

GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**AN ANALYSIS OF THE AWARENESS LEVELS OF THE STATE SCHOOL EFL
TEACHERS ON REFLECTIVE TEACHING: A CASE STUDY**

M.A. THESIS

By
Pınar ÖZMEN

Ankara-2007

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JÜRİ ÜYELERİ ONAY SAYFASI**EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE**

Pınar ÖZMEN'e ait 'An analysis of the awareness levels of the state school EFL teachers on Reflective Teaching: A case study' adlı çalışma jürimiz tarafından İngiliz Dili Eğitimi Anabilim dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Adı Soyadıİmza

Başkan

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I would like to devote this study to my little daughter, Irmak ÖZMEN.

ÖZET

Bu çalışmanın amacı devlet okullarında görev yapan İngilizce öğretmenlerinin “Yansıtılmalı Öğretim” hakkındaki haberdarlık seviyelerini, sınıf içi öğretimde bu metodu ve teknikleri uygulamayı tercih edip etmediklerini belirlemektir.

Çalışma beş bölümden oluşmaktadır. Bu bölümler; çalışma ile ilgili ön bilgi, konu ile ilgili yayımlanan yayınların konu ile ilgili bölümlerinin aktarımı, metod, data analizi ve yorumlar, sonuç ve önerilerdir.

Birinci bölüm çalışma hakkında ön bilgi, çalışmanın problemi, amacı, kapsamı metodunu ve varsayımları içermektedir.

İkinci bölüm ilgili alan yazını içermektedir. Bu bölümde öğretmen adaylarının üniversite yıllarında eğitimlerinde kullandığı düşünülen modeller; usta-çırak modeli, uygulamalı bilim modeli, yansıtılmalı model, yansıtılmalı öğretim tipleri, yansıtılmalı öğretimin tarihçesi, yansıtılmalı öğretim uygulama metotları ve teknikleri, yansıtılmalı öğretimi kullanmanın faydaları ve zararları sunulmaktadır.

Üçüncü bölüm çalışmanın metodunu içermektedir. Araştırmanın metodu hakkında ön bilgi, katılımcılar, uygulamada kullanılan veri toplama araçları, bu araçların uygulama süreci detaylı açıklanmıştır.

Dördüncü bölüm çalışma sonucunda elde edilen verilerin analizini ve yorumları içermektedir.

Çalışmanın genel bir sonucunu içeren beşinci bölümde, öğretmen eğitimi ve gelişimi arasındaki fark açıklanarak, öğretmen gelişimini sağlama amacı taşıyan öneriler sunulmaktadır.

ABSTRACT

The aim of this study is to identify the awareness levels of the state school EFL teachers on Reflective Teaching and whether they prefer using reflective teaching in their profession or not.

The study consists of five chapters. These are introduction to the study, literature review part, the methodology of the study, data analysis and interpretation, conclusion and suggestions.

Chapter 1 consists of introduction, the problem, aim and scope of the study, methodology and assumptions.

Chapter 2 consists of the literature review section. In this chapter, models of reflective teaching; the background of reflective teaching, the definition of reflective teaching, types of reflection, forms of reflective teaching practice, strengths and pitfalls of reflective teaching are introduced.

Chapter 3 contains the methodology of the study. The introduction to the methodology is introduced in a detailed way. The subjects, materials and procedure of the study are described in the third chapter

Chapter 4 contains data analysis, interpretations, result and discussion.

Chapter 5 includes the overall conclusion of the study, teacher training and development, and suggestions to improve teacher development are introduced.

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CHAPTER I

INTRODUCTION

Presentation

Teaching has been defined by Hough and Duncan as “a unique professional, rational and humane activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others” (in Oruç,2000:1). Since language teaching has been subject to change for years, “change” is an important subject for teachers. Teachers should keep up with the changes which occur in language teaching and teacher development is a significant way to do this (Lange,1990). Teacher change is not an easy thing to accomplish. Teachers’ awareness of a need to change is the necessary prerequisite for the process of any change to begin (Pernington,1995). Awareness is the first step for the beginning of teacher development. As it is believed, the aim of any teacher is to be an effective teacher. The development of effective teachers is a primary goal of teacher education programs. Reflective teaching is viewed as an essential vehicle for enhancing the development of effective teachers; therefore, it is the aim and a theme of increasing number of teacher education programs. According to Allen and Casbergue (1997), many teacher educators seem to be persuaded that reflection is a worthy aim in teacher education. Latest tendency in teacher education programs worldwide is the reflective practice which enables the teacher who tries to do something for the sake of their professional development reflect on their way of teaching. Reflection-in-teaching refers to teachers subjecting their beliefs and practices of teaching to a critical analysis. However, the concept of reflective teaching is not clearly defined, and a plethora of different approaches with sometimes confusing meanings has been pushed in teacher education programs (Farrell,2003:14). In this thesis, Reflective

Teaching will be defined in a detailed way. In the first chapter, besides the problem and the assumptions, the background, the aim and the scope, and the methodology of the study will be described.

1.1 Background to the Study

Wallace (1991:3) suggests “the distinction is that training is something that can be done only by and for oneself”. In addition, Ur states that training focuses on professional skills while development focuses on personal growth. Similarly, teacher development is viewed as a “process of continual, intellectual, experiential, and attitudinal growth of teachers” (quoted in Lange,1990:250). While practicing teaching, teachers learn from their own experiences. Recently, EFL teaching studies give importance to teacher’s reflecting on their own practices, experiences, and skills. Therefore, how much importance is given to reflective teaching in Turkey and what is done is still a big question. “For many, the term reflective teaching sounds redundant. It raises the following questions: In order to teach, don’t you have to think about your teaching? And isn’t such thinking something as reflecting on your teaching? These questions get right to the heart of the matter. In what follows, we argue that not all thinking about teaching constitutes reflective teaching” (Liston&Zeichner,1996:19).

Reflection is defined as ‘a key concept within the inquiry-oriented paradigm of teachers education that has been put forward’ by Zeichner (1983). As Gore (1987) mentions reflection has become part of the language of teacher education. Various models and strategies have been developed for preparing more reflective teachers. This study is prepared to be the first step of a further study which is aimed at doing something valid for the EFL teachers of state schools in Turkey.

1.2 Problem

“It is believed that there is a real gap between theory and practice, a gap between what teachers believe that they do in the classroom, and the quality of teaching has

the greatest effect upon the quality of education. In countries with rapidly growing population, there is an increasing tendency to put untrained teachers into loudable classrooms, but utterly misguided efforts to meet increased demand or to expand access to schooling” (Cross,1995:35). In Turkey, teacher trainees experience teaching in a real classroom atmosphere in the last year of their undergraduate studies. The quality and the quantity of this kind of experience is doubtful, but it helps them to prepare themselves for teaching real students. However, Zeichner’s (1987) overview shows that “the empirical data base about the effects of such teacher education programs and strategies with the goal of promoting reflective teaching is eager. With a few exceptions, studies rely heavily on comments made by student teachers in course evaluation, observations and isolated anectode. Up to now, there has been little or no empirical support for the claim that programs designed to promote reflective teaching produce better teachers.” Korthagen and Verkuyl have shown that such programs may be unsuccessful with students who are not inclined to reflect (in Adler,1991).

It has frequently been pointed out that classrooms are fast-paced and unpredictable environments where teachers must make hundreds of spontaneous decisions each day. “There are numerous institutional constraints that increase the complexity of teachers’ work such as the lack of time, high teacher-pupil rations, and pressure to cover a required and broadly defined curriculum. The point is often made that teachers do not have time to reflect because of the necessity for them to act quickly in this fast-paced and constraining classroom environment.”(Liston&Zeichner,1996:12).

It seems likely that not enough importance is given to teacher development in Turkey. In-service, and pre-service training programs for the EFL teachers are not as common as they should be. Oruç (2000:3) claims in her study that despite the growing interest and evidence on the invaluable contributions of reflective teaching programs in teacher education, there are very few studies on this issue in Turkey. It is doubtful how many of the EFL teachers at state schools are eager to develop professionally and what they do for the sake of this purpose. Development needs

reflectivity, the reflection of the teachers on their practices. To find out to what extend reflective teaching is known in Turkey, it has been decided to do this research to analyze the awareness levels of the state school EFL teachers on Reflective Teaching.

1.3 Aim and the Scope of the Study

Due to developing teaching skills and raising awareness of teachers' teaching perspectives through reflection on classroom experience, not enough study has been applied for EFL teachers in Turkey. It is a big question how much teachers reflect upon their skills and practices in the classroom to develop themselves professionally. A study is needed to measure the awareness levels of the state school EFL teachers on Reflective Teaching to do something to help teacher development.

This study does not assume that none of the EFL teachers at state schools are aware of Reflective Teaching. The issue is how much they use it in their classroom for their professional development.

In the practical part, a questionnaire will be delivered to a limited number of EFL teachers at state schools in Ankara. The questionnaires have been applied to one hundred and seventeen EFL teachers. The aim of this study is not to get an exact number. Moreover, to get a general idea about what teachers do in the classroom and to help them to move further in their professional life, the collected data may seem inadequate. As the next step, an in-service program is thought to be prepared.

1.4 Methodology

This study, from the methodological point of view consists of two parts; theoretical and practical.

For the theoretical part, books, articles and other document concerning the topic have been surveyed and analyzed. After analyzing the collected data, the questions of the questionnaire have been prepared.

For the practical part, a pilot study has been done in order to reveal the appropriateness of the questionnaire items. Then, the questionnaire for the state school EFL teachers has been rewritten and applied in various state school. At the end of the collection of all the questionnaires, a limited number of teachers have been interviewed to find out how much attentive they were while answering, and to focus their ideas on the issue, and to ask for their suggestions about what can be done for their self-improvement. As the last step, an item analysis has been done after the data have been collected.

1.5 Assumptions

The trend to include teachers' reflection on their own experiences has increasingly been accepted worldwide. Therefore, in this study, it is assumed that EFL teachers in the state schools are not aware of Reflective Teaching, and they do not know how to apply Reflective Teaching in their classroom environment to develop their teaching effectiveness and themselves professionally. Children are believed to be the future of a nation, so the ones who educate the children should do their best to help them. Reflective Teaching may not be the only thing done for professional development, but it may be accepted as a step which helps a teacher to move to a further stage through his/her teaching life.

CHAPTER II

REVIEW OF LITERATURE

Presentation

In this chapter, three major models of professional education, background of reflective teaching, the definition, types of reflection, different forms of reflective teaching practice, the strengths and pitfalls of reflective teaching will be discussed.

2.1 Three Major Models of Professional Education

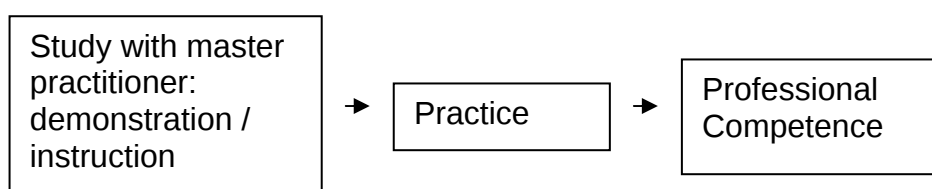
Wallace (1991:6) suggests that there are currently three major models of professional education which have historically appeared on the scene in the following order:

1. The craft model
2. The applied science model
3. The reflective model

The aim of describing these three models is to gain information about the models which are used throughout the education of a teacher trainee. It is important for the teacher to know in which way he/she is taught in his/her undergraduate study. A teacher's way of teaching is mostly effected by the education he/she has had during his/her undergraduate study.

2.1.1 The Craft Model

According to Stones and Morris (1972:7), this was how teaching practice was traditionally organized until about the end of the Second World War in 1945: ‘The master teacher told the students what to do, showed them how to do and the students imitated the master.’ In this model, the professional practitioner is the craft and the trainee teacher learns teaching by watching, imitating and following the instructions of the expert. It is a simple model and it is represented by Wallace (1991:6) as follows:



Craft model means that the trainee learns teaching on the job. According to White (1998:133), “quality training will involve learning to teach by observing other teachers, theory and principles being given low priority. Such an approach is limited by having trainers learning to do what teachers do now. However, the conflict here may be that what the professional practitioner says and does is how much correct and up to date and flexible enough to be applied in all teaching settings.” Another problem area in Turkey to be emphasized here is that some of the professional practitioners, ‘experts’, prefer being in the background and letting the novices teach their students despite their limited experience.

2.1.2 The Applied Science Model

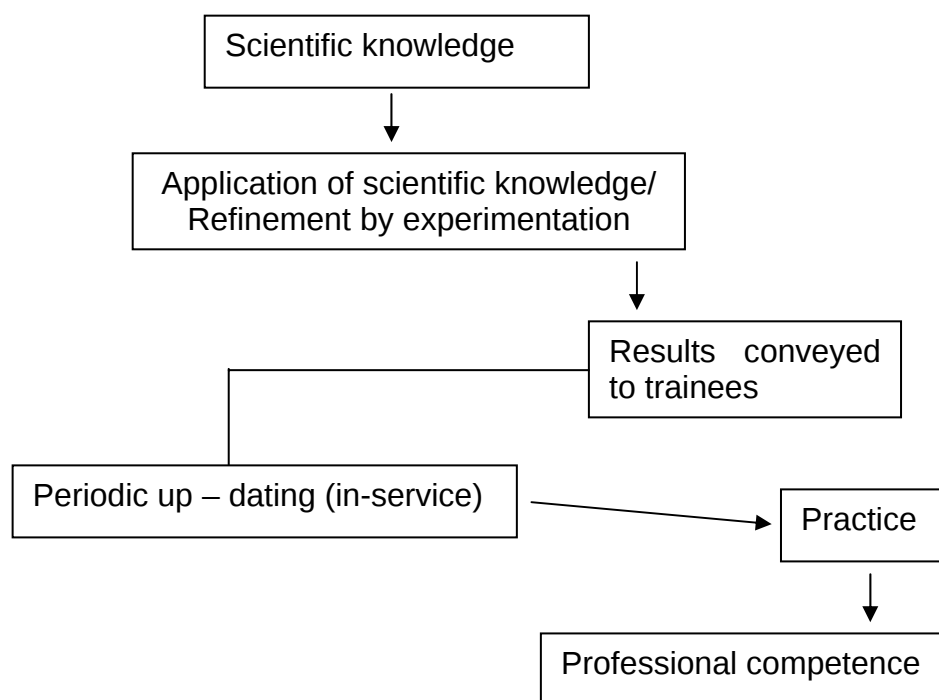
The Applied Science Model is the traditional and the most common model used in most training and education programmes. The theory based approach is applied in classroom settings in this approach. Wallace’s definition (1998:8) is that “teaching is the solving of pedagogical problems through active inquiry and experimentation. Consequently, they give higher priority to conceptualizing the processes of teaching

and learning; trainees are encouraged to interact with experience as a way of developing their pedagogical understanding and skills, and of improving what they are doing now with a view to continual improvement in the future. They relate practical knowledge of anything to whatever their objectives are. This model is derived from the achievements of empirical science and requires a formal way of learning teaching.”

Research-based theories and techniques are attached importance in this model. These theories and techniques are called “received knowledge” by Wallace (1991:12). Teacher educators are thought as the transmitter of knowledge in teacher education.

As all models and approaches, this model has its own conflicts, pitfalls. The first conflict is the question about the source of the practical knowledge. Most of these people are the ones who work at universities as academicians and do not teach in real classroom. The conflict here is that the findings of these academicians may not suit all teaching settings. Another problem derives here, it is the teacher or the teacher trainee who decides on the appropriateness of the practical knowledge for his/her students and classroom. They should be trained enough to take an important decision for the success of the students and of themselves.

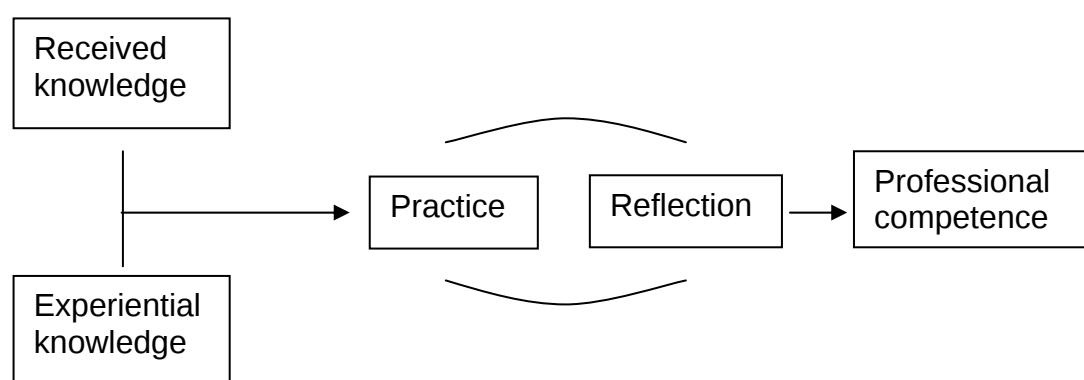
Wallace (1991.9) gives a crude schematization of the applied science model of professional education as follows:



2.1.3 The Reflective Model

The applied science model consists of received knowledge. On the other hand, the reflective model incorporates two kinds of knowledge; “received knowledge, and experiential knowledge”. Experiential knowledge refers to the ongoing practices of teachers as professionals. Wallace (1991:12) defines this knowledge as deriving from “knowing-in-action” and “reflection” which were uttered before by Schön. Atikler (1997:11) emphasizes in her study that in this model, the training of a teacher is not limited to specific knowledge and skills during a certain period but is extended to include life-long professional experience. It lets teachers learn by reflecting on their own experiences by the light of received and the experiential knowledge for their own professional development. Swan (1993:242) points out that the role of the teacher educator is to foster, support, promote the development of the student teacher in as many ways as possible and the role of the student teacher is to develop. Every individual is responsible for his/her own development.

Wallace (1991:15) has given a brief figure summarizing what is being described in reflective model as follows:



2.2 Background of Reflective Teaching

The idea of reflection and becoming reflective goes back to Dewey’s works in the 1930s. He gave a definition for reflective thinking as follows:

Reflective thinking, in distinction from other operations to which we apply the name of thought, involves (1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, enquiring, to find something that will resolve the doubt, settle and dispose of the perplexity (quoted in Trappes-Lomax and McGrath, 1999).

It is understood that reflection derives from a problematic situation and aims to solve the problem. For an individual to reflect on this problematic, triggering situation, he/she is thought to have three attitudes which were considered important by Dewey. According to him (1993), ‘reflective thought requires open-mindedness, whole heartedness and responsibility’.

To solve a puzzling event, the first attitude is accepted to be open-minded which requires listening to and accepting the strengths and weaknesses of his/her own and others’ perspectives. The individual should be flexible, open to new ideas and thoughts.

Dewey’s second attitude responsibility is maintained by Zeichner and Liston (1996,110) as: “Responsibility involves careful consideration of the consequences to which an action leads. Responsible teachers ask themselves why they are doing what they are doing in a way that goes beyond questions of immediate utility to consider the ways in which it is working, why it is working, and for whom it is working.”

The third attitude according to Dewey is whole-heartedness which is considered by Zeichner and Liston (1996:11) as the central component in the life of the reflective teacher with responsibility, and teachers are thought to be trying to understand their own teaching and the way in which it impacts their students, and seeing situations from different perspectives.

A teacher who has all these three important attitudes is one step closer to be a reflective teacher than the others. Dewey points out that if these three components come together with the skills such as observation and analysis as characteristics of a teacher, he/she is said to be reflective. Reflection:

...emancipates us from merely impulsive and routine activity ... enables us to direct our actions with foresight and to plan according to ends in view of purposes of which we are aware. It enables us to know what we are about when we act (quoted in Zeichner and Liston,1996:11).

It is Schön who studied on Dewey's metaphor again, and gave it a fresh change and influenced reflective practice in the literature in 1980s. He also emphasized that reflection begins with a problem and the problematic situation is solved by the application of empirical research findings like applied science model. Therefore, he described reflection as 'the important vehicle for the acquisition of professional knowledge which consists of two forms of reflection; reflection-on-action and reflection-in-action'. Reflection occurs before and after an event. Reflection-on-action is seen as the systematic and deliberate thinking back over one's action when planning a course, being thoughtful about his/her work and being engaged in effort to frame and solve problems on the spot by Zeichner and Liston (1996:14). On the other hand, reflection-in-action is understood by Schön through "phrases like thinking on your feet, keeping your wits about you, and learning by doing suggest not only that we can think about doing but that we can think about doing something while doing it" (cited in Loughran, 1996:6). Schön also points out to knowledge besides research based information and theory which are to be applied in the classroom by the teacher. It is called "knowledge-in-action". In a problematic situation, when reflecting on and in their teaching, teachers spontaneously understand and judge the event and they do this unconsciously. Loughran emphasizes that teachers are often unaware of having learned these things and unable to express this knowing-in-action (1996:15). By the help of knowledge-in-action and research and theory based information, a professional develops his/her teaching style.

Valli defines reflection as thinking after teaching as a means to prepare for future action (1997). Moreover,Trappes-Lomax and McGrath (1999:182) has mentioned 6 levels as follows:

Level 1: Behavioural (following generic instructions on what to do)

Level 2: Technical decision-making (the practitioners decide whether their performance matches external guidelines)

Level 3: Reflection-in-action (teachers contextualize their own experiential knowledge with the knowledge received from authorities)

Level 4: Deliberative (competing explanations, perspectives and theories among which the teacher has to make an informed choice)

Level 5: Personalistic (focus of primary concern on personal growth and professional relations)

Level 6: Critical (social and political dimension of schooling)

Three different perspectives from three great educators and others are tried to be mentioned in this thesis by quoting their phrases and statements. In section 2-3, various definitions of “reflection” and “reflective practice” will be given, and the term will be tried to be defined by the help of different perspectives.

2.3 What is Reflective Teaching

The aim of this part is to define reflective teaching using different perspectives of different authors and researchers. While mentioning this term, other terms will also be used like ‘reflection’ and ‘reflective thinking’, since reflective teaching consists of both of them. Reflective teachers are to come to the solution through reflection, and reflection needs reflective thinking.

The first one is the description of Dewey who is believed to be the first to study on reflective teaching. Dewey (in MacKinnon and Erickson, 1992) defines reflective thinking as having two characteristics: “...a state of doubt or hesitation in which thinking originates in the practice situation, and an act of inquiry to find material that will resolve the doubt and dispose of the perplexity” (p. 195). As explained in earlier sections, reflection derives from a problematic situation and aims at finding a solution to the problem to create a new situation. In other words, Myers (in

İskenderoğlu,1988) points out that the teacher should look for “ideas for new instructional strategies, insights into current practices, questions for further inquiry, and suggestions for improving research processes ‘(p.8). From these viewpoints, reflection can be considered as a kind of thinking which requires reasoning within a broad field of experience and examining a situation or concept against a broader knowledge. Trappes-Lomax & McGrath (1999:110) explain the term using some of their colleagues’ descriptions in their book. One of them is the idea that:

‘Structured and critical thinking about a previous experience or action with a view to understanding better the processes that shaped it, possibly to shape future action. The process through which we aim at self-awareness, context awareness and understanding of our objectives’.

These kinds of reflective activities are thought to strive to help pre-service teachers interrogate their deeply held beliefs about teaching and learning and frequently replace beginning teachers’ prior beliefs with more productive and equitable conceptions of instructions by Taylor (2001).

Loughran (1996,3) quotes Baud, Keogh and Walker’s and Dewey’s definition of reflection and reflective thinking and explains why they are so central to teaching and learning.

Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning. The capacity to reflect is developed into different stages in different people and it may be this ability which characterizes those who learn effectively from experience. (Dewey,1933).

Ross defines reflection as “... reflection is defined as a way of thinking about educational matters that involves the ability to make national choices and to assume responsibility for those choices.” Ross also focuses on “an educational dilemma” and the consequent analysis, responses, framing experimentation, solving, evaluating, and implementation to deal with specific dilemma (cited in Ussher,2001:3). These skills help a teacher during his/her professional development. Richards (in Farrell,

2003) sees reflection as a key component of teacher development. He says that “self-inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking”. In this definition, he adds two more important skills to the ones which are thought to be necessary for teacher’s self development. Paker (1996,36) refers to Valverde’s suggestion to reflection in his study and states that reflection is an individual’s need assessment and continued self-monitoring of satisfaction with effectiveness. Reflection means questioning of oneself: “what I am doing, and why?” Asking a simple question like this is not enough for professional development. Valverde points out that after asking this question, as with any type of evaluation, reflection should be formative, periodic, constructive, and deliberate.

The importance of observing, examining, evaluating skills are repeated in Oruç’s study by explaining reflective teaching as the process of teacher’s thinking critically about what happens in the classroom, and in lessons, as “an alternative means of achieving one’s teaching and developing strategies to change current situations and monitoring the effects of these strategies. It also requires one to seek collaboration and professional development” (2000:13). Allwright & Bailey proposed the observation as a very useful tool to provide feedback to teachers about their teaching (in Karabağ,2000:1).

Pollard and Tann suggest that the most appropriate model of professional competence for teachers may be described as reflective teaching and the knowledge which is generated from classroom practice is accepted as the appropriate knowledge relevant to teachers (in Warham, 1993).

Wallace’s opinion about reflective teaching is emphasized as “teachers who are engaged in in-service training to develop their professional skills should reflect on the input they receive and their own practice if they want to change their teaching in some way. If they incorporate new techniques into their teaching, they need to be able to evaluate these new strategies in the light of their practice” (in Özdemir, 2001:30-31).

Schon's definition of reflective practice is quoted in Ferraro's study (2000) as "reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in discipline." As in Schon's definition, Cruikshank defines reflective teaching as the ability to analyze one's own teaching practice (in Adler, 1991). To analyze the teaching practice, a teacher should ask questions about the classroom environment, and culture. Furthermore, the need to be flexible, to do rigorous analysis and to have social awareness is implied by Pollard (2005, 13). On the other hand, besides these skills, a teacher should be the one who is willing to engage in self-appraisal and development.

Richards (1990:267) sees reflection as a key component of teacher development. He says that self-inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking.

What has been tried to be explained in this section has been identified as seven key characteristics of reflective practice by Pollard (2005:14). These are:

1. Reflective teaching implies an active 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 whole heartedness.
5. Reflective teaching is based on teacher judgement, 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.

2.4 Types of Reflection

Teachers who are reflective use various types of reflection. Recent research on reflective practice has used different terms to define reflection types. In this study, they will be explained in the order given below:

- a. Technical rationality
- b. Reflection-in-action
- c. Reflection-on-action
- d. Reflection-for-action
- e. Action research

2.4.1 Technical rationality

The first type of reflection, technical rationality, focuses on effective application of skills and technical knowledge in the classroom. Elliott called the theory “rationalism” according to which the trainee professional is expected to learn given theory derived from university-based research and study, and then take this into the classroom to apply it in practice (in Ur, 1992:56). Farrell (2003:15) cites Schulman’s suggestion and mentions that the theory focuses on cognitive aspects of teaching. Ur (1992) claims that theory should and can be separated from practice: “The function of the academician is to perform the research and discover theories which are then handed down to the practitioner; all the later then has to do is to learn and apply them

correctly.” Fuller’s view is similar to the explanation of Ur’s. According to Fuller, “many beginning teachers start to examine their skills from this perspective in controlled situations with immediate feedback from teacher educators. The beginning teacher is trying to cope with the new situation of the classroom” (in Farrell, 2003:15).

Therefore, there are some researchers who are dissatisfied by the theory of technical rationality. Harris (quoted in Alatis, 1974) argues that the findings of researchers have supported the feeling that the usual relationship between theoretical coursework and teaching experience is an uneasy one; there is often little observed relevance of one to the other. Wragg pointed out to implicit contradictions, resulting in a rejection of ideas or attitudes learnt in courses once trainees start actual teaching (in Ur,1992:58). Many trainee teachers face this problem when they enter in real classrooms full of with individuals whose needs, abilities, and interests are different.

Bower suggests a second reason for dissatisfaction with the rationalist paradigm in Ur’s study (1992:58) that the nature of human learning and teaching is such that it is not, even theoretically, possible to make consistently verifiable statements or predictions about them that have any usefulness for the practitioner.

2.4.2 Reflection-in-action

If theory derived from university-based research and study lacks in helping the practitioner to cope with the classroom, how can a trainee teacher develop himself/herself professionally. Schön (1983) suggests that professional learning entails the development of theories of action through “reflection-in-action”: the professional acting and then, through reflection on what has been done and its consequences, develops hypotheses which are tested in further action. It is claimed to be something, like knowing-in-action. It is described by Farrell (2003,16) as “analogous to seeing and recognizing a face in a crowd without ‘listing’ and piecing together separate features; the knowledge we reveal in our intelligent action is publicly observable, but we are unable to make it verbally explicit”. According to Schon (1983), reflection-in-

action is concerned with thinking about what we are doing in the classroom while we are doing it; this thinking is supposed to reshape what we are doing.

Szesztay (2004,130) explains the relationship between knowing-in-action and reflection-in-action in a simple way: “Knowing-in-action draws attention to the immediate link between knowing and doing. In the midst of teaching, we need to make split-second decisions; there is little time to ponder and analyze. Reflection-in-action captures the moments following and preceding a classroom decision made by a teacher. In a sense, reflection-in-action also takes place in real classroom time; a teacher rarely has the luxury to sit down and think the next move through. It is qualitatively different from the uninterrupted flow of knowing-in-action”.

Reflection-in-action has a spontaneous nature. A suprising, puzzling situation stimulates a teacher into reflection-in-action. They think about their practice, action in the course. Then, choose how much to reflect and modify their action. However, Taylor (2005:192) draws our attention to the insufficient, spontaneous nature of reflection-in-action. He claims that it is insufficient to ensure that practitioner exert adequate control over their practice. With experience, practice may easily become habitual and routinized, and the perceived need for reflection may recede. As a result, Case and Reagan (1999:31) point out that for the expert or master teacher, reflectivity may be best seen in reflection-in-action.

2.4.3 Reflection-on-action

Reflection-on-action is a notion of reflective practice which also has a spontaneous nature like reflection-in-action. The difference is that reflection-on-action deals with thinking back on what is done to measure how much knowing in action has contributed to the puzzling, unexpected situation. Reflection takes place after an event, a fact. This later reflection is defined as an intellectual reflection by Peel & Shortland (2004:52). Case and Reagan (1999:31) mention that reflection-on-action may be the most obvious way in which a novice teacher's practice is distinguished. Berman, Brown and McCartney see reflection-on-action as the process

of making sense of an action after it has occurred, and possibly learning something from the experience that extends one's knowledge-base. It may affect future action but it cannot affect the action being reflected upon because that has already passed (in Pill, 2005:177). Zeichner and Liston (1996:14) present the implications of reflection-on-action in teaching. They state that reflection-on-action occurs before a lesson when we plan for and think about our lesson and after instruction when we consider what occurred.

2.4.4 Reflection-for-action

Case and Reagan (1999:31) see reflection-for-action as the desired outcome of both reflection-in-action and reflection-on-action. They define reflection as "...not so much to revisit the past or to become aware of the meta-cognitive process one is experiencing (both noble reasons in themselves), but to guide future action (the more practical purpose). In other words, reflection-for-action is proactive in nature. Further, the process of engaging in reflection-for-action should be seen not as linear but as an ongoing spiral, in which each of the elements of reflective practice is constantly in motion in an interactive process of change and development."

2.4.5 Action Research

The fifth notion of reflection is action research. Many writers concerned with teacher education suggest that trainees should be trained in research methods so that they can become their own researchers. Action research is different from other notions of reflection in that it is claimed to be directly and immediately related to professional action in some way (Wallace,1996:281). It is an important tool for the teachers for professional development. Action research is "practitioner research aimed at improving one's own practice" (McNiff, Lomax and Whitehead,1996:7). Walker defines action research as "a methodology that would allow teachers in higher education to research practice with a view to changing or improving it, but at

the same time also to critically review practice” (in Pill,2005:178). It is a process in which teachers identify a problem and try to solve the problem with certain strategies. Özdemir (2001) outlines Kolb’s experiential theory which provides a link between theory and practice. İskenderoğlu (1998:19) defines action research as a tripod whose legs consist of: 1) a humanistic approach to learning, and personal development; 2) experiential learning; 3) reflective thinking. Similarly, Mc Taggart (1982) defines action research as:

The linking of the terms ‘action’ and ‘research’ highlights the essential feature of the method: trying out ideals in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning. The results is improvement in what happens in the classroom and school, and better articulation and justification of the educational rationale, for what goes on. Action research provides a way of working which links theory and practice into the whole (in İskenderoğlu,1998:21).

Taggart and Wilson (1998,216) state that through action research, practitioners move from technical rationality within the classroom to critical examination of classroom processes.

While conducting action research, İskenderoğlu underlines Kemmis and Mc Taggart’s model of action research. Four main stages in their model are implemented in the given order; plan, act, observe and reflect.

Harmer (2003,345) conducts action research in a cycle. The steps of this cycle consist of five steps. These are;

- a. identify a problem / issue
- b. think of questions to ask / information to be gained
- c. collect data
- d. analyze data
- e. decide on future action

Allwright and Bailey give a similar procedure in action research which is called “six repeated steps”(in Atikler,1997:24). They are “(1) identify the problem, (2) seek knowledge, (3) plan an action, (4) implement the action, (5) observe the action, (6) reflection your observation and revise the plan”.

Thorne and Quiang (1996:257) explain the influence of action research as follows:

1. Increased awareness of the teaching and learning processes
2. Improvement in classroom research skills
3. Increased awareness and sensitivity about the classroom situation
4. More variety of classroom activities

In another study, İskenderoğlu-Önel (1998) has investigated the benefits of action research and stated that teachers involved in the study benefited from doing action research, they became more aware of classroom-related issues and became conscious about how to analyze their teaching and classroom. She also adds that action research broadened the vision of the teachers involved by analyzing different aspects of teaching and learnings.

As mentioned earlier, action research is an important, effective tool for professional development. However, it also has some limitations in terms of its scope, implementation, and analysis. The arguments against action research can be listed as the following;

- a. Cohen and Manion’s main argument against action research is that it lacks scientific rigor in that its objective is situational and that its findings do not contribute directly to general educational situations (cited in Atikler,1997:26).
- b. Nixon’s criticism raised against action research is that teachers involved in action research can become isolated from other teachers in their schools and may not; therefore, be able to influence change across the wider organizational and curricular units of their institutions (cited in Atikler,1997:26).

- c. Another problem raised by Zuber-Skerritt (1992) is that even the collaborative action research studies may seem disadvantageous to many language teachers since they need to spend extra time and effort to carry out such a study, which is usually not realized and appreciated by their institutions. Because of time constraints and lack of institutional reward, teachers may stop their research.
- d. Nunan mentions the problem of the lack of expertise as conducting research satisfactorily requires certain skills most of which are completely new to the language teacher (cited in Özdemir,2001:16).

Ur (1991) argues that what is important in ELT training is not where the knowledge comes from (research, speculative theory, personal experience are all valid sources of knowledge), but what is done with it after it is perceived, in terms of testing, reflection, development. Handal and Lauvas's theory of action aimed at developing teachers is a private, integrated but ever-changing system of knowledge, experience and values which is relevant to teaching practice at any particular time (cited in Ur, 1991: 59).

2.5 Forms of Reflective Teaching Practice

In this section, some forms of reflective teaching practice which are used for pedagogical purposes will be explained and located within a framework which identifies levels of reflectiveness. After the application of the questionnaire, the most common ones which are preferred by the EFL teachers are;

- Mentoring
- Portfolio
- Peer observation
- Conferencing / seminars / courses / workshops
- Interviewing

- Collaboration

The others which are described in this study can be listed as,

- Journal keeping/ Learning logs
- Video/audio recording
- Supervision
- Clinical supervision
- Collaborative diary keeping
- Mind mapping
- Autobiography
- Questionnaires
- Discussion
- Dialogue
- Action learning

2.5.1 Mentoring

Mentoring can be accepted as a model for peer observation. In mentoring, a practitioner receives help from more experienced teachers for professional development. The experienced teacher who helps the newcomer is called a “mentor” and the person who receives help can be called a “mentee”.

Schön suggested redesigning professional education “to combine the teaching of applied science with coaching in the artistry of reflection-in-action” (cited in Rogers, 2001). Bailey and Branklin define mentoring as a system which deals with problems

in the teaching situations. The mentor is treated as a shoulder to cry on (cited in Varanoğlu,1992:11). Carruthers has stated that mentoring is a complex process and it occurs between those who differ in their levels of experience and expertise which incorporates interpersonal or psychological development, or educational development(cited in Varanoğlu,1992:11). Walkington (2005:54) emphasizes an important point about mentoring. He states that the uniqueness of every teacher's approach to teaching shaped by personal teacher identity is what makes every classroom 'look' different. For this reason, each mentoring relationship with a pre-service teacher is unique and has learning opportunities for both parties. It is not a one-way transfer of skills and knowledge from expert to novice, but an opportunity for challenging those things that create personal philosophies and modes of operation. To acknowledge the differences that make up teacher identity it is necessary to be aware of the potential for enhancement.

Issues points out that “mentees are teaching staff like new teachers who are in their first or second year of teaching, experienced teachers who have just come to a new department to teach, teachers who come from different fields, teachers who need help for any reason” (cited in Karabağ,2000:27).

Shea comments on mentor style as; “mentors are helpers. Their style may range from that of a persistent encourager who helps us to build our self-confidence to that of a stern task-master who helps us to appreciate excellence in performance, whatever their style, they care.” (in Varanoğlu,1996:18).

A mentor can be a colleague or an experienced teacher who is trusted and critical. Varanoğlu (1996,18) has pointed out personal characteristics of an effective mentor which are listed by the Cheshire City Council. According to the list, a mentor needs to be:

- a good communicator,
- an experienced teacher,
- a respected colleague who is a good listener,

- a highly motivated person with the ability to motivate others.

Futhermore, Karabağ (2000:27) states different ways of becoming a mentor: to be chosen by administrators, becoming a mentor by ones own wish, to be chosen by mentees.

Roles of a mentor which are identified by different authors may be suggested as follows:

- to be an active and systematic supporter and developer of others,
- to reflect systematically on the practitioner's practice,
- to employ the capability to develop others throughout their professional life,
- to encourage the 'novice' to reflect upon beliefs and understandings in the light of new experiences,
- to act as a wiser and more experienced adviser to a less experienced mentee.

It can be interpreted that mentoring is a challenging, difficult, demanding task for the mentors. This task requires professional education, great responsibility and willingness.

2.5.2 Portfolio

Keeping teacher portfolios can also be considered as another means to becoming a reflective teacher. According to Wade and Yarbrough, portfolios have often been promoted as a tool for reflective thinking, yet few studies have examined the use of portfolios in reflective teacher education programs (in Oruç, 2000:27). Portfolios are described as 'structured experiences designed to enhance learning gained through reflection' by Seibert, Daudelin (in Rogers, 2001: 53). They can contain an unlimited variety of materials such as courses taught, evidence of successes and ongoing in professional development in teaching, teaching innovations, personal teaching philosophy ... etc. Teaching portfolios can be used in job applications and used as a

submission for promotion. Oruç mentions the aim of using portfolios in her study. She states that student teachers might document their choices of teaching strategies, explore a problematic teaching issue and justify their responses or ponder the cultural and historical context of the school setting and how it affects student learning. They are described as an effective means to focus student thinking on key issues and guide students in revisiting their ideas over time by Oruç(2000:27).

2.5.3 Peer observation

Observations are used for several purposes, including evaluation, assessment, and development. It is seen as an entirely natural, continuous process. Teachers are observed many times by others for different purposes. However, in Turkey, private schools and institutions pay much more attention to this issue than others such as state schools. State school teachers are observed by an expert mostly once in a year and most of them are not observed by any academic coordinators, directors or inspectors. Brown and Jones see peer observation as a ‘mechanism through which learning and teaching can be improved and as a process that encourages reflection on teaching practice, identifies developmental needs, and fosters debate and dissemination around best practice’ (in Hammersley-Fletcher & Orsmond, 2005). Wragg claims that as a method for gathering classroom evidence, it refers to the process of actively, carefully and self-consciously describing and recording what people do whilst are maybe, oneself, part of the action (in Pollard,2005:52). Carrying out observations involves visiting a classroom and analyzing different aspects of teaching and learning process. Richards and Lockhart give a simple definition of peer observation, but there are other aspects that can be drawn from peer consultation as Benshoff (1994) defines it. Keig and Waggoner (1995) use the term collaborative peer review. Peer observation takes place between two colleagues and a teacher can invite others to observe him / herself. Colleagues can engage each other in systematic reflection and thus direct each other’s professional self-development. Francis says that critical friends can ‘stimulate, clarify, and extend thinking ... and feel accountable for their own growth and their peers’ growth. (in Farrell, 2003:17). The

observer is the colleague who is trusted and critical for mutual or self-benefit. Kasapoğlu (2002:15) defines the goals of peer observation as; “ ... the aim is to help teachers gain insights into their own teaching as well as into the teaching methods of others, acquire new teaching techniques, understand aspects of student behaviour and classroom dynamics, and increase overall professional development, which leads them towards becoming better teachers”.

Richards and Lockhart (1994) suggest some principles. These are;

1. Observations should have a focus.
2. Observers should use specific procedures.
3. The observer should remain an observer.

They also suggest some procedures. According to them, arranging a pre-observation orientation session is vital. Then, a focus for the observation should be identified. The observer should develop a procedure to use. After the observation, a post-observation session should be arranged.

If the observation is carried out properly, it provides effective information to both observer and the teacher who is observed. Burns explains that when the common incidents happening in class are explored more closely and systematically, they can be given new interpretations (in Kasapoğlu,2002:15). Beigy and Woodin list the benefits of peer observation as follows:

- It enables teachers to enter into a dialogue about teaching, when carried out under the right conditions, can act as a developmental tool.
- It can confirm both the teachers' and observers' abilities as teachers and help them see their teaching from different perspective.
- It can encourage sharing of knowledge, experience, and excellence with colleagues.
- It can contribute to a teaching portfolio and accreditation for a professional qualification.

- It can assist with development in other areas, such as other teaching duties or research (in Kasapoğlu,2000:16).

Varlı (1994:4) suggests peer observation because of its being non evaluative in nature. He adds that teachers can non-threateningly be involved in it for self-development and for the development of their students. According to Shortland (2004), “sharing reflection between peers deepens understanding and highlights the importance of trust, as well as building a strong emotional base to support on-going and continued processes of social learning”. The general titles of sub-categories of teacher development are self-awareness advantages like providing self-realisation, providing critical reflection on a teacher’s own teaching (Keig and Waggoner,1995), increased self-realisation and critical reflection on a teacher’s own teaching (Richards and Lockhart: 1993), peer-awareness advantages like discovering information about others, gaining insight about teachers (Crandall:1998), and use of peers as models (Benshoff:1994), practicing new teaching techniques, getting regular feedback about classroom performance, and receiving coaching from peers (Keig & Waggoner, 1995) (in Karadağ, 2000:12).

Despite the advantages of peer observation that have been discussed below, there are some disadvantages to peer observation. Cash states that teachers see this model as threatening, potentially arbitrary, and judgemental. He adds that teachers may feel obliged to give positive feedback to their peers and may put on a model lesson to get positive feedback. These feelings of teachers can be an obstacle to the success of peer observation (in Karabağ, 2000:13). Kasapoğlu cites pitfalls of peer observation that are mentioned by Threadgold and Piar (2000) and by Johnston (1991). Reasons put forward by Threadgold and Pia are:

- the majority of observations are used to evaluate or appraise the teachers’ performance throughout their training and professional life.
- observers are usually managers or more experienced teachers, which may cause the feeling of insecurity generated by the power differential between the observer and observee.

Johnston (1991) adds three other problems of observation:

- the presence of the observer might distract the learners' attention,
- teachers might feel nervous, which often produces a highly untypical performance,
- The sheer impossibility of seeing a "typical lesson".

2.5.4 Conferencing / Seminars / Courses / Workshops

Conferencing is a term which is used for an extended informal discussion between teacher and learners on a focused issue. It gives chance both to the teacher and to the child of discussing about what is going on in the classroom and deciding on what to do. Pollard (2005:57) states that conferencing sessions offer an opportunity for a teacher and child to come to a mutual understanding of the nature of work in progress and to discuss what has been found to be enjoyable/not enjoyable or easy/challenging/hard. It also provides a chance to discuss any difficulties being experienced and to plan future activities. He also mentions that it is often an advantage if there are some activities in which the whole class is taking part, as then some issues can be discussed collectively. Setting the time and deciding on which aspects of a course to be discussed should be planned by the teacher and the learners. Maggioli (2003,5) mentions that a conference plan can help participants focus during and after the event, and it may result in better self-directed learning. Upon completion of the event, teachers implement actions in the classroom, reflect upon these, and share them with other colleagues. Maggioli expands the idea of using conferencing and argues that it is also a useful and safe way for novices to explore new ideas and techniques.

Courses and workshops are the times when lots of colleagues come together and learn about new things about their profession and themselves. Woodward records that on many courses, time is allowed for personal contact to be made, for networks to be formed, for questions to be asked and curiosity satisfied. But it is also possible

to use the natural curiosity and natural networking, and integrate it systematically throughout the course (1995:137).

2.5.5 Interviewing

Teachers can interview their students and colleagues about activities, materials, techniques and procedures to reflect back on these issues. Hopkins suggests three uses of interview in classroom research:

1. to focus on a specific aspect of teaching or classroom life in detail,
2. teacher-pupil classroom discussion can provide general diagnostic information,
3. to improve the classroom climate (in İskenderoğlu-Önel,1998).

Walker and Adelman's suggestions for effective interviews are cited in İskenderoğlu-Önel's study as: "first of all, they suggest that teacher-researchers should be 'sympathetic, interested and attentive' to the interviewee. They should not interfere with the interviewee's words, nor should they direct his / her responses with their comments or reactions to the responses. Researchers should also make it clear to the interviewee that his / her ideas are important and there is no expected response to the questions (1998:34)." Interviewing is a formal and more structured way of reflective practice. It can be used as a person-to-person interview or as a group interview. Wilson and Powell (2001) discuss that the success of this technique of data collection rests heavily on the relationship established and on the way in which the event is conducted.

2.5.6 Collaboration

Collaboration can be defined as a powerful vehicle for exposing and developing knowledge of teaching. Knezevic and Scholl (1996) point out that it shares responsibility inside and outside the classroom, gives teachers an opportunity for

heightened reflection. Team teachers come together and discuss their thoughts, values, and actions. Scholl and Knezevic also add that the process of having to explain oneself and one's ideas, so that another teacher can understand them and interact with them, forces team teachers to find words for thoughts which had one been teaching alone, might have been realized solely through action. For these reasons, collaboration provides teachers with rich opportunities to recognize and understand their tacit knowledge. Slater and Simmons (2001) have stated that study teams can provide teachers with opportunities to improve their practice by sharing and discussing their reflections, knowledge, and solutions. They have reported that collaboration improves the development of new professional ideas and yields positive changes in their teaching (Dearman and Alber,2005:637). This model supports changes in beliefs and improves the quality of the teachers. Showers and Joyce's (1996) research affirms some changes. These are as follows:

- Planning instruction collaboratively, rather than in isolation, reduces the workload.
- Learning to engage in conversations that affect teaching and learning may be foreign to some and takes time.
- Studying new research-based programs and strategies in the context of their own teaching promotes understanding.
- Structuring conversation to examine student work and ongoing assessments in the context of teaching encourages instructional modifications to meet individual needs. Nissila (2005:211) points out that exploring of complex and subtle issues, a deep listening to one another and a suspension of one's own views. Through different views are presented and defended and there is a search for the best view to support the decisions that must be made at the time. Argyris suggests that "collaborative learning involves learning how to deal creatively with the powerful forces opposing productive dialogue and discussion in working teams" (in Nissila,2005:211). Despite its importance, team learning remains poorly understood. Team learning needs practice and it is a continual movement between practice and performance.

2.5.7 Journal Keeping/ Learning Logs

In recent years, the use of various journal forms has become popular in higher education. It is accepted as a valuable tool for developing reflection by many educators. Many teachers prefer keeping journals as a record of what they and their students do. It is a systematic way of collecting data for teachers. Whatever should be included in a journal is stated by Maggioli (2003:9) as follows:

- A description of what went on in the classroom,
- Reflection on the effect of those actions on student learning,
- Some tentative explanation for this effect,
- A proactive account of how this experience may impact future teaching decisions.

Yinger and Clark (in İskenderoğlu-Önel,1998:28) recommend dialog journals for student teachers, since journals are helpful as planning and teaching tools. Teachers use journals for many different purposes. In İskenderoğlu-Önel's (1998) study, the aim of teachers' keeping journals was two fold: research purposes and developmental purposes. Richards (1990,269) also lists the goals of journal writing as follows:

1. To provide a record of the significant learning experiences that have taken place,
2. To help the participant come into touch and keep in touch with the self-development process that is taking place for them,
3. To provide the participants with an opportunity to express, in a personal and dynamic way, their self development,
4. To foster a creative interaction.

Harmer (2003,346) mentions that “journals encourage teachers to reflect upon their practice, and allows them to compare different reactions and re-evaluate the predictions that were made based on what actually happened. Through this process,

teachers can review and challenge their own thinking, understanding and practice and use this data to improve their own profession.”

Journals are valuable during the data collection process. Richards and Lochart argue that when teachers keep journals they not only have the opportunity to reflect on but also gain new insights about their teaching (in İskenderoğlu-Önel,1998:28). Yinger and Clark discuss that journal writing fosters the elaboration of thinking processing as an attempt to express and communicate one’s knowledge and feelings through words (cited in Oruç,2000:23). While Bruner contends that ‘journal writing contributes to the construction of knowledge’, Chistensen believes that it fosters creativity (in Alterio,2004:322). It is suggested that journals aid self-directed learning by many. Moon lists many benefits of journal keeping as the following;

- deepen the quality of learning in the form of critical thinking or developing a questioning attitude,
- enable learners to understand their own learning process,
- increase active involvement in learning and personal ownership of learning,
- enhance professional practice or the professional self in practice,
- enhance the personal valuing of self towards self-empowerment,
- enhance creativity by making better use of intuitive understanding,
- free-up writing and the representation of learning,
- provide an alternative ‘voice’ for those not good at expressing themselves,
- foster reflective and creative interaction in a group (in Alterio,2004:322).

Taggart and Wilson (1998:98) add numerous benefits to the ones mentioned above. These are;

- Analyzing and reasoning through a dilemma,
- Enhancing development and reflection,

- Promoting growth in critical analysis of teaching,
- Promoting awareness of relationships between educational psychology and practical experiences,
- Practicing reflective inquiry,
- Building understanding by writing about what is learned,
- Linking understanding with classroom practice.

Learning logs are used as the extension of the dialogue between the teacher and the learners. They are reflective dialogue journals. The main objectives for using logs are stated by Hansen-Thomas as collecting insight and data on the students' learning and composing processes, learning about their awareness of the writing process and their knowledge about academic writing techniques. Teacher has the chance of determining his/her students' concerns about writing and addressing them in the curriculum and lessons.

2.5.8 Video / Audio Recording

Another tool used to aid reflective thinking is the use of recordings of particular teaching and learning situations. Recording can be done in two different ways; audio recording and video recording. They help to capture the moment to moment processes of teaching since many things happen simultaneously in a classroom and it is difficult to recall every moment of a course.

Pollard (2005,56) states that 'video recording is particularly helpful in providing contextual information in classrooms and in capturing nonverbal behavior as well as some speech.' He emphasizes that the purpose of making the recording should be identified as the first step. Loughran (1996:8) sees observing the teaching on video-tape, coupled with discussion and debriefing after the event as a way of encouraging reflection. Video-tapes after teachers is accepted as a way of reviewing their teaching experiences and can be accepted as authentic pieces of teaching. Pollard (2005:57)

points out that whilst the presence of cameras is likely to affect some children and may distort the normality of the classroom, if done periodically the novelty usually soon wears off.

Some teachers may prefer sound to video taping because sound taping is not disruptive to a class and it is cheap and uncomplicated. Also, it is not time-consuming. Recording a certain period of a course may provide sufficient data for analysis for the teachers to revisit and evaluate their teaching practices in the classroom. Pollard (2005:57) mentions that ‘recording small groups or pairs of children can similarly provide valuable insights into the language strategies used and into social dynamics, and it is technically easier if background noise can be controlled’. Time can be allowed for familiarization. Then, children usually forget about the recorder and the normal procedure can be followed as if nothing is being recorded.

2.5.9 Supervision

Freeman discusses three approaches to observation: the supervisory approach, the alternatives approach and non-directive approach (in Varlı,1994:2).

Supervision is one of the models of reflective practice which is related with the term “observation”. Walkington(2005:56) states that the term supervision has been closely associated with the role of socialization. He adds that principles of ‘good’ supervision included welcoming and enculturating the pre-service teacher into the teaching staff and classroom; modeling and explaining; providing discussion and feedback. These are still relevant, but mentoring demands a much deeper treatment of the processes going on in the classroom and school.

Freeman (1982) explains the supervisory approach briefly. He claims that in the supervisory approach, observers are the authority and have the role of a judge(in Varlı,1994:1). They observe the class and comment on and evaluate the teacher’s performance according to some fixed criteria. In a similar way, Gebhard discusses

six models of supervision: 'directive supervision, alternative supervision, non-directive supervision, collaborative supervision, creative supervision and self-help-explorative supervision' (in Varlı, 1994:3). Each model typifies a distinct approach to supervision with different supervisor/supervisee expectation, relationships, and anticipated outcomes. Stoller argues that whatever approach we endorse, supervision is always challenging. One of the greatest challenges he pinpoints is how to turn negative attitudes toward supervision around so that teachers can reap the rewards and benefits-in the form of professional development and improved instruction (2003:22). McQuarrie and Wood (1991,53) define supervision as "the set of activities designed to improve the teaching-learning process". According to them, supervision aims at improving teachers and students. He claims that supervision helps teachers become more effective in the classroom by improving their skills, and it is facilitating and encouraging (in Varlı, 1994). The process of observing and guiding other teachers' practices improve teachers' performance.

Despite many benefits it has, observation also has some drawbacks. One of them which is stated by Evertson and Halley is the selection of an aspect in the classroom to observe. It is difficult to decide which aspect of a course to observe since a course has many aspects and many things happen simultaneously and are so complicated that they are difficult to observe (in Varlı, 1994). To overcome this difficulty, the observer should choose what to observe very carefully. Other pitfall may be the presence of an observer. This may spoil the flow of the lesson since teachers know that they are evaluated by an outsider. This may cause change in teacher's behaviours. Also, students may get demotivated and they may become anxious.

2.5.10 Clinical Supervision

Clinical supervision was developed by Cogan and a group of his colleagues at Harvard University in 1960's. It can be used as a form of peer observation. It is not a traditional approach to teacher evaluation. Acheson and Gall point out that there is an interaction between the observer and the teacher observed in this model. They sit

together and decide what to observe. In this model, according to them, the observer is not the authority but a kind of helper and the teacher, not the supervisor, is the centre (in Karabağ,2000:26). It is a direct observation of classroom teaching. Acheson and Gall claim that the primary emphasis of clinical supervision is to help teacher improve his/her instructional performance. Their examination of this approach reveals that the use of clinical supervision techniques can radically change supervisor/supervisee relationship, resulting in less stress and anxiety-on the part of both the supervisor and teacher-and a more positive teacher response to supervision (1997:11).

Clinical supervision is defined by various experts as follows:

“The rationale and practice designed to improve the teacher’s classroom performance. It takes its principal data from the events of the classroom. The analysis of the data and the relationship between teacher and supervisor from the basis of the program, procedures, and strategies designed to improve students’ learning by improving the teacher’s classroom behaviour” (Logan,1973:9).

“Clinical supervision refers to face-to-face encounters with teachers about teaching, usually in classrooms, with the double-barreled intent of professional development and improvement of instruction” (Sergiovanni and Starratt, 1979:305).

“An alternative model of supervision that is interactive rather than directive, democratic rather than authoritarian, teacher-centered rather than supervisor-centered” (Acheson and Gall,1980:8).

“Clinical supervision is an educational service for the teacher, not an institutional mandate for inspection and quality control by administrators” (Garman,1986:28).

“A special case of teaching in which at least two people are concerned with the improvement of teaching and at least one of the individuals is a teacher whose performance is to be studied ... It seeks to stimulate some change in teaching to show that changes did, in fact, take place, and to compare the old and new patterns of instruction in ways that will give a teacher useful insights into the instructional process” (Flanders, 1976: 47-48).

“Instruction can only be improved by direct feedback to a teacher on aspects of his / her teaching that are of concern to that teacher (rather than items on an evaluation form or items that are pet concerns of the supervisor only” (Reavis).

Paker (1996) identifies the common elements in all definitions. He states that clinical supervision is a process which is made up of several stages, it is not a one-shot deal. Second, clinical supervision draws its data from actual teaching events. Third, it is an individual face to face interaction in which the teacher and the supervisor analyze the teaching behavior for the purpose of improvement in instruction. All in all, the idea is that the teacher, the key person in teaching, will be equipped with professional teaching skills gradually by the help of the supervisor.

Clinical supervising consists of three stages:

- a pre-observation consultation,
- the observation itself,
- a post-observation analysis and discussion.

The major aim in this model is the improvement of teachers' instruction. Acheson and Gall (1997:13) analyze the goals of the clinical supervision. Their list consists of the following:

- To provide teachers with objective feedback on the current state of their instruction,
- To diagnose and solve instructional problems,
- To help teachers develop skills in using instructional strategies,
- To evaluate teachers for promotion, tenure, or other decisions,
- To help teachers develop a positive attitude about continuous professional development.

According to Cogan, the main objective of the entire clinical process is the ‘development of the professionally responsible teacher who is analytical of his / her

performance, open to outside assistance, and with all self-directing'(in Acheson and Gall,1997:9).

Acheson and Gall (1997,10) discuss the role of the supervisor. They state that supervisors should take responsibility for helping teachers develop;

- a. skills for analyzing the instructional process based on systematic data,
- b. skills for experimentation, adaptation and modification of the curriculum.
- c. A broader repertoire of teaching skills and techniques.

They add that supervisors have both the freedom and the responsibility to analyze and evaluate their own supervision in a manner similar to teachers' analysis and evaluation of their instruction. Reznich defines the roles of a supervisor as "training teachers with different needs, fostering teacher independence and responsibility, making personnel decisions, modeling good teaching, evaluating principles and assumptions, managing time, and balancing friendship and work roles" (in Paker,1996:34). Goldhammer et al. suggest that the supervisor, compared to teachers, must have more expertise in the analysis of teaching while applying principles of learning (in Paker,1996:35).

2.5.11 Collaborative Diary Keeping

In collaborative diary keeping, teachers keep diaries on their teaching, read each other's diaries and discuss their teaching experiences. These group discussions can be recorded and analyzed later on. Brack, Ju and Wang (1991) reported that: "collaborative diary-keeping brought several benefits to our development as second language teachers. It raised our awareness of classroom processes and prompted us to consider those processes more deeply than we may otherwise have. Collaborative diary-keeping also provided encouragement and support; it served as a source of teaching ideas and suggestions; and in some sense it gave us a way to observe one another's teaching from a safe distance ... by reading one another's diary entries, we

were able to share our teaching experiences, and we often felt that we were learning as much from one another's entries as we were from our own. Reading and responding to the entries led us back to our own teaching to consider how and why we taught as we did."

It can be concluded from this observation that collaborative diary-keeping is an effective way to raise teacher's awareness of classroom practices, to provide encouragement and support. Teachers have the opportunity to observe each other teachers' teaching styles and to share their classroom experiences. Richards (1990:270) observes that collaborative diary keeping is more effective if the scope of issues considered is focused more narrowly, a large block of time is needed and participants must be comfortable in sharing both pleasant and unpleasant experiences and be committed to gaining a clearer picture of their teaching and their classrooms.

2.5.12 Mind Mapping

Buzan defines mind mapping as a process by which the connected ideas surrounding a particular concept or problem are drawn in a map fashion so as to enable the practitioner to reflect on them and to clarify and/or reshape them and move onwards (in Hogan, 1994). This model helps teachers and lecturers to reflect on their learning and teaching. Students are to draw a chart representing their ideas, knowledge, opinions of what they have been learning about, listing aspects of the subject that have been learned. The relationships between the items give the students the chance to see what they have understood. Pollard (2005:59) claims that mind mapping provides a basis for teacher and child to talk over understandings and misunderstandings. He concludes with the idea that it is likely to underline the fact that, whatever we teach, children make sense of it in their own ways.

2.5.13 Autobiography

Writing an autobiography is described as thinking back on earlier life experiences including family life and school days, and also strategies promoting reflection among teachers in Oruç's study (2000). According to Heikkinen, relating stories about one's life is a highly self-reflective practice. Keeping a journal and working through an autobiography are essential for sustaining an identity as a person and professional (in Oruç,2000:25). It is commonly believed that integrating autobiography writing into discussion sessions can enhance the effect of reflective teacher training programs. Visual memories, or snapshots of perception, of children, and situations that enter student teachers' minds in the course of everyday teaching, the models that are held in mind of what the student teacher has encountered as a pupil at school, can serve as the knowledge that is drawn upon when student teachers engage in analysis and comparison of teaching practice and from the content of their reflection (Oruç,2000:25).

2.5.14 Questionnaires

Questionnaires are the forms of data collection for reflective practice. Questions and statements are used to stimulate responses to set items. Harmer (2003:347) thinks that these are often more effective than interviews, especially when administered to individual students. The technique can be used for collecting factual information and opinions. It provides information about what people do or think about something and why. İskenderoğlu-Önel (1998:35) claims that they are helpful in collecting information about aspects of instruction, curriculum, materials, or the assessment procedures. Hopkins (1994) states that researchers can obtain rich information on different aspects of teaching-learning with questionnaires. The advantages that are mentioned in İskenderoğlu-Önel's (1998,35) study are that they are easy to administer and follow-up. Also, they allow one to compare different groups and to get feedback on various concepts. Pollard (2005:60) also claims that they provide information to include on school records, to discover how children feel

about aspects of classroom life and they are useful for evaluative purposes at the end of a unit of work. The clarity of the questions and the level of the participants should be carefully designed beforehand. Also, the language and the format should be appropriate to the participants' levels. Pollard suggests that the format of a questionnaire may be closed (asking for specific data or yes / no responses) or open (asking for general and discursive responses) (2005:59). Harmer records that data collection frequently involves more than one method. Indeed, the more methods we use, the more reliable the analysis is likely to be (2003:247).

2.5.15 Discussion

Discussions may be used for the purpose of reflective teaching. It is a basic teaching tool. Taggart and Wilson (1998:51) define classroom discussion in their guide as “practitioners creating understanding by exchanging information, opinions, or experiences while working toward a common goal”. In their study, the facilitator observes and encourages the group's efforts without becoming directly involved. Also, Gore and Zeichner suggests parameters for discussions. They are explained in Oruç's (2000) study briefly. He states that everyone engaged in the discussion should be free to express a viewpoint and should, in turn, be willing to accept differing views. When all viewpoints have been expressed and considered, the teacher should use reason, evidence, and argument to reach a conclusion about the teaching approach or to improve oneself in some way. This conclusion is seen important in effecting change and development in ideas and practices related to teaching and learning (in Oruç,2000:24).

2.5.16 Dialogue

Dialogue is a form of reflective practice model. It is a less-structured form of seminars. Oruç (2000) has cited different viewpoints of authors on benefits of dialogue in her study; Goodman (1984) thinks that it serves to strengthen the linkage

between theory and practice and develop insights, Mezirow believes (1991) that it validates assumptions among students during the conversation. Wong (1997) et al's study shows that the group dialogue provided opportunities for students to review and organize their thoughts and insights (in Oruç.2000:24). Moreover, the questions and comments raised by other classmates brought new stimulation as well as fresh perspectives to the groups. He has observed that the students enrolled in his study gradually develop different perspectives in viewing their profession.

2.5.17 Action Learning

Action learning is based on a cyclical and collaborative reflection-on action process. It is designed to produce improvement to practice. It is derived from action research. McGill and Beauty (1992:21) describe action learning as follows: "It is a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done. Through action learning individuals learn from each other by working on real problems and reflecting on their own experiences". This process is believed to help teachers to take an active stance towards life and to overcome the tendency to think, feel and be passive towards the pressures of life. Unlike action research, it does not set out to produce a theory of practice.

All of the above methods are used for reflective teaching practice. It is suggested that the reflectiveness level can be raised by applying these methods effectively in the classrooms.

2.6 Benefits of Reflective Teaching

Reflective teaching has many advantages when applied in EFL classrooms. First of all, the main advantage is that it introduces positive change in the behaviors of teachers and the learners, and it results in the improvement of the teaching-learning environment. The benefits gained from reflective practice that have been suggested by Reagan, Case and Braubacher (2000,26) include the followings:

- Reflective practice helps free teachers from impulsive, routine behavior.
- Reflective practice allows teachers to act in a deliberate, intentional manner.
- Reflective practice distinguishes teachers as educated human beings because it is one hallmark of intelligent action.

Farrell (2003) agrees with the ideas of Reagan, Case and Braubacher and adds the fourth advantage to the ones which has mentioned above. He says that as teachers gain experience in a community of professional educators, they feel the need to grow beyond the initial stages of survival in the classroom to reconstructing their own particular theory from their practice. He cites Lange's (1990:240-250) opinion about the advantages of reflective practice in his study. Lange states that reflective process gives teachers the opportunity to examine their abilities, and their successes and failures in realistic contexts. It begins the developing teacher's path toward becoming an "expert teacher".

Ferraro (2000) summarizes benefits noted in current literature. He points out that the primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other benefits noted include the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice.

Duckworth argues that teaching is complicated, large scale, hard to define, and close to soul, and reflection has the power to help the teacher connect experience and theoretical knowledge in order to use each area of expertise more effectively (in Freeman, Richards, 1996:79) Richards states that 'without reflection, teaching is guided by impulse, intuition or routine'. Also, Florez (2006) discusses the benefits of reflective teaching and states four characteristics. These are 'flexibility, practicality, professionalism and sustainability'. The field of ESL and EFL varies and reflective practice can address this variety. Good reflective practice draws upon the input of learners, colleagues, and others. The practicality can be explained like that reflective practice is immediately useful to adult ESL practitioners who have limited time and

resources to divide between teaching and professional development. For the professionalism, it can be said that reflective practice calls for ongoing exercise of intellect, responsibility, and professionalism. For the last benefit, sustainability, it is said by Burt and Keenan (1998) that there is a need for sustained development for adult ESL practitioners, rather than discrete workshops and conferences. Reflective practice creates a cyclical process that allows time for reflection, implementation, and follow-up.

Reflective teaching benefits are adapted from viewpoints of Cruickshank in Taggart and Wilson's book (1998,121). These are:

- Provides a non threatening environment,
- Allows experimentation and sharing of teaching experiences,
- Promotes peer communication,
- Fosters self-review and peer review of teaching,
- Allows opportunity to observe others,
- Allows practitioners to come to value practical knowledge,
- Improves articulation of knowledge,
- Develops collegiality,
- Makes for efficient use of time and money in providing teaching practice,
- Provides practitioners with immediate feedback on teaching performance,
- Focuses on insights into teaching.

Webb (2001,248) believes that reflective teaching helps teachers understand their own assumptions and beliefs about other ethnic and racial groups will go a long way in helping teachers understand how their pedagogy can be better adjusted to meet the needs of all children.

Wilson and Jan (1993,3) emphasize some beliefs that help guide reflective practice and the strengths are stated as follows:

- It improves students' meta-cognitive abilities,
- It enhances students' abilities to take responsibility for their own learning,
- It leads to change in students and teachers.

Rogers (2001:47-48) cited different authors' opinions. These are;

- Seibert and Daudelin(1999:5) stated that "for learning to actually happen, the manager must extract from experience lessons it provides. Reflection is seen as the primary way to do this".
- Loughran (1996) and Mezirow (1991) viewed learning as the outcome of reflection.
- Mezirow (1991) states that reflection may enable individuals to change their habits of expectation, and, as a result, develop more accurate perceptions, avoid premature cognitive commitments, and achieve greater flexibility and creativity.
- Boud et al (1985) delineated several outcomes in Rogers' study. These include 1) new perspectives on experience, 2) changes in behavior, 3) readiness for application, 4) commitment to action.

To summarize all the outcomes that have been cited below, reflective teaching helps teachers to self-monitor their style. There is a change in the classroom, in the behavior of teachers and learners. Teachers not only self-monitor but also monitor other's teaching, and this results in professional development. Teachers gain certain attitudes and skills of summarizing. They can reframe a problem in a context, and after an analysis, find a solution to the problematic situation.

2.8 Pitfalls of Reflective Teaching

In spite of the advantages and benefits that reflective practice is likely to produce, there are also some problems that are found and mentioned by many educators and authors. In this section of the study, only the common issues will be pointed out. It is believed by many that reflective practice may restrict the growth of creativity and innovation as it attempts to replicate and reconstruct one's past experience since teachers learn through determining their future actions, either by continued exploitation of their existing activities or by changing their actions to search for better rewards. Florez (2006) discusses that reflective practice is emotionally challenging and it requires a commitment to continuous self-development and the time to achieve it, and due to this fact some practitioners may not be ready to confront the uncertainty about their teaching philosophies and competence that can be a part of the process. Another problem may arise since the level of teacher autonomy varies according to the degree of willingness and ability to mediate between constraints and pedagogical goals. Teacher education policy may result in a problem. It is assumed that teacher education policy favours low time-consuming, low-cost, top-down approaches in Turkey. Because of this fact, teachers do not try to apply something which seems challenging, time-consuming for them.

Reflective activities are also believed not necessarily lead to deep reflection. An example may be given from an Australian teacher education program that encouraged reflective practices. They found that many written reports were 'far from reflection and indeed (were) merely diary entries describing an event or activity' (Woodward,1998:417). A similar examination was done by Hatton and Smith (1995). They undertook an analysis of written work of pre-service teachers and found instances of critical reflection in only a few students in their final year.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the subjects of the study, the instruments used in this study, the procedure of the data collection method will be presented. Section 3.1 gives information about the participants to whom the questionnaires were administered to. 3.2 deals with a brief description of the materials that have been used to collect the needed data for the analysis. In 3.3, you can find information about the procedure of the study.

3.1 Subjects

There are 117 participants in this study to whom this study owes a lot. These are the people who are working as English language teachers at state schools in Ankara, Turkey. 31 subjects work as English teachers at primary schools, 31 English teachers work at high schools and 55 of them work at Anatolian High schools. The aim was to apply the questionnaire as many English teachers as possible to increase the validity and reliability of the research.

The questionnaires could only be applied to the teachers who work in Ankara, since it would be difficult to try to send questionnaires to and gain information from various cities in Turkey.

3.2 Materials

In this study, three instruments were used to collect the needed data;

1- A pilot study has been done to reveal the appropriateness of the questionnaire items, and to gain information about the validity and reliability of the research. After

the application of the questionnaires, the results have been discussed by four EFL teachers from state schools and three tutors from Gazi University, and the necessary changes have been done.

2- The second questionnaire for the state school EFL teachers which has been rewritten and reshaped after the pilot study

3- Interviewing method was used to gather information about teachers' attentiveness while answering the items that are in the questionnaire.

3.3 Procedure

In this study, two questionnaires were applied. The first questionnaire consisted of sixty-nine questions and an open-ended question. The open-ended question helped to reveal whether there was any item which had not been understood by the participants. The second type of the questionnaire reshaped after the pilot study consisted of sixty-eight items and an open-ended question. In the second version of the questionnaire, the aim at asking the open-ended question was to gain data on teachers' viewpoints about the characteristics of reflective teachers.

A pilot study was applied to twenty-one English teachers. After the analysis of the data gathered during this process by the help of four teachers and three tutors, one question was left out and some questions were tried to be given more specifically than before. Next, the questionnaire items of which were rewritten after the pilot study was applied to ninety-nine teachers working at state schools in Ankara. After the data collection process, to make the way in which teachers answered the questions clear, twelve teachers were interviewed.

The questionnaire consisting of sixty-eight questions was divided into five parts. The titles that have been written on the questionnaire were not written on the papers that have been handed out to the subjects. The items in the first part were prepared to gain information about the participants' undergraduate education, to see whether they had been educated by the help of applied science, craft or reflective model since this might affect their way of teaching through their profession.

The questions of the second part had the aim of finding out how much teachers knew about Reflective Teaching and its necessities.

The third part's items were related to the reflection types and teachers' awareness on this issue.

The questions in the forth part had the aim of revealing how much teachers use the methods of reflective teaching practice such as portfolio, peer observation, mentoring ... etc.

The last part was prepared to gather information about beliefs, opinions and attitudes of state school English teachers towards reflective teaching and these questions gave the chance of seeing the viewpoints of today's English teachers on teaching and on their profession.

The problem that was met throughout the research was the lack of teachers' attention on the questions, since it was understood that many of them did not understand the questions properly or they did not even try to read the questions attentively. This was understood after the analysis of the collected data. For instance, many teachers stated that they knew what reflection-in-action means, whereas they answered "no" to the item which states if they know the meaning of reflection-on/for-action. It was a bit confusing to understand whether they read the questions attentively or not. This problem has been broadly discussed in the results and discussion part

CHAPTER IV

DATA ANALYSIS, INTERPRETATION OF THE RESULTS

Chapter four consists of the statistics that have been gathered by the help of instruments, their analysis and interpretations. A brief discussion has been done to analyze the results after the interpretation.

4.1 Data Analysis and Interpretation

This part explains data analysis and interpretations of the items of the questionnaire. As it is explained before, the questionnaire consisted of 5 parts. As the first step, the items will be analyzed and interpreted one by one. In the end, the items of each part will be analyzed and after the item analysis, the parts will be interpreted and the results will be explained in detail .

Table 1: Item 1. During your undergraduate study, did a master teacher tell you what to do in the classroom atmosphere and how to do it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	29	24,8	24,8	24,8
	Yes	88	75,2	75,2	100,0
	Total	117	100,0	100,0	

75,2 % of the participants have stated that a master teacher had told them what to do and how to do it in the classroom, whereas 24,8 % of the subjects have stated that they had not been told what to do by a master teacher when teaching on their own. It can be inferred that most of the subjects of this study had imitated a master teacher and they have learnt teaching by watching, imitating, and following the instructions of an expert. Generally, in the last year of their undergraduate studies teacher trainees

visit real classrooms as a visitor. After a set period of time, they are allowed to teach students in spite of their lack of experience. Somehow this is a good way to be involved in the teaching/learning process and experience teaching in real classroom setting. On the other hand, the value of this method can be increased if trainees are observed by their own master teachers or by a mentor and get feedback from them to improve themselves. The problem here is that many master teachers and experts prefer being in the background or even they do not watch the trainee's experience and let the novices be alone in their process of professionalism.

Table 2: Item 2. Did you learn how to teach by imitating an expert?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	64	54,7	54,7	54,7
	Yes	53	45,3	45,3	100,0
	Total	117	100,0	100,0	

The total percentage of the subjects who state that they learned teaching by imitating an expert is 45,3 %, whereas 54,7 % of the participants state that they did not. When compared with the first item, it is believed that the rate of the subjects who said “yes” should be close to the rate that had been gathered in the first question since both of them were related with the craft model. Whoever said “yes” to the first item should have answered in the same way to the second one.

Table 3: Item 3. Did you put the scientific conclusions that you have learnt throughout your education to be a good teacher into practice?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	19	16,2	16,2	16,2
	Yes	98	83,8	83,8	100,0
	Total	117	100,0	100,0	

83 % of the participants have reported that they try to apply what they have learnt from their master teachers on their teaching, whereas the total percentage of the participants who have stated that they did not put the scientific conclusions they had learnt throughout their education into practice to be a good teacher is 16,2 %. The descriptive statistics of the items show that the teacher trainees try to use the scientific data that they have gathered through their education into practice, at least they show effort to be better teachers in their profession. This item was designed to see whether teacher trainees are educated with the help of scientific conclusions or not. The percentage of the subjects who have stated “No” is too low; as a result, this finding makes others believe that the universities do their best for the sake of professionalism in Turkey.

Table 4: Item 4. In your undergraduate study, did you give weight both to experience and to the scientific basis of the profession?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	30	25,6	25,6	25,6
	Yes	87	74,4	74,4	100,0
	Total	117	100,0	100,0	

The total percentage of the subjects who have reported that they did not believe in the use of both experience and scientific basis of the profession in their teaching environment is 25,6 %. 74,4 % of the participants have stated that both experience and scientific conclusions in a profession should be given weight while teaching. The fourth item was designed to gain information about reflective model. The collected data reveals that experience is seen important in a profession. However, it is more important to try to apply the scientific basis of the profession while experiencing.

Table 5: Item 5. Did you ever ask yourself what went wrong and why when you were a trainee teacher?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	21	17,9	17,9	17,9
	Yes	96	82,1	82,1	100,0
	Total	117	100,0	100,0	

82 % of the participants think about their practices and they judge their style while teaching. The total percentage of the participants who ticked “No” in this study is 17,9 %. It can be inferred from this statistics that the trainees are on the right way through their profession, since the fourth item’s statistics are close to the ones gathered in this item. It may be hoped that teacher trainees are close to be reflective teachers.

Table 6: Item 6. Did you ever think about what to avoid in the future, and what to repeat when you were a trainee teacher?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	10,3	10,3	10,3
	Yes	105	89,7	89,7	100,0
	Total	117	100,0	100,0	

89,7 % percentage of the subjects have stated that while experiencing teaching they reconsider their practices in the classroom to avoid them in the future or just to repeat it or not, while 10,3 % of them have ticked “No” column. As stated before, items 4, 5 and 6 are prepared in the aim of gaining information about reflective model, so the statistics should be close to one another as seen in this study. It is a good point to see teachers who are judging their practices and their way of teaching to go a step ahead in their profession.

Table 7: Item 7. Do you evaluate your teaching effectiveness?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	5,1	5,1	5,1
	Yes	111	94,9	94,9	100,0
	Total	117	100,0	100,0	

The total percentage of the teachers who have reported that they evaluate their teaching effectiveness is 94,9 %. The participants who ticked “No” is 5,1 %. If they are able to see the situations from different perspectives, it is good to see teachers trying to understand their own teaching and the way in which it impacts their students. This is one of the three characteristics of a reflective teacher which were defined by Dewey. It shows the wholeheartedness of a teacher. A teacher who has this attitude is one step closer to be a reflective teacher than the others.

Table 8: Item 8. Do you consider your knowledge from different perspectives?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	10,3	10,3	10,3
	Yes	105	89,7	89,7	100,0
	Total	117	100,0	100,0	

89,7 % percentage of the participants have stated that they consider their knowledge from different perspectives. 10,3 % of the subjects do not consider their knowledge from different perspectives. Every teacher is to reconsider his/her way of teaching style, knowledge, practices, so measuring the correctness of the statistics may be a bit difficult since we do not know in what mood the teachers answered the questionnaire, and how much attentive they were.

Table 9: Item 9. Do you monitor your error treatment in the classroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	34	29,1	29,1	29,1
	Yes	83	70,9	70,9	100,0
	Total	117	100,0	100,0	

70,9 % percentage of the teachers believe that they monitor their error treatment, while 29,1 % of them have stated that they do not pay attention to their error treatment in the classroom. Every teacher needs the necessity of correcting his/her students' errors and mistakes. However, it can be discussed that when asked the difference between an error and a mistake, most of the teachers may not be able to define it properly. It may be assumed that most teachers are still not aware various types of error treatment techniques and how they should be applied in the teaching settings without disturbing the learners and the classroom atmosphere.

Table 10: Item 10. Do you write down long and short term goals?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	58	49,6	49,6	49,6
	Yes	59	50,4	50,4	100,0
	Total	117	100,0	100,0	

The total percentage of the teachers who write down long and short term goals of their profession is 50,4 %. The participants who reported they do not do this in their profession is 49,6 %. It can be clearly seen that the participants who have ticked YES and NO are very close to each other. This may be the result of individual differences. Every teacher may not feel the necessity of planning his/her actions. Also, it may be assumed that teachers may plan their future teaching and also set short or long term goals; on the other hand, they may not prefer writing them down.

Table 11: Item 11. Are you realistic when setting the goals?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	14,5	14,5	14,5
	Yes	100	85,5	85,5	100,0
	Total	117	100,0	100,0	

The total percentage of the subjects who think that they are realistic when setting the goals is 85,5 %, whereas 14,5 % of the participants think that they are not realistic. It may be inferred that the subjects who had reported that they were not realistic may have ticked “No”, because they even do not set goals in their profession.

Table 12: Item 12. Are you flexible when things go awry?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	12,0	12,0	12,0
	Yes	103	88,0	88,0	100,0
	Total	117	100,0	100,0	

88,0 % of the subjects stated that they are flexible enough to create a new situation or solve a puzzling, problematic situation when things go awry. 12,0 % of the participants believe that they can get confused and can not be flexible enough in awry situations. It is the teacher who evaluates his/her teaching in the classroom, so it is again the teacher, him/herself, to decide whether they are flexible or not. The abilities like this may be gained by the help of experience, and also teachers who think that they are flexible may not seem like that to the students.

Table 13: Item 13. Do you use different teaching techniques?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	9,4	9,4	9,4
	Yes	106	90,6	90,6	100,0
	Total	117	100,0	100,0	

The percentage of the teachers who have stated that they use different teaching techniques is 90,6 % whereas 9,4 % of the participants state that they do not use different techniques in their classroom settings. Every teacher should know that not all students are same and every individual has different abilities, needs, and interests. Using limited number of techniques may be not enough to take attention of each learner. A reflective teacher should be rich in his/her knowledge of various techniques. It is also necessary to apply these techniques effectively in teaching/learning process.

Table 14: Item 14. Do you read extensive professional literature on teaching?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	55	47,0	47,0	47,0
	Yes	62	53,0	53,0	100,0
	Total	117	100,0	100,0	

53,0 % of the subjects have stated that they read extensive professional literature on teaching. On the other hand, 47,0 % of them stated that they do not prefer reading professional literature on teaching. The world is in a process of change, and as a result of this change it may be easily understood that the education do not stay still and there are many changes to be followed and gained by the teachers. Also, applying these changes and knowledge into practice is a necessary skill of reflective teachers.

Table 15: Item 15. Do you think how to change things for better in your classroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	2,6	2,6	2,6
	Yes	114	97,4	97,4	100,0
	Total	117	100,0	100,0	

A huge number of the participants, 97,4 %, have stated that they think how to change things for better in their classroom. 2,6 % of the subjects have ticked “No”. It is doubtful to see teachers stating that they do not think of doing something to improve the situations and practices in their classroom. What they were thinking when answering this item or if they give enough attention to the questions may remain as a question in the mind of the reader.

Table 16: Item 16. Do you want to learn more about your students what they find challenging and motivating?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	,9	,9	,9
	Yes	116	99,1	99,1	100,0
	Total	117	100,0	100,0	

Most of the participants want to learn about their students. The percentage of these people is 99,1 %. Only 0,9 % of the participants have stated that they do not try to do something to learn more about their learners. It may be a bit disturbing to see teachers who tick “No” in this item since learners, their interests, needs should be more important than anything else in the classroom.

Table 17: Item 17. Can you identify a problematic situation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	10,3	10,3	10,3
	Yes	105	89,7	89,7	100,0
	Total	117	100,0	100,0	

89,7 % of the participants have the belief that they can identify a problematic situation. 10,3 % of them stated that they could not identify a problematic situation.

As explained in earlier sections, reflection derives from a problematic, puzzling situation and aims at finding a solution to the problem to create a new situation.

Table 18: Item 18. Do you view problematic situations in an ethical context?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	24	20,5	20,5	20,5
	Yes	93	79,5	79,5	100,0
	Total	117	100,0	100,0	

79,5 % of the participants have stated that they view a problematic situation in an ethical context, whereas 20,5 % of them state that they do not view the puzzling situation in an ethical context. So, it can be inferred that when compared with the seventeenth item, 10,2 % of the subjects can have the ability of identifying a problematic situation but this can not be done in an ethical context.

Table 19: Item 19. Do you analyze a problem based upon the needs of the students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	5,1	5,1	5,1
	Yes	111	94,9	94,9	100,0
	Total	117	100,0	100,0	

94,9 % of the subjects have stated that while analyzing a problematic situation in an ethical context, they analyze it based upon the needs of the students. 5,1 % of them do not consider the needs of the students during the analysis of a problem. It may be confusing that if teachers do not have the capacity of identifying a problematic situation, how it seems possible to analyze an unidentified situation based upon the needs of the students. Teachers who ticked “Yes / No” in the seventeenth item should answer in the same way in the nineteenth item.

Table 20: Item 20. Do you use an organized approach to problem solving?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	41	35,0	35,0	35,0
	Yes	76	65,0	65,0	100,0
	Total	117	100,0	100,0	

The total percentage of the participants who have stated that they solve a problem with an organized approach is 65 %. 35,0 % of the subjects reported that they did not use an organized approach to problem solving. It can be inferred that there is a gap between the results of the seventeenth item and this item. 10,3 % of the participants may not have the ability of identifying a puzzling situation in their classrooms, while here in this item, 35,0 % of them state that they try to solve a problem with the help of an organized approach. It is understood that 24,7 % of the participants do not solve the problems in an organized manner, they find immediate solutions to the problems that arise in the teaching / learning process.

Table 21: Item 21. Do you creatively interpret situations?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	14,5	14,5	14,5
	Yes	100	85,5	85,5	100,0
	Total	117	100,0	100,0	

85,5 % of the subjects have stated that they creatively interpret situations, while 14,5 % of them do not think that they can creatively interpret situations. It is a difficult ability to be creative and take decisions creatively to empower the effectiveness of the teaching situation, so everybody may not be talented enough to be a creative teacher. Teachers may just try to read about the things to be done in the teaching/learning settings to make a fruitful classroom environment. Interpreting a situation necessitates teachers who can consider themselves and their practices from different perspectives with an ethical, realistic and creative manner.

Table 22: Item 22. Do you have a questioning nature?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	12,8	12,8	12,8
	Yes	102	87,2	87,2	100,0
	Total	117	100,0	100,0	

The total percentage of the participants who thought that they had a questioning nature is 87,2 %. 12,8 % of the subjects have reported that they do not have a questioning nature. To feel the need of questioning everything that is going on around them is the characteristic of many people. Teachers who are curious and question what happens in classrooms have the chance of being developed professionally. They are able to recapture their experience, think about and mull it over before evaluating. As it was stated before, reflection means questioning oneself.

Table 23: Item 23. Do you use innovative ideas?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	12,0	12,0	12,0
	Yes	103	88,0	88,0	100,0
	Total	117	100,0	100,0	

88,0 % of the participants of the study have stated that they use innovative ideas, while 12,0 % of them do not follow the latest innovations, methods, and techniques about educational matters. A reflective teacher should be aware of the innovations in his / her profession and be eager to put what he/she has learnt into practice.

Table 24: Item 24. Do you consciously modify teaching to meet students' needs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	6,0	6,0	6,0
	Yes	110	94,0	94,0	100,0
	Total	117	100,0	100,0	

Most of the participants state that they modify their teaching to meet students' needs. The percentage of them is 94,0 % and the total percentage of the ones who have reported that they do not consciously modify their teaching to meet the needs of the students is 60%. Students are the most important part of this teaching/learning cycle. Their needs, capacities, feelings and differences should be taken into consideration by the teacher to modify their teaching style to improve the quality in the classroom atmosphere.

Table 25: Item 25. Do you self-monitor your teaching?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	21	17,9	17,9	17,9
	Yes	96	82,1	82,1	100,0
	Total	117	100,0	100,0	

82,1 % of the teachers have the belief that they can self-monitor their teaching. On the other hand, the total percentage of the subjects who have stated that they do not self-monitor themselves is 17,9 %. Monitoring oneself and the techniques used in the teaching situations is a good step on the way of becoming reflective teacher. Self-monitoring gives one the chance of analyzing one's own teaching practice to reshape it to better their teaching effectiveness. Self-monitoring is an important skill in reflection. One should reflect his/her teaching style by the help of thinking of himself/herself.

Table 26: Item 26. Are you able to recognize each individual's (learner's) achievement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	25	21,4	21,4	21,4
	Yes	92	78,6	78,6	100,0
	Total	117	100,0	100,0	

78,6 % of the participants have stated that they are able to recognize each individual's achievement. The total percentage of the ones who have mentioned that they can not recognize the differences of their learners is 21,4 %. The importance of observing, examining, and evaluating the achievements of the learners have been emphasized before in this study. To be an effective teacher, one should be aware of his/her students' achievements and differences.

Table 27: Item 27. Do you reduce anxiety by practicing in a supportive environment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	19	16,2	16,2	16,2
	Yes	98	83,8	83,8	100,0
	Total	117	100,0	100,0	

83,8 % of the participants employ this strategy, whereas 16,2 % of them can not reduce anxiety by practicing in a supportive environment. Effective classroom settings can only be set in a relaxing way. Students who feel free have the opportunity to be a part of teaching/learning process and this kind of settings give teachers the chance of reducing the anxiety which is an obstacle effecting students' learning.

Table 28: Item 28. Do you value the opinions and abilities of the students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	1,7	1,7	1,7
	Yes	115	98,3	98,3	100,0
	Total	117	100,0	100,0	

98,3 % of the subjects state that they value the opinions and abilities of the students. The total percentage of the participants who do not value the individual's

value and opinion in the classroom is 1,7 %. The nineteenth, twenty-fourth, twenty-sixth, twenty-seventh and twenty-eighth items are prepared to gain information about the attitudes of the teachers to the learners. When the results are compared with each other, they seem close to one another. It can be assumed that teachers are aware of most of the individuals in their classrooms.

Table 29: Item 29. Do you consider your knowledge and understanding of yourself in the light of your experience?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	1,7	1,7	1,7
	Yes	115	98,3	98,3	100,0
	Total	117	100,0	100,0	

86,3 % of the participants have stated that they consider their knowledge and understanding of themselves in the light of their experience. The total percentage of the ones who have stated that they do not consider their teaching, and practices while experiencing teaching is 13,7. As emphasized before, reflection is considered to be a kind of thinking which requires reasoning within a broad field of experience and examining a situation from a broader knowledge. Analyzing a previous experience with a view of understanding better the processes that reshape future actions.

Table 30: Item 30. Do you question your own actions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	13,7	13,7	13,7
	Yes	101	86,3	86,3	100,0
	Total	117	100,0	100,0	

86,3 % of the participants of the study have stated that they question their own actions, while 13,7 % of them do not question themselves. This item resembles the

twenty-second item of the questionnaire. This is done on purpose to see if the teachers read and answer the questions attentively or not. When compared with the collected data from the twenty.second item, it can be seen that the results are close to one another and it is also a good technique to ask the same question for the sake of the validity and reliability of the questionnaire by rewriting it.

Table 31: Item 31. Do you know what technical rationality is?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	67	57,3	57,3	57,3
	Yes	50	42,7	42,7	100,0
	Total	117	100,0	100,0	

42,7 % of the participants have stated that they know the meaning of the term, technical rationality. 57,3 % of them have ticked “No”. If only an interpretation should be done here, it is a good result to see that approximately half of the subjects have the knowledge of a scientific term which has been popular for the last recent years. So it can be inferred that teachers follow the latest literature on their profession to develop themselves and improve their way of teaching.

Table 32: Item 32. Do you focus on effective application of skills and technical knowledge in the classroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	19	16,2	16,2	16,2
	Yes	98	83,8	83,8	100,0
	Total	117	100,0	100,0	

The total percentage of the subjects who focus on effective application of skills and technical knowledge is 83,8 %, whereas the percentage of the ones who has ticked “No” is 16,2 %. The result shows that teachers follow the literature, learn new

things about their profession, but they do not show effort to apply this technical knowledge in their classrooms. This item was prepared to get further information on the term “technical rationality”. So, it can be emphasized that knowing something new may not mean applying it on the profession.

Table 33: Item 33. Do you know what reflection-in-action is?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	46	39,3	39,3	39,3
	Yes	71	60,7	60,7	100,0
	Total	117	100,0	100,0	

60,7 % of the participants seem to know another term in reflective teaching, reflection-in-action. The total percentage of the people who had no idea about the term is 39,3 %. Again, in this item, it is clearly seen that more than half of the state school EFL teachers are knowledgeable people who are attempting to improve their profession by following the latest literature about their profession.

Table 34: Item 34. Do you think you can question something while doing it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	9,4	9,4	9,4
	Yes	106	90,6	90,6	100,0
	Total	117	100,0	100,0	

The total percentage of the people who had stated that they could question something about a practice while applying it is 90,6 %. The others who could not manage this is 9,4 %. It may be interpreted that teachers are able to combine knowing-in-action and reflection-in-action, and it can also be stated that teachers link what they know while doing it. It is a practical ability which helps a teacher to move on to the next step.

Table 35: Item 35. Do you know what reflection-on-action is?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	49	41,9	41,9	41,9
	Yes	68	58,1	58,1	100,0
	Total	117	100,0	100,0	

The total percentage of the subjects who have stated that they are aware of the term, reflection-on-action is 58,1 %. The others who do not know the term is 41,9 %. It was stated by Case and Reagan that reflection-on-action is an obvious way in which a novice teacher's practice is distinguished. It is a process of making sense of an action after it has occurred, and learn something from the experience to extend his/her knowledge-base.

Table 36: Item 36. Do you systematically and deliberately think back over your actions or work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	18	15,4	15,4	15,4
	Yes	99	84,6	84,6	100,0
	Total	117	100,0	100,0	

84,6 % of the participants have stated that they do not use systematic and deliberate thinking back over their practices. The total percentage of the subjects who do not apply this is 15,4 %. The aim of this item is to gain information about teachers' knowledge and attitude on reflection-for-action. The question is a brief definition of the term., Because of its proactive skill in nature, this ability guides future actions, practices of a teacher.

Table 37: Item 37. Do you know what reflection-for-action is?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	50	42,7	42,7	42,7
	Yes	67	57,3	57,3	100,0
	Total	117	100,0	100,0	

57,3 % of the participants have stated that they know what the term is, while 42,7 % of them do not know the term. When compared with the previous item, it can be inferred that people do things necessary for the improvement unconsciously while practicing in the classroom. It is a cycling process which takes a teacher to a further step of being a reflective, an effective teacher.

Table 38: Item 38. Do you know what action research is?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	49	41,9	41,9	41,9
	Yes	68	58,1	58,1	100,0
	Total	117	100,0	100,0	

58,1 % of the subjects know the term, action research. 41,9 % of them have stated that they do not know or have not heard the term before. If analyzed carefully, the previous item in this part reveal the reality that when stated in technical words, teachers think that they do not know what it is, whereas when explained briefly in nature, they claim that they apply the practices in their own teaching settings.

Table 39: Item 39. Do you transform research into action?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	26	22,2	22,2	22,2
	Yes	91	77,8	77,8	100,0
	Total	117	100,0	100,0	

77,8 % of the participants state that they transform research based knowledge into action, while 22,2 % of them do not apply theory, research based knowledge into practice. It is an important tool for the teachers for professional development. Teachers move to critical examination of classroom processes. While applying this type of reflection, the steps that should be followed are; identify a problem, think of questions to ask, collect and analyze data, decide on future action.

Table 40: Item 40. Do you evaluate the success and appropriateness of certain activities or procedures?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	13,7	13,7	13,7
	Yes	101	86,3	86,3	100,0
	Total	117	100,0	100,0	

86,3 % of the subjects have reported that they can evaluate the success and appropriateness of the practices in the classroom. The total percentage of the teachers who ticked “No” in this item is 13,7 %. This item is the last one to measure the rate of teachers’ awareness on the types of reflection. If there is a problem aroused because of the failure and inappropriateness of the practices in the classroom, a teacher should be able to identify it. By evaluating it from different perspectives, he/she should be able to find a solution to this puzzling situation.

Table 41: Item 41. Do you stimulate interaction, cooperation, and team work in the classroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	1,7	1,7	1,7
	Yes	115	98,3	98,3	100,0
	Total	117	100,0	100,0	

A huge percentage of the participants who have stated that they stimulate interaction, cooperation, and teamwork in the classroom is 98,3 %, whereas 1,7 % of them have ticked “No”. Students are the most necessary part of a teaching / learning process. Their needs, values, abilities, interests should be taken into consideration, so

to achieve this aim, a cooperation, interaction and teamwork may be stimulated among the learners.

Table 42: Item 42. Do you keep a record of what you and your students do in the classroom as a journal or a diary?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	81	69,2	69,2	69,2
	Yes	36	30,8	30,8	100,0
	Total	117	100,0	100,0	

In order to keep a record of classroom practices, 30,8 % of the participants have reported that they use journal or diary keeping. 69,2 % of them stated that they do not use this method of reflective teaching practice. A journal or a diary may contain a description of what is going on in the classroom, the reflection on the effect of those actions and student learning, the explanations of the reasons of the problematic situation and so on. What to be included may be decided by the teacher. It is a systematic way of collecting data for teachers but it is not commonly used method among teachers.

Table 43: Item 43. Have you ever looked at videotaping episodes followed by conferencing with practitioners as a way to reflect on teaching purpose?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	67	57,3	57,3	57,3
	Yes	50	42,7	42,7	100,0
	Total	117	100,0	100,0	

42,7 % of the participants have stated that they prefer videotaping in the classroom settings, while 57,3 % of them have ticked “No”. The result seems a bit confusing. To see a high percentage of people who state that they look at videotaping episodes followed by conferencing with practitioners as a way of reflecting on their teaching purpose, since it is not commonly possible to see this kind of teachers in

Turkey. Also, videotaping is seen as a time-consuming and expensive way of developing oneself.

Table 44: Item 44. Do you record who speaks in the class for the purpose of observing your teaching effectiveness?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	77	65,8	65,8	65,8
	Yes	40	34,2	34,2	100,0
	Total	117	100,0	100,0	

34,2 % of the subjects state that they use sound-taping method in teaching. The total percentage of the participants who have ticked “No” in this item is 65,8 %. It is an effective tool to aid reflective thinking. Since many things happen simultaneously in classrooms, it helps teachers to capture the moment to moment processes of teaching. It is a time-consuming, difficult method to apply in the classroom atmosphere, also it may distort the normality of the classroom.

Table 45: Item 45. Do you use portfolio?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	64	54,7	54,7	54,7
	Yes	53	45,3	45,3	100,0
	Total	117	100,0	100,0	

45,9 % of the teachers have stated that they use portfolios. The total percentage of the ones who state that they do not use portfolio in their profession is 54,7 %. Portfolio usage is one of the latest trends which is especially used for the work of students and recently heard by the teachers. As a result, it is interesting to see half of the participants reporting that they apply this method for themselves, especially at state schools. Although, private schools force their teachers to apply the latest trends in the classrooms, there is no authority who insists on teachers’ following these innovations at state schools.

Table 46: Item 46. Do you meet regularly with colleagues to discuss your portfolio?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	80	68,4	68,4	68,4
	Yes	37	31,6	31,6	100,0
	Total	117	100,0	100,0	

31,6 % of the subjects have reported that they meet with their colleagues to discuss their portfolios. 68,4 % of them stated that they did not meet to discuss their portfolios. When compared with the forty-fifth item, 13, 7 % of the participants do not prefer sharing their experience of portfolio keeping with the colleagues. It may be mentioned that sharing an experience and evaluating it from different perspectives help teachers to improve themselves. It can contain an unlimited variety of materials chosen by the teachers. They can be used as an effective means to focus teachers thinking on key issues and guide them in revisiting their works over time.

Table 47: Item 47. Do you try to attend seminars, workshops for the sake of improving your profession?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	25	21,4	21,4	21,4
	Yes	92	78,6	78,6	100,0
	Total	117	100,0	100,0	

The total average of the people who state that they attend seminars, workshops is 78,6 %, whereas the ones who do not prefer attending these activities for professional development have the percentage of 21,4 % of the participants. Courses and workshops give the teachers the opportunity of coming together to discuss their way of teaching, sharing experiences and learning new things about their profession and

themselves. No extra effort and money is needed here to be more reflective teachers, but it necessitates extra time.

Table 48: Item 48.1. Do you transform your professional life by entering in-service training programmes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	49	41,9	41,9	41,9
	Yes	68	58,1	58,1	100,0
	Total	117	100,0	100,0	

The total percentage of the teachers who state that they enter in-service training programmes is 58,1 %; on the other hand, 41,9 % of the subjects do not prefer being trained in in-service programmes. The difference of pre-service and in-service programmes have been stated before in earlier sections. How much it is possible to enter this kind of programmes at state schools is a confusing matter. Teachers are believed to be eager, willing to do useful things for their development and if they had the chance of being part of a training programme, they would not lose this opportunity.

Table 49: Item 48.2. Do you transform your professional life by studying for higher teaching qualifications?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	46	39,3	39,3	39,3
	Yes	71	60,7	60,7	100,0
	Total	117	100,0	100,0	

60,7 % of the teachers state that they study for higher teaching qualifications. The total percentage of the teachers who do not study for higher qualifications is about

39,3 %. It is promising to see that most of the teachers do something to raise the level of their teaching quality and effectiveness.

Table 50: Item 48.3. Do you transform your professional life by getting a place on a post-graduate course such as on MA?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	91	77,8	77,8	77,8
	Yes	26	22,2	22,2	100,0
	Total	117	100,0	100,0	

The total percentage of the subjects who have stated that they do a post-a graduate course such as on MA to improve themselves is 77,8 %. The participants who have ticked “No” column have the percentage of 22,2 % of the subjects. It can be concluded that it may seem difficult for teachers to do something else besides teaching, and it is worth doing it if it adds something financially to them. For instance, people who have completed their MA do this only for the self-development. It does not add anything financial to them. The self-satisfaction is the only production of doing something difficult like MA.

Table 51: Item 49. Do you seek opportunities to share thoughts, ideas and techniques with colleagues?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	14,5	14,5	14,5
	Yes	100	85,5	85,5	100,0
	Total	117	100,0	100,0	

The total percentage of the teachers who state that they share thoughts, ideas and techniques with other teachers is 85,5 %. Also, the ones who do not try to seek opportunities to be in touch with their colleagues have the percentage of 14,5. It can be concluded that participants have the belief that sharing improves teacher’s way of

teaching and develop oneself professionally with learning about others and their teaching styles.

Table 52: Item 50. Do you observe other teachers in their own teaching atmosphere?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	58	49,6	49,6	49,6
	Yes	59	50,4	50,4	100,0
	Total	117	100,0	100,0	

50,4 % of the subjects observe their colleagues for specific purposes, while 49,6 % of them do not use this method called peer observation. It should be reminded here that this item was one of the items which had been rewritten after the pilot study. Teachers may have not understood the aim of observing here. When answering this item, it should be reminded that peer observation can be used for various purposes like evaluation, assessment, development ... etc. Most people believe and know that state school teachers are not evaluated and given feedback after an observation done by their colleagues. They just have the chance of being evaluated by an expert working for the Educational Ministry only once in a year.

Table 53: Item 51. Do you share good practice?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	6,8	6,8	6,8
	Yes	109	93,2	93,2	100,0
	Total	117	100,0	100,0	

93,2 % of the participants state that they share good experience of their own with their colleagues. A low percentage of them report that they do not share experience with their friends. The average of them is 6,8 %. While considering this question,

sharing may be understood as talking with colleagues at break time, and cheating about students. “Sharing experience” means after a peer observation, coming together to discuss what is going on in the classroom to raise the quality of classroom situations. Peer observation is not a common method that is widely used by state school English teachers in Turkey.

Table 54: Item 52. Do you enjoy peer respect who has observed you before.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	23,9	23,9	23,9
	Yes	89	76,1	76,1	100,0
	Total	117	100,0	100,0	

The total percentage of the subjects who enjoy peer respect is 76,1%. Others who do not want or like being criticized by their colleagues is 23,9%. This shows that most of the teachers are open to being evaluated and getting negative or positive feedback from the outsiders.

Table 55: Item 53. Do you share thought / idea with other teachers by writing for a professional publication?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	84	71,8	71,8	71,8
	Yes	33	28,2	28,2	100,0
	Total	117	100,0	100,0	

71,8 % of the teachers who had participated in the study have reported that they do not share their ideas / thought with other colleagues by writing for a professional publication. The total percentage of the teachers who write for a professional publication is 28,2 %. After analysis of the fifty-second item, it is not surprising to see low percentage of subjects who state that they have not written something valuable for a professional publication.

Table 56: Item 54. Do you interview your students and colleagues about activities, materials, and procedures?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	51	43,6	43,6	43,6
	Yes	66	56,4	56,4	100,0
	Total	117	100,0	100,0	

The total percentage of the subjects who have stated that they prefer interviewing their students and colleagues about activities, materials, and procedures is 56,4 %. The ones who do not use the interviewing method have the percentage of 43,6 % of the participants. Interviewing can be inferred as talking with students wherever they have the chance at break times by the subjects. Here in this study, interviewing means a formal and more structured way of reflection. There are two parts; the interviewer and the interviewee. The students can be interviewed about activities, materials, techniques and procedures to reflect back on these issues.

Table 57: Item 55. Do you use internet to communicate with other teachers to exchange ideas and opinions or to ask for help?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	53	45,3	45,3	45,3
	Yes	64	54,7	54,7	100,0
	Total	117	100,0	100,0	

54,7 % of the participants have reported that they communicate with other teachers to exchange ideas and opinions or to ask for help by the help of internet. 45,3 % of the subjects do not use this method as a way of communicating with their learners and colleagues. The world is in a process of change and the way of communicating is in a fast change in every field of science. The quickest and cheapest method for the teachers to exchange experiences and ask for help is to communicate on the internet. Still the average of the teachers who use this method

can not be said to be enough to renew themselves and their practices in the classroom.

Table 58: Item 56. Do you think that teachers have the responsibility for their own development?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	12,8	12,8	12,8
	Yes	102	87,2	87,2	100,0
	Total	117	100,0	100,0	

The total percentage of the teachers who state that they are the ones who are responsible for their own development is 87,2 %, while the percentage of the subjects who state that they do not have the responsibility of their self-development is 12,8 %. It is believed that every individual is responsible for his/her life, his/her profession and his/her development. Waiting help from others on any issue is not a useful method of improving oneself. The first step on the way of self-development should be the responsibility of a reflective teacher.

Table 59: Item 57. Through reflecting does a teacher arrive at a better understanding of classroom issues, classroom management grading and assessing?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	7,7	7,7	7,7
	Yes	108	92,3	92,3	100,0
	Total	117	100,0	100,0	

The percentage of the people who believe in the effectiveness of reflection on many issues in the classroom is 92,3 %. The total percentage of the subjects who do not think that reflecting helps with one to arrive at a better understanding of classroom issues, classroom management, grading, and assessing is 7,7 %. Reflection helps teachers to move on higher stages in their profession. A huge number of the participants believe in reflection and reflective teaching and its effectiveness.

Table 60: Item 58. Should teachers think about “why, how, when, and what” of every moment of a lesson?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	18	15,4	15,4	15,4
	Yes	99	84,6	84,6	100,0
	Total	117	100,0	100,0	

84,6 % of the subjects analyze classroom activities and judge every moment of a lesson. The ones who are against judging every moment of their classroom procedure is 15,4 %. Reflective teachers are thought to be trying to understand their own teaching and the way in which it impacts their students and showing effort to see situations from different perspectives.

Table 61: Item 59. Should teachers take risks in their teaching?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	23	19,7	19,7	19,7
	Yes	94	80,3	80,3	100,0
	Total	117	100,0	100,0	

80,3 % of the subjects have reported that they think that teachers should take risks in their profession. The total percentage of the ones who have ticked “No” is about 19,7 %. A reflective teacher should consider the actions, consequences in a classroom, think carefully and take risks in their teaching to improve the conditions and situations.

Table 62: Item 60. Should teachers set their priorities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	20	17,1	17,1	17,1
	Yes	97	82,9	82,9	100,0
	Total	117	100,0	100,0	

The total percentage of the participants who have stated that teachers should set their priorities is 82,9 %. 17,1 % of the participants have ticked “No”. In a profession, setting the priorities is an important skill which helps a reflective teacher in his/her self-development process. It is not necessary only for the profession of teaching, every individual should do the same in his/her life and his/her profession.

Table 63: Item 61. Should teachers be eager to try new things?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	1,7	1,7	1,7
	Yes	115	98,3	98,3	100,0
	Total	117	100,0	100,0	

98,3 % of the participants state that they are willing to try new things, whereas only two people, 1,7 % of the subjects do not try new things. This item is related with the fifty-ninth item, and the result shows that teachers should be willing to try new things, techniques and practices and take risks to move on to better understanding of themselves.

Table 64: Item 62. Should teachers balance their personal and professional time and life?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	5,1	5,1	5,1
	Yes	111	94,9	94,9	100,0
	Total	117	100,0	100,0	

The percentage of the people who ticked ‘Yes’ in this item is close to the total number of the participants of the study. This consists of 94,9 % of the subjects. 5,1 % of the subjects stated that they do not balance their personal and professional time and life. It is a significant skill to balance the personal and professional time and life. This may also help teachers to set their priorities.

Table 65: Item 63. Do you think that learning to teach is just for novices?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	6,8	6,8	6,8
	Yes	109	93,2	93,2	100,0
	Total	117	100,0	100,0	

93,2 % of the subjects have reported that learning to teach is just for novices, while the total percentage of the teachers who think that learning to teach is not just for novices is 6,8 %. It is not an expected answer that can be given by reflective teachers. Every individual should be in the need of learning something new in life and in their profession.

Table 66: Item 64. Is your motto that there is still too much to learn?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	6,0	6,0	6,0
	Yes	110	94,0	94,0	100,0
	Total	117	100,0	100,0	

94,0 % of the participants have stated that they believe in the search of learning something new. 6,0 % of the participants reported that they do not think that there is still too much to learn. This item resembles the previous one and the results are about to be similar with each other. The world is in a process of change and not only the teachers but also every humanbeing should be trying to keep up with this process.

Table 67: Item 65. Should teaching be a collaboration between teachers and educational researchers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	2,6	2,6	2,6
	Yes	114	97,4	97,4	100,0
	Total	117	100,0	100,0	

97,4 % of the participants have stated that teaching should be a collaboration between teachers and educational researchers. Only 2,6 % of the subjects believe that teaching does not mean a collaboration between teachers and educational researchers. As stated before, every individual should be willing to learn and this may be easier if an educational researcher helps him/her.

Table 68: Item 66. Do you think that whatever the education you have received, some aspects of teaching can be learned only on the job?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	7,7	7,7	7,7
	Yes	108	92,3	92,3	100,0
	Total	117	100,0	100,0	

92,3 % of the subjects believe that some aspects of teaching can be learned only on the job. The total percentage of the teachers who do not agree with this statement is 7,7 %. In the previous item, it is understood that learning from an expert is necessary, and it can be the first step in a profession. The further step is to experience; in other words, applying what is learnt into practice.

Table 69: Item 67. Does a teaching portfolio reflect on the meaning of good teaching and help a teacher to engage in self improvement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	9,4	9,4	9,4
	Yes	106	90,6	90,6	100,0
	Total	117	100,0	100,0	

The total percentage of the teachers who believe that portfolio is an important tool being used to be a reflective teacher is 90,6 %. 9,4 % of the subjects do not

believe that portfolio keeping helps teachers to reflect on the meaning of good teaching. When compared with the item prepared to measure the awareness levels of teachers on the models of reflective practices, the results are not close to each other and it can be thought here that people believe that portfolio keeping is a good way of self-improvement, but they do not prefer applying it on their own profession.

Table 70: Item 68. Is the self-reflection a starting point for professional development?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	8,5	8,5	8,5
	Yes	107	91,5	91,5	100,0
	Total	117	100,0	100,0	

91,5 % of the participants think that reflection is a starting point for professional development. 8,5 % of the subjects do not believe that self-reflection is necessary for professional development. A reflective teacher self-monitors himself/herself to be effective in teaching/learning settings. As a result, it may be stated that self-reflection is the first step on the long way of professional development.

Table 71: Item 69_1- In your opinion, what are the characteristics of a reflective teacher? Can you write at least 3 characteristics?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no answer	56	47,9	47,9	47,9
	use effective methods	6	5,1	5,1	53,0
	reflect knowledge	3	2,6	2,6	55,6
	use visual aids	1	,9	,9	56,4
	should criticize his/her teaching methods	1	,9	,9	57,3
	self-improvement	2	1,7	1,7	59,0
	should set empathy	2	1,7	1,7	60,7

excited	1	,9	,9	61,5
intelligent	2	1,7	1,7	63,2
should be understanding	4	3,4	3,4	66,7
respectful	1	,9	,9	67,5
supportive	2	1,7	1,7	69,2
to rely on students	2	1,7	1,7	70,9
considerate	1	,9	,9	71,8
realistic	1	,9	,9	72,6
compassionate	2	1,7	1,7	74,4
self-sacrificing	1	,9	,9	75,2
energetic	5	4,3	4,3	79,5
creative	1	,9	,9	80,3
honest	1	,9	,9	81,2
patient	2	1,7	1,7	82,9
cheerful	1	,9	,9	83,8
well-arranged	2	1,7	1,7	85,5
must be an expert	1	,9	,9	86,3
kind	1	,9	,9	87,2
willing	1	,9	,9	88,0
knows his/her responsibilities	2	1,7	1,7	89,7
analyzes problems based upon students	1	,9	,9	90,6
evaluating him/herself	1	,9	,9	91,5
use new teaching techniques	1	,9	,9	92,3
develop her/himself	4	3,4	3,4	95,7
investigative	1	,9	,9	96,6
eager to teach	1	,9	,9	97,4
objective	1	,9	,9	98,3
conscious	1	,9	,9	99,1
open-minded	1	,9	,9	100,0
Total	117	100,0	100,0	

Table 72: Item 69_2- In your opinion,what are the characteristics of a reflective teacher? Can you write at least 3 characteristics?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no answer	51	43,6	43,6	43,6
	good model	1	,9	,9	44,4
	love his job and students	3	2,6	2,6	47,0
	listen to his students	6	5,1	5,1	52,1
	should check his goals	3	2,6	2,6	54,7
	should be open-minded	1	,9	,9	55,6
	research new styles of teaching	2	1,7	1,7	57,3
	supposed to be tolerant	3	2,6	2,6	59,8
	eager to teach	5	4,3	4,3	64,1
	affectionate	1	,9	,9	65,0
	devoted	3	2,6	2,6	67,5
	considarate	1	,9	,9	68,4
	students should be her priority	1	,9	,9	69,2
	concious	1	,9	,9	70,1
	anxious	2	1,7	1,7	71,8
	entertaining	1	,9	,9	72,6
	motivated	6	5,1	5,1	77,8
	willing	1	,9	,9	78,6
	understanding	2	1,7	1,7	80,3
	sensible	1	,9	,9	81,2
	active	1	,9	,9	82,1
	programmed	1	,9	,9	82,9
	forbearing	1	,9	,9	83,8
	be systematical	1	,9	,9	84,6
	must be cultured	2	1,7	1,7	86,3
	patient	2	1,7	1,7	88,0
	full of knowledge	1	,9	,9	88,9
	self improvement	3	2,6	2,6	91,5

should know teaching	1	,9	,9	92,3
self evaluating	1	,9	,9	93,2
collaborative	1	,9	,9	94,0
self-trusted	1	,9	,9	94,9
creative	3	2,6	2,6	97,4
use examples	1	,9	,9	98,3
life-long learner	1	,9	,9	99,1
evaluates his/her teaching effectiveness	1	,9	,9	100,0
Total	117	100,0	100,0	

Table 73: Item 69_3- In your opinion,what are the characteristics of a reflective teacher? Can you write at least 3 characteristics?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no answer	55	47,0	47,0	47,0
	motivate effectively	4	3,4	3,4	50,4
	respect	2	1,7	1,7	52,1
	teaching according to the students needs	5	4,3	4,3	56,4
	open-minded	2	1,7	1,7	58,1
	efficient and enthusiastic	1	,9	,9	59,0
	supposed to be understanding	5	4,3	4,3	63,2
	patient	3	2,6	2,6	65,8
	love her job and students	6	5,1	5,1	70,9
	to set empathy	1	,9	,9	71,8
	self-sacrificing	1	,9	,9	72,6
	denotative	1	,9	,9	73,5
	courageous	1	,9	,9	74,4
	reflects her knowledge to students	1	,9	,9	75,2
	should be ready to teach	1	,9	,9	76,1
	thoughtful	1	,9	,9	76,9
	self-motivated	2	1,7	1,7	78,6

realistic	1	,9	,9	79,5
well-prepared	1	,9	,9	80,3
follows new methods	9	7,7	7,7	88,0
should have priorities	1	,9	,9	88,9
careful	1	,9	,9	89,7
intelligent	4	3,4	3,4	93,2
tolerant	1	,9	,9	94,0
devoted	1	,9	,9	94,9
flexible	2	1,7	1,7	96,6
good observer	1	,9	,9	97,4
criticize her/himself	1	,9	,9	98,3
should ask questions	1	,9	,9	99,1
participate all students	1	,9	,9	100,0
Total	117	100,0	100,0	

The questionnaire consist of an open-ended-question to gain information about state school EFL teachers' ideas on the characteristic of a reflective teacher. The data gathered from this item reveals teachers viewpoints, and also force them to reflect on their way of teaching. The characteristics were identified from a broad perspective by 117 teachers. The items were tried to be put in a category, but it was difficult to categorize them. Most of the items were related with the personality of teachers and many of them were about classroom procedure.

Most participants seem to believe that reflective teachers are;

- empathetic,
- knowledgeable,
- supportive,
- realistic,
- active and energetic,
- creative,
- honest,

- kind,
- willing,
- responsible,
- objective,
- open-minded,
- well-prepared,
- motivated,
- conscious,
- intelligent,

Some of them have stated that a reflective teacher should;

- use effective methods,
- use different / various techniques,
- analyze a problem from different perspectives,
- evaluate himself / herself,
- set priorities,
- be a life-long learner,
- listen to his/ her students,
- love his/her job,
- reflect knowledge,
- follow the innovations,
- try to draw all students' attention.

4.2 Result and Discussion

As is clearly seen, most of the characteristics that have been gained in the sixty-ninth item are mentioned throughout this study. Therefore, it can be inferred that

teachers may not know what reflection/reflective teaching is. However, teachers are believed to be born with all these skills, and it is not surprising to get these answers. Most of the characteristics are within a teacher, they are innate. However, it is still possible to state that many items were irrelevant with the topic and what was tried to be gained. As can be seen, only half of the participants answered the open-ended question. The Turkish people can be defined as the ones who do not prefer reading too much. The teachers should be a good model in their society. They are seen as models and great attention is paid to their behaviours and habits. They are seen as the ones who are knowledgeable, open to the innovations, supportive...etc.

There are some confusing statistics, the results of which reveal the truth that when answering the questions, some teachers did not give true answers to the items. The reasons of this confusion can be listed as:

- It is widely known that usage of portfolio is not still common in state schools among teachers. However, the related item's statistics show that people who claim that they use portfolio in their professional life is close to the total number of the participants.

- The other reason can be inferred by the help of the items in the third part of the questionnaire which are about the types of reflection and consisting some technical terms. The ones who claim knowing what technical rationality stated that they do not know the other terms which are under the heading of the same issue. It is hoped to find out close statistics on these items, since whoever states that he/she does not know the term should answer in the same way to the other items consisting of the terms of reflection types.

- The total percentage of the subjects who claim that they use video and audio recording is higher than the expected. It is clear that not only the teachers but also the Ministry of Education do not prefer this form of reflective teaching practice in Turkey.

When the results of the part aimed at measuring the attitudes of teachers towards reflective teaching, the fifth part, it is promising to see that teachers feel the necessity of self-development.

The aim of this study was to measure the awareness levels of state school EFL teachers on reflective teachers. As is assumed, the awareness levels of the teachers on this issue is not enough to help them develop themselves professionally in their career and this may decrease the effectiveness level of their teaching.

The results of each part has been discussed after the brief general discussion of the overall results of the statistics.

In the first part of the questionnaire, it is clearly seen that teachers of today were educated in the light of reflective model which includes both the applied science and the craft model. Craft model means that the trainee learns teaching on the job by observing and imitating a master or an expert. Applied science model is accepted as the most traditional and the most common one. The trainee puts the scientific conclusions into practice. Reflective model incorporates the received knowledge and the experiential knowledge.

The questions that are in the second part are related with the meaning of reflective teaching. Different perspectives of the term are asked to reveal if the teachers know what reflective teaching is. When the statistics are controlled in a detailed way, it can be concluded that state school EFL teachers are effective enough to be called reflective teachers.

What is confusing in the third part is to see that if scientific terms such as technical rationality, reflection-on-action are used in the questions, the percentage of the people who tick "yes" decreases, if there is no scientific term in the question, the percentage of the subjects who tick "yes" increases. The other problem in part three is to find out whoever state that they know what technical rationality claims that they do not know other terms under the heading of the same issue.

The fourth part includes questions about the forms of reflective teaching practice. Mentoring, journal keeping, portfolio, video/audio recording, peer observation...etc. are located within a framework of reflective teaching. Most teachers state that they prefer practices such as cooperation, teamwork, seminars, workshops, sharing good practice, peer observation, interviewing, internet communication. The others claim that they do not prefer using clinical supervision, post-graduate courses such as an

MA, portfolio, audio/video recording, journal/diary keeping. These activities are believed to be time-consuming and not easy enough to apply in the teaching/learning process. Moreover, they can distort the atmosphere of the classroom. Every teacher is responsible for his/her professional improvement, and applying different techniques is a way of being effective teachers.

The fifth part is believed to be consisting of questions about teachers' beliefs and attitudes towards reflective teachers. It is seen that they have the responsibility for their own development, so this can be achieved by taking risks, and thinking about every moment of a lesson. Then, he/she should set his/her priorities and goals, and do something to improve the teaching/learning process. It is argued that learning to teach is not just for novices, and there is still too much to learn. Learning to teach can be easier if there is a collaboration between teachers and educational researchers. As a result, self-reflection is seen as a starting point for professional development. It is promising to see teachers who have strong beliefs and attitudes towards being effective teachers by the help of reflective teaching.

The summary of the study, the pedagogical implications and suggestions can be found in the following chapter.

CHAPTER V

SUMMARY AND CONCLUSION

This chapter is the last chapter of the study. A comparison of teacher training and development can be found to take the readers' attention to the suggestions then a brief summary of the research can be found. In the light of the summary and the comparison of teacher training and development, the pedagogical implications and suggestions which may help teachers to move to the higher stage in their professions are tried to be stated simply.

5.1 Summary and Conclusion

Although they are used interchangeably, there has been an attempt to better English language teachers' teaching through common mediums such as teacher training and teacher development.

The researchers and educators believe that teacher training and teacher development are different with respect to their conceptual framework and implementation. In this section, teacher training is described and then the beliefs and opinions about teacher development are mentioned. At the end, the differences are pointed out as a summary.

Teacher development is considered very important by many. Finoncchiara states that "teacher development has been subject of deep concern to educators for nearly two centuries. Teacher development is a continual process and teachers should continue to develop in all aspects of their profession such as awareness of their weaknesses and strengths, attitudes toward people around them, their knowledge, and skills" (quoted in Varlı, 1994:1). Lange (1990) describes the term in a similar way

with Finonncchiara and he considers the teacher development as a process of continuous, intellectual, experiential and attitudinal growth. Varlı has also quoted Sithamparam and Dhamatharan's description in his study. According to them, "teacher development is considered as a process which is very essential for teachers to continue to develop their professional skills". There is no end-point in this change, since teacher development lasts as long as a teacher goes on teaching. Varlı states that "these definitions indicate that teachers should not be bound to the patterns of teaching that they may have acquired somewhere in search of developing their skills by using new techniques, changing their patterns of teaching, and applying new ideas that are necessary for effective teachers" (1994: 6).

After the description of teacher development, in order to clarify how teacher training and development can be interpreted, it is necessary to compare the viewpoints of some authors. Atikler (1997,..) uses different views that are stated by Wallace, Duff. Wallace suggests "the distinction is that training is something that can be presented or managed by others, whereas development is something that can be done only by and for oneself." Duff believes that "training can be considered as a limited-and possibly limiting- word that runs the risk of techniques and procedures that may be no more than a bag of tricks.". On the other hand, teacher development is a life-long growth and teachers enhance their awareness, skills, knowledge of their professional lives. Paker (1996:11) describes the difference that teacher training takes place prior to the teaching as a pre-service training, whereas teacher development takes place after an individual is assigned a teaching post; and this may be called in-service teacher development. Freeman (1982: 21) states that "training assumes that teaching is a finite skill, one which can be acquired and mastered. The teacher then learns to teach in much the same way s/he learned to tie shoes or to ride a bicycle. Development assumes that teaching is a constantly evaluating process of growth and change. It is an expansion of skills and understanding, one in which the teacher is responsible for the process in much the same way students are for learning a language."

These two terms are tried to be contrasted by the help of other points that have been mentioned by other authors and researchers. This contrasting list can be seen below:

Teacher Development

- It is done for the sake of individual teacher.
- The objectives and course structures are pre-planned.
- It is not based on teachers' personal experience.
- Evaluation is done by an authority.
- Self-evaluation is done by the individual teacher.
- Personalized input from participants.
- Knowledge is constructed by teachers.
- Personal development is emphasized.
- Individuals' needs are important.
- It is based on career development.
- There is the usage of flexible agenda.
- Failure is considered OK.
- It is voluntary.
- Regular meetings are arranged.
- There is a critical, thoughtful learning of the individual, insufficient organization.
- It respects teacher as autonomous professional.
- There is a use of valuable external sources of knowledge.
- There is not enough use made of external input.
- Continuous process is expected.

- Development is a strategy of influence and indirect intervention that comes with complex, integrated aspects of teaching.
- It allows teachers to discover their own alternatives

Teacher Training

- It is prepared for a group of teachers.
- The participants determine the content.
- It is based on teachers' personal experience.
- Pre-planned input from 'experts' is preferred.
- "Experts" teach "novices".
- Professional skills are emphasized.
- The needs of institution are important.
- Qualifications.
- There is the use of fixed agenda.
- Failure isn't considered OK.
- There is pressure on the teachers.
- Short term needs are considered.
- Courses are based on organized syllabus-coverage.
- Monitoring of standards is needed.
- Learning is based on teacher's own experience reflection.
- There is not enough emphasis on teacher's own thinking and experience.
- It lasts for a set period of time.
- The intervention is used on specific outcomes.
- There are ready-made answers.

First of all, to understand a teacher's background, his/her style, way of teaching, three models which are used to train a teacher trainee have been explained briefly in this study. Next, the background of reflective teaching has been given and the term 'reflective teaching' has been defined. Types of reflection are outlined; technical rationality, reflection-in-action, reflection-on-action, reflection-for-action, action research. Then, forms of reflective teaching practice can be found. Afterwards, pitfalls and strengths of reflective teaching has been discussed. A case study is applied to find out how much state school EFL teachers are aware of reflective teaching and how many of them are using reflective teaching practices in their classrooms. The results of the questionnaire was promising that many of the teachers stated that they knew what reflective teaching was and they preferred applying the forms of reflective teaching practice. But the results were not realistic, since portfolio usage, video/audio recording is not common at states schools in Turkey. To reveal that the teachers were not attentive enough while answering the questionnaires, twelve of them were interviewed. As a result, it can be stated that teachers are eager enough to be reflective teachers, they have nice beliefs and attitudes towards it, but there is something missing to activate them to use it in their learning/teaching settings. To make this study realistic, a further study can include the reasons of teachers' hesitation and an in-service training programme to help them to overcome their hesitation.

Reflective teaching practices make useful contribution to teacher development. Borg (1998,282) believes that such activities can promote a more holistic form of self-reflection than those based solely on the behavioral analysis of teaching. He mentions that these activities create an awareness of classroom procedure and link between research and teacher development.

Teachers should be in a process of change and development This self-professional-improvement can be managed by teacher training programs and teacher development activities. Handal and Lavias have stated that the aim of teacher training should be to get teachers to develop such theory of action, a private, integrated but ever-changing system of knowledge, experience and value which is relevant to teaching practice at any particular time.(quoted in Ur, 1992:56)

The use of self-development in classroom observation is believed to be having four main aims by Wang and Seth (1998:206). These are “1)-to help the teachers understand that they have a responsibility for their own development 2)to help the teachers have a clearer understanding of their own classroom experiences 3) to introduce the teachers to a more developmental approach to teacher training 4)to help the teachers build a more supportive and trusting relationship with their colleagues, and to realize the mutual benefits that would occur from this. By self-development, the intent is to suggest the changes that occur in teaching practice in terms of knowledge, skills and awareness.

5.2 Pedagogical Implications and Suggestions

To apply what is learnt in this study into practice, many suggestions can be outlined as:

Universities and colleges of education should design teacher training programmes to help teachers develop themselves professionally through practical and theoretical knowledge, experience and reflection. The aim of this training should be to keep up with knowledge, experience, and value which is relevant with teaching context.

Darling and Hammand mentioned that “ rather than take the one-size-fits-all approach to mandated educational change, administrators and teachers must have time to work together, adjust classroom practices, perfect teaching skills to meet diverse needs, and thereby improve student achievement (quoted in Dearman and Alber, 2005:636). Pollard (2005) states that self-development activities should “set out clear expectations for teachers at key points in the profession, provide a basis for the professional recognition of teachers’ expertise, ensure that the focus at every point is on improving the achievement of pupils and the quality of their education and help teachers at different points in the profession”. So it can be stated that teachers should participate in in-service training programmes to build upon their initial training. Due to the lack of time, teachers’ heavy workload, lack of teacher

training / development programs, teachers may not get the opportunity of improving their teaching skill. If their workload is reduced to a reasonable level and if they have the time and chance of attend in a development programme, they will do their best through reflection and reflective teaching practices. They will learn new techniques and apply them to their own teaching.

There is a need for short term courses which are integrated within an overall framework for in-service development. Long term goals should be set before these courses, this short term courses should allow opportunities for teachers to be introduced to reflective practice more gradually and systematically with the chance to try out things in their own classrooms. The courses are preferred to be developmental and non-prescriptive. Also, the program should emphasize reflecting and theorizing, give importance on the teacher trainees' experiments. Teachers' should be encouraged to observe, analyze and evaluate their own teaching. These courses can be prepared by the help of partnerships between EFL teacher education programs and schools.

For the teachers who have no opportunity of participating in these courses should do something on their own or at least with few friends. They should systematically collect data about their classroom practices, change, adapt and modify their teaching to the particular context. After analysis of each student's success, teachers may come together reflect upon the practices under which the student's work was constructed. These reflective conversations may guide the teachers and the school faculty. It is important to make teachers realize that they and their thoughts are important in learning/teaching and learning to teach process. Teachers may share their stories about classroom practices with others on the internet. There should be safe space in which novices and experienced teachers come together to share their lives as teachers.

The next step of this study may be to prepare a teacher training programme which aims at improving teaching skills and personal skills of teachers.

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APPENDICES

APPENDIX 1:

Dear colleagues;

This questionnaire is prepared to reveal the awareness levels of the state school EFL (English as a Foreign Language) teachers on Reflective Teaching. The result that are gained from this questionnaire will be accepted as the data for my thesis. You can read the definition of Reflective Teaching to attain a general view about the subject of my work. **For the validity and reliability of my work, I would be grateful if you read the questions attentively and tick (✓) the appropriate column objectively.**

Thank you in advance.

Reflective Teaching is described as the following; “At the heart of becoming a teacher is, above all else, being a learner-a lifelong learner. To learn, one has to ask questions, of oneself and of others, and to know that this process is valued and shared across the school. Reflecting on teaching provides a focus for analysing and developing learning and teaching.(Department of Education for Northern Ireland,1999).

SORULARI OKUYARAK GERÇEKÇİ CEVAPLAR VERİRSENİZ CİDDİ BİR ARAŞTIRMAYA YARDIM ETMİŞ OLACAKSINIZ.ŞİMDİDEN ÇOK TEŞEKKÜR EDERİM.

1-Your School's Name:.....

REFLECTIVE TEACHING

QUESTIONS	YES	NO
1 TEACHERS' UNDERGRADUATE STUDIES		
1-In your undergraduate study, did a master teacher tell you what to do in the classroom atmosphere and how to do it?		
2-Did you learn how to teach by imitating an expert?		
3-Did you put the scientific conclusions that you have learnt throughout your education to be a good teacher into practice?		
4-In your undergraduate study, did you give weight both to experience and to the scientific basis of the profession?		
5-Did you ever ask yourself what went wrong and why when you were a trainee teacher?		

6-Did you ever think about what to avoid in the future, what to repeat when you were trainee teacher?		
2 ABOUT REFLECTIVE TEACHING		
7-Do you evaluate your teaching effectiveness?		
8-Do you consider your knowledge from different perspectives?		
9-Do you monitor your error treatment in the classroom?		
10-Do you write down long and short term goals?		
11-Are you realistic when setting the goals?		
12-Are you flexible when things go awry?		
13-Do you use different teaching techniques?		
14-Do you read extensive professional literature on teaching?		
15-Do you think how to change things for better in your classroom?		
16-Do you want to learn more about your students, what they find challenging and motivating?		
17-Can you identify a problematic situation?		
18-Do you view problematic situations in an ethical context?		
19-Do you analyze a problem based upon the needs of the students?		
20-Do you use an organized approach to problem solving?		
21-Do you creatively interpret situations?		
22-Do you have a questioning nature?		
23-Do you use innovative ideas?		
24-Do you consciously modify your teaching to meet students' needs?		
25-Do you self-monitor your teaching?		
26-Are you able to recognize each individual's (learner's) achievement?		
27-Do you reduce anxiety by practising in a supportive environment?		
28-Do you value the opinions and abilities of students?		
29-Do you consider your knowledge and understanding of yourself in the light of your experience?		
30-Do you question your own actions?		

3 REFLECTION TYPES		
31-Do you know what technical rationality is?		
32-Do you focus on effective application of skills and technical knowledge in the classroom?		
33-Do you know what reflection in action is?		
34-Do you think you can question something while doing it?		
35-Do you know what reflection on action is?		
36-Do you systematically and deliberately think back over your actions or work?		
37-Do you know what reflection for action is?		
38-Do you know what action research is?		
39-Do you transform research into action?		
40-Do you evaluate the success and appropriacy of certain activities or procedures?		
4 MODELS OF REFLECTIVE TEACHING PRACTICE		
41-Do you stimulate interaction, cooperation, and teamwork in the classroom?		
42-Do you keep a record of what you and your students do in the classroom as a journal or a diary?		
43-Have you ever looked at videotaping episodes followed by conferencing with practitioners as a way to reflect on teaching purpose?		
44-Do you record who speaks in the class for the purpose of observing your teaching effectiveness?		
45-Do you use portfolio?		
46-Do you meet regularly with colleagues to discuss your portfolio?		
47-Do you try to attend seminars, workshops for the sake of improving your profession?		
48-Do you transform your professional life by		
- entering in-service training programmes?		
- studying for higher teaching qualifications?		
- getting a place on a post –a graduate course such as an MA?		
49-Do you seek opportunities to share thoughts, ideas and techniques with colleagues?		
50-Do you observe other teachers in their own teaching atmosphere?		

51-Do you share good practise?		
52-Do you enjoy peer respect who has observed you before ?		
53-Do you share your thought / ideas with other teachers by writing for a professional publication?		
54-Do you interview your students and colleagues about activities, materials, and procedures?		
55-Do you use internet to communicate with other teachers to exchange ideas and opinions or to ask for help?		
5 BELIEFS/ATTITUDES		
56-Do you think that teachers have the responsibility for their own development?		
57-Through reflecting,does a teacher arrive at a better understanding of classroom issues, classroom management, grading, and assessing?		
58-Should teachers think about “why, how, when, and what” of every moment of a lesson?		
59-Should teachers take risks in their teaching?		
60-Should teachers set their priorities?		
61-Should teachers be eager to try new things?		
62-Should teachers balance their personal and professional time and life ?		
63-Do you think that learning to teach is not just for novices?		
64-Is your motto that there is still too much to learn ?		
65-Should teaching be a collaboration between teachers and educational researchers?		
66-Do you think that whatever the education you have received, some aspects of teaching can be learned only on the job?		
67-Does a teaching portfolio reflect on the meaning of good teaching and help a teacher to engage in self-improvement?		
68-Is the self-reflection a starting point for professional development?		

In your opinion,what are the characteristics of a reflective teacher? Can you write at least 3 characteristics?

1).....

2).....

3).....