

## Mentor Meeting – ELTE DELP – May 22<sup>nd</sup> 2014 Summary



**Presentation:** the new 5-year MA in ELT programme (Károly Krisztina, director of ELTE Teacher Training Centre)

The new five-year MA in ELT programme is coordinated by the recently founded ELTE Teacher Training Centre. The Centre is responsible for the content and structural development of teacher training, the coordination of the network of representatives from the fields of pedagogy, psychology and methodology and for providing the legal, professional and personnel background necessary for ensuring the smooth operation of the new teacher training programme at ELTE.

**Question and answer session:** Mentors were asked to encourage their trainees to negotiate open lesson dates and times with visiting DELP teachers before finalizing and sending their schedule (Ütemterv) to PK to prevent confusion.

On some mentors' request, DELP has asked PK to arrange short and long teaching practice placements so that mentors who have not had any trainees in the past 2 years can also work with trainee teachers again next year.



**Workshop 1** (Uwe Pohl - Révész Judit): Examples of good practice - analyzing video recordings of good mentoring discussions

Courtesy of Kováts Bea and her mentee, Fábián Eszter, Uwe Pohl managed to record a recent post lesson discussion (PLD). At the workshop we used a 15-minute edited version of the PLD to trigger a discussion of various mentoring issues among the participants. It was based on the following jigsaw observation task for a group of five participants each:

- *Measure Mentor Talking time and Mentee Talking time*
- *Observe how the mentorial starts, how the mentor and mentee shift from topic to topic and how it ends.*
- *How do the participants deal with lesson aims?*
- *How do the participants use the lesson plan and the mentor's notes?*
- *Observe the different kinds of intervention the mentor uses. Collect a few examples.*

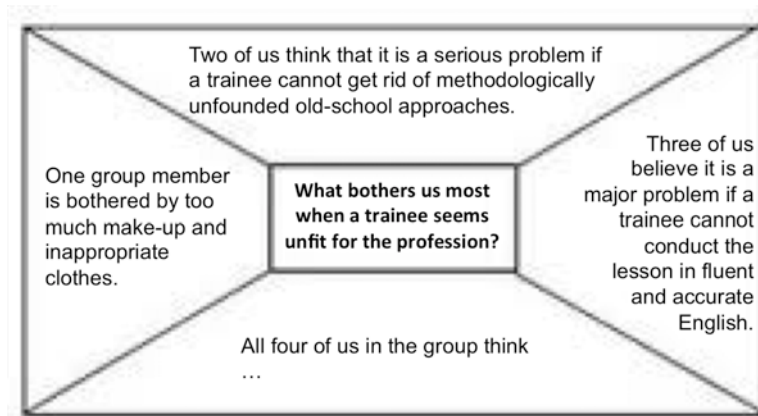
After comparing their findings, the participants were asked to compare the post lesson discussion they have seen to the way they themselves work. We were also privileged to have the two protagonists with us at the meeting, who were able to react to comments and answer questions.

The participants had been told at the beginning that time constraints would not allow us to have a full discussion; however they were encouraged to contribute further ideas, comments or questions to the IATEFL-H Mentor SIG blog

(<http://mentorsig.wordpress.com/>), which was promptly introduced by Szegedy-Maszák Anna, one of the creators of the blog. Anna gave the participants a walk through this internet resource, which is to help create a (virtual) professional community which she encouraged all the mentors to join. During informal discussions during the break and after the event several participating mentors volunteered to record their post lesson discussions and share them on the blog.

**Workshop 2** (Enyedi Ágnes - Lázár Ildikó): What worries mentors most when a trainee does not seem to meet the requirements: his or her English language proficiency, attitude to teaching, personal qualities, teaching skills or theoretical background knowledge of ELT methodology? We used a cooperative structure to find answers to the above questions. The procedure went like this:

1. Mentors were asked to think of a trainee who did not seem to be competent and when mentors were seriously wondering whether he or she would be a good English teacher.
2. They described what exactly made them feel uncertain about the abilities of this particular trainee. Mentors jotted down a few qualities or phrases individually on a slip of paper.
3. In their groups of 4 mentors shared their notes to see what similarities and differences the problem features had.
4. Mentors were asked to prepare a placemat to find similarities in their perceptions of problem trainees and to try to summarize these in the different compartments of the placemat as shown in the example:



5. Travelling exhibit: placemats were passed from one group to the next. Individually participants read all the other groups' problems and thought of possible solutions and remedies, ways of strengthening trainees in these areas. They listened to background music while they noted their ideas individually on their task sheets.
6. Groups discussed and selected best ideas to share in plenary.

**Findings:** problems that bother most mentors are

- lack of motivation to improve / reflect
- narrow-mindedness / stuck in old-school methodology
- lack of self-confidence / over-reliance on the mentor
- some personality issues (no respect for students, weak classroom presence)
- language proficiency
- not finding their professional self (wrong tone of voice, appearance, authority)

- blaming others for lack of success (students, mentor, school)

**Some solutions** were offered by the groups:

- use activities to familiarize trainees with school culture and build empathy
- get trainees to initially write down instructions verbatim
- allow trainees to conduct a lesson without the mentor being present
- encourage trainees to ask pupils to give feedback on trainee's work
- get trainees involved in extra-curricular activities at the school
- help trainees to manage stress and let off steam

Participants agreed to use the IATEFL mentor SIG blog (<http://mentorsig.wordpress.com/>) to share more ideas that mentors can put into practice for improving the problematic areas.



The audience enjoyed the DELP Choir's welcome song and the reception.

**A selection of recent printed and online publications by DELP staff** (that we had no time to talk about at the meeting):

Appleby, R. and Watkins, F. (2014). *International Express Upper Intermediate* (3rd ed.) Oxford: Oxford University Press.

Barrett, M., Byram, M., Lázár, I., Mompoin-Gaillard, P. and Philippou, S. (2014). *Developing intercultural competence through education* (edited by J. Huber and C. Reynolds). Strasbourg: Council of Europe.

Enyedi, Á., Lázár, I. and Major, É. (2011). Moderating web collaboration and supporting learning online, In: Kohn, K. and Warth, C. (Eds.). *Web collaboration for intercultural language learning : a guide for language teachers, teacher educators and student teachers*. Münster: MV Wissenschaft.

[http://gepeskonyv.btk.elte.hu/adatok/Anglisztika/Kohn\\_Warth\\_Webcollab/Kohn\\_Warth\\_Webcollab\\_EN\\_FINAL\\_v3.pdf](http://gepeskonyv.btk.elte.hu/adatok/Anglisztika/Kohn_Warth_Webcollab/Kohn_Warth_Webcollab_EN_FINAL_v3.pdf)

Frank, T. és Károly, K. (Szerk.) (2014). *AZ ANGOL TUDOMÁNYA. 125 éves az egyetemi angol szak*. Budapest: ELTE Eötvös Kiadó. (with articles by Appleby, R., Dávid, G., Enyedi, Á., Gall, C., Holló, D., Károly, K., Lázár, I., Medgyes, P., and

Szabó, É. from DELP)

Holló, D. (2013). A toleranciára és társadalmi érzékenységre nevelés lehetőségei az idegennyelv-szakos bölcsész- és tanárképzésben. *Modern Nyelvoktatás* 19:(3) 25-38.

Kimmel, M. (2013). A tanártovábbképzés az USA-ban: fő trendek, egy reformer állam (Colorado) és egy úttörő iskolakörzet (Denver). In: Falus Iván (szerk.) *Pedagógus-továbbképzés. Nemzetközi áttekintés*. Eger, Líceum Kiadó, 31-77. o.

Király, Zs. (2013). Tanártovábbképzés Angliában, In: Dr Falus Iván (szerk.) *Pedagógus-továbbképzés: Nemzetközi áttekintés*. Eger: Líceum Kiadó.

Lázár, I. (2014). EFL learners' intercultural competence development in an international web collaboration project. *The Language Learning Journal* (DOI: 10.1080/09571736.2013.869941) <http://dx.doi.org/10.1080/09571736.2013.869941>

Major, É. (2013). A tanárok folyamatos szakmai fejlődése, továbbképzése Európában az EU és az OECD anyagainak tükrében. In: Dr Falus Iván (szerk.) *Pedagógus-továbbképzés: Nemzetközi áttekintés*. Eger: Líceum Kiadó, 2013. pp. 395-430.

Medgyes, P. (2011). *Aranykor - Nyelvoktatásunk két évtizede. 1989-2009*. Budapest: Nemzeti Tankönyvkiadó.

Révész, J. (2012). A magyarországi angoltanárképzés értékelési kultúrája. *Modern Nyelvoktatás* 18:(4) 33-47. old.