiegende Ereignisse (*critical incidents*) als ein wichtiges Element der Reflexion. Im letzten Kapitel wird die von der Verfasserin unter den Studenten des Fremdsprachenkollegs, zukünftigen Englischlehrern, durchgeführte Forschung besprochen. Das Forschungsziel war, die Fähigkeit einer überlegten Auffassung von dem Unterricht schon in dem ersten Stadium der Berufsentwicklung der Lehrer auszubilden. Die Verfasserin stützte sich dabei auf die von den Lehrerkolleghehörern geschriebenen Tagebücher, in denen die Hörer die während ihres einjährigen Schulpraktikums stattgefundenen, schwerwiegenden Ereignisse erkannten und interpretierten. Die Forschungsergebnisse sind sehr optimistisch und bezeugen, dass angehende Lehrer infolge des überlegten Unterrichts immer selbstbewusster sind und dass sie größere Motivation zur Arbeit haben.

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