On the Language of Student Teachers' Professional Vision: How Do Pre-Service EFL Teachers Comment on Classroom Videos of Pupil Engagement?

Miroslav Janík[1], Eva Minaříková[1], Tomáš Janík[1], Zuzana Juříková[2]

[1] Masaryk University, Faculty of Education, Institute for Research in School Education
[2] Masaryk University, Faculty of Arts, HUME Lab

Abstract: Teacher's professional vision is a well-researched concept that highlights the importance of noticing salient issues in classroom situations and reasoning about them. This paper aimed to investigate pre-service teachers' professional vision of pupil engagement: what student teachers notice in classroom videos regarding pupil engagement and how they verbalize it. The data was collected using interviews with classroom videos as prompts. 20 English as a foreign language pre-service teachers participated in the study. The data was analysed using qualitative content analysis and word clouds. The results suggest that pupil engagement is observed on three levels: behavioural, cognitive, and emotional, and it is seen in connection with classroom factors influencing it; the most mentioned one being teacher actions. To verbalize their noticing of pupil engagement, student teachers used wors and phrases that describe engagement directly (such as "participate", "enjoy", "respond") or indirectly, for example through descriptions of actions ("raising hands") or suggestions of cognitive involvement with the content ("know" or "remember"). Understanding how student teachers talk about pupil engagement can help us tease out important points in discussions during teacher education programmes and, in doing so, aid the pre-service teachers in framing their noticing and developing their professional vision.

Keywords: professional vision, pupil engagement, word clouds, verbalisation

Pupil engagement affects academic success (Fredericks et al., 2004) and one of the most important factors influencing pupil engagement is teacher support (Fredericks et al., 2004; Gutiérrez et al., 2017; Skinner et al., 2008). Teachers must be prepared to encourage pupil engagement to contribute to pupils' academic success. Supporting teachers in conscious work with pupil engagement can be realized in different ways. One of them is supporting the development of professional vision. Professional vision is an aspect of teachers' competence that influences how they act in classrooms. This support is especially important in pre-service teacher education.

Professional vision describes what teachers notice in classroom situations and how they reason about it (van Es & Sherin, 2008). Certain aspects of professional vision have been addressed in the literature (e.g., professional vision for classroom management – Gold et al., 2013; for classroom discourse – Mendez et al., 2007) but so far not with specific regard to how engaged pupils are in lessons. Understanding this strand of professional vision could, however, contribute to further understanding (future) teacher thinking, and to designing ways to develop it with pupils' involvement in mind.

Professional vision is closely connected to verbal accounts of what is noticed (Minarikova et al., 2021), and the study of this phenomenon originates in linguistic anthropology. In teacher research, it has been mostly approached through verbal methods (questionnaires, interviews, reflective writing). In short, we understand professional vision by understanding the words teachers use to verbalize it.

This paper explores pre-service teachers' professional vision for pupil engagement in two respects: what they notice (focus on) and how they verbalise what they notice when they observe a video of a classroom situation. Capturing the themes and the verbalisations will help us understand how student teachers conceptualize pupil engagement and recognize what range of words and phrases student teachers use to describe it. When working with student teachers in teacher education programmes, this knowledge can help us understand them better and help them frame their noticing in different ways to develop their professional vision further.

The paper uses the context of teaching English as a foreign language (EFL) to argue a more general (pedagogical) point. The video sequences are taken from EFL classes and, the participants are future EFL teachers. Pupil engagement is, however, a topic relevant to all teaching.

1 Professional Vision

The term *professional vision* was first coined by Charles Goodwin (1994). His understanding of professional vision draws on linguistic anthropology, action theory, conversation analysis, and various sociocultural theoretical approaches. From his point of view, professional vision can be defined as (1) a socially structured perception of the phenomena in professional life and (2) the understanding of those phenomena that suit specific interests that correspond to a specific social or professional group.

Goodwin's conception of professional vision is concerned with the socially constructed and historically recognized discursive practices through which the members of a profession construct and structure the objects of their professional interest (so-called objects of knowledge). Later, the originally linguistic-anthropological understanding of this term has been expanded and standardized, especially in the context of researching professionalism. The concept of professional vision developed into standardized characteristics of a measurable entity (cf. Lefstein & Snell, 2011, p. 507).

The concept of professional vision is currently prominent in research on teacher education. Origins go back to the teacher education reforms in the USA 20 years ago in the field of science education, where the adaptive teaching style was favoured (professional vision for reform teaching; see Sherin & van Es, 2005, p. 476; van Es & Sherin, 2008, p. 244).

Based on the study of Janík et al. (2016) we identified specific interests in research on professional vision in the field of teacher education that are focused on:

- the characteristics of professional vision in the "subgroups" of the teaching pro-fession (teachers of different subjects, etc.),
- the object of professional vision and its specific components, such as a profes-sional vision for classroom management (see Gold et al., 2013), professional vision for classroom discourse (see Mendez et al., 2007), professional vision of inclusive classrooms (see Roose et al., 2018) or so-called curricular vision (see Choppin, 2011),
- factors that affect professional vision, i.e., studies focused on the relationship between professional vision and professional knowledge (see Stürmer et al., 2013), effects of video-setting (such as own or foreign videos; see Blomberg et al. 2011; Seidel et al., 2011), differences between students or between groups of students (Stürmer et al., 2016), etc.,
- development of the professional vision using different interventions and mea-surement instruments within pre-service or in-service teacher education; in this respect also various formats of interventions are examined (e.g., video clubs, van Es & Sherin, 2010; lesson study, Wood & Cajkler, 2018; Observer, Stürmer & Seidel, 2017),
- the nature of teacher's professional vision in studies using eye-tracking technol-ogy (see Jarodzka et al., 2021).

Research on professional vision is typically based on participants observing and analysing teaching, usually captured on video recordings of real classrooms. Profes-sional vision has thus been mostly studied through verbal data (what teachers say they see) as accessing what they actually notice is more difficult to capture (the use of eye-tracking seems a promising avenue of research; cf. Minarikova et al., 2021). It is thus essential to understand the language that teachers use to verbalize their professional vision.

2 Professional Language of Teachers

The specific nature of professional language lies in the fact that members of a pro-fession share a professional interest in knowing (or getting to know, exploring) a certain "domain of scrutiny" (Goodwin, 1994). Professional language is often (but not exclusively) marked by its lexical and phraseological features, often including metaphors (comp. Malyuga, 2011). It emerges and operates on the border between the *language of everyday life* and the *language of disciplines*, and it is also a medi-ator between the two (comp. Terhart, 1992).

Practitioners of respected professions such as law or medicine famously have languages of their respective profession. This allows them to communicate among themselves and often it relies heavily on the vocabulary of the related disciplines (languages often incomprehensible to laymen). However, the language of the teach-ing profession is less distinct. According to Jackson (1968), the language of teachers is hardly distinguishable from the language of everyday life. Hargreaves (1980) goes

so far as to claim that primary school teachers who have little connection to the disciplines share very little specialized language, even such language relating to child development and pedagogy. However, recently special attention has been on the domain specificity of teachers' language – especially in the field of didactics of mathematics (Mesiti et al., 2021).

Exploring and appreciating the specific character of the language of the teaching profession requires understanding its twofold function. On the one hand, language is the medium of instruction – this language needs to be simple, clear, and easily comprehensible to learners with a wide range of cognitive dispositions. On the other hand, the language of the teaching profession is also used for reflection on and communicating about the process of teaching itself and is thus a metalanguage to the former. To develop and share knowledge about educational phenomena, teachers need professional language to address complex, abstract, and theoretical issues of the profession, such as the quality of teaching and learning (Wipperfürth, 2015).

3 Pupil Engagement

To help student teachers develop their knowledge and understanding, we first need to understand how they address important phenomena in teaching and learning. One of the crucial aspects of the success of teaching and learning is pupil engagement during lessons (Skinner et al., 2008, p. 765). Engagement expresses "the behavioural intensity and emotional quality of a student's active involvement during a learning activity" (Jang et al., 2010). Compared to motivation, engagement shows the temporary state where students are acting, studying, and doing and motivation is seen as the potential and direction of students' energy (Oga-Baldwin et al., 2017, p. 141).

Engagement can be defined in three ways (Fredricks et al., 2004, p. 62): Behavioural engagement draws on the idea of participation; it includes involvement in academic and social or extracurricular activities. Emotional engagement encompasses positive and negative reactions to teachers, classmates, and school and influences willingness to do the work. Cognitive engagement draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.

An important issue for the context of our study is which aspects of the school and classroom context can promote or degrade engagement. Engagement is affected by the following factors (Fredericks et al., 2004): (1) school-level factors that cover the institutional setting of the school. Engagement is responsive to variations in the environment and can point to the specifics of each school, such as the size of the school, students' participation in school policy, but also school environment per se. The next antecedent of engagement is the (2) classroom context, including teacher support, peers, classroom structure, autonomy support, and task characteristics. The last factor is (3) individual needs.

4 Methods

The study explored professional vision of pupil engagement and how it is verbalized by student teachers. More specifically, the research questions were:

When commenting on pupil engagement in a classroom video: 1) What do student teachers focus on? 2) How do they verbalize their noticing?

4.1 Data collection

The data was collected as part of a larger study focussing on EFL student teachers' and teachers' professional vision using interviews and eye-tracking technology. This study draws on the interview data with student teachers.

To tap into student teachers' professional vision, we selected two classroom videos portraying a frequent activity in English as a foreign language lesson. They show a teacher working with the whole class, eliciting previously learned information (vocabulary, information from a text). They illustrate well the topic of pupil engagement and offer good input for comments as the teachers engage the pupils with varying degrees of success. A detailed description of the video sequences is provided in Table 1.

Table 1 Video sequences

Video A (1 minute 3 seconds)
Sequence from the first part of the lesson in the seventh grade of elementary school (lower secondary, ISCED 2), pupils had been learning English since the third grade. The class is preparing for a communication activity. The sequence portrays a revision activity about parts of the face. The teacher is working with the whole class. The teacher is at the front of the class, drawing on the board. He starts with a big circle, saying "imagine this is a face". He then draws different parts of the face and invites pupils to name them. Responses can be heard from different pupils. The responses are usually rather quiet, unanimated. The teacher carries on with this activity until all words he needs to cover are mentioned.   In the video, the teacher and seven of the pupils are visible at all times.
Video B (1 minute 43 seconds)
Sequence from the first part of the lesson in the sixth grade of elementary school (lower secondary, ISCED 2), pupils had been learning English from the first grade. The teacher works with the whole class. The teacher starts by mentioning that in the previous lesson the class read about the tallest building. She then continues to ask for details and afterwards moves on to eliciting adjectives, first connected to the tallest building, and later on other adjectives. When pupils misunderstand a question (e.g., answering "skyscraper" to the question "where is it?), she repeats it with modulated voice (stressing "where"). She uses intonation and gestures (e.g., to illustrate tall and long) to help pupils understand the questions and to respond correctly. At one point, she waves at a pupil and says "don't sleep", presumably having noticed the pupil's attention wavered.   In the video, the camera switches angles between pupils and the teacher.

48   The participants were asked to observe each video sequence and comment on it. At first, the interviewer only prompted the participant to comment, later they asked specifically about pupil engagement. Each video sequence was shown twice with space to comment after each viewing.

4.2 Participants

The sample of our study consists of 20 students (N = 20) studying English as a foreign language at the Faculty of Education at Masaryk University (Brno, Czech Republic). The selection of students was based on availability sampling. The students were invited to collaborate during their English didactics course and the participation was voluntary. The students were either in year 4 or 5 of their studies to become a teacher (i.e., they finished their undergraduate programme and were now in the first or the second year of their Master programme[1]). All of them had at least some teaching experience. Only two of the participants had no prior experience with analysing classroom videos. At the time of the study, all participating students had completed at least one semester of didactics of English as a foreign language. Further details are provided in the Appendix.

4.3 Data analysis

To answer the first research question, qualitative content analysis with inductive coding was used (Mayring, 2004). The coding and categorization of the idea units were done not to quantify and provide information on how often each category was mentioned but to prepare the data for analysis of how noticing is verbalized. Inductive coding was selected as the videos were focused specifically on pupil engagement; previous studies on professional vision concentrate either on classroom situations in general or have a different focus (e.g., classroom management). We thus found it beneficial to approach the data as a clean slate.

Participants' comments were divided into analytical units (so-called idea units) and these were then inductively categorized. One comment represents all utterances of one participant connected to one video sequence. One idea unit corresponds to an utterance, or a part of an utterance, clearly delineated in meaning, referring to the situation in the video sequence. In order to ensure reliability, the categorization and the coding process were conducted by two researchers in two steps. Firstly, all idea units related to video sequences were highlighted and then divided inductively into thematically related categories. The created coding scheme is available in Table 2. The final version of the coding scheme, despite being created inductively,

---

[1]   To become a teacher in the Czech Republic, you typically need to study a three-year undergraduate programme followed by a two-year Master programme. This is all considered pre-service teacher education. Teaching practice is a compulsory part of the teaching study programmes at the Faculty of Education, Masaryk University.

corresponds to previously used coding schemes that were used to describe professional vision in general (e.g., Janík et al., 2016; Seidel et al., 2007; van Es & Sherin, 2008).

All idea units were then re-coded using this coding scheme. Firstly, two researchers coded 10 comments (both video sequences) individually and afterwards fine-tuned their coding together. The cases of disagreement were discussed until a consensus was reached. Secondly, coding proceeded in the entire research sample and again, cases of disagreement were discussed. Overall, the intercoder agreement was 80%, which ensured a satisfying degree of objectivity.

Table 2 Coding scheme: what did student teachers notice?

Category	Description	Example
Environment	Comments on the classroom – the material equipment, arrangement of desks, etc.	"The desks, the way they are positioned, I think it contributes to the fact that the teacher has the children like…, that the pupils can cooperate more and they are more interested in what is happening" (video B)
Teaching	Comments on the classroom activity in the video sequence with a focus on teaching	"I think the activity was well-chosen. That it is always good to revise this way." (video A)
Teacher	Comments on the teacher (in the video sequence) – his/her actions, knowledge, language, etc.	"Like, I'd say maybe the teacher wasn't quite ready for the lesson." (video A)
Pupils	Comments focused on pupils, their actions, knowledge, language, etc.	"It seems to me that most of those pupils actually reacted, and they were raising their hands, so they actually wanted to say something." (video B)

Using the results of this coding, two researchers in collaboration looked at each idea unit within each category (Pupils, Teacher, Teaching, Environment). In this part of the analysis, we took three steps. First, we focused on words – we collected all the words and phrases that express or verbalize any aspect of engagement within each category and created word clouds (Vrain & Lovett, 2020): three for each category (one for teacher A, one for teacher B, and one for both). In the second step, to make sense of these, we looked at the word clouds in each category, referring to the comments for more context and looked for more general ideas that they capture. In the third step, we went from the ideas back to the words. The results present how aspects of engagement in each category ("ideas" from step 2; research question 1) are expressed in words (step 3; research question 2). The words were translated from Czech (the language of the interview) by a researcher proficient in English. Each translation was discussed with another researcher to confirm the trueness of the translation. Contented terms were discussed with a native speaker of English.

5 Verbalizing Pupil Engagement

In this chapter we present the analysis in each category (classroom environment, teaching, teacher, pupils), starting with the less complex categories. In the presentation, both research questions are addressed at the same time – what the participants focused on is entwined with the words they used to verbalize it.

Table 3 Word clouds for category Environment

Teacher A	Teacher B

Teachers A and B

5.1 Classroom environment

There were only few comments connecting the classroom environment with pupil engagement (Table 3). Most of them used descriptive language for seating arrangement ("if it was in a circle, the cooperation would be better"; "the way the desks are put", "they sit one by one" or "close to each other") or the number of pupils ("there is just few of them"). There were some instances, though, in which the participants
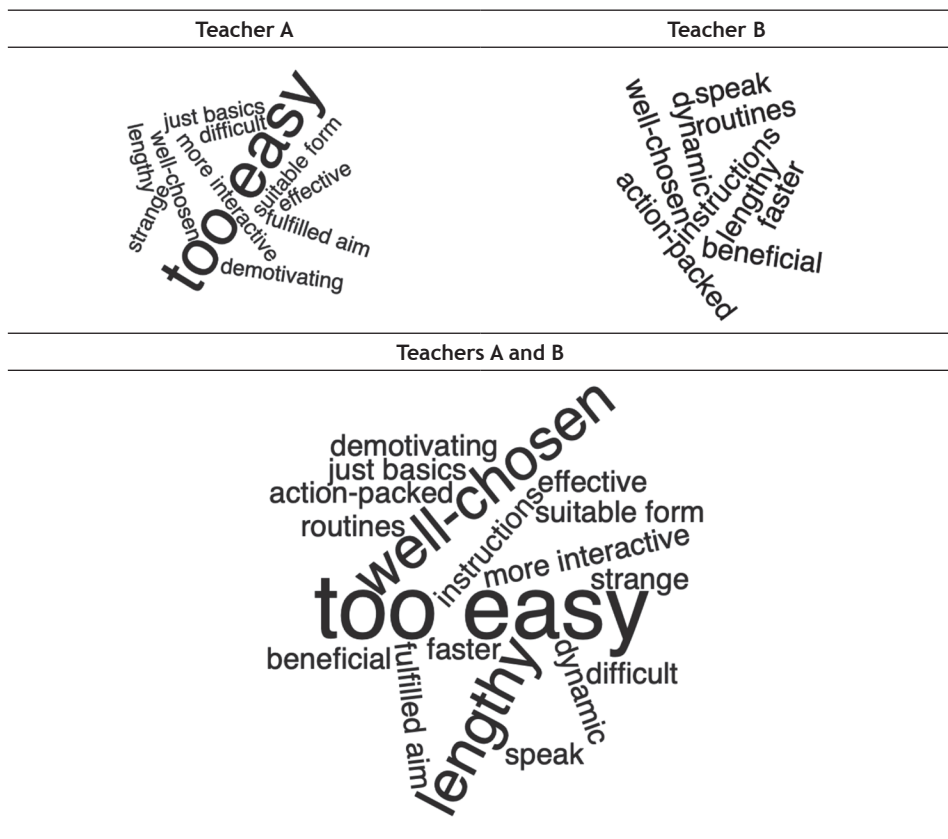
talked about the environment in emotionally charged terms, such as that it made some pupils "isolated" or "pushed away". This was connected to commenting on the teacher's "field of vision".

5.2 Teaching

This category contained mostly notions of the activity (Table 4). Besides general expressions ("a well-chosen activity"), the content and the dynamic character of the activity were the centre of attention. As for the content, "speak[2]" represented a desirable aspect of the activity. The level of language content was addressed only for video A and in negative sounding terms "too easy" and "just basics". So even though the activity "fulfilled the aim", it was not deemed "effective". Firstly, because the aim was not suitable due to the level of the content, and secondly, because it "just" fulfilled the aim – as if there could be nothing else positive said about the situation.

Table 4 Word clouds for category Teaching

Teacher A	Teacher B

Teachers A and B

The (not so) dynamic character of the activity was an issue for participants in both video sequences. Pupils' engagement was connected to activity characteristics such as "lengthy" and suggestions included making it more "interactive", "dynamic" or "action-packed". Here we can see that the words used are rather general, they do not capture what a more "dynamic" or "action-packed" activity could look like; what aspects can be changed in terms of pacing or what concrete steps can be taken to make it more dynamic.

5.3 Teacher

This category focuses mainly on teacher actions and most of the comments concern the teacher in video B (Table 5). The only comments that regard teacher A are rather general and concern things he did not do – he didn't "motivate", "explain", "correct" or "spark interaction" and in all could have "tried harder" and "be better prepared". These quotes seem to suggest a lack of involvement on the part of the teacher which then results in a lack of involvement on the part of the pupils.

Table 5 Word clouds for category Teacher

Teacher A	Teacher B

Teachers A and B

As for teacher B, the participants described her as "motivated". Comments regarding her actions concerned four areas – where her attention lies, how she involves everyone, how she gets them to talk, and how she helps them achieve when they are talking.

Attention was verbalized through expressions addressing where she "looked", what she "focused" on, and "noticed". The word look was also used negatively, in that she "overlooked" certain pupils. The overlooking and focusing only on a particular part of the classroom was then connected to comments on her not involving everyone – some pupils were not called upon because "she cannot call on everyone". She "does not give them a chance" to speak so not everyone "has a turn".

These verbalizations are in contrast with how participants expressed her effort to get pupils to speak – they used vivid action verbs such as that she was "pulling" information out of them and "pulling them in" to "engage" them. Verbs like "try hard" and "ask" were frequent. On the other hand, teacher B's dominant position was relativized by expressions such as "she gave them space" or "let them work it out themselves". However, even when they are working it out for themselves, the teacher is not passive and supports pupil engagement by "helping", "advising", and "guiding". Her use of "gestures" and "intonation", and "praise", were put into connection with how engaged the pupils were.

5.4 Pupils

This category is the key one for discussing engagement in class / learning and was the most frequently mentioned (Table 6). The participants noticed three different aspects of pupil engagement – their *behaviour* (what participants saw) and what they inferred from it in terms of their *interest* and *thinking/understanding*.

Pupils' behaviour is the aspect readily available to be observed. The participants addressed mainly the face, the hand, the word, and the action.

Pupils' *faces* told our participants where the pupils were "looking" and what "looks" they were giving the teacher (one participant even termed it a "murderous look"). "Closed eyes" were noticed, too. The *hand* represents a powerful sign in school settings – pupil engagement was verbalised as "raised hands" or "hands up" by almost all the participants of our research, but solely for teacher B. *Words* were important too – "saying", "responding" or "expressing themselves" were popular verbalizations. Loudness was important, suggesting the willingness to participate ("quiet", "silent", "mumbling"). Pupils' involvement in general (presumably subsuming the previous bodily cues) was verbalized mostly through *actions* as being "active" or "passive", "reacting", "participating" or even "working".

An interesting part of the word cloud for teacher A was the recurrence of the phrase "saying Jesus". This referred to this word being heard in the video in the background, said by a pupil in an exasperated tone, presumably as a reaction to a very simplistic drawing done by the teacher. The phrase itself as well as the tone

were used by the participants to gauge the atmosphere in the class and the feelings of the pupils towards the activity.

Participants addressed the emotional involvement of pupils very often, going beyond commenting on this single phrase. Verbs ("enjoy", "want", "fear") as well as adjectives helped our participants verbalize what they saw – pupils were "bored", "(not) motivated", "(not) excited", "(not) interested" or "fed up".

The observable cues were also used to infer *attention and understanding* on the part of the pupils. Comments on "concentrating", "focusing", "paying attention", "following", "listening" or "taking it in" were frequent, as were expressions containing words like "know", "understand" or "remember". These might not seem as directly referring to pupil engagement, however, our participants used them to express that the pupils were on a certain level engaged with the content. To "know" the answer or the particular word involves being aware of the task / question, and thus infers being involved in the lesson.

Table 6 Word clouds for category Pupils

Teacher A	Teacher B
Teachers A and B	
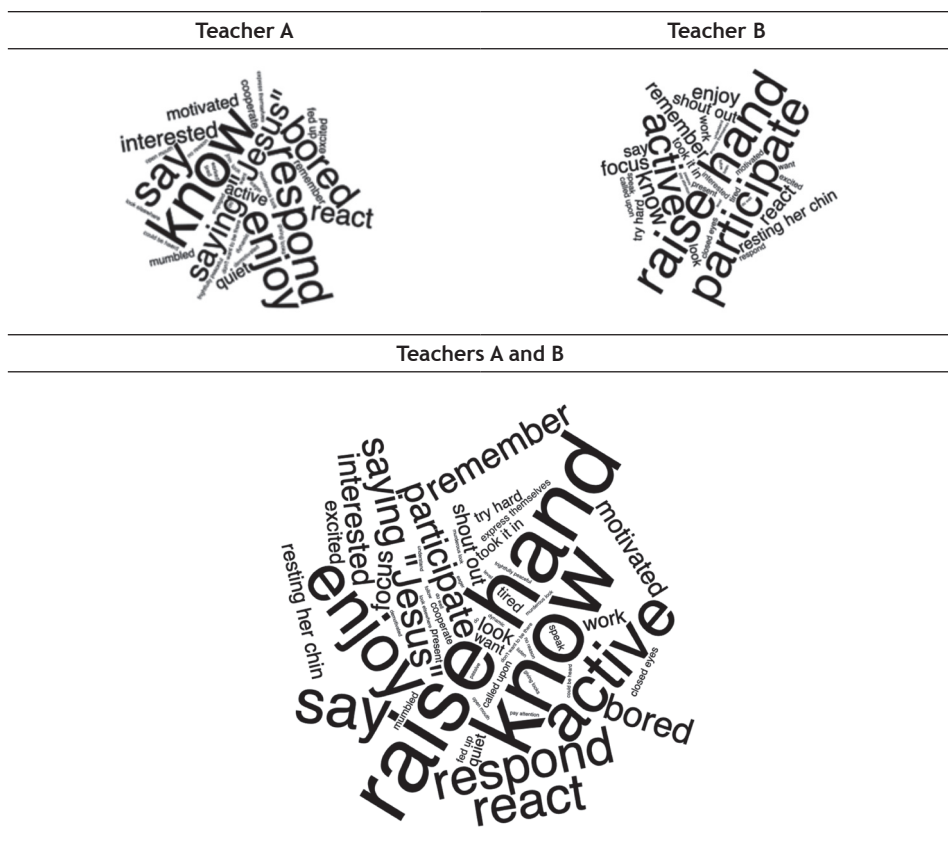
6 Discussion

Professional vision is often discussed in the literature on teacher thinking and teacher education. What teachers notice guides their thinking about classroom situations and about pupils and is a pivot point in how they act in the classroom (van Es & Sherin, 2008). It is thus vital to support student teachers in developing their professional vision. Pupil engagement is a prerequisite for school satisfaction (Gutiérrez et al., 2017) and school success (Skinner et al., 2008). Supporting student teachers in watching for pupil engagement in classroom situations and helping them verbalise and frame their noticing represents an important aspect of teacher education.

To do this, teacher educators need to understand how student teachers verbalize their notions of pupil engagement – what words and phrases they use to capture what they see.

In this study, we introduced the words participants used to verbalize what they saw in two classroom videos in terms of pupil engagement. We looked at their comments through four broad lenses represented by the four categories: environment, teaching, teacher, and pupils. Pupils stand at the core of analysing engagement – it is what they do and how they feel that is important. The themes mentioned in other categories are the factors that influence pupil engagement.

When it came to pupils, the observable cues (or what can be seen on the outside) were often addressed and used to draw conclusions about what is "on the inside". In our data, the participants commented on pupils' behaviour, thinking and understanding, and interest and enjoyment. This corresponds to the conceptualization of pupil engagement into behavioural, cognitive, and emotional engagement (Fredericks et al., 2004; Jang et al., 2010).

Behavioural engagement was, in our study, verbalized in a broad range of terms, from descriptions of concrete actions (such as "saying Jesus", "closed eyes" or "raising hands") to talking about what pupils say and how ("respond", "say", "mumbling", "shout out") to general statements about observable activity or passivity ("participated", "worked", "active", "passive").

"Raising hands" was a very frequent verbalisation of pupil engagement, but only for teacher B. This is extremely interesting as the nature of the activity was the same in both video sequences – the teacher asks, the pupils respond. The participants watched teacher A video before the video of teacher B. After viewing only the first clip (A), no one mentioned raising hands as not being there; no one missed it. However, after watching teacher B video, most participants mentioned raised hands as a sign of pupil engagement, and even put it into contrast with no one needing to "shout out" the answer. Our participants accepted the framework set up by each teacher (need to raise hands or not) and only commented within this framework.

On a cognitive level of pupil engagement, participants mentioned "focusing", "taking it in" or "being present". We ascribed this to the cognitive aspect of engagement as, from a professional vision point of view, it cannot be directly observed in pupils' behaviour, only inferred from clues (from the observable behaviour described

through words and phrases mentioned above). This is different from previous studies that include attention into behavioural engagement (Fredericks et al., 2004; Jang et al., 2010; Oga-Baldwin & Nakala, 2017). Our participants also often used words "know", "understand", and "remember". We classified this as commenting on pupil cognitive engagement as to "know" an answer or a word, one has to be present and hear and understand the task or the question. Our participants often used the word to "know" as a synonym to responding to a teacher's prompt. In this way, "know" might be considered somewhere between a synonym to "respond", a sign of attention, and an actual statement about pupils' knowledge.

As was apparent from the word cloud in the Pupil category (Table 6), words describing emotions and emotional engagement were frequent in the comments. Enjoying an activity (verbalized as "enjoy", "bored", "interested", or "excited") was a theme for most of the participants but appears more prominently in comments on teacher A video, in which the pupils were less engaged.

The other categories that we looked at mostly encapsulate classroom context factors that influence pupil engagement (Fredericks et al., 2004). Teaching (in terms of the task/activity characteristics) was not mentioned that often and mostly in relation to the content and dynamics of the classroom activity. There were only few mentions of the environment itself but if so, they were usually strongly connected to pupil activity and engagement. Statements pertaining to the teacher were more frequent, but mainly for teacher B. As mentioned above, the classroom situation in video A was not as engaging as in video B. It might be the case that instead of criticising the teacher himself, the participants chose to address him in their comments only sparsely to evade critiquing him as a person. On the other hand, there were many comments about the efforts and ways of teacher B, who was seen mostly in a positive light. This is in line with previous research that shows that teachers tend to shy away from critiquing a colleague (Lefstein & Snell, 2011). In their verbalisations, the participants used mostly verbs to describe the actions of the teacher ("motivate", "guide", or "try hard") or words to describe the teacher's demeanor ("demeanor", "intonation", "gestures"). Teacher's support as a factor of pupil engagement (Fredericks et al., 2004; Gutiérrez et al., 2017; Skinner et al., 2008) is thus mostly verbalised through what the teacher does, not how he or she is.

The study approached the general concept of pupil engagement through studying it in EFL context. From the comments, it is apparent that most of the themes and words used are connected more to teaching and learning in general rather than to the subject-specific context. The specificity is reflected in that participants address the "content" (i.e., the language level) of the activity as affecting pupil engagement. Here, the subject-specific point of view is crucial, and it is encouraging that student teachers see this connection, and address it, despite having gone through limited EFL methodology courses (see Appendix).

Professional vision has been studied in the context of teacher thinking and teacher education in general terms (van Es & Sherin, 2008) and for particular purposes (for classroom management – Gold et al., 2013; for classroom discourse – Mendez et al.,

2007; of inclusive classrooms – Roose et al., 2018). This paper contributes to this strand of research by illuminating what words and phrases used by student teachers hint that they are noticing pupil engagement. Being sensitive to these phrases (even though on the surface they might seem to refer to other aspects of teaching and learning – such as the word "know") can help teacher educators tease out salient points in discussions and offer student teachers further support and framing of pupil engagement. Current research shows that professional language and participating in professional discourse are connected to socializing into a profession, becoming a member of a group (Freeman, 1996), and acquiring new ways of seeing (Goodwin, 1994; Wipperfürth, 2015).

The study itself (data collection and analysis) was conducted in the Czech language; the results were written up in English. This can represent one of the limitations of the study as certain nuances might get lost in translation, however carefully it is done. Also, only two video prompts were used (albeit from different ends of the spectrum of pupil engagement), which represents only a very limited fraction of the breadth of teaching and learning situations. Further studies in various languages and with various video prompts of different school subjects, teaching methods, and contexts in general are needed to have a clearer picture of student teachers' verbalisation of their professional vision of pupil engagement.

Acknowledgement

References

Blomberg, G., Stürmer, K., & Seidel, T. (2011). How pre-service teachers observe teaching on video: Effects of viewers & teaching subjects and the subject of the video. *Teaching and Teacher Education, 27*(7), 1131–1140. https://doi.org/10.1016/j.tate.2011.04.008

Choppin Ch. (2011). Learned adaptations: Teachers' understanding and use of curriculum resources. *Journal of Mathematics Teacher Education, 14*(5), 331–353. https://doi.org/10.1007/s10857-011-9170-3

Fredericks, J. A., Blumenfeld, P., & Paris, A. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*, 59–109. https://doi.org/10.3102/00346543074001059

Freeman, D. (1996). "To take them at their word": Language data in the study of teachers' knowledge. *Harvard Educational Review, 66*(4), 732–762. https://doi.org/10.17763/haer.66.4.3511321j38858h69

Gold, B., Förster, S., & Holodynski, M. (2013). Evaluation eines videobasierten Trainingsseminars zur Förderung der professionellen Wahrnehmung von Klassenführung im

58   Grundschulunterricht. *Zeitschrift für pädagogische Psychologie, 27*(3), 141–155. DOI 10.1024/1010-0652/a000100

Goodwin, Ch. (1994). Professional Vision. *American Anthropologist, 96*(3), 606–633.

Gutiérrez, M., Tomás, J.-M., Romero, I., & Barrica, J.-M. (2017). Perceived social support, school engagement and satisfaction with school. *Revista de Psicodidáctica (English Ed.), 22*(2), 111–117. https://doi.org/10.1016/j.psicoe.2017.05.001

Hargreaves, D. (1980). The occupation culture of teachers. In P. Woods (Ed.), *Teacher Strategies* (pp. 125–140). Croom Helm.

Jackson, P. (1968). *Life in classrooms.* University of Chicago Press.

Jang, H., Reeve, J., & Deci, E. (2010). Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology, 102*, 588–600. https://doi.org/10.1037/a0019682

Janík, T., Minaříková, E., Píšová, M., Uličná, K., & Janík, M. (2016). *Profesní vidění učitelů a jeho rozvíjení prostřednictvím videoklubů.* Masarykova univerzita.

Jarodzka, H., Skuballa, I., & Gruber, H. (2021). Eye-tracking in educational practice: Investigating visual perception underlying teaching and learning in the classroom. *Educational Psychology Review, 33*(1), 1–10. https://doi.org/10.1007/s10648-020-09565-7

Lefstein, A., & Snell, J. (2011). Professional vision and the politics of teacher learning. *Teaching and Teacher Education, 27*(3), 505–514. https://doi.org/10.1016/j.tate.2010.10.004

Malyuga, E. M. (2011). Professional language in formal and business style. *Global Journal of Human Social Science, 12*(3), 7–10.

Mayring, P. (2004). Qualitative content analysis. *A companion to qualitative research, 1*(2), 159–176.

Mendez, E. P., Sherin, M. G., Louis, D. A. (2007). Multiple perspectives on the development of an eighth-grade mathematical discourse community. *Elementary School Journal, 108*(1), 41–61. https://doi.org/10.1086/522385

Mesiti, C., Artigue, M., Hollingsworth, H., Cao, Y., & Clarke, D. (2021). *Teachers talking about their classrooms: Learning from the professional lexicons of mathematics teachers around the world.* Routlegde.

Minarikova, E., Smidekova, Z., Janik, M., & Holmqvist, K. (2021). Teachers' Professional Vision: Teachers' Gaze During the Act of Teaching and After the Event. *Frontiers in Education, 6*, Article 716579. https://doi.org/10.3389/feduc.2021.716579

Oga-Baldwin, W. L. Q., & Nakata, Y. (2017). Engagement, gender, and motivation: A predictive model for Japanese young language learners. *System, 65*, 151–163. https://doi.org/10.1016/j.system.2017.01.011

Oga-Baldwin, W. L. Q., Nakata, Y., Parker, P., & Ryan, R. M. (2017). Motivating young language learners: A longitudinal model of self-determined motivation in elementary school foreign language classes. *Contemporary Educational Psychology, 49*, 140–150. https://doi.org/10.1016/j.cedpsych.2017.01.010

Roose, I., Goossens, M., Vanderlinde, R., Vantieghem, W., & Van Avermaet, P. (2018). Measuring professional vision of inclusive classrooms in secondary education through video-based comparative judgement: An expert study. *Studies in Educational Evaluation, 56*, 71–84. https://doi.org/10.1016/j.stueduc.2017.11.007

Seidel, T., Prenzel, M., Rimmele, R., Herweg, C., Kobarg, M., Schwindt, K., & Dalehefte, I. M. (2007). Science teaching and learning in German physics classrooms-findings from the IPN-Video Study. In M. Prenzel (Ed.), *Studies on the educational quality of schools* (s. 79–99). Waxmann.

Sherin, M. G., & van Es, E. A. (2005). Using video to support teachers' ability to notice classroom interactions. *Journal of Technology and Teacher Education, 13*(3), 475–491.

Skinner, E., Marchand, G., Furrer, C., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology, 100*(4), 765–781. https://doi.org/10.1037/a0012840

Stürmer, K., & Seidel, T. (2017). A standardized approach for measuring teachers' professional vision: The observer research tool. In E. O. Schack, M. H. Fisher, & J. A. Wilhelm

(Eds.), *Teacher noticing: Bridging and broadening perspectives, contexts, and frameworks* (pp. 359–380). Springer. https://doi.org/10.1007/978-3-319-46753-5_21

Stürmer, K., Könings, K. D., & Seidel, T. (2013). Declarative knowledge and professional vision in teacher education: Effect of courses in teaching and learning. *British Journal of Educational Psychology, 83*(3), 467–483. https://doi.org/10.1111/j.2044-8279.2012.02075.x

Stürmer, K., Seidel, T., & Holzberger, D. (2016). Intra-individual differences in developing professional vision: Preservice teachers' changes in the course of an innovative teacher education program. *Instructional Science, 44*(3), 293–309. https://doi.org/10.1007/s11251-016-9373-1

Terhart, E. (1992). Reden über Erziehung. Umgangssprache, Berufssprache, *Wissenschaftssprache. Neue Sammlung, 32*, 195–214.

van Es, E. A., & Sherin, M. G. (2008). Mathematics teachers' „learning to notice" in the context of a video club. *Teaching and Teacher Education, 24*(2), 244–276. https://doi.org/10.1016/j.tate.2006.11.005

van Es, E. A., & Sherin, M. G. (2010). The influence of video clubs on teachers' thinking and practice. *Journal of Mathematics Teacher Education, 113*(2), 55–176. https://doi.org/10.1007/s10857-009-9130-3

Vrain, E., & Lovett, A. (2020). Using word clouds to present farmers' perceptions of advisory services on pollution mitigation measures. *Journal of Environmental Planning and Management, 63*(6), 1132–1149. https://doi.org/10.1080/09640568.2019.1638232

Wipperfürth, M., (2015). *Professional vision in Lehrernetzwerken: Berufssprache als ein Weg und ein Ziel von Lehrerprofessionalisierung.* Waxmann.

Wood, P., & Cajkler, W. (2018). Lesson study: A collaborative approach to scholarship for teaching and learning in higher education. *Journal of Further and Higher Education, 42*(3), 313–326. https://doi.org/10.1080/0309877X.2016.1261093

Mgr. Miroslav Janík, Ph.D.
Institute for Research in School Education
Masaryk University, Faculty of Education
Poříčí 31
603 00 Brno, Czechia
mjanik@ped.muni.cz

Mgr. Eva Minaříková, Ph.D.
Institute for Research in School Education
Masaryk University, Faculty of Education
Poříčí 31
603 00 Brno, Czechia
minarikova@ped.muni.cz

prof. PhDr. Tomáš Janík, Ph.D., M.Ed.
Institute for Research in School Education
Masaryk University, Faculty of Education
Poříčí 31
603 00 Brno, Czechia
tjanik@ped.muni.cz

Mgr. Zuzana Juříková, Ph.D.
HUME Lab
Masaryk University, Faculty of Arts
Arna Nováka 1/1
602 00 Brno, Czechia
jurikova@phil.muni.cz

Appendix

Research sample: a detailed description

	Study programme	Year of study	Teaching experience	Experience with video analysis
S1	Master	5	Yes (Teaching practice)	Yes
S2	Master	4	Yes (Teaching practice)	Yes
S3	Master	4	Yes (Teaching practice)	Yes
S4	Master	5	Yes (Teaching practice)	Yes
S5	Master	5	Yes (2 years, Kindergarten)	Yes
S6	Master	5	Yes (Teaching practice and teacher`s assistant)	Yes
S7	Master	4	Yes (Private language school, tutoring)	Yes
S8	Master	4	Yes (Teaching practice, tutoring)	No
S9	Master	4	Yes (Teaching practice, tutoring)	No
S10	Master	4	Yes (Teaching practice, tutoring)	Yes
S11	Master	5	Yes (4 years, language school, tutoring)	Yes
S12	Master	5	Yes (Teaching practice)	Yes
S14	Master	4	Yes (Teaching practice, tutoring)	Yes
S15	Master	4	Yes (Teaching practice, tutoring, language school)	Yes
S16	Master	4	Yes (Teaching practice)	Yes
S17	Master	4	Yes (Teaching practice, tutoring)	Yes
S18	Master	4	Yes (Teaching practice, school language course)	Yes
S19	Master	4	Yes (Teaching practice)	Yes
S20	Master	5	Yes (Teaching practice)	Yes
S21	Master	4	Yes (Teaching practice)	Yes

Notes: S13 was not included in the sample for technical reasons. S16 studied at the same time also Master programme in English Linguistics on Faculty of Arts (Masaryk University).