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## 1 Introduction

During the training to become a second language English teacher at university numerous courses have to be completed in which the students learn everything there is to know about the language, its use, its grammar, the literature, and culture. However, only a very limited amount of the time spent studying at university is used to learn about teaching itself. Actual teaching practice is even more scarce. In fact, the curriculum “Teilcurriculum für das Unterrichtsfach Englisch im Rahmen des Bachelorstudiums zur Erlangung eines Lehramts im Bereich der Sekundarstufe (Allgemeinbildung) im Verbund Nord-Ost” includes only one module that involves an internship at a school, and therefore teaching practice, and three other courses that could potentially involve practical training. Overall, out of the 100 ECTS that make up the bachelor program for one subject, only about 15 to 25 include even the possibility for practice in the form of peer teaching, or group teaching (Universität Wien 2016: 5). From personal experience I know that in most courses, apart from the short internship, ‘practice’ translates to peer-teaching a single lesson to the university course full of people who also study the subject and, therefore, are already experts on the language. This is in no way similar to teaching an actual classroom full of students who are not already knowledgeable on the topic being presented to them and who struggle with language acquisition. As a result of this lack of practice, many novice teachers, especially in their first year, feel underprepared for life in front of the classroom (Farrell 2019: 38).

A proverb states that learning by doing is the way to go if one wants to acquire a new skill. However, this is not possible at university, where the focus lies heavily on acquiring theory. Student teachers also do not have the option to simply ‘go get practice’ as schools do not offer short-term internships that allow them to dip their toes into the field and acquire experience. Therefore, an alternative is needed that can combine actual life in the classroom with the constraints of university. The chosen alternative that will be investigated in this thesis is learning by observing. Observation provides a closer link to practice than just studying the literature and could serve as a useful tool to bridge the gap between practice and theory, as it allows for insights into real life classrooms that are not staged. As observations in school also require extensive resources, observing video material of teaching lessons seems to be the best substitution. Hence, this thesis aims to investigate how video material can be used to bring theory and practice.

In order to do this, first a literature review about teacher education and its models, observation, and using video material in teacher education will be performed. This provides a basic understanding of teacher education and where this thesis positions itself, as well as includes general information about observation and a selection of observation techniques. Then, the advantages and disadvantages of using video resources will be presented and contrasted, and it will be enquired what purposes video material can serve. The empirical part of this thesis is the lesson plan development and includes an analysis of video material and the description of lesson plans suitable for combining video resources and observation in order to foster reflection. More precisely, three observable teaching aspects that are prominent in language teacher education, namely teaching accuracy versus fluency, teaching vocabulary, and repair, will be described according to literature commonly used for teacher education. Then these aspects will be analyzed by comparing the transcription of video material portraying them with the before mentioned literature. The results of the analyses will inspire the foci of the lesson plans. Lastly, nine lesson plans that incorporate observation will be presented, one for each stage of teacher education per teaching aspect. There are three stages chosen, one is the beginning of the teacher education program, one is the middle, and one is the end. These lesson plans collect ideas for observation of video material that foster reflection of the relevant teaching aspect. The structure of this section was organized according to teaching aspect, so first the literature review, then the analysis using the transcripts, then the three lesson plans, followed by the same order of the next teaching aspect. All of this is done to answer the research question of this thesis, which is: "How can teacher education at university better prepare student teachers for real life teaching, so that the infamous theory-practice gap can be closed?".



## 2 Teacher Education

As a comprehensive overview of the teacher education field would far exceed the parameters of this thesis, only some components that are of relevance to the research frame shall be presented in this chapter. First, in order to provide a general baseline of teacher education and where this thesis positions itself, four models will be presented, namely the craft model, the applied science model, the reflective model, and teacher education understood as competence based. As the reflective model is of especial interest for the question asked in this thesis, a closer look will be taken at reflective practice. Lastly, the chapter will be closed with an overview of the three spaces of teacher education, called the conceived space, the perceived space and the lived space.

### 2.1 Models

The most traditional of all models is the craft model. Wallace (1991:6-7) describes it as a student following a 'master' and learning by "imitating the expert in the practice of the 'craft'" (Wallace 1991: 6). This is a relatively simple way of passing on expertise from generation to generation. However, this practice of learning by copying can also be conservative and unsuitable for a rapidly changing and evolving society (Wallace 1991: 6). That does not mean it should be dismissed though, as Wallace (1991:7) reviews Stenhouse's (1975) revival of the model. Much like other old crafts that are passed down from one expert to their students, teaching is not a science that has succeeded in explaining every aspect that comprises the teaching process. Good teaching may never be logically predictable, however, merely copying from older generations excludes emerging scientific revelations and new fields (Wallace 1991: 17). Roberts (1998: 16) comments on the appropriateness of this teacher education model in places with limited resources and teachers, as it provides a cheap and relatively simple way of training people to become teachers, as well as in stable societies that value tradition and seniority.

The second model that shall be introduced is the applied science model. Wallace describes it as a model underlying most teacher education programs that "derives its authority from the achievements of empirical science" (1991: 8). Therefore, as Wallace (1991: 9) notes, the derivation of professional competence starts with scientific knowledge, which is then refined and applied. The results of this process are conveyed to the trainees and they are in charge of putting them into practice. As in-service teachers they have to periodically update

their knowledge and again put the most recent findings and results from science into practice themselves (Wallace 1991: 9).

The third model is the reflective model. Again, Wallace (1991: 12-15) provides a summary of this teacher education model. He notes that the reflective model is suitable to bring theory and practice together, as it aims to incorporate, and further the interrelationship between, the received knowledge, which means facts, theories, approaches, etc. of a field or profession, and the experiential knowledge, by which practical experience is meant. Reflection and practice form a reflective cycle in which both feed into each other and provide questions and answers for each other. Reflection may take place while reading texts or other material, while struggling with a professional problem, as well as during practice itself. This thesis fits into this teacher education model, as the empirical part, called 'Lesson plan development', will suggest ways of linking received knowledge in the form of theories regarding teaching, with observation of practice and reflection. This is in line with Farrell, who writes that many theory focused second language teacher education courses have "little to do with practice and some of their methods (or practice) courses have not enough theoretical conceptualizations of teaching and learning a second/foreign language" (2019: 38). He further states, that it is necessary to develop student teachers into reflective practitioners, which can be guided by the use of technology, critical friends, team teaching, peer coaching, action research and other methods (2019: 38). More on reflective practice will follow in the next sub-chapter.

The last model that shall be addressed is language teacher education based on competence. As the name indicates, this model focuses on checking off objectives which the learners know beforehand in order to "provide clear expectations for student teachers; to link theoretical principles to practice; and to allow a degree of individualization" (Roberts 1998: 15).

## 2.2 Student teachers and reflective practice

The trend in training pre-service teachers is to move away from a behaviorist approach, which focuses on equipping teachers with techniques in order to establish routines, and instead prepare them for an innovative communicative classroom (Kiely 2019: 87). Another trend that is popular due to its proven usefulness to student teachers is reflective practice. Farrell (2010: 38-49) summarizes the dozens of different definitions of reflection as the process of descriptively and critically investigating and deliberating a lesson, the pedagogical approaches, alternatives, ethical concerns and other questions one can ask about the quality

and effectiveness of teaching. Mann and Walsh (2013: 294-295) provide an overview of the origins of reflection by summarizing Dewey's (1933), Schön's (1983), and Killion and Todnem's (1991) arguments, of which the three types of reflection shall be mentioned. First there is reflection-in-action, which happens in sync with the teaching, so the teacher reflects as they teach. Secondly, reflection-on-action regards asynchronous reflection which takes place after the teaching incident. Lastly, reflection-for-action is "forward looking and identifies steps or guidelines to follow to succeed in a given task in the future" (Mann & Walsh 2013: 295). Reflective teaching is, therefore, suitable "for looking for inconsistencies between our beliefs and our actual classroom teaching practices" (Farrell 2010: 42). The lesson plans that will be developed for this thesis will focus on passive reflection-on-action, as the students reflect on teaching situations that they themselves did not experience, but rather observe, as well as reflection-for-action, as they are future-oriented.

Mann and Walsh (2013: 296-299) have summarized the main problems that occur with regards to reflection at a teacher education program. First, reflective practice often puts too much focus on reflection as an individual process and, therefore, dismisses collaborative learning with and from others. Secondly, reflection tends to occur mainly in written form. This does not promote dialogue and oftentimes gives the student teachers the feeling of being assessed or evaluated. Lastly, timing and selecting the appropriate reflection tools provides difficulty. There is no reflection strategy that will fit every situation as the context always matters. Further, reflection needs to be introduced slowly, as too much at once hinders reflection, however, tasks that are too repetitive or seen as a chore merely encourage "superficial engagement or inauthentic reflection" (Mann & Walsh 2013: 299). The reflection tasks that will be designed for this thesis aim to take this criticism into account.

Cressey, Boud and Docherty (2006: 18) have further developed the concept of reflection and present productive reflection, which identifies reflection as a production of learning outcome, and not a conclusion of any kind. The six key features of productive reflection are the focus on organizational intent and collective orientation, the emphasis on context in which reflection occurs, the involvement of many stakeholders and connection of various players, its generative focus, its developmental character, as well as its dynamic nature (Cressey, Boud & Docherty 2006: 19-22).

### 2.3 Spaces of teacher education

According to Rowan et al (2015: 281), teacher education can be understood as an interaction between three spaces, the conceived space, the perceived space and the lived space. Regarding the first space, it “is the domain of policy and represents a political ‘ideal’ about what teacher education can and should be” (Rowan et al. 2015: 281). Hence, it can be perceived as the domain in which essential knowledge, skills and qualities that teachers and, therefore, also teacher education should have, are set and monitored (Rowan et al. 2015: 281-282). It is also in this space that the effectiveness of teacher education as a whole is questioned, which leads to increased testing to confirm whether or not the set standards are met, and the proper results are achieved (Rowan et al. 2015: 282). What ‘results’ means is the calculable effectiveness of teacher education, increasingly measured by students’ scores in standardized testing such as PISA or NAPLAN (Rowan et al. 2015: 282). It must be noted here that the view of measuring teacher’s effectiveness by students’ grades is highly controversial. This becomes evident when looking at the response to various political parties suggesting an adaption of the payment system of teachers to coincide with this approach. In the comment section underneath a newspaper article reporting on the topic are countless of opinions debating the benefits, and especially the drawbacks, stating that this would drastically hurt teachers in regions with generally ‘weaker’ students and could lead to teachers investing more teaching-time into preparing the students to take a test than to teach content (Kogelnik 2017). Podgursky and Springer (2007: 943) reviewed teacher performance pay and also report on possible issues, for instance that creating a rewarding system for teachers whose students perform particularly well leads to less cooperation and collaboration amongst teachers, which has negative effects of the overall school performance.

In contrast to the conceived space, the perceived space focuses not on the big policies that stand behind and shape teacher education, but centers around how it is perceived by teacher educators and those who plan and design the courses (Rowan et al. 2015: 283). The main domain of this space is the development of educational theory and educational research, as the goal of the conceived space is the production of professional knowledge (Rowan et al. 2015: 283). It is also in this sphere that the interaction of both theory and practice is highlighted, and the “relationship between research, professional learning and the everyday life of teachers” is attended to (Rowan et al. 2015: 283). The effectiveness of the perceived space can also be measured by investigating the content of teacher education program, for

instance “what students study (and how often and for how long); how students (and staff) are assessed and monitored as they demonstrate their engagement with core content [and] where and when students undertake practical experiences in schools” (Rowan et al. 2015: 284). This broadens the research agenda of teacher education to include a focus on the knowledge student teachers acquire and how they can then apply this newfound knowledge in diverse settings (Rowan et al. 2015: 284).

The third space, the lived space of teacher education, focuses on pre-service and in-service teachers while and after they complete their teacher education program (Rowan et al. 2015: 285). It is often referred to as the space of practice, or the act of teaching, which, as numerous studies demonstrate, does not always conform to the other two spaces (Rowan et al. 2015: 285). This means, that oftentimes early-career teachers will depreciate the knowledge gained at university and instead rely on the ‘real world’ knowledge practiced in school, which feeds into the infamous theory-practice gap (Rowan et al. 2015: 285). There are, however, also numerous studies that demonstrate how student teachers seek to integrate the principles acquired in the perceived space (Rowan et al. 2015: 285). The lived space, in conclusion, focuses research on the daily experiences of beginning teachers, more precisely on questions regarding the preparedness of beginning teachers, their self-perceived effectiveness compared to their demonstrated skills, the roles of school and teacher education, as well as the transition from teacher education training into actual teaching (Rowan et al. 2015: 286):

After this brief introduction to the models of teacher education, reflective practice, and the spaces of teacher education, the next step shall be taken, which is introducing observation and video analysis as the combination of those two tools provides the opportunity to bring theory and practice together in a meaningful way.

### 3 Observation

Classroom observations have amplified drastically over the past 30 years, as they are increasingly included in the evaluation of lessons, the appraisal of teachers, the development of the curriculum, as well as teacher education (Wragg 2002: 2). The definition of observation relevant in this context is watching another teacher’s class and observing, reflecting and learning from that (Halim, Wahid & Halim 2018: 163). Of course, observation as a tool for formative or summative assessment, or for curricula development are interesting and

important research topics as well, however, as this thesis deals with incorporating classroom observation into language teacher education, they will be largely ignored.

Numerous studies have investigated the positive impact of classroom observation (for example Müller & Schröder 2018, Hendry & Oliver 2012). Müller and Schröder (2018: 406-407) found that when giving teachers the choice to pick the classroom they would like to observe, they set learning goals and observed lessons that helped them reach those goals. Further, the observers benefited from instruction modelling and reported “an ability to reflect upon the approaches they already used and to revise them as they saw fit” (Müller & Schröder 2018: 407). These findings are in line with Hendry and Oliver’s research (2012) into the benefits of observation for the observer. They further state that observing, opposed to being observed, was more useful and enjoyable for the teachers, as they felt more agency in their learning objective and less like they were being judged (Hendry & Oliver 2012, 6).

An issue that every observer has to deal with is deciding what to pay attention to. According to Wragg (2002: 5-6), the classroom consists of four components which could be focus of analyses, namely teachers, pupils, buildings and material. Teachers have certain powers and responsibilities as the professional in charge of caring for the students. As such, they take on various roles in order to fulfill their duties of ensuring the students’ health and education, for instance the traditional transmitter of knowledge, the counsellor in order to advise students regarding their career and aspirations, the assessor, the manager who looks after the resources, organizes groups and sets goals, just to name a few. The pupils, just like the teachers, also fulfill various roles during one lesson. They can be the learners of knowledge, skills and attitudes, the jokers who create or relieve tension by bringing humor into the classroom, collaborators who work closely together, or investigators who test hypotheses and solve problems. The students, as well as the teachers, influence the classroom environment depending on their personalities, social and cultural backgrounds, intentions and preferences. Concerning the location Wragg (2002: 6) states that teaching takes place in a variety of ways. Schools and university usually have classrooms that are square and have tables arranged in rows or shapes. However, these traditional classroom settings do not always apply, as in some subjects, such as physical education or dance, the classroom is an open place or even the outdoors. Further, adult education oftentimes also does not take place in traditional classrooms either. In terms of furniture arrangement, teacher and student preferences play a role again, as some teachers favor having every student looking at them,

whereas others prefer the tables to be set to optimize group work. Lastly, materials in the classroom are plentiful. From the traditional blackboard, to computers, schoolbooks, books and other printed matter such as worksheets, a lot of resources can and are used by teachers and students to ensure a diverse learning experience. All of these aspects can be taken into consideration when observing a lesson. Of course, within these four categories hundreds of focal points can be set, either just within one category, e.g. instruction giving in the teacher category, or by combining two or more classroom constituents, e.g. by looking at the student teacher relationship. This thesis focuses on teaching accuracy vs. fluency, vocabulary teaching, and repair, therefore, the focus of the observation for the lesson plans will correlate teacher, pupil, building and material with the beforementioned categories.

After identifying what one can observe, the question arises of how observation shall be performed. An answer can be found in several classic observation techniques, as well as more recent approaches. However, regardless of the observation technique used, observation is a process that needs to be done with self-reflection and care. Personal biases, or ‘blinkers’ as Malderez and Bodóczy (1999: 67) call them, can obstruct observation. Malderez and Bodóczy (1999: 67-68) explain, that oftentimes clear observation is obscured by the observer’s believe of what good teaching is. It is imperative that observers refrain from comparing their idea of what teaching should be with the observed teaching behavior, and to reserve judgement.

In order to introduce possible observation techniques, in the following subchapters a selection of the most organized and comprehensive approaches, as well as a recently established one will be briefly described.

### 3.1 Observation techniques

#### 3.1.1 COLT

The Communicative Orientation of Language Teaching, COLT in short, was developed in 1984 by Allen, Fröhlich and Spada and is aimed to guide the observation of communicative language teaching by compiling observable and quantifiable observation points (Allen, Fröhlich, Spada 1984: 234). It is a very extensive observation guide. The COLT observation scheme consists of two parts, “Part A describes classroom events at the level of activity, and Part B analyzes the communicative features of verbal exchanges between teachers and students as they occur within each activity” (Allen, Fröhlich & Spada 1984: 234). All parameters, as well as the

subsections, reflect questions from first and second language learning, as well as theories of communicative competence, as defined in the nineteen-eighties.

Part A is divided into five parameters, namely activity type, participation organization, content, student modality and material. In the following each parameter will be broadly described according to Allen, Fröhlich and Spada (1984: 234-240), for a more in-depth look at the observation scheme refer to the original text. The parameter activity is kept open-ended as to allow for a wide variety of different activity types to be included. Therefore, each activity has to be described separately, including the stages of the activity. Allen, Fröhlich and Spada provide the following example to demonstrate stages “(a) the teacher reads the words of a song aloud, (b) the students repeat the words after the teacher, (c) the students sing the song” (1984: 235). Participation organization is further divided into three subsections and deals with the interaction pattern, so whether the teacher involves the entire class, if there are groups or if the students work on their own. Therefore, the three patterns of organization are whole class, group work and individual work, which are further divided as well. The parameter content describes what the students are doing, i.e. what they are reading, listening to, talking or writing. It is further subcategorized into management, which deals with either classroom procedures or disciplinary routines, explicit focus on language, which allows the observer to identify whether the focus lies on form, function, discourse or sociolinguistics, other topics, which addresses classroom discourse excluding management and form on language, and lastly, topic control, which captures who is in charge of selecting the topic. The fourth parameter is student modality and identifies which skills are involved. Usually, either reading, listening, writing or speaking will be put here, however, other activities such as drawing or acting are included as well. The last parameter of Part A concerns materials and is divided into three subcategories, namely the type of material, source and purpose of material, and how controlled the use of the material is.

Part B of the COLT observation scheme consists of seven communicative features occurring during each task or activity and will be briefly described according to Allen, Fröhlich and Spada (1984: 240-243). The first feature, labelled use of target language, allows for identification of first and second language use. The second feature concerns information gaps and includes requesting information, which can be either pseudo or genuine, and giving information, which can be predictable, insofar as the receiver already suspects it, or unpredictable. The third communicative aspect is sustained speech and identifies the length



of the student speech. It can either be ultraminimal, minimal and sustained. Next, reaction to code or message is a section closely related to the content parameter in Part A, and concerns “correction or other explicit statement which draws attention to the linguistic form of an utterance” (Allen, Fröhlich & Spada 1984: 242). The fifth feature is called incorporation of preceding utterances and is divided into six categories, namely no incorporation of the previous utterance, repetition, paraphrase, comment, expansion and elaboration. The second to last communicative aspect is called discourse initiation and measures “the frequency of self-initiated turns by students in different types of classrooms” (Allen, Fröhlich & Spada 1984: 242-243). Lastly, relative restriction of linguistic form concerns the amount of choice the students have to test and try a language. This feature is split into three categories, namely restricted use, limited restriction and unrestricted use.

### 3.1.2 SCORE

A common instrument used to observe teacher and student interaction is the Seating Chart Observation Records, SCORE in short, coined by Acheson and Gall (1987). Day (1990: 49-52) describes the SCORE instrument as a tool with which to record a target behavior using a seating chart of the classroom. In general, the benefits of the SCORE instrument is the ease of use and interpretation, allowing the observer to observe a lesson even without much preparation time. Students are represented as boxes, as those provide the observer with the most amount of space for data to be recorded. Arrows are used to indicate interactions between teacher and students or students and students, and crosses can be made within the arrow to indicate the number of interactions. Designated letters can also be used next to the arrows to refer to specific kinds of interaction that occur frequently. The SCORE tool is particularly useful in three areas, namely teacher and student talk, at-task and movement patterns. Teacher and student talk investigates “who is talking to whom and how frequently” (Day 1990: 51). Therefore, it lends itself to observe the teacher’s question and feedback behavior, as well as the students’ responses. The observation tool can also be used to make interesting observations regarding the students’ behavior at-task versus off-task. Lastly, the SCORE instrument is used to document teacher and student movement. The rationale behind this is that it might give insights into teacher biases towards certain students, as well as the classroom management. Further, tracing teacher movement gives insight into what they are doing while the students are working on a task, which is especially insightful for student teachers.

### 3.1.3 VEO

Video-Enhanced Observation, VEO in short, aims to provide “an intuitive, simple, but flexible tool which allows teachers to record, tag, review and share key moments of practice, to build upon and open up their learning” (Haines & Miller 2017: 127). It was developed by Haines and Miller (2017: 134-139) due to the benefits of video-based observation versus paper-based observation, which will be discussed in the chapter “Overview video analysis”. VEO is an app that can be downloaded onto a tablet which allows live recording of a lesson. During the recording pre-defined, as well as customizable tags can be used to highlight significant features. Afterwards, one can simply click on the tag and the relevant section of the video will be played. This allows for easy revision of the entire lesson. Further, “[k]ey moments are aligned with more continuous measures of engagement and classroom focus as controlled by the observer. These feed into line-graphs and pie-charts” (Haines & Miller 2017: 136). Hence, the observer can also visually see the profile of the lesson and how it transformed throughout the lesson. VEO also provides an online portal which can be used to share videos and tag data. In conclusion, the VEO app is an inventive observation tool with an intuitive setup which allows for easy tagging of observable features. Unfortunately, the app is not available in the Austrian app store as of yet.

The observation tools mentioned above are only representative to dozens more that exist, each focusing on something slightly or largely different, and each with a different approach. What they all have in common is that observation techniques and tools guide the observer through the observation and keep them focused on the task, whether that be with a chart that one fills in, or a digital tagging system or something else entirely. As mentioned above, what can be observed is very broad, so not using a tool and merely having a blank sheet of paper can be very intimidating and overwhelming. Therefore, the observations planned in the lessons developed for this thesis will also guide the students in some way, usually by providing a chart or grid for the students to fill in. Further, the observation focus will be presented to the students as well.

## 4 Video analysis use in teacher education

The purpose of this thesis is to investigate how video analysis is and can be used to help pre-service teachers further their skills and bring theory and practice together. Therefore, these chapters focus on investigating video analysis in teacher education. More precisely, first an

overview of video analysis will be given, including its strengths and weaknesses. Then a review of how video analysis is already integrated in teacher education research will be provided, focusing on four different purposes that video material has, namely as a tool for reflection, for understanding the complexity of teaching and learning, for providing explicit examples, and lastly, for noticing. Then the chapter will be concluded by an approach that tries to systemically integrate video analysis into teacher education, called the holistic approach. This is done to provide insights into the literature concerning the connection of teacher education and video resources, and in order to explore the usefulness of video material to bring teaching theory and practice together.

#### 4.1 Overview video analysis

When talking about video analysis, what is meant is the use of video material of a classroom for the purpose of investigating a certain aspect. Hüttner (2019) has, in her most recent work, given a concise summary of video as a tool in teacher education, and this overview will follow her outline. Hüttner (2019: 473) concluded the benefits of using video material for analysis purposes for teacher education and in doing so came up with four major advantages of using video material in comparison to observing a classroom in real life. The first one is the ability to pause and rewind, which allows for specific aspects to be analyzed at a time, whereas in real-life observation one cannot pay attention to several aspects at once. This also creates less pressure to remember everything during observation. Secondly, video material can be edited and collected to curate libraries that can be used to further or repeatedly analyze various aspects of teaching. In real-life observation like this would simply not be possible. Thirdly, video allows for an observation of alternative practices, for instance following different curricula and frameworks. This provides the possibility to expand the range of pedagogical choices a student teacher can make. Lastly, video material is more accessible, which reduces the stress on schools from accommodating various unfamiliar student teachers, and also on the student teachers from potential difficulties in gaining access to schools to observe lessons (Hüttner 2019: 473).

However, there are also inherent problems with video material. One of them is that microphone and camera positioning as well as editing can lead to gaps in the observation. Curry, who investigates video analysis with regards to reciprocity in research doing video analysis in class, also adds that “[t]he presence of a visual record of classroom interactions or faculty meetings [...] heightens participants’ sense of vulnerability” (2012: 91). Therefore,

another disadvantage of video analysis can be seen as the potentially problematic way of acquiring the video material needed.

As well as advantages and disadvantages of using videos for teacher education, different criteria regarding the video material itself can also be identified. One set of criteria that can differentiate video resources are related to the production of the material and include the editing and the quality of the recording, which vastly changes how a lesson looks (Hüttner 2019: 475), as real-life classrooms are never polished and smooth from start to finish. Too much editing can leave the impression of a perfect scenario that never happened and that never will happen, due to the naturally chaotic reality of classrooms. The quality of recording refers to audio as well as visual material, though the biggest differences in quality can be identified by how audible the students' speech is (Hüttner 2019: 475). Furthermore, the availability of the video material and additional resources are also criteria that need to be accounted for (Hüttner 2019: 475).

Apart from the material itself, how the videos are used and who is recorded are also distinguishable factors (Hüttner 2019: 475). For one, there is a vast difference between observing one's own behavior or that of another teacher as the purpose of the observation will vary greatly. Usually if the observer is also the teacher that is being observed the reason for that is reflection, whereas if the observer is not the teacher that is being observed the purpose might be competency-based as part of representing ideal or standard practices (Hüttner 2019: 475). Hüttner (2019: 475-476) further divides this last criterion into four categories of classroom practices. These are idealized practices, innovative practices, trainee practices and representative practices. The categories overlap and do not have definite boundaries, but they do prescribe to some extent the purpose of the video use in teacher education programs. More of the different purposes will be explored in the next sub-chapter 'Videos used in teacher education'.

Masats and Dooly (2011: 1152) have also put forth categories that group video use in teacher education: video-viewing, video-modelling, video-coaching and video-making. Video-viewing refers to a method with which attention is paid to certain topics that create a baseline for class discussion and assignments. Video-modelling is corresponding to Hüttner's competency-based purpose and focuses on drawing attention to target skills or behavior. Video-coaching has the student-teachers being taped themselves. Lastly, video-making "can be a vital tool for participative knowledge construction, especially in project-based learning

and the use of technology in class” (Masats & Dooly 2011; 1159). This thesis will use video according to video-viewing.

Apart from advantages and disadvantages of video analysis in teacher education, there are also hindering and supporting factors to technologies such as video being used in university settings. For instance, technology is used more regularly in institutes that support courses that integrate technological features, for instance by providing staff that helps with issues and questions, or by cultivating a staff that successfully uses technology in their teaching (Christ, Arya & Chiu 2017:24). Also, funding and access to technology are required to effectively integrate it (Christ, Arya & Chiu 2017:24). Further, the educators themselves also play a role, namely their age, workload, and degree, as research suggests that younger professors with a doctorate and fewer courses are more likely to integrate technology (Christ, Arya & Chiu 2017:24) such as video into their courses. Some barriers are the lack of educators’ technical proficiency, which means they are “less likely to (a) learn how to use it, (b) apply it to their teaching and (c) utilize its full potential” (Christ, Arya & Chiu 2017: 25). Of course, the lack of the above-mentioned support structures will create a barrier for educators as well. Therefore, a lack of funding, support, time to invest into gaining technical proficiency, and systemic construction within the institute regarding the use of technology will be a hinderance (Christ, Arya & Chiu 2017: 25).

After this initial introduction into video material and analysis, and having established its usefulness in teacher education, a look will be taken into the various purposes of video analysis in the field.

#### 4.2 Videos used in teacher education

As Hüttner summarizes in her most recent text, digital resources such as video materials are used throughout teacher education, but not in a systemic way (2019: 475). However, some scholars have tried to come up with methods of integrating video use into the teacher education program. One attempt at creating an approach that teacher educators and, therefore, also student-teachers can follow is the holistic approach by Masats and Dooly (2011). Other researchers have further investigated different purpose of using video in teacher education, such as reflection, understanding the complexity of teaching and learning, using it as specific example, and noticing. These four purposes, as well as the holistic approach, will now be described in order to further investigate how video material can be used to bring theory and practice together.

#### 4.2.1 Purpose 1: Reflecting

Teaching is complex and messy, there is a long list of things a teacher has to do in a classroom that goes far beyond standing in the front and providing content (Coffey 2014: 86), they are for instance administrators, organizers, managers, assessors, and among many other roles. There are numerous tabs open in a teacher's mind at any given moment. Therefore, reflecting on the class, the lesson, the students, the soft skills required by teachers, and so on is an important part of teaching. In fact, reflection has been related to the profession of teaching since 1933 when Dewey combined the two (Nelson & Sadler 2013: 45). To summarize the points made in the subchapter about reflection earlier, Gün (2011: 127) writes:

All teachers, in one way or another, 'look back' at their classes and from their reflections, draw implications for their classroom teaching. This reflection may be in the form of 'self-reflection', where teachers think about the positive and negative aspects of recent teaching, or they may share these thoughts with colleagues, or choose to invite a colleague and/or a teacher trainer to their classes for further feedback.

Thus, reflective practice is integrated into most teacher education models with the aim of raising awareness of classroom complexities and increasing teacher expertise (Hüttner 2019: 478). Video can be used as a tool for reflection, as "students [can be] video-taped in a teaching situation and then prompted to constructively analyze their performance" (Coffey 2014: 86). More specifically, a rigorous and repeated analysis of student teachers' own performance is necessary in order to identify strengths and weaknesses (Coffey 2014: 86).

Gün (2011: 130-131) conducted a study about reflective strategies, in which teachers were tasked to reflect on their teaching and were given feedback from different sources over an eight-week period. When asked whose feedback had been the most beneficial and useful to them (colleague, learner, trainer, watching themselves in the video), the clear answer amongst the teachers was watching themselves on video (Gün 2011: 132). They were able to incorporate their reflection into real-life situations in the classroom as well. The reason for the effectiveness of video as a tool to help aid reflection seems to be that the teachers were provided with theoretical background and, therefore, had a critical eye, and that the video provided the teachers with observable material of their own teaching (Gün 2011: 133).

Coffey (2014) shows similar results in that the pre-service teachers, who were able to watch their videos multiple times, could identify weaknesses and strengths in their teaching (Coffey 2014: 94). They were also able to combine written feedback from tutors and watching their video material, which they deemed a highly valuable experience. Another benefit was

that the student teachers were able to identify aspects of their teaching performance that the feedback from the tutor did not include, as they were watching in real time (Coffey 2014: 94). Further, watching themselves on video allowed the pre-service teachers to see themselves as their students would see them (Coffey 2014: 94), which is a perspective usually not achievable.

In conclusion, reflection using video material is highly beneficial to in-service, as well as pre-service teachers. However, at the beginning of the teacher training, when the student teachers have yet to learn how to reflect and what to do with this reflection, scaffolding and supporting tasks are needed to lead to meaningful practice.

#### 4.2.2 Purpose 2: Understanding complexity of teaching

The second purpose of video analysis in teacher education goes hand in hand with the first one, and becomes obvious when keeping in mind the complexity and messiness of any given classroom situation, namely that video is able to capture those complexities and, thereby, allows pre-service teachers to watch and re-watch them from different perspectives (Van Es et al. 2014: 342). Video resources can be utilized to combat the ongoing difficulty of teacher education to provide student teachers with competences required to deal with the complexity of the classroom (Eilam & Poyas 2009: 87). These difficulties can be “the construction of an integrated body of knowledge about teaching, the application of theories to practice, and the development of a cognitive lens for analyzing teaching-learning processes” (Eilam & Poyas 2009: 87). In order to deal with these issues Eilam and Poyas (2009) designed a semester-long intervention course that integrated video material. They took clips from authentic classroom lessons from various locations, diverse teachers and different grade levels. The goal of providing a holistic picture of a real classroom was achieved by providing verbal and non-verbal components of teaching, and by not just showing ‘best practice’ (Eilam & Poyas 2009: 90). In order for the student teachers to use the video materials to their full potential, three kinds of tasks aided the analysis: descriptive tasks, interpretive tasks and evaluative tasks (Eilam & Poyas 2009: 90). The descriptive tasks “asked pre-service teachers to identify and describe the episode’s components and their interrelations, increasing awareness, and possibly acting as a cue for the retrieval of previously studied relevant theories” (Eilam & Poyas 2009: 90), the interpretive tasks engaged in identification and explanation of various aspects by applying relevant theories, and the evaluative tasks asked them to evaluate the described and interpreted activities (Eilam & Poyas 2009: 90). In order to demonstrate the complexity and highly situational nature of teaching, one task in the study consisted of the student

teachers watching and analyzing the same lesson given by the same teacher but in two different classes. They had to look for differences and make references regarding the learners' characteristics (Eilam & Poyas 2009: 91). The study concludes that student teachers require a holistic knowledge, which they acquire by gaining an understanding of the "components of classroom teaching-learning episodes and their interrelations" (Eilam & Poyas 2009: 103). In order to achieve this, guided analysis using video material is required.

In line with Eilam and Poyas' study, Van Es and colleagues (2014) also conclude that video resources are used to their fullest when they are accompanied by guiding tasks. Van Es et al. (2014: 352) write:

Teachers need guidance from facilitators who are deeply familiar with the content of the clips, and the important features captured therein, to help them learn to identify and make sense of what is captured in video. Moreover, they need support to learn how to use video as a tool for their learning-to not only see what is worthwhile but also how to dissect the details of the interactions represented in this video and use them as evidence to draw informed interpretations of teaching and learning.

The diverse possibilities of using video material in order to capture and understand the complexity of teaching and learning can also be seen in the book edited by Xu et al. 'Video based Research in Education' (2019) wherein an entire 100-page section is devoted solely to studies concerning that topic. The six chapters within that section all concern various methods of capturing and analyzing teaching and learning interactions (Xu, Tytler & Paatsch 2019: 103). One chapter, for instance, introduces the laboratory classroom, a constructed classroom that is equipped with more than a dozen cameras and up to 32 microphones for optimum research, in combination with a control room (Chan & Clarke 2019: 108). This aims at creating a connection between classroom activities and learning outcome, as smaller qualitative studies can only show findings of individuals but are unable to extrapolate them to create general claims, and large-scale studies lose track of the intricate individual contexts (Chan & Clarke 2019: 110). Laboratory classrooms allow the combination of both, as they are equipped to deal with both detail and scale (Chan & Clarke 2019: 110). The study itself aims at better understanding the social matter of a mathematics classroom (Chan & Clarke 2019: 111-112), however, the reason why it is brought up here is as an example of how video resources are used in order to gain a better understanding of learning, which is a necessity in order to be able better to help teachers teach. The focus, though, is not on student teachers using the



material, but on researchers drawing conclusions based on it, which can further the field of teacher education as a whole, even though it is not integrated in it.

#### 4.2.3 Purpose 3: Using as explicit examples

Picking up from the overview section, one frequent use of video is integration into a competency-based teacher education (Hüttner 2019: 476). Oftentimes video is used as a reference point for student teachers for specific, sometimes even isolated, aspects of teaching. Hüttner (2019: 476) differentiates two practices: video as ideal(ised) practice, and as standard(ised) or innovative practice.

Regarding the first, it is one of the most common uses of video and, therefore, a vast variety of videos available are made with this purpose in mind. It refers to using video to demonstrate to student teachers an ideal or idealized teaching practice (Hüttner 2019: 476). Quite often what is presented are broad teaching methods, specific skills, or even the integration of technology; therefore, often the focus is on the teacher and not the students (Hüttner 2019: 477). This is further aggravated by the fact that those videos also tend to be heavily edited, excluding most of the non-teacher-focused time, such as group work. This approach seems to imply two aspects: “firstly, that teaching can be viewed as a set of competences which can be studied and acquired in isolation and, secondly, that student teachers should emulate these practices and learn through copying” (Hüttner 2019: 477). The disadvantage of this approach, or more specifically the editing that goes hand in hand with it, is that the classroom is often presented as simpler and easier than it is, which in turn could lead to frustration by student teachers when they enter a real classroom and are confronted with a messiness they were not prepared for (Hüttner 2019: 477).

Video can also be used to demonstrate standard or innovative practices, more specifically to show examples of specific curricular demands (Hüttner 2019: 477). For instance, student teachers have the ability to get to know new teaching practices that are not yet integrated into schools they have access to (Hüttner 2019: 478). Video can be used as a tool here to introduce these methods or contexts, that otherwise could only be known about theoretically.

Using video as examples connects theory to practice. There are two strategies that can be used to connect the examples, or the video resources, and the rules, or principles that they demonstrate, namely the rule-example or the example-rule strategies, also known as rule-eg vs. eg-rule (Seidel, Blomberg, Renkl 2013: 57-58). Rules, or principles, refer to basic knowledge

about learning and teaching principles such as goal setting, activation of student thinking, supportive learning, regulating guidance (Seidel, Blomberg, Renkl 2013: 57). The direction in which the rule and example relationship goes depends on the specific learning objective: “video examples may be used (1) to illustrate rules and set them in the context of schools and classrooms or (2) to demonstrate the complexity of classroom action, from which they then derive rules” (Seidel, Blomberg, Renkl 2013: 58). Concerning learning goals as well, there seems to be a difference in what student teachers learn, precisely rule-example strategies promote factual learning, and, therefore, aim at declarative knowledge and concepts, whereas example-rule strategies foster action-related learning, so procedural knowledge and motivational aspects (Seidel, Blomberg, Renkl 2013: 58). The different strategies also require different guidance, while the rule-example approach requires pre-teaching of the principles and direct guidance, the example-rule strategy is apt to a more indirect guidance (Seidel, Blomberg, Renkl 2013: 58). A link can be made to two teacher education models, namely the applied science model and the reflective model. While the rule-example strategies lend themselves more for the applied science model, as the student-teachers are presented with rules first, whereas the example-rule strategies could be useful for reflection practice.

#### 4.2.4 Purpose 4: Noticing

When talking about teacher noticing, what is meant is the teachers’ “ability to select from the plethora of data surrounding them in the complexity of a classroom those elements they wish or need to attend to” (Hüttner 2019: 478). It consists of three main characteristics, identifying the important, connecting single situations and broader principles, and applying context knowledge to reason about classroom practices (Van Es & Sherin 2002: 573).

Teaching is a complex, messy activity that requires teachers to focus on what the students are saying and doing, how they set up instructions and how to present complex ideas and theories in a simple understandable manner (Van Es & Sherin 2002: 573). As no teacher can concentrate on all of those parts at once, they need to make a decision regarding what to attend to and focus on (Van Es & Sherin 2002: 573). Therefore, being able to notice important aspects that require immediate attention is an important skill to have. The second feature, identifying the important, relates to the aspect of noticing where the teacher is able to relate real-life classroom situations with a broader learning or teaching theory or principle (Van Es & Sherin 2002: 574). Extrapolating from specific events to the general helps teachers understand the bigger picture and to not focus too much on isolated incidents (Van Es & Sherin 2002: 574).

Regarding the last feature Van Es and Sherin write, “noticing classroom interactions is tied to the specific context in which one teaches, and it is within this arena that this ability should develop” (2002: 574). Language teachers have a different knowledge of the subject matter, the way the students think about the subject matter and the classroom context as teachers with other subjects; therefore, they will notice different aspects in the classroom (Van Es & Sherin 2002: 574-575).

Noticing is said to develop over time, as in order for this skill to grow and to make connections between teaching and learning, extensive experience is required (Males 2017: 91). Video can be integrated into this experience in numerous ways, either by watching expert teachers alone, or by viewing their own or other pre-service teachers’ videos (Males 2017: 92).

In a similar study to Star and colleagues (2008 and 2011) Males investigated what student teachers notice and came to the conclusion that over the course of two semesters, there seems to be a shift away from noticing teacher related aspects towards the students (2017: 106). This confirms research stating that student teachers at the beginning of their training have difficulty noticing key elements (Blomberg, Stürmer & Seidel 2011: 1131). However, it also seems to indicate that noticing can be practiced, and the more this activity is performed, the more informed ones noticing becomes. Further, student teachers that have participated in a video-based course that focused on noticing were not only able to achieve higher sophistication in the skill than the comparison group, but also kept that ability even after some time without practicing it frequently (Barnhart, Van Es 2015: 91).

When talking about using video as a tool for noticing, it is important to also discuss the drawbacks. As mentioned already, most videos are produced with a teacher at the front of the classroom, and the camera in the back looking at the teacher. Therefore, the focus is on the teacher, and the classroom can usually not be seen, at least not from the teacher’s perspective (Widjaja, Xu, & Jobling 2019: 68). Even in studies that include footage from the teacher’s perspective, acquired for instance by having the teacher carry a camera on their chest or head, there are blind spots that the teacher in the classroom can see and notice from, that the student teachers watching the video will never have access to (Widjaja, Xu, & Jobling 2019: 78). A possible way around this predicament is by accompanying the video material with the teacher’s own reflection and interview data (Widjaja, Xu, & Jobling 2019: 79).

#### 4.2.4.1 Professional vision

A concept closely related to noticing is professional vision. Goodwin defines it as “consist[ing] of socially organized ways of seeing and understanding events that are answerable to the distinctive interests of a particular social group” (1994: 606). In the context of teacher education, it refers to the “ability to observe what is happening in a classroom and to make sense of it from a professional perspective” (Blomberg, Stürmer & Seidel 2011: 1131). Professional vision is based upon two major components: selective attention and knowledge-based reasoning, both of which influence what is noticed and how classroom events are interpreted (Seidel et al. 2011: 260), and relate to or include noticing. Particularly the first component is used synonymously with noticing in research (Blomberg, Stürmer & Seidel 2011: 1132) and refers to “the knowledge-guided identification of those classroom situations and events that are relevant to the provision of effective instruction” (Blomberg, Stürmer & Seidel 2011: 1132). Knowledge-based reasoning is the “teachers’ ability to process and interpret the classroom events they have noticed, based on their professional knowledge about teaching and learning” (Blomberg, Stürmer & Seidel 2011: 1132). There are three levels involved (Blomberg, Stürmer & Seidel 2011: 1132),

- description: the ability to identify, differentiate, and classify teaching and learning components;
- explanation: the ability to link the observed classroom situation to professional knowledge; and
- prediction: the ability to forecast learning-related consequences based on professional knowledge.

Professional vision is not seen as a linear development, but rather selective attention or noticing and knowledge-based reasoning form an interconnected cycle (Blomberg, Stürmer & Seidel 2011: 1132).

Professional vision also varies amongst the different subjects, Blomberg, Stürmer and Seidel’s research found that social sciences and humanities showed higher professional vision than mathematics and science students (2011:1136). Further, “norms, beliefs, and ways of reasoning” (Blomberg, Stürmer & Seidel 2011: 1139) differ amongst subjects. This leads to the assumption that “professional vision is developed during a process of subject-specific socialization in teacher education programs that involves both, the acquisition of knowledge (generic and subject specific), and of specific norms and beliefs about teaching a subject matter” (Blomberg, Stürmer & Seidel 2011: 1139).

Further, it seems to make a difference to the development of professional vision whether the student teachers watch a video of themselves or somebody else, at least with regards to noticing (Seidel et al. 2011: 265). When comparing how much teachers notice, the group that was experienced in video analysis and watched their own video were at an advantage over the group that was not experienced and watched somebody else's video, and the group that was experienced and also watched somebody else's video (Seidel et al. 2011: 265).

#### 4.2.5 Holistic approach

The holistic approach by Masats and Dooly (2011) aims at providing a method that “places student-teachers in the role of both teacher and learner allowing the co-construction of teaching knowledge and the acquisition of digital competences and media literacy” (2011: 1151). It is made up of four prongs, which are built on the four uses of video in teacher education mentioned earlier, namely video-viewing, video-modelling, video-coaching and video-making, and are meant to be applied by both primary and secondary level teachers (Masats & Dooly 2011: 1153). Each prong, and therefore each purpose of video use, is explained via a case study and given an appropriate nickname (Masats & Dooly 2011: 1152).

The first is re-winding, which focuses on video-viewing. Here the focus lies on pre-service teachers viewing a video and then viewing it again accompanied with a set of guiding questions that help focus their attention on certain aspects of the video. This provides the student teachers with more scaffolding which allows them to have a better understanding of what they are meant to be seeing and how they are supposed to integrate these new insights into their current understanding of teaching (Masats & Dooly 2011: 1153-1154).

The second prong is zooming-in and is “sustained in the belief that video-coaching offers student-teachers stimuli for personal reflection” (Masats & Dooly 2011: 1155). Masats and Dooley explain, that this model not only focusses on reflection of their own teaching, but also on “learning about evaluation and continual assessment processes and teacher behaviour by providing carefully scaffolded peer-assessment techniques” (2011: 1155). In the zooming-in phase the student teachers take note of their own insecurities and areas they would like feedback on. The student teachers act as the teachers that are being videotaped while teaching the planned lesson in a school, as well as evaluators. In order to effectively find aspects of a teaching sequence that needs revising or changing, the student teachers require to have detailed knowledge of their own teaching sequence and the reasonings behind their

actions (Masats & Dooley 2011: 1155-1156), so a well-organized lesson plan is key. The focus of zooming-in, however, is not only on the negative aspects that need to be changed but also on the positive, as well as on learning how to give and receive feedback (Masats & Dooley 2011: 1155-1156). In conclusion, pre-service teachers learn to look at a video of themselves and analyze their performance to improve their reflection.

Freeze-framing is based on video-modelling where student teachers “watch an example of ‘best practice’ carried out by an expert teacher” (Masats & Dooley 2011: 1157) and transcribe it. Transcription “brings attention to the underlying order of discourse [...]. It is one of the forms of freeze-framing as the student-teachers focus on minute discursive details and become more aware of the complexity of teacher talk, including non-verbal language” (Masats & Dooley 2011: 1158) This helps pre-service teachers to become more conscious of the work required by teachers, as they spend more time analyzing their every word and gesture (Masats & Dooley 2011: 1157-1159). As time-consuming as this prong is, it is well worth the extra effort to increase the amount of knowledge that can be taken from expert teachers.

Lastly, bird’s eye-viewing follows the video-making category of video use, which encourages the student teachers to integrate technology into their future lessons. Bird’s eye-viewing consists of various phases in which the pre-service teachers plan and execute the videotaping, as well as analyze the resulting video (Masats & Dooley 2011: 1159-1160). This process can also be filmed and analyzed as a meta-analysis as well.

To conclude the holistic approach,

encouraging student-teachers to view, use and produce videos at different points in their training, and from different perspectives and different disciplines, will better enable them to use video-viewing, video-coaching and video-making as resources for supporting learner collaboration and development of shared knowledge (Masats & Dooley 2011: 1160).

This approach links several different purposes of video use into one approach which can be used as a guideline and a tool for teacher educators who aim at integrating video analysis in a broad way.

#### 4.3 Video material for this thesis

For this analysis video material provided by the University of Southampton was used. The VELTE Project by J. Hüttner has curated video resources for English language teacher education and allows language student teachers and language teacher educators access to their platform. It was chosen due to its easy accessibility for students and teachers of the

University of Vienna, as J. Hüttner teaches there. This easy access is imperative, as the lesson plans designed in this thesis are made specifically with the curriculum of this university in mind. Although the videos portray English native speaking teachers, and the students do not all share a first language, which they might in Austria, they still portray realistic English teaching sequences that could happen in the Austrian school context. Further, the site is structured according to levels, and provides a summary regarding the focus of the lesson, which is handy. It offers a selection of recorded lessons from four different levels, namely pre-intermediate, intermediate, upper-intermediate and advanced, varying from one to four videos per level. The lessons are ninety minutes each and for the analysis at hand and to be used in the lesson plan, three lessons were selected, namely one pre-intermediate one taught by Emma, one upper-intermediate lesson taught by Neil, and an advanced level lesson taught by Neil as well. As is common in language teaching, the lessons involved group work, some of which is unintelligible, and other administrative talk, therefore only selected scenes that will be useful for the present analysis have been transcribed. For easier citing, the lessons have been split up into several parts, which can be seen in full in the appendix. The transcription follows the VOICE transcription guidelines (VOICE Project 2.1 2007: [https://www.univie.ac.at/voice/page/transcription\\_general\\_information](https://www.univie.ac.at/voice/page/transcription_general_information)).

In order to contextualize the lessons for a better understanding of the classrooms as a whole, the three lessons of relevance for this thesis shall be briefly described. Lesson one is Emma's and she teaches a pre-intermediate level class with nine students aged 16 to 19 of various language backgrounds. The lesson focuses heavily on vocabulary, which is why it lends itself very well for the following analysis and lesson plan, and the second half revolves around the topics of hotel and making reservations. Lesson two is taught by Neil and includes fifteen upper-intermediate level students aged 16 to 19. The students also do not share an L1 as they come from different language backgrounds. The topic of the lesson is 'the mind' and it predominantly focuses on speaking, but also on reading and towards the end also includes a bit of writing. The third and last lesson is also taught by Neil and contains eight advanced level students aged 16 to 19. The students also come from various language backgrounds and the theme of the lesson is 'vision', with a focus on art and culture.

## 5 Lesson plan development

This thesis aims to investigate a solution for the theory-practice gap by using observation in combination with video resource in order to allow student teachers to reflect upon and investigate teaching concepts that they have learned in theory by watching real teachers perform them. More specifically, teaching accuracy versus fluency, vocabulary teaching and repair will be used as they are commonly addressed and re-addressed in teacher education. Each teaching aspect will first be introduced by presenting an overview of how literature commonly used in teacher education presents the concept and advises how to teach it and what to focus on. Then an analysis of the previously characterized observable teaching features will take place. For this, video material of 'real life' English language lessons were transcribed, and the practice will be compared to the reviewed literature with regards to similarities, differences, extensions and possible reasons for them. The focus will remain on first identifying the traits, then comparing them to theory, followed by interpretations for possible deviations. The results of this will inspire the foci of the lesson plans, where similar analyses may be performed. Next, nine lesson plans are suggested that combine observation with video material and aim at reflecting on different teaching aspect. For each teaching feature three lesson plans will be developed, one for student teachers who are just starting their teacher education, so aimed at one of the first language teacher courses usually taken in the second semester, one for student teachers in the middle of their education, so for a course towards the end of the Bachelor program, and one for student teachers towards the end of their education, so aimed at a course towards the end of the Master program.

### 5.1 Teaching accuracy vs. fluency

In order to present a lesson plan that focusses on reflecting on how to teach fluency and accuracy, a closer look at what these two terms mean is necessary. Therefore, first an overview of how teacher education defines fluency and accuracy will be presented. As this thesis emphasizes observation, more precisely observing video material in order to integrate them into teacher education, an analysis of similarities and possible discrepancies of the theory and the practice will be performed next. The findings of this will be integrated into the lesson plans, which will be presented last.



### 5.1.1 Overview accuracy vs. fluency

#### 5.1.1.1 Fluency

Fluency is regarded as “the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation” (Hedge 2000: 54) and relates to responding coherently and within a turn, linking words and phrases into meaningful units of comprehensible language, and producing said language with the proper stress and intonation, as not to cause misunderstandings (Hedge 2000: 54). Research regarding how to best acquire fluency has changed over time, developing from fluency drills in the 1970s, where teachers would give each student a prompt that they had to integrate into the statement before (Hedge 2000: 54). A very short example for that could be:

|                  |                         |
|------------------|-------------------------|
| <i>Teacher</i>   | loved                   |
| <i>Student 1</i> | I loved summer as a kid |
| <i>Teacher</i>   | winter                  |
| <i>Student 2</i> | I loved winter as a kid |
| <i>Teacher</i>   | hate                    |
| <i>Student 3</i> | I hated winter as a kid |
| <i>Teacher</i>   | as an adult             |

More recently, the teaching of gambits, more prominently known as ‘chunks’, is seen as an easy way of helping develop fluency (Hedge 2000: 55). Chunks are pieces of prefabricated language that are learned holistically as one item (Hedge 2000: 55). For example ‘How are you doing?’ is used as a conversation starter, ‘Nice to meet you’ is a polite response to meeting someone, and ‘at the end of the day’ is a concluding phrase. Both fixed phrases as well as grammatical structures that always follow the same rule are considered chunks (British Council). For native speakers, prefabricated chunks serve two broad purposes: reducing the processing effort and serving as a tool to engage in social relations (Wróbel 2011: 57). Chunks, or formulaic sequences, serve to reduce the processing effort in three ways: they act as processing shortcuts, time-buyers and manipulators of information (Wróbel 2011: 58). Standard phrases and referential labels with agreed meaning increase the speed and fluency of language production and thereby shorten the processing time and effort. Further, standard phrases, discourse shape markers, and repetition of previous information or input buy time as they take a while to express, but not to think about. Lastly, useful mnemonics or rote learning enables speakers to remember information they otherwise would not be able to, as well as to

manipulate information (Wróbel 2011: 58). Regarding social interaction, Wróbel (2011: 58) states that they are supported by the use of:

- commands [...], requests [...], politeness markers [...], bargains [...] and the like, which help the speakers satisfy their physical, emotional and cognitive needs through manipulation of others;
- story-telling [...], turn claimers [...] and personal turns of phrase, which help the speaker be taken seriously or be separated from the crowd when asserting separate identity [...];
- 'in' phrases, group chants, institutionalized forms of words [...], rituals [...], proverbs [...], threats, quotations, forms of address, hedges and the like, which help the speaker prove his or her overall membership and the place in hierarchy when asserting group identity [...].

Second language learners also benefit from the reduction in processing effort, as prefabricated language is processed faster than sequences produced on the spot, and it compensates for the limited amount of space in the working memory, as it is stored as one chunk (Wróbel 2011: 59-60). Further, formulaic sequences help students stay in a certain register and style, as they are taught and learned in that setting (Wróbel 2011: 60). The second purpose of prefabricated language chunks, the integration into a social group, is not related to fluency, and will not benefit second language learners (Wróbel 2011: 61). This is due to the fact that "[a]ny native language is highly culture-dependent in its phraseology, connotations or literature, history or politics references. Lack of such knowledge makes a non-native the 'outsider'" (Wróbel 2011: 61).

As important as chunks seem to be for acquiring fluency, they seem to be paid not as much attention to as other activity types that foster fluency by engaging the students in conversation. Three of the most common types of activities that do that shall be briefly described according to Hedge (2000: 277-281). First, free discussion provides the opportunity to freely give opinions, agree or disagree to other students' input, make comparisons and statements. It has the benefit of allowing students to practice strategies necessary for interpersonal communication, such as turn taking, introducing and changing topics, and encouraging other participation in the conversation. However, some students will experience anxiety in partaking in such exercises. Therefore, in order to encourage all students to take part in the discussion some support and structure, in the form of instructions, input material or set roles, might be useful. Second, role-play is an activity type where "the setting, the situation, and the roles are constrained by the teacher or materials but, within these, students choose the language they use" (Hedge 2000: 279). Role-play encourages high participation,

especially when done in smaller groups, and is easier for some students who struggle with contributing their own creative and intelligent ideas. While some students thrive off of impersonating others and taking on roles, others find that very challenging, especially when they do not relate to their own status, personality, morals or even gender. Herein, therefore, lays its biggest challenge. Lastly, 'gap' activities, especially information gap activities, lend themselves to combine fluency and accuracy. As in an information gap activity, one person requires a piece of information that the other person possesses, there is more request for clarification and repetition as more comprehension is required than in the other two task types. On the other hand, this type of activity does not necessarily encourage conversational strategies, which role-play and free discussion do.

#### *5.1.1.2 Accuracy*

Accuracy refers to "the ability to produce target-like and error-free language" (Housen, Kuiken & Vedder 2012: 2). This target, or norm, has to be set, which is reason to some debate in second language acquisition research (Towell 2012: 52). In Austria, for instance, the highest descriptor achievable in school to assess speaking includes accuracy and is given when lexical accuracy is very high with hardly any incorrect words used, very good grammatical control is demonstrated, there are hardly any lexical and grammatical mistakes, and the pronunciation is clear and natural (Bundesministerium für Bildung und Frauen 2013: 24). The target could be native speakers' use of the language, or other non-native speakers at different stages of learning (Towell 2012: 52). Second language acquisition research portrays language as being relativistic, meaning that the language system of a learner or a group of learners can be compared to other systems, such as native speaker norms, the system of other foreign language learners or the own system at different stages of learning (Towell 2012: 52-53). Towell (2012: 53) explains this as follows:

At a given stage of development, SLA researchers expect to observe systematic examples of language use which reveal the extent to which learners have mastered (sub-)systems of the language and the extent to which they have acquired knowledge of the properties of specific forms.

He gives the example of a French native speaker learning English uttering the sentence 'Pierre watches often the television', which is syntactically incorrect and demonstrates that the learner has not yet acquired the knowledge of the difference in verb raising between French and English. However, this mistake may be very typical for a student at this level (Towell 2012: 53). In order for there to be a common standard that all teachers follow, the Common

European Frame of Reference, referred to as the CEFR, provides an outline concerning how accurate learners at different levels ought to be (Council of Europe 2011: 6). More precisely, it offers can-do statements for each skill and each level, thereby proposing a guideline for language teachers to compare their students' level to.

Another aspect of accuracy that was already discussed in the section 'Fluency', is the use of formulaic sequences. Prefabricated language is very helpful in gaining fluency, including accuracy to chunks might lead to some problems, though, as incorrect chunks might still be understandable, but not accurate. First, an inability to retrieve the entire chunk may cause an inference from the native language (Wróbel 2011: 62), especially when first introduced to it. The reason for issues with formulaic sequences and accuracy seems to stem from the way learners process language. Specifically, foreign language learners prioritize meaning over form, and, therefore, focus more on the meaning of the chunk than the grammar and structure, resulting in utterances such as 'love at the first sight' or 'by a way' (Wróbel 2011: 63).

As accuracy is defined by correctness, deviation from the standard norm will occur in the learning process and errors will be made. Systematic errors are "evidence of a learner's current stage of interlanguage and [...] are to do with incomplete or faulty knowledge of English" (Hedge 2000: 289). Mistakes are performance issues, meaning that the students theoretically possess the required knowledge to perform the piece of language, but for various reasons still do so incorrectly (Hedge 2000: 289). Mistakes can usually be self-repaired (more on that in the subsection 'Repair') once their attention is drawn to it, but errors can or cannot be corrected, depending on whether the teacher assesses that it would be beneficial to the students (Hedge 2000: 289).

When preparing accuracy-focused activities, there are three activities they should retain in order to be meaningful: contextualization, personalization, and awareness of the social use of language (Hedge 2000: 273-275). Firstly, practice ought to be contextualized in order to "make clear the link between linguistic form and communicative function" (Hedge 2000: 273). Therefore, providing situations in which the target structure is commonly used is key. For instance, in order to teach the present continuous tense, it might be useful to frame it in a telephone conversation where the caller asks to speak to somebody, and the other person tells them they are busy doing something. Contextualization is especially important for teaching structures that naturally occur together. Secondly, activities need to be personalized

in order for students to “express their own ideas, feelings, preferences, and opinions” (Hedge 2000: 274). This increases the memorability of the language and the students’ motivation. It is important to provide a degree of flexibility in what the students can say, even in accuracy-based activities. Lastly, accuracy-focused activities ought to build awareness of the social use of language. Especially in the context of politeness, it is important to integrate social convention into accuracy-based tasks as failure to conform to those conventions might lead to misunderstandings or may be taken as offence (Hedge 2000: 275).

During the course of the language learning period, a balance between fluency-based and accuracy-based activities should be established (Hedge 2000: 283). When and for how long one should focus on each type has to be assessed by the teacher. Some researchers, for instance Brumfit (1984), suggest that in lower levels more focus should be on accuracy as the students will require “a strong focus on learning to use grammar, vocabulary, and features of pronunciation in more controlled, intensive forms of practice” (Hedge 2000: 283). As the learners progress, more focus should be put on fluency (Hedge 2000: 283). However, Hedge also mentions contrasting argumentation claiming that in order to increase the range of vocabulary and decrease the likelihood of inaccuracies, a focus on accuracy should remain or even increase in more advanced classrooms (2000: 283-284).

In conclusion, a big part of fluency-based activities involves teaching and training chunks and doing activities such as free discussion, role-play and information gap activities with limited amount of correcting interference from the teacher. Accuracy is defined as the extend of deviation from a norm. In the European case, this norm is set by the CEFR. Incorrectness may be addressed or not, formulaic sequences may cause issues, and different aspects such as contextualization, personalization, and awareness of social use of language have to be considered when promoting accuracy-based learning. Lastly, students require a healthy mix of both accuracy and fluency in order to properly acquire a language.

#### 5.1.2 Video analysis accuracy vs. fluency

The first lesson is the pre-intermediate one taught by Emma, which focuses on on vocabulary acquisition. Therefore, the vast majority of the activities and speaking is accuracy-based, as the focus lies on a correct grasp of partially new language, and not on using the language fluently. In lesson one part one the activity chosen is a repetition of previously learned vocabulary and looks as follows:

- 48 SX-m: <10> er if </10> you use computer you always
- 49 SX-m: Internet

50 SS: @@@@  
 51 T: well done Arthur well you've done it who hasn't done i:t? o:kay erm::  
 (2) okay no looking  
 52 S3: okay @ (2)  
 53 T: you understand?  
 54 S3: <11> yeah </11>

The practice is not contextualized, as the words are not used in natural situations, but are rather presented in isolation. As a consequence, the activity is only personalized to some extent. The students are allowed some degree of choice in how they present the vocabulary item, however, the goal of having the other students guess their word has to be met. Further, the activity hardly builds awareness of the social use of language, as the words are presented in isolation and not in a meaningful speaking exercise. The same analysis can be made for the activity in part two and part three of the same lesson, the phrases are presented in the context of being the most common verbs, but no communicative context is created around them. As it is not a conversation including turn-taking, and the students do not have to think of what to say, the language also cannot be personalized and likewise does not build awareness of social use. In part 4 and 5 an actual speaking activity with roles and turn taking is presented. In part 4 the activity is set up, as can be seen below:

1 T: if you go to a hotel (.) you ring up (.) okay before you go (.) what do you say  
 2 SX-m: can <1> I book </1>  
 3 SX-f: <1> can I book </1>  
 4 T: can I book okay o:r can I?  
 5 SX-m: make reservation  
 6 T: make a (.)  
 7 SX-f: re:-  
 8 T: reservation:n (.) well done can I make a reservation okay so we're just going to do in this last ten minutes we've got a bit of hotel language (.) when you phone a hotel (.) okay (.) so it's in your books on that same page (6) okay so here we have (.) this hotel (.) does it look nice

Already, a contextualization is made evident, the vocabulary being taught can be used in the context of the topic 'hotel'. It appears to be an activity in which the students have to fill in gaps or connect phrases, therefore, not a lot of personalization is provided, as the students are not able to express their own ideas and the activity does not allow for the students to make choices regarding what to say. Being provided with the guidelines of the dialogue used to make a reservation, however, has the benefit of raising the student's awareness of the

social use, as the right amount of politeness is already indicated. For more on the treatment of incorrect student utterances, see section 6.3 on repair.

In the upper-intermediate level lesson, the first two parts are once again used to teach vocabulary, and therefore, the focus lies on promoting accuracy by teaching vocabulary in isolation, without communicative context or personalization. This focus could be seen as a pre-activity for the following fluency-based talk that follows. In the third part of lesson two, a free discussion is initiated by the teacher, as he invites the students to talk about their fears. As it is a classroom discussion, and not a discussion in groups, there is a limited number of students that actively participate. The corrective interventions from the teacher are limited to instances in which they are needed in order to stop the conversation from breaking down or to prevent miscommunication. Two examples of interferences like that are the following (Lesson 2, Part 3):

- 85 SX-m: <3> yeah close your eyes </3>  
86 T: okay  
87 SX-m: (then you will) enjoy it @  
88 T: so close your eyes {writes that on whiteboard} (6) {parallel  
conversation between S1 and SX-4 starts and ends} which mean- close your eyes  
as in do it still  
89 SX-m: yeah
- 94 T: when you're singing what are you doing  
95 SX-m: (relaxing)  
96 SX-m: <4> division </4>  
97 T: <4> relaxing </4> you're?  
98 SX-m: divirsing your mind  
99 T: diversion  
100 S1: diver- diverti-  
101 T: yeah diverting your mind or distracting your mind

The fourth part of the lesson is similar to the third, as it too involves classroom discussion focusing on fluency and on conveying correct meaning, not necessarily using the correct form. After the last part, the teacher tasks the students to become experts on a topic, and then to talk about that topic to experts of other topics. This activity, though not transcribed, as it is not possible to understand what the individual students are saying, also focusses on fluency, and can be seen as an information gap activity. As the students talk amongst themselves, the amount of correcting by the teacher is very limited.

In the advanced level classroom, the focus lies mainly on fluency. This is done in parts by holding a classroom discussion, which is the case in the first, second and fourth part of the

lesson, or by each individual student giving a small presentation, which is done in the third part. The teacher only corrects as part of the meaning negotiating process, for instance in the following section (Lesson 3, Part 3):

- 60 S5: er this (.) this is from Monet (.) it's called (.) er: the water l-(.) lily  
pond (.) and I don't know I like it because (.) as I was saying it is like a river (.) but  
the frogs there stays in the lift i:n the <pvc> leave <ipa> li:v </ipa> </pvc> (.) the  
<pvc> leaves <ipa> li:v </ipa> </pvc>  
61 T: the the  
62 S4: leaves  
63 S5: the <pvc> leaves <ipa> li:v </ipa> </pvc>  
64 T: the LEAVES (.) right  
65 S5: yeah in the in the water=

In this example the student presenting their opinion drastically mispronounces the word 'leaves' to the point of misunderstanding, the teacher indicates misunderstanding and another student provides the correctly said word. Even though chunks and formulaic sequences were not explicitly taught, they were used by the students occasionally, for instance in lesson three, part three, which demonstrates a student using a turn taking phrase and then an introductory phrase:

- 14 S3: I can go first  
15 T: okay Susie is gonna go first (.)  
16 S3: okay (.) I'm going to talk about this painting that is called [...]

In summary, in lower level classrooms a lot more attention is paid to accuracy-based activities, and in higher level lessons more time is spent on unguided fluency-based activities. When accuracy is taught, it seems to be either contextualized, personalized or used to raise awareness of the social use of language, but never all three at once. This might be due to the teaching method, as it is difficult to contextualize and personalize isolated vocabulary work. When fluency is the focus of the lesson, no attention is paid to teaching chunks or formulaic expressions, however, they are correctly used by several students in higher levels. Two of the most popular fluency-based activities are chosen, and correcting interferences are used sparingly. It is interesting to see in this analysis that in the lowest level only accuracy is focused on, in the middle level accuracy-based activities seem to be used as pre-activities for fluency, and in the highest level the focus is entirely on fluency. This is in line with the previously mentioned argumentation suggesting that the higher the proficiency level, the less the students need to focus on accuracy, as in lower levels a stronger focus on learning to use



grammar and vocabulary is needed than in higher levels, where an understanding of those elements is already established.

### 5.1.3 Lesson Plan accuracy vs. fluency

#### 5.1.3.1 *Beginning of teacher education training*

This lesson plan is aimed at an introductory course, such as the “ELT Foundations 1 / Introduction to Language Teaching 1” course at the University of Vienna. The students taking this course have only ever experienced school as students and are new to the teacher education program. Therefore, the tasks are introductory and require a rather basic level of analysis, observation, and reflection skill.

In the following the lesson plan, which can be viewed in full in the appendix, will be described and explained. The lesson begins by having the students form groups of four. The groups are tasked to discuss the chapter in Hedge (2000) about accuracy vs. fluency, which the students had to read as homework. In their groups they are supposed to summarize the main points and discuss any questions that arose during the individual reading. This is done to activate the knowledge they will need for the observation tasks, and to ensure that everybody understood the terms and concepts. Then the students are presented with a variety of short clips. These clips are from the same three lessons that have been used in the analysis part, although due to time constraints not all clips can be watched by the students. The teacher educator picks a handful, for example lesson one part one, lesson one part four, lesson two part three, or lesson three part three, and shows them to the class. Some clips can also be shown in a shortened version, if time constraints are an issue. The students are supposed to fill in a chart with three columns, labelled activity, type of activity, and comments. The aim of this observation task is for the student teachers to be able to correctly identify accuracy-based and fluency-based activities. As a post observation activity, a discussion either in groups or, if the class is small enough, with the entire class, is held. Two questions will be addressed, first, “How do you know whether the activity is focused on fluency or accuracy?” and second, “Why is one chosen over the other?”. This is meant to strengthen the understanding of the difference between fluency-based and accuracy-based activities and their purposes in the classroom.

#### 5.1.3.2 *Middle of teacher education training*

This lesson plan is aimed at an intermediate course, such as the “Practicum Coaching” course at the University of Vienna. The students taking this course are in the midst of a traineeship

at a school and, therefore, have at least some experience in the role of the teacher and observer. Additionally, as they are further along in their studies, they are also a bit more knowledgeable on the theory regarding accuracy and fluency. The aim is to investigate the learner as doer within the context of accuracy and fluency.

In the following the tasks, which have been adapted from Wajnryb (1992: 34-35), will be explained and described. First the students are tasked to brainstorm typical tasks that the teacher asks the students to do, for example think about something, put something in order, make judgements, interact with other students, act something out and so on. This is done to get the student teachers to think about the students as the doers and will be compared in groups. Again, a variety of short clips that demonstrate fluency-based or accuracy-based activities will be presented to the students. They are given an observation chart, with the following columns: what learners do, what this involves, teacher's purpose, and comment. During the observation of the video clips, the students are supposed to fill in the chart. The aim is to observe the activities of the students in fluency-based and accuracy-based tasks. Afterwards, the class discusses the chart and answers questions. The first one is which kind of activity is most frequent, the second one asks which one is the most valuable to the learners and why. Then, in order to fulfill the aim of investigating the learner as doer and how accuracy and fluency play into that, it will be talked about whether or not there is a difference between the kind of activities done in fluency focused and accuracy focused teaching.

#### *5.1.3.3 End of teacher education training*

This lesson plan is aimed at an advanced course, such as "Specific Issues in Language Learning and Teaching / Specific Issues in EFL Teaching" offered at the University of Vienna. The students taking this course are in the Master program, which means they already have experience in teaching and observing teaching and have learned an extensive amount about teaching accuracy and fluency already. The focus of this set of tasks lies on accuracy and fluency in combination with interferences, more specifically, if any connections between the frequency and the type of task, either accuracy-based or fluency-based, can be made, and to what regard interferences are necessary.

At the beginning of the lesson the students are supposed to familiarize themselves with the chart that they have to fill in, and in doing so brainstorm about what they have learned so far about accuracy and fluency teaching. During the observation they have to fill in the chart with the following columns: student talking, teacher interference, type of activity

(accuracy/fluency). After the observation another group discussion will be performed. The following three questions will be addressed, one after the other, “How frequently do teachers interfere in each type of activity?”, “Why is teacher interference necessary?”, and “Is it necessary at all?”. The finding of the groups will then be compared with the entire class.

## 5.2 Teaching vocabulary

In order to present lesson plans that focusses on reflecting on vocabulary by observing video material, a closer look at what vocabulary teaching entails is necessary. Therefore, first an overview of how literature for teacher education presents vocabulary will be presented. Then, the video analysis will be presented, followed by the lesson plans.

### 5.2.1 Overview vocabulary teaching

Language learning is a very individual process, which needs to be taken into account by teachers (Ellis 2005: 220), also when teaching vocabulary. As vocabulary is at the core of the four language skills, speaking, listening, reading and writing, learning it is of utmost importance (Rahmadhani 2015: 1). One way teachers can help their students learn is by providing a wide range of strategies (Ellis 2005: 220). However, these strategies need to be age appropriate, as young children have different needs, competencies, and cognitive skill than teenagers or adult learners (Rahmadhani 2015: 2).

Before turning the attention to a selection of such strategies, first an overview of what knowing a word entails shall be given. Rahmadhani summarizes what it means to know a word and concludes that it refers to being educated on

the meaning(s) of the word, its spoken and written forms, what ‘word parts’ it has (e.g., any prefix, suffix, and ‘root’ form), its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in), its collocations, what associations it has [...] , what connotations it has and its frequency” (2015: 3).

Broadly, these can be put into three categories, meaning, form and use (Nation 2005).

There are different approaches to the meaning. First, pragmatic meaning, i.e. the contextual meaning that arises in communication, must be addressed (Ellis 2005: 211). Then denotative and connotative meaning can be differentiated. Denotative meaning refers to the connection to “an object, action of event in the physical world” (Hedge 2000: 112). A difficulty in learning a new language can be the fact that the language maps of different languages do not necessarily overlap. Hedge (2000: 112) provides the following example:

[E]very human being has two grandmothers, but there is only one word in English for both your mother’s mother and your father’s mother (apart from the very

formal and clumsy ‘maternal grandmother and ‘paternal grandmother’). However, some languages have two different words. English has two words for a large area of water, ‘sea’ and ‘lake’, whereas Swedish has one, *sjö* [...]. (original emphasis)

Therefore, these differences need to be addressed, especially in a classroom with a shared L1.

Connotation, on the other hand, relates to the speaker’s attitudes and emotions and will alter the interpretation of the language produced even if the semantic meaning is the same (Hedge 2000: 112). Therefore, an utterance that is ‘said’, ‘whispered’, ‘spat’, or ‘claimed’ will have a different meaning in terms of believability and emotional response. A somewhat inappropriate example that is widespread across the Internet, that nevertheless demonstrates this concept well, is investigating the difference between ‘forgive me Father, for I have sinned’, and ‘sorry daddy, I’ve been naughty’. Even though each of the words are synonyms, the overall connotative meaning of the two statements are vastly different.

Continuing with the form of a word, three types can be investigated. First, the spoken form of a word, or the pronunciation, must be considered. Usually in the earlier stages of learning more focus is put on teaching the pronunciation in order to aid in the student’s acquiring of a mental stress pattern and intonation pattern (Hedge 2000: 119). However, also in later stages of language learning word stress is imperative for quick comprehension and intelligibility in the language (Hedge 2000: 120). Second, the written form needs to be taught, which is usually done by writing a new vocabulary item down. Lastly, what is referred to as ‘word parts’ need to be addressed. What is meant are prefixes, suffixes, affixes, as well as root forms. Teaching the meaning of certain key prefixes or suffixes can drastically increase the understanding of new words that include them (Rahmadhani 2015: 3).

Lastly, the use of a word must be understood in order to fully know a word. This refers to grammatical functions, so whether or not the words fits a predictable grammatical pattern (Nation 2005), and collocations, which refers to words that co-occur with high frequency, for instance ‘do homework,’ instead of ‘make homework’, or ‘long road’, instead of ‘tall road’ (Hedge 2000: 114).

Having established what it means to know a word, now the focus can return to showcasing techniques for vocabulary teaching. Some very common strategies are the presentation of a physical demonstration, providing a verbal explanation, synonym, and translation. Giving a physical demonstration is used often as it is an easy method of including visual input that does not require further resources other than the teachers themselves (Hedge 2000: 126). Including the learners’ senses when teaching new vocabulary, by which

involving pictures, gestures or mimes in order for students to see a word, providing physical objects for students to feel a word, including food when appropriate to taste a word, and using it in a sentence to hear the word is meant, will increase memorization (Tabiri 2016: 591). Providing a verbal explanation can focus on all types of meaning and can be done very quickly and extensively. Synonyms, antonyms and hyponyms can be used to demonstrate paradigmatic relations. Synonyms are interchangeable words, antonyms are generally words of opposing meaning, even though gradience is possible, and hyponyms demonstrate the hierarchy of words (Hedge 2000: 115-116). Translations will only be possible in classrooms with a shared L1, and has to be treated with caution, as cultural differences may be an issue that would need to be attended to.

Lastly, the teaching principles from Tabiri (2016: 598) that can aid in vocabulary teaching shall be presented to round off this section:

- The more senses used to comprehend a word, the greater the likelihood of learning being successful [...].
- There is a limit to the number of new words which can be learnt at a time. This is perhaps due to the short term memory of most learners particularly, children.
- Words are also learnt easily if they are taught in lexical sets [...].

### 5.2.2 Video analysis vocabulary teaching

The first vocabulary teaching sequence occurs in lesson one part one, as Emma begins her class with a vocabulary revision. She gives individual students a post-it with a word on it that they have to explain, and the other students have to guess that word. The focus lies greatly on the meaning of the word, as the students tend to give descriptions of what the words mean. If the students struggle with pronunciation, the teacher will provide help, and she also makes the class repeat the word after they guessed it, so a bit of attention is paid to form as well, however, the words are not written down on the whiteboard and the students who do not see it on the post it note do not see the written form in any way. No attention is paid to word parts such as suffixes or prefixes either. An example of what the activity looks like can be seen below, taken from Lesson 1 Part 1:

|    |                                                                     |
|----|---------------------------------------------------------------------|
| 39 | SX-f: er (2) er when er there's eh a shake and the building shake @ |
| 40 | SX-m: earthquake                                                    |
| 41 | SX-f: <9> yes </9>                                                  |
| 42 | T: <9> well </9> done good yeah everybody?                          |
| 43 | SS: earthquake                                                      |
| 44 | T: earthquake yeah you know the one?                                |

The words revised that way are population, war, optimistic, earthquake, Internet, technology, government, pessimist, kidney, lungs, DNA and thief. Some of these words are more frequent than others, for instance technology is used more often across all linguistic fields than kidney, however, none of these words are rare or only used in a certain jargon. One teaching principle that is adhered to is that of teaching words in lexical sets. The general theme seems to be the human, with a focus on the body, and another focus on society and government.

In part two of the same lesson, a new vocabulary activity can be witnessed, this time focusing on the most common verbs. The teacher explicitly asks the students for those words and works on expanding their knowledge on how to use them by introducing new phrases that contain them. In order to do this, Emma writes down the four most common words, and then has the students saying phrases with them, so that the students learn from each other, instead of just her. With this activity the teacher focuses on the use of the common verbs, centering around frequent co-occurrences. If need be, the teacher explains the meaning of a phrase heavily relying on gestures. The following are just two of many examples of the teacher using body language and gestures to help convey meaning (Lesson 1, Part 2):

35 SX-m: take a dog  
 36 T: take a  
 37 SX-m: a dog  
 38 T: a dog what do we do with dog take a dog {imitates holding a leash}  
 38 SX-f: for a walk  
 39 T: for a walk yeah take a dog for a walk (.) okay  
 40 SX-f: take off coat (.) when you come in  
 41 T: good okay take OFF {imitates taking a something off} yeah so I take off something okay=

In this exercise again most focus is put on meaning, as well as use. There are instances where words are taught in lexical sets as well, for example (Lesson 1, Part 2):

56 SX-f: get married  
 57 T: get married (.) Noell?  
 59 SX-f: get married  
 60 T: get married what do you do before you get married? (.)  
 61 SX-f: get engaged  
 62 T: get enga:ged okay and if you are NOT lucky @@  
 63 SX-f: divorced  
 64 T: you get divorced @@

Again, there is little attention paid to the form, other than pronunciation. The techniques used to teach are verbal explanation as well as the heavy use of gestures and body language.

The third part of the same lesson uses gestures and mimes again. A focus is also put on grammar and on understanding words that share the same form but have a different meaning.

This looks as follows (Lesson 1, Part 3)

- 35 T: good okay (.) erm Marzia A cold  
36 SX-f: get a cold =  
37 SX-m: =get =  
38 T: =get a cold (.) what is A cold  
39 SX-m: feeling cold  
40 T: that's get cold get cold {rubs her hands on her upper arms to indicate being cold} but get A cold  
41 SX: get ill  
42 T: ill achoo achoo {mimics blowing her nose}  
43 SX-m: cough cough  
44 T: cough cough (.) good okay and what's this one {hand gesture indicating a runny nose}  
45 SS: e:rm runny nose

In the last two parts of the lesson, a lot of the new vocabulary items are used and repeated in contextualized exercises.

In summary, lesson one by Emma made use of teaching techniques such as verbal explanation and visual elements in the form of mimes and gestures. The teacher mainly focused on higher frequency words, and where possible, presented lexical sets. Therefore, she adheres to Tabiri's third teaching principle. This could simply have a practical reason, as usually vocabulary items are not taught in isolation but in a topical environment. Concerning the first teaching principle, regarding the inclusion of senses, it can be noted that the teacher uses body language and gestures to help further understanding, however, other senses, such as touch or smell or taste, are not included. This will most likely have practical reasons as well, namely that it is difficult to include a lot of senses when explaining complex words, and it is time-consuming to do this for every new vocabulary item. The teacher also did not include paradigmatic relationships, though occasionally a synonym will be given to demonstrate the meaning of the word or phrase. This could be due to the vocabulary items being presented in a thematic context where presenting antonyms and hyponyms would be too complex and maybe even more hindering to the understanding of the students than helpful. With regards to meaning, form, and use, the teacher included all of them for different items. This also means that for some words the students only know the meaning and spoken form, however, vocabulary items are taught repeatedly over time, so the teacher might teach other aspects on a different day as to not overwhelm the students with too much new input.

In order to draw a comparison to pre-intermediate level, a look at how vocabulary is taught in an upper-intermediate level classroom shall be taken now. The lesson starts with the following vocabulary exercise (Lesson 2, Part1):

- 5 T: here we go (4) so looking at the mind {writes word on the whiteboard} (59) okay some of these words you will know (.) I guess some of them perhaps you won't (.) so we got (.) afraid (.) brave (.) intrepid (.) nervous (.) courageous (.) terrified (.) scared (.) dauntless (.) petrified (.) daring (.) bold and anxious (.) okay so what I want you to do (.) is (.) in pairs can you (.) try and group them into f- word that mean frightened and words that m- words that mean (.) basically not frightened
- 6 SX-m: alright
- 7 T: okay (.) so (9) {hands out dictionaries} dictionaries you might want to use (3) not sure (.) there you go (.)

The teacher in this activity does not present new vocabulary and gives definitions or other information, but rather tasks the students to group them. They are allowed to use dictionaries; therefore, it is not possible to know how much of what there is to know about a word the students actually look at. They simply need to know the general meaning of the word, as the grouping is compared later on in the lesson, but denotative meaning is not addressed. However, what is focused on heavily is connotative meaning and paradigmatic meaning, especially synonyms, and also the grammatical use and co-occurrences. In part two of the second lesson this is demonstrated well:

- 30 T: what do we say? Not DO the risk <3> but </3>
- 31 SX-m: <3> take </3>
- 32 T: take a risk
- 33 S1: =take a risk
- 34 T: someone who wants to take a risk i:s someone who is? (.)
- 35 SX-m: brave
- 36 S2: br<4>ave</4>
- 37 T: <4>bra</4>ve (.) courag- so do you think that they: (.) do you think that that perhaps they are NOT frightened at all (.)

The vocabulary items being dealt with come in a lexical set, and therefore, according to the teaching principles mentioned before, are easier to learn. In this part of the lesson there are several more instances of teaching vocabulary in which meaning is negotiated. In all of those sequences the focus again is mainly on connotative meaning and use. Some of the vocabulary items are planned to teach, so they must have been included in the teacher's lesson plan, and some are requested by the students or are needed in order to talk more about the topic. Part three of the lesson provides further examples of vocabulary teaching, such as this one:



74 S1: in the lift  
 75 T: okay so what do we call that when you're in a lift (.) in in a when  
 you're in a lift what do we call that sort of {gestures a confined space}=  
 76 S2: =claustrophobia=  
 77 T: =area (.) close yeah claustrophobia (2) {writes that on the  
 whiteboard} good (5) claustrophobia which means small spaces (.)

The teacher elicits the vocabulary item from a student who already knows it, provides more information regarding the form of the word by pronouncing it carefully and writing it down, and then gives a general description of the meaning. The lesson features several of these quick vocabulary explanations, and they are done very collaboratively, as the students either provide the word that the teacher is looking for, or the meaning, or sometimes both. Word parts are not addressed, and also mimicry and body language are only sparingly used. The reason for that could be that the students are aided by dictionaries, and, therefore, are presented with other tools to help them understand a new word.

Finally, vocabulary work in an advanced level classroom shall be investigated. In part one of lesson three there are some instances of vocabulary teaching, the first will be presented below:

26 S1: the Taurus is the symbol of er Spain (.) and then there are other  
 symbols (as well) symbolistic erm:  
 27 SX-m: the sun  
 28 SX-f: elements  
 29 SS: @@  
 30 S2: it's erm:  
 31 S3: Spanish civil war {S3 reads what the T wrote on the whiteboard}  
 32 T: so (.) symbols so symbols are what did you say the symbol of Spain  
 33 S1: er: the: the Taurus  
 34 T: the Taurus so: what do we say we don't say  
 35 S1: because it is it's the symbol the actual symbol of=  
 36 T: =well we don't use the word Taurus though we use the wo:rd (.) a  
 male cow {indicates horn off his head} do you mean  
 37 S1: ah okay a male cow  
 38 T: but not but a: (.) bull  
 39 SS: bull

A different, incorrect word is used, and the teacher tries to elicit the correct vocabulary item, however, it seems as though the students do not know the term. There is visual input, as the students are looking at and analyzing a picture, more specifically a copy of 'Guernica' by Pablo Picasso, in front of them. Further, Neil uses his body language to mimic a bull, so another visual input is provided. The teacher later also writes the word on the whiteboard, so focus is

also put on the written form, and as the students repeat the word after him, the spoken form is also addressed. The teacher does not go into detail regarding the difference between Taurus and bull and is, therefore, also not paying attention to the connotative meanings. What is more, the teacher does not investigate the grammatical use of the new vocabulary item.

In the next vocabulary teaching instance, which takes place in part two of the third lesson, two vocabulary items are taught together, as they have complementary meaning. The term 'avantgarde' and 'status quo', both rather low frequency words, are described by providing verbal explanations and translation from the student's L1. Avantgarde is described in the context of art, and a visual example of that art style is provided. Focus is also explicitly drawn on the written and spoken form and, due to the context being art, also on typical co-occurrences of the terms. The teaching sequence is rather long, as the meaning is more complex and requires more intensive explaining and examples. It looks as follows (Lesson 3, Part 2):

20 S3: <LQspan> avanguardia </LQspan> no  
 21 SX-m: it is in er Spanish  
 22 S3: like=  
 23 T: yeah we use the same word in English so AVANTgarde  
 24 S3: avantgarde  
 25 SX-m: ah  
 26 T: so what (.) what does the at er avantgarde art I guess  
 27 S3: it's like  
 28 S2: European <1> <un> xxx </un> </1>  
 29 SX-m:<1> it's like </1> style of art  
 [...]
 46 T: yeah lots of different types of (.) of art yes it is avantgarde oh what did avantgarde artists do then (.)  
 47 S3: they try to change the art (.)  
 48 T: right so avantgarde is kind of  
 49 SX-m: <un> xxxxxx </un>  
 50 T: changing (3) or change rather okay (3) have you heard (3) have you heard status quo  
 51 SX-m: yes  
 52 T: status quo? what does that mean  
 53 S4: er (.) I know it in my language not (there)  
 54 T: can you explain  
 55 S4: oh (.)  
 56 T: status quo  
 57 S3: I (know I've) heard that word before (.) but I can't remember really (2)  
 58 SX-f: status quo  
 59 T: status quo (.) status quo basically means (.) how things are now (7) so (.) if (.) tha- avantgarde is inf- er: is (.) erm

60 S1: change  
 61 T: putting forward change (.) than basically it is challenging (.) you  
 could say (.) challenging the status quo okay  
 62 S3: because it's a cha:nge (.) from the from the (points) or from how  
 things (.) a- were that moment

The negotiation of meaning in this exchange is very collaborative, the teacher provides input and verbal explanations, but so do the students.

The last vocabulary teaching sequence focuses heavily on the form and is initiated by a student explicitly asking about it. As the students know the word and how to use it in a speaking context no attention is paid to the meaning and the use. In fact, only the spelling, or rather the differences in the spelling in American and British English, are addressed. The teacher provides insights into the form of the differences, and also where they might have derived from. In the following excerpt (Lesson 3, Part 4) it can be seen how Neil compares the spelling to other closely related languages in order to explain the difference:

9 S1: a question  
 10 T: yeah  
 11 S1: erm the theater in American English the <spel> r </spel> comes  
 after the <spel> e </spel> right?  
 12 T: yeah (.) correct  
 13 S2: <1> <spel> t e r </spel> <1>  
 14 S3: <1> it's like center </1> the way you the way you write the two  
 you say them the same way=  
 15 S2: =<spel> t e r </pel>  
 16 S1: yea they say (.) theater::  
 17 S4: <pvc> theater </pvc>  
 18 T: so we we use the French spelling so the <spel> r e </spel> we use  
 French spelling  
 19 SX: theater  
 20 T: erm: in German theater <LQde> Theater </LQde> is with is <spel>  
 e r </spel> spelled <spel> e r </spel> so (.) might might come English might take it  
 from that or it's a sim- just simplifying it probably (exactly) yes you're right (.)  
 center is also <spel> e r </spel> isn't it normally (.) okay (.)

In summary, vocabulary in this class is taught by providing verbal explanations and occasionally also visual aid. The words addressed are less frequent and more complex, simply due to the higher level. Barely any senses are involved in the teaching, most likely as it would be too complicated to do so. Tabiri's teaching principles are adhered to in some way. While not a lot of senses are involved in the teaching, the teacher makes a point to include at least sight, by using pictures or writing the word down, as well as hearing. The words all occurred in a shared thematic field, however, only words that were taught together actually belonged

to a lexical set, such as bull and Taurus, or avantgarde and status quo. Lastly, only a limited amount of new vocabulary was presented, which might be due to the advanced level, and the fact that the students already know more vocabulary and, therefore, do not have to be presented with new items as frequently. Furthermore, the vocabulary teaching sequences seem to be less planned and rather occur spontaneously over the course of the lesson, whenever a word is needed or used that requires further exploration. Herein also lays the biggest difference to teaching vocabulary at a lower level. At a lower level, vocabulary is an active part of the lesson plan, as the teacher explicitly starts her lessons with a vocabulary revision and then consciously chooses activities that will originate vocabulary work and highlight the use of new vocabulary items in order to repeat them. In more advanced classes, vocabulary seems to happen more organically, whenever the need for it arises, although individual vocabulary tasks are also still planned.

### 5.2.3 Lesson Plan vocabulary teaching

#### 5.2.3.1 *Beginning of teacher education training*

These tasks are once again aimed at students that have just started the teacher education program and have little to no experience in teaching and observing. Therefore, the activities are set to introduce the student teachers to the topic of teaching vocabulary.

First, the student teachers are put into small groups and are meant to think about how they remember vocabulary being taught when they were students in school, for example how new vocabulary items were presented, how the meaning was explained, and so on. Then they watch a small variety of short clips, for instance lesson one part one, lesson one part three, lesson two part two, lesson two part three, lesson three part one, lesson three part two, or lesson three part four. The student teachers are instructed to take note of how vocabulary items are presented and explained, and how the teacher ensures that every student has understood the new or revised vocabulary item. It is imperative that the students write down what they observed in as much detail as possible. For homework the students are then tasked to read the chapter on vocabulary teaching by Hedge (2000) and highlight concepts or ideas that were observed. In the next session these notes will be compared in small groups. This set of tasks aims at introducing vocabulary teaching in an indirect way by having the student teachers first observe, and then study the relevant literature. In the following lesson a reflection of theory and practice takes place.

### *5.2.3.2 Middle of teacher education training*

This lesson plan is for student teachers in the middle of their teacher education training, ideally, they are taking the course supporting their traineeship, and is adapted from Wajnryb (1992: 74). The aim of the lesson is to investigate vocabulary teaching in connection with lesson planning, more precisely to determine how much vocabulary teaching the student teachers estimate as being planned versus spontaneous. In order to do this, the student teachers are first tasked to get together in small groups and brainstorm as much as they know about vocabulary teaching and lesson planning. Then they watch one or two small clips per level and take notes regarding where, according to their interpretation, the teacher goes off plan and which instances seem to be examples of planned vocabulary teaching. In the post-observation discussion held in small groups several questions will be addressed, one after the other, “How planned is vocabulary teaching?”, “Why, according to your interpretation, did deviations from the plan occur?”, “Are there any correlations regarding the different levels?”. The findings of the groups are then presented and compared to the entire class. This observation focus lends itself to student teachers undertaking their traineeship, as they can use it during their observation in school and compare their observations with the actual lesson plan that their mentor teacher has. This way, they can also ask their mentor teacher for clarifications and reasons for going off plan.

### *5.2.3.3 End of teacher education training*

As the student teachers for which this lesson plan is made already have an extensive knowledge and some experience in teaching, observing and vocabulary teaching, the tasks aim at a narrower focus, namely the setting and the integration of materials. In order to do this, first the student teachers form small groups and brainstorm vocabulary teaching, focusing on the settings and the materials that they know can be used, have seen used during their in-school observations or have used themselves. During the video observation the students are instructed to fill in a chart with the following columns: materials, how are they used, settings, notes. This chart is meant to aid the observation of the materials used for vocabulary teaching and the settings they are used in. In the following discussion held in small groups, the students are tasked to imagine how the lesson would look if it were held in a different room, or outdoors. Then they are supposed to discuss how different materials or forgetting the materials would have altered the lesson.

### 5.3 Repair

The final teaching aspect I will focus on is repair. As before, first an overview of how literature relevant to teacher education defines repair is given. Then the analysis that compares theory to practice will be presented. Lastly, the lesson plans developed to use observation of video material showing repair to induce reflection on the concept will be given.

#### 5.3.1 Overview repair

Repair deals with the handling of errors (Walsh 2013: 36) and communication breakdowns (Cho & Larke 2010: 2). Teachers have several options when dealing with errors, they can ignore them, if they deem them unimportant, or correct them (Walsh 2013: 36). For proceeding with the latter, Schegloff, Jefferson and Sacks (1977: 364) have distinguished four types of repair: self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair. Terzi (2010: 777) provides the following explanation for these different kinds of repair,

The term 'initiation' refers to the process in which the detected error or mistake is signalled by one of the interlocutors. If it is the speaker who initiates, then the act of repair is self-initiated; if it is the listener, then the repair is other-initiated. After the process has been initiated, the error or mistake is self-repaired or other-repaired, or not repaired at all

Along with the types of repair, also different strategies used to counter communication breakdowns are available. Fotovatnia and Dorri (2013: 950) summarize nine types: unspecified, interrogatives, (partial) repeat, partial repeat plus question word, understanding check, request for repetition, request for definition/translation/explanation, correction, and nonverbal strategies (defined by Schegloff, Jefferson and Sacks (1977), Egbert (1998), Liebscher & Dailey-O'Cain (2003), Cho (2008)). Following Cho and Larke's (2010: 3-5) and Fotovatnia and Dorri's (2013: 950-952) definitions, these types have specific features and initiations. Unspecified repair usually has no specific trouble source, is initiated with a 'huh' or 'what', and involves a repetition of the trouble source that was not intelligible to the listener. Interrogative repair has an identifiable trouble source and starts with a question word such as 'when', 'where', or 'who'. In repeats and partial repeats some parts of the trouble source is used again to initiate repair. Partial repeat plus question word, consequently, is a repetition of the trouble source with a question word that begins repair. When initiating understanding check repair, one speaker provides an interpretation of the other speaker's trouble source to confirm the meaning. Request for repetition is quite similar to unspecified repair, as it also

involves a repetition of the trouble source, however, the initiation is more direct. Request for definition, translation or explanation is student initiated as they directly ask for those. Correction is self-explanatory and refers to both linguistic errors as well as comprehension. Lastly, nonverbal strategies include gestures, bodily movements, facial expression and silence.

When talking about repair another aspect that is closely related and, therefore, must be mentioned is feedback. It is a powerful tool in learning and teaching, yet it is often neglected in classroom practice (Pehmer, Gröschner & Seidel 2015: 14). Its purpose is to “reduce discrepancies between current understandings and performance and a goal” (Hattie & Timperley 2007: 86). Hattie and Timperley (2007: 91-93) distinguish different levels of feedback, with varying degree of effectiveness: feedback about the task, and feedback about the processing of the task. Feedback about the task provides insights into how well a task is performed, and, as the task often involves distinguishing the correct from the incorrect answer, is often referred to as corrective feedback. Pehmer, Gröschner and Seidel claim that this type of feedback is least effective as students “simply try to ‘pick the right answer’- and, thus, to equip themselves with the right strategy to achieve that aim” (2015: 14). Feedback on the process of the task enhances deeper learning, as it is aimed at the strategies and surrounding relations used to achieve a task (Hattie & Timperley 2007: 93).

### 5.3.2 Analysis repair

The last aspect of managing discourse, namely repair, is the focus of the following analysis. In the first lesson repair is mainly other-initiated, and always other-repaired. A typical repair situation looks as follows (Lesson 1, Part 3):

90        T:        have a good REL:ATIONSHIP yeah okay you GET on well (.) okay  
              (.) so Fatima a complaint  
91        SX-f:    do a complaint  
92        SX-m:    take  
93        SX-m:    make  
94        T:        MAKE make a complaint MAKE (.) I wish to make a complaint (.)  
              Albert what does that mean (.)

The student makes a mistake which is corrected by somebody else, in this case another student tries, also makes a mistake and both are corrected by a third student. Quite often, though, the teacher corrects the students. There are only two instances of self-initiated repair, both of which are requests for definition and look as follows (Lesson 1, Part 3):

17        S2:        sorry for questioning (.) but (favor)

- 18 T: a FAVOR if I do something for you to help you just a little thing  
 {hand gestures a little thing} (.) for example I: (.) I pick up your children from school  
 {mimics picking something up}
- 19 S2: aha
- 20 T: this is a favor for you {uses hand gestures to indicate 'for you'}
- 21 S2: aha
- 22 T: <1> a little help </1>
- 23 S2: <1> <un> xxxx </un> </1> thank you

The student initiates as they explicitly ask for the definition or meaning of a word they do not understand, and the teacher provides the requested input.

The most common repair type by far is correction. Other repair types used are asking for repetition, asking for definition, and understanding check repair. Each of those categories only occur once or twice throughout the transcribed parts of the lesson, whereas correction is performed more often than all of the others combined. Further, not every mistake is corrected or repaired. As can be seen in the second part of the first lesson, sometimes mistakes are simply ignored, due to them not being significant to the task, or not hindering to the negotiation of meaning and discourse.

- 30 T: good Alex give me another take (3)
- 31 SX-m: er take medicine if you ill
- 32 T: good well done (.) anybody else another take (.)

To summarize the repair predominant in the pre-intermediate level classroom, it can be stated that the vast majority is other-initiated other-repair. Typically, the preferred method is correction, although occasionally other types are used as well. Students will rarely self-initiate repair, but they seem to not be able to self-repair. This might be due to the fact that they have not yet required the linguistic abilities to do so.

In comparison with the pre-intermediate level class, the upper-intermediate level class has significantly fewer instances of repair. The most common type is still correction, though partial repeat plus a question word repair, understanding check repair, and partial repeat are also used, an example of the last one is provided below (Lesson 2, Part 3)

- 66 S3: yeah when I late with five minutes
- 67 T: when you're LATE
- 68 S3: yeah yeah I panic

This instance demonstrates a partial repeat in combination with a correction, as the teacher repeats the student's turn correctly in order to correct the student's mistake and to ensure that he understood the correct meaning. Another difference to the low-level classroom is that



more attempts at self-initiated self-repair are made. In the following excerpt (Lesson 2, Part 2), the student struggles to explain herself, makes a mistake and attempts repair in form of correction by rephrasing her incorrect statement.

- 75 S1: a serious er serious scareness @ is it like more serious than just  
being scared  
76 T: o:kay so=  
77 S1: =like a difficult thing to understand (.) going through the panic  
something like that

In the higher level some students are more aware of the mistakes they make and actively attempt repair.

On the other hand, there are also more instances of mistakes being made that are not paid attention to. Especially in the fourth part of the lesson, as the focus of the task lies on negotiating the meaning of the text the students just read, mistakes are largely ignored. In the following example (Lesson 2, Part 4) it becomes clear that the discussion of the topic is most important. Any mistakes made are disregarded as they do not hinder the negotiation of meaning which is imperative to the task at hand.

- 96 S1 so when he make pressure in in different (.) in opposite direction  
97 T: yep  
98 S1: that's when he's thinking nasty  
99 T: hm:  
100 S1: so he make more pressure  
101 T: yes  
102 S1: and when he thinking nice (.) what happen he relax

An interesting observation that can be made is that in fluency-based activities repair is either self-initiated or not performed at all. This is most likely due to the fact that in fluency training the teacher is not supposed to interfere, and therefore, they do not correct mistakes. A look at the advanced-level classroom, which is only focused on fluency, will provide more insights.

The repair instances in lesson three are less frequent, however, the corrections are longer. What is meant by that will be demonstrated in the following example (Lesson 3, Part 1):

- 32 T: so (.) symbols so symbols are what did you say the symbol of Spain  
33 S1: er: the: the Taurus  
34 T: the Taurus so: what do we say we don't say  
35 S1: because it is it's the symbol the actual symbol of=  
36 T: =well we don't use the word Taurus though we use the wo:rd (.) a  
male cow {indicates horn off his head} do you mean  
37 S1: ah okay a male cow

38 T: but not but a: (.) bull  
 39 SS: bull

The teacher initiates repair but provides the student with the possibility to self-repair if they are able to do so. Therefore, the repair instance takes longer than in the other two lessons. Correction is still the most common type of repair, followed by request for definition or explanation. Also, self-initiated self-repair is practiced in the advanced level group, as can be seen in the third part of the lesson, where a student talks about a photo he was given and corrects his mistakes after a brief pause:

82 S2: in New South Wales in Australia (.) er (.) I guess it this photo was  
 taken about few years ago (.) er: erm I like this photo because er this opera house  
 very (.) have (.) has nice architecture (.) [...]

With regards to the connection between fluency-based activities and repair, it can be said that other-repair is occasionally performed. In the first instance, repair was strictly necessary, as the teacher and some other students required interference in the form of correction by another student in order to understand the them. The student-initiated repair by attempting correction, however, they did not manage which lead to other-repair being performed by another student.

60 S5: er this (.) this is from Monet (.) it's called (.) er: the water l-(.) lily  
 pond (.) and I don't know I like it because (.) as I was saying it is like a river (.) but  
 the frogs there stays in the lift i:n the <pvc> leave <ipa> li:v </ipa> </pvc> (.) the  
 <pvc> leaves <ipa> li:v </ipa> </pvc>  
 61 T: the the  
 62 S4: leaves  
 63 S5: the <pvc> leaves <ipa> li:v </ipa> </pvc>  
 64 T: the LEAVES (.) right  
 65 S5: yeah in the in the water=  
 (Lesson 3, Part 3)

In this example interference is necessary, as a lack thereof would have led to miscommunication. In the second instance correction was initiated and performed by the teacher in form of correction. In this example, also taken from part three of the third lesson, ignoring the mistake would not have resulted in a problem in communication, so the correction seems a bit odd.

87 S4: your painting?

88 S6: @@@@ it's actually Picasso's painting (.) he was painter after  
the second world war (.) er it's a Cubist painting (.) because (.) er Picasso he tried  
to deconstruct (.) the geometric forms (.) so all of the: Cubist paintings=  
89 T: =can you explain what you mean by DEconstruct (.)

The reason for the teacher's decision to repair can only be guessed, it could be due to his evaluation of the importance of the mistake, or because he already broke his pattern of not interfering in fluency-based activities.

To summarize, repair in the advanced-level class occurs less frequently than in other levels. The higher the level, the more self-repair is performed, and repair is more often self-initiated as well. Throughout all classes correction is the most common repair type, and unspecified and nonverbal resource repair is never used. There also is a connection between fluency-based activities and how frequently repair is other-initiated, however, this link is broken when the negotiation of meaning is endangered.

### 5.3.3 Lesson plan repair

#### 5.3.3.1 *Beginning of teacher education training*

This set of observation tasks aims at raising the students' awareness of the 'everyday-ness' of breakdowns and errors and the dealing with them and is adapted from Wajnryb (1992: 88-90). As the students are at the beginning of their teacher education program, errors or breakdowns often seem like a threat to the perfectly planned lesson and, therefore, can be seen as something to prevent at all cost, however, this is not the reality of teaching. In order to change this point of view, the students are first asked to familiarize themselves with a chart with the following columns: what happened, source of breakdown/error, language used for repair, seriousness of breakdown/error. During the observation of the various short videos, the student teachers take note of what lead to the miscommunication, how severe it was and how it got resolved. The following discussion is quite extensive and includes several points that will be addressed one after the other. The first question is if the students think the breakdown could have been avoided, and the second aspect of the discussion asks them to comment on the value that the experience had for the learner, focusing on breakdowns as learning opportunity. As the students are not as experienced in observations yet, the chart that they fill in during the observation will serve them as evidence for the discussion.

#### 5.3.3.2 *Middle of teacher education training*

This lesson plan is aimed at students undergoing their traineeship and is adapted from Wajnryb (1992: 49-52). The focus on this set of observation tasks lies on the language of

feedback provided to student error. This is especially useful to the student teachers as they are at a stage in their teacher education training where they gather their first in-school experiences with teaching and, therefore, come in contact with errors and the dealing with them.

Before the student teachers are performing their video analysis, they are tasked to familiarize themselves with a chart that contains the several columns. First, they have to find samples for error, teacher feedback and student response to feedback, then they have to fill in supplementary support, and add whether the feedback was positive or negative. While watching a selection of short clips, for instance lesson one part three, lesson two part four, lesson three part one, or lesson three part three, the student teachers fill in the chart by collecting samples and adding support whenever possible. Afterwards the students are put into small groups in which they have to work through two areas of questions. The first one asks them to compare their notes and draw conclusions from the students' response to the feedback, to the kind of feedback, and whether it was presented in a generally positive and encouraging way or in a negative and discouraging way. The second one concerns their own teaching experience, more precisely how they dealt with student errors and what feedback they received from their mentors to how they dealt with errors.

#### *5.3.3.3 End of teacher education training*

This lesson for students who are already at the end of their teacher education training involves an analysis similar to the one presented above. As such, it aims at fostering the students' reflection on the theory they are accustomed to studying and the practice that they observe and experience. In order to achieve this the student teachers are tasked to recapitulate repair, more specifically the types of repair, by forming groups in which they prepare short presentations on two or three types of repair each. At the beginning of the session these presentations are performed. Then the students are given a chart with the nine types of repair types mentioned at the beginning of the chapter, namely unspecified, interrogative, (partial) repeat, partial repeat plus question word, understanding check, request for repetition, request for definition/translation/explanation, correction and nonverbal strategies. They also have to identify whether they are self-initiated, self-repaired, other-initiated or other-repaired. In the following discussion the students are instructed to draw conclusions regarding the levels of the students and when repair is self-initiated, self-repaired or other-initiated and other-repaired or a variation of the two. Further, the students are asked to reflect on whether

or not possible conclusions coincide with their own teaching experience. Lastly, the discussion will focus on whether the examples of teaching instances presented to them are in line with the presentation of the theory that the students gave at the beginning of the lesson, or if they got adapted. This set of observation tasks is most similar to the video analysis performed in this thesis, and it can be adapted to the other teaching aspects and students' advancement of teacher education training, however, it was only presented as the last lesson plan here as to reduce repetition and introduce different ways of including observation tasks and video analysis methods into teacher education courses.

## 6 Conclusion

The aim of this thesis was to investigate how to bridge the theory practice gap in teacher education. One possible solution presented is the integration of observation of video material in order to foster reflection of theory and practice into teacher education by developing lesson plans that achieve this goal. In order to do this, a literature review regarding teacher education, observation, as well as the use of video resources in teacher education was performed. In the empirical part, the development of the lesson plans was initiated. First, three observable and relevant teaching aspects, namely teaching accuracy versus fluency, vocabulary teaching and repair, were selected and a brief review of the literature that could be used in teacher education was performed. Then an analysis that compared the findings from the literature review with transcribed video resources was performed. More specifically, the teaching aspects were identified in the teaching sequences, and it was analyzed what they looked like in practice, why they might not have been used, and if there was a difference in the usage depending on the proficiency level that was being taught.

The analysis concluded that accuracy and fluency are focused on differently amongst the proficiency levels. In lower level classrooms more attention is paid to building accuracy, whereas in higher level lessons more attention is paid to increasing fluency. There is literature that predicts this kind of approach to teaching, however, contrasting literature also suggests that maintaining or even increasing the level of focus on accuracy is beneficial to the students. In the case of this analysis it is very evident that accuracy was predominant in the pre-intermediate and non-existent in the advanced level, and fluency was rare in pre-intermediate level and the sole focus in the advanced classroom. Further, accuracy seems to be either contextualized, personalized or used to raise awareness of the social use of language, but

never all three at once. Even though formulaic sequences and chunks are key elements in acquiring fluency, they are never dealt with explicitly. This demonstrates that there are some differences in the literature that teacher education provides for students and the reality in the classroom. It is my hope that with teacher educators will be more careful in their selection of literature, as the reality clearly sometimes does not reflect it. Ideally, more and more time is invested into observing and analyzing real-life classroom situations.

The analysis performed in this thesis inspired the observation foci for the lesson plans, which have been developed in order to bring theory and practice together by using observation of video material of teaching situations as a reflective tool. As was established, self-reflection and observation are key elements in becoming a confident and good teacher. Therefore, in order to prepare students better for life in a real classroom, both self-reflection and observation were selected to be fostered and developed with the lesson plans provided in this thesis. As mentioned before, the aim of this thesis is to investigate a way to bridge the gap between theory and practice in teacher education, which was done by producing lesson plans that incorporate video based observation as a tool for reflection. However, my hope in writing this thesis was not to merely provide a theoretical solution, but to create something that teacher educators can actually use and adapt to fit their courses, so that more observation and focus on how methods and techniques are used in real life are brought into university, where the usual primary focus is on the study of literature. Only then will students begin to feel better prepared to step into teaching.

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## 8 Appendix

### 8.1 Abstract

Countless surveys show that new teachers feel overwhelmed and underprepared for work in the classroom after years of education at university. One of the main reasons for that is the lack of practical training offered at university. Due to several reasons, teacher education focusses on theory and the studying of literature, which leads to teachers leaving their institute feeling unprepared to face the whirlwind that is the language classroom. Therefore, this thesis investigated one possible way to bridge the theory practice gap by incorporating the use of video material to observe other teachers into teacher education. For this, the way that literature commonly used in teacher education presents certain teaching aspects, namely teaching accuracy versus fluency, teaching vocabulary, and repair, was compared to transcripts of video resources showing teaching instances. The findings of this analysis inspired the foci of the lesson plans, which were developed to possibly be used in teacher education courses at the University of Vienna in order to promote reflective practice. This aims to prepare the students for the daily routine of real teachers by showing them those situations in a safe space.

## 8.2 Zusammenfassung

Zahlreiche Studien belegen, dass sich JunglehrerInnen selbst nach dem jahrelangen Studium unvorbereitet für und überwältigt von der Arbeit im Klassenzimmer fühlen. Einer der Hauptgründe dafür ist der Mangel an Praxis auf den Universitäten. Aus verschiedenen Gründen fokussiert sich die LehrerInnenausbildung auf Theorie und das Studieren von relevanter Literatur, was dazu führt, dass LehrerInnen die nötigen Kompetenzen fehlen, um dem hektischen Alltag in der Schule entgegenzutreten. Aus diesem Grund beschäftigt sich diese Diplomarbeit mit einem möglichen Weg, die Lücke zwischen Theorie und Praxis zu überbrücken, indem Videomaterial als Observationsmittel in die LehrerInnenbildung inkorporiert wird. Dafür wurde im empirischen Teil Literatur, die zumeist in der LehrerInnenausbildung für Aspekte des Lehrens, genauer Sprachrichtigkeit versus Sprachflüssigkeit, Vokabellehren, und der Umgang mit Fehlern, verwendet wird, mit Transkripten von Videomaterial die Unterrichtsstunden zeigen, abgeglichen. Die Resultate dieser Analyse inspirierten die Fokusse der Stundenpläne, die für eine mögliche Verwendung an der Universität Wien zum Zweck der Förderung von Reflexion und dem damit einhergehenden Zusammenbringen von Theorie und Praxis gestaltet wurden. Dies zielt darauf ab, die StudentInnen, die eine LehrerInnenausbildung auf der Anglistik und Amerikanistik vollziehen, auf das alltägliche Leben von LehrerInnen vorzubereiten.

## 8.3 Transcription Lesson 1 Emma, Pre-Intermediate

### 8.3.1 Part 1

<beg ELT: Pre-Intermediate Level, Lesson 1 (Emma)\_00:00>

1 T: so (.)  
2 SX-f: can you pass me the <un> xxx (.) xxxxxxx </un>  
3 T: right okay what we're going to do to begin with (.) okay? are you ready? (.)  
4 SX-f: yes  
5 T: okay so (.) em I'm going to give you a WORD (.) that was in the last class (.) and you have to explain the word for everyone (.) and everyone has to try to guess (.) what the (.) word is. (.) okay so: let me see::  
6 SX: <un>xxx</un>  
7 T: yeah Arthu? (.) okay (.) so listen (.) we're looking  
8 SX-m:<clears throat> (4)  
9 T: okay (.) right who can guess  
10 S1: the number of <un> xxxx </un> country  
11 SX-f: <1><whispers> the number <whispers> </1>  
12 SX-m:<1> population </1>  
13 S1: <2> yes </2>  
14 T: <2> good <2> well done again? (.)  
15 SS: <3> population </3>  
16 T: <3> population </3> population good okay well done for you (Mohammed) (2) try this one (2)  
17 SX-m:er: the <un> xxx </un> between er (.) two countries  
18 SS: war  
19 T: war well done okay everybody war  
20 SS: <4> war </4>  
21 T: <4> war </4> thank you (.) who was first? (2) you have done it already Rosie  
22 SX-f: yeah  
23 T: I hope you remember this one  
24 S2: oh: @ (.) ah  
25 T: yeah? Remember? <5> okay </5>  
26 S2: <5> erm </5> it's a field for (all the way) erm (.) ha- er ha- (all the way) <un> x </un> the: <un> x </un> in the future (3)  
27 SX-f: erm  
28 SX-m:sorry?  
29 T: always <6> think good </6>  
30 SX-f: <6> always think </6>  
31 T: everything is good  
32 S2: yeah in the future  
33 SX-m:ah optimistic  
34 SX-f: <7> optimistic </7>  
35 S2: <7> yeah </7>

36 T: ah: well done well done optimistic (.) good say the word again

37 SS: <8> optimistic </8>

38 T: <8> optimistic </8> optimistic (.) okay: so (.) which one shall I give you not that one there's nothing on it (2) @ le:ts try: this one (5)

39 SX-f: er (2) er when er there's eh a shake and the building shake @

40 SX-m:earthquake

41 SX-f: <9> yes </9>

42 T: <9> well </9> done good yeah everybody?

43 SS: earthquake

44 T: earthquake yeah you know the one? Earthquake very good Albert (.) easy or difficult?

45 SS: @@

46 SX-m:easy

47 T: easy one? (4) m: okay (.) you're looking (Hammod)? (9) not so <10> difficult (Mohammed) </10>

48 SX-m:<10> er if </10> you use computer you always

49 SX-m:Internet

50 SS: @@@@

51 T: well done Arthur well you've done it who hasn't done i:t? o:kay erm:: (2) okay no looking

52 S3: okay @ (2)

53 T: you understand?

54 S3: <11> yeah </11>

55 T: <11> yeah </11> okay go

56 S3: er people erm: (.) erm you- erm sorry people eh (2) help people (.) er

57 SX-m:saviorist survivorist

58 SX-m:<12> savior </12>

59 SX-m:<12> survavors </12>

60 T: survivors

61 SX-f: < 13> survivor </13>

62 SX-m:<13> surv <un> xx <un> </13>

63 S3: <13> no no </13>

64: T: good idea but no @

65 S3: no erm:

66 SX-m:(live great)? (love great)

67 S3: erm

68 T: @@@@

69 S3: no erm

70 T: go on

71 S3: yeah: (2)

72 T: give examples what is this

73 S3: er: for example er(.) eh(.) dishwasher

74 SX-m:<un> xxx </un>  
 75 S3: no  
 76 SX-m:dishwasher  
 77 T: dishwasher and:  
 78 S3: and I er (.)  
 79 SX: <14> <un> xxx </un> </14>  
 80 SX: <14> <un> xxxxy </un> </14>  
 81 SX-m:<14> water </14>  
 82 SX-f: <14> xx </14>  
 83 SX-m:receptionist?  
 84 SS: @@  
 85 SX-f: information  
 86 T: things that help you in your life  
 87 SS: technology  
 88 T: ah:: well done Rosie @ okay (Layla) you haven't done it yet have you which one:  
 (. ) okay for you (2) no looking  
 89 S4: erm:: (5) mh (5) erm  
 90 SX-f: <un> xxxxxx </un>  
 91 T: @@ (difficult) <un> xx </un>  
 92 S4: oh no  
 93 T: difficult to explain (5) the person  
 94 S4: the person: (4)  
 95 SX: <un> xxx </un>  
 96 T: <15> @@@ </15>  
 97 SS <15> @@@ </15>  
 98 T: <knock on door> yeah  
 99 SX-f: Hello  
 100 T: come on in <un> x </un> come in sit next to Rosie (. ) okay is Noell there? (. )  
 101 S5: No I know (6)  
 102 T: okay so the person (. ) who is: what? (. ) many people (5)  
 103 S4: erm (2) I think (8)  
 104 T: let me help you then (. ) in a company you have a manager (. )  
 105 SX: yes  
 106 T: in a country (. )  
 107 SX-m:<16> <un> xx </un> </16>  
 108 SX-f: <16> pres- </16>  
 109: SS: president  
 110 T: well president for <17> us is a person </17>  
 111 SX-m:<17> government </17>  
 112 T: the government  
 113 SS: government



114 T: government (.) yeah a group of people the president is only one yeah the government a group okay do you want to write it down? <un> x <un> Marzia (.) your turn now (.) @ okay you have to explain this word for everybody (.) okay? (.) I hope you remember this word (5) yeah?

115 S5: oh yeah

116 T: okay?

117 S5: its eh (4) it's a person who always think bad about future

118 SX-m:<un> xx </un>

119 SX-f: <18> opti- </18>

120 SX-f: <18> optimist- </18>

121 T: no we said (.)

122 SX-f: pessimist @

123 T: pessimistic (.) yeah everyone

124 SS: pessimist

125 T: pessimistic

126 SS: pessimistic

127 T: okay well done Mazia (.) okay are you pessimistic Marzia?

128 S5: erm sometimes <19> @ </19>

129 T: <19> @ </19> and Arthur you can have another one as you've done very well

130 S1: yes

131 T: okay if you remember this word (4) do you remember (3)

132 SX: no (3)

133 T: no? you have (.)

134 S1: it's biology

135 T: yeah it's about biology

136 S1: <20> and (.) it's </20>

137 T: <20> yeah yeah </20> yeah go on (.) listen (.) he's giving you a clue he said it's about biology

128 S1: yeah about biology (.) eh it's part of your body <un> xx <un> toxin of your body (2)

129 T: so it takes <21> toxins </21> from your body

130 S1: <21> yes </21>

131 T: what can it be

132 SX: <un> xxx </un>

133 T: somethin- it's part of your body

134 SX-m:<22> <un> xxxxxxx </un> </22>

135 SX-f: <22> <un> xxxxx </un> </22>

136 T: @ h- how many do we have

137 S1: two

138 T: yeah

139 SX-f: two erm (.)

140 T: @ can you remember

142 SX-f: two

143 T: we have two  
 144 SS: no:  
 145 SX-f: <L1xx> xxx </L1xx>  
 146 T: <23> in English </23>  
 147 SS: <23> @@ </23>  
 148 SX-f: kidney  
 149 T: ah well done very good kidneys everybody? kidneys  
 150 SS: kidneys  
 151 T: where are your kidneys  
 151 SX-f: here  
 152 T: <24> here somewhere </24>  
 153 SX-f: <24> left and one right </24>  
 154 T: one on the left one on the right right {points on her body} who wants to do another one  
 155 SX-m:me  
 156 T: go on (.) similar to kidneys (3) yeah? remember?  
 157 SX-m:erm (3) it's erm (3) it's <un> xxxxxx </un> neck (.)  
 158 T: <25> neck </25> well it's  
 159 SX: <25> ooh: </25>  
 160 SX-f: tu- ti- twist  
 170 T: twist  
 171 SX-f: no:  
 172 T: it it's NEAR near your neck  
 173 SX-f: throat  
 174 T: throat  
 175 SX: <un> xx </un>  
 176 T: no it it's for BREATHING (2) <26> part of your body </26>  
 177 SX-f: <26> <un> xx <un> again </26>  
 178 SX-m:ah between the head and neck like=  
 179 T: =no it's under the neck @  
 180 SX-f: chest  
 181 T: it's in your chest @@@  
 182 SX-m: when you smoke eh  
 183 T: when you smoke  
 184 SX-m:when you smoke <un> xxxx </un>  
 185 SX-f: oh sh: oh shoot (.) ah (.)  
 186 SX-f: shush @  
 187 T: <27> @@@ </27>  
 188 SX-f: <27> lungs </27>  
 189 T: oh Rosie?  
 190 SX-f: <un> xx </un>  
 191 T: ye:s

192 SX-f: <28> lungs </28>  
 193 T: <28> lungs </28> <29> lungs </29>  
 194 SX-f: <29> @@ </29>  
 195 SS: <29> lungs </29>  
 196 T: okay excellent everybody (.) LUNGS <30> lungs </30>  
 197 SS: <30> lungs </30>  
 198 T: okay (.) lungs how many lungs do you have  
 199 SS: two  
 200 T: two what color are your lungs  
 201 SX-m:er  
 202 SS: pink  
 203 SX-f <31> pink or <un> x </un> </31>  
 204 SX-m:<31> but when </31> you smoke  
 205 T: when you smoke @@@@ okay right last one I will do okay this is something (.) it's  
 a chemical (.) we have in our body (.) that makes everyone different  
 206 SX-m:(urin (.) urin) (2)  
 207 T: again?  
 208 SX-m:(urin)  
 209 T: no no it's something (.) it can be in my hair (.) or on <32> my s- </32>  
 210 SX-m: <32> DNA </32>  
 211 SX-f: <33> a spi- </33>  
 212 T: <33> okay </33> again Arthur  
 213 SX-m:DNA  
 214 T: DNA  
 215 SX-f: ah yes  
 216 T: DNA who is DNA useful for (.)  
 217 SX: ah police  
 218 SX-m:<34> <un> xxx <u/n> </34>  
 219 T: <34> okay </34> and  
 220 SX-m:(characteristic) of their body  
 221 T: yes that's right and it's very useful for the police (.) to help find WHO do the police  
 look for  
 222 SX-f: for eh (.) <35> finger </35>  
 223 SX-m <35> prints </35>  
 224 T: fingerprints yeah but who who do they look for  
 225 SX-m:<36> thief </36>  
 226 SX-f: <36> erm </36>  
 227 T: a thief yeah good what do you call a thief or a =  
 228 SX-f: = murderer  
 229 T: murderer yeah you call them a crim-  
 230 SX-f: criminal  
 231 T: criminal well done

<end ELT: Pre-Intermediate Level, Lesson 1 (Emma)\_9:50>

### 8.3.2 Part 2

<beg ELT: Pre-Intermediate Level, Lesson 1 (Emma)\_26:51>

- 1 T: lets see (.) who can tell me (.) what do you think (.) are the most common VERBS in English
- 2 SX-m:do
- 3 T: okay good do: (.) yeah (.) what else
- 4 SS: make
- 5 T: make yeah do and make very similar aren't they do and make (2)
- 6 SX-f: go
- 7 T: go
- 8 SX-m:get
- 9 T: GET yeah definitely get
- 10 SX-m:tell
- 11 T: tell?
- 12 SX-m yeah
- 13 T: quite common yeah (3) <1> okay </1>
- 14 SX-f: <1> each like </1>
- 15 T: take
- 16 SX-f: like
- 17 T: li:ke
- 18 SX-f: like
- 19 T: yeah it's pretty common because yeah you often talk about what you like (.) right you have named three of the ones we are going to do today (.) we're going to do (.) about take you alright take a:nd get (.) okay a:nd (.) where's the other one we're going to do: oh you've said them all yeah take get and do what's the other one very similar to do
- 20 SX-f: make
- 21 T: make okay so we're going to focus on using these verbs today (.) erm (.) hm: (11) so (.) let's just put them up {writes them on the whiteboard} can you remember what they were take (.)
- 22 SX-f: <2> get </2>
- 23 SX-m:<2> do </2>
- 24 SX-f: make
- 25 T: good okay take get do and make (.) okay let's just think of some examples (.) using each of them okay? so Marzia give me some examples of take what <3> can you take </3>
- 26 SX-f: <3> erm: </3> yeah
- 27 SX-f: can I take this book
- 28 T: okay so take a book yeah
- 29 SX-f: yeah
- 30 T: good Alex give me another take (3)

31 SX-m:er take medicine if you ill  
 32 T: good well done (.) anybody else another take (.)  
 33 SX-f: take umbrella  
 34 T: good we need that in England @  
 35 SX-m:take a dog  
 36 T: take a  
 37 SX-m: a dog  
 38 T: a dog what do we do with dog take a dog {imitates holding a leash}  
 38 SX-f: for a walk  
 39 T: for a walk yeah take a dog for a walk (.) okay  
 40 SX-f: take off coat (.) when you come in  
 41 T: good okay take OFF {imitates taking a something off} yeah so I take off something  
 okay =  
 42 SX-f: = take away  
 43 T: take AWAY what can we take away (.)  
 44 SX-f: <un> xx <un>  
 45 T: from the restaurant @@@@ yeah okay (.) do you like Chinese take-away (.)  
 46 SX-f: <4> no </4>  
 46 SX-m:<4> no </4>  
 47 T: no? Albert do <5> you like = </5>  
 48 SX-f: <5> only noodles </5>  
 49 T: =<6> noodles? </6>  
 50 SX-f: <6> no <un> xx </un> </6> eh dumpling  
 51 T: dumpling very tasty okay right what about get what can we say with get  
 52 SX-m:get visa  
 53 T: get a visa  
 54 SX-f: get home  
 55 T: get home  
 56 SX-f: get married  
 57 T: get married (.) Noell?  
 59 SX-f: get married  
 60 T: get married what do you do before you get married? (.)  
 61 SX-f: get engaged  
 62 T: get enga:ged okay and if you are NOT lucky @@  
 63 SX-f: divorced  
 64 T: you get divorced @@  
 65 SX-f: break up  
 66 T: break up but get divorced yeah okay (.) what about oh: {mimics shivering} I'm  
 getting  
 67 SX-f: <7> getting cold </7>  
 68 SX-m:<7> shiver </7>  
 69 T: get cold

70 SX-m:chilly  
 71 T: chilly get chilly well done okay what about do give me some words with do  
 71 SX-m:do homework  
 72 SX-f: do your homework very important  
 73 SX-m:don't  
 74 T: na na na @@@@ what else  
 75 SX-f: do exercise  
 76 SX-f: do your hair  
 77 T: do your hair? Yeah (3) Alex something more with do?  
 78 SX-m:do (5)  
 79 T: anybody? do? (2) <un> xxx </un> ideas with do (2)  
 80 SX-f: do your work  
 81 SX-m:do shopping  
 82 T: do your work do your shopping in the HOUSE what what do we have to do in the house  
 83 SX-m:housework  
 84 SX-f: <8> cleaning </8>  
 85 T: <8> do the </8> housework do the cleaning  
 86 SX-m:washing up  
 87 T: we've done DO the sleeping washing up okay (.) just what do we do with sleep we say=  
 88 SX-f: =go to sleep  
 89 T: go to sleep or: if you want a short one (2) go to be  
 90 SX-f: have a sleep  
 91 T: have a sleep I'm just going to have a little sleep okay and what about make what can we do with make  
 92 SX-f: make dinner  
 93 T: good  
 94 SX-m:timetable  
 95 T: make a timetable yeah if you=  
 96 SXf: =make-up  
 97 T: okay we DO your make-up @@@ it's strange isn't it I need to do my make-up {mimics doing make-up} @@@ okay (.) what about (.) what about a cake (.)  
 98 SS: make a cake  
 99 T: make a cake what about your bed in the morning (.)  
 100 SX-m:do  
 101 SS: make  
 102 T: make make <9>your bed </9> yeah it's like tidy yeah good okay so can we have a look in your yellow book  
 103 SX-f: <9> tidy </9>  
 <end ELT: Pre-Intermediate Level, Lesson 1 (Emma)\_31:36>

### 8.3.3 Part 3

<beg ELT: Pre-Intermediate Level, Lesson 1 (Emma)\_44:58>

- 1 S1: what (.) what means reservation  
2 T: reservation (.) erm for example (.) if you go to a restaurant (.) and you phone (.) before  
3 S1: ah, yeah (.)  
4 T: we say  
5 S1: aha  
6 T: yeah (.) reservation (.) like RESERVE  
7 S1: re- re-  
8 T: reserve or book  
9 S1: but before  
10 T: yes before {uses hand gesture to indicate before} that's right reservation (10)  
11 S1: so what what  
12 T: what's wrong Rosie  
13 S1: what what (.) (word) <un> xx </un>  
14 T: RESERVATION (.) hello I'd like to {hand gestures using a telephone}  
15 S1: make  
16 T: yeah that's right good (35)  
17 S2: sorry for questioning (.) but (favor)  
18 T: a FAVOR if I do something for you to help you just a little thing {hand gestures a little thing} (.) for example I: (.) I pick up your children from school {mimics picking something up}  
19 S2: aha  
20 T: this is a favor for you {uses hand gestures to indicate 'for you'}  
21 S2: aha  
22 T: <1> a little help </1>  
23 S2: <1> <un> xxxx </un> </1> thank you  
24 T: okay (7) okay half a minute more (13) alright Albert (3) yeah (.) you want to check with each other (7) half a minute (8) do you two agree  
30 SX-3: get get friends  
31 T: get friends (.) no  
32 SX-m:<2> make friends </2>  
33 T: <2> make friends </2> yeah (3) o:kay then let's check together (.) okay (.) right okay (.) so we said do some shopping (.) and get back home (.) right so Noell two tablets a day  
34 S4: take  
35 T: good okay (.) erm Marzia A cold  
36 SX-f: get a cold =  
37 SX-m:=get =  
38 T: =get a cold (.) what is A cold  
39 SX-m:feeling cold

40 T: that's get cold get cold {rubs her hands on her upper arms to indicate being cold}  
but get A cold

41 SX: get ill

42 T: ill achoo achoo {mimics blowing her nose}

43 SX-m:cough cough

44 T: cough cough (.) good okay and what's this one {hand gesture indicating a runny  
nose}

45 SS: e:rm runny nose

46 T: runny nose (.) runny {indicates running by moving her body} nose (.) good okay  
right (.) so Rosie angry

47 S1: ah get angry

48 T: good okay Alex sure

49 SX-m:make sure

50 T: well done okay (.) Maria friends

51 SX-f: make friends

52 T: good okay Albert (.) UP your mind

53 S3: make=

54 SX-m:=make up your mind

55 T: yeah what does that mean (.) make up your mind

56 SX-m:change your opinion

57 T: well (.) choose one red wine white wine {mimics two options by pointing left and  
right} mhmm okay make up your mind (.) good (.) make up your mind (.) choose  
{points left and right again} (.) yeah okay erm:

58 SX-m:take a photo

59 T: take a photo well done okay so Leila somebody out for a meal

60 SX-f: ehm somebody out for a meal (.) make

61 SX-m:take

62 T: take take (.) I take my friend {mimics taking something/somebody} to a restaurant  
(.) for a meal (.) okay Marzia (.) me a favor

63 SX-f: ehm make me=

64 SX-m:=do me

65 T: do me a favor

66 S2: ah: make me

67 T: no we say do me

68 SX-f: what does it mean favor

69 T: Arthur what does do me a favor mean

70 SX-m:erm favor (.) you can lend me a (.) do one favor for me (lend) me one pen

71 T: good okay for example lend me a pen

72 SX-m:that's one favor=

73 T: =yeah it's a favor a little help {uses her fingers to indicate something small}

74 SX-f: okay



75 T: oh can you do me a favor (.) can you go to the shop and buy me some drink (.)  
 yeah do me a favor (.) okay right @@ Leila a reservation?

76 S1: mhm (.) erm res- eh (.) reservation

77 T: yeah

78 SX-f: make=

79 SX-m:<3> make a reservation </3>

80 SX-f: <3> make a reservation </3>

81 T: good Rosie (.) what does it mean if you make a reservation

82 S1: erm we book (.) already when we come to a restaurant or something (.) erm take  
 away

83 T: that's right we book it (.) we make a reservation maybe a restaurant or what else

84 SX-m:hotel

85 T: hotel yeah okay (.) good well done (.) Noell ON well <4> with someone </4>

86 S4: <4> get </4>

87 T: good GET on well what does get on well mean?

88 SX-f: erm: <5> it means: </5>

89 SX-f: <5> good erm </5> re:l-

90 T: have a good REL:ATIONSHIP yeah okay you GET on well (.) okay (.) so Fatima a  
 complaint

91 SX-f: do a complaint

92 SX-m:take

93 SX-m:make

94 T: MAKE make a complaint MAKE (.) I wish to make a complaint (.) Albert what does  
 that mean (.)

95 S3: erm

96 T: when can you make a complaint (.)

97 S3: make a complaint (2)

98 T: no? Noell

99 S4: when er problem=

100 T: =yeah yeah

101 S4: and erm

102 T: good you have a problem (.) for example you go to a restaurant (.) and the foo:d  
 is (.)

103 SX-m:bad

104 T: BAD (.) and cold (.) and the waiter is RUDE (.)

105 SX-f: yeah

106 T: the next day (.) you make a complaint (.) I was not happy in your restaurant I paid  
 (.) one hundred pounds (.) and the food was BURNT it was co:ld (.) yeah make a  
 complaint @ okay a:nd finally Alex (.)

107 S5: take care

108 T: good when do you say take care

109 SX-m:see you later

110 T: see you later @ when=  
 111 S5: =when you <un> xxx </un>  
 112 T: okay yeah (.) take care can- do you know another phrase look  
 113 SX-f: look after your:-  
 114 T: good look after yourself  
 115 SS: yourself  
 116 T: look after yourself take care okay (.) okay good well done  
 <end ELT: Pre-Intermediate Level, Lesson 1 (Emma)\_51:56>

#### 8.3.4 Part 4

<beg ELT: Pre-Intermediate Level, Lesson 1 (Emma)\_1:13:03>

1 T: if you go to a hotel (.) you ring up (.) okay before you go (.) what do you say  
 2 SX-m:can <1> I book </1>  
 3 SX-f: <1> can I book </1>  
 4 T: can I book okay o:r can I?  
 5 SX-m:make reservation  
 6 T: make a (.)  
 7 SX-f: re:-  
 8 T: reservation:n (.) well done can I make a reservation okay so we're just going to do  
 in this last ten minutes we've got a bit of hotel language (.) when you phone a  
 hotel (.) okay (.) so it's in your books on that same page (6) okay so here we have  
 (.) this hotel (.) does it look nice  
 9 SX-m:no  
 10 T: @ why not  
 11 SX-f: not bad=  
 12 T: =not bad why not Arthur (3)  
 13 S1: I don't know  
 14 T: not=  
 15 S1: =maybe (it's) old  
 16 T: it's old do you do you prefer MODERN hotels  
 17 S1: yes  
 18 T: okay (.) yeah okay (.) what's the name of this hotel  
 19 SS: grand hotel  
 20 T: the grand hotel quite similar yeah this is the grand harbor the grand hotel okay (.)  
 right (.) what we're going to do is look at the language when you phone up the  
 hotel so look on this side (.) okay (.) and we've got a telephone conversation what's  
 the name of the person you speak to  
 21 SS: receptionist  
 22 T: receptionist yeah okay (.) so we have the lines of the receptionist (2) first but not  
 what you say you are the CLIENT (.) client give me another word for client (3)  
 beginning with C (.) if you go in a shop (.)  
 23 SX-m:customer

24 T: customer yeah yeah so customer okay (.) so what does the receptionist say Albert  
can you read the receptionist's line (.)

25 S2: ah hello grand hotel <un> xx <un> speaking how can I help you

26 T: okay (.) so we know it's going to be make a reservation (.) so Marzia what do you  
think the first line is

27 S3: I'd like I like

28 T: I'd like

29 SX-m: <2> I'd like to make a reservation </2>

30 S3: <2> I'd like to make a </2> reserve- er res-er

31 T: reservation (.) good again

32 S3: yeah I'd like er I like to m- er =

33 T: =to make=

34 S3: =to make a <3> reservation </3>

35 SS: <3> reservation </3>

36 T: good okay everybody reserVAtion

37 SS: reservation

38 T: when is the stress (.) v ava reservation

39 S4: excuse me make a reservation

40 T: that's right so I'd like to (.)

41 S4: make a

42 T: yeah I'd like to make a yeah yeah that's right good okay so using pencils or post-  
its get your partner to help you (.) okay

<end ELT: Pre-Intermediate Level, Lesson 1 (Emma)\_1:15:44>

### 8.3.5 Part 5

<beg ELT: Pre-Intermediate Level, Lesson 1 (Emma)\_1:19:43>

1 T: so we begin with (2) I'd like to make a reservation please okay so we say certainly  
when is it for (.) it's for two nights the thirteenth and the fourteenth of this month  
(.) so Maria what's next

2 S1: erm do you want a single or double

3 T: and what's the=

4 SX-m: =and=

5 SX-f: =single or double room

6 S1: single or double room

7 T: yeah what's the first word?

8 SX-m: and and

9 T: AND

10 S1: (an)

11 T: and

12 S1: and

13 T: yes that's correct that's correct yes do you want a single or double room

14 S1: and

15 T: or double or single no problem (.) okay a single please (.) okay yes that's fine I have a room for you

16 SX-f: where is and (2)

17 T: it's capital letter so we know it's first okay (.) and your name is: Robert (Parmer) okay so: (.) Albert can you continue

18 S2: number:

10 T: after Robert (Parmer) can=

11 S2: can (.) I think can you

12 SX-m:can you tell me <1> how much it is </1>

13 SX-f: <1> how much is it </1> can you tell me

14 T: can you

15 SS: tell me

16 T: when you see the capital letter (.) it's the first word (.)

17 SX-f: oh okay

18 T: yeah

19 SX-m:can you tell me how much is it

20 T: good but repeat CAN you tell me (.)

21 SX-m:how much

22 T: how much

23 SS: is it

24 T: ah (.) Alex

25 S3: it is

26 T: it IS (.)

27 SX-f: oh @@

28 T: why (.) why not is it

29 SX-f: <un> xxxxx </un>

30 SX-m:question

31 T: because whe- the question is already can you tell me (.) so now we need normal sentence order can you tell me how much it is (.) yes that's ninety-five pounds a night (.) bla bla bla thank you right (.) Marzia (.)

32 S4: oh I haven't (got) this

33 T: <2> no? </2>

34 S5: <2> could you </2> could I

35 T: right (Mohammed) and

36 S5: <3> and could you tell me </3>

37 SX-m:<3> <un> xxxxxx </un> </3>

38 T: and could I have

39 SS: a phone number

40 T: a phone number (.) that's right okay (.) aha bla bla bla (.) that's fine so Arthur can you finish

41 S6: <un> xx </un> the last one or

42 T: have a look at it now I'll tell you the first bit we look forward (.)

43 SX-f: forward  
 44 T: good  
 45 SS: <un> xxx </un>  
 46 T: okay so let's go through we (.) look forward (.) to:  
 47 SS: seeing  
 48 T: seeing you  
 49 SX-f: on the <un> xxxxx </un>  
 50 T: on the thirteenth that's right Arthur again  
 51 S6: we (to) looking  
 52 T: no we look forward=  
 53 S6: =look forward  
 54 SX-m:to  
 55 S6: to  
 56 SX-m:seeing  
 56 S6: seeing you on  
 57 T: to seeing you  
 58 S6: to seeing you on thirteenth  
 59 T: on THE thirteenth  
 60 S6: on the thirteenth  
 61 T: okay good let me see Noell can you repeat the last one  
 62 S7: we look forward to seeing you on the thirteenth  
 63 T: good okay (.) what does that mean (.) what does it mean to say we look FORWARD  
 (.) to something (.)  
 64 SX-m:look after <4> <un> xxx </un> </4> look after  
 65 SX-f: <4> <un> xxx </un> </4>  
 66 T: n:o look after (.)  
 67 SX-f: wait  
 68 T: wait  
 69 SX-f: you really want to  
 70 T: you really want to like ha come on come on come on {indicates to her watch like  
 she is in a hurry} you are excited yeah you look forward to it (.) okay Alex what are  
 you looking forward to  
 71 S3: forward to half-term  
 72 T: to half-te:rm holiday (.) I think everybody is  
 73 SS: @@

<end ELT: Pre-Intermediate Level, Lesson 1 (Emma)\_1:23:27>

## 8.4 Transcription Lesson 2 Neil, Upper-Intermediate

### 8.4.1 Part 1

<beg ELT: Upper\_Intemmediate (Neil)\_1:48>

1 T: right so yesterday we were talking about CRIME (3)  
 2 SX-m:mind

- 3 T: mind that's right we're talking about the mind not crime (.) @ we were talking about mind erm today I want to continue (.) talking about that (.) I'm gonna put some (.) some words on the board (3) can you: tell me those the words can you divide the words up into two groups (.) words which mean more or less (.) FRIGHTENED (.) and words which mean more or less (.) not frightened (.)okay (.) so
- 4 SX: frightened not frightened
- 5 T: here we go (4) so looking at the mind {writes word on the whiteboard} (59) okay some of these words you will know (.) I guess some of them perhaps you won't (.) so we got (.) afraid (.) brave (.) intrepid (.) nervous (.) courageous (.) terrified (.) scared (.) dauntless (.) petrified (.) daring (.) bold and anxious (.) okay so what I want you to do (.) is (.) in pairs can you (.) try and group them into f- word that mean frightened and words that m- words that mean (.) basically not frightened
- 6 SX-m:alright
- 7 T: okay (.) so (9) {hands out dictionaries} dictionaries you might want to use (3) not sure (.) there you go (.) one two go in Lincoln (4) you're late Lincoln
- 8 S1: yeah
- 9 T: where were you
- 10 S1: ah I woke up late
- 11 T: you woke up late
- 12 T: okay so we're looking at words on the board Lincoln (.) Lincoln (.) looking at words here we're trying to divide them into words that mean frightened and not frightened okay (.) basically {writes the two categories on the board} (14) okay (.) so you got two or three minutes (2) have a look through (.) see if you can decide

<end ELT: Upper\_Intermediate (Neil)\_5:10>

#### 8.4.2 Part 2

<beg ELT: Upper\_Intemediate (Neil)\_9:18 >

- 1 T: so what have we got then what words do you think mean frightened
- 2 SX-m:afraid
- 3 SX-m:nervous
- 4 S1: afraid terrified (.) scared
- 5 T: afraid (.)
- 6 S1: afraid
- 7 T: what's the word after you said
- 8 S1: terrified
- 9 T: TERRIFIED okay (.)
- 10 SX-m:scared
- 11 T: scared (2)
- 12 S1: petrified
- 13 T: any others
- 14 SX-m:<un> x <un>
- 15 T: say again

16 SX-m:anxious  
 17 S1: anxious and nervous  
 18 T: anxious and nervous (.) hello (8) come have a seat (2) anxious and nervous so the words in there that don't mean frightened (.) a:re the others so what can we what (.) hh (.) how can you describe that so: for example: (.) give an example of a word that is not (2) doesn't mean frightened (.)  
 19 SS: they're courageous  
 20 T: courageous  
 21 S1: courageous  
 22 SX-m:bold  
 23 S1: <1> xxx </1>  
 24 S1: <1>brave</1>  
 25 S2: <1> somebody want to do something tha:t </1>  
 26 SX-m:<2> xx (.) x </2>  
 27 S2: <2> someone that </2> (want to) do the risk (.)  
 28 T: wants to DO the risk (.) o:r do the risk?  
 29 SX-m:x  
 30 T: what do we say? Not DO the risk <3> but </3>  
 31 SX-m:<3> take </3>  
 32 T: take a risk  
 33 S1: =take a risk  
 34 T: someone who wants to take a risk i:s someone who is? (.)  
 35 SX-m:brave  
 36 S2: br<4>ave</4>  
 37 T: <4>bra</4>ve (.) courag- so do you think that they: (.) do you think that that perhaps they are NOT frightened at all (.)  
 38 SX-m:oh yeah (.)  
 39 S3: they can deal with the frightened  
 40 SX-m:=mhm  
 41 S3: the fri- this the: frightening (.)  
 42 T: what do we say? Okay they can deal with the? (.)  
 43 SX-m:<un> xx <un> do they <5>just <un> x </un> </5>  
 44 S3: <5> with the threat </5>(.) with the threat (.)  
 45 T: {while writing fear on the whiteboard} with the threat o:kay good thinking deal with the <6> fear </6>  
 46 S3: <6> fear </6>  
 47 T: o:r threat (.) or?  
 48 SX-m:risk (.)  
 49 T: risk (.) okay?  
 50 SX-m:they are (over) mind  
 51 T: they are? (.) what is the expression we had yesterday?  
 52 SX-m:<7> <un> x </un> </7>

53 SX-m:<7> OUT of </7> their (mind)

54 T: They're @ what does that mean <8>out of their mind? </8>

55 SX: <8> @ <un> xx </un> </8> xx

56 SX-m:crazy=

57 T: =they're crazy okay perhaps they are crazy (.)

58 SX-m:=(matter)

59 T: =if it is something very dan<8>gerous (.)</8> are you thinking (.) a big risk

60 SX-m:<8> mind over matter </8>

61 SX-m:<8> matter </8>

62 T: mind over matter (3) {parallel conversation between SX-m and SX-m starts and ends} so perhaps (2) they're able to (2) control their mind in (.) in some ways so er (.) we (.) talk about being able to put your mind over matter okay (.) good (.) erm (.) so the (ut) so the words which mea:n (.) that you erm control your fear (.) or you don't feel the fear perhaps (.) a:re yes we said courageous (1) bold (.)

63 SX: daring

64 T: daring (.)

65 S1: intrepid

66 T: intrepid (.)

67 SX-m:bold

68 T: yep

69 SX-m:dauntless

70 T: dauntless (.) good (.) okay (.) what I'd like you to do (.) can I divide you (into) groups (.) a:nd erm: okay well just (be going) (.) can we make a group of four here (.) okay (.) and: a group of three (.) and a group of three (.) nope no I can't count one two three four five six seven eight nine ten eleven twelve thirteen fourteen oh yes okay so four (.) three (.) three and then I guess you four here so (Ken) if you like to (.) and Luke you come down okay here (.) do you want to move your- move along (.) give to me that <un> xx </un> so what I'd like you to do I've put some questions at the bottom (.) is there anything (.) you're particularly SCARED of? (2) and (3) if so (.) why (3) is there anything you are particularly scared of (3) and if so why (2) do you know anyone who has a phobia right Oscar you asked me just now what's a phobia what is a phobia

71 SX-f: scared of something

72 SX-m:scared of something

73 T: when you're scared of something (.) okay

74 S1: but phobia is more than being scared (.) it's er:m (.) mental condition (.) I think

74 T: a mental condition

75 S1: a serious er serious scareness @ is it like more serious than just being scared

76 T: o:kay so=

77 S1: =like a difficult thing to understand (.) going through the panic something like that



- 78 T: panic so you might feel panic (.) okay (13) {writes down 'panic' and 'physical symptoms' on whiteboard} panic (.) physical symptoms (.) can you give any i- can you give any examples of a phobia
- 79 SX-m:height phobia (5)
- 80 S1: snake phobia
- 81 T: heights (.) snakes (2)
- 82 S1: spiders
- 83 T: spiders (.) okay {writes the phobias on whiteboard} (5) okay what about any of you (.) do you have any phobias (2) okay that's what I'd like you to think about and (.) and what i- perhaps you KNOW somebody who has a phobia (.) okay (.) and what is it and you know WHY (.) it is you know why they have it or you have it (.) er and then the last question do you think you are courAgeous (.) so might have a phobia (.) a fear of snakes (.)
- 84 S2: definitely
- 85 T: but you have a pet snake
- 86 S1: yeah
- 87 T: definitely
- 88 S2: definitely
- 89 T: okay @(.) erm do you know anyone who is particularly daring or intrepid (.) daring or intrepid so like adventurous or (someone) okay so in your group can you spend about three or four minutes (.) okay just discussing these questions and seeing these points

<end Upper Intermediate Neil\_14:58>

#### 8.4.3 Part 3

<beg Upper Intermediate Neil\_20:46>

- 1 T: okay so (.) what I'd like to do is: (.) is just to erm I heard some of you say: er the term (.) er er talking about somethings that you're afraid of or (.) that you erm (.) think erm that you have the courage to do (.) erm: (.) so: yeah does anybody got any: any fears or phobias that they are (.) they want to (.) talk about (.) erm by the way we say you're (.) you have a fear or you are afraid of fear of
- 2 S1: fear of
- 3 T: yeah: I have a fear of we would say {writes that phrase on whiteboard} (2) okay (.) or of course I'm afraid of (5) and I have to say that I definitely have a fear of HIGHTS (3) about twenty ago I used to ski quite a lot (.) and going much to Spain (2) and erm (.) basically (.) beautiful mountains (.) covered in snow (.) blue sky (.) sunshine (.) went up the ski life I wasn't very happy about it it was one of those SEATS sort of metal seats (.) so not a box {mimics a box around him} (.) an open seat
- 4 S1: mhm
- 5 T: I think about two or three of us would go on a sort of a like a SOFA
- 6 S1: hm

7 T: suspending in the in the sky in the air I should say (.) it was kind of okay but one day (.) going up (.) it stopped (2) I don't know why there was SOMEbody fell off at the top or something it stopped (.)

8 S1: hm:

9 T: and it just swung

10 S1: yes

11 T: up in the air

12 S1: how long @@

13 T: it was PROBABLY only a couple of minutes but it felt like a LONG time

14 S1: =yeah

15 T: and and I was sort of (.) and it was so quiet (.) there were no noise there was no noise (.)

15 SX-m:you know <un> xx </un> died so (who) @@@ (3)

16 S1: why=

17 T: I actually felt I felt y- you mentioned the word erm panic or somebody mentioned the word panic and I felt complete panic (.) if I'd been able to open the bars {mimics opening the bar} (.) I would have done (.) and?

18 S1: you'd have jumped

19 T: I would have jumped I hope something inside me would have stopped that (.)

20 S1: yeah=

21 T: =of course the bars were fixed I couldn't open and I had a a friend next to me and I said sing to me

22 SS: @@

23 T: just sing anything talk to me I don't like this silence (.)

24 S1: yeah

25 T: this height and this silence

26 S1: @@@@

27 SX-m:<un> xxx </un>

28 T: and I haven't been skiing since I haven't been <un> x </un>

29 S1: you never went back

30 T: I no went back I've been back to the area but I've never been (.) er on a ski-lift so: (.) I definitely have a fear of heights (.)

31 S1: I am a bit scared of now (.) the par- those parks where you go to entertain yourself

32 SX-m:oh those

33 T: Thorpe Park

34 S1: yeah this one that's go like that {mimics a rollercoaster with her hands} I used to do that but (.) at the moment I would not there (.) for that just er scared of the (.) the pressure (.) and the steep that you go

35 T: the steep right so the steep hill

36 SX-m:oh look at <un> xx </un>

37 T: the steep hill going down

38 S1: yes

39 T: right

40 S1: the speed and the (.)

41 T: the fear of speed Lucas you are very late (.) come take a seat {some commotion as the newly arrived student settles in} Lucas (.) we're talking about (.) words with frightened and not frightened and we're discussing these questions so okay (2) so: yes (.) so your fear you're afraid of coming down that steep hill so again it's like a height

42 S1: yeah

43 T: how do you feel at that moment

44 S1: I think I'm going to faint (.) definitely just and and I'm going to (.) control my fears and I think I'd rather faint and not feel it

45 T: for me: it was panic (.) my heart was going {indicates heart pumping by pushing his fist to his chest} <fast> <ono> wʌm wʌm wʌm wʌm wʌm wʌm wʌm wʌm wʌm wʌm </ono> </fast> (.) I thought it was gonna burst out of my chest (.) you feel that too or just

46 S1: yes of course=

47 T: =of couse=

48 S1: but I sometimes think I want to faint I don't want to see this I don't @@@@

49 T: but it's interesting because in other situations (.) I can I can go up a tall building (.) and that's okay(3)

50 S2: it's just the speed maybe

51 T: I think it was nothing below my feet might have been the problem

52 SS: @@

53 S2: yeah

54 T: and just sort of hanging in sort of a- and it was so quiet (.) hm:

55 S1: like <un> xx </un>

56 T: like what?

57 S1: like today is very quiet @@@@

58 T: like today is very quiet @@ quieter than normal it's true

59 S1: @@@@

60 T: okay what about what about any of you a er are there any situations that you've been in where you felt (.) erm a bit afraid perhaps or you you know for example you don't like being in this situation (7)

61 S3: what kind of situation

62 T: well <1> being up up </1>

63 S1: <1> we have <un> xxx </un> </1> talking about

64 S3: when I'm late on: history all the time I'm feeling quite <un> xxx </un>

65 T: when you're in history?

66 S3: yeah when I late with five minutes

67 T: when you're LATE

68 S3: yeah yeah I panic

69 T: right so (.) i- is this because of what the teacher will say=

70 S3: =yeah=  
 71 T: = cause you're late (.) (so you're) anxious  
 72 S1: (be) in the lift  
 73 T: interesting  
 74 S1: in the lift  
 75 T: okay so what do we call that when you're in a lift (.) in in a when you're in a lift  
 what do we call that sort of {gestures a confined space}=  
 76 S2: =claustrophobia=  
 77 T: =area (.) close yeah claustrophobia (2) {writes that on the whiteboard} good (5)  
 claustrophobia which means small spaces (.) yeah? (6) yes okay: anybody else? (2)  
 any experience (.) perhaps you know somebody (.) who who has any phobias (3)  
 okay (.) imagine (.) then for example me: and my fear of heights (.) er (fear of)  
 particular being: oh and (.) erm Marvin's fear of (.) using of going on one of these  
 big rides basically in Thorpe Park (.) erm (.) is it possible (.) is it possible to cure (.)  
 78 S4: yes (.)  
 79 T: <2> go on (the) cure </2>  
 80 S4: <2> go more </2>  
 81 T: how what?  
 82 S4: go more (.) on the ride  
 83 T: go more  
 84 S1: <3> to confront fear </3>  
 85 SX-m:<3> yeah close your eyes </3>  
 86 T: okay  
 87 SX-m:(then you will) enjoy it @  
 88 T: so close your eyes {writes that on whiteboard} (6) {parallel conversation between  
 S1 and SX-4 starts and ends} which mean- close your eyes as in do it still  
 89 SX-m:yeah  
 90 T: close your eyes AND do it okay (3) did someone say do it more often  
 91 SS: yes  
 92 T: okay (.)  
 93 SX-m:start to (sing) so  
 94 T: when you're singing what are you doing  
 95 SX-m:(relaxing)  
 96 SX-m:<4> division </4>  
 97 T: <4> relaxing </4> you're?  
 98 SX-m:divirsing your mind  
 99 T: diversion  
 100 S1: diver- diverti-  
 101 T: yeah diverting your mind or distracting your mind  
 102 S1: distracting  
 103 T: distracting your mind alright okay {writes that on whiteboard} (.) so distract your  
 mind (.) erm: (.) good anything else any other (3) possible ideas (.)

104 S1: control of your (.) trying to control your your (fears)  
 105 T: okay  
 106 S1: or your symptoms  
 107 T: trying to control your (2) your fears or your symptoms  
 108 S1: yeah mental control or breathing  
 109 T: okay so so think about what's happening and try and think about it in some way  
 okay (.)  
 110 T: is it worth going to the doctor? (1)  
 111 S1: <5> no </5>  
 112 SX-m:<5> @@ </5> @ yeah  
 113 SX-m:=yeah  
 114 T: =yeah (.) what what can the doctor do?  
 115 SX-m:give you some medi<6>cine</6>  
 116 S1: <6> yeah </6>  
 117 T: =give you some?  
 118 SX-m:<7> medicine </7>  
 119 SX: <7> <un> xx </un> </7>  
 120 T: <7>Some </7> medicine (.) some  
 121 SX-m:<8> advice </9>  
 122 SX-m <8> drugs </>  
 123 T: some advice (.) some drugs (.) <9>some medicine </9> right (.) okay  
 124 S5: <9> assurance </9> assurance  
 125 T: some what sorry?  
 126 S5: <@> assurance </@>  
 127 T: assurance (.) yes (.) perhaps that it's not just you other people also (.)  
 128 S1: <10> maybe a psychologist <un> x </un> psychologist would be good </10>  
 139 T: <10> have this experience (.) feel like this </10> (.) or psychologist you could go to  
 (.) yeah (2) okay (.) <11> indeed </11>  
 140 S6: <11> or <un> xxx </un> </11> <un>x </un> hypnotist (.)  
 141 T: or hypnotism  
 142 S6: yeah  
 142 T: yes (.) which i- (.) funny enough we're coming on to in a <@>moment</@> (.)  
 hypnotism (.) what is hypnotism? (8) {T writes on the whiteboard} can you explain?  
 143 SX-m:<un> x </un>  
 144 T: can anybody explain hypnotism (2)  
 145 S6: it is like er: (1) er very short sleep?  
 146 T: very short sleep (.)  
 147 SS: <un> xxxxx </un>  
 148 SX-m:when you somebody do something to (you) hypnotize you forget about a moment  
 where you (.)  
 149 T: so you forget where you were at that moment  
 150 SX-m:=yeah

151 T: is that what you (mean) by fall asleep (.) do you do you do you fall do you go on a bed an fall <12> asleep and close your eyes </12>

152 SX-f: <12> no it's not like that (.) it's to xxxxxxxx</12>

153 SX-m:<12> no it's (.) to xxxxx</12> ask questions or something like that

154 T: okay (.) so: somehow to: (.) make that person forget that moment o:r not be aware (.) perhaps not be aware of that moment (.) yeah?

155 S7: make someone feel tired

156 T: make someone feel (.)

157 S7: tired=

158 T: =feel tired

159 SX-m:@@@@ yeah @

160 S7: <13> <un> x </un> tired for </13>

161 T: <13> what do you mean by </13> make someone feel tired?

162 SX-m:@@@ (get a ) <14> dictionary @@@@ </14>

163 S7: <14> unable to pay attention </14>

164 T: okay (.) excellent (1) so: if there if they're hypnotized (.) they're unable t- t- to pay attention they feel tired in some way (.) okay does it say anything else? Barry {parallel conversation between SS starts}

165 SX-m:<un> xx </un> of regularly repeated sound or movement {parallel conversation between SS ends}

166 T: okay (.) so: the hypnotist does something (.) to make the person feel a bit tired o:r

167 S1: =relaxed

168 T: <15> relaxed or to </15> forget exactly where they are to not be aware of where they are (.) yeah?

169 SS: <15> relaxed </15>

170 T: okay (1) has anybody had any experience of being hypnotized?

171 SX-m:no (2) @

172 T: would you like to be hypnotized?

173 SX-m:= yeah @

174 SX-f: no

175 T: imagine if you had a problem if you had for example a fear of heights or (.) heights basically or if you have a fear of snakes (.) or spiders (.) my grandmother (.) had this (2) big fear of spiders every autumn lots of spiders came into the house (.) a:nd she was in panic (.) she was on the telephone and immediately Neil come round or (.) my brother my sister (.) take these spiders <16> out of the bath or somewhere </16>

176 SS: <16> @@@ </16>

177 T: so: (.) perhaps (.) there are (.) perhaps it might have worked for her who knows (.) but (6) how s- okay erm (1) what I'd like you to do I'd like f- to have a have a look at erm (.) a text (1) in the book (.) page one hundred and thirty-two (16) kay page one hundred and thirty-two and you've got then a text about (.) er (.) a famous

hypnotist called (.) Paul McKenna (.) has anybody seen any television programs at all <17> about </17>

178 S8: <17> yeah </17> I've seen some (.)

179 SX-m:yeah (3)

180 T: okay and what have what have you seen what did you see Dmitri do you remember?

181 S8: (he is like) he just made the people yeah and they can go to (.) they can <un> xxx </un> take some money and they <un> xx </un> red lights like (.) they did this (you know) (.)

182 T: so you can make them do things they don't know they're doing

183 S8: yes (2)

184 T: how do you feel about that? (2)

185 S8: (pretty good)

186 T: @@@ if it involves money (.)

187 S8: yeah

188 T: o:kay (.) do you think (.) do you think it could be: (.) something that sh- could be used well I suppose what you're saying is it can be used for for BAD things (.) Dmitri yeah?

189 S5: mhm

190 T: it could be used for bad things (.) er: to make things make people do things which er which are not in their interests (2) erm (.) but (.) also perhaps (.) for good reasons (.) I can a a friend of mine erm (.) his daughter (.) erm (.) about now about twenty years ago because she is twenty five or so so when she was about (.) five or perhaps a bit older six or seven or something they got a dog (2) just a little puppy

191 SX-m:<un> xx </un> save the dog or what

192 T: they got they bought the FAMily bought <18> a dog </18>

193 SX-m:<18> yeah </18>

194 T: yes and then the dog got a bit bigger (.) and the girl (.) Lauren (.) suddenly became extremely scared of this dos (.) and so much so she couldn't be in the same room couldn't be in the house we- she could certainly couldn't be in the same room as the dog (.) and they had a choice (.) get rid of the dog (.)

195 SX-m:or get rid of the daughter

196 T: or get rid of the daughter @@

197 SS: @@@@

198 T: obviously they were gonna keep the daughter @@@ well that was definitely one option you're right (Lucas)

199 SS: @@@

200 T: erm: and somebody obviously suggested to them (.) because it happened basically why don't you try (a) hypnotist (.) so they took her to the hypnotist (.) a:nd I think it was a couple of sessions that she had and that cured her completely (.)

201 SX: uh:

202 T: they now have she still lives lives in er with er: with my friend and his wife (.) a:nd  
erm they're on their second dog (.) the second family dog one they had the first  
one kept it it died they got the second one (.) she has no problems with dogs

203 S1: during that hypnotism what do they (.) what did they do

204 T: good question=

205 S1: =did they com- did they make the child to touch the puppy and give erm

206 T: no=

207 S1: = without her realizing

208 T: there was no puppy there there was no no dog (.) it was it was not in the house it  
was not done in the house I think it was done outside (2) so how would they do it  
that is a very interesting question (.) so I'd like to have a look at the text have a  
read through (.) and here Paul McKenny gives some examples of how he treats  
people (.) first of all what he treats them for so what phobias and fears they have  
(.) and then (.) and then how he does it

<end Upper Intermediate Neil\_34:43>

#### 8.4.4 Part 4

<beg Upper Intermediate Neil\_39:12>

1 T: the the writer (.) was she afraid of flying? is she afraid of flying? (what'd) you say

2 SX-m:yes

3 T: she is indeed (.) a:nd did he cure her (2)

4 SX-m:yes (4)

5 T: did he cure her?

6 SX-m:<un> xxxxxxxx </un>

7 T: is she yes is she

8 SS: yes

9 SX-m:yes in half an hour session

10 T: in half an hour session there you go good (.) how much money does he charge  
<1> for each session </1>

11 SS: <1> two point five million </1>

12 S1: <1> he doesn't charge anyone </1>

13 T: who does he charge two point five million to

14 SS: television

15 T: television okay how much does he charge for each session

16 SX-m:two point five=

17 S1: nothing

18 SX-m:oh nothing you have choice

19 S1: <2> donation </2>

20 T: <2> what does he do </2> I'm asking Jeff what does he do (.) or (.)

21 S2: (it is) free for the (.) for the treatment

22 T: it's free for the treatment but you do have to pay something <un> x </un> what  
do you have to do

23 S3: yes you



24 T: you have to?  
 25 SS: donate  
 26 SX-m:<3> to a (church) </3>  
 27 SX-m:<3> to what he wants </3>  
 28 T: okay so you donate to a foundation or a charity okay good  
 29 S1: of his choice  
 30 T: of his choice okay (.) erm is it kind of is he a kind of person that sometime that  
 people just go to ONCE or do they go to quite often  
 31 SX-f: often  
 32 T: quite often  
 33 SS: often  
 34 T: yeah and what about the writer (.)  
 35 SX-m:just once  
 36 T: just once  
 37 S1: he (want to go) one he really feel he really liked so he makes a good effort  
 38 T: okay so he would like to go again you think  
 39 S1: yeah he would like to go back  
 40 T: he would okay (.) so (.) hm what do you think now so how exactly does he do this  
 how does he kind of hypnotize people (2) Billie how does he hypnotize people (4)  
 what does he do  
 41 S4: to the sports to the sports people presses his arm down  
 42 T: yeah  
 43 S4: and then they are pressing up {mimics this with his shoulder} and then he start  
 talking to them (.) and then they start (tensing)  
 44 T: okay and what did he say about holding their arm and pressing against their arm  
 (.) what did he say (). Rickey what did he say (3)  
 45 S4: erm he makes them to think about er=  
 46 S5: =something nasty  
 47 S4: something nasty  
 48 T: makes them think about something nasty okay and when they think about  
 something nasty what happens so basically can you (.) Allen can you  
 demonstrate with Lucas what (.) what he make what he does (2) can you explain  
 49 S4: who is who  
 50 T: well you decide  
 51 S4: okay I'm the sport and you <4> <un> xxxxxxxx </un> </4>  
 52 S5: <4> put your arm forward </4> is it push it down {S4 and S5 demonstrate the  
 arm pressing down}  
 53 S1: yeah explain  
 54 T: right  
 55 S4: okay I think something nasty  
 56 S5: think about something nasty

57 T: so when you think about something nasty (.) what what happened in this in the text what happened to the sport sport person sports

58 S4: he said to me something

59 T: yeah and what happened to your arm if so Allen you're pressing on: his arm

60 S5: yeah doesn't (.) doesn't go down=

61 T: =what happened (.) in the text what does it say

62 S4: natural election of (trance)

63 S1: before you <un> xxxxxxx </un>

64 SX-m:stronger

65 T: have a look in the one two three FOURTH paragraph

66 S1: you do it by thinking about something bad or (something good)

67 T: yes

68 S1: when thinking about something nice like a relaxing (day) you have {student reads from the book}

69 T: yes

70 S1: I don't understand and then you'll be thinking about something nice {she read that part from the book} so first you have to think about something nasty

71 T: yes

72 S1: and then you have to think about something nice

73 T: so there's two different tests one is when he's asking as you say (.) he's asking the sports person to think about something nasty so what happens (.) when he presses his arm (.) when the hypnotist presses his arm when he's thinking about something nasty

74 S1: so when he's

75 S4: erm <un> x xx </un> let your arm be straight

76 T: yes

77 S4: a:nd thinking (of course) something nasty

78 T: yeah

79 S4: and then he start pushing you down on your arm and then you start thinking something good

80 T: but what before you do that just just what happens there when when he is when you're thinking about something nasty and he's pushing your arm down what happens to your arm {mimics that with his arms} (.) what happens to (.) you say you're pushing up you right (.) it's (.)

81 S5: stronger

82 T: is it stronger or weaker

83 S5: stronger

84 T: is it? (5) have a look at the LAST part of that paragraph

85 S4: trying really <5> <un> xxx </un> </5>

86 S1: <5> thinking </5> about something nice

87 T: what does (.) thinking? (.)

88 S5: your arm stops

89 T: thinking (.) can you see at the bottom of the fourth paragraph everybody  
 90 SS: yeah  
 91 T: yeah  
 92 SX: <un> xx xxxxx </un>  
 93 T: makes you actually stronger (.)  
 94 SX-m:if your lifting <un> xxxxx </un>=  
 95 T: =indeed  
 96 S1 so when he make pressure in in different (.) in opposite direction  
 97 T: yep  
 98 S1: that's when he's thinking nasty  
 99 T: hm:  
 100 S1: so he make more pressure  
 101 T: yes  
 102 S1: and when he thinking nice (.) what happen he relax  
 103 T: well now when he's thinking basically he's able to resist he's able to stop (.) the hypnotist (.) pushing his arm down when he's thinking something nice (.) as in (.) so er some nice thoughts  
 104 S1: aha  
 105 T: so what could be a nasty thought what could be a nasty thought for example (2) talking about (.)  
 106 SX-f: (when they) afraid of something  
 107 T: afraid of something for example yes (.) s it's not what you'd imagine is it it's not what you'd expect you'd expect that if you are (.) if you are afraid of something your body would be tense and therefore you'd be stronger in some way (.) but actually that's not not how it is (3) okay (.) what I'd like you to do is I'd like you to erm: (.) erm get together i:n erm in perhaps in just threes first of all and just (.) talk t- to talk with each other do you think you would like to go and and see this man do you think you'd like to be hypnotized by this man just very quickly

<end Upper Intermediate Neil\_45:20>

## 8.5 Transcription Lesson 3 Neil, Advanced Level

### 8.5.1 Part 1

<beg ELT: Advanced Level, Lesson 1 (Neil)\_5:15>

1 T: let me see: (.) the first thing I'd like to do actually (3)  
 2 SX-m:would be  
 3 T: I'm gonna pass round (.) well (.) to begin with (2) I'll pass round a few (2) pictures (3) so (.) the reason I'm going to Spain the reason I'm not going to be here in two weeks time is because I'm actually gonna go to Spain (.) and I hope that when I'm in Spain (.) <1> I'm going to see that </1>  
 4 S1: <1> (once ago) I drew that </1>  
 5 T: you DREW it  
 6 S1: yeah just a half=  
 7 T: =how long did it take you to draw

8 S1: erm:  
9 SX-m:(ages ago)  
10 T: you drew it?  
11 S1: yeah it was just now but just one part because it was one a half that was printed  
and <un> xx </un> in there and just the other part  
12 T: fantastic {side conversation between SX-f and SX-m starts and ends} so you're  
good at drawing  
13 S1: quite  
14 T: I'm sure you are gosh  
15 S1: @@@  
16 T: do you know do er a obviously Susie knows <2> what it is </2> what it is  
17 S2: <2> it is civil war </2>  
18 SX-m:<2> civil war </2>  
19 T: Spanish civil war  
20 S1: yeah  
21 T: yes  
22 S1: and there are different symbols that are linked in the (.) erm:  
23 SX-f: =it's (Cubism)  
24 S1: =with the actual war (.) so for example the (.) (lamp) that is <un> x </un> light  
that is art is in symbolize the <un> xx </un> is the (.) erm: (.) you know like  
another birth after the death of war and then:  
25 S2: it's erm:=  
26 S1: the Taurus is the symbol of er Spain (.) and then there are other symbols (as well)  
symbolistic erm:  
27 SX-m:the sun  
28 SX-f: elements  
29 SS: @@  
30 S2: it's erm:  
31 S3: Spanish civil war {S3 reads what the T wrote on the whiteboard}  
32 T: so (.) symbols so symbols are what did you say the symbol of Spain  
33 S1: er: the: the Taurus  
34 T: the Taurus so: what do we say we don't say  
35 S1: because it is it's the symbol the actual symbol of=  
36 T: =well we don't use the word Taurus though we use the wo:rd (.) a male cow  
{indicates horn off his head} do you mean  
37 S1: ah okay a male cow  
38 T: but not but a: (.) bull  
39 SS: bull  
40 T: hello (.) hi Lucas (.) come in (2) so (.) bull (.) of Spain as it were yes  
41 S1: yeah  
42 T: it is indeed (.) a a <3> <un> xx </un> </3>  
43 S1: <3> and er and </3> that symbol is also on the flag of Spain

44 T: on the flag <4> too yes </4>

45 S1: <4> so it's er </4> (.) very important

46 T: okay (.) so it has lots of symbols (.) Spanish civil war you said now then when was the Spanish civil war (.) (Paul) you said (you'd knew) do you know when it was? (.)

47 S2: it was:

48 S4: in nineteen: thirty: eight? Oh thirty: (.) two (.)

49 T: thirty-eight was it was during the civil war (.) was dur-was happening at that time (.) it it's finished the year after (.)

50 S1: it was that forty-five <5> forty-nine something </5> like that

51 SX-m:<5> in forty-five </5>

52 T: it was before that was nineteen thirty-six to nineteen thirty-nine so basically you're absolutely right (.) nineteen thirty-six

53 S4: yeah it was

54 S5: was almost together with the second world war

55 T: yeah

56 S5: yeah we learned this in the context of the second world war

57 T: yes (.) in fact=

58 S5: =I at least learnt it's <un> xxx </un>=

59 T: =so when you say in the context of the second world war (.)

60 S5: erm: yeah because (.) the world was a:ll in war and then the start of the second world war started in the beginning of forty (.) erm

61 T: actually (.) as a matter of fact yes and the political (.)

62 S5: yeah yeah

63 T: so the (.) changes that were happening in Europe at the time good (.) okay (.) so it's called what's it what's this painting actually called you say? it is called what's the name of the painting

64 S2: <6> (Pica) </6>

65 SX-m:<6> <un> xx </un> </6>

66 T: name is <7> quite </7>

67 S1: <7> something Guernica </7>

68 SX-m:<7> Guernica is it </7>

69 T: how do you spell it

70 SX-m:<spel> g e u e r n e </spel> er er <spel> i c a </spel>

71 T: okay right (.) that is indeed correct or that's one version of it one spelling of it (.) does anybody know another one or can you think of (.) has anybody seen (.) s-perhaps er (.) the same word but with different slightly different spelling (.)

72 S1: it was (.) it like instead of the <spel> e (.) a </spel> (.) and another <spel> a </spel> after <spel> r r: </spel> (.) no?

73 SX-m:Guarnica?

74 S1: Guarnica

75 SX-m:I don't know

76 S1: (but) I think erm <8> I don't remember </8>  
77 T: <8> I think </8> I think that's right but (.) okay basically this is Spanish {indicates to the word written on board}  
78 S1: yeah  
79 T: but where (.) which part of Spain is Guernica actually in  
80 SX: @  
81 SX-m:(Chile)  
82 SX-m:a <un> xxxxx </un> (2)  
83 T: it was actually in (2) it is (2) written (.) by the people who live (.) in that area  
84 S1: it's the basque  
85 T: it's the Basque country  
86 S1: so it's in the north  
87 T: yes (.) it's Basque (.) Basque country (.) and: (2)  
88 S1: I think <9> in the north </9> of Spain  
89 SX-m:<9> country </9>  
90 T: <9> yes </9>  
91 S1: are the Basque er  
92 T: it is Spain if you like but erm (.) there is a whole (.) in fact there's written in Spanish Spanish spelling here too in fact (.) but it's written erm I'm sorry it's erm (.) it's a bit like I suppose Scotland being part of the UK have you sort of seen the news or: or heard about the fact that Scotland is gonna have a referendum about (.) possibly separating (.) from (.) from England sorry separating from Britain so Britain at the moment is what (2)  
93 S2: <10> Scotland </10>  
94 T: <10> which countries </10>  
95 S2: England Northern Ireland  
96 SX-m:Ireland  
97 SS: Wales  
98 T: is it Nor- okay it is actually NOT Northern Ireland it's just the main island (.) England  
99 SX-f: Scotland and Wales  
100 T: England Scotland and Wales that's Britain (.) so in two thousand and fourteen I think it is there will be a referendum (.) where the Scottish people (.) can decide (.) whether or not they can vote to decide whether they stay in Britain (.) or (.) they leave Britain and become separate (.) country  
101 S3: but do they have like (.) commercial erm (.) is it good for them to be separate  
102 S2: no the England=  
103 T: =that's exactly what's being discussed at the moment  
104 SS: <un> xxxxx </un>  
105 S2: most people don't want (.) my dad is Scottish he said he: (.) prefers Scotland to be part of the: (.) Britain  
106 T: okay (.) and does he say and why did he give any reasons why

107 S2: the income (.) of (.) like Great Britain is very good if you compare it to the other European countries most of them are in crisis

108 S1: yeah=

109 S2: and if it's going well I don't think they should change (.) like erm: the pound is sterling pound is a very strong coin

110 S3: it's the (.) strongest

111 T: okay so so perhaps enec- economic reasons why Scotland should stay as part of (.) <11> financial reasons </11>

112 S1: <11> yeah I think </11> it's one it's one in terms of economical things is: (.) is good for them to stay stay in Britain

113 T: so why do you think it might be that Scotland might actually want to leave Britain

114 SX-f: <12> because of culture </12>

115 S1: <12> more or less culture and power </12>

116 T: culture what else

117 S1: power

118 T: power

119 S1: they want to become a little bit more independent: from the central

120 T: okay why might that ah <13> independent from </13> central control

121 SX-m: <13> freedom </13>

122 T: freedom (.) okay any connection can you think of (.)

123 S1: so like loca- local (riots) (.) erm laws

124 T: okay

125 S1: or something related to =

126 T: =actually if you go if you go to Scotland you will find that the education system <14> is quite </14> different

127 SX-m: <14> free </14>

128 SX-m: it's free

129 T: it it's free @ isn't it as well you thinking about universities

130 SX-m: yeah it's free not like here

131 T: I that pro- that's true (.) okay I think you're right has anybody seen the film Braveheart

132 SS: yes

133 T: okay and what was that basically about

134 S4: it was a cartoon

135 T: it was not a cartoon

136 SX-m: brave

137 T: @ it was about what

138 S4: independency of (.) Scotland (.) erm (.) and fighting for their right

139 T: against who

140 S4: against the:

141 SX-f: England?

142 S4: against the queen the kingdom

- 143 T: against England yes (.) yes that's right against England yes (.) so if you like in a sentence I suppose you could say (.) the history history (.) was: such that Scotland often felt (.) perhaps it wasn't necessarily true but felt that it was (.) treated badly by England possibly a lot of people still feel (.) that that's the case and that might be also quite a strong reason why (.) why the Scottish people might want to (.) erm some people certainly would like to separate from England (.) and I think this is certainly (.) what's the case what's the case is (.) is the case right in in the Basque country (.) in Spain too (3) erm anyway that's just to kind of er (.) you know (.) while you might see it written with a <spel> k </spel> that's actually the Basque spelling not the Spanish
- 144 S4: but it's the same with Catalonia they er: they want to (.) be independent (.) from Spain (.) they've they are they want their own (.) life and be independent of Spain
- 145 S1: <15> in Catalonia? </15>
- 146 T: <15> that's right </15> (.) indeed (.) true okay what I'd like to do is I'm going to erm can I divide you up into: two groups perhaps

<end ELT: Advanced Level, Lesson 1 (Neil)\_13:59>

#### 8.5.2 Part 2

<beg ELT: Advanced Level, Lesson 1 (Neil)\_21:12>

- 1 T: okay have you got some ideas? (.) have you got some ideas
- 2 SS: yes
- 3 T: yes
- 4 SX-m:(par) italiano
- 5 T: okay (3) Christine Carla and Raphael and (Alu) have you got some (.) some ideas or some you know some
- 6 S1: yeah she knows more I don't know I (don't know) about paintings
- 7 T: some er reactions how you f-
- 8 S1: <un> xx </un>
- 9 T: say again?
- 10 S1: Paula knows (good) about paintings
- 11 T: sure
- 12 S2: you kno:w I don't know (how's true) like (Bourgeois) does er
- 13 S1: of course you know
- 14 SX-m:of course you know this
- 15 S2: it's a movement (.) that happened (.)
- 16 S3: again again (.) say it again
- 17 S2: (Bourgeois)
- 18 S3: ah yeah (.) erm oh (my god) I don't know
- 19 SX: <un> xxx </un>
- 20 S3: <LQspan> avanguardia </LQspan> no
- 21 SX-m:it is in er Spanish
- 22 S3: like=



23 T: yeah we use the same word in English so AVANTgarde  
 24 S3: avantgarde  
 25 SX-m:ah  
 26 T: so what (.) what does the at er avantgarde art I guess  
 27 S3: it's like  
 28 S2: European <1> <un> xxx </un> </1>  
 29 SX-m:<1> it's like </1> style of art  
 30 T: it's like a style of art {lots of incomprehensible chatter in the background}  
 31 S3: it was a: revolution of many types of (.) new ways of painting  
 32 T: okay  
 33 S3: cubist painting expressionist painting  
 34 T: my goodness  
 35 S3: futuristic painting impressionist  
 36 S1: cubism  
 37 SX-m:I know the glorious <2> <un> xx </un> but (they) don't </2> know what they do  
 @  
 38 S3: <2> Picasso (Monet) </2>  
 39 T: so Monet is impressionist isn't it okay (.) so we're talking about (.) different types  
 of:  
 40 SX-m:Picasso  
 41 SX-m:types of car  
 42 T: Picasso okay which one was he then  
 43 S3: Picasso was Cubist  
 44 T: Cubist okay (.) so we can (.) we're talking about  
 45 SX-m:PicaSSO  
 46 T: yeah lots of different types of (.) of art yes it is avantgarde oh what did  
 avantgarde artists do then (.)  
 47 S3: they try to change the art (.)  
 48 T: right so avantgarde is kind of  
 49 SX-m:<un> xxxxxx </un>  
 50 T: changing (3) or change rather okay (3) have you heard (3) have you heard status  
 quo  
 51 SX-m:yes  
 52 T: status quo? what does that mean  
 53 S4: er (.) I know it in my language not (there)  
 54 T: can you explain  
 55 S4: oh (.)  
 56 T: status quo  
 57 S3: I (know I've) heard that word before (.) but I can't remember really (2)  
 58 SX-f: status quo  
 59 T: status quo (.) status quo basically means (.) how things are now (7) so (.) if (.) tha-  
 avantgarde is inf- er: is (.) erm

60 S1: change  
 61 T: putting forward change (.) than basically it is challenging (.) you could say (.)  
 challenging the status quo okay  
 62 S3: because it's a change (.) from the from the (points) or from how things (.) a-  
 were that moment  
 63 T: were that moment yes indeed (.) okay so (.) these pictures that you've been  
 looking at (.) what have we got what types a- are they just paintings (.) are there  
 any paintings  
 64 SX-f: <3> they are very: </3>  
 65 SX-m:er: <3> some are just </3> photos  
 66 SX-m:(photos) of places  
 67 S3: (Navi got) for example a building a house or buildings  
 68 T: so buildings  
 69 S3: <4> we've got Barcelona and Sydney </4>  
 70 SX-m:<4> we've got photos </4>  
 71 T: so photos buildings and: (.)  
 72 S3: paintings (.) pict-  
 73 T: paintings okay (12) {unintelligible exclamations made by various students} okay  
 so what's what do you have you decided can you decide which ones you like (.)  
 and which ones per- this- do you like them ALL perhaps you like them more  
 perhaps you don't like any of <5> them (.) what </5> do you think is your favorite  
 74 SX-m:<5> I like </5>  
 75 S3: and here and here we can have  
 76 T: okay have a quick discussion in your group  
 <end ELT: Advanced Level, Lesson 1 (Neil)\_24:58>

### 8.5.3 Part 3

<beg ELT: Advanced Level, Lesson 1 (Neil)\_26:55>

1 T: right so what I'd like you to do (.) is: (.) I'd like you just to (.) erm (2) say (.) say a  
 little bit about it say a little bit about I- a- say a little bit about why you like this  
 particular picture okay do you want a minute or so to think about it or are you  
 ready to go (.)  
 2 SS: ready to go  
 3 S1: ready to what  
 4 T: are you ready to go are you ready to to talk about the picture (.) yeah Allen? (.)  
 Yeah <1> Christine? (.) yeah (.) everybody </1> happy?  
 5 S1: we're going to discuss <1> <un> xx </> <1>  
 6 S2: this is (cinema)? {side conversation between SX-m and SX starts}  
 7 T: it's a: erm (.) it ah opera house  
 8 S2: ah  
 9 T: opera house concert house (.) it might have theater there too (.) more music I  
 think (.) right (.) yes (.) okay so who would like to start (.) who would like to start  
 let's start (.)

10 S1: start with Hubert {points at other student}

11 T: no I think it's not fair to <@> start with Hubert </@>

12 S3: do you wanna <un> xxx </un>

13 T: who would like to start first (.) Allen would you like to go first {side conversation between SX-m and SX ends} no

14 S3: I can go first

15 T: okay Susie is gonna go first (.)

16 S3: okay (.) I'm going to talk about this painting that is called Room in Berli- in Brooklyn and it was (.) and was made in nineteen thirty-two (.) er the technique that is used is erm oil on canvas (.) and erm: I liked it because you can see (.) erm the contrast between (.) the wa- er the part on the right and on the left (.) erm there is a woman on a chair and erm: this part there is (.) there is: er it's quite light so erm: (.) the erm the light of the sun can go through the (.) the windows and erm: and illuminate all the flowers and on the contrasts of flowers here er are like symbol of happiness and everything like colorful (.) and on the other side here we we've got a table that is without anything on it (.) so it's more like isolation and erm the position of the head of that woman (.) erm can seem that is a little bit (.) er in diagonal (.) can symbolize the (.) that maybe she's sad lonely and erm (.) and she's a little bit m- melancholic because she's looking outside of the: windows (.) so this (was) my interpretation <2> of er </2>

17 T: <2> okay </2> that was @ <@> very very good <3> interpretation </@> </3>

18 S3: <3> of that painting </3> just because I studied (all) a little bit of art (.) so

19 T: okay

20 SX-m:mhm

21 S3: that's it=

22 T: =right=

23 S1: =(congratulation)

24 S3: @@@@

25 SX: (fantastic)

26 T: fantastic indeed (.) so did you (.) did you LIKE the picture

27 S3: yeah (.) yeah

28 S1: <4> she's in love with the picture </4>

29 S3: <4> well it's not one of my favorites </4> but yeah

30 T: <4> @@@ </4>

31 S3: because I can see something in it so

32 T: right okay

33 S1: now we talk longer than you

34 S3: no (.) I prefer (that) one

35 T: okay who would like to speak next (.) Daniel do you want to go?

36 S3: go Daniel

37 S1: to the left always to the left

38 T: or I'll tell you what well do sorry Daniel I think we'll have one person from each group each time how about that

39 SX-m:okay

40 T: so who would like to go from this group here

41 SX-f: no:

42 S4: you talk

43 S2: Allen you are the oldest one @@@

44 S4: <5> all ages are </5>

45 T: <5> so so just a </5> <6> moment just a moment I mean </6>

46 S1: <6> the oldest one are: </6>

47 S3: sh

48 T: just before you start (.) erm (.) er Susie you gave a lot of details about y- as you say you studied art

49 SX: (defentliely) a lot

50 S3: yeah

51 T: erm (.) you don't have to give lots of details about about the picture is

52 S3: just why you like

53 T: yeah why you like it or <7> you know what you like about it </7> or indeed what you don't like about it

54 S5: <7> okay I like it </7>

55 T: now I'm gonna {side conversation between Vincent and (Vendendo) starts} gonna ask for somebody else form the other group (.) Raphael is gonna go (.) okay

56 S5: okay my=

57 T: =just one second Vincent (Vendendo) please (.) don't

58 S5: (yeah) please (.) stop talking {side conversation between Vincent and (Vendendo) ends}

59 T: @ (2)

60 S5: er this (.) this is from Monet (.) it's called (.) er: the water l- (.) lily pond (.) and I don't know I like it because (.) as I was saying it is like a river (.) but the frogs there stays in the lift i:n the <pvc> leave <ipa> li:v </ipa> </pvc> (.) the <pvc> leaves <ipa> li:v </ipa> </pvc>

61 T: the the

62 S4: leaves

63 S5: the <pvc> leaves <ipa> li:v </ipa> </pvc>

64 T: the LEAVES (.) right

65 S5: yeah in the in the water=

66 T: =mhm

67 S3: and er=

68 S3: =Raphael

69 S5: it's nice

70 S3: put a bit down

71 T: @@@@

72 SS: @@@

73 T: perfect

74 S5: okay

75 T: okay (.) right perfect good excellent thank you very much (.)

76 S3: <8> now it is your turn </8>

77 T: <8> and somebody from over here </8>

78 S2: er okay

79 S3: like your very

80 S2: er I'm Dan and I will talk about (.) this place on this er foto (.) it er it is er opera  
<9> house </9>

81 SX: <9> in Sydney </9>

82 S2: in New South Wales in Australia (.) er (.) I guess it this photo was taken about few  
years ago (.) er: erm I like this photo because er this opera house very (.) have (.)  
has nice architecture (.) and it's very b- big and: there was a lot of famous people  
(4)

83 S3: very futuristic

84 S2: yeah

85 T: isn't it it's quite amazing okay thank you very much (.) indeed

86 S6: so: (.) this is my painting (.)

87 S4: your painting?

88 S6: @@@@ it's actually Picasso's painting (.) he was painter after the second  
world war (.) er it's a Cubist painting (.) because (.) er Picasso he tried to  
disconstruct (.) the geometric forms (.) so all of the: Cubist paintings=

89 T: =can you explain what you mean by DEconstruct (.)

90 S6: change the geometric shapes of things the angles (.) the face with the two eyes  
showing is like (.) he change the angles you see (.) <10> people </10>

91 S3: <10> (after he think so) </10>

92 T: hm

93 S6: and i- i- it's named Las Meninas (3) and I like it because I think it's very: brave to  
(.) like in that time (.) people were or very conservative and it was brave to: (.)  
break patterns of painting in (.) paint- a lots of (.) Cubist art (3) i- is something  
that: like makes you imagine (.) what's happening in the picture (.) and I like the  
colors as well (.) =

94 S3: =m:=

95 S6: =because they are very simple (.) like the primary colors mostly primary colors so  
(.) yeah I like @@@

96 T: okay

97 S1: bravo

98 T: thank you very much (2)

99 S1: our turn (.) okay

100 T: okay so Luke's

101 S1: I like this picture (.)  
 102 SS: @@@  
 103 S1: it's called (.) untitled from=  
 104 T: =it's called untitled <11> @@@@ </11> excellent  
 105 SS: <11> @@@@ </11>  
 106 S1: and er and it's from nineteen s- sixty-seven (.) and I like it because (.) you can  
 look it from whenever: you want like this erm (.) and you can see different (.) er  
 shapes and different things inside of this and here is more dark and here is more  
 white so it's (.) very (.) interesting exciting to see and (.) I was gonna say you can  
 see crosses from here (.) er butterflies here  
 107 SS: @@@  
 108 S3: <12> from interpretation </12> yeah  
 109 S1: <12> (ground) er grass </12> you have a: lot of interpretation depends on your  
 point of view you can see different things and: I think it's very interesting  
 110 S3: well done  
 111 S1: so: I think (you) like it (too)  
 112 T: <13> @@@ </13>  
 113 SS: <13> @@@ </13>  
 114 T: thank you Lucas very much  
 115 SX: nice  
 116 T: okay so it's a either Allen or Christine  
 117 S4: I chose this picture because (.) er I was a bit confused hold it this way or that way  
 couldn't understand  
 118 S3: the second one  
 119 S4: so oil on (.) can can-erm can- canvas (.) Yellow Painting by: Patrick Heron (.) in:  
 nineteen fifty-eight October (2) I like I like this picture because of the painting  
 how he has used this paint like smudging the: colors (.) to erm mix the color the  
 black and the yellow together (.) really is very difficult to understand what it is (.)  
 are they mirrors or: something cubes (.) can't understand really what are they (.)  
 mean (2) that's why I like this picture  
 120 S3: right  
 121 T: it's interesting cause the last the last two pictures perhaps you y- you  
 122 S4: same (.) Patrick same one?  
 123 S1: yes  
 124 S4: <14> Patrick Heron </14>  
 125 S3: <14> it's from the </14> same artist  
 126 S4: Patrick Heron  
 127 T: same artist yes  
 128 S3: without a real sense you know a real meaning just (interpretation)  
 129 T: m: so very different for example you're picture=  
 130 S3: =yeah=  
 131 T: =of a: of a of the erm of the (Sydney)

132 S3: no but also this one has got a bit of interpretation of course it's more explicit but  
{side conversation between S4 and S1 starts and ends}

133 T: it's a good question actually do do you like I mean do you like erm do you prefer  
i- if you like if you like looking at pictures for examples or paintings do you like to  
s- be able to see exactly wha- and to know exactly what you're looking at (.) or (.)  
erm (.) are do you prefer to just have kind of a more I don't know lots of colors  
and different shapes and (.) and you know for perhaps not to see exactly what it  
is you're looking at (.) not being able to see it's a man or woman or house or  
whatever (.) what do you think (.)

134 S3: interpretation

135 T: interpretation

136 S3: because if this only so explicit there (.) you can just see it okay it's like er (.) some  
some picture some photo

137 T: hm

138 S3: erm if you got also yes (.) erm defined shapes but (.) not that clear

139 T: hm

140 S3: or just one (point) or just colors there you can interpret it with your mind or you  
can personalize the painting <15> and really </15>

141 T: <15> you can interpret </15> <16> interpret </16>

142 S3: <16> interpret </16> interpret the painting and maybe (.) that that will stay a  
little more in your mind than just looking at one (man) for example

143 T: hmd okay okay (.) yes interesting (.) okay so we got (.) Christine and Vincent I  
think I'm sorry Vincent is next excuse me (3)

144 S7: I like this picture erm because (.) (it gave me to feelings) erm I think the patterns  
on the wall is very amazing (.) erm I think (.) the first patterns is (.) went (.) are  
<un> xx </un> (pictured) in the morning I think (there is) (.) erm if this (.) it  
doesn't (.) (is) (Monet) I think <un> xxx </un> {hardly intelligible due to other  
student rustling off next to the mic and S7's quiet voice} because of patterns and  
design is a very good choice but (.) if I see it at night I think is a little bit  
frightened because (.) er (.) it (.) erm it seems like the schools and this seems a  
(pattern) of pumpkins (.) a bit Halloween feelings

145 S3: dark

146 T: it's a very good point isn't it it's a very good point

147 S3: yeah

148 T: and a bit that erm Susie was saying that erm (.) in fact it looks like (.) a skull

149 S3: yeah

150 S2: I said it

151 T: did you say it (I'm sorry) the skull (.) as if a dead body is: erm the head of a dead  
body in the sense of skull with you know (.) big holes where they eyes should be  
(4) okay thank you very much indeed (.) a:nd Christine

152 S8: yeah (.) erm (.) I like this painting but actually I think it's not really a er painting  
just like some poster some sticker and symbol joined together (.) but actually the  
er most interesting er thing is there in light guitar (.) that (.) I think is (.) amazing  
153 T: cause it's a guitar and  
154 S8: yeah  
155 S4: guitar?  
156 S8: yeah (.) and this is the painting is called gui- the title is Guitar (.)  
157 T: (guitar) okay (3) okay (.) brilliant (.) can you please have a look at erm (4) yeah (.)  
well and to lead on from that have a look at some vocabulary so page hundred  
and nineteen

<end ELT: Advanced Level, Lesson 1 (Neil)\_38:40>

#### 8.5.4 Part 4

<beg ELT: Advanced Level, Lesson 1 (Neil)\_41:21>

1 T: we got two (.) section two <spel> a </spel> (.) can you see  
2 SX: mhm  
3 T: okay have a look so you got first sentence for example (.) it was a spectacular (.)  
or dreadful (.) or an appalling performance  
4 SX-m: theater  
5 SX-f: theater  
6 T: how do you yes for example (.) theater good (.)  
7 S1: Neil  
8 T: er could you use it for anything else at all?  
9 S1: a question  
10 T: yeah  
11 S1: erm the theater in American English the <spel> r </spel> comes after the <spel>  
e </spel> right?  
12 T: yeah (.) correct  
13 S2: <1> <spel> t e r </spel> <1>  
14 S3: <1> it's like center </1> the way you the way you write the two you say them the  
same way=  
15 S2: =<spel> t e r </pel>  
16 S1: yea they say (.) theater::  
17 S4: <pvc> theater </pvc>  
18 T: so we we use the French spelling so the <spel> r e </spel> we use French spelling  
19 SX: theater  
20 T: erm: in German theater <LQde> Theater </LQde> is with is <spel> e r </spel>  
spelled <spel> e r </spel> so (.) might might come English might take it from that  
or it's a sim- just simplifying it probably (exactly) yes you're right (.) center is also  
<spel> e r </spel> isn't it normally (.) okay (.) so could you just use this only to  
describe theater a play what about anything else (.)  
21 S4: performance  
22 T: yeah what else=



23 S4: =maybe in performance maybe you can (.) er you can think about movies (.) so  
how the the characters and the actors actually act in the=

24 T: =yes

25 S4: <2> in the movie scene </2>

26 T: <2> you could do </2> couldn't you

27 S4: so performance

28 T: I think it's more like something physical

29 S4: yeah

30 T: I don't think we normally say (.) a performance for (.) for a picture or anything  
sort of (instant) as such

31 S5: no

32 T: okay what do they all mean then spectacular dreadful appalling what does  
appalling mean (2) appalling (.) anybody Raphael what does appalling mean

33 SX-m:appalling

34 T: appalling

35 S1: appalling that makes people {mimics clapping hands}

36 T: mh: appalling have a look (.) at the spelling <spel> a p (.) a </spel> double <spel>  
p a l l i n g </spel> appalling (.)

37 S6: not good

38 T: it means yes it means

39 S1: horrible

40 T: horrible

41 S4: horrible? (.) like awful

42 T: as in

43 S4: awful

44 T: awful

45 S2: appealing

46 T: appalling

47 S2: yeah (totally different) appealing is alright

48 T: appealing (.) what does that mean appealing

49 S2: it appeals to you you like it

50 T: yes (.) <3> something is very appealing </3>

51 S4: <3> so (it's something ) </3> that is spectacular

52 T: exactly (.) appealing means you like it but what did you say sorry spec-

53 S4: appealing?

54 T: yes

55 S4: is that awful

56 T: no

57 S4: ah no it's the opposite

58 T: yes

59 S4: ah okay (2) so is that spectacular?

60 T: appalling is awful appealing can you explain a bit more what it means

61 S4: which one  
 62 T: appealing  
 63 SX-m: it's awful  
 64 SS: no  
 65 T: appalling is awful  
 66 S1: appealing is (that) makes people attract to it=  
 67 SX-m:=attract attract  
 68 T: yes it's it appeals to you (3) it is (.) yeah attractive (3)  
 69 SX-f: yeah (4)  
 70 S4: so you can use it also to talk about a person (.) a person or not (.) or just some  
 object  
 71 T: can you say appealing about a person (2) {indicates with their face that you  
 cannot}  
 72 S4: I don't know (4) not really  
 73 T: I don't think so no not appealing no  
 74 S4: no you can we can't use it for a person  
 75 T: no (.) it's more like for example it's more like erm (.) it's something (.) that  
 attracts you in some way it could be erm: (.) for example (.) erm holiday a type of  
 holiday  
 76 S2: (when you say) sex appeal they use that word  
 77 T: they use sex appeal yes @ indeed there you go so somebody that is very  
 attractive (.) very appealing to you you'd say (.) they have sex appeal for example  
 78 SX-f: yeah (2)  
 79 T: and you could also use it there for example erm I don't know (.) ta- talking about  
 to friends somewhere to go on holiday (.) and you might come up with an idea  
 and say oh yes (.) that that appeals to me  
 80 S1: can food can you say a food is appealing  
 81 SX: @@  
 82 S1: like when it looks good  
 83 SS: @@@@  
 84 T: yeah you can do (.) mh: that looks really appealing (.) yeah you could say that (.)  
 I'm not sure you would say that often but  
 <end ELT: Advanced Level, Lesson 1 (Neil)\_45:35>

## 8.6 Lesson plan accuracy vs. fluency

### 8.6.1 Beginning of teacher education training

| Rough time frame                                                                   | Procedure                                                         | Interaction format | Materials                                                                                                                                                                                             | Notes                                                                                                                                                                                                                              |                  |          |  |  |  |  |  |  |                                                                                  |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------|--|--|--|--|--|--|----------------------------------------------------------------------------------|
| Homework from the previous lesson: read up on accuracy and fluency by Hedge (2000) |                                                                   |                    |                                                                                                                                                                                                       |                                                                                                                                                                                                                                    |                  |          |  |  |  |  |  |  |                                                                                  |
| 2 min                                                                              | Get together in small groups (about 4 people per group)           |                    |                                                                                                                                                                                                       | Arrange seating so that student can discuss in group, but later on also see the projector                                                                                                                                          |                  |          |  |  |  |  |  |  |                                                                                  |
| 10 min                                                                             | In the group discuss the reading and any questions that came up   | Groupwork          |                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Summarize main points and concepts of the reading</li><li>Discuss any questions you had while reading</li></ul> While the students read, set up the computer and projector to show the clips |                  |          |  |  |  |  |  |  |                                                                                  |
| 2 min                                                                              | hand out chart and ask students to familiarize themselves with it |                    | Handout (copy from here into a word file) <table><tr><th>Activity</th><th>Type of activity</th><th>Comments</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> | Activity                                                                                                                                                                                                                           | Type of activity | Comments |  |  |  |  |  |  | Take note of the activities presented, are they fluency-based or accuracy-based? |
| Activity                                                                           | Type of activity                                                  | Comments           |                                                                                                                                                                                                       |                                                                                                                                                                                                                                    |                  |          |  |  |  |  |  |  |                                                                                  |
|                                                                                    |                                                                   |                    |                                                                                                                                                                                                       |                                                                                                                                                                                                                                    |                  |          |  |  |  |  |  |  |                                                                                  |
|                                                                                    |                                                                   |                    |                                                                                                                                                                                                       |                                                                                                                                                                                                                                    |                  |          |  |  |  |  |  |  |                                                                                  |

|           |                                                                |                                   |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|----------------------------------------------------------------|-----------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15-20 min | Observation clips                                              | Individual work                   | Computer/laptop, projector, again the handouts          | <p>Show the clips from this website <a href="https://www.southampton.ac.uk/velte/eflessons/preintermediate/preintermediateindex.page">https://www.southampton.ac.uk/velte/eflessons/preintermediate/preintermediateindex.page</a></p> <p>select the right lesson (first pre-intermediate, only upper-intermediate, first advanced, the timestamps are all suitable for the observation tasks, pick one or two per level)</p> <ul style="list-style-type: none"> <li>• E.g. Pre-Intermediate-Emma:<br/>0:13-2:30<br/>1:13:03-1:15:44</li> <li>• Upper-Intermediate-Neil<br/>23:10-25:55<br/>40:50-44:35</li> <li>• Advanced-Neil<br/>27:50-31:00</li> </ul> |
| 20 min    | Discussion of the observation with guided question (see notes) | Group work (same group as before) | Their filled in observation sheet (handout from before) | <ul style="list-style-type: none"> <li>• How do you know whether the activity is focused on fluency or accuracy?</li> <li>• Why is one chosen over the other?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

8.6.2 Middle of teacher education training

| Rough time frame | Procedure                                                                      | Interaction format                | Materials                                                                                                                                                                                                                                                                                               | Notes                                                                                                                                                                                                                                |                    |                   |         |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                              |
|------------------|--------------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|---------|--|--|--|--|--|--|--|--|--|--|--|--|----------------------------------------------------------------------------------------------|
| 5 min            | Brainstorm what students usually do                                            | Individual work                   | Sheet of paper                                                                                                                                                                                                                                                                                          | e.g.: thinking, feeling, acting something out, raking, interacting with others, aso.                                                                                                                                                 |                    |                   |         |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                              |
| 5 min            | Compare                                                                        | Group work (3-4 people per group) |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                      |                    |                   |         |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                              |
| 2 min            | Hand out the chart for students to fill in, allow them time to read through it | individual                        | Handout (copy from here into a word file) <table><tr><th>What learners do</th><th>What this involves</th><th>Teacher's purpose</th><th>Comment</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> | What learners do                                                                                                                                                                                                                     | What this involves | Teacher's purpose | Comment |  |  |  |  |  |  |  |  |  |  |  |  | The comments are used to indicate whether the activity is cognitive, affective, or physical. |
| What learners do | What this involves                                                             | Teacher's purpose                 | Comment                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                      |                    |                   |         |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                              |
|                  |                                                                                |                                   |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                      |                    |                   |         |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                              |
|                  |                                                                                |                                   |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                      |                    |                   |         |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                              |
|                  |                                                                                |                                   |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                      |                    |                   |         |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                              |
| 15-20 min        | Observation of several clips                                                   | individual                        | Projector, laptop/computer, handout from before                                                                                                                                                                                                                                                         | <a href="https://www.southampton.ac.uk/velte/eflessons/preintermediate/preintermediateindex.page">https://www.southampton.ac.uk/velte/eflessons/preintermediate/preintermediateindex.page</a><br>select the right lesson (first pre- |                    |                   |         |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                              |

|        |            |                                           |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------|------------|-------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |            |                                           |                                | intermediate, only upper-intermediate, first advanced, the timestamps are all suitable for the observation tasks, pick one or two per level)                                                                                                                                                                                                                                                                                                                    |
| 20 min | Discussion | Group<br>Then comparing<br>in whole class | Projector to project questions | <ul style="list-style-type: none"> <li>• E.g. Pre-Intermediate-Emma:<br/>0:13-2:30<br/>1:13:03-1:15:44</li> <li>• Upper-Intermediate-Neil<br/>23:10-25:55<br/>40:50-44:35</li> <li>• Advanced-Neil<br/>27:50-31:00</li> <li>• Which kind of activity is most frequent?</li> <li>• Which is most valuable to the learner? Why?</li> <li>• Is there a difference between the kind of activities done in fluency-focused and accuracy-focused teaching?</li> </ul> |

#### 8.6.3 End of teacher education training

| Rough time frame | Procedure | Interaction format | Materials | Notes |
|------------------|-----------|--------------------|-----------|-------|
|                  |           |                    |           |       |

|                                                                                                                                                                                                                        |                                                                                                                       |                                            |                                                                                                                                                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                        |                        |                             |                                            |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------|--------------------------------------------|--|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 min                                                                                                                                                                                                                  | Students familiarize themselves with the handout and think about what they have learned so far about accuracy/fluency | Individual work                            | <table><tr><td>Handout (copy from here into a word file)</td></tr><tr><td><table><tr><td><i>Student talking</i></td><td><i>Teacher interference</i></td><td><i>Type of activity (accuracy/fluency)</i></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></td></tr></table> | Handout (copy from here into a word file) | <table><tr><td><i>Student talking</i></td><td><i>Teacher interference</i></td><td><i>Type of activity (accuracy/fluency)</i></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> | <i>Student talking</i> | <i>Teacher interference</i> | <i>Type of activity (accuracy/fluency)</i> |  |  |  |  |  |  | <a href="https://www.southampton.ac.uk/velte/eflessons/preintermediate/preintermediateindex.page">https://www.southampton.ac.uk/velte/eflessons/preintermediate/preintermediateindex.page</a><br>select the right lesson (first pre-intermediate, only upper-intermediate, first advanced, the timestamps are all suitable for the observation tasks, pick one or two per level) <ul style="list-style-type: none"><li>• E.g. Pre-Intermediate-Emma:<br/>0:13-2:30<br/>1:13:03-1:15:44</li><li>• Upper-Intermediate-Neil<br/>23:10-25:55<br/>40:50-44:35</li><li>• Advanced-Neil<br/>27:50-31:00</li></ul> |
| Handout (copy from here into a word file)                                                                                                                                                                              |                                                                                                                       |                                            |                                                                                                                                                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                        |                        |                             |                                            |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <table><tr><td><i>Student talking</i></td><td><i>Teacher interference</i></td><td><i>Type of activity (accuracy/fluency)</i></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> | <i>Student talking</i>                                                                                                | <i>Teacher interference</i>                | <i>Type of activity (accuracy/fluency)</i>                                                                                                                                                                                                                                                                         |                                           |                                                                                                                                                                                                                        |                        |                             |                                            |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <i>Student talking</i>                                                                                                                                                                                                 | <i>Teacher interference</i>                                                                                           | <i>Type of activity (accuracy/fluency)</i> |                                                                                                                                                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                        |                        |                             |                                            |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                        |                                                                                                                       |                                            |                                                                                                                                                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                        |                        |                             |                                            |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                        |                                                                                                                       |                                            |                                                                                                                                                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                        |                        |                             |                                            |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 15-20 min                                                                                                                                                                                                              | Observation/watching short snippets of lessons and filling in handout                                                 | Individual work                            | Handout, projector, laptop/computer                                                                                                                                                                                                                                                                                |                                           |                                                                                                                                                                                                                        |                        |                             |                                            |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|        |            |       |                                                   |                                                                                                                                                                                                              |
|--------|------------|-------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20 min | discussion | class | Projector to project the questions when necessary | <ul style="list-style-type: none"> <li>How frequent do teachers interfere in each type of activity (fluency vs. accuracy)?</li> <li>Why is teacher interference necessary?</li> <li>Is it at all?</li> </ul> |
|--------|------------|-------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 8.7 Lesson plan vocabulary teaching

### 8.7.1 Beginning of teacher education training

| Rough time frame | Procedure                                                                                                                      | Interaction format | Materials                                                | Notes                                                                                                                                                                                                                                                                                                               |
|------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 min           | Brainstorm how the students remember vocabulary teaching form when they were in school                                         | Group (3-4 people) |                                                          | <ul style="list-style-type: none"> <li>How were new vocabulary items presented?</li> <li>How was the meaning explained?</li> <li>Was just meaning or also form/grammar/etc. addressed?</li> </ul>                                                                                                                   |
| 15-20 min        | Observation of clips<br>Note down: how does the teacher in the video present vocabulary, explain the item, make sure everybody | Individual work    | Piece of paper to take notes, projector, laptop/computer | <a href="https://www.southampton.ac.uk/velte/efllessons/preintermediate/preintermediateindex.page">https://www.southampton.ac.uk/velte/efllessons/preintermediate/preintermediateindex.page</a><br>select the right lesson (first pre-intermediate, only upper-intermediate, first advanced, the timestamps are all |



|       |                                                |  |  |                                                                                                                                                                                                                                                                                                                                |
|-------|------------------------------------------------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | understood. Is there anything else noteworthy? |  |  | <p>suitable for the observation tasks, pick one or two per level)</p> <ul style="list-style-type: none"> <li>• E.g. Pre-Intermediate-Emma:<br/>0:13-4:50<br/>26:51-31:36<br/>44:58-51:56</li> <li>• Upper-Intermediate-Neil<br/>9:18-14:58<br/>25:10-34:43</li> <li>• Advanced-Neil<br/>21:12-24:58<br/>41:21-45:35</li> </ul> |
| 3 min | Explain homework                               |  |  | <p>The students have to read the chapter on vocabulary teaching by Hedge (2000) and highlight whenever they come across a method or concept that was also observable in the videos</p>                                                                                                                                         |

#### 8.7.2 Middle of teacher education training

| Rough time frame | Procedure                               | Interaction format | Materials | Notes                                                             |
|------------------|-----------------------------------------|--------------------|-----------|-------------------------------------------------------------------|
| 10 min           | Get together in small groups (3 people) | Group work         |           | Steps in how to plan a lesson/what does planning a lesson involve |

|           | Discuss how to plan a lesson and vocabulary teaching |                 |                                                                 | General info regarding vocabulary teaching (how to do it, possible approaches)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|------------------------------------------------------|-----------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15-20 min | Observation video clips                              | Individual work | <p>Projector, laptop/computer, piece of paper to take notes</p> | <p>Observation task: note down where you think the teacher went off plan? (what happened, what gave you the impression that it was not part of the plan). Also note down where you think vocabulary teaching was part of the lesson plan</p> <p><a href="https://www.southampton.ac.uk/velte/efllessons/preintermediate/preintermediateindex.page">https://www.southampton.ac.uk/velte/efllessons/preintermediate/preintermediateindex.page</a></p> <p>select the right lesson (first pre-intermediate, only upper-intermediate, first advanced, the timestamps are all suitable for the observation tasks, pick one or two per level)</p> <ul style="list-style-type: none"> <li>E.g. Pre-Intermediate-Emma: 0:13-4:50</li> </ul> |

|        |                                                                |                        |                                                                                                         |                                                                                                                                                                                                                                                 |
|--------|----------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |                                                                |                        |                                                                                                         | <p>26:51-31:36<br/>44:58-51:56</p> <ul style="list-style-type: none"> <li>Upper-Intermediate-Neil<br/>9:18-14:58<br/>25:10-34:43</li> <li>Advanced-Neil<br/>21:12-24:58<br/>41:21-45:35</li> </ul>                                              |
| 20 min | Discussion: first in groups, then compare with the whole class | Group work, class work | Students need the notes from before, projector and laptop/computer if you want to project the questions | <ul style="list-style-type: none"> <li>Why, according to your interpretation, did deviations from the plan happen?</li> <li>Were there any correlations regarding the different levels?</li> <li>How planned is vocabulary teaching?</li> </ul> |

### 8.7.3 End of teacher education training

| Rough time frame | Procedure                                                                                          | Interaction format | Materials                      | Notes                                                                                                                                                                                                                                            |
|------------------|----------------------------------------------------------------------------------------------------|--------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10-15 min        | Get together into groups (3-4 people), brainstorm/mind-map what you know about vocabulary teaching | Group work         | Students need a piece of paper | <p>In the brainstorming/mindmapping activity include:</p> <ul style="list-style-type: none"> <li>What do you know (concepts, 'rules', aso)</li> <li>How have you seen vocabulary being taught in the schools you have visited so far?</li> </ul> |

|           |                                               |                 |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>What materials are necessary/were used?</li></ul> |                    |         |       |  |  |  |  |  |
|-----------|-----------------------------------------------|-----------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------|---------|-------|--|--|--|--|--|
| 3 min     | Hand out chart, give students time to read it |                 | Handout (copy from here into a word file)       | <table><tr><th>Materials</th><th>How are they used?</th><th>Setting</th><th>Notes</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Materials                                                                               | How are they used? | Setting | Notes |  |  |  |  |  |
| Materials | How are they used?                            | Setting         | Notes                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                         |                    |         |       |  |  |  |  |  |
|           |                                               |                 |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                         |                    |         |       |  |  |  |  |  |
| 15-20 min | Observation                                   | Individual work | Handout from before, projector, laptop/computer | <p>Keep track of the material and setting.</p> <p>How are they utilized.</p> <p><a href="https://www.southampton.ac.uk/velte/eflessons/preintermediate/preintermediateindex.page">https://www.southampton.ac.uk/velte/eflessons/preintermediate/preintermediateindex.page</a></p> <p>select the right lesson (first pre-intermediate, only upper-intermediate, first advanced, the timestamps are all suitable for the observation tasks, pick one or two per level)</p> <ul style="list-style-type: none"><li>E.g. Pre-Intermediate-Emma:<br/>0:13-4:50<br/>26:51-31:36<br/>44:58-51:56</li><li>Upper-Intermediate-Neil<br/>9:18-14:58<br/>25:10-34:43</li></ul> |                                                                                         |                    |         |       |  |  |  |  |  |

|        |                                         |            |                               |                                                                                                                                                                                                                                                                                                                   |
|--------|-----------------------------------------|------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |                                         |            |                               | <ul style="list-style-type: none"><li>Advanced-Neil<br/>21:12-24:58<br/>41:21-45:35</li></ul>                                                                                                                                                                                                                     |
| 20 min | Discussion in the same groups as before | Group work | Filled in handout from before | <p>Compare your observations. Discuss:</p> <ul style="list-style-type: none"><li>How would the lessons look like if they were in a different room, or outdoors?</li><li>How would the lessons been changed if the teacher forgot to bring post it notes or the poster cards with the paintings on them?</li></ul> |

8.8 Lesson plan repair

8.8.1 Beginning of teacher education training

| Rough time frame | Procedure                                             | Interaction format       | Materials                                                                                                                                                                                                                                                   | Notes          |                           |                          |                                |  |  |  |  |  |
|------------------|-------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------|--------------------------|--------------------------------|--|--|--|--|--|
| 5 min            | Hand out chart and allow students time to familiarize | Individual               | <div>Handout (copy from here into a word file)</div> <table><tr><th>What happened?</th><th>Source of breakdown/error</th><th>Language used for repair</th><th>Seriousness of breakdown/error</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> | What happened? | Source of breakdown/error | Language used for repair | Seriousness of breakdown/error |  |  |  |  |  |
| What happened?   | Source of breakdown/error                             | Language used for repair | Seriousness of breakdown/error                                                                                                                                                                                                                              |                |                           |                          |                                |  |  |  |  |  |
|                  |                                                       |                          |                                                                                                                                                                                                                                                             |                |                           |                          |                                |  |  |  |  |  |

|           |                                                    |            |                                                 |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|----------------------------------------------------|------------|-------------------------------------------------|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | themselves with the layout of an observation sheet |            |                                                 |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 15-20 min | Observation                                        | Individual | Handout from before, projector, laptop/computer |  |  |  | <p> <a href="https://www.southampton.ac.uk/velte/">https://www.southampton.ac.uk/velte/</a><br/> <a href="#">eflessons/preintermediate/preintermediateindex.page</a><br/>           select the right lesson on the website<br/>           (first pre-intermediate, only upper-intermediate, first advanced), the timestamps are all suitable for the observation tasks, pick one or two per level         </p> <ul style="list-style-type: none"> <li>• E.g. Pre-Intermediate-Emma: 44:58-51:56</li> <li>• Upper-Intermediate-Neil 9:18-14:58 20:46-28:33</li> <li>• Advanced-Neil 27:40-36:38 41:21-45:35</li> </ul> |

|        |                                                                    |             |                                                 |                                                                                                                                                                                                                                                                                                                                       |
|--------|--------------------------------------------------------------------|-------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20 min | Class discussion: compare findings and answer questions from notes | Whole class | Projector, laptop/computer to project questions | <ul style="list-style-type: none"> <li>What breakdowns did you identify?</li> <li>Could the breakdown have been avoided?</li> <li>Is there a better/smoothen way of repair that you can think of?</li> <li>Comment on the value that the breakdown/response to it had for the learner (see: error as learning opportunity)</li> </ul> |
|--------|--------------------------------------------------------------------|-------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 8.8.2 Middle of teacher education training

| Rough time frame | Procedure                                                           | Interaction format | Materials                                                                                                                                                                                                                            | Notes                                                                                    |                       |                       |       |       |  |  |                  |  |  |                  |  |  |
|------------------|---------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------|-----------------------|-------|-------|--|--|------------------|--|--|------------------|--|--|
| 3 min            | Hand out chart and allow students to familiarize themselves with it | Individual         | Handout (copy from here into a word file)                                                                                                                                                                                            | + → encouraging and positive<br>- → discouraging and negative<br>Relates to the feedback |                       |                       |       |       |  |  |                  |  |  |                  |  |  |
|                  |                                                                     |                    | <table><tr><th>Sample</th><th>Supplementary support</th><th>+ / -</th></tr><tr><td>Error</td><td></td><td></td></tr><tr><td>Teacher Feedback</td><td></td><td></td></tr><tr><td>Student response</td><td></td><td></td></tr></table> |                                                                                          | Sample                | Supplementary support | + / - | Error |  |  | Teacher Feedback |  |  | Student response |  |  |
|                  |                                                                     |                    | Sample                                                                                                                                                                                                                               |                                                                                          | Supplementary support | + / -                 |       |       |  |  |                  |  |  |                  |  |  |
|                  |                                                                     |                    | Error                                                                                                                                                                                                                                |                                                                                          |                       |                       |       |       |  |  |                  |  |  |                  |  |  |
|                  |                                                                     |                    | Teacher Feedback                                                                                                                                                                                                                     |                                                                                          |                       |                       |       |       |  |  |                  |  |  |                  |  |  |
| Student response |                                                                     |                    |                                                                                                                                                                                                                                      |                                                                                          |                       |                       |       |       |  |  |                  |  |  |                  |  |  |

|           |                                                              |                              |  |                                                 |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|-----------|--------------------------------------------------------------|------------------------------|--|-------------------------------------------------|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|           |                                                              |                              |  | <b>to<br/>feedback</b>                          |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| 15-20 min | Observation of videos                                        | individual                   |  | Handout from before, projector, laptop/computer |  |  |  | Observe the lesson using the observation handout<br><a href="https://www.southampton.ac.uk/velte/efllessons/preintermediate/preintermediateindex.page">https://www.southampton.ac.uk/velte/efllessons/preintermediate/preintermediateindex.page</a><br>select the right lesson (first pre-intermediate, only upper-intermediate, first advanced, the timestamps are all suitable for the observation tasks, pick one or two per level)<br><ul style="list-style-type: none"> <li>E.g. Pre-Intermediate-Emma: 44:58-51:56</li> <li>Upper-Intermediate-Neil 9:18-14:58 20:46-28:33</li> <li>Advanced-Neil 27:40-36:38 41:21-45:35</li> </ul> |  |
| 20 min    | Group discussion about the findings of the observation, then | Group work, then whole class |  | Same observation handout as before              |  |  |  | Questions: <ul style="list-style-type: none"> <li>Can you draw any conclusions to the way the students responded to feedback to the kind of feedback</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |



|  |                          |  |  |                                                         |                                                                                                                                                                                 |
|--|--------------------------|--|--|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | comparing with the class |  |  | that was provided and how it was presented (either -/+) | <ul style="list-style-type: none"> <li>Consider your own teaching experience, how did you respond to student errors? What feedback did you receive from your mentor?</li> </ul> |
|--|--------------------------|--|--|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 8.8.3 End of teacher education training

| Rough time frame                                                                                                                                                                                                                                                                                                                                                                                              | Procedure                                                             | Interaction format | Materials                                                                                                                                                                                                                                                                                                                                     | Notes                                                                      |      |       |             |  |  |               |  |  |                  |  |  |                                   |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------|-------|-------------|--|--|---------------|--|--|------------------|--|--|-----------------------------------|--|--|--|
| Before this lesson the students are tasked to prepare a 2-minute presentation about two or three types of repair (unspecified, interrogatives, (partial) repeat, partial repeat plus question word, understanding check, request for repetition, request for definition/translation/explanation, correction, and nonverbal strategies), as well as self-initiated/self-repaired, other-initiated/other repair |                                                                       |                    |                                                                                                                                                                                                                                                                                                                                               |                                                                            |      |       |             |  |  |               |  |  |                  |  |  |                                   |  |  |  |
| 12 min                                                                                                                                                                                                                                                                                                                                                                                                        | Presentations given by the students                                   | presentations      |                                                                                                                                                                                                                                                                                                                                               | 4 groups (3 groups with e types each, one that talks about other vs. self) |      |       |             |  |  |               |  |  |                  |  |  |                                   |  |  |  |
| 3 min                                                                                                                                                                                                                                                                                                                                                                                                         | Give out handout and allow students to familiarize themselves with it | Individual         | Handout (copy from here into a word file) <table><tr><th>Type of Repair</th><th>Self</th><th>Other</th></tr><tr><th>Unspecified</th><td></td><td></td></tr><tr><th>Interrogative</th><td></td><td></td></tr><tr><th>(partial) repeat</th><td></td><td></td></tr><tr><th>Partial repeat plus question word</th><td></td><td></td></tr></table> | Type of Repair                                                             | Self | Other | Unspecified |  |  | Interrogative |  |  | (partial) repeat |  |  | Partial repeat plus question word |  |  |  |
| Type of Repair                                                                                                                                                                                                                                                                                                                                                                                                | Self                                                                  | Other              |                                                                                                                                                                                                                                                                                                                                               |                                                                            |      |       |             |  |  |               |  |  |                  |  |  |                                   |  |  |  |
| Unspecified                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                    |                                                                                                                                                                                                                                                                                                                                               |                                                                            |      |       |             |  |  |               |  |  |                  |  |  |                                   |  |  |  |
| Interrogative                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                       |                    |                                                                                                                                                                                                                                                                                                                                               |                                                                            |      |       |             |  |  |               |  |  |                  |  |  |                                   |  |  |  |
| (partial) repeat                                                                                                                                                                                                                                                                                                                                                                                              |                                                                       |                    |                                                                                                                                                                                                                                                                                                                                               |                                                                            |      |       |             |  |  |               |  |  |                  |  |  |                                   |  |  |  |
| Partial repeat plus question word                                                                                                                                                                                                                                                                                                                                                                             |                                                                       |                    |                                                                                                                                                                                                                                                                                                                                               |                                                                            |      |       |             |  |  |               |  |  |                  |  |  |                                   |  |  |  |



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|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  | <ul style="list-style-type: none"><li>• Are there any conclusions you can draw regarding the levels of the students and the type of repair?</li><li>• Do these conclusions correlate with your own teaching experiences? If not, why?</li><li>• Are the examples of 'real world teaching instances' in line with the presentations, or are concepts adapted?</li></ul> |
|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|