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INTRODUCTION

Topicality of the final qualification paper. In the age of globalization learning foreign languages has become one of the most urgent necessities facing the modern society. The English language, which is becoming the language of the world communication, has entered all fields of life starting from education sphere to business, art, medicine, sport and many other fields. Knowing the foreign language and ability to communicate and understand spoken speech and written texts is a quality of an individual who wants to succeed in this society and get a myriad of information on any sphere. Over a billion people are currently learning English worldwide. There are 56 countries where English is an official language. Taking into consideration the importance of learning a foreign language, the government of Uzbekistan is paying a great deal of attention to teaching the English language to our people starting from the pupils of the first grade to adult. On December 10, 2012 The first President of Uzbekistan Islom Abduganiyevich Karimov signed a decree “On measure to further improve foreign language learning system”¹. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required. According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of the school in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year and in this way from year by year the knowledge of English is developed. And it gave us, to future English teachers, a huge opportunity to increase activities which can be effective and interesting for learners. One of the most important steps in teaching foreign language is to improve their language skills and for this, it is very important to know how to do it. Day by day, Uzbekistan making progress in increasing the quality of teaching English to achieve the European standards

¹Decree of the republic of Uzbekistan “On measure to further enhancement of system and teaching of foreign language”. - Tashkent.,2012.III1875

and useful strategies in teaching and enhancing productive skills play a great important role.

The object and the subject of the final qualification paper. The object matter is observation tasks of teaching English for pre-service teachers.

The subject matter is theory and approaches towards learner observation tasks.

The actuality of the final qualification work: Before teaching English to learners pre-service teachers should observe learners objectively. While observing pre-service teachers should learn different methods of teaching. According to them nowadays English is taught by many modern methods such as TPR, communicative, audio-lingual methods, in order to teach English language effectively.

The aims of the final qualification paper. The purpose of the following final qualification paper is clarifying learner observation tasks for pre-service teachers while teaching English.

The tasks of the final qualification paper.

- to learn about observation tasks;
- to point out exact tasks for pre-service teachers;
- to identify their functions in the lesson.

The degree of studiedness. There are different approaches to learner observation tasks. As in modern teaching process the main focus of the observation is the teacher. But Stefka Barócsi claims that learner observation can provide student teachers with suggestions for effective teaching and development. For example, the question of what should be the focus of classroom observations has many possible answers, therefore it opens prospects for future research. In this particular case it was the teacher trainer who made decisions about the areas to be observed, nevertheless, it might also be possible to find out whether pre-service teachers can design their own tasks. This approach can be essential if trainees want to explore teaching in the areas of their interest and choice. It will be most useful to explore whether observing and

recording can give studentteachers a better or different chance to experience the difficulties of the lesson and whether observing and recording can motivate them in a different way. In a follow-up study, more groups of learners and different task sheets can be integrated into the process of observation.²

The findings of Barócsi's research bear great importance on achieving a more successful learning environment in teaching practice.

Deniz Kurtoglu highlights in his research that learners can contribute as much to the teaching-learning process as peer teachers, with their simple yet valid observations, with their suggestions, and more importantly with the 'directions' they provide for a teacher's future exploratory practice.³

The novelty of final qualification paper. To compare different points of views of the linguists and find out more perfect approach towards learner observation tasks.

The theoretical and practical significance of the final qualification paper. The theoretical significance is that it can be used while teaching English language and it helps pre-service teachers to become better teacher. The significance is that the practical results and conclusion can be used in teaching language. They also can be used as examples or tasks.

The structure of the qualification work is as follows introduction, two chapters, six paragraphs, conclusion and the list of used literature.

²Barócsi Stefka. The role of observation in professional development in foreign language teacher education. Kispesti Deák Ferenc Secondary School. – Budapest, 2007

³Deniz Kurtoglu Eken. Through the eyes of the learner: learner observations of teaching and learning

CHAPTER I. OBSERVATION AS A PART OF TEACHING AND LEARNING PRACTICE

1.1 Approaches to observation in the language classroom

Observation in the language classroom is treated either as a research procedure for in-service professional development or as a learning tool for pre-service teachers. Hargreaves suggests that the 1970s were a `notable decade for classroom studies thanks to the number of projects and the wide range of methodological approaches, and he identified `three great traditions of studying classrooms - systematic observation, ethnographic observation and sociolinguistic studies. Sociolinguistics studies the aspects of linguistics applied toward the connections between language and society⁴. These aspects are not of prime interest for pre-service classroom observation that is why I do not dwell upon this approach in this paper.

Hammersley proposes that systematic observation and ethnography are treated as `self-contained and mutually exclusive paradigms`⁵. The further description of both of these approaches supports this idea. Croll illustrates some fundamental aspects of systematic observation as follows: explicit purposes which are worked out before data collection; explicit and rigorous categories and criteria for classifying phenomena; data should be presented in quantitative form to be analyzed with statistical techniques; any observer should record a particular event in an identical fashion to any other. Ethnographic approach involves a complete cycle of events that occur within the interaction between the society and environment⁶. Lutz defines ethnography as `a holistic, thick description of the interactive process involving the discovery of important and

⁴Hargreaves D. H.. Review of M. Ruttler et al. 15 00 hours. British Journal of Sociology of Education. 1980. – P. 211-216.

⁵HammersleyM.. Revisiting Hamilton and Delamont: a cautionary note on the relationship between `systematic observation and ethnography. In M. Hammersley, editor., Controversies in classroom research. –Milton Keynes: Open University Press,1986. – P. 135-167.

⁶CrollP.. Systematic classroom observation. – London: The FalmerPress,1986..

recurring variables in the society as they relate to one another, under specific conditions, and as they affect or produce certain results and outcomes in the society. So, systematic observation is described as highly eclectic studies of an event with pre-specified categories and detailed analysis is presented in quantitative manner whereas ethnography describes and interprets events holistically in their naturally occurring contexts.

An observer faces the dilemma in choosing systematic or ethnographic approaches. The main problem of ethnographical approach lies in its very nature - it is so broad that it demands a highly trained observer to do a competent and reliable observation. An untrained observer may be overwhelmed by the complexity of what goes on and not be able to focus on important events in the classroom. Pre-specified coding systems in systematic observation are exclusively concerned with what can be categorized or measured. Thus they may distort or ignore the qualitative features which they claim to investigate. At the same time limiting the attention of the observer can help improve reliability. Reliability and validity are the most important criteria for assuring the quality of the data collection procedures. The criterion of reliability provides information on whether the data collection procedure is consistent and accurate. The researchers suspect that observers may unintentionally impose their own biases and impressions on the observed situation. Seliger and Shohamy claim that for different types of data collection procedures different types of reliability are relevant. Thus they determine for the ethnographic approach the following types:

- a) inter-rater reliability (to examine to which different observers agree on the data collected from the observation);
- b) test-retest reliability (to check stability of data collection over time);
- c) re-grounding (to repeat the data collection and compare both results);

d) parallel form (to examine to which extent two versions of the same data collection procedure are really collecting the same data)⁷

To assure reliability different methodologists suggest involving at least two observers to carry a `sequential analysis or to achieve `inter-observer agreement. The idea of the former procedure is to carry out the analysis concurrently with data collection in the sense that `one may `step back from the data, so as to reflect on their possible meaning.

Thus further subsequent data gathering will direct the observer either to abandon or pursue the original hypothesis. In the later procedure two observers look at the same events from different locations to categorize these events and compare the outcomes. Using systematic schemes with pre-specified categories they refine, or `index the definitions and categories of observation by `applying in a consistent manner the procedures for data selection, collection, grouping, inclusion, exclusion etc.⁸Schemes of pre-service teacher education are always responses to the specific need to prepare teachers for the classroom. Barocsi claims that, “I have been involved in teacher training at the Centre for English Teacher Training (CETT) at EötvösLoránd University in Budapest since 1993. Up to the present, I have worked with fifty-four student teachers with a teaching practice longer than usual in the Hungarian teacher training institutions. In broad terms, my responsibilities include creating the frame and operation of the actual teaching experience at the school. This is achieved through ensuring that trainees become familiar with the different possible dimensions of teaching. Most crucial for development is that student teachers can obtain a better understanding and awareness of how to create a successful learning environment in the classroom. In recent years, marked attention has been directed towards the question of successful learning and teaching (Larsen-Freeman, 1991; Mitchell, 2000; Kramsch, 2000). While the cognitive aspects are still taken into account,

⁷Seliger H. W. and ShohamyE.. Second language research methods. – Oxford: Oxford University Press, 1989. – P. 450-501.

⁸CrollP.. Systematic classroom observation. – London: The Falmer Press,1986.

the new learning theories have shifted the focus of the language as input to questions about the process of learning as discourse and social relations. In this respect, the recent view of learning is that it is more complex and that knowledge originates from theory but also emerges out of the transformation and reorganization of experiences in the particular context.”⁹

This more general view of the process of learning has had an important impact on how foreign language teachers learn to teach. Apparently, the broad area of providing instruction, support and inspiration to student teachers can be approached from different aspects. However, it is necessary to look at what helps trainees improve their teaching behaviors. For instance, the role of the trainer as someone who offers guidance in practice is vital¹⁰. Elliott and Calderhead make the point that “in order best to facilitate professional growth, the trainer needs to have clear ideas about teacher professional development”¹¹. This statement has been supported by several researchers whose work is used as an analytical starting point in my study. With reference to the relevant literature, it becomes obvious that although the integration of theory and practice in foreign language teacher education has long been recognized, new approaches closely bound with exploratory and reflecting teaching have been adopted. While addressing experimental knowledge, more fruitful and beneficial ways of gaining the main ingredients of professional training. Taken together, new teaching and learning methods place emphasis on theory-presenting occasions for students to reflect upon issues when they arise in real life. On the whole, the implications are that teacher education needs to unite thought and action in order to be successful.”

⁹BarócsiStefka. The role of observation in professional development in foreign language teacher education. – Budapest: KispestiDeákFerenc Secondary School ,2007.

¹⁰Bodóczy C., & Malderez, A.. Out into schools. In P. Medgyes, & A. Malderez (Eds.), *Changing perspectives in teacher education*. – Oxford: Heinemann, 1996. – P. 59-74.

¹¹Elliott B., & Calderhead, J.. Mentoring for teacher development possibilities and caveats. In T. Kerry, & S. Mayes (Eds.), *Issues in mentoring*. –London: The Open University Press, 1995. – P. 25-29.

In line with the above considerations, the teaching practice, in which there are many different aspects and people involved, is inevitably related to the processes in the classroom. In these terms, another major issue will be addressed: observation. Classroom observation is widely recognized as a central component of teacher preparation and development. Research on the matter supports the view that observation is a useful tool in learning to teach. That is the reason why the knowledge and understanding of classroom observation, which accompanies the development of teaching skills, becomes crucial for the period of school-based training.

1.2 Learner as a central focus of observation

There are many reasons to set a learner in the center of the observation. Historically, due to the teacher-centered approach in education, observation was focused to the aspects of teachers' behaviors: opening /closing procedures, use of voice, handling discipline problems and many others. But all humanistic, language acquisition theories approach to the teaching process that an individual learner can bring his/her own experience, knowledge, ideas to the classroom. One of the main aims of the present teaching process is to help learners to be responsible for their learning progress, to promote their autonomy in language learning. To accomplish this aim, student teachers should know individual differences, learners' subjective needs and preferences. This knowledge will help them to make instructional procedures more flexible to individual learning pace and needs that enhance learners' involvement into learning process and learners progress accordingly.

An observation task is a focused activity to work on while observing a lesson in progress. Like a selective verbatim technique, it focuses on one or a small number of aspects of the teaching/learning process but covers nonverbal behavior as well. The purpose of the task is to collect actual facts or patterns of interaction that emerge in a lesson. The advantage of the collecting information with the help of selective tasks is that it provides a convenient means of

collecting data that frees the observer from forming an opinion or making a non-the-spot evaluation during the lesson¹².

To draw general conclusion about the techniques of observation I can say that some of them suggest either too broad or too narrow studying of the teaching process. It does not suit the main objectives of the Observation Weeks at the Teaching Practicum that are targeted to acquaint trainees with all the facets of the complex teaching/learning process gradually, to practice and develop trainees' observation skills.

The area of observation and the structure of the tasks are modified forms of the classroom observation tasks proposed by Wajnryb. The learner area covers the same focuses as were originally proposed, such as `the learner as a doer, `the learner motivation, `the learner level except the `classroom climate task. I have shifted the focus of `teachers attending behavior towards the learners to `classroom climate as this is the first meeting with the group of pupils and it is crucial to grasp the idea of social relationship between learners and teacher-learners, to make up a general impression about the degree of learners involvement into the lesson activities, their attitude to the language studying and the nature of language use at the lesson, either `drill to practice grammar or `real to communicate¹³. It should help trainees to become aware of other specific questions that influence learning process and learner development.

The focus of every task is sequenced according to its complexity from more general to more specific category. For example, the variable `learning styles requires higher inference categories than `motivation as student-teachers have to observe not only the language behaviour but the manner of approaching and processing the activity, and more descriptive language is entailed in their comments accordingly. Although, the evidences of language level seem to be easier to notice but student teachers are recommended to reflect upon the linkage

¹²WajnrybR.. Classroom observation tasks: A resource book for language teachers and trainers. – Cambridge: Cambridge University Press, 1991. – P. 320-480.

¹³Same source

between all the facets of the previous focuses and their influence upon the learner level.

Supervision includes a concern with the fact that it is always a special occasion when somebody is sitting at the back of the classroom. We move on to a consideration of the role and importance of observation in teacher education. Before elaborating on this important issue, it is useful to briefly consider what is meant by observation from the perspective of teacher education. While observation is viewed as an essential part of any teacher training programme, whether pre-service or in-service, it is regarded as the process of capturing the events of the classroom. As it is essential to ensure the least interference in the classroom, a fundamental issue of observation concerns the requirement of non-involvement. However, observers may cause conscious or subconscious frustration and pressure as well as having an impact on the classroom dynamics. At the same time, the underlying assumption is that observation is a powerful tool which gives participants opportunities to gather data and gain insights into the classroom. In Gebhard's words observation is "non-judgemental description of classroom events that can be analyzed and given interpretation"¹⁴. This perspective has roots in the view that collecting objective data goes beyond the classroom to establish a connection with another crucial aspect of the teaching-learning situation, particularly what is known as discussion. Observations are usually preceded and followed by discussions; therefore, when integrated in the broader context of teaching practice, classroom observations are perceived to play a significant role in teacher formation. In this study special weight is given to the experience of observing which requires more than the time spent in the classroom. In the language of this research, the term observation is mainly related to data collection in the classroom; however, the preparation and follow-up phases are considered equally essential. First and foremost, it is extremely relevant to note who observes who and for what purpose. Certainly, one teacher

¹⁴Gebhard J.. Models of Supervision: Choices! TESOL Quarterly 18. 1984. – P 501-513.

can observe another teacher for the purpose of self-improvement or research. There is also observation for assessment; indeed, this was the traditional, and often the only reason for observing teachers and classrooms. As for the teaching practice, it provides numerous opportunities for observation among the participants involved. In this particular context, although evaluation is inevitable, the emphasis is not on assessment as such but on professional development. According to Williams, classroom observations should be “developmental rather than judgmental”¹⁵ in the sense that they offer opportunities for teachers to improve their awareness, abilities to interact and evaluate their own teaching behaviors. There is no doubt that the classroom is a place where many processes of learning and teaching occur. In this respect, it is extremely relevant to consider what to observe and how to observe it. These are obviously integrated. What the teacher does and what really happens in the foreign language classroom are what is usually observed. However, apart from the teacher and his or her contribution to the situation, the learners and their contribution need to be described. It is also relevant to make decisions about which events we intend to describe in the foreign language classroom as well as which aspects to take into consideration. Furthermore, in order to observe the classroom and what goes on in it for the purpose of continued learning and exploration, it is essential to capture the events of the classroom as accurately and objectively as possible and not only to make a record of impressions. In this respect observation can be more global or more focused. The importance of observation procedures in addition to coding schemes has been emphasized in recent years. Regarding the types of observation, there are differences between observation processes in terms of how structured they are. On the one hand, highly structured observation has a clear focus and involves carefully prepared schedules, rating scales and coding systems. Semi-structured and unstructured observation, on the other hand, have

¹⁵Williams M.. A developmental view of classroom observations. 1989. – P. 85-91.

far less clear foci; they therefore require less preparation but take longer to analyze¹⁶.

In order to ensure deeper understanding of the classroom, the suggestion is that one should focus on broader categories or more specific issues.

For classroom observation as a learning tool Richards (1998:143) proposes three perspectives on a lesson for pre-service training to develop a deeper understanding of how and why teachers teach the way they do and the different ways teachers approach their lessons. They are:

1) Teacher-centered focus: the teacher is primary focus; factors include the teacher's role, classroom management skills, questioning skills, presence, voice quality, manner, and quality of instructions.

2) Curriculum-centered focus: the lesson as an instructional unit is the primary focus; factors include lesson goals, opening, structuring, task types, flow, and development and pacing.

3) Learner-centered focus: the learners are the primary focus; factors include the extent to which the lesson engaged them, participation patterns, and extent of language use.

Wallace¹⁷ substitutes the focus on the curriculum with the focus on the context in which the teacher teaches: the classroom layout, the teaching aids available and how they are used.

Low-inference and high-inference categories. The presentation of items involves constructing sets of categories into which occurrences must be coded unambiguously. In this respect he introduces low-inference and high-inference measures. Low-inference categories include things that can be counted or coded without the observer having to infer their meaning from observable behaviour. Such categories according to Allwright¹⁸ involve the number of times the

¹⁶Croll, P.. Systematic classroom observation. –London: The Falmer Press, 1986.

¹⁷ Wallace, M. J.. Training foreign language teachers. – Cambridge: Cambridge University Press, 1991.

¹⁸Allwright, D. Observation in the classroom. – London: Longman, 1988. – P.18-60.

student raises her/his hands, or the frequency with which the teacher uses the students name. High-frequency items demand that the observer make a judgement that goes beyond what is immediately observed. The samples of this type of categories cover factors like learners attention, or the social climate. I can conclude that observation data should cover categories of observable behaviour that does not require much interpretation.

Another motive that drives the idea to design learner observation tasks is the reports of the trainees after the teaching practicum. They have noted that `students are of different levels but they are given the same tasks; tasks for students with lower level should be adapted; students should have not only group work but individual work; pupils demonstrate lack of interest in doing some tasks. These quotes clearly indicate pre-service teachers awareness of individual differences and importance of individual approach to every learner or a group of learners. However, student teachers enter the classroom with `a critical lack of knowledge`¹⁹ about pupils. To acquire knowledge of pupils, direct observation appears to be crucial. This requires structured guided observation that allows trainees to study pupils behaviours, to know their differences and needs to respond them appropriately through a variety of learning activities in their future lesson planning.

In an extensive review of hundred studies of beginning teachers Barocsi²⁰ ranked classroom discipline, motivation of students, and individual differences among students as their first three concerns. The purpose of compiling learner observation tasks is to change in the trainees knowledge of a class in terms of a progression: beginning with classroom climate and management, moving to motivation of students and their individual learning styles, and finally turning to students language proficiency.

¹⁹Kagan, D. M.. Professional growth among pre-service and beginning teachers. Review of Educational Research. 1992. – P.129-169.

²⁰BarócsiStefka. The role of observation in professional development in foreign language teacher education. – Budapest: KispestiDeákFerenc Secondary School ,2007.

1.3 Classification of errors in the process of observation

There is always the possibility of error in the observation process. Freeman reviews classifications of errors in representing data in psychological and social studies. Some of these errors frequently occur when making judgements and primarily concern language behavior²¹:

- a) error of central tendency
- b) error of leniency or generosity
- c) primacy or regency effect
- d) halo effect
- e) logical error

A first error occurs in using a rating scale. It is called the effect `central tendency in a series of judgements about objectivity of quantifiable stimuli, when the large stimuli are underestimated and the small ones overestimated.

An error of leniency or generosity could arise in making favorable verbal judgements using personality scales. It is clarified that in the personality scales a number of questions relating to one particular personality trait are drawn together and the answers to these questions are given in the form of `yes, `no, `sometimes, `often which might not reflect objective reality.

A third error occurs as a result of the order in which perceptual events happen. The problem is that in behavior testing the first impression could have a distorting effect on later data collection and thus lead to errors. Bailey admits that in diary keeping, events that are embarrassing or painful when they occur `often lose their sting after weeks of reflection.²²

A fourth error, halo effect, it is described when the evaluator `has the tendency when judging a personality trait to be influenced by a general impression or a salient characteristic.

²¹Freeman D.. Teacher training development and decision making: a model of teaching and related strategies for language teacher education.1989. – P 69-86.

²²Bailey K. M. Language teacher supervision: A case-based approach. – New York: Cambridge University Press, 2006. – P. 40-95.

Logical errors or error of theory reveals due to the theoretical assumptions of the observer. It is now widely accepted that observation is always `theory-laden. He continues that observations cannot be `pure, free from the influence of background theories or hypotheses or personal hopes and desires. Bailey supports this assumption in that `most research methodologists are now aware that all data are theory-, method-, and measurement-dependent. As Bailey suggests in conducting pure research it is better to avoid reading the research literature in the field, to keep from biasing the results²³.

Seliger and Shohamy²⁴ present classification of data collection procedures according to the degree of explicitness. On one end of the scale they set broad and general techniques which do not focus on a particular type of data and are considered to be of a low degree, while at the other end they tend to put procedures which are more explicit and structured and thus reveal high degree of explicitness. Collecting data by procedures of a low degree of explicitness is done by means of open and informal description, which tends to be done simultaneously with its occurrence. Typical procedures of this kind are field notes, records, diaries, journals, lesson reports, personal logs, life history accounts, informal interviews with the subjects of observation. Collecting data by means of procedures of a high degree of explicitness involves the use of formal and structured types of data collection procedures. Examples of such procedures are interaction schemes, checklists, observation schedules, observation tasks, formal interviews, surveys, structured questionnaires, case studies, rating numerical scales. Different procedures imply different techniques for data collection. Data obtained from more structured observations are presented in the form of checks, tallies, frequencies, and ratings, while data

²³ Bailey, K. M.. Language teacher supervision: A case-based approach. –New York: Cambridge University Press,2006

²⁴Seliger, H. W. and ShohamyE.. Second language research methods. – Oxford: Oxford University Press, 1989. – P. 450-501.

obtained from the informal observations are presented in the form of narration, field-notes, or transcripts.

According to this classification I am going to describe a range of procedures that are applied to pre-service classroom observation.

Field notes are records of naturalistic observation in the natural context of the behavior researched through direct listening and watching. The main focus of observation notes is accurate description rather than interpretation. An observer can write down interesting details on various aspects of school life in general and of the teaching process in particulars. Each observational note represents a happening or event - it approximates who, what, when, and how of the action observed. McKernan considers field notes as a useful tool as:

1. they are simple records to keep requiring direct observation
2. no outside observer is necessary
3. problems can be studied in the teachers own time
4. they can function as an aide-memoire
5. they provide clues and data not dredged up by quantified means.

At the same time an observer should consider some drawbacks in the use of this technique presented by McKernan as follows²⁵:

1. It is difficult to record lengthy conversations
2. They can be fraught with problems of researcher response, bias, and subjectivity
3. It is time-consuming to write up on numerous characters
4. They are difficult to structure
5. They should triangulate with other methods, as diaries, analytic notes.

The case study. Elliot and Ebbutt²⁶ treat case study as a research technique in which teachers identify, diagnose and attempt to resolve major problems they

²⁵McKernan J. Curriculum action research: a handbook of methods and resources for the reflective practitioner. – London: Kogan Page. 1996.

²⁶Elliott B., & Calderhead, J.. Mentoring for teacher development possibilities and caveats. In T. Kerry, & S. Mayes (Eds.), Issues in mentoring. –London: The Open University Press, 1995. – P. 25-29.

faced in teaching for understanding. Richards considers case materials help students to explore how teachers in different settings arrive at lesson goals and teaching strategies, and to understand how expert teachers draw on pedagogical schemes and routines in the process of teaching. McKernan reminds that the researcher or an observer should use a conceptual framework, which can relate to existing science. So, the researcher employs various concepts to make sense of the observed data²⁷.

Richards enumerates advantages for using case studies in teacher education:

1. students are provided with vicarious teaching problems that present real issues in context;
2. students can learn how to identify issues and frame problems;
3. cases can be used to model the process of analysis and inquiry in teaching;
4. students can acquire an enlarged repertoire and understanding of educational strategies.
5. cases help stimulate the habit of reflective inquiry.

Diary/journal. Some research employ both terms equally. Allport has made the point that the spontaneous, intimate diary is the personal document par excellence. Many researchers have kept diaries as self-evaluative tool of their own experience. The most notable study of a diary keeping method is described by Bailey. She has used the diary study approach as one option for the classroom-centered research project required in the practicum. The resulting journals have focused on issues related to lesson planning and creativity, time management, problems faced by non-native teachers of English, classroom control, group work, and difficult student-teacher relations. Bailys sense of result is that diaries were often extremely useful exercises for the teachers-in-preparation, both in generating behavioral changes and in developing self-confidence.

Requirements to write the diary entries she identifies as follows:

²⁷ Richards, J. C.. Beyond Training. – Cambridge: Cambridge University Press,1988

to set aside time each day immediately following the class, in pleasant place free of interruptions;

the time allotted to writing about the language teaching or learning experience should at least equal the time spent in class;

to set up the conditions for writing so that the actual process of writing is or can become relatively free. It's difficult in getting started.

In recording entries in the original uncensored version of the diary, one should not worry about style, grammar, or organization. The goal is to get complete and accurate data while the recollections are still fresh. Her studies reveal some problems in keeping diaries. In actual practice, students experience difficulties in describing events freely, the process of writing seems to be tedious for them; they do not get used to criticize, reflect, express frustration, and raise questions in written form. Some students were reluctant to edit their private journals.

It is considered that the journal is not a personal diary. They emphasize that the journal is a place to go beyond notes made during observation by exploring, reacting, making connections. The journal entries are intended to be polished pieces of writing. But as diaries, as journal are not assessed. The problem with assessment is in that there is no rigid regulation about the frequency of entries per day or week. It depends on the nature and structure of the course. At the same time writing every week is considered to be productive since the journal is meant to be ongoing. Sometimes students need to process what they are reading and make connections among a number of readings.

Benefits of using journals Porter sees as:

1) students can get help with areas of course content where they are having difficulty; get a teachers' response;

2) they promote autonomous learning, encouraging students to take responsibility for their own learning and to develop their own ideas;

3) students can gain confidence in their ability to learn, to make sense of difficult material, and to have original insights;

4) the journal encourages students to make connections between course content and their own teaching;

5) the journals create interaction beyond the classroom, both between teacher and student, and among students. It allows an ongoing dialogue between teacher and students;

6) the journals make class more process oriented. Students input can in part shape the curriculum. The teacher can use this information to restructure the course.

Anecdotal records McKernan refers to narrative-verbatim descriptions of meaningful incidents and events which have been observed in the behavioral setting. They focus on narrative, conversation and dialogue and provide short, sharp incisive summaries of points that stick in the mind after the event. Anecdotal records are treated to be useful in teacher training education because they directly observe behavioral data which enable students to `see the incident and gain `inside perspective. One of the key tasks for the observer is to watch for the beginning and ending of `episodes of behavior. McKernan sets some disadvantages of anecdotal records that are similar to diary keeping and journal as any piece of descriptive writing, such as:

1. they require extensive time to observe, write and interpret;
2. maintenance of `objectivity is difficult;
3. observers require training in the use of anecdotes;
4. they are often reported without taking accounts of setting;
5. read out of context, they can be misunderstood and misinterpreted;
6. some observers focus on `negative or `undesirable events only.

Personal action logs McKernan defines as record sheets which document a researchers' activities over a lengthy time period `to get a full-blown representation of a day. He clarifies the purpose of log-keeping as `to direct trainees' attention towards areas they may have overlooked or avoided; to measure the trainees' assessment against our own; to make adjustments, if necessary, to the course design and/or content. Logs may be kept in chart

summary form, describing the main events with time sampling or in a more descriptive form similar to a diary. At the same time personal logs are recommended to keep over a lengthy period of time and in connection with more extensive accounts, such as field notes, diaries and audio transcripts to validate findings.

The use of check-lists suggests the formulation of well-defined and clearly delineated behavior categories, which in turn presupposes more than a superficial acquaintance with the data. It is used to focus the observers' attention to the presence, absence, or frequency of occurrence of each point of the prepared list as indicated by checkmarks. Thus a prerequisite for obtaining reliable and valid data from check-lists is a set of clearly defined categories. For this reason, a check-list would be unsuitable for recording behavior with which the observer was not completely familiar or for recording the complete range of activities in a free-field situation. The researchers confirm that although in principle a large number of categories are feasible, in practice an observer is unable to cope reliably with more than fifteen. Different methodologists notice that as the number of categories increase, the problems involved in scanning these. That is why Hutt and Hutt offer from a practical view to have check-lists as compact as possible, since they are most commonly used in those situations where the observer is attempting to record unobtrusively and with the minimum of distraction to the subject.

The greatest advantage of check lists is the facility and speed with which they can be analyzed, as observer just ticks off phenomenon against an appropriate category by mere observation. Measures that might be easily obtained are as follows:

1. frequency with which there is a change in activity;
2. number of different activities;
3. number of stimuli encountered;
4. duration of specific activity;
5. changes in nature and duration of activities with time.

However, McKernan admonishes that the arrangement of the points is crucial in that sequence in task completion should be logical and sequential. An observer or designer of this instrument must ensure that:

1. points to be observed are listed in their actual sequence of happening;
2. all similar attributes are included in categories;
3. all the relevant and specified points are listed.

Over the years' numerous observation schemes have been developed for recording classroom interaction. Chaudron, modifying the analysis originated by Long (1980), identifies twenty-four various schemes. In his review Chaudron points out that Long has included only those instruments which were designed to observe verbal interaction in a classroom, whereas the range of categories is great due to various purposes of observation. Chaudron interprets categories as²⁸:

- a) social interactive
- b) pedagogical
- c) objective behaviour
- d) semantic or cognitive content of behaviours
- e) type and grouping of participants

For teacher training purpose Chaudron recommends to apply eleven schemes among it is conducted in real time coding and categories of schemes refer to low degree of inference. Advantages of interaction schemes as the basis of reflection in experiential knowledge are described by Wallace²⁹ and he claims that these systems

- 1) objectify the teaching process;
- 2) provide a reliable record (by a trained observer);
- 3) promote self-awareness in the teacher;
- 4) provide a meta-language, which enables teachers to talk about their profession;

²⁸Chaudron, C.. Second language classrooms: research on teaching and learning. –Cambridge: Cambridge University Press, 1988

²⁹ Wallace, M. J.. Training foreign language teachers. –Cambridge: Cambridge University Press, 1988

5) make teacher training more effective by improving the quality of teaching.

At the same time systematic observation schemes have some critics. Main critique is levelled at the use of pre-specified categories to `code or classify the behavior of teachers and pupils, which cannot capture and reflect the whole complexity of classroom life.

Delamont and Hamilton identify seven criticisms of systematic observational systems:

1) Systematic observation provides data only about `average or `typical classrooms, teachers and pupils.

2) All the interactional analysis systems ignore the temporal and spatial context in which the data are collected as most systems use data gathered during very short periods of observation the observer is not expected to record information about the physical setting.

3) Interaction analysis systems are usually concerned only with overt, observable behavior. In the case if intentions lay behind the direct behavior an observer must himself impute the intention.

4) Interaction analysis systems are concerned with `what can be categorized or measured. They may obscure, distort or ignore the qualitative features which they claim to investigate, by having ill-defined boundaries between the categories.

5) Interaction analysis systems focus on `small bits of action or behavior rather than global concepts. Delamont and Hamilton clarifies that there is a tendency to generate a superabundance of data which must be linked either to the complex set of descriptive concepts or to a small number of global concepts.

6) The systems utilize pre-specified categories.

7) Placing arbitrary boundaries on continuous phenomena obscures the flux of social interaction.

Walker and Adelman emphasize the problems of recording child-child talk and objectivity of incorporating this kind of talk into the normal flow of teacher-

centered classroom. They illustrate that there is no research instrument to code the spontaneous talk or social function of jokes and humor. `Talk is seen to be a highly complex, problematic activity, rich in contradictory and bizarre meanings and frequently with difficulties and confusions³⁰. This organization is taken for granted in observation schemes.

McKernan reviews various styles of rating scales - category, numerical, graphic and pictorial. They all share the common feature of having a rater place an object, person or idea along a sequential scale in terms of estimated value to the rater. Rating scales are treated as helpful instrument to measure non-cognitive areas where an observer is interested in cooperativeness, industriousness, tolerance, enthusiasm, group skills. At the same time McKernan notes that all rating sheets need to:

- a) include observable behavior;
- b) rate significant outcomes as opposed to minor or trivial behaviors;
- c) employ clear, unambiguous scales - never to use less than three, nor more than ten points on a scale;
- d) arrange for several raters to observe the same phenomena to increase reliability of ratings;
- e) keep items short and to the point.

Rating scales are opposed to direct observation as an assessment strategy. Nevertheless, Sattler points out that rating scale may not correspond with data obtained by the way of direct observation. He suggests that the internal consistency and `inter-rater reliability are important features of behavior rating scales. Another criticism of observational data obtained through ratings is in that they involve human judgment and the sample of behavior may be limited.

Selective verbatim. This technique is described by McKernan. Unlike interaction analysis the selective verbatim techniques is directed at studying `selective verbal reactions. These are interactions that reflect effective or

³⁰Walker R. and Adelman, C.. Strawberries. In M. Stubbs and S. Delamont, editors., Explorations in classroom observation. – London: John Wiley & Sons, 1976. – P 133-150.

ineffective teaching. The procedure involves recording of the actual words and further analysis. The main advantage of the selective verbatim technique is in that it allows an observer to concentrate on one aspect of the teaching/learning behavior at a time and it provides an objective non-interpretive record of verbal behavior, which can be analyzed later.

Observation tasks. An observation task is `a focused activity to work on while observing a lesson in progress. Like a selective verbatim technique, it focuses on one or a small number of aspects of the teaching/learning process but covers nonverbal behavior as well. The purpose of the task is to collect actual facts or patterns of interaction that emerge in a lesson. The advantage of the collecting information with the help of selective tasks is that `it provides a convenient means of collecting data that frees the observer from forming an opinion or making a non-the-spot evaluation during the lesson.

To draw general conclusion about the techniques of observation I can say that some of them suggest either too broad or too narrow studying of the teaching process. It does not suit the main objectives of the Observation Weeks at the Teaching Practicum that are targeted to acquaint trainees with all the facets of the complex teaching/learning process gradually, to practice and develop trainees' observation skills.

CHAPTER II. THE ROLE OF OBSERVATION IN PROFESSIONAL DEVELOPMENT IN FOREIGN LANGUAGE TEACHER EDUCATION

2.1. Outline of the teaching situation

Observation plays a central role in practice teaching, both observation of your teaching by your cooperating teacher and supervisor, as well as your own observations of your cooperating teacher's class. Other school staff may also wish to observe one of your classes from time to time, such as the principal, the vice-principal, or a senior teacher, so you need to prepare well for every lesson in the event that someone asks to observe your teaching. You may also have the opportunity to observe other teachers in your host school and to review video recordings of your own teaching and that of other student teachers in your teaching practice seminars. The purpose and nature of observation, however, differs according to who participates in the observation process. For example, in observing your cooperating teacher's class your focus will be on how the teacher teaches, on such things as how the teacher creates a positive atmosphere for learning, on the strategies and procedures used by the teacher in setting up activities, on the way the teacher gives instructions and explanations, and how he or she gives feedback to learners. As a novice teacher you will not be evaluating your cooperating teacher's teaching. When you are being observed by your cooperating teacher or supervisor, however, the focus will often be on how well you carried out different aspects of the lesson. In this chapter we deal with both kinds of observations.

There are several ways of teaching foreign languages. And, nowadays it is going on that to find new way of effective teaching new language in a very short period of time. In Bulgari it was held the experience on teaching new language in 90's. According to that experience that, "The Centre for English Teacher Training (CETT) at Eötvös Loránd University in Budapest began its work in the 1990/91 academic year. The course of study was created in order to satisfy the increasing demand for English language teachers in Hungary and accordingly the great need to train these teachers effectively in a comparatively short period of time. The traditional Hungarian model of teacher training used to provide five years of study including a two-month (about fifteen isolated lessons) teaching

practice when one trainee teaches a group of learners under supervision. In contrast to the traditional way of educating foreign language teachers, CETT offered three years of study with one major, but including a whole school year (between one and two hundred hours) of teaching practice when a pair of trainees taught a group of learners. While maintaining its focal role, due to budgetary reasons the teaching practice component (in the third academic year) was reduced to a period of one school term (about sixty lessons) in 2001. The three-year program, described in detail in Medgyes and Malderez, led towards a three-year college-level (B.Ed.) teaching degree and not a full (M.A.) university degree. However, this degree entitled graduates to teach in both primary and secondary schools. In addition, graduates had the opportunity to continue their studies in the regular philological program at Eötvös Loránd University, which provided them with a full M.A. in two years' time. Most students took this opportunity to achieve higher qualifications. In order to comply with the rapidly changing global environment and the new requirements, the Centre for English Teacher Training introduced a revised four-year programme in 2002. The programme obliged the participants to become double-major students. It must be noted here that, regarding curriculum issues, i.e. the kind and number of classes students received, the two programmes were practically the same. The main difference lay in the timing of the teaching practice component within the programme. For students following the new programme, the teaching practice took one semester and was in the fourth year. As for the number of credits, the CETT type of teaching experience was equal to the general college teaching practice but the project for teacher training could still place special emphasis on the length and quality of the period of teaching practice. The course of study at CETT was innovative in that it involved team teaching as a special form of teaching in an extended teaching practice - a period leading to personal and professional growth. Ryan highlights the main differences in priority that emerge from comparison of the two models, namely the traditional one and the model offered by CETT. These differences are not only in the number of years

from entry to graduation. The most striking difference between the two models lies in the amount and nature of teaching practice. The course of study at CETT was innovative in that it involved team teaching as a special form of teaching in an extended teaching practice - a period leading to personal and professional growth. Ryan highlights the main differences in priority that emerge from comparison of the two models, namely the traditional one and the model offered by CETT. These differences are not only in the number of years from entry to graduation. The most striking difference between the two models lies in the amount and nature of teaching practice involved. CETT students have the opportunity to participate in a unique teaching practice, in the course of which a pair of trainees takes full responsibility in the teaching environment. First and foremost it takes place in ordinary primary or secondary schools. Trainee teachers take a class in a school, working in pairs, and they teach the class for the whole term. Trainees are actually responsible for the class and they are the only people teaching the students. The trainee and his or her partner are required to be in the classroom throughout all their lessons, even if only one of them is conducting the lesson. Trainees are also strongly advised to carry out the lessons as a team but they are given considerable freedom at this point. On a sustained and systematic basis, student teachers are supported throughout their teaching practice by both their school-based teacher trainer and their CETT-based classroom studies tutor as well as their partner. Team teaching is surely the essential basis of the scheme. It has a general educational value and can be considered as a useful and valuable experience however, it is beyond the scope of this paper to elaborate on this issue. Suffice it to say that in practice, team teaching strengthens the process of reflection and offers a great opportunity for observation. Working with a partner during teaching experience is particularly useful because it creates an effective learning environment. Apart from in-class work, the process also requires collaboration before and after lessons. Besides pre-and-post lesson discussions with their peer and teacher trainer at school, student teachers have weekly sessions with the classroom study tutor at the

university. During these sessions trainees (pairs teaching at different schools) work in groups of six or eight and discuss different classroom situations and behaviors. Student teachers are also expected to reflect on important issues when keeping diaries and journals about their teaching practice. Developing self-awareness in this way can be considered as an extremely important stage of teacher education and development. Trainees also have to write their thesis on topics related to their teaching practice, the research and experience gained in the classroom.” According to above mentioned ideas in our Uzbekistan accepted four academic years to teach foreign language to the students. And, it gives better result for their future carrier. The reason lies under the fact that, in three academic year students learn new language, along with that they learn the theories of teaching foreign language and they are informed the newest methods. Moreover, it is claimed that two and half month pedagogical teaching practice for new learner pre-service teachers results effectively in for new future teachers. The study yielded several findings. Both my own notes and observations and the participants’ comments indicated that initially, at the start of the teaching practice, it was sensible to begin with more general and unstructured observation. In these terms the findings seemed to confirm that trainee teachers need “time and space to become familiar with the culture of the classroom”. This period was necessary because it introduced the student teachers to the investigation of their own classroom experiences in a gentle and non-threatening manner. The trainees needed this early stage to get an impression of the class as a whole and the students as individuals. They also needed the time to get accustomed to the role of the teacher in the teaching/learning process. Moreover, observation without a focus was good to start with as the trainees were unable to see all the details. It was difficult for some student teachers to observe all aspects of the classroom at the same time. As there was so much going on in the classroom, after a few weeks the process of such observation became vague and inadequate for purposeful post-lesson discussions. The key finding was that when the prospective teachers observed in the classroom without any focus, it

was not especially productive, as the trainees did not know what to look out for. The results supported that “unstructured observation is far less clear on what it is looking for”.³¹ The need for focused observation in teacher formation became crucial. With regard to focused observation, both I and the trainees found that it helped the trainees to observe the lessons in a more effective way than observing in the classroom without any focus. It was certainly an advantage that the student teachers could concentrate on specific questions. The questions promoted learning in the sense that they enabled the trainees to discover and explore more professional and methodological issues. The significance of this was that the trainees could develop as teachers. The findings of the study suggested that structured observation raises better awareness of what goes on in the classroom. It also became clear that in order to get meaningful results, apart from the preliminary selected area to observe, it was necessary to ensure that the trainees were given the opportunity to comment on what they noticed and considered to be of high value. This no doubt gradually increased self-observation. It helped the trainees realize that although the lesson was a whole, it was constructed out of small elements, and each element had a very important role. While focusing on these elements, the trainees gained a better understanding of how interdependent the elements of the classroom were. Of particular importance for this study was the use of the findings in the classroom in post-observation discussion. For example, reminds us that task-based observation demands organization and expression of thoughts, a process which promotes learning. Attention is drawn to the fact that tasks look at what goes beyond the scope of the classroom. These speculations are in relation to the assumption that classroom observation remains rooted in analyzing and interpreting which play a major role in the different stages of development in the profession. With regard to this, task sheets were seen as the core around which important issues were debated. In this respect, it appeared that the observation

³¹ CETT Credit List. [On-line]. Retrieved on 14 June 2002.

tasks played a significant role in the trainees' reflection and awareness about the different aspects of the classroom. Among the main advantages was that focused observation made the post-lesson discussions more to the point. In addition, it was also apparent that the observation tasks triggered conversations about different aspects of the processes of teaching and learning. For instance, the learners' own role, perceptions and motivations were particular areas which the trainees tended to neglect or do not show enough courage to cope with; therefore, during the period of the study these issues were regularly addressed. As a result, the student teachers reported developmental shifts in their focus from teaching and the teacher to learning and the learner. Another point to consider is that apart from guiding awareness, the discussions confronted the trainees with different choices and solutions regarding the lesson. For example, in the post-observation discussions it was useful to exchange ideas about what the teacher could plan and try out in order to motivate the students. Consequently, an attempt was made to involve the trainees in the experience of evaluation. However, it was found that there was a need for better understanding of the process as well as more consistent work in this area. The findings also highlighted some problems in the course of research. First, there was some difficulty experienced in terms of the format of the observation sheets. It should be noted that although the sheets were carefully designed, the wording caused ambiguity. It was necessary to give some explanations prior to implementation. On the other hand, the trainees sometimes needed more space for recording. Second, in the situations when one of the trainees was teaching and the other was observing, recording of observations could be done quite easily, but when both trainees conducted the lesson and were in front of the class together, it seemed difficult to fill in the observation sheets. Short written records were sometimes added after lessons. Unfortunately, this was a constraint in the situation. On the whole, the study showed that the observation tasks played an important role in this particular context of teacher education. Generally speaking, the research project proved that the student teachers could benefit from

focused observation using observation sheets. The point at issue here is that it was useful and beneficial to choose the areas as foci of observations according to trainees' needs and particular teaching situations. Eventually, the observation tasks became an indispensable part of the process of learning to teach.

2.2. The nature of classroom observation and its focus

Although it is an important component of teaching practice, the nature and limitations of observation need to be kept in mind. Teaching is a complex and dynamic activity, and during a lesson many things occur simultaneously, so it is not possible to observe all of them. Thirty students in a class may be responding to the lesson in many different ways. Some may be finding the lesson stimulating and may have a clear sense of what the purposes of activities are and how they are supposed to carry them out. Others may find some of the activities insufficiently challenging or motivating and may be paying minimal attention to the teacher or the lesson. And at the same time the teacher may be struggling mentally to maintain the flow of the lesson and may have realized that he or she set the lesson up in a nonproductive way. None of these aspects of the lesson are directly observable. And even if aspects of classroom behavior are observable - such as the amount of talking students engage in when completing an activity - you may not be able to tell whether this is an indication of confusion or of interest. For all these reasons information you or your cooperating teacher gain during an observation always needs to be clarified through conversation and discussion in order to understand the meaning of what you observed (or thought you observed). At the same time, the presence of an observer in the classroom sometimes influences the nature of the lesson, making the lesson untypical of the teacher's usual style of teaching. As a student teacher you may "overprepare" for a visit by your supervisor or cooperating teacher in order to show yourself at your best. You may also feel tense knowing that the observer is not only there to assist you in developing your teaching skills, but also to evaluate how well you are doing. However, initially you may find the presence of your

cooperating teacher or supervisor distracts you from being able to teach your best. If this is so you should discuss this with the observer both before and after an observation. Experienced teacher trainers are of course well aware of the influence their presence may have on a student teacher, but comments such as the following are not uncommon:

[was so scared the first time [was observed by my cooperating teacher because [knew she was evaluating me as a teacher. Sometimes [looked in her direction and saw her writing something down and [wondered what she was thinking and at those times [lost a bit of my own flow of teaching. Anyway, [was glad when it was over and only wanted to know what she thought of my teaching.

Muhammadova Anora, pre-service teacher at school №1

[could never be myself when [was being observed by my cooperating teacher, no matter how much she tried to put me at ease before the observation or how much [had prepared before the class. [could not sleep properly the night before each observation. Even my students could see that [was not normal when someone (either my supervisor or my cooperating teacher) was in the back of the room and they always asked me how [was after class, which was sweet.

Hasanova Mokhinur, pre-service teacher at school №1

Your practice-teaching assignment will often begin with a series of observations of your cooperating teacher's class. These observations will give you a chance to familiarize yourself with such things as the course materials the teacher is using, the teaching methods and strategies the teacher uses, how he or she interacts with students, how the learners respond and interact with the teacher and among themselves, and the kinds of language they understand and produce. These observations will help you prepare yourself for some of the issues and problems that you may have to face while teaching the class. You can see what methods and strategies the teacher employs and decide if you will be able to use these yourself when you come to teach the class. You will also learn more about the learners (e.g., their interests, motivations, and learning styles) and this will

better prepare you for the time when you will take over teaching the class. As Gaies has pointed out, "What we see, when we observe teachers and learners in action, is not the mechanical application of methods and techniques, but rather a reflection of how teachers have interpreted these things." If observation is to serve a useful purpose it needs to be carefully planned. The purpose of the observation is to collect information that you can later use during a follow-up discussion with the teacher. Before you observe your cooperating teacher's class you will normally have a pre-observation meeting to decide on the focus for your observation and the procedures you will use to record your observations. You may suggest aspects of the class you would like to learn more about, such as how the teacher makes use of group work or how he or she deals with classroom management. Your cooperating teacher will also suggest things to look for during an observation. Normally you should focus on only one or two aspects of the lesson since you cannot focus on too many things at the same time. Some aspects of a lesson are relatively easy to observe (such as the kinds of questions students ask), whereas others may not be observable and have to be inferred (such as the degree of interest students had in the topic of the lesson, decisions teachers made during a lesson, or problems that occurred that might not have been visible to an observer). The following are examples of the things your cooperating teacher might ask you to observe during his or her lessons:

Lesson structure

- The way the lesson opens, develops, and closes
- The number of activities that constitute the lesson
- The links and transitions between activities

Classroom management strategies

- Setting up groups
- Maintaining order
- Time management
- Seating arrangements

Types of teaching activities

- Whole-class activities
- Pair and group activities
- Individual activities

Teaching strategies

- Presenting tasks
- Organizing practice
- Teaching techniques

Teacher's use of materials

- Use of the textbook
- Use of other resources

Teacher's use of language

- Use of instructional language
- Use of questions
- Feedback techniques
- Explanations of vocabulary and grammar

Students' use of language

- Use of language in group work
- Use of the mother tongue during class
- Problems with grammar
- Problems with pronunciation

Student interaction

- Time on task
- Questioning behaviors
- Student-to-student talk

The following comments illustrate what different pre-service teachers learned from observing:

“After observing my cooperating teacher's class, I realized that giving clear, precise, and brief instructions to the class is an important skill as it avoids miscommunication and misunderstanding between the teacher and students in

class. In giving out long instructions, I realized I could help the class by writing the instructions down so that time can be used more productively. This would enable the class to clarify any doubts they have and also to ensure that the class is clear on the requirements of the assigned task. I could gain much pedagogical experience by observing classes. I could conduct classes after observing, and also it helped me to study the nature of young learners.”

ShamsiddinovDilshod, pre-service teacher at school №9

“During my teaching practice at school I paid great attention to the analysis of the learning process of the pupils. This analysis has revealed a large variety of learning styles and psychological characteristics.

Firstly, according to their learning styles pupils can be divided into 3 groups: audible, kinetic, and visual. It means, for example, that some of the learners assimilate audible information more effectively than visual or kinetic.

Secondly, psychological peculiarities of the learners influence the way of interaction in the classroom. This aspect is especially important for classroom management. For instance, while dividing pupils into groups for group work, it is recommended to mix active learners with their inactive partners.

Finally, intellectual abilities of the learners are also inequitable. Consequently, some of the learners can be more independent during the lesson, while others need more attention from the teacher.

Thus, understanding of these differences allows adapting teaching process to individual needs of the learners and making it more productive.”

KipchakovRuslan, pre-service teacher at school №1

“My cooperating teacher gives me very little feedback about my teaching. So I feel that I don't get to learn much from her. So the fact of being observed just plays as a negative factor rather than anything constructive. But I also realize that half of the problem is my own doing. I have been focusing on the wrong issues. Rather than try and evaluate the needs of the students, I have been trying to be acceptable to the others. I now try to concentrate on the lesson

plan and the course material and try to forget that I am being observed (though I am not always successful in this).”

HasanovaMokhinur, pre-service teacher at school №1

Following an observation, your cooperating teacher will normally find time to discuss your observations with you and to answer any questions you may have. It is important to remember that during the follow-up meeting you should focus on clarifying and interpreting information you obtained from your observation in order to learn more about how the teacher approaches his or her teaching.

“After the lesson I was a bit nervous to speak to my cooperating teacher because I wondered what she would say about the lesson. I felt the lesson had gone well, but you never know what another more experienced teacher will say about it. To my relief she told me that she was happy with the lesson in general and that it was delivered clearly with a specific direction that was in the lesson plan. She said that she noticed that I attempted to provide more learning opportunities for the students than when she had observed me the previous time and I agreed because the last time, I felt that I had difficulty putting myself in the shoes of learners of that age and of course little did I expect that I had overestimated their learning capacity. I guess this has something to do with my own experience when I was a student - my classmates and I understood what my English teacher was saying most of the time when I was a student. I suppose our better command of English helped. Now I told her that I intend to teach slowly whenever I introduce a new topic in order for students to build a strong foundation for the basics of the topic. I was very pleased that she noticed this change because she had written this on my observation sheet before and now she could see that I was following her suggestions. This time, however, she did suggest that I should try to liven up the lessons a bit as she said I seemed a bit tight. That is true, I guess, but I always feel a bit scared when she observes me and I think I am different and more relaxed when I teach the class by myself. She also suggested that I try to set more

of a nonthreatening learning environment for the class, and I should try to inject more humor into the lessons. I think this too is related to my nervousness of being observed by my cooperating teacher. Anyway, I will try to relax in my next observed lesson”

Karimova Khadicha, pre-service teacher at school №22

“When we started to conduct our own English classes in order to find out minus sides and challenging problems we asked from each other to observe each other’s lessons. It was not only useful to the teacher who was conducting a lesson but also we ourselves learnt different ways and opened new methods. During our own lessons, we made different mistakes. So being observed by others was helpful as well, because they wrote down our actions and informed us. After becoming aware of the problems we tried to work on ourselves not to repeat them next time. Although we felt very nervous and embarrassed in the beginning, after having been experienced the teaching process became appealing and we wanted to give new knowledge and interesting information. We prepared for the classes and during observation process we became known of different ways of teaching and games with the help of which we made our classes interesting for students.

Usmonova Mukhayyo, pre-service teacher at school №22

The core of data was gained from six pre-service teachers during pedagogical teacher practice at school. There was one random pairing. None of them had been involved in teaching jobs, but all of them had had teaching experience in one-to-one tuition. Obviously, from the point of view of experience in teaching the participants presented a homogeneous group. All participants were willing to contribute to the projected objectives. The trainees’ special permission was asked for the data to be used.

As we noted in Observation Procedures, being regularly observed by your cooperating teacher or supervisor during your practice teaching is one of the things you will doubtless find stressful. Knowing that the strengths and weaknesses of your teaching are being assessed naturally causes some degree of

anxiety. However, if you have developed a comfortable working relationship with your cooperating teacher, observation can become a positive learning experience. Your cooperating teacher will usually find many good things to comment on about your teaching. And he or she can also help you monitor your own teaching by observing things that it would be difficult for you yourself to observe. As with observation of your cooperating teacher's class, a pre-observation and post-observation conversation is usually scheduled to prepare both you and the observer for your lesson and to discuss it afterwards.

There are several purposes for observation by the cooperating teacher or the supervisor:

- to collect information about your lesson that it would be difficult for you to observe: e.g., how members of a group interacted during a group task and how much interaction each group member took part in

- to observe how you are implementing a new teaching strategy or technique that you are trying out: e.g., how you address reading strategies when teaching a reading lesson

- to observe how you implemented specific stages of a lesson: e.g., how you dealt with the opening and closing of the lesson

- to identify those aspects of the lesson that were the most successful
- to identify those aspects of the lesson that could be improved
- to identify techniques and practices you can apply to your own teaching
- to help you gain a better understanding of your own teaching

In addition to these points, if you are being observed by a supervisor, he or she may be interested in issues such as the following:

- to see how you are able to implement strategies and ideas discussed in your training class
- to see if you are making progress in your skills as a teacher
- to identify issues that can be discussed in follow-up sessions with you and other pre-service teachers

Although most research on supervision suggests that the nature of talk between the supervisor and the teacher learner in post-observation conferences is dictated by the supervisor, you nevertheless can take more initiative in these conferences by sharing your reactions to the class, the surprises you encountered, what you would have done differently, what you have learned, and what you think the students have learned. Your supervisor can also help you develop an overall action plan that can help you further develop as a teacher. Your cooperating teacher may use some of the procedures discussed in this section in observing your lessons, or may simply make brief notes to use in a follow-up discussion. However, you may also find it useful to arrange for some of your lessons to be recorded. Audio and video recordings are relatively easy to make and provide a more accurate record of a lesson than checklists or observation forms. If you choose this option you may want to transcribe some or all of the lesson if time permits, or simply replay the recording to focus on particular aspects of the lesson. For example, you may be interested in reflecting on the impact of your verbal instructions in a lesson: In this case, you can listen to and transcribe those parts of the tape that show you giving instructions.

Learning through observation plays an important part in practice teaching. In order to make the most of opportunities to observe classes taught by your cooperating teacher or other teachers, you should have a clear focus for your observations, you should establish suitable procedures to help you describe what you see, and you should remain an observer in the lesson and not an evaluator or a participant. Observing the way the cooperating teacher teaches the class before you begin your practice-teaching sessions in the class will help you anticipate some of the issues involved in teaching the class and help you better prepare for your practice teaching. You may not look forward to having your own lessons observed, but the feedback you get through this process is essential to your development as a teacher. The number of observations you take part in will depend on the practice-teaching arrangements in your host school. However, you may also find other opportunities for observation experiences that

you can initiate yourself. Other teachers in your host school may be willing to let you observe their classes from time to time to enable you to see classes containing different types of learners and being taught by other teachers. And you and your fellow student teachers can also arrange to observe each other's classes. In this way you can learn from watching others solve the problems you also have to solve during your practice-teaching classes and from observing the teaching strategies employed by other teachers.

2.3 Effectiveness of learner observation tasks for pre-service teacher

An understanding and awareness of the intricacies of the social and psychological processes of the classroom is central to effective teacher development. In our day-to-day teaching, however, we are often so absorbed in our purpose, our procedures, and in the technicalities of what we do, that we are not able to observe these valuable processes as they occur through the lesson. As Wajnryb states, classroom observation is an invaluable learning tool that opens up a range of experiences and processes which can become part of the raw material of a teacher's professional growth and gives the teacher the opportunity to observe processes of teaching and learning. Two influential types of observation that promote professional growth are peer observation and self-observation, both of which have developmental aims: developing an awareness of the principles and decision-making that underlie effective teaching and effective learning; distinguishing between effective and less effective classroom practices; reflecting back on our own classroom practices and identifying our own strengths and weaknesses; and refining the ability to observe, analyze, and interpret. But why should all this be in the interest of teachers only? As Allwright and Bailey ask, 'Why should learners not be interested in understanding how classroom language learning works?' They further suggest that we could most usefully start with the learners, by bringing them properly in at the start of our explorations, and getting them to share our puzzles with us.

Learners, however, are also observers in their own right, and there is a lot we can learn from them about teaching and about learning. We need to become

genuinely interested in what they have to offer us and to each other and, as it were, to actually become 'learners' of the learners. "Why do we always have an outsider teacher coming in to observe our classes?"; "Can't students adopt a similar role and responsibility?"; and "Would learner observations not give us a whole new angle from an insider's perspective?". While thinking about these questions, I was well aware of the fact that learners are neither specialist in the field nor trained observers, and so could not completely replace teacher observers. However, since I believed that they could still contribute to the teaching and learning process with observation tasks which were simple yet revealing of their perceptions, I devised the following research question: Can learner observations of teaching and learning work in practice and become a part of exploratory teaching, or is it just an idea in theory?

I carried out my study with a group of 15 students at BSU who were pre-service teachers at schools. I conducted the study over a period of ten weeks and collected the data through 10 pre-service teacher observations carried out using five different observation tasks; informal feedback from learner observers on each observation; ten pre-service teacher questionnaires; video-recordings of the lessons. Below is a description of the framework I devised. Although the framework involves the use of a variety of tools as described above, for the purposes of this work, I will focus mainly on learner observations. The implementation of the framework involved the following steps.

1. Introduction of the idea of learner observations to class Stating aims (improving the quality of teaching and learning in the class by collaboratively exploring what goes on in our lessons), discussing the need for pre-service teachers' collaboration, discussing possible outcomes in terms of 'learnings' from the experience.

2. Deciding on the focus of the learner observation. What will the focus be? Why? Who will choose it: the teacher, the learner observer, or the class as a whole? As the idea of learner observations of teaching and learning was a new one, we decided to choose the focus of the first learner observation

ourselves: 'learning and teaching in general'. The focus for the other learner observations, however, seemed to come naturally each time out of the previous observation, and were therefore, in a sense, jointly decided as: 'teacher nomination and student participation', 'teacher talk and student talk', 'individual, pair, and group work activities', and 'the use of LI in the classroom'. For example, in the first observation task, the learner observer, among other comments, said, 'Most of the students are participating and responding, but there are also some who are not participating.' Teacher nomination and student participation was then negotiated as a focus for the second observation. Similarly, in the second observation task, the learner observer concluded that his classmates participated well in general, but that the teacher did most of the talking, which meant that teacher talk and student talk became the focus for the third observation, and so on.

3. Deciding on the learner observation instrument Existing or new? I used mostly new instruments, but also adaptations of a few existing ones.

4. Discussing the aims of the observation with the learner observer, and clearly explaining the task sheet. This involved a mini-chat with the learner observer before the lesson to discuss the observation instrument, and how it could be used.

5. Recording the lesson for self-evaluation and reflection. In order to evaluate the lessons myself and to reflect on them in a structured way, I recorded three of my lessons. I structured my reflection by trying to answer questions related to the focus of the learner observation. For example, after the second lesson, I asked myself questions such as, "Did I nominate different learners?", "How much of the student participation was initiated by myself and how much of it was student-initiated?", and made a note of my reflection points. I was unable to do recordings in the other two lessons since the foci 'individual, pair, and group work activities' and 'the use of LI in the classroom' necessitated more sophisticated recording devices than I had access to. However, I still reflected on the lessons afterwards by thinking critically about the focus areas.

6. Giving students a questionnaire related to the focus of the learner observation. The aim of using questionnaires was to get the perceptions of the whole class, and to have a richer perspective on students' ideas and expectations

7. Encouraging the learner observer to share his or her findings with the rest of the class. This was one of the most rewarding stages in the framework, since it gave learner observers as well as the rest of the learners a chance to see how much they could contribute to learning and teaching:

Ex. 1 'The music allowed my friends to work on the story without getting bored.'
Ex. 2 'Most of you participated in the lesson and responded to the questions, but some of you did not participate at all.'

Ex. 3 'Interest in the lesson can be increased and more interesting topics can be chosen.'
After each of the five lessons, I encouraged the learner observer to share such observations with the whole class by telling them about the type of notes he or she had made and by highlighting any observations he or she considered interesting and/or important. In the first lesson, the rest of the learners seemed to be surprised to hear the observations made, since it was a peer giving us feedback. Some listened quietly, some nodded, others made short comments such as, 'Yes, the music was good', and several others asked interesting questions: 'How do you know?', 'Are all classes doing this?', 'Why did the teacher choose you?', all of which led into a useful discussion. This process also seemed to motivate the learner observers, increasing their confidence as learners and encouraging other learners to volunteer to carry out similar tasks. In the lessons that followed, more and more students reacted and responded to feedback from the learner observers, and several actually stated that they found the process useful, saying 'It was all about us' and how they learnt, adding that they had never done anything like that before.

8. Having a mini-chat with the learner observer after the lesson and discussing the observation and the learning experience. The mini-chats with the learner observers revealed useful insights into the learners' worlds and some of the

interesting feelings they had: 'I couldn't help but feel like an inspector, trying to observe what was good and what not so good . . . It was interesting to actually observe my friends, as I'd never done that before.' Some of my friends are fairly weak, and I think this is why they participate less. But I did not want to say this in class when you asked for feedback because I thought my friends could get offended ... I felt like I was racing my friends in a race ... I also wondered about how many ticks I would have got myself if I were one of them there ...'

9. Being encouraged class discussion about our lessons, which allowed for more suggestions from students. I also asked a student to keep a record of the points made. For example, on the use of LI in class, one of the students suggested that everyone should have a maximum of three opportunities, or 'rights' as he called them, to speak in Russian in each lesson, and that if a student broke the rule he or she would then have minus that many times in the next lesson. I thought this was a nice suggestion, but difficult to monitor, so I made a further suggestion that there be three group monitors, each responsible for several students, who would keep a track of these 'rights'. Although not all the students agreed with these suggestions, they were outnumbered by those who did, and so we started to apply our rule. I must confess that it did not work with most students, but several of them definitely showed a greater effort to speak in English.

As for the learners in the classroom, they were fourteen 14-year-old boys and girls in the first group, and fourteen 13-year-old boys and girls in the second group. The learners in the first group were sixth grade pupils, whereas the learners in the second group were seventh grade pupils. The groups of learners had three English lessons a week, each lesson lasting forty-five minutes. Both groups followed the same textbook: English Fly High but the level was different. The classes were homogeneous in terms of age and cultural background but the students had different needs because of differences in their previous language learning experience. They naturally had varied learning styles as well, thus the trainees needed to be aware of the difficulties in the

particular settings. The pre-service teachers had to be concerned with the needs of their pupils and the importance of meeting these needs. Based on this, we have analyzed several pupils at school. We have given them questionnaires about the lesson which the pre-service teachers conducted. For, questionnaire we have chosen sixth and seventh class. (See Appendix 1)

This questionnaire helped me to learn class and gain experience as a pre-service teacher. I did this questionnaire before starting my lesson with the classes. The reason is that a week of passive practice I have noticed that there are many pupils who were not eager to study English. So, I have decided to know the reason of unmotivated condition. As, I wanted to make my future classes effective. The conclusion was helpful that I knew their interest and wish. I planned my classes according to their interest but not going out of the syllabus.

As we see below the result of our questionnaire. (See Appendix 2) Here we can see differences between two classes. For instance, seventh grade pupils like to have conversation with teachers or friends. However, sixth class pupils are not eager so much to speak as they have lack of vocabulary. On the other hand, writing class more interesting for sixth class pupils rather than the seventh. Moreover, the sixth like to listen to English dialogues and music. In contrast, the seventh like reading as well as the sixth. As we notice, the seventh like practical tasks. I have concluded by this questionnaire and started to teach pupils according to their interest. And, I can tell that my classes were very effective.

Conclusion

Having worked on the theme “Learner observation tasks as learning tool for pre-service teacher” we have come to the following conclusion:

Observation in the language classroom is treated either as a research procedure for in-service professional development or as a learning tool for pre-service teachers. Most crucial for development is that student teachers can obtain a better understanding and awareness of how to create a successful learning environment in the classroom. For our final qualification paper we have studied observation tasks which are directed to observe and study learners' behavior, their attitude to each other, the teacher and the subject, and guide student teachers to contemplate about their motives, reasons of these behaviors.

There are many reasons to set a learner in the center of the observation. Historically, due to the teacher-centered approach in education, observation was focused to the aspects of teachers' behaviors: opening /closing procedures, use of voice, handling discipline problems and many others. But all humanistic, language acquisition theories approach to the teaching process that an individual learner can bring his/her own experience, knowledge, ideas to the classroom. One of the main aims of the present teaching process is to help learners to be responsible for their learning progress, to promote their autonomy in language learning. To accomplish this aim, student teachers should know individual differences, learners' subjective needs and preferences. This knowledge will help them to make instructional procedures more flexible to individual learning pace and needs that enhance learners' involvement into learning process and learners progress accordingly.

Learning through observation plays an important part in practice teaching. In order to make the most of opportunities to observe classes taught by your cooperating teacher or other teachers, you should have a clear focus for your observations, you should establish suitable procedures to help you describe what you see, and you should remain an observer in the lesson and not an evaluator or a participant.

We have come to the conclusion that the skills of observation can be learnt. The university supervisor should try to transfer some of her observation

skills by observing a lesson, and analyzing observation sheets after a lesson she has observed with the trainees in a collaborative and consulting way.

Having observed the pre-service teachers and learners, we have found that, not only pre-service teachers should be observed, but also students' ideas should be taken into consideration. So, if pre-service teachers consider all these points their lessons will be effective.

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Appendix 1

The questionnaire for learners at school

Do you like the teacher?

- Yes
- No
- I do not know

Do you like the class?

- Yes
- No
- I do not know

Do you like to have class with this teacher all the time?

- Yes
- No
- I do not know

What activity do you like the most?

What skill do you like the most?

- Reading
- Writing
- Listening
- Speaking

Appendix 2

