

Interim Case Summary

Data accounting as of 30.6.2017

What data do you currently hold for this case study?

Data	Details
Pre-VEO questionnaire	Not complete -
Video 1	March 2016
Video 2	April 2016
Video 3	--
Reflection 1	March 2016
Reflection 2	April 2016
Reflection 3	
Interview / focus group	March 2016 – April 2016
Post-VEO questionnaire	-
Other	Written reflections, peer feedback-mentor feedback

Please indicate if the data is complete, incomplete, missing or N/A

Background

Case (can be a person, a role, a school etc.)

- Teacher 1

Description of selected participant (some background information)

- Pre-service English Language Teacher at Hacettepe University

Rationale for selection as a case study (what is it about this case that makes it interesting in our study?)

- She has actively participated in all training and data collection phases. She particularly developed herself in her language correction practices and verbalized this development in her reflective practices. There is clear interactional and self-reported evidence for development.

The research context (describe the place where the research is taking place)

- School 1, located in Ankara, where Teacher 1 has worked as an intern teacher and taught 2 classes as part of her teacher education at Hacettepe University.

The VEO story

Brief chronology (describe how this participant got involved and how VEO has been implemented, including any problems or amendments to the planned research)

- She received the VEO training in the second semester of 2015/2016 academic year at Hacettepe University. She was recorded by the supervisor and received VEO-based feedback right after her first teaching, and then she was asked to write a reflection paper based on the VEO recording. In her second teaching, she was recorded (using VEO) by a peer and then

she was engaged in peer-feedback, which has been audio recorded and transcribed. She then wrote an overall reflection paper using VEO.

The Research Framework

Current status of research questions (what can this participant contribute under each of the research question headings?)

1) To what extent is professional development supported by VEO?

- VEO enabled the stimulated recall sessions and facilitated critical reflective practices using which the teacher became aware of her language use and reflected on her own development

2) How do participants use VEO in their work?

- They get evidence based feedback from their supervisors and peers, and reflect on their own classroom practices using VEO tags
- IMDAT model (Sert 2015) has been adopted in a way to integrate a reflective teaching cycle that includes (1) teaching of CIC, (2) mentor feedback using stimulated recall, (3) dialogic reflection with peer feedback, and (4) critical self-reflection. The data have been analysed with a combination of conversation analytic and ethnographic methods: (a) CA analyses of classroom interactions; (b) teacher (mentor-teacher and teacher-teacher) interviews using stimulated recall; and (c) written critical self-reflections.

3) To what extent does VEO help teachers and other professionals to improve their monitoring and assessment of student learning?

- In this particular case, the teacher particularly focused on how her correction practices changed student participation and provided more learning opportunities

4) How do teachers and other professionals use VEO to monitor and assess student learning?

- n/a

Main issues/themes (any comments or anything you have noticed about the participant that may be relevant)

- development of Teacher 1's interactional practices to provide correction
- The findings show that the teacher's correction practices evolve over time, as evidenced through a conversation analytic treatment of classroom interactions and through teacher's own reflections on these practices. The interactional resources that teachers employ to initiate correction diversify over time, and the teacher becomes more aware on the pedagogical outcomes of such practices, as reported in their reflections.

Uncertainties/problems/comments/remaining questions (what remains to be done?)

- n/a

Potential codes/themes for analysis (any patterns or issues you have started to notice?)

- correction practices:

Lesson 1 of Teacher 1:

121 T: tigers ye:s another wild animal
122 ((T points to S3.))
123 S3: /gɪ'ræf/"
124 (0.5) ((mutual gaze with T))
125 S3: /gɪ'ræffe/
126 (0.8) ((T leans forward S3.))
127 S5: "/dʒɪ'rɑ:f/
128 T: /dʒɪ'r↑ɑ::f/
+T nods her head.
129 S3: /dʒɪ'rɑ:fe:/
130 T: it's /dʒɪ'r↑ɑ:f/) right?
+T nods her head.
131 (1.2) hnm: a:nd er:

Typical IRF cycle, T performs an embodied turn allocation to select S3 as the next speaker. In lines 123 and 125 S3 mispronounces the word, which is followed by almost one second of silence during which T leans forward the student, an action which has previously been shown as signalling forthcoming repair in classrooms. In line 127, another student and 128 T initiates correction, and in line 129 S3 changes his pronunciation of the word.

SELF REFLECTION ON EXACTLY EXTRACT 1:

- "The third good point in my class was correcting their pronunciation mistakes by recasting. As at the 05.11, when the student pronounced giraffe wrong, I just recasted it not to cause fossilization. Doing immediate correction in pronunciation in a gentle way was effective as far as I am concerned"

EXTRACT 2, 2ND TEACHING

052 T: y↑eah we should avoid pollution you er: (0.6) we can
053 say that true and yes p[lease]
+T points to S7.
054 S7: [w↑a:ste.]
055 ((T leans forwards to S7.))
056 S7: waste
057 T: waste? (0.8) [e::r]
058 S7: [waste]
059 (1.2)
060 T: can you give me an example please?
061 S7: e::::r d↑on't save water e:r waste er:
062 T: hu:h we should save wate:r (0.2) right? (0.6) o:kay that's
060 true (0.6) er: no:w

REFLECTION ON DEVELOPMENT AFTER THE 2ND TEACHING:

- Through the brainstorming activity, I tried to follow up and give feedback to each student through the lesson (as it can be seen at 07.41). Additionally, when I couldn't hear the student, I asked again to repeat her answer...when I remember my previous lesson, in which I didn't give any feedback to some students, it shows me that I have developed myself since then.

PEER-FEEDBACK INTERVIEW

- 034 LEY: after L says something, do not just say yes
- 035 and move on (0.6)
- 036 CIG: [hmm yes]
- 037 LEY: [I mean] provide good feedback [to them]
- 038 CIG: [yes]
- 040 LEY: otherwise they don't participate (0.9)
- 041 later [on]
- 041 CIG: [yes]
- 042 LEY: this has an impact on their motivation I think

Diagram / visual representation of the way that VEO is used

