

JACET 言語教師認知研究会 研究集録 2019

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Foreword

We are very pleased with the new issue of *Language Teacher Cognition Research Bulletin*. With this issue, we welcome two new editorial board members, Mayumi Asaba (Konan University) and Terry Laskowski (Kumamoto University). We thank them for their involvement with our journal, as well as our SIG activities. I especially would like to show my appreciation and respect to our whole editorial board. They volunteered their time to review the manuscripts, providing insightful feedback to authors, with the clear goal in mind of making better scholarship. Without their support, this journal would not have been consistent in quality. I am also deeply grateful to the contributing authors for creating this issue all together.

This issue presents two papers that were presented at our SIG research meetings/conferences during the 2018 and 2019 academic years. These articles certainly shed new light on teacher cognition and affects as they relate to teacher development and education. The first article by Yuka Kurihara reports on major research findings of her qualitative case study in which the experiences of Japanese teachers of English (JTEs) in a short-term teacher training program in Australia were explored in depth. Drawing on sociocultural theory, JTEs' experiences were analyzed focusing on pedagogical tools (i.e., conceptual tools and practical tools). What is unique about her study is that the perceptions of the hosts (two overseas training program coordinators) regarding the goal and roles of the short-term teacher training program were investigated. The second article by Robert MacIntyre discusses his instructional approach utilizing video and a guiding framework to help pre-service teachers develop into reflective practitioners. Although the term reflection or reflective practice has been widely used in our field, the effects, as well as the concrete procedures of reflective practice, are scarce. In addition, as he pointed out, since student teachers lack sufficient teaching experience, they are likely to have difficulty in finding out how and what to reflect on. It is also true that such student teachers tend to focus on negative aspects of their teaching when they are asked to be reflective. I am sure that many readers will find his discussions on models of reflective practice and the way he used Walsh's framework (self-evaluation model of teacher talk) particularly insightful.

Finally, let me express my profound appreciation to all esteemed SIG members who participated in our research meetings/conferences and shared their excellent work in the academic year 2019.

Toshinobu Nagamine, Ph.D.

Chair, JACET SIG on Language Teacher Cognition

SIG Activity Records

General research theme as of 2019:

Theory and practice of language teacher cognition research in Japan

<p>2019 6/8 Sat 2pm - 5pm</p> <p>第7回英語教育における質的研究コンソーシアム(QRCEE)</p> <p>JACET SIG 言語教師認知研究会・質的研究コンソーシアム (QRCEE) 共催</p> <p>場所：東洋英和女学院大学六本木キャンパス</p>	<p>1. 研究発表 「L2 学習者の MA アサイメントエッセーへの task representations とエッセーの主張設定のための文献使用: L2 学習者 academic literacies への認知的かつ社会文化的な視点による分析」 上條 武 (立命館大学)</p> <p>2. 研究発表 「中学校、高校における教師の動機づけ研究」 末森 咲 (お茶の水女子大学)</p> <p>コーディネーター：宮原万寿子, 笹島茂</p>
<p>2019 6/22 Sat 2pm - 5pm</p> <p>第38回 JACET SIG 言語教師認知研究会研究発表会</p> <p>場所：早稲田大学戸山キャンパス</p>	<p>1. 研究発表 「Policy, Agency and Transformation: In-service Teacher Education in an Era of Curriculum Reform in Japan」 Gregory Paul Glasgow (Kanda University of International Studies)</p> <p>2. 【ミーティング】「共同研究の外部資金獲得について」 長嶺 寿宣 (熊本大学)</p>
<p>2019 10/19 Sat 11am - 1pm</p> <p>JACET SIG 授業学研究会(関東)・言語教師認知研究会共催 第4回公開研究会</p> <p>場所：帝京科学大学千住キャンパス</p>	<p>1. 講演 「リフレクティブ・プラクティス：リフレクションとは？」 渡辺 敦子 (文教大学)</p> <p>2. 授業全般および指導についての悩み相談室・意見交換会 講演者、参加者</p> <p>* リフレクティブ・プラクティスを中心に、講演者を交えて悩み相談、意見交換会を実施。</p>

<p>2019 10/27 Sat 2pm - 5pm</p> <p>第39回 JACET SIG 言語教師認知研究会 研究発表会（公開シンポジウム）</p> <p>場所：早稲田大学戸山キャンパス</p>	<p>公開シンポジウム Reflective Practice: Its Practice and Inquiry 「リフレクティブ・プラクティスの実践と探求について」</p> <p>玉井 健（神戸市外国語大学） 渡辺 敦子（文教大学） 浅岡 千利世（獨協大学）</p>
<p>2020 1/25 Sat 2pm - 5pm</p> <p>第40回 JACET SIG 言語教師認知研究会 研究発表会</p> <p>場所：早稲田大学戸山キャンパス</p>	<p>1. 研究発表 「Reflective Journals to Explore Narratives of Novice Japanese EFL University Instructors Regarding Communicative Language Teaching」 Reiko Yoshihara (Nihon University)</p> <p>2. 研究発表 「Exploring Japanese Secondary School EFL Teachers' Learning: A Longitudinal Case Study of Teachers Returning from the Overseas Training Program」 Yuka Kurihara (Tokai University)</p>
<p>2020 2/22 Sat 2pm - 5pm</p> <p>第8回英語教育における質的研究コンソーシアム(QRCEE)</p> <p>JACET SIG 言語教師認知研究会・質的研究 コンソーシアム（QRCEE）共催</p> <p>場所：国際基督教大学 第二教育研究棟 （ERBII）304 室</p>	<p>1. 講演 「Researching People with Illnesses and Disabilities: Ethical Dilemmas and Imperatives」 岡田 華子（上智大学）</p> <p>2. 討論 話題提供：「質的研究を基盤とした教師リサーチ(teacher research)の必要性」 笹島 茂（東洋英和女学院大学）</p> <p>コーディネーター：宮原万寿子</p>

SIG Website: <https://jacetlitc.jimdofree.com/>

What Does an Overseas Teacher Education Program Offer to EFL Professionals?: Exploring the Program from Insiders' Perspectives

Yuka Kurihara

Tokai University, Japan

Abstract

Drawing on sociocultural approach (e.g., Vygotsky, 1978; Grossman, et al., 1999), this study explores the overseas teacher training program for EFL professionals from the insiders' perspectives. In particular, the study discusses what pedagogical tools the overseas training program in Australia present to teachers, and how the host considers the goals and roles of the program. The study employed a qualitative methods approach by collecting two types of data: the program observations and the interview with two program coordinators. The data obtained from the observations reveal that the program presented a variety of pedagogical tools, in particular, practical techniques in order for teachers to be able to reflect on their teaching practices with the newly acquired skills. The findings of interview data further reinforce this result. That is, the program incorporates reflective learning into the entirety of the lessons. Through this reflective practice with the practical techniques presented in the program, teachers utilize and construct new knowledge that best suits their own teaching contexts.

Introduction

The overseas professional development programs for Japanese teachers of English (JTEs) have a relatively long history. Although the length of the programs has changed from rather longer training (twelve/six months) to shorter ones (two months/several weeks), the Ministry of Education, Sports, Science and Technology (MEXT) has offered JTEs such opportunities since 1988 (Monbusho, 1990 as cited in Lamie, 2001) and these programs continue to exist as one of the JTEs' professional development opportunities (CIEE, n.d.; NITS, 2018). In addition, in recent years, not only MEXT, but also some local Boards of Education independently send

teachers overseas for training. Although JTEs have participated in overseas teacher training for a long period of time, we do not have much knowledge about what these programs actually offer to teachers. Furthermore, there is less knowledge about hosts' perspectives on these overseas short-term teacher education programs: How do the hosts view the goals and roles of such programs? It is critical to explore these areas in the teacher education field because overseas teacher training has been one of the JTEs' professional development opportunities for almost three decades. In particular, it is important for the sponsors who send JTEs overseas, whether it is at the national, local, or school level, to understand it in order to make these programs beneficial for teachers. Therefore, this paper investigates what pedagogical tools such as teaching principles and techniques/skills one of the overseas teacher training programs in Australia present to EFL teachers, and how the host considers the goals and the roles of the program for JTEs' professional development.

Literature Review

The conceptual framework of this study is informed by Vygotsky's sociocultural theory of mind (e.g., Lantolf & Poehner, 2014; Vygotsky, 1978; Wertsch, 1991), in particular by the studies which imply the theory for teachers' professional development (e.g., Grossman, Smagorinsky, & Valencia, 1999; Johnson, Smagorinsky, Thompson, & Fry, 2003; Johnson & Golombek, 2011). This theory stresses that teachers' learning to teach involves not only individual's cognitive activity but is also a fundamentally social, cultural, and historical practice (e.g., Johnson & Golombek, 2011; Newell, Gingrich, & Johnson, 2001). Therefore, the theory connects teachers' mental activities such as their goals and beliefs about teaching to the social settings in which their learning to teach takes place.

The studies on teachers' learning from a sociocultural perspective discuss that teachers' learning involves various social settings in relation to their professional mental lives. These include teacher training programs, school sites, national policies on education, pre-service teacher education, and their goals and beliefs about teaching (e.g., Ellis, Edwards, & Smagorinsky, 2010; Johnson & Golombek, 2011; Kurihara, 2013). The studies describe not only a congruity but also an incongruity of the goals and practices among these different settings which comprise teachers' professional lives. These findings suggest for this present study that the sociocultural theory should help understand how overseas teacher training programs set up the goals, what they offer in the program, and why they present certain tools to teachers.

Sociocultural theory of mind provides another useful insight into teachers' learning. The central concept of this theory is "mediation," meaning "semiotic mechanism" such as language mediates individual teachers and their social environments (John-Steiner & Mahn, 1996, p. 192). According to Grossman et al., (1999), sociocultural perspectives help us recognize the important roles of teachers' use of pedagogical tools which mediate their learning to teach. They broadly divide teachers' pedagogical tools into two, which are "conceptual tools" and "practical tools" (p. 14). While conceptual tools are principles or ideas about teaching which guide teachers to make instructional decisions, practical tools are practices or techniques that they use for more prompt fashion (Grossman et al., 1999). Sociocultural perspectives help us understand what pedagogical tools the programs offer, and why and how they offer such tools in relations to the goals and histories of programs, school contexts in Japan, and teachers themselves.

Providing overseas teacher education programs for EFL teachers' professional development is a complex phenomenon because the programs are required to cross the boundaries, considering participants' teaching contexts such as schools in Japan, the educational policies, and teachers' own goals and beliefs about English teaching. The programs also have their own goals as hosts. To better understand these complex phenomena, this study explores one of the overseas teacher training programs in Australia from an insider's points of view.

The Study

Research Questions

The following questions were identified for the study:

1. What pedagogical tools does the short-term teacher training program in Australia present to Japanese teachers of English?
2. How does the host of the overseas teacher training view the goals and roles of the program?

Method

The study employed a qualitative case study approach to explore what the overseas short-term teacher training offers to JTEs. A qualitative case study is generally characterized as "in-depth description and analysis of a bounded system" (Merriam, 2009, p. 40). The study originally consisted of two phases: collecting qualitative data by observations and interviews with the host in the first phase and obtaining qualitative data by observations and interviews with JTEs. While the first phase was conducted in the program setting in Australia, the second phase was

done in the Japanese school sites. This paper discusses the first part of the entire study.

Research Site and Participants. The research site of this study was a short-term teacher training program provided by the section specializing in teacher education within a research-based university-affiliated English language program in Australia. The training was held in 2016 summer for three weeks. Every year, EFL professionals around the world participate in the program in the university, and in the year when I conducted the study, 64 teachers mainly in East Asian countries such as Japan, Korea, and China participated in the summer program. Among them, 24 were JTEs at the secondary school levels.

The participants for the study were two program coordinators, Mr. Woods and Ms. Smith, for an interview; and two program instructors, Mr. Allen and Mr. Block, for classroom observations. These participants are identified by pseudonyms. The coordinators took care of administrative side of the program, including working with teachers about program contents and its schedule, timetable of the program, staffing, and marketing (Ms. Smith, Interview: 8/5/2016). The instructors were responsible for teaching one of the four classes in the program with each class consisting of about 15 EFL teachers. The program mainly consisted of the following activities: English language teaching methodology, peer-teaching, local school visits, a lecture by a university professor on Australia's education system, and exploration of cultural and social aspects of Australia.

Data Collection. The main data of this study came from the classroom observations in the program. The observations lasted for three weeks through visiting the classes of Mr. Allen and Mr. Block. During the observation period, I collected the data while participating in the classroom activities with other participant teachers. In other words, I played a role of "participant as observer" (Merriam, 2009, p. 124) where, as one of the members of the group, the researcher actively participated in the training activities with other EFL teachers, but simultaneously conducted observer's activities in the setting.

Two program coordinators were interviewed through face-to-face conversations. The main purpose for obtaining information was to understand the program from the host's points of view. The topics covered in the interviews with the coordinators included the goals and characteristics of the program, the roles of overseas teacher training programs, benefits and challenges in offering the program, and the hopes for the participant teachers and their sponsors for teachers' training.

The study of written texts was also highly important to better understand the characteristics of the program. I reviewed the materials provided to the participant teachers throughout the study. The documents I especially used for the study were course materials.

Data Analysis. The process of analyzing the qualitative data was done first by making sense out of the data through combining, reducing, and interpreting the interview transcripts, observation notes, and materials I collected. When going through the process, I sought out salient patterns, categories, themes, and theories within the data (Merriam, 2009; Patton, 2014). Vygotsky's sociocultural perspectives applied in the field of teacher education also informed the data analysis of this study. One of the main categories employed in the data analysis for the study was pedagogical tools in order to understand the tool-mediated nature of teaching (e.g., Grossman et al., 1999; Johnson et al., 2003).

Results and Discussion

Pedagogical Tools the Program Presented

Tables 1 and 2 address the first research question regarding what pedagogical tools the program presents to Japanese teachers of English (JTEs). The tables show the lists of conceptual and practical tools presented in the program and the frequency counts which resulted from my analysis of Mr. Allen's and Mr. Block's classroom observations. These tables capture the tendency of the instructors' teaching practices in light of pedagogical tools.

As Table 1 shows, the total number of conceptual tools presented was limited to 17. However, the frequencies suggest that Mr. Allen and Mr. Block offered a variety of ELT principles to make (1) teachers' classroom practice communicative (e.g., reasons for learners communicating in spoken English; good fluency activities; steps to teach language), (2) students' learning effective (e.g., schemata; personalization; learning styles), and (3) teachers' daily practices reflective (e.g., reflective learning). My field notes also suggest that, when introducing new activities, the instructors spent some time explaining what ideas were behind specific practices (Field notes: 7/27/2016). Among the total number of the conceptual tools, the most frequently occurring ones were "Steps to teach language" ($n=4$) and "schemata" ($n=2$). In terms of steps to teach language, Mr. Block shared with the teachers how and why the following elements need to be considered when teaching grammar: contexts, eliciting, pronunciation, checking meaning, and controlled/less controlled practices.

Table 1: Number of conceptual tools presented in the program

Conceptual Tools	Freq.
Objectives for the stages (pre-, during-, post- reading/listening)	1
Nature of comprehension/receptive skills (e.g., modification, flow, thinking time)	1
Reasons for learners communicating in spoken English	1
“Good fluency activities” (productivity, purposefulness, interactivity, authenticity, challenge)	1
Learning styles (Multiple Intelligences)	1
Reflective learning	1
Teacher language (simpler, shorter, and clearer)	1
“Simple things with big effects” (e.g., purpose, learners’ energy level)	1
Analyzing the target language (e.g., context, function, meaning, written form, spoken form)	1
Steps to teach language	4
Personalization	1
Schemata	2
Teaching from sound to written form	1
Total of Conceptual Tools	17

With regard to the practical tools, as can be seen in Table 2, a large number of teaching techniques and strategies ($n=198$) were presented to the teachers mainly in the areas of listening, speaking, reading, and language (grammar, vocabulary, pronunciation). The tools which were most frequently observed were as follows: artifacts the two instructors used in their classroom practices such as computers, white boards, handouts, visual aids, and posters/colored pens ($n=38$), pair/group work such as tasks and exchanging information with other participants ($n=28$), reflection on their learning and teaching practice back home ($n=14$), class discussion ($n=10$), goals of the program/lesson ($n=9$), and culture/society/education/life in Australia ($n=8$). Although the frequency of demonstration ($n=5$) was less than the tools mentioned above, it is worth noting that this tool was constantly presented throughout the lessons in the training. The practical tools presented in Table 2 were techniques for (1) communicative based instruction (e.g., pair/group work; pre-/post-reading activities; games/drama; classroom language [teacher language]), (2) students’ effective learning (e.g., artifacts; goals of lessons; classroom language [simplifying language]), and (3) teachers’ own professional development (e.g., reflection; class discussion; demonstration; analysis on teaching; feedback from peers and

instructors).

Table 2: Number of practical tools presented in the program

Practical Tools	Freq.
Goals of the program/lesson	9
Artifacts	38
Individual work	6
Pair/group work	28
Class discussion	10
Games/drama activities	6
Demonstration (e.g., Turkish lesson, grammar instruction)	5
Sharing learners' language problems	3
Culture/society/education/life in Australia (e.g., homestay, zoo, school visits, lecture)	8
Reflection (e.g., activities in class, peer-teaching, your own teaching practices)	14
Classroom language (e.g., simplifying language, teacher language, using L1 & L2)	4
Grammar instruction (e.g., eliciting the target language)	5
Teaching pronunciation (stress, connected speech)	2
Teaching vocabulary	3
Review	2
Pre-reading/listening/speaking activities (e.g., warming-up, brain storming)	7
During-reading/listening activities (e.g., reading comprehension, skimming, scanning)	5
Post-reading activities	2
Dictation	2
Monitoring learners' reaction to activities	1
Analysis on teaching (e.g., yourself as learners, language, fluency focused activities)	5
Teaching strategies (e.g., paralinguistic features, non-verbal communication, group making)	5
Thinking time	1
Terminologies about ELT (e.g., eliciting, micro/sub skills, extensive/intensive reading)	2
Peer teaching	2
Feedback from peers and instructors	5
ICQ (Instruction Checking Questions)	3
MCQ (Meaning Check Questions) for grammar meaning	3
Continuing professional development	1
Learning styles (activities for the classroom)	1
“Warmer, “cooler,” and “filler”	1
Total of Practical Tools	198

In general, the program presented practical tools more frequently than conceptual tools, with 198 tools coded as practical and 17 as conceptual. Considering both tools, the centerpieces of the pedagogical tools presented in the program were “artifacts,” “pair/group work,” and “reflection.” These tools were obviously related to what the program coordinators emphasized in their interview with regard to the goals and roles of the program, which will be discussed below.

Hosts’ Perspectives on the Program

The following section addresses the second research question regarding how the host of the overseas teacher training views the goals and roles of the program. In the interview, the two coordinators, Mr. Woods and Ms. Smith, emphasized the following conceptual principles used in the program: reflection, constructing teachers’ own knowledge, demonstration, communicative teaching approach, and “loop-input” (Woodward, 2003). Among them, reflection and constructing teachers’ own knowledge seem to be the central framework of the program and the rest underpins these principles.

The Goals of the Program. With regard to the main goals of the teacher training, the program coordinators consistently stressed the notion of reflection and constructing new knowledge by exposing teachers to “alternative” teaching approach (Mr. Woods, Interview: 8/5/2016). For example, the following excerpt illustrates that they consider these conceptual principles as the framework of the program. As they mention:

Mr. Woods: The main goals are for them [teachers] to reflect on their current teaching practice. And we get them to reflect on that through different means, through different focuses on different methodological areas, through doing demonstration lessons, and through experiencing being a learner themselves, and then reflecting on those experiences.... We're not here to have a top-down approach.... Our aim is to work with the teachers as professionals. They're experts in their own context. So we recognize that it's up to them to reflect on that [in the end] and decide what's best for them to take from the program.

Researcher: Ms. Smith, is there something you would like to add?

Ms. Smith: We're definitely on the same track with that. I think that people come here

to learn different ways as well. So it's showing them the methodology, giving them the practice to use the communicative methodology as well so that they can see different ideas, activities, and strategies that they can take back to their own classrooms if they want to.

Mr. Woods: I suppose in a sense we need to offer alternatives.... The alternative offers you the chance to reflect. We were not just saying, "Obviously, here's the same." That doesn't offer reflection. So "Here, it is this way of doing it. What do you think?" That's why the reflection comes through so often [when participants are exposed to] those alternatives.

(Mr. Woods & Ms. Smith, Interview: 8/5/2016)

These comments reveal that the main goal of the program was to construct new knowledge through reflection by utilizing the knowledge that teachers gain in the program, which is, according to them, "alternatives" or "communicative methodology." With alternatives, teachers are provided opportunities to realize what they have not necessarily thought about by connecting the knowledge they bring to the program and that they gain from the program. The program framed each lesson in a reflective mode by using alternative teaching techniques as teachers' learning resources, which the coordinators felt necessary to mediate their learning. As Mr. Woods' and Ms. Smith's comments describe, instead of forcing teachers to use them in "a top-down approach," the program supports the processes of their learning through reflection, and eventually teachers "decide" what they take from the program which would work out in their own teaching contexts.

By explaining the term, "loop input," Mr. Woods more specifically describes how reflection is actually incorporated into the program lessons given to the teachers. As he explains:

Mr. Woods: We are demonstrating techniques to you as a learner. You are then reflecting on those techniques that you have been part of. And then, you are practicing them. So there's a reflection cycle going on the whole time. Now, sometimes that will be explicit within a demonstration lessons, but often that will be implicit within just any session that we're doing with you. There is always loop input going on. The teacher is saying, "I'm doing things, so you can reflect on this at all times, and think about whether this is something that you would do or whether you would not do.

Researcher: Every time we do [something] in the classroom, the instructor asks us to reflect on it. “Would it be something you can use in your classroom?” “What do you think about this?”

Mr. Woods: Yeah. That's fundamental to the program. If we don't do that, the program then loses that value. It loses the main aim of the program. So it's essential that the instructors do emphasize that.

(Mr. Woods & Ms. Smith, Interview: 8/5/2016)

This excerpt explains how “reflection cycle” was happening in the actual teacher training. According to Mr. Woods, the cycle consists of instructors’ demonstration of new techniques, teachers’ reflection on the demonstration, and their actual teaching practice in front of other participants. My observations of the lessons also caught this reflection cycle. The instructors of the class frequently asked the participants (including me) to share our thoughts about the techniques presented in the classes and about how we may use the techniques in our teaching contexts. Throughout the program, the teachers were given the opportunities to explicitly and implicitly reflect, which is, as Mr. Woods describes in the previous excerpt, “the fundamental to the program.”

What the program coordinators stressed in the interview regarding the goals of the program were “reflection” and “constructing new knowledge with alternatives,” and these findings seem to be consistent with the results of what pedagogical tools were actually presented in the programs shown in Tables 1 and 2. In other words, in the actual training, Mr. Allen and Mr. Block presented teachers with a variety of communicative based pedagogical tools as “alternatives.” Then, with these tools the instructors created opportunities for teachers to reflect on their teaching practices. In fact, as can be seen in the tables, reflection-based tools were frequently occurred in the training: “reflection” under practical tools ($n=14$) and “reflective learning” under conceptual tool ($n=1$).

The Roles of the Program. In response to the roles of overseas teacher training, Mr. Woods and Ms. Smith stressed the importance of viewing these programs as part of the teacher development processes. They also emphasized the needs that the processes should continue at the individual and organization levels. When asked the roles of overseas programs for EFL teachers’ professional development, they answered as follows:

Mr. Woods: That's part of the journey. They are not a stand-alone thing. They've got to be [seen as] a professional development journey.

Researcher: So it's not just [a] one final goal?

Mr. Woods: If you start considering it like this, the one thing, I think you are going to have problems. It's going to be part of a journey, and that journey will be different for different people.

Ms. Smith: And it's short-term, so much can't be achieved, but.... we really hope to activate their awareness and their reflection around their teaching, and that is something you can do in the short-term. And that's beneficial if you can just activate that questioning and activate that self-reflection. If that can continue, then you can continue to get benefits.

(Mr. Woods & Ms. Smith, Interview: 8/5/2016)

This excerpt suggests that they view the roles of these short-term programs as a place where teachers can question their teaching practices and beliefs about teaching, and where they can also incorporate reflection practices into their daily teaching practices. It is "part" of "a professional development journey," so Mr. Woods and Ms. Smith believe that the journey needs to be continued once teachers go back to their own teaching contexts.

As one of the ways to make it happen, Mr. Woods and Ms. Smith suggested making use of "a network" teachers can create through participating in the program. Ms. Smith further added important roles a follow-up training may play to make the program effective for teachers. As they point out:

Mr. Woods: What you can get out of a short-term teacher training program is a network of teachers whether they're within your own country or whether they're in other countries. If you can form bonds with other people, that can then stimulate change on a longer-term basis.... I think anyone may have difficulty keeping that reflection going without some stimulus, and these stimuli actually keep that reflection going at the right level.

Ms. Smith: I think a lot of people finish the program and they're so enthusiastic for all that they've learned. And they want to make all these changes and try new things. [But] once they're back in their country, they are once again constrained a little bit by their situation. So all those good ideas sort of fall

by the wayside a little bit. So being able to facilitate the change through a support network or some ongoing programs would be really worthwhile to get greater benefit out of the short term.

(Mr. Woods & Ms. Smith, Interview: 8/5/2016)

While talking about the roles of short-term teacher training programs, Mr. Woods further explains the important roles that the sponsors who send EFL teachers overseas training (e.g., organization at the national, local, and school levels) need to play for teachers' professional development. As he points out:

They've got to be thinking pre, during, and post with short-term programs. [Then] they [short-term programs] can be a benefit. However, they're going to have less benefit unless they think about what's going to be happening [to teachers] afterwards. What are they [teachers] going through? How are they going to support [teachers] afterwards? Where is it going to go? There's gonna be two-three years they've got to think about these people. What journey do they want [teachers] to go on [afterwards]? (Mr. Woods, Interview: 8/5/2016)

Mr. Woods further stresses the need for the sponsors to view "the nature of knowledge and the nature of teacher development" from a "more constructivist approach" instead of prescriptive one based on a long-term perspective (Mr. Woods, Interview: 8/5/2016). He goes on to say:

It's still got to be just part of the journey and it can't be a one hit and you're done. And that is really the danger, I think, for education departments and people funding these types of things that go "there's a box of knowledge that's going to give and we'll put that in their heads and then everything will be okay." It can't be that. It's got to be part of a longer plan.

(Mr. Woods, Interview: 8/5/2016)

In summary, the excerpts suggest that Mr. Woods and Ms. Smith consider that these programs can provide EFL teachers with opportunities to critically examine ideas about English language teaching which "are quite deep seated and difficult to find" when inside their own teaching contexts (Mr. Woods, Interview, 8/5/2016). It is "part of their [teachers'] professional development journey," and so the coordinators hope that after the participation in the program, the teachers continue to "reflect" on their teaching practices with some supportive

networks with other participants. They also hope that the sponsors have a longer-term vision for the participants' professional development not only during the program but also after the training.

Conclusion

This paper discussed what an overseas short-term teacher education program in Australia offered to Japanese teachers of English by highlighting the host's perspectives on the training. Drawing on Vygotsky's sociocultural theory of mind, the study specifically explored the pedagogical tools presented in the program as well as the goals and roles of the training from the program coordinators' points of view.

The findings obtained from the observations show that the instructors offered to the teachers various techniques and strategies for communicative oriented teaching instruction, effective learning for students, and teachers' reflective learning. These tools were mainly practical rather than conceptual. However, what the program presented to the teachers in terms of the pedagogical tools were conceptually and practically consistent. That is, although the number of conceptual tools presented in the program was limited as opposed to that of practical tools, the entire lessons in the training were conceptually framed within a reflective learning mode by making use of these practical tools to mediate teachers' learning.

One important point emerging from the interview data is that the host seems to have a concern regarding the roles of the overseas teacher education programs. That is a potential incongruity between the host's views and the sponsors'. The former regards the training as "part of a [teachers'] professional development journey," while the latter may see as "a one hit and you're done" (Mr. Woods, Interview: 8/5/2016). This concern seems to stem from the circumstances in which continued or follow-up training after the program has not been provided to the participant teachers. The findings of the study illuminate the host's hopes for a longer-term treatment to make the training more beneficial for teachers.

Finally, providing overseas teacher training to EFL professionals involves various social settings, including individual teachers' school sites and the sponsors' policies on teacher professional development at the national, local, and school levels. Because each setting has its unique values and practices, the hosts of overseas programs more likely encounter challenges in meeting the needs of every stakeholder. Therefore, the goals of these settings need to be openly shared across each configuration. Through these efforts, the hosts can develop more

effective overseas teacher education programs for EFL professionals, and that would eventually help teachers further improve their classroom instructions.

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The Use of Frameworks with Video to Foster Reflective Practice in Pre-service Teacher Training in an EFL Environment

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Abstract

Reflective practice (RP) is an important part of teacher training programs all over the world. It is used to encourage teachers, both pre-service and in-service, to reflect on their practice and develop as educators. However, although widely-accepted as a ‘good’ thing, it is still not clear to many how the reflection should be implemented. This is compounded in EFL environments as pre-service teachers whilst battling the problems of the use of L1/L2 also have limited knowledge of the teaching profession and may not be able to notice important aspects of their practice. Clearly, the criteria for reflection need to be established and the trainee teachers made aware of them. This paper suggests an approach to the use of reflective practice in a pre-service teacher training program in an EFL environment, utilizing video and a framework to allow trainee teachers to reflect on their teaching experiences and develop into reflective practitioners.

Introduction

Since Schön (1983) introduced the idea of the reflective practitioner, reflection has become an important part of many teacher training programs. RP encourages a professional to “reflect on the phenomena before him, and on the prior understandings which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomena and a change in the situation” (Schön, 1983, p.68). It not only includes reflection but also action, and, therefore, encourages professional development. However, although widely-used and implemented there are a number of issues concerned with how RP is

used in teacher education. These issues are highlighted by Mann and Walsh (2013) who suggest RP needs to be rebalanced away from an individual written version of RP towards processes which are data-led, collaborative, dialogic, and which use appropriate tools. A tool which has been utilized in recent years to facilitate this collection of data is video. Therefore, the purpose of this study is to discuss the use of video in pre-service teacher training to promote reflective practice.

The Use of Video in Teaching Training

In recent years video has been used in teacher training programs to facilitate reflection “because of its unique capacity to capture the richness and complexity of classroom activity” (Gaudin & Chaliès, 2015, p.43). A number of studies have shown how using video to reflect has helped teachers to evaluate their teaching. Tripp and Rich (2012, p.729) summarised the effects of using video to reflect, teachers were able to:

- a. identify gaps between their beliefs about good teaching and their actual teaching practices
- b. articulate their tacit assumptions and purposes about teaching and learning
- c. notice things about their teaching that they did not remember
- d. focus their reflections on multiple aspects of classroom teaching
- e. assess the strengths and weaknesses of their teaching

Video is able to capture ‘rich’ data, providing concrete examples of the teaching and learning environment, which can be reviewed again and again to provide the impetus for reflection and development. Most importantly to this paper, studies by Tülüce and Çeçen (2017) and Kleinknecht and Gröschner (2016) have shown how the use of video has fostered RP in pre-service teacher training in an EFL environment. However, while both show the positive effects of using video to facilitate RP, there is an important contrast between these two studies. Tülüce and Çeçen (2017) examined the use of video in an English language teacher education program in Turkey and they found that video enabled the participants to notice aspects of their teaching that they could write a written reflection on and use as a resource for progression or critical thinking. However, the participants did not receive any guidance as to what they were reflecting on. This is in contrast to Kleinknecht and Gröschner (2016) who examined a pre-service teacher education program in Germany. They also used video to promote reflection but

used a structured video feedback cycle to help the students reflect on their practice, and more importantly think about how to change it. This seems to emphasize the idea of not just the reflection but the need to act on it and develop as teachers. Indeed, in my first experience of using video as an aid to reflection in a class of pre-service teachers (MacIntyre, 2018) there were issues about the ability of the participants to reflect on specific issues that they could act upon. The primary focus of the class was communicative language teaching (CLT) and was skills-based. The skills that were discussed were vocabulary, grammar, reading, listening, and writing. One week the student teachers would have an input session about the teaching of the skill and the next they would be put into groups of 4-6 members and be expected to teach a 15-minute lesson to their peers based on that skill. These microteaching sessions were recorded using the trainee teachers' smartphones and then they were expected to watch the videos and complete a written reflection sheet. These were emailed to me and the videos shared. I would then watch the videos and give the students further written feedback. An example of this feedback is shown below:

1. **Problem Details:** Some students were confused with how to make pairs and their roles that they have to play first. And I tried hard to explain it.

Goal Details: How to make pairs and start the activity is not written on the handout, but I need to prepare for it carefully. Also, I should think about what I can do when only some pairs finish the activity fast and they have nothing to do.

Improvement Method: Imagine and practice how to manage activities more smoothly. I also can do activities by myself as a demonstration in advance.

2. **Problem Details:** I look nervous, not cheerful. And I look at the handout to give students directions or explanations of the activity too often.

Goal Details: I should speak more loudly with effective eye contact, gestures, and stance. My English is not clear sometimes, so I need to speak more clearly and coherently. Also, I tend to touch my cloth, hair, and face when I feel nervous, so I should be more confident in front of my students.

Improvement Method: Communicating with my friends personally and teaching English in front of the class is quite different. So, I need to practice enough to speak fluently and smoothly for example in front of the mirror or by recording video in advance.

3. **Instructor's Comments: 9/10.** I think that your lesson was excellent. I really liked the way that your lesson had a theme and the activities linked together. You also have a friendly and engaging manner which will make your students warm to you. In regards, to Goal 3, I think you could have modeled the activity. Choose a student and do the activity with them and then get the class to do it (I know this is difficult with just 3 students but it's good practice).

In Extract 1, the student teacher is focusing on teacher-student interaction and their ability to organize the class, and this was typical of the comments made. Over 50% of the comments referred to the mechanics of teaching; organizing groups, introducing and concluding activities, and giving encouragement. Extract 2 highlights another feature in that most of the comments were negative, in this case referring to their English skills and appearance, which contrasts with Extract 3 and the positive comments I made about the lesson. This negativity is almost certainly not helped by the design of the written reflection sheet used as the problem-solution format encourages it. Mann and Walsh (2017, p.20) comment that “many prompts for reflection are problem-based, which may be both limiting and oriented towards negativity”. However, if the student teachers are to continue to use reflective practice throughout their careers as a means to develop it is unlikely to be successful if they see it as only focusing on demerits. We need to reflect on all aspects of our teaching, both positive and negative, so we can grow as educators. Related to this is the final issue which is that the reflections were assessed (in Extract 3, as can be seen, the grade was 9/10). There is a concern highlighted in the literature (Akbari, 2007; Hobbs, 2007) as to the merits of assessment in reflective practice. RP is an important self-development process but if it is assessed does this ‘force’ student teachers to reflect in ways that will please their assessors, and will the very use of assessment cause a ‘hatred’ of the process, leading to negative feelings about reflective practice. This is more significant for pre-service teachers as the hope is that they continue to reflect and develop throughout their careers. Hobbs (2007, p.415) is quite definitive about this:

RP should never be assessed in its early stages. Individuals should be given opportunity to gain confidence and awareness in a non-threatening atmosphere; only after they have acquired significant experience with engaging in RP should any assessment be considered.

In conclusion, although the use of video enabled 'rich' data to be collected, there were a number of issues with reflection:

- As the student teachers were inexperienced they were not sure what to reflect on so only focused on a limited number of aspects of the teaching/learning environment
- The comments that were made were negative
- The potential effects of assessment of RP

Therefore, to try and scaffold the process I looked for a model or framework that could provide guidance in how to reflect on the videos that were recorded.

Models/Frameworks

In many teaching programs models are used to represent RP but many are too abstract and, especially for pre-service teachers, do not exemplify how to do it. For example, one of the most well-known is Kolb's (1984):

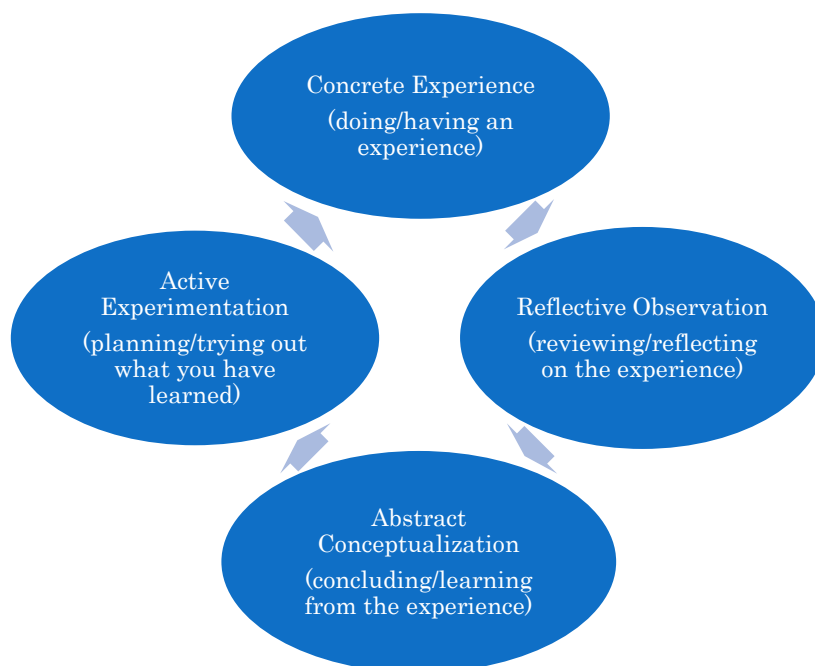


Figure 1: Kolb's Reflective Cycle

Models such as this are useful in explaining what RP is, but it is difficult to know how to put these ideas into practice. Kolb's model shows a cycle from concrete experience through to active experimentation but this linear progression is counter to the more recursive opportunities which the use of video can encourage. By using video, teachers can be encouraged to keep reviewing their practice, and to continue to reflect as they experiment and develop their teaching, both in training and in their professional lives.

Another more recent framework is suggested by Farrell (2015) and, although influenced by Kolb, this encourages a more holistic approach that "not only focuses on the intellectual, cognitive, and meta-cognitive aspects of practice that many other approaches are limited to but also the spiritual, moral, and emotional non-cognitive aspects of reflection" (Farrell, 2018, pp.3-4).

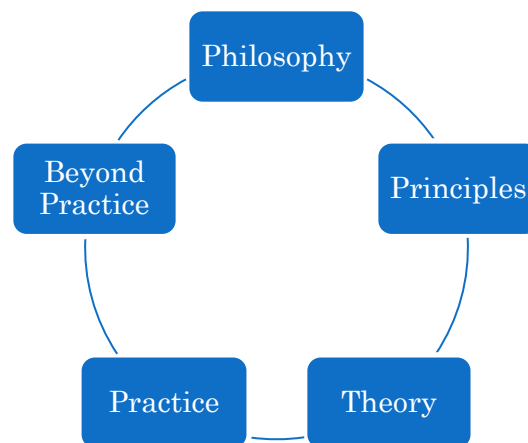


Figure 2: Farrell's (2015) framework for reflecting on practice

Philosophy: professional practice is guided by teacher's past experiences and this philosophy has been developed since birth and been shaped by a number of social, educational, and cultural factors.

Principles: reflections on teachers' assumptions, beliefs and conceptions of teaching and learning.

Theory: influenced by their philosophy and principles it explores how they put their theories into practice.

Practice: teachers reflect on what actually happens in the classroom; while they are teaching (reflection-in-action), after they teach (reflection-on-action), or before (reflection-for-action).

Beyond Practice: this critical reflection examines the sociocultural issues that impact a teacher's practice inside and outside of the classroom.

(Farrell, 2018, pp.3-9)

In contrast to Kolb's model, which mainly focuses on practice, it tries to expose the 'hidden' elements; philosophy, principles, and theory, which shape our teaching practice. As educators we do not exist in a vacuum and have been shaped, and continue to be so, by our environment. By reflecting on these ideas and experiences we can 'bring to the surface' elements which influence our teaching. Another factor differentiating this model from Kolb's is that it is not a linear cycle, and Farrell (2015) suggests that although each stage is linked, there is no specific sequence, and teachers with differing levels of experience might choose to start at different stages.

Farrell's framework is therefore interesting because of its flexibility and holistic approach, however, although introducing important ideas, it could not easily be used to solve the more concrete issue I had, which was that my students did not know 'how' to reflect on the videos of their teaching. I wanted a framework that introduced a metalanguage that my students could use to reflect on their teaching, and give them some input as to what aspects to look for.

Table 1: The Self-Evaluation of Teacher Talk (SETT) framework (Walsh, 2006)

Mode	Pedagogical Goals
Managerial	Transmit information Organize the physical learning environment Refer learners to materials Introduce or conclude an activity Change from one mode of learning to another
Materials	Provide language practice around a piece of material Elicit responses in relation to the material Check and display answers Clarify Evaluate contributions

Skills and systems	Enable learners to produce correct forms Enable learners to manipulate the target language Provide corrective feedback Provide learners with practice in sub-skills Display correct answers
Classroom contexts	Enable learners to express themselves clearly Establish a context Promote oral fluency

As can be seen in Table 1 the SETT framework has four main modes; Managerial, Materials, Skills and systems, and Classroom contexts, and each mode has a number of different pedagogical goals. This is supplemented by a more detailed breakdown of the types of interaction which can be seen in the classroom (see Table 2).

Table 2: SETT framework: Interactional features

Feature of teacher talk	Description
Scaffolding	Reformulation [rephrasing a learner's contribution] Extension [extending a learner's contribution] Modelling [providing an example for learners]
Direct repair	Correcting an error quickly and directly
Content feedback	Giving feedback to the message rather than the words used
Extended wait time	Allowing sufficient time for students to respond or formulate a response
Referential questions	Genuine questions to which the teacher does not know the answer

Seeking clarification	Teacher asks student to clarify something the student has said Student asks teacher to clarify something the teacher has said
Extended learner turn	Learner turn of more than one utterance
Teacher Echo	Teacher repeats a previous utterance Teacher repeats a learner's contribution
Teacher interruptions	Interrupting a learner's contribution
Extended teacher turn	Teacher turn of more than one clause
Turn completion	Completing a learner's contribution for the learner
Display questions	Asking questions to which teacher knows the answer
Form focused feedback	Giving feedback on the words, used not the message

As I have previously mentioned, the teacher-trainers in my class were most concerned with teacher to student interaction and the SETT framework would give them some guidance about the differing types of interaction that take place in the classroom, and relate this to pedagogical ideas such as scaffolding and modelling. This use of pedagogical language such as 'scaffold', 'feedback', 'clarification', and 'repair' could also be used to describe their practice, which could benefit them in the short-term for this course, but also in the future as they would have a metalanguage which they could use to continue reflecting on their teaching practice. As was mentioned earlier, one of the concerns which is raised about reflective practice is it is often imposed on teachers in initial training programs, whereas it needs to be seen as an autonomous process of development and growth over the course of a whole career.

Although the SETT framework did not include the 'hidden' aspects of teaching practice that were included in Farrell's framework, it did seem to be more applicable to my class, than for example Kolb's model, as it provided a structure that the students could use to reflect on the

videos of their teaching practice, and a metalanguage to help them comment. In short, it appeared to more clearly show them ‘how’ to reflect.

Procedures

This research was conducted over the course of a 14-week semester. There were 29 participants who enrolled in a course in a Japanese university which was concerned with preparing teachers to teach English in schools in Japan. The course is part of a program whose final goal is the achievement of a Japanese teacher’s licence.

The primary focus of the course was communicative language teaching (CLT). The first four classes discussed the theory of CLT, then the final 10 classes involved the introduction of a range of skills, and different ideas and theories about how to teach them. The skills that were discussed were vocabulary, grammar, reading, listening, speaking and writing. One week the student teachers would have an input session about the teaching of the skill, and the next they would be put into groups of 4-6 members, and each student teacher would be expected to teach a 15-minute lesson to their peers based on that skill. There were therefore 5 micro-teaching sessions occurring concurrently during the class time. These micro-teaching sessions were recorded using the student’s smartphones and the videos uploaded to a private channel on YouTube, which could only be accessed by myself and the students taking the class. (In a previous paper (MacIntyre, 2018) I have written about the efficacy of using smartphones in this way, as I believe that it helps to give the participants ownership of the data. As Mann and Walsh (2017, p.34) explain “where there is ownership of the data there is more likely to be a change in teaching behaviour, since teachers are more engaged when they use data from their own context and experience”).

The students were given the SETT framework and told to familiarize themselves with it, and that they would be using it to comment on YouTube about their videos. In addition, they were shown a short video of a teacher in a Japanese junior high school teaching an activity and, using the SETT framework, asked to comment on the different modes being used and the interactions taking place.

For the first, three micro-teaching sessions the student teachers were asked to write three comments based on the SETT framework, and I would then use the comment function on YouTube to add my input. The comments were focussed on interaction and had three stages; the type of interaction, a summary of the interaction, and a comment on the interaction. (The SETT framework was designed to help teachers gain understanding of the relationship between

language, interaction, and learning. There are a number of interactional features which the student teachers can comment on and by focussing on interaction it emphasizes that the learner is an important part of this process. Japanese education is often criticized as being too teacher-centred and I hoped to encourage the student teachers to initiate a more learner-centred classroom where a variety of student-teacher interactions occur). For the final, three sessions they were expected to write two comments on their own video, but also two comments on another students. It was hoped that this would add to the dialogue and collaboration taking place amongst the participants.

Discussion

In the introduction I discussed 5 effects mentioned by Tripp and Rich (2012, p.729) of using video to reflect and these will be used to discuss the reflections made by the participants in my study.

- a. Identify gaps between their beliefs about good teaching and their actual teaching practice

The participants were able to use the videos of their teaching, and the SETT framework to recognize aspects that needed improvement. In the comment below, the teacher identified that brainstorming was a good activity to begin the lesson but by watching the video was able to notice how to improve their teaching practice.

1. Type of interaction: Extended wait time
2. Summary of interaction: I asked the students to work in pairs and gave them 2 minutes to brainstorm the names of the body parts. Also, I create an opportunity for students to play a role of teacher by letting them say “please touch your ...!”.
3. Comment on the interaction: I think brainstorming is a good introduction of the class to make students focus more on the topic. However, I didn’t ask them how many words they got through brainstorming or use the words that they came up with in other activities to interact more with students and to extend a learner’s contribution, I should have utilized this brainstorming activity more in the class.

The brainstorming activity was part of a vocabulary lesson taught by the student teacher and they are emphasizing its importance in focusing on the main theme of the lesson (body parts) and activating language that can be used to discuss it. In terms of their own teaching practice, they have noticed the gap between what they actually did and what they could have done to make it better.

Although many were positive about this process of reflection, there were still some teachers who were quite negative about their teaching. In the comment below, the teacher focusses on what went wrong but does not suggest how they might have improved the lesson. This is a concern because for participants to use reflective practice as a career-long process of development they need to see aspects they can improve in their teaching as a positive impetus for change in their practice. In this case, as the teacher trainer, I tried to be more positive and suggest how they could improve their teaching in the comments that I gave but should have done more to emphasize that this process of reflection is a positive cycle of improvement.

1. Type of interaction: Display questions
2. Summary of interaction: I used display questions in the handouts to see if the students really understood the reading
3. Comment on the interaction: I personally thought that the lesson itself was not good at all. I did make a crossword puzzle to make it more enjoyable, but I could not think of other interesting activities based on the reading. Almost all the questions on the handout were display questions, and the referential questions” Would you like to travel in outer space?” must have been a too simple discussion for the students.

As was mentioned earlier, in the final 3 micro-teaching lessons, the participants were expected to make comments on their peer’s videos and an example can be seen below:

1. Type of interaction: Extended wait time
2. Summary of interaction: At the first exercise and second exercise, she gave enough time for the students to work on the activity so that all the students can focus on each activity.
3. Comment on the interaction: I think it is really important for the teacher to manage the time for the students so that they can concentrate on their study but at the same time to prevent them from being inattentive. I thought second activity was little bit difficult for

the students to finish within limited time but, how she helped the students was great and she gave enough support to the students so that they can actively participate in the group activity.

In this comment, the writer is talking about the importance of time management, and how the trainee teacher dealt with it during their lesson. They have identified a gap between their belief about teaching and the actual teaching practice and commented positively on the video. The participants were able to use the SETT framework to make comments on the videos, in this case in regards to Managerial mode, to reflect and suggest how they could develop their teaching.

b. Articulate their tacit assumptions and purposes about teaching and learning

The SETT framework is very useful as a tool for the teachers to identify aspects of their teaching in their videos and use them as a source of development, however, it is more difficult to use it to reflect on their tacit assumptions about teaching and learning. There was no evidence in their comments that the participants reflected on this, and this is understandable given that they would have probably never thought about this before, and it was not focussed on in the course. In order to think about this Farrell's (2015) framework (see Figure 2) would be more useful as it contains stages; philosophy, principles, and theory, which would help the participants to articulate and bring to the surface these more philosophical aspects of their teaching practice. Although this was not a comment on the videos, one of the participants mentioned that when they watched their video they noticed that it reminded them of their high-school English teacher. In fact, they remembered that the teacher was not good, but that they were still following the same style of teaching in their own classes. This would have been interesting to explore and it might improve the course if they reflect on their own learning experiences and how this shapes their teaching philosophy.

c. Notice things about their teaching that they did not remember

Video is useful as a tool for reflection-on-action because it can capture information that a teacher cannot notice as they are teaching. The data can be reviewed multiple times and the teacher can use the information to reflect and suggest changes in their practice. In the

comment below, the teacher focuses on the transmitting of information to the students, and, when one student queries the instructions, notices how it is important to allow an atmosphere where students feel comfortable to ask questions. In real time they possibly would have simply reacted to this, but retrospectively, by using the video, they can analyse their performance and reflect on aspects that they might not remember.

1. Type of interaction: seeking clarification
2. Summary of interaction: When students started the activity, one student tried to do it in a different way from my expectation and he asked me whether it is correct or not.
3. Comment on interaction: I tried to explain the rule of my activity very well, but I noticed that it is really difficult to make students understand well at the same time. Some students can understand in one time and some students cannot understand explanations in one time. So, I thought it is really important to make an atmosphere that students can ask the teacher to clarify explanations when students cannot understand.

In their research, Trapp and Rich (2012) also included a group discussion where after individual reflection the teachers got into groups to reflect on their videos. The participants found these group brainstorming sessions helpful because they could see their teaching from different perspectives and things which they might have missed were highlighted. This stage was not part of my class but seems to utilize the video well to increase the dialogue and reflection and could help my participants to notice even more about their teaching practice.

- d. Focus their reflections on multiple aspects of classroom teaching

In the comment below the teacher discusses the activity, the student's interaction, and pedagogy. This reflection on multiple aspects of classroom teaching is made possible by the use of video, as the teacher has the time and opportunity to review their teaching. It is also noticeable how the teacher is able to use aspects of the SETT framework, to focus on specific aspects of the interaction, seeking clarification and form-focussed feedback.

1. Type of interaction: Extended wait time
2. Summary of interaction: I gave the students more pair work which focused on the topic,

following one of the feedbacks from the last lesson. I also took a longer time for them to answer.

3. Comment on interaction: In order to increase the students' interaction, I thought an inductive way is better than a deductive. However, I focused too much on the pair work, and therefore, spent less time for Seeking clarification and Form focused feedback, which seem to support the students' understandings in the inductive way. Next time, I should think how to make a balance between precise grammar teaching and the interactions. I will think about it from the perspective of focus-on-form.

This was a comment on a grammar lesson taught by the student teacher and, apart from the practical aspects of teaching they are also showing their knowledge of the different approaches, inductive and deductive, and how they affect learning. It shows an awareness of theory and how it relates to actual teaching practice.

e. Assess the strengths and weaknesses of their teaching

The participants were able to use the videos to compare with previous micro-teaching lessons to prioritize problem areas and make improvements to their teaching. In the comment below, the student teacher has reviewed their practice, noticed the lack of interaction with learners, assessed it as a weakness, and suggested ways of improving their practice.

1. Type of interaction: Teacher Echo
2. Summary of interaction: At the beginning of my lecture, I explained about the basic rules of grammar not just once but twice using some specific example sentences and pictures so that students can surely understand the basic concept of that grammar. Also at the first exercise, I repeated students' answers not just to confirm what the student wanted to say but to share student's idea with the whole class.
3. Comment on the interaction: Since last time I did a lecture on vocabulary, my lecture was one-way teaching and I couldn't really interact with students to make it sure they understand the topic, so this time I tried to interact with students by repeating what the students say through a lecture. However, I think I should have asked the students additional questions related to what they said in order to confirm their answers and to further improve their grammatical skills by having more interaction with students in

English.

It is also noticeable in the comment that they show awareness of a positive; they used teacher echo to confirm an answer. They are beginning to comment on both strengths and weaknesses, not just focusing on perceived negatives.

In conclusion, the student teachers were able to use video to reflect on their teaching and, most importantly, act on it and make changes to their practice. In their findings Kleinknecht and Gröschner (2016) similarly discovered the efficacy of the use of video in RP, and stressed a structured approach. A framework (such as SETT) provides a structure for pre-service teachers to build a career of reflection and good practice.

Conclusion

Reflective practice is used extensively, all over the world in a variety of different programs. This has a number of issues including the absence of a clear definition of what constitutes reflective practice (Collin, Karsenti, & Komis, 2013), its use as a means of assessment (Hobbs, 2007), and the lack of data-led accounts (Mann and Walsh, 2013). As this study has attempted to outline video can be used to collect 'rich' data, which can be used as the basis for reflective practice. However, it is difficult for trainee teachers to be expected to reflect on their practice when they are not experienced professionals and might not be aware of what to focus on. This process can be scaffolded by the use of a framework such as Walsh's SETT (2006) which provides a focus for reflection and a metalanguage that can be used to comment on the interaction involved in teacher practice. For English teachers teaching in an EFL environment this is especially important as they also face the pressures of teaching and reflecting in their L2. If we are to give these teachers the confidence to keep reflecting we need to provide them with the tools to do it, and the use of video and a framework is a potential solution.

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