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PROCEEDINGS

**"Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond"**

BOOK 3

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PROMOTING PRESERVICE TEACHERS' SELF-REFLECTION THROUGH VIDEO RECORDING-BASED CONFERENCE

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ABSTRACT

English preservice teachers are students majoring in an English education program, but they have not yet completed training to be real teachers. Most people believe that preservice period is an appropriate time to prepare professional teachers by implementing teaching theories and practices. In this study, there were 25 English preservice teachers of a university joining a Micro Teaching class who became the respondents of this study. They performed their teaching performance twice and were video recorded. Based on the videos, the students observed their own teaching performance as well as their peers' teaching performance. Then a class conference was held to discuss possible weaknesses and strengths of their teaching performance. Also, they compared their first teaching performance and the second one. Besides, a self-reflection inventory was conducted by each preservice teacher at the end of the course. The data obtained proved that preservice teachers need self-reflection to promote their teaching performance.

Keywords: Preservice teacher, Self-Reflection, Video Recording-Based Conference

INTRODUCTION

English preservice teachers are students who major in an English education program but have not yet completed training to be real teachers. Most people believe that preservice period is an appropriate time to prepare professional teachers by implementing teaching theories and practices. Megawati (2011) notes that preservice teacher education plays an important role to determine the quality of English teachers in their teaching career. In order to develop their quality in teaching, preservice teachers need self-reflective thinking since self-reflection is the major basis of teacher self-development which, in turn, will provide opportunities for a teacher to have a better teaching performance (Sulistyo, 2014). Accordingly, the English preservice teachers must obtain adequate experiences and activities to be professional and build their confidence level as well as the ability to conduct self-reflection.

Self-reflection is an ability which can be trained and developed, and it is determined by one's personal background, field experience context, and mode of communication (Lee, 2005). Bell and Gilbert (1994) add that teacher self-development can be viewed as teachers learning, rather than as others getting teachers to change. Tican and Taspinar (2015) avow that in many educational programs, great emphasis is put on the development of thinking skills, and teacher training programs and teacher educators have always claimed that self-reflection is the cornerstone of the teaching profession. Accordingly, preservice teachers need sufficient chances to maximize their potential not only by practicing more especially related to the skills of teaching but also skills of conducting self-reflective thinking.

Regarding the importance of self-reflective thinking or self-reflection, pre-service teachers should have an access to use a micro-teaching laboratory to practice teaching in which sufficient technologies should be integrated in the laboratory, and they need to have self-reflection based on their teaching practicum performances. In relation to the use of technologies in the classroom, Chamorro and Rey (2013) state that these days the use of technologies in the classroom is of utmost importance to prepare students for their personal and professional lives. Lam (2000) advocates that language teachers use technology because it promotes an altered manner of demonstration and offers a kind of enthusiasm for students, and the use of technology changes the roles of EFL learners in the classroom (Zu & Wang, 2006). Besides, Ibrahim (2010) found that Technology has provided students many opportunities to practice English in and out

the classroom and students have time and freedom to understand, reflect, and analyze anything which has been exposed. It stands to reason, then, that technologies are hypothesized to be able to promote preservice teachers' self-reflection, and one of them is videos on the preservice teachers' teaching performances.

There is a great number of research investigating preservice teachers' self-reflection. A study by Chaffin and Alfredo (2010) revealed that individualized feedback, whether written or verbal, is an effective measure for facilitating preservice teacher reflection during early field experience or teaching practicum. Guney (2008) found that when micro reflective teaching is applied, the teaching performance of preservice teachers improves and their ability to conduct self-reflection develops. Derwent (2012) found that reflective thinking activities conducted by preservice teachers enhance their reflective thinking levels. In addition, Orlova (2009) conducted a study on the effect of video recording for reflection and found that video recording provides a good chance to make pre-service teachers more reflective thinking. Nevertheless, Tican and Taspinar (2015) indicated that there was statistically insignificant effect of reflective thinking based activities on reflective thinking tendencies, critical thinking tendencies, and academic achievements.

The inconsistency of the previous findings, then, offers a gap to reveal - that is how preservice teachers' self-reflection can be carried out through feedback giving in the form of conference. Lee (2005) employed self-evaluation and classmates feedbacks to perform self-reflective thinking of preservice teachers, but the recent study employs three different modes of feedbacks namely peer feedback, teacher feedback, and self-evaluation in the form of a conference. The present study basically aims at investigating how video recording-based conference cultivates preservice teachers' self-reflection after obtaining feedbacks. Thus this paper is the product of an effort to better understand whether preservice teachers' self-reflection can be cultivated through video recording-based conference.

METHOD

This qualitative study aimed at investigating how to promote preservice teachers' self-reflection through video recording-based conference. In the present study, there were 25 English preservice teachers of a university joining a Micro Teaching class who became the respondents of this study. The class was intended to train preservice teachers to be professional teachers in the future. They performed their teaching performance twice and were video recorded. Based on the videos, the students observed their own teaching performance as well as their classmates' teaching performance in groups of four. Each group observed their own teaching performances and found out some possible weaknesses and strengths including which areas of teaching performances which had to be improved. Then a class conference was held to discuss possible weaknesses and strengths of their teaching performances. Also, they compared their first teaching performance and the second one. Besides, a self-reflection inventory was conducted by each preservice student at the end of the course.

FINDINGS AND INTERPRETATION

The major question of the present study was investigating how to promote preservice teachers' self-reflection through video recording-based conference. To answer the question, the self-reflection inventory on teaching practicum adapted from Orlova (2009) was answered by the participants with the following results as stated in Table 1.

Table 1. The Self-Reflection Inventory on Teaching Practicum

| No | Description | Y | N |
|----|--|----|----|
| 1 | I provided simple and clear instruction | 5 | 20 |
| 2 | I applied the lesson plan | 12 | 13 |
| 3 | I had sufficient self-confidence | 7 | 18 |
| 4 | I involved myself in students' activities | 10 | 15 |
| 5 | I implemented the objectives I had planned | 6 | 19 |
| 6 | My students (Classmates) were active | 18 | 7 |
| 7 | I Applied different modes of interaction (Whole class, individual work, pair work, etc.) accordingly | 15 | 10 |

| | | | |
|----|--|---|----|
| 8 | There was significant improvement between my first teaching performance and the second one | 8 | 17 |
| 9 | My English was satisfactory | 9 | 16 |
| 10 | I was happy with my teaching performance | 3 | 22 |

Question 1 shows that the participants failed to provide clear and simple instruction in their teaching practicum, but 12 of them claimed that they applied their lesson plan and the rest did not. The third question proved that they still lacked of self-confidence, so only 10 of them involved actively in students' activities. Question no 5 revealed that, in general, the participants failed to reach the objectives of teaching-learning process. Somehow, their peers (students) were active in the classroom, and they believed that they applied different modes of interaction (60%). Nevertheless, only 10 participants (32%) believed that they made significant improvement between their first teaching performance and the second one. Question 9 shows that they were not happy with their own English when having their teaching practicum. Last of all, only 3 participants (12%) were happy with their teaching performance and the rest (88%) were not.

In addition to answering 10 Yes-No questions on self-reflection inventory, they also made self-reflection after watching their own teaching performances and got feedback from their classmates and the lecturer as well as self-evaluation. Almost all of them confessed that they still had a lot of weaknesses in teaching. They mentioned that teaching was not a simple thing to do. A preservice teacher noted that,

I realize that teaching is very difficult. I had prepared anything before teaching, but almost all of them disappeared when I was teaching. Thus, I was very confused what to say. I need more and more practice in teaching.

Another preservice teacher wrote,

I am afraid of teaching. The main problem is that I don't know how to make the class alive. My class looks flat. After I watched the videos of my teaching performance, I was so embarrassing. The only strength was that I had enough self-confidence.

The answers above basically prove that, in general, they still needed a lot of practices before being able to teach English accordingly. Also, the answers were not intended to judge the quality of their teaching performances since the questions were designed to lead preservice teachers to conduct self-reflection. The results were in line with Gebhard (2000) who avowed that teacher self-development takes time. This implies that having sense of self-development is a matter of being aware of getting better teaching performance through an endless process (Sulistyo, 2014). Bell and Gilbert (1994) add that teacher self-development can be perceived as teachers learning, rather than as others getting teachers to change. All in all, the quality of teaching performance is developed gradually better if one has sense of self-reflection.

In addition to responding to their own teaching performance, they were also required to comment on the use of video recording in the micro teaching class in integration with a class conference. Their comments implied that they had a very positive perception towards the use of videos. They could observe their own weaknesses and strengths. Let alone, after getting feedback from their peers and lecturer, they understood better what areas they had to improve. A preservice teacher commented,

The videos of my teaching practicum have told me a lot that I need to improve my teaching performance. The feedback from my classmates and lecturer let me know in detail what I have to next before teaching. The conference makes me realize that I need to be more self-reflective.

Another preservice teacher wrote,

The conference which was conducted after watching the videos helped me a lot to know how to behave correctly in teaching. I need to be more reflective before and after teaching in order to understand which areas I have to develop and which weaknesses I have to minimize.

The reflection is in line with Orlova's (2009) claim saying that video recording is a stimulus for critical reflection. It makes sense that videos are beneficial in the classrooms since

the videos with their uniqueness can be watched again anytime one wants. Besides, they are flexible medium that generates excitement for every age (Scarfer, 2010:48), and Herrel (2008:21) believes that audio-visual media scaffolding can be used effectively at all grade levels and across curricular areas. Sherin (2008:2) avows that it seems likely that teacher education will continue to rely on video as a crucial tool of instruction and evaluation. Also, Sulisty (2014) concludes that teacher self-development through self-reflection is of utmost importance in order to develop teachers' teaching competencies.

CONCLUSION AND SUGGESTION

The present study was conducted to qualitatively investigate how to promote preservice teachers' self-reflection through video recording- based conference. The findings conclude that preservice teachers need to be able to develop their self-reflective thinking in order to understand their weaknesses and strengths in their teaching practicum. Also, they have good attitudes towards the use of videos and conference in the micro teaching laboratory in the sense that they learn from each other through the class conference.

Helping them how to promote self-reflection is a good activity to be cultivated. By being reflective, the preservice teachers understand how to evaluate their teaching practicum performances. In short, self-reflection should be the soul of preservice teachers' lives since they need to develop the quality of their teaching performances.

Since there have been probably some weaknesses of the present study, the following suggestions can be proposed. Further research on self-reflection of preservice and in-service teachers should be conducted more thoroughly in order to provide better points of view related to how to develop their potentials in teaching. As the development of the quality of teaching performance takes time, it is strongly suggested to apply an experimental study to investigate better the effects of self-reflection on preservice and in-service teachers.

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Appendix 1. Self-Reflection Inventory (Adapted from Orlova, 2009)

B. Self-reflection inventory on teaching practicum after the conference

1. Mention the weaknesses of your teaching performances (first and second)!
2. Mention the strengths of your teaching performances (first and second)!
3. Which areas of your teaching performances should be developed?
4. Write your opinions related to the implementation of the class conference based on the videos of your teaching performances!

