

# “Whenever I Watched Myself, I Realised Something Different to Improve”: Teacher Candidates’ Reflections on the Video-Based, Micro-Analytic Practicum

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Research Article

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## Abstract

The purpose of the study is to explore a group of EFL teacher candidates’ opinions on the reflective, video-based, and micro-analytic practicum with a focus on classroom interaction. A practicum course was designed to improve pre-service teachers’ classroom interactional competence and help pre-service teachers develop teacher reflection. For this reason, pre-service teachers’ lessons were videotaped and they were required to analyse their lessons with a focus on classroom interaction. First, they learned the classroom interactional competence framework and learned how to analyse their lessons with a micro-analytic perspective. And then, they engaged in a reflective cycle in which they watched their videos, chose a significant segment and reflected on this segment. In addition, they exchanged feedback with each other in this cycle. At the end of the term, they were required to reflect on the whole process. This study explored the pre-service teachers’ reflections on this reflective cycle and specific components of the practicum. In addition, the researcher’s field notes were part of the data set. The content analysis of the reports indicated that pre-service teachers benefitted from this practicum course. In the light of their views, suggestions and implications for the practicum will be presented.

**Keywords:** EFL pre-service teacher education, practicum, video-based reflective practicum, classroom interactional competence, teacher reflection.

## Öğretmen Adaylarının Video Temelli Öğretmen Uygulaması Dersi İle İlgili Düşünceleri: “Dersimi Her İzlediğimde Geliştirecek Yeni Bir Yan Buluyorum”

### Öz

Bu nitel çalışmanın amacı bir grup İngilizce öğretmen adayının almış olduğu öğretmenlik uygulaması dersine ilişkin görüş ve düşüncelerini ortaya koymaktır. Öğretmenlik uygulaması dersinde öğretmen adaylarının verdikleri dersler video kameralar aracılığı ile kaydedilmiş, öğretmen adaylarına sınıf içi etkileşimsel yeti ile ilgili dersler verilmiş, sınıf içi etkileşimini çeviri yazıya dökme ve inceleme yöntemleri anlatılmıştır. Öğretmen adayları sınıf içi etkileşimsel yeti çerçevesinde kendi ve akranlarının derslerini incelemiş ve yansıtıcı düşünce uygulamaları ile sınıf içi pratiklerini değerlendirmişlerdir. Dönem sonunda öğretmen adaylarından tüm dönemi değerlendiren yansıtıcı raporlar yazmaları istenmiştir. Öğretmen adaylarının yazılı yansıtıcı içerik analizi ile incelenmiş ve bu çok katmanlı öğretmenlik uygulaması ile ilgili görüşleri belirlenmiştir. Aynı zamanda araştırmacının alan notları da araştırmanın veri setinin bir parçasını oluşturmuştur. Araştırmanın sonuçları öğretmen adaylarının derslerini videoya kaydetmenin öğretmen öğrenmesine ve yansıtıcı düşünmesine faydası olduğunu düşündüklerini göstermiştir. Ayrıca sınıf içi iletişimsel yeti ile öğrenme arasındaki ilişkiyi öğretmen adaylarının benimsedikleri ve uygulamalarına yansıttıkları da diğer bir bulgudur. Araştırma sonucunda öğretmenlik uygulaması dersinin bileşenleri ile ilgili öğretmen adaylarının görüşleri ayrıntılı bir şekilde ele alınacaktır.

**Anahtar kelimeler:** Hizmet öncesi İngilizce öğretmeni eğitimi, öğretmenlik uygulaması, video aracılığı ile yansıtıcı düşünme uygulamaları, sınıf içi etkileşimsel yeti, öğretmen eğitiminde yansıtıcı düşünme

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## INTRODUCTION

Video-based observation practices have been frequently used in language teacher education thanks to technological developments (Hockly, 2018). It is believed that video-based observation may foster self-reflection practices of pre-service and in-service teachers compared to traditional forms of observation (Kleinknecht & Gröschener, 2016; Walsh & Mann, 2015). In the last ten years, ELT programs in Turkey use videos in micro teachings (Tülüce & Çeçen, 2018), practicum (Akcan, 2010 & Eröz- Tuğa, 2013) and also in in-service training (Yücel et al., 2016) and they find videos as a useful tool to promote reflection. Tülüce and Çeçen (2018) concluded that videos help pre-service teachers (PSTs henceforth) remember their practice, notice important aspects of it and understand the feedback given by their supervisors.

While videos are appropriate tools to promote reflection, pre-service teachers are found to need specific guidance while viewing the video to notice significant issues related to student learning (Kleinknecht & Gröschener, 2016). Thus, video-based observation should be supported with specific tasks to facilitate pre-service teachers' noticing abilities and encourage them to propose different solutions to the problems they see in the videos which will promote teacher reflection in the end.

There have been interactional and evidence-based approaches to integrate reflection in second language teacher education (Walsh, 2006: SETT; Sert, 2015: IMDAT). These models and frameworks suggest data-based tools will help teachers to analyse their talk and classroom behaviours and give them opportunities to reflect on their teachings for improvement. For this reason, we adapted these models (which will be presented in the next section) to our context and implemented a reflective, video-based, and micro-analytic practicum with a focus on classroom interaction. In this study, we asked for pre-service teachers' perspectives on this practicum.

We believe that this study is significant since it shows pre-service teachers' opinions and beliefs about the practicum course they actively got involved. Teacher cognition is formed by teachers' beliefs and practices (Borg, 2003) and eliciting teacher candidates' opinions provides insight into the teacher cognition. In addition, this study may have implications for teacher educators and guide them to shape and design video-based practicum.

### Research questions

In this study we address these research questions:

- 1) What are the perceptions of pre-service teachers of English about the components of the reflective, video-based, and micro-analytic practicum with a focus on classroom interaction?
- 2) Do they perceive the reflective, video-based, micro-analytic practicum helpful? If so, in what ways?

### Literature review

Teacher reflection involves critical thinking process about one's own practices in the classroom. As Anderson (2020) summarised it, reflection raises awareness and understanding, and it helps teachers to make informed decisions, and detect and solve problems in a daily routine of teaching. Being a reflective practitioner is a professional role attributed to the English language teachers (Kumaradivelu, 2003). At the same time, it is acknowledged that reflection is hard to define (Anderson, 2020), abstract and complex (Jay & Johnson, 2002). Especially in pre-service teacher education, teacher educators should provide a framework for reflection to the pre-service teachers (Sagasta & Pedrosa 2019) to guide them and to enhance teacher learning. Proper and clear guidance on how to think about their own practice is a must for student teachers.

In order to provide clear and accessible guidance for pre-service teachers and show them important aspects of a lesson to focus on, Walsh and Mann (2015) suggest " data-led, collaborative, dialogic reflection with the use of appropriate tools" (p. 362). They suggest teachers use real data from their own classrooms, work and discuss with other teachers to reflect on their language and interaction in the classroom. This suggestion naturally requires the use of videos in teacher education programmes.

Videos can be employed for different reasons and with different techniques in pre-service and in-service teacher education (Christ et al., 2017; Hüttner, 2019; Man, et.al 2019 ;). Gaudin and Chalies (2015) reviewed the use of videos in teacher education and found out that teacher educators used videos to improve pre-service teachers' "noticing abilities and knowledge base reasoning"(p.46), teach "how to interpret and reflect" (p.47), "to build knowledge on what to do" (p.49). In the same study, it is recommended that PSTs need guidance and support and the instruction should be planned and designed carefully. The instruction and related tasks should be within the capacity of PSTs. To do this, one phenomenon of the classroom events should be chosen. PSTs may not be

ready to evaluate or criticise others so the tasks should be designed considering this. Who selects the video and how many times should PSTs view videos are other questions to be addressed (Gaudin & Chalies,2015).

### Frameworks for Video-Based Reflection for Language Teachers

#### CIC and Sett Grid by Walsh (2011)

There have been different frameworks available for language learners to use while they view their videos. The Classroom Interactional Competence framework developed by Walsh (2006) is one of them. This framework focuses on language use, feedback and questioning and moving back and forth between different classroom discourses and suggests that effective use of language by teachers is an important interactional competence, paving the way for effective language teaching and learning.

Table 1. Classroom Interactional Competence Framework by Walsh (2011)

Maximising interactional space (through use of increased wait time, promoting extended learner turns, planning time)
Shaping Learner Contribution (seeking clarification, scaffolding, modelling and repairing learner input)
Effective Eliciting
Interactional Awareness
Managing Mode Shifts

Table 1 presents the detailed competence indicators of CIC. Based on these indicators, Walsh (2006) developed a practical tool for language teachers to evaluate their talk. Self Evaluation of Teacher Talk (SETT henceforth) was developed to raise language teachers' language awareness and show them the relationship between language, interaction and learning. This tool was used to engage the pre-service and in-service teachers in self-evaluation practices in different studies and it was found effective (Aşık & Kuru- Gönen, 2016; Ghafarpour, 2017). Aşık and Kuru- Gönen, (2016) used the SETT grid and taught the interactional features to the group of pre-service EFL teachers. And then they audio recorded the lessons and pre-service teachers were asked to reflect on their talk using the grid. Peer discussions were organized, and teacher diaries were written to promote reflection among pre-service teachers. As a result of this intensive work, the authors reported a positive experience. Pts were found to manage to reflect on their talk easily and use metalanguage with the help of the SETT. In addition, the need to include code-switching to the grid was underlined in the study.

#### Imdat Model by Sert (2015)

The CIC framework has been expanding thanks to classroom interaction studies. For instance, Sert (2015) micro analytically investigated multilingual EFL and ESL classrooms and added other competence areas such as “the management of claims and displays of insufficient knowledge, increased awareness of unwillingness to participate, effective uses of gestures, management of code-switching” (Sert 2016, p.134) and Sert (2010, 2016) proposed the integration of conversation analysis in language teacher education to help pre-service teachers to work on their own language use and foster interaction in language classrooms. Conversation analysis is a research method that analyses talk-in-interaction with a micro-analytic perspective. Sert (2015) employs this research method to analyse classroom interaction and draws on some educational implications to offer practical solutions to the teachers.

Table 2. Sert's (2015) contributions to the CIC framework

Successful management of claims/ displays of insufficient knowledge (CIK)
Increased awareness of unwillingness to participate(UTP)
Effective use of gestures
Successful management of code-switching

Sert (2019) presents a “technology-enhanced, reflective, and micro-analytic teacher education framework” (p. 217) IMDAT as “a model and template” (Sert, 2015, p. 168). It involves a collaborative feedback cycle in which pre-service teachers are first introduced to the CIC features. Following the instruction on CIC supported with concrete examples (classroom videos with transcriptions, academic articles), the second step is micro-teaching of pre-service teachers under the supervision of the teacher educator. This teaching is to be recorded. Sert (2019) suggested a video-tagging tool to identify critical moments and episodes which will help teacher educators and PSTs easily navigate through the messy classroom discourse. The third step is *Dialogic reflection and trainer*

*feedback* which is like the post-conference held by teacher educators (Eröz-Tuğa, 2013). In this step using the stimulated recall technique (Walsh and Mann, 2015) the teacher educator and the PSTs view the teaching together. Having a specific classroom aspect in their mind, the teacher educators help trainees to view the video and focus on that aspect of the teacher talk or classroom event (e.g. questioning, L1 use, shaping learner contributions). Sert (2015) argues that this step will provide a data-led reflection space for the PSTs. One cannot expect a correction or change in teacher talk in this stage. Based on the discussion and feedback from the teacher educator, pre-service teachers write a critical self-reflection on their strengths and weakness referring to the exact moments of the video. This writing task also requires multiple and close viewing of the video which strengthens the quality of the analysis and reflection. After that PSTs teach another class and repeat the previous cycles. But this time the previous cycles will be implemented with a peer considering the power relationship will be more balanced in peer observations. The last cycle is teacher collaboration in which teacher candidates come together and discuss the critical instances in their teachings. Sert (2019) argues that this collaborative – CA informed and technology-enhanced feedback process will foster teachers’ awareness regarding their talk, interactional space, and language learning.

In this study, we report on video-based and micro-analytic practicum where a reflective cycle like the IMDAT (Sert, 2019) was followed. The purpose of this paper is to explore what teacher candidates’ opinions are about this practicum experience and how they benefit from this reflective feedback cycle.

## METHOD

This small scale study is a qualitative case study. Case studies explore “bounded systems to holistically describe an activity or a process” (Johnson & Christensen, 2004, p.377) In this small-scale research, we considered this practicum experience as a case and aimed to provide an in-depth analysis of this experience. As data collection tools, we employed observation and self-reports from participants.

### Context

This study was conducted in a foreign language education department in a state university in Turkey. Participants were 30 EFL (English as a foreign language) teacher candidates who took the practicum as a must course in the last year of their education. In this course, pre-service teachers made weekly observations and taught classes in their practice schools under the guidance of the mentor teacher and the supervisor (faculty member at the university). One of the authors of this study was the assistant to the course so she helped to design and implement the course throughout the term. She videotaped pre-service teachers’ lessons and led the reflective discussions at the faculty. Since she was involved in each and every step of the course, her role was participant observer (Creswell, 2012, p. 214).

### Adaptation of the CIC Framework and Imdat to the Practicum

The practicum is a 14-week course involving observation and teaching at school and reflection at the university. It provides space for pre-service teachers to put theory into practice and observe a real classroom environment. It offers a transition phase and valuable learning opportunities for beginning teachers. We adapted the IMDAT model to help PSTs to make the most of this valuable learning opportunity. They both learnt how to teach and how to reflect on their practice with the help of videos and micro-analytic perspectives. Since Sert (2015) presented this model as a template to be modified for different contexts, we adapted it according to the particular context we had. To introduce CIC features and raise PSTs’ language and interactional awareness, we designed a highly intensive practicum with introductory readings, experts in this field as invited speakers, transcription sessions, observation and teaching tasks. (Please see appendix A.)

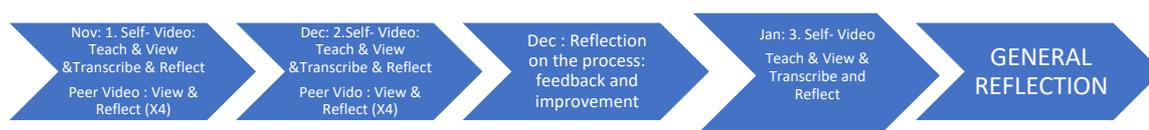


Figure 1. *The timeline of the practicum*

The first four weeks were spared to introducing classroom interactional competence (Walsh, 2006) to the pre-service teachers which is Introducing CIC step in IMDAT (Sert, 2015). As a follow-up, we taught transcription conventions to be used in the class and did some practice with real classroom data. We used Walsh's (2011) transcription convention since it was simpler and more practical for pre-service teachers. Following week, they began to design their lesson plans and teach (similar to the *Micro-teaching* step in IMDAT, Sert, 2015). Due to the high number of PSTs in the practicum class and the requirements of the course, candidates taught in real classrooms in our study unlike the micro-teaching phase suggested in IMDAT (Sert, 2015). Two PSTs taught one lesson together. While the first half of the lesson was taught by one, the last half of the lesson was taught by the other pair. The lessons approximately took 40 minutes and the research assistant videotaped it and shared the record with the PST one or two days later. After PSTs received their recording, they had two different tasks: The first one was writing *teaching task analysis* paper. In this task, they were required to view the recording multiple times and choose an instance such as question-answer, warm-up or presentation stage of the lesson. After identification of the segment, they would transcribe it (one or two minutes) and analyse it using the teacher's actions summarised in Tables 1 and 2. For instance, referring to the exact moment in the data, they would show how they elicited students' answers and used their gestures or code-switch. Based on the data, they evaluated the effectiveness of their actions on student learning.

The second task involves group work and collaboration. PSTs were assigned to the groups and they were required to choose a different segment this time to send it to the other group members. Other pre-service teachers would view the recording and without transcribing the segment they would comment on their colleagues' teaching. They were required to refer to the moments (indicating the exact minutes) to give feedback to their group members.

These two tasks were similar to the *Dialogic Reflection* stage in IMDAT. However, due to the crowded group of PSTs, the time constraints and the busy schedule of the instructors, we were not able to hold one-to-one conferences as suggested in IMDAT. Instead, the instructor gave written feedback to the pre-service teachers' self *teaching task analysis* each time they submitted it. The instructor did not give feedback on the second task which involved feedback exchange. This teach-view-reflect cycle was repeated three times during the practicum, that is, PSTs wrote three teaching task analysis papers and they provided peer feedback "post teaching support" twice (Figure 1).

After completion of the first cycle in December (in stage 3), they were asked to reflect on the feedback they received from their group members, the teaching skills they improved in the second teaching and the skills that they needed to work on. In the last stage (5) at the end of the term, they reflected on the whole process :

- self-observation and peer observation through videos
- classroom interactional competence
- doing transcription and adopting a micro-analytic view to reflect on lessons
- writing feedback for others and receiving feedback from others

This paper present the answers to these questions elicited from participants' self-reports and field notes of the researcher who observed the whole practicum process.

### **Data analysis**

Written reports of the participants at the end of the practicum were the main source of the data. It was supported by the field notes of the researcher (at the same time the assistant of the course). Data analysis involved the steps of qualitative data analysis in Cresswell (2012). The participants were given numbers (PST1, PST 2) to ensure anonymity. The researchers read the reports multiple times to capture the general sense of the data and took brief notes. The reports were highly structured and the prompts provided some general themes such as the feedback, watching oneself and others, giving and receiving feedback, doing transcriptions, adopting a micro-analytic perspective and the focus on teacher talk (Appendix 2). Researchers read the data to find out whether new and extra codes emerged in the data. After ensuring the data saturation, a list of themes was compiled. The same procedure was repeated for the researcher's field notes. Involvement of the researcher as participant-observer in the practicum, thick descriptions ensured the credibility and trustworthiness of the research.

### **Research ethics**

The ethical approval was obtained from the Applied Ethics Research Centre of Middle East Technical University (the approval number: 28620816/336) for this study. The participants gave their written consent to participate in the study and they were informed about the study beforehand.

## FINDINGS

The findings indicate that there are four general themes that emerged from the reflections of the pre-service teachers and observations of the researcher. These were:

- watching self and others' videos
- learning CIC and linking it to their own practice
- adopting a micro-analytic perspective.
- writing feedback for others and receiving feedback from others

### Watching Oneself and Others

When we first began to video record PSTs teachings, they were nervous. It was their first formal teaching experience in a real classroom environment and there were two cameras in the classroom to record them. That's why being recorded made them nervous and they did not like being recorded at first. However, as we continued, they seemed to forget the presence of the cameras in the classroom. At the end of the class, they even thanked the assistant for videotaping them since they thought it would be nice for them to watch their first teaching experience after many years.

The written reports showed that video viewing helped them to recognize themselves as teachers and question their perceptions about themselves. For instance, PST 8 wrote that "we are really different than we perceive". In the reflection forms PSTs describe this video viewing experience as a "new perspective", "third eye", and "learning opportunity". Overall, PSTs found it a learning opportunity. They mainly stated that they were able to notice how they used their body language and tone of voice thanks to the videos. While PST 10 focused on her body language "when I first watched myself I was shocked because during practicum I was not aware of my hands, gestures and mimics", PST 17 commented on his teacher talk: "I realised I speak too fast for students". PST 15 elaborated on this issue further :

For example, while doing the teachings, I sometimes feel like I am talking extra slow because I am trying to talk slowly to be understandable. However, as I watched myself in the videos, I saw that I had been talking so fast that even I would have had difficulties understanding myself.

Secondly, they stated that they recognized off-task students or students who were raising their hands to participate. It was clear that videos provided them with a clear picture of the class. To illustrate; PST 27 commented that "we do not completely realise what is going on in the class. We are focused on our subject and we may not be able to see if the ss respond to us and what our strong or weak points are". As it can be understood from PST 27's reflection, the videos provided them with a clear vision of the classroom. After watching the video, they recognized how students responded back to them and whether they understood them. They reflected that they did not listen to the students, instead, they just focused on their own questions. Moreover, they noticed that classroom management was an important part of the teaching profession. PST 25 stated that:

While watching myself; I see that classroom management is the most important point in a language teaching environment. For instance, I can see how the students behave when I turn my back to class. Even only for two seconds, you may lose your control

Pre-service teachers also watched other PSTs' videos in their groups. They thought that they learned new techniques and activities from their peers. Although PST 15 thought that her group members chose the best instances and shared them with the group members, PST 3 thought that she found it helpful: "seeing how my friends were doing during their practice gives me ideas about how to teach creatively because, from each video that I watched, I learned a new way to teach". PST 6 thought that watching ideal teaching moments helped her:

For example, while I am watching my peers, I can objectively analyze the video so I can decide what is wrong or what is true. For example, I see some common problems I have experienced are met by my peers and I watch how she or he can handle the problem.

It seems that observing similar problems in others' videos helped PSTs gain a better insight into the teaching experience and encourage them to think more. To exemplify, PST 7 commented that "I realise that we are doing the same mistakes sometimes and it pushes me to think about our mistakes and how we can improve our teaching skills". More importantly, viewing their own videos helped them to develop better as clearly stated by PST 3: "whenever I watched myself, I realised something different to improve" Videos seem to function as important tools to aid reflection.

To sum up, videos give them a chance to see themselves, their students and their peers from a different perspective and clearly help them to think deeply about teaching. Watching others both show them they experience the same problems and there are always new ideas to be learnt from others.

### **Learning CIC and Linking it to Their Practice**

Pre-service teachers read articles on classroom interactional competence (CIC), attended a seminar on CIC, and analysed real classroom data to learn to transcribe classroom interaction (Appendix A). Their written reflection indicated that they internalized the framework of CIC and use it to analyse their own practice. With regards to CIC, they mainly focused on the classroom interaction terminology they learnt, the importance of feedback and wait time to foster learning. PST 1 commented that “I believe I have learnt terminology which makes me feel more professional”. As suggested by PST 1, the terminology they learn and use in their reflections develops them professionally. In addition, it seems that with the help of the school environment, they re-evaluate the definition of teaching as well. PST 3 thought that: “teaching is not sth we learned in the department”.

They see the importance of interaction in teaching, and they integrated CIC terminology to report their observations and describe their own practice. This piece of reflection is from PST 17’s teaching analysis:

I also elaborated what they said for example, in the lines 7, 12, 46, 54, and 60. After the students gave me answer, I repeated theirs, and added more. When a student told me dairy products in line 11, I repeated dairy products and added cereals. Also, when they said that muscles help pump blood, I explain how it helps. I think these are good examples for elaboration.

Giving feedback is the common issue they address. They mostly thought feedback was a significant aspect of teaching and they improved it thanks to this course. PST 6 pointed out that:

The other skill that I improved is to give feedback to the students. Throughout the term, we learned interaction between our students and us is an effective tool for teaching and learning. Giving feedback is an important issue that a teacher should be good at. When I think about my unguided teaching, I was not good at giving feedback to given responses. My feedback was simply yes/no. At the first teaching, I used some strategies to give feedback such as recasting or explicit error correction.

In addition to feedback, the second specific issue they developed thanks to this micro-analytic practicum is using wait time effectively. Waiting for students to express their ideas and tolerating silence in the classroom elicited more answers from students. PST 1 commented that “ I think I began to learn not to be afraid of silence during the lesson”. PST 14 reflected on this issue: “I think not knowing what to do when the answer does not come from any of the students can be my problem. I should learn to wait after asking questions. I did not use wait time properly”. Focus on microanalysis and interactional features such as turn-taking seemed to help teacher candidates. To exemplify, PST 27 stated that:

However, focusing on micro-details are helpful for our improvement. ...I have learnt that I need to be calm and wait for students’ answers. I thought that waiting without doing anything would be something that I should avoid doing in class, but I have learnt that I should wait and make my students speak more.

All in all, written reflections of pre-service teachers showed that they internalized CIC as a framework and used it to analyse and evaluate their own practice. It provides them with concrete tools (e.g. terminology) and insight into classroom interaction (importance of feedback and wait time).

### **Adopting Micro-Analytic Perspective: Doing Transcriptions**

While pre-service teachers seemed to be certain about the benefits of the video-based reflective practicum, they did not think the same about the micro-analysis work they were engaged in. They found transcribing their talk “meaningless”, “hard”, and “academic”. To illustrate, PST 30 wrote that:

I do not think it helped me to develop as a teacher. It certainly was beneficial for me since I am interested in languages and things related to them, but I do not think it is something essential for teachers. Teachers do not do it during their teaching careers.

To them, transcribing was part of academicians’ work as seen in the previous comment. One teacher candidate thought that transcription was meaningless. Transcribing and referring to the lines as evidence did not make a difference for her. PST28 wrote that:

To tell the truth, I am not sure if I benefited from writing transcription or not. For example, while writing feedback to my peers; I did not transcribe their segments; however, I do not think that there is a distinction btw theirs and my own analysis paper. I understand the same thing from them.

PST 28's comment showed that she thought viewing the video already helped her to reflect on her teaching. They had also concerns about the value of transcribing a small part of classroom interaction. They were suspicious about the generalizability of the work they did. To illustrate, PST8 stated that:

I think that writing transcription was unnecessary and really time-consuming. I had difficulty deciphering my recording. I spent hours on them, and only writing about two or three minutes was not helpful to see my progress in my teachings.

However, there are also different opinions regarding transcription tasks. For instance, PST 17 wrote that "Micro details helped me to learn teacher echo and recast". Or, PST 29 recognized that transcription task necessitated multiple viewings which in turn helped her reflect better: "I had to watch myself and the students again and again and this helped me focus on micro details in the teaching process". In addition, this task helped them to reevaluate their language proficiency: "it made me focus on my sts speech, see my grammar mistakes , to some extent, it is useful" (PST 1). Wait time was mentioned in the previous category as an important feature of CIC. Transcription task seemed to enable teacher candidates to measure wait time. PST 15 pointed out this contribution:

Well, I would like to mention actually one point that transcriptions contributed: wait time. Now, I know how much I wait after directing a question. And how much more should I try to wait after directing a question.

In addition, the piece of reflection by PST3 might explain why some teacher candidates found transcription task hard and time consuming.

I think transcription part was a little bit demanding but for the second and the last one, I realized that I could do them more easily because I learned how to do that. While writing reflection on my teachings, transcriptions gave me a chance to use specific terms to analyse my teaching rather than saying only I like this part or that part. For example, question types, wait time, breaks or teacher-learner turns are so clear when I look at the transcription. So, doing transcription is really hard but useful for me.

Those who found transcription useful mentioned that they had noticed their grammar mistakes, intonation patterns or the words that they overused. The following quote from PST 27 may summarise pre-service teachers' contradictory opinions:

I do not think that transcribing helps me to improve my teaching skills. I think we do it for writing the teaching task analysis papers. It is a difficult task, I am not able to transcribe the segment properly. It takes a lot of time, and the students sometimes speak with their friends loudly. I am not able to write every utterance takes place in the segment. However, focusing on micro-details are helpful for our improvement. I have learnt a lot about shaping the learner contribution. I have learnt how to give feedback to my students.

The researcher's field notes may clarify the pre-service teachers' opposite views. Some PSTs thought that they adopted this micro-analytical view for the sake of completing assignments. On the other hand, teaching task analysis papers showed how well they reflected on their practice by adopting a micro-analytic perspective. One example from one PST's teaching task analysis paper could be given here:

PST 2: "while giving instructions before the scanning activity, I make a mistake by saying "read the text" (Line 10). They are not supposed to read the text completely, they are to find the specific information. I should have said "scan the text". Then, I say "you have a couple of minutes". This is an ambiguous statement. I should avoid using ambiguous statements and rather speak clearly by saying 3 minutes or 5 minutes for example".

The assignments (teaching task analysis papers and post-teaching support group entries) showed that producing transcription and viewing videos multiple times to produce transcriptions helped PSTs to analyse their practice better and give feedback to their peers better. Although they were not asked to make suggestions about the course, PST 15 suggested watching PSTs videos and discussing them together in class using the transcriptions.

We should have watched the videos together and discussed and generated more ideas... Maybe If we had the chance to bring our transcriptions to the classroom and discuss them with our friends, we would notice more thus benefiting more.

This piece of reflection above might show that pre-service teachers were able to reflect on this practicum and make suggestions for improvement of the course. All in all, although pre-service teachers found transcription difficult and unnecessary, their reflections were detailed and comprehensive. It seems that this video-based, reflective, and micro-analytic practicum provides them with concrete tools to reflect on their practice.

### Writing Feedback for Others and Receiving Feedback from Others

Pre-service teachers' reflections regarding feedback exchange showed that they did not find it useful. They mostly found their friends' feedback "kind, "unrealistic", and "positive". They seem they did not believe that their peers were competent enough to give feedback. PST 23 wrote that: "honestly I think we are still students we are not competent enough to give feedback". Or, PST 15 implied that the feedback might be fake: "I read them knowing that they were the homework of my friends to get the marks".

Moreover, they implied that their peers might not have expressed their real opinions to save their faces or to complete the assignments. To illustrate, PST 16 commented that:

Actually, I cannot say that I have learned much through peer feedback because we always tried to pick segments that we were confident in so that we could show our best mode. Moreover, the feedback was not that sincere at least this is what I felt.

It means that even if she received sincerely written feedback, she would not pay attention to it. She did not trust her peers. However, some students found the feedback they received useful. To exemplify, PST 30 commented that "feedback of some group members was useful; some group members did not even give any feedback". As suggested above, group dynamics also affected this feedback exchange. While some PSTs did not send any feedback, the others were actively involved in the process and provided timely feedback.

To conclude, the PSTs' opinions on the specific components of this reflective, video-based, and micro-analytic practicum showed that they found videos and the CIC framework as a tool useful. Adopting a micro-analytic perspective and producing transcriptions were the demanding requirements for them. Lastly, while some thought that the feedback they received was useful, some did not find their peers' feedback dependable.

### Discussion & Conclusion

The purpose of this study is to explore pre-service teachers' (PSTs) opinions on a video-based, reflective and micro-analytic practicum with a focus on classroom interaction. They were asked to reflect on watching self and others' videos, learning the CIC framework, adopting a micro-analytic perspective and feedback exchange. The results showed that they thought they benefitted from this reflective practicum in general. The researcher's observations also confirmed this finding.

PSTs' written reflections indicated that they shared similar views regarding particular components of the practicum such as watching videos and analysing classroom interaction via the Classroom Interactional Competence (CIC) framework. They found the integration of videos really useful and considered them helpful for their professional development which was also supported by the recent studies (Sagasta & Pedrosa, 2019; Tülüce & Çeçen, 2018; Yücel et al., 2016). Similar to Tülüce and Çeçen's findings (2018), PSTs in this study stated that they noticed actions that they had never noticed before thanks to the videos and considered the video viewing experience as a tool for critical reflection and professional development.

This finding seemed to support Walsh and Mann's (2015) proposal regarding the use of appropriate tools in reflective practice. Providing PSTs with a guideline while viewing the videos and assigning tasks to them are highly effective in fostering deeper reflection and developing noticing abilities (Hatch et al., 2016). Readings and discussions on CIC, especially the concept of wait time, maximising interactional space and shaping learner contributions provided PSTs with concrete tools and terminology to view and reflect on the videos. Their self-reports also demonstrated that they managed to integrate CIC terminology into their reflection and evaluate their practice using the framework.

In this sense, we believed that the classroom interactional competence (CIC hereafter) framework developed by Walsh (2006, 2011) and following models such as IMDAT (Sert, 2015, 2019) can help teacher educators to support video-based observation practice in the practicum and offer appropriate tools (Walsh & Mann, 2015) for the pre-service teachers to self-reflect and give peer feedback. We have some pedagogical implications and suggestions regarding how this process can be implemented in EFL pre-service teacher education.

#### Pedagogical Implications

First of all, it should be acknowledged that this type of reflective practice -where PSTs record videos, select and transcribe segments, share with others, write self-analysis papers and provide feedback for others- is a really long, demanding and arduous process. It requires technological equipment and a set of skills (e.g. editing and sharing videos). PSTs will need to be supported during the process. Teacher educators should provide timely feedback and guide PSTs in each and every step. However, unless PSTs and teacher educators receive enough support from their institutions in this process, it is really difficult to put such a reflective practicum into practice.

The number of PSTs in a course, the teacher educators' course load, and other courses PSTs should take should be reduced. In this study, since there were 30 PSTs in the group and instructors had a busy schedule, the feedback from the teacher educators was limited. Ideally, 7-8 PSTs in one group could work with one teacher educator. A reasonable amount of time should be devoted to this practicum and teacher educators and PSTs should not feel under pressure to meet the deadlines and prepare for the next teachings.

Secondly, pre-service teachers can be introduced to the classroom interactional competence framework earlier, ideally in the previous year, when they engage in microteaching at faculty. The fourth year of pre-service education is a hectic year for teacher candidates. It would be ideal to introduce theoretical knowledge on shaping learner contributions, wait time, maximizing interactional space, and L1 and L2 use earlier in the third year. Third-year courses such as *Teaching Language Skills* or *Teaching Young Learners* may be appropriate courses to introduce these concepts to the pre-service language teachers. When they conduct micro-teaching, pre-service teachers may receive feedback on their language use and interactional competence. Equipped with the knowledge of these interactional work of teaching, pre-service teachers may feel powerful and more ready to teach in the practicum

Thirdly, as the results suggested, some teacher candidates may not provide feedback sincerely or some PSTS feel that their peers do not tell their sincere opinions. In addition, they think that others only share the best moments of their teaching. As Hobbs (2007) stated when people are required to engage in reflection, there is always a risk that they will fake it. On top of that, since this type of reflective practice is not common in in-service teacher education (in K-12) in Turkey, PSTs might consider this as a futile effort that they would never use in their professional life again. For this reason, some PSTs might have also considered the tasks (e.g. transcriptions) just as "assignments to pass the course" and did not consider their real value in analysing classroom interaction. These are serious concerns that will affect the reflective process negatively.

To address them, a few solutions can be suggested. We believe that a collaborative classroom environment based on trust and maintaining good lines of communication among teacher candidates and teacher educators will be helpful to eliminate these concerns. PSTs need to collaborate and trust each other regarding sharing videos and feedback. As one of the teacher candidates commented, regular in-class sessions can be organised where a group of PSTs watch the same classroom video together and exchange feedback under the guidance of the teacher educator. Having such sessions where teacher candidates also learn how to provide and receive feedback might foster their self-efficacy in giving feedback and develop a sense of trust in the group. In addition, as we suggested before, video-based observations should be integrated into in-service teacher education to foster the continuous professional development of teachers. Suppose teacher candidates know that it will be an ongoing reflective cycle to be repeated in their professional life, rather than considering it as an academic practice. In that case, they can see it as part of the teachers' job to improve learning and teaching in the classroom. Teachers may work in a similar study group and videotape themselves regularly to incorporate this reflective video-based cycle into in-service teacher education. And then, they can follow a similar reflective feedback cycle, identify their problems, and suggest solutions.

To conclude, a reflective, video-based, and micro-analytic practicum with a focus on classroom interaction helped pre-service teachers in this study to notice the weaknesses and strengths of their practice, identify problems and suggest solutions for the future. We strongly suggest that the practicum component of the pre-service teacher education can be redesigned to include video-based and micro-analytic reflection to help pre-service teachers to become reflective practitioners.

#### **Statements of publication ethics**

The ethical approval was obtained from the Applied Ethics Research Centre of Middle East Technical University (the approval number: 28620816/336) on 3 September 2015.

#### **Researchers' contribution rate**

Each of the authors contributed equally to the article.

#### **Conflict of interest**

The authors have no conflicts of interest to disclose.

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## Appendix A: Course Schedule

		SCHOOL EXPERIENCE ACTIVITY SCHEDULE		
Oct 5		Introduction to the course		
Oct 12		Interaction and Language Learning & Teaching <i>Teacher Talk</i>		
Oct 19		Classroom Interactional Competence		
Oct 23		Invited Speaker <i>Dr. Olcay Sert (HUMAN, Hacettepe Univ.)</i>		
Oct 26		From Communicative Competence (CC) to Classroom Interactional Competence (CIC) Classroom Modes, Interactional Features		
	e e k a t s c h o o l	Observe & Reflect at school	Readings & In-Class activities & Support Group Assignments	Teaching at School
No 2		<b>First Day at School</b> Learn about your mentor teacher and the school: First day impressions and experiences	<b>CA transcription Workshop:</b> Recording, Transcribing, Analyzing, Reflecting on data	<i>Video-taping a 20 minute Unguided Teaching Segment</i>
No 9		<b>OBS 1</b> Classroom Modes		
No 16		<b>OBS 2</b> Questioning & Wait Time		
No 23			<b>Online Post-teaching support 1:</b> (feedback focus: Mode awareness & maximizing interactional space)	<i>Teaching Task 1</i>
No 25		<b>OBS 3</b> Tracking Learner & Teacher Behaviour		
No 30		<b>OBS 4</b> Error Management Feedback, SLC		
Dec 7			<b>Online Post-teaching support 2:</b> (feedback focus: Attending to the learner & Shaping learner contributions)	<i>Teaching Task 2</i>
Dec 14	8	<b>OBS 5</b> Classroom Breakdowns		
Dec 21	9	<b>OBS 6</b> L1 & L2 use		
Dec 28		<i>W 10 Final Teaching Task</i>		
Jan 4				

**Appendix B:**

In the practicum, we've made use of videos for the observations. Using video recorders, you've observed yourself and your peers. Based on the observations, you made transcriptions of your teaching and wrote **Teaching Task Analysis paper** and gave **Post-Teaching Support Feedback** to your peers. Please answer the questions below considering **this observation experience**.

1. What do you **learn** from this experience? (watching yourself/ your peers, writing reflection and giving feedback, making transcription ). Please explain it by giving examples.

2. Do you think observing yourself / your peers using video help you to develop yourself as a teacher? Why / Why not?

3. Do you think **transcribing** your teachings and **focusing on micro-details** help you to develop as a language teacher? Why / Why not? Please give examples.