Through the looking glass: video coaching

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Abstract

Collaboration, exchange of views and reflection play a very significant role in most teacher training and development programmes. Often teachers are given opportunities to develop themselves professionally by experiencing team work in these programmes through several developmental activities such as video coaching. Video-coaching is a reflective technique, which helps teachers to observe and evaluate their own teaching in the classroom through self-reflection and peer feedback. The aims of this paper are to present the video coaching project implemented in Başkent University School of Foreign Languages as part of the inset programme with its rationale and procedure and to discuss the results of the case study conducted at the end of the project. 51 instructors, whose teaching experiences change between 6 to 30 years, participated in the project. Qualitative data was collected through a questionnaire and informal conversations during the appraisal meetings at the end of the term. The gathered data were analysed through qualitative methods. The overall findings displayed that the instructors had generally positive feelings about the video coaching project despite their experience levels and the project being compulsory. The case study also showed that there has been a positive change in the attitudes of some instructors who previously showed hesitation towards recording their lessons. Moreover, the feedback collected was useful in shaping and improving the future video coaching projects.

Keywords: in-service teacher training, reflection, video-coaching, cooperation, feedback

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Introduction

There is no doubt that the role of English in the world has grown a lot and ELT is a profession that has moved in new directions recently especially with the advancement in science and technology. Obviously, this continuous development in the profession has had a profound effect on the roles of teachers and students. Being an effective teacher requires a combination of professional knowledge and specialized skills. Teachers need a lot of opportunities to continue their education on the job in order to keep up with these changes. Teachers for sure gain requisite knowledge and skills during their pre-service education; however, some programmes might not prepare them fully for ELT work. There might be limited opportunities for teachers to build some skills that can be developed only by experiencing in the real working environment. For the aforementioned reasons, teachers try to employ a vast variety of tools to enrich their repertoire of classroom ideas and implement innovations in their teaching. As a consequence, the role of in-service teacher education has gained more importance than ever before. In many institutions in-service teacher training and development programmes are designed and implemented and the main aims of these programmes are generally to help teachers become reflective, collaborative and cooperative and equip themselves with the necessary skills and knowledge. As England (1998) suggests a thoroughly planned inservice training programme would create a platform for the teachers to professionally develop themselves by gaining an insight into their identity in teaching and aid them to learn more about team work by using effective communication skills. In such programmes teachers are given the opportunity to try out different self-development tools such as action research, team teaching, peer observations, and so on. In this article the focus will be on an alternative reflective professional development activity, video coaching. Before giving insights from the current study, some theoretical information about reflective teaching and video coaching and background information will be given about the context, the professional development programme in the institution and the video coaching project will be explained in detail.

Literature Review

Reflective teaching has always been the core focus in teacher education. It is simply looking at what a teacher does in the classroom, questioning why she does it or whether or not it works. In a way, it is a process of self-observation and self-evaluation. In fact, it has been difficult to reach consensus on a definition of reflection and on which reflective practices promote teacher development and improved classroom practices (Farrell, 2007).

Bailey, Curtis and Nunan (2001) state that some definitions of reflective teaching focus specifically on a teacher's actions or thoughts before, during, or after lessons and that it is rather an isolated and individual process. Cruickshank and Applegate define reflective teaching as "the teacher's thinking about what happens in classroom lessons, and thinking about alternative means of achieving goals or aims" (1981, p.4, cited in Barlett, 1990, p.202). Richards and Lockhart's definition is that in reflective teaching "teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices, and use the information obtained as a basis for critical reflection about teaching"

(1994, p.1). In sum, reflective teaching is a process mostly carried out by individual professionals and teacher candidates in relation to the very nature of the reflective practice.

On the other hand, again as Bailey et al. (2001) point out, there are some other definitions of reflective teaching that "take a broader stance and embed the concept of reflection within the social and political contexts of programs, schools and communities" (p. 36). For Zeichener and Liston, reflective teaching involves "a recognition, examination and rumination over the implications of one's beliefs, experiences, attitudes, knowledge, and values as well as the opportunties and constraints provided by the social conditions in which the teacher works" (1996, p.6).

John Dewey (1933) highlighted three key attitudes of reflective teaching: open-mindedness, responsibility and wholeheartedness. According to Zeichner and Liston (1996), a reflective teacher:

- examines, frames, and attempts to solve the dilemmas of classroom practice;
- is aware of and questions the assumptions and values he or she brings to teaching;
- is attentive to the institutional and cultural contexts in which he or she teaches
- takes part in curriculum development and is involved in school change efforts
- and takes responsibility for his or her own professional development (p.11)

Therefore, being a reflective teacher does not simply mean planning lessons and just thinking over it. It is a lot more than that. By definition, this practice involves critical examination of our motivation, thinking and practice. (Bailey et al. , 2001)

The introduction to Zeichner and Liston's book shows the main reason why teachers should bother with reflective teaching:

Many educational issues engage and affect our heads and our hearts. Teaching is work that entails both thinking and feeling and those who can reflectively think and feel will find their work more rewarding and their efforts more successful. (1996,p.xii)

Richards and Nunan note that "experience alone is insufficient for professional growth, and that experience coupled with reflection is a much more powerful impetus for development" (1990, p.201).

Obviously, there are many practices or professional development activities teachers can be involved in to improve their teaching skills through reflection and each of these pratices can be undertaken alone or in combination with other colleagues. There is tremendous value of working with colleagues in such cases. As Birch states "the support of colleagues who are undertaking a similar process is highly desirable" (Birch, 1992, p.290). Harmer (2012) stresses the importance of collaboration in teacher development as well and says "we learn a lot (and develop) when we co-operate with others" (p. 173). Similarly, Farrell (2007) suggests that language teachers come together in teacher development groups to reflect so that they can complement each other's strengths and compensate for each other's limitations.

When colleagues come together in a group to reflect on their work, four basic features will promote the success of the group: All participants need to feel safe within the group, connected in some way, passionate about the group and what they are trying to

accomplish together, and grateful for the group's existence (Richardson, 1997 cited in Farrell,2008, p.3).

One common way of conducting reflective practice activities in a collaborative fashion (video coaching) is recording the relevant lessons, viewing the recordings together with peers and giving/receiving feedback. Thisprovides a fair number of advantages to the shareholders such as re-playing the recording and analyzing it cooperatively. In fact, while there are many useful insights to be gained from diaries and self-reports, they cannot capture the moment to moment processes of teaching. The foci in the recording of lessons could be the language use of the teacher, the overall flow in the lesson and any other detail related to the methodology selected and the learning and teaching atmosphere (Richards & Lockhart, 1996). Particularly video-recording of lessons for reflective purposes assists teachers in being aware of and acting on the stronger and relatively weaker areas of their own teaching (Schön, 2005; Orlova, 2009). In addition, video recordings allow for immediate access and affect the involved parties i.e.colleagues in a positive manner (Maclean & White, 2007).

Research Context

Başkent University the School of Foreign Languages, offers pre-sessional and in-sessional courses through English Preparatory and Academic English Departments. English Preparatory Department offers English Courses at two different levels, A1-2 and B1-2. Students who demonstrate a certain level of proficiency equivalent to nationally and internationally recognised exam scores, are allowed to start their departments. Otherwise, they must enrol in one of the pre-sessional courses, study for a certain amount of time, and then sit in-house proficiency exams. Then, they are allowed to enter their faculties. When they start studying in their majors, they are required to also take 3-4 credit English courses which are EAP/ ESP/ EOP focused given by Academic English Department.

Professional development is highly emphasized in the institution and professional development work is done in light of the profile of the teachers whose levels of experience vary to a great extent. Therefore, there is a Teacher Training & Development Unit (TTDU) whose aims are to create a positive atmosphere in the institution where professional development and collaboration are encouraged and to improve the quality of classroom teaching by equipping teachers with skills and techniques they need. A "Peer Coaching" (PC) model is employed for the teaching staff in order to establish cooperation and also to provide opportunities for professional growth. One of the main functions of TTDU is to organise and monitor this system. Teachers are split into groups which consist of 4-6 members and time for PC group meetings is made available and groups get together once a week in order to evaluate the materials (coursebook and supplementary), programmes, pace, tests, student performance and fill in a report form to give feedback. Weekly data are collated, related actions are taken and groups are approached immediately. They also find chance to reflect on their experiences during these meetings. After the teachers give feedback and complete their PC meeting, they are involved in some professional activities (workshops, swapshops, projects, article discussions, and so on) during the rest of the day. Apart from the weekly meetings and feedback sessions, every teacher in a group is expected to do 2 peer observations each term, each focusing on a different aspect of classroom teaching. The focus of the observation and

the instrument for data are selected by mutual agreement among the peers. TTDU provides observation tasks for different purposes to be used during the observations. Teacher trainers are available for consultations and guidance whenever needed.All teachers in BUSFL (experienced and inexperienced) have been doing peer observations since the establishment of the university in 1993, as a compulsory PC activity. Therefore, it can be said that this practice is inherent in the ethos of the department.

At the beginning of each semester, TTDU announces the peer observation partners, pre and post observation meeting times and provide them with observation tools. Then teachers complete their observations by the deadline given by TTDU. At the end of the semester they submit their observation forms to TTDU.

However, over this long period of time, there have been occasional amendments to some components of peer observations in order to prevent burnout, boredom or monotony or to reduce their work load because there is no doubt that every system needs variety or a new blood to keep going.One of the aspects which has undergone several changes is the foci of observations. Over the years, TTDU has either added or replaced tools of observations depending on the needs that have arisen from the adoption of new textbooks or modifications in the syllabus. Another change was in the number of observations. During the years when the department was first established, teachers were supposed to do 4 observations a year, but several years later this number was reduced to 2 observations because of the heavy work load of teachers. Still another change was in the choice of partners. For several years, TTDU chose partners teaching at different levels, then for another few years from those teaching the same level. And lastly the pre and post obs meetings were scheduled during the PC meetings in order save teachers' time and relieve them from the burden of arranging extra time for them. During 2013-2014 academic year TTDU decided to bring another change to peer observations and tried video coaching in groups of 3-4, as an alternative to peer observations. In fact, the idea was to combine video recording with coaching.

Aims of the project

As stated above, the video coaching was introduced as an alternative tool to peer observations. Therefore, instructors were asked to do video coaching instead of peer observations during that term. In other words, it was introduced as a compulsory project.

The main aims of this project were specified as follows;

1. To provide instructors with the opportunity to become insightful and realistic about their own teaching practices through self-reflection
2. To help instructors perceive their presence in the classroom, teaching styles and strategies with an objective eye.
3. To give and get feedback from colleagues about the main components of teaching.
4. To share and exchange ideas about different applications in the classroom setting through feedback.

Participants

This project was conducted with 51 instructors teaching Departmental English Courses in Başkent University School of Foreign Languages. These instructors, whose experience levels change between 6-30+ years, teach EAP, TOEFL, Translation and ESP courses to students at upper-intermediate or advanced levels. The majority of these teachers had never tried video-recording before so it was quite a new and challenging idea for them.

Procedure

Teacher Training & Development Unit implemented and monitored this project, which lasted for one term. In order to prepare the instructors for this project well, a number of preliminary steps were followed to equip them with some background information and to encourage a few hesitant teachers. First, this project was piloted with a group of newly recruited instructors a year before the onset of the project as part of the in-service training programme. Then, a series of input sessions on reflective teaching and self-reflection techniques were conducted to give the instructors the necessary background information and/or refresh their memories about the the topic. Finally, the rationale and aims of the project were explained in detail. Instructors worked in groups of three and they decided on a recording schedule. One of the instructors in the group recorded one of herlessons. Then, the instructor watched it individually, filled in a self-reflection form (*See Appendix 1*)and decided on a focus that she wanted to get feedback about. She selected one of the observation tools (*See Appendix 2*).Then she met with other group members to watch the video together. Group members gave feedback using the tool. This procedure was carried out for three times. In order not to create a threatening atmosphere for the instructorswhile viewing their videos and getting feedback from their peers, they worked with colleagues that they can be comfortable with. TTDU members approached the hesitant instructors positively and individually whenever they needed help or support related to the procedure or technical equipment.To a very few teachers who were still reluctant to video record their lessons, audio recording and alternative tools were offered. Moreover, none of the teacher trainers interfered with the feedback sessions. They did not ask the instructors to share their recordings or self-reflection forms with them. They only guided and monitored the project. Two of the trainers video-recorded their own lessons and carried out some feedback sessions to provide a model. After the introductory sessions on reflective teaching, these trainers shared their own experiences, reflections, feelings and weaknesses with all the instructorsto show that it is natural to go through some emotional stages while viewing theirown video.

Case Study

At the end of the project a case study was carried out with these instructors.

Methodology

Aim

The main purpose of the case study carried out at the end of the video coaching project was to identify the teachers' perceptions on video coaching and their attitudes after trying it out. It also aimed at investigating what areas they focused on in their teaching as a result of self-reflection and feedback from peers and how they benefited from the video coaching

feedback sessions. Furthermore, feedback and suggestions about the implementation of the project were as well collected to impove the project.

To this end, this study sought answers to the following research questions:

1) What are experienced instructors' initial reactions to the idea of video recording?
2) How do experienced instructors perceive video-coaching after the implementation of the project?
3) a)What doinstructors generally identify as a focus in their own teaching practice as a result of the self-reflection and feedback sessions?
   b) In what ways do video coaching feedback sessions with peers help instructors?

Participants

As stated earlier 51 instructors were involved in the video coaching project. However, only 44 of them participated in the data collection. Table 1 shows the experience levels of these instructors.

Table 1

Experience level of instructors

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Experience Level	n. of instructors
6-10 years	3
11-15 years	10
16-more years	31

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Instrument, data collection and analysis

Qualitative data was collected through a questionnaire (*See Appendix 3*) and informal conversations with the instructors. In order to ensure the reliability the questionnaire developed to gather data was piloted with some instructors. Besides the piloting, some expert advice was taken about the instrument as well. After the feedback collected as a result of piloting and expert advice, some items in the questionnaire were modified. Later, questionnaires were distributed and collected in one of the meetings, when the project was over. The instructors were not asked to put their names on the questionnaires. The informal conversationstook place during the appraisal meetings conducted at the end of the term. Data analysis was done by the three researchers who were also the teacher trainers in charge of running the video coaching project. All the responses given by the instructors in the questionnaire were collated and written down one by one. Coding was usedin the analysis and the researchers individually analysed these responses, identified the categories and came to a conclusion all together through debriefing. The notes from the informal conversations were also noted. During the data analysis again advice was taken about the categories from an expert in the field (a researcher/lecturer in another university) to make sure that the analysis was done in a correct and reliable way.

Findings & Discussion

The case study in general attempted to investigate experienced university instructors' perceptions on video coaching andtheir attitudes after trying it out. The results of this study were analyzed by discussing the three research questions. Analysis of the responses to the first research question (What are experienced instructors' initial reactions to the idea of video recording?) revealed that more than half of the instructors were generally positive about recording their lessons as they found the experience useful, enjoyable, exciting and awareness raising. However, 17 of the instructors stated that their initial reactions to video recording was negative and gave their reasons (*See Table 2*) This resulted from the fact that they had never seen themselves on the video before. In the study conducted by Williams and Case (2015), they stated that "the new experience of being videotaped while they were teaching made many of the participants nervous" (p. 439).

Table 2

Initial reactions of instructors to recording their lessons

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Research Question 1: What are experienced instructors' initial reactions to the idea of video recording?

Question	Category	Sentence	Total
Q1 It was positive because……..	useful	It was a new, interesting, funny, useful and different experience for me.	10
	awareness-raising	I thought it was going to raise my awareness about my strengths and weaknesses as a teacher.	5
	exciting	I was excited to see a self-reflection/ I had never recorded my lesson before	4
	enjoyable	I've done it before and enjoyed it	4
	insightful	I would have the chance to gain insight into my students' perspectives about my teaching.	4

Q1	self-perception	I don't like seeing myself on the video and hearing my voice	7
It was negative because…….	anxiety	I got nervous, concerned, anxious about the idea of being recorded	6
	artificial atmospere	I thought it would not be a natural classroom atmosphere on the part of my students	2
	technical inadequacy	Because of technical inadequacy	2

The responses to the second research question "How do experienced instructors perceive video-coaching after the implementation of the project?" were sought through their answers to the second question in the questionnaire. It mainly focused on the comparison of their attitudes to recording their lessons before and after the project and whether there has been a change in the perceptions of the instructors. The results showed that a great number of hesitant instructors (13) changed their perceptions about video recording at the end of the project and they felt positive about this experience. Although 4 of these instructors stated that they felt nervous about video recording, they changed their perceptions due to the insights they gainedinto their teaching experience (*See Table 3*). Williams and Case (2015) also underline the fact that nervousness was a shared feeling by many of the participants, yet this experience was a crucial moment in self-awareness.

There was no change in the attitudes of27 instructors who were already positive about recording their lessons. Only 4 of the instructors still felt negative as they found video recording irritating. All these instructors said *"I find this idea irritating as I don't like seeing myself on the screen."*

Table 3

Instructors' perceptions after video coaching project

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Research Question 2: How do experienced instructors perceive video-coaching after the implementation of the project?

Question	Category	Sentence	Total

Q2 Negative to positive	fun	It was fun, especially listening to your voice as an outsider. It wasn't as stressful as I thought it would be.	5
	self-awareness	At first I was a little bit nervous about seeing myself on video and hearing my voice but in the end I saw that there was nothing to be afraid of.	4
	Smooth lesson & positive reactions by students	Before recording, I thought it was going to cause chaos in class and I wouldn't be successful. But just the opposite took place. Everything went well. The students' positive attitude changed my perspective.	2
	nice memory	I don't understand why I got so nervous about my recording session at first. I could observe myself and it will always remain as a nice memory.	2
Q2 No change positive-positive	insightful	I definitely learnt a lot from this experience.	15
	useful	It was very useful as it provided me with several ideas to think about my teaching.	12
negative-negative	irritating	I find it irritating to watch myself teach and share it with others.	4

When the results of the responses to the third research question "What do instructors generally identify as a focus in their own teaching practice as a result of the self-reflection and feedback sessions?" were analysed, it was seen instructors idantified different areas of focus in their teaching as a result of the project. The most common focus was teacher talking time as 16 instructors mentioned that they were talking too much in the class repeating students' responses and instructions. There were other areas of focus generally related to how they

looked in the class (movement, body language, posture,and so on). 4 of the instructors stated that there was nothing new for them in the recordings.

Table 4

Areas instructors noticed in their teaching after video recording and feedback sessions with peers

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Research Question 3:a)What do instructors generally identify as a focus in their own teaching practice as a result of the self-reflection and feedback sessions?

Question	Category	Sentence	Total
Q3	teacher talking time (repetition-parroting)	I realised that I was talking too much in the lesson. I tend to repeat my instructions and students' responses. I should lessen ttt.	16
	wait-time	I noticed that my wait-time was short. I get impatient if students hesitate for a long time.	4
	presence	I was happy about my presence in class. I look self-confident and motivated	4
	pace of talking	I think I am a little bit fast	4
	nothing new	I have discovered nothing new about my teaching	4
	gestures	I discovered that I made too many gestures. I will be more careful about it in order not to distract my students.	2
	movement	I am a swift and fast-moving person. I think, I should learn to act a bit more slowly.	2

use of hands	I discovered that I had used my hand repeatedly and in the same way.	2
setting time limits	I have noticed that I don't set time limits when introducing an activity and I get impatient if students hesitate for a long time	2
voice	I noticed I was talking loudly. I have decided to find ways to use my voice in a more appropriate way.	1
instructions	Some of my instructions were a bit long. I started to cut them short after watching myself	1
posture	I was not happy with my posture	1
interactive decision making	I can make quick decisionsin case of emergency	1

While identifying these areas of focus instructors made use of self-reflection techniques as well as feedback they received from their peers in their groups. Except 1 instructor, all the instructors ($N = 43$) found the feedback sessions fruitful and even in some cases more than fruitful. During the informal conversations most of the instructors stated that the feedback sessions were very useful in terms of sharing and exchanging ideas, seeing different styles of teaching, comparing different groups of students and building self-confidence and motivation. Some of them mentioned that it was very meaningful and realistic to receive feedback in this way. 4 of the instructors stated that it was fun to watch each other's recordings and that it created diversity. Although it was carried out with pre-service teachers, the results of the research study conducted by Masats and Dooly (2011) revealed that the use of video for educational purposes brings innovative and creative perspectives to teaching. Similarly, as Charteris and Smardon stated in their own research study, "through collaborative approach the teachers surfaced what had been invisible, engaging in deep learning as they confronted what had been up until that moment subjective and in the dark" (2013, p.182).

The responses to the second part of the third research question revealed that all the instructors even the hesitant ones found the feedback they received from their peers very satisfactory and they stated several reasons about this satisfaction (*See Table 5*).One of the common reasons instructors pointed out was that the feedback sessions were objective and

one of the instructors said "*Video coaching does not allow for paying compliments to each other and everything recorded speaks for itself. Therefore, the feedback provided by our colleagues was invaluable for the enhancement of self-recognition.*"Findings drawn from the study by Fernandez(2010) indicated that teachers could easily determine the areas to reconsider in their teaching and become more apprehensive about their strong and weak sides by the help of feedback from their peers and critical reflection after video-oriented discussion.

The findings of the research study carried out by Charteris and Smardon (2013) also suggested that the use of video has the potential to structure teacher professional learning. They highlighted the following benefits in their conclusion:

> *When used as a tool in conjunction with collaborative peer coaching it can raise teacher awareness on two levels. On one hand, there is the potential impact on classroom teachingas teachers build an understanding of their current practice and plan to enhance it as a result of their collaborative inquiries. On the other hand, videoed collaborative peer coaching can enhance teachers' peer coaching skills as they become explicitly aware of their own and others' processes of learning*(p.182).

Table 5

Reasons why instructors found the feedback very satisfactory

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Research Question 3: b) In what ways do video coaching feedback sessions with peers help instructors?

Question	Category	Sentence	Total
Q4	positive	Everybody in the group was positive towards each other. I got positive feedback from my colleagues.	17
	awareness-raising	It helped me to notice the things I might have missed so it was awareness-raising	12
	objective	The feedback I received was objective	5
	detailed	I got very detailed feedback from my colleagues	5
	non-judgemental	There was an atmosphere of mutual trust and there was no judgemental	5

outcome.

constructive	We shared ideas and suggestions openly and constructively for our mutual development	2

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The answers to the final question in the questionnaire and the informal conversations with the instructors showed that there were some suggestions to improve the procedure of video coaching activities that would be implemented in the future. These suggestions were generally related to the physical conditions and practicality. Majority of the instructors stated that they should be supported technically especially while recording their lessons in their classes. They believed there should be more guidance about the use of technical equipment. Another suggestion by the instructors was that the video recordings should be viewed in a silent atmosphere. Some of the instructors commented that video coaching should be again introduced as an alternative to peer observations and be optional.

In general, it can be concluded that the instructors involved in this video coaching project were positive about it despite some initial hesitations by some instructors and the project being compulsory. The careful implementation of the project with the inclusion of self-reflection and constructive feedback sessions with colleagues had a strong impact on the instructors' attitude towards video recording. Except a minority of instructors ($N =4$) they all found this activity beneficial for their professional growth. They were also open to share their ideas during the conversations and did not hesitate to make suggestions which were quite useful for shaping the future video coaching projects.

Limitations

This case study was conducted only with 44 instructors who teach Departmental English Courses. They were involved in this project as part of the inset programme. Further studies can be carried out with the participation of a larger number of instructors in different institutions. The perceptions of instructors from different institutions about video coaching can be compared. In this study, only qualitative data was gathered through a questionnaire (with open ended questions) and informal conversations with instructors. In future studies, both quantitative and qualitative research methods could be used.

Conclusion

Involving teachersin activities like video coaching (as part of an inset programme) has myriad advantages since it helps them enormously in their professional growth. Nevertheless, it is quite an ambitious and challenging job to conduct such projects in institutions especialy with teachers who have a certain level of experience and who have some hesitations.It definitely requires thorough planning, effective guidance, ownership, dedication and willingness to take risks. As Knight (2014) suggests, leaders of the inset programmes should ensure pyschologically safe environments and focus on intrinsic motivation. The following guidelines or suggestions might be of use during the implementation of such projects:

1. Teachers need to be well-informed about the idea, rationale and process of video coaching.
2. Teachers need to be provided with certain guidelines about how to carry out the project.
3. Necessary technical support should be provided by the institution.
4. It is important to discuss the benefits of video recording and peer feedback on the lessons. If possible, facilitators, mentors or trainers need to be a model in the process. As Knight (2014) states

   > *Principals can record themselves leading a school meeting or professional development session to identify ways to improve. When principals record a lesson and agree to be coached, they send a powerful message that they are not asking anyone to do anything they would not do* (p. 23).

5. A calm and relaxing environment should be created forthe teachers.
6. Regular meetings where teachers reflect on their experience should be organised in order to ensure the smooth run of the process and get feedback.
7. Time should be allocated for activities like video coaching in teachers' timetables as part of the professional development program.
8. Above all, teachers need to feel the administrative support.

In spite of the challenges, it is worth incorporating video coaching into professional development practices to ensure quality instruction. As Cooper (2014) contends, in order to be able to provide a contemporary and profitable education for our learners and instructors, it is necessary to motivate our reflective teachers to incorporate video recording into their teaching.

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      Lawrence Erlbau.

APPENDIX 1

BAŞKENT UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES – TTDU

2013-2014

VIDEO COACHING PROJECT

SELF-OBSERVATION TASK

1. Plan a 20-25 min activity/task and write a detailed description of the procedure using the Pre-Observation Planning Conference Form.
2. Video tape the activity/task in the classroom .
3. Review the tape in private and ask yourself the questions in the table below.
4. Recapture how you felt when you were teaching during the recording.

POINTS TO CONSIDER	REFLECTIONS/SUGGESTIONS
Do I look like the person I think I am?	
Do I look like the teacher I think I am?	
Am I behaving in ways I think I behave?	
What mannerisms are evident?	
Do I want to modify the image I have of myself?	
Did I learn anything unexpected?	
What things have I learnt from this analysis?	

Adapted from: Fish, D. (1995). *Quality Mentoring for Student Teachers: A Principled Approach to Practice.*

New York: David Fulton Publishers.

APPENDIX 2

OBSERVATION TASK-I

GIVING INSTRUCTIONS

Task:*Observe the instructions the teacher gives during the lesson and complete the table. For each skill, decide how successfully it was achieved, and write your questions for post-lesson consultation in the right-hand column of the table.*√

Instruction-giving skills	Clear? Not very clear? Unclear?	Discussion points
Signalling start of activity (creating a silence)		
Use of simple language		
Use of short sentences		
Setting time limits		
Use of target language		
Voice quality		
Eye-contact		
Mime, gesture, body language		
Repeating instruction in a different way		
Use of visual aids		

Demonstration rather than explanation		
Checking understanding		
Signalling end of activity		

Evaluate the instruction-giving that you observed. Please use the empty space on the previous page to answer the following questions:

- **In your opinion, which three elements made it successful?**

- **Which elements made it less successful?**

- **Considering the all lesson, what will you incorporate into your own teaching after this observation task?**

Adapted from Tanner, R. and Green,C. (1998). *Tasks for Teacher Education.* Essex: Longman

APPENDIX 3

BAŞKENT UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES-TTDU
2013-2014 ACADEMIC YEAR

VIDEO-COACHING FEEDBACK FORM

Dear Colleagues,

This questionnaire has been designed to learn your opinions about "Video-coaching" experience that you had last term. The data collected will be used for research and evaluation purposes. Please answer the following questions sincerely and as detailed as possible.

Thanks for your cooperation

TTDU

**Please put a tick (√) next to your <u>year of teaching experience in ELT</u>.

_____ / 0-5 years   _____/6-10   _____/11-15   _____/16 and more

1. What was your <u>first </u>reaction to recording your lesson?
   - It was positive because……

   - It was negative because………………

2. Compare your attitudes to recording your lesson <u>before</u> and <u>after</u> experiencing it and put a tick (√) next to the one which describes your state.

   a)_____ / from negative to positive
   b)_____ / from positive to negative
   c)_____ / No change: negative-negative; positive-positive
   Explain your reasons in detail.

3. As a result of your self-reflection, did you discover something that you hadn't noticed before about yourself? If yes, how do you think this awareness will improve your teaching?

4. Were the post-recording sessions in your group fruitful? Why / Why not? Please clarify your reasons.

5. To what extent were you satisfied with the feedback that you got from your group members?

6. Do you have any suggestions to improve the procedure of recording activities that will be implemented in the future?