

TEMPLATE FOR EXAMINING YOUR TEACHING BELIEFS:



<u>Classroom actions</u> WHAT IS GOOD ABOUT MY TEACHING? WHAT TROUBLES ME ABOUT MY TEACHING?	<u>Perceptions and Judgments</u> WHAT PERCEPTIONS AND JUDGMENTS STAND BEHIND MY ACTIONS? PERCEPTIONS (what I see?): JUDGMENTS (how I see that?):	<u>Beliefs</u> WHAT BELIEF STANDS BEHIND IT?	<u>Reflective Analysis</u> WHAT IMPACT DOES THIS BELIEF HAVE ON MY TEACHING? DOES IT IMPEDE OR HELP IN TEACHING / LEARNING?	ALTERNATIVE belief and how can I put it into action
Example: As a teacher, I use only English as a medium of classroom communication.... In fact, I use also use Polish sometimes but I feel I shouldn't...	Example (judgment): When I use English, I am a competent teacher who exposes learners to as much English as possible/ When I use Polish in classroom, it is a sign of my inability to explain something in English	Example: English is the only medium of communication that should be used in classrooms	Example: Keeping this belief is likely to lead to students' frustration... May impede L2 learning	Maybe I could use Polish strategically...?

NOW EXAMINE YOUR BELIEF(S)

Classroom actions – What troubled me about the lesson on Wednesday?	Perceptions and Judgments	Beliefs	Reflective Analysis	ALTERNATIVE belief and how can I put it into action; How would I approach such a situation differently the next time it takes place?
The students were not listening at all times; they were not attentive. They were talking when they were not supposed to. I felt I had to "discipline" them many times.	The fact that they were talking when I was trying to teach means that they did not show respect. They were not trying to learn because they were talking. I had something important to say and they ignored it; didn't listen.	Students respect me and learn when they do not talk when I talk.	I already see how big of an overgeneralization my perceptions and judgments are. The fact that students are talking DOES NOT have to mean that they are not respectful. Perhaps they were just commenting on something that was interesting/important to them. Also, they are adult learners, so my responsibility is not to "discipline" them as I did when I was teaching at a middle school. THEY take the responsibility for what they do and what they learn (or how much they learn) Their behavior is not something that I should take personally; it has nothing to do with me.	This reflection helps me gain understanding of where the sources of my negative emotions which emerged when students were talking. I can stop attaching all the judgments and meanings I used to attach when they talk. It is interesting that the actions which I will be taking in lessons when students talk, will not change much. I will still try to draw their attention to what I teach and say or to the task that we focus on. However, what will change is my attitude and understanding of what is happening.