International Black Sea University

Faculty of Education and Humanities

THE IMPACT OF TEACHER REFLECTION VIA RECORDING OF EFL SPEAKING CLASSES ON THE QUALITY OF LANGUAGE TEACHING AND ACQUISITION (Turkish University Prep-School Students)

Betul Ayse SAYIN

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Scientific Supervisor:

Prof. Dr. Natela Dodgonadze

I confirm that the work corresponds to the field, is characterized by novelty, scientific and practical value and is presented by the format defined by IBSU.

……
(supervisor's signature)

Expert(s): **Assoc. Prof. Dr. Ekaterine Pipia**

……
(signature)

Assoc. Prof. Dr. Irma Mesiridze

……
(signature)

Opponents: **Prof. Dr. Rusudan Gotsiridze**

……
(signature)

Assoc. Prof. Dr. Nana Bluashvili

……
(signature)

I acknowledge that this is my own work.

……

(doctorate student's signature)

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Abstract

The tendency to prioritize the mastery of speaking is reflected in the tendency of society to make speaking skills as a measure of one's mastery of English. Speaking is of primary importance (no speaking means no communicative mastery of a language), and it is the basis of reading and writing skills.

In fact, many students consider language fluency to communicate verbally with others as more important than the ability to read or write (Nazara, 2011). Speaking is regarded as the most important and difficult skill among Turkish students; it reflects the mastery of students in language acquisition. Realizing the high importance of speaking skill in EFL programs, it is very important to find and use the best instructional methods, materials, activities, media and other requirements that will help the learners master speaking skill (Nazara, 2011).

Success is the development of speaking skills that largely depends on the teacher. Thus, the purpose of this study is to use video recording to improve teacher performance in speaking classes.

Reflective teaching has already proved to be a successful method for individual practice of teachers, even though it has been used only the last few decades. Osterman (1990, p.134) wrote that reflection is "the mindful consideration of one's actions, specifically, one's professional action" (Hanson, 2011). In other words, it is the realization of self-observation and self-assessment which elevates the teacher to a self-critism. The reflective practice is the process of implementation of reflective thinking and teaching together. By the use of reflective practice, the teacher aims to achieve professional development and to extend this ability into the classroom.

Video recording of classes is among the methods or approaches of reflective teaching which is used to 'stimulate reflective practice' (Wright, 2008, p. vi). Video-recorded reflection aims to provide an insight to the teaching methods of educators, and improve teacher methods. The video recording method also desires to motivate the teachers to develop their skills, classroom performance, and to evaluate themselves.

The study focuses on teacher development and the role of teacher in the acquisition of speaking skills by students. In this respect, the thesis study envisages that video recording positively effects the quality of language teaching and acquisition.

As an observational and experimental study, the thesis research is carried out in the Preparatory School of a Turkish university, and issues the Turkish case with three Turkish

teachers and 56 students. Upon giving the theoretical framework of the speaking skills, reflective teaching and video recording of EFL classes in the first chapter, the study continues to the second chapter with the practical implementation of the video-enhanced-reflection. The third chapter gives the details about the observation and the experiment, the analysis, the results and the conclusion. The research methods used are the video observation comments, teacher inquiry, peer comments, teacher and student questionnaires, student exam results.

With this research study, I intend to prove the practicality, success and impact of video recording for teacher reflection and language acquisition in EFL speaking classes. The findings of this study suggests that video recording is a beneficial, less time-consuming, and a motivating tool for Turkish ELT teachers as well as foreign / second language teachers worldwide to achieve self-assessment leading to better performance. It is a meaningful alternative to old methods of self-assessment that again Turkish teachers need to adopt.

Key words: Video recording, video observation, reflective teaching, reflection, teacher self-assessment, reflective practice, speaking skills, teaching speaking, language acquisition

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List of Abbreviations

Abbreviation	Meaning
EFL	English as a Foreign Language
ESL	English as a Second Language
L1	First Language
L2	Second Language
ELT	English Language Teaching
PPP	Presentation Practice Production
BEST	Basic English Skills Test
CLT	Communicative Language Teaching
ASP	Academic Speaking Course
ELP	English Language Program
VSR	Video Stimulated Recall
M	Mean
SD	Standard Deviation

INTRODUCTION

Speaking skills are regarded to be major skills while learning a new language. It is a general expectation of all learners to use the vocabulary and grammar rules they have learnt in the correct way in order to speak in the target language. English learners experience the same situation, and they want to efficiently speak in English. However, foreign language learning and also teaching is not as simple as some students and teachers may contemplate. It requires much effort, and mutual desire and support of teachers and students.

The tendency to prioritize the mastery of speaking is reflected in the tendency of society to make speaking skills as a measure of one's mastery of English. Speaking is of primary importance (no speaking today means no communicative mastery of a language), it is the basis of reading and writing skills.

In fact, many students consider language fluency to communicate orally with others as more important than the ability to read or write (Nazara, 2011). Speaking is regarded as the most important and difficult skill among Turkish students; it reflects the mastery of students in language acquisition. Realizing the great importance of speaking skills in EFL programs, it is very important to find and use the best instructional methods, materials, activities, media and other requirements that will help learners master the speaking skills (Nazara, 2011).

Success is the development of speaking skills that largely depends on the teacher. Thus, the purpose of this study is to use video recording to improve teacher performance in speaking classes.

Reflective teaching is a contemporary and highly approved method that teachers use to provide self-awareness in their professional development. As part of reflective teaching, "reflective practice" refers to the steps to be followed to achieve self-reflection and includes the action phase. The term *reflective practice*, coined by Schon (1987), focuses on the ways people think about their experiences and formulate responses as the experiences happen. This approach makes a clear distinction between "thinking on action" and "thinking in action". Thinking on action is the way of analyzing experiences as they happen while thinking in action determines how responses are formulated (Krause, 2004 cited in Clarke, 2007, p.2).

Video recording of classes helps teachers during the process of reflective practice, as one of the well-known approaches of reflective teaching, besides the written reports of self and the peer observation. Video recording is becoming an efficacious observational process, especially for EFL teachers in the recent years. First of all, watching video promotes a self-look at the teaching and

learning processes that happen in the classroom. Watching the video recordings of classes helps teacher to critically observe and examine the teaching methods of self, the behaviors of the students and the classroom management. Also it is an easy method to keep records for self and to use them later in order to compare the teaching actions. Besides, videos provide an objective assessment of self and others. Teachers themselves or others (colleagues, parents, school administration) may directly see the recordings instead of using written self-reports or peer observation evaluations.

While EFL teachers may use video recording for various educative reasons and for the observation of different types of lessons and classes, in this research study, the video recording method is used to observe English speaking classes at Turkish universities in the preparation classes.

Reflective teaching has already proved to be a successful method for individual practice of teachers, even though it has been used only the last few decades. Osterman (1990, p.134) wrote that reflection is "the mindful consideration of one's actions, specifically, one's professional action". In other words, it is the realization of self-observation and self-assessment which elevates the teacher to a self-critism. The reflective practice is the process of implementation of reflective thinking and teaching together. By the use of reflective practice, the teacher aims to achieve professional development and to extend this ability into the classroom.

Video recording of classes is among the methods or approaches of reflective teaching which is used to "stimulate reflective practice" (Wright, 2008, p. vi). Video-recorded reflection aims to provide an insight to the teaching methods of educators, and improve teacher methods. The video recording method also desires to motivate the teachers to develop their skills, classroom performance, and to evaluate themselves.

The study focuses on teacher development and the role of teacher in the acquisition by students of speaking skills. In this respect, the thesis envisages that video recording positively effects the quality of language teaching and acquisition.

As an observational and experimental study, the thesis research is carried out in the Preparatory School of a Turkish university, and views the case with three Turkish teachers of speaking and 56 students. Upon giving the theoretical framework of speaking skills, reflective teaching and video recording of EFL classes in the first chapter, the study continues to the second chapter with the practical implementation of the video-enhanced-reflection. The third chapter gives the details about the observation and the experiment, the analysis, the results and the conclusion.

The research methods used are the video observation comments, teacher inquiry, peer comments, teacher and student questionnaires, student exam results.

With this research study, I intend to prove the practicality, success and impact of video recording for teacher reflection and language acquisition in EFL speaking classes. The findings of this study suggest that video recording of EFL classes is a beneficial, less time-consuming, very motivating tool for Turkish teachers of English and foreign / second language teachers worldwide to achieve self-assessment leading to better performance.

Problem Statement

Video recording of EFL classes is not a common means of self-evaluation for the teachers in Turkey. As part of reflective teaching, video recording is needed to be expanded for teachers' use in Turkey as well as in other countries.

In addition to this, teaching speaking requires so much effort from teachers and it is also so time consuming. Teachers need to motivate students, teach them the necessary structures and vocabulary, and then they desire students to be able to engage in at least simple communication. To allocate time for each student and to make them speak in class is obviously a difficult process. Video recording accompanied by self-observation and reflection is regarded as providing a mirror to control the process during speaking lessons, which helps teachers to see better their strengths and weaknesses.

Both in my teaching practice and during the experiment I could observe Turkish students facing considerable difficulties in speaking classes. While some of them are good at grammar, and others have an ample vocabulary, most of them avoid speaking English during the class time. One of the reasons of this is that they are too anxious not to make mistakes.

In this study I view the quality of Turkish students' English speaking skills as a serious problem. I also view as a grave problem of English language teaching the lack of teacher self-reflection and self-criticism, which, if used, would be able to help solve the above mentioned problem.

Since speaking skills are considered as major skills by both the teachers and students while learning a language, it is necessary to focus on speaking in EFL classes. However, it is realized that Turkish students often lack effective speaking skills, and as a result the communicative competence in a foreign language. Even though grammar and vocabulary teaching are fulfilled in a satisfactory

way at schools, students do not use the productive skills at an expected level. The problem of Turkish students in speaking skills may be the result of either their own deficiency in communicative skills and reluctance towards speaking, or insufficient efforts of teachers in teaching speaking, their approach and the teaching methods.

The necessity of using video recording for teacher self-assessment combined with the importance of teaching speaking skills to Turkish students leads this study to focus on video recording method and the development of speaking skills.

The shortfall of teacher's self-assessment during video recording a speaking class triggered this study to research the teacher behaviors and teaching methods as well as the student behaviors.

The thesis problem statement which is defined and studied throughout the dissertation is:

Is video recording during EFL speaking classes effective for teacher reflection and improvement of teaching/learning?

In this respect, the research aims to investigate the impact of video recording for teacher reflection in speaking classes in the Turkish context.

The research questions, which are addressed to be answered, are:

1- Does video recording help teacher's self-reflection in EFL speaking classes more than other methods of self-reflection do?
2- Does teacher's self-reflection via video-recording eventually improve students' speaking skills and language acquisition?
3- Does video-recording of EFL speaking classes help students improve their speaking skills and language acquisition?

Goal of the Research

The goal of this research is to find out the ways to improve teaching skills and methods of teaching in speaking classes, and indirectly to improve students' speaking skills and language acquisition. Based on the literature analysis, observation over the teaching process and the experiment, it is aimed to achieve this goal, and to highlight the effect of video recording of EFL classes in language teaching and acquisition.

Importance/Urgency of Research

Application of video has been proven to be effective in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners. Video can be used in a variety of

instructional settings - in classrooms, on distance-learning sites where information is broadcast to learners who interact with the facilitator via video or computer, and in self-study and evaluation situations. It can also be used in the teacher's personal and professional development or with students as a way of presenting content, initiating conversations, and providing illustrations for various concepts. Teachers and students can always create their own videotapes as content for the class or as a means to assess learners' performance (Rammal, 2005).

Reflective practice and video recording is more emphasized in the last two decades and much more used in EFL classes worldwide. However, we believe that Turkish students lack speaking skills which are highly necessary for them to learn a foreign language, and in this regard Turkish teachers of English need to re-evaluate their teaching skills and methods as well as the efforts of students for their own progress.

MacIntyre, Clément, Dörnyei, and Noels (1998, p. 545) wrote that the primary goal of language instruction is to facilitate communicative use of the second language (L2). Littlewood (1999, p.73) explains:

> "If we define autonomy in educational terms as involving students' capacity to use their learning independently of teachers, then autonomy would appear to be an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them throughout life."

This study argues that it is crucial to improve teaching skills and methods in speaking classes at Turkish schools. Most Turkish students acquire sufficient grammar and vocabulary to let them speak or at least utter some words or sentences for communicative purposes. Many Turkish students receive enough years of English tuition to get a pre-intermediate or intermediate level. However, it is widely recognized by teachers that even though Turkish students receive a sufficient amount of English language learning for many years, too manyTurkish students have considerable speaking problems in L2.

The deficiency of Turkish students in speaking can be attributed to many reasons. There may be student factors such as not knowing enough grammar or vocabulary, defaults of pronunciation, lack of communicative strategies, having psychological problems like low motivation, shyness or anxiety, or teacher factors concerning teaching methods, skills and attitudes. There may be some

other factors such as the speaking activities which are offered by course books that do not motivate students.

What usually the Turkish parents and the students say and complain about is that students are not given sufficient practice in speaking, as teaching is oriented on exams which do not involve a speaking section. This brings the idea that Turkish EFL teachers are largely responsible for the deficiency of English speaking skills problem in Turkey.

I do not only mean that Turkish students have difficulty in speaking English fluently, but I want to emphasize that the problem of English language teaching is especially acute in Turkey.

With the purpose of investigating whether the Turkish ELT teachers really apply relevant methods of teaching speaking in class and that they realize the problem of English speaking skills of Turkish students, this study has been held with Turkish teachers and students. Video recording, as a proved method of reflective teaching, was used to try to solve the problem since its potential, to my mind, is not sufficiently applied by Turkish educators.

I believe video recording will be helpful for teachers to do self-reflection and self-assessment in speaking classes. Besides, it will be useful to find out whether teacher reflection over the improvement of students' learning is really such a powerful tool.

Novelty

Many researches have been conducted to investigate the benefits of video recording for language teaching (Fell, 2008; Bagarukayo et al., 2011; Yoo et al, 2010). However, most of them investigate the student behaviors, their learning styles and environment. Some of these studies focus on the communicative function of the language use and speaking skills of students (Krohn, et al., 2010, Yoo et al, 2010). However, the effect of teaching methods, teaching styles, and the teachers' self-observation and evaluation, especially in teaching speaking, are not taken into consideration.

Likewise, there are many studies which take the problems in the development of speaking skills and students' needs into consideration, and also deal with the assessment ways of speaking (Murad, 2009), but there are few studies which focus on the teacher function in speaking classes, teachers' way of teaching, methods used and attitudes demonstrated.

Emphasizing the impact of teacher self-reflection on the quality of student learning, video recording of classes as an efficient tool of self-reflection, of observation of both the visible teacher and student behaviors and the invisible psychological and linguistic obstacles on the way to fluent

speaking, also contributes to the novelty of research. Holding this research in the Turkish context (university prep schools) is its one more innovative aspect.

The study has chosen video-recordingof EFL speaking classes as the most effective method of self-reflection in the process of teaching speaking, as the speaking process, as well as the speaking "product", unless somehow recorded, cannot be studied (in reading and writing we have the written text which permits research and reflection without any additional tools). To improve the teaching of other language skills, some other methods of self-reflection can be efficient, while for teaching speaking analysis video recordings are especially beneficial. However, I have not found researches dealing with this aspect of self-reflection.

Hypothesis

The hypothesis of this study is: Video recording method of self-reflection POSITIVELY influences teacher reflection in EFL speaking classes; as a result, both the quality of language teaching and the acquisition of speaking skills are increased. The study focuses on self-reflection via video recording as "an independent variable" and the language teaching and acquisition as the "two dependent variables".

The study proceeds around its goal and hypothesis from the first chapter till the experiment results' analysis and conclusion sections. During the observation and the experiment phases of the last chapter, the teacher is expected to improve the teaching quality in the aspects of:

- the use of PPP method and the planning of the communicative activities
- the frequency of teacher talk-time
- the frequency of the teacher's use of L2
- motivating students to speak.

The improvement of speaking skills refers to:

- the relief from psychological concerns in speaking
- being motivated to speak English
- the increased frequency of participation of students in speaking lessons
- the decreased frequency of the use of L2 compared to L1 by students
- the use of target vocabulary and grammar taught in class

- the improvement of the communicative competence, and ability to spontaneously express one's ideas.

Methods of Research

To solve the above-discussed problems, I applied the following methods of research:

- review and critical analysis of existing literature on the topic under study
- observation of the educational process via video recording
- teacher and student questionnaires
- experiment
- the analysis of the assessment results of the students' speaking skills
- comments of the peer teachers on video recordings
- statistical analysis of data obtained through questionnaires and experiment

Theoretical Value of Research

The dissertation analyzes the process of speaking skills' formation and functioning, factors of difficulties in speaking, assessment of speaking skills, reflective teaching, and class video recording as a tool for reflective practice. The author offers her view on these theoretical issues, and develops the existing views concerning the posed questions.

Self-reflection is described as a thinking process in which an individual seriously considers and thoughtfully judges prior experience of the self (Kong & et al., 2009). On the other hand, the impact of video recording for self-reflection on the formation of speaking skills, as suggested in the dissertation, is based both on student and teacher behavior, mistakes, difficulties and strategies.

Practical Value of Research

The recommendations given in the dissertation will be helpful for ELT teachers in Turkey and worldwide to improve their practices of teaching, in particular, of developing students' English speaking skills. It will help them to provide, according to the contemporary requirements, a more student-centered English language teaching. Chapter 2 contains many useful recommendations of self-assessment done with the help of video-recording and advice for implementation of self-inquiry. One of the appendices offers a useful implementation of self-inquiry and peer comments, as well.

Both Chapter 2 and the analysis section convey the criteria to look for while-watching assessment of students' speaking skills and teacher's attitudes and methods.

Structure of Dissertation

The dissertation comprises an introduction, three chapters, conclusions and some appendices. In chapter 1, the literature on teaching speaking, reflective teaching and using video recording for teacher reflection and assessment are reviewed. In the second chapter, the methods of teaching speaking skills accompanied by video recording and also methods of self-assessment via video recording are analyzed. The third chapter describes the research held in two groups, experimental andcontrol, correspondingly, with and without video-recording accompanied by reflection. There are 50 tables, 10 figures, 12 charts, and 12 appendices in the dissertation.

Chapter 1- SPEAKING, LEARNER AUTONOMY AND REFLECTIVE TEACHING - Literature Review

1.1. Nature of Speaking Skills (Definitions, Difficulties, and Assessment)

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and evolving.

If we think about how we use our first language, then it is obvious that we spend most of our time using sentences, and very little of our time reviewing our knowledge or trying to compose perfect sentences. We would find it most difficult to describe and explain all the decisions we take when we speak (Bygate, 2003).

Individuals learning a second language use the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. As Collier (1998) states they reach similar developmental stages to those in the first language acquisition, making some of the same type of errors in grammatical markers that young children make, picking up chunks of language without knowing precisely what each word means, and relying on sources of input of humans who speak that language to provide modified speech that they can at least partially comprehend.

Inter-language actually helps second language learners test hypotheses about how language works and develop their own set of rules for using language. At the first stage, beginners do not produce language, but just imitate. English language learners may have some words in their receptive vocabulary, but what they do on early stages of language acquisition is not exactly speaking. Students may duplicate gestures and movements to show comprehension.

In the second stage, students try to say some words. They can use short language chunks that have been memorized, although they may not always be used correctly. In the third stage, students have a good stock of vocabulary and use simple phrases and sentences in their communication with others. They are able to ask simple questions and try to initiate short conversations. In the fourth (intermediate) stage, English language learners are able to use more complex sentences in speaking and writing to express opinions and share thoughts. They are able to ask questions to clarify what

they are learning in class. In the fifth stage, students will be near-native in their ability to perform in content area learning. To achieve this level of speaking skills, students have needed continuous support from classroom in reading, writing and speaking (Bashir, Azeem, & Dogar, 2011).

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Besides, oral speech has its own skills, structures, and conventions different from the written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act (Florez, 1999).

So knowledge is only a part of the affair; we also need skills. What is the difference between knowledge and skills? The fundamental difference is that while both can be understood and memorized, only a skill can be imitated and practiced (Bygate, 2003).

There are two basic ways in which something we do can be seen as a skill. First, there are motor-perceptive skills. But in addition to this there are also interaction skills. Motor-perceptive skills involve perceiving, recalling and articulating in the correct order sounds and structures of the language. This is the relatively superficial aspect of the speaking skill which is a bit like learning how to manipulate the controls of a car on a deserted piece of road far from the flow of normal traffic.

As cited in Bygate, Wilkins says that "there are other skills to be developed which are those of controlling one's own language production and having to make one's own choices" (Bygate, 2003, p. 6). We call this kind of skill an interaction skill. Interaction skills involve making decisions about communication, such as: what to say, how to say it and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others.

Advances in discourse analysis, conversational analysis and corpus analysis in recent years have revealed a great deal about the nature of spoken discourse and how it differs from written discourse. These differences reflect the different purposes for which spoken and written language is used. Jones (1996, p.12) comments:

> "In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper."

Research has also thrown a considerable light on the complexity of oral interaction in either the first or the second language (Richards J. C., 2008). Some of the features of oral discourse are as follows:

- Composed of idea units (conjoined short phrases and clauses)
- May be planned or unplanned
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers, and hesitation markers
- Contains slips and errors reflecting online processing
- Involves reciprocity (i.e., interactions are jointly constructed)
- Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context (Luoma, 2004, p. 19)

We should also mention here two other features of oral discourse: the body language and gesture. Oral communication is supported by the speaker's body language and paralanguage. The speaker can control the style of delivery, giving meaning to words and sentences by voice inflexion, as well as facial expressions and gestures (Rai, 2010). Gesture plays a role in both language production and comprehension. Mature speakers of a language routinely use gesture when they talk, but so also do young children just learning to talk. In fact, most children use gesture prior to speaking, and these gestures not only precede linguistic progress, but also play a role in bringing that progress about. Because children's gestures often display information about their thinking that they do not express in speech, gestures can provide teachers with important information about their pupils' knowledge. There is evidence that teachers not only detect the information that children express in gesture (e.g., Alibali et al., 1997), but also alter their input to children as a function of those gestures (Goldin-Meadow & Singer, 2003).

It is also becoming increasingly clear that the gestures teachers produce during their lessons matter for students' learning. Many studies have shown that lessons during which speech is accompanied by gestures promote deeper comprehension (i.e., new forms of reasoning, generalization to new problem types, and retention of knowledge) better than lessons during which gestures are not applied. So, the gestures that speakers produce along with their speech not only help speakers produce, and listeners understand that speech, but they can also convey information on their own (Goldin-Meadow & Alibali, 2012). However, gestures do not totally coincide in various

cultures, that is why an English teacher should be using gestures typical to the English-speaking world to model his/her students' adequate application of gestures.

While speaking skill is (at least psychologically) the most difficult skill to teach when compared to other skills, it is also the most complex one to assess. Speaking assessments can take many forms, from oral sections of standardized tests such as the Basic English Skills Test (BEST) or the English as a Second Language Oral Assessment to authentic assessments such as progress checklists, analysis of taped speech samples, or anecdotal records of speech in classroom interactions (Florez, 1999).

It is preferable to use a mixture of the analytic (pronunciation, grammar, vocabulary, strategies) and holistic (overall impression) scoring approaches to assess the EFL learners' speaking performance rather than the holistic scoring approach. In analytic scoring approach, assessment is held by dividing the objectives of speaking into criteria and scoring each criteria separately.

According to Tuan (2012), analytic scoring schemes are preferred over holistic schemes by many speaking specialists for a number of reasons. First, it provides more useful diagnostic information about students' speaking abilities. It tells learners where their weaknesses and their strengths are. Second, analytic scoring schemes are particularly useful for second language learners, who are more likely to show a marked or uneven profile across different aspects of speaking discourse (Tuan, 2012).

According to the paper written by the writers of the well-known TOEFL Exam speaking framework (2000), success in spoken interaction is determined by (a) the nature of the tasks that the interaction requires and the roles in that interaction; (b) the conditions under which the participants are required to perform; and (c) the resources the individual brings to the interaction (Butler et al., 2000, p. 2). In the same context, according to Park, the four areas assessed in IELTS speaking test are fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation (Park, 2009).

However, using only the analytic approach we concentrate mostly on accuracy, while the pragmatic efficiency of speaking is better reflected in a holistic assessment. This is why I have used a mixed approach in the experiment.

Assessing speaking is a troubling process for EFL teachers since it is not easy to correctly and objectively decide on the measures of scoring schemes. Hereupon, Luoma (2004) recognizes the pressures under which teachers operate, and she acknowledges these pressures throughout her book;

for example, in her discussion of reliability, she explains intra- and inter-rater reliability and says that "if the raters use the same criteria, their ratings should not be wildly different, and, in principle, it should be possible for them to come to an agreement about a joint rating" (p.179-180). By emphasizing this principle, Luoma demonstrates her understanding of the complex nature of rating speaking (Malone, 2006).

Luoma also mentions that there are three significant areas in spoken discourse for assessing speaking: the purposes of talk, the speaking situation and the speaker roles. They help assessment developers think about what kinds of talk need to be included in their assessment, and thus focus the assessment on the right construct (Luoma, 2003).

Speaking is a natural skill that everybody uses and needs. Speaking in a foreign language is in the same way a must for learners, and cannot be postponed till the development of whole grammar and vocabulary acquisition of the target language.

1.1.1. The Essence of Speaking Skills in Second Language Acquisition

The mastery of speaking skills in English today is a priority for the majority of second or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in ESL/EFL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate (Richards, 2008).

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): knowing when the clarity of the message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (Burkart, 2003-2004, p. 1)

Communicative competence is a dynamic rather than a static concept that depends on the negotiation of meaning between two or more persons who share the knowledge of the language. This implies the appraisal of the individuals' thinking capacity leading them to take heed of the linguistic environment, to formulate their hypothesis in an attempt to grasp the meaning of the new information, and to test the hypothesis within the context suitable to such information, i.e. "meaningful learning" as proposed by Ausubel (1968). The mind, when involved in meaningful learning, will organize the new material into meaningful chunks and relate them to existing cognitive structure in a way that they will become attached.

Considering the learner's communicative needs where communicative competence is seen as an oral phenomenon but as applicable to written and oral language as well, one assumes that production of materials must appeal to the development of communicative competence (Souza, 1994).

There are, furthermore, several social and psychological reasons why many learners may not even want to be mistaken for native speakers of a language: a characteristic accent can be a part of a learner's identity, they may not want to sound pretentious especially in front of their peers, they may want recognition for their ability to have learned the language so well despite their non-native status, and/or they may want a means to convey their non-native status so that if they make any cultural or politeness mistakes, the listeners could give them the benefit of the doubt because of their background (Luoma, 2003). This attitude towards correct speaking and pronunciation acquisition reveals how much importance the learners and non-native speakers attach to the speaking skills and communicative competence.

Good oral communication is essential to every aspect of life and work. Many surveys have identified it as one of the skills most highly valued by employers. People with good communication skills:

- can relate well to colleagues and customers
- are able to get information they need from organizations and individuals
- can explain things clearly and contribute to meetings and discussions

- are more successful in their careers
- have more positive and productive relationships with others (Cole et al., 2007, p. 2).

This demand to oral communication and speaking skills is a good motivation for learners of English to see the essence of English as a global reality and improve their ability in this respect.

1.1.2. Teaching Speaking

Approaches to the teaching of speaking in ELT have been more strongly influenced by fads and fashions than the teaching of listening. "Speaking" in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio-lingual and other drill-based or repetition-based methodologies of the 1970s. The emergence of Communicative Language Teaching (CLT) in the 1980s led to changed views of syllabuses and methodology, which are continuing to shape the approaches to teaching speaking skills today. Grammar-based syllabuses were replaced by communicative ones built around notions, functions, skills, tasks, and other non-grammatical units of organization (Richards J. C., 2008).

A useful framework for organizing lesson is the Presentation, Practice and Production (PPP) model. PPP is particularly effective for lower language skills levels where students have little input apart from their teacher and course books (Baker & Westrup, 2003). Students are going to be active in the Practice, and especially Production phases. According to Baker and Westrup (2003), if the students have a high level of English skills, another possibility is to start with the Production phase. Students may already know a lot of grammar and vocabulary and may need practice in using it in less structured activities. In this case, one monitors the speaking activity carefully, dealing with errors and sorting out any difficulties later, even sometimes going back to a brief presentation phase and practice phase if needed.

PPP refers to the lesson structure that can be used for the teaching of speaking as well as other language skills. To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output (Burkart, 2003-2004).

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence) (Burkart, 2003-2004, p. 2).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input (Burkart 2003-2004). However, when learners first begin to speak in another language, their speaking will need to be based on some form-focused learning. An effective way to begin is to base speaking on some useful simple memorized phrases and sentences. These may be greetings, simple personal descriptions, and simple questions and answers. These can be practiced in "repetition drills". The teacher says a phrase or sentence several times and then asks the learners to repeat. Some learners can be called on to repeat individually, and then the class may repeat together.

Drills play a useful part in a language course in helping learners to be formally accurate in their speech and in helping them to quickly learn a useful collection of phrases and sentences that allow them to start using the language as soon as possible. The use of drills, however, should be seen as merely one kind of form-focused activity that needs to be balanced with other types of form-focused activities, as well as with meaning-focused and fluency development activities (Brown & Nation, 1997). Language learners should also be exposed to and given opportunities to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication.

In meaning-focused speaking activities it is necessary to make sure that the activity is actually developing the learner's ability to use language items in the process of speaking. An example of a meaning-focused activity for beginning students is "*Speaking by numbers"*. Each learner is given a number and a topic. The topics could include family, money, coming to school, a color, future goals, travel, work, and so forth. The learners can think about their topics for a minute or two and then the teacher calls a number and requires students to say one or two sentences on their

related topic. In a meaning-focused activity, the speaker's and the listeners' attention is on the message being communicated (Brown & Nation, 1997). Today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Communicative Language Teaching (CLT) and collaborative learning serve best for this aim. EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task (Kayi, 2006). Some activities to promote speaking stated in Kayi's article are discussions, role plays, simulations, information gaps, brainstorming, story-telling, interviews, story completion, reporting, playing cards, picture narrating, picture describing and finding the difference activities.

There are different classifications of speaking discourse which shape the way it is taught. Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the information. Richards, following the framework of Brown and Yule, uses an expanded method: *talk as interaction; talk as transaction; talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches (Richards J. C., 2008).

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function (Richards J. C., 2008). The main feature of talk as interaction can be summarized as follows:

- Has a primarily social function
- Reflects role relationships
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed (Brown & Yule, 1983), cited in Richards, 2008, p. 22)

Some examples of these kinds of talk are: “Chatting to an adjacent passenger during a plane flight”, “Chatting to a school friend over coffee”, “A student chatting to his or her professor while waiting for an elevator”, or “Telling a friend about an amusing weekend experience, and hearing him or her recount a similar experience he or she once had”. Mastering the art of talk as interaction is difficult and may not be a priority for all learners.

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Some examples of talk as transaction are classroom group discussions and problem-solving activities, a class activity during which students design a poster, discussing needed computer repairs with a technician, discussing sightseeing plans with a hotel clerk or tour guide, making a telephone call to obtain flight information, asking someone for directions on the street, buying something in a shop, ordering food from a menu in a restaurant, etc. Some of the skills involved in using talk as transactions are:

- Explaining a need or intention
- Describing something
- Asking questions
- Asking for clarification
- Confirming information
- Justifying an opinion
- Making suggestions
- Clarifying understanding
- Making comparisons
- Agreeing and disagreeing (Richards, 2008, p. 26).

The third type of talk that can be usefully distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format, and is closer to written language than conversational language.

While planning speaking activities for an English class, the first is to determine what kinds of speaking skills the class will focus on. Talk as interaction is perhaps the most difficult skill to

teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules.

Talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role-plays that can provide a source for practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions.

Teaching talk as performance requires a different teaching strategy. This approach involves providing examples or models of speeches, oral presentations, stories, etc., through video or audio recordings or written examples. These are then analyzed, or deconstructed, to understand how such texts work and what their linguistic and other organizational features are. Since each speaking function requires different kinds and levels of preparation and support, different teaching methods and criteria must be used to assess how well students carry them out (Richards J. C., 2008).

Teaching speaking is a really important part of teaching a foreign language. Leading students to acquire the correct communicative and collaborative skills is highly essential rather than using only memorization techniques. Teaching interactive skills is not only necessary for life, but also meaningful and enjoyable for students. For that reason, it is crucial for teachers to use Communicative Language Teaching Method in their speaking classes together with choosing the correct type of language input and speaking function the students need.

Effective teaching can be achieved only if it is reflective, if teachers analyze the process of teaching and its outcomes and – based on this analysis – try to improve it even when it is already good enough.

1.1.3. Difficulties in Teaching Speaking

In order to see the difficulties and hindrances in teaching speaking, first of all, we should look through the problems the students encounter. The problems of students in speaking skills will lead the language teacher to focus on what the students need, and then plan and work on the strategies he or she comes out.

It should be known that the ability to talk spontaneously and efficiently comes from practice and not from the study of rules. Unfortunately, the speech of children as well as of grown-up people is full of errors, because they have not formed the habit of talking correctly. There is a big difference between knowing how to do something and doing it. It is not mere knowledge, but also a habit that

is necessary. But still, one of the main problems of most students in learning speaking in a foreign language, the anxiety, is not just related to the wrong habit of speaking in L1, but to the stress of performing in a new language and making mistakes.

Anxiety has been found to negatively influence the speaking performance (Aida, 1994). Anxiety has also been identified as contributing to how willing a learner is to try to communicate (Burkart, 2003-2004).

Many have recognized the influence of affective factors in the language classroom, which may often involve the risk of embarrassment or humiliation. Speaking in a foreign language may result in the most heightened form of affect that a student can experience. Unlike writing, which we are accustomed with in evaluating, critiquing, and revising, the way that we speak is often considered to be a more intimate reflection of who we are. In the classroom, discomfort associated with this can be alleviated through discussion. However, in out of class work students may be more inhibited. Given that speaking can heighten anxiety and anxiety negatively affects both fluency and accuracy, the role of environment becomes increasingly important (Kessler, 2010).

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. This constitutes a difficulty for the teacher who tries to handle a speaking activity in the class. It also causes a conflict for the teacher whether to force all the same type of students to join speaking activities or to leave them on their own.

In fact, one way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do so, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom (Burkart, 2003-2004).

Another difficulty in teaching speaking is the pronunciation problem of students while uttering some sounds and words. Geylanioglu and Dikilitas (2012) state that most of the people learning a second language have some problems of pronunciation of the English language, especially due to the lack of knowledge in the stress and intonation system of target language. They

say that teachers should focus on repetition, exercises, exhortation, guidance and modeling. There are many useful drills for teaching and beautifying the correct and accurate pronunciation of the utterances and words as in word-associated and saturation drills. On both of the exercises the students' motivation and attention are drawn on the specific phonemes where they often make the mistakes. Learners are given word samples that may be related to one another in which the sounds are playing the role for a good utterance. In this way learners elicit and gain awareness of ideal sounds.

Boran (2005) also believes that pronunciation errors may cause communication breakdowns; therefore they should be treated by EFL teachers seriously. When teaching vocabulary, teachers should spend time to teach the correct pronunciation of the words they are going to teach. In addition, they should also teach their students phonetic symbols so that they can use dictionaries to learn correct pronunciations of English words, when they study alone, namely, when there is no guidance or a model to provide the correct pronunciation (Geylanioglu & Dikilitas, 2012). Teachers should also stimulate students to use electronic dictionaries, many of which have audio recordings of dictionary items.

An additional distress in speaking classes is to plan the time and task complexity which effects EFL learners' oral performance. Planning is essentially a problem-solving activity; it involves deciding what linguistic devices need to be selected in order to affect the audience in the desired way (Ellis, 2005). Most lessons are planned and controlled, so this is necessary for teaching speaking, as well. Controlled design of speaking classes with enough time allocated for each student and task, help students to improve and show success. This is not easy to do so all the time for teachers. Yet, they should always plan and design their lessons and even allocate time for students to let them do their pre-task planning before speaking, especially while teaching monologue speech.

Accuracy and fluency of students in their speech can be affected from planned tasks. According to some research studies (Foster & Skehan, 1996; Skehan & Foster, 1997; Skehan & Foster, 1999; Ortega, 1999; Yuan & Ellis, 2003) cited in (Rahimpour & Jahan, 2011), planned activity increases the fluency, while according to some others (Foster & Skehan, 1996, 1999; Ortega, 1999) planning also increases accuracy. Moreover, researchers (Crookes, 1989; Foster & Skehan, 1996; Skehan & Foster, 1997; Mehnert, 1998), Foster & Skehan, 1999; Yuan & Ellis, 2003) have also found the pre-task planninghas a positive influence on complexity which is essential for students' performance. Since "the general goal of foreign language learning, as Han (2004)

suggests, is the effective use of target language" (Wang, 2008, p. 84), fluency, accuracy and complexity in speaking are necessary for communicative performance. Despite the minor differences among the researchers, "accuracy, fluency and overall communicative skills are probably best developed through instruction that is primarily meaning-based but in which guidance is provided through timely form-focused activities and correction in context" (Lightbown & Spada, 1990, p. 443).

Teachers can also face another difficulty related with the sociocultural knowledge of the target language. The skill of speaking is not automatically transferable from the speaker's first language into the second. Even extensive knowledge of the target language's grammar and vocabulary, according to Aleksandrzak (2011), often presented by advanced students of foreign language departments, does not guarantee success in oral communication when this knowledge is not properly integrated or accessed. For that purpose, the contexts used in English classes should be part of the culture of the English speaking community. Teacher should transmit this information also in his/her speaking with behaviors and by interaction with students. Projects, videos, reading texts, contacting with native speakers can be some means of providing awareness of sociocultural knowledge.

Problems in speaking may be additionally aggravated by excessive use of self-monitoring processes and a tendency to formulate utterances in the native language first. These mental operations create obvious costs in terms of fluency and may lead to producing artificial discourse (Aleksandrzak, 2011). Students also end up speaking in their own language while doing a class group work. In these conditions, timing, guiding, monitoring and the level of language used for the group work are important. If the students are required to speak on a difficult topic with high level language, it will be difficult for them to continue the group work and they will switch to L1. The same situation will also occur in case the activity is very easy.

As Baker and Westrup (2003, p. 12-17) state, leaners can be affected by "cultural differences", "personal differences", "dealing with a lack of confidence" and "dealing with a big challenge (of a new language)" while practicing speaking. They also mention "having no time for speaking when studying for examinations", "having difficulty in preparing response for speaking" and "lack of interest in the topic" as other barriers or distractors to practice speaking English.

EFL teachers are apt to face lots of difficulties in their classes, but they especially face problems in their speaking classes. The difficulties we have mentioned here are the most common

and basic problems teachers will meet. There are some other difficulties as well. Most of the problems have also their practical solutions tested, yet it is not possible to predict all occasions since every classroom atmosphere is different from one another. That makes it difficult for speaking teachers, and teachers need to assess their way of teaching as well as the progress in their class.

To find out the impact of video recording and its analysis by teacher and students on the quality of teaching and learning, it is necessary to sum up the difficulties, then reflect them in the questionnaires, and eventually see whether they have been largely removed.

Table1.1: Summary of student difficulties in the process of learning speaking

Type of difficulties	**Examples**	**how students can improve through video application**	**how teacher can improve through video application**
Language difficulties	*accuracy:* pronunciation, intonation, vocabulary, collocation, morphology, syntax *complexity:*sentence structure, elaboration of language use	following good samples, noticing one's mistakes	*better planning:* forecasting the interference, providing good samples and feedback, noticing one's mistakes
Extra-linguistic difficulties	*fluency:* no or insufficient background knowledge necessary to be involved in the conversation on the given topic, no interest in the topic under study or format of activity	-	*better planning:* checking the existence of background knowledge, filling in the gaps in the background knowledge if necessary, applying interesting materials and activities to interest students
Socio-cultural difficulties	gestures, norms of politeness	following good samples, noticing one's mistakes	*better planning:* providing necessary explanations and good samples
Psychological difficulties	*fluency:* lack of motivation to acquire speaking skills, anxiety concerning mistakes and just the fact of speaking, lack of self-confidence, introversion, shyness, gender peculiarities (which are culture-linked)	becoming more motivated to overcome problems, noticing progress or lack of it, becoming more self-confident (if noticing progress)	creating more friendly environment
Strategic difficulties	lack of planning, compensatory and avoidance strategies, lack of experience in efficient speaking and, correspondingly, playing the lead role in the dialogue.	learning on one's mistakes and from good examples	*better planning:* teaching planning, compensatory, avoidance and learning strategies by explanation and practice

During the experiment, I asked the students to use the second and third column in this table as a check-list for assessment of their video-recorded speech. This helped students develop self-assessment strategies, concentrate on all aspects of their utterances and gradually improve them. I also asked the teachers to see what problems their student are having and then pay special attention to the last column while self-assessing the quality of their lessons.

1.1.4. Learner Autonomy in Speaking

Since the past decade, there has been an increasing interest in learner-centered approaches to language teaching with a special emphasis given to learners' autonomy along the learning process (Roth & Heberle, 1994).

The gist of learner autonomy is that a learner develops "the ability to take charge of his or her own learning" (Holec, 1981, p. 3). The concept of autonomy has evolved over time, but it was in the 1970s when Henri Holec introduced the term to the field of second language pedagogy as a conceptual tool to discuss alternatives to the established language teaching tradition in the context of adult language learning (Arnold, 2005).

Learner autonomy refers to learners' control over learning, which comprises active involvement in the language process, responsibility for its control over factors such as time frequency, pace, settings, methods of learning, and critical awareness of purposes and goals (Benson & Lor, 1998).

The concept of autonomy has traditionally been associated with individualism as Arnold (2005, p.143) says. In the case of present-day second language learning, learners can provide themselves with necessary information from libraries, the World Wide Web and self-access centers, as well as from other people's experiences, which have always supported everyday cognition (Arnold, 2005).

What we often tend to forget is that the very first step of communication deals with the contact between the learners and their learning tools. When learners like the book they are using, their attitude towards learning is more positive and they are more inclined to perform better, or at least, they are less reluctant to start the learning process. What materials writers of the course books and teachers need to have in mind is that materials are supposed to encourage learners to have a positive attitude towards learning English. Therefore, their aim must be to improve communication

skills – both written and spoken – thus promoting interaction as well as fostering learner autonomy (Varanoglulari & et al., 2008).

After students are directed to the language learning tools by selecting either the correct course book for them or the useful internet sources or other equipment, they should be guided to study and learn on their own will. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process (Burkart, 2003-2004). So, the language learning tools are necessary items to help them to learn the language, yet students must be encouraged to speak and interact with each other in order to make the learning process continuous and fruitful.

As I have already mentioned, there are many reasons why students may find learning and using English difficult. These can lead to real barriers to communication, and can contribute to poor motivation in learning. If you teach young learners, you will probably find that they do not have any lasting barriers to communication. This is because most of them are willing to speak to other students in their class. Also, they do not have much knowledge of the outside world which could negatively affect their learning style, learning ability and interest in learning.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message (Bashir, Azeem, & Dogar, 2011).

During the communication period, if the learners face problems in their communicative competence, such as not understanding other speakers or not being understood by others, they become too embarrassed or shy to say anything. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction (including the mother tongue), whatever the participants' language skill levels. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself.

As students develop control of various clarification strategies, they will gain confidence in their ability to manage various communication situations that they may encounter outside the classroom (Bashir, Azeem, & Dogar, 2011).

Another method that helps learners to become autonomous is to promote project-based learning. Project-based learning is the ideal way to build the speaking and presentation skills from the early elementary grades through high school. Project-based learning builds skills in critical thinking, collaboration, and communication – and especially in making presentations. But it is not enough to simply require from students to explain aloud their work or to create pieces of media as part of a project. Teachers should use some basic strategies to develop and improve students' presentation skills, such as to look at and critique sample presentations, to write a rubric or create a list of qualities of effective presentations with the class, to help students plan presentations and to plan practice sessions. Presentation topics will be selected according to their own interest which will help them to search and study eagerly (Larmer & Mergendoller, 2012-2013). During the presentation period, students can be expected to use the target language fluently, to pay attention to pronunciation and intonation, to use body language and gestures.

There is a thorough study on students' inner speech help which reconceptualizes also the processes and strategies of learning speaking. Memory, learning strategies, input-output processing, and language development are just a few of the fundamental issues where an inner speech perspective may be enlightened. "*The Vygotsky's method of studying inner speech*" (Ushakova, 1994) consisted of approaching inner speech through the observation and analysis of egocentric (i.e. internal) speech, in the assumption that egocentric speech is the vocalized transition between social and external speech and inner covert speech. According to the results of the study, advanced L2 learners experience inner speech in the second language to a great extent and that the frequency of L2 inner speech even increases with proficiency. Advanced L2 learners, however, report using less internal speech than lower level learners for certain aspects of rehearsal, such as planning texts, self- and other-evaluation, storage and retrieval, self-instruction and language play (Guerrero, 1994).

According to Oxford (1989), motivation is related to language learning purposes, in other words, teachers are expected to give learners reasons for learning, enhancing self-esteem, and building their awareness of the language (Varanoglulari & et al., 2008).

The three cyclic approaches the students need to improve for a better and autonomous speaking ability are the experience, reflection and learning. In the experience stage, learners actively

participate in an activity that involves them in an aspect of speaking. Learners reflect on the experience to identify what it means to them in the reflection stage. And as a result of experience and the reflection, learners have increased self-awareness and can plan how they might improve their speaking skills in the learning process (Cole et al., 2007). Video recordings will (what is part of my hypothesis) expectedly permit students to observe their behavior and reflect on it, self-correct and self-assess, thus improving their learning.

Speaking skills need a collaborative study and determination for both EFL teachers and learners. Students should be motivated to become good and autonomous learners, and love the language, while teachers - look through the methods of teaching they use. In this respect, teachers need a deep reflection about what language is as a communicative tool and students should also reflect on how they regard language and how efficiently they learn it.

1.1.5. Autonomous learning and video recording

For students, self-assessment is viewed as an invaluable way of involving students in the learning and evaluation process, enabling students to become more autonomous and self-directed learners, and giving students the skills to make the most of language learning opportunities (Little, 2005; Ross, 2006 cited in Hirschel, Yamamoto & Lee, 2012).

Little (2005) explains that a learner-centered curriculum is incomplete without self-assessment and shared responsibility. Both Little (2005) and Chen (2008) emphasize the role of self-assessment in enabling learners to reflect on their strengths and challenges, and consequently develop as informed learners (Hirschel, Yamamoto, & Lee, 2012).

According to a study held for teaching Academic Speaking Course (ASP) in the English Language Program (ELP), the main objective of the course is defined as "to help students feel more comfortable in academic oral communication situations, especially in various functions for leading and participating in discussions", for which they developed an assessment system which was (Christianson et al., 2009, pp. 2,3):

- *Formative*
- *Useful*
- *Student-centered*
- *Autonomy-building*

The evidence for the validity of students' self-assessment is mixed; most studies base their conclusions on the correlation between student self-assessment scores and teacher rated scores or peer appraisal (Secretariat, 2007). When students self-assess positively, they set higher goals for themselves and commit more personal resources or effort to them (Rolheiser, 1996 cited in Secretariat, 2007). Students may self-judge and self-react to achievement results regardless of teacher input. "A stream of negative self-assessments can lead students to select personal goals that are unrealistic, adopt learning strategies which are ineffective, exert low effort and make excuses for performance" (Ross, 2006, p.7 cited in Secretariat, 2007).

Classroom assessment is necessary to see how well teachers are achieving their teaching goals and how well students learn the target skills and competencies. Assessing a student involves taking a sample of what he or she can do, and drawing inferences about a student's capability from this sample. It should be an appropriate and relevant sample which represents what should have been learnt. However it will be only a sample - it is not possible or even necessary to assess every skill, concept and ability that has been taught (Bull, 1993).

The methods used for student assessment vary in their type while today there are two basic types: standardized tests and alternative assessment methods. Roberts and Kellough (1996) enumerate ten forms of alternative assessment as: portfolios, anecdotal records, audio and video recordings, checklists, diaries, journals, writing folders, peer conferences, teacher-student conferences and conference logs and debriefings (Worley, 2002). There are many other forms of alternative assessment which avoid traditional assessment methods and serve to the educational needs of teachers and students.

Audio and video-recordings are among these alternative assessment methods which are not only helpful for teachers to assess student progress, but they also can be used by students in their own self-assessment. Recording students several times over a period of time allows for comparisons that reveal student progress toward learning goals (Worley, 2002).

Video-recording is a formative type of assessment system which aims "to improve the quality of student learning.., and provides information on what, how much and how well students are learning" (Angelo & Cross, 2010), as described in the table (Table 1.2.) below:

Table 1.2: Summative versus Formative Evaluations

Summative	**Formative**
Purpose: to make judgements about individual student	**Purpose:** to inform teaching & improve learning; used

achievements & assign grades	as “feedback devices”
Examples: quizzes, tests, exams; term papers, lab reports, homework	**Examples:** pose questions, listen to students questions & comments, monitor body language & facial expressions, Classroom Assessment Techniques

Formative assessment techniques in general have a positive impact on students. In order to benefit fully from self-assessment exercises, it is vital that students are given the opportunity to reflect on their performance, and that they formulate their own strategies for improving their understanding, and consequently their future performance (Read & Duckmanton, 2012).

Through video it is possible to give students the opportunity to experience situations which would otherwise be unavailable to them. In some disciplines students may be required to make a as part of their assessed project/group work. Video can be used:

- to enhance lecture material - some topics are better described visually, eg the science of building demolition;
- illustrate a particular concept or theory;
- as a focus for group activity;
- to encourage media literacy;
- to promote communication skills;
- to assess a different range of skills (Bull, 1993, p. 34).

1.2. Definition and Characteristics of Reflective Teaching

Students’ demands, innovations in education and trying to catch up with the new knowledge elevate the interests of teachers to become well-educated, more effective and reflective, and dedicated to their students and their job. In this respect, they search for the best methods that will help to improve their teaching ability and skills.

Reflection or “critical reflection” refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action (Richards J. C., 1991).

As cited in Fathi (2011), according to Hoover (1994), reflection is a carefully planned set of experiences that foster a sensitivity to ways of looking at and talking about previously unarticulated beliefs concerning teaching. And similar to the definition of Richards (1991), Hoover seems to believe that reflection is a systematic practice that can be learned from the past experiences one has

had (Farrell, 2001). Hoover's understanding of reflection is very much similar to that of Gebhard (2005, p.4) who believes that "reflection includes thoughtful persistent consideration of beliefs or practices" (Fathi & Behzadpour, 2011).

As for reflective teaching, Cunningham (2001) suggests that reflective teaching demands that teachers discuss and analyze with others the problems they encounter in their classroom, to aid their analysis of situations, which could eventuate into improved future classroom encounters. Reiman (1999) suggests that reflective teaching includes identifying personal meaning and/or significance of a classroom or school situation, and this includes the disclosure and examination of personal feelings (Minott, 2006).

Posner (1989) states that reflective teaching includes critical thinking, which aids teachers in being deliberate and intentional in a number of ways, such as devising new teaching methods rather than being a slave to tradition, or to challenge the accepted ways that schools have always carried out in order to fulfill the tasks of teaching (Minott, 2006).

As inferred from Farrell (2001) and Coyle (2002), reflective teaching demands that teachers employ and develop their cognitive skills as a means of improving their practice. They would recall, consider, and evaluate their teaching experiences as a means of improving future ones. Cole (1997, 2002), Hyrkas, Tarkka & Ilmonen (2001) and Calderhead (1992) point out that reflective teachers develop and use self-directed critical thinking and ongoing critical inquiry in their practice, initiated by them and not administratively decreed. According to Markham (1999), they would use their intuition, initiative, values, and experience during teaching, and exercise judgment about the use of various teaching and research skills (Minott, 2006).

During the last decade, the slogan of reflective teaching has been embraced by teachers, teacher educators, and educational researchers all over the world. This international movement in teaching and teacher education that has developed under the banner of reflection can be seen as a reaction against the view of teachers as technicians who narrowly construe the nature of the problems confronting them and merely carry out what others, removed from the classroom, want them to do (Zeichner & Liston, 1996).

The concept of reflective teaching stems from Dewey (1933) who contrasted "routine action" with "reflective action". Reflective action involves willingness to engage in constant self-appraisal and development. Among other things, it implies flexibility, rigorous analysis and social awareness (Pollard et al., 2008).

John Dewey (1933) defined reflective thinking as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends [that] includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality" (Dewey, 1933, p. 9).

There is another term that is frequently used to refer to the action process of reflective teaching that is the "reflective practice". Zeichner (1996) and Valli (1997) define reflective practice as an integral component of a teacher's classroom success. Reflective practice requires a teacher to step back and consider the implications and effects of teaching practices (Wright, 2008).

Van Manen (1995) states that reflective practice should address teachers' practical knowledge or what he refers to as teachers' pedagogical tact (Minott, 2006). Zeichner and Liston (1996) point out that reflective practice begins when teachers experience a difficulty, troublesome event, or experience that cannot be immediately resolved.

After Dewey's earliest definition of reflection, Schon (1983) was among the first to talk about "reflection-for-action" for reflective practice. Donald Schon introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. Schon recommended reflective practice as a way for beginners in a discipline to recognize consonance between their own individual practices and those of successful practitioners. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Ferraro, 2000).

After the concept of reflective practice was introduced by Schon, many schools, colleges, and departments of education began designing teacher education and professional development programs based on this concept. Reflective practice is used at both pre-service and in-service levels of teaching (Ferraro, 2000).

Pre-service teachers begin to construct a reality about teaching in the student teaching experience. They learn to access their personal beliefs through the important questions and answers needed for assimilating their role as teacher and the characteristics contributing to the effectiveness of a teacher. Reflection during these experiences allow for discovery and synthesis of understanding into a personal worldview (Canning, 1991).

At the level of in-service teaching, studies have shown that critical reflection upon experience continues to be an effective technique for professional development. Licklider's review

of adult learning theory (1997) found that self-directness – including self-learning from experience in natural settings – is an important component of adult learning.

Dewey's notion of reflective action, when developed and applied to teaching, is both challenging and exciting. Pollard (2008) reviews its implications by identifying and discussing what they have identified as seven key characteristics of reflective practice. These are:

1. Reflective teaching implies an action concern with aims and consequences, as well as means and technical efficiency.
2. Reflective teaching is applied in a cyclical or spiraling process, in which teachers monitor, evaluate and revise their own practice continuously.
3. Reflective teaching requires competence in methods of evidence-based classroom enquiry, to support the progressive development of higher standards of teaching.
4. Reflective teaching requires attitudes of open-mindedness, responsibility and wholeheartedness.
5. Reflective teaching is based on teacher judgment, informed by evidence-based enquiry and insights from other research.
6. Reflective teaching, professional learning and personal fulfillment are enhanced through collaboration and dialogue with colleagues.
7. Reflective teaching enables teachers to creatively mediate externally developed frameworks for teaching and learning (Pollard et al., 2008, pp. 14,15).

Reflective practice as a process embraces numerous concepts, particularly in relation to the nature of reflective activity and its translation into professional practice. Zwozdiak-Myers (2011, p. 28) points out these concepts as nine discrete, yet inter-related dimensions of reflective practice and presents them under the title of *"dimensions of reflective practice"*:

- study their own teaching for personal improvement
- systematically evaluate their own teaching through classroom research procedures
- link theory with their own practice
- question their personal theories and beliefs
- consider alternative perspectives and possibilities
- try out new strategies and ideas
- maximize the learning potential of all their students
- enhance the quality of their own teaching

- continue to improve their own teaching

Zwozdiak-Myers (2011) also mentions that although they are presented in a sequential manner, it is important that any dimension can provide the initial catalyst for reflective-practice.

Reflective teaching and practice also brings some characteristics to the practitioner of it. Several authors have described different characteristics a reflective practitioner should possess: "an ability to focus on specific areas of concern", "a willingness to use multiple perspectives to evaluate the concern", and "the desire to use multiple sources of data and techniques to resolve the concern" (Argyris, 1985; Smith and Schwartz, 1988; Zeichner and Liston, 1996; McKenna, 1999; Jay and Johnson, 2002; DeMulder and Rigsby, 2003 as cited in (Wright, 2008, p. 23). These characteristics lead teachers to use the defined features in order to acquire a better understanding of reflective teaching and develop better teaching methods.

As a last definition and summary of what is meant by reflective teaching, we can give the approach of Bartlett (1990, p.207):

"Asking 'what and why' questions gives us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life."

The definitions and characteristics of reflection, reflective teaching or reflective practice show that reflection "means so many things to so many people" (Russell, 1993, p. 144 cited in Reed & et al, 2003) and it adds variety to the term that enhances it.

Beside this variety, we can define the major key points of reflective teaching by taking all the above-stated definitions and characteristics into consideration:

Thus, reflective teaching:

- is an approach to teaching, learning and problem solving that uses reflection as the main tool,
- includes self-directed critical thinking and inquiry initiated by teachers and not administratively decreed,
- includes seeking alternative and taking control of one's learning
- includes reflecting on one's own learning processes

- includes self-examination by teachers which involves assessing one's beliefs and values and engaging in discussions that lead to self-understanding, self-improvement (Minott, 2009, pp. 8,9)
- offers practical options to address professional development issue (Florez, 2001, p. 3).

1.2.1. The Purpose of Reflection

The mainstay of reflective teaching is teachers themselves who initiate systematic research into their beliefs and practices, accumulating evidence, identifying and making the changes needed, and finally, evaluating and making decisions about the consequences of changes. Information from reflective teaching directly informs the teachers of not only what is happening in their own classroom, but also who they are as teachers. This is a necessary practice, as teaching often happens so quickly and intuitively that "much of what happens in the classroom is unknown to the teacher" (Richards & Lockhart, 1994, p.3 as cited in Pawan, 2003).

The purpose of reflection is to improve performance. Research has shown that as teachers reflect on performance, they will develop an essential understanding that will help them increase future performances (Schon, 1987; Dewey, 1933). Munby and Russell (1990) maintain that as teachers improve their performance, they will "make puzzles of their teaching practice" (Wright, 2008, p. 116).

Following Dewey's notion of reflective action, Pollard (2008) states that the aim of reflective practice is to support a shift from routine actions rooted in common-sense thinking to reflective action stemming from professional thinking. According to Dewey (1933), the process of reflection for teachers begins when they experience a difficulty, troublesome event, or experience that cannot be immediately resolved. Reflection commences when one inquires into his or her experience and relevant knowledge to find meaning in his or her beliefs. It has the potential to enable teachers to direct their activities with foresight and to plan according to ends-in-view (Dewey, 1933).

In the same sense, Peck and Westgate also (1994) argue that reflective teaching professionalizes teachers. Similar to other professionals, reflective teachers draw upon accumulated experience and knowledge, and 'display judgment in using it' in classroom practice (Pawan, 2003, p. 8).

Reflective practice for professional development is in the foreground of attempts to raise educational standards and maximize the learning potential of all students, with an increasing emphasis placed on professional accountability through evidence-based outcomes. The broad consensus arising from recent national and international large-scale surveys is that teacher quality is the "single-most important school variable influencing student achievement" (OECD, 2005, p. 2), and that effective teaching is built "on a concept of teaching as praxis in which theory, practice and the ability to reflect critically on one's own and others' practice illuminate each other" (ETUCE, 2008), p. 26 as cited in Zwozdiak-Myers, 2011).

Reflective teaching is an approach to teaching, learning and problem solving that uses reflection as the main tool. It encourages teachers to create distance between themselves and their practice, as outlined by Bengtsson (1993). It involves analyzing, discussing, evaluating, changing and developing their practice, by adopting an analytical approach to their work (Wood& Stevens 1988, and Coyle 2002 cited in (Minott, 2006).

The goal of reflective teaching, according to Cunningham (2001), is not necessarily to address a specific problem or question, as in a practitioner's research, such as action research, but to observe and refine practice generally and on an ongoing basis. While this is the main goal of reflective teaching, I can infer from Zeichner and Liston (1996) that it could also be quite useful in the process of addressing a specific problem, as well as contributing to action research, especially when questioning as espoused by the writers, is utilized in the practice (Minott, 2006)

Reflective teaching suggests that experience alone is insufficient for professional growth, but experience blended with reflection can be a dynamic catalyst for teacher development. Thus reflection has been proved to assist teachers to modify their instructional repertoire, rekindle the ethical issues pertaining to classroom practices, ascertain the impact of their teaching and help them emerge as competent teachers (Menon & Alamelu, 2011).

1.2.2. The Importance of Reflection

The importance of reflection to ESL teachers is captured by Richards and Lockhart (1994). "Critical reflection can trigger a deeper understanding of teaching. Teachers who are better informed as to the nature of their teaching are able to evaluate their stage of professional growth and what aspects of their teaching they need to change. In addition, when critical reflection is seen as an

ongoing process and a routine part of teaching, it enables teachers to feel more confident in trying different options and assessing their effects on teaching" (Menon & Alamelu, 2011, p. 80).

In language teacher education, reflective teaching has been put forward as a way out of the teachers' predicament and as a counteraction against the influences of "bureaucracy, centralization, and control" in which "teachers are seen simply as deliverers of a fixed curriculum" and are not "valued as reflective professionals who frame and re-frame problems and test out their interpretations and solutions" (Johnstone, 2006, p. 661). It can be regarded as a corollary of the post-method condition (Kumaravadivelu, 1994, 2001, 2003b, 2005; Prabhu, 1990), which acts as "an empowerment and motivational process because it responds to basic human needs for competence, autonomy, and relatedness" and allows "individuals to assume greater responsibility for their own performance and learning" (Osterman & Kottkamp, 2004, p.189 as cited in Fathi & Behzadpour, 2011).

Reflective teaching, like most teacher-based forms of self-inquiry, is not an easy process. It involves a major shift in emphasis in our thinking and acting. Becoming reflective forces us to adopt a critical attitude to ourselves as individual second language teachers – to challenge our espoused personal beliefs about teaching. Becoming reflective through testing our practice systematically also challenges us to think about the influence we directly or indirectly exert on the formation of society in our role as teachers (Bartlett, 1990).

When teachers reflect and draw conclusions about their teaching, they develop new insights that they can apply to future planning and teaching. Reflective teaching therefore implies a more systematic process of collecting, recording and analyzing thoughts and observations of teachers, as well as those of students, in order to improvise upon the existing practices (Menon & Alamelu, 2011).

Elder and Paul (1994), and Halpern (1996) also point out that reflective teachers would think critically, which involves the willingness to question, take risks in learning, try out new strategies and ideas, seek alternatives, take control of learning, use higher order thinking skills, and reflect upon their own learning processes (Minott, 2006).

Several researchers further define the benefits of reflective practice; the improvement can come in many forms: it (a) increases student achievement (Goddard, Hoy, & Hoy, 2004); (b) encourages teachers to try new and challenging things (i.e., handling difficult to teach students)

(Soodak & Podell, 1997); (c) reduces teacher depression (Bandura, 1997); and (d) keeps teachers from leaving the teaching profession (Ross, 2006 as cited in Wright, 2008).

The great benefit of including reflection in your learning/teaching is that, by understanding why you do something in a particular way and recognizing how you feel about it, you can spot where your strengths and weaknesses lie. This gives you the chance to build on your strengths and develop strategies to minimize your weaknesses.

1.2.3. Approaches to / Methods of Reflective Practice

For many teachers, it is difficult to collect the information we need to make necessary day-to-day decisions and judgments, much less than the information needed for anything more systematic (Pollard et al., 2008). There are many techniques of enquiry to be used to help a teacher, as Pollard (2008) mentioned in his book, and he classified them as (1) routinely occurring techniques and (2) specially undertaken ones.

Routinely undertaken data, as we infer from Pollard (2008), involves reading professional publications, document analyzing, conferencing, discussing, testing, formative assessment, marking pupils' work, observation as a participant, active listening, questioning, reviewing the evidence of performance, keeping records and setting tasks.

He counts the specially undertaken data as consulting research reviews and databases, reading research findings, keeping a diary, analyzing pupil diaries or logs, systematic observation, audio recording, video and camcorder recording, interviewing, concept mapping, questionnaires, sociometry, personal constructs and checklists. In this research I deal with audio/video-recording of lessons.

Pollard (2008) also states that doing research (on teacher behaviors) is not just about collecting evidence. Indeed, the most important consideration is undoubtedly to conceptualize the issues and ask appropriate questions. More specifically, performance data about their school, classroom or pupils may throw up particular issues for investigation or interpretation.

The enquiry process must be seen as a whole because initial assumptions will have significant implications for later findings. The research process should be as systematic as possible, involving clearly demarcated stages from research design, identification of research questions, issues or hypotheses, to data collection, data analysis, drawing conclusions and finally, after

professional reflection, planning new actions. The process of data analysis is a particularly important phase in which to demonstrate open-mindedness and objectivity (Pollard et al., 2008).

Another widely well-known view on the approaches of classroom investigation in teaching is proposed by Richards and Lockhart (2007, p. 6) who comment on the process and say:

"Teachers sometimes fail to exploit events, letting momentum of all the other events of the day take precedence. And yet these experiences can serve as the basis for critical reflection, if teachers can find ways to capture the thoughts of and reactions to these events, as well as ways to gather fuller information about the events themselves. From this basis, teachers can develop strategies for intervention or change, depending on their needs."

Richards (1991, p. 2-5) offered some approaches for critical reflection on his previous work listed as:

- Peer observation
- Written accounts of experience
- Self-reports
- Autobiographies
- Journal writing
- Collaborative diary keeping, and
- Recording lessons

In their new book and study with Lockhart (Richards & Lockhart, 2007, p. 6), they offered some procedures to use as part of reflective teaching and these procedures are accepted as essential methods of the teaching process:

1. *Teaching journals*. Written or recorded accounts of teaching experiences.
2. *Lesson reports*. Written accounts of lessons which describe the main features of the lessons.
3. *Surveys and questionnaires*. Activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning.
4. *Audio and video recordings*. Recordings of a lesson, or part of a lesson.
5. *Observation*. Tasks completed by a student teacher observing a cooperating teacher's class, or peer observation (i.e., tasks completed by a teacher visiting a colleague's class).
6. *Action research*. Implementation of an action plan designed to bring about change in some aspect of the teacher's class with subsequent monitoring of the effects of the innovation.

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching (Richards J. C., 1991).

According to Schon, (1983, p. 54) "reflecting-in-action" is what practitioners do when they solve a problem on the spot, bringing appropriate tacit knowledge to the setting, or when they mull over a problem with the intention of suggesting action that will make a difference to the situation. The "zone of time in which the action can still make a difference" is called "the action present" (Schon, 1983, p. 62 as cited in (Moore, 1996).

Reflection-in-action and reflective inquiry are at the heart of classroom research. They provide a way for the practitioner to theorize "within the context of practice" and to share findings from classroom research with other practitioners (Garman cited in Grimmett, MacKinnon, Erickson & Riecken, 1990, p. 28 and cited in (Moore, 1996).

Teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students (Richards J. C., 1991).

Despite teachers being aware of the essential elements and characteristics of effective reflection practices, there have been various barriers that have prevented effective teacher reflection. Two widely accepted barriers preventing successful reflective practice are: (a) reflection is not considered an essential and mandatory component of a teacher's job, and (b) reflection takes too much time and effort (Schon, 1987; Zeichner & Liston, 1996; Hatton & Smith, 1995; Valli, 1997; Webb, 1999 ; Ross, 2007).

The first barrier refers to the false notion that reflection is not considered an essential component of a teacher's job. Although most teachers recognize the importance of reflection (Rodgers, 2002), many teachers have not consistently engaged in reflective practice because "there is not a system (educational communities) in which reflection is generally accepted, praised, and shown to be of any immediate and lasting benefit" (Hatton & Smith, 1995, p. 36).

Although some educational communities have implemented training programs to instruct pre-service teachers on the need for and methods of reflective practice, Hatton and Smith (1995) argued that implementing training programs is only a part of the answer. Rather, Hatton & Smith (1995) suggest the educational system needs to continue to train teachers on reflection, and more importantly, create a system where in-service teachers are supported, recognized, and provided the tools to effectively and consistently engage in reflective practices.

The second barrier to reflective practice arises from the cost (i.e., time and effort) of reflection. Many teachers have claimed that the benefits of reflecting are out-weighed by the investment cost (Ross & Bruce, 2007). Hatton and Smith (1995) further clarify the issue, arguing that "reflection is unlikely to develop as a professional perspective in today's busy and demanding world of teacher's work" (Wright, 2008, p. 38)

Thus, based on the above-said, a descriptive summary of what reflective teaching and reflective practice are can be given:

- Reflective teaching requires teachers and educators to overview and change their teaching methods and strategies.
- Reflective teaching stimulates teachers to implement change by their inner motivation, and to improve themselves directly by systematic evaluations instead of only attending long-lasting courses and lectures.
- Reflective teaching brings self-inquiry, and new characteristics and behaviors to its practitioner.
- Reflective practice is composed of the reflection-on-action process of reflective teaching.
- Reflective practice is a continuous cyclical process.
- Starting and continuing the cyclical process with questions is an important element of reflective teaching and practice.
- There is not one unique method, but several methods to implement the reflective practice (first of all, peer observation, self-observation accompanied by either journal writing or audio/video recording)
- Reflective teaching and practice aim to maximize the learning potential of students with the will of teachers to question their own teaching methods, and by using one of the various techniques to reflect.

In my study, I will focus on the video-recording method of reflective enquiry which I hope will eliminate the barriers targeted to reflective teaching. I also believe that the method is less time-consuming than other methods of enquiry, and, what is very important, more objective (as the teacher can see her/himself from aside). Video-recording is a helpful tool for teachers to implement practice for professional development as we will discuss in the following section.

1.3. Recording as Reflective Practice

Video provides a face with expressions, gestures and a human voice to what is usually "faceless" online content, which, according to the social-cue hypothesis, stimulates students' interest and communication, and therefore influences learning in a positive manner (Dewey, 1913; Rutter, 1984).

Video could be used to present a problem in a lively, visual way. To enhance problem-solving exercises, solutions could also be shown. It could be used to help students to identify problems and develop solutions. In some disciplines video is used to record practical work, create role-playing situations, which can be played back, discussed and analysed (Bull, 1993).

Schon (1987) argued that reflection-in-action provided the opportunity for a novice teacher to learn by experience through a dialogue of reciprocal reflection-in-action between the expert teacher and aspiring teacher. Wear and Harris (1994) comment on the issue and say: "ultimately, all teachers must be able to engage their own data collection so they can analyze and learn from their experiences." (Reitano & Sim, 2010, p. 45)

For decades, teacher educators have looked for innovative ways to help pre-service and in-service teachers learn to teach. As video equipment became more portable and less costly in the early 1960s, many believed that this technology now held a great potential for improving teacher education (e.g., Olivero, 1965). Soon, universities and colleges across the United States were using videotaped observations of teaching as part of their preparation for new teachers (Levis, 1987). In addition, a number of programs incorporated the use of video into professional development activities for veteran teachers (Sherin, 2007).

Video for educational purposes has first been used for technical subjects. The use of video has been investigated under different video-based teaching methods and in different subjects. Janik et al. (2009), for instance, discuss the role of video technology in current educational research and summarize the approaches introduced in large-scale video studies conducted in the last fifteen years, i.e. the TIMMS 1995 and 1999 Video Studies, the IPN Video Study, LPS, the Pythagoras Project, DESI and the CPV Video Study (Janik et al, 2009, p. 9). All of these video-based researches and studies have been used in mathematics, science and physics field areas in several different countries.

Video methodology has evolved into a powerful tool for research in the social sciences, namely in psychology (Mittenecker, 1987), sociology (Knoblauch, Schnettler, Raab, & Soeffner, 2006), and education; in particular, research on the teaching of mathematics and science (von

Aufschnaiter & Welzel, 2001; Clarke D., 2006a; Clarke D., 2006b; Labudde, Knierim, Gerber, & Duit, 2007; Lesh & Lehrer, 2000; Goldman, Pea, Barron, & Denny, 2007). It has recently been extended to other school subjects (Klieme et al., 2006; Waldis, Gautschi, Hodel, & Reusser, 2006); chapters four and six in the volume as cited in (Janik et al, 2009).

One of the first methods used for teaching was a method called Video-Stimulated Recall (VSR) which "is used to denote a variety of techniques, usually involving making audiotapes and videotapes of skilled behavior, that are then used to help participants recall their thoughts at the time of that behavior" (Reitano & Sim, 2010, p. 219). Kagan, Krathwohl, and Miller (1963) and Kagan, Krathwohl, Goldberg, and Campbell (1967) first developed the VSR method as a way of increasing a counselor's awareness of interpersonal reactions during interviews. Since then, the use of VSR as a means of investigating teachers' thoughts has increased dramatically (Reitano & Sim, 2010).

VSR has been used by educational researchers to investigate a range of thought processes including teachers' cognitive beliefs (Morine-Dershimer, 1983); pre-service teachers' personal theories of teaching (Cunliffe, 1996); pre-service teachers as reflective practitioners (Ethell, 1997); and sources of teachers' knowledge (McMeniman et al., 2000) as cited in (Reitano & Sim, 2010).

When we look through a brief history of application of video-recordings in teacher education, as Sherin (2007) explains, we see that the purpose of video used has changed gradually. One of the earliest applications of video to teacher education was the development of microteaching. As its name implies, the goal of microteaching was to experiment with teaching at a micro-level – teaching was scaled down in terms of instruction time, class size, and instructional strategies used. At the beginning of a typical microteaching session, the participant was introduced to a specific teaching skill such as lecturing or leading a discussion. The participant then taught a brief lesson, between five and ten minutes, to a small group of students who were often peers. The assumption was that teaching a lesson under these conditions allowed the participant to focus his or her efforts on the teaching skill that had been identified. Video feedback was also an important part of the microteaching process. The lesson itself was videotaped and immediately following, the participant used the video to analyze his or her success with the selected skill. In some cases, the participant watched the video with a supervisor. Either way, the next step was for the participant to restructure the lesson as needed and to reteach the lesson to a new group of students. The cycle of re-teaching and video analysis continued until the participant demonstrated mastery of the focus skill (Sherin, 2007).

In the 1970s, a second use of video in teacher education gained popularity. This method, called interaction or lesson analysis, involved training teachers to use an observation instrument in the analysis of teaching. Thus, unlike microteaching where participants had an opportunity to practice a specific skill, here participants learned to identify particular student and teacher behaviors (Sherin, 2007).

As behaviorism gave way to cognitive psychology in the early 1980s, researchers and teacher educators began to focus more on the ways in which teachers "think" rather than on the ways in which teachers behave (Sherin, 2007). With this aim expert teachers started to model for novice teachers and videotaped lessons (in some cases expert teachers together with the novice teachers) "illustrated the beginning of an important shift in research on teaching and in teacher education" (Sherin, 2007, p. 5)

By the late 1980s, Sherin (2007) pointed out that "video-based cases" began to be accepted as an innovative method, which helps and guides for "case discussions". Case methods reflected the field's growing interest in not only what teachers know, but also in how that knowledge is represented. Specifically, cases were thought to provide teachers with relevant knowledge about teaching in a format that was useful (Sherin, 2007).

Next development was in the early 1990s when "hypermedia programs" for teacher education began to appear in which video was linked to text and graphics, as we infer from Sherin (2007). Hypermedia programs provided teachers with the opportunity to access video in different ways. There were usually multiple starting points and multiple paths that a user could take to explore the data provided (Sherin, 2007).

While video is used for teacher education for professional development, with the same purpose, reflective teaching method also used video-recording as part of reflective practice and elevated video as an important tool. As Rosaen et al. (2008, p. 347) found in their study looking at how video records change the way teachers reflect on their experiences, "…video-supported reflection enabled interns to write more specific (vs. general) comments about their teaching than writing from memory". Using digital video and the ability to edit and re-edit content, enhances the examination and recall of their teaching as an "object" in relation to the lesson plan and overall teaching delivery, repeatedly (Corscadden et al., 2010).

As the continuous development of video technology allows for better visual quality and greater dissemination, the use of video in educational applications has become more common in

recent years (Hung, 2009). Video records of classroom practice are becoming increasingly popular as a tool for professional development. As Sherin (2004, p. 13) explained, "Video allows one to enter the world of the classroom without having to be in the position of teaching in-the-moment". Video records can be used to highlight aspects of classroom life that a teacher might not notice in the midst of carrying out a lesson (Clarke & Hollingsworth, 2000); (LeFevre, 2004). Clips from videotaped classrooms can be selected to address particular professional goals. They can be viewed repeatedly and from different perspectives, enabling teachers to closely examine one another's instructional strategies and student learning, and to discuss ideas for improvement (Jacobs et al., 2009).

Janik et al. (2009) distinguish three different purposes of using video in teacher education: (A) using video for illustration of classroom practice; (B) using video for developing teachers' thinking; (C) using video for guiding/coaching teachers (Janik et al, 2009).

Schratz (1992) comments that:

"Audio-visual recordings are powerful instruments in the development of a lecturer's self-reflective competence. They confront him or her with a mirror-like "objective" view of what goes on in a class. Moreover, class recordings which are kept for later use, can give a valuable insight into an individual teacher's growth in experience over years" (Richards & Lockhart, 2007, p. 89).

Watching oneself and other teachers on videotape became a common practice in teacher education and remains so at many institutions today (McIntyre, Byrd, & Foxx, 1996; Willis & Mehlinger, 1996). Furthermore, as our technological capabilities expand, it seems likely that teacher education will continue to rely on video as an important means of instruction and evaluation; in fact, the field's emphasis on video may even increase (Sherin, 2007).

1.3.1. Comparison of Video-Recording to Other Reflective Methods

The approaches of reflective practice that are used to perform reflection can be grouped under three main titles which constitute the most common methods with main distinctions from each other:

a) Peer observation
b) Self-observation through journal/diary writing
c) Self-observation through recording

Probably the most common form of ethnographic (i.e., observational) research is the diary study (Gascoigne & Kari, 2000). While the diarist's principal object of study is him- or herself, and the researcher is expected to be as candid as possible and to write down anything and everything he or she considers important (Gascoigne & Kari, 2000), peer observation aims to provide the participant with feedback, support and assistance from his or her colleagues (Donnelly, 2007). However, in capturing permanent and exchangeable representations of practice, video encourages a collaborative approach to reflection and is consistent with the original ideas of John Dewey (Mc Cullagh, 2012).

When we look at the position of peer observation for reflective practice, according to Lomas and Kinchin (2006), the relationship between the individual and his or her peers becomes a critical factor in achieving the outcomes of institutional enhancement practices (Weller, 2009). However, through an evaluation of participants' conceptualization of the experience of observation, the potential limitations of the peer-based model of teaching observation implemented in this scheme are identified in relation to participants'

1. resistance to alternative critical discourses,
2. conceptualization of insider/outsider status in relation to their discipline, and
3. understanding of professional identity as externally manifested rather than enacted as a way of being. (Weller, 2009, p. 26)

It is argued that for teaching observation to contribute to legitimate enhancement of teaching practice, some processes must be underpinned by pluralistic models of professional development that tolerate, and indeed require, critical differences of perspective that challenge rather than affirm the existing professional "self-concept" of experienced practitioners (Weller, 2009). On the other hand, it is suggested that peer observation is limited alone to provide self-reflection and does not warrant further inquiry for the identity of self.

According to Brockbank & McGill (1998), peer observation is the layering of reflective activities that can contribute to transformational learning that involves reflection about knowledge, action, and self, together with reflection on that learning. At one level, the peer observation of teaching provided a range of opportunities for critical discussion and feedback on performance. Indeed, it has been suggested by Wade and Hammick (1999) that a self-diagnosed need for learning provides greater motivation to learn than an externally diagnosed requirement (Donnelly, 2007). As stated by Gün (2011), conducting classroom observations and giving feedback to teachers is

undeniably useful, yet insufficient in itself to help teachers reach a level of reflection that will optimize their professional development.

Correspondingly, a reflective diary can allow the (student) teacher to identify and examine his/her "own attitudes and beliefs about language learning and provide participants with the opportunity of identifying areas for further investigation in their own classroom" (Nunan, 1990, p.65), whereas our memory cannot always be reliable and the vivid detail and real life experience presented through video results in a deep level of engagement and causes teachers to draw upon their experiences of their own and others' practice (Mc Cullagh, 2012).

Here, Gün (2011) expressed an opinion that "we need to hold up mirrors to our own practice, making more conscious what is beneath the surface" and added a rhetorical question to the issue: "What better tool can we provide teachers for doing this than a camera in the classroom?" (Gün, 2011, p. 128). One of the reasons for effective reflection is the self-videos of teachers which provide 'observable evidence of their instructional decisions' (Rich & Hannafin, 2009), and this appears to have greatly helped the teachers to become *autonomous* (Gün, 2011).

Intellectual and physical tools needed to nurture one's reflective skills must include attention to self-awareness, and specific processes reflective practitioners undertake as they contemplate their instructional practice. Rich and Hannafin (2009) found that specific, ubiquitous, and easy to use, tools such as video-recording and analysis used for reflection could encourage such deliberative reflective behavior (Pellegrino & Gerber, 2012). The permanence and objectivity potential of video can allow educators to repeatedly and closely examine classroom practice (Orlova, 2009) and sustain professional development (Hennessey & Deaney, 2009) as cited in (Pellegrino & Gerber, 2012).

Richards & Lockhart (2007, p. 11) discusses the same point of view and gives the basic difference of recording a lesson with other methods by saying that:

"The advantage of the preceding (journals, surveys and questionnaires) procedures is that they are relatively easy to carry out. However, a disadvantage is that they obtain subjective impressions of teaching and by their nature can capture only recollections and interpretations of events and not the actual events themselves. Hence, other procedures are also necessary."

One of the advantages of recording a lesson is that it allows a choice of focus – this could be the teacher (if the teacher wears a microphone) or a particular group of students (if the recorder is placed close to them.) An additional advantage is that the recording can be replayed and examined

many times and can capture many details of a lesson that cannot easily be observed by other means, such as the actual language used by teachers or learners during a lesson (Richards & Lockhart, 2007).

Brophy (2004) states the importance of video observation as "…teacher educators are drawn to video because of its affordances make it uniquely valuable for conveying the complexity and subtlety of classroom teaching as it occurs in real time, with a richness and immediacy that written descriptions or transcripts cannot match" (Brophy J. , 2007, p. 287).

Roth (2007) notes in relation to "extending reflexivity", "…video allows us to push our analysis to deeper and more accurate levels" (Corscadden et al., 2010, p. 375)

Some of the earliest reports of using video in teacher education claimed that one advantage of video was the ability to substitute live observations with videotaped supervision (Olivero, 1965). The idea was that this would save on the supervisor's time without detracting from the supervisor's feedback (Sherin, 2007).

Video is not just a simple recording tool, but with the help of technological innovations, video and recordings can also be enhanced with remarks and comments by the use of annotation tools. Although video has long been used for self-confrontation (Fuller & Manning, 1973) and for examining one's own teaching practices (Grossman, 2005), recent developments in video annotation tools make video reflection increasingly viable and accessible. Such tools make possible the documentation and support of teacher self-analysis using verifiable evidence (Bryan & Recesso, 2006; Rich & Hannafin, 2008b; Sherin & van Es, 2005). Video annotation tools offer the potential to support both reflection and analysis of one's own teaching and to link captured video with related evidence (Rich & Hannafin, 2009).

Sherin (2007) mentions as one of the essential features of video recording - "watching videotapes of instruction has been found to be motivating for teachers, and in some cases to promote change in teachers' practices" (Sherin, 2007, p. 10).

Sherin (2007) also examines the affordances of video and lists what it is that video has to offer for teacher education:

- video is a lasting record
- video can be collected and edited
- video affords a different set of practices (p.11,12,13)

For the feature of affordance mentioned, Sherin (2007) relates this with three other characteristics: 1) video affords the luxury of time, 2) viewing video opens up the possibility of seeing alternate pedagogical strategies, 3) video provides teachers the opportunity to engage in fine-grained analyses of classroom practice.

We see and deduce from what is said about video recording that video has become an important tool in reflective teaching which

1) provides objectivity for reflection,
2) offers abundance of time for reflective evaluation,
3) saves time for supervisor or colleague observation of a teacher,
4) can be replayed whenever needed,
5) is more accurate and deeper in analysis,
6) is motivating for teachers

Table 1.3: Comparison of methods of reflective teaching

Methods	Advantages	Disadvantages
Peer observation	objective, focuses on both the teacher and the observer, approves dialogue among teachers, encourages open debate and critical discussion, supportive of risk-taking teaching,	psychologically unpleasant for many teachers, cannot be viewed repeatedly
Self-observation (diary/journal)	deals with thinking, can be read repeatedly, helps to examine self attitudes and beliefs	time-consuming, too formal, subjective, may focus on the learners more than teachers, cannot always be reliable when our memory is considered
Self-observation (recording)	objective, can be viewed repeatedly, time-saving compared to both peer observation and diary-writing, devoid of humiliation and other unpleasant emotions (if viewed only by the teacher), focuses on the teacher, involves all details (environment, student and teacher behavior), analysis may be informal, makes it easy to compare earlier and new recordings (behaviors, efficiency), presents real-life experience, supports learner-centered approach, more suitable to the idea of self-being and self-reflection	may deal only with behavior, difficulty in properly adjusting the camera

It is easy to see from the table 1.4. that self-observation via recording possesses more advantages and fewer disadvantages than other methods. If viewed soon enough after the lesson, in fact, it lets

the teacher not only observe the behavior, but also recollect the feelings, thoughts and ideas, thus removing the only non-technical disadvantage. This is why I expected it to be especially effective for reflective teaching.

1.3.2. How to Implement Recording in Class

Using video in school as an external researcher, a student teacher, a teacher or a visitor requires ethical procedures to be taken into account. Individual schools will have their own guidelines for the use of video in school. Some schools do not require specific parental permissions if the video is used only for classroom purposes and will only be seen by class members and teachers within the school, since this is considered part of the learning process (Coyle D. , 2011).

It is essential to be clear about how and why you are using video, who will be involved, where the output will be stored and how the output will be used, e.g. who will have access to it, where it will be shown and why (Coyle D. , 2011).

The most common way to record a class is to use the camera of the computer that will be used in the class. They usually have good sound systems and enough, continuous memory with a clear image to give an adequate view of what is going on in the class for both teachers, peers and administrative staff.

Another common way is to use flip cameras which are useful for educative purposes. They are also preferred by many teachers to record either the whole lesson or only student activities. There are various types of flip camerasto be used in the class as well as the personal cameras that we use for daily purposes which can be adapted for classroom use. There are also school camera systems that schools can easily provide for each classroom which will be a great opportunity for teachers so as to write their comments and share them as well as students who will have the possibility to re-listen the lesson.

Web sites such as InTime, TeachSpace, LessonLab, CaseNext and TeachFirst provide online video depicting practices of expert educators (Pea & Hoffert, 2007) for in-service and pre-service teachers. Although powerful and versatile, these applications primarily record or present rather than parse teaching events (Rich & Hannafin, 2009). Still they provide a big opportunity for individual recording of a class.

Recent technologic advancements have encouraged the development of several video-based tools for teacher training. The common theme among these tools is performance analysis.

Performance analysis can be defined as using video to analyze and understand a performance. Regardless of the actual capabilities of the individual tools, their primary purpose is to provide a practical solution to facilitate user analysis and feedback. MediaTagger, ANVIL, VideoTraces (Stevens, 2001), MediaNotes, VAST, VITAL, StudioCode, VAT, and Transana are a few examples of such systems (Wright, 2008, p. 28).

Teachers can utilize any of those video practices with an internet connection or those annotation tools which provide a great help for a detailed research of an individual lesson to observe students and to write comments afterwards. They can also use just a computer camera or a flip camera, even a mobile phone, as well as iPhones or iPods. Various methods have been used for the last two decades for this purpose from an easy, practical method to a professional one.

To summarize video-recording methods, we can give details in Table 1.5. (this table has been modified by me from (Rich & Hannafin, 2009, p. 54).

Table 1.4: Video-Recording Tools for Educative Purposes

Video Tool	**Requirements/challenges**	**Description**
Camera of a Computer	the (laptop) computer	• can be easily used from a computer • practical, ready for use • have a long memory
Flip Camera	a flip camera	• easy to use if you have one • portable and can be carried in around the class • need to be charged, or need batteries
Websites such as InTime, TeachSpace, LessonLab, CaseNext and TeachFirst	access to websites online	• they are expert teachers' video practices to watch • some of them include recording programs to film beforehand to show in the class
Video Annotation Tools e.g. MediaTagger, ANVIL, VideoTraces, MediaNotes, VAST, VITAL, StudioCode, VAT, and Transana	purchasing and downloading video annotation programs	• some of them are web-based while some are stand-alone applications • most of them have users select portions of video and associate text with

		them (Rich and Hannafin 2009), and also allows user to code and anlyze audio and video (Wright 2008) • professional video recording tools
Mobile phone	good camera quality	• useful for recording target activities of students • not easy to provide quality image and sound • may distract students' attention
iPhones, iPods, iPads	price	• not easy to provide quality image and sound image • may distract students' attention

Once you decide for the appropriate camera tool, then recording process starts by deciding about the exact purpose of recording which means to record a whole lesson or part of a lesson; to record the teacher or students. After the recording(s), it is necessary to annotate or interpret on the recording in order to find out the weaknesses and strengths depending on the target.

1.3.3. Collecting and Interpreting Data

In second language studies, not only does video recording enable us to accurately identify who is speaking, but also it provides information about posture, gestures, clothing, and proxemics, which inform us regarding native speaker norms with respect to these features and the degree to which the learners conform to them, which in turn provide us with some information concerning the extent to which the learners have been socialized into the target language community. Gestures, facial expressions, and other visual interactional cues also provide important information both on the negotiation of meaning and the negotiation of affect (Dufon, 2002). The visual information in videos also provides information on directionality and intensity of the interlocutors (Gass & Houck, 1999) cited in (Dufon, 2002).

According to Hall (2000, p. 661), "as records of primary data travel into the research community, we need to make decisions about what records to choose". After collecting sufficient amount of recordings at several sessions in order to observe the class in the light of some determined aims, some evaluation parameters should be decided for correct interpretation of behaviors and speech. In video recordings, these parameters are mainly given as questions directed to the (self-) observer. Questions as parameters can be decided after several recordings according to the observed weaknesses in the classroom, as well as before the start of first recordings so as to define the aims of recording.

What one person sees as an artful interaction between a teacher and a student, another person takes as the basis for confirming generalizations about all of their worst experiences in public school. Under these circumstances, informed consent, taken at the outset of a study or renegotiated as that study unfolds, is probably inadequate to deal with challenges to reasonable use that arise outside a research project (Hall, 2000).

According to Mondada (2006), the analytical task of recording (and, in the same way, of digitizing, anonymizing, transcribing, annotating, etc.) is to provide for the availability of relevant details – which indeed makes the analysis possible. Not recording some of these details (and a part of them are not predictable) would mean not providing for the very possibility of analyzing them and therefore the action they organize methodically. Thus, the ethnomethodological conversational inquiry adopts specific ways of shooting video which preserve key dimensions such as:

- *Time:* Openings as well as closings of an activity, its particular length and rhythm are respected.
- *Participation framework and interactional space:* All relevant participants are considered.
- *Multimodal details:* Video shootings aim to documenting multimodal resources (language, gaze, gesture, body displays, facial expressions, etc.) as they are locally mobilized and attended to by participants (Mondada, 2006, p. 5).

These key dimensions will provide conditions for a better evaluation. Yet, they are not always a must for a classroom video observation. Since the video observations are helpful data for teachers, "teachers can gain an insight into their cognitive interactions" which Meijer, Zanting, and Verloop (2002) cited in Reitano & Sim (2010, p. 218) summarize as concerning:

- split-second thoughts;

- tied to the specific moment;
- closely connected to teachers' knowledge and beliefs, on the one hand, and,
- closely connected to the teachers' classroom practice, on the other;
- integrative in nature

What some video annotation programs offer - as in VITAL (Rich & Hannafin, 2009) – is a guided thinking process to Observe, Think, Interpret, Ask, Transfer, and Reflect. This displays that teachers' or observers' their own comments with descriptive analysis of video recordings will illustrate a more positive change for the target behavior.

While the participants themselves are the main interpreters of the video-recordings, an outer observer may also interpret on the recordings. Halter (2006) states that collaboration is critical to reflecting on one's own practice (Halter, 2006). This may be because individuals tend to regard themselves as "proficient, and honest/objective evaluation is difficult" (Rich & Hannafin, 2009, p. 62). Through collaborative reflection, teachers receive the objective evaluation, as Barber (1990) advocates, and the ability to align evaluative purposes and goals (Wright, 2008).

Thus, there might be two interpreters while analyzing the recordings:

1. one is the teacher or the main observer of the video recordings holding the research,
2. the other should be a consultant who can objectively comment on the videos.

This will help the reflective comments and the research study to be more accurate. However, for self-analysis from video recordings, it is essential to use individual recordings for analysis of recordings, while a consultant can be optional for the interpretation phase. Teachers' own assessment will maximize the results of recorded observations.

1.3.4. Teachers' Self-Assessment through Recording

The process of self-evaluation of teaching requires teachers to reflect upon the effectiveness of their instructional delivery for the purpose of informing areas of improvement in teaching skills (Keller et al., 2005). Various approaches have been used in teacher education to support teacher self-evaluation. Haertel (1993) cited Lee & Wu (2006), classified advances in educational research methods that have influenced teacher self-evaluation into three categories: (1) rating scales and self-reports; (2) electronic recordings; and (3) teacher reflection and teaching portfolios.

In Chan's (2010, p. 1-4) study, methods for self-evaluation of teachers are mentioned as:

1. Self-monitoring
2. Audio and video recording
3. Students' feedback on teaching
4. Feedback from observation by other colleagues and experts

According to the study by Capizzi et all. (2010), examination of videotaped and audio-taped lessons allowed intensive evaluation and self-reflection on lesson components with active involvement by teacher candidates. Use of videotapes and subsequent reviews of instructional delivery warrants investigation as a way to enhance supervisory feedback during teacher candidates' field experiences (Capizzi et al., 2010).

In video and other visual playback, the person's physical self is forcibly brought to his attention. Unless some other focus, perhaps some powerful focus, is provided, self-viewers seem to focus on themselves, their appearances instead of language and teaching methods applied. However, continued playback ("3 sessions" as indicated in a study) preceded by training (48 hours) in analysis of teaching behavior, has been shown to increase focus on the teaching act (Beics & Webb, 1971). Apparently first exposure to playback without preparation causes intense self-focus, but other interventions can modify this effect (Fuller & Manning, 1973).

Video playback is often found to be a demanding experience (Fuller & Manning, 1973). What is explained to teachers by many experienced video users is in fact that they will not be bothered by the use of video playback. Many observers try to decrease the stress the teachers feel for playback (Chase et al., 1971). The video annotation tools, though, can easily help teachers for the playback and it can become as easy as the video recording itself. Besides, the teachers who want to evaluate their own teaching methods will find video recording and playback easier and less demanding than self-reports or peer observation after some experience.

What is suggested to teachers by Pearson (2011, p.1) in a booklet prepared about video recording guidelines is: "There is no requirement or expectation for you to create a professional quality production. It is not necessary to be technically perfect and it is best if your efforts are focused on capturing evidence that meets the criteria in the rubrics. It is important, however, that the quality of the video-recorded activities be sufficient for scorers to understand what happened in your classroom."

True, reports about video playback are almost unanimously optimistic, even enthusiastic about its benefits. Expressions of satisfaction come not only from investigators, but also from

teacher educators (Chase et al., 1971) and from subjects themselves. Even when no significant differences are found between experimental (playback) and control groups, the use of playback may be recommended not only for the population which demonstrated no significant improvement but also for other groups (Fuller & Manning, 1973).

Although video playback seems to increase realism about the self, it does not seem to increase realism about others, at least when such realism is defined as differences between a student's ratings of another teacher and the rating by supervisors of that other teacher. In that case, however, the findings may have been due to differences between the two kinds of raters.

Video observations provide teachers the opportunity to further analyze their teaching from multiple unbiased perspectives (Brophy J. , 2004). Arther (1999, p. 24) suggests teacher growth hinges on connecting feedback to actual examples. She says that unsubstantiated feedback rarely has lasting effects, whereas when feedback "statements can be connected to actual samples…it provides a powerful instructional tool".

The benefits of watching video performances for teachers can be categorized into three main categories:

a) Recalling instructor feedbacks
b) Detecting strong and weak sides
c) Increase in motivation
d) Increase in performance quality (Deniz, 2012, p. 5)

The value of video in reflective thinking and teacher assessment is confirmed in many studies. Gün (2011) supports this idea and adds that 'the reasons for that effective reflection were firstly that the teachers knew exactly what to look for when they watched their videos; they were aware and already had a critical eye, thanks to the focused input sessions they attended, and secondly that their videos provided "observable evidence of their instructional decisions" (Rich & Hannafin, 2009 cited in Gün, 2011, p.133).

If we summarize the characteristics of using video recording for teacher self-assessment, the video recording and playback:

- provide teachers a less demanding and easier way of assessment than self-reports and peer observation.
- offer a powerful self-focus and attention which is followed by an increased focus on the teaching act.

- bring optimism and satisfaction not only to teachers themselves but also to the observers even when no significant difference is found.
- give teachers the opportunity of analysis from unbiased perspectives.

Video analysis may offer potentially rich, complementary, and highly situated methods to elicit teachers' beliefs about specific teaching practices (Rich & Hannafin, 2008). Likewise, students' assessment in video recordings is also an essential criterion that gives opinion about the teacher whether s/he is present in the video or students are recorded for their performance alone. Student assessment is not only important for the student progress, but also provides positive attitudes towards the teacher's success.

1.3.5. Psychological Impact of Recording on Students and Teachers

Students have different levels of knowledge and skills, learning preferences and styles, which may be addressed on an individual basis by digital technologies, thereby enhancing learning (Bagarukayo et al., 2011). Learning style is the composite of learner's motivation, information-processing habits, cognitive, affective, and physiological characters that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment while engaged in the learning process (Akdemir & Koszalka, 2007; Baykan & Nacar, 2007).

Technology uses different types of (multi) media; text, videos, audios, among others and therefore addresses the different learners interests, needs, goals, preferences, styles and motivation (Bagarukayo et al., 2011). Due to the continuous emergence of new technologies, more and more students want to use hi-tech electronic devices for learning (Bagarukayo et al., 2011).

Digital media can be used to support learning activities in and out of school in both formal and informal situations (Ficheman & Lopes, 2008). Typically students are interested in using new technologies like mobile phones, tablet computers, game computers, iTunes, video recordings, iPhones, iPods, iPads and social media programs like Facebook, Twitter, YouTube and Flicker. Therefore there is a demand for creation of tools that enable students to learn according to their current habits, at their own pace and time (Bagarukayo et al., 2011).

Digital media is believed to motivate the learners and engage them in the learning process. The use of digital technology may also make teachers work easier since teaching overcrowded classes is an uphill task (Ficheman & Lopes, 2008 cited in Bagarukayo et al., 2011).

Currently, “there are a growing number of universities worldwide recording lectures for students to access” (Bagarukayo et al., 2011, p. 3). According to that study, the students were asked how the videos helped them to prepare for the upcoming lectures. 46.4% said the videos help them to get better prepared for the next lecture, 7.8% said the videos helped them to make less notes, 7.2% said the videos enable them to ask more questions and 38.6% had other reasons. On average 81% of the students said they would continue watching more lectures on video to prepare for the exam and 19% would not use the videos for exam preparation. Sometimes students miss lectures for different reasons. 79% said they watch the videos to catch up with the class they missed and 21% did not watch the videos to catch up for missed classes. In the light of reached results, it is explained that “students appreciate the immediate availability of information on video to make the most of micro moments. Based on their perceptions, the students believe videos are a good supplement to their classes” (Bagarukayo et al., 2011, p. 20). In the same study, teachers think that videos provide a good repetition and source to classes but they should not replace the traditional classrooms. There is also need for the teachers to cooperate and support the students and facilitators to increase students’ interest in videos.

Videos are effective because of their convenience since students can choose the time, pace and place and repetition, since students can look at content over and over again if it was confusing the first time. Videos enable students to watch a lecture they were unable to attend, understand difficult concepts and to further process material from the lecture. The students who watch videos again have more time on task and are more motivated and interested in the first place than those that do not. Research done on the effects of video lectures shows that video lectures have a positive effect on the motivation and success of students (Arias et al., 2011).

They indicate that students pay more attention, are more involved, better prepared for exams and get better grades. Since videos offer the advantages above, this indicates that learning is enhanced. The ability of students to view the content repeatedly and at their convenience also enhances learning. However, research at the University of Florida also shows that the learning efficiency of students, who attend classes only once, is lower than that of students who were in the lecture full time. Therefore students should be encouraged to attend class even though videos will be available on Bb (Blackboard) (Bagarukayo et al., 2011).

Not only the recordings of institutions as an official process are effective for students, but also teachers’ individual video recordings produce the same effect on both students and teachers,

and provide an alternative assessment method for students. The individual recordings of teachers help both teachers and students evaluate their own strengths and weaknesses.

Teachers self-evaluate their teaching skills and lessons easily, and this makes teachers more eager for self-evaluation and improvement. Video-recordings are also regarded as more objective and convenient for teachers than the assessment of peers or administrators. An in-class evaluation of self and peers can bring more excitement and ambition for further progress. Teachers can have more control to focus on what they need to record and the psychological excitement will even be less compared to the institutional recordings.These kinds of videos aim to observe the progress (or its absence) of either teachers or students, or both, so they can bring more realistic information for self-reflection purpose of teachers.

What is observed in many video cases is that both students and teachers use the first several recordings of video records to watch, evaluate and eliminate the alienation towards their own presence on the records. This inclination towards the recordings is defined as a "cosmetic effect" (Deniz, 2012, p. 6) which is inevitable for the initial recordings. Only after this phase the participants can start to evaluate the target event in the videos (Deniz, 2012). This later process will show less excitement and more positive action towards the target behavior from psychological perspectives.

Video recording has a positive impact on novice teachers as well. Savas (2012) writes in her study that teachers stated the positive effects of videos used in their prep classes for their micro-teaching practices. First of all, "recording and watching their prep-videos encouraged participants to evaluate their work objectively. Another participant stated that prep-videos encouraged them to talk about the lesson plan, which helped them to be more prepared for the micro-teachings" (Savas, 2012, p. 110). Second advantage of prep-videos was increasing self confidence among teacher trainees'. Another advantage of prep-videos was improving speaking skills. Participants found prep-vide s helpful especially for improving their pronunciation in English (Savas, 2012).

The psychological impact of recording on students and teachers can concisely be explained in the Table 1.6. from the perspectives of the two.

Table 1.5: The impact of video recording on students and teachers learning/teaching a foreign language

For students	For teachers
Increases interest, motivation via feeling of non-traditional learning, which, on the other hand, coincides with out-of-class activities (authenticity)	
Permits modeling and rehearsal	Permits modeling; teachers better diagnoze students' problems; via repeated viewing permits to concentrate on various aspects of student/teacher behavior
Students take responsibility for their learning	Reachers become more self-observing and critical
Video conveys information about the linguistic and extra/paralinguistic aspect of communication	Video conveys information about the linguistic and extra/paralinguistic aspect of communication
Feedback in an intimate (non-public) way, if necessary/desired, teacher or peer assistance can be received	Feedback in intimate (non-public) way, if necessary/desired, expert teacher help may be received
Can be used in and out of classroom	Can be used in and out of classroom
Permits practice and preparation for assessment	
Helps identify problems	Helps identify problems
Permits to see progress (or its absence)	Eventually enhances self-confidence
Permits assessment, peer and self-assessment	Permits assessment, peer and self-assessment
Permits to be more objective towards oneself	Permits to be more objective towards oneself

We can see that some advantages coincide for students and teachers, while some of them are either similar or different.

1.4. Conclusion of Literature Review

The literature discussed in this study is intended to explain the theoretical aspects and to support the following process of the study and the experiment of the research.

Speaking skill is regarded as an essential skill that each language learner should acquire. It is agreed on by many researchers and in many studies. In this respect, teachers are responsible to assess the strengths and weaknesses they have in their teaching abilities. What we support with this literature review is the hypothesis that teachers' self-assessment through video recording method of reflective teaching helps teachers improve teaching speaking.

Using video recording for speaking assessment has two clear advantages. First, it can allow both the learner and the instructor to see the performance as many times as necessary to accurately and objectively analyze the various aspects of their performance (Christianson et al., 2009). Second, it can help teachers and students to define goals for the progress of their own teaching and learning

skills after self-assessment. Video recorded classes provide a convenient and effective way for self-reflection of teachers.

In the next chapter, I make explicit the psychological aspects, the methods and the methodology that my study implements.

Chapter 2. METHODS OF TEACHING SPEAKING SKILLS ACCOMPANIED BY SELF-REFLECTION VIAVIDEO RECORDING

2.1. Teacher Application of Speaking Lesson Recordings

Nowadays, in spite of the inevitable criticism of available methods, techniques or resources, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era it has been treated as the major goal of language training and its proper development has become the focus of attention of both teachers and learners. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advancedlearners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom (Aleksandrzak 2011).

According to what the hypothesis of this study indicates, video recording as a teacher reflection method positively effects the quality of language teaching and the formation of EFL speaking skills. In this research study, while the development of the speaking skills is regarded as an essential skill in language teaching which needs to be taught and/or improved as part of language teaching, video recording is considered as an effective method which has a positive impact in teachers' self- assessment and their professional development.

In this chapter, I explain how teachers apply video recording of their speaking classes to promote teacher reflection. I describe the observational process of video recording and try to make its steps explicit for EFL teachers in order to follow it for their self-reflection. The aim of this chapter is to illustrate the feasibility of video recording in speaking classes and to tempt and encourage EFL teachers to apply video recording for their self-assessment and student assessment.

2.1.1. Steps of Reflective Process

When a teacher/practitioner wants to apply the reflective teaching for self-development, there are primarily two ways that involve "*reflection-on-action*" and "*reflection-in-action*" as the terms brought by (Schon, 1983, p. 68). Reflection-on-action requires looking back on what one has accomplished and reviewing the actions, thoughts and product (Killion & Todnem, 1991), while

reflection-in-action is the act of implementing the reflection at the time of the task, to critically think and analyze the activity.

Teachers' personal reflection must be subject to systematic questioning so that professional practice can be justified. For example, teachers should question:

- ✓ What action/s they might have taken in a particular situation and why (*reflection-in-action*);
- ✓ Possible reasons to suggest how students learning opportunities might be maximized or inhibited (*reflection-on-action*); and
- ✓ What problems they encountered in their teaching and how they overcame them, or what they need to do to overcome them in the future (*reflection on experience*) (Zwozdiak-Myers, 2011, pp. 31-32)

Killion and Todnem (1991) added a third direction for Schon's two-dimensional analysis of reflection that is "*reflection-for-action*", instead of "reflection on experience" phase added by Zwozdiak-Myers (2011, p. 32). This reflection form expects the participant to review what has been accomplished and identify constructive guidelines to follow to succeed in the given task in the future (Killion & Todnem, 1991). Meanwhile, Schon (1987) states that reflection occurs before and after action. This he refers to as reflection-on-action. Therefore, before teaching, teachers reflect and plan the lesson and, after teaching, they consider or think about what occurred (Minott, 2006). According to his definition, reflection-on-action refers both pre and post actions, and can be used for either of them. We can also infer here that the order of stages can be either from "reflection on action" to "reflection in action", or from "reflection in action" to "reflection on action" since both ways are correct for the necessity of reflection before and after phases of the action.

There are variety of steps to be used to implement reflective practice in addition to the main idea of reflection-on-action and reflection-in-action. According to Abrami et. al. (2008) and his self-regulated learning theory which was developed as a model for students but a helpful strategy model for teachers as well, stages of reflective practice are 1) planning (before), 2) doing (during), and 3) reflecting (after) (Abrami & et al., 2008, p. 4).

The model resembles the model stated in Minott (2006) who counts the phases of reflection as *lesson planning, implementation* and *evaluation*, and employs the reflection in all three phases.

Dewey (1993) also suggests that an effective reflection-for-action experience includes three phases: *description, analysis, and action*.

The description phase involves teachers' being willing and able to accurately describe, illustrate, and/or portray the situation in which they find themselves. This step relies upon their ability to recall what occurred during their performance and requires that they describe the performance from various viewpoints, stating biases, while accepting and accounting for the various lenses through which the description could be interpreted. The description should contain sufficient detail to provide for a rich and thorough analysis.

The success of the analysis phase depends on the accuracy and richness of the description phase. A rich description will better prepare the teacher to critique the problem or issue identified in the description phase. Dewey (1993) suggests that during this phase the teacher will "think the problem out" (p.6), trying to fit it in within their personal approach to teaching, learning, who they are, and who they feel their students should be. Rodgers (2002) clarified the definition by detailing the primary objective of the phase: to formulate an action or hypothesis that helps support solving the problem or issue. Dewey said the action should be an "intelligent action" based on the "active, persistent, and careful consideration of any belief or practice in the light of the reasons that support it and the further consequences to which it leads" (Zeichner & Liston, 1996, p. 20).

The action phase involves implementing and testing the hypotheses developed during the analysis phase (Tillema, 2000; Smith & Schwartz, 1988). Schon (1987) among others, says that the key element of the action phase is the continued monitoring and evaluation of the action to ensure it is leading to sustainable, purposeful, and long-lasting changes (Schon, 1987; Smyth, 1992; Jay, 2002 (Jay 2003)as cited in (Wright, 2008).

A similar approach comes from Richards (1991, p.2) who describes his three part process as:

1. The event itself,
2. Recollection of the event,
3. Review and response to the event.

First stage is the event itself. The starting point is an actual teaching episode, such as a lesson or other instructional event. While the focus of critical reflection is usually the teacher's own teaching, self-reflection can also be stimulated by observation of another person's teaching.

Second stage is the recollection of the event which is an account of what happened, without explanation or evaluation. Several different procedures are available during the recollection phase, including written descriptions of an event, a video or audio recording of an event, or the use of check lists or coding systems to capture details of the event.

And the third phase is review and the response to the event. Following a focus on objective description of the event, the participation returns to the event and reviews it. The event is now processed at a deeper level, and questions are asked about the experience (Richards J. C., 1991).

The stages of reflective practice are also handled according to the qualitative distinctions in the discourse of reflective conversations as inferred from Zwozdiak-Myers (2011, p. 37). These are classified in the table (Table1.3.) below as "*descriptive reflective conversations"*, "*comparative reflective conversations"* and "*critical reflective conversations"*.

Table 2.1: Types of questions related to specific types of qualitative discourse (Zwozdiak-Myers, 2011, p. 38)

Types of Discourse	Types of Question
Descriptive reflective conversations	• What did I teach in the lesson? • How did I teach it? • Did all students achieve the intended learning outcomes? • What teaching and learning strategies were effective, or ineffective? • How do I know? • What does this mean? • How does this make me feel?
Comparative reflective conversations	• What different strategies might I use in my teaching? • What are the advantages or disadvantages of using particular strategies for diverse learners? • How might colleagues and/or students explain what is happening in my classroom? • What research enables me to gain further insights into this matter? • In what ways can I improve the ineffective elements of my teaching?`
Critical reflective conversations	• What are the implications of using particular strategies in my teaching when viewed from alternative perspectives? • On the basis of these perspectives and their implications, what strategies would be the most effective in helping students to achieve the intended learning outcomes within a specific context? • Are these learning outcomes appropriate for the whole range of diverse learners within the class – where is the evidence? • Why select this particular strategy for this particular group of students rather

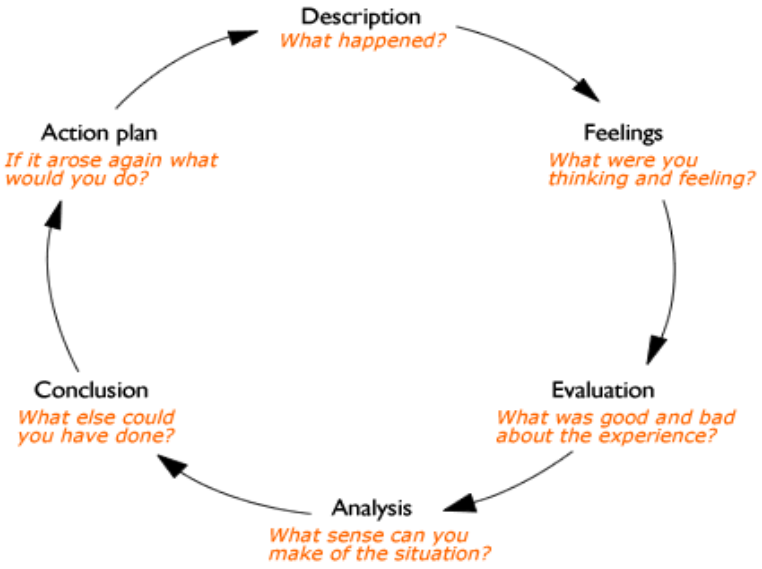
	than an alternative – what evidence base have I drawn upon and why? • Why do I teach what I teach in the way that I teach it to a particular group of students? • How does my choice of objectives, learning outcomes and teaching strategies reflect the cultural, ethical, ideological, moral, political and social purposes of schooling?

As we recognize by evaluating different classifications of the stages of reflective practice, models vary in their levels of prescription, explanation, criticality and reflexivity, but most share a focus on reflection as being essentially retrospective (Schon's reflection-on-action). Quinn (2000) suggests that the different models all tend to involve three fundamental processes:

- *"retrospection:* i.e. thinking back about a situation or experience;
- *self-evaluation,* i.e. critically analyzing and evaluating the actions and feelings associated with the experience, using theoretical perspectives;
- *reorientation,* i.e. using the results of self-evaluation to influence future approaches to similar situations or experiences." (Quinn, 2000, p. 82) (Finlay, 2008, pp. 7-8)

There are also some models which illustrate the stages of reflective practice in cycles. One of the models of reflection most commonly cited is Gibbs' Reflective Cycle (1988) (See Figure 1.1). Built from Kolb's experiential learning cycle, it proposes that theory and practice enrich each other in a never-ending circle (Finlay, 2008).

Figure 2.1. The reflective cycle (Gibbs, 1988, p. 46)



A useful model for reflective teaching is proposed by Pollard (2008) (See Figure 1.2.). This model applies to both the reflective practice of an individual teacher and to whole school development (McCullagh, 2010).

Figure 2.2. The process of reflective teaching (Pollard et al., 2008, p. 18)

Reflective teaching is applied in a cyclical or spiraling process, in which teachers monitor, evaluate and revise their own practice continuously. Teachers are principally expected to plan, make provision and act. But reflective teachers also need to monitor, observe and collect data on their own and the children's intentions, actions and feelings. This evidence then needs to be critically analyzed and evaluated so that it can be shared, judgments made and decisions taken. Finally, this may lead the teacher to revise his or her classroom policies, plans and provisions before beginning the process again. It is a dynamic process which is intended to lead through successive cycles, or through a spiraling process, towards higher-quality standards of teaching (Pollard et al., 2008).

As one of the purposes of reflection is to improve practice, we need to look forward as well as backwards. Ghaye and Lilyman (1997) suggest that a model in the form of a "learning spiral" could assist us in this task. Here, the practitioner is encouraged to create a plan (e.g. prepare a teaching plan for an information literacy class); act (teach the session); observe (listen to feedback or read comments on course evaluation forms); reflect (think about what went well or what could be improved in the next teaching session); and then consider a revised plan, before acting and moving further along the spiral (Forrest, 2008).

Reflective teaching is an inquiry-oriented process during which a teacher engages in a cycle of thought and subsequent action on professional experience. Research indicates that structured reflection on practice promotes professional learning (Sparks-Langer, 1991). The teacher self-reflection process can be with a series of global questions:

- Which current practices can I abandon to make room for new patterns in my work?
- What can I do to help students learn more in the limited amount of time we have together?
- Who are my students? What do they want?
- Who am I? What do I have to offer? What historical and cultural lenses frame my teaching?
- How can I force myself out of my comfort zones and preferred cognitive style?
- How do I seek new opportunities for learning?
- Am I having fun? (Nova Scotia Teachers Union, 2003, p. 5)

As we mentioned with the stages and models of reflective practice, reflection should be structured by questioning of one's self and self-experiences. After understanding the stages of reflection, next is to plan and decide the practice with initial questions prepared. After this phase, the reflective practitioner needs some methods to critically reflect on the action and engages in the situation.

Smith gives a good summary of the stages of reflective practice as stated below:

"We have to take certain things as read. We have to fall back on routines in which previous thought and sentiment has been sedimented. It is here that the full importance of reflection-on-action becomes revealed. As we think and act, questions arise that cannot be answered in the present. The space afforded by recording, supervision and conversation with our peers allows us to approach these. Reflection requires space in the present and the promise of space in the future." (Smith, 1994, p. 150)

2.1.2. Planning the Observation Phase of Recording

The better the process of reflection will be planned, the more efficient it will be. All phases of video-recording and reflection have to be scrupulously planned. Based on literature analysis in chapter 1, I will try to give my suggestions on how teaching speaking accompanied by recording can be applied efficiently to improve teaching quality as well as students' speaking skills.

Teachers usually believe that speaking in L2 is a natural ability that students gain after learning some rules and usages of the language. However, in Turkish educational system, it has

already been applied and seen that students do not speak even though, in many cases, they know well enough vocabulary and grammar. They restrain from speaking in English probably for some psychological reasons as well as language deficiencies, and also motivational problems. In all these cases, teachers first need to seek the problems or lack of teaching reasoning from themselves.

Reflective teaching is, as we mentioned in the previous chapter, a critical action towards self that teachers implement to improve their classroom management and teaching methods. Reflective practice as a subsequent result of reflective teaching is needed to be planned and designed in order to benefit from the practice. Observation, here, is an important element of reflective practice, and needs to be designed and planned in order to benefit from it.

What EFL teachers usually observe and reflect can vary. The reasons for observation mainly include:

- student behavior
- student learning
- classroom interaction
- teacher behavior
- the method of teaching
- classroom management
- type of the lesson (listening, speaking, reading, writing, grammar, vocabulary), and some other reasons.

The teaching methods and skills of speaking of EFL teachers, and Turkish students' performance and success entail a good reason for teachers to do self-observation. Observation, which is part of the planning phase, itself involves some observation sub list. In speaking classes, teachers need to define their observational objectives as part of planning.

Beside these main observation elements, students particularly have some speaking difficulties in L2. These difficulties which were indicated in *Table 1.1. of Chapter 1* include some necessary observation areas which are indicated in the checklist (Table 2.1.) provided below to assist EFL speaking teachers.

Figure 2.3. Main objectives of observation for teachers in speaking classes

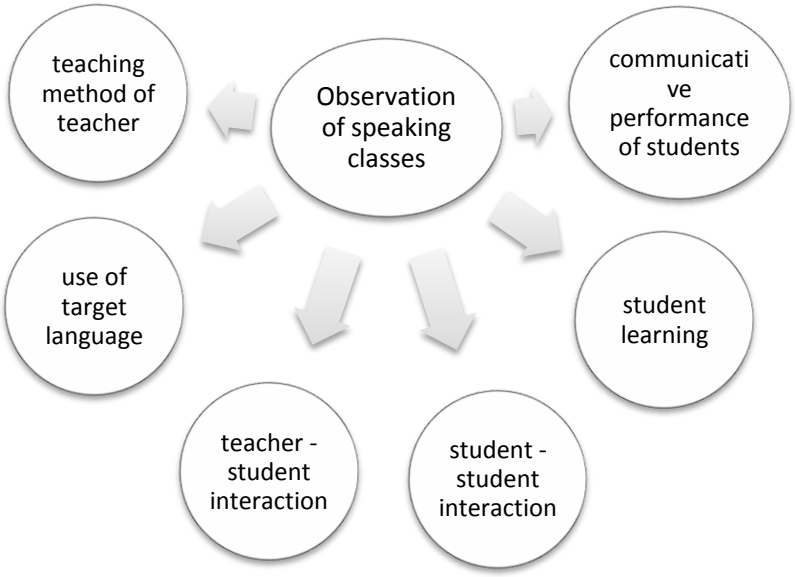


Table 2.2: Observation checklist for speaking classes

4-Satisfactory 3-Needs improvement 2- Unsatisfactory 1-Not applicable

Elements of speaking	**1**	**2**	**3**	**4**
Relevancy				
Fluency				
Sentence Structure				
Vocabulary				
Pronunciation				
Accuracy				
Complexity				

The observation checklists and rubrics are necessary to define the speaking problems and to solve them later on. Speaking teachers need to identify the necessary elements of observation in overall so as to deal with the target behaviors as part of their reflection.

Other criteria that display the difficulties of students during speaking classes can be given in another checklist (Table 2.2). This checklist model gives information about many aspects of difficulties that students face, and it is helpful for teachers to define the type of the problems. This checklist is applied by the teacher after fulfilling a student questionnaire and following its results.

Table 2.3: Observation checklist for speaking classes to find out the nature of difficulties for students

Type of difficulties	***Exist***	***Somewhat exist***	***Does not exist***
Language difficulties			
Extra-linguistic difficulties			
Socio-cultural difficulties			
Psychological difficulties			
Strategic difficulties			

The observation rubric model that I offer and have used in the process of experiment for the observation of speaking classes after video recordings is shown below (Tables 2.3 and 2.4). It is determined that a rubric which is organized separately for teachers and for students will be more effective for observation results. The criteria given in teacher and student evaluation rubrics are observable items during video recordings, and the rubrics show the teacher the frequency of actions, which provides a helpful information for analysis and evaluation.

Table 2.4: Observation rubric for teacher evaluation after recordings

1- Almost never 2- Not often 3- Sometimes 4- Often 5- Very often

WEEKS							
	1	***2***	***3***	***4***	***5***	***6***	***7***
Motivating students to speak							
Teacher talk time							
Teacher's use of L2							
Teacher interference during speaking							
Use of group work for speaking activities							

Table 2.5: Observation rubric for student evaluation after recordings

1- Almost never 2- Not often 3- Sometimes 4- Often 5- Very often

WEEKS							
	1	***2***	***3***	***4***	***5***	***6***	***7***
Students' interest							
Student talk time							
Students' use of L2							
Students' use of L1 during speaking							
Students' learning							

After the observation begins upon the selection of what is needed to be observed, then the reflective method is decided upon. Planning of reflective practice also includes the planning of the reflective method (diary keeping, self-reports, autobiographies, peer observation, audio/video recording) to be used for self-observation.

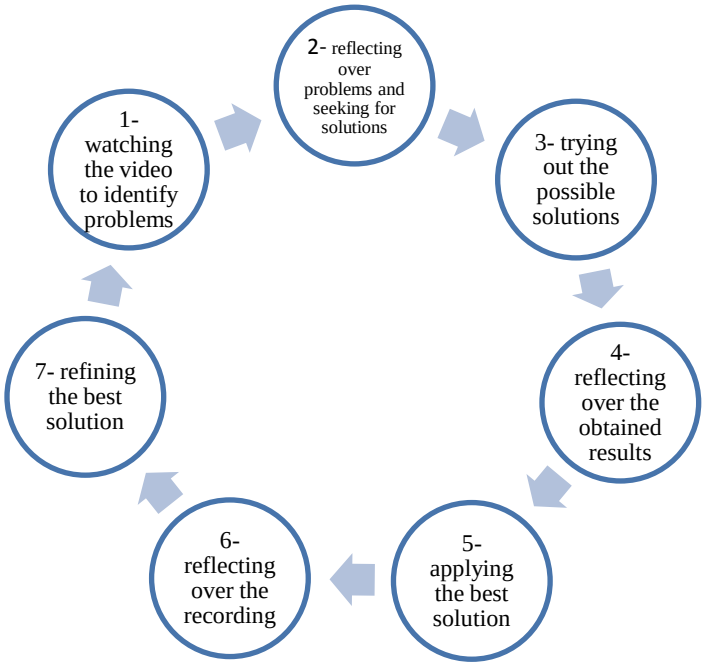
The teacher chooses one of these methods considering the observational needs. The selection of reflective method does not require any certain rules to be followed except the desire of the teacher to implement self-reflection and self-inquiry. In this study, I focused on video recording method in order to reach more concrete and more observable results since speaking skill itself is more subjective to evaluate. I also believe that video recording will be more helpful than other methods while observing the teacher behaviors.

The next step is the planning of reflective practice after selecting the reflective method. The planning phase of reflective practice is necessary for teachers since teachers need to find out their own weaknesses and reflect, and then, they plan for the target behavior, after this they act for the target behavior, and as for last, they do analysis and evaluation. These steps (Figure 2.1) provide the phases of observation for reflection that are same for each reflective method and which were also explained in details in *Chapter 1 in 1.3.3. Steps of Reflective Process*.

This model of steps for reflective practice accompanied by video-recording had been designed to be used in this study. All these steps are part of the planning of reflective practice and a proper reflection necessitates to be planned. Otherwise, it is not going to provide the desired results

either for academic or for individual purposes. Throughout the practice, "reflection" phase is considered to be the major part since reflection provides the main decisions, and makes the observation a self-realization and success. These reflections also represent "*reflection-on-action"* and "*reflection-in-action"* phases as offered by Schon. (1983, p. 68).

Figure 2.4. The steps and the cycle of observation for reflective practice



The planning phase can either be appended inside the syllabus and followed by the teacher as part of the syllabus, or it can be carried out by the teacher apart from syllabus as an individual request and desire. In this case, the teacher makes some individual changes in the syllabus which will not affect the real pacing of the lesson. These changes provide teachers to implement the planned target action which is followed after the reflection.

Reflective practice is usually considered as a voluntary action held by the teachers themselves. While for the in-service teachers, it is desirable, although reflective teaching is still not very common everywhere as part of a syllabus, for pre-service and novice teachers, reflection can be a required action by the advisor teachers or administrative. In this study, I carried out a video observation individually apart from the syllabus which necessitated some minor changes in the syllabus.

During the reflective practice, the teacher uses some questions for reflection. Questioning is an essential aspect of self-reflection. These questions also provide teachers a planned observation for the target behavior.

Questions may either be composed by the teacher him/herself or the questions can be adapted from professionals. Questions should first be used for the observed behavior in order to improve the behavior and also the lesson. For that reason past tense should be used in order to do the initial inquiry. Some example questions that teachers might use as a model and which are used in this thesis study, as well, are:

1- *Which methods did I use while teaching (speaking)?*
2- *How did I behave while teaching (speaking)?*
3- *Were students actively engaged with the lesson?*
4- *How could I determine if the students were actively engaged? (Richards, 1991)*
5- *What were my negative attitudes that I observed?*
6- *What were my positive attitudes that I observed?*
7- *What do I want to change for the next lesson?*

After the first reflection part, while taking the action within the sphere of these target questions for the target behavior, the next reflection also requires questioning for the analysis and evaluation of the target behavior. The teacher analyzes and evaluates him/herself by answering the reflective questions:

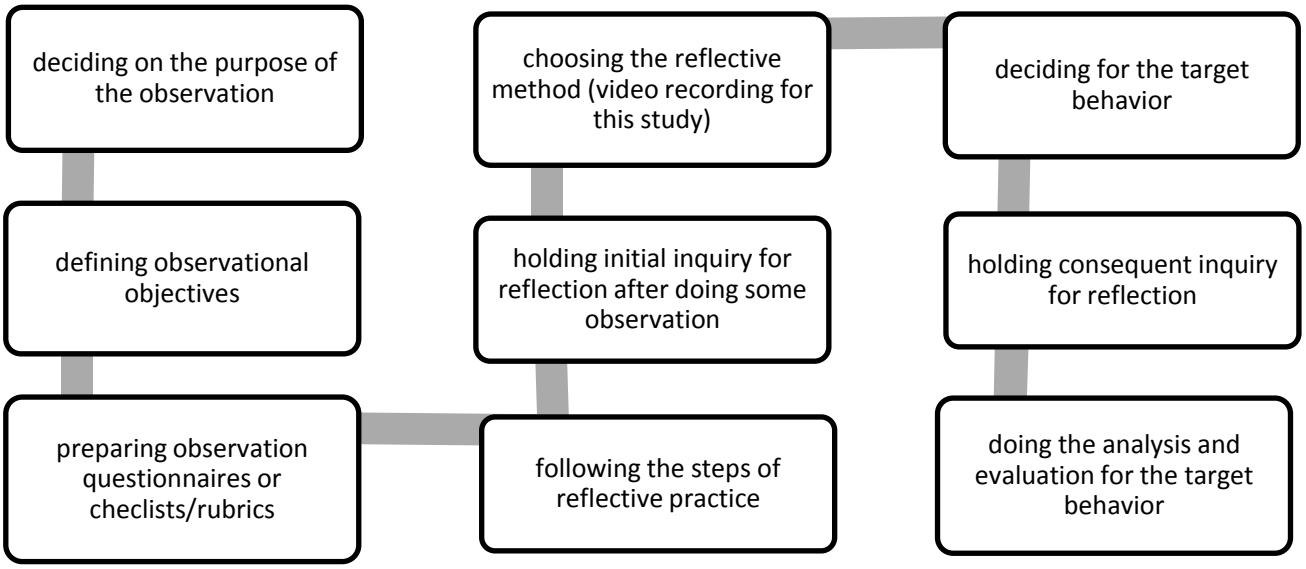
1- *Did I observe any positive change in the student's behavior?*
2- *Did I observe any positive change in the teacher's behavior?*
3- *Did the students benefit from the lesson/method?*
4- *Did the teacher benefit from the lesson/method?*
5- *How do you evaluate your overall teaching during the observation?*

The teacher's self-questioning orients him/her to a planned, organized self-observation and reflection. The questions can be repeated for some weeks during the video recordings to a determined time or till the target behaviors are reached.

After this, the teacher needs to analyze and evaluate him/herself taking into consideration the held observation, questions and the observation checklist or rubrics. The analysis and evaluation parts can be the written comments of the teacher that prove the success of the observation from the chosen angle.

We can give a summary of these stages of a reflective observation which is used to achieve video recording of EFL speaking classes as below in *Figure 2.3*.

Figure 2.5. Stages of planning the reflective observation for the EFL classes



The first box - deciding on the purpose of video observation – deals, on the one hand, with our concentration on teacher or student behavior, on the other hand, on its linguistic (pronunciation, vocabulary, grammar, cohesion, style, variety), psychological (strategic, motivational, etc.), or pedagogical (organizing, managing, etc.) aspect. To make the reflection effective, it is better at one step to choose only one aspect for observation.

These stages have been used and followed in this study as a model. Video recording as part of reflective teaching provides the necessary information for our observation and experiment. For that reason, video recording is considered highly essential for teacher evaluation of this study and student observation during speaking classes.

2.1.3. Recording Stage

The reflective planning phase which was shown in the Figure 2.2. with the steps and the cycle of observation forms the basis for video-recording observation. Video-recording enables to keep the record of observations without much effort, to save time for the teacher, to replay what is recorded over and over again, and to do a more objective reflection and evaluation for the teacher.

Video is a very effective tool for teachers to observe themselves and do reflection as well as to use it for the observation of student behaviors.

The EFL speaking teacher first defines the need for video recording him/herself and the class (the students). The video recording starts after defining this need for self-evaluation. Teaching speaking, the difficulties that the teachers face, evaluating teacher behaviors and methods of teaching, and evaluating student behavior and progress provides the basis for video observation in this study.

For the recording of students, the teacher needs the permission of both the school administration and the students themselves. The permission, appertaining to the attitude of school administration, might be a written or an oral consent. School administration might often demand a written explanation and a permission request in order to protect the rights of students. As for students, their attitudes towards video recording is usually a positive oral consent. In order to eliminate their doubts and to make the recordings easier for teacher, the students should be informed about:

- why you need the recordings
- who will be recorded
- what purpose the recordings will be used for
- who will see the recordings

Otherwise, some students might be against the recording.

Placing the camera to an adjusted part of the classroom so that it will not bother students will also help to eliminate the student anxiety. Besides, while during the initial video recorded lessons, the students are more stressed, afterwards, they begin to get used to it and even will not be aware of the camera. If we also consider the inclination and addiction of many children, teens and students towards photo and video cameras, and watching videos on internet and from their mobile phone devices, we will realize that video recording in classes is sometimes an enjoyable and a motivating activity for students.

There are different ways and different types of cameras to use in the classroom to perform video recording. The most common ones used for classroom purposes are:

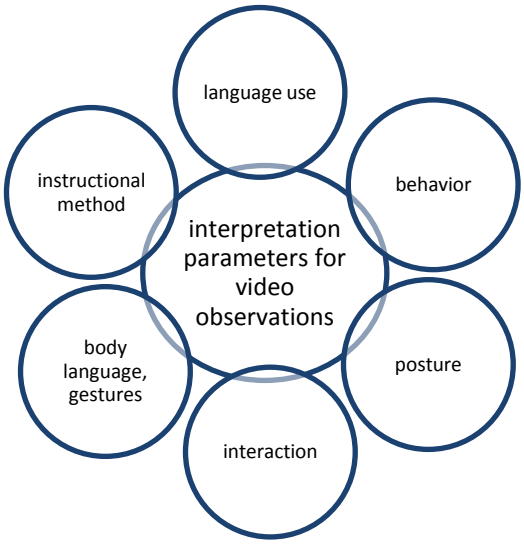
1. institutional camera systems
2. camera of a computer/laptop
3. flip cameras

4. video recording websites
5. video annotation programs
6. mobile phone devices
7. iPhones, iPods, iPads

Each of them has their advantages and drawbacks; however, what is used and offered in this study are the laptop camera systems which are called as "YouCam". They are easy for teachers to use and to adjust. They do not require any internet connection and are kept as video files to re-watch them over and over. They have a memory high enough to record a lesson uninterrupted, and the teachers do not need to worry about the lack of memory which is quite enough to record the whole observation phases during the semester. Besides, they do not have battery problem as long as the computer has its own battery. Moreover, they can capture a quite wide visual angle if they are placed in a correct way in the classroom. The sound system also enables to easily understand the teacher utterances as well as the students' ones, even though it is not perfect. The teachers might use laptop cameras easily and practically for video recording and reflective purposes which is indicated as a model in this study.

As soon as the teachers begin video recording, they identify their strengths and weaknesses in the recordings. They use some parameters so as to assess positive and negative changes in their behaviors. These parameters can be given as below:

Figure 2.6. Interpretation parameters for teacher evaluation in video observations



The parameters aid teachers to do *reflection-on-action* and the initial inquiry. They use them for self-evaluation of recordings. Teachers use checklists, rubrics or questionnaires for student behaviors as mentioned before. The next step will be to continue video recording and acting for the target behavior. In every step of reflective practice, recording is needed in order to observe the change in the behaviors and to reflect.

Video recording is useful not only for teachers' self-assessment but also for the assessment of colleagues or advisors on the observed teachers' behaviors. Video recording is considered as a more objective, personal self-assessment tool that teachers pursuit themselves whenever they are in need; however, on the other hand, the comments and recommendations of peers or advisors provides more objective results and will be more helpful for teachers. In this study, it is also recommended to consult peers and their opinions on video recordings. These opinions and comments might be written either as a paragraph or they can fill a model checklist (Table 2.5) as given below:

Table 2.6.:Checklist for peers' assessment of teacher recordings

	Satisfactory	Somewhat satisfactory	Unsatisfactory	Not observable
Teacher gestures, facial expressions & posture				
Teacher's motivation of students for speaking				
Teaching methods & skills				
Speaking activities & topics used				
Teacher-student interaction				

Teacher Strengths & Weaknesses:

……

……

……....

The observation checklist is designed as a model to be used in this study in order to get more quantitative results from the peers' comments. It will also be easier for peers to know the criteria for teacher assessment. While the teacher assessment is central in this study, student behavior and assessment is also necessary in order to measure the success and the progress of teacher. For this reason, peers are given another checklist (Table 2.6.) for the evaluation of student behaviors.

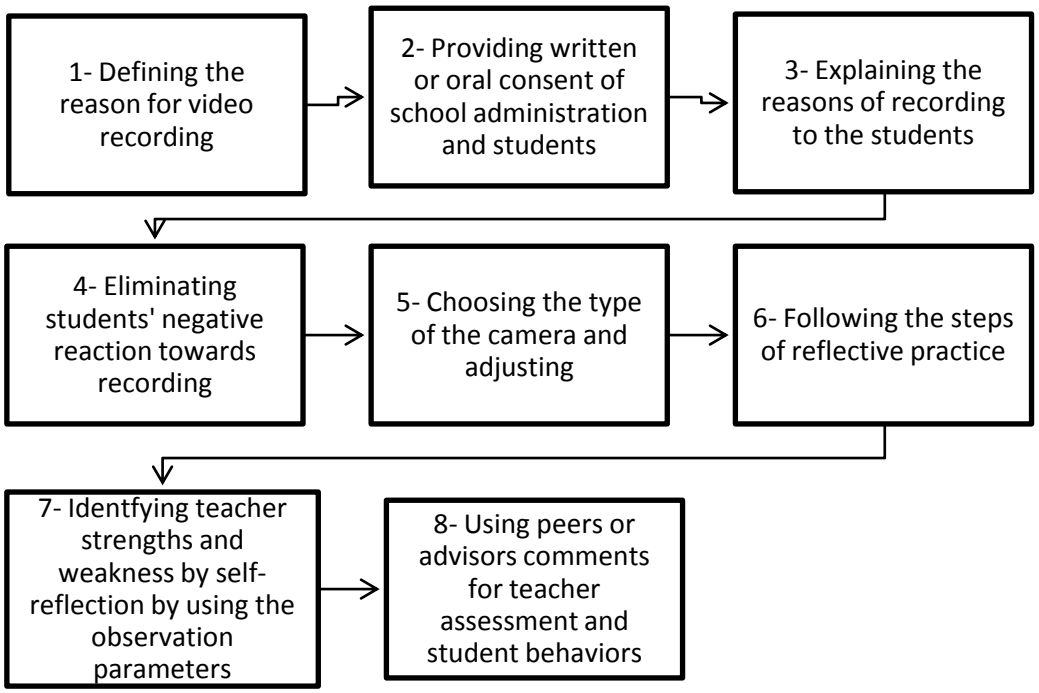
Table 2.7: Checklist for peers' assessment of student behaviors

	Satisfactory	Somewhat satisfactory	Unsatisfactory	Not observable
Students' interest				
Student motivation during speaking activities				
Student use of L2				
Student talk time				
Student learning				

Since measuring speaking skills is a subjective and difficult process, video recording is believed to be very useful and easy to assess teacher and student behaviors and progress. While teachers' self-reflection via video recording is more crucial, peers' and advisors' comments and notes will provide help and make the observation more realistic.

We can give a summary of the stages (Figure 2.5.) to be followed while applying the video recording observation:

Figure 2.7. Stages of video recording



Video recording will be effective, if it is planned and designed, and if the steps are followed together with the evaluation procedures of reflection, questioning and checklists or rubrics.

2.1.4. Planning the Action based on Reflection after the Analysis of Recordings

Throughout the video recording process, teachers are aware that the process requires a planned reflection phase. The length of the process might change from a few weeks to a semester by taking into account the need for more observation and the desired change in the behavior or methods. The duration is also affected by the course length and the teacher's aim. For that reason, the reflection phases should be planned in an organized way in order to reach the target action within the dedicated time.

In speaking classes, teachers might observe their way of motivating the students to speak, their methods of vocabulary and grammar teaching, their use of L2, organization of peer or group work in order to achieve more student-centered classes. These criteria might compose some basic observation objectives for teachers to identify their own weaknesses.

During the period of video observation, as intended as a model in this study, teachers start from the first week to watch and identify the weaknesses in their actions if they record three to four lessons a week. At the end of the first week the teachers hold the initial inquiry and question themselves. The questioning and teacher observation rubric (*Table 2.3)* brings the first reflection phase for the teachers which is called *reflection-on-action*. Teachers also interpret the first recordings with the help of some parameters as mentioned in Figure 2.4. and write their own comments about video recordings. The planning of the new action starts after these comments, questionnaires, initial inquiry and the application of the rubric for analysis. All these procedures will help teachers to easily comment on the video recordings and plan the new action.

As soon as teachers identify some weaknesses or problems in their actions, they may need to introduce some minor changes in the syllabus. First, they should define their new objectives. Then, they plan for the individual changes which are necessary. Teachers should think about various changes and needs that they will apply to their classes – redefine the knowledge and skills, activities. These kinds of changes are typical of reflective teaching. According to Naace (2004) and Kizlik (2004), the lesson planning process is in two parts, the thinking part and the written part (Minott, 2006). Panton (1956) stresses that teachers have to do thinking part of planning, but do not necessarily have to carry out the written part of it (Minott, 2006).

The teacher determines the measures that should be taken in order to improve teaching. Approximately in the middle of the planned period of observation the teacher checks the recordings in order to follow whether she or he has reached some target behaviors and actions, and to see

whether she or he is going in in the correct direction. At this stage, the same questions should be asked for the self-inquiry and the observation rubric, and general comments about the recordings should be written. So, this stage comprises the reflection-in-action stage and the second reflection phase.

The teachers continue to record their lessons till the end of the observation period. This stage of reflection is the post-observation phase. If the target behaviors have not been reached, the cycle is repeated.

This time, teachers use the analysis and evaluation questions to do self-inquiry. They also repeat the observation rubric and write their post comments about the recordings. The repetition of all these procedures helps to compare the findings. The teachers compare the results of these three stages in order to clearly see the progress in the actions and to find out whether the target behaviors are eventually reached.

According to the results of the comments that teachers make after recordings and the results of the comparison of the rubrics and questionings, the teachers analyze and evaluate their own actions. This analysis and evaluation might be submitted in written comments.

The final analysis and evaluation needs to show progress in the actions; however, this progress does not have to be a total change. If the findings reflect some degree of positive change, the recordings accompanied by reflection will prove to be effective. It should not be expected to see a total and immediate improvement in the teacher behavior. Yet the signs and indications of positive change should be sought for.

2.2. Student applications of recordings

While observing the video-recordings of lessons, teacher needs to pay attention not only to his/her own speech and actions, but also to those of students. Student observation provides useful information for the improvement of the teaching methods of speaking skill. If students make certain types of mistakes, are reluctant to take part in certain activities, etc., it indicates that teacher did not plan or manage the lesson adequately.

Recordings of students' speaking activities can be used not only by teachers, but also by students – to notice the progress or its absence as well as the errors and to try to improve their performance.

First of all, teachers comment on student behaviors, actions, eagerness and participation via teacher recordings. Even if the sound quality is not very good, since teachers remember what happened in class, recordings will still be helpful to recollect and comment on the language aspect, as well.

As I mentioned before, students will be aware of the recording process since they are informed about it beforehand. While most of them will not object to it, there might be some of them, especially shy or less successful ones, who do not like this idea. Explaining the benefits to them is a good idea.

Besides recording whole lessons, separate student speaking activities may be recorded and the recordings given to students for home analysis. It is not recommended to hold public analysis, as it will be humiliation for less successful students. The analysis should be done by the student him/herself or with teacher's assistance, on students request. Teacher can start this activity with more motivated students, to let others see the advantages. Also, instead of spontaneous recording in the class, students may be asked to record themselves with a mobile phone at home, with previous rehearsals which permit to improve the quality of both language and behavior and may be more appropriate for shy and less successful students.

While watching the recording, the teacher pays attention to students' difficulties and the quality of their skills (see *Figure 2.6.*).

The same criteria can be used by students to assess their own progress in the videos. These criteria help teachers focus more on the target problem or need, and to fulfill a better reflection on their own actions that will aim at overcoming the difficulties and improvement of students' speaking skills, as well.

Students may also be asked to give their opinions on the teacher behaviors and also on the benefits of video recording.

We can make up a rubric for students' self-assessment in the process of watching the video-recording of the listening activity (*Table 2.7.*).

Figure 2.8. Assessment criteria of students' speaking activities

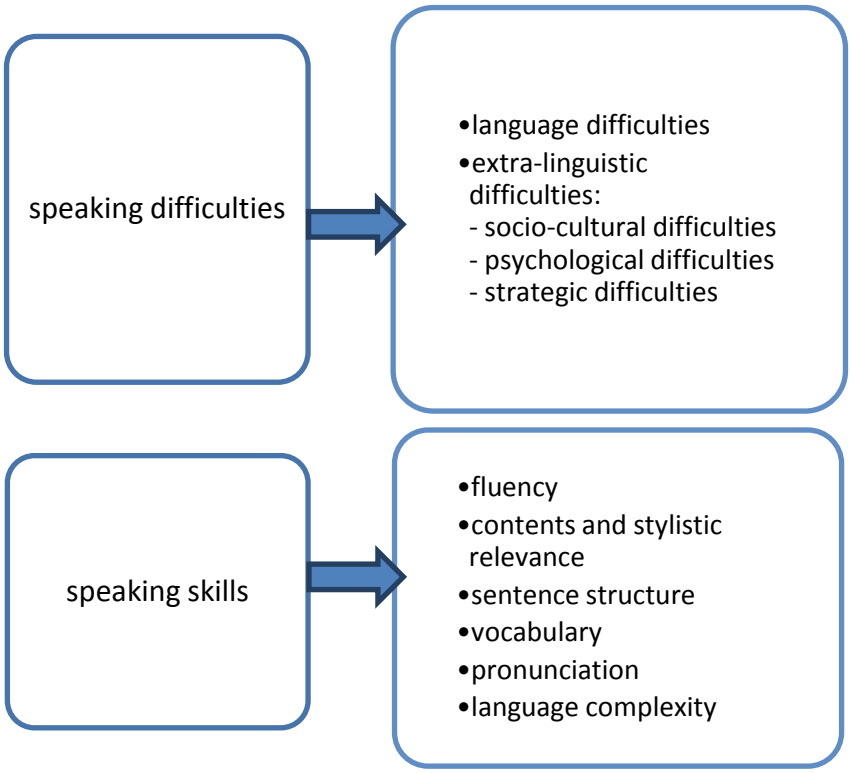


Table 2.8: Students' self-assessment criteria on their speaking ability

I see in the video that;	Agree	Partly agree	Disagree
I enjoy speaking in English			
I am confident while speaking English			
I speak grammatically correctly			
I use adequate vocabulary			
I have correct pronunciation			
I give relevant answer to the question			
I need to practice more			

These direct assessment criteria will increase the motivation of students and also they will reflect their positive or negative attitude towards speaking in L2. Furthermore, the self-assessment will provide teacher with more realistic results for their learning of speaking in L2. This assessment can be repeated twice during the observation process, to give the students a chance to compare their two videos made at different time, concentrating on the changes in the level of their speaking skills.

The use of the video recordings of both teachers and students will provide a wider view to detect the needs for better teaching and learning of speaking skills.

2.3. Conclusion of improvement of teaching / formation of speaking skills via reflections over video-recordings

Based on the reflection and assessment via video recording, it is aimed to make progress in teacher behaviors and methods as well as the students' behaviors and learning. By detecting the weaknesses in speaking skills through video recorded observations, teachers need to work on the ways to improve their teaching habits as well as recommend students the strategies of effective learning.

We have categorized the possible weaknesses that students might have from difficulties in language learning, such as grammar, vocabulary, pronunciation to extra-linguistic difficulties like socio-cultural difficulties, psychological difficulties or strategic difficulties. Correspondingly, teachers determine the main problems visible in recordings related with the students, and examine their own practices in recordings. So, during the evaluation of recordings, the teachers detect the students' problems and needs but they take the first action in their own attitudes to correct them since the main purpose of video recording is to do teacher self-assessment in this study which will hopefully bring good outcomes with the student behaviors, as well. As a result, the study aims to correct teacher behaviors directly while correcting the student behaviors indirectly.

The stage of correct evaluation is crucial so as to reach fruitful results for both the teacher and students, and to motivate both of them. What is aimed at the end of the video recorded self-reflection is:

1) to improve teacher's:
    a) attitude towards speaking as a skill and speaking activities
    b) instructional methods
    c) interaction with students at speaking classes
2) to detect students' problems and needs
3) to remediate students' attitude towards speaking
4) to see teacher's progress (or its absence) while teaching speaking

What I want to indicate with this study is how effective video recording will be when it is used in speaking classes to help teacher's self-assessment and to increase the quality of language teaching and acquisition. In the following chapter, I want to point out the impact of video recording in language teaching and acquisition with two stages of experiment carried out with Turkish teachers and students at the preparation school of a Turkish university.

Chapter 3. RESEARCH ON THE IMPACT OF TEACHER REFLECTION VIA RECORDING OF EFL SPEAKING CLASSES ON THE QUALITY OF LANGUAGE TEACHING AND ACQUISITION

3.1. Goal of Research

What is intended with this research is to study the impact of video recording method of reflective teaching as a teacher self-assessment method on teaching speaking which is a core, productive skill for learners of English to acquire.

Despite its importance, assessing speaking activities is difficult for both teachers and students; judgment can be subjective without any concrete evidence. Speaking assessments often depend on quick, subjective judgments of instructors or peers, making fairness and reliability a challenge (Christianson et al., 2009 cited in Yamkate & Intratat, 2012). One way to address this problem is to video-record the performance, allowing it to be viewed as many times as necessary to accurately evaluate the speaker's strengths and weaknesses.

One of the aimsof this study is to reach more objective results with the use of video recording which is becoming highly popular in all branches of education and science. My primary aim is to provide an insight that every teacher can benefit from video recording easily and use it for their objective evaluations of self and learners. However, I realize that to do it regularly (for each oral answer) in teaching practices would be too time-consuming for the teacher and stressful for the student.

3.1.1. Research Methodology

This study involves an **action research** for its observational and experimental process which is based on my own interaction as a language teacher with students and colleagues in order to directly search and test the results on myself. As a researcher, I wanted to see how my educational theory would improve my own teaching skills and methods, and be beneficial for future studies and teachers. I believe that it has a positive effect on my research since as a researcher, I feel it is more convincing for me and for students to clarify the effects of the experiment and to see the difference on students. Besides, I believe that the findings of an action research are more relevant to the focus

of the research project than implementing this type of research in another teacher's work. Moreover, as a reflective practitioner, on the topic of reflective teaching, teacher assessment and video recording, I wanted to be part of it with the belief that an action researcher will be more enthusiastic and motivated. This motivation is highly necessary for active participation in the experiment to achieve professional development and for the success of the study, which increases its validity.

On the other hand, subjectivity of the research as an incontestable issue needs to be considered. While subjectivity and researcher bias are also a matter of fact in all types of researches, in action research, they might be believed to stand in the forefront. My questionnaires held with both students and teachers as well as students' oral exam results will somehow eliminate this subjectivity, while as an active practitioner I include my comments on video-recordings which were helpful for my self-criticism to implement self-assessment as a direct result of video-recording. In order to lessen the subjectivity on my comments, I consulted some colleagues and gathered their comments and ideas about my recordings. I can also state that by keeping the subjectivity issue in mind, I paid more attention to making my work more rigorous, meticulous and precise.

Action research works within a paradigm "in which subjectivity is acknowledged as unavoidable" (Ladkin, 2005, p. 123). Bias and subjectivity are "natural and acceptable in action research" (Herr & Anderson, 2005, p. 60). While subjectivity can be seen as contradictory, and it is an inevitable part of an action research, I tried to be conscious of the issue and avoid as much as I could despite its presence in my narrative. Still I believe implementing two experiments during my research will help to eliminate this aspect of it, and also video-recording itself is regarded and stated to be an objective method throughout my study which poses a good support that I endeavor to be objective while conducting the observation and experiment.

In this study, I used mixed methods of the **qualitative and quantitative approach** which were necessary for the interpretation of both statistical and observational data. While quantitative data were used in order to understand the experiences of teachers and students by measuring the results with statistics that helped to reach more concrete results, qualitative approach was used for the interpretation and analysis of video recordings and also for the questionnaire results. The use of mixed methods has been a direct result of the research proposal which I believe provides support for the reliability, objectivity and success of this research.

This study is also **explanatory** in nature since it defines the characteristics of the phenomenon studied and depends on the analysis of the observations. The relationship between the

video-recording and teacher development by achieving self-assessment and its effect on language acquisition by measuring speaking skills of students is tried to be searched and explained. The impact of teacher's self-assessment and development on teaching speaking skills for the quality of language teaching and acquisition is the base of this research, and I tried to explain this relationship in an illustrative and analytical way.

3.1.2. Research Design

Observational research method and experimental research design was used to study the impact of video recording on teacher's reflective practices and to test benefits of video-recorded-reflection on students' speaking skills so as to gather evidence about teacher's performance. Observation phase was performed during the experiment with the treatment group. The experimental method involved video recording as the **independent variable**. Teacher's progress and the teaching quality, language acquisition, and students speaking ability were the **dependent variables**.

The experiment was implemented in two stages with four groups (2 control and 2 experimental) to check the hypothesis. I was teaching the two experimental groups of different levels, at different times, while two other teachers dealt with the different-level control groups. Each pair of experimentaland control groupswere maximally equivalent to each other (level of students' speaking skills, group composition). All teachers (including myself) had approximately the same teaching experience (between 5 to 10 years) and qualification (graduates of English Language Teachingdepartment), which made the results obtained in all groups comparable.

The duration of the experiment was 8 weeks at each stage, totally 16 weeks, which permits me to speak about a long-term experiment. It was held at the Preparatory School of Canik Basari University (Turkey).

My participation in the experiment was connected with lack of desire of other teachers to do reflective teaching, which was explained by them by lack of time, high teaching load and other responsibilities, etc. Besides, my own willingness to perform it myself as a language teacher played role, too.

Observation was held via video recording. I annotated on the video observations, and also asked some colleagues who were the teachers of the control groups, as well, to give their comments on the video recordings. Observation is the direct result of video oriented reflective teaching, and it is necessary for this study so as to record the changes in the teacher's and students' attitudes of the

experimental group. Teacher's benefit from the recordings and observation and the positive change in her behavior were the dependent variables.

What is essential to mention here is that the narrative voice was required to be the first person singular as a direct result of an action research process during the reporting phase of the experiments. According to what Somekh expresses "it is normal practice for action research reports to be written in the first person singular, incorporating reflexive passages that account for the "self" of the author and open up issues regarding the relationship between the various partners in the research and the values that the author or authors and their partners brought to the work" (Somekh 2006).

The use of first person is regarded as a controversial issue in academic studies. Yet, alongside the use of third person, first person should not be seen as a challenging process. According to Bosher (2002), "the 'I' gives certain validity to the activity because it is happening here and now, not a theoretical application in the abstract" (Bosher 2002). In teacher interviews, it is only natural, as they have to speak only about their own experiences/attitudes.

Two different books were used (the same book in each pair of experimental and control classes of the same level) to make the results as reliable as possible. The first book was "*English File, Pre-intermediate, Student's Book, 3rd edition, Christina Latham-Koenig& Clive Oxenden,by Oxford University Press, 2012*" and the second was "*Q: Skills for Success Listening and Speaking 3, Miles Craven & Kristin D. Sherman, by Oxford University Press, 2010*" which was intermediate level. The first book was a mainstream students' book which included language skills in an integrated way. Speaking is among the integrated skills in the book but highly emphasized at every page. The book offers lots of speaking activities for students in accordance with their level. The second book was designed only for Listening & Speaking and allocated same amount of pages for both skills. This book is also quite adequate in speaking topics but it was somewhat difficult for students to speak on.

While the first book was designed mainly in the system of only Presentation and Practice (PP) for which the teacher prepared some extra materials, or focused on the production phase (P), the second book was completely designed in the style of PPP which was quite necessary for teaching the students in a better way. Recordings show that during the research on both groups, teachers delivered classes following this system. This approach is believed to help students have a meaningful input before preparing them to speak on the target topic.

The experiment was held in two stages:

- First, with pre-intermediate level of students' skills (8 weeks)
- Second, with upper intermediate level of students' skills (8 weeks)

Among the language input processes, 'content-oriented' input was paid more attention for teaching speaking, especially during the second stage of experiment, while form-oriented input was not neglected, either. However, students were in need of form-oriented input, especially during the first stage of experiment, which was tried to be achieved by concentration on form as well as on content. In the first recordings, I observed that more emphasis was given to form which means more time was spent for grammar and vocabulary teaching and production. That situation necessitates the continuation of recordings, it lessens the presentation period and increases the speaking phase.

With the aim of improving students' speaking skills, content-oriented input was much more needed on both stages of experiments in order to speed up the process. In the recordings of the second stage of experiment, I observed that I paid more attention to content rather than to form. Students' speaking level also required more content-based production. Some certain phrases and sentences were taught in written and orally, but drills were abstained since they are useful for younger/lower level learners.

Regarding the classification of Richards (2008) related with spoken discourse which he mentions as *talk as interaction, talk as transaction and talk as performance* which I mentioned in *Chapter I*, "talk as transaction" had to be used for some simple conversation activities during the first stage of experiment. What was focused in the second stage of experiment was again talk as transaction since most speaking books offer activities directed to explanations, discussions or descriptions rather than social relationships and phrases which elevates interaction. The only emphasis for the social use of language in the book for the second stage of experiment was in the pronunciation sections since they included practices on conversational sentences.

Furthermore, talk as transaction provides the opportunity for language learners to focus on meaning, form, and vocabulary together, which directs them to exchange information. Students needed more meaningful activities at the language learning level; therefore, talk as interaction did not seem very necessary at their level. They achieved the skill of interaction with transactional activities, yet they were using some interactional phrases during their conversations. Recordings displayed more individual discourses throughout the first stage of experiment which were the indicator of talk as transaction. For the second stage of experiment, recordings showed that there

were more pair and group work, but still the conversations depended on a given form and content which again indicated transactional discourses. This process did not require any necessary change from the side of teacher's teaching abilities.

Overall, what was aimed during the speaking classes was to teach and improve students' communicative skills. For that reason, Communicative Language Teaching (CLT) method was regarded to be the best for this purpose. I aimed to have more student-centered classes in order to improve their speaking skills. While during the first stage of experiment it was not possible to demand from students to speak without a good English background as a lower level group which causes the teacher to be more active in class. During the second stage of experiment more student-centered lessons were held.

Video-recording was used in both experimental groups to detect the students' problems as well as my (as a teacher) weaknesses concerning teaching methods and skills of speaking, and to follow the later developments in these methods.

- For the first experimental group, I needed to video record in order to observe the progress from form-oriented to content-oriented input of teacher and its reflection to students' speech.
- For the second experimental group, I needed to see whether I achieved to have more student-centered classes during speaking activities than teacher talk.

3.1.3. Data Collection and Planning the Observation Phase of Recording

The methodological triangulation is used during the data collection phase of the research. Methodological triangulation is regarded to be necessary for the reliability, validity and the credibility of this study since there are subjective elements in the study due to the factor of video comments and the teacher's self-assessment. The educational process is shown from three viewpoints –teacher who is holding the classes and observing herself (in this case, me), peer teachers and students. If all three perspectives give similar results, they are reliable.

The research data consists of teacher observation, student observation, teacher questionnaire, student questionnaire, students' oral quiz results statistics and the video observation comments of the relevant teachers.

Observation phase of both stages of experiments needed to be handled separately since they were different from each other, according to English skills level of students. The teacher of the experimental groups (me) was also the observer. It should be stated that I did not have the luxury of

randomly selected groups (as I needed groups with the same speaking skills' level, and there were not so many), however, students were randomly assigned to the control and experimental groups. The Preparatory School Administration allowed me to use two groups for my observation and experiment. They also randomly assigned me to one of the groups as a "mentor teacher", which I defined as the experimental group, and the other - as the control group (the document for ethical approval is attached in *Appendix 1).*

First Stage of the Observation

Both the experimental and control groups had pre-intermediate level of English skills (A2, according to Common European Framework), they were university students at the preparation program. After the completion of the first semester, these students could not pass the pre-intermediate level exams, and they had to repeat the same level again at the beginning of the second semester, while the other seven classes continued with intermediate level. The students certainly needed to be taught speaking more efficiently in order to pass their exams for the second time.

The students were from various departments of the university, majority of which were technical faculties: Molecular Biology and Genetics, Civil Engineering, Architecture, International Trade and Administration and Business Administration. The experimental group consisted of 17 students, while the control group consisted of 16 students.

In prep classes of Pre-intermediate level, at our university speaking is not taught as a separate skill, but is integrated in the students' book like other skills, while in classes of Intermediate level we have separate hours for listening and speaking. However, as a method of assessment accepted at all prep classes, the prep school set two oral quizzes during each course level as well as written quizzes. This made speaking skills essential for students.

During the experiment, I decided to use the camera of the laptop computer which is called a "YouCam". There are some reasons for using the YouCam. First of all, it was easier to carry and set it up, and it would inhibit the problem of forgetting to bring the camera or fixing it in the class. Besides, it had a long recording span which could eliminate limitations during recordings, and in the same way, the memory of the camera was high as much as the computer memory. Third, most of the other web-based camera systems need internet connection, and they are more complicated, while a YouCam is ready for use at any time the teacher needs it and more convenient. The institution cameras were not installed in all classrooms, besides, the quality of sound system is not high. The

flip cameras also have some drawbacks, such as the battery problem and the visual angle. Finally, I wanted to prove that a YouCam is easy and practical to use, and any teacher, even those who think that they lack technological skills,can easily use it.

The computer camera had a few drawbacks, too. The visual angle was limited and mostly the teacher's behaviors were recorded. Besides, the teacher's voice was more perceptible than the students; students' voice was sometimes mixed together or weak. However, since I was observing teacher behaviors and teaching methods, the limited visual angle was not regarded as a real problem. Besides, since as the teacher I had known what happened in the class, it was easier for me to reconstruct what both the teacher and the students said, and that made the observation meaningful and understandable. I thought that to bring to class an extra person who would do the recordings would distract students. Briefly, I think the way that I used the camera was more appropriate than the other methods.

For the first stage of experiment, in both the experimental and the control groups, the students were very weak in both the language use and the content knowledge. They needed both the form and content oriented input in order to say at least a few sentences.

Video recording, observation (self- and by peer teachers) and reflection occurred only in the experimental groups. For the first stage, I started to use video recording from the first week in order to observe the weaknesses and the problems of the students from the very beginning. I used video recording during the whole experiment. I also used a questionnaire in the Likert scale format to myself and the teacher of the control group before the experiment started to check what we think about our teaching methods of speaking, and how we consider the problems of students and our own. In the first week, I also used the questionnaire in Likert scale format for students as a preliminary procedure to find out their self-assessment of their speaking skills.

The video recordingwas used for seven weeks, since during the last week exams are held. I decided to write my first comments in the first week and at the end of the fourth week related with my own teaching ways, methods, and behaviors. The next three weeks were devoted to target behaviors and methods. Besides, I decided to give the same questionnaires to both groups and the teachers at the end of the fourth week and also in the seventh week, to see not only the final result, but also the dynamics of teaching/learning. Video recordings, video comments, and questionnaires were all planned to be used to observe the change in the behaviors.

Furthermore, it was planned to record twice during the experiment with a flip camera or mobile phone device while students were talking on a given topic (students did the recording themselves). Afterwards, they were asked to watch their own speech, and answer the questionnaire. It was used in order to learn their ideas about their own speech and to let them self-assess. Moreover, students themselves decided to do a video recording as homework in which they would record themselves while speaking on a given topic and present it to the teacher as a project work. This homework was done with the purpose of helping students to gain confidence about being recorded, and to see whether they would prefer being assessed according to their recordings rather than oral quizzes.

An oral quiz was held at the end of the 8-week period. I thought the results could explicitly display whether there was progress in their speaking skills or not. I also wanted the video recording reflections to be somewhat objective, and for that aim, I added the comments of some teachers (who were teaching other skills to the experimental group) related to my recordings. They watched my recordings and gave me some advice and wrote their post-comments.

The experiment targeted to get the results in accordance with the hypothesis.

Second Stage of the Observation

The second stage of experiment involved students with upper-intermediate level of language skills (B2, according to European Common Framework). The experimental and the control groups consisted of students from the same variety of departments as in the first group. While the experimental group consisted of 11 students, the control group consisted of 13 students.

At the end of the academic year, when the prep students had the level exam to pass the upper intermediate level exams, approximately 50 students failed. Prep school arranged a summer school for those who failed and needed to repeat the same level. Out of those failed students, 24 students which were divided into two classes which attended summer school and repeated the level. Since the majority of them were weak in speaking, I decided to deal with these groups for my second stage of the experiment. Like in the first stage, these students needed a more efficient teaching to manage to pass the exam.

The level of students in the second group was higher than in the first one, and they already did not need form-focused activities so much, they needed to use more content-based activities to help them speak. With this aim, like at the first stage of experiment, I planned to video record

starting from the first week during the seven-week period. Most of the observation and assessment methods were same as in the experiment of the first group. I used the video recordings from the first week to observe my own strengths and weaknesses. And again the questionnaires were held separately for teachers and students.

In the first week and at the end of the fourth week, I again decided to focus on the target behaviors and methods of the teacher, and on the fourth week, the questionnaires were repeated for both teachers and students. The following three-week period till the seventh week was planned to be observed for an improvement in the target behaviors and methods. So, the video recording process continued till the end of the seventh week and then questionnaires were again repeated as after experiment.

Besides, the students were asked their opinions about being video-recorded to assess themselves; therefore, they were video-recorded by a flip camera or mobile phone device twice during the course level. Then, they were asked to answer the questionnaire in order to find out whether they themselves realized a change in their own behaviors and how effective would the video-recording be. And also, students were given a project work for which they needed to video record themselves at home and to present it to the teacher. It was aimed to find out their own ideas about video recording as an assessment method instead of an oral quiz, and understand which one made them feel better while speaking.

Like it was done at the first stage of the experiment, the oral quiz results were checked and added to the study as a data in order to see whether students showed some progress or not. Likewise, some other teachers were asked for their comments after watching my video recordings in order to get some objective ideas else than my own comments as is the case with the first group.

The only difference in the second stage of the experiment from the first one was the use of two different computer cameras instead of one. It was planned with the aim of observing student behaviors and responses instead of observing only teachers which was advised after the first stage of the experiment by the peer teachers who observed my videos. After I realized that they desired to see the whole class in the videos and observe them, I decided to use a second camera in order to check its practicality, and to use it while showing the video to peer teachers for comment.

Table 3.1: A summary and description of the data collection

	The Type of Data	*Description*	*Purpose*
Observation Phase	**Video Reflections &Self-inquiry**	The initial, while and post inquiry were implemented by the teacher of the experimental groups with the reflective comments upon video observation and by the use of reflective questions given in Chapter 2 which were prepared for video recording observations and held throughout the recording period.	To detect the strentghs and weaknesses of the teacher, to do self-assessment in order to implement change in behaviors, and to direct the teacher towards the target and positive behaviors.
	Interpretations of the Peers on the Teacher Recordings	Consulting the interpretations of the colleagues who were teaching different skills to the target experimental groups.	The consultation was implemented in order to get exterior comments about the video recordings, and to provide support for the teacher of the experimental group about personal video comments, to give ideas for her speaking classes.
Experiment Phase	**Teacher Questionnaire about Speaking Classes**	The same questionnaire is repeated three times during the seven-week level course period for the teachers of the first and second groups of the experiment.	The questionnaire aims to follow and measure the change and difference in the opinions and attitudes of the teachers in experimental and control groups related with speaking skills.
	Student Questionnaire about Speaking Classes	The questionnaire is repeated three times during the seven-week time and used for both groups of the experiment.	The questionnaire aims to get information from students in order to figure out the speaking classes from their perspectives, and also to learn their strengths and weaknesses in speaking skills.
	Students' Questionnaire on Their Video Observation	The questionnaire is repeated twice during the seven-week time for both groups of the experiment.	The questionnaire aims to involve students to the video recording process, and to measure the effects of video recording as a motivational tool on students' speaking performance.
	Oral Quiz Results	The oral quiz results of each group which were officially held by the university itself were gathered at the end of the seven-week course term.	The results of the oral quiz were used to compare them with the students' previous oral quiz results of the same course level and to measure the positive difference between the results.

3.2. The Observation Phase

The observation of the study constitutes a crucial aspect of the research which can be counted as the basic finding of this research study. Video supported reflective comments of the subject teacher (me) (***Appendix 2 & 3***) are used in the collection and analysis of the data. Much information is gathered, and the reflection is implemented with the help of recording. Furthermore, the observation is examined in three steps described as *"The first week period"*, *"The fourth week period"* and *"The seventh week period,"*which are taken as the base for the whole duration of the observation.

3.2.1. Observation Results for the First Stage

The first week period

I filled in the initial inquiry questions which are presented in (***Appendix 2***). My initial comments after the first recordings of the first week are given below:

"As soon as I started to video record my class, I tried to detect both my weaknesses and students' weaknesses at the lessons. But I waited till the end of the week, till I watched the videos and saw both my attitudes and those of students. It was not easy to decide what to change in my speaking classes, but it was obvious that the lessons were not enjoyable enough and the students were quite weak even to answer some basic questions and say some words. I also observed that some of them were reluctant to speak, while the others were theoretically eager to learn to speak, yet they did not want to make much effort."

By using the checklist (***Table 2.1.***) that was prepared for the detection of the problems in speaking classes, the table was filled in after the video observation at the first week.

Table 3.2: Observation checklist for speaking classes

4-Satisfactory 3-Needs improvement 2- Unsatisfactory 1-Not applicable

Elements of speaking	**1**	**2**	**3**	**4**
Relevancy			√	
Fluency		√		
Sentence Structure		√		
Vocabulary		√		
Pronunciation			√	
Accuracy			√	

Complexity	√			

"I found out that the students were especially weak in vocabulary and fluency. They had problems in sentence formation, too. They thought a long time before uttering a sentence. I decided that I had to focus on vocabulary and grammar for this group. However, I also realized that the speaking activities should be more interesting."

The second table (based on ***Table 2.2.***) given below was completed in order to find out whether the students have some difficulties in the list below.

Table 3.3: Observation checklist for speaking classes to find out the nature of difficulties for students

Type of difficulties	***Exist***	***Somewhat exist***	***Does not exist***
Language difficulties	√		
Extra-linguistic difficulties	√		
Socio-cultural difficulties		√	
Psychological difficulties		√	
Strategic difficulties		√	

I recorded my comments related with the difficulties of my students and my attitudes in class:

"The difficulties that the students have displayed that this class needs quite much attention in their language acquisition. Some of them really have socio-cultural and extra-linguistic difficulties; however, most of them have linguistic difficulties which constitute obstacles to their speaking. In order to acquire good speaking skills, they need to learn vocabulary and grammar in a more efficient way. Besides, they need to relieve from the anxiety of speaking a foreign language."

I assessed my own weaknesses, as well.

"As a teacher, I taught vocabulary and grammar before demanding them to speak. In the videos, I observed that I use the PPP method, and explained everything in an order. However, I just demandedthem to speak as soon as I taught them some rules. I should have done some more practice with the target vocabulary and grammar in order to help them speak. My practice parts were weak.

I also saw that I used Turkish as soon as I realized that they would not understand some of my explanations. My speaking in Turkish encouraged them to answer in Turkish. I was more active in the class than the students. I should find ways to let them speak English more."

My general evaluations related with my own weaknesses that should be dwelled upon for the next lessons are listed as follows:

- I observed that I should motivate students to speak more. They should gain confidence.
- I observed that I should give sample answers for questions since they can't decide what structure to use to form a sentence.
- I shouldn't always speak myself during the lessons and correct students' mistakes.
- I should decrease my Turkish speaking time.

The fourth week period

As soon as the initial comments were gathered in the first week, I set goals for myself. During the second, third and the fourth weeks, I continued video recording and observing myself, as well as the students. I questioned myself at the end of the fourth week for the going on weaknesses, and the positive changes in my and students' attitudes:

"I paid more attention to speaking in English during the lessons. I decreased the time that I spoke in Turkish. But I cannot say that students demonstrated the same attention. I persuaded them to answer my questions. I did not let them sit silently. I waited for each of them to speak on the topic. It's advantageous to have fewer than 20 students in the class."

I also expressed my comments about the students:

"The students were more confident. I realized that they got used to their classmates, and it really was a factor bothering them at the beginning of the semester. They were more acquainted with the English language. We played English games which helped them to get used to each other."

The fourth week period allowed me to revise what I did in the class after the first period, how I behaved during that time, and to observe the changes in my own behaviors, and in students. The general evaluations related with mytarget behaviors are given in the table (Table 3.4.) below which displays that I show progress in my behaviors.

Table 3.4: General evaluations of the teacher target behaviors in the 4th week period

Target Behaviors from the first week	*Positive Change*	*No Change*	*Negative Change*

• *I observed that I need motivate students to speak more. They should gain confidence.*	I observed a positive change which is not sufficient, but will improve in the following weeks, I hope.		
• *I observed that I should give sample answers for questions since the studentscan't decide how to form a sentence.*	I observed that I gave them sample answers, and taught how to answer a question.		
• *I shouldn't always speak during the lessons and correct students' mistakes.*		I did not see any positive change towards this behavior. I enter the class with this will, but I think I could not manage it.	
• *I should decrease my Turkish speaking time.*	I observed a slight change in my L1 use time.		

The seventh week period

I evaluate the seventh week from the perspective of both the students' ability in speaking and my own progress:

"During the following weeks, I focused more on students' speaking time. I tried to motivate them to speak English by explaining them it is necessary for their departments at every chance. I also tried to show them some videos of British and U.S. speakers which they can use as a model. Besides, I reminded them of the oral exams that they need to be prepared for. I think all the stimuli worked well. I happily saw in the videos that they tried to speak and answer my questions. They focused intensely on my questions. However, they couldn't give lengthy answers. This group was weak in their grammar and vocabulary from the very beginning. They did not show progress in their habit of studying and doing homework. So, it effects their success."

"As for myself, I watched that I sometimes used L1 in grammar and vocabulary explanations, but I used English during the speaking activities. I gave them sample answers for the speaking questions. I could not prevent my interference during their answers since they often make mistakes in simple materials. They became lazier and expected me to help them even for simple answers. I could not manage to have more student centered classes. But I have managed to help

them overcome their shyness and speaking anxiety. The pronunciation activies were helpful for this purpose, too. I did not use may group activities for speaking, but I had pair and group work for grammar and vocabulary teaching periods."

I completed the rubrics (see *Table 2.3.* and *Table 2.4.*) below for a detailed evaluation of the seven weeks time in order to get more concrete results.

Table 3.5: Observation rubric for teacher evaluation after recordings

1- Almost never 2- Not often 3- Sometimes 4- Often 5- Very often

WEEKS							
	1	***2***	***3***	***4***	***5***	***6***	***7***
Motivating students to speak	3	3	4	4	5	5	4
Teacher talk time	5	4	4	3	4	3	4
Teacher's use of L2	3	3	4	4	4	4	4
Teacher interference during student speaking time	4	5	3	3	3	2	2
Use of group work for speaking activities	3	3	4	3	3	2	3

Table 3.6: Observation rubric for student evaluation after recordings

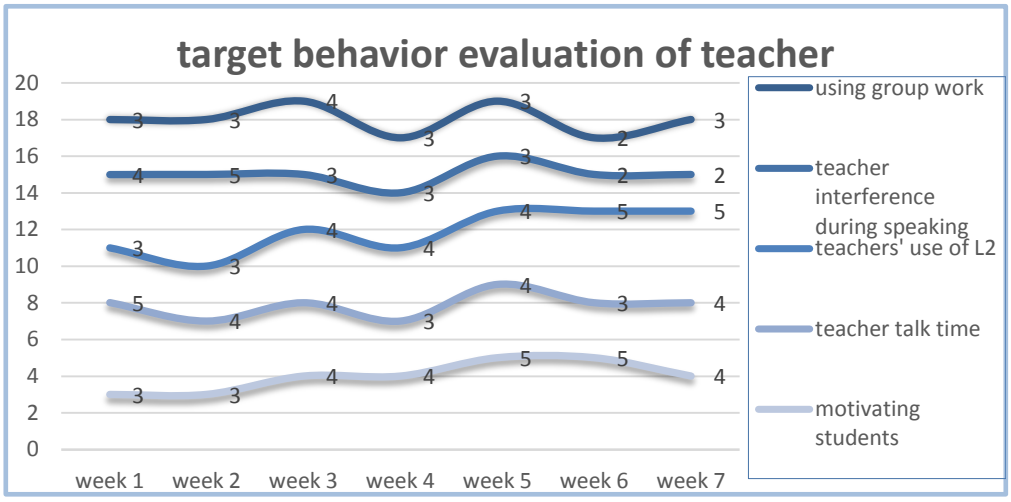
1- Almost never 2- Not often 3- Sometimes 4- Often 5- Very often

WEEKS							
	1	***2***	***3***	***4***	***5***	***6***	***7***
Students' interest	4	5	5	4	5	4	5
Student talk time	3	4	4	5	4	4	4
Students' use of L2	3	4	4	4	4	4	4
Students' use of L1 during speaking	4	3	3	3	2	3	2
Students' learning	4	4	5	4	4	4	5

Taking the rubrics as a base, Charts 3.1 and 3.2. have been received.

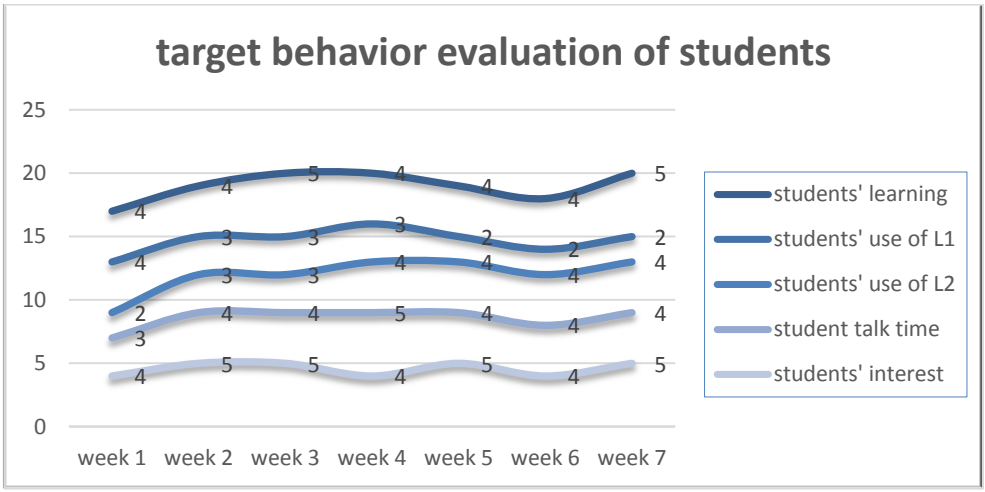
The chart reveals that I have shown positive attitudes in 3 of the 5 determined behaviors. My talk time did not decrease much and show a positive change. The value is changed only from 5 (very often) to 4 (often). However, I was successful in increasing the use of L2 from 3 (sometimes) to 5 (very often) and decreasing my interference during student speaking time from 4 (often) to 2 (not often).I was somehow successful in motivating the students with a value of 3 (sometimes) to 4 (often). Use of group work does not display a difference and a big change; it remains the same - 3 (sometimes). The overall situation does not show a dramatic change, yet I managed to improve some behaviors and I benefitted from the video recording which is shown in *Appendix 2*, 7th week Post Inquiry, the 4th question.

Chart 3.1: First Stage - Target Behavior Evaluation of Teacher



It can be recognized from the chart that there is a certain amount of positive change in student behaviors. While the use of L2 is increasing during the seven weeks time from 2 (not very often) to 4 (often), the use of L1 is decreasing with a value of 4 (often) to 2 (not very often),which was among the goals of the teacher. Student talk time increased in value from 3 to 4. Students' interest towards speaking and their learning skills also increased in value from 4 to 5, which shows a positive change. These are no crucial differences, but a significant enough change for this study.

Chart 3.2: First Stage - Target Behavior Evaluation of Students



3.2.2. Observation Results for the Second Stage

The first week period

The control group was assessed according to my comments from the very first week:

"The students indeed lack motivation, since most of them were repeating the course during the summer time, while only some of them were eager to participate. At the beginning of the course, I tried to find out their vocabulary and grammar level, and I observed that they do not understand me quite well when I use English.They need vocabulary knowledge more than grammar in order to speak. They know grammar rules somehow, but they do not know how to use their knowledge. Some of them are really weak to be in this course level."

In order to specify the student strengths and weaknesses, I filled in the tables below.

Table 3.7: Observation checklist for speaking classes

4-Satisfactory 3-Needs improvement 2- Unsatisfactory 1-Not applicable

Elements of speaking	1	2	3	4
Relevancy			√	
Fluency		√		
Sentence Structure			√	
Vocabulary		√		
Pronunciation			√	
Accuracy			√	
Complexity	√			

Table 3.8: Observation checklist for speaking classes to find out the nature of difficulties for students

Type of difficulties	***Exist***	***Somewhat exist***	***Does not exist***
Language difficulties		√	
Extra-linguistic difficulties	√		
Socio-cultural difficulties			√
Psychological difficulties	√		
Strategic difficulties		√	

"The charts helped me to form a better understanding of students' strengths and weaknesses. I also watched that even though they understand my questions, they do not know how to answer. That's why they answered me in Turkish. They intensely used Turkish. This is going to be the first thing that I will deal with for the following weeks.

Besides, I think some students in this group are very shy, too, to speak in class with the anxiety of making mistakes. I should motivate them to speak and remove this cultural barrier."

I also clarified my comments on my self attitudes and methods:

"I observed that I insist on speaking in English, and direct many questions towards them in order to break their silence, while they were reluctant to speak.I approved my attitude since they are upper-intermediate students.

According to the lesson plan, we first have a pre-speaking activity, then I explain them the vocabulary items before the listening activity, and we fulfil a quick grammar section on a specific topic. Next, we do the listening activity, and afterwards we have a post speaking activity. These steps indicate that they have enough informationto speak on the topic afterwards. However, I watched that I am more active than the students, I explain everything with lots of examples, and I talk more than enough. I know that they should improve in grammar and vocabulary which is a barrier for their speaking; nevertheless, some of them are shy to talk. They have speaking anxiety in a foreign language, so I believe that I should overcome this by the use of some other activities. I think I should have more group work activities which I could not achieve with the first group. Besides, I should motivate them with interesting topics, enjoyable class works and with different homework."

My general weaknesses which are detected, and the goals for the next video recordings and observations can be given in a list:

- I should make students speak in English since they all tend to speak in Turkish, and I often translate into English.
- I should find gripping and interesting activities and homework for students so as to make them focus on the lessons and motivate them (especially the shy students).
- I decided to use more group work in order to make them speak, and to have more student-centered classes.
- I realized that I need to acquire more communicative classes with the use of CLT method.

The fourth week period

I commented on my and student behaviors of the last three weeks:

"After the first week phase, I focused on my goals again with the aim of improving my own weaknesses and their speaking skills.

I tried to help students with sample answers. Different from the first group, I wrote some sample paragraphs related with the topics so that they would learn how to form sentences, and it would also give an idea on some difficult topics which they did not know what to say. So, I tried to ease everything for them to speak.

Moreover, I focused on vocabulary activities. We sometimes had brainstorming in Turkish to let them get used to each other and relax. This helped shy students, as well.

As for teacher attitudes and methods, I observed positive changes in my target behaviors. I believe that I insist on making them speak. For that reason, I used the CLT method, and tried to find out more realistic conversations with the help of the topics in the book. I occasionally changed the topics in order to make them more social topics that would attract their interest. I think I managed it. I also observed some positive changes and enthusiasm in the attitudes of some students towards speaking."

The general evaluations for target behaviors are given in the table below:

Table 3.9: General evaluations of the teacher target behaviors in the 4th week period

Target Behaviors from the first week	***Positive Change***	***No Change***	***Negative Change***
• *I should persuade students to speak in English since they all tend to speak in Turkish, and I often translatewhat*		I observed that they tried to express their ideas in English, but I cannot say that they	

they say into English.		have achieved a significant positive change in the use of L2.	
• *I should find gripping and interesting activities and homework for students so as to make them focus on the lessons and motivate them (especially the shy students).*	I arranged some pair-work activities which I recorded with a mobile phone. I also asked students to prepare a video-recorded homework which they enjoyed. This helped to motivate them.		
• *I decided to use more group work in order to stumulate them speak, and to have more student-centered classes.*	I used more pair-work and group-work activities for speaking. They became better acquainted with their classmates.		
• *I realized that I need to hold more communicative classes with the use of CLT method.*	I observed that I reached more communicative classes with realistic topics related with social life.		

I gave the evaluations of my general ability till the fourth week, and set the goals for the following weeks as stated in *Appendix 3* and given below:

"I think I succeeded in reaching realistic conversations and used CLT method, yet not all students participated in the conversations. Besides, I was more dominant with my stories and examples. So, I am not still satisfied with their speaking ability. As B2 level students, I expect them to speak fluently on the topics. But I see that they are really weak and that's the reason that they are repeating this course. So, I want them to say at least the model answers we gave in the class. And at least I want the weaker students to talk on the already studied topics confidently, if not on new ones."

The seventh week period

"I believe that I was faster this time in changing my own attitudes, and more successful to reach to my aims. I saw the benefits of video recordings and observations in my speaking classes.I did not reach dramatic changes; however, I am satisfied with what has been achieved at the lessons

and also with their oral quiz results (the results are given in the statistics of *3.6. Oral Quiz Results of the Students*).

I should say that I reached more positive results in teacher behaviors than the students. However, students improved in their speaking, as well. This group was more aware of the video recordings. While at the beginning some of them did not like it, they step by step got used to it in the following weeks. Even they were recorded with a phone camera during some in-class speaking activities, and they prepared video-recorded homework, as well. In my opinion, this helped them to focus on speaking classes."

The overall evaluations of the seven weeks are given in the rubrics below:

Table 3.10: Observation rubric for teacher evaluation after recordings

1- Almost never 2- Not often 3- Sometimes 4- Often 5- Very often

WEEKS							
	1	***2***	***3***	***4***	***5***	***6***	***7***
Motivating students to speak	3	4	4	5	5	5	5
Teacher talk time	5	5	4	3	4	3	3
Teacher's use of CLT method	3	3	4	4	5	5	5
Teacher interference during student speaking time	4	3	3	3	3	2	2
Use of group work for speaking activities	2	3	4	3	3	4	3

Table 3.11: Observation rubric for student evaluation after recordings

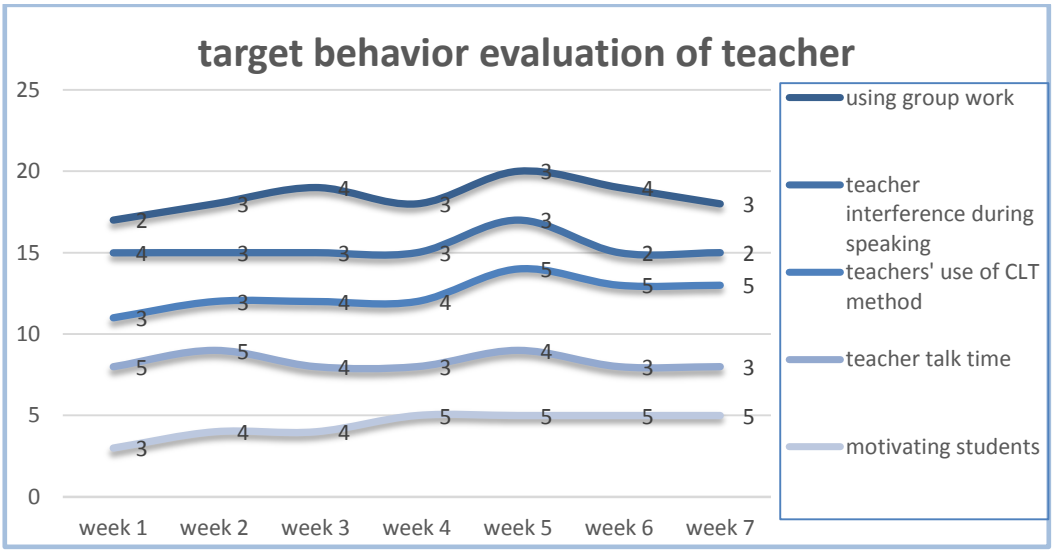
1- Almost never 2- Not often 3- Sometimes 4- Often 5- Very often

WEEKS							
	1	***2***	***3***	***4***	***5***	***6***	***7***
Students' interest	4	3	4	5	4	5	5
Student talk time	2	3	3	4	4	3	4

Students' use of L2	2	3	3	4	3	4	4
Students' use of L1 during speaking	3	3	3	2	3	3	2
Students' learning	3	3	3	4	4	5	5

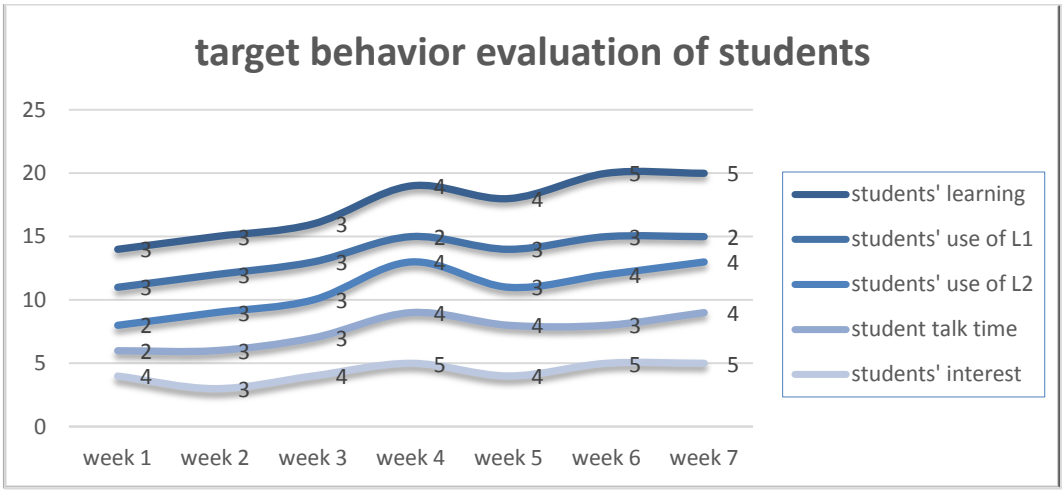
By taking the rubrics of my own and the students' answers as a base, the following graphs are gathered in order to see the changes in the behaviors of both of us:

Chart 3.3: Second Stage - Target Behavior Evaluation of Teacher



The graph indicates that I reached positive results in 4 out of the 5 criteria. I succeeded in motivating students and the use of CLT method with an increase in the value from 3 (sometimes) to 5 (very often) in the frequency of the behaviors. Besides, my interference to student speaking showed a decrease from 4 (often) to 2 (not often), and my talk time showed a positive change from 5 (very often) to 3 (sometimes) with a decrease in the frequency of behaviors. In fact, use of group work do shows a positive change, yet not a major change.

Chart 3.4: Second Stage - Target Behavior Evaluation of Students



The student behaviors displayed positive changes in all aspects. They lessened their use of L1 from 3 (sometimes) to 2 (not often), while increasing the use of L2 from 2 (not often) to 4 (often) in frequency in their speech. Most of them started to participate to speaking sessions, their interest is raised as well as their learning from 4 (often) to 5 (very often). When their uneagerness towards studying and practicing at home is taken into consideration, the positive alteration in the behaviors will easily be attributed to the classroom practices, and to the efforts of the teacher with the use of video recording.

3.2.3. Interpretations of the Peers on Teacher Recordings

The peer interpretations are used to enhance and to support the video observation interpretations of the teacher (me). The peer teachers were also the teachers of the experimental groups who taught them other language aspect during that course level. They could not be chosen randomly, as I needed teachers acquainted with the students. The comments were given upon watching 4-5 videos from various week periods. The videos include speaking sections together with pre-activities, sometimes with vocabulary and grammar teaching, and also with listening activities. The main idea of peer interpretations were not to evaluate the experiment period with pre- and post-comments, but to collect general ideas of the peers at the end of the recording period in order to see whether they noticedany progress in both teacher's and students' specific behaviors so as to compare them with the teachers' (mine) evaluations. I examined the comments about each experimental group separately.

First Stage

The first experimental group video interpretations were gathered from the three teachers who were teaching different skills (grammar, writing, reading) to the group. I attached both their positive and negative comments about my recordings.

By giving vignettes from their interpretations, I initially analyzed the positive comments of my colleagues:

Teacher I:

> "…As she moves on, it is obviously seen that she is more careful with where she stands, who she speaks to and also the body language…"

Teacher II:

> "As a start, her classes were a bit more teacher-centered whereas she tried to change it into pupilcentered by giving students every chance to participate. She listened to each student patiently and corrected them where necessary. Next, she made an eye-contact with them and made positive comments. Besides, she encouraged them to talk to each other…"

Teacher III:

> "The very first detail I realized, at the beginning, the students are unwilling to participate in the lesson. Later on, Mrs. Sayin manages to get them up, come to the board, and join the activities. Because I have known the group for about four months, I can say that it was a significant success of her.
>
> In the videos, I can see that Mrs. Sayin also employs her body language fairly, manages the class well, and uses her gestures professionally…"

The comments displayed that, in the videos *I was good at;*

- My posture
- Using my body language and gestures
- Having an eye-contact with the students
- Positive reinforcement
- Motivating the students, and
- Classroom management

The comments illustrated that I should notfocus on my classroom behaviors but on my teaching skills in class which I had already applied while interpreting the videos myself. Besides,the comments suggest that the weakness I felt about "motivating the students" has proved to show progress with their positive interpretations since they gave these comments approximately at the latest phase of my recordings.

The *Table 2.5.* in Chapter 2 is used to get more concrete results from their interpretations. Each peer teacher filled in the table individually. The results of the 3 teachers are shown in the table below:

Table 3.12: Checklist Results for peers' assessment -teacher in recordings

	Satisfactory			Somewhat satisfactory			Unsatisfactory			Not observable		
Teachers	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Teacher gestures, facial expressions & posture	√	√	√									
Teacher's motivation of students for speaking	√	√	√									
Teaching methods & skills		√		√		√						
Speaking activities & topics used	√		√		√							
Teacher-student interaction	√				√	√						

The general approach of teachers displays predominantly "satisfactory" with a common opinion voting of '10' towards my attitudes, and "somewhat satisfactory" with a voting of '5'. This shows that the peer teachers found my general manners satisfying in speaking classes which corresponds to my own comments, as well (the numbers 10 and 5 show the number of ticks (√) in the table).

Table 3.13: Checklist Results for peers' assessment - students in recordings

	Satisfactory			Somewhat satisfactory			Unsatisfactory			Not observable		
Teachers	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Students' interest		√	√	√								
Student motivation during speaking activities				√	√	√						
Students' use of L2				√	√	√						
Student talk time					√	√	√					
Student learning		√		√		√						

The students' behaviors and the progress in speaking skills are evaluated as "somewhat satisfactory" with an acceptace voting of '11', "satisfactory" with '3' and "unsatisfactory" with '1'. The peer teachers' evaluations show that my behaviors improved more than that of the students, or the students were still weak and passive, and as a result they improved only such an amount which is below my progress as recognized by the peers. In my own observations and comments, I have attributed a bit more progress in students' overall success in speaking with their interest and the use of L2. However, I also did not indicate a very significant progress.

The negative interpretations of the peer teachers are also examined. These interpretations indicate my attitudes that still need to be improved.

Teacher I:

> "I think it could have been more effective teaching, if she had organized the classroom into groups and had students interact with each other, asking questions to one another and answering questions."

Teacher II:

> "Although students keep speaking their mother language, the teacher continues speaking the target language most of the time to expose them to English as much as possible. However, she makes some explanations in their mother language…She could have done group work activities and made the students speak more; since the desks is organized in "U", each student was able to communicate with each other easily."

Teacher III:

> "The only drawback I see is she rarely walks around the class and uses the technique of group work."

The comments correspond with each other and they all are agree that I should improve my group work and student interactions. Their comments also correspond to my self-comments where I tried to focus on group work as soon as I detected this weakness in my teaching skills. These interpretations of the teachers were helpful for me both in learning others' (peers) opinions related with my behaviors during my classes in order to assess whether I am acting and observing in the correct way, and also in improving my own skills and attitudes.

The results of the peers' interpretations of this study suggest that what is observed by the teacher herself via video recordings during the speaking classes were supported by the comments of the peers.

Second Stage

For the second stage of the experiment, I managed to get the interpretations of only two teachers who were teaching different language aspects to the group, as the third teacher was among the peers who commented in the first stage. For this reason, I avoid to have similar comments, and I needed different perspectives.

I again divided and analyzed the comments of my colleagues from the viewpoint of positive and negative changes. I first had a look at the positive comments.

Teacher I:

> "First, she used some effective speaking activities, such as giving the students pictures of different teachers in their classes…
>
> Second, I really think that writing the answer to a particular question on the board by the teacher is very successful and necessary…
>
> Finally, I would like to mention the materials used in class. The teacher tried to use different activities, brought some pictures, or other kinds of hand-outs to give the students an opportunity to speak..."

Teacher II:

> "…While teaching vocabulary, she used synonyms and gave really good examples. She used the words with the examples, and it was a really good idea because teaching vocabulary through an example, especially funny examples, makes it long-lasting, understandable. Another method that she used is teaching vocabulary through opposites; it is also a perfect idea because we generally know something through what it does not…
>
> In listening part, before starting listening, she does the warm-up and it seems really a good idea because it takes students' attention and it also helps them to know what they are going to listen or what they are going to learn about.
>
> In the speaking part, what I like, first of all, is that she tries to talk with all students. She also uses pictures, technology, smart board, body language. Briefly, the materials she uses are really good and the teacher hardly ever speaks Turkish…"

The comments point out to my attitudes, teaching skills and methods, and the use of relia for speaking classes in a positive way. The first teacher agrees on the use of sample answers for speaking, and I also indicated the same in my comments. The second teacher gave her comments not only about the speaking sessions, but also about the vocabulary teaching and the listening parts.She

paid attention to the teaching of the structural and receptive forms which will prepare students for speaking. She witnesses my efforts to let each student speak and also the frequent use of L2.

Their comments and views are givenin a critical way in the checklist below:

Table 3.14: Checklist Results for peers' assessment - teacher recordings

	Satisfactory		Somewhat satisfactory		Unsatisfactory		Not observable	
Teachers	T1	T2	T1	T2	T1	T2	T1	T2
Teacher gestures, facial expressions & posture	√	√						
Teacher's motivation of students for speaking		√	√					
Teaching methods & skills	√	√						
Speaking activities & topics used	√	√						
Teacher-student interaction	√	√						

The *Table 3.14* illustrates the positive evaluations of the two peer teachers with their acceptance voting of '9' for "satisfactory", and '1' for "somewhat satisfactory". It can be deduced that the teacher is mainly found successful in her attitudes and methods.

Table 3.15: Checklist Results for peers' assessment- teacher recordings

	Satisfactory		Somewhat satisfactory		Unsatisfactory		Not observable	
Teachers	T1	T2	T1	T2	T1	T2	T1	T2
Students' interest			√	√				
Student motivation during speaking activities		√	√					
Students' use of L2		√	√					
Student talk time	√			√				
Student learning		√	√					

The students are observed to be "somewhat satisfactory" with an acceptance voting of '6', and "satisfactory" with a value of '4'. The second group students seem to show more progress and success in their speaking as the results display.

In the checklists, the teacher and student evaluations of the peer teachers for the second stage of the experiment reflect similar results with the evaluations of the peer teachers of the experimental group in the first stage. The teachers of both groups gave similar comments on my attitudes and

methods. In the evaluation of the students' progress, the groups display a slight difference, while in the first stage teachers found the students as somewhat satisfactory in their speaking skills, in the second stage teachers evaluate students' progress close to that of the teacher (mine).

Below some negative comments and evaluations of the teachers are given:

Teacher I:

> "…It was a pair work activity, and the students were supposed to talk to each other. However, they were actually talking to the teacher rather than to their partners. I think this task is a kind of "teacher-centered task". The class was more teacher-centered and needed to be shifted to student-centered...
>
> …The teacher tried to use different activities, brought some pictures, or other kinds of hand-outs to give the students an opportunity to speak. In my opinion, this practice should take place in the pre-speaking stage, as well. The teacher should 'feed' the students with some more information about a particular topic both in written form (reading passages, a book section, an article, etc.) and spoken form (listening parts, podcasts, etc.) so that students will acquire the necessary background knowledge which will help them form their own opinion.."

Teacher I:

> "However, she may also ask students to make up sentences by using this new vocabulary. By that she could find out whether they understand the word or not.
>
> …Yet, some students seem silent, in order to make them participate, she could ask them to give examples.
>
> …students need to be more active. Teacher is much more active than the students during the speaking activities."

The first teacher agrees that I still need to criticize my methods in order to achieve the correct use of group work and more student-centered classes. The second teacher also stresses that I want and try to make all students join the speaking activities, I am still more active than the students. I myself also became aware of the situation when I watched the recordings. I realized my efforts, I have seen that it showed some progress, yet I needed to improve more in my methods.

Concisely, the peer interpretations of the video recordings and their comments present helpful data for my own observation results and for the assessment of it. They displayed both their positive and negative comments about me and my speaking classes without any interference and compulsion.

3.3. Experiment

The experimental data mainly comprises the statistical analysis of the teacher and student questionnaires as well as students' testsfor each stageof the experiment. The results of teacher and student data are examined separately. The experiment held with the experimental and control groups maximally equivalent to each other in terms of the course level, students' ages and learning ability, aims to present objective results in order to eliminate the possible subjectivity of the observation phase. The experimental design pattern can be described as shown in the figure below:

Figure 3.1. Experimental Pattern Design for the experimental and control groups

EVENTS	*Pre-T* *Case* *While-T* *Case* *Post-T*
Pre-intermediate & Upper-intermediate Control Groups	O1……X1……O2……X1……O3
Pre-intermediate & Upper-intermediate Experimental Groups	O1……X2……O2……X2……O3

In the design, O1 refers to before experiment, O2 during experiment, O3 after experiment and X1 and X2 refers to the cases (self-assessment with and without video-recording) that provide a change in the behaviors of the teacher and also the students. This design pattern was used for the teacher and student questionnaires to measure the effect of video recording on teaching methods and speaking skills.

3.3.1. Teacher Questionnaire and Interviews

The teacher questionnaire was consisted of 13 questions consideringthe teachers' views on speaking classes and the speaking abilities of students.The questionnaire examines the application of class video recording factor as an independent variable on students' speaking ability and language acquisition. Teachers of the control groups and the subject teacher (me) of the experimental groups

acted as the intervening variable, and their ideas about their speaking classes were gathered with the video recording factor and without it in control groups.

The questionnaire is applied three times during the 14 weeks time for the teachers of control and experimental groups of both stages as pre, while and post tests.The questionnaire aims to measure the difference between the opinions of the teachers of different speaking classes. It is aimed to see whether video recording provides a positive change in the subject teacher's self-assessment. The control group teachers are not expected to use any specific self-evaluation method. The 3 teachers answered the questioannire where I participated twice as the teacher of the first and second experimental groups since I evaluated each group separately. The table for the average of the 12 items according to the teachers are as follows:

Table 3.16: Teacher questionnaire - Total points before, during and after the experiment

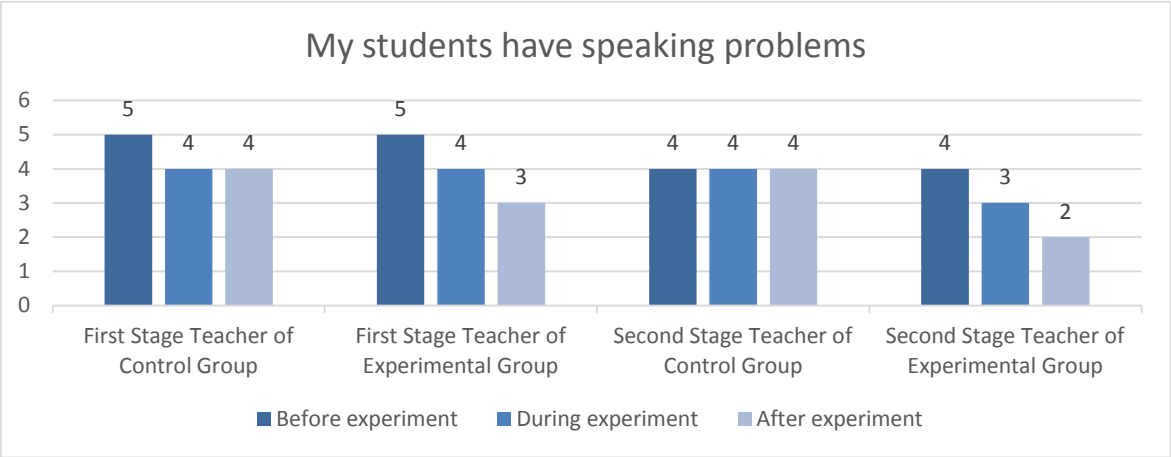
Participant Teachers	**N**	**Before**	**during**	**After**
Stage 1 Teacher of Control Group	1	3.08	3.08	3.25
Stage 1 Teacher of Experimental Group	2	2.42	3.33	4.25
Stage 2 Teacher of Control Group	3	2.92	3.00	3.17
Stage 2 Teacher of Experimental Group	4	2.08	3.58	4.08

The results of the questionnaire items display the regular and positive changes in my assessment, while the teachers' points in the control group before, during and after the experiment do not show a significant improvement.

The questionnaire items measure also the difference in some certain questions. The first question in the questionnaire was "My students have speaking problems". While no change is determined in the answers of the control group teachers, as the teacher of the experimental groups I convey a decrease in the speaking problems of the students which is given in the graphic below.

In the Chart 3.5, '5' refers to *"strongly agree"*, '4' refers to *"agree"*, '3' refers to *"neutral"*, '2' is *"disagree"*, and '1' is *"strongly disagree"* according to the questionnaire given *in* ***Appendix 4***.

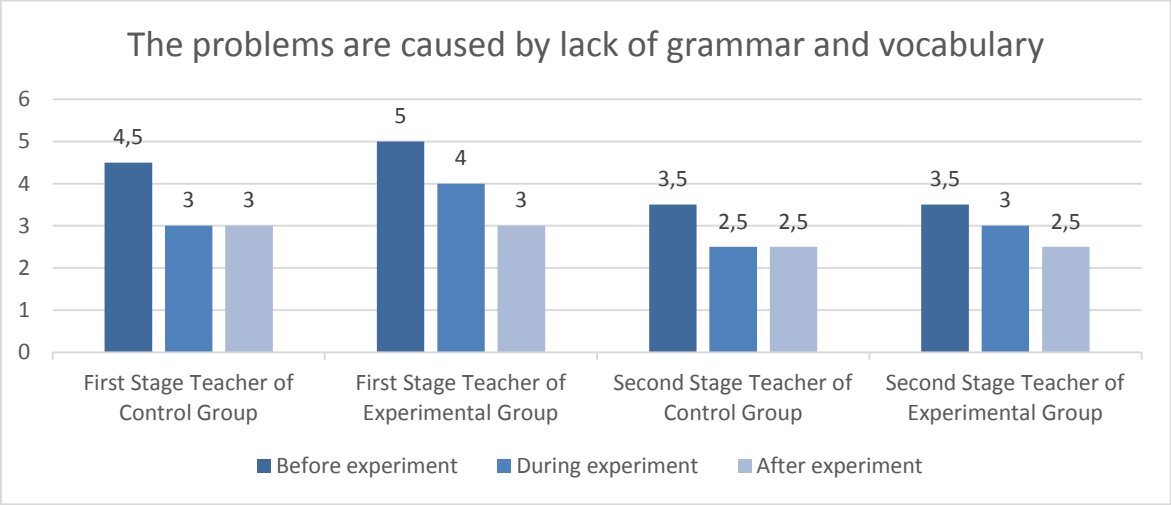
Chart 3.5: Teacher questionnaire: "My students have speaking problems"



The table displays the regular change in the opinion of the experimental group teacher towards the improvement of the situation.

The next questions "The problems are caused by lack of grammar skills" and "The problems are caused by lack of vocabulary skills" are analyzed together. It is examined that the teachers of control groups agree on the students' weaknesses in these skills as well as me as the teacher of experimental groups. We both produced similar results.

Chart 3.6: Teacher questionnaire: "The problems are caused by lack of grammar and vocabulary skills"

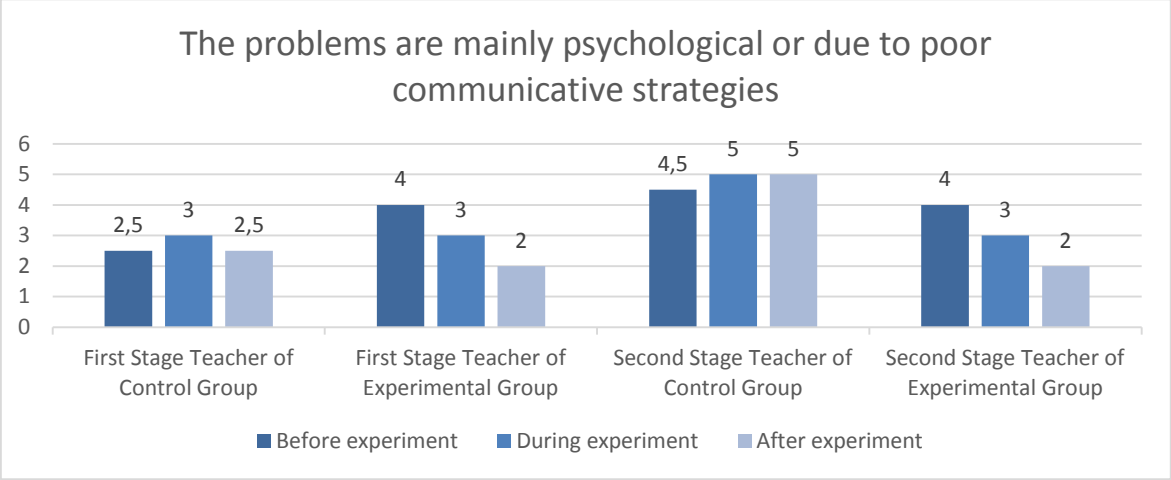


As the teacher of experimental groups I seem more aware of the students' problems in these skills. It is not totally solved via video recording but it is analyzed more carefully as the chart below

implies. I registered improvement of the situation in the first group, but not a significant change in the second group, while it is seen that the control group teachers registered a negative change in the students' grammar and vocabulary skills.

The following questions of "The problems are mainly psychological" and "The problems are caused by poor communicative strategies" are assessed together, as well. The control group teachers did not observe a positive change in these problems during and after the experiment, while as the experimental group teacher I observed a decrease in the problems. The chart below shows this evaluation in the answers of the teachers.

Chart 3.7: Teacher questionnaire: "The problems are mainly psychological or due to poor communicative strategies"



The questionnaire item below (Chart 3.7) measures the teachers' self-evaluation of their classroom attitudes. The control group teachers do not indicate any improvementin their opinion of self, while as the experimental group teacher, I show awareness in the stated problem and a positive change towards treatment.

Another question assesses the teachers' ideas about their own skill in the speaking classes (Chart 3.9). The teachers of control groups state that they were successful in creating a relaxed atmosphere for the speaking activities during the whole period. Both teachers graded '2' which refers to "disagree" in the question. I, as the teacher of experimental groups show awareness that this could be achieved step by step by observing the video recordings which is indicated in the

graphic below from 4 “agree” to 2 “disagree” in the first chart and 3 “neutral” to 1 “strongly disagree” in the second chart.

Chart 3.8: Teacher questionnaire: “I sometimes do not notice my own language mistakes or classroom management problems”

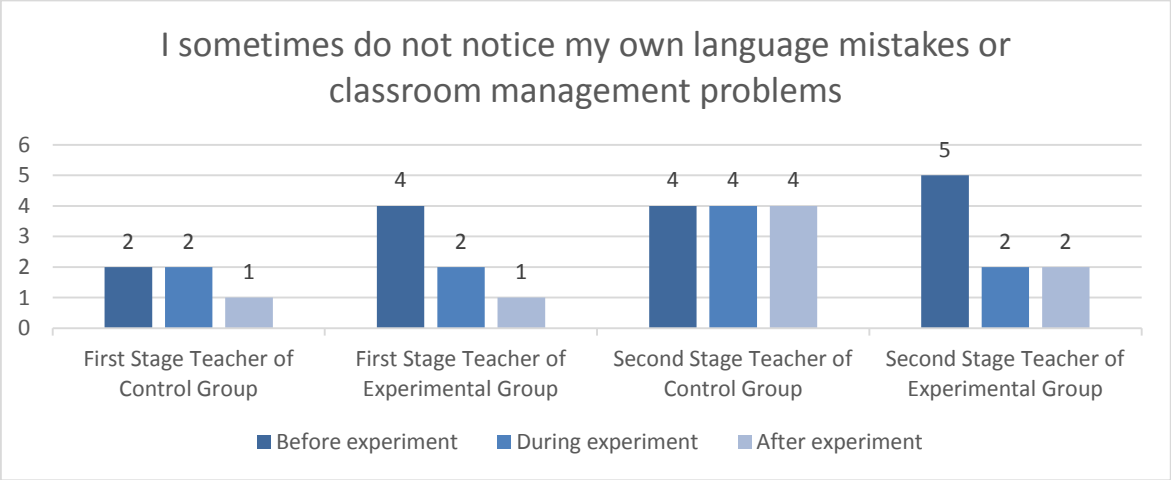
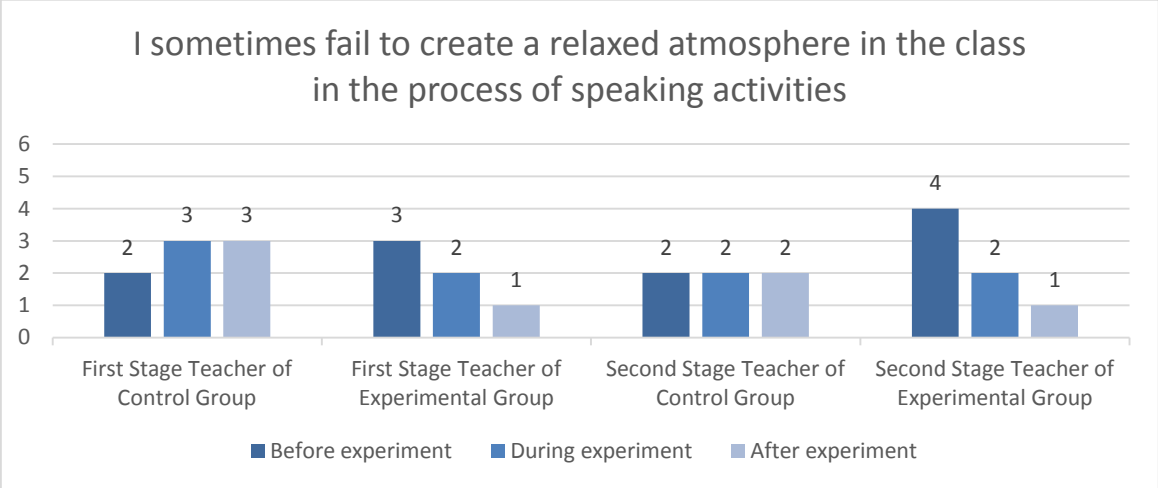
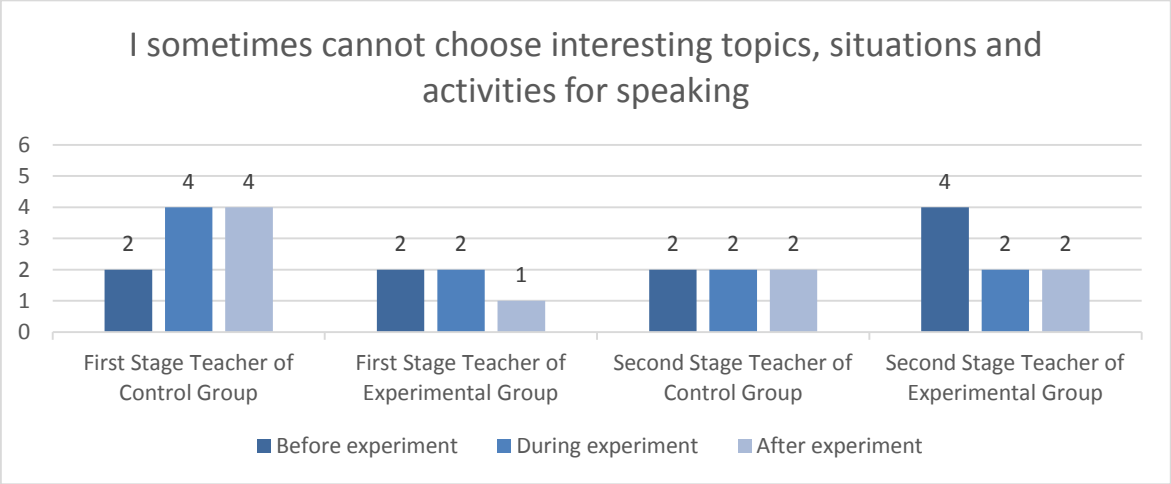


Chart 3.9: Teacher questionnaire: “I sometimes fail to create a relaxed atmosphere in the class in the process of speaking activities”



One more item selected from the questionnaire is “I sometimes cannot choose interesting topics, situations and activities for speaking”. This item is also directly related with the teachers’ self-evaluation and the teaching methods. As the graphic indicates, there is not a specific difference between control and experimental group teachers.

Chart 3.10: Teacher questionnaire: "I sometimes cannot choose interesting topics, situations and activities for speaking"



The second stage control and experimental group teachers show the expected difference in their attitudes towards this questionnaire item (Chart 3.10). The control group teacher does not change the attitude during the experiment, while there is a decrease between before and after the experiment results of mine. The first stage control grup teacher conveys a different approach for the answer of the question and shows an increase from 2 "disagree" to 4 "agree". Besides, I donot display a significant difference between pre and after experiment asnwers from 2 "disagree" to 1 "strongly disagree", but show a slight difference in a positive way.

With a general overlook at the teacher questionnaires, it can be deduced that as the subject teacher of the experimental groups, I displayed a change in my attitudes and teaching methods with the help of video recording. The improvement in the students' grammar and vocabulary skills, and the decrease in the psychological and communicative problem of the both experimental groups displays the positive impact of video recording. The questionnaire items about teacher self-evaluation also reveal similar differences between the control and the experimental group teachers, and display a positive change in the attitudes of the subject teacher of the experimental group.

The control group teachers were not expected to use a specific method for their self-evaluation, and as a result of this, they did not significantly change their attitudes. This helped to demonstrate the positive impact of teacher self-evalution via video in the experimental group recording and no such impact without self-evaluation in the control group. Besides, the results convey the effects of video recording not only on teachers' self-assessment, and but also on

students' language acquisition since I attempted to change both my behaviors and (via them) students' speaking skills.

3.3.2. Student Questionnaires About Speaking Classes

The student questionnaire was held in order to see how students themselves assess their speaking skills in English, and how they assess the classroom atmosphere and the teacher attitudes. The questionnaire measures the effects of video recording during the experiment with students' speaking skills as the dependent variable, video recording as the intervening variable and the teacher as the independent variable. The questionnaire carries an importance for this study with the intention of supporting the hypothesis with the involvement of students, and measuring the language acquisition from their point of view.

The questionnaire was held before, during and after the experiment during the period of 14 weeks. 53 students out of 56 experiment participants completed the questionnaire.

The questionnaire is first analyzed as a whole with the use of "One-Way ANOVA" in the analysis in order to see whether it reflects a distinction between the experimental and the control groups, and then some questions are analyzed separately in order to check which questionnaire items displayed more progress.

Table 3.17: Student Questionnaire and Levene's Test of Equality

Levene's Test of Equality of Error Variances[a]				
	F	df1	df2	Sig.
Before experiment	3.097	1	51	.084
During experiment	.318	1	51	.575
After experiment	2.069	1	51	.156

Levene's test of equality of error variances indicates that student responses in all three time points have equal error variances; a sign that repeated measures ANOVA can be employed to analyze students' responses.

The table below shows a general analysis of the questionnaire items for both groups:

Table 3.18: A Descriptive and a General Analysis of the Student Questionnaire with "One-Way ANOVA" Method

Questionnaire held	Groups	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum	Sig.
Before experiment	Control	26	39.3077	3.74987	.73541	31.00	47.00	.005
	Experimental	27	36.0741	4.31389	.83021	28.00	46,00	
During experiment	Control	26	40.5000	4.24500	.83251	33.00	51.00	.001
	Experimental	27	44.7778	4.61047	,88728	31.00	51.00	
After experiment	Control	26	42.9615	5.03969	.98836	30.00	54.00	.000
	Experimental	27	49.5926	4.90886	.94471	41.00	58.00	

The table above reflects the mean values answered in the student questionnaire respectively before, during and after experiment for both groups. The experimental group minimum score of (28) and maximum score of (58) displays a significant difference from the control group minimum scores of (31) and maximum scores (54). Likewise, the means of experimental group (36.0741→ 44.7778→ 49.5926) before, during and after experiment lays a notable difference from the control group means of (39.3077→ 40.5000→ 42.9615) before, during and after experiment. The significance value of (.000) in the sum of after experiment displays the validity of test scores. This shows the reliability of the results. However, this joint table does not show us the real picture, as some items in the questionnaire deal with positive features (e.g., I am eager to participate to the activities in the class and to speak), while others – with negative features (e.g., I don't have the feeling of progress in speaking). This is why let us view some items one by one. You can find all items' detailed tables in *Appendix 5*.

Table 3.19: Questionnaire Item 6: "I feel confident when I speak English"

	Questionnaire held	Groups	N	Mean	Std. Deviation	Std. Error	Min.	Max.	Sig.
I am eager to participate to the activities in the class and to speak.	Before experiment	Control	26	3.4615	1.02882	.20177	1.00	5.00	.071
		Experimental	27	2.8889	1.21950	.23469	1.00	5.00	
	During experiment	Control	26	3.4231	1.02657	.20133	2.00	5.00	.166
		Experimental	27	3.7778	.80064	.15408	2.00	5.00	
	After experiment	Control	26	3.2308	1.06987	.20982	1.00	5.00	.011
		Experimental	27	4.0741	1.23805	.23826	1.00	5.00	

It is possible to see that for a positive statement (I am eager to participate in the activities in the class and to speak) the points of the control group (2.8889→ 3.4231→ 3.2308) decrease, which means that student motivation is decreasing. The points of the experimental group for the same question (3.2963 → 3.7778 → 4.0741) increased, which means that students' desire to participate in the activities increases.

The following tables below give a negative feature for which the decrease represents the positivity of the results.

Table 3.20: Student Questionnaire Item 1: "I have speaking problems"

	Questionnaire held	**Groups**	**N**	**Mean**	**Std. Deviation**	**Std. Error**	**Min.**	**Max.**	**Sig.**
I have speaking problems	Before experiment	Control	26	3.6923	.83758	.16426	2.00	5.00	.868
		Experimental	27	3.7407	1.22765	.23626	1.00	500	
	During experiment	Control	26	3.6538	1.23101	.24142	1.00	5.00	.012
		Experimental	27	2.8889	.89156	.17158	1.00	5.00	
	After experiment	Control	26	3.1923	1.05903	.20769	1.00	5.00	.001
		Experimental	27	2.3333	.62017	.11935	1.00	4.00	

The points for the negative item in the experimental group are stably and more considerably decreasing (I have speaking problems: (3.7407→ 2.8889→ 2.3333), which means that the problem is decreasing. As for the control group, the situation slightly and unstably improves, but notably less than in the experimental group (I have speaking problems: (3.6923→ 3.6538→ 3.1923).

Table 3.21: Questionnaire Item 9: "I do not have the feeling of progress in speaking"

	Questionnaire held	**Groups**	**N**	**Mean**	**Std. Deviation**	**Std. Error**	**Min.**	**Max.**	**Sig.**
I do not have the feeling of progress in speaking	Before experiment	Control	26	2.3846	.85215	.16712	1.00	4.00	.024
		Experimental	27	3.0370	1.15962	.22317	1.00	5.00	
	During experiment	Control	26	2.6923	1.08699	.21318	1.00	5.00	.682
		Experimental	27	2.8148	1.07550	.20698	1.00	5.00	

	After experiment	Control	26	2.8462	1.34736	.26424	1.00	5.00	.001
		Experimental	27	1.8148	.83376	.16046	1.00	4.00	

The other item which displays a negative feature is "I do not have the feeling of progress in speaking" has a notable decreasing value of (3.0370→ 2.8148→ 1.8148) for the experimental group. The control group does not show a decrease (2.3846→ 2.6923→ 2.8462), but, on the contrary, an increase, which is not desired.

Table 3.22: Questionnaire Item 10: "I do not get feedback regularly"

	Questionnaire held	**Groups**	**N**	**Mean**	**Std. Deviation**	**Std. Error**	**Min.**	**Max.**	**Sig.**
I do not get feedback regularly	Before experiment	Control	26	2.7692	.90808	.17809	2.00	5.00	.871
		Experimental	27	2.8148	1.11068	.21375	1.00	4.00	
	During experiment	Control	26	3.6538	3.81515	.74821	1.00	4.00	.138
		Experimental	27	2.5185	.84900	.16339	1.00	5.00	
	After experiment	Control	26	3.4615	1.27219	.24950	1.00	5.00	.000
		Experimental	27	1.9630	.85402	.16436	1.00	4.00	

In this item (*Table 3.22*), for the control group, the results fluctuate, but anyway/eventually increase (I do not get feedback regularly: (2.7692→ 3.6538→ 3.4615). For the experimental group, with (2.8148→ 2.5185→ 1.9630), the decrease is visible and reflects that the situation in the experimental group is improving, with a significant difference from the control group.

Table 3.23: Questionnaire Items 11 and 12: "The atmosphere in the process of speaking activities is not relaxing", "Topics, situations, and activities for speaking are not always interesting"

	Questionnaire held	**Groups**	**N**	**Mean**	**Std. Deviation**	**Std. Error**	**Minimum**	**Maximum**	**Sig.**
The atmosphere …isn't relaxing	Before experiment	Control	26	2.2692	1.11562	.21879	1.00	4.00	.206
		Experimental	27	2.6667	1.14354	.22008	1.00	4.00	
	During experiment	Control	26	2.7692	1.14220	.22400	1.00	5.00	.046
		Experimental	27	2.1481	1.06351	.20467	1.00	5.00	
	After experiment	Control	26	2.9231	1.29377	.25373	1.00	5.00	.000
		Experimental	27	1.7778	.75107	.14454	1.00	3.00	

Topics, activities… are not interesting	Before experiment	Control	26	3.3462	.68948	.13522	2.00	5.00	.116
		Experimental	27	2.9630	1.01835	.19598	1.00	5.00	
	During experiment	Control	26	3.3462	.89184	.17490	2.00	5.00	.375
		Experimental	27	3.1111	1.01274	.19490	1.00	5.00	
	After experiment	Control	26	3.8462	1.00766	.19762	1.00	5.00	.000
		Experimental	27	2.0741	.95780	.18433	1.00	4.00	

These two questionnaire items aimed to learn about the attitudes of the subject teacher (me) during speaking activities. For the questionnaire item "the atmosphere in the class in the process of speaking activities is not relaxing" the points increases (which means the problem increases) for the control group (2.2692 → 2.7692→ 2.9231), while for the experimental group, the results with (2.26667 → 2.1481→ 1.7778) display a visible decrease of points (and a corresponding improvement of the situation).

A similar condition is reflected for the following item of "Topics, situations, and activities are not always interesting", as well. The control group shows a slight increase (3.3462 → 3.3462→ 3.8462), which is bad for the situation. The experimental group results fluctuate but finally decreased after experiment (2.9630 → 3.1111→ 2.0741). The expected results are not provided from both groups, yet the experimental group displayed more inspiring results than the control group.

Table 3.24: Questionnaire Item 3 and 4: "The speaking problems are caused by lack of grammar skills", "The speaking problems are caused by poor vocabulary"

	Questionnaire held	**Groups**	**N**	**Mean**	**Std. Deviation**	**Std. Error**	**Min.**	**Max.**	**Sig.**
The speaking problems are caused by lack of grammar skills	Before experiment	Control	26	3.4615	.98917	.19399	2.00	5.00	.430
		Experimental	27	3.2222	1.18754	.22854	1.00	5.00	
	During experiment	Control	26	3.6923	1.04954	.20583	1.00	5.00	.019
		Experimental	27	3.0000	1.03775	.19971	1.00	5.00	
	After experiment	Control	26	4.1154	.76561	.15015	3.00	5.00	.000
		Experimental	27	2.2963	.72403	.13934	1.00	4.00	
The speaking problems are caused by poor	Before experiment	Control	26	3.9231	1.12865	.22135	1.00	5.00	.459
		Experimental	27	3.6667	1.35873	.26149	1.00	5.00	
	During	Control	26	3.6154	1.09825	.21538	1.00	5.00	.634

vocabulary skills	experiment	Experimental	27	3.4815	.93522	.17998	1.00	5.00	
	After experiment	Control	26	3.8846	1.07059	.20996	1.00	5.00	.003
		Experimental	27	2.9630	1.05544	.20312	1.00	5.00	

Both of the questionnaire items have a negative feature which requires a decrease in the results. The questionnaire items measure the language skills of the students and a decrease in the grammar and vocabulary problems of students.

For the item "The speaking problems are caused by lack of grammar skills" shows an increase of points (and problems) for the control group (3.4615 → 3.6923→ 4.1154). For the experimental group, the results illustrate a decrease of points (and an improvement of skills) (3.2222 → 3.0000→ 2.2963).

As for the item "The speaking problems are caused by poor vocabulary skills", the results for the control group (3.9231 → 3.6154→ 3.8846) do not display any difference, and experimental group (3.6667 → 3.4815 → 2.9630) also do not show much change. Overall results are not as expected for the vocabulary skills; however, experimental group shows a certain improvement, whereas the results totally do not change for the control group.

Table 3.25: Questionnaire Item 5 and 6: "The problems are mainly psychological", "The problems are caused by poor communicative strategies"

	Questionnaire held	**Groups**	**N**	**Mean**	**Std. Deviation**	**Std. Error**	**Min.**	**Max.**	**Sig.**
The problems are mainly psychological	Before experiment	Control	26	2.6154	1.09825	.21538	1.00	5.00	.491
		Experimental	27	2.4074	1.08342	.20850	1.00	5.00	
	During experiment	Control	26	2.6154	1.09825	.21538	1.00	5.00	.203
		Experimental	27	2.2222	1.12090	.21572	1.00	4.00	
	After experiment	Control	26	2.5000	1.10454	.21662	1.00	4.00	.037
		Experimental	27	1.8889	.97402	.18745	1.00	4.00	
The problems are caused by poor communicative strategies	Before experiment	Control	26	1.6923	.67937	.13323	1.00	3.00	.001
		Experimental	27	2.5185	1.01414	.19517	1.00	4.00	
	During experiment	Control	26	2.2308	1.03180	.20235	1.00	4.00	.924
		Experimental	27	2.2593	1.12976	.21742	1.00	4.00	
	After experiment	Control	26	2.8462	.96715	.18967	1.00	5.00	.001
		Experimental	27	1.9259	.99715	.19190	1.00	4.00	

The items given above (*Table 3.25*) are also dealt with a negative aspect of the questions and measures a decrease in the answers. The control group does not show any significant change in their opinion about the item "The problems are mainly psychological" (2.6154 → 2.6154 → 2.5000). The results for experimental group (2.4074 → 2.2222 → 1.8889) shows a slight decrease of points or improvement of the situation.

The other item "The problems are caused by poor communicative strategies" has similar results for the experimental group (2.5185 → 2.2593 → 1.9259), or the points decrease, which means that the situation improves), and for the control group, the results increase, to show the worsening of the situation (1.6923 → 2.2308 → 2.8462), which is not desired.

Thus, the majority of the answers in the student questionnaire support the idea that the students of the experimental group where the teacher is doing reflective teaching via video recordings of lessons are learning better and getting more satisfaction. The only one which does not reflect a visible change is in their vocabulary skills, but, anyway, improvement of language skills was not the goal of the experiment, only speaking skills were emphasized, however, we, of course, realize that these skills are linked. The experimental group students especially convey the difference about the teacher attitudes and also their inclination towards speaking in English with this questionnaire and in the after experiment phase. The control group did not show progress in any of the questionnaire items.

3.3.3. Student Questionnaires Concerning Video Recording of Classes

The questionnaire is held among the two experimental group students who were directly recorded during a particular speaking activity (no such recording was done in the control groups and, correspondingly, no questionnaires were held for them). The video recording is fulfilled during a chosen activity by the teacher andimplemented in order to get the opinions of the students for their own progress in speaking skills. It is aimed to examine how video recording be beneficial for the self-assessment of students on their speaking ability and the teacher factor as an intervening variable for students' progress. The students' own assessment is also aimed to be a criteria for the correct evaluation of the teacher's video recordings. In this questionnaire video recording is again the independent variable and speaking skill is the dependent.

The questionnaire is held as pre- and post-experimental phases for the two experimental groups. The first questionnaire was held on the first week and the post-experimental questionnaire was held on the seventh week. The questionnaires were given in the same week periods when the students were recorded, and as soon as they watched their videos. The questions for the questionnaire is given in *Appendix 6.*

The statistical data acquired from the student questionnaires of the two experimental groups were gathered and analyzed together. Of the 27 students, 21 of them have completed the questionnaire which was held in two phases. *"Paired Samples T-Test"* was conducted to compare the pre and post-experimental questionnaire results of the students, and the results are given below:

Table 3.26: The Total Results for the Student Questionnaire Concerning Video Recording

	N	Mean	Std. Deviation	T	Sig. (2-tailed)
Before experiment	21	31.71	3.593	-5.656	.000
After experiment	21	37.80	2.960		

There was a significant difference in the results for before experiment (M= 31.7, SD= 3.6), and after experiment (M= 37.8, SD= 3.0). The conditions are (t value = -6.09, and p value = 0,00)

The students, like teachers in the questionnaire concerning video, assessed a difference in their previous and post speaking activities. As, like in the prevous sub-chapter, some items are positive (e.g., I can see speaking in English), so a higher mean in the after-experiment questionnaire indicates success. For those items, which are negative in nature (e.g., I have noticed that I have grammar – vocabulary – pronunciation problems) the increase in points indicates that the situation / skills have deteriorated.

From the stage of recording their speech to the phase of watching themselves on the recordings and filling in the questionnaire, the students had an interesting, enjoyable and a useful activity. They got pleasure from it, and wanted to see each others'recordings, as well. Ethic Commission's and the administrative permission and the students' consent were obtained for this activity (see *Appendix 1*).

Let us view some items (you can find all item's tables in *Appendix 10*).

Table 3.27: Student Questionnaire Concerning Video Recording 1: "I can see that I enjoy speaking in English"

		N	Mean	Std. Deviation	T	Sig. (2-tailed)
I enjoy speaking in English	Before experiment	21	3.42	0.925	-2.772	.012
	After experiment	21	4.04	0.740		

The first item "I can see that I enjoy speaking in English" was answered by 21 of the subjects. This question is asked in order to learn the attitude towards speaking. The table 3.27 shows results for before (M= 3.4, SD= 0.9), and after the experiment (M= 4, SD= 0.7), and the conditions are (t value = -0, 619, and p value = 0,012). The results reveal not a very high but a significant enough difference (improvement) between the answers.

Table 3.28: Student Questionnaire Concerning Video Recording 2: "I can see that I feel confident in speaking English"

I feel confident in speaking English		N	Mean	Std. Deviation	T	Sig. (2-tailed)
	Before experiment	21	2.66	1.064	-3.749	.001
	After experiment	21	3.90	1.044		

The other questionnaire item was "I can see that I feel confident in speaking English". This item aims to measure the psychological relief from anxiety, shyness and/or cultural difference. According to the table, before experiment result is (M= 2.6, SD= 1.06), and after experiment is (M=

3.9, SD= 1.04), and the conditions are (t value = -8.05, and p value = 0.01). The results are significant and display a difference among the two stages. Students view their confidence as increased, which is good.

Table 3.29: Student Questionnaire Concerning Video Recording: item 3: "I can see that I do not have difficulty in answering the question"

I do not have difficulty in answering the question		N	Mean	Std. Deviation	T	Sig. (2-tailed)
	Before experiment	21	2.33	0.795	-5.656	.000
	After experiment	21	3.95	0.864		

The results suggested a positive change related with the question "having difficulty in answering the question" answered by students. Before experiment is (M= 2.3, SD= 0.79), and after experimentis (M= 3.9, SD= 0.86), and the conditions are (t value = -8.05, and p value = 0.00). The results are quite significant and inspiring, as the mean increased by 1.62.

While the first three questionnaire items deal with positive assessment, the further items deal with negative assessment, so, increased points reveal worthening of situation and, vice versa, decreased points – improvement od situation.

Table 3.30: Student Questionnaire Concerning Video Recording: Items 4-5-6: "I have noticed that I have grammar – vocabulary – pronunciation problems"

		N	Mean	Std. Deviation	T	Sig. (2-tailed)
I have grammar problems	Before experiment	21	3.38	1.160	.412	.685
	After experiment	21	3.23	0.995		
I have vocabulary	Before experiment	21	3.38	1.116	-.412	.685

problems	After experiment	21	3.52	0.980		
I cannot speak with correct pronunciation	Before experiment	21	3.23	0.995	-.861	.400
	After experiment	21	3.52	0.980		

The results of grammar with pre-experimental self-assessment (M= 3.38, SD= 1.16), post experimental self-assessment (M= 3.23, SD= 1.0), and (t value = .412, and p value = .685); vocabulary with (M= 3.38, SD= 1.16), post test (M= 3.52, SD= 1.0), and (t value = .412, and p value = .685), and pronunciation with pre-experimental self-assessment (M= 3.23, SD= 1.16), post-experimental self-assessment (M= 3.52, SD= 1.0), and 3.52 (t value = .412, and p value = .685) shows that there is no significant change in the results (the perception of their grammar skills improved insignificantly, while that of vocabulary and pronunciation skills did not). In other words, teacher reflection did not help improve these skills.On the other hand, the goal was to improve communicative speaking skills, so I believe this is not a big problem.

Table3.31: Student Questionnaire Concerning Video Recording "I am satisfied with my speaking ability"

I am satisfied with my speaking ability		N	Mean	Std. Deviation	T	Sig. (2-tailed)
	Before experiment	21	2.33	1.016	-4.934	.000
	After experiment	21	3.66	0.577		

This item deals with positive assessment, so its results are interpreted correspondingly. For the question of "I am satisfied with my speaking ability", the results before experiment are (M= 2.3, SD= 1.01), after experiment (M= 3.6, SD= 0.57), and the conditions as (t value = -8.93, and p value = 0,00). This item measures a general view of students about their own speaking ability, and provides a significant difference and a positive result for it.

3.3.4. Student's Oral Exam

This analysis is intended to examine whether the teacher's efforts on speaking skills proved to have positively influenced the grades of the experimental group students. With this purpose, I worked on and analyzed the oral exam results of the each experiment group separately *(Appendix 12)*.

Students have oral exams twice during an eight-week period (in the middle and in the end) according to the university regulation which are named as "Oral Exam I" and "Oral Exam II". The oral exams were held officially by "the Testing Office of the Preparatory School" of the university. As a formal data to assess the progress of students in oral speech, I have used the "Previous Oral Exam" results to be compared with the "Oral Exam I" and "Oral Exam II" results of the latest term.

For the analysis and comparison of the oral exam results of control and experimental groups, I have used "One Way ANOVA" T-test, and for the separate analysis of each groups' exam results, "Paired Samples T-Test" is used. First, the previous and latest oral exam results of control and experimental groups are compared in order to see whether the students showed any progress compared to their old exam results. Subsequently, the three oral exam results of each control and experimental groups are evaluated in itself to see the progress of individual groups.

First Stage Oral Quiz Results

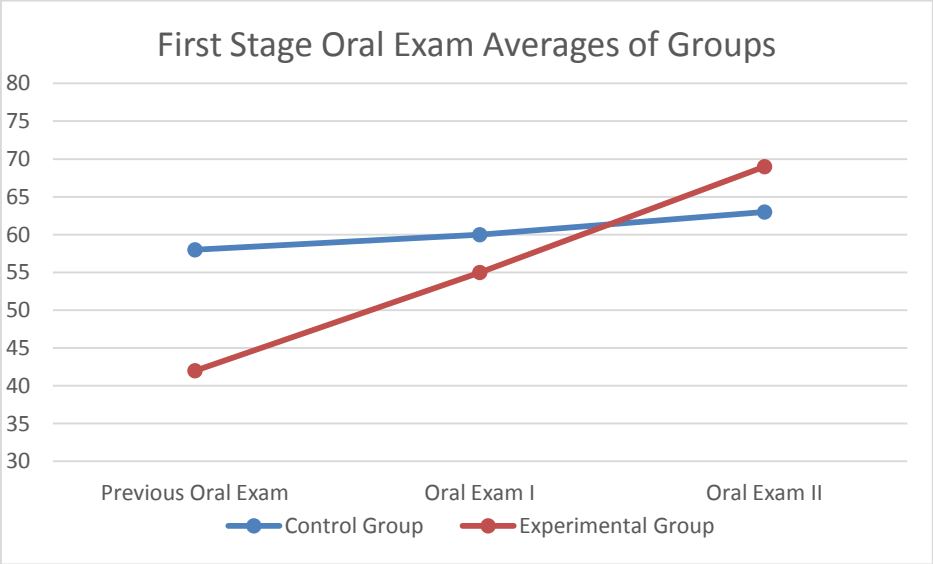
The general scores of control and experimental groups are analyzed together. The results are the comparison of "Previous oral exam" scores from a previous course term and "Last (2^{nd}) oral exam" scores after video recording. The scores are evaluated out of 100. The *Table 3.34* given below conveys the first stage control and experiment group results.

Table 3.32: First Stage Oral Exam Results

			N	Mean	Std. Deviation	Std. Error Mean	T value	Sig. (two-tailed)
1st Stage Oral exam Results	**Previous Oral Exam**	**Control**	**16**	**58.1250**	**20.11260**	**5.02815**	**2.752**	**.015**
		Experimental	**17**	**42.5882**	**21.43321**	**5.19832**		
	Last (2nd) Oral Exam	**Control**	**16**	**63.0000**	**13.89484**	**3.47371**	**-1.073**	**.052**
		Experimental	**17**	**69.4118**	**12.17610**	**2.95314**		

It can be seen that both groups have a certain progress, however, control group's results have increased significantly less (58.1250 → 63.0000 or by 4.875) than the results of the experimental group (42.5882 →69.4118 or by 26.5368). This means that the control group is progressing significantly slower. The differences and the positive change in the experimental group can also be given in a chart:

Chart 3.11: First Stage Oral Exam Averages



The chart shows that the experimental group was initially weaker than the control group, but finally the experimental group displayed a faster progress and greater success.

The *Table 3.33* below gives the experimental group results of the three different oral exams; one from the previous course term, and the two other from the latest term when the video recording was implemented.

Table 3.33: First Stage Experimental Group Oral Exam Averages

		N	Mean	Std. Deviation	Std. Error Mean	T value	Sig. (two-tailed)
1st Stage Experimental Group Results	**The Previous Oral Exam**	**17**	**42.5882**	**21.43321**	**5.19832**	**-4.090**	**.012**
	Oral Exam I	**17**	**55.7647**	**12.80395**	**3.10541**		
	Oral Exam II	**17**	**69.4118**	**12.17610**	**2.95314**		

The other table below gives the evaluation of control group scores of the same oral exams.

Table 3.34: First Stage Control Group Oral Exam Averages

		N	Mean	Std. Deviation	Std. Error Mean	T value	Sig. (two-tailed)
1st Stage Control Group Results	**The Previous Oral Exam**	**16**	**58.1250**	**20.11260**	**5.02815**	**-.483**	**.644**
	Oral Exam I	**16**	**60.1250**	**16.53229**	**4.13307**		
	Oral Exam II	**16**	**63.0000**	**13.89484**	**3.47371**		

It can be stated that the first stage of experiment oral exam results prove a much more significant progress of the experimental group students, and displays the success of the application by the teacher of reflection via video recording.

Second Stage Oral Quiz Results

Likewise, I examined the oral exam results of the second stage of the experiment. First, the scores of the Previous Oral Exam is compared with the Last (2nd) Oral Exam results of both control and experimental groups which is given below.

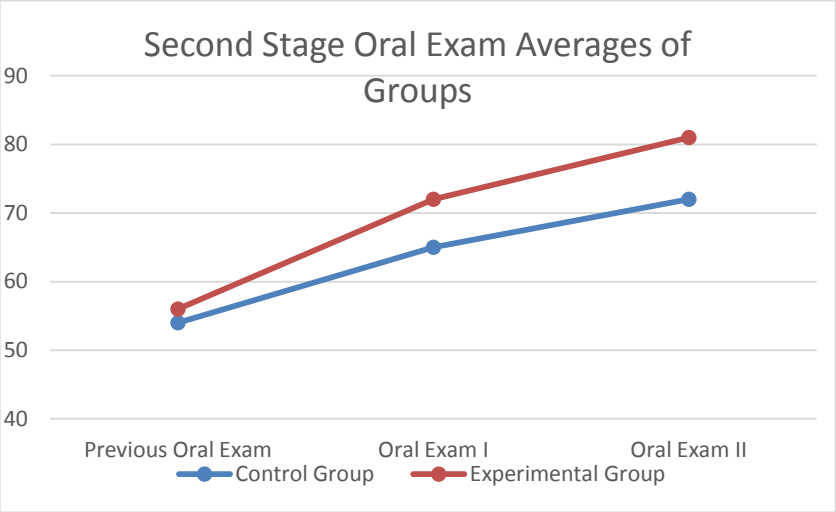
Table 3.35: Second Stage Oral Exam Results

			N	Mean	Std. Deviation	Std. Error Mean	T value	Sig. (two-tailed)
2nd Stage Oral exam Results	**Previous Oral Exam**	**Control**	**13**	**54.3077**	**20.96976**	**5.81596**	**1.240**	**.243**
		Experimental	**11**	**56.1818**	**14.79742**	**4.46159**		
	Last Oral Exam	**Control**	**13**	**72.9231**	**12.45299**	**3.45384**	**1.582**	**.145**
		Experimental	**11**	**81.5455**	**8.65290**	**2.60895**		

The control group students achieved a certain progress (54.3077 → 72.9231 – by 18.6154). The experimental group also achieved success (56.1818 → 81.5455 – by 25.3637), but a more considerable one.

The results are also given in the *Chart 3.12.* below.

Chart 3.12: Second Stage Oral Exam Averages



In order to understand the difference of the groups in detail, I examined the results separately for each group, as well. The *Tables 3.38 and 3.39* below shows the oral exam results of the experimental group.

Table 3.36: Second Stage Experimental Group Oral Exam Averages

		N	Mean	Std. Deviation	Std. Error Mean	T	Sig. (two-tailed)
2nd Stage Experimental Group Results	**The Previous Oral Exam**	**11**	**56.1818**	**14.79742**	**4.46159**	**-1.131**	**.030**
	Oral Exam I	**11**	**72.3636**	**12.80057**	**3.85952**		
	Oral Exam II	**11**	**81.5455**	**8.65290**	**2.60895**		

Table 3.37: Second Stage Control Group Oral Exam Averages

		N	Mean	Std. Deviation	Std. Error Mean	T	Sig. (two-tailed)
2nd Stage Control Group Results	**The Previous Oral Exam**	**13**	**54.3077**	**20.96976**	**5.81596**	**-3.766**	**.461**
	Oral Exam I	**13**	**65.7692**	**12.50436**	**3.46808**		
	Oral Exam II	**13**	**72.9231**	**12.45299**	**3.45384**		

We can see that the group started well, but then their results decreased. This means that their success is unstable.

The scores of both stages of the experiment with control and experimental groups prove the difference between the groups' oral speaking. For the experimental group, the change and increase in the scores persists from measurement to measurement and is significant. As for the control group, their progress is slower .

Thus, the oral exam results contribute to this study by showing the positive effect of teacher reflection via video recroding on the experimental group students.

3.4. Observation and Experiment Results – Discussion

The data obtained in this study aims to support the hypothesis and the thesis problem statement. While the observational data presents more explanatory and descriptive data about the dependent and independent variables, the experiemental data is used to present more statistical, analytical and objective information for the variables to increase the validity and reliability of the study.

3.4.1. Observational Phase and the Evaluation

First of all, the video observation phase has been the main objective and the theme of the study, and the other data were mainly used to support the effect of the phase. The subject teacher's (my) interpretations and comments of the video recording displayed the positivity of the assessment for herself. The weekly periods of the observation, the design of the self-inquiry, the assessment checklists of students and the teacher's herself were the guiding elements of the observation phase, and they made it more critical to evaluate in order to relieve its subjectivity.

Apparently, the video observations brought significant results for the subject teacher (me) and my self-assessment.

1- I got acquainted with a new self-assessment tool and method, such as video recording.
2- I became better aware of my behaviors and methods, weaknesses and strengths in class.
3- I have learnt how to evaluate myself and the necessity of it.
4- I have also learnt the importance of reflection and reflective thinking where the video recording acted as a mirror for me.

On the other hand, the students of both experimental groups have also shown a significant progress in their speaking skills with the efforts of the teacher (me) as the tables (*Table 3.31, 3.32, 3.34 and 3.35*.) indicate. The teacher had some targets for each group. While students showed some

positive results for their determined target behaviors, they did not improve in all aspects of the language skills to speak better (e.g., as shown above, they still had pronunciation and grammar problems, or at least felt so. However,

- their attention was awakened,
- motivation is increased, and
- the inclination towards the use of L2 is achieved.

These positive results which show a direct link with an outer agent should be interpreted as a success of the teacher.

It is believed that the desirable results are received from the observational phase of the research study. While the data is thought to be enough to assess its validity, it is not enough to assess the reliability, this is why it was decided to have additional data for the validity of obtained results. For that reason additional data was sought for.

3.4.2. Peer Interpretations and the Evaluation

The colleagues took part in the study as outer observants of the video recordings in order to check and compare theirinterpretations with the subject teacher's observational comments and also to consult their ideas for the weaknesses and strengths.

According to the data gathered, it can be stated that much of the diagnosis of the peers was close to the teacher's self-evaluations, such as motivating the students and lack of use of group work. Besides, peer teachers presented some additional data about the teacher's classroom management, posture, body language, reinforcement, etc., which helped the teacher to feel the confidence related to her attitudes which she had not noticed during the observations.

The checklists given to the teachers conveyed specific information about the teacher and the students separately. There were not many participant peers to do a detailed analysis of the checklists, yet they displayed a common thought related with the results of the study. The checklist results of the teachers (Table 3.11 and 3.13) show that peers found her successful and satisfactory in many aspects. The students' checklists (Table 3.12 and 3.14) display somewhat satisfactory results which refer to be not as satisfactory as the teacher, while the results slightly increase for the second experimental group students.

The results are similar and parallel with what has been obtained from the teacher's observation. The peers might have thought highly about the subject teacher's attitudes in the

checklists, yet it is seen that they displayed positive comments about her without any interference or compulsion. It is believed that they contributed to this study a lot with their witness and supportive comments related to the subject teacher's progress. They also reflected some valuable comments about students and their language acquisition.

3.4.3. Teacher Questionnaire and the Evaluation

Teacher questionnaire serves the basis of the comparison of the use of video recording as a self-assessment tool in the experimental group and teaching without it in the control group. The results displayed that the experimental group subject teacher (I) showed more and regular progress in the items asked. The change between the pre- and after experiment comments are visible in the comparison of all the questionnaire items, as well as the in some individual items. The questions which are directly related with the development of teacher methods and speaking skills have illustrated the difference better than the items which were related with indirect skills for speaking. Those target questions show objectively and without any interference the effect of video recording.

The subject teacher reflected awareness in all questionnaire items with the help of video observations, even though she did not show progress in each item. Video recording helped to improve in the teacher-oriented questions more than the skill-based questions of grammar and vocabulary. Students' progress in speaking skills are revealed, too.

The teacher questionnaire is directly linked with the use of video recording. It aims to support the video observation results of the study as well as to prove the impact of video recording for teacher's self-assessment. It is reckoned that the questionnaire contributed for the objectivity and the reliability of the study.

3.4.4. Student Questionnaire on Speaking and the Evaluation

Student questionnaire presents another important criteria for the research study. There is no direct inclusion of students with comments or ideas till the student questionnaire is held. Their success or progress in speaking is assessed through observations, and peer and teacher comments. The students' involvement in the process with the questionnaire on speaking and also later with video questionnaire laid their own views and ideas on their progress in speaking skills and the function of teacher in their progress.

The questionnaire results revealed that the experimental group students displayed a more significant progress in speaking than the control group students. In the evaluation of the individual questions, it is seen that the experimental group students had positive results in the aspects of teacher-oriented items and in the items where speaking skills were measured.

The students are one of the main agents to determine the teacher's success. Their feeling of progress will decrease the biases of this study. The students show success in their desire to speak, their attention and motivation, their evaluation of speaking classes and the atmosphere of the class, and, most important, they gained confidence, were relieved from the anxiety or shyness, which was a bog problem for many Turkish students.

As a quantitative data, the results of the student questionnaire might be interpreted as the success of the teacher and the video recordings.

3.4.5. Student Questionnaire Concerning Video and the Evaluation

Video questionnaire was held among the experimental group students, it reveals the effect of the application of observing their own video recordings in both experimental groups. This questionnaire is different from the questionnaire on speaking skills in that the students answered questions related to their speaking skills according to what they saw the videos, not just perceived, and evaluated themselves via video recording. The data presents essential evidence of thepositive impact of observing their activities' video recordings on students. Though some items show some similarity with the questionnaire on the speaking skills, it is also more specific.

The findings of the items related with the speaking ability of the students in the experimental groups showed an increase in the means of the after experiment results with a value of '4' in overall which refers to "agree". This clarifies that students:

1- enjoy speaking English
2- feel confident in speaking English
3- do not have difficulty in answering the questions and in the understanding of them
4- are satisfied with their speaking ability.

The findings of the language-based questions were found to display little or no progress in the ability of students. These items were;

1- the grammar problems (little progress)
2- the vocabulary problems (no progress), and

3- the pronunciation problems (no progress).

On the other hand, as I have already mentioned, to improve language skills was not the goal of experiment, the goal was to improve speaking skills, which was achieved (though I realize that these things are tightly related).

The questionnaire on the video recordingsresults of both groups add to the validity and reliability of the study, since the repeated questions in both the speaking and video questionnaire gave practically the same results. Besides, the evaluations show a direct connection between the application of video recording and the perceived quality of students' skills.

3.4.6. Oral Quiz Results of the Students and the Evaluation

Given as a last data, the oral quiz results of the students provide one more proof for progress of the students' speaking skills.

The results illustrate the progress of each experimental group. Both of them first improve results between the preliminary, first and second oral quiz results. The students displayed an inclination towards improving in their speaking skills, especially the first stage (pre-intermediate level group). The students of the control groups were not so successful. The difference between the pre-intermediate control and experimental groups is especially impressive.

3.5. Limitations and Perspectives of Further Research

The study includes a limited number of Turkish teachers and students, at a specific area and institution. This composes the basic limitation of my study,so it will be better for future studies to include more participants and area in the research.

The second limitation is that I myself was the subject teacher to participate in the video observation and the experiment. This may limit the accuracy and internal biases of my research study, as it is has already been explained.For that reason an experimental part was added to the research.

The next limitation concerns the age and the language skills' level of the students. The experimental groups consisted of Turkish university preparation school students whose levels were pre-intermediate and upper-intermedite. The results may not be enough to make a conclusion about any age group and language level of students.

Another limitation is the video tools and equipment used for the study. Different video recording tools (with better quality) may be required for different studies.

And finally, the observation and experiment duration can be longer in further studies. The time consideration for this study was effected by the official course level periods of eight weeks. I believe a continuous study of a semester might yield more significant changes.

The limitations of the research, naturally, entail further research on the topic, in order to get far-reaching conclusions. Anyway, the study supports the hypothesis of the research – the positive impact of ELT teachers' self-development and self-assessment via video recording.

The future research should be expanded to more students for the experiment than this study comprises. It should be handled by different observant teachers in order to examine and check different point of views and opinions. They might be trained how to use video recording for self-observation and reflection.

Reflective teaching is an accepted professional development and self-assessment method.However, as it has not been a very long time since the idea was widely accepted, and teachers are reluctant or unaware of the benefits of this innovation,more study on reflective teaching via video recording proving its positive impact, hopefully, will promote its application.

Another future study may compare the efficiency of this method of self-reflection to other methods of reflective teaching.

3.6. Conclusions of Chapter 3

The findings mainly display the progress of teacher with the use of video recoding. The data collected directly or indirectly illustrate the success and the importance of self-assessment of teachers for the progress of students in their speaking skills. The teachers need to be more self-critical to reach their students' progress.

The study findings display that the teacher participating in the action research became more aware of her own problems as well as of students' problems. She reflected on the problems, tried to find the ways to improve the situation and applied her findings. The research shows that not only her teaching became refined, but also it has a positive impact on students' motivation to speak in a foreign language (English) and the quality of their speaking skills. This can be deduced from the teacher's comments about her awareness of existing problems and her attempts to change the situation. There is a visible progress in her teaching skills and a feeling of improved self-assessment.

There is a visible effect of improvement of student attitude towards studies as well as the quality of speaking skills. Students' awareness of both their problems and improvements has also increased. It is possible to conclude that:

1- Analysis of lessons' video recordings is an effective method to help teacher's self-reflection. Self-reflection is necessary to achieve self awareness and to improve teaching skills.
2- Teacher's self-reflection via video recording aids to improve students' speaking skills and language acquisition.
3- The application of video recordings of EFL speaking activities helps students to become more aware of their deficiencies, stimulates them to improve and permits them to see the progress while watching further recordings.
4- The application of video recordings of EFL speaking classes help directly (via their own effort) and indirectly (via teacher's effort) to improve students' speaking skills and language acquisition.

The results of the research support the hypothesis of this study.

CONCLUSION

The necessity to follow the technological advances for teachers and the ideas of Dewey on reflection and reflective thinking inspired this study, and brought the idea for the essence of professionaldevelopment methods. The weaknesses observed in Turkish students' speaking skills triggered me to observe the teacher skills and methods in speaking classes with the intention of eliminating teacher-causedstudents' weaknesses.

In the thesis a study on an important issue for EFL classes has been carried out, it aims to provide a new view for both Turkish teachers and students, and also for EFL classes in general. This new view is expected to re-assess teachers' classroom attitudes, and also improve students' speaking skills in English with the use of teacher reflection on class video recordings. While the study is bringing a new understanding related with language teaching and acquisition, it also intends to contribute to the previous studies on the same topic.

The thorough study of literature on the issue, findings and the results assert that the video recording is effective for teacher reflection and language acquisition in speaking classes. The hypothesis of the study which embodies the same idea with the title of the thesis that "self-reflection via video recording positively influences teacher reflection in EFL speaking classes" is supported by observation and experiment as well. The findings suggest that video recording as a reflective tool impacts positively and increases the quality of language teaching and the acquisition of speaking skills.

The teaching process itself and a long duration without any critical reflection decrease the teacher effectiveness. Viewing video recordings of the classeshelps to increase the teacher awareness about their positive and negative behaviors and teaching methods.While the research study conveys that video enhanced reflection contributes to the professional development of teachers, it also proves to be effective in students' language acquisition. The weaknesses of Turkish students as well as of the teacher him / herself in speaking skills observed in the recordings enhance teacher reflection. In order to evaluate how effective the teachers are in teaching speaking, and also to learn whether the teachers are the cause of student weaknesses, the classes are recorded for the video observations (focusing on the teacher behaviors).

The study investigated the possible effects of the application of the class video recording both on teachers and students by collecting and using various data with triangulation method in order to prove the hypothesis. A thorough study as an action research with its explanatory and

descriptive design, and observational and experimental methodology was conducted. The qualitative data included the observational comments of the subject teacher (me) and peer teachers. The quantitative data explored on the components of the experimental part which were the teacher and student questionnaires and their analysis. The collected data added to the validity, reliability and the accuracy of the study.

The findings of this study can be listed as follows:

1- The Turkish teachers of English in the experiment and English teachers in general canimprove their teaching English speaking skills if they do self-assessment. It is necessary to do self-assessment time to time in order to eliminate the teacher-caused student weaknesses.

2- Video recording provides a critical reflection tool for ELT teachers of speaking who want to perform individual assessments with or without a partial change in the syllabus.

3- The teaching methods and the attitudes of the English teachers can positively effect and alter the language acquisition in EFL speaking classes, and self-reflection via video recording will positively contribute to this.

4- The English language learners will benefit from video recording method indirectly with the improved teaching practices of their teachers. They will also benefit directly by being recorded and by assessing themselves.

5- The Turkish students in the experimentand the learners in general can improve their speaking skills with the efforts of the teacher. However, their own desire and efforts are required, too, for a better progress.

The findings and the evaluations of the data gathered in the study confirm the hypothesis. Taking into consideration the limitations of the study, further study is required to get larger scale results. However, the research permits me to judge that video recording can be a common self-assessment tool in the future for ELT teachers who want to achieve self-assessment and self-progress.

Practical Implications

First of all, teachers need to feel that they should possess the idea of reflection, self-assessment and the need for self-observation and evaluation. Besides, they should know that reflection is anindispensable tool for them.

Currently, the Turkish teachers and the ELT teachers in generalcan and should use video recording not only to present materials and hold activities, but also as a self-reflection tool in order to improve their practices.

However student-centered contemporary education may be, we as the educators should be more self-critical, self-observant and reflective. I believe video recording will be very practical for self-assessment and reflection. It is known that, being very busy, teachers often refrain from time-consuming activities; however, video recording, as a less time-consuming way to self-reflect will enable them to see oneself like in a mirror in a critical way with little time spent whenever they are free. Video recording also eliminates the embarrassment of teachers from peers, or observants, and provides self-assurance more than live observation during class time.

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Appendix 1. Permission from the ethical commission

The Document from Canik Basari University Ethic Commisson that permits the author to do a field work study at the university.

T.C.
CANİK BAŞARI ÜNİVERSİTESİ
REKTÖRLÜĞÜ

Sayı : 24547604-204 / 287
Konu : Alan Çalışması

14/06/2013

Sayın Betül Ayşe SAYIN
Yabancı Diller Bölümü
İngilizce Okutmanı

İlgi: 12.06.2013 tarihli dilekçeniz.

Uluslararası Karadeniz Üniversitesinde yapmakta olduğunuz "The Impact Of Teacher Reflection Via Recording Of Efl Speaking Classes On The Quality Of Language Teaching And Acquisition" konulu doktora teziniz için 2013 yılı Hazırlık Sınıfı öğrencilerine alan çalışmasına yönelik yapmış olduğunuz ve yine 2013 yılı Hazırlık Okulu Yaz Kursu süresince Hazırlık Sınıfı öğrencilerine yönelik alan çalışması yapma talebiniz, Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu tarafından değerlendirilmiş olup, etik kurallar dikkate alınmak şartı ile uygun bulunmuştur.

Bilgilerinizi rica ederim.

Prof. Dr. Reşit ÖZKANCA
Rektör V.

Ek-1 Etik Kurul Onayı

Gürgenyatak Kampüsü
55080 Canik/SAMSUN
Elektronik Ağ : www.basari.edu.tr
E-posta : rektorluk@basari.edu.tr
Tel. : +90 (362) 280 10 00
Faks : +90 (362) 286 00 77

Appendix 2. Observation of the First Stage Group of the Experiment (pre-intermediate) –

Teacher's Reflections and Comments on Video Recordings

1st Week Initial Inquiry

1- *Which methods did I use while teaching (speaking)?*
I translated many questions into Turkish during the speaking activity.

2- *How did I behave while teaching (speaking)?*
I had to explainsome questions in Turkish, and I gave lots of prompts while they were speaking.

3- *Were students actively engaged with the lesson?*
Yes, they did somehow. They did not make sentences, they just said some words.

4- *How could I determine if the students were actively engaged? (Richards 1991)*
Even though students responded in Turkish, they answered my questions voluntarily, and they also listened to me carefully in order to understand my speech and questions.

5- *What were my negative attitudes that I observed?*
The topic was not easy for them to speak. Besides, I taught pronunciation after I tried to make them speak.

6- *What were my positive attitudes that I observed?*
I observed that I taught vocabulary and then I did some speaking activities. And I insisted on making them speak.

7- *What do I want to change for the next lesson?*
I want students to answer me in English instead of Turkish. I want them to use the vocabulary and grammar knowledge they have acquired.

4th Week While Inquiry

1- *Which methods did I use while teaching (speaking)?*
I explained in English this time with minor Turkish prompts or explanations during the lessons.

2- *How did I behave while teaching (speaking)?*
I asked each student the same questions during speaking hours. I expected them to listen to each other and learn how to respond to specific questions. I directed towards them some specific questions and helped them to learn how to answer.

3- *Were students actively engaged with the lesson?*

Yes, they did somewhat, they listened to me carefully. But I saw that they refrained to answer my questions. It was not easy for them to speak. If I ask them, they speak and answer me. I forced them a lot.

4- *How could I determine if the students were actively engaged? (Richards 1991)*

They again listened to me carefully, wrote down, and asked me some questions about how to respond in some questions.

5- *What were my negative attitudes that I observed?*

First, I should have made some group works and made them speak together.

Second, I focused on one student more than others. This caused me to spend more time on some students instead of all of them.

Third, I tried to get the exact correct answers from students. I focused on the usage more.

6- *What were my positive attitudes that I observed?*

I first revised the past form, and I asked and gave a sample answer for questions about "last holiday". I used PPP.

7- *What do I want to change for the next lesson?*

I want to change the uneagerness of the students towards speaking. And I want more student speaking time in my classes than teacher's.

7th Week Post Inquiry

1- *Did I observe any positive change in the student's behavior?*

They understood various questions without translation. They were more relaxed, motivated and eager to speak.

2- *Did I observe any positive change in the teacher's behavior?*

I gave less prompts which I could not totally avoid. I directed questions to various students. I've started to make them more active.

3- *Did the students benefit from the lesson/method?*

I did not give up speaking in English in the following weeks. This improved students' listening as well as their speech. They listened to me carefully from the beginning and modelled. My resistance towards speaking Turkish had a positive influence in their speech, even though they used Turkish more than English in their answers.

4- *Did the teacher benefit from the lesson/method?*

I learnt more via video recording about what I should have done and what I shouldn't. First of all, I have learnt to eliminate the topics that students do not like to talk on, but identify the ones that they enjoyed. As for second, I have realized that I am not always making students to be excited to speak in English. I taught them the necessary vocabulary and grammar, but it is not just enough to make them speak. They should feel that they can use this information to speak. I expected them to speak as soon as they learn something new and I have learnt that they should first of all be motivated. The third thing is that I should first be a model myself on a given topic to speak, and then I should expect them to speak because it is sometimes really difficult for them to make a correct sentence.

5- *How do you evaluate your overall teaching during the observation?*

When I look through the past seven weeks, I see that I have learnt more than what the students have learnt. I cannot say that students showed a great progress. What they have learnt is that they should not afraid and restrain from speaking English. They started to feel more relaxed. Yet they were quite behind the grammar and vocabulary usage, and it was not easy for them to speak in L2.

I had the chance to evaluate myself by the recordings. I also get the advantage of my colleagues' comments on my video recordings. Their offer on more group work activities was really right. I will obey what they have advised for my other lessons and especially speaking classes.

Reflection and Pre-comments of the Teacher for the First Group

As for students, I observed that they still afraid of or refrain from answering the questions in a wrong way. However, they were more motivated to speak. They spoke freely on the topics they know, especially the ones with familiar vocabulary.

As for me, I realized that I did not do many group activities for speaking classes, which was still my lackness. The group-activities I did were few and based on some dialogues from the book.

Most of the time, I have used the PPP and I did not have many problems in the order of teaching vocabulary, grammar and then to make them speak. Only at the beginning, I had some troubles in the teaching order, and as soon as I taught something, I expected students to talk on it. Later on, I have realized that they need more practice and to see model plus motivation to speak. I have learnt and understood it via video recording. I intended to have more student-centered classes in speaking, but the students'

level was actually quite weak to handle everything in seven-week time. It is also because that they were sometimes very reluctant to speak or do any other English activities.

Video recording was very helpful to let me see exactly what my weaknesses and strengths are, even though it is not easy to correct your attitudes and the way you teach instantly. I needed time and still I need time to apply what I have observed and learnt in my next speaking class.

Appendix 3. Observation of the Second ExperimentalGroup (B2C1 Prep-Class) – Teacher's Reflections and Comments on Video Recordings

1st Week Initial Inquiry

1- *Which methods did I use while teaching (speaking)?*

I explained the vocabulary and did the listening activity before speaking. I spoke in English most of the time.

2- *How did I behave while teaching (speaking)?*

I had to teach them some topics and questions, and we focused on these topics and questions during speaking. I tried to repeat and re-arrange or change the questions to make it more understandable. They had difficulties in responding. We had both pre and post speaking activities. They were reluctant to speak.

3- *Were students actively engaged with the lesson?*

Not very much.

4- *How could I determine if the students were actively engaged? (Richards 1991)*

Most of them listened to me carefully, but only a few of them were active and answered my questions. Again I forced some of them to speak.

5- *What were my negative attitudes that I observed?*

I was more dominant with my explanations. Students tried to concentrate on difficult topics – maybe this was the reason for their anxiety. And I was thinking that my explanations were really necessary in order to make them speak.

6- *What were my positive attitudes that I observed?*

In fact, I do not know what was positive about my teaching or attitudes. Maybe my use of L2 most of the time and keep them awake during the lessons with vocabulary activities and practices.

7- *What do I want to change for the next lesson?*

I want them to engage more with the speaking part. They have learnt a lot of vocabulary and grammar rules. They are already B2 level students. They should speak and say two-three sentences.

4th Week While Inquiry

1- *Which methods did I use while teaching (speaking)?*

I used the same methods. I do not teach much grammar since they already have separate grammar classes. And I think they need vocabulary teaching more than grammar. I tried to use CLT method especially for speaking activities which worked quite well.

2- *How did I behave while teaching (speaking)?*

I did the repetition of previous topics most of the time. This time I gave them various examples related with the topics and, again wrote the sample answers on the board.

3- *Were students actively engaged with the lesson?*

Yes, they were a little better.

4- *How could I determine if the students were actively engaged? (Richards 1991)*

When I watched the videos, I saw that while they were very silent, in the last videos, at various topics, they at least try to say a sentence or try to translate their ideas into English. They had hard times. In fact, they afraid to make mistake and some of them are shy. However, they started to like the topics.

5- *What were my negative attitudes that I observed?*

First, I've started to use some group works for vocabulary practice or for speaking, but I couldn't make them very active. I should have organized my activities much better for group work.

Second, I shouldn't interfere much to student responses.

6- *What were my positive attitudes that I observed?*

I realized that I gave them all necessary vocabulary and model/sample answers to make them speak. I tried to make them relax before speaking by allowing them to brainstorm on the topic in Turkish. I also used the CLT method which I believed was successful in organizing realistic conversations.

7- *What do I want to change for the next lesson?*

I am not still satisfied with their speaking ability. As B2 level students, I expect them to speak fluently on the topics. But I see that they are really weak and that's the reason that they are repeating this course. So, I want them to say at least the model answers we gave in the class. And I want them to talk on the previous topics confidently, instead of new ones.

7th Week Post Inquiry

1- *Did I observe any positive change in the student's behavior?*

They began to get used to each other and gave up their shyness after the 4th week. I think they also liked some topics more in the last units (especially advertisements) and they become more talkative in Turkish and in English. Besides, with the means of oral exam, they forced themselves to speak.

2- *Did I observe any positive change in the teacher's behavior?*

I've used more group activities, yet they were not still enough. I have seen that I should motivate them to speak. I have learnt not to interfere much to their answers. When they needed help, they asked me. I have seen the importance of using PPP. I have also learnt to have oral brainstorming before getting ready for the speaking activity. If we would have done the written one, it would be very helpful, too. Writing the sample answers has also been very practiceal and helpful.

3- *Did the students benefit from the lesson/method?*

I cannot say that I used a special method for speaking, but the video homework I gave helped them to practice speaking at home, and motivated them. I think that my efforts of teaching vocabulary, repetitions, some group activities and model answers for speaking topics also helped them to improve somehow their speaking, or eagerness to speak.

4- *Did the teacher benefit from the lesson/method?*

I pretty much benefit from my videos. I observed both teacher and student behaviors with the help of two cameras. As soon as I saw that students were passive during speaking times, I tried to find some activities to energize them, maybe not directly related to speaking. My videos also showed me that I am very active in my classes that keeps my students awake. I am not stable, I never sit. I've also learnt that group activities work better. I should use more group works in my classes which will make the lessons more student centered.

5- *How do you evaluate your overall teaching during the observation?*

As a group consisting of few students, B2C1 was not easy to deal with during speaking practices. They were really unmotivated to speak, even though they sometimes had good ideas. During the seven weeks time, video recording helped me to examine my own teaching and students' behaviors. Neither they nor me showed a great progress. But I acquired some abilities and strategies. I managed to make them all speak in my lessons. In fact, they were reluctant to speak and some of them were shy. In the last weeks, they did not resist when I asked them to speak. I think I forced them a lot in class, but they didn't study extra at home.

Reflection and Post-comment of the Teacher for the Second Group

During the second group video observation, I used two cameras and observed both teacher and student behaviors. The second camera was helpful, too, since during the observation, I wondered how my students behaved in class: Were they participating, but not speaking, or were they really not engaged with the lesson?

I have realized from the beginning that they are not like B2 students, while some of them were very good at speaking, they did not always show this performance. Yet some of them were really weak in grammar, vocabulary and speaking. I did not pay much attention to grammar, since I thought they had some other problems. They really needed a good vocabulary knowledge. They were very reluctant, uneager to participate and shy. I had only one very active student. He himself was motivated and tried to motivate others. Besides, they did not study at home. So, it was not easy for them to show a great progress.

As a teacher, I tried not to see these deficiencies and did whatever I could to force them to speak. Whenever I saw in the videos that they did not speak, I myself became more active as if it would work :) I cannot say that they showed a great progress, but they tried somehow to speak. What I worry about them is that they did not use the advantage of being few in the class, and did not do their best to learn English in a good way.

In the first weeks, the students were resisting to speak. Even though we had some simple topics and questions to speak on, they were so silent. Later on, they get used to my questions. The repetitions were effective, too. When I directed a question to a student, I saw that they did not refuse it. I see even this as a success. I observed all these things in my videos.

I really think that if I did not use video recording for this class, I would not achieve much for this group. At least, I observed myself, and with the help of some comments of my colleagues together with my own inquiry, I benefit from my videos and learnt whether I am a successful teacher. Now, I see that I need to improve myself as a teacher, but I also think that I am not the only reason for their being lack of speaking skill in L2.

Appendix 4. Teacher Questionnaire for the Evaluation of Speaking Classes –

- Performed with the control and experimental group teachers.

Please circle the number of your choice using the given scale.

1. Your students have speaking problems

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

2. The problems are caused by lack of grammar skills.

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

3. The problems are caused by poor vocabulary

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

4. The problems are mainly psychological (low motivation, anxiety concerning mistakes, introversion, shyness, cultural differences between genders, etc.)

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

5. The problems are caused by poor communicative strategies (lack of avoidance and meaning elicitation strategies, poor planning, problems asking stimulating questions, etc.)

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

6. Speaking activities offered by course books are not very motivating

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

7. Students do not have the feeling of progress in speaking

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

8. I often fail to notice students' mistakes when they speak

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

9. I sometimes do not notice my own language mistakes or classroom management problems

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

10. I do not have sufficient time to provide feedback to all students regularly

1-Strongly Disagree	2-Disagree	3- Neutral	4- Agree	5- Strongly Agree

11. I sometimes fail to create a relaxed atmosphere in the class in the process of speaking activities

1-Strongly Disagree	2-Disagree	3- Neutral	4- Agree	5- Strongly Agree

12. I sometimes cannot choose interesting topics, situations and activities for speaking

1-Strongly Disagree	2-Disagree	3- Neutral	4- Agree	5- Strongly Agree

13. I wish I could see myself from aside to see what the problems are

1-Strongly Disagree	2-Disagree	3- Neutral	4- Agree	5- Strongly Agree

Appendix 5. Student Questionnaire for the Evaluation of Speaking Classes and Skills

– Held with the students of control and experimental groups.

Please circle the number of your choice using the given scale.

1. I have speaking problems

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

2. The problems are caused by lack of grammar skills. (do not answer, if your answer to question 1 is 1 or 2)

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

3. The problems are caused by poor vocabulary (do not answer, if your answer to question 1 is 1 or 2)

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

4. The problems are mainly psychological (low motivation, anxiety concerning mistakes, introversion, shyness, cultural differences between genders, etc.) (do not answer, if your answer to question 1 is 1 or 2)

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

5. The problems are caused by poor communicative strategies (lack of avoidance and meaning elicitation strategies, poor planning, problems asking stimulating questions, etc.) (do not answer, if your answer to question 1 is 1 or 2)

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

6. I feel confident when I speak English.

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

7. I am eagerto participate in the activities in the class andto speak.

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

8. Speaking activities at the lesson are not very motivating

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4- Agree**	**5- Strongly Agree**

9. I do not have the feeling of progress in speaking

1-Strongly Disagree	2-Disagree	3- Neutral	4- Agree	5- Strongly Agree

10. I do not get feedback regularly

1-Strongly Disagree	2-Disagree	3- Neutral	4- Agree	5- Strongly Agree

11. The atmosphere in the class in the process of speaking activities isn't relaxing

1-Strongly Disagree	2-Disagree	3- Neutral	4- Agree	5- Strongly Agree

12. Topics and situations for speaking aren't always interesting

1-Strongly Disagree	2-Disagree	3- Neutral	4- Agree	5- Strongly Agree

13. I wish I could see myself from aside to see what my problems are

1-Strongly Disagree	2-Disagree	3- Neutral	4- Agree	5- Strongly Agree

Appendix 6. Student Questionnaire Concerning Video-Recording

Please circle the number of your choice using the given scale.

1- I can see that I enjoy speaking English.

5- Strongly agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

2- I can see that I feel confident in speaking English.

5- Strongly agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

3- I can see that I do not have difficulty in answering the question.

5- Strongly agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

4- I noticed that I have grammar problems.

5- Strongly agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

5- I noticed that I have vocabulary problems.

5- Strongly agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

6- I noticed that I cannot speak with correct pronunciation.

5- Strongly agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

7- I am satisfied with my ability to speak English.

5- Strongly agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

8- I feel that I do not try my best to speak English.

5- Strongly agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

9- I feel that I need to practice more.

5- Strongly agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

10- Video recording helps me learn English better.

5- Strongly agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

Appendix 7. Peer Comments

Peer Interpretations for the First Stage of the Experiment

- **Davut (Teacher in Grammar)**

"It was a great pleasure to see Ms. Ayse Sayin's videos she recorded for self-observation and evaluation.

As she moves on, it is obviously seen that she is more careful with where she stands, who she speaks to and also with using body language.

I think it could have been more effective teaching, if she had organized the classroom into groups and had students interact with each other, asking questions to one another and answering questions."

- **Ummuhan (Teacher in Writing)**

"As a start, her classes were a bit more teacher-centered whereas she tried to change it into pupil based by giving students every chance to participate. She listened to each student patiently and corrected them where necessary. Next, she made eye-contact with them and made positive comments. Besides, she encouraged them to talk to each other.

She used body language, gestures and intonations efficiently so that she was able to maintain their attention to the most extent. Although students keep speaking their mother language, the teacher continued speaking the target language most of the time to expose them to English as much as possible. However, she made explanations in their mother language. She gave more time to students in difficult questions whereas she kept time short in easy questions. She could have done group work activities and made the students speak more yet, since the class is shaped in "U", each student was able to communicate with each other easily.

Using technology is what's essential nowadays. The teacher does not have difficulty in using neither the smart board nor the camera in class. The camera helps the teacher correct and improve herself, besides it is very practical and natural if the students are used to it."

- **Ahmet (Teacher in Reading)**

"It has been an extraordinary experience for me to watch the videos recorded by Mrs. Sayin. At the first opportunity, I will test myself with the same way and suggest to my other colleagues as well.

The very first detail I realized, at the beginning, the students are stable and unwilling to participate in the lesson. Later on, Mrs. Sayin manages to get them up, come to the board, and join the activities. Because I have known the group for about four months, I can say that, it was a significant success of her.

In the videos, I can see that Mrs. Sayin also employs her body language fairly, manages the class well, and uses her gestures professionally.

The only drawback I see is she rarely walks around the class and uses the technique of group work.

To sum up, it has been a pleasure to learn a new way of a self-test that I can use during my classes."

Peer Interpretations for the Second Stage of the Experiment

- **Oxana (Teacher in Writing)**

First, she used some good speaking activities, such as giving the students pictures of different teachers in their classes. The students had to speak about that teacher in the picture to give their opinions about 'first impressions'. It was a pair work activity, and the students were supposed to talk to each other. However, they were actually talking to the teacher rather than their partner. I think this task is a kind of "teacher-motivated task". The class was more teacher-centered and needed to be shifted to student-centered.

To improve this activity, I think, first of all the center of motivation needs to be changed. For example, the students could go around the class and listen to what each of his/her classmates tells about the picture they have, and finally choose, for example, the most effective teacher according to what his/her classmates tell. Then the students will be really talking to each other about their picture, but not in order to "seem talking". They will be motivated to get the information from their classmate and then form an opinion.

Second, I really think that writing the answer to a particular question on the board by the teacher is very successful and necessary. Because when we teach a word or grammar structure, first we drill it, then do a controlled practice and only then the free practice. If students are given freedom at the very beginning of learning, when the skill is not formed yet, they will never have a good command of the skill, or will have errors and a lack of self-confidence which may influence their desire to speak.

Finally, I would like to mention the materials used in class. The teacher tried to use different activities, brought some pictures, or other kinds of hand-outs to give the students opportunity to speak. In my opinion, this practice should take place in the pre-speaking stage,

as well. The teacher should ‘feed’ the students with some more information about a particular topic both in a written form (reading passages, a book section, an article, etc.) or spoken form (listening parts, podcasts, etc.) so that students will acquire the necessary background knowledge which will help them form their own opinion. Otherwise, students do not have any opinion on a particular topic and prefer to stay silent.

- **Muradiye (Teacher in Reading)**

Before talking about Mrs. Ayse’s activities, I want to say that it is a really great honour and pleasure for me to be an observer of this activity. First of all, I want to talk about Mrs. Ayse’s vocabulary activity and her class. While teaching vocabulary, she used synonyms and gives really good examples. She uses the words with the examples, and it is a really good idea because teaching vocabulary through an example, especially funny examples, makes it long-lasting, understandable. Another method that she used is teaching vocabulary through opposites; it is also a perfect idea because we generally know something through what it does not. However, she may also ask students to make sentences by using this new vocabulary. By that she could learn whether they understand the word or not.

In listening part, before starting listening, she does the warm-up and it seems really a good idea because it takes students attention and it also helps them to know what they are going to listen or what they are going to learn about. This will also make them attentive. Yet, some students seem silent, in order to make them participate, she could ask them to give examples. They will probably like it because people generally like talking about themselvesor to be listened by others. After listening, she asked them whether they have a problem or not, it is also very good idea, it will make them to feel confident.

In speaking part, what I like, first of all, is that she tries to talk with all of the students. She also uses pictures, technology, smart board, body language. Briefly, the materials she uses are really good and the teacher hardly ever speaks Turkish. Yet, students need to be more active. Teacher is much more active than the students at speaking activities.

Appendix 8. Teacher Questionnaire Results

Teacher Questionnaire SPSS Analysis

Table 1:

Case Summaries[a]

				Before exper._SUM	During exper._SUM	After exper._SUM
Groups	T.Cont.1	1		2.92	3.00	3.17
		2		3.08	3.08	3.25
		Total	N	2	2	2
	T.Exp.2	1		2.08	3.58	4.08
		2		2.42	3.33	4.25
		Total	N	2	2	2
Total	N			4	4	4

a. Limited to first 100 cases.

Table 2:

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Before exper.	Control	2	37.5000	.70711	.50000	31.1469	43.8531	37.00	38.00
	Experimental	2	28.5000	3.53553	2.50000	-3.2655	60.2655	26.00	31.00
	Total	4	33.0000	5.59762	2.79881	24.0929	41.9071	26.00	38.00
During exper.	Control	2	38.0000	.00000	.00000	38.0000	38.0000	38.00	38.00
	Experimental	2	42.5000	2.12132	1.50000	23.4407	61.5593	41.00	44.00
	Total	4	40.2500	2.87228	1.43614	35.6796	44.8204	38.00	44.00
After exper.	Control	2	37.5000	.70711	.50000	31.1469	43.8531	37.00	38.00
	Experimental	2	51.5000	2.12132	1.50000	32.4407	70.5593	50.00	53.00
	Total	4	44.5000	8.18535	4.09268	31.4753	57.5247	37.00	53.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Before exper.	Between Groups	81.000	1	81.000	12.462	.072
	Within Groups	13.000	2	6.500		
	Total	94.000	3			

During exper.	Between Groups	20.250	1	20.250	9.000	.095
	Within Groups	4.500	2	2.250		
	Total	24.750	3			
After exper.	Between Groups	196.000	1	196.000	78.400	.013
	Within Groups	5.000	2	2.500		
	Total	201.000	3			

Table 3:

Case Summaries[a]

					Before exper.	During exper.	After exper.
Groups		Control	Teacher 1		37.00	38.00	38.00
			Teacher 2		38.00	38.00	37.00
			Total	N	2	2	2
				Mean	37.5000	38.0000	37.5000
				Median	37.5000	38.0000	37.5000
				Std. Error of Mean	.50000	.00000	.50000
				Std. Deviation	.70711	.00000	.70711
				Sum	75.00	76.00	75.00
				Range	1.00	.00	1.00
		Experimental	Teacher 1		26.00	44.00	50.00
			Teacher 2		31.00	41.00	53.00
			Total	N	2	2	2
				Mean	28.5000	42.5000	51.5000
				Median	28.5000	42.5000	51.5000
				Std. Error of Mean	2.50000	1.50000	1.50000
				Std. Deviation	3.53553	2.12132	2.12132
				Sum	57.00	85.00	103.00
				Range	5.00	3.00	3.00
	Total	N			4	4	4
		Mean			33.0000	40.2500	44.5000
		Median			34.0000	39.5000	44.0000
		Std. Error of Mean			2.79881	1.43614	4.09268
		Std. Deviation			5.59762	2.87228	8.18535
		Sum			132.00	161.00	178.00

Range	12.00	6.00	16.00

a. Limited to first 100 cases.

Appendix 9. Student Speaking Questionnaire SPSS Analysis Tables

Table 1: A General Analysis of Questionnaire Items with One-Way ANOVA

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
TotalQ	Control	26	39.3077	3.74987	.73541	37.7931	40.8223	31.00	47.00
	Experiment	27	36.0741	4.31389	.83021	34.3676	37.7806	28.00	46.00
	Total	53	37.6604	4.32765	.59445	36.4675	38.8532	28.00	47.00
TotalQ_	Control	26	40.5000	4.24500	.83251	38.7854	42.2146	33.00	51.00
	Experiment	27	44.7778	4.61047	.88728	42.9539	46.6016	31.00	51.00
	Total	53	42.6792	4.89416	.67226	41.3302	44.0282	31.00	51.00
TotalQP	Control	26	42.9615	5.03969	.98836	40.9260	44.9971	30.00	54.00
	Experiment	27	49.5926	4.90886	.94471	47.6507	51.5345	41.00	58.00
	Total	53	46.3396	5.95478	.81795	44.6983	47.9810	30.00	58.00

Table 2:

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
TotalQ	.707	1	51	.404
TotalQ_	.164	1	51	.687
TotalQP	.180	1	51	.673

Table 3:

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
TotalQ	Between Groups	138.496	1	138.496	8.455	.005
	Within Groups	835.390	51	16.380		
	Total	973.887	52			
TotalQ_	Between Groups	242.381	1	242.381	12.322	.001
	Within Groups	1003.167	51	19.670		
	Total	1245.547	52			
TotalQP	Between Groups	582.407	1	582.407	23.546	.000
	Within Groups	1261.480	51	24.735		
	Total	1843.887	52			

Table 4: Case Summaries[a]

				TotalQ	TotalQ_	TotalQP
Groups	Control	1		39.00	37.00	42.00
		2		38.00	43.00	44.00
		3		42.00	51.00	41.00
		4		41.00	46.00	44.00
		5		40.00	46.00	54.00
		6		41.00	39.00	36.00
		7		40.00	41.00	44.00
		8		47.00	41.00	40.00
		9		41.00	40.00	47.00
		10		37.00	34.00	45.00
		11		38.00	38.00	36.00
		12		42.00	42.00	45.00
		13		42.00	36.00	45.00
		14		31.00	48.00	44.00
		15		39.00	41.00	43.00
		16		38.00	36.00	39.00
		17		44.00	40.00	41.00
		18		39.00	35.00	45.00
		19		35.00	43.00	46.00
		20		34.00	42.00	48.00
		21		47.00	38.00	45.00
		22		36.00	41.00	50.00
		23		34.00	43.00	30.00
		24		41.00	33.00	34.00
		25		40.00	40.00	46.00
		26		36.00	39.00	43.00
		Total	N	26	26	26
			Mean	39.3077	40.5000	42.9615
			Median	39.5000	40.5000	44.0000
			Variance	14.062	18.020	25.398
			Minimum	31.00	33.00	30.00

		Maximum	47.00	51.00	54.00
		Grouped Median	39.5000	40.4286	44.0000
		Sum	1022.00	1053.00	1117.00
Experiment	1		40.00	49.00	55.00
	2		38.00	51.00	50.00
	3		33.00	45.00	53.00
	4		40.00	47.00	43.00
	5		41.00	45.00	48.00
	6		36.00	39.00	57.00
	7		35.00	51.00	48.00
	8		34.00	42.00	52.00
	9		42.00	48.00	45.00
	10		37.00	31.00	44.00
	11		33.00	44.00	56.00
	12		28.00	44.00	42.00
	13		33.00	42.00	55.00
	14		42.00	43.00	45.00
	15		37.00	46.00	58.00
	16		30.00	45.00	43.00
	17		46.00	50.00	48.00
	18		34.00	43.00	41.00
	19		36.00	41.00	57.00
	20		33.00	47.00	50.00
	21		28.00	50.00	49.00
	22		35.00	39.00	47.00
	23		40.00	45.00	51.00
	24		33.00	49.00	52.00
	25		34.00	40.00	48.00
	26		37.00	42.00	53.00
	27		39.00	51.00	49.00
	Total	N	27	27	27
		Mean	36.0741	44.7778	49.5926
		Median	36.0000	45.0000	49.0000

		Variance	18.610	21.256	24.097
		Minimum	28.00	31.00	41.00
		Maximum	46.00	51.00	58.00
		Grouped Median	35.7500	44.8333	49.2500
		Sum	974.00	1209.00	1339.00
Total	N		53	53	53
	Mean		37.6604	42.6792	46.3396
	Median		38.0000	42.0000	45.0000
	Variance		18.729	23.953	35.459
	Minimum		28.00	31.00	30.00
	Maximum		47.00	51.00	58.00
	Grouped Median		37.8750	42.4000	45.6667
	Sum		1996.00	2262.00	2456.00

a. Limited to first 100 cases.

Table 5: Questionnaire Item 1: "I am eager to participate to the activities in the class and to speak"

Descriptives

			N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
							Lower Bound	Upper Bound		
I am eager to participate to the activities in the class and to speak.	**Before**	Control	26	3.4615	1.02882	.20177	3.0460	3.8771	1.00	5.00
		Experimental	27	2.8889	1.21950	.23469	2.4065	3.3713	1.00	5.00
		Total	53	3.1698	1.15585	.15877	2.8512	3.4884	1.00	5.00
	During	Control	26	3.4231	1.02657	.20133	3.0084	3.8377	2.00	5.00
		Experimental	27	3.7778	.80064	.15408	3.4611	4.0945	2.00	5.00
		Total	53	3.6038	.92694	.12732	3.3483	3.8593	2.00	5.00
	After	Control	26	3.2308	1.06987	.20982	2.7986	3.6629	1.00	5.00
		Experimental	27	4.0741	1.23805	.23826	3.5843	4.5638	1.00	5.00
		Total	53	3.6604	1.22386	.16811	3.3230	3.9977	1.00	5.00

ANOVA

			Sum of Squares	df	Mean Square	F	Sig.
I am eager to participate to the activities in the class and to speak.	**Before**	Between Groups	4.343	1	4.343	3.401	.071
		Within Groups	65.128	51	1.277		
		Total	69.472	52			
	During	Between Groups	1.666	1	1.666	1.976	.166
		Within Groups	43.013	51	.843		
		Total	44.679	52			
	After	Between Groups	9.420	1	9.420	7.016	.011
		Within Groups	68.467	51	1.342		
		Total	77.887	52			

Table 6: Questionnaire Item 1: "I have speaking problems"

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
I have speaking problems	Control	26	3.6923	.83758	.16426	3.3540	4.0306	2.00	5.00
	Experimental	27	3.7407	1.22765	.23626	3.2551	4.2264	1.00	5.00
	Total	53	3.7170	1.04472	.14350	3.4290	4.0049	1.00	5.00
I have speaking problems	Control	26	3.6538	1.23101	.24142	3.1566	4.1511	1.00	5.00
	Experimental	27	2.8889	.89156	.17158	2.5362	3.2416	1.00	5.00
	Total	53	3.2642	1.12918	.15510	2.9529	3.5754	1.00	5.00
I have speaking problems	Control	26	3.1923	1.05903	.20769	2.7646	3.6201	1.00	5.00
	Experimental	27	2.3333	.62017	.11935	2.0880	2.5787	1.00	4.00
	Total	53	2.7547	.95888	.13171	2.4904	3.0190	1.00	5.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Before	Between Groups	.031	1	.031	.028	.868

	Within Groups	56.724	51	1.112		
	Total	56.755	52			
During	Between Groups	7.751	1	7.751	6.751	.012
	Within Groups	58.551	51	1.148		
	Total	66.302	52			
After	Between Groups	9.773	1	9.773	13.103	.001
	Within Groups	38.038	51	.746		
	Total	47.811	52			

Table 7: Questionnaire Item 9: "I do not have the feeling of progress in speaking"

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
I do not have the feeling of progress in speaking	Control	26	2.3846	.85215	.16712	2.0404	2.7288	1.00	4.00
	Experimental	27	3.0370	1.15962	.22317	2.5783	3.4958	1.00	5.00
	Total	53	2.7170	1.06297	.14601	2.4240	3.0100	1.00	5.00
I do not have the feeling of progress in speaking	Control	26	2.6923	1.08699	.21318	2.2533	3.1314	1.00	5.00
	Experimental	27	2.8148	1.07550	.20698	2.3894	3.2403	1.00	5.00
	Total	53	2.7547	1.07248	.14732	2.4591	3.0503	1.00	5.00
I do not have the feeling of progress in speaking	Control	26	2.8462	1.34736	.26424	2.3019	3.3904	1.00	5.00
	Experimental	27	1.8148	.83376	.16046	1.4850	2.1446	1.00	4.00
	Total	53	2.3208	1.22118	.16774	1.9842	2.6574	1.00	5.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Before	Between Groups	5.638	1	5.638	5.413	.024
	Within Groups	53.117	51	1.042		
	Total	58.755	52			
During	Between Groups	.199	1	.199	.170	.682
	Within Groups	59.613	51	1.169		
	Total	59.811	52			

After	Between Groups	14.088	1	14.088	11.323	.001
	Within Groups	63.459	51	1.244		
	Total	77.547	52			

Table 8: Questionnaire Item 10: "I do not get feedback regularly"

Descriptives

						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min.	Max.
I do not get feedback regularly	Control	26	2.7692	.90808	.17809	2.4024	3.1360	2.00	5.00
	Experimental	27	2.8148	1.11068	.21375	2.3754	3.2542	1.00	4.00
	Total	53	2.7925	1.00687	.13830	2.5149	3.0700	1.00	5.00
I do not get feedback regularly	Control	26	3.6538	3.81515	.74821	2.1129	5.1948	1.00	5.00
	Experimental	27	2.5185	.84900	.16339	2.1827	2.8544	1.00	4.00
	Total	53	3.0755	2.77245	.38083	2.3113	3.8397	1.00	5.00
I do not get feedback regularly	Control	26	3.4615	1.27219	.24950	2.9477	3.9754	1.00	5.00
	Experimental	27	1.9630	.85402	.16436	1.6251	2.3008	1.00	4.00
	Total	53	2.6981	1.30951	.17987	2.3372	3.0591	1.00	5.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Before	Between Groups	.028	1	.028	.027	.871
	Within Groups	52.689	51	1.033		
	Total	52.717	52			
During	Between Groups	17.073	1	17.073	2.276	.138
	Within Groups	382.625	51	7.502		
	Total	399.698	52			
After	Between Groups	29.745	1	29.745	25.528	.000
	Within Groups	59.425	51	1.165		
	Total	89.170	52			

Table 9: Questionnaire Item 11 and 12: "The atmosphere in the process of speaking activities is not relaxing". "Topics. situations. and activities for speaking are not always interesting"

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
The atmosphere in the class in the process of speaking activities isn't relaxing	Control	26	2.2692	1.11562	.21879	1.8186	2.7198	1.00	4.00
	Experimental	27	2.6667	1.14354	.22008	2.2143	3.1190	1.00	4.00
	Total	53	2.4717	1.13686	.15616	2.1583	2.7851	1.00	4.00
	Control	26	2.7692	1.14220	.22400	2.3079	3.2306	1.00	5.00
	Experimental	27	2.1481	1.06351	.20467	1.7274	2.5689	1.00	4.00
	Total	53	2.4528	1.13622	.15607	2.1396	2.7660	1.00	5.00
	Control	26	2.9231	1.29377	.25373	2.4005	3.4456	1.00	5.00
	Experimental	27	1.7778	.75107	.14454	1.4807	2.0749	1.00	3.00
	Total	53	2.3396	1.19202	.16374	2.0111	2.6682	1.00	5.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Before	Between Groups	2.092	1	2.092	1.639	.206
	Within Groups	65.115	51	1.277		
	Total	67.208	52			
During	Between Groups	5.109	1	5.109	4.201	.046
	Within Groups	62.023	51	1.216		
	Total	67.132	52			
After	Between Groups	17.374	1	17.374	15.679	.000
	Within Groups	56.513	51	1.108		
	Total	73.887	52			

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
Topics. situations and activities for speaking	Control	26	3.3462	.68948	.13522	3.0677	3.6246	2.00	5.00
	Experimental	27	2.9630	1.01835	.19598	2.5601	3.3658	1.00	5.00

aren't always interesting	Total	53	3.1509	.88570	.12166	2.9068	3.3951	1.00	5.00
Topics. situations and activities for speaking aren't always interesting	Control	26	3.3462	.89184	.17490	2.9859	3.7064	2.00	5.00
	Experimental	27	3.1111	1.01274	.19490	2.7105	3.5117	1.00	5.00
	Total	53	3.2264	.95357	.13098	2.9636	3.4893	1.00	5.00
Topics. situations and activities for speaking aren't always interesting	Control	26	3.8462	1.00766	.19762	3.4391	4.2532	1.00	5.00
	Experimental	27	2.0741	.95780	.18433	1.6952	2.4530	1.00	4.00
	Total	53	2.9434	1.32164	.18154	2.5791	3.3077	1.00	5.00

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Topics. situations and activities for speaking aren't always interesting	Between Groups	1.945	1	1.945	2.553	.116
	Within Groups	38.848	51	.762		
	Total	40.792	52			
Topics. situations and activities for speaking aren't always interesting	Between Groups	.732	1	.732	.802	.375
	Within Groups	46.551	51	.913		
	Total	47.283	52			
Topics. situations and activities for speaking aren't always interesting	Between Groups	41.594	1	41.594	43.084	.000
	Within Groups	49.236	51	.965		
	Total	90.830	52			

Table 10: Questionnaire Item 3 and 4: "The problems are caused by lack of grammar skills." And "The problems are caused by lack of vocabulary skills."

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
The problems are caused by lack of grammar skills.	Control	26	3.4615	.98917	.19399	3.0620	3.8611	2.00	5.00
	Experimental	27	3.2222	1.18754	.22854	2.7524	3.6920	1.00	5.00
	Total	53	3.3396	1.09093	.14985	3.0389	3.6403	1.00	5.00

The problems are caused by lack of grammar skills.	Control	26	3.6923	1.04954	.20583	3.2684	4.1162	1.00	5.00
	Experimental	27	3.0000	1.03775	.19971	2.5895	3.4105	1.00	5.00
	Total	53	3.3396	1.09093	.14985	3.0389	3.6403	1.00	5.00
The problems are caused by lack of grammar skills.	Control	26	4.1154	.76561	.15015	3.8061	4.4246	3.00	5.00
	Experimental	27	2.2963	.72403	.13934	2.0099	2.5827	1.00	4.00
	Total	53	3.1887	1.17762	.16176	2.8641	3.5133	1.00	5.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
The problems are caused by lack of grammar skills.	Between Groups	.759	1	.759	.633	.430
	Within Groups	61.128	51	1.199		
	Total	61.887	52			
The problems are caused by lack of grammar skills.	Between Groups	6.348	1	6.348	5.830	.019
	Within Groups	55.538	51	1.089		
	Total	61.887	52			
The problems are caused by lack of grammar skills.	Between Groups	43.830	1	43.830	79.033	.000
	Within Groups	28.283	51	.555		
	Total	72.113	52			

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
The problems are caused by poor vocabulary	Control	26	3.9231	1.12865	.22135	3.4672	4.3789	1.00	5.00
	Experimental	27	3.6667	1.35873	.26149	3.1292	4.2042	1.00	5.00
	Total	53	3.7925	1.24589	.17114	3.4490	4.1359	1.00	5.00
The problems are caused by poor vocabulary	Control	26	3.6154	1.09825	.21538	3.1718	4.0590	1.00	5.00
	Experimental	27	3.4815	.93522	.17998	3.1115	3.8514	1.00	5.00
	Total	53	3.5472	1.01083	.13885	3.2686	3.8258	1.00	5.00
The problems are caused by poor vocabulary	Control	26	3.8846	1.07059	.20996	3.4522	4.3170	1.00	5.00
	Experimental	27	2.9630	1.05544	.20312	2.5454	3.3805	1.00	5.00
	Total	53	3.4151	1.15082	.15808	3.0979	3.7323	1.00	5.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Before	Between Groups	.871	1	.871	.556	.459
	Within Groups	79.846	51	1.566		
	Total	80.717	52			
During	Between Groups	.237	1	.237	.229	.634
	Within Groups	52.895	51	1.037		
	Total	53.132	52			
After	Between Groups	11.251	1	11.251	9.959	.003
	Within Groups	57.617	51	1.130		
	Total	68.868	52			

Table 11: Questionnaire Item 5 and 6: "The problems are mainly psychological". "The problems are caused by poor communicative strategies"

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
The problems are mainly psychological	Control	26	2.6154	1.09825	.21538	2.1718	3.0590	1.00	5.00
	Experimental	27	2.4074	1.08342	.20850	1.9788	2.8360	1.00	5.00
	Total	53	2.5094	1.08526	.14907	2.2103	2.8086	1.00	5.00
The problems are mainly psychological	Control	26	2.6154	1.09825	.21538	2.1718	3.0590	1.00	5.00
	Experimental	27	2.2222	1.12090	.21572	1.7788	2.6656	1.00	4.00
	Total	53	2.4151	1.11690	.15342	2.1072	2.7229	1.00	5.00
The problems are mainly psychological	Control	26	2.5000	1.10454	.21662	2.0539	2.9461	1.00	4.00
	Experimental	27	1.8889	.97402	.18745	1.5036	2.2742	1.00	4.00
	Total	53	2.1887	1.07519	.14769	1.8923	2.4850	1.00	4.00

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Before	Between Groups	.573	1	.573	.482	.491
	Within Groups	60.672	51	1.190		
	Total	61.245	52			
During	Between Groups	2.047	1	2.047	1.662	.203
	Within Groups	62.821	51	1.232		
	Total	64.868	52			
After	Between Groups	4.947	1	4.947	4.573	.037
	Within Groups	55.167	51	1.082		
	Total	60.113	52			

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	Min.	Max.

						Lower Bound	Upper Bound		
The problems are caused by poor communicative strategies	Control	26	1.6923	.67937	.13323	1.4179	1.9667	1.00	3.00
	Experimental	27	2.5185	1.01414	.19517	2.1173	2.9197	1.00	4.00
	Total	53	2.1132	.95395	.13103	1.8503	2.3761	1.00	4.00
The problems are caused by poor communicative strategies	Control	26	2.2308	1.03180	.20235	1.8140	2.6475	1.00	4.00
	Experimental	27	2.2593	1.12976	.21742	1.8123	2.7062	1.00	4.00
	Total	53	2.2453	1.07248	.14732	1.9497	2.5409	1.00	4.00
The problems are caused by poor communicative strategies	Control	26	2.8462	.96715	.18967	2.4555	3.2368	1.00	5.00
	Experimental	27	1.9259	.99715	.19190	1.5315	2.3204	1.00	4.00
	Total	53	2.3774	1.07822	.14810	2.0802	2.6746	1.00	5.00

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Before	Between Groups	9.042	1	9.042	12.046	.001
	Within Groups	38.279	51	.751		
	Total	47.321	52			
During	Between Groups	.011	1	.011	.009	.924
	Within Groups	59.801	51	1.173		
	Total	59.811	52			
After	Between Groups	11.216	1	11.216	11.618	.001
	Within Groups	49.236	51	.965		
	Total	60.453	52			

Appendix 10. Student Questionnaire Concerning Video Recordings SPSS Analysis Tables

Table 1: General Evaluation of Questionnaire Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before exp.	31.7143	21	3.59365	.78420
	After exp.	37.8095	21	2.96005	.64594

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before and after exp.	21	-.128	.582

	Paired Differences					T	Df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
Pair 1	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Before and after experiment	-6.09524	4.93867	1.07771	-8.34329	-3.84718	-5.656	20	.000

Table 2: SPSS Analysis for Student Video Questionnaire Item 1 "I can see that I enjoy speaking in English

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	enjoy speaking	3.4286	21	.92582	.20203
	enjoy speaking	4.0476	21	.74001	.16148

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	enjoy speaking & enjoy speaking	21	.261	.254

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before and after experiment	-.61905	1.02353	.22335	-1.08495	-.15314	-2.772	20	.012

<u>Table 3:</u>SPSS Analysis for Student Video Questionnaire Item 3 "I can see that I feel confident in speaking English"

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	feel confident in speaking	2.6667	21	1.06458	.23231
	feel confident in speaking	3.9048	21	1.04426	.22788

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	feel confident in speaking & feel confident in speaking	21	-.030	.897

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before and after experiment	-1.23810	1.51343	.33026	-1.92700	-.54919	-3.749	20	.001

Table 4: SPSS Analysis for Student Video Questionnaire Item 3 "I can see that I do not have difficulty in answering the question"

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Before experiment	I do not have difficulty in answering the question	2.3333	21	.79582	.17366
After experiment	I do not have difficulty in answering the question	3.9524	21	.86465	.18868

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before and after experiment	21	.388	.083

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before and after experiment	-1.61905	.92066	.20090	-2.03813	-1.19997	-8.059	20	.000

Table 5: SPSS Analysis for Student Video Questionnaire Item 7 "I cannot speak with correct pronunciation"

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	cannot speak with correct pronunciation	3.2381	21	.99523	.21718
	cannot speak with correct pronunciation	3.5238	21	.98077	.21402

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	cannot speak with correct pronunciation & cannot speak with correct pronunciation	21	-.185	.421

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before and after experiment	-.28571	1.52128	.33197	-.97819	.40676	-.861	20	.400

Table 6: SPSS Analysis for Student Video Questionnaire Item 7 "I am satisfied with my ability to speak English

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Before experiment	I am satisfied with my speaking ability	2.3333	21	1.01653	.22183
After experiment	I am satisfied with my speaking ability	3.6667	21	.57735	.12599

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before and after experiment	21	-.142	.539

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before and after experiment	-1.33333	1.23828	.27021	-1.89699	-.76968	-4.934	20	.000

Appendix 11. Oral Quiz Questions

A2 Level 1st Oral Quiz Questions

- Tell us about your best friend. What does he/she look like? What is he/she like?
- How often do you listen to music? When and where? What kind of music do you like?
- Have you ever seen a famous person? Who did you see? Where did you see?
- What do you do at the weekends? How often do you go to the cinema?
- What do you like doing in your free time? Do you have any hobbies? What are they?
- When was your last holiday? Where did you go? Did you have a good time?
- Do you enjoy shopping? Where do you usually go for shopping?
- What do you usually have for breakfast?
- What clothes do you usually wear at university?
- What clothes do you usually wear when you go out at night?
- What do you usually wear when you want to relax at the weekend?
- Which do you prefer going by car or going by bus? Do you have a car or do you use public transportation?
- Do you have a photo you really like? Who took it? What was happening at the time?
- What do you usually wear when you go out at night?
- Which do you prefer; going abroad or going on holiday in your country? Why?
- What are they going to do at the weekend? (pict.6) What are they doing now? (pict.5)
- What are they doing now? (pict.4) What are they going to do tomorrow? (pict. 6)
- What are they doing now? (pict.12) What are they going to do tomorrow? (pict. 11)
- What are they doing now? (pict.10) What are they going to do at the weekend? (pict.8)
- Which do you prefer; going on holiday with your friends or with your family?
- What sports are you interested in? Do you watch sports channel on TV?
- What kind of weather makes you feel depressed?
- Do you like to wear or buy designer clothes?
- Can you give some examples of Turkish designers?
- Do you think it is good to spend money on designer clothes? Why?
- Do you have any favourite restaurants that you enjoy going to? What kind of restaurant?

- What kind of food do you usually order?
- Have you ever been abroad?(Where have you been?)

A2 Level 2nd Oral Quiz Questions

- Is there a particular singer whose songs you like singing? Do you have a favourite song?
- Which do you prefer: going shopping alone or with somebody? How often do you go shopping?
- Would you like to live in another country and learn their language? Which one?
- What's the most exciting sport you have ever done? What sport would you like to try?
- How many hours do you watch TV in a day? What kinds of programmes do you like watching? What is your favourite TV programme?
- Do you drink coffee? How many cups of coffee do you drink in a day? Do you think it is healthy?
- Do you play a lot of computer or video games? What is your favorite game? How much time do you spend using computer in a day?
- Do you think it is possible to learn a language in one month? Why or why not?
- Do you think you can learn a language on your own? Why/Why not?
- Are you planning to go anywhere next weekend? Where? What will you do?
- Have you ever lost your credit card. purse or wallet? Where did you lose it? Did you get it back?
- Have you ever seen a film or series in English? Did it have subtitles? How much of it did you understand?
- Do you know anybody who is pessimistic about everything? Are you a positive thinker?
- Do you like travelling? What's the most beautiful city you've ever been to? Discuss.
- Do you live in a town or city? What's the population? What's it like?
- Is your town full of tourists in the summer? What is your city famous for?
- At school. at which subjects are you good and bad? Discuss.
- What is your city famous for? What is the best place to go for a visitor in your town?
- Are you a positive thinker? Do you think you will get a good job in the future? Why or why not?

B2 Level 1st Oral Quiz Questions

- Have you ever had a first impression about someone that was wrong? Describe what happened.
- Do you believe you can know a lot about a person by the way he or she dresses and speaks? Explain.
- Have you ever made a snap decision? Describe it.
- How important do you think first impressions are?
- Do you think our first impressions are always accurate? Why or why not?
- What does it mean to make a prediction? Who uses predictions in their jobs?
- Who was your most effective teacher when you were a child? What impressed you about him or her?
- How important is food in your life? What does food mean to you?
- Do you agree that if something tastes great. it's probably bad for you?
- Do you agree that "you are what you eat"?
- Think about your diet. How does what you eat affect you? (e.g. to feel happy. nervous. etc.)
- Do you think you might like to be a food taster? Why or why not?
- Do you think food tasters' job might affect their health?
- What do you think is more important: taste or nutrition?
- What do you think about changes in life; are they good or bad?
- Is there anything in your life right now that you would like to change?
- Do you think we learn from the changes in life?
- What are some big changes in your life? Can you easily adapt to changes?
- Should tobacco and/or alcohol advertisements be banned from television? Why or why not?
- Which method of advertising is better: television or the internet? Explain.
- Do you watch the commercials? How effective do you think they are?
- How can advertisers change our opinions and behaviors?

B2 Level 2nd Oral Quiz Questions

- What can people learn from changes in their lives? Can changes be positive or negative?
- What can be the advantages and disadvantages of changing your job? Explain.

- What can be the advantages and disadvantages of starting a new school/college? Explain.
- What are some important events in life that cause a big change? Can passing your driving test be a big change?
- What kind of big changes happened in your life? Can you easily adapt to changes? Explain.
- How can advertisers change our behavior? Explain.
- Where do you see advertisements in your daily life? (on TV. radio. etc.) Which type do you pay most attention to?
- What kind of advertisement techniques do you know? Which one do you think is more effective?
- What kind of advertisements do you like most? Tell us about your favourite advertisement.
- Do you think product placement is a successful form of advertising? What product placement ads have you seen?
- Which groups in society do you think are easy for advertisers to influence (children. teenagers. men or women)? Explain.
- What kind of products are advertised to children? Should the regulations for children ads be different?
- How are ads aimed at children different from ads aimed at adults?
- What kind of health products are advertised? What kind of people are influenced by health ads?
- What kind of products are advertised as status ads? Why are so many people influenced by this type of advertising?
- What do cities say about us? Explain.
- Does the city you live in suit your personality? Why or why not?
- What do you like or dislike about the city you live in?
- What cities in the world do you think you might want to live in? Why?
- Which city has made the biggest impression on you? Was it negative or positive? Why?
- Do you think cities have personalities? How can you define the city you live in?

- Do you agree with the idea that people with similar personalities tend to live in certain cities? Why or why not?
- Do you think the people who live in a certain city share that city's personality? Why or why not?

Appendix 12. Oral Quiz Results for the First Experimental Group

Oral Quiz Results for the First Experimental Group

Table 1: First Stage Comparison of Oral Exam Results of Control and Experimental Groups with "One Way ANOVA"

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
PreviousOralQuiz	Control	16	58.1250	20.11260	5.02815	47.4078	68.8422	.00	86.00
	Experimental	17	42.5882	21.43321	5.19832	31.5683	53.6082	.00	72.00
	Total	33	50.1212	21.94276	3.81974	42.3406	57.9018	.00	86.00
OralQuizI	Control	16	60.1250	16.53229	4.13307	51.3156	68.9344	32.00	92.00
	Experimental	17	55.7647	12.80395	3.10541	49.1815	62.3479	36.00	76.00
	Total	33	57.8788	14.66236	2.55239	52.6797	63.0778	32.00	92.00
OralQuizII	Control	16	63.0000	13.89484	3.47371	55.5960	70.4040	38.00	80.00
	Experimental	17	69.4118	12.17610	2.95314	63.1514	75.6721	45.00	88.00
	Total	33	66.3030	13.23699	2.30426	61.6094	70.9967	38.00	88.00

Table 2: First Stage Experimental Group Results with "Paired Samples T-test"

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Experimental	The Previous Oral Exam	42.5882	17	21.43321	5.19832
	Oral Exam I	55.7647	17	12.80395	3.10541

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1 Experimental	The Previous Oral Exam & Oral Exam I	17	.257	.319

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Experimental	The Previous Oral Exam–Oral Exam I	-1.31765E1	21.95517	5.32491	-24.46478	-1.88816	-2.474	16	.025

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Oral Exam I	55.7647	17	12.80395	3.10541
	Oral Exam II	69.4118	17	12.17610	2.95314

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Oral Exam I&Oral Exam II	17	.689	.002

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Experimental	Oral Exam I–Oral Exam II	-1.36471E1	9.86117	2.9168	-18.71720	-8.57691	-5.706	16	.000

Table 3: First Stage Control Group Results with "Paired Samples T-test"

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Control	PreviousOralQuiz	58.1250	16	20.11260	5.2815
	OralQuizI	60.1250	16	16.53229	4.13307

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1 Control	PreviousOralQuiz & OralQuizI	16	-.274	.305

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Control	PreviousOral Exam– Oral Exam I	-2.00000	29.32121	7.33030	-17.62417	13.62417	-.273	15	.789

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Control	Oral Exam I	60.1250	16	16.53229	4.13307
	Oral Exam II	63.0000	16	13.89484	3.47371

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1 Control	Oral Exam I & Oral Exam II	16	.339	.199

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Control	Oral Exam I – Oral Exam II	-5.18750	17.74343	4.43586	-14.64230	4.26730	-1.169	15	.260

Table 4: Second Stage Comparison of Oral Exam Results of Control and Experimental Groups with "One Way ANOVA"

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
		13	72,9231	12,45299	3,45384	65,3978	80,4483	40,00	90,00
Previous Oral Exam	Control	13	54,3077	20,96976	5,81596	41,6358	66,9796	,00	85,00
	Experimental	11	56,1818	14,79742	4,46159	46,2408	66,1229	32,00	76,00
	Total	24	55,1667	18,04262	3,68293	47,5479	62,7854	,00	85,00
Oral Exam I	Control	13	65,7692	12,50436	3,46808	58,2129	73,3255	40,00	85,00
	Experimental	11	72,3636	12,80057	3,85952	63,7641	80,9632	40,00	90,00
	Total	24	68,7917	12,80957	2,61474	63,3827	74,2007	40,00	90,00
Oral Exam II	Control	13	72,9231	12,45299	3,45384	65,3978	80,4483	40,00	90,00
	Experimental	11	81,5455	8,65290	2,60895	75,7324	87,3586	65,00	95,00
	Total	24	76,8750	11,52054	2,35162	72,0103	81,7397	40,00	95,00

Table 5: Second Stage Experimental Group Results with "Paired Samples T-test"

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Experimental	Previous Oral Exam	56.1818	11	14.79742	4.46159
	Oral Exam I	72.3636	11	12.80057	3.85952

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1 Experimental	Previous Oral Exam–Oral Exam I	11	.671	.024

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1 Experimental	Previous Oral Exam–Oral Exam I	-1.61818E1	11.33859	3.41871	-23.79919	-8.56445	-4.733	10	.001

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Experimental	Oral Exam I	72.3636	11	12.80057	3.85952
	Oral Exam II	81.5455	11	8.65290	2.60895

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1 Experimental	Oral Exam I–Oral Exam II	11	.700	.016

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1 Experimental	Oral Exam I–Oral Exam II	-9.18182	9.14131	2.75621	-15.32304	-3.04060	-3.331	10	.008

Table 6: Second Stage Control Group Results with "Paired Samples T-test"

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Control	Previous Oral Exam	54.3077	13	20.96976	5.81596
	Oral Exam I	65.7692	13	12.50436	3.46808

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1 Control	Previous Oral Exam–Oral Exam I	13	.840	.000

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1 Control	Previous Oral Exam–Oral Exam I	-1.14615E1	12.48075	3.46154	-19.00358	-3.91949	-3.311	12	.006

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Control	Oral Exam I	65.7692	13	12.50436	3.46808
	Oral Exam II	72.9231	13	12.45299	3.45384

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1 Control	Oral Exam I–Oral Exam II	13	.786	.001

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Control	Oral Exam I– Oral Exam II	-7.15385	8.16340	2.26412	-12.08694	-2.22076	-3.160	12	.008

Oral Exam Results for the Second Experimental Group

1st Experimental Group Oral Quiz Results

2.Quarter 2nd Oral ExamResults (A2 Level Students)(From the Previous Quarter)				3rd Quarter 1st Exam Quiz Results (A2 Level Students)				3rd Quarter 2nd Oral Exam Results (A2 Level Students)		
Number	**Student Names & Surnames**	**Quiz Results**		**Number**	**Student Names & Surnames**	**Quiz Results**		**Number**	**Student Names & Surnames**	**Quiz Results**
1	M. G.	54		1	M. G.	50		1	M. G.	72
2	B. K.	0		2	B. K.	62		2	B. K.	44
3	T. E.	48		3	T. E.	72		3	T. E.	88
4	M. Y.	72		4	M. Y.	60		4	M. Y.	68
5	B. D.	64		5	B. D.	64		5	B. D.	72
6	M. K.	36		6	M. K.	38		6	M. K.	58
7	A. K.	10		7	A. K.	36		7	A. K.	60
8	D. Ç.	0		8	D. Ç.	60		8	D. Ç.	68
9	M. V.	54		9	M. V.	56		9	M. V.	60
10	E. E.	32		10	E. E.	42		10	E. E.	45
11	E. T.	36		11	E. T.	42		11	E. T.	66
12	D. K.	62		12	D. K.	54		12	D. K.	88
13	H. H.	52		13	H. H.	38		13	H. H.	52
14	Ş. C. G.	52		14	Ş. C. G.	62		14	Ş. C. G.	84
15	H. C.	50		15	H. C.	64		15	H. C.	72
16	Y. E. Ş.	44		16	Y. E. Ş.	72		16	Y. E. Ş.	76
17	M. U.	58		17	M. U.	76		17	M. U.	74

1st Control Group Oral Quiz Results

2.Quarter 2nd Oral ExamResults(A2 Level Students)(From the Previous Quarter)				3rd Quarter 1st Exam Quiz Results (A2 Level Students)				3rd Quarter 2nd Oral Exam Results (A2 Level Students)		
Number	**Student Names & Surnames**	**Quiz Results**		**Number**	**Student Names & Surnames**	**Quiz Results**		**Number**	**Student Names & Surnames**	**Quiz Results**
1	Y.E.T.	54		1	Y.E.T.	76		1	Y.E.T.	74
2	A.E.Y.	52		2	A.E.Y.	68		2	A.E.Y.	38
3	B.K.	72		3	B.K.	52		3	B.K.	46
4	K.K.	82		4	K.K.	32		4	K.K.	52
5	S.A.S.	52		5	S.A.S.	50		5	S.A.S.	46
6	T.Ç.	0		6	T.Ç.	64		6	T.Ç.	56
7	H.B.D.	66		7	H.B.D.	92		7	H.B.D.	74
8	B.Ç.	46		8	B.Ç.	76		8	B.Ç.	80
9	C.G.	66		9	C.G.	76		9	C.G.	68
10	C.K.	54		10	C.K.	46		10	C.K.	80
11	G.D.	50		11	G.D.	52		11	G.D.	78
12	H.P.	66		12	H.P.	58		12	H.P.	64
13	H.D.	76		13	H.D.	72		13	H.D.	84
14	S.Ç.	66		14	S.Ç.	38		14	S.Ç.	60
15	B.N.	86		15	B.N.	42		15	B.N.	70
16	B.K.	42		16	B.K.	68		16	B.K.	84

Oral Exam Results for the Second Experimental Group

2nd Experimental Group Oral Quiz Results

4th Quarter 2nd Oral ExamResults(B2 Level Students)(From the Previous Quarter)				S.S. 1st Oral Exam Results (B2 Level Students)				S.S. 2nd Oral Exam Results (B2 Level Students)		
Number	**Student Names & Surnames**	**Quiz Results**		**Number**	**Student Names & Surnames**	**Quiz Results**		**Number**	**Student Names & Surnames**	**Quiz Results**
1	E. S. Ç.	76		1	E. S. Ç.	90		1	E. S. Ç.	92
2	H. D.	82		2	H. D.	72		2	H. D.	92
3	H. B. D.	84		3	H. B. D.	74		3	H. B. D.	80
4	G. D.	80		4	G. D.	84		4	G. D.	80

5	C. E.	60		5	C. E.	70		5	C. E.	78
6	B. E.	64		6	B. E.	78		6	B. E.	90
7	G. G.	64		7	G. G.	66		7	G. G.	82
8	S. Z. İ.	68		8	S. Z. İ.	80		8	S. Z. İ.	80
9	B. S. K.	38		9	B. S. K.	70		9	B. S. K.	78
10	Ö. K.	36		10	Ö. K.	40		10	Ö. K.	60
11	F. K.	32		11	F. K.	72		11	F. K.	75

2nd Control Group Oral Quiz Results

4th Quarter 2nd Oral ExamResults(B2 Level Students)(From the Previous Quarter)				S.S. 1st Oral Exam Results (B2 Level Students)				S.S. 2nd Oral Exam Results (B2 Level Students)		
Number	**Student Names & Surnames**	**Quiz Results**		**Number**	**Student Names & Surnames**	**Quiz Results**		**Number**	**Student Names & Surnames**	**Quiz Results**
1	N.B.A.	66		1	N.B.A.	80		1	N.B.A.	80
2	C.A.	66		2	C.A.	86		2	C.A.	86
3	H.B.B.	58		3	H.B.B.	74		3	H.B.B.	68
4	M.S.B.	30		4	M.S.B.	40		4	M.S.B.	62
5	B.Ç.	85		5	B.Ç.	94		5	B.Ç.	90
6	M.E.Ç.	0		6	M.E.Ç.	76		6	M.E.Ç.	40
7	C.K.	66		7	C.K.	68		7	C.K.	70
8	M.K.	0		8	M.K.	86		8	M.K.	76
9	T.O.	64		9	T.O.	82		9	T.O.	86
10	G.P.	62		10	G.P.	82		10	G.P.	72
11	Y.F.S.	42		11	Y.F.S.	82		11	Y.F.S.	72
12	E.U.	50		12	E.U.	74		12	E.U.	80
13	F.K.	30		13	F.K.	68		13	F.K.	78