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Camcorder as An Audio-Visual Tool in EFL Teacher Professional Development

ABSTRACT

Karaaslan, (2003: 30-33) says teacher self-development is extremely significant if we want to be professional teachers. Gebhard (2009: 14) states that there are many ways to achieve that but the most valuable way is self - observation. Self-observation is completely realized by the teachers themselves. Teachers should observe their classes to explore any advance in their teaching performance, for better achievement and finding solutions for the problems they may face in their classes. This can be carried out by using a camcorder (camera recorder) in the classroom. It is used as a skilled development way of moldable instructor appraisal. "Video-based self-observation has shown positive results in pre-service teacher education as well as in the ongoing learning of experienced teachers" (Sherin & van Es, 2005).

This study is a literature study, it is aimed at discussing the importance of EFL teacher self-development through self-observation by using the camcorder (camera recorder), as an observational tool.

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1. Introduction:

Sad (2008:34) says that English is regarded as a foreign language in numerous countries. Though, it is taught in those nations as a foreign language. Teaching this material meets some problems and difficulties in these countries. The appropriate techniques of teaching are one of these difficulties. Also, there are other obstacles which are faced by instructors such as incompetent educational materials, adding new technology in the classroom, and monotonous activities (which can participate in the lack of motivation especially when the learners are children or adolescents), in addition to many problems in the process of teaching. All of these obstacles and problems can definitely obstruct the education process.

Harmer (2007) adds that English as foreign language teachers need to be able to take different roles. This is related to the dissimilarities between English and the learners' first language and the way of teaching every language and because of the students' savvy something or nothing around language. Therefore, there must be diversifications in teaching performance by the teachers to catch the fitting method in teaching EFL. Also, he says that English language instructors are under pressure to make the education process real for their students, to help them validate language. So English language teachers should be competent.

According to Seidhofer, Barbara (1996:68-69) many efforts must be made by EL teachers to avoid all of the previous difficulties and to develop their teaching performances. They declare it will be a state of self-development in teaching. Lieberman (1992) agrees with them, he said that "teachers themselves must become the primary shapers of their own development".

Gebhard (2009: 15-17) says that teachers development chances take various ways. Some are individual or unofficial, whereas others are collective or formal. It can be achieved in various ways such as reading articles of the journal and sources about education, joining professional conventions, creating a mentoring relationship, doing action research, observation etc.

Gebhard (2009: 18) confirms that observation "is a way to explore and develop our teaching", containing observation of other teachers, conversation with other instructors around the teaching we note is likewise a technique to discover novel potentials in our teaching, as in writing around instruction in a journal and the most significant sort of observation is self-observation.

According to Richards & Farrell (2005: 34), self-observation is "activities in which information about ones' teaching is documented or recorded in order to review or evaluate teaching". They add that there are three means for self-observation of language classrooms: 1- video-recording a lesson, 2- audio-recording a lesson, and 3-lesson reports.

Richard& Farrell (2005:44) states that "video-recording a lesson or camcorder (camera recorder) is the best way to achieve self-observation because it provides a much more accurate and complete record than a written or audio-recording". Schratz (1992) asserts that camcorder is the

predominant tool in the teachers' self-reflective competence. He adds camcorder is mirror-like, an objective sight of what happens in the lesson.

2. 1. Teacher Professional Development:

Malm (2008: 78) explains that present researches show that the quality of teachers and their teaching is the most significant aspects for learner results. Instructors vary distinctly in their effectiveness, and differences in learner accomplishment are often superior within institutes than between institutes. He emphasises the reality that the chief leader of the variation in learner's learning in school is the teachers' and pointed out that even in worthy school systems, learners that do not advance rapidly during their first years at faculty, because they are not presented to teachers of sufficient character, stand a very little opportunity of gaining the last years.

Hargreaves and Fullan (1992: 385) states that "the teacher is the ultimate key to educational change and school improvement". Teachers do not merely perform the curriculum. They explain and purify the curriculum; they explicate and convert the curriculum in a manner that makes learning more controllable for the students. In other words, it is what teachers believe and makes at the lesson level that finally fixes what students learn in the classroom, it is compulsory that professional development become a top preference. Teachers should regularly improve not only their information on the subject matter but also about pedagogy. They also add that teachers should embark on a long-lasting trip of extending professional competence. It means that professional accountability to endlessly undertake an extensive range of exercises to develop their teaching competence. They mentioned three main parts of professional growth. Firstly, to be a real professional, teachers must permanently improve their awareness and grasp of language and language learning. But this is not sufficient. teachers should also advance their skills in interpreting this newly obtained knowledge in their instruction. Secondly, teachers' professional attention and necessities should convert over time. As they progress in their jobs, they should also find out various professional development exercises. Lastly, professional development needs a particular continuing commitment.

Gebhard (2009:15) mentions some methods to develop teacher self-development such as reading journal, articles and sources about instruction, reading teachers tales, taking part in professional seminars, making a mentoring relationship, placing together an instruction portfolio, learning another language, doing action research, observing other teachers, speak with other teachers.

2. 2. Self-Observation as a Mean of Teacher Professional Development:

Richards & Farrell (2005: 34) states professional development in the pedagogical domain refers to continuing learning chances offered to instructors, and valuable professional development is understood as increasingly necessary to both the success of the educational process and to the instructors' satisfaction. Professional development is "an awareness of

what the teacher's current knowledge, skills, and attitudes are and the use of such information as the basis for self-appraisal", and to explain such awareness, teachers demand to observe and reflect on their own performance.

Self-observation is a method towards reflective teaching; it provides teachers with a further chance to think about teaching procedures and exercises used in a lesson. Richards and Farrell (2005: 34) says that self-observation is "a systematic approach to the observation, evaluation, and management of one's own behavior in order to achieve a better understanding and control over the behavior". Hence, self-observation and reflection on procedure assist instructors in transfer from a philosophy of learning and teaching to a philosophy of teaching proportionate with their emerging perception of language learning and teaching processes. Furthermore, Borg (2003), adds that the instructor's practical information is formed by several background sources, such as educational experience, the apprenticeship of observation, occurrence and quality of reflection.

Brinko (1993: 577) argues that the greatest effective findings are from oneself as it is "more valued, better recalled and more credible." Self-monitoring is centred on the opinion that to better comprehend one's teaching and one's own advantages and disadvantages as a lecturer, it is essential to gather information about teaching behavior and procedures neutrally and methodically and use this information as a foundation for making resolutions about whether there is anything that should be improved. Also, Stanley (1998:11) says that self-observation is one of the best prevailing means for an instructor to do reflective teaching. In this regard, a teacher can look at what she or he did in the classroom, think about why she or he did it, and reflect upon if it worked or not. He described reflection in two central methods: a reflection on action and reflection in action. Reflection on action is the review, after the lecture, whereas reflection in action happens during the lesson. Therefore, through self-observation, the lecturer can explore their teaching to know better their own teaching performs and modify inferior practices they were ignorant of.

Richards and Lockhart (1996: 11) states that in general self-observation is "a way of gathering information about teaching, rather than a way of evaluating teaching". So, it seems reasonable that acceptable techniques and strategies be put in place to gather facts through observation. Danielson (2008) mentioned that self-observation can offer proof of reflective exercise and self-record.

Besides, Richards and Farrell (2005) mention that self-observation is recognized to be a beneficial instrument for practising instructor to explore and obtain a critical self-consciousness of their own teaching opinions, attitudes, and performs elaborate that self-observation allows a lecture to register her or his own teaching observes, by supplying a goal, descriptive, and critical account of it. Such findings can merely be influential and productive since the material is collected from reliable sources - audio and video -and comprises exact facts and irrefutable proof. Thus, it clearly guides to more reflective practices.

Unquestionably, reflection is the main feature of professional development since it is an instant method for lecturer to raise their consciousness of how they teach. Aware reflection upon one's exercise is highly suggested by the tenets of continuing professional development of teachers as it has the authority to raise teachers' information of academic material and instruction skills.

2. 3. The Role of Camcorder in Self- Observation:

Self-observation is completely achieved by the instructors themselves. Instructors should observe their own classes to discover any development in their instruction performance for a better accomplishment (Burn, 2010:7-8).

As teachers, we can explore a phenomenon via a procedure of describing, analyzing, and reflecting on our teaching. The observation method is completed in some cycle process (Gebhard. 2009: 18). They are as follows: 1. Gathering descriptive samples of our teaching in the lecture can be analyzed. The models are gained by recording what is going on in the lecture. Some teachers prefer a camcorder (camera recorder) because it is easy to identify who is speaking and the potential to study nonverbal actions. Then we create the transcript of the recorded samples. 2. Seeing how the same class could be educated distinctively and drawing up a novel instruction plan. 3. Applying the new instruction plan. 4. Doing the same three stages as the cycling process.

Self-observation through camcorder is appropriate for continuing tutor appraisal and professional development because the method can supply managers visions and information related to a lecturer accomplishment, level of advance, desires, a grade of professionalism, and stimulus to continue with her or his development towards becoming an education professional. More prominently, not merely does it help administrators with their labour as guarantors of form learning, but it provides teachers – the intentional chief beneficiaries – with functional tools to study from themselves and their colleagues. The end outcome can be more influential because they become conscious of the advantages and findings through private experience. Video records of instruction have been applied effectively to support reflection in pre and in-service lecturer development programs worldwide (Kong, Shroff & Hung, 2009). For instance, research containing peer video-recording and group debate of learner instructors' own classroom achievement in regional schools applied in Ireland displayed that these actions offered pre-service teachers to a sort of varied teaching methods and led them to a more profound level of reflection (Harford & MacRuairc, 2008). In a connected study, learner instructors in Hong Kong have taken videos of their performance teaching via a web-allowed system and showed self-reflections along with four scopes: curriculum arrangement and evaluation, students and student-tutor interactions, regulation and classroom administration, and professional information. In this state, a shape-holding definite objects to observe in each distance and levels of accomplishment was provided to monitor learners in

their reflections. The investigator has discovered that learner's teacher created more and deeper reflective transcriptions after watching clips of their own instruction. Currently, Eröz-Tuğa (2013) states that pre-service ELT in Turkey not simply obtains perception into their own advantages and disadvantages after watching video records but showed aware attempts to make developments. He has distinguished the worth of repeated showing of videos and the rank of explaining the assumptions and the valuation standard for instruction performance. By providing the authority of investigation to "observe, revisit, and explore," teachers reached a more well-grained perception of their presentation than with memory-based recall (Rosaen et al., 2008, p. 356). Also, when instructors have a chance to monitor and analyze video of their own rather than other's education, they may experience greater stimulus and commitment in the activity, moreover enriching the reflective process.

3. Conclusion:

Teacher professional development can be realized by observation. It is a method for teachers to gather documents about their teaching performances. Gathering information about the instruction process can be realized by making a study, granting a questionnaire, speaking about education or by using an audio or video recorder (camcorder).

Talking or writing about teaching can give chances to know, learn and express about teachers own teaching. They can be beneficial. But they among EFL / ESL teachers, and when it is accomplished, it appears to take as a save facing nature. These common methods are not productive and are not easy to modify teachers teaching. Modification can attend if teachers "take time and effort to prepare for discussions and follow agreed-upon rules that aim at the nonjudgmental and non-prescriptive discussion".

This researcher finds that the use of the camcorder through teacher self-observation is the most productive way for teacher self- developments because:

1. A camcorder or video recorder can provide a lot of information about the verbal and nonverbal behavior of the teacher and students.
2. A camcorder can observe everything and observe many things that are not important to the teachers.
3. A camcorder offers space for teachers to consider the complexities of student thinking in ways that are not permanently possible during the moment of instruction.
4. If other teachers "see" concept in the practice of their colleagues, they will more simply be able to comprehend and implement similar styles.
5. The actual influence of video derives not just from seeing what is possible but from unpacking the turns and turns that are so public in teaching and learning.

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