

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	31 March 2016
Video 2	2 May 2016
Video 3	--
Reflection 1	April 2016
Reflection 2	May 2016
Reflection 3	
Interview / focus group	March 2016 –May 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 2

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 raised her language awareness and developed her Classroom Interactional Competence through diverse teacher questioning practices across two rounds of reflective cycle and mentioned them in her reflective practices. This case also provided dialogic and self-reported evidence for development with the effects of VEO and a reflective teacher education program.

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

- School 2, located in Ankara, where Teacher 2 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 mentor and had mentor-teacher feedback

session through videoed and tagged moments of VEO mobile application, and then she was asked to write a reflection paper based on the VEO recording. Nearly one and half month later, she completed another round of this reflective cycle with her second teaching that was recorded and tagged (using VEO) by a peer, dialogic (with her peer) and individual reflection session 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?

- Through VEO mobile application, the teacher became aware of her language and reflected such developmental process on video stimulated recall data including mentor-teacher feedback, peer feedback interviews, and individuals 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 mentors 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?

- The way how VEO and a reflective teacher education program enhance the development of teacher language awareness and CIC to promote learning opportunities was mainly emphasized in this particular case.

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 2's interactional practices to initiate a variety of different questioning practices on promoting learning opportunities
- The findings have indicated that the preservice teachers have managed to utilize various teacher questioning practices to promote learning contribution by extending the students' previous utterances and developed their CIC across two rounds of the reflective cycle. These findings can contribute to a better understanding of the significance of development of CIC in language learning process. This research also provides a timely and necessary study of the data-led and evidence-based reflective practice session in language teacher education.

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?)

- Teacher questioning practices

Lesson 1 of Teacher 2:

Clip: ncl_asachore

Collection: expansion_questions_timel
File: D:\thesis_02032017\selected_videos\lesson1
Time: 0:30:14.9 - 0:31:12.7 (Length: 0:01:37.8)
Episode Transcript: teaching1_ncl
Clip Transcript:

404 as group members er: >wh↑at do you do:< in the
405 home (.) h↑ouse as a chore?
406 (7.2) ((Ss try to find out the sentence on their exercise))
407 S17: ninty
408 S18: ninty:
409 T: no: >what do you do:??< i'm: i am asking for you:
410 all of you: . >wh↑at do you do:< (0.3) as a cho:re?
411 at the hou:se the washing dishe:s, er: you can say i am
412 responsible for er making the beds
413 (1.2) ((S20 raises her hand))
414 T: hnm hnm:.
415 S20: i am responsible fo:r er: make er make at the be:d
416 T: making?
417 S20: the be:d
418 T: the be:d. hnm hnm
419 S20: er:
420 T: do you like it?
421 S20: er yea:h. i er: like it
422 T: hnm hnm: great you like it. hnm hnm. so: >anyone<
423 else? hnm hnm:.
+points to S24
424 S24: er: i am responsible for er prepare the breakfast
425 at the saturday:s a:nd er:: i love it.
426 T: preparing the breakfast. oka:y. hnm hnm:..
+points to S22
427 S22: i am responsible for tidying my room
428 T: hnm hnm:.
429 S22: but i do:- er:: i don't like it

430 T: you don't like it, i don't like it eh: hehe.
431 oka:y so anyone else?

This extract has illuminated that how the preservice teacher initially initiated information seeking questioning practices including wh- as challenges (line 404, 409, 410) (Koshik, 2003), designedly incomplete utterance (DIU) (line 416) (Koshik, 2002a), and reversed polarity question (RPQ) (line 420) (Koshik, 2002b) to elicit the information from language learners in meaning and fluency context (Seedhouse, 2004). However, she missed the opportunities for enhancing extended learners' contributions (Hall, 2009) by both emphasizing the issues of form and accuracy context and shifting the various responses from different language learners.

Self-reflection ON EXACTLY EXTRACT 1:

It was a revision lesson. As anyone can see that the lesson looks like focusing on writing skills due to the last activity is a writing activity. While planning the activity, I tried *to make it more integrated with questions like 'What do you do at home? What is your chore?'*. At the first glance the activity looks like a controlled one with the use of 'responsible for Ving' *but I added it the feelings part, if they like the chore or not. I wanted to give the students some space to think about the pictures and elevate the contribution in the classroom.* About contribution there is one more thing, the grouping I used some numbers to make the groups due to my previous observations. According to them, some of the students do not contribute to the lessons even they do not have a book. Therefore, to get their attention I made the group work activity. In brief, the target language skill was writing but I tried to add speaking, too.

In this extract, she states she has expanded learners' contributions through another yes/no interrogative question by investigating their feelings about these chores and she has wanted to leave a space for more extended learner contributions (Walsh, 2012). Even though she initiated several teacher questioning practices, she could not expand students' responses so that they could elicit new ideas for their writing activity.

EXTRACT 2 , 2ND TEACHING

017 T: what are the lesson you ha::ve er:: in that exa:m teog.
+shakes her hands.
018 S3: [inaudible voices]
019 T: [mathemati:cs]
020 (0.6) ((T looks at S3))
021 S3: social science er::
022 T: so↑cia::l?
023 S3: science
024 T: scie:nces
+nods her head
025 S3: er::
026 S5: s[cie:nce
027 Sx: [°physical] sciences °
028 T: sci:ence. ↑so:: we will talk abou:t (.) ↑scie:nce (0.5) toda::y.

From Teacher 2's second teaching performance, Extract 2 has been illustrated how Teacher 2 initiated wh- as challenges (Koshik, 2003) and designedly incomplete utterance (Koshik, 2002a) to establish meaning and fluency context at the beginning phase of her first teaching performance. In other words, the PST did not only utilize such questioning practices in order to

raise learning involvements, but she also elicited the targeted vocabulary item (science) from students' candidate responses in warm-up stage of this lesson.

PEER-FEEDBACK SESSION ON EXACTLY EXTRACT 2

- 017 T: haha hahah. onun dışında brainstorming'te şey oldu. çocukların
ehh eh. *except for this, something happened during*
- 018 teog sınavından girdim. orda (-) bi activation yaptığımı
brainstorming. i started from their teog exam. there (-) well,
- 019 düşünüyorum açıkçası hani. orda bi düşündüler.
honestly, i think i made an activation for them.
they thought for a second there.
- 020 P: huh huh.
- 021 T: işte hangi derslerin olduğuna (-) giriş yaptım.
well i have started (-) with which lessons there are.
- 022 ordan s- science'a işte science'tan konuşucuz bugün falan
Then, about s-science well we will talk about the science today
- 023 diye. onun dışında hayatımda ilk defa brainstorming yönettim
or so. except for that, this is the first time that i have
- 024 kii hani başarılı olduğumu düşünüyorum. (+) çünkü çocuklardan
managed the brainstorming in my life, and well i think i was
- 025 err hani bişiyler söylemelerini istedim. ve hani cevaplar da
successful. (+) because i wanted students to say something. and
- 026 aldım. alamadığım zaman onlara örnek verdim. hani o ez-
well i g|ot the answers too. when i didn't get, i gave
- 027 özellikle electricity güzel bi örnekti. o ışıkları açtım
examples to them. well es- especially the electricity was a nice
- 028 kapattım yani benim hoşuma gitti açıkçası. (+)
example i switched on and off the lights, well i like it
honestly. (+)
(11 lines were omitted.)
- 039 düşünüyorum. (-) .hh onun dışında brainstorming bence (+) iyiydi.
i think. (-) .hh except for that, brainstorming, i think, (+) was
good.
- 040 P: hnmm.

In the preceding peer feedback session extract, the PST critically self-reports how she attracts students' attention to the lesson by starting from teog exam as known information. She explains how to get preferred responses (Pomerantz, 1984) through various questions and elaboration practices like exemplification. The PST also expresses that she has managed the brainstorming successfully. This extract has also revealed her increasing language awareness and classroom interactional competence by managing to establish meaning and fluency context during her second teaching performance.

SELF-REFLECTION ON EXACTLY EXTRACT 2

I began to this part by asking to students about their exam, Teog (0:05) and asking the topics in it to elicit the word 'science'. *I believe it was a good entrance to topic, many of them raised their hands and also it was good for making the connection what they have already known and what they will learn in this lesson.*

As the final step of this technology enhanced reflective cycle, Teacher 2 wrote her second self-reflection by viewing her teaching performance through VEO mobile application and listening to audio recordings of peer feedback session. This extract comes from the very beginning paragraph of her written self-reflection. In this extract, Teacher 2 reports that her warming up style based on the transition from known to unknown information leads to students' participation.

As a consequence, it is apparent that six different phases of VEO integrated reflective cycle have been interrelated with each other and this interconnectedness is proven through the analytic findings of three different data resources across two rounds of reflective practice. Also, the micro-analytic perspective of this reflective cycle enables the PST to broaden her own professional development procedure by raising awareness and improving the classroom interactional competence (Mann & Walsh, 2013; Sert, 2015). In Time 1, Teacher 2 could not raise more extended and elaborated learner turns and establish meaning and fluency context in spite of the students' initiations. In addition, the mentor enabled the trainee teacher to realize such problematic parts including closing the third turn of the sequence during mentor-teacher stimulated recall session. In the light of these analytic findings of Time 1, the PST established the meaning and fluency context through both questioning and elicitation practices in brainstorming activity. She also managed to converge her previous expectations and beliefs with her second teaching practice. In this sense, at the end of this twofold stages of the reflective practice, it can be claimed that the PST has raised her own language awareness and develop her CIC on this teacher training framework

Diagram / visual representation of the way that VEO is used

