

# **THE IMPLEMENTATION OF VEO IN AN ENGLISH LANGUAGE EDUCATION CONTEXT: A FOCUS ON TEACHER QUESTIONING PRACTICES**

**(MA Thesis)**

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## **ABSTRACT**

The present study reports findings on how VEO and a reflective teacher education program enhance the development of teacher language awareness and Classroom Interactional Competence (CIC), defined as the “ability to use interaction as a tool for mediating and assisting learning” (Walsh 2011, p. 158). In the last two decades, there has been increasing interest in L2 Interactional Competence in a variety of language learning settings (e.g. Escobar Urmeneta, 2013; Pekarek Doehler, 2010). Conversation Analysis provides a novel approach to document Interactional Competence (IC) as a co-constructed phenomenon with participants’ moment-by-moment engagement of embodied interactional resources. Both language teachers and learners perform these interactional sources in language learning environments. Several attempts have been made to frame a variety of actions performed by teachers to facilitate language learners’ contributions in classroom atmosphere, and there is a growing body of research on the integration of CIC into the teacher education curricula in EFL contexts (Sert, 2015). This study sets out to examine how EFL trainee teachers develop their CIC with the emphasis on teacher questioning practices during a 14-week semester in a preservice teacher education programme. The dataset consists of 22 classroom hours that were taught by 11 preservice teachers in Turkey and recorded

using a mobile app, Video Enhanced Observation (VEO), a video tagging observation tool for continuous professional development. The dataset was comprised by the project coordinator Assist. Prof. Dr. Olcay Sert and the project assistant Res. Assist. Merve Bozbıyık within the scope of VEO Europa Project that has six different partners from five countries including United Kingdom, Germany, Finland, Turkey, and Bulgaria (2015-1-UKO1-KA201-013414). The preservice teachers were engaged in a reflective cycle based on reflections on mentor-teacher feedback, peer feedback, and written critical self-reflections. A combined qualitative methodological approach of Conversation Analysis and Constant Comparison Method was used to analyze the data of this study: (a) CA analyses of classroom interactions, and qualitative analysis for (b) teacher interviews; and (c) stimulated recalls. The findings have indicated that the preservice teachers have managed to utilize various teacher questioning practices to promote learning contribution by extending the students' previous utterances and developed their CIC across two rounds of the reflective cycle. These findings can contribute to a better understanding of the significance of development of CIC in language learning process. This research also provides a timely and necessary study of the data-led and evidence-based reflective practice session in language teacher education.

**Key Words:** Classroom Interactional Competence, Reflective Practice, VEO (Video Enhanced Observation) Integrated IMDAT Framework