Ufuk Balaman interview summary

SM: Tell me about your background

[1:23] English language instructor in Turkey for 2 years. Did a PHD and become a teacher trainer. Have been training pre-service teachers for 5 years.

SM: Do you use videos to teach the language

[4:08] I never made new videos of my own but used already made ones for medical English class. I use them when I need to teach specific field related vocabularies. I used the TV series (House MD). Also used funny YouTube videos to teach alphabets and vocabulary. But have never tried to let students generate videos because of having a large class (60-70 students).

SM: what about in teachers' education? How do you make use of videos?

[5:18] used videos in two projects. One was for teaching English to young learners. There is a model we follow. Based on the model, we record micro-teachings of student teachers and make reflections. We give feedbacks based on the recordings. Then students are again recorded in an actual teaching session. Then we provide feedback again. This was one of the project.

```
2    UB:  i actually use video in two different projects.
3         the first one was a project that we coordinated
4         with dr (xxxx) in teaching english to young
5         learners classes. so we applied a teacher education
6         model developed by (xxxx). so according to his
7         model which aims to include the classroom
8         interactional competence so language teachers in
9         our case preservice language teachers. and in the
10        model following introduction of classroom
11        interactional competence the students are supposed
12        to do microteachings. and we do recordings for
13        microteachings and following the model again at
14        (xxxx) reflections based on the video recordings
15        there's microteachings. and as a lecturer dr (xxxx)
16        gave some onsite feedback and then some
17        supplemented feedback based on the recordings. and
18        then as the other step we actually organised an
19        actual teaching procedure. we made an agreement
20        with a pre school state pre school in Ankara.
21        and so they applied microteaching because after
22        hearing the feedback from their peers and from the
23        lecturer they applied the actual teaching in an
24        actual school and we recorded that as well. and as
25        a final step there was a final round of feedback
26        based on the recordings. so this was the first
27        (xxxx).
```

SM: is the feedback from the lecturers or do they get that from peers as well?

[7:32] Both. But there are 121 students involved so Dr.XXX tried to do that onsite. They also do self-feedback. They reflect on their own teaching. They notice good things and things that they will need to improve. They also do some transcriptions along with written reflections.

```
34    UB:   Both but mainly we try to i mean again there were
35          a lot of number of students 100 to 200 students
36          was enrolled. so lecturer feedback dr (xxxx) tried
37          to do that on site and they just receive their own
38          recordings. so they also did self feedback. they
39          just picked up a part that they think that was a
40          good practice during the microteaching and they
41          also kind of tried to diagnose a part that needs
42          to be improved in terms of their microteaching.
43          and they did some small transcripts of these
44          segments along with some written reflections
45          paragraph long reflections.
```

SM: if the lecturer wants to check from the video, do the students provide the digital counter on their transcripts, or what?

 [8:38] not necessarily. The lecture gives feedback to the live teaching. The videos are more of for the students' self-evaluation.

```
46    SM:   okay. so if the lecturer wanted to check those
47          incidents and those transcriptions the students
48          are told to put the digital counter into the
49          transcriptions so that the lecturer can go back
50          and look at them again or do you.
51    UB:   not necessarily. these two kind of yes they could
52          work in alignment with each other. so the lecturer
53          could also give feedback to the part that the
54          student treats as good or needs to improve. but
55          they did not necessarily align. so the lecturer
56          could give the feedback on site based on anything,
57          but after.
58    SM:   From the live teachings.
59    UB:   Yes.
```

SM: was there peer evaluation?

[9:15] No

SM: is the dialogic reflection facilitated by one of the lecturers? Is it in small groups or one-to-one?

[9:39] right after the teaching they give that but it is not vide-based.

SM: what about the other project?

[9:58] it is where I teach. I teach oral-communication. Re-constructed the syllabus based on (xxx book conversational analysis pedagogy). I used the book to design some lectures. 8 different topics for lectures in two semesters for first year students. Spend some weeks for the lecture and used video recordings. So students were recorded when doing tasks for example on turn-taking. Then feedback sheet was filled out. Then they were asked to transcribe and notice 10 seconds of good practice and another 10 seconds of notice for development.

```
60    UB:   teaching for two semesters now. now were at end of
61          the semester. so i was given the responsibility to
```

```
62        teach oral communication skills class. and i kind
63        of reconstructed the syllabus for the class based
64        on wong and waring 2010 book conversation analysis
65        and second language pedagogy. so i kind of
66        reconstructed the syllabus based on the way that
67        they instruct in the book and i kind of did
68        teaching interactional competence which (xxxx)
69        completely aligns with the course objectives. so
70        by following the things in the book starting from
71        turn taking and then moving on with sequence
72        organisation (xxxx) specific sequences and moving
73        on with for example openings closings practices.
74        but main findings of conversation analysis is
75        turned into teaching materials to different age
76        groups. in my case it was first year students. and
77        i used the book for designing some lectures mainly
78        around one and two (xxxx). i think it was eight
79        different topics to give lecture in two semesters.
80        so first week for the first one i gave the lecture
81        and we did a conversation workshop. the following
82        week we had spared the entire week for a
83        conversation workshop and that week we also did
84        video recordings. so for the video recordings we
85        kind of used one. so the students approached the
86        camera (xxxx) and they kind of practised the (xxxx)
87        that was designed (xxxx) still taking there was a
88        task (xxxx) and we recorded that. and i just shared
89        all the recordings with the students and delivered
90        them feedback sheets that i prepared. so the first
91        thing they did was to fill out the feedback sheet
92        based on the recordings. and the second thing they
93        were supposed to do was to transcribe a ten second
94        segment that they treat as a new practice and
95        another ten seconds that they see (xxxx).
```

SM: when they approach the camera, are they acting as language learners or teachers?

[12:50] kind of both. The point is to make them advanced speakers of the language. These classes aim at familiarizing them with the interactional aspect of the language. We are raising their awareness of international competence. The longer-term impact is to make them more sensitive.

```
101   UB:   actually i kind of clarified that in the first
102         week. so we were trying to do both. the main
103         purpose was kind of (xxxx) i mean interaction with
104         competent and advanced speakers of english
105         language. so that was the first thing to do. but
106         the second thing to do as a department of english
107         language teaching we also try to train students
108         who are (xxxx) english language in all aspects. so
109         they take class for grammar reading and writing
110         and theyre kind of (xxxx) themselves with the
111         structural (xxxx) skills. and this class was also
112         aiming to make them more familiar with
113         interactional structures in english language so
114         that they can raise awareness which can in long
```

```
115        term turn into the way they teach interaction so
116        that were trying to do both.
117   SM:  so in a sense you are principally raising their
118        awareness of interactional competence because then
119        if they become more aware of that and the videos
120        are helping to sort of isolate particular terms or
121        sequences youre training them really to be more
122        aware of interactional competence. and the hope is
123        that the long term benefit when they actually get
124        into classrooms is that theyre more aware and more
125        sensitive in maybe more able to self evaluate.
126        would that be a summary.
127   UB:  exactly. yes, i would definitely expect that.
```

SM: do you use the already recorded videos to show some examples later?

[14:50] yes, the third week. There is another week for feedback session. Students show their parts and hold discussion with the entire class. Similar steps are taken for each unit. We have done that for 2 semesters. 1 lecture, 2 conversational w.shops/the 2nd w.shop with the video recording and the last feedback session. And during the last discussion, I was more asking questions than making comments to facilitate the process.

```
128   SM:  so youve got the videos. theyre recorded. students
129        look at them and you said that they choose a couple
130        of extracts to transcribe. do you also use some of
131        that resource to show students some examples
132        (xxxx).
133   UB:  yes. this is the third week. were sparing another
134        week for a three hour straight feedback session.
135        so one by one each student show the parts along
136        with the videos that they kind of think this is a
137        good practice.
```

[16:28] we kind of want them to watch their videos repeatedly to really see how they interact.

SM: do they use any of those transcriptions in their assignments?

[16:42] yes, this is part of the course work. I evaluated them not for their interaction in the videos but for what they report- the feedback sheet and the transcript and whether they attended the feedback session or not.

SM: (asked about a project) [17:18]

[17:44] yes, I coordinated the project. The videos are teacher training tools. Our students visit a real school when they are about to graduate in their 4th year. Our students complained about that. They demanded more visits. So, we thought about coming up with a project to solve this problem. We have collected some data. It's been 2 years now and we are still trying to deal with the data. We are doing some action research. It is secondary to us. The teachers are the one doing it.

SM: so, the teachers are pre-service teachers who are doing this research?

[20:16] yes pre-service teachers and 9 pre-school teachers who are not teaching English in the schools.

[21:58] parents were willing to sign consent forms. They think of it as an opportunity for their children to learn English.

[22:51] (xxxDr. *HatiJ*) used many videos we recorded for micro-teaching and some actual teachings

[23:06] a course called 'Teaching English to young learners 1 and 2' the first semester was theoretical and in the second semester we did this project.

SM: are you involved in (VEO??)

[24:32] No, I just received the training. Not part of it.

SM: Have you got any ideas for how videos can be used in the ideal world? A thing you would like to do but haven't yet?

[25:03] I will use the videos that we recorded if I teach the oral communication class again as part of my lecture. Not following the steps but I can just go to the feedback stage and use it for my lectures.

[26:22] used videos from YouTube for PHD project. Information gap activity online using google hangout