

**Náslechová oborová praxe průběžná**

**The 4<sup>rd</sup> semester**

**Class Observation # 4: Language echoes**

**Class:** 8<sup>th</sup> year students

**Number of learners:** 10 (9 females, 1 male)

**Age of learners:** 13-14

**Length of lesson:** 45 min. (8:00-8:45)

**Level:** Elementary

**Teacher observed:** Jana

***My observation took place at a primary school in Tasov.***

This time, students knew me as an observer so the teacher only briefly said my name and the reason I was in the classroom and started teaching. The seating arrangement was “U shape” and I was sitting almost in front of the students so I can perfectly observe the interaction between the teacher and the students. I listened to the teacher for about 10 minutes concentrating on “echoes”. The teacher wanted to revise the verb “like” + ing.

**What “echoes” I got from the lesson:**

1.) Teacher: Monika, what do you like?

Monika: I like ..... hmmm,

Teacher: I like hmmm?

2.) Teacher: Lenka, what do you like?

Lenka: I like my dog.

Teacher: I like my dog. Very good.

3.) Teacher: Petře, what is your favourite serial?

Petr: I don't know, I like not serial.

Teacher: I don't know, I.....?

Then I was listening to the teacher about 20 minutes trying to count the number of echoes.

There were only two echoes during the time and I believe that the teacher didn't realize that she was echoing her students. I think that the teacher used "echoes" primarily when she made some revision, especially when a student's answer is right she wanted to highlight it. Moreover, she did it automatically, not knowing that there was something like "echoes".

I couldn't see any response towards the echoing of the teacher from the students. It is possible that the students were focused on what they were saying more than on what the teacher said. They were just used to it and took it for granted. When the students' answer was wrong they didn't feel uncomfortable which was a surprise for me, because it's different in my classes – there are some students who don't like making mistakes.

I would be careful saying that "echoes" are "dead ends", it depends on many aspects in the classroom. On the other hand, I must admit that during my observation I couldn't see any positive or negative effect of the echoes on the students but the utterance following immediately after the echoes seemed to be very important (e.g. "Very good", "Excellent") because it is a tool that helps to build students self-confidence.

**According to Lindstromberg there are some points in favour of echoing:**

- 1.) [It provides learners with the repetition needed for reinforcement of language](#)
  - I must partly agree with the statement although there are probably more effective tools to reinforced the language (simple reading, listening etc.).
- 2.) [It gets over the problem of contribution from students who speak very quietly](#)
  - I am not really sure about this statement, because the "quiet" students are not self-confident, not only in a classroom or in English classes but generally and it is not something that could be "solved" by echoes.
- 3.) [It gets over the problem of poor pronunciation by providing intelligible versions for the whole class](#)
  - It depends. If the teacher has good pronunciation it could be partly useful but I think that e.g. listening is more effective in terms of improving pronunciation.
- 4.) [It can be used as a strategy to provide models of correctness in the event of error](#)
  - Why not? It could be one of the tools which helps a teacher and students to deal with mistakes or errors.

I hold the opinion that echoing is not used only in a classroom but we can see it even “outside” during everyday conversations. But the truth is that there is a difference between “classroom echoing” and “outside echoing”. Whereas the first one is used rather unwittingly, the other one is used when we are surprised or shocked.

**Reflection:**

I very often use echoes in my classes especially when I want to make a revision. But I use it only to highlight the right answers. When a student gives me a wrong answer I don't repeat it. The truth is that I have never thought about it as “echoes”, I just feel that it is important to repeat right answers. It's more about a prize than echoes. I must admit that I'm not very interested in monitoring this kind of teachers' behaviour. There are many more important and interesting things to observe. Maybe I am wrong but I do not think that echoes are something important, if teachers use them that's OK, if they don't it's OK as well.