

**Course : Educational Psychology**

**Level : Third Year License**

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**Academic Year: 2022-2023**

### ***Lecture4: Learning to Teach***

Novice teachers are frequently confused since they seek to achieve several teaching aims at once. In this regard, MacIntyre (1969) argues that "beginner teachers tend to place high value on teaching practice and the application of specific methods. They care for problems of class management, discipline and establishing satisfactory relationships with students, and on learning how to use group methods and how to teach slow learners" (p.162). As a suggested solution for this issue, novice teachers may take benefit of others' experiences through Observation, Microteaching or interaction analysis.

- **Observation:** observe other teachers while teaching so that they become aware of the learning experience of students.
- **Microteaching:** observe other teachers' teaching. Novice teachers work in pairs and attend each other's sessions. Teaching sessions can be videotaped so that the teacher can evaluate his teaching experience.
- **Interaction analysis:** analyze the verbal behavior of teacher and students inside the classroom.

**Interaction:** is the act of initiation and response.

**Interaction Analysis:** It is an analytical observation technique. It is a process of encoding and decoding the pattern of teaching and learning.

**Flanders's Interaction Analysis Category System [FIACS]**

Flanders described interaction analysis as the process of observing, recording & counting events that occur in a situation involving interaction. Analyzing the verbal behaviors of teachers and learners during the process of teaching in the classroom. He set seven (7) categories for teacher's talk, two (2) for students' talk in addition to one (1) for silence.

Teacher's Talk	Response	1	Accepts feelings
		2	Praises or encourages
		3	Accepts or uses students' ideas
		4	Asks questions
	Initiation	5	Lecturing
		6	Giving directions
		7	Criticizing or justifying authority
Students' Talk	Response	8	Talk in response to the teacher
	Initiation	9	Talk initiated by the student
Silence		10	Silence, pause or Confusion

**I. Teacher's talk:** is divided into direct and indirect categories as follows:

**A. Indirect Categories:**

- 1. Accepts feelings:** the teacher accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative.
- 2. Praises or encourages:** the teacher praises or encourages student action or behavior, nodding head or saying 'uh huh?' or 'go on' are included.
- 3. Accepts or uses ideas of the students:** the teacher clarifies, builds on, or developing ideas or suggestions of students.
- 4. Asks questions:** the teacher asks a question about content or procedure with the intention that the student may answer

**B. Direct Categories:**

- 5. Lecturing:** the teacher gives facts or opinions about content or procedures, expressing his own ideas and asking rhetorical questions.

**6. Gives directions:** the teacher gives directions, commands, or orders with which a student is expected to comply.

**7. Criticizing or justifying authority:** are statements intended to change student behavior from a non-acceptable to an acceptable pattern, stating why the teacher is doing what he is doing with extreme self-reference.

The teacher should have a balance between direct and indirect categories of Teacher Talk because if he overuses the direct ones he will be dominant and authoritarian.

## **II. Students' Talk:**

**1. Students' response:** a talk by students in response to the teacher's questions. Teacher initiates the contact or solicits student's talk.

**2. Students' initiation:** a talk by students in which they initiate. Through observation, the teacher may decide whether the student wanted to talk and give him the opportunity to initiate a talk.

## **III. Silence, pause ,or confusion:**

They are pauses, short periods of silence or confusion, in which the observer cannot understand communication.

Flanders added six categories to the previous ones:

**1- Routine administration:** providing handouts, giving instruction (open your books..)

**2- Periods of introducing a new material:** for example hanging pictures on the board.

**3- Evaluation and correction:** for example tests correction

**4- Class discussion activity:** for example assigning groups to comment on each other's opinions.

**5- Individual work:** for example assigning an activity that students work on individually.

**6- Teacher-students planning:** both the teacher and students agree upon what type of activities they would like to have (take part in decision-making).

Flanders used Five (5) Categories to describe *student's attitudes*:

- 1- They like the teacher.
- 2- They find schoolwork interesting: very motivated to learn.
- 3- They believe that punishment and positive encouragement are fairly administered.
- 4- They feel free to make some important decisions about learning.
- 5- They respect their teacher's authority.

These are only positive aspects maybe because both the students and the teacher knew they were under observation.

The importance of observation can be summarized in the following:

- Observing the interaction.
- Make the required adjustments and modifications.
- Take those categories into consideration to deliver effective teaching,
- The negligence of one of these categories would affect motivation, discipline, and learning.

### **Conclusion**

A good teacher is the one who manages to maintain balance between these categories. He is the one who provides a range of teacher's roles and assumes one role, or another at will (he knows exactly which role to perform in which situation). He understands his influence power as to affect students learning behavior (he is responsible to make learners understand). The teacher observes the situations inside the classroom objectively and diagnostically (identifies the problem and looks for solutions).