



GlobELT: An International Conference on Teaching and Learning English as an Additional Language, Antalya - Turkey

Watch your teaching: A reflection strategy for EFL pre-service teachers through video recordings

Zafer Susoy^{a*}

^a*Graduate School of Educational Sciences, Anadolu University, Eskişehir, Turkey*

Abstract

The central issue addressed in this study is the use of video recordings to help foster the reflective practice of pre-service teachers. For the study, we used a qualitative research methodology to investigate and discuss the use of video recordings in the classroom as a means of promoting reflection among pre-service teachers of EFL. This study also reports on the participants' experiences, reactions and perceptions towards the use of video recordings of their teaching in the practicum. In this study, the data were provided whereby the video-recordings of both the actual teaching and the post-conferences held over three weeks. The three participants also kept reflective journals and answered an open-ended questionnaire. The results revealed that the video inclusion helped them to raise awareness particularly about the problems of their L2 use, the unfamiliarity between themselves and the students, and the effect of their moods on the day of teaching. Furthermore, the participants expressed a strong belief in the value and effectiveness of watching their teaching episodes weekly as to reach several questions, realizations and changes about their teaching practices in the practicum.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of Hacettepe Üniversitesi.

Keywords: reflective practice; video use; self-analysis; pre-service

1. Introduction

Reflection and its presence in contemporary teacher education programs is hardly questioned today. Undoubtedly, “reflection” is practiced so regularly in teacher education that teacher educators rarely question its merits although the

* Corresponding author. Tel.: +9002223350580; fax +90 222 335 36 16.

E-mail address: zsusoy@anadolu.edu.tr

students may sometimes do (Fendler, 2003). As a regular occurrence in most teacher training institutions, pre-service teachers are supposed to reflect on their teaching practices chiefly by writing. Although the ways of reflection may be debated, the value of one's learning by reflecting on his/her teaching is almost never refuted. According to Zeichner (1992), reflection has matured into a motto around which teacher educators are united for the sake of a teacher education enhancement. Previous studies asserted that reflective practices improved teaching (Shon, 1987; Jay and Johnson, 2000).

According to Eröz-Tuğa (2013), reflection should be a common practice for teacher trainers and trainees who possess some certain notions and principles about the methodology of teaching a foreign language. Despite its recognized value and a general agreement on its effectiveness, however, it seems that reflection may not necessarily be a part of teacher training programs due to several reasons such as “the organization of the practicum, willingness of university supervisors to spend extra time with trainees, and motivation of the trainees” (Eröz-Tuğa, 2013, p.176). Furthermore, when the pre-service teachers start practicing an authentic teaching in their placement schools during the practicum, they encounter a vastly astounding intricacy of expectations and classroom situations (Harford, MacRuaric and McCartan, 2010). Consequently, they may simply overlook the links between theory and practice of teaching and be merely confined to the mechanical and superficial aspects of their teaching (Barone, Berliner, Casanova and McGowan, 1996). To promote and better utilize reflection to bridge this gap between theory and practice in teacher education, much research has been centered on the employment of video technology (Wright, 2010; Calandra, Gurvitch, & Lund, 2008; Sherin and van Es, 2005; Sherin and Han, 2004). Although there is an abundant number of research widely reporting the effectiveness of digital video use in fostering critical reflection in teacher education (Rich and Hannafin 2009; Harford and MacRuaric 2008; Rosaen, Lundeberg, Cooper, Fritzen and Terpstra, 2008; Newhouse, Lane, and Brown 2007), there is still much need to investigate the ways of exploiting digital video in teacher training programs for reflective purposes.

With this regard, the major premise of this study is to help pre-service teachers become conscious, rational and analytical about their own strengths and weaknesses in teaching aided by the inclusion of video self-analysis into their practicum. The study aims to understand the use of video recordings in the classroom as a means of promoting reflection among 3 pre-service teachers of EFL studying at Anadolu University in pursuit of answering these research questions;

1. How do trainees evaluate themselves as a teacher and the classroom events through watching their video-recorded teaching?
2. What are the trainees' perceptions towards watching their recorded teaching sessions in the practicum?

2. Literature review

Eröz-Tuğa (2013) suggested that practicum is a vital prerequisite for pre-service teachers to be prepared for real ESL or EFL teaching contexts and it serves as an intermediary basin between training to teach and actual teaching. She goes on suggesting, however, that reflection can be highly neglected due to the course construction of the practicum and a lack of institutional or individual enthusiasm to allocate extra time and effort for practicing reflection (Eröz-Tuğa, 2013). One resulting consequence of this convention is the frustration of the teacher candidates. Some studies concluded that pre-service teachers feel anxious and unclear concerning the feedback and the evaluation procedures of the practicum (Gömleksiz, Mercin, Bulut and Atan, 2006; Celik, 2008; Paker, 2011). Consequently, it is plausible to claim that feedback which is based on authentic teaching samples can have an actual effect on teacher growth (Arter, 1999). Moreover, conventional observation and note taking strategies may not always reflect the genuine capacities of the candidates since the attendance of an observer can result in some unusual behaviors (Walsh, Glaser and Wilcox, 2006). Using video-captured sessions of actual teaching in a reflective manner might be useful to overcome this distress. Sherin (2003) ,for example, advices that university supervisors watch at least segments of a videotape to delineate a point about teaching and that this application would be more fruitful than merely providing written or oral feedback drawn on from an observation. Miyata (2002) also notes that the supervisions and assessments of university supervisors and mentor teachers may be the sole source of data during the practicum and that this kind of partial assessment- without enough number of observations and conference sessions- focusing only on the instruction may prevent professional teaching advancement. Thus, the pre-service teachers should be supported with the data from a range of sources to accompany their supervisors' feedback, therefore, making sense of it (Freiberg and

Download English Version:

<https://daneshyari.com/en/article/1109770>

Download Persian Version:

<https://daneshyari.com/article/1109770>

[Daneshyari.com](https://daneshyari.com)