

## Olçay Sert Classroom Discourse (Routledge)

### Context:

The context in this video is an initial teacher education program in a higher education setting in Turkey. The teacher trainees are final year undergraduate students in an ELT department. As part of their practicum, they work on video recordings of the lessons (using a video tagging application, VEO) they teach with a faculty member and a peer teacher. The students in the classrooms are pupils in public schools in Ankara, learning English as part of their secondary education curriculum.

### Video Practice:

This teacher training program included the use of VEO, a video tagging tool designed for observation and feedback. The program starts with English lessons taught by trainee teachers, who are observed by a faculty member. The faculty member/trainer uses a mobile device and the VEO app to tag moments for reflection and feedback. After the teaching session, the trainer and the trainee teacher go through tagged moments to reflect on various aspects of teaching and learning. This dialogic feedback session based on the tagged videos is followed by written reflections by the trainee teachers. The next phase is another round of teaching, this time observed and tagged by a peer rather than a trainer. The teacher trainees provide constructive and critical peer-feedback for each other's classes, which is then followed by another piece of reflective writing.



*Adopted from Sert (2018a)*

### Suggested links/references:

- Bozbiyık, M. (2017). The Implementation of VEO in an English Language Education Context: A Focus on Teacher Questioning Practices. Unpublished MA thesis, Gazi University, Turkey.
- Çelik, S., Baran, E. & Sert, O. (2018). The Affordances Of Mobile-app Supported Teacher Observations for Peer Feedback. *International Journal of Mobile and Blended Learning*, 10(2). 36-49.  
<https://doi.org/10.4018/IJMBL.2018040104>
- Sert, O. (forthcoming, 2018a). Transforming CA findings into future L2 teaching practices: Challenges and prospects for teacher education. In S. Kunitz, O. Sert & N. Markee, (Eds). *Classroom-based conversation analytic research: Theoretical and applied perspectives on pedagogy*. Springer.
- Sert, O. (forthcoming, 2018b). Classroom Interaction and Language Teacher Education. In S. Mann & S. Walsh, (Eds). *Routledge Handbook of Language Teacher Education*. Routledge.  
<https://veoeuropa.com/>