Assessment for Learning: What EFL Student Teachers Learn from Video Self-Reflection Tasks

Juvenale Patinvoh Agbayahoun [*]

Ecole Normale Supérieure (Université d'Abomey-Calavi, Bénin)

Abstract

Despite the distinction made between formative and summative assessment, both forms of assessment play a crucial role in teachers' preparation for the teaching profession. However, compared to the summative assessment, the formative assessment is not a common practice in most teacher education institutions in the Republic of Benin. This form of assessment is either non-existent or it receives little attention due to a variety of reasons among which, teacher trainers' distrust, their reluctance to use it with large numbers of trainees, their ignorance of what it really entails as well as the benefits for trainees, and an examination-oriented school system. This research work is an experiment carried out to examine the effect of formative assessment on a group of Beninese EFL trainees. The type of formative assessment they went through is the microteaching video self-reflection. The aim of the study is to explore their perceptions of classroom teaching through microteaching video self-reflection, what they learned from the experiment, and their appraisal of it. During the experiment, qualitative data were gathered from them through their written reflections. The results reveal trainees' positive attitudes towards the experience and their view of the reflection task as a valuable learning tool.

Keywords: EFL teacher education, formative assessment, microteaching, reflective practice, reflective teaching

INTRODUCTION

Until recently, formative assessment has been overlooked and its practice has been considered unreliable in most language education and language teacher education settings. It was only in the 90's that this method of assessment started receiving increasing attention from research (Black and Wiliam, 1998a; 1998b; Jones, 2005 ; Irons, 2008 ; Torrance and Pryor, 1998 ; Wiliam, Harrison, and Black, 2004 ; York, 2003).

Like many higher education institutions in the Republic of Benin, the teacher education college under consideration in the study is characterised by an examination-oriented system. Summative assessment is a common practice exhibited by the majority of the teacher educators. Learning is assessed through the lens of the teacher educator,

---

* Correspondence: Juvenale Patinvoh Agbayahoun, Email: dossa0259@yahoo.com

leaving very little chance for student teachers to assess themselves and to reflect on their learning. While this type of assessment is familiar to both teacher educators and student teachers, the field of teacher education, more specifically EFL teacher education, has developed, and now it offers alternative assessment methods to enable teachers to shift from a deeply rooted pencil-and-paper summative assessment tradition that is geared toward the "certification of learning" (Earl, 2003, p.2) to other assessment practices that promote increased learning through self-reflection and self-awareness.

In the teacher education college under consideration in the study, prospective EFL teachers are enrolled in a three-year pre-service program after obtaining their baccalaureate (secondary school studies certificate). The student teachers who graduate upon completion of this program are qualified to teach EFL in junior secondary school classes, that is, from 1st to 4th grade. The college also offers a year program to student teachers who are holders of a bachelor degree in English and literature and who enroll in the college to get their qualifying degree for the teaching profession. The student teachers in this second category can teach senior secondary school classes (grades 5 through 7) upon completion of their program. This article presents an account of an experiment carried out with a group of 13 EFL students teachers who belong to the first category and who are in their third year of pre-service teacher education. The main purpose is to gain insight into their opinions about self-inquiry through reflective practice and what they learn from experiencing it as a means of assessment of their learning.

LITERATURE REVIEW

Formative assessment: definition and purpose

Also referred to as assessment for learning (James and Pedder, 2006; Wiliam, Lee, Harrison, and Black, 2004), the term formative assessment is often used in the English Language Teaching (ELT) literature to refer to all the activities carried out by teachers and learners and that provide information to be used as feedback to improve teaching and learning (Black and Wiliam, 1998; Dietel, Herman, and Knuth, 1991 ; James & Pedder, 2006; Sadler, 1998). Within this framework, a variety of activities are used to promote learners' ongoing learning and to create opportunities for self-inquiry. Gonzales and Aliponga (2012) consider it as a method of assessment which feeds back to teachers to create efficient learning by modifying teaching and learning activities during the ongoing instructional process.

In the field of English language teacher education, formative assessment is also used to promote increased learning. It is carried out through a variety of tasks including journal writing, portfolio construction, class reports, case studies, comparison of one's teaching against a checklist of good instructional strategies, microteaching video self-reflection, to name a few (Richards & Lockhart, 1996). These tasks provide valuable opportunities for ongoing learning through self-inquiry, reflection, and critical thinking about various aspects of learning in the language teacher education context.

Reflective practice in language teacher education : definition, Background, and purpose

Research interest in the reflective thought about educational practice started in the 1990s. The pioneer in the field was John Dewey (Dewey, 1933). Later in 1983, Schön expounded upon Dewey' ideas and popularized the reflective approach to teacher education and development. Through his work, he emphasized the importance of reflection in developing teachers' knowledge about what to teach and how to teach more effectively. Within this framework, an initial teacher education is no longer perceived as being reduced to prescriptive transmission of methodological recipes. It does not aim at the practitioner per se, but at the "reflective practitioner" (Schön, 1983, 1987).

Many other researchers have emphasized the need for all language teachers, more specifically all second and foreign language teachers, to be properly educated in a professional and reflective manner in order to increase the respect for the profession (Bartlett, 1990 ; Richards and Lockhart, 1994; Wallace, 1991; Zeichner, 1994; Zeichner and Liston 1996). Nowadays, nobody addressing the topic of teacher education can claim ignorance of this concept. In the field of ELT, it has been suggested that both pre-service and in-service courses should adopt reflective approaches. According to Breen (2006), it is essential that in any training course for ESL/EFL teachers, there be a strong concentration on reflective practice.

Recognition of the importance of reflection in language teacher preparation and development has led to its becoming an intensively studied topic. After Schön's introduction, many researchers continue to elaborate on the concept. Definitions of reflection abound. For instance, Boud, Reogh, and Walker (1985) view reflection as "intellectual and affective activities in which individuals engage to explore their experiences in order to achieve new understandings and appreciations" (p.19). Hatton and Smith (1995) define reflection as "deliberate thinking about action with a view to its improvement" (p.52). Daudelin (1996) considers reflection to be a "highly personal cognitive process which happens in the mental self" (p.39). Osterman and Kottkamp (2004) view reflection as a professional development strategy that provides professionals with "opportunities to explore, articulate and represent their own ideas and knowledge" (p.16).

Reflective practice in language teaching and language teacher education seeks not only to understand the thoughtful nature of teachers' work, and how they develop professionally, but also to inquire into the teachers' process of learning to teach (Hung, 2008). In practice, reflection has been suggested to educate both pre-service and in-service teachers as a means to enhance teachers' content knowledge, and pedagogical knowledge (Reagan and Osborn, 2001; Richards and Lockhart, 1994, Roberts, 1998; Wallace, 1991). Researchers in teacher education have argued that the ability for student teachers to reflect on their experiential and cognitive activities during learning can facilitate the linking of theory and practice and enables them to take on an active role in their own professional development processes (e.g., Bain, ballantyne, Packer, and

Mills, 1999; Chen, 1993; Gimenez, 1999; Hill, 2000; Stuart and Thurlow, 2000). According to Liaw (2003), in critical reflection approaches, the teacher trainees themselves act as their own source of information about what constitutes best practices. Through critical reflection processes, teachers become autonomous in transforming their teaching practice. Critical reflection promotes thoughtful pedagogical decisions, more productive and satisfying teaching (Richards, 2002, p.23), thereby enabling teachers to avoid routine classroom practices (Farrell 2003, p.20 ; Farrell 2004, p.2).

Wallace (1998) considers reflective teaching as essential to lifelong professional development. In teacher preparation courses, critical reflection prepares student trainees for the classroom realities they will be confronted with during the practicum, and later in the profession. Therefore, engaging them in reflective teaching through reflection on their microteaching in TEFL course modules will enable them to develop self-confidence, observation skill, and the ability to give and receive constructive feedback. This critical exploration of one's own teaching practice is essential to lifelong professional growth and it should be integrated at an early stage of the teacher training (Orlova, 2009).

The microteaching video self-reflection: rationale

Among the various options of formative assessment tasks carried out in language teacher education settings, the microteaching video self-reflection task offers prospective teachers a valuable opportunity to observe their own teaching and reflect on various aspects of their learning and pedagogical behaviours. According to Wallace (1991), the microteaching is often used in a teacher education context to help trainees develop experiential knowledge of professional action in a controlled and progressive way (p. 87). The follow-up microteaching video self-reflection task in which trainees are engaged enables them to sharpen critical thinking and self-assessment skills, to achieve self-awareness and a sense of continuity regarding reflective practice for professional development (Orlova, 2009). With regard to the value of the reflective practice in teacher education, Wallace (1991) considers it as a crucial aspect of teacher development. He argues that "reflection on professional action enables teachers to develop professional expertise" (p.87).

As stated earlier, this study is an experiment carried out on EFL student trainees in a teacher education context in the Republic of Benin. The aim of the study is to explore the EFL trainees' perceptions of classroom teaching through microteaching video self-reflection, what they learn from the experiment, and their appraisal of it. To reach this purpose, the following questions are considered in the study:

1. How do the participant student teachers perceive classroom teaching through microteaching?
2. What do they learn from the video self-reflection task ?
3. What do they think about being assessed through this task ?

METHOD

Qualitative data were gathered from the participant student teachers' written reflections on their own teaching. The group was composed of 13 (12 male and 01 female) EFL teacher trainees in their third and last year of TEFL program during the academic year 2016-2017. The data were collected through two concurrent TEFL course modules entitled respectively "Lesson Planning" and "Microteaching" which are taught by the same instructor. The purpose of the first course module was to acquaint trainees with the principles of lesson planning and the items of a lesson plan, and to engage them in the design of lesson plans. In the second course module, the student teachers were required to prepare and carry out the microteaching of a part of their planned lesson. These microteachings, which are carried out following the peer teaching format, are video-taped to enable the student teachers to view their own teaching in order to complete the video self-reflection task. The data are examined comparatively in order to identify the concepts and categories that emerge from them that represent recurring concerns and issues expressed by the prospective teachers, and that also characterize their general opinions about the microteaching experience and the reflective task, and what they learned from it as well.

The procedure followed was, first, to select from the guidelines for the video self-reflection task (see appendix) all questions that prompted the prospective teachers to reflect on their microteaching experience and on the reflective task itself. Next, the prospective teachers' answers to these questions were compared in order to identify the major trends in their opinions. The list of the questions selected from the guidelines is as follows:

1. How did theory motivate your decisions and choices during the planning stage and your pedagogical moves during the microteaching?
2. Evaluate your own teaching in terms of what you learnt from doing the microteaching
3. How do you view the fact of reflecting on your own teaching?
4. What did you learn from it?
5. What did you gain from it?
6. How do you feel about it?
7. How has the reflective task impacted your view of teaching and learning to teach?

It is worth noting that question one relates to the input they have been exposed to during the lesson planning course module through discussion on assigned readings. Question two relates to the microteaching experience, and questions three through seven to the video self-reflection task.

RESULTS

Despite a few particularities in the informants' stated opinions in their written reflections, the cross-subject comparisons revealed the following major trends in their

opinions about the input from the planning course module, the microteaching experience, and the video self-reflection task: the usefulness of the planning course content, the microteaching as a useful assessment and awareness raising tool, the video self-reflection as an informative and awareness raising task, the video self-reflection task as a necessary learning opportunity, reflection as a tool to improve teaching and to foster learning about teaching.

Their opinions about the input from planning course module

All the informants acknowledged the value of the input they were exposed to during the planning course. They pointed to it in terms of its usefulness during the planning stage of their micro-lesson. They expressed the view that the reading materials and the discussions held about specimen lesson plans have been very helpful to them in making decisions during the lesson planning stage. Two of them commented on this aspect as follows:

"I couldn't have planned any lesson without the notions I gained during the seminars in the lesson planning course. They helped me a lot; especially for the selection of materials and the design of the learning tasks." (Caryn)

"The formulation of the specific learning objectives puzzled me a lot. I had to read the materials we got in class about the formulation of learning objectives in order to come up with relevant objectives for my lesson; otherwise, I wouldn't be able to translate the content of the lesson into measurable learning outcomes." (Mike)

Their opinions about the microteaching experience

The major trend that emerged from the subjects' opinions about the microteaching experience relates to its usefulness to them. All of them perceived the microteaching as a useful assessment tool. They stated that it gave them the opportunity to become aware of the flaws in their teaching, and to think about adjustments. They acknowledged that the microteaching experience enabled them to assess not only what they learnt from the planning course, but also their ability to put it into practice, and to have a clear idea of what to improve. Some of them declared:

"Planning is a reality and teaching is another reality. The microteaching and more particularly the peers' feedback have helped me to rethink the content of my lesson plan, and the way I implemented it." (Alex)

"The follow-up peer feedback session was very informative, especially when the trainer gave me the floor to assess my own performance. Questions like 'what do you think about your teaching?' 'Did you reach your objectives?' and the 'why?' for most of the moves I made during the teaching helped me to become aware of some important aspects of my performance that I couldn't have thought about without those questions." (Francis)

"The microteaching experience raised my awareness of what classroom reality is. While teaching, you have an eye on all that is going on in the classroom and you try to cope with

the situations as they arise. You also draw lessons from the event when you start thinking about it. It is what happened to me when I was invited to give my impressions about my own performance." (Ben)

Their opinions about the video self-reflection task

All thirteen informants perceived the reflection task as an interesting and informative task. They declared that it gave them the opportunity to inquire into their own teaching and to think about ways of improving it. However, one of them added that it requires a lot of effort to examine a teaching/learning event objectively and to avoid finding excuses for the flaws in one's performance. Here is what he said:

"The reflection task is like a self-evaluation process. I found it interesting and exciting. I should say that it is an unusual practice for me. Having to reconsider the event and aspects that I couldn't perceive during the microteaching enabled me to see my teaching another way, to think about how to improve, but I should say that it was not easy at all because most of the time, during the reflection, I was tempted to focus on what was wrong with the learners'reactions instead of what in my behaviour caused them to react the way they did." (Fred)

Pointing to the value of the reflection task, the informants also acknowledged that reflecting on one's teaching performance is a necessary learning opportunity. They pointed out that it raised their awareness of the necessity of the reflective practice in teaching as it helped them gain awareness of aspects of their teaching they wouldn't have thought about if they had not gone through the reflection task, and thereby it involved them in more learning about teaching. Conseqently they see it as a necessary practice. They asserted:

"I think that this kind of self-evaluation is necessary. Reflecting on my teaching helped me look for ways of enhancing my teaching strategies. For example, in the guidelines for the reflection task, there is an item asking us to think about the consequences of the choices that we made during the teaching and to propose some alternative ways of doing things. It is a very good exercise." (Henry)

"I gained more confidence. I am now aware of the things I must avoid doing during my teaching. If I have to reteach the same lesson, I will proceed another way. The reflection task is very important." (Tony)

When asked about their feelings as regards the reflection task, the informants showed positive attitudes that they expressed in terms of satisfaction and excitement going through what one of them called 'self-discovery' task. Here is what two of them said:

"It was like X-raying one's teaching to discover some hidden aspects. Some of the items of the reflection task puzzled me a lot. I had to think deeply to figure out why things happened the way they did during the lesson and to find solutions." (Akim)

"I was very satisfied going through the task. I learnt from this experience that teaching doesn't just end at the end of the class session. Your mind keeps on working on the event to

help you improve not only your teaching, but also to make English learning enjoyable for your learners." (Fadel)

Alluding to the impact of the task, they all pointed to its positive impact on their perceptions of teaching and learning to teach. They all think that reflection fosters learning about teaching. They contend that learning to teach is an ongoing process and that reflecting on one's teaching can bring about improvement of one's performance. One of them said what follows:

"This task made come to the conclusion that learning to teach is an ongoing process and that teaching itself offers a lot of opportunities to learn. We learn a lot about teaching by reflecting on our performance; added to what we learn from the learners during class sessions." (John)

Another informant added: *"If we don't reflect on our teaching, we will ignore all that teaching involves. Through reflection, you become aware of many things related to your teaching. Then you start thinking about how to make things better. I think we should do this kind of things more often. "* (Abib)

The trends that emerged from the cross-subject analysis of the participant student teachers' written reflections and that represent their opinions about the microteaching experience and the reflective task show that overall, they found the experiment very helpful in that both tasks raised their awareness about aspects of their teaching and provided them with useful information about ways of improving their performances.

DISCUSSION

The results of the study reveal the participant EFL trainees' positive attitudes to the microteaching experience and the follow-up video self-reflection task. They all pointed to its usefulness in terms of the awareness and learning they gained from going through the experiment. Using video self-reflection in the context of teacher education enables trainees to examine their own performance. It engages them in reflection on different aspects of the lessons, the choices they made during the planning stage, as well as during the implementation of the lesson. This involves them in noticing both strengths and weaknesses of their performance. Most of them pointed to that awareness and to its usefulness. This is much better than receiving feedback solely from an external source. The opportunity offered to them to view the event and to analyse the data makes them active agents in the process of their own learning and growth (Towndrow and Tan, 2009). Enabling trainees to gain understanding of why things occurred during the lesson the way they did promote their reflection on action through metacognition, self-evaluation, and self-monitoring, which leads them to come up with other alternatives for better performance (Edge, 2011).

Another aspect that warrants attention in the findings relates to the fact that all participants in the study acknowledged the positive effect that the experiment had on their learning to teach. Alluding to their satisfaction, one of them expressed the necessity of integrating reflection tasks as an alternative mode of assessment in their

teacher preparation programme because of the invaluable opportunity it offers trainees for self-assessment and self-discovery. As mentioned earlier, the teacher education program under consideration is characterised by an examination-oriented system, with educators who generally stick to one mode of assessment, that is, the end of term pencil-and-paper assessment, which does not provide any opportunity to thoroughly cover trainees' learning progress. Alternative methods of assessment should be integrated to the system to break with the traditional pencil-and paper tests that often require trainees to write about notions acquired about teaching. In this traditional method of assessment, only trainees' knowledge about language teaching is assessed. The higher the grade they receive, the better the evidence they get of their knowledge about teaching. Though they have the opportunity to translate this knowledge into practice in the framework of their practicum, no opportunity is given to them to reflect on their performance as they often receive feedback from an external source (the supervisor). They are expected to demonstrate efficiency by applying techniques and strategies proposed or suggested by the supervisor, which reduces their chance to analyse their teaching, to think critically about the event, and to make decisions for improvement. According to Farrell (2014), developping future teachers' knowledge about clasroom reality is crucial. This purpose can be reached by engaging them in observation and reflection about their pedagogical actions.

Indeed, in reflective language teacher education, the microteaching sessions and the follow-up video reflection tasks can be used as a context in which student teachers can reflect critically on the own performance and think about ways of increasing their learning. However, it should be noted that although the reflective mode of teacher education is the most valuable, it can be successfully implemented only when trainees have something to reflect on and are prepared to engage in the reflective practice. According to Wallace (1996), food for thought has to come both from knowledge of basic theory and from observation of good practice. He argues that teacher educators should provide trainees with the ideas, skills, and metalanguage that will enable them to describe the learning experience in the teacher education context and to reflect on it. He also suggests that teacher educators should devise adequate techniques to help student teachers develop reflective skills. With regard to this aspect, the findings show the participants' appraisal of the usefulness of the items in the guidelines provided for the reflection task. This material enabled them to go through a thorough reflection on the microteaching they carried out in order to come up with answers to the 'why' things happened the way they did during their lesson, and to think about alternatives they could have used instead.

CONCLUSION

In the area of English Language Teaching, and more specifically in EFL teacher education, the integration of reflective practice is suggested for both pre-service and in-service courses as it helps sharpen student teachers' awareness and deep understanding of what goes on in classrooms, and thereby helps promote their professional growth and autonomy. The findings of this study corroborate the results of

previous studies on the adoption of the reflective approach to language teacher education, with special reference to the use of video self-reflection tasks and its related benefits for trainees. The findings of the present study, therefore, urge language teacher educators in the context of the Republic of Benin to revisit assessment methods used to date in order to integrate other modes of assessment that will help to provide student teachers with opportunities to articulate the assumptions they hold about EFL teaching and learning, to promote their learning, and to develop in them the skill of inquiry.

REFERENCES

Bain, J. D., Ballantyne, R., Packer, J., & Mills, C. (1999). Using journal writing to enhance student teachers' reflectivity during field experience placements. *Teachers and teaching: Theory and practice*, 5(1), 51-73.

Bartlett, L. (1990). Teacher development through reflective teaching. In J.C. Richards and D. Nunan (Eds.). *Second language teacher education* (pp.202-214). Cambridge: Cambridge University Press.

Black, P. and Wiliam, D. (1998a). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice,*5,(1),7-47.

Black, P. and Wiliam, D. (1998b). Inside the black box: Raising standards through classroom assessment, *Phi Delta Kappan,* 80, (2), 139-149.

Boud, D., Keogh, R., & Walker, D. (1985). Promoting reflection in learning: A model. In D. Boud, R. Keogh, & K; Walker. (Eds.). *Reflection: Turning experience into learning.* (pp. 18-40). London: Kogan.

Breen, P. (2006). The education of language teachers in East Asia. *Asian EFL Journal*, 13 (1) Retrieved August 10, 2016, from http://www.asian-efl-journal.com/pta_july_06_pb.php

Chen, A.Y. (1993). Experienced and student teachers' reflection on classroom practice. *Educational Research and Perspectives*, 20(1), 46-71.

Daudelin, M. W. (1996). Learning from experience through reflection. *Organizational Dynamics*, 24 (3), 36-48.

Dewey, J. (1933). *How we think: A critical restatement of the relation of reflective thinking to the educative process*. Boston: D. C. Heath.

Dietel, R., Herman, J. and Knuth, R. (1991). What Does Research Say About Assessment? North Central Regional Educational Laboratory. Available at: http://methodenpool.uni-oeln.de/portfolio/What%20Does%20Research%20Say%20About%20Assessment.htm.

Earl, L. (2003). Assessment as learning: Using classroom assessment to maximize student learning. *Experts in Assessment Series*. California: Corwin Press, inc.

Edge, J. (2011). *The reflexive teacher educator in TESOL: Roots and wings*. New York: Routledge.

Farrell, T. (2004). *Reflective practice in action: 80 reflection breaks for busy teachers*. Thousand Oaks, CA: Corwin Press.

Farrell, T. (2003). Reflective teaching: The principles and practices. *English Teaching Forum,* 41 (4), 14-21.

Farrell, T.S.C. (2014). *Reflective practice in ESL teacher development groups: From practices to principles.* Basingstoke, UK: Palgrave MacMillan.

Gimenez, T. N. (1999). Reflective teaching and teacher education contributions from teacher training. *Linguagem & Ensino*, 2 (2), 129-143.

Gonzales, R., & Aliponga, J. (2012). Classroom Assessment Preferences of Japanese Language Teachers in the Philippines and English Language Teachers in Japan. *MEXTESOL Journal, 36* (1), 1-19.

Hatton, N., & Smith, D. (1995). Facilitating reflection: Issues and research. *Forum of Education*, 50 (1), 49-65.

Hill, L. (2000). What does it take to change minds? Intellectual development of pre-service teachers. *Journal of Teacher Education*, 51(1), 50-62.

Hung, H. T. (2008). Teacher learning: Reflective practice as a site of engagement for professional identity construction. *US-China Education Review*, May 2008, 5 (5), (serial No. 42) 39-49. Retrieved February 7, 2016, from http://www.teacher.org.cn/doc/ucedu200805/ucedu20080505.pdf

Irons, A. (2008). Enhancing Learning through Formative Assessment and Feedback. New York: Routledge.

James, M. and Pedder, D. (2006). Beyond method: Assessment and learning practices and values, *Curriculum Journal* 17, (2), 109-38.

Jones, C. (2005). Assessment for learning: Vocational learning support programme: 16–19. Published by the Learning and Skills Development Agency. Available at: www.LSDA.org.uk.

Liaw, M. (2003). Cross-cultural e-mail correspondence for reflective EFL teacher education. *TESL-EJ*, 6 (4), 1-15. Retrieved September 12, 2016, from http://www.tesl-ej.org/pdf/ej24/a2.pdf

Orlova, N. (2009) Recording as a Stimulus for Reflection in Pre-Service EFL Training. *English teaching forum*, 2, 30-35.

Osterman, K.F., & Kottkamp, R. B. (2004). *Reflective practice for educators: Professional development to improve student learning*. Thousand Oaks, CA: Corwin Press.

Reagan, T.G. & Osborn, T.A. (2001). *The foreign language educator in society: Toward a critical pedagogy*. Mahwah, NJ: Lawrence Erlbaum Associates.

Renandya, 19–25. Cambridge: Cambridge University Press.

Richards, J. C. (2002). Theories of teaching in language teaching. In *Methodology in language teaching: An anthology of current practice*, ed. J. C. Richards and W. A.

Richards, J. C., and C. Lockhart. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

Richards, J.C. & Lockhart, C. (Eds.). (1994). *The reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

Roberts, J. (1998). *Language teacher education*. London: Arnolds

Sadler, R. (1998). Formative assessment: Revisiting the territory, *Assessment in Education: Principles, Policy & Practice,* 5, (1), 77-79

Schön, D. (1983). *The reflective practitioner: How professionals think in action*. London: Temple Smith.

Schön, D. (1987*). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Fransisco: Jossey Bass.

Stuart, C., & Thurlow, D. (2000). Making it their own: Pre-service teachers' experiences, beliefs, and classroom practices. *Journal of Teacher Education*, 51(2), 113-121.

Torrance, H. and Pryor, J. (1998). Investigating formative assessment: teaching, learning and assessment in the classroom. Philadelphia: Open University Press.

Towndrow, P. A., & Tan, K. (2009). Teacher self-evaluation and power. *Teacher Development, 13*(3), 285-295.

Wallace, M. (1998). *Action research for language teachers*. Cambridge: Cambridge University Press.

Wallace, M. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.

Wallace, M. (1996). Structured reflection: The role of professional project in training ESL teachers. In D. Freeman & J.C. Richards (Eds.), *Teacher learning in language teaching* (pp. 281- 294). Cambridge: Cambridge University Press.

Wiliam, D., Lee, C., Harrison, C. and Black, P. (2004). Teachers developing assessment for learning: impact on student achievement, *Assessment in Education, 11*(1), 49-65.

Yorke, M. (2003). Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice, *Higher Education, 45*, 477-501.

Zeichner, K. M., and D. P. Liston. (1996). *Reflective teaching: An introduction*. Hillsdale, NJ: Lawrence Erlbaum.

Zeichner, K.M. (1994). Research on teacher thinking and different views of reflective practice in teaching and teacher education. In I. Carlgren, G. Handal, & S.Vaage (Eds). *Teachers' minds and actions: Research on teachers' thinking and practice*. (pp. 9-27). London: Falmer Press.

APPENDIX

Guidelines for the video self- reflection task
The following questions are proposed to help you to carry out the reflective task in a productive way.
Part One : Preparation for the microteaching
Evaluation of the input from the lesson planning course
How did theory motivate your decisions and choices during the planning stage and your pedagogical moves during the microteaching?
Part Two: The microteaching
A/ What happened during the lesson?
In a list format, describe how you proceeded during your microteaching.
Example: 1- I asked a student to……..
        2- I gave the students a ……
        3- I called on a student to…..
B/ Data analysis:
    1- Make a list of the choices or decisions you made during the lesson.
    2- Select two of the choices you made during the microteaching. For each of the choices, state the consequence it had and propose an alternative you could have used instead.
C/ General reflections on your teaching
Evaluate your own teaching in terms of what you learnt from doing the microteaching.
Part Three: Evaluation of the video self-reflection task
    - How do you view the fact of reflecting on your own teaching?
    - What did you learn from doing it?
    - What did you gain from it?
    - How do you feel about it?
    - How has this task impacted your view of teaching and learning to teach?