

## 2. SELF-Monitoring in Language Teaching

### I. Assumptions about teacher development

All teachers want to know what kind of teachers they are

BUT teachers need to get a step back to reflect on their lessons through regular observation of their own teaching

This is a component of **ongoing professional development**

The techniques introduced for exploring teaching are based on the following assumptions about teacher development:

1. **Effective teaching relies on a strong knowledge base.**
2. **Teachers are often unaware of their own teaching practices.**
3. **Experience alone does not guarantee development.**
4. **Critical reflection fosters deeper insight and change.**

Teachers are in the best position to evaluate and improve their own teaching through reflection and self-assessment.

### II. What is self-monitoring

Definition: A systematic approach to the observation, evaluation and management of one's own behavior (Armstrong and Firth, 1984) to achieve better understanding and control of one's behavior

It is an approach of assessment that complements other forms of assessment

**Self-monitoring** is a method of **reflective teaching**, which means thinking carefully about how you teach in order to improve.

To improve as a teacher, you need to:

1. **Understand your own teaching** — what you do well, and what might need improvement.
2. To do this, you can't just rely on feelings or guesses — you need to **collect real information** about what happens in your classroom.
3. This information should be collected in an **objective and systematic way** — meaning it should be clear, structured, and not based on personal bias.
4. Then, you **analyze that information** to make decisions about what to keep doing and what to change in your teaching.

### III. Why use self monitoring?

**"Critically evaluate the role of self-monitoring (or reflective teaching) in teacher professional development"**. In your response, discuss how self-monitoring addresses the limitations of initial teacher training, its contribution to reflective practice, and its effectiveness in aligning perceived teaching performance with actual classroom realities.

**HANDOUT**

1. Teachers spend an amount of time in training that is relatively short  
These training programmes should mark the beginning
2. Self-monitoring provides an opportunity for teachers to reflect critically on their teaching
3. Self-monitoring can help the teacher to narrow the gap between his own teaching and reality.

#### **IV. What can be learned from self-monitoring?**

Self-assessment or self-monitoring can help teacher examine the different types of information about the teacher

Information concerning

1. **The open self** (information about a teacher's behavior that is known to the teacher and others).
2. **The secret self** (known to the teacher but not to other)
3. **The blind self** (known to other but not to the teacher)
4. **The hidden self** (unknown to both the teacher and others)

**Through self monitoring the teacher seeks to find out the critical factors that could explain the problem**

#### **V. How is self-monitoring carried out?**

Four major approaches

1. **Through personal reflection**
2. **Self-reporting**
3. **Audio or video recording of a lesson**
4. **Action research**

### **HANDOUTS**

#### **Conclusion**

Self-monitoring has many applications in language teaching

The best way to perform self-monitoring is to do it on a more regular basis

**Self-monitortechniques give teachers a far greater insight into their own teaching than traditional form of teacher assessment and are at the same time a simple but effective way of improving the management and understanding of their own teaching.**