Teacher Trainees' Opinions Regarding Video-Recorded Microteaching Sessions

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ABSTRACT
For many years, microteaching has been acknowledged as one the best training techniques in teacher education. It is a useful tool to apply theory into practice and to help teacher trainees develop their teaching skills. Yet there are some constraints observed in traditional microteaching. The two most important and common restrictions are limited opportunities of microteaching due to time constraints and lack self-reflection on microteaching performances. A mixed method research seemed to well suit to investigate this problem. The researcher conducted a video aided supplementary task, an out-of-class videorecorded microteaching session (*OCVMT*) for English language teacher trainees (n=55), to cope with the two common problems she faced in her microteaching sessions while teaching methodology classes. At the end of the semester, in addition to the portfolios including their self-evaluation reports and opinions of the *OCVMT* task, a survey was used to collect data about the teacher trainees opinions of the *OCVMT* sessions. The findings showed that the video-recorded microteaching sessions worked well in teacher education programs. The *OCVMT* sessions were found to solve the two most common problems faced in microteaching.

INTRODUCTION

Microteaching is a very effective teacher training technique that has been implemented since the 1960s in teacher education. It was first designed and used in Stratford University by Dwight Allen and his colleagues (Kochhar, 1997) with the intention of increasing the quality of teacher education. Microteaching sessions are mini lessons where teachers trainees (hereafter TTs) teach a lesson to their peers in front of a supervisor. After their teaching performance, the TTs get immediate feedback from the supervisor. At times, the peers are also asked to give feedback on the micro lesson.This is usually done via an evaluation form. The aim of both types of critical analysis is to help the TTs improve their teaching skills by correcting any weak points or deficiencies. As seen, microteaching is an indispensible part of teacher education as it helps teacher candidates to apply theory into practice.

In order to improve microteaching lessons, the lessons are supported with different technological devices. One of the most effective technological devices is the video. A number of researchers have investigated the use and impact of videos in teacher education, and discussed the affordances of video technology in the professional development of teachers. Copious research supports the view that videos are effective and beneficial tools used in microteaching to help TSs improve their teaching skills (Dymond & Bentz, 2006; Joshi, 1996; Hung, 2009; Kpanja, 2001; Olivero, 1970; Savaş, 2012; Wu & Kao 2008; Zein, 1976). Therefore, video has been valued as a beneficial technology in teacher education for connecting theory with practice and enabling TTs to access their teaching performances (Sherin, 2004). In this sense, researchers and scholars have recommended that video technology should be used to promote TTs' progress in teaching (Borko, Jacobs, Eiteljang, & Pittman, 2008; Sherin & Han, 2004).

According to Eddie (2001), videorecording of microteaching sessions is a necessary tool for the microteacher to reflect on his or her performance. In her study upon video in microteaching training to improve the TTs' performance, Kpanja (2001) designed a supplementary video task to be performed by a group of students, hoping that group members would motivate each other. She revealed that TTs who used video-recordings had significant improvement over those who did not. It was also observed that the TTs who used video-recordings in microteaching training had more positive attitudes towards the microteaching session. In this sense, Kpanja's (2001) research confirmed the importance of video-recordings in microteaching sessions.

Besides, several researchers have suggested that using video facilitates teacher reflection and gives TTs the opportunity to reflect on their teaching and explore their strengths and weaknesses (Akcan, 2010; Fuller & Manning, 1973; Grossman, 2005; Schön, 1983; Penny & Coe, 2004; Wang & Hartley 2003; Kourieos, 2016; Tuluce & Cecen, 2018). Video technologies are considered to be the most effective and the richest of ways to reflect on one's teaching (Wang & Hartley, 2003). Videotapes are also known to be means to help TTs reflect on their teaching performance (Dymond & Bentz, 2006).

Having analyzed 17 studies on the effects of video on teachers' self-reflection, Tripp and Rich (2012) stated that teachers achieved optimal learning when they reflected on their teaching by discussing their teaching videos with their supervisors, and they valued evaluating their videotaped teaching performance as one of the most important means of their professional development. Similarly, Rogers and Tucker (1993) conducted a study on TTs to find out whether videotaping their lessons contributed to their self-reflection or not. The 10 kindergarten teachers were videotaped while they were teaching, and later the teachers watched their videotaped teaching. The results showed that the TTs gained teaching knowledge, self-confidence, and professionalism from their video portfolio experiences. The teachers also decided to use this reflection procedure for their future teaching careers.

Additionally, Lee and Wu (2006) investigated the effects of using videos on the teaching experience of TTs on web-based computer mediated communication. Their data showed that using videos in microteaching enabled better self-reflection and provided more concrete feedback. In order to investigate the effectiveness of microteaching videos Savas (2012) conducted a similar study on 40 TTs and found that those microteaching videos in teacher education methodology courses contributed not only to participants' skills of teaching English but also to their English proficiency.

In another study, Esiobu and Maduekwe (2008) assert that the use of video-recordings of microteaching performances is one of the best strategies to encourage interaction and enhance reflection by allowing TTs and instructors to review their performance and make constructive criticism. In the study of Deary et al. (in Lee & Wu, 2006), video-based reflection was considered by the participating teachers to be more objective, efficient, and effective than peer or teacher feedback.

A relevant study by Kuter, Gazi and Aksal (2012) demonstrated that video-recorded microteaching contributed to TTs' lesson planning and helped them gain awareness concerning their teaching that they were not aware at the beginning of microteaching. Similarly, Kourieos (2016) investigated the effectiveness of video as a means of reflective practice and found data that videorecording microteaching sessions promoted trainees' awareness of classroom language, error correction and their ability for self reflection. In a recent study, Tuluce and Cecen (2018) also investigated the affordances and constraints of videorecording in microteaching sessions in a teacher training program. They found the affordances of videorecording as being "a resource for recall, for noticing, for critical reflection and for progression" and found being "a resource of anxiety" as the only constraint of videorecording.

Research has provided plenty of evidence to show the effectiveness of videorecordings in microteaching and its function as a stimulus for reflection. Besides its potential as a reflective practice, using videorecordings in microteaching may contribute to some other limitations faced in classical microteaching sessions.

The constraints of classical microteaching sessions

Despite many strengths having been put forth, microteachings are not free from some constraints. As microteaching requires the application of theory into practice, some difficulties and constraints exist in microteaching sessions. According to Lee and Wu (2006), a traditional microteaching session has two constraints. First, TTs have limited time during sessions as they are limited to 10 to 15 minutes. Because of this time constraint, TTs in the program can perform only one mini lesson which lasts a maximum of 15 minutes. This is a common problem of teacher education programs (Enginarlar, 1996; Seferoğlu, 2006; Struyk & McCoy, 1993). Secondly, TTs can seldom find opportunities to reflect on their own performances. Yet the importance of self-reflection in learning is unquestionable as reflection is crucial for professional development (Dewey 1993; Schön 1983;), and thus is encouraged in teacher education programs.

This situation is almost the same in many teacher education programs in Turkey. Seferoğlu (2006) conducted research on TTs who were enrolled in an English teacher training program and concluded that the TTS didn't have enough opportunities for microteaching during their pre-service education.

Similarly, the researcher of this study teaches ELT Methodology I and ELT Methodology II courses to third year undergraduate students. These methodology classes of the ELT teacher preparation program at a state university in Turkey take two semesters and help TTs prepare themselves for actual teaching by providing them settings in which to apply pedagogical theories. These courses are partly theory and partly practice in nature. During the courses, TTs both receive theoretical information and apply the learnt theory into practice during their microteaching by presenting their teaching in front of their peers and the instructor, who is an expert mentor. At the end of the second semester, during a class discussion, the participants of this study also stated that they did not have enough opportunities to develop their teaching skills during the 15 minutes of class time allocated to

them for microteaching. This inconvenience was due to the overcrowded microteaching classrooms where a minimum of 25 students were instructed.

Because of these limitations, TTs were not able to perform microteaching more than once in a semester, and the length of their teaching was usually limited to 15 minutes. They also mentioned lack of self-evaluation opportunities in their microteaching.

Keeping all these in mind, the current study aims to find an alternative solution for the above mentioned limitations by videorecording micro-lessons as out of class activity and to investigate TTs' opinions about video-recorded micro-teaching sessions.

THE STUDY

This study was designed for both quantitative and qualitative analyses. In the study, sequential mixed methods research was employed to collect and analyze quantitative and then qualitative data in two consecutive phases (Creswell, 2011; Tashakkori & Teddlie, 2003). The data collection procedure lasted throughout the spring semester of 2016-2017 for 12 weeks. The participants were already well informed and equipped with the teaching methods and techniques as they had been instructed about them during the previous semester.

Research Questions

By introducing the *OCVMT* task, the researcher aimed to help TTs become more effective teachers. To evaluate the effectiveness of *OCVMT*, the researcher elicited responses to the following questions throughout the study:

1) What are the opinions of EFL teacher trainees on the *OCVMT* sessions? Do they find it beneficial in terms of more teaching practice and self reflection? If yes, how?
2) What are the basic differences between classical microteaching sessions in the classroom and *OCVMT* sessions?

Participants

The participants of the study were selected by convenient sampling method. The study was conducted with 55 TTs enrolled in the Methodology course II at a state university, Faculty of Education, Department of English Language Teaching (ELT). Prior to participating in this research, all of them were familiar with microteaching technique as they had already performed a micro-lesson during the first semester. Twelve of the participants were male, and 43 were female. The avarage age of the TTs was 23. They were all efficient technology users and were able to videotape the microteaching sessions. Each group of participants had the necessary equipment to conduct the activity.

Procedure: The "*OCVMT*" task and its execution

In her microteaching lessons, the researcher, who was tutoring the English language teaching methodology course, faced the two most common shortcomings discussed above. Therefore, she designed a supplementary microteaching task with which she hoped to give TTs more opportunities to teach more micro-lessons and to reflect on their own teaching performance. By eliciting the TTs' opinions about the *OCVMT* sessions, this study investigated whether the addition of *OCVMT* could enhance the microteaching sessions, especially in terms of practice and feedback. By designing and proposing the task, the researcher aimed to help TTs become more self-aware, confident, and effective teachers. To carry out the designed task, the TTs were informed about the task in detail and were divided into groups of five so that there was an equal number of students in each group. The researcher divided them taking their preferences into account. Each student was assigned to prepare a lesson plan for teaching reading or listening prior to microteaching. The TTs prepared the lesson plan and teaching materials outside of the class a few weeks before they micro-taught. The microteaching performance of each TT was videotaped (by a member of the group) to be used as a device for self-evaluation. Each microteaching session lasted 25 minutes. At the end of the sessions, peer feedback was provided via the evaluation forms given by the researcher. The *OCVMT* study lasted for one academic semester, and the procedures for its execution consisted of the following steps:

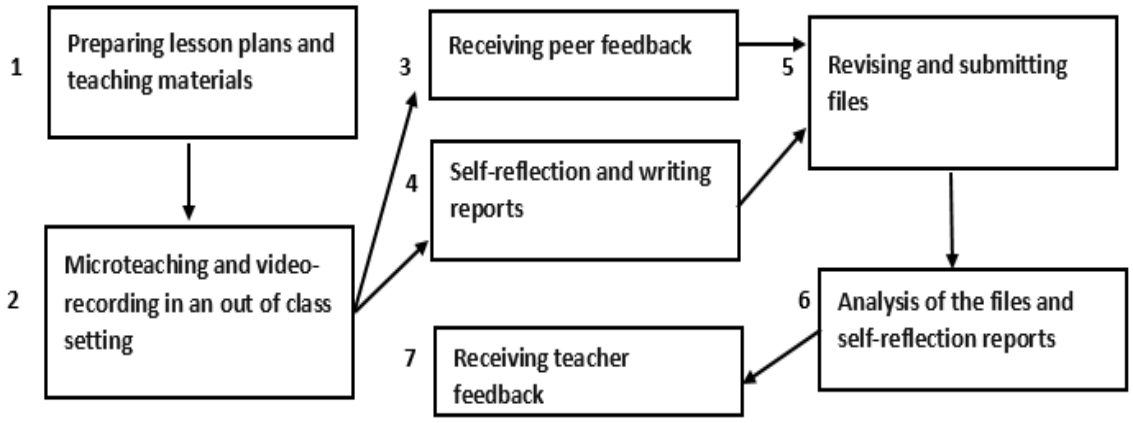

Figure 1. Phases of the *OCVMT* task

- TTs prepared their lesson plans as individual assignments and were assigned to do the microteaching in front of the other group members (their peers) who were given the roles of students.
- Each TT taught two micro-lessons in a setting outside of actual methodology classes (e.g. classroom, house, office, etc.). Each microteaching session lasted 25 minutes where the microteacher taught 20 minutes of the lesson and the remaining 5 minutes were devoted to peer feedback;
- Each trainee received peer feedback soon after his or her performance from the group members via an observation/evaluation form;
- Each micro-lesson was video-recorded by a group member. After each micro teaching session, one copy of the recording was submitted to the researcher for teacher feedback, and another was given to the teacher trainee for self-reflection;
- Each trainee watched his/her performance and answered the post activity questions in the file and wrote a self-evaluation report on their teaching performance;
- The files containing lesson plans, video recorded microteaching performances, post activity questions with their answers and self-evaluation reports were submitted to the researcher.
- The trainees' answers to post activity questions and their self-evaluation reports were analyzed by the researcher, and teacher feedback was given.

Data collection

After conducting the *OCVMT* performances, at the end of the semester, the TTs were given a survey (Opinions on the *OCVMT* Survey) developed by the reseacher. The survey included both Likert- type and open ended items. The Likert items asked the participants to rate 5 statements from strongly disagree to strongly agree in order to guage their views of the *OCVMT* task (see Table 1). In addition, the open-ended questions asked them to explain the reasons behind their rating values. The participants' answers to post-activity questions, which are in their assignment files, and their self evaluation reports in the files were the other data collection instruments. The validity and clarity of the survey questions were checked by conducting a pilot study. Following this, the questions were reorganized and some were rewritten to improve clarity. The participants were told that their reflections and feedback were very valuable and would be used in improving the course. Research ethics were considered and participation was voluntary; they signed a consent form. The participants were unable to be identified with their submissions to the project. This uphed the participants' right to privacy. They were referred by numbers during data collection and analysis. The quantitative data of the study were gathered via the Likert items whereas the qualitative data were collected from the trainees' answers to open-ended questions in the survey, from their answers to post activity questions and from their self evaluation reports submitted to the researcher in the files.

Data analysis

In order to better understand the TTs opinions on the *OCVMT* sessions, the data were analyzed both quantitatively and qualitatively. For the quantitative data analysis, their responses to the Likert items were descriptively analyzed. The participant's explanations for the open-ended questions were analyzed qualitatively to gain more insight into the reasons supporting the overall means for each statement.This was an effort towards triangulating the data (Denzin, 1984).

FINDINGS

This section presents the findings revealed through the survey, post activity questions and the self evaluation reports in the files submitted to the researcher following the micro-teachings.

a) Analysis of the survey data

Results from the Likert-type items are given below (see Table 1.).

Table1.Descriptives for the survey Items on the OCVMT

Opinions		*M*	*SD*
1.	The OCVMT task has given me a chance for more teaching practice and helped me improve my teaching skills.	4.42	.56
2.	My OCVMT performance helped me better understand the quality of my teaching skills.	4.29	.46
3.	Watching my OCVMT performance helped me better understand my weaknesses and strengths in language use.	4.27	.45
4.	As micro teaching performance was videotaped, I had the opportunity to watch my performance and later reflect on it.	4.25	.44
5.	The OCVMT sessions contributed to my success in other lessons.	4.18	.58

Notes. Mean ratings based on (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree

Looking at the table, it is seen that almost all of the participants agreed or strongly agreed that the *OCVMT* sessions gave them a chance for more teaching practice and helped them improve their teaching skills (Item 1). When we analyzed their explanations for their ratings, many of them credited the *OCVMT* with improving their skills in writing lesson plans, using different teaching methods and activities and designing materials stating "*Teaching another lesson was very helpful as I practiced different teaching methods and activities" or "It gave me a chance to develop new teaching materials and to design new teaching activities"*. Some others commented on the opportunity to prepare teaching materials stating "*It forced me to design better teaching materials".*

As another fundemental benefit of the *OCVMT*, the majority claimed the sessions helped them better understand the quality of their teaching skills (Item 2), and they explained the reasons behind their ratings with various wordings. For example one stated "I agreed with the critics from my group members after I watched my recorded performance." Another wrote "I was so surprised to see my teaching performance, it helped me understand better why my friends criticized my performance". One said "I noticed my weak points in teaching by the help of my recoded performance and I tried to strengthen them. Another trainee explained "When I watched my performance, I realized I could not arrange my tone of voice well. I found my lesson monotonous. I am trying to use my voice more effectively afterwards".

Understanding the weaknesses or strengths in language use emerged as the third most important benefit (item 3) and followed by its benefits for self reflection (item 4). Most of the participants claimed it was a great opportunity to watch and evaluate their teaching performance. And finally its contribution to the success in other lessons was picked as the last fundamental benefit (item 5), and they explained their reasons for their ratings. For example, one said "It contributed to my presentations in other classes."

As it is analyzed above, participants' responses to the survey highlight the contribution of *OCVMT* to their language skills and teaching skills, as well as its benefits on self- evaluation and on the success in other courses.

b) Analysis of the post activity questions

Participants of the study revealed opinions in their files on the *OCVMT* task responding the post-activity questions: 1) "What are the benefits of the *OCVMT* in your opinion?" 2) What are the basic differences between classical microteaching and the *OCVMT* sessions? All the responses to the open ended question were analyzed line by line and patterns emerged from the data were analyzed through open, axial and selective coding (Strauss & Corbin, 1990).

Table 2. Four most commonly expressed benefits of the *OCVMT* task

Order	Benefits	*f*
1st	allowing self-evaluation	55
2nd	improving teaching skills	53
3rd	improving language skills	50
4th	contributing to the performances in other classes	24

In table 2 above, it can be seen that the first most common opinion stated by the participants was related to providing feedback and allowing self-evaluation. All the participants declared that the *OCVMT* task helped them correct their mistakes by providing them with invaluable feedback on their performances. For example, one participant wrote*: "It was a great opportunity to watch and evaluate my teaching performance. It has given me a chance to notice my weak points in teaching and correct them"* (participant 5). Another explained that he agreed with the critics from his group members after he watched his recorded performance. He wrote*, "I was so surprised to see my teaching performance. It helped me understand better why my friends criticized my performance"* (participant 12).

The second most common opinion was concerned with improving teaching skills. 53 participants suggested the *OCVMT* task contributed to their teaching skills, explaining this contribution in various wordings. One wrote: *"I noticed my weak points in teaching by the help of my recorded performance and I tried to strengthen them. It helped me improve my teaching*" (participant 16). Other participants gave more details about their self-evaluation. For example, one said*: "When I watched my performance, I realized I could not arrange my tone of voice well. I found my lesson monotonous. I am trying to use my voice more effectively afterwards"* (participant 9). Another wrote, *"I noticed my instructions were poor and I forgot to give feedback to the students. I am more careful about them now"* (participant 23). "*My students were not well motivated during my class. I am working on motivating strategies"* (participant 26). One participant admitted*, "I was too nervous. I was so surprised to see how I reflected my nervousness to my teaching. I am trying to manage my feelings better after I saw my video"* (participant 29). Still another noted that *"I saw I used my hands and arms more than needed. I am trying to manage my body language better now"* (participant 38).

The third most common opinion was about improving language skills. 50 students mentioned that the *OCVMT* task contributed to improving their language skills. For example, one said, *"I find it so important as it provides invaluable feedback on my linguistic errors such as my pronunciation and grammar mistakes"* (participant 8). Another commented, *"I observed that my English was not fluent. I am trying to be more fluent"* (participant 16).

As the last most common opinion, 24 students declared that the *OCVMT* contributed to success in other classes. The participants believed that the *OCVMT* task positively influenced their performances in other classes, as evidenced by the following comments: *"I believe the OCVMT task has influenced our practicum performances positively because we reflected whatever we learnt from our videos"* (participant 33). *"The OCVMT task has helped me improve my presentation skills and contributed to my presentations in other classes"* (participant 41). Besides the four most commonly shared opinions, the TTs also believed that the *OCVMT* task was fun and gave them a new perspective about their teaching. They suggested that their performances be videorecorded in other classes as well.

In sum, EFL TTS in this study believed that the *OCVMT* task was beneficial because it contributed to their linguistic and teaching skills by providing them invaluable feedback on their teaching. Additionally, they claimed the task helped them develop their presentation skills in general.

The answers of the participants to the second question tried to investigate their opinions about the comparison of the *OCVMT* session with the classical microteaching sessions and tabulated in table 3 below.

Table 3. *Classical microteaching sessions versus OCVMT sessions*

Classical microteachings	***n***	***f***	***OCVMT sessions***	***n***	***f***
More stressful	*51*	*93*	*More fun*	*50*	*98*
Strictly scheduled	*32*	*58*	*Convenience in time & place*	*38*	*69*
No self-evaluation	*55*	*100*	*More opportunity for practice*	*53*	*93*
Limited practice	*49*	*89*	*Requires technology using skills*	*33*	*60*
			More time consuming	*22*	*40*
			Enables self-evaluation	*55*	*100*
SUM	***55***		***SUM***	***55***	

As it can be seen in the table, all the participants assert that the classical microteaching does not allow any self evaluation whereas all of them believe *OCVMT* sessions enable self evaluation. The majority of the participants (93%) believe that the classical micro-teaching sessions are more stressful and the majority (98%) also believe the *OCVMT* sessions are more fun. Almost all the participants (93%) claim that *OCVMT* sessions provide more opportunity for practice whereas they (49%) believe classical sessions offer limited practice. When it comes to schedule flexibility, (69%) of them suggest that the *OCVMT* is more convenient in time and place whereas classical sessions are strictly scheduled (58%). The participants also believe that the *OCVMT* requires more technology using skills (60%) and it is more time consuming (40%).

The detailed analysis of the post activity questions above investigated the main supremacy and benefits of the *OCVMT* sessions. Additionally, it examined the basic differences between the two applications. In the following section, trainees' self evaluation reports will be analyzed to gather further data on the video-recording application in microteaching.

c)- Analysis of trainees' self evaluation reports

As the teacher trainees were not videotaped in their regular microteaching classes, they had no previous opportunity to watch and evaluate their teaching performance. Their comments on their first-semester teaching performances which they did not have any opportunity to watch, were very general and unreflective. The nature of their comments was, "I think that I did well" or "I was nervous" or "I talked fast" or "I got the order wrong". If they said they did not like their performances, when asked to give a reason, they did not make any further comment. The participants were given self evaluation reports to fill in and submit with their files after watching their recorded teaching performances. After they had watched themselves on video, the researcher asked the participants to write self evaluation reports on their video-taped teaching performances. The researcher guided the reflection by asking four questions: 1) What did you do well in your performance? 2) What did you do poorly and would change in your teaching? 3) What surprised you most about your teaching performance? 4) What was the most beneficial thing you learned during the course? The data gathered from the answers to the self reflection questions were analyzed descriptively. The evaluation forms of the 55 TTs showed that they were all involved in self-evaluation and consequently self-reflection process.

"I did well in my performance...." For question 1, the participants reflected on the strengths of several key aspects of teaching: *"My class management was successful"* (participant 3), "*When I watched my performance, I liked my tone of voice and the way I gave instructions"* (participant 7), *"I found my teaching effective because I used the appropriate teaching materials"* (participant 8), *"I liked the way I used the board"* (participant 12), *"My voice and body language were effective and my lesson was interesting*" (participant 16), *"I conducted the activities very successfully"* (participant 33), *"I liked my vocabulary teaching techniques using the effective visuals"* (participant 48).

"I did poorly... and I would change..." The answers to the second question, reflecting on the weak points of their teaching and what they would change, were also various: *"when I watched my performance, I noticed my instructions were poor and I forgot to give feedback to the students. I would be more careful with my instructions and feedback"* (participant 23*), "My lesson was not well organized so it was not easy to understand, I would be more prepared and organize my lesson better.* " (participant 27), *"I did not like my English as I made so many grammar and pronunciation mistakes, I would prepare better for the lesson and check my grammar and pronunciation before the lesson. "* (participant 32), *"My posture in front of the class was poor and I was not confident of myself, I would love to change my posture to a better one"* (participant 38), *"I was so nervous and reflected it onto my lesson. I would try to manage my feelings and calm down during my teaching"* (participant 42), *"My teaching materials were not effective enough, if I would teach this lesson again, I would bring more colorful and effective materials to the class"* (part 50). *"My lesson was boring, if I were to teach that class again, I would try to make a more interesting and fun lesson using more interesting teaching activities"* (participant 54).

The first two questions investigated the strengths and weaknesses of the TTs in their teaching practices. Their answers mostly addressed that the video enabled them to see their strengths and weaknesses especially in their teaching and linguistic skills. They noticed the following points in their video as either a strength or weakness:

-classroom management
-tone of voice and body language
-instructions and giving feedback
-lesson organization
-teaching techniques and teaching materials
-grammar and pronunciation mistakes
-emotional state

After watching their mistakes on the video recordings, the TTs explained they better understood why their teacher or peers criticized their teaching. Before TTs watched their videos, they thought their classmates and teacher were being strict or exaggerating their mistakes but after they watched their performances, they gave right to their peers and their evaluations.

"....*surprised me most.*" The third question asked about what surprised them most in their teaching performance and some of the responses were: *"I was too nervous. I was so surprised to see how I reflected my nervousness onto my teaching."* (participant 29), *"I was so surprised to hear my grammar and punctuation mistakes."* (participant 44), *"My tone of voice was so surprising as it was ugly."* (participant 40), *"I was so surprised when I noticed my poor posture in front of the students. I was not self confident."* (participant 47). *"My body movements surprised me as I was exaggerating my gestures."* (participant 38). The TTs was surprised to notice

-their emotional state
-poor posture
-their tone of voice
-body movements
-their grammar and pronunciation mistakes

"The most beneficial thing I learnt was..." The participant reflected on the most beneficial thing they learnt during the videorecorded microteaching sessions with their responses to question 4. The answers were mostly about the opportunities provided by microteaching to watch themselves teaching. *"The videorecorded microteaching has given me a chance to watch my teaching performance and I have learnt about my own teaching."* – all participants made this statement or one which meant the same thing. *"This course helped me understand why my friends were criticizing my teaching. After watching my performance, I realized that they were right"* (44 of the participants), *"I learned that self awareness helped me to improve my teaching skills."* (11 participants). Almost all the participants agreed that *OCVMT* sessions were beneficial for:

-Watching themselves teaching and learning about their teaching performance
-Understanding and accepting their peers' criticizing their teaching
-Becoming more aware of their teaching ability

In light of the analyzed data above, it can be stated that the trainees find the *OCVMT* sessions beneficial as they provide them with additional time for teaching practice, are more enjoyable, more flexible, and less stressful than the classical microteaching sessions performed in the presence of a mentor supervisor. As is evident almost in every set of data, they also believe that the sessions served as a tool for self-reflection.

DISCUSSION and CONCLUSIONS

The effects and role of videorecordings in microteaching have been investigated in many studies. Research has provided us with valuable data to prove how effective a device the video recorder is in teacher education. Videotaped microteaching sessions contribute to the development of teaching skills of TTs (Olivero, 1970; Joshi, 1976; Zein, 1976; Kpanja, 2001; Sherin, 2004; Bentz, 2006; Wu & Kao, 2008; Hung, 2009; Savaş, 2012) by giving them opportunities to reflect on their teaching (Eddie, 2001; Esiobu & Maduekwe, 2008; Fuller & Manning, 1973; Lee & Wu, 2006; Rogers & Tucker, 1993; Schön, 1983; Tripp & Rich, 2012). Giving planned opportunities for preservice teachers to think about and reflect on their planning, implementation and assessment is a key strategy for bringing the misconceptions and misunderstandings to light (Amobi & Irwin, 2009). Amobi and Irwin (2009) also argue that videotaped microteaching offers a significant method of enabling TTs to develop skills in teaching and in reflection on teaching. Being videotaped and then reflecting on their performance gives TTs the opportunity to develop their ability to reflect. Research suggests that videorecordings of microteaching sessions is a necessary tool for the microteacher to reflect on his or her performance (Sherin & Han, 2004; Borko, Jacobs, Eiteljang & Pittman, 2008; Esiobu & Maduekwe 2008; Trip & Rich, 2012). The findings of this study regarding the video-recoded microteaching as an important tool for self-reflection coincide with the previous research when the student responses to the self-reflection questions are analyzed. It is obvious that the *OCVMT* sessions clearly gave opportunity to the participants to think about their own teaching. The responses from the participants suggest that there is clear evidence of a growing self awareness and the TTs gained teaching knowledge and professionalism from their video portfolio experiences by gaining a more concrete feedback from their self reflection.

The TTs of the study found videorecorded microteaching sessions beneficial for reflecting on their teaching performances. The out-of-class videorecorded sessions helped them find more opportunities to practice teaching and improve their teaching skills. Most of them expressed that it has given them opportunity for more teaching practice. In this sense, the task has proven to be effective in solving the problems of lack of teaching practice caused by time constraints in the regular microteaching sessions. Additionally, they had a chance to reflect on their teaching after watching their video-taped teaching performance. In the first semester, their reflections on

their regular performance in the class (untaped) were very poor but they gained self awareness and professionalism by means of the videorecorded sessions. Their reflections after the *OCVMT* sessions were more effective. Before watching their video-recorded performances, TTs self evaluations were consisting of quite simple and general wordings and did not go beyond explanations such as their being nervous, making some grammar mistakes or giving poor instructios. Yet, their self evaluation reports provide plenty of data showing that TTs have noticed so many of their strengths and weaknesses in their teaching performances and improved self evaluation skills thanks to videos. Besides their improved self reflection skills, TTs asserted that the *OCVMT* task also contributed to their presentation skills and school success (performance in other classes) in general. They said they easily applied their gains to other classes which required presentations. They had the opinion that the *OCVMT* task was more enjoyable, more flexible, and easier to conduct than the actual microteaching sessions in methodology courses.. They believed that the *OCVMT* sessions contributed not only to their teaching skills but also to their linguistic and presentation skills. As a natural result of these advantages of the out-of-class microteaching sessions, the participants believed that the *OCVMT* sessions need to be carried out more than once per semester. Previous research recommended that teacher training institutions should use videorecordings of microteaching sessions to raise interest, to provide microteachers the opportunity to assess their performance precisely, and to minimize unnecessary arguments among instructors, teacher trainees and peers (Eloma, Arikpo, & Ebuta, 2014). In light of the findings of this study, we recommend the use of the *OCVMT* sessions as an aid in methodology courses to provide microteachers the opportunity to reflect on their teaching performance and to eradicate those problems in methodology courses that are caused by time constraints during the actual class hours.

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