VIDEO RECORDING AS A TOOL FOR REFLECTION AND IMPROVING TEACHING PRACTICE FOR PRE-SERVICE ENGLISH LANGUAGE TEACHERS.

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ABSTRACT

For so long, reflective practice has been very significant for professional development since it enables teachers to critically reflect on their work and from that develop their strategies in making change. Among several methods and techniques which have been incorporated into reflective practice of the language teacher training programs, video recording is believed to be one of the most popular and effective techniques. However, the process of self-reflection and spoken-reflection with video recording happening in novice teachers are still left with little attention. This qualitative case study investigates both processes that take place after microteaching or peer-teaching sessions of novice teachers. The findings suggest that these teachers experienced four main stages in their self-reflection period with generally basic observation for their teaching practice, and a more detailed, critical, and in-depth spoken-reflection when interacting with the mentor during the feedback period. Furthermore, the findings also provide novice teacher's evaluation of their experience in teaching practice with video recording, in which they reported the affordances of video recording outweigh its constraints. In conclusion, this study demonstrates that knowing the nature of reflection process in pre-service teachers as well as the pros and cons of video-based reflection is crucial in designing training program for ELT teachers in particular, and ELT teacher education in general.

ACKNOWLEDGEMENTS

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CHAPTER 1 – INTRODUCTION

1.1 Background of the study

In the community of education, the ability to reflect on one's own teaching practice in pre-service teacher training is believed to be worth cultivating as one of the most important goals in any teacher preparation programs (Darling-Hammond, 2006). For decades, experts in teacher education such as Olivero (1965), or Levis (1987) have looked for innovative ways to help pre-service teachers learn how to teach and both shared the similar goal in making teacher training an effective and reflective process. Reflection has long been an important stage that most student teachers have experienced after their teaching practice, with an aim to not only re-witness their past performance and self-reflect, but also, more importantly, to improve their teaching in the next practices. An effective reflection, according to Wubbles, Korthagen, and Broekman (1991), is a process in which the new teachers look at their lived experience, then interpret and generalize it with the help of their "existing mental structures" to either "form new mental structures" or add to the existing ones. It is arguably that one's teaching practice reflection can be accomplished in a number of ways. However, several recent studies such as Serdar Tülüce & Çeçen (2017), Rosaen et al. (2008), or Akcan (2010), have found that video recording of the teacher's interactions in classroom can be particularly effective in facilitating their own reflection since they provide teachers with an opportunity to witness themselves from a different angle - the outside observer (LeFevre & Brophy, 2004).

Digital video recording with all its benefits has paved the way for an innovative era in improving teaching practice, and the fact that video recording is being widely used in several pedagogical training institutions has determined the teachers' growing reliance on it. While other innovations have come and gone, video still persists. What has made video recording a phenomenon in teacher training? What is it about video recording that we, as teachers, find so appealing, and that despite the diverse research results, researchers and educators still continue to value it? Starting my career as an English teacher from a developing country in Southeast Asia where video recording in teacher education is still totally new, rare, and not popularly used at all, those questions above have kept me wondering for so long. At the University of Warwick, for the first time, I had an opportunity to take part in the mentoring project, in which, we – as experienced teachers – would mentor for the inexperienced ones

or pre-service teachers in their peer teaching practice, with the help of video recording alongside. The project with all its fruitful knowledge and experience that I gained has opened a brand-new world to me personally, and motivated me to pursuit this study on the value of video recording in teacher training.

This study will focus on video recording as a tool for reflection process and making teaching practice improvements for pre-service teachers. The target audience for this study is the 2015/16 MA in English Language Teaching (MA in ELT) students. A majority of them have little or zero experience in real classroom teaching, except for a few that might have taken teaching practicum in schools as part of their undergraduate study requirements.

1.2 The purpose of the study and research questions

This study aims to investigate the reflection process of 2016/17 MA ELT students (target group: pre-service teachers/ novice teachers) with the video recordings of their own teaching performance. The specific objectives are: firstly, describe their experience when teaching with video recording and their reflection stages through their own video clips; secondly, analyse their interactions with the mentors to show their reflection during the feedback period; and finally, evaluate their experience with video-recorded teaching and self-reflection that these students have gained for themselves.

The research questions are as follow:

General question

How do pre-service teachers reflect and improve their own teaching practice through video recording?

Specific questions

(1) What are the stages that pre-service teachers experience during the reflection process?

(2) How do pre-service teachers perform their reflection during interaction with their mentor (alongside with the video recording)?

(3) What are the participants' evaluation on using video recording in teacher education?

1.3 Structure of the dissertation

This study consists of five (6) chapters. Following this chapter are:

Chapter 2: Literature Review

Chapter 3: Methodology

Chapter 4: Data Analysis and Findings

Chapter 5: Discussion

Chapter 6: Conclusion

CHAPTER 2: LITERATURE REVIEW

2.1 Historical background

As video recording equipment became less pricey and more portable in the 1960s, many populations in various fields have taken advantages of video playback as a way to "confront" or re-see themselves and their performance, such as: basketball player (Cooper, 1970), brainstormers (Dillon et al., 1971), psychiatrists (Berger, 1970), or salesmen (Brophy, 1971). Most of the training in these areas have used video playbacks in different types, which can be slow motion, normal, or time-lapsed, to serve the purpose of re-witnessing their action or performance and from that improve themselves. Indeed, education is not an exception in the flow. Teachers and students from all over the world, at every level, in almost any specialism have had chances to see themselves video-recorded: in counselling (Cerra, 1969; Poling, 1965), in agriculture (Hedge, 1970), in language (Dugas, 1967; Calabro, 1969), in mathematics (Gall et al., 1971), or in engineering (Perlberg, 1970).

Some of the early research that can be found in this area are Allen and Ryan (1969) with a focus on the use of video for microteaching purpose. As written in the book, it all started with the problem they faced in preparing graduates from the liberal arts college of Stanford University to undertake the teaching practicum as interns after several months of initial training, Allen then tried to make changes to the traditional approach of the lectures supplemented by just student practice and teaching observation in schools, he sought a more effective measure which was micro-teaching with the support of video recording, this change was a success and met a number of important teacher training criteria. Later on, there were also other trials of video in teacher training such as Greenburg (1971) with an introduction of relating videos and trainer supervision in improving student teachers of physical education; or Koorland et al. (1985) with research on video recordings and telephone conferencing to improve teaching practice, etc.

The history of video in teacher education is broad since its application is favoured in several aspects of the training program. Video's affordances have been shown is several uses in teacher education such as microteaching in early 1960s (Olivero, 1965), interaction analysis in 1970s (Flanders, 1970), modelling expert teachings in early 1980s (Berliner, 1986), video based cases by the late 1980 - the teaching cases that provide novice teachers with a rich view of "pedagogical dilemmas" (Sherin, 2004), and hypermedia programs in the early 1990s – the

program consists of different video extracts that construct different issues for both pre-service and in-service teachers to investigate (Goldman & Barron, 1990; Lampert, Heaton, & Ball, 1994). However, in this study, I will focus on discussing the starting point of two main methods that I find mostly related to my research scale and context in training novice teachers– microteaching and interaction analysis - which were used in accordance with the video recording to train pre-service teachers decades ago but still maintain their status nowadays. According to Sherin (2004), the history of digital video in teacher training with its earliest applications can be tracked back to one of its first uses in microteaching that aimed at experimenting teaching at a "micro-level", in which, a scaled-down classroom performance of the pre-service teacher is expected in terms of instructional strategies, the size of the class, or instruction time. Developed in the early 1960s, microteaching was put in parallel with the initiation of portable video equipment use (Olivero, 1965). Sherin's chapter (2004) in "*Using video in teacher education*" also mentioned microteaching with the support of video recording to give readers more insight into how this process worked. In this case, the pre-service teachers taught a ten to twenty minutes lesson to a small group of their own peers playing the role of students, the lesson should focus on introducing a specific language skill such as listening, speaking, vocabulary, or grammar, etc. During this teaching period, the lesson would be videotaped and the pre-service teacher, later on, would use it to analyse their performance. Most of the time, the teacher trainee watched the video with his or her supervisor for reflection and more guided feedback. Based on the design of the training program, the microteaching could be carried out by individual or peer – teaching and pre-service teachers might be asked to reconstruct that lesson and re-teach it again to another group of peers. In this process, Sherin also put an emphasis on maintaining the "cycle of re-teaching and video analysis" until the pre-service teacher established expertise on teaching that selected language skill. Microteaching was then believed to be the standard for any teacher training program, it was so widely applied and successful that by 1972, there were approximately 100 studies and research that had examined and confirmed the positive and fruitful effects of microteaching (Levis, 1987). Furthermore, it also marked the launching of video use as an effective and powerful tool in teacher education, which still maintains its status in nowadays.

The 1970s witnessed the appearance of another adoption of video, it is called interaction or lesson analysis (Sherin, 2004). Strictly speaking, before the appearance of videos, the

interaction can be analysed through other ways such as audio recording and transcriptions. However, with the support of digital video recording, interaction analysis was enhanced to a new level. This method not only required teacher trainees to observe themselves again after their microteaching, but also asked them to dig deeper by analysing their own teaching practice and reflecting from that. This was when the second use of video was realized and put into practice. Different from the microteaching, where student teachers were meant to practice teaching a specific skill, this method necessitated them to learn and analyse the different behaviours of both teacher and students in their lesson from the video recording. For instance: the amount of teacher talking time, students' talking time, teacher's instructions, teacher's feedback, or students' response. Interaction analysis shared the similarity with microteaching in the idea that the intricacy of classroom can be broken down into smaller components. However, interaction analysis focused more on the "perspective of process-product research" (Sherin, 2004), or in other words, the goal of this method was to draw teacher's awareness on how their behaviours could affect the students' outcomes. That is to say, the introduction of video recording in teacher training has not only made classroom interaction analysis more feasible but also considerably simplified this process; therefore, this explains the increasing prevalence of this method in teacher education (Wragg, 1987).

2.2 Theoretical foundation of video recording in teacher education

2.2.1 Objectives of video-recording viewing in teacher education

Gaudin & Charlies (2012) and Leblanc & Veyrunes (2011) share a similar point of view in their studies, that despite the technological and institutional constraints in using video, the objectives of video recording viewing still rely on the theoretical foundations which have been playing a major role in building up any teacher training program. A wide range of theoretical frameworks can be found in the table below with various studies that examine video viewing in several teacher education courses:

Examples of theoretical frameworks	Studies
An activity-centred approach to work analysis (Durand & Poizat, 2014) Enaction theory (Varela, Thompson, & Rosch, 1991), Course-of-action theory (Theureau, 2003)	Leblanc & Ria, 2014
Cognitive Development Process Model (Chan & Harris, 2005)	Brouwer & Robijns, 2014
Cognitive flexibility theory (Spiro, Feltovich, Jacobson, & Coulson, 1992)	Yadav & Koehler, 2007
Constructivist perspective (Prosser & Trigwell, 1998)	Yung et al., 2007
Culturalist anthropology based on the analytical philosophy of Wittgenstein (1996)	Gaudin, Flandin, Ria, & Chaliès, 2014
Enaction theory (Varela et al. 1991)	Coles, 2013
Generative theory (Wittrock, 1974) – generative theory of multimedia learning (Mayer, 1997)	Calandra & Brantley-Dias, 2010
Inquiry theory (Dewey, 1927, 1938)	Lussi & Muller, 2014
Learning and Teaching Geometry model (LTG) Teaching and learning perspective (Cohen, Raudenbush, & Ball, 2003)	Seago, Driscoll, & Jacobs, 2010
Learning to Notice Framework (LNF) Linguistic anthropology – Professional vision (Goodwin, 1994) Situative perspective – Situated cognition (Brown, Collins, & Duguid, 1989), expertise (Lesgold et al., 1988), teaching-incontext theory (Schoenfeld, 1998)	van Es & Sherin, 2008
Lesson Analysis Framework (LAF) Experiment model for teaching (Hiebert, Morris, & Glass, 2003), lesson study (Lewis & Tsuchida, 1998)	Santagata et al., 2007
Levels in Learning framework (Korthagen & Lagerwerf, 1995)	Calandra, Sun, & Puvirajah, 2014
Multi-theory and practice based approach Distributed cognition (Perkins, 1992), situated learning (Greeno, Collins, & Resnick, 1996), new research on expertise (Bransford, Brown, & Cocking, 2000)	Kale & Whitehouse, 2008
Pragmatic philosophy (Mead, 1982)	Harlin, 2014
Problem-Based Learning approach (PBL) Ill-structured problems (Hung, 2006), facilitation (Hmelo-Silver & Barrows, 2008), collaborative discussion (Mennin, 2007), and self-directed research (Savery, 2006)	Zhang et al., 2011
Problem-Solving Cycle model (PSC) Situative perspective – communities of practice (Lave & Wenger, 1991), situated learning and artifacts of practice (Greeno et al., 1996)	Borko et al., 2008
Reflective practitioner (Schön, 1983; Van Manen, 1977)	Calandra et al., 2008
Social constructivism theory (Vygotsky, 1978)	Koc, 2011
Sociocultural perspective – Dialogic inquiry (Wells, 2002; Wenger, 1998)	Llinares & Valls, 2010
Teachers' professional vision: Noticing and knowledge-based reasoning (e.g., Sherin, 2001; Berliner, 1991)	Blomberg et al., 2011

Examples of theoretical frameworks used by studies on video viewing in teacher education and professional development. Taken from C. Gaudin and S. Charlies, 2012, *Educational Research Review*, *16*, 41-67.

According to Gaudin & Charlies (2012), the theoretical frameworks listed above have paved the way for the selection of objectives in video viewing and also play a role in guiding the approach to design several teacher training programs. Based on several studies, Gaudin & Charlies also distinguish and draw out six specific objectives of video-recording viewing as follow: (1) showcasing good examples of teaching practices, (2) showcasing distinctive professional situations, (3) analysing the diversity of classroom practices from different aspects, (4) stimulating self-reflection, (5) guiding and coaching for teaching, and (6) evaluating competencies (Fadde & Rich, 2010; Janík et al., 2009; Martin & Siry, 2012; Masats, Sormunen, Hacklin, & Ducos, 2007; Wang & Hartley, 2003).

Based on the goal of using video recording in helping pre-service teachers to learn how to teach, those specific objectives can be divided into two categories. The first one is constructed from a "developmentalist" aspect in which the objective is using video viewing to build knowledge of "how to interpret and reflect on classroom practices" (Sherin, 2004, p.14). The

second one is formed from a "normative" aspect in which the objective is to build knowledge of "what to do" in classroom (Fuller & Manning, 1973; Lampert & Ball, 1998).

From Developmentalist perspective - Video viewing to build knowledge on how to interpret and reflect

Most studies have shown that the viewing of video not only expose pre-service teachers to a wide range of professional practices in teaching but also trigger their self-reflection (Merseth, 1994; Brophy, 2004; Meyer, David, Cantin, & Aube, 2005). Santagata & Guarino (2011) emphasize that this objective is not to point out good or bad practices, or in other words, not to encourage reproducing or rejecting practices. Instead, its aim is to equip pre-service teachers with some selected videos which they can use as "springboards for analysis and discussions about teaching and learning" (Borko et al., 2011, p.184). Abell & Cennamo (2004) support this view point by stating that when watching other teachers' videos, pre-service teachers can uncover, clarify, and purify their personal belief in teaching and learning, question and challenge themselves to a higher level, and then are able to unfold new understandings.

One of the key roles in building up the knowledge in how to interpret and reflect is "problem based learning" (Zhang et al., 2011). Similar to the idea of "video clubs" for in-service teachers (Sherin & Han, 2004) in which the classroom events were watched and then interpreted, Lewis (2000) came up with a "lesson-study" for pre-service teachers, in which they had to plan a lesson together, nominate one volunteer to teach, record the video of that person teaching, and then view the video together with a focus on the planned activities and the impact on students' learning. One more program that has been taking advantage of video recording is "microteaching" in training interpreting and reflecting skills for student teachers. Based on Vygotsky's social constructivism theory (1978), Koc's recent study in 2011 sketches out a broad outline to help pre-service teachers to elaborate, implement, and analyse the role plays in different situations of the classroom through microteaching. "Video annotation" is another method that shows great possibility in guiding pre-service teachers in analysing their self-video, an example of this method is "critical incident analysis" (Griffin, 2003; Tripp, 1993). This approach requires pre-service teachers to video-record their lessons, watch the video and select some critical incidents, analyse those video clips by writing a reflection, and finally post the clips in their electronic portfolio. However, Fadde & Sullivan (2013) argue that the video

annotation method is more appropriate and beneficial for late-stage pre-service teachers rather than early-stage ones, due to its sophisticated requirements. Therefore, they suggest that simple video observation activities should be incorporated in the early stage of teacher training to help them prepare for more advanced activities of video observation later on in their training (Fadde & Sullivan, 2013, p.170).

From Normative perspective - Video viewing to build knowledge on what to do

Different from developmentalist, from the perspective of normative, some studies have shown that initially, in most case, video viewing is not only about developing the reflective practice for pre-service teachers, but instead, it usually presents the "best practices" in a variety of situations and backgrounds of the teaching profession (Goldman & Barron, 1990). According to Brouwer (2012), the selected videos that show typical classroom lessons or good teaching practices will contribute to building up knowledge in pre-service teachers about "what to do". For instance, showing good practices will not only raise their awareness about the diverse approaches to teaching and learning (Oonk, Goffre, & Verloop, 2004) but also avoid demotivation in training (Wong, Yung, Cheng, Lam, & Hodson, 2006).

2.2.2 The nature of the classroom-practice videos viewed in teacher training

Understanding the nature of the classroom-practice videos which are viewed during the training time is important in achieving the goals and objectives set for the course. Therefore, there are several aspects to be considered in the type of videos and the affordances and challenges related to different types of video, and the appropriate way to view each type.

Studies have categorized three types of video recording that are mostly used in training pre-service teacher:

(1) Videos of unknown teachers' classroom practice (Hatch & Grossman, 2009)

This type of videos is beneficial for pre-service teachers at the point that they appropriately facilitate the analysing process for professional practices, and enable pre-service teachers to apply the methodology for their own classroom activities or their peers'. Moreover, watching this type of video allows pre-service teachers to get more emotionally and motivationally engaged in the discussion and reflection events rather than watching their own classroom performance (Kleinknecht & Schneider, 2013). However, some recent studies also point out the major limitation of viewing unknown teacher's video, that is the teaching contexts are far

more different from the pre-service teachers' actual teaching experience and therefore lessen their utility (Leblanc, 2012; Zhang et al., 2011).

When using this type of video, it is suggested that teacher educator needs to describe the teaching context in the video such as the educational background, lesson content, teacher's objectives, teaching method used, language focus of the lesson, etc. to help inform the pre-service teachers (Brunvand, 2010). Some other studies emphasize the importance of including comments on the teacher's activities to enrich the viewing experience among pre-service teachers (Brunvand, 2010; Leblanc, 2012).

(2) Videos of peers' teaching practice (Sherin & Han, 2004)

One of the advantages of viewing peer-teaching video is that the pre-service teachers do not feel isolated but reassured when they see other peers in the same teaching situation just like them, as they are "seeing an echo" (Leblanc & Seve, 2012). The fact that they can "see the other as oneself" (Leblanc, 2012) and understand the similar problems they share (Borko et al., 2008) through this "mimetic experience" (Durand, 2008) will eventually be much easier for pre-service teachers to change and improve classroom practices after they successfully identify, interpret, and discuss with friends the new ways of doing things (Borko et al., 2008; Baecher & Tuten, 2011). Nevertheless, Leblanc (2012) and Zhang et al. (2011) both share a criticism of viewing video of peer activity that even pre-service or in-service teachers are unenthusiastic in giving deep analysis for professional practices of peers, even if the other peer has more that can be criticized.

(3) Videos of one's own teaching practice (Rosaen, Lundeberg, Cooper, Fritzen, Terpstra, 2008)

Zhang et al. (2011) describe this experience as "having a mirror placed in my face". What makes viewing this type of video interesting and emotional is the feeling of provoking the "development of descriptive and critical reflection" (Gaudin & Charlies, 2015). When watching their own videos, pre-service teachers tend to have a stand at a certain angle that allows them to re-see then come to "know and recognize" themselves (Leblanc, 2012), as a result, they will learn to spot the highs and lows in their lesson. These videos when used repeatedly will help enhance their "cognitive power" in observing, identifying, interpreting, as well as their teaching manner (Coffey, 2014). Research also show that when using alongside with feedback period, watching this type of video can help them seek realistic "specific evidence" for the claims and also make them "more cautious in making judgments" (Baecher & Kung, 2011).

Especially when watching their own video with another peer, Zhang et al. (2011) emphasize that the pre-service teachers will have "double mirror" which can give them broader observations and supportive opinion to avoid "harsh self-criticism". Besides the advantages, viewing videos of one's own practices is said to be an uncomfortable experience when the teachers being filmed and having the results watched by others (Gaudin & Charlies, 2015). As a consequence, they may initiate face-issues and even refuse to be recorded (Borko et al., 2008; Sherin & Han, 2004). Solutions for this issue are various, however, several studies agree upon building up a community support (Coyle, 2004; Borko et al., 2008; Lasagabaster & Sierra, 2011, Sherin & Han, 2004) in which the teachers feel they are part of a supportive and safe educational professional environment, and understand that their videos are the learning opportunities not only for themselves but also for colleagues or classmates.

2.2.3 The effects of video viewing on pre-service teachers' practices

Awareness of the video viewing effects is very crucial in teacher education since it helps to evaluate the potential value of video in training teachers, and also enhance pre-service teachers' understanding of the nature of teaching as they watch the classroom-practice videos.

➢ **Effect on teacher motivation**

Kleinknecht & Schneider (2013) have paid a particular attention to investigating the emotional and especially, motivational processes in video viewing among pre-service teachers that have received little systematic investigation in the literature, by researching on the motivational process that happens during and after video observation and analysis. Their results reveal that, in a specific video-based approach context, video observation of other's teaching stimulates profound reflections and leads to motivation similar to or higher than that which takes place in video observation of one's own teaching.

Sherin (2004), by looking at video's effect from another angle, has a more specific observation on the impact of video in teacher motivation by pointing out the attractiveness that video has demonstrated. She compares it with an authentic experience which can positively affect intrinsic motivation and interest. Several other studies such as Barrett & Rasmussen (1996), Choi & Jonson (2007), or Moreno & Valdez (2007) also determine that satisfaction level when using video in teacher training courses is much higher than experience narrations or textual support.

> **Effect on teacher cognition**

The enhancement of selective attention in pre-service teachers when using videos is discussed in several studies. While videos allow teacher trainers to develop strategies in focusing on relevant classroom events during a lesson (Brunvand, 2010), pre-service teachers have their capacity in identifying suitable events developed and enhanced, since by watching videos, they have the opportunity to focus on both teacher's activities and students' activities (Sherin & van Es, 2005; Fox, Brantley – Dias & Calandra, 2007). Snoeyink's (2010) research is an example, it shows the effective consequence of video self-analysis in helping pre-service teachers to recognize pertinent classroom interactions, or more specifically, to distance themselves and see from the student's perspective to know how well students have understood the lesson. Borko et al. (2008) state that video viewing promotes the shift from partial descriptive analysis to more concentrated, detailed, and interpretative analysis within pre-service teachers. Boiling (2007) also reports certain changes in the way pre-service teachers examine their own belief and understanding about the values of teaching and learning in which they become more critical and their assumptions are more challenged.

> **Effect on teacher teaching practice**

Gaudin et al.'s (2014) study highlights the influences of video viewing on classroom practices, in which, the results provide that that professional concern of pre-service teachers echoes what they view and they also learn how to adopt and adapt new ways into their teaching based on the video they watched. A research by Christ et al. (2014), in which participants are both pre- and in-service teachers taking part in a video-based reflective discussion and have their learning documented, reports that those teachers applied mostly half of what they have learnt into their teaching; and it is particularly shown that what they learn from methodology materials and instructors is equal with what they learn from videos and follow-up discussion.

2.3 Reflection in teaching practice with video

2.3.1 Defining reflection

Reflection in teaching practice has gained its central position in almost every field of professional education. Definition of reflection can be sought through Dewey's (1933, p.9) perception of reflective thinking as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further

conclusions to which it tends". This quotation of Dewey addresses both targets: defining the concept and explaining the process of reflection. In addition, based on Dewey's work and with an aim to make it more applicable and useful in the reflective practice's instruction, Rodgers (2002b) has suggested the four phases in an understandable way: *(1) Presence to experience (see); (2) Description of experience; (3) Analysis of experience and establishment of explanations; (4) Taking intelligent action/experimentation*. She also notes that despite the initially sequential occurrence of the different phases in reflection, the reflective process is still more meticulously characterized as cyclical in nature (Rodgers, 2002b).

There seems to be a wide concurrence that reflection is a special form of thought (Kremer-Hayon, 1988; McNamara, 1990; Sparks – Langer & Colton, 1991), and within the framework of self-awareness, it can lead to virtue (Fendler, 2003). This conclusion of Fendler can be traced back to Dewey's declaration (1933) that an effective reflection in educational practice must come from within the paradigm of self-awareness, this characteristic has made the examination of teaching more compelling and reflective, and more related to the processes of teacher's evaluation.

Regarding the typology of reflection, Valli (1997) introduced five types that teachers can operate: technical reflection, reflection in and on action, deliberative reflection, personalistic reflection, and critical reflection. Although with different functions, each category of these five reflective practices still maintain the improvement of teachers as its core target. As explained by Valli (1997), "technical reflection" related to the examination of teachers' actions based on a given list of criteria; "reflection in and on action" enabled teachers to measure the estimate the effectiveness and consider several actions during and after teaching; "deliberative reflection" allowed educators to evaluate the research and several views against the pedagogical practice aspects; "personalistic reflection" included the self-guidance from teachers' own perspectives; and finally, the "critical reflection" concept proposed that the teachers reflect on and assess their teaching practice through the lens of "social justice" and "moral concerns". These categories of reflection suggested by Valli (1997) demonstrate the effort to distinguish reflection as a means to promote teachers' engagement to their own teaching practice in a more recognizable and systematic way.

2.3.2 Reflection with video

There have been several ways for teachers to reflect on their classroom practices, interactions during teaching, teaching methodology, and their language proficiency. These aspects have long been explored through the use of classroom observations, journal writing, discussions. However, since the invasion of video-based technology, reflection in teaching practice for teachers was pushed to a new level. It is considered useful and evident for student teachers or novice teachers to take advantage of video recording to reflect and improve their own teaching. As discussed in the previous sessions, reflection with video recording means that the post-lesson reflection takes place along with the video, novice teachers can draw their attention to strength and weakness, and from that find solution for their mistakes or problems. LeFerve (2004) and Perry & Talley (2001) agrees upon the numerous benefits that video can bring about in a teaching context. According to them, the sense of realism and context are important aspects that novice teachers can learn when watching their video. Moreover, it allows them to replay several events that are neglected in the first time viewing and more importantly, re-observe the classroom's dynamics to evaluate their lesson.

In the reflection period, as an external input, video can be replayed and analysed several times Another affordance of video is that it can provide a focus on the teacher's performance or students' activities (Richards & Lockhart, 1996). Schratz (1992, p.89) emphasizes the power of video recording in the development of the teachers' reflective competence by saying that it confronts teachers with a "mirror-like objective view of what goes on in class".

CHAPTER 3 – METHODOLOGY

3.1 Introduction

The aim of this chapter is to concentrate on the details of research methodology used for discovering the practices and reflection process of novice teacher in teaching practice with video recording. In this study, I carried out a qualitative case study in which the semi-structured interviews and recordings of the feedback period for teaching practice were collected. The sequence of topics to be presented will be: qualitative case study, research context and participants, research approach, data type and data collection procedure, approach to data analysis, and ethical issues.

3.2 Qualitative case study

According to Starman (2013), case study was one of the first research types to be used in qualitative methodology, more particularly, it has been widely used in the field of social sciences and is considered to be especially valuable in practice-oriented fields such as education and social work. Chapelle & Duff (2003) emphasize some characteristics of case study that makes it a typical form of research: it tends to be more interpretive and subjective, deals with more diverse issues such as teacher's professional development, teachers' and learners' identities, education policy, or program evaluation.

Despite the "subjectivity" characteristic (Yin, 2003:35) as its weakness, Dörnyei (2007: 115) argues that a particular case study with high-quality details and description still has the strong potential to obtain a "thick description of a complex social issue embedded within a cultural context", not just that, it can contribute to thorough and in-depth understandings of a target phenomenon that no other method can yield.

Based on the advantages of case studies listed above, I decided to employ a qualitative case study for my research for these reasons. Firstly, it is suitable for clarifying teachers' understanding of their work and their ability to respond to the problems they faced (Nunan, 1992b cited in Stoynoff 2004: 380) which is exactly what my study is aimed at. Secondly, participants of my research are the novice teachers who all share the similarity of limited teaching experience, however, they possess diverse beliefs and various understandings about the reflection process during their training; this is one of the target areas I want to investigate on. Finally, choosing to adopt a qualitative case study for my research also means that I can

examine each case and then compare to other cases, the knowledge that I obtain from each case will then help me build up a more profound analysis of the data collected.

3.3 Research context and participants

The study was conducted at the University of Warwick, and the participants were novice teachers in a one-year Master Degree Program of English Language Teaching. During the last term of their program, these inexperienced teachers took part in one compulsory module which aimed to develop their classroom and action research skills in an experiential way. This module required them to prepare an approximately 20-minute lesson to peers, teach that lesson, and finally reflect on this and find out some points that they should improve. During their teaching practice, a camera was used to record their whole lesson with peers, the video then was shared with them to serve as a mean of support for their own reflections as well as being used alongside in their oral feedback session with their mentors – the experienced teachers. After the first teaching practice with their initial self-reflection and another chance to reflect with their mentor's feedback, these teachers went through the same process again in a second lesson taught to peers. At this time, they were expected to improve the pedagogical issues that were pointed out in the previous session, the lesson was also videotaped for self-reflection and feedback session. In the end, these teachers were required to write a reflection paper as part of the module assessment.

According to Patton (1990), it is very important to select and collect "information-rich cases", or in other words, "purposive sampling", to achieve an in-depth study. These cases are explained as those which allow me to learn a lot of issues with central importance to the purpose of this study. In order to answer all research questions of the study, I was planning to conduct the interviews with a group of inexperienced (or novice) teachers. This target group is the ones who have little or no previous experience in English language teaching. During their training at undergraduate study, teaching practicum (internship), or master program, they have experienced teaching practice with video recording to help them reflect and evaluate the teaching of their own. As an MA student, they are also knowledgeable about the module's requirement and its objectives as it was part of their professional practice in the MA program. Therefore, these students were believed to be the information-rich cases for the subject and were considered eligible participants of this study.

Having learnt about their professional background and amount of experience in teaching practice with video recording, I reached out to the cooperative teachers in that group. As a consequence, the interviews were conducted with nine participants selected through convenience sampling, pseudonyms will then be used for each teacher participant when doing data analysis and reporting the result of this case study. While the researcher had received the offer to take part in the study from nine students, the ninth participant decided to withdraw in the last minutes for personal reason. The reason then was explained as time-issue.

3.4 Research approach and rationale

Given the aims and focus of this qualitative case study, in an attempt to gather quality data, the qualitative approach was employed for this study because it is: (1) suitable for the research area, (2) practical, and (3) interpretive.

First, according to Geertz (1973), the qualitative approach is mostly effective in exploring, describing, or explaining a social phenomenon; also, it can unpack the meanings that people ascribe to some activities or events, and builds a deep understanding and "thick descriptions" of people in a naturalistic setting. Furthermore, through this approach, the researcher can get closer to the participants' perspectives by detailed interviewing, interactions, and observation (Seale et al., 2007). This study focuses on a specific area of reflective practice - the teacher's reflection in teaching practice with video recording, of which, the results can be influenced and achieved through a number of factors. Thus, it seems reasonable to use this approach for the present study.

Second, from the view of feasibility, or in other words, practicality, the approach adopted in this study is considered to be practical and suitable. As Dörnyei (2007) concludes, "the feasibility of using a particular method greatly depends on the kind of participant sample the researcher can have access to" (p.309). My career as a teacher trainer allows me to gradually build up an observing eye and to gain subjective point of view on how the student teachers reflect on themselves and the environment of teaching profession surrounding them. The inexperienced teachers, share the similarities with the student teachers I used to train. Most of them tried teaching practice with video recording for the first time, they shared hopes, excitement, fears, intentions, and values, they also had times of confusion, satisfaction, and

even demoralization. Considering those characteristics, an interview, or more precisely, a friendly in-depth "interactional encounter" (Clayman and Heritage, 2002) was designed to be carried out between the researcher and each participant. To make the most out of the resources I have from each participant, each interview lasts for at least thirty minutes to get the individual's point of view through rich verbal data.

Third, as Magnusson & Marecek (2015) discuss, interpretation is at the heart of qualitative research. It is at the same time interesting and explanatory to see how participants attribute to different events and activities, how they make meanings and negotiate them in interaction with others. And as a result, researcher, based on social contexts, can engage in "making sense" of participants' experience. In the same book, Magnusson & Marecek (2015) also argue that quantitative method which relies on questionnaires and scales as instruments can only constrain participants to a limited batch of alternatives that have already been set by the researcher. Therefore, by adopting the qualitative approach in this study, I can take advantage of the loosely structured interviews to bring forward their memories, stories, beliefs, viewpoints, and understanding about the subject, and from that gain a deeper and broader interpretation of the data.

To sum up, in order to tackle this area and to make the most out of available data sources, the qualitative approach seems to be the most suitable choice for this study.

3.5 Data type and Data collection procedure

3.5.1 Teachers interview

Ten Have (2004) states that interview is one way of reproducing evidence, to be embellished in term of a chosen ideas set, in order to initiate a "dialogue" between the two that is expected to result in revealing an aspect of social life. He also explains that the "set of ideas" here is understood as how the researcher would define the issue, in analytic terms, what he or she is looking for. Based on this view, this study employs interviews as the main source of data to generate. Besides, extracts from the recording of the feedback sessions between the mentors and the participants for their teaching practice are also included in the data set. These recordings were collected during the same term when participants carried out their microteaching in the professional practice module discussed above.

Gil et al. (2008:291) refer to interviews as one of the common methods of collecting data for qualitative research. While structured interview is explained as a "detailed script" that can be resembled as a "spoken questionnaire" for piloting before the interview, the semi-structured interview normally depends on just a guide, meaning that it provides more flexibility for both interviewer and interviewee in diverging to pursue different response or idea in more detail, and the unstructured interview comprises open-ended questions with which, the interviewees have more chance to talk at length about what they consider significant and eminent (Mann, 2016).

After considering the applicability of each interview type with the goals of this study, the semi-structured interview was chosen with a view to not only reveal the key points and additional information from both researcher and participants but also remain in the framework of this study.

3.5.2 The interview guide

In this study, based on the selected type of semi-structured, the interview guide was constructed on the basis of the research questions which were divided into narrower and more specific sub-questions to serve as guidance throughout the interview. Each interview lasted 30-45 minutes, and was conducted through the medium of face-to-face interaction.

The face-to-face interview was chosen for several reasons. According to Opdenakker (2006), this kind of interview is default and characterized as "synchronous communication", in which the voice, intonation, body language etc. of the interviewee can provide the interviewer with much more extra information that can be a supplement to their verbal answers. He also emphasizes that in semi-structured interview, a face-to-face encounter can help the interviewer to create a good interview ambience, or in other words, a standardisation of the situation. In the end, all of the eight participants preferred to be interviewed face-to-face.

3.5.3 Data collection procedure

To ensure the feasibility of the selected research approach, a pilot interview was conducted with available convenience samples. Before the pilot interview, participants were informed of the aim and progress of my study and approved to be interviewed and recorded. Two "test" face-to-face interviews were carried out with two of my participants with a set of pilot questions (see Appendix C: Pilot interview questions). This step was very helpful for me in

order to get a general feel of how the interview would go and to refine my final interview guide. It also helped me iron out some of the kinks before I continue to proceed with other participants.

After the pilot interviews, some questions were realised to be repetitive and would make it unnecessary for interviewees to answer or there were some single-answer questions that limited the interviewee's response to what I expected to get from them, therefore I decided to modify several questions (see Appendix D: Revised interview questions). To solve this problem, I then related to Cohen et al.'s (2011, p.423) idea in setting up some leading questions as a core and then phrasing them in a manner that makes the questions more open and can help suggest the desired answers. For example, my use of direct Yes/No questions such as *"Did you base on a checklist to reflect on your teaching?"* was then changed to *"What kind of system did you use to base your reflection on and why?"*. In the end, I modified the interview questions and also assigned some more sub-questions to follow-up when possible.

After piloting, I was more confident in the set of questions that would be used for the later participants. I had planned to select at least 10 teachers to participate in this study, however most of the teachers I had contacted already left for their home country X and found it impossible to carry out the online interview with me since the country's policy was strict in blocking any kind of social networks of any other out-lander's apps for staying in touch such as Skype or Facebook Messenger, the only thing that worked well for us to exchange information was through email. I realized that was one of the biggest constraints that I had never expected before. My data collection strategy therefore had to be changed, with the support from the participants in piloting step, I was able to find new potential participants to replace the ones I selected before. In addition, the new participants turned out to be very helpful and corporative towards my interview project, this allowed me to obtain rich information and data for my research concern. As a result, except for one who had withdrawn in the last minute for personal reason, there was a total of eight teachers finally greatly contributed to the collection of my interview data.

As mentioned above, besides the teacher interviews, I also collected audio recordings of the feedback sessions between the mentors (experienced teachers) and the mentees (inexperienced teachers) from the Mentoring Programme, in which they exchanged feedback and reflection from the two videotaped-microteaching sessions that my participants had

participated. This data set was to help me examine the interaction aspect of the mentees (or my selected participants) during reflection process with their mentor. Data was collected with the consent of both the Mentoring Programme director from Centre for Applied Linguistics and all of the selected participants of the program.

3.6 Approach to Data Analysis

The very first important analytic stage is to produce the transcripts from the interviews since transcriptions provide the opportunities to reflect several aspects such as stance, identities, and positioning between the interviewer and interviewee (Mann, 2016). Considering among a lot of popular transcribing tools, I finally decided to transcribe all interviews collected for this study with the support of a new but powerful online web app named "Transcribe" *(http://transcribe.wreally.com/)*, which is already synchronized to Chrome and very easy to use. Taking advantage of the dictation function, and also in order to minimize the limitation of dictation function in recognizing voices of different interviewees, I came up with the idea of listening and then repeating exactly what each interviewee had said in the speaker for better sound quality, and the app transcribed them all correctly, this makes it much less time-consuming and gives more precise transcription compared to other tools I used to try.

After listening to the interviews and reading the transcriptions several times, the inductive approach for this study was built up by adopting categorization and coding (Richards, 2003) and thematic analysis (Braun & Clarke, 2006).

For coding and categorization process, while reading the transcription, I highlighted the interesting points and the messages that emerged in the participant's response. I also put comments or memos that can help me develop ideas in the future analysis stage, and also make it easier to navigate back to the chosen extracts (see Appendix F: Sample of categorisation and codification). Through this step, the codes were also revealed and refined. According to Miles & Huberman (1994), codes are the labels that help researcher assign units of meaning to the descriptive or the inferential data collected throughout the study. These codes were noted in short form and manually placed on the parallel edge of my printed transcripts. Once each case had its data codified, I started to group them in similar codes and then those codes were sorted into potential main themes or sub-themes, or in other words, different thematic groups. Strictly speaking, the process is not as easy as it sounds since during

the commenting, coding, and classifying steps, there were lots of crossovers or overlaps that happened within pieces of data. For example, while tackling the data, I found out that there were comments that can be placed in more than one code-groups, or similarly, there were several codes that can be classified in more than one themes. However, I accepted the fact that in developing categories and themes, the conceptual variables can vary and there is always a possibility that they are affiliated with several groups at the same time. Therefore, this coding process not only enabled me to categorize the concepts that belong to the same or similar phenomenon (Strauss & Corbin, 1998) but also help me visualise a large amount of data and involve deeper in it.

3.7 Ethical issues

In qualitative research, the ethical issues and potential ethical concerns should be taken into account from when the data is collected until the final report stage of the study (Cohen et al. 2007). Resnik (2011:55-56) also emphasizes that any individual participating in a research has their right to be informed about the nature of the study and may decide whether or not to participate. Also, they have reasonable expectation that they will not be forced into participation without their consent. Therefore, when starting to call for participants, the purpose of this study was made clear to every volunteer participant. They all understood their rights and what they were expected to do during the research study. Despite their willing participation, an informed written consent form prior to data collection was gained to obtain permission to record the interviews with participants and use the information provided for my research purpose. They were also assured that their response and identities would be kept confidential and their recordings would be anonymised. Even though Duff (2008) points out the deficiency of using pseudonyms for different participants to disguise their identities, I still decided to give each of then a pseudonym in order to preserve their anonymity as stated in the consent form.

Besides, establishing and maintaining a good relationship with participants in my research context is also an aspect that I put effort into. Dörnyei (2007) states that with an intimate relationship with research participant, the researcher can build up good rapport and gain access to their stories. However, I also take into consideration that there are still limitations in holding closeness and intimacy with participant since it can influence the objectiveness and

quality of the data; therefore, I always try to maintain a neutral and objective position during the interview with them.

CHAPTER 4 – DATA ANALYSIS AND FINDINGS

4.1 Introduction

Before presenting and analysing the data, let me refer back to the aim of this dissertation. The primary focus of this study is to find out the stages that novice teachers go through when self-reflecting their microteaching practice with video recording, as well as their reflection through interaction later with their mentors. Finally, the study also aims at discussing participants' evaluation for using video recording in their training.

The chapter presents the results of the research on the reflection process of novice teachers and how they value their experience of being video-recorded while teaching. As stated in the previous chapter, two main instruments were implemented for this qualitative case study: the teacher interviews and recordings of spoken reflection during feedback period with the mentor.

4.2 Teachers' interview

Based on the thematic analysis of Braun and Clarke (2006), I was able to code the data by analysing the patterns evident in the transcriptions (see Appendix 2). These transcriptions were read several times to help me get a general understanding and specific stance of each participant. Short comments and key notes were made at several extracts of the recordings and then transferred into initial codes. I then reviewed and categorized those codes into different themes as shown in **Table 1** below.

Codes	Themes
Viewing the video for the first time Unfamiliarity of viewing oneself Mixed-feelings about teaching performance Viewing with reluctance Having a sense of achievement	First emotional response
Replaying video several times Concentrating on weakness Seeing positive points Becoming critical of oneself	Strength and weakness realization process

Getting more comfortable after multiple viewing Sharing video with others Peer collaboration and feedback	Seeking more objective opinions
Creating one's own checklist Using visual techniques to clarify problems Note-taking	Developing record of one's self-reflection

Table 1: The list of codes and themes in self-reflection

The analysis of my target group interviews allowed me to reveal four main themes with respect to what is stated in the ***first research question of this study: the stages of self-reflection happening in novice teachers***. I will now analyse the themes along with excerpts from the data in the following sections.

4.2.1 First emotional response

The mentoring program which these novice teachers took part in requires two sessions of microteaching or peer teaching which would be videotaped. All teachers were informed about their teaching schedule and the video recording that would take place during their classroom practice on the same day. Despite the fact that they all tried to carefully prepare for the lesson, and were told beforehand about the presence of a camera during their lesson, after their own video recorded lesson was sent to each of them, the first-time self-viewing brought several different first emotional responses in each participant.

Predictably, almost every participant sees themselves for the first time seemed shocked, and after that, initial uncomfortable feelings were activated, or in other words, they experienced "emotionally arousing" moments (Gonen, 1971). More specifically, they shared the same feeling of being shy, embarrassed, or nervous even when they viewed it alone by themselves.

The next extract is captured by J, who states the following:

```
35   J: err, I think it is a little embarrassing, and actually I
36      think is different from what I imagine.  as I finished my
37      teaching period, I think I have performed as I thought, but
38      when I watched the video I think it's really different maybe
39      I make some mistakes that I didn't recognise. I think I even
40      see a different me in the video.
```

```
48   J: I- I think so yeah, if I... actually, when I looked my
49      video after teaching I feel ashamed hahaha, I- I think oh
50      dear...
```

And Z shares almost exactly the same reaction to J:

```
123  Z: yeah like I said I was kind of nervous, erm, and I wish I
124     was- I  could  watch  something  that  is  equal  to  my
125     expectation but you know things always turn out to, don't turn
126     out to be what you expect so well, in the class I thought ok
127     I did this well and I did that well and I explained all the
128     topics clearly but actually when you watch that video you- you
129     will see that oh my god what I was saying there, what I was
130     talking  about, yeah  and  you  will  just  notice  that okay
131     why didn't I, why didn't I talk to students, why didn't I just
132     talking  about topic myself-
```

The response of J and Z represents the most common attitude I received among all participants towards viewing their own video recording for the first time. J does not only mention embarrassment but also explains the reason why, line 36-40 clarifies the difference when comparing her initial expectation about her performance with what is really shown in the video. Z also mentions that he expected to watch something "equal" to what he thought he had already done in the lesson (line 124 – 126), and that he believes he almost carried out all of the lesson's highlights quite well, but it turned out so different from the video that he missed several things. These are made clear and specific in line 127-132 in Z's flashback. Both J and Z's responses can be seen as a moment of disappointment and confusion of themselves as they realized some mistakes they had made. This somewhat explains J's point about seeing "a different me in the video" (line 40).

A similar but stronger reaction is held by T, who says the following about the first response to her own video recording:

```
37   T: Oh, so embarrassing! Even if I teach not that worst. No, I
38      was not excited, I had to watch it because I needed to do the
39      assignment otherwise I don't want to watch it.
```

T, although with similar reaction, still shows a stronger view about viewing her own video. That is the feeling of watching just to fulfill an obligation (line 38-39), which adds to the view that a self-confrontation experience of oneself with their video can lead to inhibiting effects at the first stage (Fuller & Manning, 1973).

While J, T, and Z above mention some kinds of disappointment and uncomfortable feeling as they first emotionally responded, Y and Ja below share a more positive and optimistic view of themselves and their teaching practice:

```
18   Y: I think my first response is not bad, yeah although that are
19      some mistakes but I did it I had my first video. I just feel
20      embarrassed when I noticed some of the point that I made
21      mistakes but at last I still feel kind of confident because
22      I can complete the class by myself (…)

88   Ja: yes yes I also laugh at myself and I... I- but I think
89      it's very interesting you know is my first experience to
90      have real teaching. Yeah so when I watch my video I think
91      Ahhhh! I can do it yes, I laughed at myself first but
92      then I made it, yes.
```

Besides recognizing the mistakes, Y also admits feeling a sense of completion and achievement after her microteaching. Line 21 – 22 shows her positive ambiance from self-viewing. Similarly, Ja reflects on it as something that interests her rather than embarrasses her (line 89-91). It can be concluded that the confidence and motivation have risen in their awareness after the first viewing.

Apparently, first exposure to playback without previous experience can also cause intense self-focus, this is shown clearly in C's response as follows:

```
51   C:  well is it really me? why do I look so fake? maybe all
52       students faked, maybe all students are the same as me I
53       think.  because you know a peer teaching environment is kind
54       of an artificial environment and everything is not real,
55       students are very grown up and they just pretend that they
56       are students of mine so everything looks so fake.  But at
57       least I have a chance to check my speech behaviour and watch
58       that behaviour from the video honestly it was quite helpful
59       to improve my English skills and teaching skills.  usually
60       by behaviour I mean body movement, it was recorded show the
61       video so I can look at that and make some improvement.
```

C first looks at her image in the video as a "fake" self (line 51). The following lines then explain her proclamation about this point. C sees the peer teaching environment as an "artificial

environment and everything is not real" (line 54 – 55) where the students just "pretend that they are students" (line 56). This assumption of C can be related to the fact that beginning student teacher may have been rather brutally surprised (Kagan & Krathwohl, 1967, p. 26) at their video image in some of their first teaching practices.

The evidence shared in this section makes it clear that novice teachers have shown several kinds of first emotional response to their own videotaped lesson. While the feeling of embarrassment and discomfort is unavoidable, there are still participants who look at their own practice in the video with appreciation and positive attitude, albeit with a bit of severe look as in the case of C.

4.2.2 Strength and weakness realization process

The next theme reveals the second stage in participants' reflection progress: clarifying their weaknesses and strength. While a first emotional response is inevitable for all participants, re-viewing the video for several times allows them to have a more "stable" look at their own image as a teacher. They could notice how they looked in front of the class, whether they showed their anxiety or confidence, or whether they made any mistakes in spoken language and instruction, etc. Through the interviews, all participants shared their comments particularly on their language use, interaction with students, giving instructions, giving feedback, body language, and students' reactions.

T makes a point that before the microteaching, she already anticipated her biggest problem was giving feedback, this explains why when watching the video several times, T paid more attention to her feedback skill and realized that she only used gesture or simple body signal to show feedback to students, as shown in line 31-34 of the extract below:

```
27   T:   no, not that so detailed thing, after the first peer
28        teaching and before I get the video I think my biggest
29        problem is on feedback. So, when I got the video, when I
30        watched it I tried to pay more attention on feedback. For
31        example, many students they answered my questions and I just
32        ignored them, and used the gestures- like the signals to
33        the other students meaning yes right, or you can raise your
34        hand and answer my questions.
```

On a different concern, A and J share their problem of student-teacher interaction from viewing their own recording:

```
25   A:  I realize the interaction is my problem, because I am kind
26       of easy to get nervous or pushed, so maybe I leave less time
27       for students to respond.

173  J:  after the teaching experience, we should write assignment
174      about  it so  my  focus  about  assignment  is- is  for
175      instructions or teacher-student interaction, I didn't make
176      a  principal  decision, but  I  just  Focus  more  on  my
177      instructions and my interaction between students, so there
178      were two thing I focused and I also- I know I… I made many
179      mistakes when I speak so I also focused a little bit on my
180      language    use, whether    my    question    is correct
181      grammatically or something like that.
```

While A notice that because of nervousness, she did not leave enough time for students to respond in the activity, and that led to the lack of interaction between teacher and students (line 26-27), J chose teacher's instruction and interaction as the main focus of her reflection assignment beside some other minor problems she wanted to improve (line 177).

In the extracts below, another problem mentioned by both Z and Ja when seeing themselves teaching in the video is their spoken English. More specifically, both pay attention to the oral mistakes they made during the lesson. Ja emphasizes that teachers normally notice more on students' errors rather than recognizing their own mistakes, especially in spoken English (line 70-73), therefore she wants to change her habit. Likewise, Z says that talking in English is important to help teachers explain something when teaching (line 185-187), and by being critical of himself (line 135-136), he easily sees his weakness shown in the video. In the end, they are both concerned about improving that gap to set a good example for students

```
65   Ja: I pay more attention to my language, especially I always
66       make mistakes in oral English but I didn't recognise it, and
67       in the class maybe student will not find out that you made
68       a mistake, but I think it not good.  so, when watching the
69       video, I  will  pay  more  attention  on  it, and  also  pay
70       attention  to  the  communication  with  students because
71       students also make mistakes and the teacher or me myself
72       always  pay  more  attention  to  their  mistakes  but  not
73       mine. Even  if  the  students  do  not  know  that  I made  a
74       mistake I still want to change myself.
```

```
134   Z:   well  I  actually,  yeah  sure,  at  the  beginning  I  would
135        be nervous and then I would be critical about myself and
136        I criticised all, yeah criticised myself about the, about
137        the teaching method and the way I was teaching. (…) The
138        first   thing   I   would   focus is   my   talking, my   own
139        talking.  Because at the time my spoken English was not that
140        good and sometimes I couldn't explain something in English
141        but my IELTS class is- well  IELTS training classes, we will
142        not,  you know in that kind of class we were not required to
143        use whole English during the class we were allowed to use
144        L1 and L2 in our class but, yeah but sometime you need to
145        use  English  to  explain  something  so  that  will  be  my
146        first focus to pay attention to my, erm, spoken English,
147        erm because I need to send- because I need to set a good
148        example for students.
```

While others focus on language use and communication, in the next extract, C sees herself from a different angle, starting from having an overall view at her performance in the classroom. C notices whether the way she taught is natural or not, and then realizes that body language is a problem. In the next lines (77-80), C clarifies that point by mentioning an example she picks from her own video: the "body movement that was meaningless".

```
75    C:   Teaching skills, you  know,  whether  I  conduct  my  class
76         naturally  or  not, so  that  is  the  first  one and  the
77         second is body- body language because you  know,  we  keep
78         using our hands or move our body during a lesson but you
79         know sometimes teachers used the body movement that was
80         meaningless so I tried to catch that kind of thing from my
81         recording.
```

On the contrary, Y shows her tendency of focusing mainly on her strength during self-reflection:

```
51    Y:   I  think  both  of  them. But  maybe  more  about  good
52         points, especially in the first peer teaching because I
53         want  to  gain  some  confidence.  Sometimes,  I   think
54         "oh I smile at  that  time", I  think  it  is  good and
55         sometimes I noticed students give me some good reactions,
56         yeah, and I really enjoyed the positive things. And then,
57         I will concentrate on the students- their reactions to my
58         instructions, how can I give some a clear instruction.
```

Y concentrates on the positive side of her teaching practice when viewing her performance again. Y cares about what she did well in the lesson as a way to self- motivate and bring more confidence to the next teaching sessions (line 51-56). Despite the fact that all other participants focus on their own behaviour on the class, Y establishes an observation on the students and how they reacted to the instructions to see if Y has to improve it (line 57-58). Y's

statement echoes the similar view stated by Akcan (2010) in his research most of the time the candidates are too occupied by completing the teaching activities and keeping the flow of the lesson that they forget to notice how students behave and react to their instructions; by watching the video, these teachers become more attentive to students' performance and participation.

To summarize this part about realizing strength and weakness in each participant, it is evident to see that the video recording has pushed these novice teachers into re-witnessing their past experience and seeing the image of themselves in the classroom from the view of an observer. As a result, self-reflection was activated within each participant that leads to noticing the highs and lows of their teaching practice. Although this stage marks the most basic and initial sign of reflection with the support of video recording, none of the eight participants admit feeling confident about reflecting on their own.

4.2.3 Seeking more objective opinions

The third theme identified in Table 1 is also the next stage in the self-reflection process for all participants – seeking for more objective opinion from peers. Strictly speaking, this stage does not accidentally come out from the data themselves but from the process in which the novice teachers supposed to take through. These aspects of the way they were reflecting were designed into the process, however, it is worth knowing how they do it and what they think about this process. In this section, participants' views of their needs for a second opinion from others were sought. Of the eight participants, none reported being entirely confident about their own self-reflection, and that they found it necessary to share their teaching video with peer or supervisor for more objective comments.

T and Y both agree that the peer's opinion helps them in building up a more complete view about their performance. Y also explains that the difference in experience can bring about good advice and useful suggestions (line 64-66).

```
48   T:   If I watch it alone I only get my reflection but when I
49        watch it with peer, my peer will write down her opinions
50        for me and that helps.

63   Y:   yeah apart from self-reflection, I always ask my peers and
64        my mentor to help me with my opinions, because those people
65        may have different experience for me so I can get more
66        opinions and more advice from them.
```

Ja also echoes Y's view about sharing the video with peer in the next extract. Moreover, she sees it as a good chance to exchange feedback with each other since they used to have the same background being a teacher trainee; and during the teaching sessions, they knew quite well about each other's lesson (line 90-94), so it is more convenient to share opinions, in other words, Ja found herself in a safer environment when sharing her performance with someone that has similar background and knows what she was teaching.

```
89   Ja:  yeah actually it's my friend Y, and she is very similar to
90        me because  she  has also  graduated  from  or  normal
91        University so we have learnt the same knowledge in our
92        bachelor  degree  and  when  we  prepared  for  the
93        class we worked together, we discussed and gave each other
94        suggestion about it.  so, after that, I think we didn't
95        watch the video together, but as we know what each other
96        had done in the class, we have- also giving each other many
97        suggestions on it. We also watch each other's video but not
98        together.
```

Unlike others, Z hesitated to share his video for quite a bit of time at the beginning, due to the fact that he made some mistakes during the teaching period and was "scared" to have another one watch it (line 171-172). However, it did not last long since Z started to get used to the sharing process and he realized the benefits he has gained from getting more opinions, Z was then more open to this post teaching activity – "I share with my peer" (line 174-176).

```
182  Z:   hmmm, at  the  beginning honestly,  I  didn't  share,
183       haha, because I knew that I didn't do well and I was scared
184       that there would be too many mistakes I made in my class but
185       when I get used to it, when I got used to it, well I think
186       it was ok because I, well I have already cracked some of the
187       mistakes and I need to know to somewhere else I need to
188       improve so... I share with my peer.
```

The following view is also supported by C, who highlights the purpose of sharing is to give out and get back advice from peer (line 66-67). More importantly, she realizes and acknowledges the "mutual benefit" (line 68) that both C and her peer will get once they share their feedback for each other by watching their video.

```
65   C:   Yeah, I shared my video with my peer and got a bit more
66        opinions. I got some advice about her performance and also,
67        she  gave  me  some  advice  by  herself so  we  share  our
68        opinion a bit so it's more like a mutual benefit when I
69        share with my peer, of course.
```

Despite the unfamiliar feelings that they all have as the first emotional response towards the video recording of themselves, all participants agree on the point that sharing the videotaped teaching practice with peers and exchanging ideas and opinions with the ones working with them are helpful ways to get more views from different angles. Although there might be some hesitation to share at the first time, as in the case of Z, none of the participants deny the benefit of seeking more objective feedback from others. This kind of dialogic reflection, according to Mann and Walsh (2017), is also an example that demonstrates the ways understanding is co-constructed, and allows professional development to emerge.

4.2.4 Developing a record of one's self-reflection

Microteaching or peer teaching as a kind of reflective practice is an important part of teacher training that requires documenting and communicating the value of the program offerings. By maintaining the record of self-reflection, novice teachers can always take a look-back while moving forward. In this section, participants' strategy in developing their own reflection records represents the last stage of their own self-reflection. By transcribing and reading the data, it is recognized that participants have used several ways to save their reflection.

In the following excerpts, three among eight participants share a congruent idea in how they create and develop a record. "Bullet points", "a few words" or "outline" are the most common way that can be seen from participants' responses:

```
186   J: er, I also- I may not write long sentences I just write
187      down  some  bullet  points, yeah  for  example, er…, for
188      example in five minutes of the video I made a mistake- a
189      mistake, err, yeah, it's a grammatical mistake and in the
190      8th minute, students kept silent and I didn't motivate them
191      to give me response, I just write down in some (…)

72    Y: I will write down some tips and take some notes, or maybe
73       sometime just a few words.
```

A starts off by confirming that noting some "key points" (line 29) is also an approach that she had been using for all reflection. However, unlike the others, A has made it more specific and evident by intentionally leaving a "blank" (line 30) next to the problem or the part she did not do well. This is to fill in the solution or any advice she gets later on from peer or supervisor.

```
29   A: I usually note just some key points for example, this part I
30      didn't do well and then I leave a blank there, and after that
31      I will ask some advice from the mentor or supervisor to match
32      the advice with the problem
```

Other than just jotting down some key lines, T chose a different technique that can help her remember and at the same time develop the reflection for later review: "different colours" (line 68). According to T, the colours can help visualize the problems more clearly and easily, and by categorizing the lows of teaching practice in several colours, the impression may stay longer in mind.

```
68   T: I will write down my reflection and use different colour to
69      highlight it, for example the biggest problem I will use
70      Yellow, the things I think it's ok but it would be better
71      if you can prove it I will use green something like that.
```

While others focus on saving an evidence for their reflection, Ja suggests that she notes down the reflection not only to keep it as a record but also to compare it with the previous practice that she had carried out (line 83-84). In this way, Ja can see how much progress she has made in improving after the first peer teaching practice, and from that navigates to the areas of her interest for the self-reflection

```
83   Ja: I noted down my reflection and compared with the last time
84       to find out, actually this help me to find areas I want to
85       focus on my assignment for this module, which is about some
86       points that I am interested in or some points that I could
87       improve from my first peer teaching.
```

Another strategy was proposed by C in the next extract, in which C created her own checklist before watching the video (line 30). The checklist with several criteria was based on the teaching methodology theories C used to learn during her undergraduate training program. Her own comments about the lesson would then be written down next to the points in the list.

```
30   C: Firstly,  I  made  my  own  checklist, like, about  the
31      performance   overall, my   pronunciation,   grammar, or
32      interaction and feedback... then I watched my video and
33      then wrote some comments on the list; and then I watched
34      my video with my peer and also the instructor as well then,
35      he made some comments about my performance, and recommended
36      something about my lesson, like, you should do this or you
37      need to change this, then I wrote down all the comments on
38      my note too.
```

Although each participant shares a different habit as well as technique in keeping and developing a record of their self-reflection, it is clear that participants prefer to have a visual-record, or in other words, a written record of what they have realized or learnt from observing their own teaching-video. From this visual record, these novice teachers can see an outline of some key discussion points or alternative solutions that they have built up through the self-reflection process. More importantly, by developing the self-reflection record in their own ways, it can be seen that these novice teachers also take the extra steps in creating more space for their reflection.

To sum up, the overwhelming message of this section is that, despite the difference in their teaching experience and education training background, all participants have gone through several stages in self-reflection process. Through coding the data to find out the themes and then analysing them, these four stages were found in every participants' self-reflection process: *first emotional response, strength and weakness realization process, seeking more objective opinions, and developing a record of one's self-reflection.*

4.3 Spoken reflection with mentor

As mentioned above, the second set of collected data is the recordings of spoken reflection between participants and their mentors. This data set helps me examine and have a closer look into a more active and productive level of reflection among participants because it shows strong examples of spoken reflection when the mentors offer these novice teachers a chance to simply talk honestly and openly about their past teaching practice with video recording, and from that the interesting insights were revealed (Mann & Walsh, 2017, p.160) in their reflection process.

Again, in this data set, I applied a similar coding approach by reading through all extracts, noting down the comments that could help me realize the codes and then classified those codes according to different themes. Although these patterns and themes derived a constant iterative process; comparisons were interpreted and generated to help me categorize three main themes for the findings of **the second research question: how pre-service teachers perform their spoken reflection during feedback with mentor**. **Tables 2** shows the result of grouping codes to themes:

Codes	Themes
Students' interest in the lesson Class making "positive noise" Active interaction between students-teacher Having a natural look as a teacher The class feels … "real" Satisfactory activities Teaching with comfort Brief and clear instructions Students getting involved	Confidence in realizing strength
Time management struggle Task design Unclear instructions Poor-designed handouts Expectation and reality Students' verbal participation Teacher talking time Teacher's feedback Vocabulary input	Digging deeper into the problems
Appreciating questions & feedback Activating one's own opinions Comparing the effectiveness of changes made for previous lessons Providing justification for some actions Self-alarm for mistake repetition Brainstorming solutions and offering alternatives for obstacles	Self-constructed solutions and improvements

Table 2: List of codes and themes in spoken reflection

Entailing self-reflection after watching their video, during the feedback session between mentee and mentor, the novice teachers in the Mentoring program also experienced spoken reflection – or reflection in speaking with the guidance of their own mentor. This activity also happens alongside with the support of the videotaped lesson as evidence for any discussion point. One of the most striking aspects of this type of reflection is that the pre-service teacher will have more space and willingness to make their voice stronger in sharing their emotion, strength and weakness, and their own decision (Mann & Walsh, 2017).

4.3.1 Confidence in realizing strength

The spoken reflection event with the support of mentor enables novice teachers to recall thoroughly several aspects of a teaching practice. While self-reflection modestly activates participants' appreciation of their own positive and successful teaching techniques they have made in the lesson, reflection in speaking allows them to be more active and confident when talking about their "highs" of the teaching practice. This can be established firstly by their longer turns shown in the transcription, and then the content of their response.

Y highlights her strength with excitement when recalling the positive side of her previous lesson. Y has noticed the classroom atmosphere to evaluate the level of success of her teaching practice. The active involvement of students is considered as one of Y's achievement in her first lesson (line 115-116).

```
113   Y: I like the interaction between me and my students, when I had
114      some oral activities or little competition. Because it makes
115      my class atmosphere very active. And all of the students are
116      involved in my class and they can practice new vocabulary.
```

Showing concern and satisfaction about the changes applied successfully, C realizes herself to be more natural when teaching, providing the fact that C also got used to the microteaching classroom – which she used to consider "artificial context" and "unnatural" body movement of the teacher (line 178-180). This comment about herself marks a positive outcome when C has become more adaptive to the teaching environment. Besides, C also provides several detailed examples of what she did well in the lesson. Changing the task design to bring more fun to the lesson is one of those examples (line 182-184).

```
176   C:   myself in the second recording looks much more natural than
177        before because you know, in our previous lesson we are novice
178        teachers, and we knew that this one is really artificial
179        context, so our  face  and our  movement looked  really
180        unnatural, but our second lesson we look much more natural like
181        a real teacher who was giving real lesson. And also,
182        actually the last task, when the "shopping bag" changes the
183        whole atmosphere about my lesson so I was really satisfied
184        about it.
```

J, on the other hand, believes that the success of her teaching practice is based on how much classroom silence she could restrict. J is happy about how students engaged in and actively produced interaction among themselves and with the teacher (line 357-358). J understands those "positive noise" as a signal of student's interest in her teaching as well as the appropriateness of the material she is using.

```
356   J:   Well, I think mostly students give me interactions or
357        response very er actively and I think my class actually
358        there are not much silence in my class so I think students
359        may interested in my teaching and they think the materials
360        I used is interesting or worth learning maybe? Maybe the
361        material I choose is appropriate for them.
```

Other novice teacher, Z, makes it more specific when talking about his strength in the teaching sessions. Unlike others, Z starts off by sharing the problem he coped with while teaching and how he then quickly solved it with some teaching techniques that he has learnt. Z finally shows a comfortable feeling when flashing back what he had done well in the lesson (line 428).

```
421   Z: but  on  the  other  side,  I  think  it's  -  I  didn't  feel
422      much because I didn't have to say a lot I just I need to leave
423      the  time  for  students,  for  them  to  speak  so  at  the  very
424      beginning, I gave a very brief introduction,  to let them
425      know what kind of task they were going to do in the class, and
426      I tried to figure out the difficulties and the problems that
427      they met during the task,  so I didn't-  that's one thing
428      that made me feel very comfortable.
```

In the same response with the mentor, Z also states that he continues to realize his strength from a different source, that is from the students' feedback to his lesson. The fact that most students admitted they enjoyed Z's lesson and the way he taught (line 447-448) has gained more confidence for Z. According to what he shares, students do compare the first teaching session and the second one to see what they enjoy most and what kind of teaching pattern fits them better (line 449-452). From that, Z has learnt more about how effective his teaching

methodology was, and how appropriate his teaching style was in a TBL task. As a result, Z expresses his positive thought about his own performance more specifically.

```
455   Z:   and another thing is, I feel like, err, during the second
456        one of course, obviously there were more interactions
457        between the students - students and the teacher and
458        students, and I got feedback from the students they said
459        that they loved this pattern of studying. so, I think they
460        learnt something, and in the second time, they felt, compare
461        to the first one this one is more interesting, and they
462        could be really involved in the second one- in the second
463        pattern. but one interesting thing I found that still wants
464        to share in the feedback mention about at the beginning you
465        should present all the sentences structures, how to
466        translate a sentence- how- how to transform the
467        sentences, and well so I think the TBL is for the students
468        who like to discover or figure out the knowledge from
469        themselves, it's strongly related whether students like
470        this kind of teaching Style, it's closely related to
471        student's learning habit.
```

It is worth noting that the support of mentor in motivating and bringing a friendly open conversation has been the main factor that makes novice teacher feel comfortably confident, and stimulates their positive reflection about themselves – which they normally take for granted while carrying out self-reflection on their own. That is to say, during spoken reflection with a more experienced teacher, the participants find it more easily to express their thoughts and feel more motivated to talk about their strength and success in the lesson.

4.3.2 Digging deeper into the problems

As in self-reflection with video, participants only take short notes about the problems and constraints they come across during the lesson, however, for most of the time participants are not quite sure about the nature of the failure or problem they had made, to brainstorm the solution by themselves. Spoken reflection allows them to dig deeper into their weakness to understand the reason why. As can be seen from transcriptions and from listening to the feedback recordings, it seems that all participants have become much more active when sharing their reflection in conversation with mentor. With the support of some guiding questions, as well as the presence of the video clip as evidence to discuss alongside the talk, almost every participant shares their view in more details and include realistic examples taken from their own teaching sessions. Due to the long turn produced by each participant in spoken reflection, some key phrases in the extracts were highlighted with colour for better recognition.

Z makes a comparison between the two teaching sessions he had taught and concludes that the second one was more stressful since time management is "difficult to manage" in the TBL (task based learning) task that he tried for the very first time. By watching some pieces of his most concerned parts in the video, during the discussion with mentor, Z continues to recall what he had prepared for the lesson plan to avoid that obstacle and then clarify the reasons why he had that problem (line 412-417).

```
403    Z: compared to the last month I think the second one, actually
404       I think it was stressful for me, yeah more stressful for
405       me,  because I need to design the tasks, I need to-  I have
406       to control  the  time, because  for  me  the  time-  well  you
407       know, in the second one well I think the time management was
408       a disaster because I spent about 30 minutes on the second
409       one, and I felt that it was really difficult to manage the
410       time in the TBL task because you don't know how much time
411       students would take on the task. Well originally, I have
412       to tasks for    them, the    second    one, well    actually
413       I planned to spend about 8 or 9 minutes on the first one and
414       8 or 9 minutes on the second one but it didn't work both of
415       them cost about 12 minutes, so I think the time management is
416       really stressful-  kind of stressful and difficult in that
417       teaching frame,  and another thing is that, you know I have
418       never tried that TBL style in my class before so that's kind
419       of one of the reason that makes me stressful.
```

Z's turn gets longer when he talks about other constraints he faced during the teaching practice: unexpected questions from students (line 433-434). He also states that no matter how carefully Z prepared the lesson plan, there is always a possibility that students would ask some questions that teacher cannot handle.

```
431    Z: the stressful part, you know one of the students, ermm…, once
432       students   were   doing   the   task, they   would   ask   some
433       questions for the problem that they met, well sometimes you
434       didn't   imagine   this   problem   would   came   up.  well
435       unfortunately, these students-  well actually I plant this
436       task, and I plan some difficulties in the task, in the
437       sentences, and    all    the    problems    that    the
438       students asked where the problems I have realised before the
439       lesson.  it   made   me stressful, because there   was   a
440       possibility that they would ask some question that is beyond
441       my imagination.
```

J introduces another view of how different her expectation and reality can get. Apart from realizing J's weakness in having too much teacher talking time – which J did not recognize until she watched the video, she admits that this problem also affects her students' talking time

and limits down their chances of sharing their response – which J did not expect before (line 363, 366-370).

```
363   J:   Yes, I think I- I spoke too much yeah more than the
364        students. The objectives for my lessons is to-to-to give
365        students a pattern about how to introduce the festival
366        to foreign people so in my lesson I want them to speak
367        more, to share with me more-share share more their
368        personal experience about celebrating the New Year, yes.
369        But actually, in my lesson, students only gave me some
370        short answers or the whole class like I asked them
371        questions and students cope with their answers but in
372        short pattern, in a very short utterance and then I should
373        give some feedback and a whole class yeah is like that
374        pattern (…)
```

J then continues by pointing out her failure in: vocabulary teaching technique, giving instruction, pronunciation mistakes, and teacher's behaviour. In the first extract below, J states her point of view about why it happened and what J had missed in the teaching steps that led to that unsuccessful vocabulary activity (line 387-389). The second one shows J's regret for having created students' confusion by her unclear instruction in reading activity (line 405-407). The last response includes J's reflection on her spoken English errors and her "exhaling" habit that may give negative impact on student's impression about her a s a teacher (line 418-425). These extracts below are evidence of a more detailed and more in-depth reflection of participant J.

```
385   J:   I think I think during the pre-listening tasks I just I
386        show them pictures and give them it's like vocabulary
387        input. I think it's just input this vocabulary but no
388        drills or practice for students to know how to how the
389        expression can be used in real context so I think I
390        need to think about another way to teach students this
391        kind of vocabulary.
```

```
402   J:   And what else? One more. The instruction. I have to I
403        played the video twice and the first, the first time I
404        asked them to check the activity mentioned in the video.
405        It's a reading activity but my instruction is not clear
406        enough because students are confused, what should they
407        do, should they watch the video or answer the task
```

```
414    J:    And although for me and also for me I should be more
415          confident and improve my pronunciation of course and
416          also, I made some mistakes when I asking them questions
417          (laughs). Also, P also mentioned when I finish my warmup
418          session, I kind of hhaaaa (exhales) it's kind of a release
419          you know after the warmup session it's apart that I
420          extremely worried about so when I finished my warmup
421          session I think (exhales) but maybe this kind of will
422          bring students a negative impact that I may not very how
423          to say I don't know how to say it's it may have some bad
424          we negative impression for students that teacher do not-
425          not want to teach them all.
```

C echoes one similar point of J above that increasing students' talking time (in J's response), or in other words, "students' verbal participation" (in C's response), is one of C's biggest challenge in her teaching practice.

```
195    C:    I       want       to       find      a       way      to increase      my
196          student's verbal participation in my lesson, you know even
197          though      teacher     provide a     nice lecturer     to     their
198          students, students barely participated in verbal way they
199          just    nodding    their    head, or    write    down    teacher's
200          saying, but          I         think         for         language
201          learning, verbal participation is really important thing
202          for the lesson, so I think if I give a lot of phrase maybe
203          more student will respond.
```

While analysing some lows of her microteaching video, T locates her concern mainly on feedback-giving technique. Having time to view her own video and then transcribe it, T has a more critical eye on her performance to realize that T's response to students' answer was lack of encouragement and error correction (line 139-143). Besides, T mentioned that poor-designed material with mono colour and unclear powerpoint presentation also contributed to the unsatisfying lesson that she conducted (line 149-150).

```
135    T:    Actually when I received the video I felt that it wasn't
136          as bad as I imagined but I tried to watch the video and do
137          the transcription and I found that every time after the
138          students answer or maybe they feel a bit difficulty
139          answering, pronouncing a word or phrase, I didn't offer
140          them any help and no response even the answer a long
141          paragraph I didn't give them any encouraging like good,
142          sounds interesting or even I give them the feedback awkward
143          not very authentic like good just good, no interaction.
```

```
148   T:   Okay. Another thing is materials I compared to H's material
149        I think the materials I had our only handouts, black-and-
150        white handouts and PowerPoint is not clear enough, not
151        colour enough because my targets students is grade five
152        they are still a child so I think maybe I can make the
153        materials   more   interesting.   And   another   thing   is
154        expectation, actually during the first stage of the wild
155        task I hope that students can talk freely but they don't,
156        they just move onto the second stage and write down things
157        instead of discussing.
```

This section with all supporting extracts above presents the message that spoken reflection can provide an effective "interactional space" (Mann & Walsh, 2017) for pre-service teachers to express more of their thoughts, dig deeper to their strength and weakness, and from that build up a more comprehensive reflection for their own professional practice.

4.3.3 Self-constructed solutions and improvements

Spoken reflection with video not only helps participants focus on the classroom events, but also brings them back to the occurance of the teaching moments, and their decision in how to manage the classroom. From that, they can locate the specific aspects of the lesson with a more data-led reflection process (Baecher et al., 2014). Once novice teachers are aware of their own strength and weakness with evidence from the video and clarification from their mentor, there is a tendency that they will propose the solutions or improvement by themselves. This can be seen from the following extracts.

A learns about her problem in teacher-position when interacting with students and how it creates difficulties for students in catching up with her voice and other students' answers. A then considers some possible ways to solve that problem: A should either re-position herself or signal the students to raise their voice (line 101-104).

```
 97   A:   yes, in this part, because she was speaking in a very low
 98        voice so I get more closer again- closer to her, and I
 99        think   it   becomes   more   difficult   for   others to
100        hear clearer, maybe I think next time, well I should not
101        get closer to her but maybe I can you some gestures, or my
102        language to remind her to raise her volume or maybe I
103        can, just  like, I   asked   W to   show   her, probably
104        maybe, should raise her volume.
```

J discussed her solution in solving interaction issue among students and students with teacher. Drawing from J's own teaching experience and logical thinking, she suggests having more

activities added to the lesson as a way to motivate student's involvement and stimulate more interaction (line 379-381).

```
378   J:   so maybe I should add more activities for them to discuss
379        more for them to generate more interaction between their
380        classmates? And between me the teacher. That's what I
381        want to improve, I want to add more- give students more
382        activities to discuss to rehearse their answers before
383        they perform in front of the class.
```

For another issue on the level of language use, J refers to her peer's comment to consider changes for her vocabulary teaching strategy. She proposes using L1 as a solution for difficult vocabulary that cannot be explained in English.

```
391   J:   so, I think I need to think about another way to teach
392        students   this   kind   of   vocabulary.   More,   make   the
393        vocabulary input more effective. I still not and also P
394        mentioned some of the words I used in the vocabulary input
395        is  kind  of  difficult  to  my  level  because  the  student
396        target level for this lesson is students aged from 13 to
397        15 years old so some of the words such as "couplet" they
398        may not understand what is couplet and I should give them
399        more explanation or give maybe use L1 to- to make them
400        understand.
```

While other participants seek solution from evaluating the effectiveness of their classroom activities, Z notices students' learning habit to investigate why his task was unsuccessful. Z compares the requirement of an innovative technique he wanted to apply in his classroom (which was TBL) and the traditional learning style of the students to see the gap that he needs to consider carefully (line 472-476), that is helping students to "discover the knowledge by themselves" instead of waiting for the teacher to present it. In the end, Z proposes a balanced use of several techniques that can possibly help students to gradually switch to a new learning style.

```
469   Z:   ermm, but      actually, at     the      class I    used quite
470        similar sentences in   both peer   teachings, so   I    was
471        thinking   about why these students    thought the   second
472        one was difficult, and I found that probably because this
473        kind of TBL requires students to figure out the problem and
474        the knowledge themselves,  and they are accustomed to that
475        kind of teaching Style that to be presented the knowledge
476        but not figure-  but not discover the knowledge themselves.
477        So, I figure out that in the future, probably I need to
478        meet the balance our kind of combination of PPP and TBL in
479        one class.
```

Despite the quality and possibility of the solutions proposed by the novice teacher themselves, it is a good sign to see from participants that through reflection, they can be motivated to self-construct their "way-outs" or solutions, and to re-shape their understanding about problem-solving in professional practice of a teacher.

4.4 For a more "enjoyable" experience teaching with video recording

Apart from researching the reflection process among eight participants, further questions were raised in the interviews to get a view of *how novice teachers evaluate their experience in microteaching with video recording, which is also my third research question*. Analysis of their responses allows me to classify two main themes which are the affordances and constraints they have learnt from teaching with video recording (**Table 3**).

Codes	Themes
A way to retain memory of practice Looking at oneself as a "third party" A second chance to examine problem More convincing Seeing the unconscious side of oneself Re-shaping understanding about being a teacher Stimulating positive changes Realizing areas of interest Motivation in improving oneself Creating and maintaining reflection habit in professional practice	Affordances
Teaching with distractions Focusing on teacher only Neglecting student's performance and activities Unnatural teacher's performance Getting used to the presence of camera	Constraints

Table 3: List of codes and themes in novice teachers' evaluation of their experience with video recording

The following sections will now be discussed by analysing the two themes above, supported with extracts from data.

4.4.1 Affordances

After some teaching practice sessions with video-recording, the inexperienced teachers have overcome their first emotional response towards their own image appeared in the video to gain a more objective overview and positive opinion about how beneficial video can be to their professional practice. None of the participants denied the advantages of video in helping them to re-witness and reflect.

First, five among eight participants agree that video plays the role of a powerful evidence for them to look back. The extract below shows J's reasons why she enjoyed that experience:

```
284    J: uhm... I really like it, because you  know,  if  without
285       video after teaching I just forget everything… what I can
286       remember  is  the  reflection  I  write  down  after  my
287       teaching but if after a long time I will forget everything
288       in the class so I think video- video  recording  helped  me
289       to, err, to- to…

290    T: keep the evidence?

291    J: yes, to look at me as a "third party" you know, yes. and I
292       can  also  share  my  video  with  my  partner  and  we
293       can comment each  one's  teaching, yeah,  I  think  is  very
294       helpful
```

J clarifies the convenience of saving the videos together with her written reflection to help J look back and exchange with others whenever she wants to. Also, J emphasizes another role of video as a "third party" (line 291) that allows J to look at herself as an outsider with more objective view. At this point, J has realized one of the utmost functions of video: saving the memory.

In a similar response to the same question, T has also mentioned video as an evidence for her teaching practice. However, T chooses to focus on considering the progress she has made through different teaching sessions based on the videos recorded:

```
102   T:  it's very detailed, I mean after the first peer teaching, P
103       asked us to write down soon after we taught the lesson what
104       is  not  very  detailed  and  maybe  we  forget  or  ignore
105       something,  but  when  you  get  the  video you  watch  it
106       again several days after you teach, you are not that nervous
107       anymore, so you can calm down and reflect it again. it is
108       really different. also, I can compare, I mean maybe you
109       saying you improve in the second peer teaching but if you
110       compare the first one and the second one you can find me the
111       new problems or actually it doesn't improve it's just your
112       feeling.  it means that the video is like an evidence for
113       me to look back, and is also a memory.
```

T firstly specifies the good effects that video can bring when she viewed her lesson again several days later, and from that, realized the positive change when she had time to calm down and reflect (line 107). It is also interesting and worth noticing when T raises a view that sometimes she thinks she has improved to a certain level after teaching the second time, but actually, when watching and comparing the videos again, it seems that there is nothing changed, or in other words, no improvement was made (line 109-112). As a result, the problems and mistakes, which remained unfixed, started to emerge much bolder in her mind. However, T's example also implies strongly that without the video, she would not realize the "deceiving moment" caused by her own feeling about her progress. It has aroused her interest in taking advantage of video as a memory and evidence to measure and evaluate her own improvement (line 112-113).

Apart from learning to improve teaching techniques through videos, J also shares about how those video-recorded teaching practices have helped to reshape her understanding about the image of a teacher:

```
261   J:  err I think- the- the video recording helped me to realise
262       that I can be a teacher in the future

263   T:  oh really? ah ha

264   J:  yesss, it's just, you know, it just frustrates me that I
265       am not, because I think I am a little bit shy and I -when
266       I  speak  in  front  of  others  I...  I  can't speak  very
267       smoothly, very well you know, but after watching the two
268       videos I think I can make it, I- I'm more confident about
269       myself. Yeah I think is the most important...

277   J:  yeah I think, theoretically, it do change my teaching
278       techniques, yeah there's no doubt that it changed my
279       techniques, but some, but I think more important thing is
280       that it changed my understanding about how to-how to
281       say, what the teacher looks like.
```

The extracts above show J's progress in realizing the ability hidden in herself and how more confident she became after watching the videos. J admits being frustrated, shy, and unable to speak fluently in front of people (265-267). However, being video recorded and viewing her own videos after the two teaching sessions have changed her belief about being a teacher. J, for the first time, sees herself confidently in a different role and feel more assured about her ability in the teaching profession.

If others take advantage of the video to learn about their own mistakes or the points they need to improve, C shares another affordance that viewing video can train her to focus on some of the successful activities or positive points that she had performed, and from that maintain the positive things and improve them even better next time (line 143-145):

```
139   C:  I sometimes did it for my presentation, and for my job
140       interview as well but it was still quite afraid to see
141       myself. but after several times watching myself in the
142       video I think I change myself in a positive way, actually
143       both, if I find some negative things, I can fix, and also
144       if I find really interesting and positive things, I can
145       improve it much more better.
```

In the next extract, Y adds in C's idea about fostering the good practices they already have by saying that when teaching with video recording, Y finds herself more motivated to conduct a better lesson and carry out more successful performance since she wants to record a "good class" and "better lesson" (line 107-110):

```
104   Y:  at first at the beginning of the class if there is a camera
105       here I will be more nervous than the normal class but when
106       I begin my class I will forget the camera and maybe because
107       when there is a camera I want to be more positive and be
108       more active in my class because I want to record a good
109       class, and I think the camera motivates me to have better
110       lesson and better performance.
```

Another participant, Ja, also draws out a significant benefit that she got from video recording when teaching – building up her reflecting habit in professional practice.

```
132   Ja: I also think I have learnt much more about how to
133       reflect myself like I know several parts, several aspects
134       that I need to focus on, and each aspect- the requirements
135       of each aspect like what I did is right in what I did should
136       be improved. for example, in the first teaching, my first
137       self-reflection I just find some points which didn't have
138       so much in order but now I know I need to reflect
139       myself based on something like a framework or a list
140       of standard criteria, or the evidence I have like video.
      ...
```

Ja emphasizes how much she has learnt about how to self-reflect on her practice in an effective way. Ja admits she used to reflect on herself with no strategy at all, however, after viewing her videos along with the mentor, she has realized the importance of a "framework" or "criteria" in combination with "evidence" from her video recordings.

It was evident in the data that video recording has enabled almost all participants to realize, improve, and change several aspects of themselves that they have never done before when teaching practice without the video recording. They not only explored the areas they could have rectified for better result, but also trained themselves to engage in more critical reflection with more objective views by re-witnessing their own image and performance as a teacher. These affordances are in line with the idea of Serdar & Çeçen(2017), who advocate that video is a valuable "resource for retrospection" and measure their progress, and from that, step by step create their "professional identity".

4.4.2 Constraints

Besides the positive results and effects that video has brought to the novice teachers' professional practice, when being asked about what are the difficulties they have faced when teaching with video recording, all participants admitted that there are still some constraints that they have to overcome and manage to adapt.

"If there were not a camera …" is the kind of response that most participants replied to me. All eight participants reported that they have experienced anxiety and distraction during teaching with a camera recording them.

Ja states that she was really nervous when the recording began, especially when she had to handle communication with students. According to Ja, the interaction part between teacher and students are often unpredictable (line 167), therefore, if she makes a mistake in that part, she will become even more nervous.

```
165   Ja: I think so, but if there is a camera I will be nervous when
166       I communicate with student because as I said this part
167       cannot be prepared and when I said something I
168       didn't prepare or when I made a mistake I will become more
169       nervous.
```

Similarly, Z's comments below also add more to this point of Ja:

```
323  Z:  erm well actually when I am being recorded I think there are
324      several  questions  like  whether  I  had  to  look  at  the
325      camera, that  confused  me  a  lot because, whether  I
326      should- because you know the camera is there and when I
327      teach I know that I have to perform well because I would be
328      recorded by the camera and because the video will be shared
329      to others, so well I think the class with the video was
330      recorded are quite different with a class without video
331      recorded.
```

It is worth noticing that Z illustrates his experience with video recording with some very practical issues that most participants have come across. The feeling of confusion is one of them: "whether I have to look at the camera" (line 324). Then, it continues with Z realizing the difference between teaching a class with video recording and a class without the video recording. At this point, it can be inferred that Z has distinguished and evaluated the teaching quality with and without the camera.

In the following extracts, some participants also agree upon the idea that the video recording should not only focus on recording teacher's activities, it is important that it focuses on students too:

```
127  T:  video  just  records teachers'  talk so  maybe we  can  do
128      something like  record  the  student's  discussion
129      also, because some time it's really useful, like after
130      teaching we really want to collect these data to evaluate a
131      lesson but we miss it. no, I mean the video should not only
132      focus on me as a teacher but also my students but I know if
133      the class is really big so it will be a bit difficult to do
134      that.
```

T argues that when receiving her video, she expects to see both of her performance and her students' discussion activity, however, what was highlighted in the video is just her image. T therefore emphasizes the significance of viewing students' activities again because it helps her evaluate the lesson she had taught.

Sharing the same point of view, J makes it clearer about why she thinks recording students' performance is important:

```
338  J:  yes yes I think if it can include the students' performance
339      and  activities  it  will  be  better, yeah  because... as  a
340      teacher we  should  think  about  both  the  performance  of
341      yourself  and  the  interaction  or  the  response  from  your
342      student you  should  think  about  how  to  motivate  your
343      students, how to instruct them, and how to... how to make
344      your teaching more, how to how to assess or evaluate the
345      output
```

She mentions how teachers can get the hidden message from students' "interaction or response" (line 341) to deliver an act of motivation or improve instruction. Moreover, J also believes that, apart from teacher's teaching skills, the success of a teaching practice also depends on the outcome shown in student's activities and performance.

On a different concern, C expresses her view about whether camera makes the teaching natural or not:

```
152   C:   as  I  told  you,  video  recordings  make  our  lessons  more
153        artificial.  we  just  pretend  that  we  are  really  calm  and
154        patient  teachers  but  actually  not,  because  sometimes  I  just
155        want   to   yell   at   my  students.  it   also   made  our
156        lessons  unnatural,  and  also  there  should  be  a  camera  only
157        because  you  know  I  have  to  look  at  the  camera  and  also  the
158        instructor  who  is  standing  behind  the  camera.  to  me  the
159        camera  is  ok  but  I  keep  noticing  the  instructor,  like  does
160        he  like  my  lesson  or  not,  so  yeah  that's  my  problem.
```

The extract above voices C's strong comments on maintaining the naturalness in teaching. C thinks video recording makes the lesson more "artificial" (line 153) which means the teacher has to act and therefore it makes the lessons unnatural (line 156). This view somewhat represents C's belief about the importance of teacher being natural when teaching. Also, another obstacle that she finds along with the camera issue is the distraction caused by the presence of the instructor as the cameraman. C admits being worried about whether the instructor likes her lesson or not during the teaching practice.

4.5 Conclusion

In this chapter, I attempted to highlight how the participants have progressed in their reflection strategies from self-reflection to spoken reflection with a mentor, and featured the affordances and constraints in associating the video recording with microteaching from the perspective of these novice teachers. The findings also reveal four main stages discussed above in their self-reflection, then clarify how participants conduct their spoken reflection during feedback session with mentor, and finally, show participants' evaluation of their experience with video-recorded teaching practice.

CHAPTER 5 – DISCUSSION

5.1 Introduction

This study investigated the stages and levels of reflection among novice teachers when having teaching practice with video recording and how they evaluated that experience through a qualitative case study approach. The previous chapter already identified the key findings that allowed me to answer the three specific Research Questions 1, 2, and 3 raised at the beginning. Therefore, this chapter is to discuss the implications which can be inferred by relating the findings with previous research mentioned in the literature review (Chapter 3) and then by summarizing these implications, I will be able to answer the General Research Question about *how novice teachers reflect and improve their own teaching practice through video recording*. Also in this chapter, the limitations of the study and recommendations for further studies will also be presented.

5.2 Interpretation of the findings from the data

5.2.1 Building habit on viewing one's teaching practice

Strictly speaking, it is worth noting that all participants in this research have very little experience in carrying out a teaching practice with a camera recording themselves. The mentoring program happened to be the very first-time peer-teaching with video for many of the novice teachers in the program. It cannot be neglected that almost every participant admitted that they experienced face-issues and discomfort when being recorded and while viewing their own video again. These uncomfortable feelings were also predicted firstly in Sherin & Han's (2004) and then in Borko et al.'s (2008) research. However, this first negative impression did not last long. Participants were then more used to being recorded and watching themselves again since they have gained the ability of observing, identifying, and interpreting their performance by watching themselves in the video repeatedly. These findings link to the concept of enhancing "cognitive power" through watching one's own video, suggested by Coffey (2004).

In addition, since none of the participants reported being completely confident with their self-reflection. They shared the needs of seeking for more objective opinions from peer(s) by showing their videos to each other because they believed that the peer who worked with them would understand the similar problems they both had and they could discuss the new

ways of doing things. This finding supports Leblanc & Seve's (2012) point in sharing with peer and "seeing an echo" of themselves in a safe environment with less face-issue.

5.2.2 Building knowledge on how to interpret and reflect with video recording

The findings from the interviews data suggested that participants as novice teachers, before coming up with solutions, have to initially go through a four-stage self-reflection phase when viewing the video of their own, and then an overall reflection phase with the mentor, from which their later critical thoughts were triggered on their own performances and solution were sought.

Firstly, all participants' responses about their self-reflection process revolve around four stages named as follows:

(1) First emotional response

(2) Strength and weakness realization process

(3) Seeking more objective opinions

(4) Developing record of one's self-reflection

Each of the stages above is also commonly related to the literature on "developmentalist perspective" discussed by Sherin (2004). The fact that these novice teachers had time to view their teaching practice video alone by themselves first and then several times later on with peer, supervisor, or mentor to seek for more objective opinions has confirmed the view held by Borko et al. (2011, p.184) that the video can always be a springboard for analysing and discussing about teaching and learning.

Equally important, participants when carrying out the reflection, either on their own or with mentor's guidance, recognised the problems and mistakes they made in their teaching practice at different levels. For example, language use, instruction, body language, classroom interactions, and teacher talking time. The sharing about their recognition represents the "problem based learning" aspect– one of the key roles in building up knowledge of interpreting and reflecting suggested by Zhang et al. (2011).

Finally, the interaction during reflection period with the mentor brought about more in-depth responses and reflective thoughts from the novice teachers. The "critical incidents analysis"

mentioned by Griffin (2003) and Tripp (1993) was one more time confirmed in this phase of reflection among novice teachers. The data collected revealed a higher level of reflection with more critical views were expressed and deeper understanding was built when they have the mentor's support.

5.2.3 Building knowledge on "what to do" through video recording

The findings gained from the interviews show that despite the discomfort initially caused by viewing their own image for the first time, all participants then had the tendency to not only self-construct the solutions to their problems and strategies to fix their mistakes in teaching practices, but also try to maintain and enhance their own strength and success from the previous practices. It is also obvious from the findings that the mentor's support has played a significant role in motivating and guiding these novice teachers in healing the gaps and improving their teaching practices, as well as digging deeper into the nature of their problems to gain more understanding. These findings support Oonk et al.'s (2004) point about how reflection with video recording can help raise awareness about the diversity of approaches in teaching, it also echoes Wong et al.'s (2006) view in helping novice teacher avoid demotivation by viewing their video recorded lessons.

5.2.4 Realizing the affordances of video recording through improvement

The findings revealed in the video recording's affordances in teaching practice have a lot in relation to what was discussed about the positive effects of video viewing on novice teachers. All the participants showed the positive views on how they benefited from the video recording of their teaching sessions.

In terms of the effect on teacher motivation, J's case is one typical example among all participants to show how much she has positively changed in seeing herself in the teaching profession as a real teacher – "it helped me to realize that I can be a teacher in the future" and she could see "what the teacher looks like", or in Y's case the more she watched the video, the more "positive" and "active" she wanted to be. It is clear that the video recording has also played the role of the "catalyst" in motivating novice teachers to have better practices, and to strengthen their beliefs in their career path. This finding is also part of what was investigated by Kleinknecht & Schneider (2013) in their particular attention on the motivational processes in video viewing among pre-service teachers.

One of the most important successes that video has brought to all participants was that it created an impressively advantageous effect on the teacher cognition. In almost every response about their reflection process, it is evident that participants had developed and enhanced their strong capacity in identifying the classroom events in teacher's and students' activities in a very detailed and critical way, some even distanced themselves to see and evaluate their own lesson from the student's perspective to know how well students understood and how much they enjoyed. These findings clarify the point raised by Boiling (2007) that video can create certain changes in the way novice teachers examine their understanding about the values of teaching and learning to become more critical.

The effect on teaching practice is another aspect I want to discuss in this session. It is worth noticing that the improvement made in the later teaching session resulted from the successful cognition effect on these novice teachers in viewing their previous performance. As described in Chapter 2, Gaudin et al. (2014) highlight the influences on classroom practice after viewing videos, his results emphasized that what novice teachers view created their own professional concern to adapt and adopt new ways in their teaching. This conclusion appeared to be confirmed one more time by all participants in this study. These novice teachers admitted trying their best to change their teaching style and improve their teaching techniques based on the drawbacks and weakness that they had learnt from their own video recording; and more importantly, most of them were successful in applying those changes and had their reflection ability fostered at the same time.

5.2.5 Realizing the constraints of video recording through difficulties

Strictly speaking, when being asked about how participants evaluated their experience with video-recorded teaching practice, apart from showing their interest in a lot of advantages they benefitted from video, participants also shared about the constraints they had to overcome when working with video. Anxiety and distraction are the top two common and predictable problems that most participants reported. According to eight participants, these problems were explained to have risen from having pressure when facing a camera or the instructor behind the camera, making some mistakes during the lesson, and worrying about their appearance and classroom behaviour. Moreover, some participants strongly emphasized that even though their lesson went smoothly, they still saw themselves acting unnaturally and wondered whether video recording would make the teaching more "fake". Another finding

from the interview also raised an important issue in evaluating teaching practice that some novice teachers found it hard to reflect and self-assess their teaching without having their students' performance videotaped; because they believed the success of a lesson always depended on not only teacher's skills but also students' reaction and performance as an outcome.

5.2.6 Implications for reflection in teaching practice

As discussed in the above five sessions, the findings presented in this study confirm earlier research's findings that pre-service or novice teachers have experienced similar stages in their reflection process and have improved their teaching practice to a certain level as a consequence of post-teaching reflection, these stages meet almost every phase suggested by Rodgers (2002b) in her research about reflective practice.

While earlier research concludes that in teacher education, pre-service teachers can greatly benefit from video recordings and that video is a "medium which can be developed into a resource and used in a specific way to enhance learning" (Le Fevre, 2004), the findings in this study one more time confirm those conclusions but also point out some striking constraints that novice teachers had to face when teaching with video recording. Albeit just a few, some limitations related to video recording such as causing anxiety and unnatural teacher performance, or having limited focus on students' activities, were raised by participants.

5.3 Limitations and recommendations for further studies

Although there were several samples chosen to be presented in Chapter four with an aim to show the generality, I am still aware of the limitations of this study. The number of participants could have been higher to be more representative of the population. However, I understand that this resulted from the lack of time and restricted access during vacation time when carrying out the data collection, therefore, further study with an appropriate number of interviewees and data to be collected in proper school-time season would be of interest. Moreover, although the research context provided exactly the kind of interesting rich-case information I was looking for from the Mentoring Program, the limited duration and frequency of the teaching practice periods in just one term for novice teachers in the program made the study less generalised. Thus, a study which embraces a more stable and long-term context can also be advocated.

Nevertheless, I still believe that despite the limitations, the insight gained from this study, most of which are supported by the research participants, is still helpful and beneficial to both teacher trainers and teacher trainees in understanding the nature of video-based reflection in teaching practice, and predicting the pros and cons of video recording to have effective and successful experience during teacher training period.

CHAPTER 6 – CONCLUSION

This study, firstly, attempted to find out the stages of novice teachers' self-reflection process and how they reflect on their teaching through interaction with their mentor. Through interview data analysis, four stages in self-reflection were revealed and seen as a common process happening within novice teachers, then a more in-depth and detailed reflection with critical opinions by these novice teachers during reflection period with mentor was also investigated. Secondly, by evaluating their experience in teaching practice with video recording, participants regarded viewing video of their own micro or peer lesson as an effectively engaging tool to reflect and improve their teaching practice, as they were not only able to re-witness what and how they taught but also dig deeper into more understanding about their strength and weakness to improve their future lessons. Besides, participants also shared their views about the difficulties caused by video recording that sometimes prevented them from having a satisfied teaching practice and improving some of their shortcomings; for instance: anxiety, naturalness, and lack of focus on students' activities. These constraints, however, are believed to be able to be solved and controlled once the novice teachers have more chances to get used to teaching with video recording and the camera is adjusted at a convenient place that allows both teacher's and students' performance to be recorded.

The overall picture that emerged from this study is that although with some minor constraints, video-based reflection still creates novice teachers an environment to re-view and reflect their teaching practice more objectively and critically; enables them to understand the dynamics of their thoughts and actions as they learn how to teach. The findings of this study also appear to raise valuable implications to teacher trainers, teacher trainees, novice teachers, and teacher training program developers, in order to succeed in applying video-based reflection during their training period.

In conclusion, I believe that the pre-service or novice teachers not only in the context of MA ELT program at the University of Warwick, but also in some other international contexts, can consider taking advantages of the video-medicated teaching practice and video-based reflection with all of its affordances to actively train and improve their own teaching performances.

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APPENDIX A – ETHICAL APPROVAL

Application for Ethical Approval

BA/MA/MSc Students

We are committed to ensuring that all research undertaken by our members, staff and students, meets the highest possible ethical standards. You will already have been introduced to research ethics in your research methods modules, but now that you are about to embark on a research project it is essential that you consider very carefully the ethical issues that it might raise and that you discuss these with your supervisor. Please treat this not only as a means of ensuring that your research meets appropriate ethical standards but also as a learning opportunity.

INSTRUCTIONS FOR STUDENTS:

Please complete PART 1 (sections A–F) and email the form to your project supervisor, together with any participant consent forms you plan to use

PART 1 (for completion by student)

A: YOUR DETAILS

Student name:	**TRAN THI BAO PHAN**
University ID number:	1690898
Degree programme:	**MA IN TEACHER EDUCATION**
Provisional project title:	
Supervisor name:	Dr. STEVE MANN

B: TYPES OF DATA TO BE COLLECTED

Please describe the types of data you plan to collect (e.g. data from questionnaires, interviews, observations, conversations, experiments, media texts, images, websites, social media posts, etc.)
Interview, feedback conversations of preservice teacher's teaching practice

Are the data in the public domain?	YES/NO

If NO, explain what steps you will take to obtain permissions for data collection and use

There will be two sets of data I need to collect.
- The first set is the interview. I will be collecting these data from students in the MA program of CAL who actually are novice/pre-service teachers. I will first talk to them about my intentions and then I will explain to every teacher my research area and the data I intend to collect from the interview with them. After having the participants' consents, the interview can be carried out by face-to-face or through skype. They will also be announced that the interview will be audio-recorded.
- The second set is audio recordings of the mentee-mentor feedback in the mentoring program in CAL. I will need to ask for consent from the program manager(s) and the participants to have access to the data.

C: PARTICIPANTS

Please describe the participants in the research (including ages of children or young participants where appropriate). Please specify if any participants are vulnerable (e.g. with a learning disability, in medical care, or in a dependent or unequal relationship; discuss with your supervisor if uncertain):

My participants are:
- Students in the MA program of CAL who are novice/pre-service teachers that used to have their teaching practice video-recorded for their own reflection.
- Students in the MA program of CAL who are experienced teachers that used to mentor the preservice teachers in their teaching practice.
- Teacher trainers of CAL.

Please explain what steps you will take to ensure that the fundamental rights and dignity of participants will be respected (e.g. confidentiality, privacy, anonymity, cultural or religious values):

My participants will be explained and made clear about my research area, why I need to interview them, and how the interview is carried out. They will also be announced about the recording process and my transcriptions of the interview (if there's any). Finally, I will guarantee that the data collected from my participant is used for my research purpose only and keep it at most confidential.

Please indicate whether you have an existing relationship with research participants (e.g. teacher–student, employer–employee), and if so, what implications this may have for them:

There is no issue because the participants are peers in my course.

D: CONSENT

Will prior informed consent be obtained from participants?	YES
If YES, explain how you will obtain consent, and whether consent will be written or verbal. *In NO, give reasons for this:*	
The consent will be obtained by: - Email and consent form in printed papers with participants' signatures.	
Will prior informed consent be obtained from others (e.g. parents/guardians, gatekeepers)?	NO
If YES, explain how you will obtain consent, and whether consent will be written or verbal: *In NO, give reasons for this:*	
Because my participants are over 18.	
Will participants be informed of your status/role as a student researcher?	YES
Will any form of deception be used?	NO
If YES, explain why deception is necessary, and whether and how you will debrief the participants:	
Will participants be told that they can withdraw from the study at any time?	YES
Will participants be informed of the use to which data will be put?	YES
Will confidentiality of data be guaranteed?	YES
If YES, what steps will you take to ensure data confidentiality? *If NO, how will you negotiate this with participants before obtaining consent?*	
Please attach any consent forms you will be using when you email this application to your supervisor	

E: SECURITY AND PROTECTION

Describe the nature and degree of any potential risk (physical, or psychological/emotional, such as reference to personally sensitive issues) to participants and what steps will be taken to deal with this:
I have discussed this with my supervisor and this is not applicable.
Describe the nature and degree of any potential risk (physical, psychological, emotional) to you as researcher and what steps will be taken to deal with this:
None
Where and how long will data be stored and what measures will be taken to ensure security?
The data will be stored in hard drive of my computer and the CAL's data storage system to ensure security.

F: DECLARATION AND SIGNATURE

I confirm that I have read the University Statement of the Ethical Conduct of Research (http://www2.warwick.ac.uk/services/ris/research_integrity/code_of_practice_and_policies/statement_ethical_conduct_research)
and the BAAL Recommendations for Good Practice in Applied Linguistics Student Projects (http://www.baal.org.uk/dox/goodpractice_stud.pdf):

Signature:	
Date:	May 25, 2017

PART 2 (for completion by project supervisor)

Supervisor name:	Steve Mann	
Student name:	Tran Phan	
Have you discussed the ethical issues relating to this project with the student?		YES
Will the project entail working with children or vulnerable adults?		No
Will DBS (CRB) checks be needed?		No
Will the project involve sensitive data that may be stressful for participants?		No
Will the project entail potential significant risks for participants and/or student?		NO
Please comment on any issues raised above or concerns you may have:		
Signature:	**Steve Mann**	
Date:	30.05.17	

PART 3 (for completion by Course Manager or nominee, or, where relevant, by CAL Student Research Ethics Committee Chair)

Action taken (X)

Approved:	YES
Approved with modifications or conditions noted below:	
Action deferred, with reasons noted below:	

Signature:		*Date:*	31. 05. 17
	Peter Brown		

Notes:

APPENDIX B – CONSENT FORM

PARTICIPANT INFORMATION SHEET

Title of Research Project: Video recording as a tool for reflection and improving teaching practice for pre-service English Language teachers.

Researcher: Tran Phan, MA student, Centre for Applied Linguistics,

University of Warwick

Email: N.Phan@warwick.ac.uk

Participant selection and the purpose of study:

You are invited to participate in a study of reflection through video recording for preservice teachers in CAL, the University of Warwick. The main purpose of this study is to find out how preservice teacher reflect their teaching practice with video and how effective the video recording can be in improving their reflection process and their teaching performance.

What your participation will involve:

- *For the mentor – participants:*

If you are willing to participate, you will be asked to (you can choose only 1 if you are not willing to participate in the interview):

1. provide the researcher with all <u>two</u> or <u>one</u> **(circle the one that applies)** of the audio recordings of the two feedback events that took place between you and your mentee in the mentoring program in Term 2.

2. attend an interview with the researcher, which will be audio recorded, where you will be asked questions about your experiences and views on mentoring the reflection process of teaching practice through video recording.

- *For the mentee – participants:*

If you are willing to participate, you will be asked to attend an interview with the researcher, which will be audio recorded, where you will be asked questions about your experiences and views on your reflection process through video recording.

Confidentiality and disclosure of information:

All data obtained as above will be confidential to the researcher and will be used solely for research purposes. Data and any information that will appear in the dissertation will be provided in such a way that no participant can be identified by name, affiliation or any form of information that can be tracked to the participant, though extracts from participants' recordings or their interview may be transcribed and quoted.

Feedback to participants:

At the completion of the study, all participants will be most welcome to consult the research findings.

Your consent:

Your decision on whether or not to participate will not affect your academic record. If you decide to participate, you are free to withdraw your consent and to discontinue at any time without prejudice. If you have any additional inquiries concerning the research project, the researcher, Tran Phan, will be happy to discuss these with you. She can be reached at: N.Phan@warwick.ac.uk

PARTICIPANT CONSENT FORM

Title of Research Project: Video recording as a tool for reflection and improving teaching practice for pre-service English Language teachers.

Researcher: Tran Phan, MA student, Centre for Applied Linguistics,

University of Warwick

Email: N.Phan@warwick.ac.uk

I confirm that I have read and understood the Participant Information Sheet dated …………………. for the above project, which I may keep for my records, and on which I have the opportunity to ask questions.

I agree to take part in the study and am willing to attend an interview with the researcher, which will be audio recorded, where I will be asked questions about my experiences and views on my reflection process through video recording.

I understand that my information will be held and processed for research purposes. I understand that my personal information will not appear in the research reports, though extracts from my recordings or the interview may be transcribed and quoted.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without being penalized or disadvantaged in any way.

I have been informed that I can consult the research findings and see how I am represented in the dissertation.

…………………………………..   ………………………………….

Name of Research Participant (please PRINT)   Signature of research participant

………………………………….   …………………………………..

Date   Signature of researcher, Tran Phan

APPENDIX C – PILOT INTERVIEW QUESTIONS

- Could you please introduce yourself and your educational background? How about your teaching experience?
- Have you ever been videotaped when you were teaching before? If yes, what was you first impression & feeling about that event?
- How do you normally reflect on your video?
- Do you watch your video alone or with peers?
- How did your reflection process happen?
- How was your first emotional response to your video?
- Did you base on a checklist to reflect? Or did you have any coding system, criteria list or question list?
- How many time did you watch your video?
- Did you have different reaction to your performance after watching it several times? How did it change?
- Did you mostly notice on the things you did well or the things you didn't do well?
- Did you write your self-reflection down?
- Did you share your video with peers/instructor for more opinions that could help you reflect?
- What did you mostly focus on when watching: your body language? Your language use? Your teaching skill? Interaction with students…?
- In the feedback session with your mentor, what happened? How did you recall your reflection to share with him/her?
- How is it different from reflection on your own and reflection again with your mentor?
- After the first-time teaching, what have you improved after you watched your video and reflected on it?
- What did you like about teaching with video recording?
- What did you find inconvenient or difficult when teaching and reflection with video recording?
- What can you suggest to make microteaching with video a more enjoyable experience?

APPENDIX D – REVISED INTERVIEW QUESTIONS

- Could you please introduce yourself and your educational background? How about your teaching experience?

- Have you ever been videotaped when you were teaching before? If yes, what was you first impression & feeling about that event?

- How do you normally reflect on your video?

  - Do you watch your video alone or with peers?

  - How did your reflection process happen?

  - How was your first emotional response to your video?

  - Did you base on a checklist to reflect? Or did you have any coding system, criteria list or question list?

  - How many time did you watch your video?

  - Did you have different reaction to your performance after watching it several times? How did it change? (your understanding/your feeling/…)

- Before your second peer teaching, did you watch your video again? Why?

- Did you mostly notice on the things you did well or the things you didn't do well?

- What did you use to keep a record of your reflection? (written journal/voice recording/note taking…?)

- When you noted down your problem, did you think of the solutions also, like how are you going to improve next time?

- Did you share your video with peers/instructor for more opinions that could help you reflect?

- What did you mostly focus on when watching: your body language? Your language use? Your teaching skill? Interaction with students…?

- In the feedback session with your mentor, how did it happen? How did you recall your reflection to share with him/her?

- How is it different from reflection on your own and reflection again with your mentor?

- After the first-time teaching, what have you improved after you watched your video and reflected on it?

- What did you like about teaching with video recording?

- What did you find inconvenient or difficult when teaching and reflection with video recording?
- What can you suggest to make microteaching with video a more enjoyable experience?

APPENDIX E – INTERVIEW TRANSCRIPTION

TRANSCRIPTION 1 – Z's interview

1   T: Okay, so as I told you before my research is going to be about,
2   erm, video recording as a tool for reflection and improving
3   teaching practice for inexperienced teachers or pre-service
4   teachers. So first, erm, can you please introduce yourself,
5   like, your name and your educational background, like what did
6   you study in your undergrad?

7   Z: Okay, err, I'm S.Z, and my… err I did clinical medicine during
8   my undergraduate period and then I gave it up and went to
9   Beijing to work as English trainer, and I worked especially in
10   the IELTS – IELTS training area. And, erm…, I worked as an
11   English trainer for about, er…, less than 3 years. And then I
12   think, I thought it was time to improve myself then I came
13   here to apply to study as a, to study course, English Language
14   teaching.

15   T: uhm-hmm

16   Z: so yeah, that's my background

17   T: yeah, well… So, how about your teaching experience, like how
18   long have you been teaching, or --?

19   Z: erm… from two thousand fourteen, er at the beginning of two
20   thousands of four – two thousands of fourteen until the end of
21   two thousand sixteen

22   T: uh-huh, so you –

23   Z: yeah, less than three years, less than three years…

24   T: so yeah, kind of similar to me. So, so you used to have some
25   experience in teaching English, but have you ever been
26   recorded, video recorded when you were teaching before?

27   Z: well, in the real, in the authentic teaching class, I had never
28   been recorded before; err but you know we have kind of teacher
29   training session from our company, and all the teachers would
30   be recorded, and all the teachers, and the rest of your
31   colleagues, and the boss will discuss the teaching methods, so
32   yeah…

33 T: Yes,

34 Z: just say in demo classes, not – not – not in the real classes

35 T: so just like what we did here in Warwick

36 Z: yeah, yeah just like what we did here

37 T: okay, ah, so, ah…what were your first impression and feelings
38   about being recorded?

39 Z: well. Haaa..., well, to be honest, erm…, the first time I was
40   recorded, when I was recorded, I was so nervous, and erm…, I'd
41   … er… haa …, I did – I did not want to look at the camera. And
42   erm…, and the- the whole class was kind of disaster because I
43   was just thinking, I was just looking thinking about the camera
44   and how I would perform myself and how would- how I would
45   present myself in the camera. I just thinking that – that was
46   the only one thing I was – I was thinking about. And erm… yeah
47   but after many times I've been recorded and kind of get-got
48   used to it, yeah but I think it was a good thing to help myself
49   to improve my, err... including, er to improve myself including
50   teaching methods and my English – English speaking, and kind
51   of interaction in class

52 T: yeah

53 Z: yeah, and because at the beginning I, er, my class used to be
54   teacher-centered because it's kind of a training classes

55 T: oh…yeah…

56 Z: tests, tests-training-classes and I need to present all the
57   knowledge or the skills about the test, test itself-

58 T: -yeah…so it's all about the teacher

59 Z: yeah all about the teaching test – test taking skills to
60   present them to, ah, to deliver these skills to the students,
61   yeah so kind of teaching-cent – teacher-centred, but after,
62   after being recorded several times, and my colleagues and my
63   boss said okay should be add some interaction with the students
64   …xxx

65 T: so being recorded your teaching here in Warwick is not very
66   new to you right because –

67 Z: yeah, that was not very new to you, while I was standing in
68   front of class and there's only several people, yeah… xxx….
69   It's kind of easy

70 T: yeah, ah, so ah… when you get your…your video recorded and do
71   you watch alone or watch it with your friends?

72 Z: err, yeah, when I received my radi-

73 T: -yeah yeah, normally when you, no normally when, after you
74   teach a lesson right, erm, microteaching, so you get your video
75   from your trainer, so you normally watch it alone by yourself
76   or you share it with your friends

77 Z: well, actually I won't share it with my friends but you know
78   the video recorded by the company would be shared in front of
79   all the colleagues

80 T: ah ha

81 Z: and the colleagues, all the colleagues would write some
82   suggestions, yeah, so we watched it together and well, for
83   myself unfortunately, I didn't like watching it again,
84   really, so I thought-

85 T: yeah that happens (laugh)

86 Z: I was quite - that was in errr... so embarrassing

87 T: when you have your video recorded here in Warwick so you have
88   to be peer teaching right?

89 Z: yeah

90 T: yeah so both of you would watch the same video of your lesson,
91   right?

92 Z: err no actually no because although it was a peer teaching but
93   my peer her teaching area was quite different from mine so she
94   was mainly- hers was mainly about teaching children,
95   errr yeah grade five

96 T: oh so you don't have to - you didn't have to teach the same
97   lesson

98 Z: yeah yeah but mine was about IELTS training so it's quite
99   different and so we discussed with the tutors and they said ok
100   you can teach separately

101 T: okay, yeah well that's interesting

102 Z: well. but some of my friends but some of my friends asked me OK
103   how was your peer teaching and they wanted to watch the video
104   ok I would send them the link

105 T: yeah because compared to them you're kind of experienced. So
106   when you watch the video for reflection do you base your
107   reflection on a checklist or a set of questions the trainer
108   provided you before? or you have your own checklist

109 Z: err actually, at the beginning I used the checklist provided
110   by the trainer, I mean the company's trainer, and they will
111   check for example like what you have err, kind of interaction
112   with students, whether you speak too fast, weather in your
113   class has covered all the techniques and skills about
114   testing, especially test taking skills about IELTS, yeah
115   whether you have student to expand their ideas and yeah giving
116   examples about their IELTS writing so something like that.

117 T: yeah so can you flash back to the first time you see your
118   video, well, not really first time but, normally when you
119   receive a video you will have your first emotional reactions
120   towards your video, like anytime you teach a new lesson and
121   you're video recorded, when you get your video back how was
122   your first emotional response to that video, normally?

123 Z: yeah like I said I was kind of nervous, erm, and I wish I
124   was- I could watch something that is equal to my
125   expectation but you know things always turn out to, don't turn
126   out to be what you expect so well, in the class I thought ok
127   I did this well and I did that well and I explained all the
128   topics clearly but actually when you watch that video you- you
129   will see that oh my god what I was saying there, what I was
130   talking about, yeah and you will just notice that okay
131   why didn't I, why didn't I talk to students, why didn't I just
132   talking about topic myself-

133 T: so you started to regret about the thing you didn't do

134 Z: well I actually, yeah sure, at the beginning I would
135   be nervous and then I would be critical about myself and
136   I criticised all, yeah criticised myself about the, about the
137   teaching method and the way I was teaching

138 T: yeah so normally how many times do you often watch your
139   video for reflection?

140 Z: errr? what do you mean by how many times?

141 T: like for the first time you saying oh this is not ok, then you
142   watch it for the second time and before you came up to the
143   final reflection for yourself, like, how many times did you
144   watch it?

145 Z: well like I said we will watch, all the colleagues and my
146   boss will share the video together and we will watch it
147   together but, and normally we will watch it once. well for
148   myself I won't watch it again-

149 T: HAHAHA…

150 Z: haha yeah, was just...yeah

151 T: yeah okay so did you have any, like, you only watch it once
152   right?

153 Z: sorry?

154 T: you only watch it once

155 Z: yeah

156 T: okay when you watch it do you normally notice on the things you
157   did well or the things that went wrong or not as you expected?

158 Z: errr actually for me I would notice all the things I did
159   wrongly because some, I am kind of person - maybe it is still
160   my personality I am kind of person that I seldom no my good
161   points my advantages but I pay a lot, a lot of attention to my
162   disadvantages and my shortcomings. Because I..., well yeah
163   it's true, during watching the video I noticed more about my
164   disadvantages how to improve myself.

165 T: okay so do you, errr, when you share your videos with your
166   peers, your colleagues, or your friends do you think that- do
167   you prefer to share it to receive more objective or more
168   positive opinions that helps you reflect more?

169 Z: hmmm, at the beginning honestly, I didn't, haha, because I
170   knew that I didn't do well and I was scared that there would
171   be too many mistakes I made in my class but when I get used to

172   it, when I got used to it, well I think it was
173   ok because I, well I have already cracked some of the
174   mistakes and I need to know to somewhere else I need to improve
175   so... I would like to share but I won't share it for
176   myself because for example somebody asks me and I will share
177   it, it won't come from myself.

178 T: oh okay, ya. when you watch your video what do you mostly focus
179   on? like, your body language, your language to use, you're
180   teaching skills, or your interaction with students etc.?

181 Z: well actually all of them, all of the points you just mentioned
182   about would be my focus, but normally I would Focus, the first
183   thing I would Focus is my talking, my own talking. because at
184   the time my spoken English was not that good and sometimes I
185   couldn't explain something in English but my IELTS class is-
186   Well IELTS training classes we will not, you know in that
187   kind of class we were not required to use whole English during
188   the class we were allowed to use L1 and L2 in our class
189   but, yeah but sometime you need to use English to explain
190   something so that will be my first focus to pay attention to
191   my, erm, spoken English, erm because I need to send because I
192   need to set a good example for students.

193 T: Yeah

194 Z: yeah and another thing is that, just like I mentioned again
195   and again, that kind of interaction with students. yeah
196   that's another point, and body language... no I don't think
197   so…

198 T: how about the techniques, like teaching techniques?

199 Z: erm... include...?

200 T: like, I mean for specific kind of lesson, like if you teach
201   vocabulary, grammar, or reading writing, like specific
202   skills they will have different techniques so do you notice on
203   that also?

204 Z: well actually I mainly taught IELTS writing so... no I don't
205   think so...yeah

206 T: how about the lesson plan, like, you have a lesson plan like
207   this and when you think it goes like this, so did you notice
208   the change?

209 Z: well actually we have kind of a fixed lesson plan given by the
210   company because it was a really short period of teaching about
211   1 month, less than one month or just 20 or so hours so we all
212   of the teachers have a fixed plan and you can just make some
213   modification and adaptation according to that fixed lesson
214   plan so we seldom teach and other things.

215 T: ok so how do you usually record your self-reflection after
216   watching your video? for example for myself I used to write a
217   report or a journal for my reflection like what I did well
218   what I did not so well after I watch my video several times, so
219   how about you?

220 Z: ermm I will write some bullet points

221 T: oh so just an outline

222 Z: yeah just outline some mistakes and disadvantages

223 T: ok so let's go to the feedback period with your mentor, so in
224   Warwick you used to have the mentoring program, right?

225 Z: oh yeah

226 T: so   in   that   feedback   period   with   your   mentor,
227   erm what, like, what   happened? did   you   use   the   video   to
228   reflect your teaching with your mentor? or how did you recall
229   your reflection with the video?

230 Z: erm...

231 T: so you had two times for feedback with your mentor right?

232 Z: yeah two times for feedback but I think we met three times

233 T: so what happened in those occasions?

234 Z: yeah my mentor was really helpful, and she..., well I bet she
235   watched   the   video   again   and   again, and   she   would   write
236   something,   not something, write   a lot, write a lot about the
237   places I need to improve and she told me about that and we
238   discussed, we dis- for example, she noticed that errr in my
239   class I need- errr I would like to say something like
240   "actually" again again and again and she pointed out that " ok
241   maybe it was kind of weird to say that in class because students
242   would, students would think you are not sure- the teacher is
243   not sure about something when he say "actually", so she

244　pointed out that and then doing the Mentor session we
245　watched only a piece, only pieces of video to see whether what
246　she was talking about was true and probably I would discuss
247　that with her, whether, err why I do that.

248　T: so you explained...

249　Z: yeah and I will explain

250　T: so did you get to talk a lot during the feedback period with
251　your mentor? like she talked mostly or you talked mostly?

252　Z: I think it's 50/50

253　T: 50/50?

254　Z: yeah...

255　T: yeah it's good, so did she challenge yourself or did you
256　realise anything that you could improve in the next teaching
257　session?

258　Z: yeah sure she gave me a lot of good, loads of good
259　suggestions and including, even including my body language but
260　well actually I don't care about body language I just pay more
261　attention to the tasks I you in my class and she didn't
262　chall- I don't know what you mean by challenge because I
263　didn't feel any challenging, just a...

264　T: so let me explain this, normally when you, when you watch the
265　video or when you do your feedback with your mentor like you
266　already did it so good and they challenge you to do like more
267　creative or more difficult tasks in your next teaching

268　Z: errr no

269　T: okay did you find it the feedback period useful for your
270　reflection, like did your reflection change? how is it
271　different from before you meet the mentor and after you meet
272　the mentor?

273　Z: well I think it was totally changed because-
274　well, specifically during my first peer teaching I did
275　something like, I taught IELTS writing task 1 and it was kind
276　of a ppp procedure I used that. And my mental said ok you need
277　to add more interaction, and probably you need to probably it
278　was better to use this kind of task and this kind of practices

279   and you shorten your talking something like that and the second
280   peer teaching I I I adopted TBL procedure in my class and I
281   used the- I use one task she mentioned about.

282 T: oh yeah

283 Z: and I tried to spoke less in my class so yeah she keeps me-

284 T: changed a lot?

285 Z: yeah I changed a lot so the first one and the second one was
286   totally different

287 T: yeah but positive difference

288 Z: yeah a positive difference

289 T: ok so let's come to your evaluation about using video in your
290   training, what are the things that you have improved after
291   watching your video and you have time to reflect on it?

292 Z: what you mean by what other things?

293 T: I mean what are the things that you have improved for your own
294   teaching after you watch your video and you have time to
295   reflect on it, like, what are the advantages that
296   video recording brings to your teaching?

297 Z: ahh ok just like I said i think the recording is helpful
298   because during a class you can't notice what- how you act in
299   your class and about, sometimes you can't realise you don't
300   realise that you did something wrong, err so yeah I think the
301   recording is kind of a memory.

302 T: oh

303 Z: it's kind of a memory but unconscious memory and it reflect
304   your unconscious side of yourself.

305 T: yeah. so what do you like, no you just said about what you
306   like most about it in with video but what do you find
307   inconvenient or difficult when you teach and you are being
308   video recorded at the same time?

309 Z: erm well actually when I am being recorded I think there are
310   several questions like whether I had to look at the
311   camera, that confused me a lot because, whether I
312   should- because you know the camera is there and when I teach

313   I know that I have to perform well because I would be recorded
314   by the camera and because the video will be shared to
315   others, so well I think the class weather video was
316   recorded are quite different with a class without video
317   recorded.

318 T: yeah yeah is like a performance

319 Z: yeah yeah it's more like a performance because I know I will
320   be recorded but in my real class without the camera I will act
321   more, like much more naturally because I don't care if I say
322   something, if I, for example, if I said something wrong I will
323   never regret because it would pass.

324 T: haha yeah no evidence

325 Z: and the student wouldn't have remembered what I said wrongly
326   or something they will remember all the skills and knowledge I
327   presented in the class but something like actually they
328   wouldn't care the "actually" they wouldn't care the "ok" when
329   I say ok ok again they wouldn't care but you know in the class
330   with the video haha I think I will have to pay more attention
331   about that I am more worried about that now it's there it's
332   just there.

333 T: yeah but after several times being video recorded did that-
334   does that feeling like, go away? do you feel more ok?

335 Z: well I can't say it goes away I can't say it goes away

336 T: it's still there

337 Z: it's still there but I'm kind of get used to it I know that I
338   I... I'm aware I need to act more natural naturally as in my
339   real class without the camera

340 T: so it's at the same time, it is both inconvenience but it
341   trained you to be more natural even if somebody is watching
342   you on the camera.

343 Z: yeah sure

344 T: so one last question, so you used to have two times peer
345   teaching using video recording at the mentoring programme here
346   in Warwick, what do you suggest to make peer teaching with
347   video   recording a   more   enjoyable experience
348   for you personally?

349 Z: enjoyable? Haha

350 T: hahaa like comfortable and enjoyable, do you have any
351   suggestions?

352 Z: I don't know I'm not sure about that and you know it's not my
353   decisions haha erm... yeah I have no idea how to make it
354   enjoyable and comfortable because I didn't feel any
355   uncomfortable like I said I kind of got used to it because of
356   the previous training in my company.

357 T: ah ha yeah so for example do you prefer to be informed about
358   video that you are going to be video recorded or you prefer
359   the trainer just hide a camera somewhere else and doesn't let
360   you know about that and you teach the way you are?

361 Z: I think it's kind- there is a dilemma between being informed
362   or not being informed because you know you have to tell their
363   participants that they will be-

364 T: yeah it's ethical

365 Z: yeah it's ethical problem it' is ethical issue, but for me I
366   prefer not telling me just hide it somewhere and record
367   it because it will be more natural and well you know if you
368   tell the participants that they will be recorded in their peer
369   teaching a couple of days ago, even a couple of weeks
370   ago, because we- the tutor told us in week four or week
371   3 because the Peer teaching would be in week 8 or 9.

372 T: yeah

373 Z: so nearly a month nearly one month, well some of the -some of
374   them my classmates said they were really nervous and they
375   couldn't prepare well about their own teaching so they were
376   worried about for at least one month that would be a
377   disaster, that was a disaster. well I don't know what to do
378   about it, what is ethical issue and the other side is kind of
379   the comfort. yeah they are conflicting with each other.

380 T: Yes

381 Z: so I'm not an expert about it, I'm not professor well at least
382   leave it to someone more experienced professor to solve it.

383 T: so the experience is like errrr if you can't do anything about
384   that just tried to be video recorded as many times as
385   possible so you get used to it.

386 Z: yeah sure sure you need to get used to it. well probably well
387   well, just imagine you need to get as many times being
388   recorded, well but I think that peer teaching sessions could
389   be, could add more video recorded and the students will get
390   used to it and I think two is not enough, only two, two times
391   are not enough, at least four or five times

392 T: yeah because you used to have some experience but the other
393   maybe is there first time.

394 Z: yeah sure it's the first time and the second time even though
395   they made some progress but it still limited progress but after
396   four or five times you can see great change.

397 T: yeah like you saw in yourself.

398 Z: yeah like I saw in myself

399 T: well thank you so much for such a... valuable interview

400 Z: you are welcome!

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101 more and then I will talk about my findings with her to find out
102 whether we had the same opinions.
103
104 I think it's different because reflection on my own is based on
105 my knowledge, so my background is based on Chinese students so   *expressing*
106 something I think I do it well, or something I think I didn't   *conflicting*
107 do it so well, but the Mentor is from a different country   *opinions*
108 background so her opinion is different from mine. and some   *with mentor*
109 parts I think I could ignore in this particular class but she
110 thinks I need to include. so I think the difference here is the
111 contexts.
112 I think the feedback from the mentor is more effective because   *benefits*
113 when I have my own reflection and also some feedback from my   *from*
114 peer, I couldn't find anything I could research on it but after   *reflecting*
115 I received the feedback from my mentor I finally found something   *with mentor*
116 that I didn't notice so from that I find out the research
117 question for my assignment.
118
119 improved:
120 I think it is the design of the class because in China we always   *task*
121 design the lesson just like in the textbook show, one by   *design*
122 one. but here I find the teacher usually design their activities   *interest.*
123 apart from the textbook, like they turn the exercise from the
124 textbook into the activity on the classroom, so this part
125 interest me a lot and I have thought about it, like I really
126 need to apply it in my future classes. and I already mentioned
127 the teacher's language.
128 I also think I have learnt much more about how to reflect myself   *learnt*
129 like I know several parts, several aspects that I need to focus   *more*
130 on, and each aspect- the requirements of each aspect like what   *about*
131 I did is right in what I did should be improved. for example   *self -*
132 in the first teaching, my first self-reflection I just find some   *reflection*
133 points which didn't have so much in order but now I know I need
134 to reflect myself based on something like a framework or a list
135 of standard criteria,
136
137 what like:
138 I think when you saw you teaching in the video it will be   *benefit*
139 different from what you imagine you have done. so it has some   *from*
140 benefits. I feel ok being video recorded.   *realizing*
  the differences.
141
142 difficult:
143 the sizes of the classes here is small just six to eight
144 students, and with a camera in the class I think the student   *difficulties*
145 will not talk as usual. as I have many discussion parts in my   *when have*
146 second peer teaching, we expect students to talk more but I   *a camera*
147 think because of the camera here students just talked in one   *in classroom*
148 sentence, 1 student just talk one sentence and then another   *teaching*
149 one, so the discussion parts becomes much more shorter. but in   *practice.*
150 actual class they will have a discussion, have argument.

not natural
not real discourse