



**The Effectiveness of Video-Based Reflections on EFL Teacher's Own
Practice in Palestine**

فعالية التأمّلات المُرتكزة على الفيديو على تعليم معلمي اللغة الانجليزية كلغة أجنبية في
فلسطين

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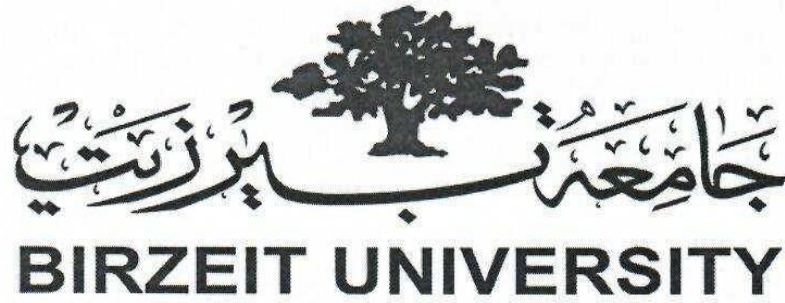
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Love you all

Abstract

This study aimed at investigating the effects of self-reflection on teacher's own practice through videotaping. The critical problem that aroused the researcher to conduct this study is entering the field of teaching as a novice practitioner who felt constantly the need to cultivate her practice. Moreover, as it turned out from surveying the educational research it's a universal problem that faces many teachers in the world of teaching. For instance, teachers are being trapped in unstudied judgments and presuppositions. Thereby, the major research question is what are the effects of self-reflection on teacher's own practice through videotaping? The researcher used qualitative research methodology. The researcher used teacher-researcher conference, content analysis, the constant comparative approach and structured guidelines. The participants are six EFL teachers including the researcher. Five video-recordings have been recorded for each teacher. The researcher reached several findings. One of the most important findings is the effects of self-reflection on teacher's own practice through videotaping varied depending on the willingness of the teachers to seek professional development. Although, there're teachers who showed their willingness to make a difference in their teaching, there were teachers who stuck to the comfort blanket of their old practices. In addition, reflection utilizing videotaping played a significant role in training teachers' eyes and improving their analytical viewing skills. Furthermore, it enhanced professional rapport that insisted on mutual learning. In the light of the findings of the study, the researcher recommended legislating video-based reflection as an official model in the educational process for the sake of reforming teachers' practice. Moreover, conducting practical training courses in how to utilize videotaping as a reflection tool in the classroom is recommended.

مُلخّص الدّراسة

هدفت هذه الدراسة إلى التحقيق في آثار التأمل الذاتي على تعليم المعلم من خلال التصوير بالفيديو، المشكلة التي دفعت الباحثة لإجراء هذه الدراسة هي دخول مجال التدريس كمعلمة مُبتدئة تشعر باستمرار بالحاجة إلى تنمية وصقل ممارساتها التعليمية ، علاوة على ذلك ، وكما تبين من البحث التربوي ، أنها مشكلة عالمية تواجه العديد من المعلمين في عالم التدريس، حيث يقع المعلمون في مشكلة الأحكام والافتراضات غير المدروسة، وبالتالي فإن السؤال البحثي الرئيسي هو ما هي آثار التأمل الذاتي على تعليم المعلم من خلال التصوير بالفيديو؟ تستخدم الباحثة منهج البحث الكيفي ، وتستخدم الباحثة مؤتمر بين المعلم والباحث (اجتماع ما بين الباحثة والمعلمة للالتقاء وتأمل الحصص المصورة) ، وتحليل المحتوى ، والمنهج المقارن، وبنود لتساعد المشاركات في تأمل وتحليل الحصص المصورة، المشاركات هم ستة معلمات لغة إنجليزية كلغة أجنبية من بينهم الباحثة، تم تسجيل خمسة تسجيلات فيديو لكل معلمة، ومن أهم النتائج التي توصلت إليها الباحثة هي أن تأثيرات التأمل الذاتي على تعليم المعلمة من خلال التصوير بالفيديو تختلف باختلاف إرادة المعلمات في السعي للتطوير المهني ،على الرغم من وجود مدرسات أظهروا رغبتهم في إحداث تغيير في طريقة تدريسهم ، إلا أن هناك مدرسات تمسكوا بممارساتهم التعليمية القديمة. بالإضافة إلى ذلك ، استخدام الفيديو كأداة تأملية لعب دورًا مهمًا في تحسين مهارات المشاهدة التحليلية لدى المعلمات ، علاوة على أنه عزّز العلاقة المهنية التي أكدت على التعلم المتبادل، في ضوء نتائج الدراسة أوصت الباحثة بتشريع التأمل بالفيديو كنموذج رسمي في العملية التعليمية من أجل إصلاح ممارسات المعلمات ، إضافة إلى عقد دورات تدريبية عملية في كيفية الاستفادة من التصوير بالفيديو كأداة تأملية في الفصول الدراسية.

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Chapter One

Introduction

Recent research on teacher education has affirmed that self-reflection is one of the major constituents and an integral part of teachers' practice. It is irrefutable that it arouses teacher's attention to think about their practice (Tripp & Rich, 2012; Kavoshian, Ketabi & Tavakoli, 2016; Hamidah & Yusuf, 2019; Rosalina, Mulyono & Dewi, 2019). To elaborate, it's an effective vehicle that plays a paramount role in arousing their attention to investigate the gaps in their teaching and reinforcing the areas of strengths constantly. Therefore, teachers' awareness of their practice is leveraged. Moreover, it stimulates them constantly to question their teaching in order to make differences and paradigm shifts in their instruction. Lagueux (2014) said "We do not learn from experience... we learn from reflecting on experience (p.1). Therefore, the effectiveness of the teacher's practice is not measured quantitatively and guaranteed by the number of row years in teaching. However, the effectiveness of the teacher's practice is guaranteed by reflecting on the quality and the productivity of the course of these row years to bring about significant changes and paradigm shifts in the elements of the educational system. As Hall and Simeral (2015) stated "The more reflective you are, the more effective you are" ("Stop, Practice, Collaborate" section). The aforementioned introduction about reflection and Hall and Simeral's quote are strongly linked with my short humble experience that brings the problem of the research to the forefront. When I entered the field of teaching as a novice and beginner practitioner, I planned my lessons and set my goals hoping to achieve productive experiences in the classroom. Unfortunately, I didn't meet my determined goals and objectives effectively or as I hope. As a result, I felt inner discomfort, frustration and disappointment that created internal conflict. These bad depressing feelings affected negatively my self-confidence. Therefore, to regain my self-confidence and challenge the tough situations that I went through, I decided to look for resolutions to resolve this dilemma. I tried using the notes-taking strategy and jotting down to reflect on what occurred over the course of the lesson. However, using these procedures to reflect on my practice doesn't illuminate me with insightful and in-depth analyses since I failed to recall the tiny details that may be crucial and in charge for causing these downs to occur. This problem of having a fatigued memory to recall

the small details is common among teachers. As addressed by one of the participants in Tripp and Rich's study (2012) trying to recall the classroom events from their fatigued memory is more resembling going shopping for the grocery without a list. Hence, this study is conducted to overcome this problem of forgetting the tiny details that can play a crucial role in the formation of a more comprehensive clear picture. Therefore, the researcher in this empirical study is going to investigate the effects of self-reflection on teacher's own practice through videotaping. The researcher uses videotaping content analysis, structured guidelines and teacher- researcher conference. This research gains its significance from the operationalization of the term reflection by utilizing video in their practice to develop critical vision and trained eyes. In this chapter, the researcher is going to display the research problem that arises the need to conduct this research. Additionally, the researcher is going to present the significance of the study, the aims, assumptions, limitations, delimitations and the definitions of obscure concepts.

Statement of the Research Problem

The problem emerged when the researcher entered the field of teaching as a novice and beginner practitioner. As an English teacher, the researcher plans her lessons and set goals hoping to achieve productive experiences in the classroom. Unfortunately, she doesn't meet her determined goals and objectives effectively or as she hopes. Hence, the researcher felt inner discomfort , frustration and disappointment that created internal conflict. Thus, the researcher looks for many studies carried out in the educational field to solve this problem and approach a resolution. She feels constantly the need to seek betterment, cultivate her practice and quest for self-realization in the unfinished business; especially, as a fresh teacher in the arts of teaching. One of the suggested studies to overcome these dilemmas is reflective teaching. These problems are not only faced by the fresh teachers; however, as it turns out from the educational research it's a universal problem that faces many teachers in the world of teaching (Kavoshian, Ketabi & Tavakoli, 2016;Tripp & Rich, 2012). This can be attributed to the reason that larrivee (2000) suggested teachers are being trapped in unstudied judgments, explanations, presuppositions and prospects. Especially as teaching nowadays becomes

unpredictable, challenging and demanding career. Nowadays the needs of the students are different. Even the methods and the strategies that they are taught by are different due to the complexities of life and the integration of technology in the era of speed. Harford, MacRuairc and McCartan (2010) reported that teachers "encounter a vastly astounding intricacy of expectations and classroom situations" (as cited in Susoy, 2015, p. 164). Unfortunately, self-reflection is one of the most overlooked approaches in which teachers can use it to monitor their teaching, self-assess and seek betterments. The researcher selects video recording as a reflection tool because teachers in the fieldwork suffer from a common problem which is having a fatigued memory to recall the tiny details. Finally, another matter that brings the problem of the research to the forefront is the misconception that teachers hold about reflection. As Tarrant (2013) suggested teachers consider reflecting on the event as a luxury. Therefore, changes to the implicit beliefs should be worked out to make differences.

Research Questions

The main overarching question that stems from the problem of the study is :

What are the effects of self-reflection on teacher's own practice through videotaping?

The following subsidiary questions stem from the main question:-

- 1- What are the effects of self-reflection on teacher's own practice that are related to pedagogical content knowledge utilizing videotaping?
- 2- What are the effects of self-reflection on teacher's own practice that are related to classroom management utilizing videotaping?
- 3- What are the effects of self-reflection on teacher's own practice that are related to dealing with diversity in the class utilizing videotaping?
- 4- What are the effects of self-reflection on teacher's own practice that are related to content knowledge utilizing videotaping?

Definition of Terms

Reflective practice: Conceptually, Hatton and Smith (1993) defined it as “an active and deliberative cognitive process, involving sequences of interconnected ideas which take account of underlying beliefs and knowledge” (p. 2). It involves a thorough thinking, analyses, discussion, and assessment of their practice in order to adjust their teaching with the ever-changing world and the diverse needs of the students.

Pedagogical content knowledge (PCK): Conceptually, Shulman (1987) defined pedagogical content knowledge “the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction”(p.8). In other words, it's the knowledge of how to teach the instructional material using different pedagogies, teaching methods, strategies and instructional techniques to promote students' understanding and convey the learning material effectively.

EFL: Conceptually, it's the abbreviation of “English as a Foreign Language” (*Cambridge Dictionary*, n.d.). In other words, it's refers to teaching English as a foreign language to students whose mother tongue language is not English. Moreover, they're not exposed to the English language in the context they live.

Content Analysis: Conceptually, it's defined as an adjustable study technique that is used in qualitative, quantitative and combined researches. It's used to come up with replicable and trustworthy interpretations from meaningful matters such as audios, texts, videos etc... It's used for analytical goals to generate findings (Marsh & White, 2006).

Content Knowledge (Subject Competence): Conceptually, it's the specialized knowledge; either academic, vocational or technical that the instructors join the field of teaching with. It qualifies them to teach the subject that they are specialized in. (“Teacher's Self-Evaluation”, n.d.).

Classroom Management: It refers to all the steps, procedures and activities that the teachers take to manage learners' behaviors, create and facilitate supportive positive learning environment (Burden, 2020; Wolff, Jarodzka & Boshuizen, 2021)

Student Diversity: It's defined as understanding that each learner is unique and identifying the individual differences (Hudson,n.d.). The learners come to the classroom with different strengths, weaknesses, ideas, talents and experiences (Kampen,2020)

Aims of the Study

The study is carried out to achieve the following aims

The major goal of this study is:-

Investigating the effects of self-reflection on teacher's own practice through videotaping.

The following sub-goals of the study are:-

- 1- Investigating the effects of self-reflection on teacher's own practice that are related to pedagogical content knowledge utilizing videotaping.
- 2- Investigating the effects of self-reflection on teacher's own practice that are related to classroom management utilizing videotaping.
- 3- Investigating the effects of self-reflection on teacher's own practice that are related to dealing with diversity in the class utilizing videotaping.
- 4- Investigating the effects of self-reflection on teacher's own practice that are related to content knowledge.

Importance of the Study

Firstly, this study is uniquely positioned to encourage the employment and capitalizing on the video- technology. Thus, it integrates using multimedia and technology into education to achieve reflective practice. Unfortunately, from the researcher's observations and experiences in the fieldwork short shrift has been steered toward the importance of video technology as a technique for fostering reflection. Secondly, this study is important because there is almost no study carried out to address how video analysis influences EFL teachers' practices in the Palestinian context and how this pedagogy could support teacher learning. Although there are empirical studies that have been done about this topic in other countries around the world,

unfortunately the Palestinian context has been left untouched. Thirdly, this study operationalizes one of the main practical topics that the ministry can capitalize on by running and conducting training programs for teachers to improve their practices. Additionally, this study meets the needs and interests of the 21st century teachers since self-reflection is a meditative practice and an active pathway to being better than you were the day before. Recent research affirms that self-reflection is a crucial skill that qualified teachers need to possess (Kourieos, 2016). Moreover, this study represents a vital and momentous experience to share between those who are interested in teaching the English language. This study can be shared with EFL teachers around the world in order to improve their practice and their educational experiences. Finally, the study utilizes an analytical viewing framework that serves in-service EFL teachers to develop a critical vision and trained eyes. Moreover, scholarly literature affirms that instructors are better capable to be self-reflective when equipped with a viewing analytical framework (Calandra, Gurvitch & Lund, 2008).

Delimitations of the Study

- 1- **Tools or Instruments:** - the researcher uses teacher-researcher conference and content analysis as a technique to analyze the videotapes. Moreover, the researcher uses structured guidelines to guide teachers in analyzing the video-recordings and to focus the participants' attention on specific aspects in the recorded videos. Furthermore, the researcher uses the constant comparative approach to analyze the data. Besides, the teacher utilizes one interview before carrying out the study. This interview aims at introducing the thesis project, collecting the demographic data and affirming their consent to participate in the study.
- 2- **Topic-** The central issue that is highlighted in this research is investigating the effectiveness of video-based reflections on EFL teacher's own practice.
- 3- **Participants:** - the participants are six female instructors including the researcher. Five video-recordings are recorded for each teacher. Besides, the researcher is a participant observer. Moreover, she shared her thoughts and points of view with the teacher.

- 4- **The place:-** the videotapes were recorded in five public primary schools from the first to the fourth grade in Jerusalem directorate. Moreover, it should be pointed out that three lessons were recorded in Microsoft Teams.
- 5- **The duration:** - the study is carried out in the first semester in the academic year 2020. It will last from September till the end of December.

Assumptions

1. Suitable technical tools will be utilized to videotape the lessons without being intrusive in order not to lead to changes in the patterns of the teacher and students' behaviors.
2. The participants will reflect on the video-recordings objectively, candidly, honestly and critically without being biased. Therefore, for this purpose more than one tool are utilized to collect more objective, valid and reliable information. For example, the researcher uses teacher conference and structured guidelines. Moreover, the participants are assured that the information will be kept with the strictest confidentiality and will not be revealed to any external authority. The collected and reported information will be only used for study purposes. Moreover, they have the right to withdraw from participating in the study without any ramification.
3. The researcher and the teacher participants will clarify the purposes of the study for the pupils and the purpose beyond video-recording them in the lesson. The researcher assures them that the videotapes all are reserved and kept with the strictest confidentiality to achieve the research purposes without posting them by any mean. Therefore, they will be anonymous.

Chapter Two

Theoretical Framework

In this section, the researcher is going to discuss the theoretical underpinnings of reflection and juxtapose the different prominent schools of thoughts that address the reflection theory. Besides, the researcher is going to talk about the theoretical underpinnings of utilizing videotapes in the teaching and learning processes as a potent reflection tool ,especially in this rapid ever-changing era of huge dramatic developments , growth of information and complexities that impose on teachers to adjust with the these contemporary evolutions.

It's irrefutable matter that the incorporation of technology into the reflection process supports the recognized demand to cultivate technologically proficient practitioners who are eligible and "fit the mold" (Bell, 2001,p526) to meet the demands of today's promise generation and effectively handle the diversity of issues that may arise in the teaching situations (Baporikar,2016). Moreover, as Wang and King (2006) suggested critical reflection is one of key entrance tickets to successful learning. This goes in line with Baporikar who suggested that the adequate incorporation of technology can be of great value to promote learning and he shed the light on reflection as a core to learning. In accordance with the previous researchers, Mishra and Koehler (2006) pointed out that teachers must advance pedagogical understanding of technology implementation when teaching a subject (Bell, 2001). However; from my point of view technology is not a panacea for all the problems that may arise in the classrooms; nevertheless, it is a mediator that plays a crucial role in creating, changing and adjusting the teaching and learning processes. The shifting landscape to the world technology intertwined with the reflection process should find an answer to this question "What can I do with this technology that I couldn't do without it?" (Bell, 2001, p.526). Thus, utilizing technology must be worth and of value of the exerted efforts. Unfortunately, many practitioners believe that reflection on their practice is particularly a luxury and is carried out after the teaching situation. Therefore, radical changes to impart and internalize it in teachers' main praxis should be pursued. Lamentably, although technology is available, seeking

considerable and drastic changes can't happen magically. However; most of today's educational technology workshops are limited to focus mainly on advancing skills and knowledge that are related to technical issues. Teachers lack the aid and support to utilize them effectively in their practice (Ronnkvist, Dexter & Anderson 2000). As Ronnkvist, Dexter and Anderson indicate, effective training programs should juxtapose the instructional and technical domains to facilitate the incorporation of technology in the classrooms.

In this study, the researcher is going to shift away from talking about technology as it is the umbrella topic to draw and focus the attention on a significant remarkable tool that is used widely in the field of education which is video -recording. Particularly, the researcher is going to address the effectiveness of video-based reflections on EFL teacher's own practice. Addressing this vital and vibrant topic has captured the interests of many researchers and has been mushrooming enormously worldwide (Pellegrino& Gerber, 2012; Seidel, Sturmer, Blomberg, Kobarg & Schwindt, 2011; Dayan, 2016; Sherin & van-Es ,2005; Tripp & Rich,2012; Wright ,2008). This technology has created copious and various avenues for educational implementation (Salend, 1995). Therefore; it played a significant role in teacher education (Sherin and van Es ,2005). The researcher is going to highlight the theoretical underpinnings of utilizing video recording in the teaching and learning processes.

Reflection

John Dewey's Theory of Reflection

Reflection has been addressed by many researchers .John Dewey and Donald Schön provide rich comprehensive theories for reflection. Dewey's work about reflection, specifically, in 1910 (How We Think) has been cited and credited for initiating the idea of reflection in many scholarly researches and articles (Bass, Fenwick & Sidebotham, 2017; Smith,2013) . Although reflection roots can be traced long ago to Aristotle, Plato Confucius and Buddha; however, John Dewey is a key figure and originator of reflection in the twentieth century (Hatton & Smith,1995). Moreover, as smith proposed in his article Dewey is a key figure whose thinking influences heavily the work of prominent writers, such Boud, Keogh and Walker's work (1985) and Schön's works in (1983; 1987). Dewey (1910) referred to reflection in his work as the active

and persistent process of justifying and examining of one's beliefs, views, opinions and assumptions carefully, reasonably and deliberately. These beliefs, views, opinions and assumptions should be grounded on evidence. His definition goes in line with Black, Sileo and Prater's (2000) definition who defined reflection as a cyclical process where practitioners examine their beliefs, attitudes, notions, experiences and relevant concerns to their profession to evolve with new cognizance and appreciations.

Dewey discriminates between reflective thinking and everyday routine thinking. Dewey elaborates that the float of thoughts that go in people's minds and what is produced by saying is a random coursing of matters or ideas. This random coursing is a succession of thoughts that does not drive any consequence. However, reflective thinking is differentiated by the succession of ideas that drives actions and consequences in forms of steps that lead to procedures. Reflective thinking results in intelligent actions after individuals undergo mazes of uncertainty and doubts of reasoning to approach logical thinking. This goes in harmony with Schön's perspective in which there are perplexities, uncomfortable thoughts, problems and unresolved issues that require pursuing solutions and culminations. However, there's a point of divergence between Dewey and Schön related to the formulating of hypotheses about their practice. Dewey argued that hypotheses are formulated and action plans are taken by experiencing and undergoing trials and errors. However, Schön suggests that there is a type of professional reflection that is positioned in the middle somewhere between the trial and error and reflective practice (Grushka, McLeod & Reynolds ,2005).

Dewey connects the definition of reflection with the teachers' teaching practices that leads teachers to question their practices with different feeling of confusion, anxiety and wonder. These different feelings according to Dewey are to be resolved by the persistent, logical thinking that he clarifies in his definition. Dewey asserts that reflection involves meaning- making process from the experience. It involves visioning the world from a different angle and seeing it in a different way. This notion lies at the heart of Dewey's work when addressing transformative learning.(as cited in Bass, Fenwick & Sidebotham, 2017) . Mezirow (1981) adds the following actions to Dewey's notions of transformative and reflective learning to enable meaningful learning to occur. He elaborated that learning doesn't occur as a direct

consequence of the experience. Otherwise, it is an outcome of conscious self-managing of their learning by planning and vigorously being a critical reflector. Connected to Dewey's definition, Lindroth (2014) addressed that purposeful reflection lessens arbitrary decision-making and permits practitioners to make selections by carefully scrutinizing information collected from a variety of experiences yielding purposeful thinking. Connected to Dewey, Shulman (1987) addressed that reflection is, "reviewing, reconstructing, reenacting, and critically analyzing one's own and the class's performance, and grounding explanations in evidence" (p. 15). This goes in line with what Sparks-Langer and Colton (1991) as the reflection process is the contrary of the mindless of scrutinized and unstudied practices.

There are some areas for improvements in Dewey's theoretical framework. The first, as Smith (2013) suggests, there is not a real realization and apprehension for the reflection process as an interactional or transactional process. To illustrate, his work was based on the idea that the individual teacher as a learner reflect on a certain experience individually due the focus on active experimentation (as cited in Cinnamond & Zimpher 1990). Another area for enhancement is the lack of addressing the emotions in his works about reflection. Although, he addresses that emotions triggers reflection; however it was minimal and insufficient. (Smith, 2013). He views reflection merely as a mental activity and rule out the behavioral constituent and dialogue with others immersed in the situation.

Donald Schön's theory of reflective practice

Dewey's thoughts and notions paved the way for the concept of "reflective practice" in Schon's writings; particularly in his work *"The reflective practitioner: how professionals think in action"* which is published in (1983). In this seminal work, Schön addressed ways in which professionals could become mindful and conscious of their latent knowledge and learn from their experience. Unless a problem is seen as a problem, it is improbable to be framed, reframed and acted on (Loughran, 2002; Schön, 1987). Therefore, they can apprehend and enhance their professional practice as suggested in his works (1983, 1987) (McAlpine, Weston, Beauchamp, Wiseman & Beauchamp, 1999). Schön admits that reflection is an intellectual and emotional process (Schön, 1983). Moreover, he declared in his seminal work (1983) that it's

action-driven process. To illustrate, he addresses that reflection encompasses more than comprehending the teaching situation; however, it urges practitioners to take an action. Teachers have to “determine the directions in which they will try to change” (Schön, 1983, p. 165). He expresses in his work that reflection is an approach, which includes intuitive sense, art, creativity, and emotions that achieve a paramount role in being critical. Thus, practitioners are required to implement a creative approach in the process of conceptualization, framing and dealing with the different incidents including ill-defined situations and complex problems. They tap on “their own practical experience in a highly intuitive manner” (Eraut, 1994, p.143) and reflect on their different actions.

Schön is one of the first researchers who point out to critical crisis in the teaching practice which is the gap between the theory and practice. Schön points out that reflective practice aims at narrowing the gap by examining what the experts do, rather than what they talk. Thus reflective practice is a mean to enhance teaching practice (Fook, 2007). Based on and inspired by Dewey’s work, Schön suggests that reflection is a process which involves reflection - on -action and reflection -in - action which are one of his most significant contributions in his work. Schön does not set- apart thinking from doing since he considers experimenting is a sort of action. He considers implementation is premised on his inquiry (Schön, 1983). Reflection in-action which is thinking while doing and reacting to the event on the spot. As Schön suggests it’s synchronous with their on spot teaching actions (1983, 1987) . Professionals examine their experiences and responses as they occur. It demands the practitioners to tap on rich previous experience in order to reflect and act at the same time. Schön (1983) considers the process of reflection-in-action is the core of professional artistry. He elaborated that professionals have to own the ability to act, rather than to follow a set of procedures. They tap on both practical experience and theory as they make intuitive, effective and intelligent decisions on their feet to cope with the new developments or changing circumstance. Schön addressed in his works “When someone reflects-in-action, he becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but constructs a new theory of the unique case” (p.68). As for reflection on, it occurs after the event that initiates the process (after-the-event thinking). As Schön suggests it happens

asynchronously. Professionals consciously review, describe, analyze and evaluate their past practice with a view to gaining insight to improve future practice. As Smith (2013) suggests writing up recordings and talking with a supervisor are examples of reflection-on action. Reflection-on-action offer practitioners the chance to spend time exploring and thinking about the different actions that were carried in the class. Thus, teachers come up with a set of questions and ideas about the instances, activities and the different actions in their practice. In both types of reflection, professionals target to attend to pertinent theory. Moreover, they pursue to construct new understanding to form their actions and engagements in the unfolding events. Practitioners permit themselves to experience astonishment, bewilderment, perplexity, and uncertainty in the unfolding events that involve the aforementioned emotions. They reflect on the current phenomenon and on the previous understanding that has been implicit in their behavior. They carry out an experiment which brings about new understanding of the situations and make differences and changes. Therefore, according to Schön to be reflective and contemplative is to be conscious of theories, bridging the gap between theories and practice and evolving with theories from the teaching practices. Finally, Schön addresses that both types of reflection allow practitioners to, review, adjust and fine-tune or polish their expertise.

Schön's theory of reflective practice is highly connected with utilizing video recording in the instructional process. Practitioners resolve conflicting role frames via videotape-based reflections. Definitely, it is done through a kind of inquiry and thorough detailed rigorous examinations of the video segments to attain rigorous professional knowledge. The analysis and the inferences that are generated from the video recording may slip out and falls outside the framework of technical rationality. Moreover, the suggested types of reflection in action and reflection on action are considered as upper levels of metacognition (Lane, 2012). To illustrate, teachers constantly conduct in- action reflection that involve in-depth and analytical inquiry about their practice to achieve continual self-enhancement and therefore promote the quality of their teaching. Additionally, it involves the components of the metacognition definition. It includes re-planning of each lesson due to exploring the strengths and rooms for improvements in each class. Moreover, it includes monitoring their work continually toward progression and checks what is applicable and suitable that serves the teaching context that they are involved in

and what's not. However, Akcan (2010) suggests that reflection on is considered a metacognitive enactment and reflection in is the ability to recognize problems based on prior experiences and knowledge.

To finalize, I want to spot the light on the strengths and rooms for enhancements in Schön's theory of reflection. One of the fortes in his seminal works about his theory of reflection is refuting the technical rationality and moving away from technical rationality to reflection in action. Although Schön admits in his work (1983) that reflection-in can be perceived as a sign of weakness. To illustrate, feeling uncertain during the teaching situation is considered a threat. Moreover, it's not accepted by some practitioners, specifically technical experts who consider themselves as skillful technicians at selective noticing and have control to manage the different situations premised on scientific evidence and theories . They believe that professionalism is intertwined with technical expertise .This is apparent when he said "reflection-in action is not generally accepted- even by those who do it-as a legitimate form of professional knowing." (p.69). However, later on he suggests in his work moving from technical rationality to reflection in action since he argued that profession can be learned and solving the problems by techniques and based on solid-evidence can be unstable. This is clear when he said

Even when a problem has been constructed, it may escape the categories of applied science because it presents itself as unique or unstable. In order to solve a problem by the application of existing theory or technique, a practitioner must be able to map those categories onto features of the practice situation. (p.41)

Therefore, as he suggests unique cases may fall outside or slip out of the technical rationality. That is not all the teaching situations are prescribed and premised on theoretical evidence and applied research. Thus, the ends are not fixed and certain .In addition,non-technical means are utilized to resolve and frame the problematic situations.

Moreover, one of the strengths of Schön's theory of reflection is paving the way for other researchers and scholars to construct and come up with significant concepts based on his seminal works. For example, the concept of reflection-for-action is developed based on Schon's seminal works. (Killion & Todnem 1991; Grushka et al. 2005; Farrell, 2007)). As Killion and Todnem suggest, this type of reflection guide practitioners in their future practice.

They consider it as “more practical purpose” (p.15). Thus as Killian and Todnem suggests reflection has become a process that occur in “ all time designations past, present and future”. (p.15)

In addition, although reflection-in-action is distinct from other kinds of reflection due to its immediate response to action and this it's immediate significance; however, some researchers criticize Schön for failing to explain what is involved in the reflective process, particularly, the time matter. When the teacher is faced with limited short time to take rapid decisions, and thus “ the scope for reflection is extremely limited”. (Eraut, 1994, p.145). To what extent teachers can restructure schemes, plans and procedures of action, apprehend the phenomena and reframe the problematic incidents. In other words, to what extent the process of reflection-in (on-the-spot experiment) is effective and to what extent the intended outcome will be yielded as Schön addressed it's done “without conscious deliberation” (1987, p. 28). What the practitioner shall do when the situation does not fall within the boundaries of what they have learned to deal with. As Sherin (2004) suggests reflection offer teachers a momentous opportunity which is “the luxury of time” (p.13). Therefore, as she suggests their practices become subjected for reflection and scrutinizing a variety of options, rather than instantaneous unstudied actions. However, extending the time matter for reflection is likely to result in more deliberative intervention, with time consciously to investigate a range of possible options or even to consult with other people. Moreover, as Tripp and Rich (2012) addressed in their study reflection in action is often hard for instructors since there are many matters that compete to attract their attention in the teaching situation and miss little critical cues while interacting with the learners. One of the participants in their study said “When you're in the moment, you don't realize what's happening, but when you can step back as an observer, you see more things and have a desire to change” (p.732). Another significant point that Schön doesn't address it in his works pertained to his theory of reflection is “lack of emphasis on the interactional dimension of teacher learning” (p.34). To elaborate, although he stresses the importance of reflective exchanges, he doesn't clarify the process and the procedures on the interactional process that occur when practitioners reflecting together (Day, 1993).

Video Analysis and Metacognition Theory

Teachers' self-reflection is grounded on the theory of metacognition. As McAlpine, Weston, Beauchamp, Wiseman and Beauchamp (1999) proposed metacognition is a vital dynamic process that comprises thinking about their practice. This is related to the frequent definition of metacognition that has been defined in the multitudes of scholarly work as "thinking about thinking" or "cognition about cognition" (Flanigan, Sudbeck, Beavers, McBrien, & Sierk, 2016, p.68). As Burns (1999) addressed, video recording provides the teachers a momentous opportunity to rethink of the routinized practices in their practice that are taken for granted. Therefore, watching video recording and analyzing it involve conscious deliberative thinking. This goes in conformity with McAlpine, Weston, Beauchamp, Wiseman & Beauchamp (1999). They suggested that reflection involves teachers getting out, exceeding and going beyond the corridor of tolerance of their different enactments in their teaching.

Many scholars and researchers addressed that metacognition embraces two central types of knowledge which are knowledge of cognition and knowledge of regulation cognition (Schraw, 1998; Tarricone, 2011). The first type is knowledge of cognition. It encompasses three types of knowledge which are declarative Knowledge, procedural knowledge and conditional knowledge. I am going to tap on them in order to illustrate them in details and connect them to utilizing videotaping as an educational tool used for reflective purposes. The first type which is declarative Knowledge is knowledge of one's self as a learner, general knowledge related to human learning and knowledge of rooms for enhancements in their practice as teachers are constant learners (Flanigan et al, 2016). This is related to video recording as a reflective tool since humans' general knowledge is limited and it does not aid all the teachers to remember and recall all the tiny critical details in the teaching process that may in turn highly affect the teaching process and usually are overlooked. Therefore; videotaping is characterized and distinguished from other reflection tools of its capability to capture all the transactions that simultaneously occur in the teaching situation. The second type as Flanigan et al suggested is procedural knowledge which is related to the ability to utilize a specific strategy effectively. This is related to videotaping when spotting the light of the video on the teacher's practices,

reviewing and analyzing the video recording to reflect on the effectiveness of utilization specific strategies. The third type of knowledge is conditional knowledge when and why to use a specific strategy (Flanigan et al, 2016). This is relevant to the video recording when teachers are illuminated by insightful incidents from the video due to the detailed scrutiny of the recorded data to refine, revamp and adjust their teaching practices. The second central type is regulation of cognition. It encompasses four focal processes which are planning, monitoring, controlling and evaluating (Flanigan et al, 2016; Schraw, 1998; Veenman & Spaans, 2005). In the first process which is planning, teachers set goals, activities and also is connected to the order of implementing the set activities. These components undergo constant review and cognition monitoring as they are existed as naturalistically as in the real teaching situation. After that, practitioners set up future goals to revamp and strengthen their teaching. Monitoring which lies at the heart of the metacognition theory involves cognition awareness of comprehending the different critical incident in the video recording in order look for solutions and utilize alternative strategies to refine and polish their practice (Schraw, 1998 ; Moshman, 1995). Watching and monitoring the video recording provide the stimulus for articulating the rationale pertained to the classroom. Therefore, video recording analysis entails monitoring and decision-making processes that connects knowledge and actions. The decision-making process maintains to initiate, sustain, fine-tune or terminate teacher's plans as a consequence of monitoring. The last process in regulation of cognition is cognition controlling in which teachers look for solutions that inhibit the undesired responses (Zimmerman, 2000). The video recording tool itself is a best example of controlling cognition. To illustrate, teachers through watching the video look for solutions to inhibit the undesired responses and potential distractions. Evaluating cognition involves discovering errors and potential problematic areas by the end of watching and analyzing the video recording .It involves comparing the outcomes and the proceedings of the videotaped class to achieving the intended goals. To clarify, the intentions of the practitioner and their different real enacted actions in their practice are evaluated. As Sherin and Van Es (2005) indicated in their study, the description of the unfolded events overtime is followed by evaluation. The teacher comments reflect evaluative stances of the strengths and rooms for enhancements. Even Sherin and Van Es concentrate on moving beyond

the evaluation process. To illustrate, they shift away from making rapid judgments on the events as they notice the interpretation process in order to understand the influence of a particular strategy in learning. This is in lieu of concentrating on the effectiveness of a particular approach or strategy and to use their understanding to proceed in forming their decisions. Teachers become more discriminating in what they notice as important. They organize their analyses around the significant aspects of their teaching and learning, rather than describing literally the chronological aspects.

As Susoy (2015) suggests, video recording encompasses metacognition since practitioners make a difference in the level of their responses to classroom events from automatic towards a higher level of studied, contemplated and informed responses that demonstrate awareness. For example, videotaping is characterized and distinguished from other reflection tools of its capability to capture all the transactions that simultaneously occur in the teaching situation. This is quite related to what Sherin and van Es addressed in their study. They addressed that videos play a crucial role in “helping teachers learn to notice” (2005, p.478). They advance teachers’ ability to identify the significant interactions and carry out in-depth discussion beyond superficial commentaries. They elaborate that the teachers not only commenced to notice new events as momentous; however, they also commenced to talk about what they notice in a more interpretative and evidence based approach. Thus, video recording stimulates discussion of the interpretations of thinking and decision making. Moreover, as Burns (1999) proposed video recording entails exploring the teachers’ beliefs and principles underpinning a particular lesson such as learner-centered, not controlling classroom questioning and communicative and active learner involvement.

McAlpine, Weston, Beauchamp, Wiseman and Beauchamp (1999) suggest a model for reflection that highlights the strong bond between reflection and metacognition

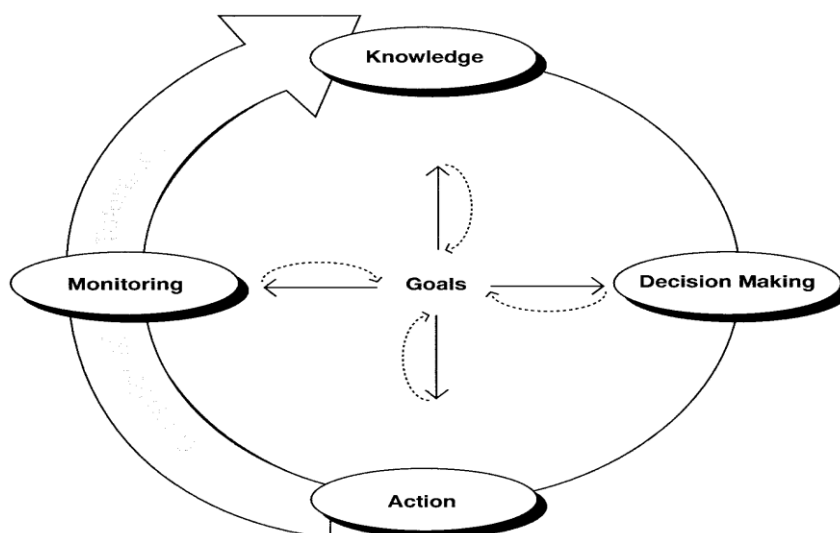


Figure 1. A model highlights the strong bond between reflection and metacognition. Adapted from “Building a metacognitive model of reflection” by L. Mcalpine, C. Weston, J. Beauchamp, C. Wiseman and C. Beauchamp, 1999, *Higher education*, 37(2), p.107. Copyright 1999 Kluwer Academic Publishers.

This proposed model shows that reflection is steered toward achieving constant goals which are the instructional goals or the learning outcomes. Enacting these goals as they are indispensable and integral part of the set plans that are obtained from knowledge. The acquired knowledge is in constant flux since the actions are continuously reviewed and examined. Both knowledge and enactments of the goals are refined and updated by constant monitoring and feedback.

Eraut (1994) proposed that

reflection is best seen as a metacognitive process in which the practitioner is alerted to a problem, rapidly reads the situation, decides what to do and proceeds in a state of continuing alertness. This resembles those situations involving rapid interpretation of information and decision-making in the middle of action (p.145).

Thus, self-evaluation is an active process in which teachers reframe problems by exploring and articulating the validation for the reframing and explaining the ongoing design thinking (p.145). Therefore, it's active and ongoing process of thinking that stimulates self-regulation ,self-

consciousness and self-monitoring .To illustrate, teachers work as constant learners who strive to seek advancement in various areas of the their practice as it is ongoing process.

One of the attractive and notable ideas in Schön's work is viewing the educational process as a design process. Schön views the teaching process as he regards the 'action' as being the design process. He considers the design process as a silent deliberative process and a metacognitive process, "the thinking about thinking" (Eraut, 1994, p.146). It enables the practitioners to take reasoned decisions about what to act next and what to think next. For example, practitioners would abandon one option in order to try out another option. Moreover, they would stop working one option and explore the impacts of the other option.

To sum up, reflection is cyclical iterative pivotal process that endorse navel gazing notes, to emancipate from the cage of inner discomfort, ,thoughts ,unexamined decisions, interpretations, formulated hypothesis, suspicions ,suppositions and expectancies to nonarbitrary purposive thinking .Therefore; practitioners come up with fine-grained studied judgments and well-informed studied decisions to rationalize their practice. As McAlpine, Weston, Beauchamp, Wiseman & Beauchamp (1999) suggest reflection involves teachers getting out, exceeding and going beyond the corridor of tolerance of their different enactments in their teaching. Therefore, reflection is a metacognitive, constant and methodical process that involves thinking and pondering deeply about their teaching practices in order to enhance, sharpen their pedagogical practices and solve problems that they may constrain them in the educational context. Additionally, it equips teachers with in-depth detailed understanding of their own works and form their perspective based on studied cases and situations.

Chapter Three

Literature Review

Using Video Recording in the Educational Context

Researchers pointed out that videos has been utilized in instruction since 1960s. (Coffey, 2014; Sherin & Van Es, 2005; Tripp & Rich ,2012; Reddy, 2019). This approach is established by Dwight Allen and his colleagues at the Stanford University in the field of medicine to train students in teacher education program (Politzer, 1969; Reddy, 2019). The aim of microteaching is “experiment with teaching at a micro-level (Sherin, 2004, p.3) and placing the teacher under the microscope lenses (Lakshmi, 2009; Ananthakrishnan, 1993). Microteaching was carried out for teacher training purposes. It involved planning and teaching a short session or parts of it to their fellows- who are student teachers in a group activity (Richards & Farrell, 2011; Sherin, 2004). Afterwards, the teacher trainers and their peers exchange feedback and commentaries, particularly corrective feedback about the taught micro lesson. Although this instructional approach has been acknowledged by academics all around the world, however as Richards and Farrell indicated it has been criticized as being top-down approach .To clarify, as they suggested, it emphasizes on the duplication of and re-breeding traditional teaching norms since it was crutched on corrective feedback. Moreover, as Lee and Wu (2006) proposed it doesn't offer teachers the opportunity to reflect on their practice. However, Sherin suggested that video utilization has been advanced since that time from micro-teaching to interactional scrutiny to tackle video-based cases in order to pursue deeper and clearer understanding of their educational practices. Definitely, this is connected with the same approach, but enacted differently. This modernize approach is premised on integrating videos into teachers' own practice for reflection process.

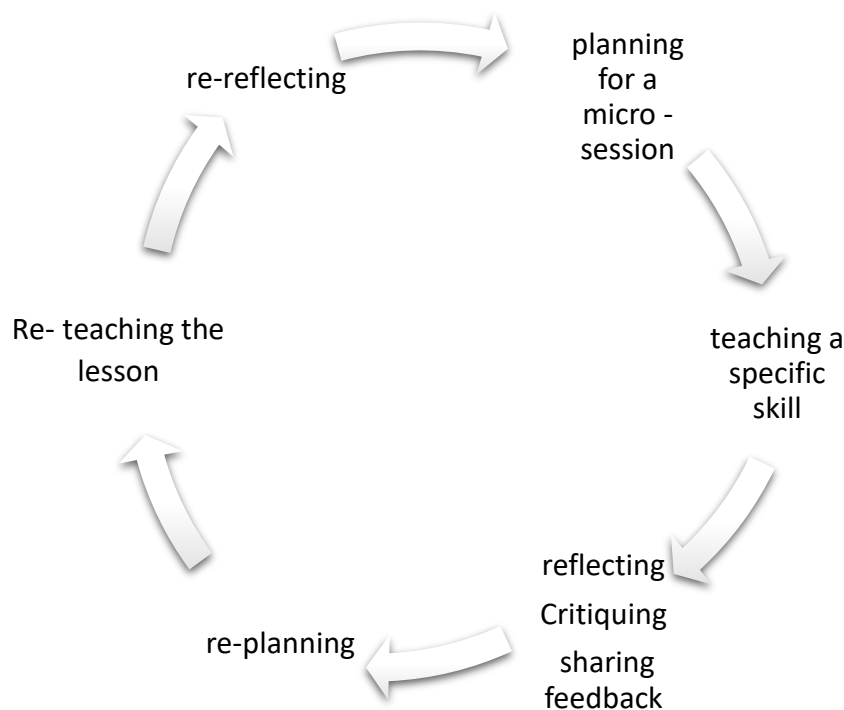


Figure 2.the Microteaching Cycle .Adapted from Singh. (2016).P.20

As Kavoshian, Ketabi and Tavakoli (2016) suggests “Nobody can deny the ubiquitous role of videotaping in this field” and Burns (1999) pinpoints that “recording are invaluable in furnishing researchers with objective first-hand data for analyzing individual teacher behavior” (p.96) . In this section I’ll tap on copiousness studies and affirm Kavoshian, Ketabi and Tavakoli’s and Burn’s claims by generating five over- arching salient themes recurred through the previous scholarly studies about utilizing videos in the educational process to achieve self-reflection .

The following six over- arching salient themes emerge as follow

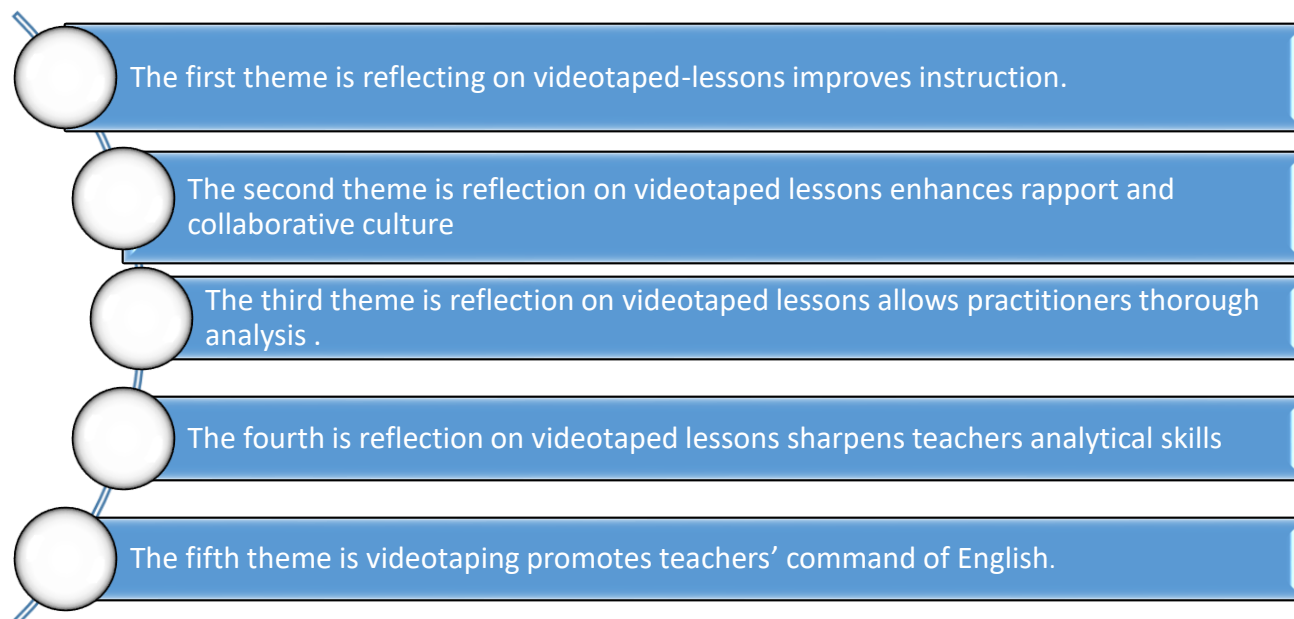


Figure 3. five over- arching salient themes recurred through the previous scholarly studies about utilizing videos in the educational process to achieve self-reflection.

Reflecting on Videotaped-Lessons Improves Instruction

The first theme is improving the quality of their instruction through reflecting on the videotaped lessons and consequently influences teachers' professional growth and development (Hamidah & Yusuf ,2019; Tripp & Rich ,2012; Rosalina, Mulyono & Dewi ,2019; Mercado & Baecher ,2014; Akcan,2012; Harrison,2013; Yanuarti & Treagust ,2015; Hong and Riper,2016; Daniel, Pray & Pacheco ,2019) . Kavoshian, Ketabi and Tavakoli (2016) confirm the presence of this theme in their study by pointing out that there are significant differences between teachers' self-reflection scores before watching the videotapes and after watching their self-videos. They illustrated that their self-reflection scores increased significantly due to the suggested plausible reasons. To clarify, watching self-videos raises teachers' awareness of their strengths and areas of enhancements in the different content areas in their practice, particularly in the areas that aren't possible to access during the teaching process (Kavoshian, Ketabi & Tavakoli ,2016; Sherin & Van Es, 2005; Kleinknecht & Schneider ,2013; Mercado & Baecher,2014). Moreover, analyzing their videotapes empowers them to be self-confident due

to being promoted and boosted by their awareness of the fortes in their practice. Therefore, as Kavoshian, Ketabi and Tavakoli proposed in their study positive self-image is created and reflective teaching is not only limited to solving problems. Moreover, they illustrate that the teacher profits from the discussion with peers and supervisors in identifying the missing aspects in their practice and their confidence in the teaching process is heightened due to the interactive discussion of exchanging and sharing net of thoughts. Therefore, working as a community of critical friends or as a community of practice heightened their self-confidence. Moreover, videotaping provided the teachers with high prospects to focus their analysis and pay close attention to the communication patterns in the teaching situations and thus improve their practice. The teacher should not lose sight of the significance of the communication patterns that contribute in; either, facilitating or constraining students' learning.

Communication patterns are related to the interactional patterns between the teachers and students and interactions among the students. Thus, video recording provides teachers with precise information about the interactional behaviors which may not be visible and not possible to be accessed during the teaching process. Kinesics, eye contact, body language, physical proximity and the rapport between and among the different parties in the classroom are examples of communication patterns that undergo teachers' scrutiny and focused analysis. As Kavoshian, Ketabi and Tavakoli (2016) suggests videotaping offer the teachers window opportunities to be alert and keep a close eye to their kinesics such as physical status, facial expressions and eye contact to enhance their teaching. Since these kinesics heavily influence practitioners' interactions and communication patterns in the teaching context. This is highly connected to make differences and drastic changes on the psychological level. For example, one of the participants' quotes in Kavoshian, Ketabi and Tavakoli's study is "Videotaping made them aware of the value of rapport, friendly atmosphere and low anxiety in facilitating learning and improving teaching process (p.16). This concurs with Guidry et al's study (1996). They proposed, "Video recording is a powerful medium that captures the dynamics of movement, bodily expression, and emotion" (p.52). Moreover, it is not limited to watching the nonverbal cues; however, as Burns (1999) suggests in her work audio or video recordings are valuable in "capturing in detail naturalistic interactions and verbatim utterances" (p.94).

However, Daniel, Pray and Pacheco (2019) re-orient and steer the attention back to the learners. They affirm attending to and responding to the learners' actions that contribute in their learning instead of constant concentration on teachers' actions and their own pedagogies. Therefore, videotaped lessons provide the teachers the chance to notice how and when students are able to contribute or interact during their lessons. In turn, video-based reflections arouse teachers' interests to leverage the amount and the quality of learners' interactions during the lesson. Moreover, video-based lesson analyses assist the instructors to attend to interactional scaffolding, specifically when they can think about "the particulars of student thinking, using evidence of classroom interactions to draw inferences about student learning" (Barnhart & van Es, 2015, p. 85). This is connected with the constructivism theory in which teachers should attend and spot the light on this thread that addresses language learners' interactions with their peers and teachers as they are of utmost importance for constructing new content and linguistic knowledge (Cole, 2014). Video-based reflections offer the teachers the chance to admit, reflect on and develop their teaching responsively to provide learners with opportunities to contribute in their lessons in order not to constrain the development of their oral language practice and work toward building constructivist –oriented classrooms. Concurring with Windschitl (1999) and van Es et al. (2014), video-based lesson analysis should be pursued to emerge from traditional prescriptive instruction and steering the attention toward slowing down and attending more meticulously to the details of student thinking.

Moreover, video recording is extremely inestimable on reflecting on the implicit beliefs, and mental schemata. As Wang and King (2006) and Burns (1996) suggest practitioners may acquire self-confidence in their abilities and from this confidence they are derived by tremendous power to explore and try out new ideologies, principles, beliefs and philosophies. One of the common examples of troubles that teachers fall in is dominating the class (Teacher-centered approach). One of the participants in Kavoshian, Ketabi and Tavakoli's study addresses that she was not aware of the details of her talk. One of these details of her talk was dominating the class by her talk leaving the learners passive in the classroom. Therefore, after watching the first video, she decided to make adjustments and implement group work to increase their participation in class activities. Therefore, videotaping plays a crucial role in

helping teaches to pay close attention to the details and have deeper insights into their practice (Akcan, 2010; Kavoshian, Ketabi & Tavakoli, 2016; Hamidah & Yusuf, 2019). This coincides with what Harrison (2013) suggested in which reflecting on the videos enhances key high paramount teaching areas, such as engaging the learners in the lesson and lessen the teacher-dominance. This is also go in harmony with Daniel, Pray and Pacheco (2019) when they suggest that teachers were unconsciously suppressing students' interactions and not allowing them to develop their oral practice. Moreover, Brown (1995) suggests another example. She addressed that teachers obtain informative perspectives about their questioning techniques in terms of the type of the asked questions, their classifications according to the cognitive levels or demands, and the attempted goals beyond asking these questions. When she carried out the initial review, refinement was carried out, such as developing categorization of the questions.

Akcan (2010), Coffey (2014), Farrell (2007), Hamidah and Yusuf (2019) and Lee (2007) add that the teachers who participated in the abovementioned studies have learned how to develop strategies and skills to remedy the problem areas through videotaping their lessons. After the teachers analyze the videos, they strive to improve their strategies, techniques and methods; and consequently, to recover their practice in the upcoming lessons. Moreover, video-based reflections illuminate teachers with gaining new perspectives. It is not only limited to identifying the strengths and rooms for enhancements in their teaching; however, it is about being illuminated and getting insightful into their teaching. (Tripp & Rich, 2012; Rosalina, Mulyono & Dewi, 2019). I argue with Rosalina, Mulyono and Dewi when they mix between identifying rooms for enhancements and strengths and getting new perceptions. From my opinion they're divergent since identifying rooms for enhancement require pursuing solutions to modify the problematics; however, obtaining new sights and perceptions is discovering new visions that are beyond our perception. By seeing the real situation multiple times, teachers reach a firm conviction about their competencies and limitations in their teaching. These new insights and perceptions urge teachers to change their thoughts to develop. Hong and Riper (2016) reveals in their study that video analysis helps teachers learn new instructional strategies and acquire new ideas to use in their classes. To clarify, according to statistics in their study twelve out of 13 (92 %) report that they learned a range of instructional strategies from

viewing the videos that represent authentic contexts. Moreover, Tripp and Rich (2012) suggest that video analysis is more precise and specified compared to the general and loose feedback that the teachers receive from the supervisors on their practice. They elaborate that the unspecificity and looseness of the supervisors' feedback is inadequate and unsatisfactory to help teachers make enhancements to their teaching.

Besides, Tripp and Rich (2012) suggest that teachers improve their instruction since they feel ownership and accountable over the course of the reflection process. Teachers feel accountable to implement ideas that were generated from the reflection process, particularly when referred to discussion in collaborative groups. Moreover, accountability, ownership, open-mindedness, whole-heartedness and responsibility are significant attitudes to be cultivated during the reflection process as they are major components of reflective thinking as a major educational aim (Dewey,1993).

Mercado and Baecher (2014) indicate in their study that videotaping lessons contributes in a professional development and growth which is an integral part of ongoing and formative teacher evaluation .This study is significant as it ascertains the formative nature of self-reflection that is unlike the other common assessments that target summative or final evaluative judgments. As Mercado and Baecher suggest in their study teachers who evaluate themselves become active agents in the learning process who seek self-transformation and self-empowerment and doesn't have any longer to undergo traditional control-oriented practices carried out by the supervisors. Sherin and van Es (2005) indicated in the findings of their study that even experienced teachers grow professionally if they videotape their lessons and it is not limited to novice teachers. These results emerge from the enhancement and refinement of their practice due to conducting reflections based on video analysis. This goes in line with what researchers infer from Dewey's work about reflection "We do not learn from experience... we learn from reflecting on experience" (Lagueux, 2014, p.1). Moreover, they develop professionally because teachers grow gradually and qualitatively different over the course of experience years. The aim of reflection is growing qualitatively different each year and not repeating the same year. McConnell, et al. (2008), Tripp, and Rich (2012) add in their study that videos paly indispensable role in achieving professional development since they are trustworthy

evidence that reason their instructional decisions. Moreover, As Kavoshian, Ketabi and Tavakoli (2016) indicated it plays a crucial role in teacher's development since teachers can acquire understanding and knowledge about their pedagogies, bridge theory and practice and make a difference in the level of their responses to classroom events from automatic towards a higher level of studied and contemplated responses. In addition, teachers make contemplated and informed responses that demonstrate awareness. This leads to boosting their personalities on the psychological level which in turn power teachers to envisage themselves as qualified practitioners (Kavoshian, Ketabi & Tavakoli , 2016). Videotaping help practitioners to grow professionally since it involves setting up future goals to revamp and strengthen their teaching. Moreover, their awareness and sensitivity to the different incidents that are relevant to the learning and teaching processes increase. Moreover, their knowledge, skills, attitudes such as open-mindedness, responsibility, and wholeheartedness play a dynamic role in promoting their professional development.

To sum up, videotaping provides the teachers with tremendous equal opportunity to pay close attention to all the events in the instructional process(Seidel, Stürmer, Blomberg, Kobarg & Schwindt, 2011).These critical incidents that are overlooked are highly significant for accurate classroom practices improvement. Therefore, utilizing video recording in the instructional process promotes momentous opportunity for self-inquiry that involves collecting extensive data that can contribute examining their teaching to seek improvements (Akcan,2010). Therefore, video-based reflection has been approved to be successful and efficient for teacher professional development purposes which seemingly plays a vital role in elevating the teachers' performance and keep up their professionalism on the top.

Reflection on videotaped lessons enhances rapport and collaborative culture

The second theme that has emerged from the findings of the previous studies is enhancing horizontal mutual rapport among the contributors and constructing a collaborative culture in the educational process, rather than working in isolation. Mercado and Baecher (2014) reveal in their study the potentials of conducting self-observation based on videos in enhancing more cooperative interactions with colleagues, mentors and supervisors. They

ascertain that this additional advanced step besides reflecting on the videos, which is a voluntary sharing, is a logical step and a wise choice that has clear formative purposes in developing the educational process. In addition, it fosters forming a mutual rapport between teachers and their supervisors that serve and leverage the institutional practices. As Mercado and Baecher addressed “Within authentic, safe, professional learning communities, video-based self-observation may serve as a lever for bringing teachers and their supervisors together in a mutually beneficial relationship that can best serve the interests of their institution” (p.76). Lane (2014) shows that peer-review sharing of videos that include captures of teachers’ behaviors in their practice is an efficient way to advance professional practice as it is a type of complex interaction among different contributors in varied contexts and setting in the educational process. Hong and Riper (2016) suggested that teachers’ scrutiny of the authentic videos, guided by experts, profit teachers in investigating key aspects of their instruction and investigating teaching strategies that cater for students’ needs. They illustrate, guided video analysis challenge teachers to meditate on their practice and promote cooperative and interdisciplinary viewpoints. Pellegrino and Gerber (2012) point out that reflecting constantly joined with peer- discussion prove to be efficient techniques that enable teachers to articulate what they view in their analysis. During the think-aloud session that the researchers have conducted, teachers were encouraged to exchange and share their thoughts including the positive and negative aspects. Videotaping can encourage following and utilizing the collaborative approach; rather than the individualistic approach that may limit exchanging and sharing a net of interdisciplinary thought and ideas. They work more like critical friends and a community of proactive through dialogical interaction to pursue, depict, clarify, interpret, question, discover, investigate, inquire and challenge (Valli, 1992). Moreover, as Tripp and Rich (2012) proposed teachers feel that sharing their video recording with their colleagues assist them to gain a new mindset on their practice because when they take the advantage of sharing with colleagues. They see different things from different point of view and from different personalized suggestions that individually they missed. Another point that is worth to be addressed is empathy rapport among the teachers is developed .The video aids teachers to relate to each other and be more open to exchange personal suggestions since they had

struggled with similar experience. Moreover, they themselves empathized when they saw with their own eyes the flaws and fallacies in their instruction. Opposed studies, such as Brouwer's study (2011) and Tripp's study (2009) reported that video is a valuable and helpful tool since it offers teachers the opportunity to evaluate themselves without the need and the supervision of a supervisor or colleague. They attribute that to the sufficiency of the video recording that empower them to collect and scrutinize all the information. Lastly, as Akcan (2010) proposed instructors can share their findings in conferences or seminars to exchange fruitful experiences with other teachers.

Reflection on videotaped lessons allows practitioners thorough analysis

The third theme is that videotaping is a trustworthy evidence-based that enable practitioners to come up with fine - grained analyses (Rosalina, Mulyono & Dewi, 2019). Considerable studies revealed that teachers who use videos are more likely to ground their reflections on evidence rather than memory or inferences (McConnell, et al. , 2008; Sherin & Van Es ,2005). McConnell, et al conducted an experiment to approve this theme. Their experiment revealed differences between teachers' teaching efficacy. One of the groups conducted their reflection based on text-reflection and the other group based on videos. Teaching effectiveness for the video group improved significantly more than in the text. Furthermore, their study revealed that teachers who utilize videos in their practice are more likely to use proof to guide their instructional decisions. Moreover, their study showed differences in the use of evidence in discussing the videos. To illustrate, video- recordings capacitate teachers to view events from a new angle that is more durable compared to memory and more objective than inferences. To elaborate, the information and the situations that the teacher wants to analyze may be exposed to be forgotten, altered and overlooked over time. Thus, the video- recording works a saved format for the real world segments that the teacher can re-watch again and play it multiple times to reach a firm conviction about his / her competencies and limitations in teaching at any time. Tripp and Rich (2012) suggest a stark common reality which is feeling shocked when what they watched is different from what they remember. Therefore, teachers trusted the video that they see with their own eyes.

Consequently, they trust the feedback since they see the urgency to see the pressing need to change with their own eyes. Video analysis works as a firm conviction to recognize issues that they were not previously willing to admit. Therefore, reconciliation and being honest with themselves was created. There's an expressive quote mentioned in their study for a participant who stated trying to reflect from memory is like to go to the grocery shopping without a list. Even on the psychological level, McConnell, et al. and Akcan (2010) state that videotaping is evidence which leads to heighten teachers' confidence in reasoning their pedagogical decisions. Moreover, video enable teachers to see literally the need to make alterations and transform their practice with their own eyes (Tripp & Rich ,2012). Sherin and Van Es (2005) indicate an elevation in evidence-based comments and analyses. They ground their interpretations of what had occurred in evidence from the video. They proposed that crutching practitioners' commentaries and analyses from the videos prompt them to clearly articulate, validate their claims and develop a concrete vision. They proposed that teachers' expertise that they develop in watching the videos as evidence advanced their ability to refer to significant segments which are specific events. Moreover, watching the videos prompts them to discuss certain ideas in the video; rather than talking generally about the videotaped lesson. Moreover, video recording contributes in overcoming an important challenging aspect to be changed which is teachers' beliefs. Utilizing video-based reflection aid teachers to identify the gaps between their beliefs and tacit assumptions about good practice and their real teaching practices (Rich & Hannafin , 2009; Tripp & Rich ,2012). Researchers agree that making alterations to teachers' beliefs is one of the intricate and challenging tasks (Bell, 2001). Particularly, video recording facilitate changes to the epistemological beliefs that teachers hold encompass what they know and how they know. From my point of view, video recording works as an authentic rationale to bring about changes in their beliefs.

Reflection on videotaped lessons sharpens teacher's analytical skills

The fourth theme is broadening teachers' vision and sharpening their analytical skills of the complexity of the classroom context. Pellegrino and Gerber (2012) suggest in their study that video-based reflections influences teachers' thinking about their practice in details and

seeing things that were not apparent to them and beyond their perception and realization in the teaching situation. As Sherin (2007) suggested professional vision is being developed over the course of the reflection process. Moreover, as she suggests selective noticing of certain critical incidents is developed. In addition, reasoning the teaching situations advance based on their knowledge of the wider concepts and principles of teaching and learning they signify and their knowledge that is derived from their own experience in the instructional process (Van Es & Sherin, 2002). Additionally, Akcan adds that it helps them to consider and analyze the body language and their tone of the voice. For example, they analyze how they appear or look while teaching, such as being nervous or confident. Videotaping offer teachers the opportunity to critique themselves deeply as they watch themselves as outsiders who critique their positive and the rooms for improvements domains in their teaching. Pellegrino and Gerber suggest in their study to use observation instrument and video-recording analysis to empower teachers to focus on details that are habitually overlooked in formal evaluation or text-observation. Pellegrino , Gerber and Akcan reveal in their study that reflection enlighten the teachers to analyze and understand the dynamic nature of a class . For example, it includes student attention, students' behavior and interactions. Moreover, as Harrison (2013) suggests utilizing films as a reflection tool enlighten teachers with different perspective of what occur in the classroom and challenge their perceptions by finding substitutions to reform their practices. Rosaen, Lundeberg, Cooper and Fritzen (2010) indicate in their study that teachers change their frame of mind from a closed to a more open frame of mind when utilizing video to inspect their teaching practice. Videos assist teachers to engage in practices that involve "analytic mind set" (Sherin, 2004, p.13). Moreover, as Rosaen, Lundeberg, Cooper and Fritzen suggest practitioners frame problems or problematize their practice. Moreover, as Sherin (2004) suggests utilizing video recording develops from "analytic mind set" "knowledge of interpreting and reflecting on classroom practices. They move from general to specific and from simple to complex observing. Additionally, one of other specific aspects the teachers emphasized when utilizing video recording is noticing the differences in students' competencies while working in-group discussion. As a result, the video informed the teachers about students' personality when working in the group discussion (Tripp & Rich ,2012). Finally, Tripp and Rich addressed that

viewing the video reinforced the teachers to see the specific incidents and the progress that improved in the teaching.

Reflection on videotaped lessons improved teachers English Skills

The fifth theme is reflection on the videotaped lessons promotes teachers' command of English. Kavoshian, Ketabi and Tavakoli (2016) pinpoint that watching their own videos raises their consciousness of their mistakes and errors in the different domains. For example, practitioners become aware of the problems in pronunciation and grammar accuracy. Moreover, they become aware of the problems in utilizing the tone, intonation, pitch and pace effectively to fit the teaching situation. Teachers report that they become more capable and self-confident in the second video-recording when they reflect on the videos and discover these mistakes. Moreover, Akcan (2010) addresses the same theme and adds that it helps them to notice the strengths and rooms for enhancements in the utilization of the target language. A stark relevant issue that is inferred from watching and scrutinizing the videos is the teacher's psychological states affect teachers' language use in the teaching situations. The teachers did believe that paying attention to language use including using the target language enhance their teaching and enhance the learners' learning process. Finally, videotaping offers teachers tremendous opportunities to "evaluate themselves more critically as an outsider" (Akcan, 2010, p. 40). One of the points in that I want to critique in Kavoshian, Ketabi and Tavakoli's work is not rationalizing and giving evidence about the differences between novice and experienced teachers in term of committing grammatical mistakes and slips of tongue. To clarify, they argue that novice teachers commit more grammatical mistakes compared to the experienced teachers. To sum up, as a researcher, I recommend conducting further studies on this theme.

From the preponderance of evidence of the efficiency of the videotaping, video-based reflection should be prioritized. To illustrate, it should be endorsed in pre-service programs and carried out by in-service teachers in schools. It should be legislated by the ministry of education and the national teacher authorizations to keep and maintain the professionalism on the top. In that respect , the nations that imposed reflection as indispensable and fundamental part of their programs should be emulated; such as the National Council for Accreditation of Teacher

Education (USA), the Department for International Development (UK), and the Teacher Registration Board (Australia). To finalize, video recording is a tool that is sought for personal growth, empowerment and coming up with practical knowledge. It assists teachers to challenge their limits, meets their strengths and a way of approving themselves by being engaged in making informed decision .Teachers should permanently strive to develop their expertise and capabilities in the teaching field in order to be competent and analytic teachers who can leverage the future generation and revamping their practices.

Comparisons between the video recording tool and other tools when used for collecting information to reflect on their practice

Currently, with the contemporary advancements, teachers could employ many tools in their classes to reflect on their teaching. Nevertheless, they are not as efficient as using video recording. To clarify, one way of reflection is completing a brief-self-reflection checklist or form after the teacher finishes the whole lesson. The aforementioned tool of reflection may create problems that are attributed to memory capacity; and therefore making inferences due to forgetting all the tiny details and pieces that form the whole picture. Moreover, another tool is filling a questionnaire by students that enable teachers to get their perceptions, views and their impressions about their learning experiences including their point of views about the efficacy of the teaching. However, this tool which is carried out by students doesn't provide valid information since students may fill in questionnaire randomly for the purpose of completing it. Moreover, students lack the ability of expressing in-depth analysis, even when the questionnaire offers students the chance to write their comments. Additionally, focus-group interviews are another tool that teachers can use to get information from their students .The problem with conducting focus-group interviews is that it demands a shared trust that should be built between the teacher and students, transparency, clarity and honesty in expressing themselves without limitations. In addition, the teacher can keep a journal or a diary to reflect in during the teaching sessions, but one of its demerits is time-consuming form the class time to reflect in every single detail and record, especially, when teachers feel over-loaded and rush to finish the daunting tasks. Audios can be used but it deprives the teacher form the interpretation

of the visual input, such as the non-verbal information. For example, the body gestures and the communication patterns are of paramount importance to be captured, analyzed and interpreted. Therefore, videotaping is an efficient tool that is distinctive in overcoming these constraints and problems that face teachers in teaching. Video recording provide teachers with oral and visual support.

Tips for analyzing videotaped lessons

The first issue that teachers should be cognizant of and keep in mind is to resist becoming too critical of themselves from a negative point of view. Thus, the goal of analyzing the videotaped recordings is not to underestimate or undervalue their work; rather, it is a great opportunity to look for possible rooms of improvements and for persistent developments over the course of analyzing the videotaped recordings. As Lane (2014) proposed when working with a colleague to reflect on their practice, non-critical manners should be followed and constructive feedback should be shared. Enacting reflection should aim at prioritizing advancement and growth rather than judgmental evaluation. In addition, setting the purposes and the goals of video recording should be clearly established and shared if there are cooperating contributors. Moreover, they should be assured that videotaping would be only utilized for instructor training and research purposes in order to pursue professional development. Another significant point that should be taken in consideration is to identify the key areas that the teachers want to reflect on as main categories and subcategories. To illustrate, to increase the efficiency and successfulness of video-based reflection, explicit and particular questions or criteria to analyze the videos guide teachers to a focused analysis to concentrate on key aspects and narrow the scope of their analyses. This idea is supported by Mercado and Baecher (2014) and Lane (2014) as they assert that it's of momentous importance for teachers to know the expectations and the areas that they should cast the light on. Moreover, teachers can replay and re-watch the video to concentrate on each key component (Sherin & Van Es, 2005). The most important issue that teachers should take advantage of is taking actions based on the feedbacks. It is all about living the new modified experience and the new taken action after conducting the reflection process. Thus, as Richards and Lockhart (1996)

pointed out, it's highly important for educators to plan "in relation to what needs to be done as a result, and pursuing consequent action(s) until they meet their own expectations for improvement or change (as cited in Mercado & Baecher, 2014, p.73). Further significant aspects are willingness, heartedness and mindedness to enact continual reflection and not being imposed by a higher authority or in a threatening environment. As Farrell (2007) proposed teachers should be willing to devote time to enact reflection. It should spring from the inside and flowing from their convictions of the importance of enacting the process. Moreover, another key area is to promote a collaborative culture. As Burns (1999) suggested, sharing with other researchers the process of video recording scrutiny lessens the impacts of personal and subjective misapprehensions or possible analytical biases. So, as Burns suggests direct access from other scholar and academics to the video recording is encouraged to share, exchange a net of insightful thoughts and tap on their valuable trajectories. Moreover, another issue that should be considered is reflecting on their practice by using videos is influenced by contextual, different personal and professional factors (Kavoshian, Ketabi & Tavakoli, 2016). To illustrate, it relies on different age group, different learners characteristics and various contexts. Many scholars argue reflective practitioners assess their learning and teaching practices based on their personal experiences to plan for future activities. Although teachers' personal learning and teaching experiences are significant in their reflections; however, as a teacher I have reservation for this notion that is expressed in Kavoshian, Ketabi & Tavakoli's work and Marsh's work (1998). From my point of view, teachers' personal experience should always undergo constant review and renewal to cope with the renewable and changeable situations that they will encounter. Moreover, linkages between theoretical points and renewable personal experiences should be pursued when reflecting on the videos. The ministry of National Education (2010) pointed out to a universal issue that face teachers all around the world which is teachers' limited knowledge about reflection (as cited in Yanuarti & Treagust, 2015). Teachers' beliefs about reflection is all about summing and ending up the class. Thus the researchers suggest an important recommendation that impose on educators and policy makers to establish systems or methods of reflection that assist teachers to change their conceptions and carry out this process. Additionally, they suggest that reflection should be a prescribed and

underpinned on the fundamental characteristics of self-awareness , investigation and a structured process of self-reflection . This will contribute in raising teachers' awareness of their strengths and areas for enhancements to revamp their practice and therefore contributes in professional development. Lastly, as Hamidah & Yusuf (2019) suggested videotaped based reflections should be indispensable part of their daily praxis.

Limitations of Using Video Recordings to Record Teachers' Practices

Lane (2014) pointed out that being recorded in the classroom is challenging and overwhelming, especially if the teacher is never used to videotape her\his self and undergo this vital experience. Moreover, Lane and Burns (1999) proposed that the presence of the video recording may be intrusive and unnatural which leads to disruptive impact on both the teacher and the students. This may lead to change in the interactional patterns of behaviors; especially as Lane (2014) and Hamidah and Yusuf (2019) suggested when the teacher asks a colleague or another camera person to record the class. According to Orlova (2009) teachers at the beginning focus on how they act "actor's syndrome" (p. 32). However, Burns (1999) pinpoints in her work that this problem can be overcome and fades away over time as all parties get used to the presence of the video recording equipment. Thus, the level of awkwardness is diminished. Additionally, Lane (2014) indicated that there are imposed ethical issues that should be considered when using video recording in the classrooms. For example, signed consent should be affirmed from the administration (Akcan, 2010), all the participants and parents and guardians of all the minors. Moreover, consuming time due to large quantity of data will undergo review and analysis is another problematic issue unless as Burns (1999) suggests reviewing short critical segments in the video recording. However, as Hamidah and Yusuf (2019) suggested a continuous practice of utilizing videotaping in the classroom plays a significant role in routinizing and regularizing the process and minimizes the teachers' unfamiliarity and unreadiness.

Chapter 4

Methodology

This study is carried out to investigate the effects of self-reflection on teacher's own practice through videotaping. Thus, the researcher depicts in this chapter the methodology, instrumentation, the participants and the procedures that are utilized in the design of this study to investigate the problem and thereby achieve the purposes of the study. Moreover, validity and reliability are carried out to get accurate and objective findings.

The Research Design

The researcher followed the qualitative approach that fits best to answer the research questions and achieve the goals of the study. To illustrate, the data that are collected from the participants are analyzed qualitatively without statistical measures and mathematical computations. Moreover, the study is exploratory in nature in which it aims at investigating the effects of self-reflection on teacher's own practice through videotaping. Additionally, the tools that are used are not completely structured which aims at coming up with in-depth verbal data, rather than numerical data. It can't be elucidated by the quantitative approach. To elaborate, the researcher uses videotaping content analysis, structured guidelines and teacher- researcher conference.

Besides, this study is grounded on purposive sampling .To elaborate, the participants are small sample who are selected purposely to obtain a thorough understanding of the studied topic. Therefore; as Kavoshian, Ketabi and Tavakoli (2016) propose the qualitative approach can be discriminated from the quantitative approach based on sampling. Thus, the study doesn't aim at generalizing or extrapolating the consequences from the sample to the population.

The Participants and the Context of the Study

Six EFL Teachers:- five video-recordings have been recorded for the six teachers including the researcher in the first semester from September till the end of December in the academic year 2020. The participants are taken from the population that consists of EFL teachers who

teach pupils in the primary stage in Jerusalem Directorate. All the participants are females. The five EFL teachers are selected purposefully using the purposive sampling technique to achieve the aims of the study. I select these participants because the schools where they teach are close to the school where I teach and work in the same directorate. Moreover, they show their willingness and express their interest to participate in the study.

Table 1

The demographic information of the participants

Participant	Age	Gender	Major	Years of Instruction Experience	Academic Degree
Abrar	46	Female	Teaching English	20 years	BA
Fathia	33	Female	Teaching English	10 years	BA
Sameera	45	Female	English literature	16 years	BA
Najah	45	Female	B.A: English for Specific purposes M.A: Methods in Teaching English	15 years	MA
Hanady	40	Female	Teaching English	15 years	BA
Researcher	26	Female	B.A: Upper-primary teaching English language M.A: Master in Education	4 years	MA

Video Recordings: - five video-recordings were recorded for each teacher. The length of each video- recording is 40 minutes. They were inclusive to record all the events in the lesson. They were recorded in public primary schools from the first to the fourth grade in Jerusalem. Moreover, three lessons were recorded in Microsoft teams. Following the research protocols,

teachers were invited to participate in the study if they were willing to do so and confirm their consent. All of the teachers' names in this study are pseudonyms.

The Researcher: - The researcher is a participant observer in this study. Moreover, she's in charge of videotaping the lesson and offering any help that the participants might need or ask for. Besides, the researcher is in charge of designing, distributing and gathering the guidelines. In addition, she shares her thoughts and points of view with the teachers.

The Research Procedure

The study is carried out in successive steps. Firstly, the researcher takes the permission from the school principals by bringing an official paper from Birzeit University and a permission letter from the Jerusalem Directorate to undertake the research. Afterwards, the researcher interviews the participants to collect their demographic data, introduce the thesis project to the participants, affirm their consent and explain the procedures that will be followed in the study. After that, the researcher and each teacher participant clarify for the pupils the reasons behind videotaping them in the lesson. The researcher assures that all the videotapes will be reserved and kept with the strictest confidentiality to achieve the research purposes without posting them by any mean. Moreover, all the collected data from the participants will be anonymous and used for academic purposes. Thereafter, the researcher uses the camera phone to videotape the lessons in the classroom. Moreover, the researcher used the recording feature in the Teams Program to record the online lessons. The researcher starts recording the lessons from September till the end of December. The researcher uses content analysis to analyze the videotapes. To illustrate, the teacher participant meet with the researcher in a teacher-researcher conference to reflect on each videotaping. The researcher uses specific guidelines to guide the teachers in analyzing the video-recordings and to focus their attention. Moreover, four questions are asked in the teacher-researcher conference (Please see appendices). After the teacher reflected on each lesson, she made modifications and reforms to her next class based on the previous reflection. The procedure of reflecting on each video and taking advantage of the reflection to make modifications and reforms in the next lesson continued until the end of December. The procedures of re-viewing and re-

reflecting on video-recordings are repeated to seek reliability. Besides, the researcher uses the constant comparative approach to interpret, compare all the collected data from the videos and come up with the final findings. Thereby, preliminary codes are generated from the collected data and looking for patterns is also carried out to generate themes. Lastly, based on the study, the researcher suggests future recommendations.

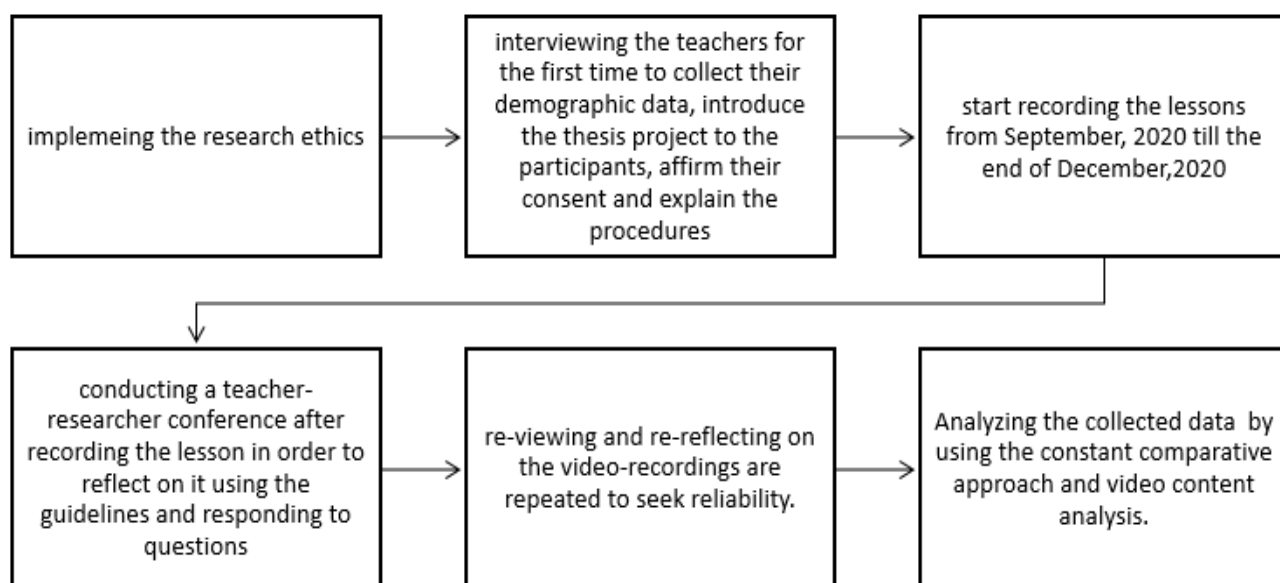


Figure 4 .Summary of the research procedures

Data Collection

Tools and Instruments

The researcher uses video content analysis as a technique to analyze the content of the videotapes. The content analysis technique is used qualitatively in this study. Moreover, the researcher uses teacher-researcher conference to reflect on the videos and cast the light on the teachers' educational practices. Structured guidelines are utilized in the teacher-researcher conference as a facilitative tool for content analysis to guide teachers in analyzing the video-recordings and to focus the teacher attention on specific aspects in the recorded videos. The guidelines include four areas which are pedagogical content knowledge, classroom management, considering diversity and individual differences in the class and mastering content knowledge. Each area has been subdivided into several major statements. The sub

statements are used to further explain and expand the major areas. The researcher resorts to previous studies to construct the guidelines (the guidelines are attached in the appendix). The researcher construct the guidelines based on Kavoshian, Ketabi & Tavakoli's (2016) Teacher Self-Assessment Guide (n.d.), Tarrant's (2013) and Questions for self-Appraisal (n.d.). Besides, four questions are asked in the teacher-researcher conference to collect information about the effectiveness of video-based reflections. In addition, the researcher uses one semi-structured interview. It focuses on collecting their demographic data and introducing the thesis project to the participants. Additionally, it aims at affirming their willingness and interest to volunteer and participate in the study (the consent form is attached in the appendix).

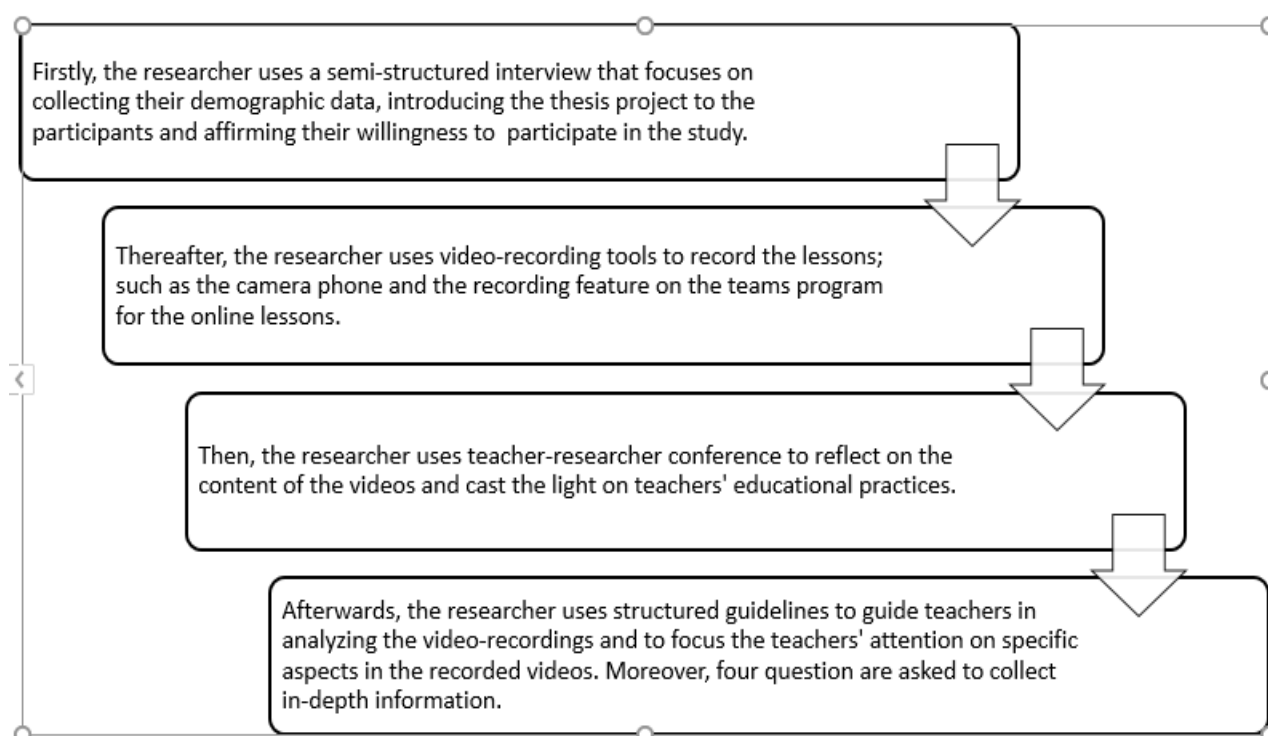


Figure 5. Data collection: sequence and data sources.

Data Analysis

The researcher used the constant comparative approach and the content analysis to analyze the collected data. To begin with, the researcher used constant comparative approach because analyzing the videos was an intellectual task that comprised comparing and contrasting

analyses activities (DePoy& Gitlin, 2016; Tesch, 1990).These analyses activities played a role in achieving the aim of the study which is investigating the effects of self-reflection on teacher’s own practice through videotaping. To illustrate, the researcher compares the videos that are recorded for the same teacher. Therefore, there was constant interplay between the collected and analyzed data from the videos that are recorded. To illustrate, comparisons was conducted between the first and the second, the first and the third, the third and the fourth and etc...

Moreover, comparisons between the videos of all the teachers were carried out to extract the themes. In addition, the analysis process comprised finding out codes, forming categories, and finally inferring themes. Although the researcher used the lesson analysis framework that contained codes, categories and themes, the researcher come up with other codes, categories and themes. Therefore, as Dey (1993) suggested two activities were involved in the analysis process which are fragmenting and connecting. To summarize, the analysis procedure included

- Open Coding:- through examining the videos, the researcher labeled the segments in the video with the adequate code .Then , categories were developed by attaching the codes to each other
- Axial coding :- it involved looking for the patterns and attaching the collected data together (DePoy& Gitlin,2016). Moreover, it involved making comparisons that are mentioned at the very beginning of this section to achieve the goal of the study.
- Selective coding: - It involved attaching the core categories to other categories (DePoy& Gitlin,2016).
- Triangulating data sources: - it included the teachers' verbatim in the teacher- researcher conference about utilizing videotaping as a reflection tool.

In addition, the researcher used content analysis to analyze the content of the videos. The researcher used guidelines to analyze the video content lesson (the analysis framework is attached in the appendices). The goal of video content analysis was to spot the light on the teacher's educational practices and analyze them according to the analysis framework. It was supposed to fill this analysis framework as a checklist, however; the teachers complained that it

required time. Therefore, it was one of the limitations eliminating the checklist. The data collected from the raw video was a mean to assess whether utilizing videotaping as a reflection tool affects the teacher practice or not. Thereby, video content analysis was a mean to investigate the aims of the study.

Validity

The researcher used the face validity by confirming that the tools that are utilized in the study, such as the guidelines and the questions in the teacher-researcher conference from their appearance measure the goal for which they are designed. Moreover, the researcher used content validity by confirming the accuracy and the content of the questions in the teacher-researcher conference and the guidelines to cover all the required aspects. This is achieved by sharing them to seven experts in the field of education. Besides, piloting the guidelines and the four questions on a recorded video that is not from the sample of this study improved the validity of the instruments.

Reliability

Triangulation is used in this study to increase the reliability. To illustrate, the collected data are triangulated from more than one source; such as video-recording, teacher-conference, guidelines and semi-structured interview. Additionally, the analysis of the video-recording was re-checked from time to time to approach consistency across time. Moreover, applying code-recode on the collected data increases the reliability. To illustrate, the researcher conducts constant reflection to re-code and re-evaluate the data. Moreover, the researcher uses inter-scholar reliability by utilizing teacher-researcher conference. The teacher and the researcher work as a critical friends to reflect on the videos using the prepared guidelines. Thus, the researcher aims at creating a community of support and an atmosphere of cooperation. Sharing with each other increases the credibility of the study and is considered a triangulation.

Chapter Five

Results

Introduction

In this chapter, the researcher is going to present the findings of the study by answering the major research question and the subsidiary questions. The researcher will display themes pertaining to each research question raised by the study. The researcher will display the findings based on analyzing the data collected from the teacher-researcher conference that is conducted after videotaping the lesson for the six participants. It should be pointed out that three lessons are recorded online in Microsoft teams and the rest are recorded in the classrooms. Moreover, the findings are presented based on analyzing the data collected using the content analysis technique and the constant comparative approach. In addition, prepared structured guidelines are used to facilitate the data collection and data analysis. It should be noted that all the participants' responses and the provided information will be reported "anonymous" when discussing or reporting the data for the sake of confidentiality and building a trust-filled transparent relationships with the participants. Therefore, the researcher used pseudonyms instead of their names to ensure that the research ethics protocols are followed and the rights of the participants are reserved. Thus, the participants are treated ethically within the scope of the study. For the reported information from the participants in Arabic , they are translated into English taking into account preserving the meaning conveyed from the participants. Moreover, the reported information from the participants in English are written as they say them exactly. In the case of having incorrect spelling, punctuation, or grammar in the teacher participant's quotation, the word [*sic*] italicized and in brackets is inserted immediately after the mistake (American Psychological Association,2020). Additionally, it should be pointed out that in this study the pronoun "I" is used as a pronoun reference for the researcher since she's one of the participants in the study. Moreover, she participated in analyzing the video-recordings with each teacher participant. Based on analyzing the data collected from the six participants using the teacher- researcher conference and the data analysis tools salient themes emerged. The themes are generated when the researcher examines the main overarching research question which is

- What are the effects of self-reflection on teacher's own practice through videotaping? and the following subsidiary questions which are
- What are the effects of self-reflection on teacher's own practice that are related to pedagogical content knowledge utilizing videotaping?
- What are the effects of self-reflection on teacher's own practice that are related to classroom management utilizing videotaping?
- What are the effects of self-reflection on teacher's own practice that are related to dealing with diversity in the class utilizing videotaping?
- What are the effects of self-reflection on teacher's own practice that are related to content knowledge utilizing videotaping?

The researcher is going to examine the effects of self-reflection on teacher's own practice utilizing videotaping in the following areas. The first area is pedagogical content knowledge. It refers to the blending of content and pedagogy, especially how the content is structured, adapted and conveyed for teaching. The second area is classroom management. It involves the potential procedures that contribute in developing a positive learning environment. The third area is dealing with diversity in the class by taking into account differentiating instruction. The fourth and the last area is quite relevant to the pedagogical content knowledge. It refers to mastering the knowledge of the subject content as a specialized teacher in teaching a specific topic.

In this section, the researcher is going to display and elaborate on the themes that emerged in this study pertaining to each research question raised by the study. It should be pointed out that the themes are interrelated and linked to each other. Moreover, the researcher is going to tap on the participants quotations; either direct or in-direct to support the inferred themes.

Effects of Self-Reflection on Teacher's Own Practice through Videotaping

The major research question that is raised by the study is "What are the effects of self-reflection on teacher's own practice through videotaping?" The study revealed that reflection utilizing videotaping affected the teachers in the following areas that are relevant to each research question raised by the study

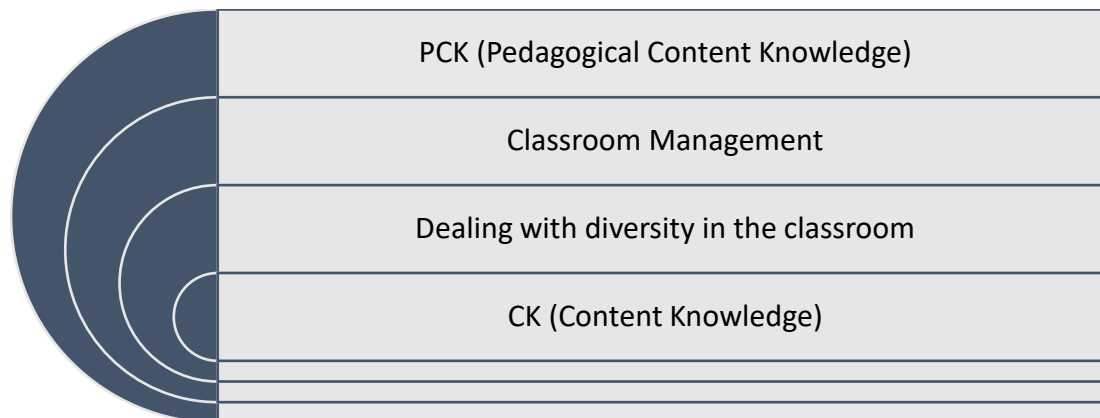


Figure 6. The areas that are affected by reflection utilizing videotaping

Each area will be explained in details in the sections that are relevant to answering the subsidiary research questions since the areas are related to the addressed subsidiary research questions. Each area will be addressed supported with the participants' quotes and sayings.

Effects of Self-Reflection Utilizing videotaping on Teacher's PCK

The first research question that is raised by the study is "What are the effects of self-reflection on teacher's own practice that are related to pedagogical content knowledge utilizing videotaping?" Five themes emerged as displayed in figure (7)

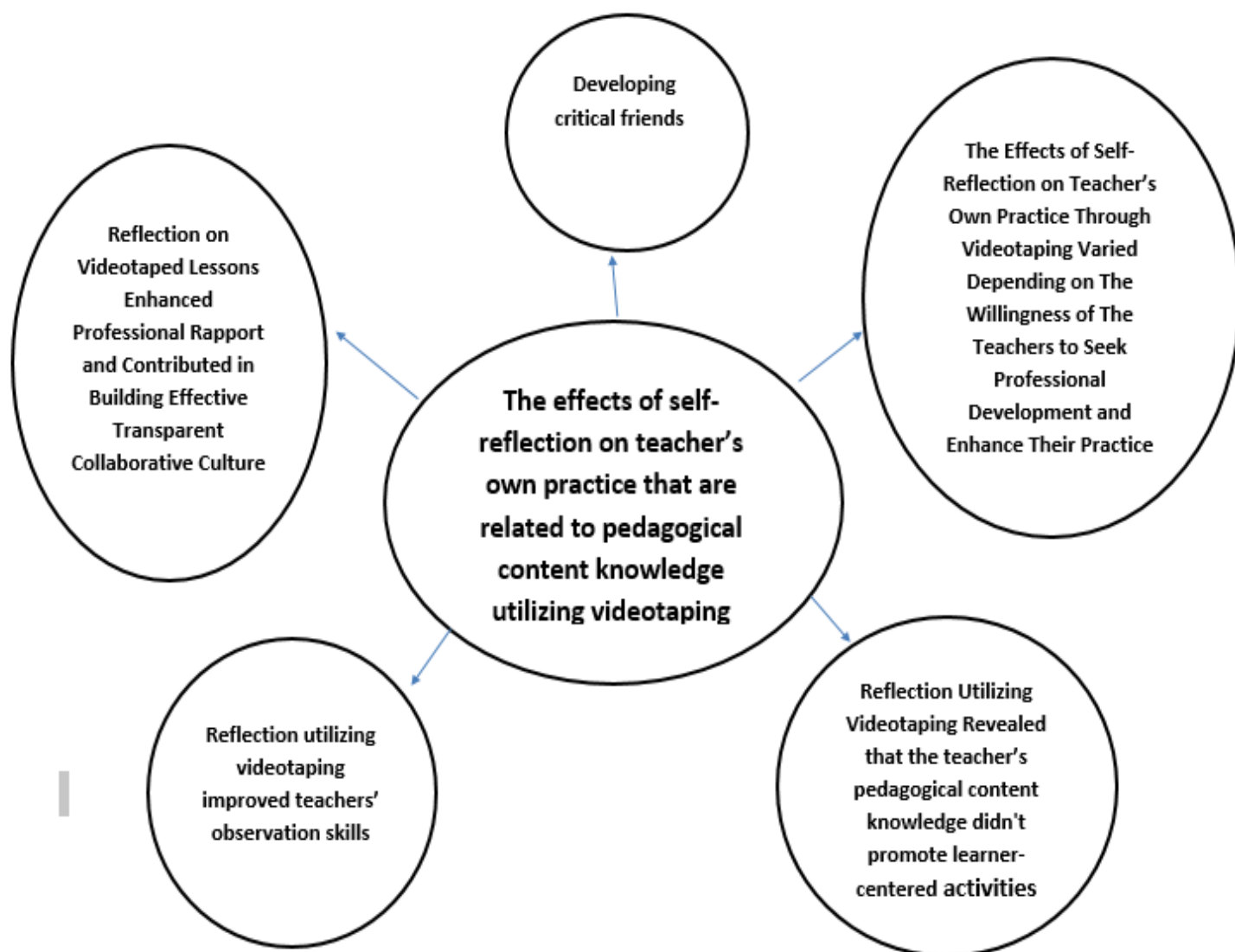


Figure 7. The themes that are related to PCK

Theme#1: Effects Depend on the Willingness of the Teachers to Seek Professional Development and Enhance Their Practice

This study affirmed that the majority of the teachers improved their educational practices due to their ignited soul and willingness to change and learn by reflection utilizing videotaping. On the other hand, this study also affirmed that there were a few teachers who clung to their old practices and didn't desire to make great strides in their practice to approach quality instruction. Therefore, the willingness to change and learn by reflection utilizing

videotaping was attributed to their willingness to seek professional development and enhance their practice. There're many indicators that showed their willingness to change and learn by reflection utilizing videotaping in order to seek professional development and improve their practice. This was quite clear from the very beginning of the study and during the implementation of the study by saying kind and motivational words. These kind and motivational words affirmed that they will take into account the feedback that they get from the analysis of the video-recordings. Moreover, the changes that occurred in their educational practices affirmed their willingness to make a difference in their teaching. Furthermore, the researcher is going to refer to the analyses of the video recordings for the teachers to affirm this theme. For example, reflection utilizing videotaping drew the attention of the teacher (Hanady) to be more professional when she designs an oral assessment. One of the situations that affirmed the abovementioned point was noticing the boys having a problem seeing the handmade cards in the teacher's (Hanady) second lesson. This was discovered by reflection utilizing videotaping. The teacher (Hanady) showed her willingness to improve her assessment the next classes by sharing with the researcher some proposed suggestions.

In the words of the (researcher) as one of the participants in the study shared with her a suggestion "You can design a PowerPoint that contains the test items instead of presenting handmade cards that were not clear to them during the online lesson". Thus, the teacher showed her willingness to make a difference the next time and improve. The teacher reported " I'll take your advice and try the next time".

However, one of the aspects that the teachers didn't show real improvement in was avoid using the mother tongue language in their lessons. It should be noted that the use of the mother tongue language in the class is strongly associated with the pedagogical content knowledge and mastering the content knowledge. To illustrate, the instructor should be punctual in the English classes to provide a comprehensible input using the target language by using different activities. The teacher can use effective strategies, techniques, methods, approaches and tools to convey the meaning in the target language. The researcher stated "you can use your body gestures, the TPR (Total Physical Response), educational games and the different visual aids ".This advice was stated for all the participants in the study. It should be

noted that the TPR is a method created by American psychologist Dr. James Asher (Savić, 2014). This method is mainly premised on linking between the physical activities and language learning (Bui, 2018; Elliott & Yountchi, 2009). Specifically, the researcher shared with the teacher (Abrar) "you could use the body gestures to explain the possessive pronouns instead of translating them into Arabic". It should be pointed out that most of the teachers attributed using the mother tongue language due to resorting to distance learning. In the words of the teacher (Abrar):

We rarely use Arabic in the classroom. The girls always see how we act in the classroom to convey the meaning and let them understand. However, due to resorting to distance learning we feel compelled to use translation in order to let them understand a little bit.

The teacher (Abrar) didn't turn on the camera and appear on the screen in the online lessons due to socio-cultural issues. She felt afraid and didn't accept the idea of appearing on the screen. The teacher (Abrar) addressed " I don't like to appear on the video[sic], forget please [sic] using the sound and people talk[sic]. The people in the village want things such that to have fun talking about it[sic]". In other words, the teacher felt afraid about what people would talk about her if she appeared on the screen. However, it was noticed in the face-to-face learning classes that Arabic and the translation were still used. The researcher shared with the majority of the teachers; particularly the teachers Abrar, Fathia, Sameera, Najah and Hanady "you could employ flashcards, photo-dictionary and drawing activities. In addition, you could utilize the flipped classroom by sending them a short video to watch before coming to the class". Utilizing the flipped classroom assists the pupils to get acquainted with the lesson content in English, feel more secure and feel pretty confident to speak in English in the class. As a matter of fact, although the possible negative impacts of keep using the mother tongue were discussed deeply, the five participant continued using it in their classes. They continue using it under the pretext that they wanted to affirm that they got the correct meaning. Besides, one of them said to ensure that no student would be left behind. In the teacher (Najah) own words,

We are dealing [sic] online and it's completely different from face-to-face learning. In the online session, I don't have the real objects, the pictures and etc... and [sic] don't forget that there are individual differences and [sic] don't

ever expect the words are familiar even if they are simple. From my previous experiences in teaching the pupils in this stage, the word that we expect that it's easy and familiar, the girl may not know it or understand another meaning for it. Although we sometimes think of it as one of the obvious things that each child know it [*sic*]. So to avoid the misconception and ensure that no one is left behind, I resort to Arabic. In the first class or the second one, I affirm that the girls get the vocabulary taking in consideration their level. After these classes, I keep away from this point and concentrate on the vocabulary in English. Of course, if that lesson is face-to-face learning, I avoid this point and use flashcards real objects.

To sum up, reflection through examining their videotaped lessons played a role in igniting the teacher participants' soul to learn and improve their educational practices due to their willingness to change and learn. However, there are teachers who stuck to the comfort blanket of their old practices and didn't aspire to re-evaluate them. As a matter of fact, they didn't intend to re-evaluate their previous knowledge and beliefs.

Theme#2: Teacher's Pedagogical Content Knowledge Didn't Promote Learner-Centered Activities.

It was observed in the analysis of most of the videos that the majority of the teachers didn't use activities that promote learner-centered activities. To illustrate, the majority of the teaches didn't use strategies, techniques and methods that guide learners to take control of their learning and create lifelong learners. To elaborate, the nature of the activities that the majority of the teachers utilized in the lessons concentrated on spoon-feeding the pupils with the instructional material. They were not put in learning experiences that encourage them to infer the information. Moreover, the learners were not involved in setting the instructional goals. Besides, no learner-centered interactive strategies, nor communicative activities or cooperative learning were used in the classes. It was crystal clear that the learners were reliant on the teacher. According to the interviewed teachers, they attributed that to the lack of time to employ such activities. The teacher (Najah) stated:

Unfortunately, we don't have enough time to apply such activities in the class. You know these activities demands too much time. You know we give three classes a week and they are not even enough to cover the instructional material in the book.

Moreover, the teachers reported that the learners' age didn't encourage them to apply that kind of instructional techniques. For example, the teacher (Fathia) reported,

we are not encouraged because they are too young. I don't think that they will interact with the implementation of such activities.

In addition, they attributed not implementing such activities due to COVID-19 pandemic. The teacher (Abrar) addressed

we are not capable of applying such activities because of corona. You know we are teaching online and applying such activities virtually is very hard.

To conclude, reflection utilizing videotaping revealed that the majority of the teachers didn't employ learner-centered activities in most of their classes.

Theme#3: Improved Teachers' Observation Skills

Another point of discussion was video-based reflection drew the attention of one of the teachers to the efficient utilization of technology. For example, the teacher (Sameera) utilized many technological tools and tapped on electronic resources; however, she noticed in the first part of the lesson that the pupils got bored, fidget and started looking for other stimuli to attract their attention. Through reflection utilizing videotaping, the teacher (Sameera) addressed that she become convinced that utilizing technology in the classroom was more than just getting the tools and tapping on electronic resources. In conformity with what Reissman (2017) addressed in his scholarly work, it's about the wise selection about what to use and how it will be used. That's technology is a challenging responsibility that should be integrated in the classroom wisely. It was noticed that technology attracted the pupils when it was interactive and challenging; such as using interactive online games. However, in other parts in the next classes it was noted that the pupils got bored and fidget. The teacher (Sameera) illustrated this point

it's now clear that games activate the pupils and kill the boredom in the class. Pupils need technological resources that encourage them to interact and get excited in the lesson. Through watching the video and reflecting on the different parts I got that.

Utilizing technology in the classroom should boost the pupils' excitement and engage them in the lesson. To summarize, reflection utilizing videotaping improved teachers' viewing skills.

Theme#4: Developing Critical Friends

The shared discourse, the joint construction of knowledge, the swapped teaching stories, seeking advice and sharing candid feedback between the teachers and the researcher contributed to developing critical friends. The researcher and the teachers in this study exchanged their points of view, thoughts and knowledge. They discussed the smallest details for the sake of enhancing their educational practices. I'm going to provide examples that show that the majority of the participants worked as critical friends and learn from each other's teaching experiences. I will start from the smallest detail that the researcher and one of the teachers examined by reflection utilizing videotaping. To begin with, we examined setting the time at the very beginning of the lesson by saying the day and the date. Moreover, they were written on the board. The teacher (Fathia) drew my attention to this important point since setting the time is a significant activity. Moreover, setting the time is an authentic activity that is relevant to their daily life. Most of the teachers did that in their lessons, except the researcher in the first two lessons. In addition, the researcher as a participant in this study noticed that the teacher (Najah) used a technique that encouraged the pupils to finish what was required from them within the time allocated. This technique was based on counting down taking in consideration the allocated time to finish. The researcher liked to utilize this technique in her class since it helped the teacher to continue the lesson as planned without interruptions. Moreover, this technique taught the pupils the responsibility to achieve what was required from them within the allocated time. Besides, another point that affirmed this theme was using more pictures and drawings to affirm that the pupils got the taught vocabulary in the lesson. The teacher (Najah) and the teacher (Sameera) addressed in the second teacher-researcher conference "we will use more pictures and drawings to affirm that the pupils got the taught vocabulary". This means that they will enhance their PCK to assure that the pupils got the taught vocabulary. Moreover, the researcher shared with the teacher (Hanady) a critical view

on how to be more professional when designing an oral assessment. To illustrate, the researcher shared with her a suggestion "you can design a PowerPoint that contained the test items instead of presenting handmade cards that were not clear to them in the online session". Additionally, the researcher acquired new strategies that can enhance her PCK. For example, when the teacher (Sameera) taught the topic (school subjects) by using the school timetable, the researcher got insight to use it in her class when she teaches this topic in the future. Using the timetable was very effective an authentic activity. Moreover, reflection using videotaping raised the awareness of the teachers to focus on the quality of the instructional material and not on the quantity to be covered in the class. For example, the teacher (Sameera) learned that she couldn't move to another advanced step which was ordering questions and sentences relevant to the topic (school subjects) before going in -depth in this topic by having discussion about what they learned in the different subjects. Moreover, the teacher (Najah) learned that she couldn't move to answer the book activities about animals before going in depth describing the animals using the different adjectives. The teacher (Najah) reported:

I noticed in the video recording that the pupils didn't know the answers for some questions in the book activities. This may happened because I need to cover the topic in-depth to ensure that they will be able to answer the book activities [*sic*].

Furthermore, the teacher (Fathia) reached a conviction that it was illogical to hand in a worksheet about the vocabulary acquired in the lesson before mastering them. As the Committee on Developments in the Science of Learning (2000) addressed instructors must teach the instructional material in-depth. Thus, the superficial coverage is useless and it does not allow the students to grasp the taught material. In addition, it does not aid the pupils in establishing a firm foundation to grasp the instructional material that will be covered later on in the curriculum. Besides, another critical matter that the teachers shared was using the grammar translation approach and the mother tongue language in the class. The negative consequences of keeping using the mother tongue on the pupils' language development in the long-term were discussed deeply. The researcher illustrated this point further" using the mother tongue language can be avoided and eliminated by using many efficient ways such as TPR approach, the body gestures and the different visual aids tools". Moreover, reflection

utilizing videotaping sharpened the critical view of the teachers toward implementing authentic activities in the lessons. For example, it was noticed that the teacher (Abrar) presented the topic (School Subjects) and she didn't use the books that the pupils use them daily. That is using the books is an authentic activity that cannot be omitted or neglected. The teacher (Abrar) addressed "for the note of using the books, I intended to do that. Each year I do it .But, this time I forgot". Moreover, reflection utilizing videotaping drew the attention of the teachers to the organization and structuring of the lesson. For instance, reflection utilizing videotaping helped the teacher (Abrar) to notice the mistakes in structuring the lesson. For example, the teacher noticed that the summing up activity was missing. It was noted that wrapping up the lesson is one of the crucial components of the lesson. Wrapping up the lesson informs the instructor of the subsequent actions in their instruction (Dubec, 2018). Additionally, using the closure activity contributes in laying the emphasis on the main ideas of the lesson. Moreover, using the closure activity helps the teacher to demonstrate if the learners understood the lesson or not. Another related point to the structure of the lesson is paying attention not to repeat an activity twice while other skills were not integrated. To illustrate; it was noticed that the teacher (Najah) repeated the singing activity twice. The researcher suggested "you could have integrated a reading activity to achieve the integration of the skills". Besides, reflection utilizing videotaping helped the teachers to notice the use of the right strategy to teach the structures in the lesson. For instance, the teacher (Abrar) articulated the structures and asked the pupils to respond to them. However, it was pointed out that "the best way to teach the structures was carrying out conversations"(the researcher). Moreover, it was noted that reflection utilizing videotaping aided the teachers to enhance grasping the concepts, promoting the retention of the vocabulary in the long-term memory and recalling them by using more pictures. For example, the teacher (Fathia) reported:

At the beginning, I believed that what I used was enough. However, by reflecting on the videotaping, I reach conviction that the more pictures I use, the more the concepts will be understood, retained in the long- term memory and recalled.

Moreover, reflection using videotaping drew the attention of the teacher (Fathia) and me (the researcher) to resort to some Arabic when the pupils didn't understand at all the

presented material. For example, it was found out that some Arabic should be used when the pupils did not understand at all the taught material such as the vowels in the case of the teacher (Abrar). Moreover, it was observed through reflection utilizing videotaping that there should be more work on the body gestures in the teachers' lessons to understand the basic daily structures. For example, when the teacher (Fathia) asked how are you, how old are, some pupils did not know the answer. Therefore, it was pointed out that the body gestures and the total physical approach should be used to teach these structures in order to respond to them correctly the next time. Moreover, reflection utilizing videotaping drew the attention of the teacher to control their emotions, particularly such as in the case in our research when the pupils didn't answer correctly or when they didn't know the answer. For example, it was observed that the teacher (Fathia) got upset when her pupils didn't know the answer. It was pointed out that the teacher should be relaxed and do not get irritated when they don't know the answer. Instead, the researcher stated "you should look for the reasons and reflect thoroughly why the pupils didn't know the answer". Moreover, reflection using videotaping called the attention of the teachers to notice improper educational practices. For example, it was clear that the teacher (Fathia) answered the questions instead of the pupils when she wrapped up the class. It was pointed out the pupils should be given "wait time" to think since the pupils who were supposed to achieve the goals of the lesson not the teacher. Moreover, reflection using videotaping drew the attention of the teachers to the assessments used in the class. It was noticed in the teacher Abrar's lesson that she didn't apply the formative assessment correctly. To clarify, the teacher said the body part and asked the girls to touch as they listened to the articulated body part. It was noticed that the teacher didn't ask the girls to open the camera in order to check if they touched the required body part or not. Therefore, the researcher proposed "you can open the camera for seconds to check if they touched the required body part or not". In addition, it was noticed in the classroom during an activity that required the girls to "listen and point at" a girl who didn't point at the right picture. Although, the teacher went around the pupils; however, she didn't notice this girl. So, it was pointed out that the teacher should be more careful since that girl didn't point at correctly. In addition, reflection utilizing videotaping drew the attention of the teachers to the use of the visual aids.

For instance, it was found out in the teacher Abrar's class that the use of the poster was not so efficient to describe the pictures in the lesson. It was proposed to use a PowerPoint or the electronic version of the book as they are much better; especially we want to adapt with the technological advancement in the digital age. The researcher stated:

Using the poster in the classroom was not very effective and was not clear to all the pupils in the class. Using a PowerPoint or electronic resources are much better; particularly, we are in the digital age and technology is advancing each day.

To sum up, this study affirmed that the rapport between the participants and the researcher is based on being critical to enhance their practice.

Theme#5: Enhanced Professional Rapport and Built Effective Transparent Collaborative Culture

This theme was very evident in the study .It started from showing their willingness to participate in the study and extended to sharing their point of views, thoughts and knowledge in the teacher-researcher conference. It was agreed upon from the very beginning that "our opinions actually matter". Additionally, examining in-details, analyzing the videotaped lessons together, discussing in- depth the different aspects in the video-recordings and sharing feedback played a role in forming a transparent strong bond between the teachers and creating a culture of collaboration. Moreover, it was very obvious when some of the teachers asked for video- recordings for the other teachers who participated in the study to watch as a good model. For example, in the words of the teacher (Abrar) "send me video-recordings for other teachers to benefit from their methods, strategies and techniques that they utilize in their classes ". Another example that confirmed this theme was discussing with the teacher (Abrar) a technical issue regarding recording a class for other teachers on Microsoft teams, such as how to record a class for other teachers. That sharing was asked by the researcher. Of course, the questions and the inquiries were welcomed by showing their willingness to respond. Moreover, benefits from the discussion with the teachers were obtained. For instance, the researcher addressed "the teacher (Abrar) guided me to use the paint program as a board to use in the online lesson". Definitely, all the discussion in the teacher-researcher conference has revealed

that all the participants in this study have formed a strong bond that is based on being transparent, collaborative and critical. Thus, applying this thesis is really a real investment that brings the teachers together.

Effects of Self Reflection Utilizing videotaping on Classroom Management Skills:

The second research question in the current study is: What are the effects of self-reflection on teachers own practice that are related to classroom management utilizing videotaping. The following three themes emerged as shown in figure 8:



Figure 8.The themes that are related to the classroom management

Theme#1: Helped teachers dealing with Parents' interference in the online classes

Another successful experience that reflection utilizing videotaping brought about was dealing with the over- interference of the parents in the online class. This challenge was faced by few participants in the study. For example, the parents in the researcher's first recorded online class interfered in a negative way and this upset the teacher. It was quite clear that the pupils in the online lesson were deprived from their right of functioning independently. For example, in the first recorded class the parents dictated their kids the answer. It was quite clear that the parents who attended the class with their kid whispered the answer for his or her kid. After consulting with one of the teachers (Najah) ,she suggested "you can set instructions and include items that manage the role of the parents". Besides, the teacher (Najah) asked the researcher to report the following to the parents

We should cooperate to let the children take their chance to learn and develop their autonomy. The children who must answer not you. You can encourage and support them but not answering instead of them. By doing this you are already taking their place and depriving them from their right to function independently and learn.

In the other recorded classes, it was noticeable that the role of the parents was limited to offering technical and a psychosocial support. To conclude, reflection utilizing videotaping helped the teachers to overcome one of the serious challenges that faced the teachers in the online lessons which was parents' interference.

Theme#2: Teachers did not Establish Clear Instructions and Expectations to Regulate Learners' Behavior

Another critical aspect that some teachers did not show real improvement in was agreeing on and announcing clear instructions and expectations that plays a role in regulating the learners' behaviors. It was clear in the videos, particularly in the online lessons for the three teachers (Fathia, Sameera and Abrar)that the pupils made chaos and didn't adhere to rules that may discipline their behaviors. It was obvious in the three teachers' classes that the pupils didn't take turns when they spoke. Moreover, the pupils interrupted and spoke over the

teacher. For instance, in the online lessons for the teacher (Abrar) who has long experience in teaching, the sound of the brother of one of the girls was so clear and annoying while taking his math lesson. The teacher (Abrar) reported

This chaos happened because distance learning is so different from face-to-face learning. In face-to-face learning, I manage the class very well and these problems in discipline do not appear in face-to-face learning. However, in distance learning we are like kids. We are still learning how to use the program. That is why the problems that are relevant to classroom management occurred.

However, this problem could be solved by establishing and agreeing upon a manageable set of classroom rules and procedures. It was obvious that the pupils were left without being aware and cognizant of the standards of the expected behavior. Besides, the teachers should have ensured building a classroom community that insisted on mutual respect and mutual support for each student's learning. Moreover, even, in the Face-to-face learning, the lesson was sidetracked by irrelevant commentaries from learners. For example, in the lesson of teacher (Sameera), one of the pupils asked "how many teachers do we have in the school?" .This question was irrelevant to the lesson track. To sum up, reflection utilizing videotaping unfolded that the teachers did not establish in their classes clear instructions and expectations to regulate learners' behaviors.

Theme#3: Enhanced Professional Rapport that Focused on Mutual Learning

Reflection utilizing videotaping promoted the majority of the teachers to learn from each other's experiences. Therefore, reflection utilizing videotaping affirmed mutual learning. For instance, some useful tips and possible ways to manage the class virtually on the Microsoft teams were offered to the teacher (Abrar).It was noted that the class was not virtually managed. For example, in teacher Abrar's lesson, the sound of the brother of one of the girls while taking his math lesson was so clear and annoying. The pupils didn't take permission when they wanted to talk. The class was so noisy. Therefore, the teacher (Najah) and the researcher felt freely to share with her some tips and possible ways to manage the class virtually on Microsoft teams . For example, in the words of the researcher:

I took the teacher (Abrar) in a journey in the Microsoft teams and guided her how to mute all the participants without having the control to unmute themselves. Moreover, I helped her how to mute the participants temporarily in which they have the control to mute and unmute themselves. Moreover, I suggested some technical tips for how to maximize the cursor size to draw the attention of the pupils to what is presented on the screen.

The note that are relevant to maximizing the cursor size was also shared with the teacher (Hanady). Moreover, downloading a virtual whiteboard was also shared with the teacher (Abrar). On the other hand, the teacher (Abrar) guided (the researcher) how to use the paint program as a board in the online lesson. The teachers felt comfortable to learn from the other teachers' experiences. The aforementioned technical tips played a significant role in grabbing the attention of the pupils and utilizing them helped the teacher in managing the class. After all, feelings of community and involvement to share humble teaching experiences with each other were very productive and beneficial. Thus, reflection utilizing videotaping contributed in creating a professional rapport that confirmed mutual learning.

Effects of Self-Reflection Utilizing Videotaping on Dealing with Diversity

The third research question raised by the study is "What are the effects of self-reflection on teacher's own practice that are related to dealing with diversity in the class utilizing videotaping?" The study revealed that reflection utilizing videotaping drew the attention of the teachers to consider diversity and individual differences in the class. Two themes emerged as shown in figure (9).

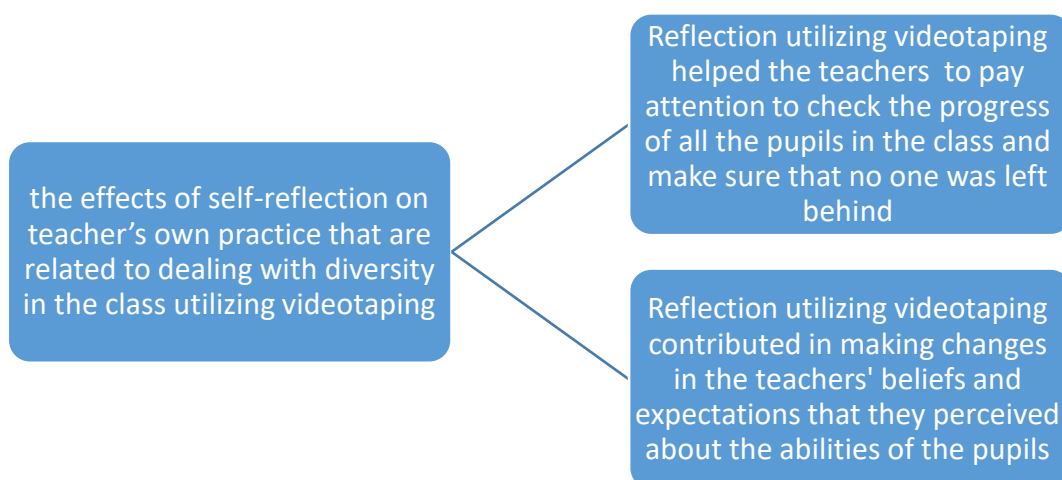


Figure 9. The themes that are related to dealing with diversity in the classroom

Theme#1: Making Changes in Teachers' Beliefs and Expectations Related to Pupils Abilities

The study revealed that reflection utilizing videotaping drew the attention of the majority of the teachers to account for pupils' diverse abilities by making changes in their beliefs and expectations that they perceived about the abilities of the pupils. To begin with, there was a gradual and noteworthy progress in the teacher (Fathia) performance. Referring to the analyses of the videos recorded for this teacher, in the first recorded lesson the teacher (Fathia) dominated the class to the extent that she answered the questions instead of the pupils. After I (the researcher) and the teacher (Fathia) met in the researcher- teacher conference, it was agreed upon to give the pupils "Wait Time" and "Think Time" after posing the question or calling on them. This action played a role in offering the pupils a chance to think and provide their responses. In the second video, we noted that the situation became better and the pupils were offered chances to think and respond to the questions, except one pupil who was left behind. The teacher (Fathia) reported:

For the child, he is very weak. I don't want to say he's a hopeless case .
His mum works a lot with him but not in the right way. He doesn't accept
any comment and often his mum answers on behalf of him.

In other teacher-researcher conference, she reported "he had a problem". Moreover, she added, "even if I try with him until tomorrow, he will not know the answer". In the third and fourth video recordings, it was noticed that this issue was eliminated and all the pupils were given chances to provide their response by taking turns answering the questions and turning the question around if one of them didn't know the answer. This example showed that reflection utilizing videotaping promoted the teachers to pursue making a change regarding considering diversity and individual differences in the class. Besides, it was noted that reflection utilizing videotaping aided the teachers to enhance grasping the concepts, promoting the retention of the vocabulary in the long-term memory and recalling them by using more pictures, body gestures and different visual aids. It was noticed in the teacher's Fathia's classes that the pupils forgot the vocabulary. The teacher (Fathia) attributed that to the fact of having

different levels in the classroom. However, by reflection utilizing videotaping changes in her beliefs occurred. The teacher (Fathia) reported:

At the beginning, I believed that what I used to teach the vocabulary was enough. However, by reflecting on the videotaping, I reach conviction that the more pictures I use, the more the concepts will be understood, retained in the long- term memory and recalled.

This example showed that reflection utilizing videotaping contributed in making changes in the teachers' beliefs that they perceived about the abilities of the pupils. It was noted that dealing with diversity is very linked with enhancing their PCK. For instance, the teacher (Najah) and the teacher (Sameera) reported in one of the teacher-researcher conferences "using more visual aids and body gestures played a great role in facing the challenge of having different levels in the class. In addition, the teacher (Sameera) pointed out "utilizing visual aids and body gestures were so productive and aided us in dealing with diversity in the class". Therefore, reflection utilizing videotaping assisted the teachers to notice the differentiation of instruction to match the pupils of all styles and abilities. To sum up, reflection utilizing videotaping unfolded that changes in the teachers' beliefs and expectations that they perceived about the abilities of the pupils were noted to consider pupils' diverse abilities.

Theme #2: Helped Teachers Track Pupils' Progress and Make Sure No One Left Behind

It was evident in the study that reflection utilizing videotaping aided the majority of the teachers to monitor the progress of all the pupils in the class and make sure that no one was left behind. To begin with, reflection utilizing videotaping drew the attention of the teacher (Abrar) to a girl that was left behind because she sat in the back of the classroom. The teacher noticed in the video recording that although she went around the pupils she didn't reach her during the listening activity. She noticed that the girl in the listening activity was pointing at the pictures in the book incorrectly. Therefore, the teacher (Abrar) stated "the next classes , I will make sure to reach all sides of the classroom". In addition, reflection utilizing videotaping drew the attention of the teacher (Najah) to monitor the performance of the pupils. It was noticed that there were girls in the video recording who didn't touch the required body part as she said.

The teacher (Najah) reported "I really didn't see on the Microsoft teams the movements of all the girls, but in the video recording all the girls' movements were clear". To sum up, reflection utilizing videotaping helped the teacher to monitor the progress of all the pupils.

Effects of Self-Reflection Utilizing Videotaping on Teacher's Content Knowledge

The fourth research question that is raised by the study is "What are the effects of self-reflection on teacher's own practice that are related to content knowledge utilizing videotaping?" The study showed that reflection utilizing videotaping played a significant role in training teachers' eyes and improving their analytical viewing skills to scrutinize their educational practices. It was noted that although the teaching experiences of all the participants were not less than 10 years except the researcher, their analytical viewing skills were inept and need to be improved. The themes that are related to the effects of self-reflection utilizing videotaping on teacher's content knowledge are shown in Figure (10)

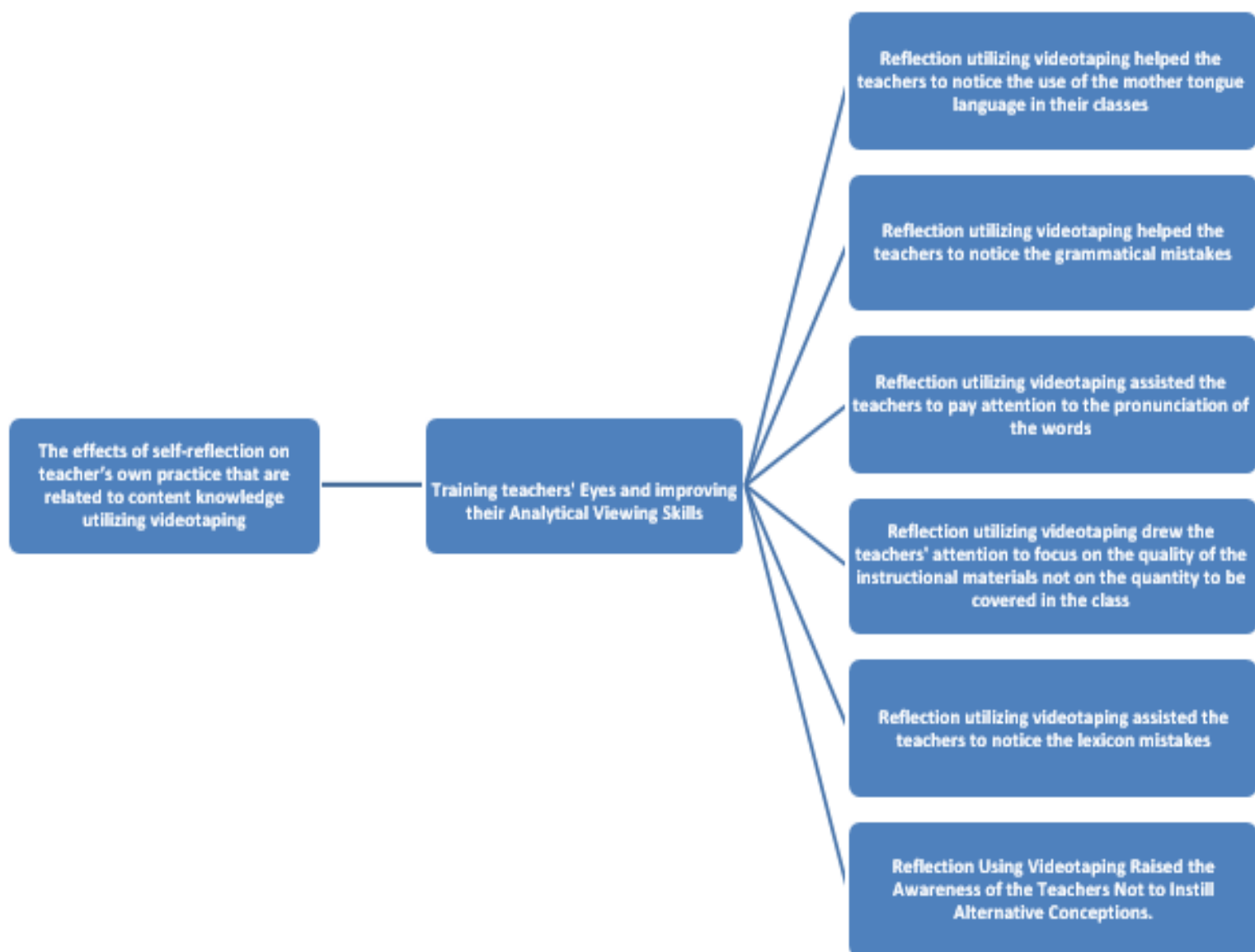


Figure 10.The themes that are related to CK

Theme #1: Helped the Teachers Noticing the Use of their Mother Tongue

It was noticed that the majority of the teachers used the mother tongue language in their lessons in order to make sure that the pupils got the correct meaning and ensure that no one was left behind. For example, the teacher (Najah) reported

I want to make sure that the pupils got the right meaning of the word. Moreover, I want to involve all the pupils in the lesson, even by participating in Arabic.

In addition, the teacher (Abrar) stated:

I resort to using Arabic since learning in a virtual environment is so different from learning –face-to-face. In face-to-face learning, I use real objects, flashcards and body gestures. However, in online learning, I am not capable to apply them since I don't open the camera during the lesson.

However, their point of view towards using the mother tongue language implied that they did not have a long-term perspective regarding its consequences on the pupils' language development in the long-term. The researcher reported:

how the pupils will acquire L2 input while the mother tongue language is still used to translate the vocabulary .We should have a neutral standing by not prohibiting at all the use of the L1, nor encouraging the excessive use of L1

Although many studies affirm that L1 facilitates learning L2; however, teachers should be careful (Zulfikar,2019). It was tapped on Zulfikar's work to convince the participants that an appropriate use of L1 in learning L2 can be helpful and does not result in impeding their L2 learning. However, it should not be used excessively. To give an example, one of the teachers (Najah) translated very simple words that were very familiar and close to the pupils such as potatoes and tomatoes. In addition, the teacher (Abrar) translated the unit vocabulary that can be easily acquired by using sensory materials and visual aids such as real objects and flashcards. Overall, reflection utilizing videotaping drew the attention of the teachers to notice the use of the mother tongue language in their classes.

Theme2#: Drew Teachers' Attention to Focus on the Quality not Quantity of the Instructional Materials

Reflection utilizing videotaping drew the teachers' attention to focus on the quality of the instructional materials not on the quantity to be covered in the class. Three teachers noticed that they concentrated on the quantity to be covered not on the quality. For example, the teacher (Sameera) learned that she couldn't move to another advanced step which was ordering questions and sentences relevant to the topic (school subjects) before going in-depth in this topic by having discussion about what they learn in the different subjects. Moreover, the teacher (Najah) learned that she couldn't move to answer the book activities about animals before going in depth describing the animals using the different adjectives. The teacher (Najah) reported:

I noticed in the video recording that the pupils didn't know the answers for some questions in the book activities and this may happened because I need to cover the topic in-depth to ensure that they will be able to answer the book activities [*sic*].

Furthermore, the teacher (Fathia) reached a conviction that it was illogical to hand in a worksheet about the vocabulary acquired in the lesson before mastering them. As the Committee on Developments in the Science of learning (2000) addressed that instructors must teach the instructional material in depth. Thus, the superficial coverage is useless, doesn't allow the students to grasp the taught material and doesn't aid the pupils in establishing a firm foundation to grasp the instructional material that will be covered later on in the curriculum. To conclude, reflection utilizing videotaping encouraged the teachers to focus on the quality of the instructional materials not on the quantity to be covered in the class.

Theme#3: Assisted Teachers to Pay Attention to their Pronunciation

Reflection utilizing videotaping assisted the majority of the teachers to pay attention to the pronunciation of the words. For example, the teacher (Sameera) noticed that she did not pronounce some vowels correctly. To give an example, the teacher (Sameera) noticed the mistakes in pronouncing the vowels; such as the (a) in the word (pasta) and the (i) in the word

stories. Another example, the teacher (Abrar) noticed in her class that there are some girls who did not pronounce the (P) correctly. The teacher reported

reflection utilizing videotaping enabled me to notice the inability of the girls to differentiate between the P and b sound such as in the words like pin and bin.

Thus, reflection using videotaping aided the teachers to examine the problem that the girls had regarding the alphabet P. Additionally, the teacher (Fathia) noticed the mistake in pronouncing the word *monkey*. She reported "I noticed that I made stress on the alphabet O". In addition, reflection utilizing videotaping assisted the teacher (Sameera) and the teacher (Abrar) to pay attention to the pronunciation of the syllables in the word. For example, the teacher (Abrar) pronounced two syllables in the word "*Religion*". However, when we agreed to check the pronunciation of the word by using an online dictionary and see the phonetic transcription, she noticed that the word contains three syllables. She reported "I used to pronounce two syllables in the word *religion*. Through reflection utilizing videotaping and sharing with you (the researcher), I acquired this new information". To conclude, reflection utilizing videotaping assisted the teachers to pay attention to the articulation of the words.

Theme#4: Assisted Teachers Noticing their Lexicon Mistakes

Videotaping the lesson assisted one of the teachers to notice the lexicon mistakes. For example, the teacher (Abrar) reported "I noticed that I used the phrasal verb *take up* instead of *take-off*". I said "please, take up your jacket". Thus, videotaping assisted the teachers to detect the lexicon mistakes.

Theme #5: Helped Teachers Noticing their Grammatical Mistakes

Reflection utilizing Videotaping assisted one of the teachers to notice the grammatical mistakes. For example, the teacher (Fathia) reported:

I noticed that I said "how many melon?" Instead of "how many melons?"
In addition, I noticed saying "Have you ever been to a zoo?" instead of "in a zoo." Besides, I noticed that I said "What you don't like?" Instead of "What food don't you like?"

To, conclude, utilizing videotaping plays a significant role in training teachers' noticing and improving their analytical skills regarding detecting grammatical mistakes.

Theme#6: Raised Teachers' Awareness pertaining to Introducing Alternative Concepts

Reflection utilizing Videotaping aided two teachers to pay attention not to instill alternative conceptions. To begin with, the teacher (Sameera) learned that we couldn't say the meaning of Islam is Qur'an. They are two different concepts and we cannot address them as synonyms. Moreover, the teacher (Fathia) noticed that she said number C instead of the alphabet C. That's the alphabet is different from the number. The teacher (Fathia) reported "I noticed that I mixed between the alphabet and the number in the class". Overall, reflection utilizing videotaping aided the teachers to be more conscious about introducing alternative conceptions.

Conclusion

To conclude, the study affirmed that reflection utilizing videotaping was indeed a great model that should be employed in the teacher's education discourse for the sake of teachers' reform and achieving professional advancement. Consequently, this would lead to quality teaching and learning. Besides, it should be adopted as an official model by the ministry since this study affirmed that reflection utilizing videotaping had significant effects on the teacher's educational practices. The study revealed that reflection utilizing videotaping affected the teachers' PCK, CK, classroom management and dealing with the diversity in the classroom. The study revealed that making changes varied depending on the willingness of the teachers. Therefore, if reflection utilizing videotaping is adopted as an official paradigm, it will stimulate teachers to seek professional development and enhance their practice. Moreover, this study showed that reflection utilizing videotaping fostered the teachers to share their points of view, thoughts, the philosophies that underpin their educational practices and their knowledge. Moreover, it encouraged them to share candid feedback and engaged them in a joint construction of knowledge. These contributed in developing a professional rapport that was premised on transparency and shared trust. It encouraged the teachers to feel comfortable to

cast the light on the bright spots in their practice and raise the sensitive issues in their practice. Moreover, it stimulated teachers to reconsider their previous knowledge, their beliefs and the educational philosophies that underpin their practice. The participants expressed that they were enlightened with different perspective that encouraged them to embrace change in their practice. Therefore, this professional candid rapport contributed in developing meaningful critical relationships that stimulate teachers to make a difference in their teaching. Moreover, this study revealed that reflection on videotaped lessons enhanced professional rapport that insisted on mutual learning . This was crystal clear during the teacher-researcher conference when they analyzed the video-recordings. However, reflection utilizing videotaping revealed that the teacher's pedagogical content knowledge didn't promote learner-centered activities. It was obvious in the video recordings that the teachers did not employ activities that target building autonomous learners. The participants attributed that to the difficult situation that they underwent due to Covid-19 pandemic. Moreover, they attributed that to the limited number of English classes that were not enough to activate such activities. Furthermore, they reported that such activities can't be activated in the primary stage since they are too young. Reflection utilizing videotaping improved teachers' observation skills. To clarify, reflection utilizing videotaping sharpened their viewing skills to scrutinize the smallest details and the critical aspect that were overlooked in their formal practice .They expressed that in the classroom they are preoccupied , absorbed and overloaded with the pressure of work. One of the teachers (Hanady) reported , "we don't have time in the class to examine the smallest details that we examined using the video recording". For example, reflection utilizing videotaping called their attention when technology was effectively utilized to grab the pupils' attention and facilitate their learning. In addition, reflection utilizing videotaping assisted the teachers to notice the incorporation of activities that assess learners effectively. For example, they noticed if they incorporated assessment activities that ensured that the pupils understood the presented material or not. For example, they noticed in the video-recording if they monitored the pupil's performance, provided feedback, asked comprehension questions, and conducted discussion to identify the areas that need improvements and areas of strengths and etc... Additionally, reflection utilizing videotaping played a significant role in training teachers'

eyes and improving their analytical viewing skills regarding teachers' content knowledge (CK). To illustrate, the teachers noticed the mistakes that they committed in the pronunciation, selecting the appropriate Lexicon item, the grammatical mistakes, using the mother tongue language, focusing on the quality of the instructional material not on the quantity and not instilling alternative conceptions. This called their attention to be cautious the next classes in order not to repeat them. Moreover, the study revealed that reflection utilizing videotaping drew the attention of the teachers to consider diversity and individual differences in the class. For example, the teacher participants avoided excessive dominance and ensured that no one was left behind. Therefore, reflection utilizing videotaping drew the attention of the teachers to recognize the necessity to individualize the activities to ensure that no one is left behind. They made sure to differentiate their instruction to achieve this purpose. Moreover, reflection utilizing videotaping drew the attention of the teachers to accept learners' responses, encourage further student participation and not to attempt to shut off their attempts. Besides, videotaping helps the teacher participant to utilize varied and effective methods of teaching suitable to the lesson content. Finally, this thesis shows that reflection utilizing videotaping plays a paramount role in kindling the soul of the teachers and sparking their passions to embrace change.

Chapter 6

Discussion and Conclusion

The study aimed at investigating the effects of self-reflection on teacher's own practice through videotaping. The researcher sought to investigate the effects on four areas. The first area is pedagogical content knowledge (PCK). The second area is classroom management. The third area is quite relevant to the pedagogical content knowledge which is content knowledge (CK). The fourth and the last area is dealing with diversity in the class by taking into account differentiating instruction.

Regarding the teacher's PCK, the study revealed that the effects of self-reflection on teacher's own practice through videotaping varied depending on the willingness of the teachers to seek professional development and enhance their practice. In addition, reflection utilizing videotaping improved teachers' observation skills. Furthermore, reflection utilizing videotaping contributed in developing critical friends. However, reflection utilizing videotaping revealed that the teacher's pedagogical content knowledge didn't promote learner-centered activities.

Regarding classroom management, the study showed that reflection utilizing videotaping helped the teachers to deal with the interference of the parents in the online class. Moreover, reflection on videotaped lessons enhanced professional rapport that insisted on mutual learning. However, reflection utilizing videotaping unfolded that the teachers didn't establish in their classes clear instructions and expectations to regulate learners' behaviors.

For considering diversity and individual differences in the class, the study showed that reflection utilizing videotaping contributed in making changes in the teachers' beliefs and expectations that they perceived about the abilities of the pupils. Moreover, it helped the teachers to pay attention to check the progress of all the pupils in the class and make sure that no one was left behind.

Regarding teachers' content knowledge (CK), the study showed that reflection utilizing videotaping helped the teachers to notice the use of the mother tongue language in their classes, the pronunciation of the words, the lexicon mistakes and the grammatical

mistakes. Moreover, reflection utilizing videotaping drew the teachers' attention to focus on the quality of the instructional materials not on the quantity to be covered in the class. Furthermore, reflection using videotaping raises the awareness of the teachers not to instill alternative conceptions.

In this chapter, the researcher is going to contextualize the findings of the study that are related to each research question posed in the study within the scholarly work done on this topic and the theoretical framework. In addition, the researcher is going to address the limitations that might affect the results of the study. Besides, the researcher is going to propose future directions and recommendations for future research. Lastly, the researcher is going to address the practical implications of the research for the Palestinian audience including the Palestinian teachers in pre-service training programs and in –service education. In addition, the researcher addressed practical implications of the research for the policy makers, particularly the ministry of education.

Contextualizing the Results of the Study within the Existing Literature and the Theoretical Framework

This study approved what Baporikar (2016) suggested in her scholarly work. Both studies affirmed that the adequate incorporation of technology can be of great value to promote learning .For example, Baporikar cast the light on reflection as a core to learning. This goes in line with what this study revealed. For example, the study addressed that reflection utilizing videotaping improved teachers' observation skill. Moreover, it contributed in developing critical friends. In addition, it helped the teachers to deal with the challenges that meet the teachers in the classroom; such as dealing with the interference of the parents in the online class. Furthermore, it drew the teachers' attention to focus on the quality of the instructional materials not on the quantity to be covered in the class. In the following section, I am going to present the association between the addressed theories in the theoretical framework chapter and the findings of this study. The three addressed theories in the theoretical framework chapter are Dewey's theory of reflection, Donald's theory of reflection and the metacognition theory.

Study Findings and Dewey's Theory of Reflection

This study is directly related to Dewey's theory of reflection. To clarify, Dewey connects the definition of reflection with the teachers' teaching practices that leads teachers to question their practices with different feeling of confusion, anxiety and wonder. In consonance with this Dewey's Theory, this study revealed that reflection utilizing videotaping promoted teachers to question their practices in order to seek improvement and refinement. Thus, teachers reported that they experienced astonishment, bewilderment, perplexity, and uncertainty during the implementation of this study. Moreover, this study was premised on examining, investigating, analyzing, discussing, negotiating and sharing their thoughts to seek improvements in their practice. Therefore, all the changes and the reforms that occurred in their educational practices were driven by questioning their educational practices. In addition, this study is relevant to Dewey's theory of reflection since the different feelings were resolved by the persistent, logical thinking; such as examining, investigating, analyzing, discussing, negotiating and sharing. Dewey asserts that reflection involves meaning- making process from the experience. Therefore, in accordance with what Dewey suggests in his scholarly work .Learning doesn't occur as a direct consequence of the experience; however, it is the outcome of working vigorously as critical reflectors to reform their practice. They ground their explanations in evidence. Therefore, there're many themes that are directly related to Dewey's theory of reflection. For example, reflection utilizing videotaping improved teachers' observation skills. For example, video-based reflection drew the attention of one of the teachers to the efficient utilization of technology. Moreover, reflection utilizing videotaping contributed to developing critical friends. In addition, reflection on videotaped lessons enhanced professional rapport and contributed in building effective transparent collaborative culture. Furthermore, the themes that are related to CK are very connected with Dewey's theory of reflection. The study revealed that reflection utilizing videotaping played a significant role in training teachers' eyes and improving their analytical viewing skills to scrutinize their educational practices. For example, the study showed that reflection utilizing videotaping helped the teachers to notice the use of the mother tongue language in their classes. Moreover, it helped them to pay attention to the pronunciation of the words, the lexicon and

the grammatical mistakes. In addition, reflection utilizing videotaping drew the teachers' attention to focus on the quality of the instructional materials not on the quantity to be covered in the class. Furthermore, reflection using videotaping raises the awareness of the teachers not to impart alternative conceptions. Additionally, the themes that are related to classroom management are directly related to Dewey's theory of reflection since the teachers worked vigorously as critical reflectors to refine their educational practices. To illustrate, the study showed that reflection utilizing videotaping helped the teachers to deal with the interference of the parents in the online class. Moreover, reflection on videotaped lessons enhanced professional rapport that insisted on mutual learning. Mutual learning involved digging deeply to scrutinize their educational practices. However, reflection utilizing videotaping assisted the teachers to notice not establishing in their classes clear instructions and expectations to regulate learners' behaviors. For considering diversity and individual differences in the class, the study showed that reflection utilizing videotaping contributed in making changes in the teachers' beliefs and expectations that they perceived about the abilities of the pupils. Moreover, it helped the teachers to pay attention to check the progress of all the pupils in the class and make sure that no one was left behind.

Study Findings and Donald's Theory of Reflection

The findings of the study are strongly associated with Donald's Theory of Reflection. Particularly, it's directly related to the critical crisis in the teaching practice which is the gap between the theory and practice that Donald suggested it in his scholarly work. As a matter of fact, both confirmed that experimenting reflection utilizing videotaping encouraged the teachers to pursue improvements and make differences in their practice. Moreover, this study is quite relevant to reflection-on-action that Dewey posed in his scholarly work. To elaborate, this study is premised on reflecting on their educational practices since the majority of the teachers agreed that teaching is absorbing and demanding. Therefore, they couldn't reflect on the spot during the class. It was clear that reflection-on their practice brought about positive effects on their practice as aforementioned. Besides, Donald's theory is directly related to the following findings. Reflection on videotaped lessons enhanced professional rapport and

contributed to building effective transparent collaborative culture. To illustrate, examining in- details, analyzing the videotaped lessons together, discussing in- depth the different aspects in the video-recordings and sharing feedback are examples of reflection-on practices. These practices offered the teachers the opportunity to spend time exploring and thinking about the different actions in the class. These practices played a significant role in bringing about new understanding of the classroom situations and pursuing changes. Moreover, Donald's theory is also associated with the following themes. Reflection utilizing videotaping improved teachers' observation skills. Moreover, reflection utilizing videotaping played a significant role in training teachers' eyes and improving their analytical viewing skills to scrutinize their educational practices. For example, the study showed that reflection utilizing videotaping helped the teachers to notice the use of the mother tongue language in their classes. Moreover, it helped them to pay attention to the pronunciation of the words, the lexicon and the grammatical mistakes. Reflection utilizing videotaping drew the teachers' attention to focus on the quality of the instructional materials not on the quantity to be covered in the class. Furthermore, reflection using videotaping raises the awareness of the teachers not to instill alternative conceptions.

Study Findings and the Metacognition Theory

The findings of this study go in line with what the metacognition theory suggested. To clarify, metacognition has been defined in the multitudes of scholarly work as “thinking about thinking” or “cognition about cognition” (Flanigan, Sudbeck, Beavers, McBrien, & Sierk, 2016, p.68). Therefore, "thinking about thinking" and "cognition about cognition" occurred in this study when the teachers reflected on their classes utilizing videotaping. Therefore, teacher was offered the opportunity to think about their routinized educational practices. This confirms what Burns (1999) addressed. She addressed that video recording provides the teachers a momentous opportunity to rethink of the routinized practices in their practice that are taken for granted. Therefore, watching the video recording and analyzing it involve conscious deliberative thinking. This was very apparent in this study. This is relevant to the themes that are linked with dealing with diversity and individual differences in the class. For instance,

reflection utilizing videotaping contributed to making changes in the teachers' beliefs and expectations that they perceived about the abilities of the pupils. Therefore, changes in their beliefs about their routinized practices that are taken for granted occurred. Moreover, reflection utilizing videotaping helped the teachers to pay attention to check the progress of all the pupils in the class and make sure that no one was left behind. It was noticed that some pupils were not monitored and left behind. Therefore, videotaping aided the majority of the teachers to monitor the progress of all the pupils in the class and make sure that no one was left behind. Besides, the findings of the study are directly related to the two central types of knowledge metacognition which are knowledge of cognition and knowledge of regulation cognition (Schraw, 1998; Tarricone, 2011). To illustrate, the findings of the study are very related to the three types of knowledge of cognition which are declarative, procedural and conditional knowledge. The declarative knowledge affirms that the teachers are constant learners which is relevant to the following theme. Reflection on videotaped lessons enhanced professional rapport that insisted on mutual learning. To illustrate, although the majority of the teachers in this study had long- years of teaching experiences; however, reflection utilizing videotaping reveals that they were still learning from each other and new understating of their old practices was brought about. Specially, videotaping is distinguished from other reflection tools of its capability to capture all the transactions that simultaneously occur in the teaching situation. In addition, the findings of the study are linked with the second type of knowledge of cognition which is procedural knowledge . Procedural knowledge is related to the ability to utilize a specific strategy effectively (Flanigan et al, 2016). This is related to videotaping when the light of the video was spotted on the teacher's practices. The teachers reviewed and analyzed the video recording to reflect on the effectiveness of utilization specific strategies. Therefore, it is relevant to the following theme which is reflection utilizing videotaping improved teachers' observation skills. For instance, video-based reflection drew the attention of one of the teachers to the efficient utilization of technology. The third type of knowledge is conditional knowledge that is when and why to use a specific strategy (Flanigan et al, 2016). This is relevant to the findings of this study, particularly when teachers were illuminated by insightful incidents from the video due to the detailed scrutiny of the recorded data. The

detailed scrutiny played a role in refining, revamping and adjusting their teaching practices. That was very clear when the teachers worked as critical friends. To illustrate, the shared discourse, the joint construction of knowledge, the swapped teaching stories, seeking advice and sharing candid feedback between the teachers and the researcher contributed to developing critical friends. Teachers were illuminated by insightful incidents from the video due to the detailed scrutiny of the recorded data.

In addition, the second central type which is regulation of cognition is relevant to the findings of this study. It should be pointed out that it encompasses planning, monitoring, controlling and evaluating (Flanigan et al, 2016; Schraw, 1998; Veenman & Spaans, 2005). It's relevant to the findings of this study because each recorded video underwent constant analysis and review that is followed by new planning, monitoring, controlling and evaluating. Therefore, the teachers form new understanding to revamp and strengthen their teaching. Teachers refine and update their practice by constant monitoring and feedback. Therefore, it is relevant to the themes that are related to " the effects of self-reflection on teacher's own practice utilizing videotaping that are related to classroom management". For instance, the study showed that reflection utilizing videotaping helped the teachers to deal with the interference of the parents in the online class. Moreover, reflection on videotaped lessons enhanced professional rapport that insisted on mutual learning .However, reflection utilizing videotaping unfolded that the teachers didn't establish in their classes clear instructions and expectations to regulate learners' behaviors. Moreover, it's relevant to themes of dealing with diversity. For example, , the study showed that reflection utilizing videotaping contributed in making changes in the teachers' beliefs and expectations that they perceived about the abilities of the pupils. Moreover, it helped the teachers to pay attention to check the progress of all the pupils in the class and make sure that no one was left behind. Finally, this point is relevant to themes that are relevant to content knowledge. To illustrate, the study showed that reflection utilizing videotaping helped the teachers to notice the use of the mother tongue language in their classes. Moreover, reflection utilizing videotaping drew the teachers' attention to focus on the quality of the instructional materials not on the quantity to be covered in the class. In addition, reflection utilizing videotaping assisted the teachers to pay attention to the pronunciation of

the words. Besides, reflection utilizing videotaping assisted the teachers to notice the lexicon mistakes and the grammatical mistakes. Furthermore, reflection using videotaping raises the awareness of the teachers not to instill alternative conceptions.

In addition, there are themes in this study relevant to what Richards (1991) and Susoy (2015) suggested in their scholarly works. They suggested that the video recording encompasses metacognition since practitioners make a difference in the level of their responses to classroom events from automatic towards a higher level of studied, contemplated and informed responses that demonstrates awareness. Thus, this is relevant to the following theme. Reflection utilizing videotaping contributed in developing critical friends. To elaborate, reflection utilizing videotaping played a significant role in training teachers' eyes and improving their analytical viewing skills to scrutinize their educational practices. They added that videotaping is characterized and distinguished from other reflection tools of its capability to capture all the transactions that simultaneously occur in the teaching situation. Therefore, this is very relevant to the following themes in this study. Reflection utilizing videotaping improved teachers' observation skills. Moreover, the abovementioned themes are relevant to what Sherin and van Es addressed in their study. They addressed that videos play a crucial role in "helping teachers learn to notice "(2005, p.478). Moreover, teachers also commenced to talk about what they notice in a more interpretative and evidence based approach. Thus, video recording stimulates the discussion of the interpretations of thinking and decision-making. This is also shared with McConnell et al. (2008) and Tripp and Rich (2012) .They found in their studies that videos play indispensable role in achieving professional development since they are trustworthy evidence that reason their instructional decisions. This is highly relevant to the following themes. Reflection on videotaped lessons enhanced professional rapport and contributed in building effective transparent collaborative culture. Moreover, it's relevant to the following theme which is reflection utilizing videotaping contributed to developing critical friends. In addition, it's relevant to the following theme which is reflection on videotaped lessons enhanced professional rapport that insisted on mutual learning. Thus, the collaborative culture that was premised on being transparent and critical contributed to grounding their discussion on more interpretative and evidence based approach.

Study Findings and the Literature Review

The findings of the study go hand in hand with what Kavoshian, Ketabi and Tavakoli (2016) suggested "Nobody can deny the ubiquitous role of videotaping in this field". The majority of the previous studies asserted the positive role of reflection utilizing videotaping in the educational process. The findings of the study go in line with the inferred themes in the literature review. In this section, the researcher is going to present the themes that are inferred from the previous scholarly literature and display whether they confirm or disconfirm with the findings in this study.

Improved Instruction and Professional Growth / Development

This theme is relevant to all the addressed findings in this study. To illustrate, all the four areas of the PCK, CK, classroom management and dealing with diversity were affected positively by the implementation of videotaping as a reflection tool. For example, reflection utilizing videotaping improved teachers' observation skills. This goes with what Kavoshian, Ketabi and Tavakoli (2016) suggested in their scholarly work. For instance, they suggested that videotaping offer the teachers the opportunity to pay close attention to the communication patterns. Communication patterns are related to the interactional patterns between the teachers and students and interactions among the students. Thus, the video recording provides the teachers with precise information about the interactional behaviors which may not be visible and not possible to be accessed during the teaching process. Kinesics, eye contact, body language, and the rapport between and among the different parties in the classroom are examples of communication patterns that undergo teachers' scrutiny and focused analysis in this study and Kavoshian, Ketabi and Tavakoli's study. Another finding that goes in line with what Akcan (2010), Coffey (2014), Farrell (2007), Hamidah and Yusuf (2019) and Lee (2007) proposed in their scholarly works is reflection utilizing videotaping contributed in developing critical friends. They addressed that the teachers who participated in the abovementioned studies have learned how to develop strategies and skills to remedy the problem areas through videotaping their lessons. After the teachers analyzed the videos, they strived to improve their strategies, techniques and methods; and consequently, to reform their practice in the

upcoming lessons. This was clear in this study. To illustrate, the researcher and the teachers in this study exchanged their points of view, thoughts and knowledge. Moreover, they discussed the smallest details for the sake of enhancing their educational practices. For example, the majority of the teachers and the researcher examined setting the time at the very beginning of the lesson by saying the day and the date. In addition, the researcher as a participant in this study noticed that the teacher (Najah) used a technique that encouraged the pupils to finish what was required from them within the time allocated. The researcher liked to utilize this technique in her class since it helped the teacher to continue the lesson as planned without interruptions. Moreover, this technique taught the pupils the responsibility to achieve what was required from them within the allocated time. This finding was shared with Hong and Riper (2016), Rosalina, Mulyono and Dewi (2019), Tripp and Rich's (2012) studies. Teachers were illuminated and they got insights into their teaching. It was common in the abovementioned studies that video analysis helps the teachers to learn new instructional strategies and acquire new ideas to use in their classes. Regarding classroom management, the study showed that reflection utilizing videotaping helped the teachers to deal with the interference of the parents in the online class. Moreover, reflection on videotaped lessons enhanced professional rapport that insisted on mutual learning. This confirms what Kavoshian, Ketabi and Tavakoli (2016) suggested in their scholarly work. The teachers profited from the discussion with their peers in identifying the missing aspects in their practice. Consequently, their confidence in the teaching process was heightened due to the interactive discussion of exchanging and sharing a net of thoughts. For considering diversity and individual differences in the class, the study showed that reflection utilizing videotaping contributed in making changes in the teachers' beliefs and expectations that they perceived about the abilities of the pupils. This finding goes in line with what Burns (1996) and Wang and King (2006) suggested in their studies. They suggested that practitioners may acquire self-confidence in their abilities and from this confidence they are derived by tremendous power to explore and try out new ideologies, principles, beliefs and philosophies. One of the common examples that has been noticed in their studies and this one is dominating the class by following the teacher-centered approach. It was noticed in their studies and this one that the learners were left passive in some learning situations. Moreover,

in Daniel, Pray and Pacheco's study (2019), it was noticed that teachers were unconsciously suppressing students' interactions and not allowing them to develop their oral practice. For example, it was noticed in the first recorded lesson that the teacher (Fathia) dominated the class to the extent that she answered the questions instead of the pupils. Therefore, video recording is extremely inestimable on reflecting on the implicit beliefs, and mental schemata. However, there are teachers who stuck to the comfort blanket of their old practices and didn't aspire to re-evaluate them. As a matter of fact, they didn't intend to re-evaluate their previous knowledge and beliefs. For example, in this study the teachers insisted on keep using the mother tongue language in their lessons. Another point that affirms that reflecting on videotaped-lessons improves instruction is videotaping plays a crucial role in helping teaches to pay close attention to the details and have deeper insights into their practice (Akcan, 2010; Hamidah & Yusuf, 2019; Ketabi ,Kavoshian, &Tavakoli, 2016). For example, reflection utilizing videotaping helped the teachers to pay attention to check the progress of all the pupils in the class and make sure that no one was left behind. Regarding teachers' content knowledge (CK), the study showed that reflection utilizing videotaping helped the teachers to notice the use of the mother tongue language in their classes. To illustrate, it drew their attention to be more punctual in the English classes to provide a comprehensible input using the target language by using different activities. Reflection utilizing videotaping drew the teachers' attention to focus on the quality of the instructional materials not on the quantity to be covered in the class. That's focusing on the quantity doesn't aid the pupils in establishing a firm foundation to grasp the instructional material that will be covered later. In addition, reflection utilizing videotaping assisted the teachers to pay close attention to the pronunciation of the words. Moreover, it assisted them to notice the lexicon and the grammatical mistakes. Furthermore, reflection using videotaping raises the awareness of the teachers not to impart alternative conceptions.

Therefore, both the findings of this study and the literature review affirmed that reflection utilizing videotaping improved the quality of their instruction. Moreover, reflecting constantly on the videotaped lessons influenced teachers' professional growth and development (Akcan,2012; Daniel, Pray & Pacheco ,2019 ;Hamidah & Yusuf ,2019;

Harrison,2013; Hong and Riper,2016;Tripp & Rich ,2012; Mercado & Baecher ,2014; Rosalina, Mulyono & Dewi ,2019; Yanuarti &Treagust).

Enhanced Rapport and Collaborative Culture

A common finding that was shared with this study is reflection on videotaped lessons enhances rapport and collaborative culture. To elaborate, in this study, the majority of the teachers showed their willingness to participate and share their points of view, thoughts and knowledge. Therefore, examining in-details, analyzing the video together, discussing in- depth the different aspects in the video-recording and sharing feedback played a role in forming a transparent strong bond between teachers and creates a culture of collaboration.

This finding also goes in line with the study that is conducted by Mercado and Baecher (2014) .This study and Mercado and Baecher's study revealed that conducting self-observation based on videos enhances more cooperative interactions with colleagues. However, Mercado and Baecher's study added that it enhances cooperative interactions with mentors and supervisors. This study and the abovementioned studies ascertained that sharing with colleagues is a logical step and a wise choice that has clear formative purposes in developing the educational process. In consonance with Lane (2014), the studies showed that peer-review sharing of videos that include captures of teachers' behaviors in their practice is an efficient way to advance professional practice as it is a type of complex interaction among different contributors in varied contexts and setting in the educational process. In addition, in conformity with Hong and Riper (2016), they pointed out that guided video analysis challenge teachers to meditate on their practice and promote cooperative and interdisciplinary viewpoints. Furthermore, in consonance with Pellegrino and Gerber (2012), they pointed out that reflecting constantly joined with peer- discussion proved to be efficient techniques that enable teachers to articulate what they viewed in their analysis. Moreover, in line with this study, Tripp and Rich (2012) proposed that teachers felt that sharing their video recording with their colleagues assisted them to gain a new mindset on their practice. To illustrate, when they shared with colleagues, they saw different things from a different point of view and from different personalized suggestions that individually they missed. To sum up, all the aforementioned

studies affirmed that videotaping encourages following and utilizing the collaborative approach; rather than the individualistic approach in order to exchange and share a net of interdisciplinary thought and ideas. They worked more like critical friends to pursue, depict, clarify, interpret, question, discover, investigate, inquire and challenge (Valli, 1992).

Allowing Practitioners' Thorough Analysis

This finding is very relevant to the following themes in this study. Reflection utilizing videotaping improved teachers' observation skills. Moreover, it is relevant to the following theme which is reflection utilizing videotaping played a significant role in training teachers' eyes and improving their analytical viewing skills. To illustrate, reflection utilizing videotaping enabled the teachers to observe the smallest details that contributed in forming a more clear and comprehensive picture for the teachers. To illustrate, teachers in this study addressed that teaching is demanding and absorbing career. Consequently, they can't remember all the details and the specific events that may affect the processing of the lesson. In accordance with Harford, MacRuairc and McCartan (2010), they reported that teachers "encounter a vastly astounding intricacy of expectations and classroom situations" (as cited in Susoy, 2015, p. 164). In agreement with Pellegrino and Gerber (2012), video-based reflections influence teachers' thinking about their practice in details and seeing things that were not apparent to them and beyond their perception and realization in the teaching situation. Thus, reflection utilizing videotaping empowered teachers to focus on details that are habitually overlooked in classroom. In addition, as Sherin (2007) suggested selective noticing of certain critical incidents was developed. For example, it was noticed in this study and the abovementioned studies that teachers noticed the body language, the tone of the voice, the communication patterns etc...

Therefore, in consonance with this study, videotaping is a trustworthy evidence-based that enables the practitioners to come up with fine-grained analyses (Rosalina, Mulyono & Dewi, 2019). This study and considerable studies revealed that teachers who use videos are more likely to ground their reflections on evidence rather than memory or inferences (McConnell, et al., 2008; Sherin & Van Es, 2005). Therefore, teachers trusted the video that they saw with their own eyes. Consequently, they trusted the feedback since they saw the urgency

to see the pressing need to change with their own eyes. That is why changes in the teachers' beliefs occurred. For example, the study showed that reflection utilizing videotaping contributed in making changes in the teachers' beliefs and expectations that they perceived about the abilities of the pupils. In conformity with this study, other studies affirmed that video recording contributed in overcoming an important challenging constituent to be changed which were teachers' beliefs (Rich & Hannafin , 2008; Tripp & Rich ,2012). Rich and Hannafin and Tripp and Rich addressed that utilizing video-based reflection aided teachers to identify the gaps between their beliefs and tacit assumptions about good practice and their real teaching practices. Particularly, video recording facilitated changes to the epistemological beliefs that the teachers held encompassed "what they know and how they know". Therefore, video recording worked as an authentic rationale that brings about changes in their beliefs.

Improved Teachers' English Language Skills

This finding from the previous literature is directly related to the following finding in this study. The study showed that reflection utilizing videotaping played a significant role in training teachers' eyes and improving their analytical viewing skills regarding teachers' content knowledge (CK). For example, reflection utilizing videotaping helped the teachers to notice the use of the mother tongue language in their classes. This finding goes in line with what Akcan (2010) addressed in his study. Akcan addressed that it helped them to notice the strengths and rooms for enhancements in the utilization of the target language. Moreover, reflection utilizing videotaping assisted the teachers to pay attention to the pronunciation of the words, the grammatical and the lexicon mistakes. This coincides with what Kavoshian, Ketabi and Tavakoli (2016) suggested in their study. They suggested that videotaping promotes teachers' command of English. For example, teachers become aware of the problems in pronunciation and grammar accuracy.

Willingness of Teachers Seeking Professional Development

Moreover, another finding from this study that coincides with the previous literature is the effects of self-reflection on teacher's own practice through videotaping varied depending on the willingness of the teachers to seek professional development and enhance their

practice. In agreement with Tripp and Rich's study (2012), instructors feel ownership and accountable over the course of the reflection process since they feel accountable to implement ideas that were generated from the reflection process, particularly when referred to discussion in collaborative groups. For example, this study affirmed that the majority of the teachers improved their educational practices due to their ignited soul and willingness to change and learn by reflection utilizing videotaping. For example, reflection utilizing videotaping drew the attention of the teacher (Hanady) to be more professional when she designs an oral assessment. One of the situations that affirmed the abovementioned point was noticing the boys having a problem seeing the handmade cards in the teacher (Hanady) lesson. This was discovered by reflection utilizing videotaping. The teacher (Hanady) showed her willingness to improve her assessment tool by sharing with the researcher some proposed suggestions. On the other hand, this study also affirmed that there were a few teachers who clung to their old practices and didn't desire to make great strides in their practice to approach quality instruction. As a matter of fact, they stuck to the comfort blanket of their old practices and didn't aspire to re-evaluate their previous knowledge and beliefs. In accordance with the previous studies, accountability, ownership, open-mindedness, whole-heartedness, responsibility are significant attitudes to be cultivated during the reflection process as they are major components of reflective thinking as a major educational aim (Dewey,1993).

Suggestions for Further Research

This study unfolded the teacher's pedagogical content knowledge didn't promote learner-centered activities by reflection utilizing videotaping. It was obvious in the video recordings that the teachers didn't employ activities that target building autonomous learners. Therefore, future research on utilizing strategies, techniques and methods that guide learners to be autonomous is recommended. For example, conducting research to work with the teachers on

- involving learners in setting instructional goals
- Using rubrics, checklists and samples of their exemplary work to reinforce Learners' understanding of what is expected from them.

Moreover, future research is advisable to broaden the horizons of this research to comprise a community of learners to share more teaching experiences and construct more knowledge. As a matter of fact, this research is limited on joint construction of knowledge and sharing between the researcher and one of the participants in this study.

Additionally, it was noticed in the study that some teachers didn't show real improvement in agreeing on and announcing clear instructions and expectations that plays a role in regulating the learners' behaviors. It was clear in the videos, particularly in the online lessons for three teachers (Fathia, Sameera and Abrar) that the pupils made chaos and didn't adhere to rules that may discipline their behaviors. Therefore, future research on employing this model (Reflection utilizing videotaping) to develop classroom management skills should follow.

Furthermore, the researcher noticed that some teachers lack in-depth knowledge that is required to analyze the videotaped lessons. Therefore, research on involving the supervisors in the video analysis process is advisable. In addition, involving the supervisors in the video analysis process may foster forming a mutual rapport that serve and leverage the institutional practices. As Mercado and Baecher (2014) addressed "Within authentic, safe, professional learning communities, video-based self-observation may serve as a lever for bringing teachers and their supervisors together in a mutually beneficial relationship that can best serve the interests of their institution" (p.76).

Study Implications

From the preponderance of evidence in this study and the scholarly literature of the efficiency of videotaping, video-based reflection should be prioritized as an official model in the educational process. To illustrate, this model should be endorsed in pre-service preparation programs and in-service teacher training at the schools. It should be adopted and legislated by the ministry of education for the sake of revamping and reforming teachers' practice. As a matter of fact, Larrivee (2000) suggested teachers are being trapped in unstudied judgments, explanations, presuppositions and prospects. Therefore, reflection utilizing videotaping enable the teachers to come up with fine-grained studied judgments and well-informed studied decisions that demonstrate awareness. In addition, it should be adopted in order to pursue

keeping the professionalism on the top. The reason why I affirm that it should be legislated is the fact of having teachers in the schools who stick to the comfort blanket of their old practices and didn't aspire to re-evaluate them. As a matter of fact, they didn't intend to re-evaluate their previous knowledge and beliefs. As one of the major findings of this study is the effects of self-reflection on teacher's own practice through videotaping varied depending on the willingness of the teachers to seek professional development and enhance their practice. Therefore, by endorsing this model officially in the teachers' programs, teachers will be more motivated to implement it in their classes.

Moreover, teachers should capitalize on utilizing videotaping since the scholarly literature and this study affirmed that it enabled the teachers to mediate on their educational practices. In addition, it has ascertained that reflection utilizing videotaping is an active pathway to bring new understanding to the classroom situations. In consonance with this study and the existing literature, reflection utilizing videotaping improved teachers' observation skills. In addition, reflection utilizing videotaping played a significant role in training teachers' eyes and improving their analytical viewing skills to scrutinize their educational practices. Therefore, this study contributed in developing critical friends who support each other by analyzing in-depth and sharing candid feedback to pursue improvements. In addition, reflection utilizing videotaping played a significant role in changing teachers' beliefs. In congruence with this study, reflection utilizing videotaping contributed in making changes in the teachers' beliefs and expectations that they perceived about the abilities of the pupils. These changes enabled the teachers to differentiate their instruction to match the pupils of all styles and abilities and assisted them to deal with the diversity in the class.

Furthermore, this study represents a rich and vital experience to be shared between those who are interested in teaching the English language. Definitely, taking in consideration the research ethics, this study can be shared with EFL teachers around the world in order to improve their practice and their educational experiences. In congruence with this study, reflection utilizing videotaping promotes sharing cooperative and interdisciplinary viewpoints. That's the study affirmed that reflection on videotaped lessons enhanced rapport and collaborative culture. In addition, it ascertained mutual learning.

Finally, the study equips the teachers with an analytical viewing framework that serves the EFL teachers to develop a critical vision and trained eyes. Scholarly literature affirms that instructors are better capable to be self-reflective when equipped with a viewing analytical framework (Calandra, Gurvitch & Lund, 2008).

Study Limitations

The researcher faced many limitations that might affect the credibility of the study. The first limitation was selecting a small number of participants since not all the teachers accepted the idea of being videotaped. Videotaping the lessons was one of the challenging matters. This was attributed to the unwillingness of some colleagues to videotape their lessons because they were not used to record their lessons and undergo this vital experience. Moreover, selecting small number of participants was also attributed to the inability of the researcher to reach the schools that are remote from the researcher's school. Besides, many teachers apologized because they expressed that they were overwhelmed and over-loaded to participate in the study. Secondly, another limitation that the researcher met was not finding male participants to participate in the study. This was attributed to the fact of not having male teachers who teach in the primary stage in Jerusalem Directorate. Thirdly, cancelling a data collection tool which was a checklist (analytical viewing framework) is another limitation that the researcher faced. To illustrate, the participants complained that responding to the checklist demanded time and they could not fill it since they are overwhelmed with school and social pressure. Therefore, its use was limited to survey the included items and analyzing the lesson according to theses constants. It should be noted that the participants didn't commit only to the constants in the checklist. Fourthly, another limitation that affected the findings of the result was lacking the knowledge. It was noticed that some teachers lacked deep knowledge that was required to analyze the lesson. For instance, they lacked critical vision and trained eyes to cast the light on critical incidents. In addition, some of the participants lacked the ability to resolve the critical problems and approach a resolution. Therefore, the researcher intervened in the analysis process. Fifthly, it was time-consuming. To illustrate, applying the study included videotaping the classes, meeting with the teachers, analyzing the videotapes

and reflecting on every single little detail which in turn took long time. Sixthly, finding literature review that was related to the study and citing the references were some of the hardest matters that the researcher faced in this study. To illustrate, there're limited recent studies done about this topic which in turn created problems for the researcher such as the secondary resources problem. Moreover, there were scholarly rich studies and chapters that were relevant to the study; however, some of them lacked the fundamental information to put them in the citation. Seventhly, videotaping the lesson using one camera was one of the biggest limitations since using one camera was not enough to record all the sides in the classroom. Eighthly, Corona pandemic affected negatively the proceedings of the study. For example, it lengthened the time of applying the study. To elaborate, the researcher didn't apply the study immediately after planning the design of the study in order to videotape in the classrooms. In the virtual environment not all the areas and the items that are written in "the lesson analysis framework" can be seen clearly, particularly when the teacher didn't appear on the screen. Moreover, another limitation that faced the researcher was socio-cultural beliefs. For example, the teacher Abrar and Sameera asked not to cast the camera on them while videotaping the lesson. The role of the researcher in some teacher-researcher conferences was dominant as a trainer in the analysis process, which lessened the objectivity of the study.

Conclusion

To finalize, the existing literature and this study affirmed that using video recording as a reflection tool contributed in empowering teachers to grow professionally. Moreover, as Donald (1983) pointed out in his scholarly work, it decreases the gap between the theory and practice. Therefore, teachers came up with practical knowledge that played a role in revamping and reforming their educational practices. Moreover, it assisted the teachers to challenge their limits, meets their strengths and a way of approving themselves by being engaged in making informed decision. Teachers should permanently strive to develop their expertise and capabilities in the teaching field in order to be competent and critical who can leverage the future generation. Lastly, it should be pointed out that accountability, ownership, open-

mindedness, whole-heartedness, responsibility are significant attitudes to be cultivated during the reflection process (Dewey,1993).

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Appendices

Appendix A

A Consent form to Participate in the Study

The title of the conducted study: - *“The effectiveness of video-based reflections on EFL teacher’s own practice in Jerusalem Directorate”*

Brief Description of the procedures that will be followed during the study:-

This study aims at investigating the effectiveness of video-based reflections on EFL teacher’s own practice. Therefore, the researcher will videotape five classes for you during the first semester of the academic year 2020. The researcher will be responsible for videotaping the lesson using the suitable video-recording tool. Moreover, the researcher will participate in clarifying anything that is unclear and needs elaborations when analyzing the video- recording using the prepared guidelines. Moreover, the researcher will share her points of views and thoughts with the participants.

The Terms of the Study

- Cooperating with the researcher by taking the given responsibility to achieve the purposes of the study
- All the videotapes will be reserved and kept with the strictest confidentiality to achieve the research purposes without posting them by any mean.
- All the provided information will be reported with no name “anonymous” when discussing or reporting the data.
- You have the right to withdraw from the study, but informing previously the researcher with your decision is required.

After I read the procedures and the terms of the study

- I voluntarily accept to participate in the undertaken study that is entitled “*The effectiveness of video-based reflections on EFL teacher’s own practice in Jerusalem Directorate*”.
- I agree on all the terms of the study.

The Demographic information:-

Please provide your demographic information for study purposes

Place a tick on the square to provide your response

Gender Male Female Others

Educational Degree Diploma Bachelor Master PhD Others (specify) _____

Age _____

Major Literature TEFL Translation Studies English SAT **Others (please specify)**

Numbers of years of Teaching experience _____

Signature of the teacher participant

Date

Appendix B

Guidelines for Analyzing the Video Content: Lesson Analysis Framework

Guidelines for Analyzing the Video Content

Lesson Analysis Framework

The following guidelines target four areas. They areas are Pedagogical Content Knowledge, Classroom Management, Mastering Content Knowledge, and considering diversity and individual differences in the classroom. Each area has been subdivided into several major statements. The sub statements are written to further explain and expand the major area.

Pedagogical Content Knowledge

The teacher's pedagogical content knowledge promotes learner-centered activities.

- The teacher avoids excessive dominance, such as "teacher-talk" and stimulates learners to initiate talking.
- The utilized strategies, techniques and methods guide learners to be autonomous learners
- The teacher involves learners in setting instructional goals
- The teacher accepts learners' responses, encourages further student participation and doesn't attempt to shut off their attempts.

The teacher utilizes varied and effective methods of presentation suitable to the lesson content.

- In planning and delivering the lessons, considerations are given to relating the strategies to the objectives of the lesson.
- The teacher uses a wide variety of techniques, methods and strategies. For example, the teacher uses group discussions, demonstrations, lectures, role-playing, cooperative work, games, audio and visual aids
- The teacher recognizes the necessity to individualize the activities
- The activities require students to apply the ideas that they comprehend.
- The utilized activities encourage student's input and engagement in the class.
- Using technology effectively to grab students' attention and thus facilitate their learning.
- The teacher's pedagogical content knowledge makes the goals and the content of each lesson clear.

The teacher conducts activities that assess learners effectively. Thus they enhance both teaching and learning.

- Assessing students' knowledge and skills constantly (formative assessment) that are relative to learning goals and targets.
- The assessment of the conducted tasks aims at diagnosing students' problems and evaluating their progress toward the instructional goals.
- The results of the evaluation are used to determine the appropriateness of the teacher's objectives in planning further instruction.
- The teacher provides learners with constant ,adequate ,helpful and constructive feedback
- The conducted assessments promote learners to transfer their learning in authentic tasks.
- Learners understand what's expected from them by using rubrics, checklists and samples of their exemplary work

Classroom Management

Classroom procedures are designed to develop a positive learning environment.

- The teacher uses many strategies to clarify the classroom rules regularly (e.g., posting them, modeling them, explaining the rationale behind them and etc...
- The teacher models strategies that encourage learners to develop self-discipline.
- The teacher handles disruption quickly and effectively
- The teacher avoids using destructive criticism, ridicule and sarcasm .
- The teacher minimizes the use of fear as a motivator.
- The teacher ensures building a classroom community that insists on mutual respect and mutual support for each student's learning
- The teacher ensures that the language that is dealt with in the classroom is decent and courteous.

The teacher is consistently fair and unbiased with students.

- The teacher respects the dignity of each learner.
- The teacher respects the learner's points of view even if the teacher may disagrees with them.
- The teacher tries to ensure that rewards and punishments are used appropriately without leading to disheartening results.

Clear instructions and expectations are given to regulate learners' behaviors

- Establishing a manageable set of classroom rules and procedures
- Each student is cognizant of the standards of the expected behavior that is agreed upon in the classroom.
- Students don't interrupt or speak over the teacher.

- The teacher encourages a sensible amount of humor in the classes.
- The teacher doesn't let lessons get sidetracked by irrelevant commentaries from learners.

My body gestures are appropriate and used effectively to manage the class

- The teacher doesn't raise her voice to grab the learners' attention.
- The teacher's posture contributes in managing the class, such as going around the classroom, walking between the rows, standing at the back of the room and avoiding staying behind the podium or desk for a long time.
- The teacher strives to accomplish the planned goals by using every minute wisely and efficiently without pauses and gaps. Thereby, the flow of activities in the classroom moves smoothly

Mastering Content Knowledge

- The teacher provides relevant comprehensible input and knowledge by using different activities.
- The teacher ensures the clearness of the topic by illustrating and providing examples.
- Organizing or structuring the content and breaking it up into manageable chunks.
- demonstrating ability in responding and answering students' reaction/questions
- The teacher speaks fluently
- The teacher pronounces the words accurately.
- The teacher uses rich appropriate Lexicon (vocabulary)

Considering Diversity and Individual Differences in the Class

Accounting for students diverse abilities

- The teacher makes sure that everyone keeps up, is involved and no one is left behind.
- The assumptions and beliefs that the teacher perceives about students' entering abilities are explicit, reasonable and accurate.
- Learners perceive the teacher as being available and approachable to discuss their concerns about their learning.
- The teacher maintains a reasonable level of task difficulty or challenge that matches the learner's level.
- The teacher ensures differentiating instruction and assessment to match students of all styles and abilities.
- The teacher selects relevant standards that match content and grade level.
- The teacher acknowledges and celebrates student's success.
- The teacher employs teaching methodologies that aims at engaging all pupils with different learning needs.

communication skills are appropriate and match their level

- The teacher speaks at students' level of understanding.
- The teacher speaks clearly and with expression.

Helping students to mature socially and achieve self-realization.

- The teacher strives to build self-confidence in each student to express him\her self in the class.
- The teacher provides support and encouragement when students experience disappointment and failure.
- The teacher assures that she is concerned with each one's ideas, attitudes and values.

Note:-

The researcher construct this tool based on the following resources ("Teacher's Self-evaluation Guide",n.d.) Retrieved from

<https://www.abeka.com/resources/schoolarticles/teacherselfevaluation.aspx>

("Teacher Self-Assessment Guide",n.d.) Retrieved form

<http://www.donpugh.com/Education/questionnaires/TEACHER'S%20SELF-EVALUATION.pdf>

(Kavoshian,Ketabi& Tavakoli,2016)

(Tarrant, 2013)

("Questions-for-self-appraisal", n.d.) Retrieved July 07, 2020, from

<https://www.yumpu.com/en/document/view/20617824/questions-for-self-appraisal>

Appendix C

Participant- Researcher Conference Dialogue Questions

- 1- What are the merits of utilizing the video technology in the classroom from your point of view? Please, could you elaborate on and provide examples?
- 2- What are the demerits of utilizing the video technology in the classroom from your point of view? Please, could you elaborate on and provide examples?
- 3- Do you think it's an effective methodology to adopt where a teacher can reflect upon her lesson and upon her practices to enhance the teaching and learning in the classroom?
- 4- What are the drastic changes in your attitudes and beliefs that have occurred when adopting this video-technology in your practice? Could you elaborate on the reasons that are attributed to these drastic changes?
- 5- Do you think that there's a difference in the feedback and the evaluation that you get from the video- technology and the supervisor? If yes, could you elaborate?
- 6- As a participant in this study, what suggestions do you propose to facilitate utilizing the video- technology in the classroom?

Appendix D

Participant-Researcher Meeting Example

- 1- What are the merits of utilizing the video technology in the classroom from your point of view? Please, could you elaborate on and provide examples?

Reflection utilizing videotaping assists me to notice the strengths in my practice ,such as using authentic activities in the classroom. For example, asking the pupils in each class the date and the day. Moreover, lessening the use of the mother tongue language in the classroom is another strength that I noticed in my classes .Besides, I noticed that the use of the whiteboard is very effective by using colours and sharing it with the pupils .Moreover, I noticed in the videos that I affirmed wrapping up the lesson by reviewing .

In addition, reflection utilizing videotaping helped me to notice the areas that need improvements. It helped me to notice the mistakes in the commands of English. For example, I noticed the grammatical mistakes. I noticed that I said "how many melon?" Instead of "how many melons? In addition, I noticed saying "Have you ever been to a zoo ?" instead of "in a zoo. Besides, I noticed that I said "What you don't like? Instead of "What food don't you like? Moreover, reflection utilizing videotaping aided me to reach a conviction that it is illogical to move to another advanced step in my lesson before mastering the one before. For example, it was illogical to hand in a worksheet about the vocabulary acquired in the lesson before mastering them. Reflection utilizing videotaping raises my awareness to work on establishing clear instructions and expectations to regulate learners' behavior. I noticed that the pupils were left without being aware and cognizant of the standards of the expected behavior.

Additionally, reflection utilizing videotaping plays a role in making changes in my beliefs. At the beginning, I believed that the pictures that I used was enough to explain the lesson. However, by reflecting on the video recordings, I reached to a conviction that the more pictures I use, the more the concepts will be understood, retained in the long- term memory and recalled.

Besides, reflection utilizing videotaping raises my awareness to utilize more body gestures in the lessons to understand the basic daily structures. For example, when I asked "how are you, how old are", some pupils did not know the answer. Therefore, reflection utilizing videotaping

raises my awareness to utilize the body gestures and the total physical approach to teach these structures in order to respond to them correctly the next times. Moreover, reflection utilizing videotaping drew my attention to control my emotions. For example, it was observed that I got upset when the pupils didn't know the answer. I realized that I should be relaxed and not get irritated when the pupils don't know the answer. Moreover, reflection using videotaping called my attention to notice the improper educational practices. For example, it was clear in the video recording that I answered the questions instead of the pupils when I wrapped up the class. That's, I realized that the pupils should be given "wait time" to think since the pupils who were supposed to achieve the goals of the lesson not the teacher. Reflection utilizing videotaping drew my attention to account for pupils' diverse abilities by making changes in my beliefs and expectations that I perceived about the abilities of the pupils. To begin with, there was a gradual and noteworthy progress in my performance. Referring to the analyses of the videos that are recorded for me, in the first recorded lesson I dominated the class to the extent that I answered the questions instead of the pupils. After I met with the researcher in the researcher- teacher conference, it was agreed upon to give the pupils "Wait Time" and "Think Time" after posing the question or calling on them. This action played a role in offering the pupils a chance to think and provide their responses. In the second video, I noted that the situation became better and the pupils were offered chances to think and respond to the questions, except one pupil who was left behind. This child is very weak and I consider him as a hopeless case .His mum works a lot with him but not in the right way. He doesn't accept any comment and often his mum answers on behalf of him. He had a problem and even if I try with him until tomorrow, he will not know the answer. In the third and fourth video recordings, I noticed that this issue was eliminated and all the pupils were given chances to provide their response by taking turns answering the questions and turning the question around if one of them didn't know the answer. This example showed that reflection utilizing videotaping promoted me to pursue making a change regarding considering diversity and individual differences in the class.

Additionally, examining in-details, analyzing the videotaped lessons together, discussing in- depth the different aspects in the video-recordings and sharing feedback plays a role in

forming a transparent strong bond between me and you (the researcher).It played a role in creating a culture of collaboration.

- 2- What are the demerits of reflection utilizing video recording in the classroom from your point of view? Please, could you elaborate on and provide examples?

It's not about demerits of utilizing videotaping as a reflection tool; however, it all about the challenges that faced us in this experience. For example, we need more than one camera to record all the sides in the classroom. Moreover, it was the first experience of recording our classes. That's it was not easy at the beginning to record the classes. In addition, watching the video recordings and analyzing them require time.

Do you think it's an effective methodology to adopt where a teacher can reflect upon her lesson and upon her practices to enhance the teaching and learning in the classroom?

Yes, as I told you it affected my practice positively. It helped me effectively to noticed all the incidents that were overlooked in the classroom.

- 3- Do you think that there's a difference in the feedback and the evaluation that you get from the video- technology and the supervisor? If yes, could you elaborate?

The difference is so clear. Reflection utilizing videotaping enables me to notice the events by myself without the intervention of any external authority. Therefore, it developed my autonomy to monitor and evaluate my practice.

- 4- As a participant in this study, what suggestions do you propose to facilitate utilizing the video- technology in the classroom?

I suggest offering a developed camera that record all the sides in the classroom.