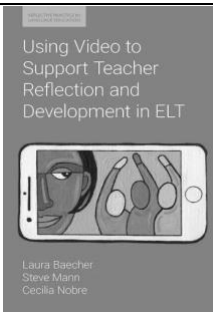


## Using Video to Support Teacher Reflection and Development in ELT

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Using Video to Support Teacher Reflection and Development in ELT		
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Videos have been a popular tool for language learners and teachers in the classroom for several decades now. The positive effects of using videos in the language classroom make intuitive sense, as learners are provided with the rich multimodal input that they cannot otherwise obtain from texts or audio-only listening. For example, videos that feature nonverbal behaviors, such as facial expressions and gestures, can enhance the comprehension of video content (Sueyoshi & Hardison, 2005). Other visual aids that are present in videos in the form of graphic (Suvorov, 2015) and textual resources (Gass et al., 2019) promote comprehension of verbal information and facilitate vocabulary learning. All in all, videos feature a wide range of semiotic resources that enhance communication in all contexts, not just the language classroom. Highlighting these benefits and pedagogical potentials, the recently published book *Using Video to Support Teacher Reflection and Development in ELT* by Laura Baecher, Steve Mann, Cecilia Nobre serves as an excellent example of how the *use* of video and its *tools* can facilitate reflective teaching, establish communities of practice, and enhance classroom instruction. The book contains a preface, introduction, and eight chapters, which are organically connected to each other and introduce relevant themes.

The first three chapters of the book provide an in-depth overview of the use of video. Chapter 1 examines the benefits of using video as a form of multimodal input in learning and teaching contexts. Drawing on existing research in teacher education, this chapter also discusses the use of video in the field and provides a rationale for creating a comprehensive guide for educators. The focus of Chapter 2 is twofold: to introduce different settings in which video is used (e.g., pre-service programs, practicum, certificates) and to emphasize the relevance of the video content that fits teachers' needs and their

diverse educational settings. The authors also discuss constructivist and sociocultural theories and incorporate the fundamental constructs of these theories, such as active learner engagement and scaffolding into upcoming chapters. In Chapter 3, different ways of creating and storing videos are presented, followed by a variety of resources and suggestions for practical application in the field.

The next three chapters focus on different types of classroom observations based on video recordings. Chapter 4 features stepwise activities, with and without the presence of the videos, that introduce teachers to the use of video and gradually set the stage for video observation of the entire classroom. The activities presented in this chapter are well organized and detailed, and share common elements including materials for analysis, individual and group work, and scaffolding. Including teachers' voices and practical examples from existing literature, Chapter 5 describes the ways teachers can analyze their own teaching practices. In particular, the authors mention critical incidents, rubrics, and question items as important techniques that supplement video-based self-observation. In Chapter 6, the authors discuss collaborative video observation and provide useful strategies, such as the use of planning sheets and checklists, to promote the development of a shared vision amongst instructors.

Shifting its focus from observation, Chapter 7 focuses on another important aspect of teacher education: supervision. First, the chapter examines video as a tool that helps facilitate teacher reflection during different cycles of supervision. Then, it turns to the importance of supervisors reflecting on their own sessions to further refine assessment and observation techniques. Lastly, Chapter 8 is dedicated to the role video plays in data collection, with a particular emphasis given to stimulated recall. It also details platforms that are commonly used for the qualitative analysis of data and for sharing research findings.

*Using Video to Support Teacher Reflection and Development in ELT* will be useful for teachers and teacher educators in a number of ways. First, the chapters are organized in a sequential manner, allowing readers to better comprehend the topics introduced in the book. Even though each chapter has a different focus, the authors maintain a good balance between theoretical frameworks and practical suggestions. This structure helps readers to keep abreast of current trends in teacher education and learn about the practical application of video in the field. Another strong point of this book is the abundance of resources (e.g., websites, platforms, open-access videos) that can be beneficial to teacher educators, teachers, and students in their unique settings. These resources are usually introduced alongside practical suggestions and include detailed descriptions on their use and function.

That being said, the book has some shortcomings that could be addressed in subsequent editions. One of the practical resources that this book features, which offers a glimpse into educators' experiences with digital videos, is the vignette. Even though these vignettes are rich in reflections, they mostly represent the experiences of the English-speaking world. Since the book covers teacher development and ELT in general, it would be helpful to include the accounts of educators and teachers around the globe. Additionally, as resources are a distinct feature of the book, Chapters 3 and 8 would benefit from detailed information on subscription and membership of the platforms, especially if the book is meant to suit a variety of settings. Lastly, throughout the entire book, the authors use different acronyms, some of which are not defined or defined later in the chapters, resulting in the need of further internet search.

Regardless of its minor shortcomings, *Using Video to Support Teacher Reflection and Development in ELT* remains a comprehensive guide with a good balance of theory and practice. As such, it gives readers ample opportunity to reflect on different teaching practices, including their own, and to use digital videos as they see fit. Although the book's target audience is teacher educators, the range of reflective tools that the book offers would also be useful for teachers, graduate students, and undergraduate students pursuing degrees in teacher education.

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