

Component 2 - Research Report

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1. Abstract:

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2. Introduction: language has been learnt and taught since the very *beginning of human history, however the process of foreign language learning, arguably, has gained unprecedented significance in the 21st century, Accordingly, the growing importance of learning foreign language had led to deeper concern on the issues of foreign language teacher education, Teaching a language is different from teaching other subject such as history, or science and it is a thorny under taking as it is an intellectual, cultural and contextual activity and contextual activity that requires skilful decision about how to convey subject matter knowledge.*

3. Research design: Reflection Definitions of the terms reflection 'abound in the relevant literature, however, in accordance with the rationale of this study, reflection can be defined as the process of making sense of one' experience by deliberately and actively examining one's thoughts and actions to arrive at New ways of understanding oneself ad teacher ' freeze, 1999 p,,8 98) in a similar view, reflection teacher, can look back on events, make judgement about them, and alter their teaching behaviors in light of craft, research, and ethical knowledge'(valli, 1997, p, 70) Therefore a reflection teacher is supposed to base his/her instructional decisions on a careful consideration and conscious awareness of the underlying assumptions as well as the educations, Technical and ethical and outcomes of these decisions.

- 3.1. **Research Question :** pre – services English language Teachers who took the Teaching of language skills course in the 2017-2018, Academic year spring semester have participated in this research, The aim of the study is to gain a deeper understanding of the consequences of integrating video – recording into the micro teaching technique by asking participants to write reflection reports on their performance, participants, reflective reports on their performance, The participants , Reflective reports as to their micro teaching performance have been utilized as the data collection tools, Accordingly, This research aims to answer the following research questions.

- 3.2. **Method:** The main aims of study is to arrive at an understanding of how pre-service teachers perceive their micro teaching performance after watching their own video – recorded performance several times, Accordingly this study also aims to ascertain if it is possible to avoid the problem encountered during the feedback sessions of the micro teaching technique by video – recording the performance of the pre-services teachers and asking them to write reflection report after watching their performance several times, Therefore, Qualitative research design has been employed in the research and content analysis has been utilized in the analysis has been utilized in the analysis process of the data gathered from the reflective reports of the participants.

- 3.3. **Ethical considerations:** The participants of this study are pre-services English language Teachers who took the teaching of language skills course given by the research thought-out the Academic year of 2017 -2018 spring semester in the English language Teachers (ELT) Department faculty of Education Süleyman Demirel university, The Number of students I took the course was 20 and all of them volunteered to participate in the study.

4. Result and Discussion : The First reflection question aims to identify if video recording enhances the efficiency of the micro-teaching technique with a specific view to feedback session, All the pre–services teachers who participated in the study believe that the effectiveness of the micro-teaching technique has been boosted as a result of integration of video – recording into the process.

5 Data Analysis: in the analysis of the participants 'reflective' reports' content analysis' has been defined as a strict and systematic set of procedures for the rigorous analysis, examination and verification of the contents of written data

therefore, First of all the reflection report of pre – service teachers have been read, compared and reread repeatedly and emerging codes have been identified and classified. 1) Problem in complementary what has been planned.

2) Content of the activities.

3) classroom management.

4) correction management.

5) artificiality of classroom content.

6) anxiety experienced by pre – service teachers.

5. **Conclusion & Suggestions:** The instructional behaviors and practices of teacher can be observed and elaborated on 'however ' the mental process that shape and inform the decisions taken by a teacher cannot be observed from outside and only the teacher trainers need to focus more on the way in which teacher think rather than on the ways in which teacher behave ' Accordingly' the reflection report of the participants.

References List:

6. Any appendix A – copy questionnaire.