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**Video elicitation: Observing pre-service teacher experiences in their professional development**

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| **ARTICLE INFO** |  | **ABSTRACT** |
| ***Keywords:***  *extensive reading, vocabulary size, reading comprehension.* |  | *Supervising preservice teachers during their teaching practicum requires relevant, effective, and efficient techniques in order to help the preservice teachers reflect their teaching. The most common supervision is observing the preservice teachers while conducting the lessons in the classroom. This case study revealed how two modes of supervision using 080 and VER were carried out. Nine pre-service teachers were observed when having supervision using 080 and VER. The results showed that the preservice teachers were more dominant in making reflections on their lessons in VER compared to their reflection in 080. Both modes have their own advantages and disadvantages on feedback and tension. OBD was helpful in getting direct feedback from the supervisor, though setting up the recording device became a problem for the teachers. VER, however, was more relaxing because of the absence of the supervisor, despite delayed feedback. Keywords: preservice teachers, supervision, observation-based debriefing, video-elicited reflection.* |
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1. **Introduction**

Teaching practicum in a teacher education program practically involves preservice teachers, cooperating teachers and university supervisor. These three parties work together to help preservice teachers reflect on their teaching practice and make improvement of their teaching. Here, the preservice teachers are demonstrating their ability on the principles and practices in the classroom (Richards & Farrell, 2008). Meanwhile, the university supervisor and cooperating teachers monitor their progress and provide feedback for their improvement (Wallace, 2001 ). Despite the practice, the imbalance portion of supervision between university supervisor and cooperating teachers becomes an issue, particularly in arranging meetings involving university supervisors. Preservice teachers have more time with their cooperating teachers, and get frequent feedback from them. In contrast, university supervisor does not always have regular meetings with the preservice teachers because they are not only assigned for the supervision but also other tasks from the university.

Regarding the issue of meeting session between university supervisor and preservice teachers, more relevant, effective and efficient approaches of supervision are needed (Sewall, 2009). She describes relevant and effective approaches are obvious considerations that lead to creating and achieving quality teaching, and efficient approaches refers to time management of supervision. This study considered the relevance, effectiveness and efficiency of observation-based debriefing (080) and video-elicited reflection (VER), terms proposed by Sewall (2009) in helping preservice teachers reflect on their teaching practice to becoming qualified, effective and reflective practitioners (Loughran, 2002, in Sewall, 2009).

**2. Theoretical background**

This study was based on the theories relating to preservice teacher supervision in teaching practicum and reflective teaching. In addition, technology is included as part of advancement in teaching because it supports an important component in this research. In general, supervision in teaching practicum is a process of observing preservice teachers when they are demonstrating teaching practice in the classroom. Gaies and Bowers (1990) define supervision "as an ongoing process of teacher development that is based on direct observation of classroom performance''. It is face-to-face interaction between a supervisor and a teacher, particularly preservice teachers, discussing and analyzing the teaching that has previously been observed with a view to professional development of the teacher (Wallace, 2001 ).

The most common supervision technique is classroom observation (Crookes, 2003). It has become a standard component of most teacher education programs (Richards, 1998). Richards explains that observation helps preservice teachers develop "a terminology to describe and discuss teaching, and to provide data with which to examine central concepts in their own teaching''. During observation, it can be seen how preservice teachers apply theoretical knowledge and skills, which are previously gained, to authentic educational setting (Williams, 2009).

Advancement of technology, such as video, has been incorporated into language teaching and learning, not to mention teaching practicum program to observe classroom practices (Sherin, 2007). Sherin traces back the reason of using video in teacher education. It was formerly used as a time saving of supervision. Today, however, the reason is more pedagogical and managerial, that is supervisors use certain segments of video to illustrate a point of discussion. Videotaping a classroom practice of preservice teachers provides valuable benefits. Brunvand (2010) asserts that video shows real classroom practices, and viewers have a chance to think about and analyze situations that they may find in their own teaching. Besides, by using video, there are chances to stop and replay the activities of the classroom. It can be stopped, and while stopping, teachers can reflect and discuss the activities before deciding on an appropriate course of action.

Other benefits of using video in observing preservice teachers' performance in the classroom are more pedagogical (Star et al, 2011). The discussion is engaging because all parties in the discussion have the opportunity to witness the same full-length lesson. The pre service teachers are enabled to witness a wider range of teachers, students, settings, pedagogies, and content than a typical field experience might. They notice things they may have missed when their attention was focused elsewhere. Whatever technique in supervision, the main focus is how pre service teachers reflect on their own teaching as part of their professional development. Reflective practice helps preservice teachers "to think about what happened, why it happened, and what else could have been done to reach their goals" (Crickshank & Applegate, 1981, in Farrell, 2008). Al-Issa & AI-Bulushi (201 O) suggest three forms of reflection, descriptive, deliberate, and deeper reflection. Descriptive reflection is describing several events that were found, identifying why certain event happened, and finding the best practice to apply. Deliberate form is finding possible solutions on certain situations that are faced, and deeper form refers to the bases of deciding some changes that are potential to do in the future practice.

**2.1. Context of the Study**

Indonesia University of Education regulates the requirements of teacher education program. Preservice teachers take one semester of teaching practicum in the eighth semester where they experience their real practice of teaching and interaction with school system. After taking all courses relating to prepare them for professional teachers such as language skills, research methodology, and pedagogy, they stay in selected schools (junior high school and senior high school) for about four months. They work with cooperating teachers and university supervisors to explore the school system that include curricular and extra-curricular activities. The curricular activities are the main

practice where they are handed in a responsibility to teach a specific subject in several classes. Besides teaching, the schools offer other activities to provide extensive experience outside the classroom such as training the scouts, attending the library, training sports, training traditional music and dankest.

This case study focuses on the role of the supervision to nine preservice teachers of English subject in three different schools-two are public and one school is an international-based-while they

we’re conducting their curricular activities in the classroom using two modes of observation live observation and video observation to reflect on their relevance, effectiveness and efficiency.

**3. Research Methodology**

This study employed case study method where a single aspect of a phenomenon (Berg, 2007) was observed and analyzed. Nine preservice teachers, who were undergoing teaching practicum course, took part in the study, they surveyed and interviewed regarding the implementation of observation• based debriefing and video elicited reflection. The data were analyzed and discussed qualitatively based on relating theories on supervision using live observation and video recording in order find

out the preservice teachers' responses on the implementation of both modes of supervision.

**4. Findings**

The analysis of the data is derived from the preservice teachers' responses related to the clinical supervision using direct classroom observation and video observation that helped the preservice teachers reflect on their teaching activities. Both modes are analyzed to project their relevance, efficiency and effectiveness to the university supervisor's supervision.

The preservice teachers' teaching practice supervision

The main principles of supervision relate to the relevant, effective and efficient supervision conducted by the cooperating teachers and the university supervisor. The data report that the relevance of supervision deals with discussion and activities that are abode to the preservice teachers ‘teaching practice. Effectiveness and efficiency of supervision, on the other hand, refer to the time management and solutions suggested to the preservice teachers when they shared their problems regarding their experiences in the classroom.

The preservice teachers noted that they needed an orientation held by the university and it is participated by the three parties involved in the supervision-the preservice teachers, the cooperating teachers, and the university supervisor. In the event, they suggested that the cooperating teachers and the university supervisor have similar purpose and framework on how · to teach English in schools. This way would help them in developing syllabus and lesson plans, and conducting the lessons in the classroom. They received different points of view between the pedagogy they learned in the university and the ideas from the cooperating teachers.

In terms of efficiency of supervision, the preservice teachers wished to have sufficient time to consult the university supervisor by attending the schools regularly, being aware that the university supervisor would be available by appointment. It has been an issue that university supervisors would not be able to visit the schools often. In this case, the student teachers and the university supervisor arranged a schedule of her visits to the schools. Nevertheless, the schedule did not always work due to impromptu appointments of the university supervisors.

Related to the need of feedback towards their teaching practices, the preservice teachers mentioned what is meant by effective supervision. First, the university supervisor's regular visits observing the real condition of the classroom and the students, not to mention the teachers, gave a significant effect. They could share their experiences, expectations, and worries, regarding the school condition to the university supervisor. Second, the university supervisor attendance before, while and after the lesson mattered significantly. This is considered effective because they claimed that they were highly in need of feedback for their improvement.

**4.1. The university supervisor's supervision: 080 and VER**

Observation-based debriefing (OBD) was conducted after the lesson. The preservice teachers together with the cooperating teachers and the university supervisor talked over the activities in the lesson. The supervisor and the cooperating teachers shared their notes to the preservice teachers. The notes were comments on the activities showed by the preservice teachers. Mostly the comments were related to the appropriateness of the actions. For example, the preservice teachers should have circled around when the students were doing their task. Another is how to manage the class better when the students were noisy. The preservice teachers were more silent, they listened more on the feedback, and tended to be submissive to everything mentioned by the cooperating teachers and university supervisor.

During the debriefing the preservice teachers shared their problems and hardships in conducting the lesson. The problems include classroom management, topic selection, activity creation, and lesson plan development. Classroom management became the top problem they felt hard to conduct. Being less experienced was the reason they admitted for this difficulty.

The condition is different from watching their videos, the preservice teachers were more dominant in commenting their own teaching. They made reasons of their actions and blamed themselves of their "considered fault actions" The university supervisor listened to them and made comments and suggestions when they asked and pointed to the video. Sometimes she asked for confirmation of the occurrence of the activities in the classroom. Despite their dominance, the most complained situation was similar with OBD, that is classroom management. Using the video, they could show the evidence of how the students behaved, as they had problems in controlling the students, for example. After eliciting the video the university supervisor gave highlights of what was good and needed improvement.

**4.2. The preservice teachers' responses towards 080 and VER**

Comparing the two modes of clinical supervision, the preservice teachers mostly referred to observation-based debriefing as more relevant and effective in providing feedback and reflection, while video elicited reflection was an appropriate technique when time becomes an issue of supervision. They noted the advantages and disadvantages of the two modes. The good matter about live classroom observation is that the university supervisor provided direct feedback soon after the lesson ended. The students' behaviors were also different when they noticed that other persons were in their class, that they were more cooperative. That is a good sign for the preservice teachers that they could manage the class better. This mode is also considered a good way because at his moment they could have a conference with both the cooperating teachers and the university supervisor together.

The disadvantage of this mode is that they became nervous because of the attendance of the university supervisor. They felt less confidence, being afraid of making mistakes in language use, and providing inappropriate activities for the selected topic. Besides, they also noticed that their students did not act naturally. They were more silent, and that way the teachers could not show the real condition to the university supervisor.

Using video to reflect the preservice teachers ‘teaching is an alternative of clinical supervision. They claimed that it was more practical for the university supervisor that she did not have to attend the class, but she could still monitor the preservice teachers' improvement. The discussion could be done elsewhere by appointment, at the university supervisor's office, for instance. They were also more relaxed for not being observed in the classroom. Another good thing about the video elicitation reflection is that the students acted naturally. They showed how they were noisy and were hard to manage. The video could be played and paused as wished. When a preservice teacher tried to give reasons of his action in the lesson, he paused the video and played it again to show what was next. This kind of supervision was also beneficial when human memory could be always be reliable.

The preservice teachers also mentioned some weaknesses of this type of observation. Video elicited reflection delayed the feedback from the university supervisor. They argued that they could not perform better in the next session of teaching because of the delayed feedback. Apart from that, technically the video did not cover the whole class and provide comfortable view and sound. The person who did the shooting seemed to be focused more on certain angles, that there were times when the preservice teachers wished to tell, but it was not on the screen. The screen could not catch the whole picture of the teaching and learning process. The quality of the screen and sound are other things that the preservice teachers also complained when conducting video-based observation.

**4. Discussion**

Referring to the relevance, effectiveness and efficiency of supervision, the preservice teachers showed their views on how to conduct such supervision. Relevance and effective supervision are needed by the preservice teachers because they have limited time doing their teaching practicum, yet they had to make improvement of their teaching skill. Sewall (2009) warns that if the supervision is not relevant and effective, progress will not be achieved towards quality teaching. Efficient supervision is also considered by the preservice teachers, as they were aware of the absence of the university supervisor in many of their classroom practices. Time management of supervision with the university supervisor needs careful attention because less time of supervision leads to less guided practice (Ibid).

The two modes of supervision, OBD and VER, gave different impact on preservice teachers post observation. There was changing dominance of debriefing session, from the university supervisor to the preservice teachers. This is likely to happen in Sanford and Hopper's (2000) mentoring preservice teachers. They identify the high role of university supervisor as having power over pre service teachers. The supervisor tended to "tell “the preservice teachers, or be more directive (Gebhard, 1990). Incorporating video into supervision are getting into attention because benefits have been proven to the way it helps teachers learn from others ‘teaching practices and learn from their own teaching practices (Borko et al, 2011; Star et al, 1022; Brunvand, 201 O; and Sherin, 2007).

Comparing direct observation and video observation, both are considered relevant. Both modes require attendance of preservice teachers and university supervisor. As Crookes (2003) mentions that classroom observation is probably the most common practice of supervision, and in recent years studies expand the use of video to be incorporated in supervision (Sewall, 2009). In the sense of effectiveness, the preservice teachers preferred OBD as more effective than VER, relating to feedback as a major concern of post observation. Observing and giving feedback support motivation to make improvement (Crookes, 2003). The preservice teachers' motivation to make improvement in their teaching practice leads to their preference of direct feedback in OBD. Delayed feedback makes them more uncertain of what they have decided on their teaching practices in the classroom. This result shows appreciation to the preservice teachers that their reflection on their own teaching is high.

The issue of recording and process makes VER less effective, considered by the preservice teachers. Video can only show the camera and videographer's perspective, and, consequently, discussion on actions that are not captured cannot take place (Brunvand, 2010). The preservice teachers wished to show their problems, e.g. managing dominative students, through the video to get suggestions or ideas of how to handle the problems, but unfortunately the lens did not capture the scene. Meanwhile, in terms of time management of supervision, VER is considered the less time-consuming supervision (Sewall, 2009) in the sense that the observation can be done anytime and anywhere as compromised by the preservice teachers and university supervisor. This kind of supervision is promoted to be another alternative of supervision, or the extension of supervision from classical observation.

**5. Conclusion**

Supervising preservice teachers needs careful attention and planning. The lessons learned during the supervision include methods of supervision. Classroom observations, both live and video recorded, are accepted by and give benefits to the preservice teachers, despite their own strengths and weaknesses. What they considered more is on the university supervisor's constructive feedback, so they can make better improvement to become qualified and effective teachers. Technical constraint, such as the process of video recording, is something to be anticipated. This means that careful planning of the whole process of supervision is highly recommended.

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