TEACHER REFLECTION THROUGH SELF OBSERVATION

A THESIS PRESENTED BY
ULKO. Code

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

Title: Teacher Reflection Through Self-observation

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It is shortsighted to leave out the actual practitioners of an area or not expect them to get actively involved when we talk about development. When improvement is the goal, teacher reflection is one way to achieve this. Instead of directly teaching how to be reflective, it is more beneficial to let teachers experience by discovering it. One way to do this is classroom observation.

The purpose of this study was to investigate the use of video recording as a tool for achieving reflection in teaching. It aimed to find out if longer-term effects were precipitated by a discussion and analysis of a teacher's own videotaped lesson. In addition, teachers' attitudes towards the video camera as an observation tool in their classes were also elicited.

Four female ELT teachers from The Center of Foreign Languages (YADIM) at Çukurova University participated in this study. All had at most 4 years of teaching experience, and minimum on-the-job observation experience.

The research study was carried out at YADIM. The participants were recorded twice while teaching, the first a pilot recording, so that both the participant and the students could get used to the study, and the second for the observation that
was going to be analyzed. The video camera was placed such that it recorded the participant teacher in focus with the class in background. After the observations, the observer and the participant watched the recording together. The participants made comments on their teaching, explained some of their decisions in class and discussed various aspects of the lesson with the observer. On rare occasions the participants were advised of alternative approaches for some tasks by the observer. These reflection sessions were also recorded, providing the data of the research study.

Data was analyzed in detail through micro-ethnographic procedures. Results of the study indicate that although the teachers were mostly aware of the general flow of their classes, they realized various points they had not been aware of. One participant discovered that she was talking in a hurry, which caused confusion in students from time to time, and another participant realized that she was talking too much in the classroom. While one teacher discovered that her class preferred working in pairs although she mostly had them work individually another teacher realized that her students did better when working alone although she had them work in pairs or groups most of the time. All teachers indicated that the existence of the video camera was not as threatening as they had thought and they forgot about the study once they started the lesson. However, the students did not behave as they usually did. The unexpected outcome is that after this study the participants continued exploring their classrooms and their teaching.

The findings suggest that the points seen by an observer can also be seen by teachers themselves, and even more detailed results can be obtained as teachers know their classes and students best. The video camera is welcomed in the classroom, providing a mirror for the teacher.
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Elliot Eisner observes that ballet dancers, who practice their art to perfection, have mirrors to see for themselves how they are doing. And of teachers and teachers of teachers he asks: 'Where are our mirrors?' (Eisner, 1988 in Galloway, 1991, p.65).

When improvement in language teaching is the goal, teacher reflection and reflective teaching can be considered the mirrors that Eisner asks about. Reflection requires focus, creativity, volition, purpose, guidance and control, structure and formality (Galloway, 1991). Learning how to be reflective is as important as the outcomes of reflective studies themselves; therefore, instead of directly teaching the teachers how to be reflective, it is more beneficial to let them experience reflection by discovering it by themselves.

One practice among many other teacher/classroom research tools is observation. Almost every teacher has experienced the role of being an observer or has been observed by a supervisor at least once in his/her career. The supervisors usually enter the classroom with the roles of directing or guiding the teacher's teaching, offering suggestions for improvement, modeling, advising or evaluating (Gebhard, 1984). "As well as being used for evaluation of professional competence, observation serves the purposes of educational research, teacher training, counseling, and self-improvement" (Cross, 1988, p. 30).
On the other hand, observations may be carried out to see whether the teachers' classroom behaviors are in line with the institutions' concepts of how a good lesson should be. (Murdoch, 1998). But then the following question needs to be asked: good lesson according to whom? Generally the supervisor's concept of a good lesson is not the same with that of the teacher's (Fanselow, 1987). Mainly, observations reflect the observer's or the institution's beliefs and do not take the classroom teachers' interests in ELT into consideration. Teachers are led to consult books, discuss with supervisors, experts or authorities (Fanselow, 1987) instead of their own concerns.

When we talk about development in a field, it is shortsighted to leave out the actual practitioners of that area or not expect them to get actively involved in development. Every improvement in the field of education directly reflects on teachers, and teachers are expected to keep up with and practice the innovations of the field of education. And yet often the only voice that is not heard in the field of language teaching is the teachers'.

In order to take classroom teachers' concerns into account, they should be involved in the observation process actively, possibly as a part of teachers' self-development sessions. Teachers can be involved in classroom research, and they have the advantage of being right there in the classroom, the place they know better than anyone else. The results of a study carried out by both the teacher and an observer (someone who has a different point of view) will be more valid than a single source of data.

This procedure, or as it is called, self-observation "can help narrow the gap between teachers' imagined view of their own teaching and reality" (Richards, 1990,
The more teachers self-observe, the more they lose their self-esteem, but the more they see themselves as researchers, the more they can tolerate losses in their self-esteem and become more open to development (Norrish, 1996). Fanselow (1987) also states that the more we start breaking rules, the more these rules become visible, and “the more we know about what we habitually and alternatively do,..., the more likely we are to want to continue to explore” (p. 6).

Among various ways of observation is teachers watching a video recording of their own lessons. Day (1990) suggests that video gives teachers the chance to observe themselves in the way students see and hear them. The video provides the teacher with a natural observation of the class, and “along with complete objectivity, ... video recordings have the potential of capturing the essence of the classroom…” (p. 46) and can be viewed over and over together with the participants.

The video serves as a mirror for teachers and this leads us to this question: “What does the teacher see and select to see and what meanings are attached to these images?” (Galloway, 1991, p. 68).

Background of the study

Classroom observation is a very popular data collection tool. No matter which observation technique is used, it is potentially disturbing because being investigated is a disturbing matter. In addition, the observed and/or recorded teacher may change his/her normal behavior under observation because of being observed, and this might directly affect the validity of the data. This “reactivity” as Allwright
and Bailey (1991) call it, may be due to either the teachers' unfamiliarity with the research aim and procedure or the knowledge that after the observation they would be evaluated.

When teachers themselves get involved in classroom research, however, videotaping and watching the recording can be considered highly useful to the teacher for the improvement of his/her teaching. Carrying out a research study or sharing it with a supervisor or colleague actively involves the teacher in the procedure, which also reduces the problem of reactivity.

Taking these points into consideration, collecting classroom data for observation through a three-way perspective, that is, video camera, an observer and the teacher's self-analysis of the lesson, would be more valid than the data obtained from one perspective. This alternative data collection procedure (or classroom research study) can be carried out to increase the accuracy of the data.

As in many other institutions, the Foreign Languages Center of Çukurova University is actively involved in teacher development and in order to improve their center, in-service teacher training courses are offered. As a part of these courses, instructors participate in classroom observations. Among the observation types are peer observation for development purposes, observation of more experienced teachers for orientation purposes, and observation for the COTE course. Whereas novice teachers usually observe in order to learn about the flow of the institution's program, teachers who are concerned about their teaching performance and want to further investigate their teaching can participate in peer-observation sessions.
Statement of the problem

The observation of student-teachers during practice teaching is an anxiety-provoking issue, especially for the observed teacher. This may affect the quality of the teaching during the observation, and result in an inaccurate observation report. In my case, a very unfortunate observation experience and an unsympathetic observer made me fear observations in general. The negative experience was compounded since I was given a grade based on the observation.

An additional problem is that it is very hard for the observer to be objective while giving feedback (if any feedback is going to be given) and to understand the teacher's perspective. In fact, it is the teacher him/herself who knows best what is going on in the classroom during the lesson. The teacher knows best why particular decisions have been made, and not others. However, the teacher is often not asked for his/her opinion.

Giving teachers the opportunity to be their own observers would pave the way for them to be involved in self-improvement, to be more aware of what is happening in their classrooms, and to rethink the correctness of the decisions they made.

Purpose of the study

This study investigates the use of video as an observation tool for stimulating teacher reflection and allows the classroom teacher to experience both being the observer and the observee.
The study focuses on an alternative means of self-development: the video-camera, which will be used as an observation tool. The types of self-reflection about teaching that result from video-recorded observations will be investigated.

Significance of the study

When there is anxiety about being observed, lessening this anxiety automatically breaks the resistance towards openness, and as a result the teacher becomes more aware of the classroom environment as a whole.

Those who might benefit from this study are teachers, teacher trainers and student teachers who want to be involved in self-development, or school administrators who want to establish an alternative teacher development instrument that involves both the teacher and an observer.

Research Questions

1. What is the anticipated outcome of the use of video as an observation tool according to the teachers?
2. What are the attitudes of the teachers toward the use of video as an observation tool?
3. What types of reflection about teaching are the results of video-recorded self-observations?
4. Is there a long-term effect of changes precipitated by a discussion and analysis of the videotaped classroom observation?
Definition of Terms

Supervision and observation are terms that are frequently used in the literature of teacher training. Although they are used interchangeably in some sources, in this study they are used in the following ways:

**Supervision**: The purpose of supervision is to evaluate the teacher. It may involve observation. If so, the observer is hierarchically superior to the observed teacher, someone from the administration for instance, and after observation, the supervisor may prepare a report about the lesson or the supervisor and the classroom teacher may have a post-observation session, where the report is given orally. Supervision is usually carried out in order to assure that the classroom teacher is fulfilling the institution’s aims.

**Observation**: The term “observation” from a non-supervisorial perspective involves “improvement” of the teaching of the classroom teacher. Both the classroom teacher and the observer work together in order to achieve this aim. The observer may be an understander or a peer, discussing the observed lesson with the teacher. In observation classroom teachers find the opportunity to voice their opinions.
CHAPTER 2 REVIEW OF LITERATURE

Since this study investigates the use of video recording as a tool for achieving reflection in teaching, I have divided this review of literature into five related sections. In the first section I talk about observation as it appears as a problem in the field of teacher education. Then, I present approaches and types of supervision. In the third section I talk about the classroom teacher as researcher. In the fourth section I define reflective teaching and discuss its role in teacher research and classroom research. Finally, the use of video-recording in self-observation will be investigated.

Observation – As a Problem

Observation has traditionally consisted of supervisors visiting classes to observe, take notes and then ‘evaluate’ classroom teachers according to these notes. Gebhard (1990) divides these supervisor roles into three groups; that is, supervision is carried out in order to:

- prescribe the best way to teach and to model teaching
- direct or guide the teacher’s teaching
- evaluate progress

These roles exemplify the purposes of classroom observation in the 1960s.

When classroom observation was used in research as part of the National Defense Education Act, which was signed in 1958 in the United States, it was only a
component of larger scale experimental research studies. Even when Jarvis in 1968, and Politzer and Rothfarb, both in 1970, presented papers that had classroom observation in the focus, the aim was not to evaluate the use of observation in teacher development but to find the 'best' teaching method, at that time the Audio-lingual Method (in Allwright, 1988).

Observation was used in research, but only to support the expected outcomes of the studies. One major reason why observation was used only this way was the lack of knowledge of the relationship between teaching and learning. Gebhard (1990) comments on this:

It is important for supervisors to realize that the goal of supervision - improvement of instruction- is problematic because of the complex relationship between teaching and learning. In short, not enough is known about how teaching behaviors result in student learning to define or measure instructional improvement in all teaching settings. This lack of a clear definition has led some teacher educators to question how the improvement of instruction can be considered the goal of teacher supervision (p. 1).

It was not only the lack of understanding in the relationship between teaching and learning, but also the supervisors themselves that caused the problems in supervision. Stones (1984) states that:

...the supervisors of practical teaching in Britain, ..., are frequently recruited from staff who have not made a study of any of the foundation disciplines of education, apart from a limited exposure during their own teacher training, and even those that have studied further in the field of education are
extremely unlikely to have given thought to the theory and practice of supervision (p. 1).

One point is that supervision was considered to be dealing with the curriculum and methodologies and not with pedagogy. Maybe the most appalling thought of all is that supervision was “seen as relatively unproblematic” by supervisors themselves (Stones, 1984, p. 2). So it is predictable that, at that time, little was done to solve the problems that arose from supervision. Stones added that “Where teaching is equated with telling, the important thing is seen as what is being told” (p. 4). Stones further explains that this is the reason why emphasis was given only to the aspects of the lesson like whiteboard usage, teacher talk and the teacher’s action zone during observations.

Another point in supervision is about the assessment of teaching. Stones (1984) further explains that the aim is to look for an “effective” teacher or “effective teaching”, but it is so difficult to define these terms that we can only recognize them when we see them. No criteria for effective teaching or teacher has been set by educators, since “effective” is a relative concept. “The problem is that the perceptions of these assessors are various: one person’s good is another person’s bad or indifferent...” (p. 7). Besides “effectiveness”, the amount of learning is also a discussed topic. “The researcher’s view of what and how much the learners learned may not correspond to the teacher’s view of what they learned, nor with the learners’ view of what they learned...” (Woods, 1996, p. 14).

When we look at observation as a problem we meet with Murdoch’s (1998) words that bring the aims of the administration and the point of view of classroom teachers on such observation together:
Too often, observation rituals are designed to ensure that the teachers’ classroom behaviors, methods, and modes of interaction with students conform to a fixed, arbitrary concept of what constitutes good language teaching... Observations tend to reflect the observer’s or ELT institutions frame of reference and fail to take into account the teacher’s ideas about the teaching and learning processes, classroom experience, current classroom concerns, and particular interests in ELT (p. 3).

The terms ‘observation’ and ‘supervision’ are often used interchangeably in literature and the term ‘direct observation’ is described as the supervision model where the supervisor (or observer) is the evaluator and director (Gebhard, 1984). After some years of this practice, contradictory voices arose in the field of teacher education, and the use and effectiveness of direct observation (or directive supervision) was being questioned.

Direct observation is not always the most appropriate way to gather classroom data. There are several reasons that cause direct observation to be replaced with other observation types. First of all, as mentioned earlier in this chapter, there is a high risk that the observed teacher will change behavior due to this type of observation. “Classroom research of any kind is very likely to be a sensitive business, however carefully it is done, because being investigated in any way is anxiety provoking, to say at least, and being closely observed, recorded or analyzed is enough to put anyone on the defensive” (Allwright and Bailey, 1991, p. 68).

Another disadvantage of direct observation is that supervisors are all “outsiders – experts, people in charge, or authorities. The suggested alternatives are
generated from others, not ... from within” (Fanselow, 1987, p.2). After the observation, teachers are given prescriptions, without asking for their points of view or concerns, and the classroom teacher’s knowledge and experience in that class are not taken into consideration.

Gebhard and Ueda (1991) also point to the aspect of ignoring the teachers’ point of view and state that the direct supervisory approach (or direct observation) has limitations, the most important of which is the one-way perspective of the observer, and the obligation of the teacher to follow this view. “As decision making is mostly with the supervisor, the directive approach does not allow teachers to develop the skills they need, to make informed decisions about how to teach” (Gebhard and Ueda, 1991, p. 1).

In sum, when we look at the history and development of classroom observation, we see that it first arrived and found a place in ELT as a component of large-scale research studies, mainly to prove the effectiveness of the Audio-lingual Method. With studies on psychology and pedagogy, the limitation of such practice was seen and researchers started to criticize direct observation and as a result of this, alternative observation techniques were introduced.

Tenjoh-Okwen (1996) describes observation as simply, “sitting in on a class and observing the teacher in action” (p.10). As simple as this definition is, problems that had been detected in classroom observation were complex, and observers tried to solve them by improving existing observation techniques. Direct observation was considered to be too problematic as it kept “the responsibility for decision making with the teacher educator” (Gebhard, 1984, p. 500). Direct observation gives only a one-way perspective of the lesson (Kwo, 1988); it involves evaluation rather than
development, and thus it is anxiety-provoking for classroom teachers. Considering these drawbacks, new techniques were introduced to lessen these disadvantages. In more recent studies we see that classroom observations are carried out to train, develop, assess, or, as Cross (1988) discusses some of these issues, for evaluation of professional competence, educational research, teacher training, counseling, and self-improvement.

It is worth investigating how supervision and observation are defined in ELT literature and see what researchers expect from these classroom instruments. Sergiovanni in his book, *Professional Supervision for Professional Teachers* (1975), talks about three supervision types that had were widely used in the past but were being phased out at that time. The first is “traditional scientific management”, the second is “human relations” and the third is “neo-scientific management”. The traditional scientific management approach focuses on the needs of the management with the expectation that teachers will fulfill these expectations. The human relations approach sees the teacher as a ‘whole person’ and values his/her interests. The idea was that “satisfied staff would work harder and would be easier to work with, to lead, and to control” (p. 2). The third approach, the neo-scientific approach, was a combination of the above two approaches and had three key concepts: teacher competencies, performance objectives, and cost-benefit analysis. Sergiovanni adds that all three approaches demonstrate a lack of trust in teachers’ abilities and interests.

Another description of not-so-favored supervisory techniques comes from
Gebhard (1984). According to him, supervision, where the words super - vision make the roles of the supervisor and the supervisee clear, is a part of both pre-service and in-service teacher education. In direct observation teachers are observed mostly for the following purposes:

- to direct or guide the teacher’s teaching
- to offer suggestions on the best way to teach
- to model teaching
- to advise teachers
- to evaluate the teacher’s teaching (p. 501)

In the model, the classroom teacher is supposed to be observed by a supervisor who after the observation will talk about the lesson, the teaching, the problems s/he saw and then offer alternative approaches to the ones the teacher had used. In the above mentioned purposes we do not see the ideas of the classroom teacher, nor a stage where the teacher explains the reasons for the decisions s/he took during the lesson to the supervisor. The most disturbing aspect is that the teacher would be evaluated on the basis of the observed lesson.

Approaches to Observation

As the field of ELT and specifically classroom observation has developed, researchers have focused on a variety of approaches to observations. These were either based on changing classroom needs or on psychological and pedagogical studies in the field. It should be noted that with the new studies, classroom teachers’ points of view and psychology have started to be taken into consideration.

Freeman (1982), for instance, talks about three approaches to supervision:
1. The supervisory approach (supervisor is the authority)
2. The alternative approach (supervisor is the provider of alternatives)
3. The non-directive approach (supervisor is the understander)

In the above model we clearly see the changing perception of classroom observation. While the supervisory approach takes the supervisor as the authority, the alternative approach sees the supervisor as the provider of alternatives, and in the non-directive approach the supervisor is the understander.

Gebhard (1984) lists classroom observation approaches as follows:
1. Directive supervision (supervisor is the director, evaluator)
2. Alternative supervision (supervisor shares responsibility with supervisee)
3. Collaborative supervision (supervisor is the co-worker, not director)
4. Non-directive supervision (supervisor is the non-judgmental)
5. Creative supervision (supervisor has a combination of roles)

In addition to the previous list of Freeman, Gebhard introduces collaborative supervision, where the supervisor does not direct the observee and creative supervision, which serves as a combination of the other models. The supervisor and the observee choose the most appropriate one among the classroom observation approaches and work together.

Richards (1997) gives three models of observation. He points out that our focus in teacher training has changed “from a technical view of teaching which focuses on identification of the behaviors and skills employed by effective teachers to a focus on the complex meanings underlying the observable acts of teaching”. The models that he explains are:
1. Observation of Other Teachers - where trainee teachers observe more experienced teachers, and observers use checklists prepared in advance.

2. Peer Observation - where voluntary participants select their own partners, and where the focus of the observation is decided on in advance by the peers. With a post-observation session, the findings of the observation are discussed between the peers.

3. Three-way Observation - besides the feedback of the observer and the observee teacher, feedback from the students of the observed classroom is also obtained.

The last model, three-way observation, is worth emphasizing as it brings another perspective to the whole observation approach: the students' points of view. Classroom observation can be carried out for various purposes and in various ways, but to consider the students in this frame is not very common. In this approach, besides the classroom teacher's and the observer's (who is a peer) perceptions of the lesson, students also provide information about the lesson. In Richards' explanation of this model, the classroom teacher, the observer and the students complete a task at the end of the lesson, answering questions about the lesson that were prepared in advance.

Self-observation is another approach of 'awareness', and teachers “have more freedom to select aspects of teaching in which they are interested”, and the course of the observation can be directed towards the direction the teacher feels to be investigated (Gebhard, 1992, p. 2). “Self-observation can help narrow the gap between teachers' imagined view of their own teaching and reality” (Richards, 1990, p.119).
Observation Categories

For the purposes of this study, I classify the above approaches to observation in three categories: supervision, collaboration and self-observation.

Supervision

Supervision indicates the notion of evaluation in observation. The observer is hierarchically superior to the observee and after the observation the teacher (the observee) is evaluated by the observed teaching. From the observation types listed earlier, I put “direct observation” in this category as it implies the observer as the director and evaluator according to Gebhard (1984) and as the authority according to Freeman (1982).

Supervision is not the focus of this study and no further discussion on supervision will be done.

Collaboration

Collaborative observation differs from supervisory observation as the aim of observation is to improve the teaching of the observed teacher. The observee has the opportunity to reflect upon the teaching and the observer is the “understander” and provides alternatives (Freeman, 1982), and is a co-worker, is non-judgmental and the shares responsibility (Gebhard, 1984). From the observation types listed above, I put “alternative approach/supervision”, “non-directive approach/supervision” and “creative supervision” in this category.

Clinical Supervision. According to Stoller (1996), and Norrish, clinical supervision has ‘evaluation’ as aim. Stoller adds that “clinical supervision can be used to evaluate teachers for promotion, retention, and dismissal as well” (p.3). However, I put this model under the title ‘collaboration’ as throughout the process,
the classroom teacher is actively involved. Clinical supervision needs the collaborative work of the classroom teacher and the supervisor. Moreover, evaluation is not the only aim of this model as Stoller states. Clinical supervision has the following aims: providing feedback on instruction, diagnosing and solving instructional problems, assisting teachers in developing strategies to develop learning and helping teachers to develop a positive attitude to continuous professional development.

When first applied and named, the word clinical was chosen to emphasize classroom observation, “analysis of in-class events, and the focus on teachers’ and students’ in-class behavior....The principal data of clinical supervision include records of classroom events” (Cogan, 1973, p.9).

Clinical supervision has eight phases:

1. Establishing the teacher – supervisor relationship
2. Planning with the teacher
3. Planning the strategy of the observation
4. Observing instruction
5. Analyzing the teaching-learning process
6. Planning the strategy of the conference
7. The conference
8. Renewed planning

(in Cogan, 1973, p.11-12)
The phases in clinical supervision are not strict and as there may be omissions in some of the stages, there may be changes and additions to the existing method. “The central objective of the entire clinical process is the development of the professionally responsible teacher who is analytical of his [sic] own performance, open to help from others, and withal self-directing” (Cogan, 1973, p. 12).

**Stimulated Recall.** In stimulated recall, a lesson is recorded, transcribed and then the researcher and the teacher meet to talk about the lesson (Nunan 1992). They comment on the decisions given during the lesson and the teacher explains the reasons behind them. Students can also watch and comment on the lesson, and the data is valuable in terms of the information it gives about the classroom. In Woods' (1996) description of this model, a lesson is videotaped and then the classroom teacher watches this recording together with the observer. “the teacher watches the videotape and stops it to report on ‘anything interesting’, or identify particular student behaviors the teachers associated with particular students” (Woods, 1996, p. 30). From time to time the observer asks the classroom teacher about the reasons for the decisions s/he made during the lesson. Smith (1996) adds to this technique, one-to-one interviews that can be held after the post-observation sessions (after observing the video recording). In these interviews teachers are asked pre-structured questions that guide the interview.

**Coaching model.** “In this model, teachers participate in training activities that extend over one or more school years and include frequent workshops, collaborative planning, and classroom observation with a peer” (O’Malley and Chamot 1996, p. 155). This model consists of three stages that continually recycle themselves.
1. Presentation-Demonstration: New information is presented. The rationale for each new item is explained and then demonstrated for the teachers.

2. Practice and Feedback: Teachers practice the new techniques during training and receive feedback from both peers and trainer. The technique is then practiced in classroom.

3. Consolidation: In this stage, new information is consolidated. Teachers are videotaped while using the new techniques, and then the teachers think aloud about the instructions they gave during the lesson in a debriefing session.

Self-observation

Self-observation is very close to collaborative observation because self-observation also implies improvement of the teaching of the observed teacher, but this time the teacher is alone throughout the process. Gebhard (1992) states that it is easier to self-observe than to be observed by someone as there is no stranger in the classroom and the teacher will move freely. It is impossible to expect teachers to have no ideas at all on their teaching.

As self-observation and self-observation through video recording is discussed in a detailed way on page 30, no further discussion will be done here.

It is possible to say that both researchers and teachers have encouraged each other in terms of involvement of the classroom teacher in classroom research. Allwright and Bailey defines classroom research as research that simply aims to find out “what actually happens in the classroom” (Allwright and Bailey, 1991, p. 2). Nunan (1989) points out that the interest in classroom-oriented research and the number of teachers who want to be actively involved in the studies shows “maturity
within the language-teaching profession” (p.97). This point relates to the fact that teachers are not content with the “follow-the-method” approach, and that the “teacher-as-classroom-researcher orientation” leads to the reality that teachers do not accept everything wholeheartedly anymore, but proceed to the prescriptions given by observers “with a critical eye” (p.97). Furthermore, since teachers are now actively involved in classroom research, “close observation and documentation of what happens in the classroom rather than uncritically importing and applying ideas from outside” is the practice (p.98).

In all the above mentioned classroom observation approaches we see that the trends began with the administration point of view, continued with the addition of teachers' views and finally included the students' perceptions as seen in the ‘Three-way Observation’ technique. What is important in this three-sided medallion, is that both the classroom teacher and the observer should be aware of the fact that they have to adapt these techniques according to their needs and purposes, as Cogan (1973) suggested.

Observation Schemes

In order to carry out classroom observation, observation schemes have been generated. The most used ones are discussed below.

Interaction Analysis Categories

This observation scheme was designed by Flanders in 1970. In his scheme, Flanders “looked for a positive relationship between ‘democratic’ teaching style (that is, using indirect rather than direct influence) and learner achievement (Allwright and Bailey, 1991, p. 10).
This observation scheme fits the category of collaborative observation.

FLint

Moskowitz developed Flander's Interaction Analysis Categories and called it FLint, Foreign Language Interaction. This is the expanded model of Flanders' categories and can be used "both as a research tool, to pursue the issue of what constitutes 'good' language teaching, and as a feedback tool in teacher training" (Allwright and Bailey, 1991, p. 11).

This observation scheme fits the category of collaborative observation.

FOCUS

Foci on Communication Used in Settings, or FOCUS, is described by its creator John Fanselow as a model that implies change, variety, and different perspectives (1987). FOCUS, "does not have separate categories for teachers and learners, but instead has general categories that can be used regardless of who the participants are or what role they play in the interaction" (Allwright and Bailey, 1991, p. 11).

This observation scheme fits the category of collaborative observation.

COLT

Communication Orientation of Language Teaching, or COLT, consists of behavioral categories where the observed events are classified according to the two parts that form this scheme: Part A which "describes classroom events at the level of episode and activity" and Part B which "analyses the communicative features of
verbal exchanges” which takes place within activities (Spada and Frölich, 1995, p. 13). COLT was developed because of the following reasons:

- the widespread introduction and acceptance of communicative approaches to L2 teaching
- the need for more and better research on the relationship between teaching and learning
- the need to develop ‘psycholinguistically valid’ categories for classroom observation schemes

Spada and Frölich, 1995, p. 2

This observation scheme can be used either for collaborative or supervisory purposes.

When more importance was given to teacher education, and when more studies were carried out in psychology and pedagogy, new approaches to classroom observation were also generated. The classroom teacher is confronted with an overabundance of these types of observation techniques, however, what the researchers themselves advise is to choose and modify a model that meets the personal needs of the teacher.

The Teacher as Researcher

“The role of the teacher has remained a relatively peripheral component of language teaching research through the years, and of current theories of classroom second language acquisition” (Woods, 1996, p. 2). Research in education shows that a major view in classroom research is missing: the voices of teachers, “the questions
teachers ask, the interpretive frames teachers use to understand and improve their classrooms” (Galloway, 1991, p.67).

Moreover, the generally accepted approach is that teacher educators prescribe and student teachers, for instance, follow these prescriptions (Gebhard et al., 1990). “The role of the student teacher is to listen, accept, occasionally give an opinion, but ultimately to follow a prescription, or at least give this impression” (p.16). However, one major limitation of such prescription is that with such practice, student teachers are not likely to learn to take over and deal with their own classroom problems. So in order to prevent this, student teachers must be given classroom responsibility.

Since they were neglected for so long, teachers are confronted with a lack of concrete knowledge about education. However, this might result that the teacher becoming a “passive recipient of other people’s ideas...their own perceptions...rarely engaged or strengthened” (in Nunan, 1989, p. 99). Therefore, while encouraging teachers to carry out classroom research, they should also be provided with the information on how to do research.

Fanselow (1987) characterizes teacher research by referring to “breaking rules,” where the teacher has to take a very crucial look at the classroom.

...by breaking rules we become more aware of them. They become more visible, and we become more conscious both of them and alternative rules. The breaking of rules is endless because the more we know about what we habitually and alternatively do, and the consequences of both, the more likely we are to want to continue to explore (Fanselow, 1987, p.6).

Norrish (1996) also says that being involved in classroom research makes teachers want to explore more about their teaching and describes the results of two
studies. One of them is a study that was carried out in the University of East Anglia, the Humanities Curriculum Project, by a group of teachers and academics. The other study was carried out at the University of London, Institute of Education, the Ford Teaching Project, and was carried out by Norrish and his colleagues. The Humanities Curriculum Project aimed “to develop a new curriculum for less academic school pupils” (p. 3) and the Ford Teaching Project “focused on the relationship of teaching and research” (p. 5).

The message of the paper was “that teachers can, by examining their own practice through reflection, generate their own theory and therefore develop a quality of professional flexibility” (p. 2).

During the studies they generated a number of hypotheses. The first one was as follows:

“The more teachers self-monitor, the more mastery of their craft appears to elude them” (original italics) (p. 5).

Norrish draws our attention to the point here that it would be a challenge to encourage teachers to do classroom research and tolerate losses in self-esteem. The findings of the Ford Teaching Project, which preceded the University of East Anglia (U.E.A.) Project, also has hypotheses on this issue, but indirectly overcomes the problem in the first hypothesis of U.E.A. Project:

The more teachers value themselves as potential researchers (original italics), the greater their ability to tolerate losses of self-esteem. We found that once teachers began to perceive themselves as potential researchers they developed a greater tolerance of gaps between aspirations and practice. Elliot in Norrish, 1996, p. 5).
It is interesting to see that teachers lose their self-esteem while doing self-monitoring, but what is more interesting is that once teachers put themselves in the "researcher" position, together with the teacher role, this loss does not affect them much.

Another hypothesis that resulted from this study is:

"The more teachers perceive classroom observers as researchers, rather than evaluators, the greater their ability to tolerate losses of self-esteem" (p. 5).

This hypothesis closely relates to the 'observation for evaluation' practice that lasted and apparently disturbed many teachers. Norrish suggests here that better results can be obtained from classroom observation when they are not carried out for evaluation purposes.

The hypothesis that followed the previous one is:

"The more access teachers have to other teachers' classrooms, the greater their ability to tolerate losses in self-esteem" (p. 6).

This hypothesis deals with another aspect of classroom observation: peer observation. We understand that peer observation helps teachers to be more open to both each other and to themselves.

The last two hypotheses are:

"The more teachers are able to tolerate losses in self-esteem, the more open they are to observers' feedback" (p. 6).

"The more teachers are able to tolerate losses in self-esteem, the more willing they are to give other teachers access to their classroom problems" (p. 6).

The conclusions that were drawn from the two studies start with the following lines (Norrish, 1996, p. 8):
As the U.E.A. research indicated clearly, this (seeing ourselves as others see us) may well lead to unpleasant surprises and loss of self-esteem when we hold up the mirror to ourselves and see not a Clint Eastwood or a Meryl Streep, but rather Kermit the Frog still awaiting the kiss of the Princess.

However, Norrish states that teachers realize that actually “they know more than they think they do” (p. 8), which is a compensating effect of classroom research. When we look at the results of the study as a whole the final lines of Norrish summarizes it clearly:

...we would suggest that a more investigative ethos could develop where all teachers would become accustomed to observation and would feel less threatened by the process. As teachers move to different kinds of work, so the reflective, investigative ethos will move with them, and learning to cope with new contexts would also be less threatening. (p. 9)

It may seem hard for busy teachers to sacrifice their time and energy in order to get involved in research themselves, but results indicate the value. The fear of losing confidence in teaching seems to be replaced by a desire to explore more which may be considered worth working on.

Reflective Teaching

The inside of the classroom has been, is and will be a much studied research area by both ELT researchers and the classrooms teachers themselves, and improvements in classroom applications are closely looked at. A second player has been introduced to the classroom stage as one who is encouraged to participate in the research studies: the classroom teacher him/herself. By participating in research, the
classroom teacher is inspired to take over the responsibility of his/her own actions in
the classroom as a part of professional development (Thornbury, 1991 in Norrish,
1996). A part of teacher development, reflective teaching is defined by Dewey as
“...behavior which involves active, persistent and careful consideration of beliefs ...”
in Galloway 1991, p.69). “Reflection goes beyond analysis, beyond decision
making, certainly beyond mere recall and playback, to the formations of deep
connections” (Galloway, 1991, p. 69). Pennington (1992) draws attention to the fact
that it is both the input and the output of development (in Farrell, 1998). The
importance of reflection in teaching is stated by Norrish (1996) as that through
reflection, teachers can explore their own practices and “...generate their own theory
and thereby develop a quality of professional flexibility. Scardamalia (1988, in
Galloway, 1991, p. 70) also supports this idea and states that reflection “...takes
teachers beyond the actions they perform automatically and with confidence to live
at the limits of their knowledge and competence”.

Another supporter of the idea of reflective teaching, Richards (1990), states
that teachers can take a journey from “impulse, intuition and routine” to a practice
where they are “guided by reflection and critical thinking” (in Farrell, 1998, p. 10).
Critical reflection is defined by Richards (1995) as follows:

Critical reflection refers to an activity or process in which experience is
recalled, considered, and evaluated, usually in relation to a broader purpose.
It is a response to a past experience and involves conscious recall and
examination of the experience as a basis for evaluation and decision-making
Critical reflection involves reasoning and proposing alternatives, and learning the frames of the practice itself. When it is considered as a continuous process, teachers will be able to consider their classrooms as their laboratories which will "enable teachers to feel more confident in trying different options and assessing their effects on teaching" (Richards and Lockhart, 1994, p. 4).

Teachers can interpret their teaching and the results of their practices on students by studying their own teaching. As Gebhard points out, the more aware they become of their teaching, the more control they have over how to teach (1992). Reflective teaching and critical reflection lead the teacher to awareness, of his/her teaching as a whole and to the practices in detail. By using various approaches to explore the classroom, teachers become aware of what they actually do in class. Tenjoh-Okwen (1996) also agrees with this idea and states that teacher development has moved toward teacher awareness.

Although teachers have numerous roles besides teaching, current trends also give them the role of an active decision-maker. There are countless research studies, methods and approaches in the field of ELT and teachers are expected to deal with all this knowledge and these theories (Sithamparam and Dhamotharan, 1992). According to Finocchiaro, teachers should "grow... in awareness, ... attitudes, ...knowledge, ... and skills" (1988, p.2).

Considering the studies on reflective teaching and critical reflection that researchers have conducted so far, it is possible to say that the realization of the 'teacher as a consumer' has shifted to the realization of 'teacher as a co-researcher' and this leads us to the stage where the teacher performs as a scientist in a laboratory, conducting experiments and reasoning his/her own teaching.
Observation Through Video Recording

One way to carry out self-observation is the use of video-recorder. Although teachers may carry out classroom research through journals, lesson reports, surveys and questionnaires, these provide subjective data. Richards and Lockhart (1994) suggest overcoming this disadvantage by audio or videotaping the lesson. The study can be generated focusing on the teacher, students or a particular group of students. As Day (1990) suggests, “audio and video-recordings permit teachers to see and hear themselves as their students see and hear them” (p.46). So the teacher has the chance to consider him/herself through the eyes of the students. Jarvis and Taylor (1990), point out that “teacher education of tomorrow is going to be very analytical, intensely reflective, and ...to achieve these aims, video... will be our most powerful and perfect instrument. Video may provide us ... long looks rather than glances, and the close-ups and wide angles that the human eye is not capable of capturing and holding” (p.68).

With the use of video, the following question related to the process becomes an issue: “What does the teacher see and select to see and what meanings are assigned to these observations?” (in Galloway, 1991, p.68).

Woods (1996) talks about a case study that involved university level ESL teachers in Canada. The participant teachers were videotaped while teaching and then the teachers commented on their teaching. These sessions were unstructured and the teachers decided themselves where to comment on or where to keep silent. However, the scene on the videotape would be frozen at a point that is considered
worth commenting on by the interviewer to get the teacher talking. The interviewer would also ask questions about the lesson (Woods, 1996).

Teachers will need to learn guidance in reflection. "What we see is not what takes place but what we value as important to see; observing is selecting" (Fanselow, 1988, p. 186).

However there are also some drawbacks to self-observation and the use of video in self-observation. First of all, an alteration in behavior naturally comes with observation, impaired the validity of the data itself. Reactivity, as it is called, can be lessened though by familiarizing the observer with the research area, and the observation tools themselves. Reactivity increases when the video camera is used, and not only in the teacher but also in the students; therefore students should be familiarized with the equipment. (Allwright and Bailey, 1991).

Another limitation is that “it is not necessarily easy to face oneself” (p. 7). Jersild (1955) states that self exploration is threatening and “this can result in the kind of anxiety which blocks teachers from looking at aspects of their teaching which are problematic” (in Gebhard, 1992, p. 7).

In tracing the development of teacher evaluation, we can see that classroom observation has always had a place in ELT, whether viewed as supportive or discouraging. The increasing amount of knowledge in learner psychology and pedagogy paved the way for classroom observation techniques with teacher development as the aim. There are various ways, approaches and methods now for classroom observation and now a second player has entered this game: the classroom teacher. The rationale behind the practice of adding the teacher's point of view to the whole process is to find reasons for the decisions taken during instruction and to
raise awareness and generate reflectivity in the teacher. The use of video in self-
observation has become more common in classroom research, as it fits this trend
toward including the teacher as an active participant in classroom observation.
CHAPTER 3  METHODOLOGY

Introduction

The aim of the study was to investigate the use of video-recording as an observation tool for achieving reflection in teaching. The specific purpose was to find out to what extent self-observation promotes teacher reflection and whether this reflection has long term effects on the informants’ teaching.

This is a case study which was carried out with 4 ELT instructors teaching at YADIM, the Preparatory School of English, at Çukurova University.

In this chapter I discuss and give information on the informants of the study, the instruments, the procedure and data analysis strategies.

Participants

Four ELT instructors teaching at YADIM, the Preparatory School of English, at Çukurova University, between the ages 24-28, were the participants of the study. The participants had maximum teaching experience of four years and minimum of two years. All the teachers had participated in an in-service teacher training program, or were still participating in one at the time the research was conducted. Participant Teacher – 1 (PT-1) participated in the action research group at YADIM, PT-2 took a CEELT course and was also a member in the action research group. PT-3 received her master’s degree in 1998 and PT-4 was also a member of the action research group at YADIM. Three of the participant teachers had been colleagues of mine, and one teacher was in her first year at YADIM.
As there were no male teachers sharing the above stated characteristics present at the time of the study, only female teachers participated in this study. Since the objective of the study was to witness the effects of the use of video in classroom research, the teachers who were chosen were teachers who had never before been video-recorded during instruction. Therefore this was the first time they had observed themselves while teaching. I also asked the participant teachers what they were expecting out of the study, and their attitude towards a video camera in the classroom.

Each of the teachers approached the project in slightly different ways. PT-1 agreed to participate in this study positively motivated, and she said she expected to learn something about herself. When I asked PT-2 if she would like to participate in my study, she agreed because she wanted to reflect on why her students were very noisy and demotivated from time to time. PT-3 had heard about my study and was willing to participate before I asked her. Her main concern was to find out more about her teaching, herself and her students. PT-4 was the only participant teacher I did not know well. While I had worked together with the other participant teachers, I had already left the institution when she came. This could have been a limitation as she might have felt uneasy criticizing herself in front of me. However, this was not the case. PT-4 was very open and comfortable during the whole process, which may be in part because I was able to explain that the purpose was not to critique her but to provide an opportunity for her to reflect on her own teaching.
Instruments

In this study two types of data collection tools were used; video-recording and follow-up interviews.

Video-recording

Both the classroom and the reflection sessions were recorded.

Classroom recordings. I recorded two lessons by each participant to form the base of the study. The first recording was the pilot study and the second was the data. Pilot recordings were carried out so that both the participant teacher, the students of the class and I, as the observer, could become familiarized with the practical side of the study. The lessons of the pilot studies were not discussed or used in this study. The classroom recordings were carried out in December, 1998.

For the major observation, the teachers were asked to choose whichever date and classroom hour was suitable for them. Then I scheduled an observation for that day.

Reflection sessions. Between December 20\textsuperscript{th} and 25\textsuperscript{th} 1998, three to four days after the classroom recordings, the reflection sessions were held. The recordings were carried out in the video-rooms of YADIM. These sessions were done in English.

Follow-up Interview

The follow-up interviews were carried out between March 9\textsuperscript{th} and 11\textsuperscript{th}, three months after the classroom recordings and the reflection sessions. All interviews were conducted at the offices of the participant teachers except one, which was carried out in a meeting room. Participant teachers were asked questions about the reflection session and their comments were noted. The interviews were carried out
in Turkish and were later translated into English by me. The interviews were held informally.

Procedure

The first stage was to carry out pilot recordings. During the pilot sessions, I went to the class earlier than the participant teacher, and while setting up the camera, let the students look through the lens and even operate the camera. I also explained who I was and why I was doing the study, and emphasized the point that only I and their classroom teacher would watch the recording.

The video camera was placed in the corner between the windows and the board of the classroom, so that light would not cause a problem. This also allowed me to always keep the teacher in focus.

For the reflection sessions, which were carried out in the video-rooms at YADIM, the setting was arranged such that when the session was recorded, it would have both the participant teacher, the television and myself in the picture. This was done so that while analyzing the data, I would be able to see when and at what stage the teacher commented.

The reflection sessions were conducted in an informal atmosphere. The participant teachers and I both commented to some extent; however for the most part the participant teachers commented on their teaching with no prompting from me. On a few occasions, however, I did ask participant teachers questions about whether they had noticed a particular aspect of their teaching. For instance, I asked a participant teacher whether she had noticed that she was using a number of different types of vocabulary teaching. Another example is that when a participant teacher
criticized the seating arrangement in her class, I recommended her to change the seating and telling the students that the administration did that. Sometimes I suggested alternatives, or gave examples of my experiences. Thus, I had a number of different roles during this study. I was an understander, alternatives-giver, listener and peer.

After the reflection recordings, the cassettes were transcribed and the reflective comments of the participant teachers were highlighted. These were to be asked about at the follow-up interviews.

During the follow-up interviews, the participant teachers were first asked what they recalled from the reflection session. I did the first follow-up interview with Participant Teacher 2 (PT-2) and the second with PT-4 and I had prepared interview questions based on the issues that these teachers had mentioned during the reflective session. However, I noticed that the teachers covered most all of the issues before I asked them the questions. So for PT-1 and PT-3 I did not prepare questions, but just prompted them with one or two remaining issues.

Lastly, it has to be mentioned that PT-4 had a new class at the time of the follow-up interview. The other participants had their same classes. So, PT-4 did not have the problems that she had with the class that was recorded during the follow-up interview, so she talked about the problems she had with her new class and how she was working on solutions.

Data Analysis

This was a case study and the data collected was studied in detail through micro-ethnographic procedures. In other words, all recorded track was transcribed
and analyzed according to the research questions. This included both the reflection sessions held with the participant teachers and the follow-up interviews that were carried out three months after the main study. The comments taken during the follow-up interviews were compared to the comments of the reflection sessions in order to find out the long-term effects of the study.

In this chapter I have described the methods that I have followed while doing this study. In the next chapter I will give a detailed account of data analysis.
CHAPTER 4 DATA ANALYSIS

Overview of the Study

This study investigated an alternative approach to teacher development which can be achieved by teacher reflection through self-observation. The video camera played one of the main roles by allowing teachers, whose lessons were recorded, to watch themselves and reflect on their own teaching. To examine the long-term effects of the video-generated reflections, follow-up interviews were carried out.

In this study the perceived outcome of the use of video as an observation tool according to the teachers and the attitudes of the teachers toward the use of video as an observation tool were investigated. The long-term effects of the process were determined by teacher perception and reflection on their own classroom behavior.

As it can be seen in Table 1, four ELT teachers participated in this study. The participant teachers (PT) are all instructors at the Preparatory School of English (YADIM) at Çukurova University, with teaching experience between two to four years. The teachers were all volunteers. All the participants were female because there was no male instructor available during the study.

Table 1

Demographic Information

<table>
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<tr>
<th></th>
<th>Age</th>
<th>Gender</th>
<th>Years of Experience</th>
<th>Experience at YADIM</th>
<th>Experience of Reflection</th>
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<td>2</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PT-4</td>
<td>25</td>
<td>female</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Video-recordings and follow-up interviews were used as data collection tools to gather information for this study.

In order to familiarize myself with the participant teacher and the students in the classroom with the process, pilot recordings were carried out. Both during the actual recordings and the pilot recordings, I as the observer used the video-camera. Since the teacher's behaviors were the main focus of the study, I had the participant teacher in the focus and the students in the background. After the classroom recordings, the teachers observed themselves by watching the video. Teachers reflected, commented or made explanations about the lesson, the activities, their students and themselves. This session was also recorded and later analyzed.

The reflection sessions consisted of three parts; 1) before the teacher viewed herself, 2) during the viewing, and 3) after the viewing. Before participant teachers viewed themselves, they were asked what they thought would come out of the study, and what they thought about the use of the video as an observation tool. During the viewing, some spoke a lot as they watched themselves and some were silent. After viewing the classroom recordings, the participant teachers were asked what they thought about the study.

The follow-up interviews were held in two parts. In the first part the teacher was asked to recall the lesson and her observation, and talk about what she now thinks about the issues she raised at that time. In the second part, I gave the teacher prompts on the issues that she had talked about at the reflective sessions but not in the interview.
Data Analysis Procedures

Data was analyzed focusing on the individual reflections of the participant teachers during the reflection sessions and on the follow-up interviews, and was based on the recurring themes, the general attitudes of the teachers within the reflections through repeated readings of the transcriptions of both the reflections and the follow-up interviews. The similarities between the reflections of the participant teachers were also determined.

When the reflection session recordings were transcribed, I underlined the similar utterances of teachers. Then I analyzed the follow-up interviews again, first within the participant teachers and then looked for patterns between the teachers. I also looked for similarities and differences between the reflection sessions and follow-up interviews.

In order to elicit the answers to the first and second research questions I had asked the participant teacher two questions before the viewing and a third question about their general impression of the study after the viewing in the reflection session.

Below are the three questions that I asked the teachers:

- What do you think will come out of this study?
- What do you think of having a video camera in class?
- We have watched the video and you have observed yourself. What do you think now?

The analysis of these questions was also done.
Results

Interview Questions

The following example gives the most significant responses to the first question that was asked to the participants during the reflection session.

“What do you think will come out of the study?”

PT-1 : The usual way is to have someone to observe and give us the results....Sometimes we can't warn the person who observes us ‘be careful, I’m doing this because of this’....But here I have the chance to criticize myself. (see Appendix A-1, lines 2-11)

PT-2 : Most people think you can't observe yourself. Someone else should come into your class and observe you. But I think you can come up with something because when you teach, at that time, you don't notice everything. They think that you can't notice the things you have done in the classroom....So by watching this, you can observe yourself, what you planned and did it work or not. (see Appendix A-2, lines 2-12)

PT-3 : I think I will get some implications of my teaching in class. Maybe there will be some implications on students that I’m not aware of. (see Appendix A-3, lines 2-3)

PT-4 : When you first talked about this idea, I got excited but when it started, I didn’t get excited. Because I forgot the camera in the class. (see Appendix A-4, lines 2-5)

As seen, teachers mainly focus on the idea that they are usually not expected to do the observation themselves, but another person may not always understand the
crucial decisions during the lesson, and come up with misconceptions. They are also aware that they may witness some points they did not know before.

The following example gives the most significant responses to the second question for each participant teacher.

“What do you think of having a video camera in class?”

PT-1: It was strange for me to have a video camera in my classroom. I think it was not as frightening as I thought. (see Appendix A–1, lines 13-17)

PT-2: I didn’t feel very uncomfortable. When we went into the class and I started, I didn’t notice it anymore. It is somewhere there. The students are not natural. But still it is a good way. (see Appendix A–2, lines 14-16)

PT-3: I think video is a good way for improvement. It may be used for some other purposes: student question types, teacher question types... I think it is a useful observation tool. (see Appendix A–3, lines 5-7)

PT-4: I think it is interesting. It is a technique that is used before but it is the first time you yourself are going to watch it. This is important. It was like this: you record me you evaluate me. But now I'm going to evaluate me myself. (see Appendix A–4, lines 7-9)

The idea of being recorded of course first generated some anxiety in the participant teachers, however they stated that they got used to it very quickly. The fact that they were going to observe themselves was a good motivation.

The following example gives the most significant responses to the third question for each participant teacher.

1 Though PT-4 used the word “excited”, she meant “nervous”.

"We have watched the video and you have observed yourself. What do you think now?"

PT-1 : ...My students had warned me that I was speaking too fast....Another point is that the class does not go the way you have planned before. (see Appendix A–1, lines 98-101)

PT-2 : ...there is always a noise during the class....And maybe at the beginning I should ask the questions very clearly and give the key words ... and while reading they shouldn’t ask anymore questions and key words so what I should do is having it clear and ask the students to read silently.... I could do pair work more often. I like pair and group work and apparently they like it too. Also, teacher talking time should be less...And the repetition... (see Appendix A–2, lines 168-176)

PT-3 : I found it very interesting. And I think I didn’t see anything different. Maybe I have to use English more. This was a grammar-based lesson but in usual I use more English. And I think that it will be better for the students to sit in a circle. (see Appendix A–3, lines 127-130)

PT-4 : Generally it was positive ... but I always use the same exact wording again.... There was a problem in grouping....The two students did pair-work....Also the timing was a problem. They can finish writing in a class hour and I can collect it...and there were new words in the paragraph,...I could have worked on them before the activity so they
would not look at the dictionary so much. (see Appendix A-4, lines 124-126, 128-132)

In general, participant teachers mentioned the instructional aspects of their teaching. They used this part of the reflection session to list their reflections. While PT-1 and PT-2 only mentioned the issues they had talked about during the viewing, PT-3 and PT-4 raised issues they had not mentioned before.

**Individual Reflections - Participant Teacher - 1**

Reflective Session. The first point that PT-1 sees in her class is the way she distributed the students in groups.

Excerpt 1: Grouping

*On screen: one student in a group doesn’t like the activity and protests. PT-1 goes to that group and tries to convince that student to work the others.*

**PT-1** : Maybe the students of that group shouldn’t have been together. They are usually weaker students. (see Appendix A-1, lines 26-27)

As all the members of one group protest about doing the activity, she spends time and effort to convince them.

Second, PT-1 observes her board usage. She was aware that she was using the board in a ‘messy’ way, and her students had also complained to her about this.

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**Transcription Conventions**

*Italic*: descriptive explanation

*Bold*: speaker’s emphasis

*: pause

*((...))*: observer’s explanation

**PT-X watches silently**: silence more than 30 seconds
Excerpt 2: Board usage

*PT-1 watches silently.*

*PT-1 observes her board usage:*

**PT-1:** Look how I use the board. Everything is mixed! The students complain about this as they write everything in their notebooks exactly where I write it on the board. Then they have it mixed too.

But I can't do anything about it.

Ülkü : Maybe you can [divide...

**PT-1**  [...divide the board yes.

Ülkü : ...I mean, new words in one part, structure the [other...

**PT-1**  [...Yes, but as you see when I have something, I just go to the board write it somewhere and come back... When I'm far away from the board, I try to be here ((shows the board)) as soon as possible, to write it, before they forget what they asked. Then I write it here and there. (see Appendix A-1, lines 74-85)

When she sees herself writing everything almost in a scrambled way, she realizes how serious this problem is. I suggested dividing the board into several parts with lines and writing in a systematic way. Here acted as the alternatives' giver.

Another point to mention is that PT-1 was silent five times during the session. In the following excerpts it can be seen that I prompt the teacher.
Excerpt 3: Silent viewing - 1

*PT-1* watches silently.

Ülkü : ((Points to a group)) They have [finished...]

PT-1 [...they have finished yes, they are waiting for the others. [...] That is the most difficult matter in the class, to know we have to wait for others. If we don’t wait, there is no use of doing the activity. They say “if I will get the answers, it is not important if I finish or not.” So they don’t try to complete the activity. I always want to wait until everybody finishes but then you see such students changing their scarves, exchanging pictures etc. in class...

(see Appendix A-1, lines 33-40)

*PT-1* watches silently.

Ülkü : Did the students know the vocabulary you are showing on the board?

PT-1 : Yes, this is a review lesson, they knew it from the previous lesson. But still there are words they don’t know for instance. (see Appendix A-1, lines 56-58)

In the first one, she was silent as she observed her class getting into groups. When she saw the resisting group, she made her comment on the wrong grouping. The second one was about vocabulary.

During the other silent periods at observations, I gave her prompts; I asked her questions about the lesson.
PT-1 watches silently.

PT-1: The class is losing their attention and motivation towards the end of the lesson. They want to go out. When I play games with them towards the end of the lesson, they consider that we do unimportant things. (see Appendix A - 1, lines 90-92 and lines 74-76)

The last two silent observations ended with highly reflective comments. She first realized the seriousness of her board usage and understands how right her students were about this issue. Then she again realized how much her students lose their motivation towards the end of the lesson. She also talked about some ways she tried to get their motivation again, but they failed.

PT-1 continued her reflections after the recording and reflected on the speed of her speech.

Excerpt 5: After viewing comment

Ülkü: Yes, now alright. We have watched the video and you have observed yourself. What do you think now?

PT-1: My students had warned me that I was speaking too fast. While watching I didn’t see myself speaking too fast but maybe they mean that the general flow is fast, as if I’m rushing, in a hurry [.]. (see Appendix A - 1, lines 96-100)

She remembered that her students had told her that she was speaking too fast. However she stated that she did not found herself speaking too fast, though the flow of the lesson was fast.
PT-1 is one of the two teachers who did not say all her comments while self-observation, but said them after the recording.

Other comments that PT-1 made were about being tense at the beginning of the lesson, the shortness of the warm-up, and about the vocabulary teaching methods she was using.

**Follow-up Interview.** The first four comments that PT-1 made were recalls of the observed lesson. The four main issues that she mentioned here were also the issues that she raised and talked about during the observation.

The numbers below refer to the original interview notes in Appendix B-1.

1. I had concentration problems. I was thinking of wrapping things up. But I realized that the class could adapt to the lesson.
2. I realized that I was talking too fast.
3. Laughter, small talks were actually natural. The lesson had a very natural flow.
4. My board work is messy.

Then, she mentioned that she continued doing classroom research by asking her students to keep student diaries and giving them questionnaires.

5. At those days I started using student diaries too, ... There too did they think my speech was too fast. Also, they said that my voice was louder and deeper than their previous teachers and the students in the class are generally quiet. They were talking very less and in a very inaudible level. There were shy students in the class. Many of them opened up and relaxed, become very talkative. I made them repeat several times all the time. After the diaries I slowed down the speed of my speech too. The presentation stage was slow, but the practice was again at
my speed. I adjusted it. When the students thought I was fast, they held out their hands and I slowed down...

8. I give them questionnaires from time to time. I thought that I ((speaker’s emphasis)) have to make my students talk, for example the student says “I can't do this!” and I say “Yes, you can, come on. From the questionnaire I understood that some students think they are being forced too much, but some thought it was a good opportunity to talk. They like it, they don’t miss the opportunity.

Here, PT-1 realized that she was really speaking too fast. Here students were able to freely express themselves in their diaries.

After this, PT-1 dealt with her second major reflection, her board usage. She used my suggestion of using vertical lines to divide the board, and also used board-markers with various different colors. This had a positive effect on the students, PT-1 said.

Moreover, from time to time PT-1 asked her students to come and write on the board themselves. This way she both involved them more in the lesson and made them aware that it was not always very easy to write on the board.

Dealing with the concentration problem of her students, PT-1 thought that there was a relationship between her fast speech and the concentration losses. As the students could not follow her, they lost their attention and motivation towards the lesson.

9. I have to say that all these started with the video observation. I always thought how I could make the class concentrated on the lesson. I didn’t know the problem. I realized from the video that I when I talk too fast the students lose
their concentration. I was the problem that is what I realized. I gave them a questionnaire and asked them to write diaries and detected my problem.

The participant teacher then talks about what she had experienced as a teacher during the study and the student diaries. Her fear of being considered ‘inefficient’ by her students was a major problem she had to deal with in the beginning. However, her students appeared to be very open, objective and they made useful comments.

10. First I thought that if they think about and realize my deficiencies, they would find me odd, different. But they can ((speaker’s emphasis)) criticize and they say it from their heart...

11. A person never says “I am inefficient.” Seeing that our weaknesses come into day-light one by one doesn’t make us happy. During observations, the observer may say, “It is OK but you could do this in another way too.” They say “It wasn’t very bad, but...”. However when you see yourself, and when the students say it, it is easier to accept it. At first I thought that I would get hurt in a way. I was afraid of being criticized. I felt bad. Then I got used to it and started to deal with one problem every day. Besides, you can only improve as long as you can accept your mistakes. Working with all these can take you from wondering what you do to “yes, I can do it”. Now I don't have the problem of “was the lesson good, could I manage it”. With the diary, the students listen to the lesson more carefully. It is great to be able to say “I can improve!”. A teacher should not think that when she gets more experienced she can do everything right.

Since at that point she had stopped talking, I gave her prompts which reflected issues that she had talked about during the reflection session but did not
mention during the follow-up interview. The first three were issues that PT-1 did not or could not do anything about.

13. In very active classes I still cannot do group work. My students still cannot work together. I haven’t worked on it, I will solve this problem later.

14. About motivation. I wanted to give a questionnaire to my previous class but I heard that they couldn’t get used to their new teacher. I didn’t give it because I doubted on the validity of the answers.

15. Attendance. They say that I remind them of their high school teachers. They say I am as strict as them. But they are very successful students so missing a few lessons is not a problem for them.

The next two, the use of English and brainstorming were issues that PT-1 worked on and gained some improvement on.

16. Use of English. I teach Core/Translation and the method I use closely resembles the grammar translation method. So we use a lot of Turkish. The presentation is in English then we start translating and we switch to Turkish. But the rest is again in English. I had problems in the brainstorming stages in my previous class but with this one we have made progress. My students are MA students and they are willing to participate.

The last issue was raised by PT-1. After I prompted her with ‘motivation’, three topics later she talked about it again. She has changed the way she divides the lesson, this time having the students in the focus.
17. Again something about motivation. I used to follow the lesson plan strictly, I always wanted to have a unity in the class. Now we stop when we lose our concentration.

PT-1 also started having background music during her lessons in order to keep her students attention on the lesson.

At the follow-up interview, PT-1 dealt with most of the issues she raised during the reflection session. I gave her five prompts, but not talking about these issues did not meant that she had neglected these areas. She had worked on some of them and also made some improvement.

**Individual Reflections - Participant Teacher - 2**

**Reflective Session.** PT-2 varied from PT-1 in that she usually explained the decisions that she had given during the lesson.

Some of these were more like ‘thinking aloud’, said for me to understand better and or for herself.

**Excerpt 6: Thinking aloud, board usage**

*On screen: PT-2 writes something on the board.*

**PT-2** : I give the homework at the beginning. I think this is something good, because at the end it is very noisy and they do not hear. As you see I write the homework on the right corner of the board and I remind them ((wipes the board)). Do you see, I don’t clean that part. [...] In the beginning I write something on the board as you see. They don’t listen when I say it so I thought when I write it I can get their attention. (see Appendix A-2, lines 25-30)
PT-2 draws the attention to her board usage, and emphasized that she made the homework clear before the lesson ended, and that she had divided the board into different sections.

At the warm-up stage, PT-2 states that the activity could have been more effective if she had brought pictures. Her emphasis that she 'has' pictures was interesting. Even after making other comments she raises this issue again.

Excerpt 7: Use of realia

PT-2: I think I should have brought pictures. They ((the passages)) were about festivals, train rides and I could have easily found pictures and I have pictures... (see Appendix A–2, lines 31-33)

PT-2: This warm up is OK but I still think I needed pictures. [...] (see Appendix A–2, line 42)

PT-2 mentions using realia twice, which may mean that not using them in an activity where she could use them disturbed her.

The next point that she brings up is that she realizes that she is repeating every answer her students make.

Excerpt 8: Repetition

PT-2 watches silently.

PT-2: What I don't like is [...] I always try to repeat their answers. Although the answers are correct I repeat them. I don't know why I am doing this [...] but maybe they don't listen and I want their answers to be heard by me once more. They don't listen to each other but it is not
very good to repeat all the sentences. Have you noticed? (see Appendix A-2, lines 36-40)

It is worth mentioning that PT-2 does not end her comment by just stating the problem but also she brainstorms what the possible reason for her behavior could be.

Further, she complained that her students did not give her feedback as to whether they have understood new vocabulary or not, and that she sometimes doubts if they have learned or not. During the follow-up interview, however, she stated that she was asking her students now every time, and made them talk.

The fourth issue that she raised was after observing herself for some time. She realized that she was having her arms folded all the time. She asked me what that meant in body language and my explanation made her worried. Here I was a peer that could give information on a topic PT-2 did not know.

Excerpt 9: Body language

*PT-2 watches silently...*

**PT-2** : Do you see I always sit and stay like this ((shows her position)). My arms are folded. What does that mean in body language?

**Ülkü** : I think it means that you are closed and distant.

**PT-2** : Yes, and I don't like it. (See Appendix A-2, lines 52-55) PT-2 did not know the meaning of her posture but was aware that it did not say something positive.

The next thing that she saw was according to her again due to the noise in her class.
Excerpt 10: Teacher talking time

[On screen: classroom discussion. One student says something, and PT-2 wants to explain it further.]

PT-2: I should have asked another student to explain it. [.] I could ask it to somebody else. I always try to explain it myself. The best way is: I could have another student to explain it. Because I can hear my own voice all the time. Don't you think so? The reason I do this [.] they don't listen to each other. That is why I always think that I should repeat their sentences. (see Appendix A–2, lines 58-62)

As the class is very noisy, and I agree with that, and the students do not listen to each other, PT-2 feels the need to repeat and complete students’ answers herself.

It was interesting when I observed PT-2 correcting an error that she did not realize. Then I rewound the videotape to show it to her, considering this as something done automatically.

Excerpt 11: Error correction

[On screen: PT-2 corrects an error.]

Ülkü: I liked this way of error correction.

PT-2: Did I correct an error?

Ülkü: Yes, didn’t you notice?

PT-2: No! When did I?

Ülkü: Here, let me show it to you...

Observer rewinds the tape.

Ülkü: See [,] here, [you...

PT-2 [aaah, yes...
Ülkü       [...you give alternatives to the student.

PT-2       : Hmm, yes, I didn’t notice it while watching. [...] I must have done it automatically!

Ülkü       : Maybe. (See Appendix A-2, lines 66-76)

That PT-2 was not aware that she was correcting errors, caught my attention.

Another issue that PT-2 mentioned was on a vocabulary teaching method she was using but was not sure of its validity. Here, having heard and used that technique, I gave her information on this.

Excerpt 12: Vocabulary teaching – advice

PT-2       : [...] sometimes I tell my students that they can memorize some words by their pronunciation, if the pronunciation is close to Turkish, or has a meaning in Turkish. But I am not sure whether this is good.

Ülkü       : Actually I don't see a harm in this method. One of our instructors ((at Bilkent University)) used this method to see if one can learn words faster this way, and it really was a faster way. Because the brain makes connotations with the Turkish words so it becomes easier to remember.

PT-2       : Really, I wasn’t very sure, but now I can go on using it. (see Appendix A-2, lines 83-91)

This time, my experience on a similar topic helped PT-2 to see if she was doing something right or wrong.

Another point that PT-2 did not realize was the various vocabulary teaching techniques she was using.
Excerpt 13: Vocabulary teaching - techniques

Ülkü: You use different types of vocabulary teaching.

PT-2: Really? ((surprised))

Ülkü: Yes, you sometimes write the English meaning on the board, you give the meaning by saying it, you draw, you [mime...]

PT-2: [...really!! I didn’t notice that. I thought I was using one or two and always the same ones!]

Ülkü: Well no, you use a variety! (See Appendix A-2, lines 92-98)

Learning that she was using a variety surprised her. I guess this is something else she was doing automatically.

During the reading activity, PT-2 first gave the meanings of unfamiliar words, (words that she chose), then asked students a question to be answered by reading the text. They had to do the activity individually. However, neither the students nor PT-2 were silent because questions on the meanings of the new words and the instructions did not come to an end. PT-2 kept on explaining them again and again.

Excerpt 14: The reading activity

[On screen: PT-2 gives reading instructions and asks them to read but doesn’t stop talking and explaining the task.]

PT-2: So I’m explaining it again but at the beginning I should explain it very clearly and I should write it on the board. So there won’t be a problem afterwards. During they read I try to explain and they don’t listen, I know. But it was too late. Next time I’ll be sure they understand before they read. (see Appendix A-2, lines 103-106)
[On screen: the class is reading but there is still noise in the class. Both students and PT-2 talk.]

PT-2: This is **supposed** to be ‘Silent Reading’! [.]. Maybe I should give them the key words, any word, and explain them and say ‘don't ask me any more words’. I don't give all the new words that is why they keep me asking every word. So I should say these are the words, so don't ask me more words. (see Appendix A–2, lines 109-112)

Having such active and talkative students, PT-2 realized that she had made a mistake by choosing ‘silent reading’ for that activity. Observing her students she realized that they liked working together either in pairs or in groups.

Excerpt 15: Nature of her students

PT-2: I noticed that they like to read together. Students are supposed to read individually but they are helping each other. I can have them do the reading activities together. They don't do it on their own. (see Appendix A–2, lines 117-119)

The discussion between PT-2 and me on reading habits followed this. As PT-2 complained about the poor reading habits of her students, she thought she could help them with this by assigning reading homework. Having tried that before and seen that it did not help, I doubted the effectiveness of it. PT-2 still wanted to try out this idea arguing that students are different from each other. However, on our follow-up interview she mentioned that she had tried, but as I had guessed, her students did not do the assignments.
During the observation, PT-2 realized and commented generally on how active and talkative her students were. She thought that she tried to control them by talking herself, increasing teacher talking time.

Having said and commented a lot during the observation, PT-2 summarized what she had said after the recording. She did not add anything new to that.

**Follow-up Interview.** I did the first follow-up interview with PT-2, and had prepared questions to be asked in advance. However, I first let her remember the observed lesson, and comment on them. I asked her the questions after she finished her comments.

The first thing she recalled was that she should have had a group activity instead of individual work.

During the interview, PT-2 mainly talked about the noise in her class. PT-2 believed that being false-beginners they her students not always motivated to the lesson, and they are not used to sitting and reading for some time. Moreover, the book that they were using had started to be very boring and monotonous. So students start talking among each other.


   But as the class is very disrespectful so when the student starts I finish. Maybe it is because I talk much. Teacher’s repetition means the answer is right to them. So when a student gives an answer, students look directly at me for repetition, so for approval. And sometimes they laugh at each others’ answers, this may be a reason why they do not speak up very confidently always. However they are very enthusiastic sometimes!
PT-2 asked her students to keep diary and from that she understood that “they wanted to see real objects in the classroom.” So her solution for motivating her students was bringing realia to class, doing role-plays and getting them active most of the time. She also gave them teacher roles from time to time in order to involve them in the lesson. She thinks she has to make use of her students’ energy.

PT-2 ended her comments saying what she thought about the study.

13. I liked watching myself teaching. You don’t have to depend on someone else for feedback. We may not remember what had happened during a lesson, but the video provides visual prompts for us to remember. And sometimes we do not bother ourselves to remember.

Individual Reflections - Participant Teacher - 3

Reflective Session. PT-3 was the participant who watched herself silently most (14 times), and needed little prompts during the follow-up interview. Like the other participants, PT-3 also explained and described the lesson, either to me, to herself or for both of us.

The first issue she talked about was her use of Turkish in the classroom. She said she was doing this because of the low level of her students.

Excerpt 16: Language level / use of Turkish -1

*PT-3 giving instructions (in Turkish right after the English)*

**PT-3** : I try to use simple sentences but they don’t understand.

Ülkü : How do you know?

**PT-3** : They look empty and say ‘what do you mean?’ Therefore I usually translate.
Ülkü : Yes, you do that all the time, I noticed that.

PT-3 : Because their level is not very high. (see Appendix A-3, lines 14-19)

PT-3 seemed uneasy with this. I told her that in the beginning they may not understand everything you say, but in time they would get used to it. Maybe she had to force her students a bit.

The next discussion was interesting in the way that I suggested she force her students again, this time for the seating arrangement.

Excerpt 17: Seating arrangement

PT-3 : For instance I want my students to sit in a circle but they don't. They say they don't like that. They say this is better and I didn't want to force them.

Ülkü : I forced my students. Once, I came earlier to the class and arranged the seating. The next day it was in rows again. And I changed it again. Finally I won.

PT-3 : But as this is my second class, the students are accustomed to the other teachers. I don't want to be the one who changes everything in the class. (see Appendix A-3, lines 40-46)

PT-3 and her new students did not know each other well and they PT-3 did not want to force them too much and the students did not want to change their behaviors too much.

Just like PT-2, PT-3 also noticed that she was repeating all the answers of her students.
Excerpt 18: Repetition

PT-3 : I have noticed that as a habit, I repeat the students' answers after they say it in correct form.

Ülkü : If it is wrong?

PT-3 : No, if it is wrong I ask another student to correct. (see Appendix A-3, lines 48-51)

PT-3 not only notices that she repeats student answers, but also when she repeats them.

Although we had discussed on PT-3's use of Turkish, after observing herself for some time, she commented on this again.

Excerpt 19: Use of Turkish - 2

PT-3 watches silently...

PT-3 : Last year I had an MA class. We only talked in English. They wanted this also. It was wonderful.

PT-3 watches silently... (see Appendix A-3, lines 52-53)

Probably, PT-3 became aware of the high use of Turkish and remembered her previous classes.

Having the opportunity to observe her students, she noticed that her students did not like to work in pairs or groups, but that they preferred to work individually. She also said that there was not a close friendship between the students in the class.

Then, for the third time, PT-3 comments on the frequent use of Turkish.

Excerpt 20: Use of Turkish - 3

[On screen: PT-3 says something in English, wait for a while then says it in Turkish.]
PT-3 : Look, I try to say it in English, but they don't understand!

Ülkü : But you can do it. I had that problem. At first they don't understand, then they get accustomed to it. This is the only environment where they can listen to something in English. You could try...

PT-3 : I will try. (see Appendix A-3, lines 65-69)

During the observation, PT-3 did not only make comments on the current lesson, but also on issues that happen in other lessons.

In addition, PT-3 realised that her students were interested in the lesson and were actually enjoying it.

Excerpt 21: The students

PT-3 watches silently.

PT-3 : I didn't notice before that they were so interested in the lesson before in the class. Before, I thought they were not. (see Appendix A-3, lines 99-100)

At this point PT-3 noticed that her class was not silent because her students were not involved in the lesson, but because they were silent students.

An aspect that she realized about herself was her patience.

Excerpt 22: Personality

PT-3 : My parents say that I am not patient but I am patient. I wait for the answers, I wait for the wrong answers to be corrected by the student. (see Appendix A-3, lines 109-110)

Another interesting discussion was that PT-3 thought one of her students had difficulties in English as he also knew German. I told her that usually knowing one of these languages helps in learning the other.
When the recording ended PT-3 summarized what she had said after the recording. She did not add anything new to that.

Follow-up Interview. In the interview, PT-3 first listed what the lesson was about, and which comments she made on those issues.

The first explanation was on her use of English.

6. I speak in English about 80-85% now. I do the lesson directly in English. I paraphrase the instructions, again in English. But at the third time, if they still do not understand, I explain it in Turkish. There are some low-level students, they are the ones who do not understand. The translation is mainly for them.

The next point that she dealt with was the seating arrangement of the class. They were sitting in rows and she did not like that. However, she did not want to force them too much.

7. They sit now in a circle. I changed the places of pairs who talk too much. And everybody has a fixed place. Now they do not talk among themselves. There was a quiz [after she watched her lesson on the video] and the next morning I came early and changed the seating. And so it remained.

PT-3 has also done something about her repeating student answers and now, when repeating, she is aware and has a reason for repeating.

8. I still repeat but not as frequent as it used to be. Their level is higher now. They understand better. And now we have core lessons together. And these lessons are harder. We also don't have much time. So from time to time the students want me to repeat.
Talking about how alone her students were in the classroom, and that they did not like to work together, PT-3 ‘forced’ them to do so.

9. They do group work now. For example I give them a worksheet on translation and divide the class into three groups. I also do pair work but they want to work individually. Then I force them. I say that there are things that they can learn from each other. One or two students resist but mainly they do what I say. The cooperation must have improved the atmosphere in the classroom.

10. I make more jokes in the class. I smile more. This makes a more friendly atmosphere in the class. Students who were disrespectful in the beginning of the block are very respectful now, we like each other more. Today I praised one of them as he got a high mark on the quiz.

This study helped PT-3 by giving her the opportunity to know her students better and to see the consequences of the decisions she gave for her class.

Individual Reflections - Participant Teacher - 4

Reflective Session. PT-4 also used a lot of explanations and descriptions. Her first reflection was on the speed of her speech.

Excerpt 23: Use of speech

    PT-4 : I thought that I was speaking too fast in the class but it is OK.

    Ülkü : They seem to understand you...

    PT-4 : {...Yes.

(see Appendix A-4, lines 27-29)

At this point PT-4 finds the opportunity to answer a question that she had in her mind.
When the class starts doing the activity, she remembers what had happened in
the lesson and talks about it before we see it on the screen.

Excerpt 24: Naming groups

PT-4 : Before the activity I could have given names to the groups. You will
see it later when we compose the sentences with the students, I have
difficulty in naming them [...] calling them. They got confused. (see
Appendix A-4, lines 33-35)

We see here that PT-4 remembered the recorded lesson with its stages and the
problems.

It was interesting to observe PT-4 observing her students. She was explaining
how she had chosen the members in each group when she made the following
comment:

Excerpt 25: The nature of her students

PT-4 : Also, ((points to another group)) this girl and the boy sitting her have
problems. They don't get along well with each other. But [...] they are
studying! Before the activity, I thought that there would be problems
in that group but no! They do fine. They are studying! (see Appendix
A-4, lines 45-48)

PT-4 points to a student.

PT-4 : He is the laziest student in the class. But he is also walking around
and reading. I can't believe! I didn't notice him before. (see
Appendix A-4, lines 60-61)
Just like the other participants, PT-4 noticed various aspects of her students that she had not seen before. This study helped PT-4 to see whether her students were involved in the lesson or not.

While observing her class, PT-4 realized that her students were using their dictionaries too much.

Another point was that while the whole class was working in groups of four, in one group at the back of the classroom there were only two students. So they were actually doing pair work. PT-4 had not realized this in class and I suggested her an alternative way.

Excerpt 26: Grouping

PT-4: All groups are of four students but there is one with two at the back. I think it is better to send one of them to one group and one to another [.] or [...]

Ülkü: [...or you could take one student from a group of four and join this group. Then you would have two 3-student groups.

PT-4: Yes, that’s right. (see Appendix A-4, lines 50-55)

While viewing herself teaching, PT-4 found the chance to see weaker habits of herself as a teacher.

At one stage in the lesson there was a timing problem, and PT-4 found an explanation for that by watching carefully (even leaning towards the television).

Excerpt 27: Timing

PT-4: Maybe timing was not good. But I want to know whether it is my fault or did they not work, it is their fault?
Ülkü : Do you want me to rewind; maybe while all students worked they didn't.

PT-4 : No, no I got the point, just a second [...] most of them are passive students. So they didn’t want to go, they were sure I’d give them extra time! (see Appendix A-4, lines 65-69)

PT-4 also realized some practices her students had and that helped her understand why the timing was not good in the activity.

After that, while PT-4 was observing herself, she saw something but did not want to share this with me. This time she kept it for herself,

Excerpt 28: Teacher not sharing everything with observer

PT-4 points at something

Ülkü : Do you want me to stop?

PT-4 shakes her had, watches... (see Appendix A-4, line 70)

Teachers did not have to share everything with me, and they did not from time to time.

When PT-4 first mentioned that her students were using the dictionary too often, neither of us gave further explanation or a solution for this problem.

Excerpt 29: Use of dictionary

PT-4 : They always look up in their dictionaries! (See Appendix A-4, line 49).

This topic is mentioned again but this time the participant teacher and I have a discussion about the topic.
PT-4 watches silently.

Ülkü : He is using a dictionary ((points))[...]

PT-4 [...]I don't want them to use a dictionary.

Ülkü : Maybe you can have a few sessions on vocabulary: guessing meaning from context kind of thing.

PT-4 : I know. But the logic is important. I say don't use the dictionary but why? When they read a passage, there are new words but it is important to look at the message of the reading passage. But no, there are students who don't understand the logic.

Ülkü : There is a passage containing nonsense words. I don't say they are nonsense but that they are unfamiliar ones. You can give them such a passage. (see Appendix A-4, lines 82-92).

When the topic of the frequent use of dictionaries was mentioned again, I suggested her to use an activity that I had used before, aiming to tell students they can do without a dictionary.

PT-4 also mentions her dislike of her classroom language, but gives the details after the recording.

Excerpt 30: Classroom language

[On screen: PT-4 gives instructions and explains what the students are going to do.]

PT-4 : I’d better change my classroom language! (see Appendix A–4, line 100)
PT-4: ... when they ask me some questions, they don't understand it at the first time, then the second time I use the same words or instructions. I always use the same exact wording again. If they don't understand it at the first time it is impossible to understand it at the second, as they are the same words. (see Appendix A-4, lines 124-128)

This reflection of PT-4 is interesting in terms of her careful listening to her speech. Her suggested solution also seemed very logical.

The most interesting part of the lesson was that although it was break time the students did not stop doing the activity and worked on with their friends. When she left the class, PT-4 was smiling...

It is worth mentioning that unlike the other participants, PT-4 was the only teacher who asked me questions about her lesson.

Excerpt 31: PT-4 asking observer -1

PT-4: [...] Are other classes so passive?

Ülkü: It changes, one class was too noisy, in one there was a hum and in one no noise at all. (see Appendix A-4, lines 55-57)

Excerpt 32: PT-4 asking observer -2

PT-4: Do I visit every group in equal time?

Ülkü: Do you?

PT-4 watches (see Appendix A-4, lines 73-74)

With this one, I asked the question to her back, and she gave the answer.

Excerpt 33: PT-4 asking observer – 3

PT-4: [...] What about your comments?

Ülkü: My comments?
PT-4: Because you observed many classes.

Ülkü: It is a nice working class. You said you thought you were talking too fast. But they seem to understand what you say. And [...] you may change your wording the second time you tell something... (see Appendix A-4, lines 133-138)

Follow-up Interview. PT-4 had a different class when we did the interview. So she did not have some of the problems that she had with her previous class. Her rate of speech as well as use of vocabulary were not problems with this class as their level was higher than the level of the other class.

The problem that she had with this class, on the other hand, was that she was used to her previous class, and the class was used to their previous teachers.

5. In my previous class, they were beginners and were interested in everything I wrote on the board. They would copy everything into their notebooks. But this is not the case with this class. They don't like to write the things on the board into their notebooks. I had taught my previous class this but this class is different. We can't get along with each other. We discuss we argue...

So PT-4 dealt with the problems she had with her new class and gave examples of her solutions. For instance, the new class could cover the course book fast, so she had time to do ESP activities. After dealing with the problems she had with her new class, I asked her the questions that I had prepared in advance.

During the self-observation, PT-4 had noticed that she was interrupting the activities by constantly restating the instructions. I asked this to her:
3. Do you still interrupt activities for instructions?

*It is very hard to stop myself from doing that but I stop myself. I think it is a characteristic of mine. I want to share.*

In the end, PT-4 added that during the recording, neither her students nor herself were effected by the existence of the video camera.

Recurring Patterns

Reflective Sessions

The most significant pattern was that all teachers explained or described their lesson and their students. Sometimes they were looking and telling these things to me and sometimes not. As the teachers had a chance to observe their students more closely, they also became more aware of their students. For instance PT-3 realized that her class was actually enjoying the lesson and PT-4 noticed that some students she thought could not get along with each other were actually doing fine in the same group.

Another point is that PT-2, PT-3 and PT-4 found themselves repeating their students’ answers, correct or not. During the observation all three gave their own reasons for doing so.

Furthermore, PT-3 and PT-4 not only talked about the recorded lesson, but also mentioned and reflected on issues that they experienced in their other lessons.

Lastly, being a peer observer, the teachers did not see me as the problem solver, and they did not ask all the answers to their questions to me. Conversely, they sought most of the answers themselves.
Follow-up Interviews

All teachers started with summarizing the observed lesson, and restating the issues that were raised and commented on. Then, the participant teachers talked about what they did about these issues after the observation until the interview. All teachers gained certain improvement on the problems they became aware of, or were still working on them. The unexpected outcome of the study was that two of the participants, PT-1 and PT-2 continued evaluating their own teaching, this time asking for the comments of their students. They asked their students to keep diaries and PT-1 gave them also questionnaires. PT-1, PT-2 and PT-3 used also my suggestions.

Another pattern was that PT-1 and PT-2 started involving their students in the lessons by giving them teacher roles, thus a part of the responsibility of the lesson. This, according to PT-1, could give the students a chance to understand how it is to be a teacher, and this would increase students’ motivation towards the lesson. PT-2 considers this as a way of getting the students active and keeping their focus and attention to the lesson.

This chapter analyzed the findings of the study and in the next chapter I will discuss the findings and draw conclusions.
CHAPTER FIVE  CONCLUSION

Overview of the Study

This study investigated the use of video as an observational tool, and the types of reflections resulting from self-observation. Four female ELT instructors from the Preparatory School of English (YADIM) at Çukurova University participated in this study. All participants had a minimum of two and a maximum of four years of teaching experience, and had participated in various teacher-training courses. First a pilot study was carried out with each participant so that they could become familiarized with the methodology of the study. One lesson of each participant teacher was video-recorded. Then, a 'reflection session' with each participant teacher was done. In these reflection sessions the participants observed themselves and commented at any point they wanted. As I was watching the lesson for the third time, (first in class while operating the camera, second while recording the tape to a VHS tape, and third at the session), I also brought up relevant issues, and asked the participant teacher about them. The reflection session was then transcribed. Three months later a follow-up interview was carried out with each participant teacher. The teachers were first asked to recall the reflection session and comment about the issues that arose in that session. I had also prepared a list of prompts for two of the teachers and questions for the other two teachers about the issues, but only brought these up after they had finished what they wanted to say. The aim of the follow-up interview was to find out whether the study had long-term
effects on the teachers; that is whether the teachers had made any changes as a result of their self-reflection.

I took notes during the four interviews. They were not videotaped or audio-taped in order not to inhibit the participant teachers. While the reflective sessions were done in English, the interviews were carried out in Turkish and were later translated into English by me. The interviews were held informally and seemed more like a chat between peers. The transcriptions of the reflection sessions and the notes of the follow-up interviews were analyzed through micro ethnographic procedures.

Summary of the Findings

In this chapter I discuss the results of my data by referring to each research question.

The first research question is listed below:

What is the anticipated outcome of the use of video as an observation tool, according to the teachers?

The answer to the first research question came directly from the interview that was carried out in the beginning of the reflection session, before the teachers observed themselves. In order to elicit the answer I asked the teachers what they thought would come out of this study.

For this question, all teachers answered that they were expecting to see how they teach from an observer's point of view. They believed that it is possible to reflect upon one's own behavior and that having both the observer and the observee
be the same person would prevent misunderstandings about the lesson. As Participant Teacher-1 (PT-1) stated, an outside observer does not always ask the observed teacher the question of 'why', that is, why she did something or made a certain decision. And by using a video for reflection, this complaint has been eliminated.

The participants also expected to observe their students, as this was a chance to look at them more carefully than they could look at them in class. They perceived this as a chance to better understand the students.

The second research question is listed below:

What are the attitudes of the teachers toward the use of video as an observation tool?

In order to obtain the answer to the second research question I asked the participants what they thought of having a video camera in class.

As for the existence of the video camera in the classroom, all participant teachers admitted that they were nervous at the beginning of the lesson. However, as they started the lesson, they became so involved in the lesson that they forgot the video camera, and even my presence.

Nevertheless, not only at the pre-observation stage, but also during the observation and the follow-up interview, all teachers except PT-3 stated that although I had conducted a pilot recording, their students were still a little bit affected by the existence of the camera. It was only PT-3 who said her students were at their normal performance, as if there had been no recording.
The participant teachers added that they only felt anxiety of being observed or recorded in the beginning of the lesson. As soon as they were involved in the lesson, they forgot about the observation.

The third research question is listed below:

What types of reflection about teaching are the results of video-recorded self-observations?

Since the video recorder provides rich audio-visual data, the participant teachers were able to evaluate themselves and assess their strengths and weaknesses. In general, their comments fell into five categories:

Use of Speech

All teachers realized certain aspects of the way they speak in the classroom. While PT-1 realized that she was speaking too fast, PT-2 found herself speaking too much. And while PT-3 found herself using too much Turkish, PT-4 realized that she was using the same wording all the time. This study provided the participant teachers a chance to observe and evaluate their own ways of speaking in class.

Types of Students

Second, the participant teachers all found the opportunity to observe their students more closely, and they all noticed something that they were not aware of. PT-1 noticed how demotivated her students were and PT-2 noticed what active and talkative students she had. PT-3 realized that her students were highly involved in the lesson although the class was very silent and PT-4 discovered that some students that she considered weak were actually not weak at all, that they were only quieter than the others.
Personalities

Third, teachers had a chance to find out about their own personalities in the class. PT-3 said that although she is considered by others an impatient person, she found herself very patient while teaching. PT-4 found herself giving students extra information about the activity. She interpreted this as a demonstration of wanting to share the things she knows with her students. During the follow-up interview she reinterpreted this as interfering in the activity.

Posture

During the session, PT-2 realized that with her body-language she was giving the message to her students that she was distant and closed to them. However, later, with an improvement of the classroom atmosphere and as her students were now more involved in lessons, she was now more relaxed and open to them, and she was not crossing her arms much any more.

Board Usage

The teachers also noticed their board usage. While PT-2 and PT-4 noted that they were careful about their board usage, and that it was important that it was organized, PT-1 stated that she did not like the way she was using the white board. It was disorganized, and this created confusion for the students. She was aware of the problem but was not doing anything about it. After the reflection session she took major steps toward a more organized use of the board and, as she stated in the interview, she now has a very organized board.

The fourth research question is referred to below:

Is there a long-term effect of changes precipitated by a discussion and analysis of the videotaped classroom observation?
During the follow-up interviews I discovered that all participant teachers experienced long-term effects of the study. They also made changes that would encourage a continuation of reflection.

PT-3 asked for regular feedback from her students about the lesson and PT-1 and PT-2 asked their students to keep diaries. They both also asked the students to fill out feedback forms. Their students kept their diaries for two months and after two months, they drew conclusions from the diaries and questionnaires and then presented this as a study in a Staff Development Unit (SDU) session of their institution. Their aim was to encourage other teachers to carry out similar studies. A positive response was that the teachers combined their reflections that had emerged during the reflection session with further reflections stimulated by student diaries and questionnaires. An additional outcome was that two of the teachers started to involve their students more in lessons, sometimes giving them teacher roles. PT-1 did this in order to motivate her students and PT-2 did this to make positive use of the energy of her students.

A summary of the answers given during the follow-up interview for each teacher is listed below.

Participant Teacher – 1

Between the time of the videotaping and the follow-up interview, PT-1 had worked on and solved the three most important areas that she had mentioned and discussed during the reflection session. The first area was about her board usage. She was aware that she was using it in a messy fashion but it is possible that she was
not aware of how serious the problem was. During the interview she reported that she had started using lines, and, furthermore had improved the idea by using colored board markers to distinguish between the notes that she quickly writes on the whiteboard. In sum, self-observation helped PT-1 to realize the seriousness of her problem, and to solve this issue, she benefited from both my suggestion and her own ideas.

Second, PT-1 made a comment on the speed of her speech. Her students had been complaining about this, but when she observed herself, she did not find herself speaking fast. However, during the follow-up interview, PT-1 explained that after the reflection session, she gave out several questionnaires and asked her students to keep a diary and talk about the lesson they did that day. PT-1 and her students discussed this issue together and their solution was that she would try to speak slower, and if she goes too fast her students would raise their hands and slow her down.

This solution also solved the third problem, that her students were demotivated. She realized that as she was speaking fast, her students were not able to follow the lesson, and lost interest. Now, her students can follow the lesson more easily, and do not lose their motivation.

Another solution that she had found for demotivation was to stop the lesson when the students seemed bored and have a chat with them. Before, she would not stop and give a break until she had finished going through her lesson plan, no matter her students’ response. She also started to have background music during her lesson, both to have a friendlier atmosphere and to keep her students’ attention on the lesson.
It is clear that self-observation can be more useful when supported with further study. PT-1 added that she was still using student diaries, both because she wanted to further analyze her teaching and because her students did not want to stop keeping diaries. One of her students wrote in her diary that she had never seen a teacher who gave the right to students to criticize.

PT-1 admitted that she had lived in fear of being criticized. She was afraid that her students would find deficiencies in her. However, once she was involved in the process, and started to learn about and overcome her “deficiencies”, she became more aware that this was the only way to improve as a teacher. The fear of being considered deficient changed into a desire to explore more.

PT-1’s words about her experience closely resemble the results of the study conducted by Norrish. He, too, pointed out that teachers who reflect on their teaching experienced a time when their self-esteem was lessened, but this eventually made them more open to explore themselves. Teachers who accept other teachers as researchers in their classrooms instead of as evaluators are more open to improving themselves.

This study provided the first challenge to PT-1 and gave her the power to critically examine her teaching; to look into the problems and find solutions.

Participant Teacher – 2

The videotaping gave PT-2 the chance to observe her students more closely than she could do in class, while she was teaching. This allowed her to come up with solutions. PT-2 also noticed some facts about her teaching style that she was not aware of.
The first thing PT-2 realized was that she was repeating student answers whether right or wrong. Noticing this several times, she was able to analyze the reasons she did this. Another observation PT-2 made concerned her posture. She had her arms folded throughout almost the whole lesson. During the interview she said that she was now more relaxed in class and open to her students, watching her body language more carefully. Another problem that concerned PT-2 about was the noise in her class. She was interrupting the activities to restate the instructions and explain the words, over and over again. Although the activity was silent reading, the class was not silent at all. PT-2 raised this issue three times. Each time she proposed an alternative solution. She also realized that her students liked cooperation and working together even on a 'silent reading' activity.

During the follow-up interview, PT-2 talked about the same issues she had talked about during the reflection session, and said all these problems and solutions were interrelated. Her class is very talkative and active. Realizing this, PT-2 started doing more pair and group work activities, activities that involve cooperation. Also, she started giving her students teacher-roles, by giving them the responsibility to lead an activity, call on their friends, report their answers and write them on the board. A result of this was that there was not so much noise in the classroom anymore. In addition, shy students who did not speak out were directly encouraged to participate by their friends.

PT-2 clearly has broken some of the rules in her classroom. As Fanselow says in his book Breaking Rules, when teachers observe another class, or in this case, their own class, they get the chance to see their teaching from another perspective. PT-2 saw her own class and herself from another perspective and broke her own rule:
the teacher of the class doing everything herself. She then tried out a new behavior, sharing her responsibility with her students, and this improved the lessons, ended the noise and involved the shy students in the lesson.

Participant Teacher – 3

The most significant thing that can be said about PT-3 is that she herself became aware of her frequent use of Turkish in the classroom. She mentioned this three times during the reflection session, and this was disturbing her. However, PT-3 did not hesitate to talk about this with me, and was not afraid to be criticized by a peer. Here, we should consider Norrish’s explanation that exploring teachers may confront inconsiderate peers. This may result in these teachers’ hesitation to continue. On the other hand, the nature of this study provided the participant teachers with such understanding that they did not hesitate to share the aspects that disturbed them.

In the interview, PT-3 reported that she was using more English in the classroom now, more than she had expected. The level of her students’ English was better now, and she insisted on not saying things directly in Turkish. Besides, she realized that there were only a few weak students that were expecting the lesson to be Turkish, and now, only when there is really zero-comprehension she explains the topic in Turkish.

Another aspect that she gained improvement in was the seating arrangement in her class. Her students wanted to remain in rows in the classroom so they could ‘hide’ behind their friends. I suggested that she moved the chairs to a semi-circle
without telling the students, and then pretend the administration did it. This time it was me sharing an experience. I learned from the interview that that was exactly what PT-3 did. And her students could not say anything against it, hearing the word 'administration'.

For both using English and the seating arrangement in the classroom, I suggested PT-3 'force' her students to accept what she wanted to do. However, when she complained about the unfriendly environment in the classroom and that her students liked to work individually, I did not make a suggestion. This time it was PT-3 who thought of 'forcing' her students to work together, explaining to them that they could learn from each other and that they would have to agree to work in pairs and groups.

Forcing her students was something that PT-3 had not done before, and doing so now meant breaking rules for her. Like PT-2, she also had the opportunity to observe her students and her class from a different perspective and came to a conclusion that she had to do this.

Participant Teacher – 4

PT-4 accepted to participate in this study enthusiastically, and during both the reflection session and the follow-up interview she was focused on improvement. One difference between PT-4 and the other participant teachers was that her classes were changed between the reflective session and the follow-up interview. Because of this, we could not discuss the particular long-term effects within the class. Moreover, the two classes were different from each other so the problems and solutions she had for her first class could not be applied to the second. For that
reason, during the follow-up interview, while with other participant teachers discussed the effectiveness of the solutions, with PT-4 we discussed the solutions she had found for the problems with her new class. I would like to emphasize that there is a major difference and improvement between the reflection session and the follow-up interview with PT-4. While she noticed and thought about possible solutions for her class during the reflection session, she talked about the problems that she had detected while teaching her new class and the solutions that she had brought to them during the interview. Just like PT-3, PT-4 also adopted and adapted the concept of improvement to her teaching, and thereby developing “a professional flexibility” (Norrish, 1996, p. 1).

Still, the issues that PT-4 dealt with during the follow-up interview were not totally different from the ones that had emerged in the reflection session. For instance, she mentioned grouping and timing and said she was more careful about them now. PT-4 also complained that she had been interrupting the activities to restate the instructions even if the students had understood them correctly.

This study was an opportunity for PT-4 to share and discuss the problems that she had with her classes. The “...ability to adapt new situations and new materials into those situations” (Norrish, 1996, p. 2), guided her to improve her teaching of her new class.

Table 2 summarizes the changes that occurred as a result of this study.
<table>
<thead>
<tr>
<th>Area</th>
<th>Behavior before self-observation</th>
<th>Behavior after self-observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT-1</td>
<td>speaking too fast</td>
<td>adjusts her speech to the level of her students</td>
</tr>
<tr>
<td>PT-2</td>
<td>too much teacher talk</td>
<td>involves students in lesson and gives teacher responsibility</td>
</tr>
<tr>
<td>PT-3</td>
<td>using too much Turkish</td>
<td>uses more English and speaks only Turkish when needed</td>
</tr>
<tr>
<td>PT-4</td>
<td>using the same wording</td>
<td>paraphrases her words instead of repeating</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT-1</td>
<td>her students were too demotivated</td>
<td>adjusts her speech now and students can follow the lesson now</td>
</tr>
<tr>
<td>PT-2</td>
<td>her students were too noisy</td>
<td>shares teacher responsibility and students lead some activities</td>
</tr>
<tr>
<td>PT-3</td>
<td>students were too isolated, alone</td>
<td>encourages pair and group-work, classroom atmosphere improved now</td>
</tr>
<tr>
<td>PT-4</td>
<td>didn't know they were so active</td>
<td>makes use of their activeness and does more group-work</td>
</tr>
<tr>
<td>Board Usage</td>
<td>PT-1 unorganized</td>
<td>organizes board, uses lines and color to separate different things</td>
</tr>
<tr>
<td>Body Language</td>
<td>PT-2 too tense, distant</td>
<td>is friendlier, classroom atmosphere improved, more relaxed</td>
</tr>
<tr>
<td>Repetition</td>
<td>PT-2 repeated all answers because of noise</td>
<td>doesn’t need repetition as they are not noisy anymore</td>
</tr>
<tr>
<td></td>
<td>PT-3 repeated all answers to emphasize</td>
<td>doesn’t need repetition as class level is higher</td>
</tr>
<tr>
<td>Grouping</td>
<td>PT-4 was not careful about grouping arrangement</td>
<td>very careful now about the numbers of students in groups</td>
</tr>
</tbody>
</table>
Limitations of the Study

The major limitation of this study is the small number of the participants, and because of this, the results cannot be generalized. It may be that another group of teachers might not have such positive responses. Also, during the study there were no male teachers available who matched the criteria, so only female teachers participated in this study. The gender difference might be important.

Another very important limitation of this study concerns the use of video. Video recording can be a behavior-altering technique; it can promote "reactivity" (see Chapter 2, p. 28). Reactivity may have caused the teachers to teach differently from their normal teaching. It is not only the teachers who would have been affected by the existence of the video, but also the students of the classes that have participated. An observer taking notes, or even just listening to the lesson, or just a visitor with no research aims in mind is a stranger for the students, and their pressure is enough to cause students behave differently. In this study there was also a video camera, which may have intensified the reactivity.

In order to minimize the negative effects of the existence of the video camera and myself, as an observer and operator, I carried out pilot studies, and recorded the classes once before the recording that was going to be used as the data for the study. I realize, however, that my presence still might have precipitated a change in both participant teachers' and students' behavior.

Implications for Further Research

In order to broaden the results of this study, further research can be carried out with a larger number of teachers. Also male participants could participate in
order to explore gender differences. Furthermore, in order to minimize "reactivity"
in both participant teachers and students, several video-recordings might be carried
out so that students get used to the observer and the video camera in the classroom.
REFERENCES


APPENDIX A - 1

Transcription of Reflection Session of Participant Teacher - 1

Before self-observation:

Ülkü: What do you think will come out of this study?
PT-1: The usual way is to have someone to observe and then give us the results. They say you were not well on the instruction part or so. We are always observed on the material we use, on timing, on class management etc. But now it is a bit different to see yourself, I mean natural, as it was in the classroom, to have every single detail of your attitude in the class. And I think it was more relaxing because while taking notes we realize that the observer doesn’t pay attention of my voice or my board usage. Sometimes we can’t warn the person who observes us ‘be careful, I’m doing this because of this!’ That is why they sometimes skip the most important parts. But here I have the chance to criticize myself.

Ülkü: What do you think of having a video camera in class?
PT-1: The first part ((of the lesson)) was a bit strange for me, after ten minutes I forgot it. And, you don’t think of being recorded. It has been a year since I haven’t been observed, but it was a different kind of observation. It was strange for me to have a video camera in my classroom. I think it was not as frightening as I thought.

Ülkü: OK then, before we start watching let me explain the strategies I followed while recording. You, as the teacher, were mainly in the focus and as you moved in class I moved the camera with you so that you were always in the screen. So there is you in front and the students in at the background.

PT-1: OK.

[Video starts]

Students enter class and take their seats.

PT-1: The students are not natural, they are noisier normally.

She divides the class into groups and names them. One group does not like their name but she refuses to change

PT-1: I didn’t change the name of the group otherwise they would misuse my tolerance.

PT-1 watches silently.

One student in a group doesn’t like the activity and protests. PT-1 goes to that group and tries to convince that student.

PT-1: Maybe the students of that group shouldn’t have been together. They are usually weaker students.

PT-1 visits a group to prevent them talking in Turkish.
PT-1: Do you see, I speak in English and they speak back in Turkish.

*PT-1 explains the next step of the activity to the class.*

Ülkü: Are the group arrangements usually the same?

PT-1: No, I try to change it all the time. There are some students who do not get on well with each other, I take that into consideration.

PT-1: I'm a bit tense!

*PT-1 watches silently.*

Ülkü: ((Points to a group)) They have [finished...

...they have finished yes, they are waiting for the others. That is the most difficult matter in the class, to know we have to wait for others. If we don't wait, there is no use of doing the activity. They say 'if I will get the answers, it is not important if I finish or not'. So they don't try to complete the activity. I always want to wait until everybody finishes but then you see such students changing their scarves, exchanging pictures etc. in class.

Ülkü: Do you think of solutions?

PT-1: I tried to have a hardworking student in each group, but then the others leave all the work to that student. The other way, you have four or five students in a group who is trying to think of a solution to a problem, trying to find out an interesting answer, and you have students waiting for them. I don't think you can do anything!

*PT-1 is doing a brainstorming activity as preparation to next activity.*

PT-1: Brainstorming is usually very short in this class as for example they do not look at a picture and try to guess but just quickly scan through the passage and say what it is.

Ülkü: What can you do to prevent this?

PT-1: I can make them close the paragraph because just as they open the book they can see it. They get the sentences from the passage. But I thought of having a colored copy of the picture in the book or a similar picture...

PT-1: Maybe, and I could show that to them.

*PT-1 watches silently.*

Ülkü: Did the students know the vocabulary you are showing on the board?

PT-1: Yes, this is a review lesson, they knew it from the previous lesson. But still there are words they don't know for instance.

*PT-1 draws a vocabulary item on the board.*

Ülkü: Nice drawing!
PT-1 : Yes, I like drawing. Students also like to draw these in their books.

*With a new vocabulary item, students want PT-1 to give the translation of the word and PT-1 refuses.*

PT-1 : I don't like to give the direct translation of the word.

*While giving an example PT-1 says “Japan”.*

PT-1 : I forgot the example in my mind and said “Japan” instead of “Singapore”. “Japan” just came out of my mouth!

*There is a bit noise in the class.*

PT-1 : The class cannot stay serious for a long time!!

Ülkü : Do you think that that is a problem?

PT-1 : No, but then I have to speak louder and louder. [.] Still I like that they are not dead.

PT-1 writes “elaborate” on the board and draws two arrows from it and writes “verb” to one and “adjective” to the other. Models the difference in the pronunciation.

Ülkü : I like that you teach words with their parts of speech, and differences in their pronunciations.

PT-1 : Yes.

Ülkü : You could also emphasize the verb form by writing “to elaborate”, so they do not mix the verb form with the adjective form.

PT-1 : Yes, good idea.

PT-1 watches silently.

PT-1 observes her board usage:

PT-1 : Look how I use the board. Everything is mixed!! [.] The students complain about this as they write everything in their notebooks exactly where I write it on the board. Then they have it mixed too. But I can't do anything about it.

Ülkü : Maybe you can [divide...]

PT-1 : [...divide the board, yes.

Ülkü : I mean, new words in one part, structure the [other...]

PT-1 : [...Yes, but as you see when I have something, I just go to the board write it somewhere and come back...

When I'm far away from the board, I try to be here ((shows the board)) as soon as possible, to write it, before they forget what they asked. Then I write it here and there.

Class discussion on the differences in marriage customs around Turkey.
PT-1: A few students are from other cities, but they do not say much. They don't talk much individually but prefer to say it among each other.

Ülkü: Why do you ask yes/no questions instead of open-ended questions.

PT-1: They don't answer. One or two students answer and then sit silently.

PT-1 watches silently.

PT-1: The class is losing their attention and motivation towards the end of the lesson. They want to go out. When I play games with them towards the end of the lesson, they consider that we do unimportant things.

After watching the recorded lesson.

PT-1 continues on the same topic.

PT-1: Students like playing games but then they say that they didn't learn anything. They complain about this. I wonder what the best frequency of using games in the classroom is?

Ülkü: Yes, now alright. We have watched the video and you have observed yourself. What do you think now?

PT-1: My students had warned me that I was speaking too fast. While watching I didn't see myself speaking too fast but maybe they mean that the general flow is fast, as if I'm rushing, in a hurry. Another point is that the class does not go as you have planned before. Some activities take longer some shorter. The general atmosphere is good but I have problems having them ready for the class and starting and trying to have them motivated towards the end of the lesson. I tried to threaten them with the attendance list, but that only took 1 or 2 days, then they forgot about it.

Ülkü: Thank you very much!
APPENDIX A - 2

Transcription of the Reflection Session of Participant Teacher – 2

Before self-observation:

Ülkü: What do you think will come out of this study?
PT-2: Most people think you can't observe yourself. Someone else should come into your class and observe you. But I think that you can come up with something, because when you teach, at that time, you don't notice everything. They think that you can't notice the things you have done in the classroom. Before the lesson, you plan, but the class atmosphere changes your plan and you can't do always what you want to do. So by watching this, you can observe yourself, what you planned and did it work or not. So you don't need someone else to observe you. We tried something like this before. My friend ((audio)) recorded my lesson. I noticed many things I didn't notice before, for example, I was talking very fast. I didn't notice it before. So you can observe yourself easily. I noticed it then.

Ülkü: What do you think of having a video camera in class?
PT-2: It is just another recording facility. I didn't feel very uncomfortable. When we went into the class and I started, I didn't notice it anymore. It is somewhere there. The students are not natural. But still it is a good way.

Ülkü: OK then, before we start watching let me explain the strategies I followed while recording. You, as the teacher, were mainly in the focus and as you moved in class I moved the camera with you so that you were always in the screen. So there is you in front and the students in at the background.

PT-2: OK.

[Video starts]
Students enter class and take their seats.

PT-2: There is something on the board, it is not clear.

After 2 minutes students still have not settled down.

PT-2: I have always wished to have a class that sits ready when I come in. But this class is not so.

PT-2 writes something on the board.

PT-2: I give the homework at the beginning. I think this is something good, because at the end it is very noisy and they do not hear. As you see I write the homework on the right corner of the board and I remind them. ((wipes the board)). Do you see, I don't clean that part. [.] In the beginning I write something on the board as you see. They don't listen when I say it so I thought when I write it I can get their attention.
Class discuss on the passages in the book.

PT-2: I think I should have brought pictures. They ((the passages)) were about festivals, train rides and I could have easily found pictures and I have pictures.

PT-2: Everybody is talking. I always remind them, please raise your hand [...] but no!

PT-2 watches silently.

PT-2: What I don't like is [...] I always try to repeat their answers. Although the answers are correct I repeat them. I don't know why I am doing this [...] but maybe they don't listen and I want their answers to be heard by me once more. They don't listen to each other but it is not very good to repeat all the sentences. Have you noticed?

Ülkü: Nods.

PT-2: This warm up is OK but I still think I needed pictures. [...] After a new vocabulary word I want them to react in some way, give examples, in Turkish or in English, or even the Turkish equivalent so that I understand that they understand the meaning. But they only say "himm, OK" and I don't know if they understood the word or not. I want them to tell me.

A student makes a joke and some students laughs.

PT-2: They sometimes laugh at their jokes. I mostly don't like it because they talk among themselves. But I think it may be nice to let them tell it to the whole class. It could be really nice.

PT-2 watches silently.

PT-2: I try to ask questions to students from different cities, so that the others learn about them. But then it is always the same students.

PT-2 watches silently.

PT-2: Do you see I always sit and stay like this ((shows her position)). My arms are folded. What does that mean in body language?

Ülkü: I think it means that you are closed and distant.

PT-2: Yes, and I don't like it.

PT-2 watches silently.

PT-2: There is still this noise. Normally I can control them but now as there is a camera, I couldn't. I didn't want to look angry. ((laughs))

Classroom discussion. One student says something, and PT-2 wants to explain it further.
PT-2 : I should have asked another student to explain it. [...] I could ask it to somebody else. I always try to explain it myself. The best way is: I could have another student to explain it. Because I can hear my own voice all the time. Don't you think so? The reason I do this [...] they don't listen to each other. That is why I always think that I should repeat their sentences.

Ülkü : So you are mirroring them?
PT-2 : In another class I'd have another student to explain but in this class they don't listen to each other, so I repeat.

PT-2 corrects an error.

Ülkü : I liked this way of error correction.
PT-2 : Did I correct an error?!
Ülkü : Yes, didn't you notice?
PT-2 : No! When did I?
Ülkü : Here, let me show it to you...

Observer rewinds the tape.

Ülkü : See [...] here, [you...
PT-2 : [aaah, yes...
Ülkü : [...]you give alternatives to the student.
PT-2 : Hmm, yes, I didn't notice it while watching. [...] I must have done it automatically!
Ülkü : Maybe.

PT-2 writes new vocabulary on the board.

PT-2 : Do you know what I think, I should have written the new words in parts, so the students could find them easier in the texts.

PT-2 gives opposite of narrow.

PT-2 : They are learning adjectives and their opposites. I have been exercising the opposites for about a week.

PT-2 draws a hill on the board and points to the peak of it.

PT-2 : I like drawing pictures of the words on the board. The students also draw them in their notebooks [...] sometimes I tell my students that they can memorize some words by their pronunciation, if the pronunciation is close to Turkish, or has a meaning in Turkish. But I am not sure whether this is good.
Ülkü : Actually I don't see a harm in this method. One of our instructors ((at Bilkent University)) used this method to see if one can learn words faster this way, and it really was a faster way. Because the brain makes connotations with the Turkish words so it becomes easier to remember.
PT-2 : Really, I wasn't very sure, but now I can go on using it.
PT-2 watches silently.

Ülkü: You use different types of vocabulary teaching.

PT-2: Really?! ((surprised))

Ülkü: Yes, you sometimes write the English meaning on the board, you give the meaning by saying it, you draw, you [mime...]

PT-2: [...]really!! I didn't notice that. I thought I was using one or two and always the same ones!

Ülkü: Well no, you use a variety!

Asks a student to read the instructions.

PT-2: I always have a student read aloud the instructions otherwise they don't read the instructions at all. They just start reading or listening.

Students keep on asking what the question was for the exercise.

PT-2: They didn't understand the question, so maybe I can write the question on the board. So if they forget the question, they can look at it.

PT-2 gives reading instructions asks them to read but doesn't stop talking and explaining the task.

PT-2: So I'm explaining it again but at the beginning I should explain it very clearly and I should write it on the board. So there won't be a problem afterwards. During they read I try to explain and they don't listen, I know. But it was too late. Next time I'll be sure they understand before they read.

PT-2 asks comprehension questions but class have difficulties answering them.

PT-2: I could have asked simpler forms of the comprehension questions before they read the passages.

Class is reading but there is still a noise in the class. Both students and PT-2 talk.

PT-2: This is supposes to be ‘Silent Reading’! [...] Maybe I should give them the key words, any word, and explain them and say 'don't ask me any more words'. I don’t give all the new words that's why keep me asking every word. So I should say these are the words, so don't ask me more words.

Ülkü: Maybe they can scan the text for unfamiliar words and then you explain them.

PT-2: I'll try it. Because in the middle ((of the lesson)) I explain and they don't understand.

PT-2: I noticed that they like to read together. Students are supposed to read individually but they are helping each other. I can have them do the reading activities together. They don't do it on their own.
Ülkü: They get bored doing the activity alone. Maybe you can divide them in groups and give every group a text. Later they’ll inform the rest of the class.

PT-2: Actually as reading passages are usually long, I divide them and also the class into groups. For this lesson I’d tried something else. But they didn’t like it. Grouping really works as they don’t know what’s in the other paragraphs.

Camera showing only the teacher and the board while students and teacher do question-answer.

Ülkü: I did this because the students seemed to look at the camera too often and looked uncomfortable.

Camera showing the class again.

PT-2: But they are still not natural. Actually the girls are alright. Only the boys!!

PT-2: They are not used to read. They are very active students, they don't like to sit and read. They like the other activities: speaking, listening when I present something. But I noticed now, they don't like reading. But they should.

Ülkü: That is a general attitude. Starting from their childhood they do not read, even in Turkish.

PT-2: Maybe we should give them reading homework. I give them homework but they are worksheets. I never give them reading homework.

Ülkü: You should try, maybe they [do...

PT-2: [...You know, at home it is a silent atmosphere, they can read it.

Ülkü: Maybe you can have the brainstorming in the class, or read the first part in class. So when they go home they will wonder the rest and read.

PT-2: Yes, good idea, I could try it.

Ülkü: My students didn’t read.

PT-2: But these are false beginners and usually they read beforehand. So probably they’ll read.

PT-2: One student over there, the last one, stays behind me when I sit. I can't see him. I should rearrange the seating when I enter the class.

PT-2 watches silently.

PT-2: I ask all the questions! Maybe for the last part they can ask the questions. It’ll make a difference [...

Ülkü: [...]that’ll provide participation[...

PT-2: [...yes!

Class is answering comprehension questions, individually.

PT-2: For this part maybe they can work in pairs, answering the questions.
Ülkü: It is a very active class.
PT-2: Yes, they are! Pair work in this class is really easy. They like to share. They don't feel shy or something. And I just noticed, they always share they always ask each other questions.

Praises a student.

PT-2: I try to use different kinds of teacher appraisals. I don't like using the same words all the time. I don't like using “wonderful”, “very good” all the time, it is not natural.

PT-2: During question-answer I always stay in the center, have you noticed? Because if I go near to a group of students, the other part won't be easy to control. So I stay here ((points)) to see everybody.

PT-2: At the end I remind the homework again.

After watching the recorded lesson.

Ülkü: Alright. We have watched the video and you have observed yourself. What do you think now?
PT-2: I have noticed many things, for example there is always a noise during the class. It is OK for speaking but not for reading they need more concentration and I can arrange this. And maybe at the beginning I should ask the questions very clearly and give the key words [...] and while reading they shouldn't ask anymore questions and key words so what I should do is having it clear and ask the students to read silently. What else, [...] I could do pair work more often. I like pair and group work and apparently they like it too. Also, teacher talking time should be less, [...] but you know the reason is because they don't listen. And the repetition, I can write an interesting sentence on the board, but I don't have to repeat all the answers.

Ülkü: Thank you very much!
APPENDIX A - 3

Transcription of Reflection Session of Participant Teacher –3

Before self-observation

Ülkü : What do you think will come out of this study?
PT-3 : I think I will get some implications of my teaching in class. Maybe there will be some implications on students that I’m not aware of.
Ülkü : What do you think of having a video camera in class?
PT-3 : I think video is a good way for improvement. It may be used for some other purposes: student question types, teacher question types. [...] I think it is a useful observation tool.
Ülkü : OK then, before we start watching let me explain the strategies I followed while recording. You, as the teacher, were mainly in the focus and as you moved in class I moved the camera with you so that you were always in the screen. So there is you in front and the students in at the background.
PT-3 : OK.

[Video starts]

Students enter class and take their seats.
PT-3 watches silently.

PT-3 : As you see they talk on.
PT-3 watches silently.

PT-3 giving instructions ( in Turkish right after the English )

PT-3 : I try to use simple sentences but they don't understand.
Ülkü : How do you know?
PT-3 : They look empty and say ‘what do you mean?’. Therefore I usually translate.
Ülkü : Yes, you do that all the time, I noticed that.
PT-3 : Because their level is not very high.
PT-3 watches silently.

PT-3 corrects students worksheets.

PT-3 : When working on worksheets, I like checking one by one because when I try to take the answers only, they can read the right answers only.

PT-3 watches silently.
PT-3: This is my second class. In my first class, I was speaking English. We were doing group-works. But with this class, most of them don't like this. Especially the ones at the back row, they are very talkative. I sometimes don't care whether they understand or not at first. But then they get used to. It is very difficult at first, my students don't understand me, but after a week or so, they start understanding.

Ülkü: I sometimes don't care whether they understand or not at first. But then they get used to. It is very difficult at first, my students don't understand me, but after a week or so, they start understanding.

PT-3: But my students don't attend. Sometimes there are 4-5 people. They are talkative, they speak in English, they make long sentences. But for example the student in the red shirt doesn't attend and then asks teacher, what is 'if-clause, type-0'?

PT-3 watches silently.

PT-3: Their understanding of grammar is much more difficult when I speak in English. Especially for the first term.

Ülkü: Yes, you have a grammar based lesson.

PT-3: Yes, but this is a grammar based lesson.

PT-3 watches silently.

PT-3: And I try to give the English equivalents of unknown words.

Ülkü: I like drawing.

PT-3: I like them too.

Ülkü: And I see sometimes the same drawing in their notebooks.

PT-3: For instance I want my students to sit in a circle but they don't. They say they don't like that. They say this is better and I didn't want to force them.

Ülkü: I forced my students. Once, I came earlier to the class and arranged the seating. The next day it was in rows again. And I changed it again. Finally I won.

PT-3: But as this is my second class, the students are accustomed to the other teachers. I don't want to be the one who changes everything in the class.

PT-3 watches silently.

Class is answering questions.

PT-3: I try to give word to the less talkative students in the class.

PT-3 watches silently.

PT-3: I have noticed that as a habit, I repeat the students' answers after they say it in correct form.

Ülkü: If it is wrong?

PT-3: No, if it is wrong I ask another student to correct.

PT-3 watches silently.
PT-3 : Last year I had an MA class. We only talked in English. They wanted this also. It was wonderful.

PT-3 watches silently.

PT-3 : There is no close relation between the students in this class, while working, for example. It is clear that each one is alone.

Ülkü : Maybe the like to work individually?

PT-3 : Yes, that is what I think.

Class is doing question-answer.

PT-3 : I don't give the direct answer directly, I ask the other's consultation.

PT-3 stands in the middle of the class.

PT-3 : I like to walk around but while getting the answers I have to stay there.

Ülkü : You could walk although you are doing question-answer.

PT-3 : I tried but [...] maybe this habit comes from my old days at the Ministry of Education. You know those classes are very crowded and I have to stay in the center to control them.

PT-3 looks at her watch.

PT-3 : I am always aware of the time. I plan my lesson carefully.

PT-3 says something in English, wait for a while then says it in Turkish.

PT-3 : Look, I try to say it in English, but they don't understand!

Ülkü : But you can do it. I had that problem. At first they don't understand, then they get accustomed to it. This is the only environment where they can listen to something in English. You could try...

PT-3 : I will try.

PT-3 gives grammar instructions, all technical terms.

PT-3 : I have to give them these terms because these students have to pass YADIM. They have to study for the exam. If they don't pass, they can't get their diplomas after they finish their departments. They feel themselves under pressure.

PT-3 watches silently...sees herself writing something on the board.

PT-3 : I see my back for the first time!!

PT-3 watches silently.
Students are doing a worksheet. Actually it was a quiz but for this lesson I did it as a worksheet. As I told you at the beginning of the week, I present a grammar item, at the end we practice by having a quiz. So you saw two grammar classes.

PT-3 watches silently.

Ülkü : Are they always so quiet?
PT-3 : No.
Ülkü : Is it because I’m there and they are being recorded?
PT-3 : Yes. Usually they talk in English, they discuss. This silence is because of the nature of the activity. As far as I remember we had a speaking activity later.
Ülkü : Yes.

PT-3 watches silently.

PT-3 : At first they didn’t like listening activities. They said they didn’t understand. So I did many listening activities. We worked a lot on them, now they like it.
PT-3 : I always call my students with their names. It provides an intimate relationship. I learn it in the first day.
Ülkü : You give feedback.
PT-3 : I am trying to make the students to be aware of the instructions. Because they sometimes read without knowing the instructions. Then they can’t answer some questions at the achievement.
Ülkü : I sometimes want my them to paraphrase the instructions.
PT-3 : Hmmm, I can do that too!
PT-3 : I always clean the board. I usually teach grammar, as I teach usually in the mornings. That is why I’m using the board very much.

PT-3 watches silently.

PT-3 : I didn’t notice before that they were so interested in the lesson before in the class. Before, I thought they were not.

PT-3 reminding students their homework.

PT-3 : I always give and remind the homework in the lesson. If I say it after the lesson the say ‘teacher we didn’t hear, so we didn’t do!’.
Ülkü : That is nice, I liked that. And you can also write in on the board.

PT-3 talking to students, giving directions.

PT-3 : I don’t use imperatives. I always say please and request something from them. I think that is important.
Ülkü : Yes, they are also human beings and adults. They deserve to be treated like that.
The worksheet activity is over, class has started to a speaking activity.

PT-3: You see they talk.

PT-3: My parents say that I am not patient but I am patient. I wait for the answers, I wait for the wrong answers to be corrected by the student.

One student says a word she doesn't know in Turkish.

PT-3: I let students sometimes speak in Turkish, when they don't know a word or so. That makes them feel secure. They know they can go on with the conversation.

PT-3 points to a student.

PT-3: This student knows German. That is why he has difficulties in English.

Ülkü: Actually German and English are from the same language family and one helps learning the other.

PT-3: 

Really!

While PT-3 is talking with a group of students, some students are talking to each other, not attending.

PT-3: As you see they talk to each other and I don't want to warn them always.

Ülkü: Maybe you can stand there?

PT-3: But then I can't control them.

Ülkü: You can. Stand there but talk and face to the rest of the class.

PT-3 watches silently.

PT-3: Actually this was their homework but they didn’t do it at home.

PT-3: At first I didn’t want to teach this class. But now I like them, it is a challenge.

After watching the recorded lesson.

Ülkü: Alright. We have watched the video and you have observed yourself.

What do you think now?

PT-3: I found it very interesting. And I think I didn’t see anything different.

Maybe I have to use English more. This was a grammar based lesson but in usual I use more English. And I think that it will be better for the students to sit in a circle.

Ülkü: Thank you very much!
APPENDIX A - 4

Transcription of Reflection Session of Participant Teacher – 4

Before self-observation

Ülkü: What do you think will come out of this study?

PT-4: When you first talked about this idea, I got excited but when it started, I didn't get excited. Because I forgot the camera in the class. As you know it wasn't my real performance since I was ill but still I know I'm going to learn something.

Ülkü: What do you think of having a video camera in class?

PT-4: I think it is interesting. It is a technique that is used before but it is the first time you yourself are going to watch it. This is important. It was like this: you record me you evaluate me. But now I'm going to evaluate myself.

Ülkü: OK then, before we start watching let me explain the strategies I followed while recording. You, as the teacher, were mainly in the focus and as you moved in class I moved the camera with you so that you were always in the screen. So there is you in front and the students in at the background.

[Video starts]

Students enter class and take their seats.

PT-4: It is a writing lesson. They didn't know how to write as there are no skills lessons yet. But I realized that they liked writing activities.

Writes "Brad Pitt" on the board and asks class what they know about him. She writes the responses on the board.

PT-4: I put the question mark next to that statement because I wanted to create a question mark in their minds too so that they wonder and read.

Class form groups for new activity.

Ülkü: Do they choose their group members?

PT-4: Not always. Usually the seating itself is important. But sometimes I don't want them to work with the same person all the time. So I mix. There are four girls ((in the class)), I usually put one girl to each group. [...] There are some students who don't like each other. And some passive students who don't like to be involved in group activities. But in a way, with the help of other students they can do something.

PT-4: It is the second time that they do this kind of an activity.

PT-4 watches silently.

PT-4: I thought that I was speaking too fast in the class but it is OK.
Ülkü: They seem to understand you.

PT-4: Yes.

PT-4 distributes the slips of the activity to the groups. Explains the activity.

PT-4 writes “first, next, while ...” on the board.

PT-4: I wanted to emphasize connectors but that is a grammar item. But I thought “where do we use it?”, “in writing.” So in these sentences there are blanks for these connectors.

PT-4 watches silently.

PT-4: Before the activity I could have given names to the groups. You will see it later when we compose the sentences with the students, I have difficulty in naming them calling them. They got confused.

PT-4 watches silently.

PT-4: This is the normal performance of the class. They don't seem to be effected by the camera positively or negatively. Before the lesson I had doubts but they are ignoring the camera.

Ülkü: Which is good for me.

PT-4: In each group there is a leader student. When they cannot go on with the activity, this student can help them. For example ((points at a student in a group)) this student in this group.

Ülkü: That is usually the case in group a group. Someone tends to be the leader, the others the followers.

PT-4: Also, ((points to another group)) this girl and the boy sitting her have problems. They don't get along well with each other. But [.] they are studying! Before the activity, I thought that there would be problems in that group but no! They do fine. They are studying!

Observes the class doing the activity.

PT-4: They always look up in their dictionaries!

PT-4: All groups are of four students but there is one with two at the back. I think it is better to send one of them to one group and one to another [.] or [...]

Ülkü: [...]or you could take one student from a group of four and join this group. Then you would have two 3-student groups.

PT-4: Yes, that's right. [...] Are other classes so passive?

Ülkü: It changes, one class was too noisy, in one there was a hum and in one no noise at all.

Students walk around to peer-check.
PT-4: I want them to be active. I want them to find the correct one ((correct story)) and to compare.

PT-4 points to a student.

PT-4: He is the laziest student in the class. But he is also walking around and reading. I can't believe! I didn't notice him before.

Ülkü: So your students are not that passive after all!

Students report their answers back to class.

PT-4: Here I had the problem of group names, see? I should have given names at least here.

One group says that they didn't have time to walk around and compare. She gives the class extra time and lets them walk around.

PT-4: Maybe timing was not good. But I want to know whether it is my fault or did they not work, it is their fault?

Ülkü: Do you want me to rewind; maybe while all students worked they didn't.

PT-4: No, no I got the point, just a second. [...] most of them are passive students.

So they didn't want to go, they were sure I'd give them extra time!

Students correcting each others' work again.

PT-4 points at something.

Ülkü: Do you want me to stop?.

PT-4 shakes her had, watches.

PT-4: I wanted every student in each group to talk.

PT-4 stands in the center.

PT-4: Since we are getting the answers, I stand there.

PT-4 gives instructions for the next activity to the students.

PT-4: Do I visit every group in equal time?

Ülkü: Do you?

PT-4 watches

PT-4: These three groups are very active but the one at the back are not. Maybe I should've stood there more [...] and this group [points to another group].

PT-4: I force them to use English. When they ask something in Turkish I don't understand, I don't answer. In some classes I heard they give money when they speak in Turkish but I don't like that idea.

PT-4 watches silently.
PT-4: Not in this lesson but sometimes in my other lessons I want to remind them something about the activity and then I interrupt them. I don't like this habit.

*PT-4 watches silently.*

Ülkü: He is using a dictionary ((points))... PT-4: \[...I don't want them to use a dictionary.\]

Ülkü: Maybe you can have a few sessions on vocabulary: guessing meaning from context kind of thing.

PT-4: I know. But the logic is important. I say don't use the dictionary but why? When they read a passage there are new words but it is important to look at the message of the reading passage. But no, there are students who don't understand the logic.

Ülkü: There is a passage containing nonsense words. I don't say they are nonsense but that they are unfamiliar ones. You can give them such a passage.

PT-4: I give them extra reading passages. It was about [], they know it. There were many new words. But they got the message I know.

*Class is doing the follow up activity: writing.*

PT-4: Each student in the group is involved but I chose one ((student)) to be the writer of the group, and I chose a passive student. The others will help that student.

Ülkü: You chose them?

PT-4: Yes, they are not lazy, just passive.

*PT-4 gives instructions and explains what the students are going to do.*

PT-4: I'd better change my classroom language!

*Class is doing the writing activity.*

PT-4: I wanted them to finish the writing in class because giving it as a homework would be nonsense because one person in each group writes. But as you will see they didn't finish.

Ülkü: Did they write it the next lesson?

PT-4: No, I cancelled the next lesson. I was very ill.

Ülkü: Oh, really?

PT-4: I like my class. I want all of them to be active. I know it is not possible but I want it. I thought having some passive students is a drawback. But when I observed other classes I liked them. ((her class)) I liked them more.

*PT-4 watches silently.*

Ülkü: There is a nice noise in the class, a nice humming. They are talking to each other about the topic. I like it.

PT-4: They are working, they are really interested.
PT-4: Role-play is problematic in this class. They don't like it.

She points at a student.

PT-4: This boy likes to be observed. Emine came, Döndü came. When they sit there, he sits near them, talks to them.

Ülkü: He apparently likes the camera too.

PT-4 points to another student.

PT-4: This girl once came and wanted to touch my cheeks!

Ülkü: Really!

PT-4: I have four classes with them on Friday, in the last hour it is really difficult to study with them.

Ülkü: I can imagine.

PT-4 says it is break time, but students continue to work on the text. She says goodbye and leaves and the students still work.

After watching the recorded lesson.

Ülkü: Alright. We have watched the video and you have observed yourself. What do you think now?

PT-4: Generally it was positive but when they ask me some questions, they don't understand it at the first time. Then the second time I use the same words or instructions. I always use the same exact wording again. If they don't understand it at the first time it is impossible to understand it at the second, as they are the same words. There was a problem in grouping. I could have three students in two groups. The two students did pair-work. Before the lesson I had organized it in my mind but there were absentees. Also the timing was a problem. They can finish writing in a class hour and I can collect it. -She thinks-

What about your comments?

Ülkü: My comments?

PT-4: Because you observed many classes.

Ülkü: It is a nice, working class. You said you thought you were talking too fast. But they seem to understand what you say. And [...] you may change your wording the second time you tell [something...]

PT-4: [...]and there were new words in the paragraph, they kept on looking at them ((in the dictionary)). I could have worked on them before the activity so they would not look at the dictionary so much.

Ülkü: Thank you very much!
APPENDIX B - 1

Follow-up interview notes of Participant Teacher 1

1. I had concentration problems. I was thinking of wrapping things up. But I realized that the class could adapt to the lesson.
2. I realized that I was talking too fast.
3. Laughter, small talks were actually natural. The lesson had a very natural flow.
4. I use the board very messy.
5. At those days I started using student diaries too, as a task of the action research group I am in. Then I saw again that the class was really effected by my talking very fast. I tried this diary with my new class too. Not to be criticized but for improvement. I told them that they didn’t have to write their names on the diaries. There too did they think my speech was too fast. Also, they said that my voice was louder and deeper than their previous teachers and the students in the class are generally quiet. They were talking very less and in a very inaudible level. There were shy students in the class. Many of them opened up and relaxed, become very talkative. I made them repeat several times all the time. After the diaries I slowed down the speed of my speech too. The presentation stage was slow, but the practice was again at my speed. I adjusted it. When the students thought I was fast, they held out their hands and I slowed down. They really liked writing diaries. They wanted their other teachers to do it too. They want their other teachers to be this open. Because they can criticize in a very refined way. I’m preparing to present this study on a Staff Development Unit (SDU) session.
6. My board usage. I was too messy. Now I start from the left and draw columns. I started to use colors and they liked it. My handwriting is clearer now but I ask them to come and write too. They see how difficult writing on the board is. But if I still have to write something very quickly, I write it somewhere but with a different color.
7. Unfortunately I can't use a variety of materials, although they want it, as I'm using the grammar-translation method. They want different materials. They want to do group work but there is no time, I have to catch the syllabus all the time.
8. I give them questionnaires from time to time. I thought that I have to make my students talk, for example the student says “I can't do this!” and I say “Yes, you can, come on. From the questionnaire I understood that some students think they are being forced too much, but some thought it was a good opportunity to talk. They like it, they don't miss the opportunity.
9. I have to say that all these started with the video observation. I always thought how I could make the class concentrated on the lesson. I didn’t know the problem. I realized from the video that I when I talk too fast the students lose their concentration. I was the problem that is what I realized. I gave them a questionnaire and asked them to write diaries and detected my problem.
10. One of the students from the videotaped class wrote in his diary: I have never ever seen a teacher who gives the right of being criticized to her students. I really liked this.
11. First I thought that if they think about and realize my deficiencies, they would find me odd, different. But they can criticize and they say it from their heart. Now they say that they got used to do this and they want to do this with their other teachers, though being aware that their other teachers would not want to do this.

12. A person never says “I am inefficient”. Seeing that our weaknesses come into daylight one by one doesn’t make us happy. During observations, the observer may say, “It is OK but you could do this in another way too.” They say “It wasn’t very bad, but...”. However when you see yourself, and when the students say it, it is easier to accept it. At first I thought that I would get hurt in a way. I was afraid of being criticized. I felt bad. Then I got used to it and started to deal with one problem every day. Besides, you can only improve as long as you can accept your mistakes. Working with all these can take you from wondering what you do to “yes, I can do it”. Now I don't have the problem of “was the lesson good, could I manage it”. With the diary, the students listen to the lesson more carefully. It is great to be able to say “I can improve!”. A teacher should not think that when she gets more experienced she can do everything right.

13. In very active classes I still cannot do group work. My students still cannot work together. I haven’t worked on it, I will solve this problem later.

14. About motivation. I wanted to give a questionnaire to my previous class but I heard that they couldn’t get used to their new teacher. I didn’t give it because I doubted on the validity of the answers.

15. Attendance. They say that I remind them of their high school teachers. They say I am as strict as them. But they are very successful students so missing a few lessons is not a problem for them.

16. Use of English. I teach Core/Translation and the method I use closely resembles the grammar translation method. So we use a lot of Turkish. The presentation is in English then we start translating and we switch to Turkish. But the rest is again in English.

17. I had problems in the brainstorming stages in my previous class but with this one we have made progress. My students are MA students and they are willing to participate.

18. Again something about motivation. I used to follow the lesson plan strictly, I always wanted to have a unity in the class. Now we stop when we lose our concentration. I used to be very strict. I wouldn’t let any student go out or something. But I realized that I was losing my students. Now I bring a tape recorder to the class. They like music and they really liked background music.
Follow-up interview notes of Participant Teacher – 2

1. It was a reading lesson and I could have formed groups. The individual activity didn’t work.
2. I didn't give them the keywords. I should have told them “Here, these are the keywords, read the text and try to understand.” They kept asking. They asked me the things that they should have find out themselves. And I kept on walking around.
3. I don't think the lesson was very natural. I was nervous because of the recording. You know, my body language. I wasn’t natural. I thought other people would watch it.
4. I think the brainstorming part was good.
5. Also I believe that I call out students equally.
6. Class was fairly calm that day. Without the video, there is usually a chaotic atmosphere. They listened to each other that lesson, I wish they were like that every lesson.
7. I usually speak in English in class. I use Turkish very rarely.
8. We don't have reading lessons now but they still don't listen to each other. This is a general problem of the class. I don't think that I am the reason of this problem because I don't have such a problem with other classes. The students think that the lesson is boring and talk among themselves. They are also false beginners. And they are not used to sit and read for a long time. Also the course book has begun to be very monotonous. Very mechanic, they do rewrite all the time.
9. Teacher-talking-time (TTT) is my problem. I am impatient. The student starts talking. But as the class is very disrespectful so when the student starts I finish. Maybe it is because I talk much. Teacher’s repetition means the answer is right to them. So when a student gives an answer, students look directly at me for repetition, so for approval. And sometimes they laugh at each other’s answers, this may be a reason why they do not speak up very confidently always. However they are very enthusiastic sometimes!
10. As I said before, I should have done group work. They are very energetic students, they should be in action. Now, I they move more in the classroom. You told me about this before.
11. I realize some things after I leave the classroom. I realized some things on the video too. But I knew about TTT. After watching the video you realize and become aware of many things.
12. My repeating student answers: This is because of the noise. When I say it they write the answers clearly. I don't repeat during brainstorming but usually during comprehension.
13. I liked watching myself teaching. You don't have to depend on someone else for feedback. We may not remember what had happened during a lesson, but the video provides visual prompts for us to remember. And sometimes we do not bother ourselves to remember.
14. I thing this method can be practiced periodically throughout the year.
APPENDIX B -2

Follow-up interview questions, to PT-2

1. You said:
*I have always wished to have a class that sits ready when I come in. But this class is not so.*
Now, have you done anything for this?
*Still the same. I feel bad about it. I cannot start the lesson. I tried to threat them with the attendance but that doesn’t work after some time.*

2. You said:
*I think I should have brought pictures. They (the passages) were about festivals, train rides (and) I could have easily found pictures and I have pictures...*
Do you use pictures, or realia, more in the classroom?
*Now we have grammar. I teach translation. But I understood also from their diaries that they want realia. They want to see real objects in the classroom so I try to bring them these. I brought a scabble set for instance. They were very interested.*

3. You said:
... *I always try to repeat their answers. Although the answers are correct I repeat them.*
And you said you did it because they weren’t listening to each other. Are you still repeating or have you found a solution for this?

4. You complained about you students’ not making clear if they have understood a new word or not. Have you done anything for this?
*I ask them all the time now and they say it. We are closer as a class now, and I don’t just let them stay silent. I make them talk, you, you...*

5. Have you done anything for the jokes the students make between each other?

6. You were complaining about your body language. You had your arms folded which meant distance in body language. Have you been able to change this?
*I watch my body language now. And I am more relaxed.*

7. You said:
*Do you know what I think, I should have written the new words in parts, so the students could find them easier in the texts.*
Have you done anything for this?

8. You noticed that you kept on talking and explaining the task while the students were doing the task, and they also kept on asking questions. You had some suggestions, have you done any of them?

9. Are you doing more group and pair works?

10. You were talking about giving reading homework?
*Yes, I gave them reading assignments and they didn’t do them. They say they can do it at home but they don’t do it. So now unless it is not very important, I don’t give homework. Besides they are not going to be graded for the assignments, there is no motivation.*

11. Have you rearranged the class seating?
*Classes are not that crowded anymore. It is almost the end of the block. They mostly sit opposite the board. We also have a sin-bin.*
12. Do you have your students more actively involved in the question-answer sessions of the lesson?
I try to make them involved in the lesson. I give them teacher roles. They like to call on their friends. The class is more free now. After watching the video I realized this and you said it too, let them walk, be active. Now they are active and they like it.
APPENDIX B – 3

Follow-up interview notes of Participant Teacher 3

1. I remember doing grammar activities, and it was a grammar class. It was a new class for me. We didn't know each other much, there wasn't a warm relationship between us.
2. I usually spoke in Turkish. It wasn't a core language lesson.
3. The students were sitting in rows.
4. We were working on a worksheet.
5. Our relationship has improved with the class now.
6. I speak in English about 80-85% now. I do the lesson directly in English. I paraphrase the instructions, again in English. But at the third time, if they still do not understand, I explain it in Turkish. There are some low-level students, they are the ones who do not understand. The translation is mainly for them.
7. They sit now in a circle. I changed the places of pairs who talk too much. And everybody has a fixed place. Now they do not talk among themselves. There was a quiz [after she watched her lesson on the video] and the next morning I came early and changed the seating. And so it remained.
8. I still repeat but not as frequent as it used to be. Their level is higher now. They understand better. And now we have core lessons together. And these lessons are harder. We also don't have much time. So from time to time the students want me to repeat.
9. They do group work now. For example I give them a worksheet on translation and divide the class into three groups. I also do pair work but they want to work individually. Then I force them. I say that there are things that they can learn from each other. One or two students resist but mainly they do what I say.
10. I think that the failure in pair and group work occurred because of the low level of the students.
11. I get feedback from my students on the materials we that we use, on the teaching... I liked getting feedback from them. I also tell them how important English is going to be for their education and jobs.
12. I make more jokes in the class. I smile more. This makes a more friendly atmosphere in the class. Students who were disrespectful in the beginning of the block are very respectful now, we like each other more. Today I praised one of them as he got a high mark on the quiz.
13. I help them outside the class too, with their lessons and so.
14. Watching the video I realized that I do not favor good students and neglect weaker ones. I treat them equally.
15. We have translation lessons and they are getting bored. So I try to make it interesting by getting authentic material in the classroom. For instance we translate simple sentences or texts from Time Magazine.
16. I do not use the Communicative Approach because the lesson is exactly a Grammar lesson.
Follow-up Interview notes of Participant Teacher 4

1. I have a different class now and their level is really high. So speaking fast is not a problem.
2. I am more careful with grouping and naming groups. They are usually group A, B, C etc.
3. In this class, when we do group work, passive students and active students form their own groups. They do not mix. So I have to get them in groups. I guess they are spoiled by their previous teachers. When I change their places they resist and refuse. They give me a hard time sometimes.
4. I am also more careful with timing now. I interrupt and ask how they have been doing with the task and time accordingly.
5. In my previous class, they were beginners and were interested in everything I wrote on the board. They would copy everything into their notebooks. But this is not the case with this class. They don't like to write the things on the board into their notebooks. I had taught my previous class this but this class is different. We can't get along with each other. We discuss we argue...
6. We look over their quizzes one-by-one. I know it takes time and we don't have much time but I think it is worth.
7. As their level is high, they sometimes say that the things we do are too easy. They once wanted a difficult translation text. So I brought them a “difficult” text but this time they could not do it and we had an argument.
8. But there is something else we did and that worked out well. We are close to the end of the year and they want to do activities related to their departments. So I copied some business terminology on an OHT and we had an activity. They really liked it. They want to do it again. There are 1-2 engineering students and they wanted something like this too, but I'm planning to give that only to them.
9. I could not do role play with my previous class. So I made up an activity where they had to sit back to back. There was information gap and they really liked this time doing role-play. But this class doesn’t like it in any case. They say they did a lot of those activities and that they don't want to do it anymore. They don't want to be forced any more.
10. I think this study helped a lot for reflection. And I have to say that the students were not very effected by the existence of the video. I think the pilot recording helped a lot in this way. They were very natural during the pilot, and so during the used recording.
Follow-up interview questions to PT-4:

1. Do you visit every group in equal time? 
   *This class is very different than my previous class. They have a different learning style. And they are not motivated. So I am interested with the students who are interested in the lesson.*

2. How about using English in the classroom? Do they use more English? 
   *As I teach translation, we use even more Turkish in the class. But their understanding of English is good anyway.*

3. Do you still interrupt activities for instructions? 
   *It is very hard to stop myself from doing that but I stop myself. I think it is a characteristic of mine. I want to share.*

4. Did you have a class for vocabulary extension and the use of dictionary? 
   *Mainly I explained them why it is not very good to look up every word they don't know in the dictionary. Some were convinced some were not.*

5. Did you use the passage with the nonsense words? 
   *No, I didn't.*

6. Do you still use the same wording when you explain something to the students? 
   *No. I try to create situations when explaining a word. When they do not understand I try to give examples and so but I don't give the translation of the word.*