

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**AN EXAMINATION OF THE USE OF REFLECTIVE TEACHING
TOOLS BY LANGUAGE INSTRUCTORS AT UNIVERSITIES IN
TURKEY**

Sinem YEŞİLÇÖP

MASTER OF ARTS

ADANA / 2015

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MASTER OF ARTS

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To ukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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Sinem YEŞİLÇÖP

ÖZET

TÜRKİYE’DE OKUTMANLAR TARAFINDAN KULLANILAN YANSITICI ÖĞRETİM ARAÇLARI HAKKINDA BİR DURUM ÇALIŞMASI

Sinem YEŞİLÇÖP

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Doç. Dr. Yonca ÖZKAN

Haziran, 2015, 148 sayfa

Öğretmen gelişimi son zamanlarda tüm dünyada ki eğitim fakülteleri öğretim bölümlerinin müfredatları arasında yer alan en popüler konulardan biridir. Öğretmen eğitiminin hizmet içi çalışmaları gitgide önem kazanmaktadır. Yansıtıcı öğretim de bu konuda ki en önemli yöntemlerden biridir. Öğretim ile ilgili bu son gelişmeler göz önüne alındığında, bu çalışmanın amacı, Türkiye’de ki kimi kamu ve vakıf üniversitelerinde ki öğretim elemanları tarafından kullanılan yansıtıcı öğretim araçlarını tespit etmektir.

Yansıtıcı öğretim hizmet öncesi ve hizmet içi eğitim programlarında sıklıkla görülmesine rağmen yansıtıcı öğretimin sınıflarda uygulanması hakkında ayrıntılı bilgi eksikliği ve uygulamada sorunlar olduğu bilinmektedir. Yansıtıcı öğretim öncelikle John Dewey ile ortaya çıkmıştır. Dewey’e (1993) göre, yansıtıcı uygulamanın amacı, öğretmenlerin eylem ve kararlarının etkileri ile sonuçlarının irdelenmesi ve de bu inceleme sonucunda ortaya çıkan verilerin gelişerek öğretimin ihtiyaca göre devamlılığının sağlanmasıdır. Yansıtıcı öğretim ilk sahneye çıktığından bu yana, birçok değişikliğe uğramıştır ancak yine de hayat boyu öğrenme sistemine rehberlik etmesi açısından önemini devam ettirmektedir.

Bu çalışmada amaç, yansıtıcı öğretim araçlarının hangilerinin okutmanlar tarafından kullanıldığını tespit edip ardından bu araçlar tarafından sağlanan verilerin verimliliğinin karşılaştırılmasıdır. Araştırmanın temel amacı, öncelikle okutmanların vermekte oldukları dersler ile ilgili yansıtma yapıp yapmadıklarını tespit etmektir. Ek olarak Türkiye’de okutmanlar tarafından kullanılan yansıtıcı öğretim araçlarını tespit etmek ve bu araçlardan alınan verimin derecesini karşılaştırmaktır. Ayrıca çalışma kapsamında okutmanlar görüntü kaydı, ses kaydı ve günlük tutma araçlarını kendi

sınıflarında uygulayarak elde ettikleri verileri karşılaştırmaktadırlar. Çalışma sonunda kullanılmakta olan araçlar belirlenip aralarında ki verimlilik değişkenleri ile birlikte tartışılmıştır. Çalışma kapsamında kullanılan araçların olumlu ve olumsuz yönleri gerekçeleri ile durum çalışması şeklinde sunulmuştur.

Anahtar Kelimeler: Öğretmen eğitimi, yansıtıcı öğretim, yansıtıcı öğretim araçları, yabancı dil eğitimi

ABSTRACT**A CASE STUDY OF REFLECTIVE TEACHING TOOLS USED BY
INSTRUCTORS IN TURKEY****Sinem YEŞİLÇÖP****Master of Arts, English Language Teaching****Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN****June 2015, 148 pages**

Teacher Development (TD) is recently one of the most popular topics among education faculties and teaching departments' curriculums all over the world. Reflective teaching is one of the most prominent methods in TD. Considering these recent developments about teaching, the purpose of this study is to identify which reflective tools are commonly used by instructors at preparation schools of both private and public Turkish Universities. It is known that despite the pre-service and in-service programs, and university courses, there is a lack of detailed information about reflective teaching and its application in the classrooms.

One of the most popular methods in teacher development is reflective teaching (RT). Reflective teaching was firstly appeared with John Dewey. In the 1930s, John Dewey defined reflection as a proactive, ongoing, examination of beliefs and practices, their origins and their impacts (Stanley 1998). According to Dewey (1993), the purpose of reflective practice is to change teachers' actions and decisions and how it impacts the outcomes of those decisions. Since it firstly came on the stage, it has evolved a lot but it is still very effective and it will continue to be popular because of supporting and guiding a lifelong learning system for its practitioners.

Teachers generally believe that professional development is something which is done in a top down way with extrinsic motivation. However, these are mostly trainings which are term based, certificate supplied, topics generally chosen by the authorities, imposed and top down ones. On the other hand, teacher development has a bottom up process; it is optional, and continuous. In the light of these teacher development criteria, reflective teaching tools and procedures seem the most usable techniques to acquire

teacher development for every teacher who wants to develop and continue his/her development for lifelong.

So in this study, the aim is to know which reflective teaching tools are being used by instructors at universities in Turkey, and identify the most useful and common ones according to the results of the study.

Keywords: Teacher development, reflective teaching, reflective teaching tools, foreign language education

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CHAPTER I

INTRODUCTION

1.1. Presentation

This introductory chapter includes the background of the study, the purpose of the study, the research questions, the methodology and definition of terms.

1.2. Background of the Study

According to changes which happen through the time in the world, new things, ideas and beliefs take the place of old ones in order to improve the conditions and make world a better place. One of these changes that happened in our area of knowledge was teacher development.

When ideas and believes changed about teaching, teacher training, and teacher development programs came as a response to traditional teaching methods which are mostly based on memorization and tried to change the perceptions that everyone has about the roles of teachers. Just as if we would not to be cared by a doctor who is not familiar with the latest techniques, we probably won't want to be taught by someone who does not know his/her subject or the best ways of teaching and learning. These best ways of teaching and learning should be updated all the time by the teacher according to his/her experiences with the help of TD.

Reflection is one of the most functional systems among teacher development methods. According to Cruickshank and Applegate (1981), reflection is a means through which teachers can be helped to think about what happened, why it happened, what they could have done to be more effective and what they would change to improve their teaching and teaching performance.

According to John Dewey (1993, p.3) reflective thinking means "turning a subject in the mind and giving it serious and consecutive consideration."

Unfortunately, I personally cannot reflect my teaching most of the time, and instead of reflection I just show reactions such as "What a great lesson it was!" or "What a bad student, and he/she just destroyed my lesson!" Before I think about the reasons why these events occur, and what I should do, I directly produce conclusions. However, these reactions do not have any contributions for my future teachings.

Because I often cannot apply reflective tools and methods, I want to learn which reflective tools and methods my colleagues use in Turkey, and which one/ones they think the best one/ones.

So we come to this point that “reflection is a form of mental processing that we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding, and possibly, emotions that we already possess. (Moon 2005:1)

Wolf (1996) stated that reflection is what allows us to learn from our experiences. It is an assessment of where we have been and where we want to go next. Wolf (1996) adds that reflection requires thoughtful and careful reporting and analysis of teaching practice, philosophy, and experience.

By all these characteristics reflective teaching take its place in TD courses and all the followers of it try to apply this approach in their works, courses and classes. With this research we want to find which reflective tools used by instructors in Turkey and how much they get benefit from them.

The problem under investigation in this study is that while some experts in reflective teaching suggest different tools for obtaining the data that teachers need in order to evaluate their own way of teaching (Richards & Lockhart, 1996; Murphy, 2001; Tice, 2002), they do not fully discuss the effectiveness of the tools regarding the data that teachers need to obtain. For instance it is mentioned that “each procedure has advantages and limitations, and some are more useful for exploring certain aspects of teaching than others. The reader [teacher] will have to decide which procedures are useful and for what purposes” (Richards & Lockhart, 1996, p. 46).

1.3. The Aim of This Study

The principal aim of the research is to identify reflective teaching tools which are used by instructors in Turkey, and how much they get benefit from them, and which one/ones they find the most useful one/ones. Also, another aim is to get an idea about the teachers’ perceptions about keeping reflective journal and video recording tools which are going to be applied by the teachers who join this study. The perception of teachers and academicians on these tools and to collect data in order to understand the weakness, strengths, opportunities and threads in application of reflective journal and

video recording among Turkish instructors is another aim of the study. Also we try to find out about to what extent we can apply these reflective tools at universities in Turkey.

1.4. Research Questions

The purpose of the study is to mainly investigate the reflective tools used by Turkish instructors. The exploratory questions guiding this study are provided below:

1. What are the reflective practices or tools of the instructors who participated in the study?
2. What do instructors in Turkey who participated in the study think they do as reflective teachers?
3. What are the opinions of teachers about video recording before and after they record their teaching and watch it?
4. What are the opinions of teachers about keeping journal before and after they do it?
5. Is there a difference between teachers' attitudes about keeping journal and video recording after they apply them into their teaching?
6. Do both keeping journal and video recording provide the same kind of data?
If not which one yields much more effectively?

1.5. Significance of the Study

It is a known fact that teachers' methods and teaching tools affect their classroom practices and their way of teaching. That's why there are many studies focusing on the tools of teaching. This study can help us to understand how reflective teaching tools are important in teaching English in Turkey that the native language is not English and gain knowledge about perception of teachers and academicians about usage and effect of reflective teaching tools in teaching language. It may also help us to find out new ways in order to have more reflective classes and give our students opportunities to be more successful.

1.6. Definition of Terms

Teacher Development: Teacher development is the process of becoming ‘the best kind of teacher that I personally can be’ (Underhill 1986, p1).

Language skills: They are the abilities to use language consisting of the four basic abilities: listening, speaking, reading and writing.

Reflective Teaching: It means looking at what you do in classroom, think why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

Reflective Teaching Tools: They are the methods which are used to be reflective teachers such as teacher diary, video recording, peer observation, and action research.

Video Recording Tool: It is used via recording a whole lesson with a camera to watch and think on it later,

Diary Keeping Tool: It is used by teachers after their lessons to write the things they think that they are vital, critic, problematic, or instructive for their future teachings, and classes.

Perception: It is the organization, identification and interpretation of sensory information in order to represent and understand the environment.

Triangulation: It is the use of multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings (Denzin 1970; Mathison, 1988).

Mixed-method: Mixed methods research design is the combination of both qualitative and quantitative data in a single study or a series of studies that investigate the same underlying phenomenon (Leech & Onwuegbuzie, 2009).

CHAPTER II

REVIEW OF LITERATURE

2.1. Teacher Development (TD)

Development means change and growth. Teacher development is the process of becoming ‘the best kind of teacher that I personally can be’ (Underhill 1986, p1). To the extent that teachers are regularly asking themselves ‘How can I become a better teacher?’ ‘How can I enjoy my teaching more?’ ‘How can I feel that I am helping learning?’ they are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach and perhaps also the preconceptions that they have about teaching and learning.

Over twenty years ago in his criticism of the teacher preparation programs in English Language Teaching (ELT) of that time, Widdowson (1984, p.88) referred to the concepts of training, education and development. Training was the process of helping future teachers to master certain classroom techniques. However, in his opinion, education in how these techniques related to theoretical principles was also necessary to show teachers how these principles were subject to continual reappraisal and change. This education was necessary both during initial courses and throughout “the continuing development of teachers through classroom experience” (Widdowson, 1984, p.89). A similar call had been made by Scarbrough (1976) nearly a decade earlier, when he complained “too many EFL teacher-training courses are too severely limited to a form of methodological indoctrination. Teacher trainers in EFL sometimes appear to behave like Gurus dispensing their wisdom” (104). For Widdowson, then, teacher education is a process that must be found during pre-service training and in-service development in order for teachers to make informed decisions about how they act in the classroom.

Teacher development is centered on *personal awareness* of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people’s responses to you. It is a *self-reflective* process, because it is through questioning old habits that alternative ways of being and doing are able to emerge.

Richards (1997) states that teacher education programs typically include a knowledge base drawn from linguistic and language learning theory, and a practical component, based on language teaching methodology and opportunity for practice teaching. In principle, knowledge and information from such disciplines as linguistics and second language acquisition provide the theoretical basis for the practical components of teacher education programs.

Burns and Richards (2009) identify two strands of teacher development, “one focusing on classroom teaching skills and pedagogic issues, and the other focusing on academic underpinnings of classroom skills, namely knowledge about language and language learning” (p. 3). A problematic relationship between the two exists, which can be clarified by the help of comparing two kinds of different knowledge. *Knowledge about* refers to the curricula of the second language teacher education including language analysis, discourse analysis and methodology; whereas *knowledge how* is concerned with how to teach it focusing on the issues such as pedagogical knowledge and practical knowledge used to facilitate learning (Burns & Richard, 2009).

Taylor (1997) defined teacher development as “a process of reflecting on experience, exploring the options for change, deciding what can be achieved through personal effort and setting appropriate goals” (p. 18). Farrell & Richards (2005) define teacher development as general growth that “serves a longer-term goal and seeks to facilitate growth of teacher’s understanding of teaching and of themselves as teachers” (p. 4). The focus now of many English Language Teacher Education programs is social practice, (Freeman, 2009). It has refocused equally on the participants’ evolution in their professional identities and on the ways they learn and how things are done in the classroom (Freeman, 2009). Social constructivism guides teacher education in a way that helps teachers understand their own knowledge and understanding, how that knowledge has developed and the effect of their understanding on their actions (Richardson, 2005). As such, Doolittle (1999) summarizes eight factors that are essential in a socially constructed learning situation.

1. Learning should take place in authentic and real-world environments.
2. Learning should involve social negotiation and mediation.
3. Content and skills should be made relevant to the learner.
4. Students should be assessed formatively, serving to inform future learning experiences

5. Students should be encouraged to become self-regulatory, self-mediated, and self-aware.
6. Teachers serve primarily as guides and facilitators of learning, not instructors.
7. Teachers should provide for and encourage multiple perspectives and representations of content (p. 8).

Strategies for teacher development include many things, some of which are reflecting on teaching practice, documenting different kinds of teaching practices, examining beliefs, values and principles, conversations with peers on core issues, and collaborating with peers on classroom projects (Farrell & Richards, 2005). Mann (2005) also gives a wide-ranging list of teacher development possibilities that includes “language development, counseling skills, assertiveness training, confidence building, computing, meditation and cultural broadening” (p. 103). “Many English language teaching experts believe that ongoing professional development is essential, especially in today’s world of constantly changing technology” (Murray, 2010, p. 3)

2.2. Reflective Teaching

Reflection in training, in plain terms, can be explained as thinking of what is happening in the teaching atmosphere during and after the teaching process and as making some changes in the light of these thoughts (McCollum, 2002).

Reflective thinking is most frequently attributed to the American philosopher and educator John Dewey. He defines it as the “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it tends” (Dewey, 1991, s. 6). For Dewey, reflective thought is a civilizing force which gives the possibility of deliberate and intentional activity, being “the sole method of escape from purely impulsive or purely routine action” (Dewey, 1991, s. 14), which gives the possibility of systematized foresight, and which assigns meaning to physical objects and events (1991, s. 15-16). Dewey’s view of reflective thought is as a means to make rational, scientifically-based choices (Fendler, 2003, s. 18). Dewey identifies “routine action guided by tradition, customs, authority and institutional expectations” and “reflective action guided by constant self-appraisal and development” (p. 88). Kolb (1984) is also one of the key

figures of the notion of reflective teaching. He introduces the experiential learning, which has established the core of many methods of reflective practice. He asserts that learning emerges from recalling the observations about a particular event and reflecting on them, which enables us with a deeper understanding of what has happened. In other words, knowledge is formed through the transformation of experiences (Jasper, 2003).

Rodgers (2002) analyzed closely Dewey's model of reflective teaching practice and identified its four essential characteristics. Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas. Also it is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry.

Reflection is not, however, simply a matter of taking another look at one's actions. "Everyone, at times, thinks back on situations— sometimes pleased with prior actions, sometimes wishing things had been done differently" (Corcoran & Leahy, 2003, pp. 31–32). Instead, reflection is a process of thoughtfully examining one's own and others' experiences and questioning those in the light of scientific inquiry as well as supporting one's "judgments with reasoned argument" (Leahy & Corcoran, 1996, p. 104).

John Dewey's research studies inspired at least four perspectives on "Reflection"

- a) whether reflection refers to thinking about action or whether it also implies action (Gore & Zeichner, 1995);
- b) whether reflection is relatively immediate and short-term, or an on-going process that lasts for some time;
- c) whether reflection is innately problem-centered or not. Calderhead (1989) and Schon (1987) are of the view that a problem represents lack of connection, missing life experience or meaning that must be addressed, supplied, and remedied – that reflection is analytical and seeks to form connections between known and new knowledge);
- d) whether reflection is a process of „critical reflection“ and is concerned with conscious inclusion in reflection of historical, cultural and political values and beliefs, in order to find solutions for practical problems.

To Dewey, reflective thought is not equivalent to casually “thinking things over,” but it is a systematic, disciplined, and rigorous way of thinking. To him, the process of reflective inquiry is analogous to the process of scientific inquiry in that it has precise steps. These steps include observation and analysis of an experience, generation of hypothesis and theories, gathering data, and drawing conclusions. Dewey wrote that though thinking is a largely “natural process,” the process of reflective thinking must be taught and practiced to be meaningfully applied. Apart from teaching and practicing the steps of reflection, Dewey also believed that personal attitudes and dispositions played a notable role in reflective inquiry. As written in both *How We Think* (1933) and *Democracy and Education* (1919), Dewey asserted that reflection is dually a cognitive act and “a set of attitudes.” According to Dewey, these attitudes include, but are not limited to (a) empathy, (b) open-mindedness, (c) curiosity, (d) self-awareness, (e) intercultural communication skills, (f) patience, (g) ability to take risks/act/experiment, and (h) active seeking of feedback and alternative perspectives.

Open-mindedness: Teachers who are open-minded continually ask themselves why they are doing what they are doing. They examine the rationales that underlie what is taken as natural and right. The conception of Dewey about open-mindedness is akin to the understanding of sociologist Wright Mills. Mills (as cited in Zeichner & Liston, 1996, p. 10) argues that there are three types of believers: 1) vulgar believers have no interest in listening to opposing arguments or in analyzing their own beliefs; 2) sophisticated believers, on the other hand, are interested in knowing opposing points of view, but only for the purpose of proving false of them; 3) critical believers, however, are willing to enter sympathetically into opposing views because they realize that all belief systems have weaknesses and can be strengthened by confrontation with different beliefs. An open-minded person, just like a critical believer, listens to and accepts the strengths and weaknesses of his or her own and others’ perspectives.

Responsibility: involves careful consideration of the consequences to which an action leads. It does not simply address the narrow question of whether one’s objectives or goals have been met. This attitude has to involve reflection about the unexpected outcomes of teaching because teaching, even under the best of conditions, always involves unintended as well as intended outcomes. A responsible teacher asks the broader questions as such “are the results good, for whom, in what ways?”

Wholeheartedness: What Dewey meant by this is that open-mindedness and responsibility must be central components in the professional life of the reflective

teacher. Teachers who are wholehearted regularly examine their own assumptions and beliefs and the results of their actions and approach all situations with the attitude that they can learn something new.

In Dewey's conceptualization, individuals who do not have these competencies must learn them before meaningful reflection can take place. Although Dewey's work has shaped our understanding of the reflective thought, perhaps equally noteworthy is the work of Donald Schön. Building on Dewey's work, Schön (1983, 1987) developed and published a theory of professional learning built on the assumption that professional practice is complex, unpredictable, and often challenging. Schön claimed that much of the information professionals use to guide their practice is misguided, espoused theory, rather than evidence based best practice. To remedy this situation, he set forth a model to make reflection an explicit part of professional growth and development. This theory states that the practitioners must recognize that not all actions lead to learning, but those who are informed by reflection will experience cognitive growth.

Understanding the roots of being a reflective practitioner also takes us to the work of Schön, called *the Reflective Practitioner*. Schön (1983) proposes two different aspects of being reflective: "knowing-in-action" and "reflection-in-action". Knowing-in-action includes all actions which teachers carry out spontaneously during their teaching while reflection-in-action consists of synthesizing a set of knowledge or experiences for a coherent teaching. Ghaye (2011) highlights that Schön focuses on the importance of reframing practice that means to look at the events from different perspectives Schön (1983) further emphasized that reflection should not be considered merely a singular retrospective act, but rather it should represent an ongoing process in which the experience and understanding (theory) are tested to prepare for taking actions. If reflection doesn't translate into taking actions, it cannot be considered reflective (Reynolds, 2011). The practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings, which have been implicit in his behavior. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation. (Schön, 1983, p. 68)

However, from (e.g. Wallace, 1991; Brookfield, 1995; Pennington, 1995; Ur, 1997; Osterman and Kottkamp, 2004) it would seem that Schön's works of 1983 (1991) and 1987 have had the most influence in the field of teacher development as it is today. Schön (1991, s. 49) suggests that, rather than trying to preserve the applied science

model while bridging the gap between theory and practice as some researchers have done, the whole epistemology of practice should be changed to incorporate the “artistic, intuitive processes which some practitioners do bring to situations of uncertainty, instability, uniqueness and value conflict”. Unlike Dewey, Schön sees reflection as an artistic, intuitive process.

As opposed to practice as applied knowledge, or ‘received knowledge’ to use Wallace’s (1991) term; he talks of ‘knowing-in-action’, which Wallace (1991) calls ‘experiential knowledge’, stating that although practitioners may not be able to describe what they know; their knowledge is implicit in their actions. Developing this point further, Schön (1991, s. 54) claims that practitioners can not only think about doing something, but also think about doing something while doing it, a process he terms ‘reflection-in-action’; as well as thinking retrospectively about action by ‘reflection-on-action’ (1991, s. 277-278).

Schön (1991, s. 59-60) extends the concept of ‘reflection-in-action’ to that of ‘reflecting-in-practice’, stating that professional practice is performance in a variety of professional situations, but at the same time involves a certain amount of repetition. Over time, having come into contact with a variety of situations with common characteristics, the practitioner builds “a repertoire of expectations, images and techniques” (Schön, 1991, s. 60). Knowing what to look for and how to respond in a given situation, the practitioner becomes less surprised by what s/he comes across and his/her “knowing-in-practice tends to become increasingly tacit, spontaneous, and automatic”, which leads to specialization (Schön, 1991, s. 60).

There are, however, undesirable effects of this specialization. Practice can become repetitive and routine, and the increasing spontaneity of knowing-in-practice may deprive the practitioner of valuable opportunities to think about what s/he is doing. A practitioner can get stuck in a rut, some of his/her practices being ineffective. Leaving incidents that do not match his/her experiential knowledge unexplored can lead to boredom and burn-out, a phenomenon Schön (1991, s. 61) calls ‘over-learning’. It is in such situations that reflection can help the practitioner to take a step out of his/her situation to criticize the tacit assumptions that have emerged as a result of repetitive practice. There are as many objects of reflection as there are phenomena facing the practitioner and systems of experiential knowledge that s/he brings to the situation. When the phenomenon does not exist within the practitioner’s experiential knowledge, the practitioner will criticize his/her initial understanding of the phenomenon, then

construct and test a new description of it to arrive at a new theory. When stuck in a problematic situation, s/he will construct a new way of setting the problem to make it manageable. When faced with incompatible or inconsistent demands, s/he will reflect on his/her own contributions to the situation as well as those of others (Schön, 1991, s. 62-63).

Reflection-in-action frees the practitioner from the restrictive dichotomies of traditional practice. By reflecting-in-action, the practitioner becomes a researcher within his/her own context of practice. No longer dependent on established theory and technique, s/he can construct his/her own theory for each unique situation. Means and ends are not separate, but can be defined interactively when setting a problem. Neither is thinking separate from doing, as decisions must later be converted to action (Schön, 1991, s. 68).

It seems that reflective practice is a challenging process, which has different dimensions. Ghaye (2011) contends that reflective practice is “more than thinking about teaching. It can be thought in terms of asking searching questions about experience and conceptualized as both a state of mind and an on-going type of behavior” (p. 8). He introduces four kinds of reflective practice, which work differently. During the reflecting practice, we inevitably use more than one kind of reflection alone or with others. When we talk about reflection itself, we refer to reflection-on-action. In the case of teaching and chairing meetings, we have in our minds reflection-in-action. However, we may not be aware of this process. Reflecting-for-practice involves reflecting on what we have done or planned to do while reflection-with-action means doing something.

Reflection-in-action	1. In a particular workplace 2. Thinking on your feet, improvisation.
Reflection-on-action	1. After the event. 2. On something significant
Reflection-for-practice	1. For a reason or particular purpose 2. Planning what you're going to do
Reflection-with –action	1. Conscious future action 2. Action alone or with others

Ur (1996, s. 318) sees reflective teacher development as a tool for survival during the first stressful years of teaching, and, echoing Schön (1991:61), during the

later years when teacher burn-out can be a problem. More positively, it contributes to teachers' feelings of success and satisfaction. England (1998) expresses similar views, stating that most teachers "intrinsically want and need to participate in ongoing development and change in their own professional lives". Farrell (1998, s. 16) also agrees, and drawing on the views of both Dewey and Schön, lists four benefits of reflective development: it helps release teachers from routine and impulse behavior; it allows teachers to act deliberately and intentionally; it distinguishes teachers as educated human beings; it helps them grow beyond the initial stages of survival by allowing them to reconstruct their own personal theories from practice. Osterman and Kottkamp (2004, s. 7-9) claim that reflective practice can bring about meaningful change, which can only take place if there is a change in the ideas and beliefs of educators.

Richards (2011) states reflection refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action (p. 33). Watson (1996) contends that reflection is not just thinking. It "includes reasoning, the creative production of ideas, problem solving, and the awareness all these mental activities in metacognition" (p. 1). In addition, Richards & Lockhart (1996) define being reflective as "collecting data about teaching, examining attitudes, beliefs, assumptions and teaching practices and using the information obtained" (p. 1). They also emphasize that anything which happens in the class can be used as a tool by teachers to make sense of their teaching more deeply, which may be sometimes impossible to achieve owing to some disruptors taken place in the class.

Jasper (2003) states "reflective practice means that we learn by thinking about things that have happened to us and seeing them in a different way, which enables us to take some kind of action" (p. 2). She also outlines three elements of reflective practice; things that happen to a person, the reflective processes that enable the person to learn from those experiences, and the action that results from the new perspectives that are taken. These elements can also be summarized as ERA (experience – reflection - action).

Pollard (2005) suggests that reflective teaching allows for the professional growth by helping teachers to become more experienced in the teaching process. She

lists some features of reflective teaching: To start with, it builds a bridge between aims and results as well as tools and technical efficiency. It is also a cyclical or spiral process which enables teachers to monitor, evaluate and revise their teaching. Another thing is that, reflective teaching includes competence of field knowledge as well as “responsibility, open-mindedness, and whole-heartedness.” Teacher judgment constitutes the basis of reflective teaching. It can be enhanced through collaboration with colleagues (p. 14-15). Consequently, being reflective can trigger a deeper understanding of teaching. Building a bridge between what they teach and what the students learn, teachers will be able to evaluate their teaching and also their professional growth. In this regard, they need to be reflective in their professional development which takes on special importance. Ghaye (2011) suggests that reflective practice occurs instinctively for most beginning teachers. That is, they think about the problems mentally or forms used for evaluation may help them to identify what went wrong and make the modifications. Starting with technical reflection, this process takes teachers to a more practical level. Finally, the highest level is the critical level. Needless to say, the practical and critical levels do not take place instinctively especially for beginning teachers. In this sense, reflective practice becomes a crucial part of professional development, aiming to reach the critical level in order to build a deeper understanding of learning and teaching.

There have also been some studies in Turkey. For example, Önel (1998) conducted a case study examining the effect of action research engaged by teachers on their becoming reflective in teaching. In addition to Önel’s study, Oruç (2000) conducted a study that investigated the effects of a reflective teacher training program on the high school teachers at METU Development Foundation High School. The purpose of Önel’s study was to search the effects of a Reflective Teacher Training program on the teachers’ attitude toward teaching profession. As a result, this study revealed that Reflective Teacher Training program increased the innovation level perceived by teachers in their classroom environment.

In the light of these studies, Zeyrek (2001) implemented a diary study with fourth-year ELT students doing their practicum at METU. One of its aims was to get feedback on the pre-service ELT courses and understanding students’ feelings and attitudes towards various aspects of teaching. Secondly, it was aimed at giving students an opportunity for self-exploration and reflection on professional growth and its relationship with teamwork and the use of technology in teaching English. She analyzed

the diaries of only a limited number of students and became aware of their personal views on the topic of professional growth. She made some predictions according to students' diary entries, so she believed that a majority of this group was open to new methodologies in class and was ready to welcome innovative ideas on professional development. These student teachers' desire to identify the needs of the younger generation and their readiness to keep up with changing needs also showed that they would pursue their idea of professional development.

2.2.1. Reflective Teaching Tools

According to Richards and Lockhart (1996), when teachers are involved in the process of teaching some events occur that they can use to have a better understanding of their teaching. Sometimes they take these events for granted and they fail to reflect on them; in fact, the events that occur around the classroom can provide the teachers with "the basis for critical reflection". The authors suggest some procedures that can be used by teachers to investigate classroom teaching. The proposed procedures are as follows: teaching journals, lesson reports, surveys and questionnaires, audio and video recordings, observation, and action research. Some of these procedures are also mentioned by Murphy (2001) and Tice (2002) and they properly label them as tools. The reflective teaching tools which are usually applied for obtaining data in teaching English as a Foreign Language (EFL) are teacher diary, peer observation, audio recording and students' feedback.

2.2.1.1. Peer Observation

It is relatively true that every teacher is in an on-going process of professional growth to facilitate his or her teaching. In exploring the ideal aspects of teaching they make use of several approaches one of which is peer observation.

Peer observation is one of the most widely used methods in professional development since it allows for the development of teaching as well as evaluation. Irons (2008) explains that "peer observation is a method where a colleague provides feedback on your teaching with the objective of helping you to improve your teaching" (p. 103). It has the potential of getting valuable insights both for the observed and the observer through observing others, discussing different approaches to enhance student learning.

Roberson (2006) defines a peer as “a colleague who does not have administrative authority above you” (p. 5). Richards and Lockhart (1996) contend that observation refers to two teachers observing each other to identify the different aspects in their teaching. In addition, Wadhwa (2008) states that it has been recognized as an integral part of professional development for many teachers, which aims to achieve effective practice with the help of shared reflection and action research. As the definitions suggests peer observation is not just observing a colleagues’ teaching. It reflects that we can facilitate our teaching by analyzing and reflecting on others’ teaching.

Wadhwa (2008) suggests that peer observation may be needed at any time of our teaching when there is a requirement of observation especially for new teachers who need a chance to scaffold the theory and the practice. As for the features to be observed, Wadhwa (2008) maintains that observers may observe:

- the appropriateness and achievement of learning objectives/outcomes,
- communication of objectives to learners and links to prior knowledge,
- structure of the session, e.g., introduction, organization into sections and a summary,
- delivery, including pace, audibility, visibility,
- communication with students, including interaction, questioning and activities
- the engagement of students in the learning process” (p. 150).

Nunan and Lamb (1996) identify the steps for peer observation process:

- Pre-observation discussion: The lesson plan is discussed as well as the focus of the observation. (Observation is generally more useful if it is focused, rather than the observer trying to note everything).
- Observation: The observer takes notes on the steps in the lesson, recording such things as departures from the lesson plan. Particular note is made of the aspects of the lesson on which the teacher wants feedback.

- Post-lesson discussion: Both the teacher and the observer report their impressions of the lesson, and discuss any differences of interpretation. The teacher may ask for ideas on improving some aspects of the teaching.
- Follow up: The teacher tries out new ideas or suggestions that arise and reports back the observer” (p. 240).

Peer observation is a nonjudgmental reflective process that provides further professional development through exploring and improving teaching experiences. It creates an opportunity both for the observer and observed to;

- develop their own reflective practice
 - share good teaching practices
 - gain new ideas and fresh perspectives about teaching
 - enhance their own teaching skills
 - improve the quality of the learning experiences made available to students
- (Professional Development for Academics Involved in Teaching).

A number of purposes and benefits of peer observation have been highlighted in the literature. Wadhwa (2008) takes the view that it is beneficial both for the observer and the observed teacher. First of all, it is a great opportunity for the observer to explore what the students are really doing in the class. Secondly, several studies have revealed that effective feedback about teaching and improvement of practice can be managed by peer observation. Another benefit often put forward is that it is a means of gaining confidence and competence through mutual support between colleagues. Namely, it is an opportunity for teachers to be more critical about their teaching.

Irons (2008) also emphasize that it yields positive feedback for the improvement of teaching. Similarly, it is a tool for getting feedback for the observed, and reflecting to his/ her own practice for the observer (Carolan and Wang, 2012).

Cosh (1999) highlights that rather than criticizing the teaching of others, peers observation initiates self-reflection and self-awareness of our teaching. It's purely for our own professional development, which paves the way for a critical approach to our teaching styles in the light of others.

Despite its many potential benefits, peer observation suffers from some serious weaknesses. One major drawback of this method is it overlooks the fact that whether the peers are qualified to assess each other's teaching, how the process may have an influence on their relationships, and what the effects of negative feedback might be (Carolan & Wang, 2012).

The results of the study of Horncastle and Sharp (2010) indicate that although teachers value the process of peer observation, their feedback does not offer significant insights to reflect on their teaching. It seems that, the personality and the assumptions of the observer about teaching may hinder the observation process. Moreover, when applied in the same department, it may not work properly, as there is a risk of damaging the relationships among the colleagues (Roberson, 2006).

Another point that needs to be discussed is that peer observation is sometimes used for evaluation purposes. Following a guideline, an administrator observes a teacher's class and evaluates his/ her teaching. In this case receiving feedback may not have a value for the teacher since it lacks of collaboration. Besides, rather than focusing on the effective aspects of one's teaching, it emphasizes the points to be improved. However, a teacher may not find out the solutions of the problems in his/her teaching by working individually (Hirsch, 2011).

Peer observation of teaching allows teachers to enhance their teaching by sharing their experiences and opening new doors for their teaching in a reflective and collegial cycle. As Malderez puts out (2003, cited in Al-Sidairi & Region, 2011) peer observation helps teachers to obtain a deeper understanding of what's happening in the class and to develop their students' learning. At this point, peer observation may lack solving the less effective aspects of our teaching since it mainly depends on the value of others having different personalities and teaching styles. Therefore, we need critical reflection to trigger a deeper understanding of our teaching, which may be achieved with a method letting us to find ways of reacting to the events happening in the class objectively.

2.2.1.2. Keeping Diaries

Keeping diaries has begun to make an impact on teacher development methods. This method contributes to professional development by drawing on writing freely about teachers' feelings pertinent to any things occurred in the class. More importantly,

it provides a genuine way of reflection. It captures neither a systematic way nor a lot of time to spend on. Any kind of information about the teaching process can be recorded. Although, it is easy to notice even minor points in the class, they can be forgotten easily. That's why; diary keeping is a valuable way for long-term improvements for professional development (Moore, et al. 2007). In addition, Craft (2000) points out that diary keeping can be used as an effective tool for professional development which can be kept for a shorter or longer period.

A reflective journal is a potential avenue for raising awareness and enhancing the practice of experienced teachers as well as advancing the professional development of novice teachers. Implementing techniques that promote reflective teaching plays an important role in the development of novice teachers. It can have a positive impact in the professional growth of graduate students in faculty-like positions, which consequently has a twofold effect. It contributes to enhancing the quality of education received by undergraduate students and better prepares the future professoriate. Reflective journals can be implemented in different contexts and the outcomes could therefore be diverse. While teacher-training programs often require journaling during the student-teaching period, it is also commonly assigned during classes taken before embarking on the teaching appointment (Numrich, 1996; Kaur & Kaur, 2010). "In-service journals" can include self-studies and journaling of a volunteer nature, as opposed to journaling as a requirement for a class or a program (Genc, 2010; Jeffrey, 2007; Porto, 2008). Reflective journaling and the quality of critical reflection can be fostered, improved, or even developed by providing: 1) trigger questions, 2) supervised scaffolding, 3) opportunities to share experiences, and 4) opportunities to connect theory to practice (Hatton & Smith 1995; I. Lee, 2008; Pultorak, 1996; Zeki, 2010).

As Wallace (1998) puts forward, apart from being personal documents, the method does not necessarily involve particular rules, which makes the writers feel free to write their feelings. Therefore, they can be considered affective data. Similarly, Richards and Lockhart (1996) maintain that diary keeping can be regarded as a means of not only understanding the private affective variables having an influence on teaching styles but also a way for reflection. It is also beneficial in generating hypotheses and questions as well as being an easy way to record data. The literature on diary keeping is sprinkled with many successful examples. O' Hanlon (1996) suggests diary keeping does not require a specific method. What exactly is aimed is to make a record of what's going on in the class. Owing to the complexity of classroom atmosphere, teachers need

to express themselves in a personal way. So, they get a better understanding of their personal values, which lead a path to professionalism.

Using a journal allows us the opportunity to step back from the action to record our impressions, feelings and thoughts" (Holly 2002, 5). Keeping a teaching journal is a well established and respected method of reflective teaching and is supported and propounded by Farrell and others (Farrell 2008; McDonough 1994; Richards and Farrell 2005). Teaching journals assist teachers in analyzing internal and external forces that affect daily teaching experiences, thus facilitating a way to become more sensitive to interpersonal relationships with students (Richards 2005; McDonough 1994; Holly 2002). There are two main types of teacher journals — whereby teachers keep journals as part of reflective practice — documented in the literature. Pre-service teacher training programs often employ reflective journals as part of the experience of novice teachers (Jeffrey 2007; Jarvis 1992; Numrich 1996; Sidhu and Kaur 2010).

The other type of professional journals, and far fewer in number, involves real case studies, not just theoretical instances of non-voluntary participation in reflective practice see (McDonough 1994; Porto 2008; Genc 2010). These papers use excerpts from actual journal entries from working teachers. Although vast numbers of publications overflow with literature retelling theories and methods on how to engage in reflective practice, few are the submissions of concrete case studies of professional teacher diaries and fewer still are submissions made by young adult EFL teachers. Fortunately we have Porto's (2008) submission as well as insights from Numrich (1996), McDonough (1994) and Genc (2010).

Porto

Porto's (2008) in-depth 35-week-long study involves massive amounts of raw data taken from journals of herself and her students. Porto deviated from the standard university curriculum and attempted to encourage and foster student autonomy in the EFL classroom. In an exposing statement, Porto demonstrates that reflective journal keeping is beneficial, if not painful: "Reading and rereading my teaching diaries has been an incredibly painful experience, if not one of the most traumatic of my professional life so far" (p.195). Like Porto, I felt inspired to do action-research because I had a desire to deviate from the standard textbook-based, teacher centered curriculum; however, I was too insecure and intimidated to get my students' opinions.

Numrich

Numrich (1996) analyzed a 10-week semester of diary entries from a sample of 26 novice student-teachers enrolled in a master's TESOL program. Her data included diarists' analysis of their own diaries. By analyzing novice teacher diaries, Numrich discovered ways to improve teacher-training programs. She found out what teachers' value most and discovered hesitations teachers have and why they avoid some tactics while clinging to others. She presents profound theories on why teachers stay in the profession. Her work is meant to improve teacher training programs by offering insight into the needs of novice teachers and offers suggestions to teacher educators.

McDonough

McDonough (1994) looked at the diaries of four experienced teachers (as opposed to novice teachers in Numrich above). McDonough propounds that diary "help us document and formalize the everyday working experience that might otherwise be lost" (64). I am taking the advice of McDonough and other research predecessors and engaging in action research for the purpose of professional development.

Genc

Genc's (2010) overview of four in-service teachers' diaries offers a glimpse at real-life teaching by using excerpts from participants. By analyzing the journal entries of the in-service participants in his study, Genc derived four major categories of interest. Teachers focused mainly on classroom management, interaction (with students), learning/teaching processes and lesson planning.

Richards and Farrell (2005) describe a teaching journal as a notebook in which a teacher writes regularly about teaching experiences and other events. They argue that journal writing can help teachers question and analyze what they do both inside and outside the classroom, thus consciously exploring and analyzing their practice. McDonough (1994) maintains that teachers who write regularly about their teaching can become more aware of "day-to-day behaviors and underlying attitudes, alongside outcomes and the decisions that all teachers need to take" (p. 64-65). Farrell (2007) suggests that writing regularly in a teaching journal can help teachers clarify their own thinking, explore their own beliefs and practices, become more aware of their teaching styles, and be better able to monitor their own practices.

Farrell (2007) suggests that when starting a teaching journal for the first time, the teacher first reflects on a recent teaching practice or experience in the classroom, positive or negative, that caused the teacher to stop and think, and ask the following questions related to the experience: “What happened before this incident? What happened after it? Why was this incident important? What does this incident tell me about myself as a teacher?” Next, the teacher writes this up in a teaching journal and continues to write about it as he or she continues teaching. Then, after each journal entry the teacher asks two or three questions about what he or she has written. After that, the teacher keeps writing about the chosen topic for at least a month, reviewing entries each week and looking for emerging patterns. Throughout the process, teachers think about ways that journal writing can help them reflect on their practice (Richards & Farrell, 2005).

The results of the study of Jarwis (1992, cited in Woodfield & Lazarus, 1998) indicated that diary keeping provided with the participants to reflect on “solving problems, seeing new teaching ideas, and legitimizing their own practice” (p. 316). Brock, et al. (1992, cited in Wallace, 1998) highlight that from the point of the view of professional development; there are many advantages of diaries:

- They provide an effective means of identifying variables that are important to individual teachers and learners.
- They serve as a means of generating questions and hypotheses about teaching and learning process.
- They enhance awareness about the way a teacher teaches and a student learns.
- They are excellent tool for reflection.
- They are simple to conduct.
- They provide a first-hand account of teaching and learning experiences.
- They are the most natural form of classroom research in that no formal correlations are tested and no outside observer enters the classroom dynamic.
- They provide an on-going record of classroom events and teacher and learner reflections.

- They enable the researcher to relate classroom events and examine trends emerging from the diaries.
- They promote the development of reflective teaching (p. 63).

Additionally, Moore et al. (2007) outline three advantages of diary keeping:

- Teaching diaries captures real time reflections that benefit longer-term habits and orientations.
- Teaching diaries can be used to monitor, compare and analyze teaching experiences in ways that support scholarly, reflective approach to teaching.
- Teaching diaries can ultimately save time and energy by capturing key recurring dynamics and patterns in particular classroom settings” (p. 19).

On the other hand, as Wallace (1998) claims, one of the prominent disadvantages of diary keeping is the data gained through the diary may not be shared directly. However, this problem can be dealt with some easy ways. To illustrate, colleagues may read each other’s diaries and discuss the issues arisen from the diary the data or diaries may be kept as original and derived version. So, they can share some parts from the original diary. Likewise, Richards & Lockhart (1996) report that numerous studies have been based on individual diary keeping but the advantages of keeping diaries together or reflecting on them collaboratively have been reported.

Halbach (1999) highlights that so as to use diaries effectively; some points need to be taken into account. Firstly, the data gained from diaries depend on personal interpretation of the researcher. Thus, commenting the data and establishing the connections between them requires a careful analysis. To avoid incorrect analysis, the researcher may not only make use of more than one tool to support a point but also prevent the results of the study to participants, so they can express their opinions. Besides, the use of different tools makes the conclusions more reliable. In other words, when the results of the data gained by using different tools are contrasted, the reliability certainly increases.

2.2.1.3 Action Research

Depending on a reflective cycle, action research (AR) is a paradigm that facilitates one's own teaching. Each classroom has its unique atmosphere with its students, values, goals, cultures, etc. Therefore, traditional research methodology may not be helpful in some areas. At this point, action research may be a key to make a solution since the researchers are inside the classroom. In fact, most teachers do some kinds of critical reflection about their teaching in their mind. AR is putting these informal reflections into a more systematic way (Hinchey, 2008).

Tomal (2010) defines AR as “a systematic process of solving educational problems and making improvements” (p. 10). Similarly, McNiff and Whitehead (2011) consider it as “a form of enquiry that enables practitioners in every job and walk of life to investigate and evaluate their work (p. 7). Craig (2009) summarizes the key points in defining AR. First of all, focused on improving practice, it can be conducted by a teacher or a practitioner. It may relatively lead to possible changes in teaching. It is also a participatory process that creates a community of learners in practice. AR is a structured and systematic inquiry.

Burns (2010) states that AR requires a self-reflective, critical and systematic approach to gain a deeper understanding our teaching. As well as taking place in it, a teacher may also be the researcher of his/her teaching. Being critical infers to look at the aspects of our teaching that need to be improved. Hence, it has the potential of resulting in improvements in teaching collected through a systematic research.

Hinchey (2008) identifies four characteristics of AR:

- It is conducted by an insider.
- It is regarded as an opportunity to get a deeper understanding in some areas which are significant for the researcher.
- It's an inquiry that involves collecting information, analysis and reflection systematically.
- It is an ongoing process leading to new cycles action plan (p. 4).

As Roberts (1998) puts forward, Lewin defines the elements of AR:

- a problem of real meaning to all participants

- their commitment to its resolutions
- involvement of participants at each stage as a prerequisite for change
- participants taking responsibility for change and for the monitoring of the change
- an emphasis on group processes and group decision-making at each stage in order to clarify problems and commit participants to action
- a role for a scientist trained as a group facilitator and as a theorist, working in a dialogue with participants (p. 41).

Taking these into account, it can be concluded that the purpose of AR for teachers is to establish the connection between a particular problem related to the teaching and learning process and its solutions systematically and reflectively. Koshy (2010) states “action research supports practitioners to seek ways in which they can provide good quality education by transforming the quality teaching-related activities, thereby enhancing students’ learning” (p. 1).

Tomal (2010) summarizes the history of action research. John Dewey, who highlighted that, teachers should not only be critical about their teaching but also engage in the process of reflection and improvement, undertook preliminary work on action research. Founding the Research Center for Group Dynamics at the Massachusetts, Lewin also made valuable contributions to the development theories and models of action research. He conducted action researches in behavioral science so as to find solutions to “negotiations, conflict resolutions, third-part peace-making, visioning, socio-technological systems, statistical process controls, strategic planning, and a host of other creative schemes” (p. 16). Understanding these interventions let teachers to make classroom improvements.

There are basically three reasons to be engaged in AR. It is a valuable way to improve our teaching by addressing and solving the problems in the class. With its specific, targeted goals, it has the possibility for teachers to experience success. Furthermore, in a particular learning situation, it initiates a community working collaboratively (Craig, 2009).

Kemmis and McTaggart (1988, cited in Burns, 2010) suggest four steps in AR cycle:

- Planning: It includes identifying the problem and think about the action leading to improvement.
- Action: This stage involves a carefully planned analysis of the action, making assumptions and find alternative ways.
- Observation: It is consisted of observing the outcomes of the action systematically and documenting the data.
- Reflection: The final stage includes reflecting on, clarifying the effects the action so as to understand the whole cycle clearly (p. 8).

Alternatively, McNiff and Whitehead (2011) explain the phases of AR as to:

- gather information about what is going on
- identify a particular concern
- find a possible way
- try it out
- documenting the data about the issue
- set the criteria to make judgments about the criteria
- test the validity of the judgments
- make modifications depending on the evaluation (p. 8-9).

AR serves as a tool for teachers to self-reflect on their teaching critically. Rather than being told by another person what to do or not to do in the class, it provides teachers with the real opportunity to hold a mirror to their teaching. Since each class is unique with its students, teacher and methods, each teachers need to work on their own problems to be proficient in their jobs.

2.2.1.4. Student Feedback

Another side of the reflective teaching triangle is how students see a particular teacher's practice. While it is common practice in many institutions to distribute end of year surveys on teachers' performances, such surveys are summative, and if there is a problem that needs to be addressed, there is no chance to do so with the same group of students (Brookfield, 1995).

Furthermore, more often than not these surveys are appraised not by the teachers themselves or their peers, but by their superiors, which again is not in keeping with the reflective spirit. Student surveys for reflective practice can be designed to gather information about how the students see the particular aspect of a teacher's performance that the teacher may wish to reflect upon, from error correction to perceived discriminative behavior toward students, and they should be evaluated by the teacher him/herself with their peers and their students (Brookfield, 1995; Richards and Lockhart, 1996). Rather than using surveys or checklists which focus on specific points provided by the researcher/ teacher, Öñiz (2001: 45), in her study with three teacher educators, asked the teachers and students participating in the study to write what they liked and disliked about the teacher educators' presentations on slips of paper. In this way, she was able to collect rich data to accompany those collected from the educators' journals and meetings.

2.2.1.5 Teacher Observation

Teacher observations conducted by teacher trainers as a part of pre-service and in-service teacher education are crucial in reflective practice, because they are based on real teaching situations and the reflection teachers achieve as a result of teacher observations is directly relevant to their teaching practices. Teacher observation is often seen as the evaluation tool of trainers, and the self-knowledge it can provide is ignored (Crandall, 2000; Kuit et al., 2001). However, with the introduction of reflective teaching, the focus of teacher observation has started to change toward reflection.

Göde (1999) points out the possible obstacles to reflection in teacher observations, asserting that inappropriate conditions, including unfriendly observers and a threatening atmosphere, may prevent teachers from being reflective in teacher observations. Kuit et al. (2001) agree with Göde in that teacher observation is a very sensitive issue and that its aim should also be on reflection and development rather than on pure assessment. Hopkins (1993) (as cited in Kuit et al., 2001), lists the principles of teacher observation, which describe how effective teacher observation should be conducted. First, he claims there should be a climate of trust between the observer and the observed. Second, the focus of the observation should be specific enough to handle in a single observation. Third, the criteria to be used by the observer should be agreed upon between both parties before the observation. Fourth, the observer should have the

necessary observational skills, and be non-threatening, objective and supportive. Finally, there should be a post-lesson conference in which a two-way discussion takes place. In this conference, the observed teacher should be invited to reflect on her teaching before the observer gives her feedback so that the observation serves the purpose of reflective teaching and learning.

In this model of teacher observation, the observed teacher is asked to be reflective in the post-lesson conference only; however, it is possible to increase opportunities for self-reflection by asking teachers to write reflective narratives after the lesson, which is the reflective model used in this thesis. Having more than one reflective tool might help to inform reflection more and increase teachers' level of reflection to a great extent.

2.2.1.6. Video and Voice Recording

The literature on reflective teaching includes several recent studies investigating the effectiveness of the video in reflective teaching, and these studies can be grouped under five categories according to the purpose of using the video. Using video recording is considered an effective tool for encouraging reflection (Frederiksen, Sipusic, Sherin, & Wolf, 1998; Romano & Schwartz, 2005; Welsch & Devlin, 2007). Two advantages of incorporating video are that it reflects the complexity of classroom teaching in real time, and it provides a rich source of information, context, and feedback that memory or others' notes fail to capture (Halter, 2006; Romano & Schwartz, 2005). In addition to these benefits, video recording provides pre-service teachers and in-service teachers with the opportunity to reflect on personal teaching practices and to engage in conversation with others concerning peer and personal teaching performances. The versatility of video based reflections allows pre-service teachers to engage in reflection at all four stages of the I-You relationship. While most pre-service teachers will be more comfortable engaging in inner vocalization at first and prefer to view their video alone, the goal is to help them move to the more public levels of interaction as they develop professionally and gain confidence. Video offers pre-service and in-service teachers a more objective way to reflect on their teaching. Because video provides lasting documentation of the teaching event, pre-service teachers can compare the perceived event to the actual event and verbalize their thought processes all while grounding their explanations and interpretations in evidence (Shulman, 1987).

2.2.1.6.1 Video in Teaching “Reflection”

“Professional educators often advocate reflective practice; it is less clear that they model it and provide explicit instruction” (Russell, 2005, p. 199). Without explicitly teaching how student teachers or teachers can be reflective, it is not realistic to expect them to become reflective. As Russell points out, teachers should stop telling people to reflect and hoping for the best. Instead they should teach reflection “explicitly, directly, thoughtfully and patiently” (2005, p.203)

This explicit instruction on “reflection” is also highlighted by Rosenstein (2002), who taught a group of beginning teachers to become reflective through the film version of “The Sorcerer’s Apprentice”. She selected this film to teach “reflection”, because she claims that the film involves clear illustrations of Schön’s concepts, *knowing-in-action*, *reflection-in-action* and *reflection-on-action*. Rosenstein asked the students to view the video and then to write a reflective journal that would be written by the character in the film, Mickey Mouse, after his experience. The students wrote their journals in three columns: the event, reflection-in-action, and reflection-on-action. The class discussed these journals in terms of levels of reflection, which were presented by the researcher beforehand. Rosenstein states that this approach enabled her students to make a link between theory and experience, and that her students’ journals illustrated the success of the use of this visual in the teaching of reflection.

2.2.1.6.2. Video in Microteaching Training

Microteaching is acclaimed as one of the best methods in training prospective teachers, and it has been used widely in many teacher education programs. In microteaching, prospective teachers are instructed to teach in front of their classmates, who act as students, and their supervisors, who are there to assess their performance. After the lesson, which lasts approximately 10 minutes, the supervisor gives feedback on the performance of the teacher, and invites the feedback of the participating students as well. The aim is to help the practicing teacher to improve her teaching skills by taking into consideration all the feedback (Kpanja, 2001). In order to improve the performance of teachers through microteaching, teachers are suggested to make use of video equipment (Kpanja, 2001; McCurry, 2000), because by playing back the recordings, teachers are believed to discover “what has been missed, what has been overdone and what was not supposed to have been done” (Kpanja, 2001, p. 484). In his

study, Kpanja (2001) explored whether video-recording benefits pre-service teachers in microteaching training. For this study, he used two groups of students, who were to take a microteaching course. He asked the experimental group to practice microteaching accompanied by video recording, and the control group to practice microteaching without such an aid. At the end of the semester, he observed that the experimental group behaved more confidently and positively towards teaching, and that they showed significant improvement over the control group who did not have access to video. This study confirms the view that video gives teachers the opportunity to analyze and reflect on their teaching practices, which is the initial step for improvement (Smith & Diaz, 2002).

2.2.1.6.3. Video in Case-Based Teaching

One of the primary aims in teacher education is to make a bridge between theory and practice. In order to demonstrate how teachers put theoretical knowledge into practice, teacher educators have used case-based teaching, which allows student teachers to watch real classroom experiences and relate theory to practice. Video is highly preferred in case-based teaching for several reasons. First, the entire class can view them and respond at any time, and the videotaped cases can raise opportunities for discussion. Second, the videotaped segment can be replayed and stopped, which makes it possible for teachers to dwell on the particularly important points in the video. The freeze frame option allows teachers to draw the class' attention to a specific moment, response or gesture, which cannot be identified without the video (Ebswort, Feknous, Loyet, Zimmerman, 2004).

The use of video in case-based teaching is not solely limited to its use by teacher educators in the classroom. Students can also create their own video cases; the videotaped fragments of lessons put together from an observed lesson, and improve their observation skills. In their study, Beck et al. (2002) examined the efficacy of using video case construction by pre-service teachers as an observation tool. They conducted an experimental study, in which they had two groups of students: one experimental and one control group. Both groups of students were asked to observe their mentor teachers four mornings per week over a 10-week term. Unlike the control group, who only observed their mentors teaching, the experimental group recorded their mentors' teaching during the term and then constructed their cases using the recordings. Both the

experimental and the control group attended a technology course during the term. The experience of the experimental group in this course focused mainly on using technology to extend their skills of observation and analysis of teaching in the video cases. The control group's experience, however, consisted of standard technology activities such as using spreadsheets for managing grades and developing databases of teaching resources. At the end of the 10-week term, the researchers administered a Video Observation Test, which required all students to watch sample video cases and identify the behaviors illustrating good practices.

In this test, the experimental group outperformed the control group, and they were quite successful in identifying, interpreting and analyzing the teaching practices they observed. These findings suggest that video case construction is an effective tool in developing observation skills, and that student-constructed cases are productive resources for teacher development.

2.2.1.6.4 Video and the Internet

Successful teacher education pays particular attention to the link between methodological theory and teaching practice, and this can be achieved when student teachers are supported in reflecting on their teaching experiences individually or cooperatively. However, it is not always possible for teacher educators to provide support in reflection due to the problems of distance and time. This inadequate mentor support, however, can be overcome with the use of the video and the Internet (Huppertz et al., 2005; Sharpe et al., 2003), and teacher reflection can be collaboratively fostered in virtual groups.

Huppertz et al. (2005) suggest that student teachers or teachers share their video-recorded teaching via the Internet to engage in reflection in a virtual setting. They claim that special web addresses which provide opportunities for exchanging ideas and making comments on teaching experiences have a vital role in improving teaching abilities because they enable teachers from different educational settings to analyze each other's teaching practices, have discussions about different teaching styles, and critically evaluate the effectiveness of these different styles.

2.2.1.6.5 Video in Self-Observation

Because video offers teachers a valuable tool to gather information about the “self” in authentic settings, it is used in the models of professional development based upon theories of self-reflection (McCurry, 2000). This audiovisual equipment is able to capture the realities of the classroom, including the nonverbal acts of the teacher and the students, and thus a simple videotaped lesson might be transformed into a true learning experience for teachers (Göde, 1999; Smith & Diaz, 2002). Teachers interested in reflective teaching might benefit from videotaped self-observation, which can raise their awareness of their teaching practices and improve them if necessary. The literature on reflective practice concentrates on the advantages of videotaping (Ebsworth et al., 2004; McCurry, 2000; Smith & Diaz, 2002), and the benefits of self-observation (Crandall, 2000; Garmston, 1997; Yip, 2006). However, the field lacks research studies in which videotaped self-observation is used to foster self-reflection. The only study that examined this issue is that of Göde (1999), who claims that self-observation is more beneficial for teachers than being observed by mentor teachers. In her study, Göde explored whether videotaped self-observation resulted in self-reflection in the four participating teachers, who had four years of experience in teaching. She video-recorded the teachers’ lessons, and asked them to observe themselves teaching. After the self-observation, the teachers were interviewed by the researcher and were asked to comment on their performance in the video recording. The results of the study indicated that the teachers were able to identify various points about their teaching and their students’ learning which they had not known before. These teachers reported that videotaped self-observation helped them to become more aware of their teaching skills and that they greatly benefited from this tool.

Göde’s study is interesting, because what she suggests as a result of her study is that self-observation itself is enough for teachers to gain self-awareness and self-reflection. She claims that the points seen by an observer teacher can be seen by teachers themselves, and that without the threatening existence of an outsider in the classroom, teachers might freely reflect on their teaching through self-observation. Göde seems to be right to some extent when she states that the existence of an observer may inhibit teachers from reflection; however, she overlooks the fact that self-criticism is sometimes difficult. When teachers watch themselves teaching, they may not be able to critique their practices, and may not benefit from videotaped self-observation at all.

There might be some points that can only be identified with the guidance of an observer, or there might be some cases when teachers may wish to find out whether their reflection is appropriate. Therefore, self-observation seems to be more fruitful when it is accompanied by external feedback.

2.3. Case Study Research

In the preface to his milestone work which presents the case study as a rigorous method of research, Yin (2006: xiii-xiv) touches upon the stereotype of the case study as the ‘weak sibling’ among research methods in the social sciences, warning researchers who might want to use the method to be ready to be challenged and for their insights to be unappreciated. After meeting with such attitudes, Flyvbjerg (2006) conducted an extensive amount of research into what he refers to as “the conventional wisdom about case study research” (219), which he summarizes as the following five ‘misunderstandings’:

“Misunderstanding 1: General, theoretical (context-independent) knowledge is more valuable than concrete, practical (context-dependent) knowledge.

Misunderstanding 2: One cannot generalize on the basis of an individual case; therefore, the case study does not contribute to scientific development.

Misunderstanding 3: The case study is most useful for generating hypotheses in the first stage of a total research process, while other methods are more suitable for hypotheses testing and theory building.

Misunderstanding 4: The case study contains a bias toward verification, that is, a tendency to confirm the researcher’s preconceived notions.

Misunderstanding 5: It is often difficult to summarize and develop general propositions and theories on the basis of specific case studies.” (Flyvbjerg, 2006, s. 221) He then continues by refuting these arguments one by one as follows.

First, he distinguishes between ‘context-independent’ and ‘context-dependent’ knowledge, terms which parallel Wallace’s (1991) ‘referential knowledge’ and ‘experiential knowledge’, and he states that humans make a ‘qualitative leap’ (2006, s. 222) in their learning processes from the former to the latter. As mentioned in an earlier section, both types of knowledge are important in the development of any professional,

but the higher levels of learning can only be achieved through personal experience. It is this experience which lies at the heart of the case study. The closeness of the case study to real-situations and its richness in detail are important “for the development of a nuanced view of reality, including the view that human behavior cannot be meaningfully understood as simply the rule-governed acts found at the lowest levels of the learning process, and in much theory” (Flyvbjerg, 2006, s. 223). To draw a parallel to Wallace’s (1991) reflective model of teacher development, each reflective cycle can be thought of as a separate ‘case’ during which the practitioner reflects on his/her action in the classroom toward the goal of professional competence.

Second, he maintains that individual cases are important in the falsification of initial hypotheses, reminding us of Popper’s famous black swan example. He also claims that formal generalization is overstated as the main grounds for scientific progress at the expense of “the force of example” (2006, s. 228), stating that it is only one of many ways to gain and accumulate knowledge. In his opinion, a purely descriptive case study that makes no attempt to generalize can be valuable in the process of accumulating knowledge and “has often cut a path toward scientific innovation” (2006, s. 227). Examples of this type of study in the field of English Language Teaching (ELT) are the early exploratory works of O’Malley et al (1985) and Politzer and McGroarty (1985) into what ‘good’ foreign language learners did to be successful. It was this groundbreaking case based research that led to a great interest in the field of language learning strategies, which began to mature with the works of O’Malley and Chamot (1990) and Oxford (1990).

Third, while case study is certainly useful for initial fieldwork, it is certainly not limited to it and can be used to test hypotheses. Flyvbjerg says that rather than selecting a representative case or a random sample, “atypical or extreme cases often reveal more information because they activate more actors and more basic mechanisms in the situation studied” (2006, s. 229). To continue with the example of language learning strategies, Vann and Abraham (1990) conducted a study with two unsuccessful language learners, rather than successful ones, to gain more insight on the nature of these strategies.

Fourth, the bias toward verification exists in all methods, though qualitative methods are seen to be less rigorous than quantitative methods, allowing more room for the subjective and arbitrary judgments of the researcher. However, Flyvbjerg (2006, s. 235) claims that case study research has its own rigor which is just as strict as that of

quantitative methods though it may be very different. He goes on to say that, in fact, case study research more often than not falsifies the preconceptions and assumptions of the researchers.

Finally, the fact that case study research is reported by complex narrative which is difficult to summarize, draw conclusions and generate theory from is not a problem in his opinion. On the contrary, the thick description that appears from a case study is a sign that the researcher has “uncovered a particularly rich problematic” (2006, s. 237).

While Bogdan and Biklen (2007), Silverman (2006), Flyvbjerg (2006) and Brown and Rodgers (2002) classify the case study as a qualitative method and define it rather vaguely, Yin aims to disentangle it as a research tool from qualitative methods, claiming it goes beyond them (2003, s. xiv), often employing both qualitative and quantitative methods and evidence; and gives a precise, operational definition of the case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context” and which “relies on multiple sources of evidence, with data needing to converge in a triangulating fashion” and which “benefits from the prior development of theoretical development of theoretical propositions to guide data collection and analysis” (2003, s. 13-14). It is clear from this definition that the case study is not merely a means of research design or of data collection alone, it is a “comprehensive research strategy” (Yin, 2003, s. 14) in its own right.

Nunan (1992, s. 77) cites Stenhouse’s typology of case studies: the in-depth investigation of a single case by a participant observer; the evaluative, or the investigation of a policy or practice; the multi-site case study, which is carried out by more than one researcher at several sites; and teacher research, which is classroom action research carried out by a practitioner on his/her own professional context with the aim of building skills of observation and analysis.

Nunan (1992, s. 78) again cites six advantages of using the case study method as proposed by Adelman, Jenkins and Kemmis. First, it is very close to reality, meaning that the content will be appealing to practitioners; second, it is possible to generalize about an instance, or from an instance to a class; third, it represents many different viewpoints that can support alternative interpretations; fourth, it provides a database of materials that can be used by other researchers; fifth, the insights gathered can be used for a number of purposes “including staff development”; and sixth, it is usually more accessible than conventional research, meaning it can benefit a number of different

audiences. The first and fifth advantages are particularly relevant to the current study, which is based on practitioners' action and aimed at their professional development.

This section has dealt with the case study as a research method in its own right. How some of the common misunderstandings about the approach can be refuted has been discussed, showing that the case study, when it is carried out in a planned and rigorous way, can contribute to scientific knowledge by providing thick descriptions that are lacking in quantitative research. It has been shown that there are different types of case study, one of them, classroom action research, which is appropriate to the current study. The advantages of using this method have also been put forward.

2.4. Constructivism in Education

Instructivism was the prevalent psychological resource for instructional technology (Duffy & Jonassen, 1991). Instructionists emphasize the significance of instructional system design model that has clearly identified learning objectives. (Reeves & Reeves, 1997). It is important for the systematic identification of what and how it is to be taught. In instructional systems model, the emphasis is on the skills to be taught. The behaviors of the learners are also evaluated in accordance with the objectives. The purpose of the evaluation is to revise the instruction. The polarized theory of instructivism is constructivism. In 1955, Kelly based constructivism on a fundamental postulate and 11 corollaries in *The Psychology of Personal Constructs* (Kelly, 1955). According to Kelly, "A person's processes are psychologically channelized by the ways in which he anticipates events". He views the "man as scientist" who anticipates the world according to his own way through experiences.

Constructivists claim that the learning and constructing knowledge of a learner is not systematic. Knowledge is constructed socially using language (Vygotsky, 1962) and everyone has various social experiences thus various realities and knowledge exist (Jonassen, 1996). This is known as *co-constructivism* or *social constructivism*. Knowledge is constructed in the environment it is exposed to by social and collaborative practices (Vygotsky, 1962). Even though, knowledge is constructed socially and collaboratively through dialogue, the conversations with the same people and understanding of each person is unique. Constructing knowledge is a sociolinguistic process which is built on the previous knowledge resulting in multiple dimensions of reality (Spiro & Jehng, 1990; Sprio, Feltovich, Jacobson, & Coulson, 1991). According

to this view, shared meanings through social interactions and conversations in a language construct the knowledge of reality (Kuhn, 1962; Vygotsky, 1978), thus constructing knowledge is related with the whole context as well as an individual.

As social interaction aids the construction of learners, educators should motivate their learners to participate to the discussions in the class and express their views and thoughts. Educators with a constructivist view should also give priority to the activities that represent real life for each learner in order to bring the previous knowledge of the learners to enhance their construction of new knowledge. Recent advancements in communication technologies enhance an interactive environment that facilitates constructivist principals. For this reason, constructivism has become popular in technology mediated learning environments, recently.

2.4.1. Teacher Education in Constructivist Settings

Constructivism improves the confidence, motivation and competence of prospective teachers. According to Lester and Onore (1990) constructivism contributes both to the personal and professional development of the teachers. They also claimed that personal beliefs of teachers especially their definition of knowledge are effective on the amount of change they can experience as we all view the world form our own personal construct systems so the beliefs of teachers about teaching and learning affect how they think and act as teachers.

It is compulsory to revise and design teacher education programs in constructivist settings and train the pre-service and in-service teachers in accordance so as to create constructivist settings for learners (Airasian and Walsh, 1997; Dana, Campbell and Lunetta, 1997; Symansky, 1992, cited in Henriques, 1997; Zohar, 1999). Studies in this respect revealed that prospective teachers who are trained in constructivist settings appear to be effective constructivist teachers (Hassard, 1999; Krol and Black, 1993; Simon and Schifter, 1991) and their traditional conceptions of teaching and learning also changed with the contemporary ones (Condon, Clyde, Kyle and Hovda, 1993; Hand, Lovejoy and Balaam, 1991; Steeleand Widman, 1997; Stofflett, 1993; cited in Kesal, 2003). The study of McIsaac (1987) revealed that instructors are reluctant to use different technologies and computers in their classes due to the fact that instructors and pre-service teachers are not competent in using such technologies. So the training of pre-service teachers on how to use instructional

technology in their classes and raising their awareness about the positive outcomes and drawbacks of using such technologies are significant (Kesal, 2003).

2.4.2. Constructivism in Turkey

The major principles of Turkish teacher education program which has undergone a change in 1998 (Türkiye Cumhuriyeti Yüksek Öğretim Kurulu (YÖK), 1998a; YÖK, 1998b) are in line with the constructivist approach. Yet, the implementation of the program in the classroom is as crucial as the program itself on paper. There is not much recent research conducted in this field in Turkey. The first empirical study related to constructivism was conducted by Demirel et al. (2000) and the study of Yaşar (1988) was the first theoretical study based on the literature review so according to Kesal (2003) the existence of constructivism in Turkish Faculties of Education and the factors affecting perception of classroom characteristics should be investigated. Until recently, the traditional way of teaching has been dominant in Turkey so the new educational system accepted in 1998 is expected to have an important effect on the current classroom characteristics and instructional practices (Kesal, 2003).

The use of technology in a constructivist classroom is significant in facilitating learning. Tuluk and Baki (1999) conducted a study among prospective teachers to understand their attitudes towards computer assisted instruction. The results revealed that the prospective teachers had positive attitudes towards the use of computers in teaching and they were tended to use this technology in their classes as teaching and learning instruments.

Kesal (2003) stated that prospective teachers are educated in a way that they enhance learners' reflective and creative thinking, communication and collaboration skills and meet their learning needs in a constructivist teacher education program (Bonstetter, 1998; Demirel, Taş, Tüfekçi, Yazçayır and Yurdakul, 2000; Johnson and Johnson 1987, cited in Crowther, 1997; Smerdon et al., 1999; Windschitl).

2.4.3. Reflective Teaching and Constructivism

It is evident that constructivism influenced teacher education immensely. This thought views knowledge as being socially constructed, and where practitioners are active in its construction (Putnam & Borko, 2000). In this philosophy of learning, the fundamental principle is that knowledge, people's criteria, methods of knowing, and

bodies of public knowledge are ‘constructed.’ Learning is regarded as a search for meaning, and meaning requires understanding ‘wholes’ as well as parts (Light & Cox, 2001). The purpose of learning is to construct meaning, and therefore, teachers need to understand the mental models that students use in perceiving the world.

Richardson (1997) emphasizes that constructivist teacher education activates novice teachers in their own learning through helping them develop awareness of their own understanding of teaching and relating these understandings to their actions. For instance, pre-service teachers create meaning through an interaction between prior and new knowledge of instruction (Richardson, 1997; Winitzky & Kauchak, 1997). Within this context, reflective approach to teacher education contributes to pre-service teachers’ meaning making processes by enabling them to consider different experiences, and by interpreting these experiences in light of theory and own value judgments influenced by social factors. From a social constructivist perspective, reflection emphasizes a concern for institutional, cultural, and political contexts of schooling, in which teachers are promoted to think critically, and therefore, consider issues such as equity and social justice (Tabachnick & Zeichner, 1991).

2.5. Criticism Towards Reflective Teaching

It is widely maintained that despite the fact that the concept of reflection has been used in many contexts, still, there are variations in its definition, and there is a lack of widely accepted conception (Freese, 1999; Dinkelman, 2000). This is related to the multidimensional nature of the concept. Hence, it is stated that essential to understand the framework and the context in order to understand the concept (Tsang, 1998, cited in Hyrkas, Tarkka, & Paunonen-Ilmonen, 2001). Whereas, Rodgers (2002) relates the problems regarding clarity and multiplicity of definition of reflection to the misinterpretations of Dewey’s teaching, which could have resulted from the complexity of his prose. Further to this discussion, Hatton and Smith (1995) emphasize on four key unresolved issues concerning reflective teaching, and they relate these problems to the lack of clarity in the concept. According to this, confusion is centered on whether reflection is a thought process about an action or if it is the action itself; whether it is short or long term; whether it is limited to problem solving in nature; and the extent to which individuals can be critical in their reflection.

In addition, Spilková (2001) argues that reflective practice may cause uncertainty for teachers, and it may result in weakened professional stability, especially among those novice teachers who are going through professional responsibility with too much emotion and who suffer from excessive anxiety. Jarvis (1987, cited in Light & Cox, 2001) draws attention to the complex relationship between experience and reflection. He points out that responses to experiences do not always result in reflective learning. For example, reproductive practices such as memorization, imitation, and development of rote skills are not higher thinking skills and stand in the non-reflective learning frame.

On a further note, Webb (2001) raises attention to the necessity for guidance for practitioner to question his/her beliefs on ethnicity, gender, and socio-economic classes during reflection so that transformation towards equity and multiculturalism could take place. Otherwise, he argues, the practitioner could be negatively affected from reflection, since s/he will focus on technical issues and his/her mainstream beliefs, and consequently, pre-assumptions of individuals will remain unchanged. In fact, in his argument, Webb points out the necessity for reflection to move beyond technical level, and the importance of encouragement for critical reflection and its possible impacts in education for transformation. In relation to this, Milner (2003) points out that, the inquiry-based nature of reflective thinking encourages deliberate and deeper understanding of those hidden perceptions, values, beliefs, and biases related to diversity. However, he draws attention to that this aspect of reflection is often ignored.

CHAPTER III

METHODOLOGY

3.1. Presentation

This chapter presents the methodology, which includes a detailed description of research design, data collection methods and process of data analysis. The researcher's role and trustworthiness issues about the research are also explained.

3.2. Selected Research Methodology: Mixed Type: Quantitative and Qualitative Research Methods

In this study, mixed methods research design, composed of both qualitative and quantitative data, is used in order to ensure the triangulation and improve validity and reliability of the study. The qualitative data was gathered through open ended questionnaire, semi-structured interviews and the participants' comments on reflective teaching tools after they apply them. The quantitative data was gathered via the questionnaire.

The information society requires people to develop many new and complex skills to gain and handle this information. This way of gaining knowledge is called research and it refers to the organized, structured and purposeful attempt to gain knowledge about hypotheses and specific questions. These hypotheses are tested and answers are given to these questions with different kinds of research methods. Quantitative and qualitative research methods are two major approaches to research methodology in sciences.

Quantitative research methods are originally developed in the natural sciences to study natural phenomena. The goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true. Examples of quantitative methods now well accepted in the social sciences include survey methods, laboratory experiments, formal methods (e.g. econometrics) and numerical methods such as mathematical modelling. They mostly involve analysis of numerical data (Ross 1991, s. 25). This method allows researcher to state the research problem in very specific and set terms, specify both the dependent and independent variables clearly, achieve high levels of reliability of gathered data due to controlled observations, mass surveys etc. and make

longitudinal measures of performance of subjects. Nevertheless, quantitative research methods have some disadvantages. It fails to provide the researcher with information on the context of the situation where the studied phenomenon occurs. It is unable to control the environment where the respondents provide the answers to the questions in the survey. Its outcomes are limited to only those outlined in the original research proposal due to closed type questions and the structured format (Burden 1997).

The other research method, qualitative research, involves an in-depth understanding of human behavior and the reasons that govern human behavior. Unlike quantitative research, qualitative research relies on reasons behind various aspects of behavior. Simply put, it investigates the why and how of decision making as compared to what, where and when of quantitative research. Hence, the need is for smaller but focused samples rather than large random samples. From which, qualitative research categorizes data into patterns as the primary basis for organizing and reporting results (Calderhead 1997, s. 84). Some features of qualitative and quantitative research methods are outlined in Table 1.

Table 1

Features of Qualitative & Quantitative Research

Qualitative	Quantitative
"All research ultimately has a qualitative grounding" - Donald Campbell	"There's no such thing as qualitative data. Everything is either 1 or 0" - Fred Kerlinger
The aim of qualitative analysis is a complete, detailed description.	In quantitative research we classify features, count them and construct statistical models in an attempt to explain what is observed.
Recommended during earlier phases of research projects.	Recommended during latter phases of research projects.
Researcher may only know roughly in advance what he/she is looking for.	Researcher knows clearly in advance what he/she is looking for.
The design emerges as the study unfolds.	All aspects of the study are carefully designed before data is collected.
Researcher is the data gathering instrument.	Researcher uses tools, such as questionnaires or equipment to collect numerical data.
Data is in the form of words, pictures or objects.	Data is in the form of numbers and statistics.
Qualitative data is more 'rich', time consuming, and less able to be generalized.	Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail.
Researcher tends to become subjectively immersed in the subject matter.	Researcher tends to remain objectively separated from the subject matter.

Resume: Miles & Huberman (1994: 40)

Combining quantitative and qualitative approaches in research design and data collection, which is called as mixed-methods research, is more costly than a single method approach, in terms of time, money, and energy; yet, it provides the opportunity to observe data convergence or divergence in hypothesis testing that enhances the validity and reliability of the resulting data and strengthens causal inferences. Although each method has inherent strengths and weaknesses, mixed-methods research should be considered whenever possible in social science research (Abowitz & Toole, 2010). According to Johnson and Onwuegbuzie (2004), mixed methods design is a paradigm whose time has come and it is used in the published literature with an accelerated rate.

Triangulation that is the use of multiple methods of data collection can lead to internal validity, dependability or consistency (Lincoln & Guba, 1985, Merriam 1995).

3.2.1 Questionnaire; L2 Teacher Reflection Instrument developed by Akbari, Bahzadpoor, and Dadvand (2010)

The questionnaire which is used was adapted from the L2 teacher reflection instrument developed by Akbari, Bahzadpoor, and Dadvand (2010) by the researcher of this study. There are six components models of second language teacher education, encompassing cognitive, affective, critical and moral reflection, which was developed using experts' opinion and a comprehensive review of the related literature. The questionnaire was analyzed via SPSS 21.0 version. This tool is designed to find an answer to RQ1 and RQ2 (What are the reflective practices or tools of the instructors who participated in the study? What do instructors in Turkey who participated in the study think they do as reflective teachers?) which are examining the tools which are already used by instructors in Turkey and their perceptions about reflection and reaction. The original model has 42 items, and these were adapted for this study and 29 items including has 6 practical, 6 cognitive, 3 affective, 7 meta-cognitive, and 7 critical items were used. These categories and the reasons to include them into this study explained below.

1. Practical element

This component includes those items that deal with the tools and the actual practice of reflection. Different tools/ procedures for the reflective practice include 'journal writing,' 'lesson reports,' 'surveys and questionnaires,' 'audio and video recordings,' 'observation,' 'action research,' 'teaching portfolios,' 'group discussions,' 'analyzing critical incidents' (Farrell, 2004; Murphy, 2001; Richards and Farrell, 2005; Richards and Lockhart, 1994). In this study, however, doing action research has been categorized under the 'cognitive element' of a reflective practice. Question numbers of this category; 1, 2, 3, 4, 5, 6.

2. Cognitive element

This element is concerned with teachers' attempts aimed at professional development. Conducting small-scale classroom research projects (action research),

attending conferences and workshops related to one's field of study, and reading the professional literature are among the behaviors included in this domain (Farrell, 2004; Richards and Farrell, 2005). Question numbers of this category; 7, 8, 9, 10, 11, 12.

3. Learner element (affective)

This component includes those items that deal with a teacher's reflecting on his/her students, how they are learning and how learners respond or behave emotionally in their classes. According to Zeichner and Liston (1996), this tendency "emphasizes reflection about students, their cultural and linguistic backgrounds, thinking and understandings, their interests, and their developmental readiness for particular tasks" (p. 57). This element concentrates also on teachers' reflecting on their students' emotional responses in their classes (Hillier, 2005; Pacheco, 2005; Pollard et al., 2006; Richards and Farrell, 2005; Richards and Lockhart, 1994). Question numbers of this category; 13, 14, 15.

4. Meta-cognitive element

This component deals with teachers and their reflections on their own beliefs and personality, the way they define their practice, their own emotional make up, etc. (Hillier, 2005; Pollard et al., 2006; Richards and Lockhart, 1994; Stanley, 1998; Zeichner and Liston, 1996). As Akbari (2007) states, "Teachers' personality, and more specifically their affective make up, can influence their tendency to get involved in reflection and will affect their reaction to their own image resulting from reflection" (p. 10). Question numbers of this category; 16, 17, 18, 19, 20, 21, 22.

5. Critical element

This component consists of items that refer to the socio-political aspects of pedagogy and reflections upon those. Items falling in this category deal with teachers' reflecting on the political significance of their practice and introducing topics related to race, gender and social class, exploring ways for student empowerment (Bartlett, 1997; Day, 1993; Jay and Johnson, 2002; Zeichner and Liston, 1996). Question numbers of this category; 23, 24, 25, 26, 27, 28, 29.

6. Moral element

Items included here check for teachers' reflecting on moral issues. Hansen (1998) refers to Valli's (1990) three strands of reflection which take into account the notion of

morality. The ‘deliberative approach’ “urges teachers to think critically about their purposes and how to justify them from a moral point of view” (Hansen, 1998, p. 644). The second approach called the ‘relational approach’ “draws upon moral philosophy and feminist theory which centers the moral life on issues of personal character and how individuals regard and treat other individuals” (p. 645). The third approach, called the ‘critical approach’, which is, according to Hansen (1998), very much similar to critical reflection, is also highlighted by Goodman (1986), Apple (1979), and Giroux and McLaren (1986) (Cited in Hansen, 1998); items dealing with this third approach were not included here since the 5th element (above) dealt specifically with this aspect. In the adapted form there is question of this category.

3.2.2. Interviews

Interviews are one of the data collecting sources in qualitative research. The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. A qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. Interviews are completed by the interviewer based on what the respondent says and they are a far more personal form of research than questionnaires. The interview method of research, typically, involves a face-to-face meeting in which a researcher (interviewer) asks an individual a series of questions.

The use of interviews as a data collection instrument begins with the assumption that the participants’ perspectives are meaningful, knowable and able to be made explicit, and that their perspectives affect the success of the project. An interview, rather than a paper and pencil survey, is selected when interpersonal contact is important and when opportunities for follow-up of interesting comments are desired (Henson 1997, s. 45).

Two types of interviews are used in a qualitative research: structured interviews, in which a carefully worded questionnaire is administered; and in-depth interviews, in which the interviewer does not follow a rigid form. In the former, the emphasis is on -
*only minimally from the question wording to ensure uniformity of interview administration. In the latter, however, the interviewers seek to encourage free and open responses and there may be a trade-off between comprehensive coverage of topics and

in-depth exploration of a more limited set of questions. In-depth interviews also encourage capturing of respondents' perceptions in their own words, a very desirable strategy in qualitative data collection. This allows the evaluator to present the meaningfulness of the experience from the respondent's perspective. In-depth interviews are conducted with individuals or with a small group of individuals (Cole & Knowles 2000, s. 12).

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. Besides, interviews are generally easier for respondent, especially if what is sought is opinions or impressions. The interviewer is considered a part of the measurement instrument and interviewer needs to be well trained in how to respond to any contingency. In the personal interview, the interviewer works directly with the respondent. Unlike with mail surveys, the interviewer has the opportunity to probe or ask follow up questions (Bell 1993). Interviews, on the other hand, have some disadvantages. They take time. Interviewers can change the nature of the data, adding bias to the results with verbal and nonverbal reactions and with their choice of probes. Interpreting and summarizing the results can be dangerous when in the hands of an inexperienced, improperly trained, hurried or careless consultant.

In this study, to understand the perceptions of the language instructors and observe any plausible changes and possible underlying reasons, semi structured interviews were conducted at the beginning and the end of the reflective tools applied by each instructor. The researcher formed interview questions based on related literature review and observations throughout the research process. After the classification, revision of the questions, and consultation with the thesis advisor, the final version of the questions was given. The interviews were conducted face to face and individually, and the open-ended questions were asked one at a time, in English. Any questions of the interviewees were clarified and ambiguous responses were verified. The answers were also recorded and transcribed by the researcher and the instructor (see Appendix 1 and 2).

3.3. Data Collection

Data for this study will be collected through interviews and a questionnaire with instructors. The researcher will have interviews with subjects, who will be chosen randomly, at an appointed time in order to ask the questions which prepared before to find answers for our research questions. Then answers will be recorded and analyzed in order to find common and popular reflective tools. After finding common tools with the help of the questionnaire, the researcher will examine participants' perceptions about the tools of keeping journal and video recording via interviews. Firstly, all the instructors will have the questionnaire. After questionnaire, all the participants will be interviewed about reflective teaching tools, keeping journal and video recording. Then, they will complete journal chart for four weeks, and they will be interviewed about it after the journal study is completed. These participants will record one of their lessons, and they will answer open ended questions both just after the lesson and after they watch the video, then they will interviewed about video recording. At the end of this study, the RQs will be answered.

All the participants follow the same procedure for the study. The study has the following steps:

1. the questionnaire,
2. video recording one of their lessons; and interviews just after the lesson, and after they watch their own video,
3. keeping guided teaching journal for four weeks, and interviews before and after they keep teaching journals,
4. after they complete two of the tools which are video recording, and teaching journal, make the participants compare them.

3.4. Data Analysis

Statistical Package for the Social Sciences is used to analyze quantitative data, and content analysis is going to be used for qualitative data. To analyze data constant comparative method is used in order to group the answers and put them in categories or find new concepts that are not predicted in answers of interview. In this way the study reached to its aim in order to find out that subjects' perceptions about reflective tools truly applied or they are in a wrong belief about their way of teaching.

In this study, both qualitative and quantitative data analysis techniques were utilized. SPSS 21.0 and content analysis techniques were used for the analysis of this data which was obtained from questionnaires, interviews, 4 weekly teacher journals and video recording tools' interviews. During the content analysis, the researcher read the texts and coded the data with the modified version of Ho and Richards' (1993) framework. The researcher categorized and grouped parts of the data that necessitated new coding in a similar way to the framework. After grouping and naming common themes and patterns, the researcher interpreted them. The instructor followed the same process of coding, yet she analyzed and coded a percentage of each participant's randomly selected web page postings. When the two researchers compared results, they concurred with almost 80% of the coding. After the analysis and final decision on differences, participants' answers were input using the numeric values / thematic analysis, formulated from data collection tools, into the SPSS program. SPSS is used to analyse the data required from the adapted questionnaire to see which tools are already used by participants.

3.5. Participants

Ten English language instructors participated in this study. All participants speak Turkish as their modern tongue, and some of them had the opportunity to spend some time in English-speaking countries via Erasmus, Comenius etc. programs.

P1: She is twenty three four old and working at a private university in Gaziantep as an English instructor. She is working her second year, and has a bachelor degree of English Language Teaching.

P2: He is twenty seven years old and working at a private university in İstanbul as an English instructor. He is working her second year in Turkey and worked in Germany as a Comenius language assistant for one year, and has a bachelor degree of English Language Teaching, and he is studying his master's degree on English Literature and Culture now.

P3: She is twenty eight years old and working at a public university in Karabük as an English instructor. She is working her fourth year, and has a bachelor degree of English Language Teaching.

P4: She is thirty five years old and working at a private university in Ankara as an English instructor. She is working her twelfth year, and she experienced primary, secondary and high school teaching. She has a bachelor degree of English Language Teaching, and she is studying her PhD on Political Science and International Relations now.

P5: She is twenty four years old and working at a private university in Ankara as an English instructor. She is working her second year; she experienced high school teaching for one year. She has a bachelor degree of English Language Teaching, and she is studying his master's degree on Instructional Technology.

P6: She is twenty six years old and working at a private university in Gaziantep as an English instructor. She is working her third year, and has a bachelor degree of English Language Teaching.

P7: She is twenty six years old and working at a public university in Eskişehir as an English instructor. She is her third year, and worked in Italy as a Comenius language assistant for one year. She has a bachelor degree of English Language Teaching.

P8: She is twenty six years old and working at a public university in Kastamonu as an English instructor. She is working her third year, and she experienced primary school teaching at a public school for one year. She has a bachelor degree of English Language Teaching, and she is studying her master's on ELT.

P9: He is thirty forty two years old and working at a private university in Ankara as an English instructor. He is working her eighteenth year, and he experienced primary and secondary school teachings in Russia as well. He has a bachelor degree of English Language Teaching, and he is studying his master's degree on ELT now.

P10: She is twenty eight years old and working at a private university in Ankara as an English instructor. She is working her fourth year, and worked in Ireland as a Comenius language assistant for one year. She has a bachelor degree of English Language Teaching, and she is studying her master's degree on ELT now.

3.6. Trustworthiness

3.6.1. Reliability

This study is mixed type of qualitative and quantitative in nature. Qualitative studies offer rich and in-depth data, allowing the researcher to provide a multi-faceted discussion of the phenomenon at hand. The present study offers a mixed type of design,

aiming at observing the participants in their own contexts without any intervention or treatment. Thus, it is generally accepted that the terms validity and reliability are of a more concern in quantitative studies, in which all the levels, variables and factors are to be strictly controlled to secure the internal and external validity (Dörnyei, 2007).

3.6.2. Validity

This study is a mixed type one, using pure verbal data to interpret the phenomenon and to answer the research questions. Thus triangulation, as a research technique to secure trustworthiness of the study, will be used to assess the quality of the data. Other necessary modifications will be also used in order to improve security of study. As a matter of fact, qualitative studies generally possess little or no validity problems, not mentioning the external validity flaws, which stem from the administration process or a wrong decision of the researcher (Dörnyei, 2007). The reason why qualitative studies are strong in validity is that such studies take the phenomenon from various different perspectives in a detailed way, and that qualitative designs sample real life to discuss and learn for the real life. However, the greatest problem may lie in the fact that the findings or the argument cannot be generalized, which in a sense would be wrong for the social sciences, as at most incidences we do not seek to generalize the case, but we want to understand what is going on where human is involved.

CHAPTER IV

RESULTS

4.1. Results

The present study attempted to explore the perceptions of English language instructors about reflective teaching tools especially video recording and keeping journal. Teacher Development (TD) is recently one of the most popular topics among education faculties and teaching departments' curriculums all over the world. Reflective teaching is one of the most prominent methods in TD. Considering these recent developments about teaching, the purpose of this study is to identify which reflective tools are commonly used by instructors at preparation schools of both private and public Turkish Universities. It is known that despite the pre-service and in-service programs, and university courses, there is a lack of detailed information about reflective teaching and its application in the classrooms.

One of the most popular methods in teacher development is reflective teaching (RT). Reflective teaching was firstly appeared with John Dewey. In the 1930s, John Dewey defined reflection as a proactive, ongoing, examination of beliefs and practices, their origins and their impacts (Stanley 1998). According to Dewey (1993), the purpose of reflective practice is to change teachers' actions and decisions and how it impacts the outcomes of those decisions. Since it firstly came on the stage, it has evolved a lot but it is still very effective and it will continue to be popular because of supporting and guiding a lifelong learning system for its practitioners.

Teachers generally believe that professional development is something which is done in a top down way with extrinsic motivations. However, these are mostly trainings which are term based, certificate supplied, topics generally chosen by the authorities, imposed and top down ones. On the other hand, teacher development has a bottom up process; it is optional, and continuous. In the light of these teacher development criteria, reflective teaching tools and procedures seem the most usable techniques to acquire teacher development for every teacher who wants to develop and continue his/her development for lifelong. So in this study, the aim is to know which reflective teaching tools are being used by instructors at universities in Turkey, and identify the most useful and common ones according to the results of the study.

4.2. Data Results

In this chapter, results of descriptive statistics of collected data will be presented. The frequency and valid percentages were displayed in tabular form. Chi-square results were also illustrated in the tables. The results of the study embodied analysis the questionnaire and pre and post interviews.

4.2.1. Participant 1

She is 23 years old and working at a private university in Gaziantep as an English instructor. She is working her second year, and has a bachelor degree of English Language Teaching.

1. RQ1: What are the reflective practices or tools of the instructors who participated in the study?

As seen on her questionnaire results, her mostly preferred reflection practices and tools are mostly in the group of metacognitive. (see appendix 1)

Table 2

Average Values of Each Category of Tools Used by Participant 1

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Participant 1	3,8	3,7	5	4,7	3,1

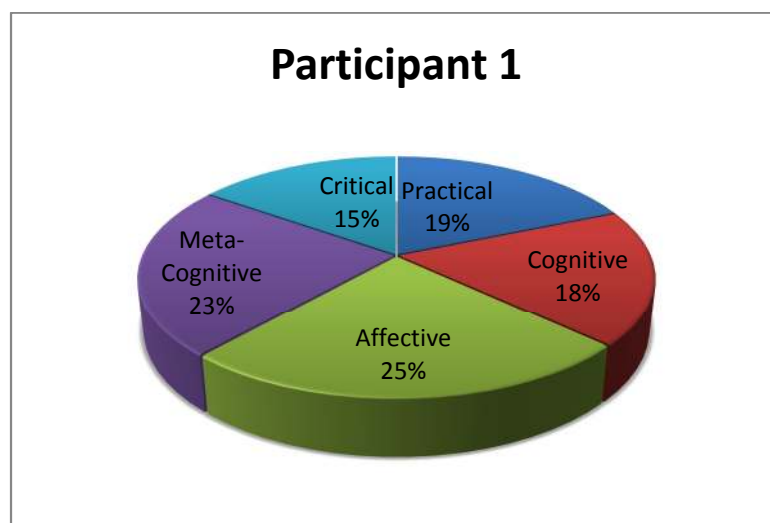


Figure 1. Measures of central tendency of participant 1 for reflective tools in pie chart

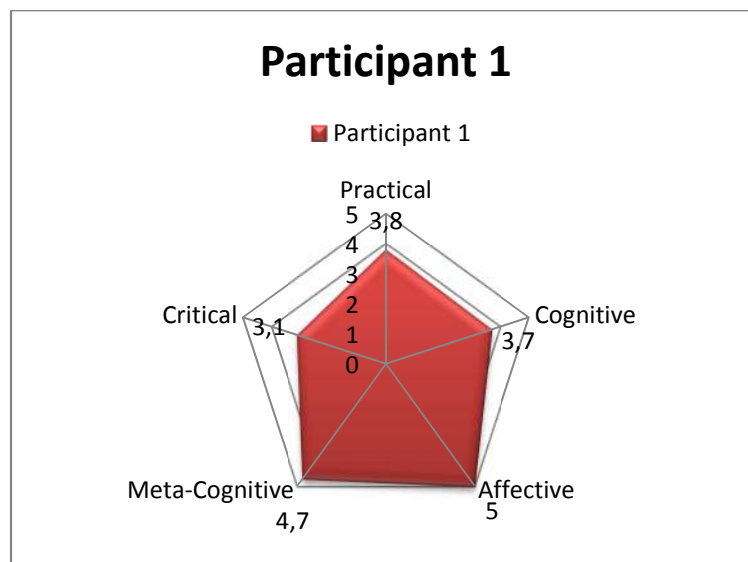


Figure 2. Tendency measures of participant 1 for reflective tools in radar chart

2. RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

As seen on the first interview's first part, she mentions that after she deals with and thinks on the questionnaire items, she believes that she is quite reflective in aspects of as seen on the table. (see appendix 2)

3. RQ3: Do instructors think that they do reflection or reaction after or during a class?

As seen on the second part of the first interview, she thinks that most of time she reacts to her teaching, students and herself because she says "I get angry or very satisfied in the class, but for the next classes I do not think much about what happened in the class and why it happened." As underlined many times before in the part of literature review, reflective teaching is mostly about how and why questions. Although first participant seem quite reflective on her questionnaire, these interview results show us she is trying her best but needs more to reflect instead of react. (see Appendix 2)

4. RQ4: What are the opinions of teachers about video recording before and after they record their teaching and watch it?

The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days

and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen. (see Appendix 3)

When examined her just after lesson and after video watched interviews, the most important awareness is about her classroom management. Second question of the interview is “What problems did students have (if any)?” While she says they have no problem on the just after lesson interview, she says that after she watched the video there are some students have great difficulty to be involved in the target activity.

5. RQ5: What are the opinions of teachers about keeping journal before and after they do it?

The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

First participant mentions that teacher diary triggered her to make changes about her way of teaching, attitudes towards students.

She says after this study, she starts to think to plan her lesson one more time to make it more fruitful. She adds that it is wonderful to come one step back to see her progress, and there is no authority to observe or evaluate this progress. She plans to go on writing the diary including her plan-do-review circle to help her and her students. As the advantages of this study, she mainly suggests two things; first one is about plan-do-review circle, second one about its being like a map for the teacher to be much more develop and feel more comfort. (see Appendix 5)

6. RQ6: Do both keeping journal and video recording provide the same kind of data? If not which one is the best?

She is only participant thinks both are brilliant. She thinks that video recording is very important for the moments the teacher misses during the lesson. For example, she notices that some of her students cannot involve into the activities via her video recording. Additionally, she says that it is interesting to watch yourself as an eye from outside and very objective tool in aspects of reflection. She underlines the importance of the diary about the rethink on the lesson for the future teachings. (see appendix 6).

4.2.2. Participant 2

He is 27 years old and working at a private university in İstanbul as an English instructor. He is working her second year in Turkey and worked in Germany as a Comenius language assistant for one year, and has a bachelor degree of English Language Teaching, and he is studying his master's degree on English Literature and Culture now.

1. RQ1: What are the reflective practices or tools of the instructors who participated in the study?

As seen on his questionnaire results, his mostly preferred reflection practices and tools are in the group of meta-cognitive and critical tools. (see appendix 1) His weak part seems practical tools, and the main focus of this study is on the practical tools, so this participant's results are crucial.

Table 3

Average Values of Each Category of Tools Used by Participant 2

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Participant 2	2,2	1,5	3,3	3,9	3,7

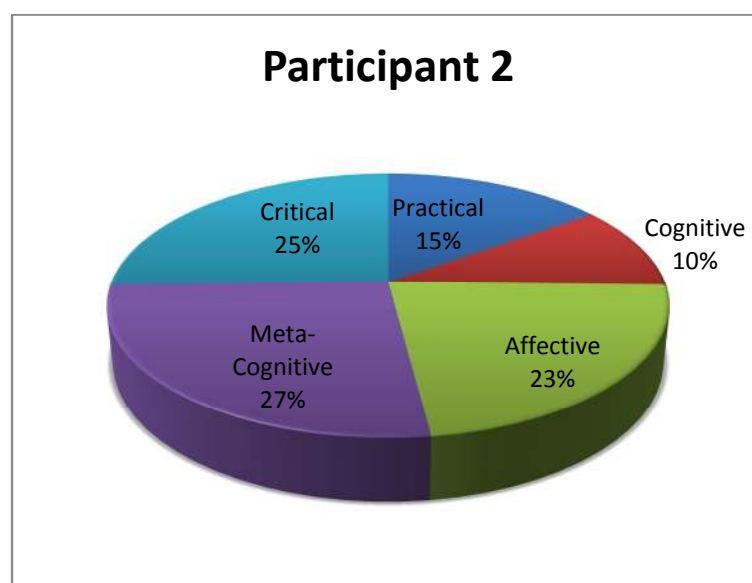


Figure 3. Measures of central tendency of participant 2 for reflective tools in pie chart

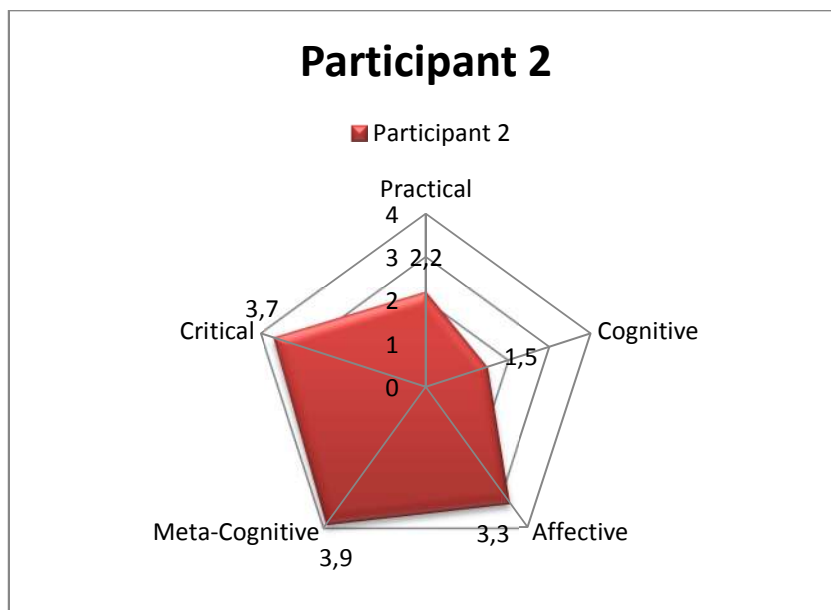


Figure 4. Tendency measures of participant 2 for reflective tools in radar chart

2. RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

As seen on the first interview's first part, he mentions that after he deals with and thinks on the questionnaire items, he believes that he thinks on these issues which he sees on the questionnaire but he mentions he has not much time to apply them into his teachings. (see appendix 2)

3. RQ3: Do instructors think that they do reflection or reaction after or during a class?

As seen on the second part of the first interview, he thinks that most of time he is not thinking on his classes after he finishes them. (see appendix 2) He says that "most of the time I do not think about what happens in class, if I rarely think about what I never think about why."

4. RQ4: What are the opinions of teachers about video recording before and after they record their teaching and watch it?

The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen. (see appendix 3)

When examined his just after lesson and after video watched interviews, firstly just after lesson interview he says he thinks the lesson is generally difficult, but after he watches his record he can specify especially what parts are over expected from students such as listening, and sentence creating etc.

His second awareness is about classroom management. On the first interview he says students are not interested in the lesson, but after he watches his video he notices that the students are really tired because it is the last hour of the day.

Another idea of him is to add some warm up to his teaching after he watches the video. Lastly, while he is saying student talking time (STT) is more than the teacher talking time (TTT) on the just after interview session, he says TTT is definitely more on the after video watching session.

5. RQ5: What are the opinions of teachers about keeping journal before and after they do it?

The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

He mentions that teacher diary triggered his to make changes about his attitude towards English language teaching profession.

He says after this study, he becomes more conscious about the lesson during he is teaching to recognize the things worth mentioning in the diary, so he underlines that the diary makes him more awaked about his teaching. (see appendix 5)

6. RQ6: Do both keeping journal and video recording provide the same kind of data? If not which one is the best?

He prefers video recording because he says “it is impossible to remember the whole lesson to write it down but you can see all details with video recording.” Also he adds that video recording is fantastic for pronunciation and grammar mistakes and to deal with them. His ideas about diary is parallel with most of the literature mentioned before about its being kind of subjective and the participant adds that if the teacher does not like something in the class or does not want to remember it, he/she can easily forget it and does not write it down.

4.2.3. Participant 3

She is 28 years old and working at a public university in Karabük as an English instructor. She is working her fourth year, and has a bachelor degree of English Language Teaching.

1. RQ1: What are the reflective practices or tools of the instructors who participated in the study?

As seen on her questionnaire results, her mostly preferred reflection practices and tools are in the group of meta-cognitive and affective tools. (see appendix 1) She seems weak on her other areas.

Table 4

Average Values of Each Category of Tools Used by Participant 3

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Participant 3	2	1,7	3	3	2,1

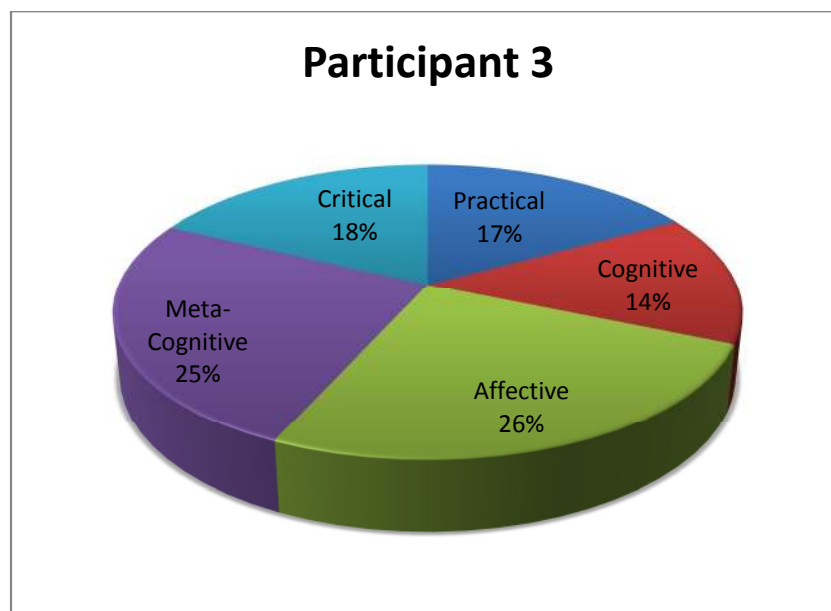


Figure 5. Measures of central tendency of participant 3 for reflective tools in pie chart

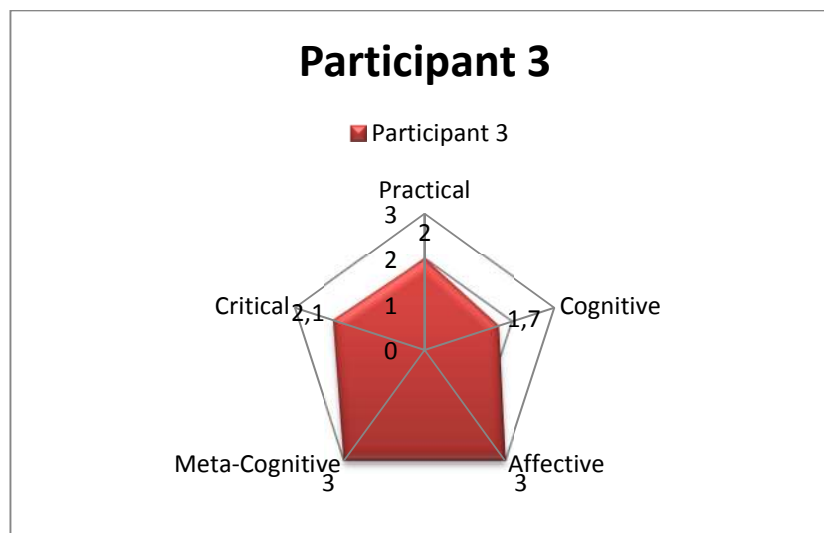


Figure 6. Tendency measures of participant 3 for reflective tools in radar chart

2. RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

As seen on the first interview's first part, she mentions that after she deals with and thinks on the questionnaire items, she says that these items seem her so theoretical that she does not think they are applicable in real life teaching settings. (see appendix 2)

3. RQ3: Do instructors think that they do reflection or reaction after or during a class?

As seen on the second part of the first interview, she thinks that most of time she reacts to her teaching and she hardly ever applies reflection on teaching. (see appendix 2)

4. RQ4: What are the opinions of teachers about video recording before and after they record their teaching and watch it?

The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen. (see appendix 3)

When examined her just after lesson and after video watched interviews, her first awareness is about classroom management; she notices that most of the students are busy with their mobile phones, they are about to sleep, and very noisy students are sitting very near to each other after she watches the record.

On the just after lesson interview, she says there is no part of the lesson needs to be changed, but then she changes her mind; and she thinks that there are some parts of the lesson must be changed.

5. RQ5: What are the opinions of teachers about keeping journal before and after they do it?

The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

She mentions that teacher diary triggered his to make changes about his attitude towards English language teaching profession.

This is her first experience about teaching diary and she says it is very easy to apply, not impossible at all. She adds she will go on keeping it. (see appendix 5)

6. RQ6: Do both keeping journal and video recording provide the same kind of data? If not which one is the best?

She prefers video recording because she says “it makes me aware of many things I have never thought about them before.” She thinks that diary keeping might be very subjective, and not very realistic.

4.2.4. Participant 4

She is 35 years old and working at a private university in Ankara as an English instructor. She is working her twelfth year, and she experienced primary, secondary and high school teaching. She has a bachelor degree of English Language Teaching, and she is studying her PhD on Political Science and International Relations now.

1. RQ1: What are the reflective practices or tools of the instructors who participated in the study?

As seen on her questionnaire results, her mostly preferred reflection practices and tools are in the group of meta-cognitive and affective tools. (see appendix 1) She seems kind of weak on her other areas.

Table 5

Average Values of Each Category of Tools Used by Participant 4

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Participant 4	2,7	2,2	3	4	2,9

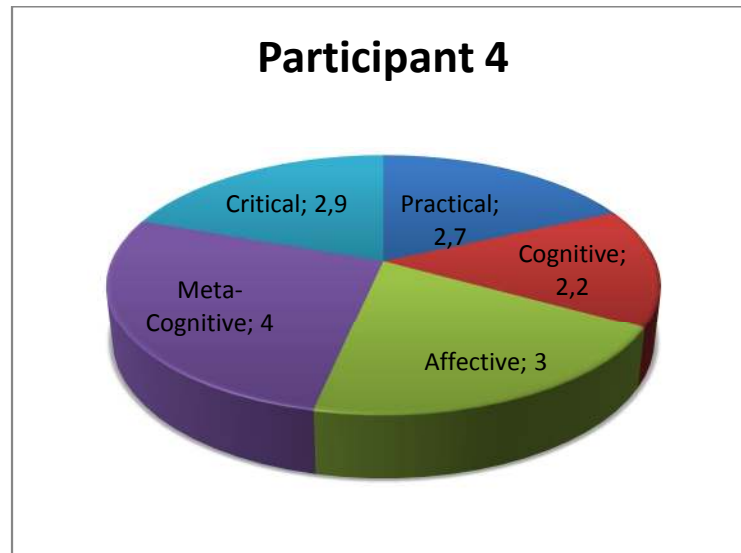


Figure 7. Measures of central tendency of participant 4 for reflective tools in pie chart

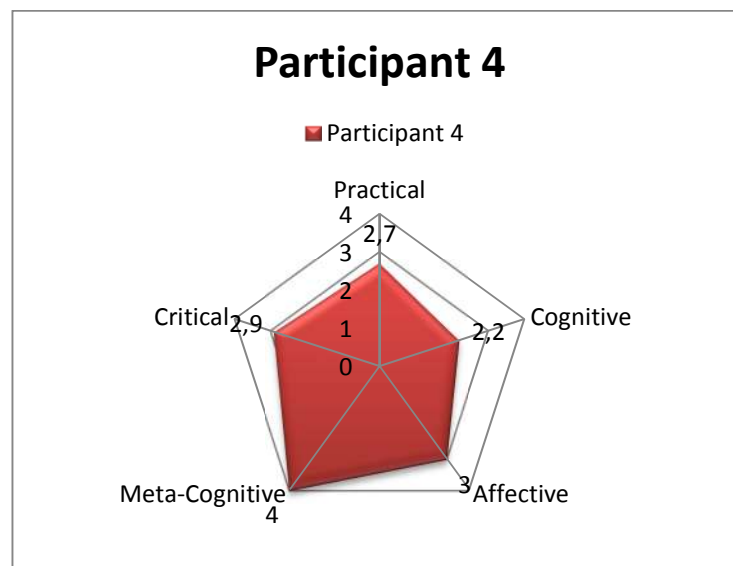


Figure 8. Tendency measures of participant 4 for reflective tools in radar chart

2. RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

As seen on the first interview's first part, she mentions that after she deals with and thinks on the questionnaire items, she says that these items seem her very beneficial and she thinks that she tries to apply more of them most of the time. (see appendix 2)

3. RQ3: Do instructors think that they do reflection or reaction after or during a class?

As seen on the second part of the first interview, she thinks that most of time she reacts to her teaching and she hardly ever applies reflection on teaching. (see appendix 2)

4. RQ4: What are the opinions of teachers about video recording before and after they record their teaching and watch it?

The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen. (see appendix 3)

When examined her just after lesson and after video watched interviews, on the first interview she says there is no part needs to be changed, but after she watches the video she thinks that she should change the practice part; because the students have great difficulty to practice the new topic. She notices that she should add some authentic materials to her lessons. She also says that "I should add some technology to my lesson. I should create some PPT for the practice part to make the students understand better."

5. RQ5: What are the opinions of teachers about keeping journal before and after they do it?

The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

She mentions that teacher diary triggered his to make changes about his attitude towards English language teaching profession. However, she thinks it is very subjective and takes so much time.

6. RQ6: Do both keeping journal and video recording provide the same kind of data? If not which one is the best?

On the last interview she says “after 13 years of teaching, you trust yourself a lot, and you do not do lesson plans or activities for your lessons, this study reminds me to check myself more.”

She prefers video recording for three reasons. Firstly, she says video recording is very good to be able to see very details of a lesson again and again. Then she adds another idea and it is a new concept in this tools; she thinks these records might be a very good archive for her. Also she underlines video recording’s another benefit for students as they can see themselves at the end of the year to see how much they develop. Her ideas about keeping a diary is its being quite subjective and time drain.

4.2.5. Participant 5

She is 24 years old and working at a private university in Ankara as an English instructor. She is working her second year; she experienced high school teaching for one year. She has a bachelor degree of English Language Teaching, and she is studying his master’s degree on Instructional Technology.

1. RQ1: What are the reflective practices or tools of the instructors who participated in the study?

As seen on her questionnaire results, she seems using nearly all kind of tools except practical ones which are focused in this study. She seems using affective, cognitive, meta-cognitive, and critical ones.

Table 6

Average Values of Each Category of Tools Used by Participant 5

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Participant 5	2,2	3,5	4,7	4,9	3,6

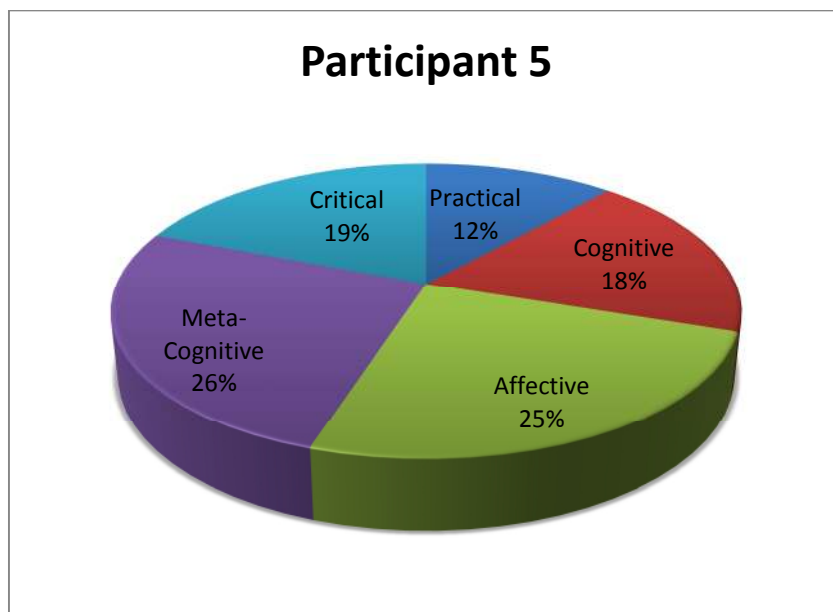


Figure 9. Measures of central tendency of participant 5 for reflective tools in pie chart

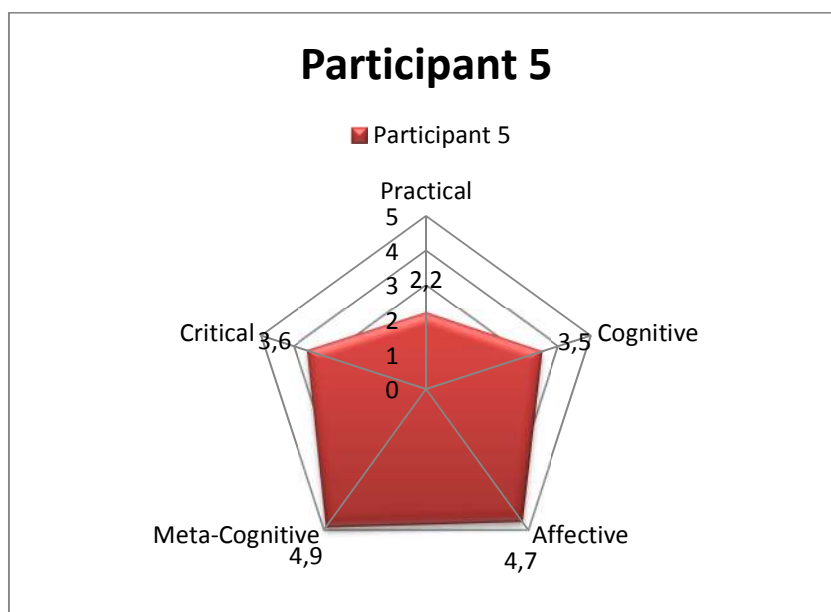


Figure 10. Tendency measures of participant 5 for reflective tools in radar chart

2. RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

As seen on the first interview's first part, she mentions that after she deals with and thinks on the questionnaire items, she says that these items seem her very beneficial and she thinks that she tries to apply more of them most of the time. (see appendix 2)

3. RQ3: Do instructors think that they do reflection or reaction after or during a class?

As seen on the second part of the first interview, she thinks that most of time she is trying her best to reflect her teaching. (see appendix 2)

4. RQ4: What are the opinions of teachers about video recording before and after they record their teaching and watch it?

The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen. (see appendix 3)

When examined her just after lesson and after video watched interviews, she says there are some comprehensible input problems she notices after she watches the video.

She notices that many students are busy with their mobile phones when she watches the video. Also she understands that there is no pair or group works in her classes, and she should add them to make the students talk more.

Another important awareness of her is about TTT. On her just after lesson interview she thinks STT is higher, on the video she notices TTT is quite high.

5. RQ5: What are the opinions of teachers about keeping journal before and after they do it?

The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

She mentions that she notices she is blaming the students most of the time about not managing her goals about her teaching via the diary. She becomes aware of her weakness at interaction patterns in her lessons. Additionally, she notices that she has no warm up and closure parts on her lessons. She also adds that she should add more pair and group work to her teaching.

6. RQ6: Do both keeping journal and video recording provide the same kind of data? If not which one is the best?

She says “Although I have heard about these tools at college, this is my first time to implement them into my teaching. I am surprised how less time they get, and how beneficial they are. Because I am a new teacher, these tools make me feel quite comfort in the class.”

She thinks that video recording is giving more realistic data, and diary is kind of subjective. She says “it is impossible to see the reactions and motivation of students to the activities.”

She mentions that she will definitely use video recording in her future teachings instead of diary keeping because she can easily forget some parts of her lesson while writing it down after the lesson.

4.2.6. Participant 6

She is 26 years old and working at a private university in Gaziantep as an English instructor. She is working her third year, and has a bachelor degree of English Language Teaching.

1. RQ1: What are the reflective practices or tools of the instructors who participated in the study?

As seen on her questionnaire results, she seems using, cognitive, meta-cognitive, and affective tools. (see Appendix 1)

Table 7

Average Values of Each Category of Tools Used by Participant 6

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Participant 6	2,8	3,5	3,7	4,1	3

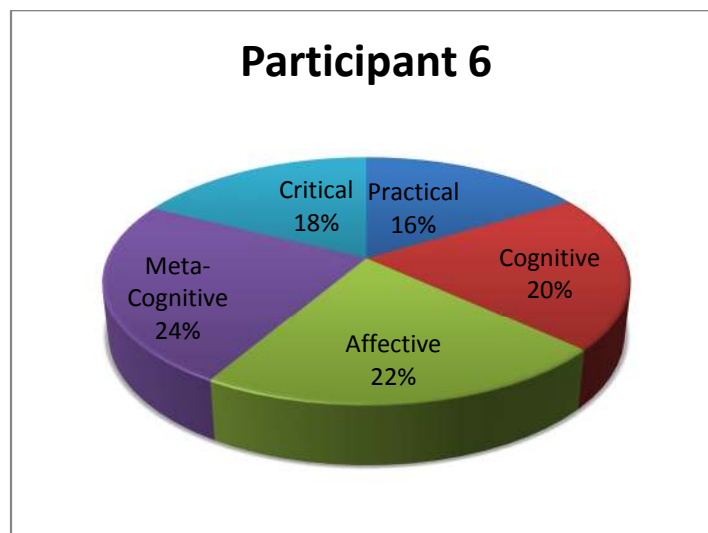


Figure 11. Measures of central tendency of participant 6 for reflective tools in pie chart

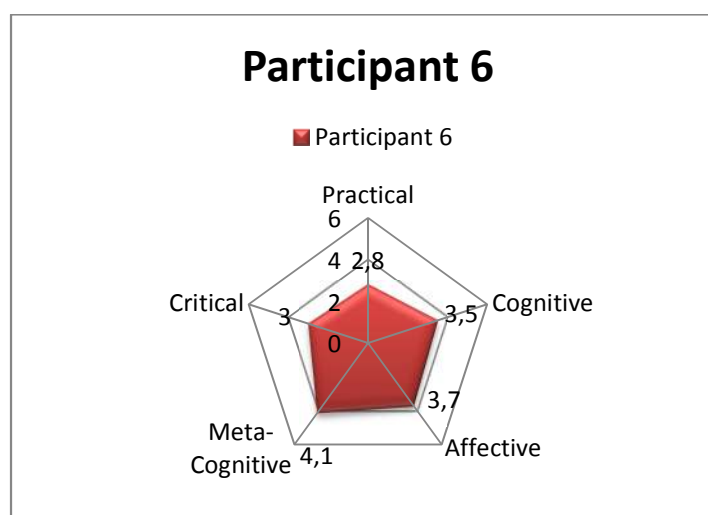


Figure 12. Tendency measures of participant 6 for reflective tools in radar chart

2. RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

As seen on the first interview's first part, she mentions that after she deals with and thinks on the questionnaire items, she says that these items seem her very useful but she does not think that she has time to implement them. (see appendix 2)

3. RQ3: Do instructors think that they do reflection or reaction after or during a class?

As seen on the second part of the first interview, she thinks that most of time she reacts to her teaching and her students. Then, she tries to forget what happens in the class. (see appendix 2)

4. RQ4: What are the opinions of teachers about video recording before and after they record their teaching and watch it?

The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen at the end of the parenthesis. (see appendix 3)

When examined her just after lesson she mentions that the vocabulary part is difficult for students but she cannot express why it is difficult. After she watches the video she clearly understands that the instructions are not clear. Students do not understand what is going on and they are asking to their friends in Turkish what they are supposed to do.

Another point she notices via her video recording is about her classroom management. On the just after lesson interview she think that all the students are on the task, but then she notices many students are busy on their mobile phones.

Another important awareness is her about TTT. Like some other participants of the study, at the beginning she thinks STT is more than TTT. However, after she watches the video, she says “OMG! I just talk and talk.”

5. RQ5: What are the opinions of teachers about keeping journal before and after they do it?

The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

She mentions that teacher diary triggered her to make changes about her attitude towards her students, and the way of her teaching. She says she can clearly see on the diary how she reacts instead of reflection, and this makes her think about how to change it. Before this study she has no attempt to be reflective, but for now she underlines that

“When I write what happens in the class, I go back and think on it, and thinking on some other ways to apply it.”

6. RQ6: Do both keeping journal and video recording provide the same kind of data? If not which one is the best?

She says “I prefer video recording because it is wonderful to see all details of my lesson without any judgments on my teaching. According to me diary is very subjective because I personally skip some part which I do not like during my lesson.”

For her future teachings, she is planning to use video recording weekly to have an archive.

4.2.7. Participant 7

She is 26 years old and working at a public university in Eskişehir as an English instructor. She is her third year, and worked in Italy as a Comenius language assistant for one year. She has a bachelor degree of English Language Teaching.

1. RQ1: What are the reflective practices or tools of the instructors who participated in the study?

As seen on her questionnaire results, she seems using meta-cognitive and affective tools. (see Appendix 1).

Table 8

Average Values of Each Category of Tools Used by Participant 7

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Participant 7	2,5	2	3,7	3	2

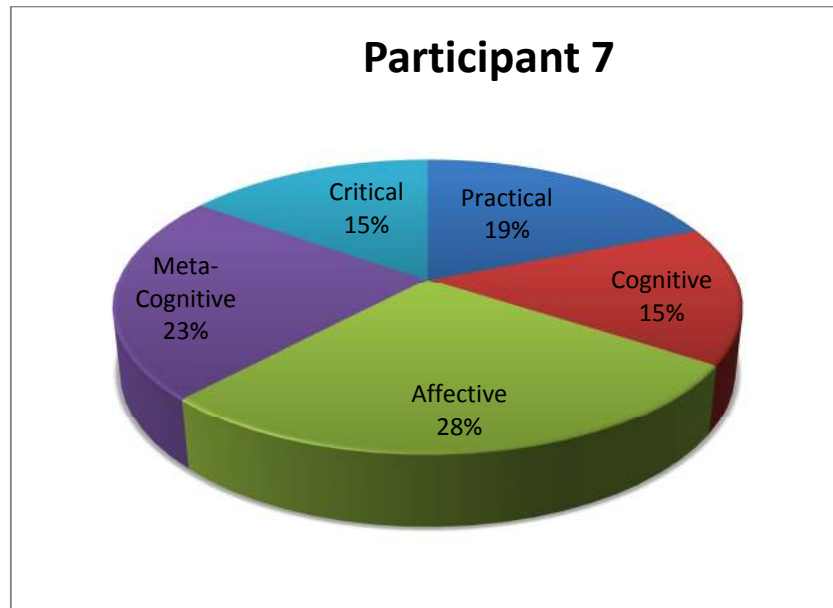


Figure 13. Measures of central tendency of participant 7 for reflective tools in pie chart

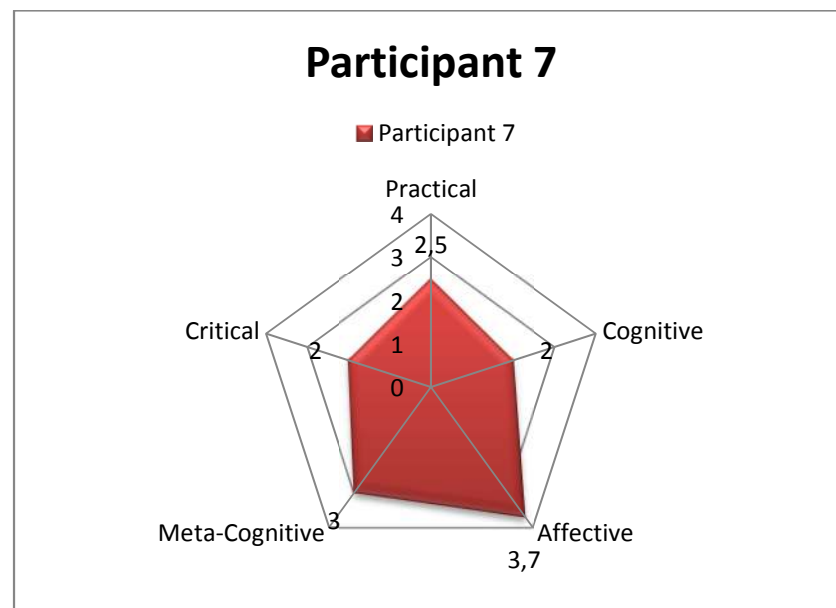


Figure 14. Tendency measures of participant 7 for reflective tools in radar chart

2. RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

As seen on the first interview's first part, she mentions that after she deals with and thinks on the questionnaire items, she says that these items seem her very useful but she does not think that she has time to implement them. (see appendix 2).

3. RQ3: Do instructors think that they do reflection or reaction after or during a class?

As seen on the second part of the first interview, she does not think that she can manage to have a lifelong learning circle via her own teaching experiences, so she does not think reflective teaching is realistic for her. (see appendix 2)

4. RQ4: What are the opinions of teachers about video recording before and after they record their teaching and watch it?

The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen. (see appendix 3)

According to her, video recording made her aware of many things going on in her class such as the pronunciation problems of her students. After she watches her video recording, she mentions that she should ask some concept check questions to be sure if they get the topic or not because some of the students seem quite lost on the video.

5. RQ5: What are the opinions of teachers about keeping journal before and after they do it?

The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

She mentions that teacher diary triggered her to make changes about her attitude towards her students, and the way of her teaching.

She is fond of using diary in her future teachings because she thinks that it makes her more organized for her future teachings. She also adds that diary is a good guide for her lifelong learning process.

6. RQ6: Do both keeping journal and video recording provide the same kind of data? If not which one is the best?

According to her, both have some advantages and disadvantages. For diary keeping, she says it is like a file, it makes the teacher very organized, and it makes you

think on your teaching. However, as its disadvantage she mentions it is being kind of workload.

She says she prefers video recording because it supplies much awareness, it is very objective, and gives you very detailed information about your teaching.

4.2.8. Participant 8

She is 28 years old and working at a public university in Kastamonu as an English instructor. She is working her third year, and she experienced primary school teaching at a public school for one year. She has a bachelor degree of English Language Teaching, and she is studying her master's on ELT.

1. RQ1: What are the reflective practices or tools of the instructors who participated in the study?

As seen on her questionnaire results, she seems using cognitive, meta-cognitive, and affective and critical tools. (see appendix 1) Her only weak area seems the practical part, which is the main focus of this study.

Table 9

Average Values of Each Category of Tools Used by Participant 8

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Participant 8	3,2	3,7	4,7	4	3,1

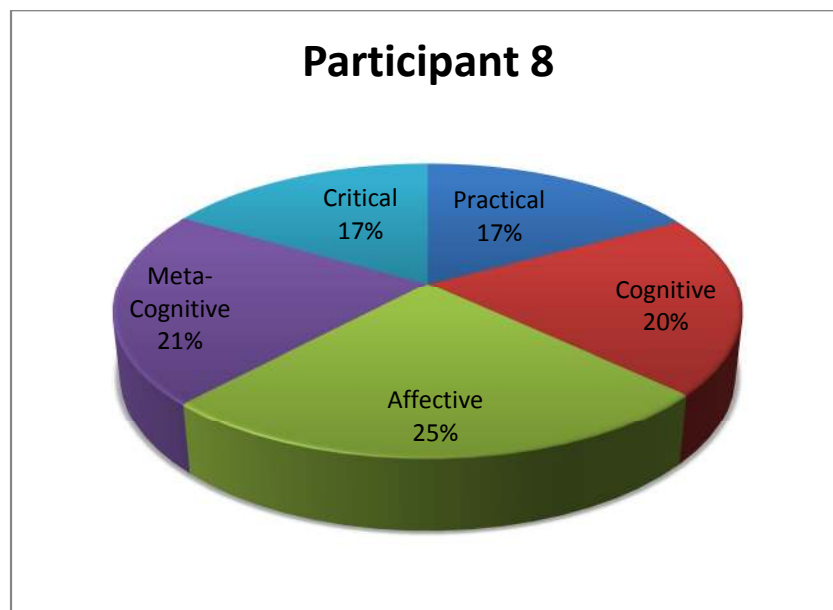


Figure 15. Measures of central tendency of participant 8 for reflective tools in pie chart

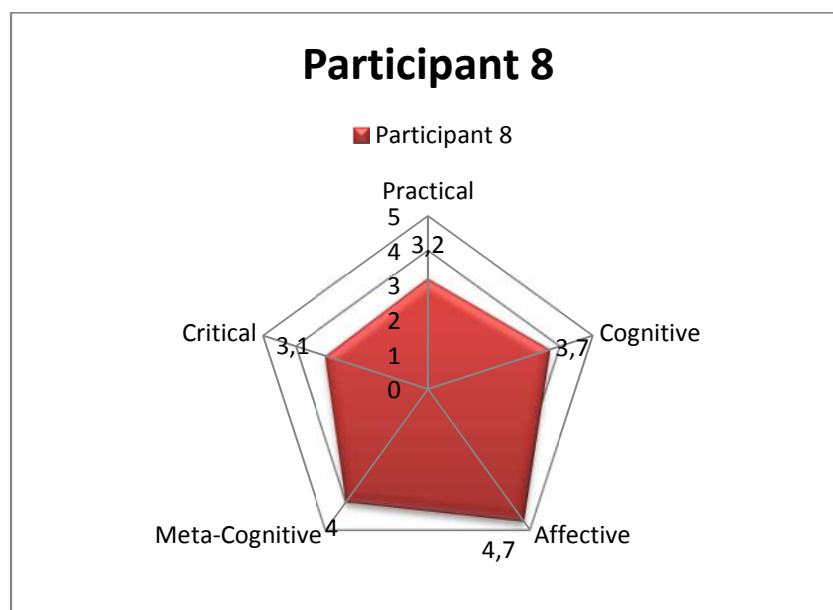


Figure 16. Tendency measures of participant 8 for reflective tools in radar chart

2. RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

As seen on the first interview's first part, she mentions that after she deals with and thinks on the questionnaire items, she says most of the items are familiar to her and she wants to implement them into her teaching. (see appendix 2)

3. RQ3: Do instructors think that they do reflection or reaction after or during a class?

As seen on the second part of the first interview, she mentions that these tools and reflective teaching methods are kind of theoretical to her, and she does not know how to integrate them into her classes. (see appendix 2)

4. RQ4: What are the opinions of teachers about video recording before and after they record their teaching and watch it?

The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen. (see appendix 3)

According to her, she notices many things she has never thought about before via video recording. For example, she notices that students speak too much Turkish among themselves, and they are very busy with their smart phones. Also she becomes aware of that her students are quite weak on reading strategies and they do not know how to skim and scan the texts.

She also says that “My instructions are quite confusing and this is one of the reasons of my students sometimes get lost during the class.”

Another awareness of her is about TTT. She becomes aware of how much more she talks than her students even during the practice period of the lesson.

5. RQ5: What are the opinions of teachers about keeping journal before and after they do it?

The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

She mentions that teacher diary triggered her to make changes about her attitude towards her students, and the way of her teaching.

According to her, diary keeping enables her to look back, and think on her teaching. Instead of reacting, she gets another way to be more competent, and effective via diary keeping.

6. RQ6: Do both keeping journal and video recording provide the same kind of data? If not which one is the best?

First of all, her first expression about the study is “as a young ELT teacher, it is just great for me to see that I can change and develop my teaching on myself.”

She adds that she will go on keeping a diary. She says “diary keeping might seem having too much time, but actually it makes you save so much time for your future teachings.”

She prefers video recording because she thinks it is objective, quite detailed, and you do not have a chance to skip the parts you do not like.

4.2.9. Participant 9

He is 42 years old and working at a private university in Ankara as an English instructor. He is working her eighteenth year, and he experienced primary and secondary school teachings in Russia as well. He has a bachelor degree of English Language Teaching, and he is studying his master’s degree on ELT now.

1. RQ1: What are the reflective practices or tools of the instructors who participated in the study?

As seen on his questionnaire results, he seems mostly using meta-cognitive tool. (see appendix 1) His other areas seem kind of less to other participants and to his meta-cognitive tools.

Table 10

Average Values of Each Category of Tools Used by Participant 9

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Participant 9	3	2,3	3,7	4	3,1

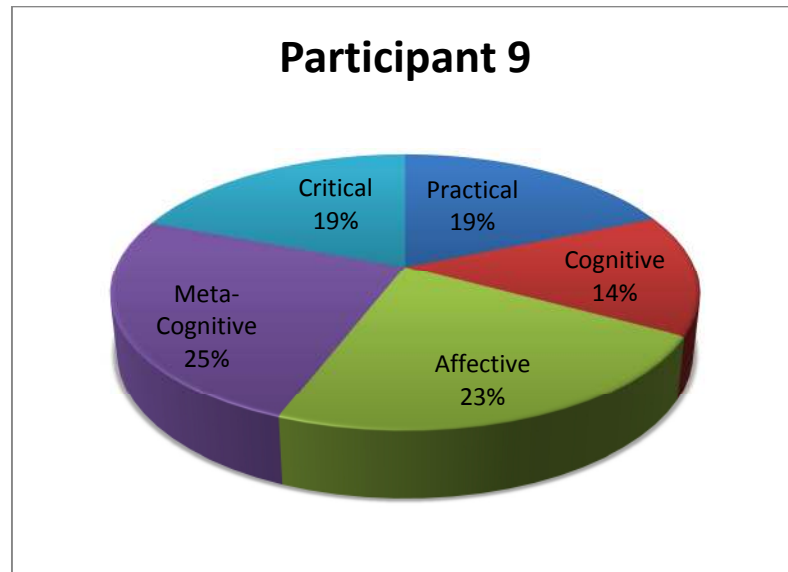


Figure 17. Measures of central tendency of participant 9 for reflective tools in pie chart

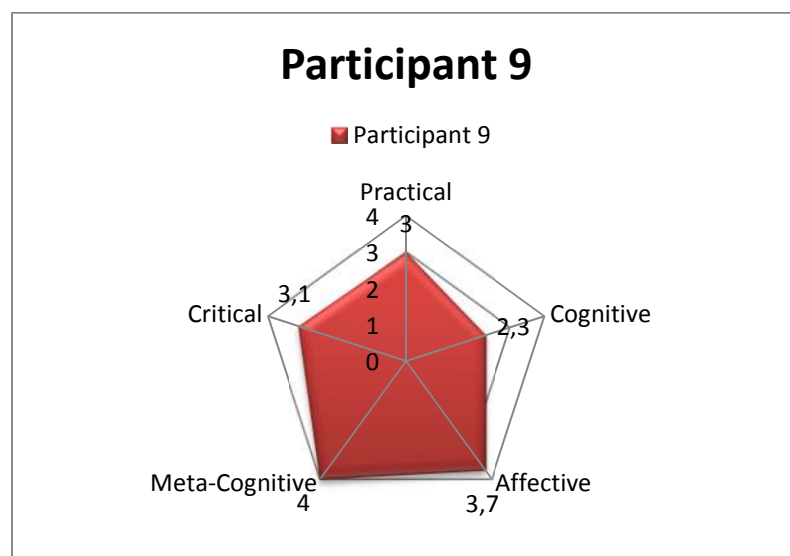


Figure 18. Tendency measures of participant 9 for reflective tools in radar chart

2. RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

As seen on the first interview's first part, he mentions that after he deals with and thinks on the questionnaire items, he says most of the items are familiar to him, but he believes there is no enough time to implement them into his teachings. (see appendix 2).

3. RQ3: Do instructors think that they do reflection or reaction after or during a class?

As seen on the second part of the first interview, he mentions that these tools and reflective teaching methods are kind of theoretical to him, and he does not believe that they are practical to manage for all the circle of teaching. (see appendix 2)

4. RQ4: What are the opinions of teachers about video recording before and after they record their teaching and watch it?

The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen. (see appendix 3)

He says about this study “I am really surprised how much I enjoy this tool. It is really instructive to see my own video as an outsider. The parts I will be more careful about classroom management and TTT.”

5. RQ5: What are the opinions of teachers about keeping journal before and after they do it?

The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

He mentions that teacher diary triggered her to make changes about the way of his teaching.

According to him, diary keeping is important to observe his own change and development during the years, he says “If I had written my teachings since I started teaching, it would have been a reference booklet for me.”

6. RQ6: Do both keeping journal and video recording provide the same kind of data? If not which one is the best?

He says he is going to use both of them although at the beginning of the study he mentions there is no time to implement these tools into his teaching.

He prefers video recording because he says it is like a teacher trainer exhibits all your strong and weak parts in an objective way.

4.2.10. Participant 10

She is 28 years old and working at a private university in Ankara as an English instructor. She is working her fourth year, and worked in an English speaking country as a Comenius language assistant for one year. She has a bachelor degree of English Language Teaching, and she is studying her master's degree on ELT now.

1. RQ1: What are the reflective practices or tools of the instructors who participated in the study?

As seen on her questionnaire results, she is good at cognitive, meta-cognitive, meta-cognitive, and critical ones. (see appendix 1) Her only weak is all like other participants is practical part, which is focused in this study.

Table 11

Average Values of Each Category of Tools Used by Participant 10

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Participant 10	2,8	4,3	5	4,6	4,1

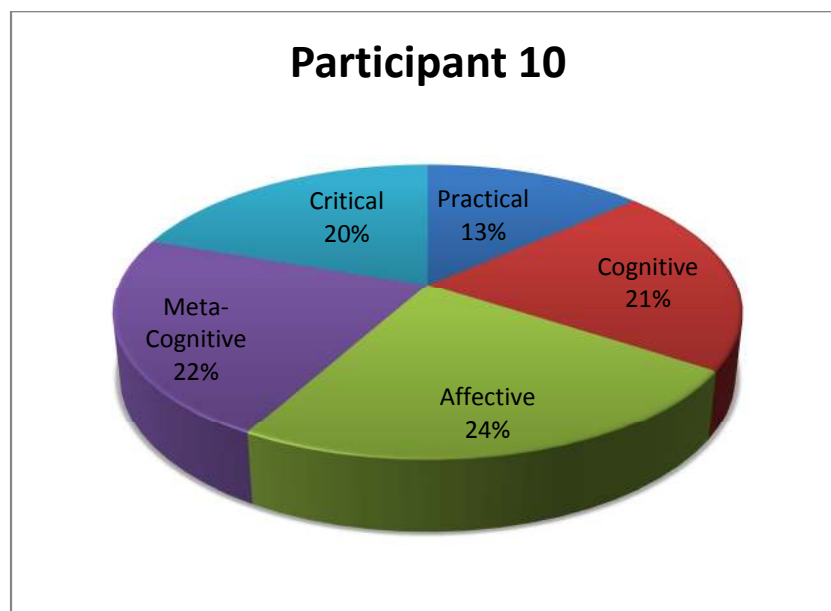


Figure 19. Measures of central tendency of participant 10 for reflective tools in pie chart

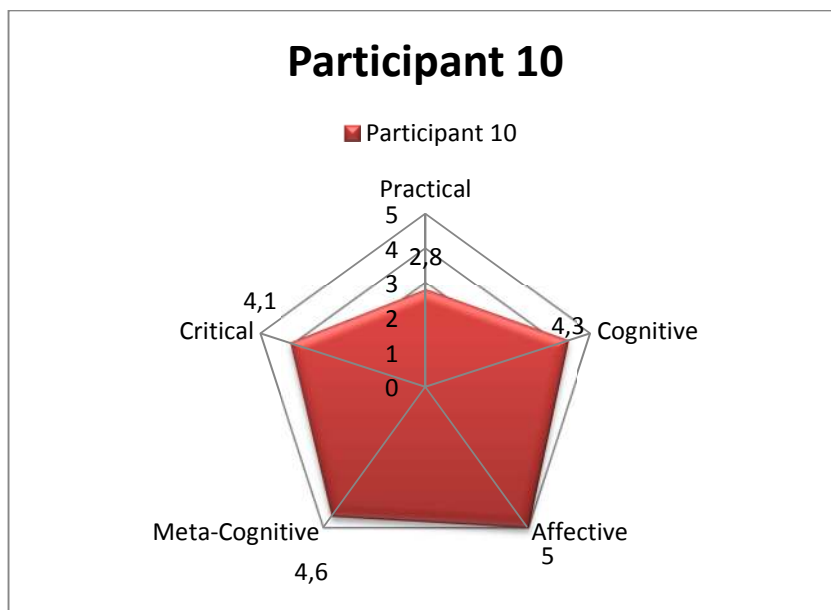


Figure 20. Tendency measures of participant 10 for reflective tools in radar chart

2. RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

As seen on the first interview's first part, she mentions that after she deals with and thinks on the questionnaire items, she says most of the items are familiar to him, and she really needs to implement them into her teaching. (see appendix 2)

3. RQ3: Do instructors think that they do reflection or reaction after or during a class?

As seen on the second part of the first interview, she says "I am kind of moody about my teaching, I might feel very high or down at sometimes so I just show reactions to my teaching I can never reflect them into my future teachings." (see appendix 2)

4. RQ4: What are the opinions of teachers about video recording before and after they record their teaching and watch it?

The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen. (see appendix 3)

Her first comment on video recording is "I have never noticed some students get all my attention and others are kind of others! I should definitely give this situation

more importance.” “I also noticed that TTT is very high in class even there is a lot pair work, so there is something is wrong I should take care about it.”

5. RQ5: What are the opinions of teachers about keeping journal before and after they do it?

The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

She mentions that teacher diary triggered her to make changes about the way of his teaching, and attitudes toward to her students.

According to her, diary keeping is very important to think on the lesson and the class one more time. She says “it is very nice to try to go back and empathy with myself and students. I will go on writing it to keep thinking on my teaching with my feelings.”

6. RQ6: Do both keeping journal and video recording provide the same kind of data? If not which one is the best?

According to her both have different functions and she will use both of them.

She says “I think for teachers who like writing and expressing themselves with words diary keeping is very good because they can think on their teaching deeply, and try to find answers on themselves instead of watching it directly on a video recording. However, some teachers might be very protective to them and skip some unwanted parts and it might become very subjective. I personally use both of them for these purposes.”

4.3. Analysis of the Research Questions

4.3.1. Research Question I & II:

RQ1: What are the reflective practices or tools of the instructors who participated in the study?

RQ2: What do instructors in Turkey who participated in the study think they do as reflective teachers?

RQ1: As it is seen on the table 32 the most used tools are in the category of meta-cognitive such as thinking on my teaching philosophy, thinking on my strengths and weaknesses as a teacher etc. Following affective and critical ones seem popular among

the participants of the study. There are tools like talking to students to learn about their learning styles and preferences, asking students whether they like a teaching task or not, thinking about instances of social injustice in the surroundings of my teaching area and try to discuss them in the class. Fourthly preferred tools are in the category of cognitive and they are about participating workshops about teaching, doing action researches about their own teaching issues, writing articles about their teaching etc. The lowest used tools belong to the area of practical tools which is the main focus of this study. This is something very valuable for the researcher because she can observe their awareness after they practically apply video recording and diary keeping into their teachings.

RQ2: First interview of the participants is just after they fulfil the questionnaire, and their ideas are asked about the items on the questionnaire. How much are they familiar with these tools? Do they apply them into their teachings? etc. Themes the researcher gets from these interviews are about their being *theoretical, unrealistic, and waste of time*.

Table 12

Average Values of Each Category of Tools Used by All Participants

	Practical	Cognitive	Affective	Meta-Cognitive	Critical
Total	2,7	2,8	3,9	4	3

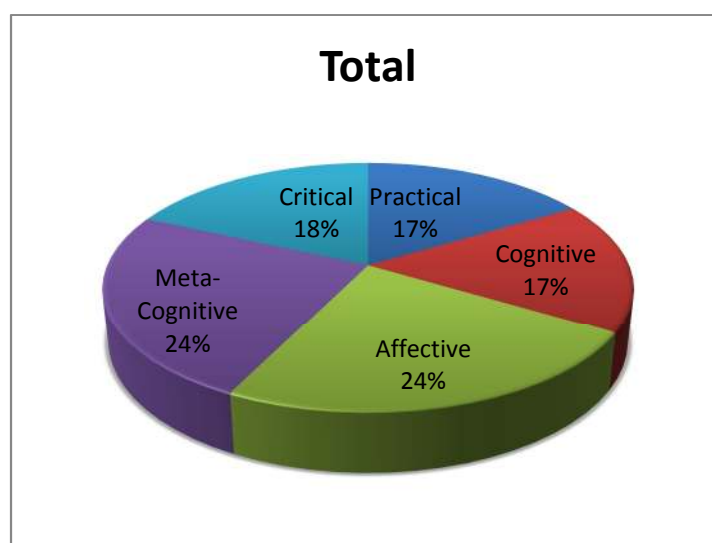


Figure 21. Measures of central tendency of all participants for reflective tools in pie chart

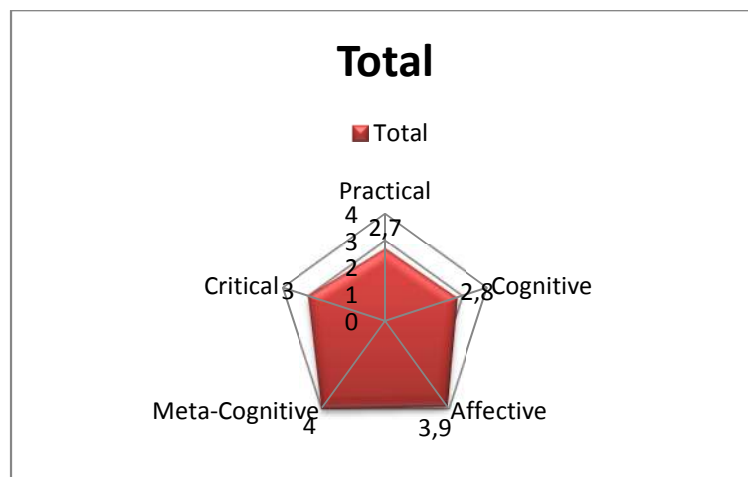


Figure 22. Tendency measures of all participants for reflective tools in radar chart

Table 13

Average Values of Each Category of Tools Used by All Participants

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	TOTAL
Practical	3,8	2,2	2,0	2,7	2,2	2,8	2,5	3,2	3,0	2,8	2,7
Cognitive	3,7	1,5	1,7	2,2	3,5	3,5	2,0	3,7	2,3	4,3	2,8
Affective	5,0	3,3	3,0	3,0	4,7	3,7	3,7	4,7	3,7	5,0	4,0
Meta-Cognitive	4,7	3,9	3,0	4,0	4,9	4,1	3,0	4,0	4,0	4,6	4,0
Critical	3,1	3,7	2,1	2,9	3,6	3,0	2,0	3,1	3,1	4,1	3,1

Table 14

Measures of Central Tendency of All Participants for Reflective Tools in Bar Chart

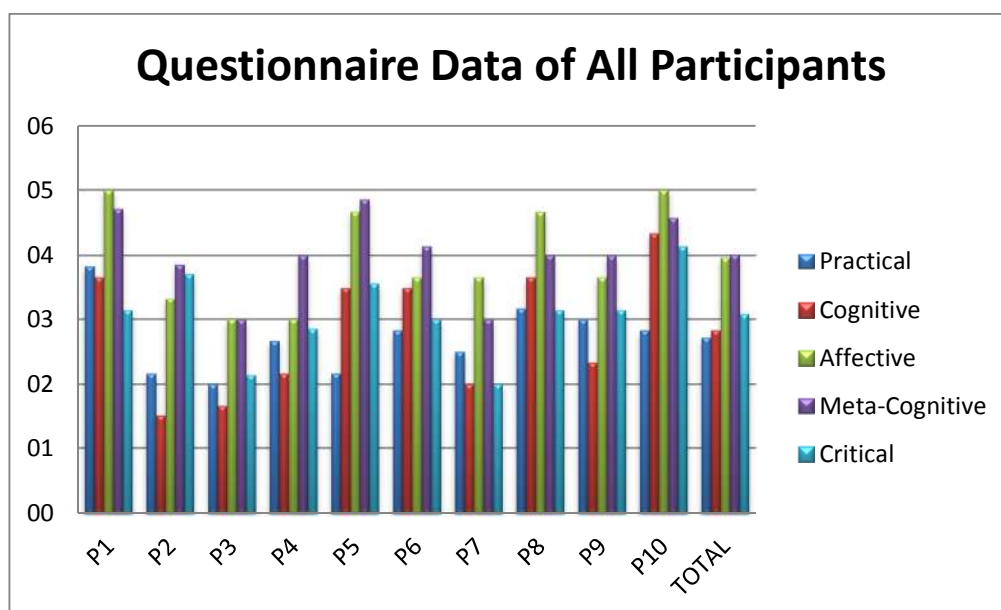
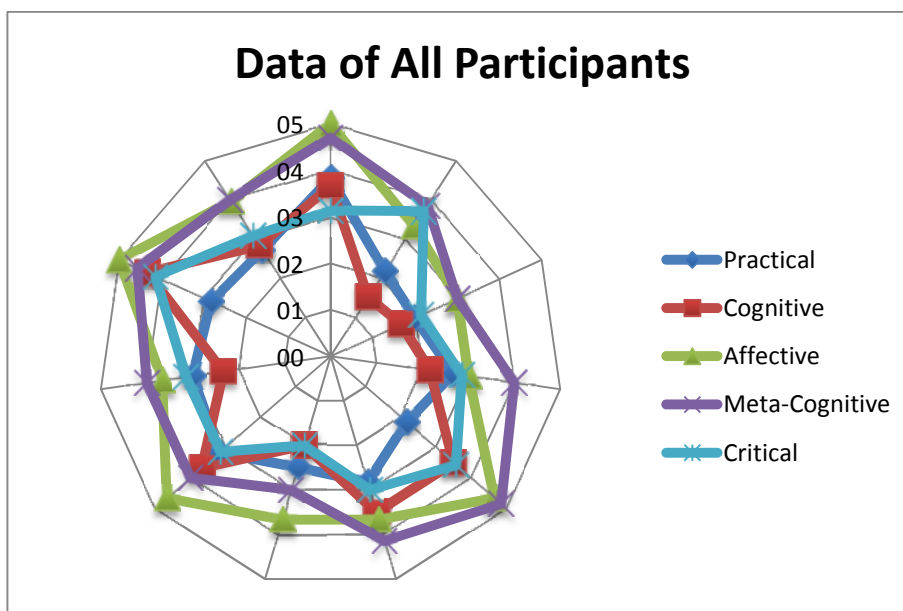


Table 15

Tendency Measures of All Participants for All Categories in Radar Chart



4.3.2. Research Question III

RQ3: Do instructors think that they do reflection or reaction after or during a class?

RQ3: This question's answer is in the second part of the first interview (see appendix 2). All of the participants become aware of that they are showing reaction after their teaching, and they do not use any practical tools to reflect their teaching.

4.3.3. Research Question IV: What are the Opinions of Teachers About Video Recording Before and After They Record Their Teaching and Watch It?

RQ4: The participants are supposed to record one of their lessons and have two interviews about it first one is just after the lesson and the second one is after three days and she/he watches the video on her/himself. The questions are exactly the same but the answers change as seen. (see appendix 3)

There are some themes the researcher acquired through with the interviews about video recording. The first one is about its being very objective tool. The data obtained from this study is in accordance with the McCurry's (2000) findings as "All reflection tools are likely to encourage self-reflection; however, the contribution of each tool to self-reflection might vary. So as to increase teachers' levels of reflection to a great extent, video might be used as a reflection tool, because unlike the other reflection

tools, video, the only audiovisual reflection tool, enables teachers to experience a great deal of self-confrontation, which refers to “a process where individuals are exposed to information about how others see them in an ‘external’ view” (McCurry, 2000, p. 7).” Another theme is its being very detailed with all aspects of the lesson, and teachers can see all the parts of a lesson with every second of it via watching the video again and again.

Another awareness video recording supply to participants is about specifying problematic parts of the lesson with details. TTT and STT are the crucial input of this video recording study. Most of the participants think STT is higher on their just after lesson interview. However, when they watch their recording they notice that TTT is definitely higher and they are not able to balance it in a communicative way.

Nearly all of the participants mention that they will use video recording in their future teachings.

Regarding the application of the audio recording tool, the findings were supported by the Tice’s (2007) experience of using the tool for reflection. She believes that by recording the teaching session, the teacher can become aware of the things happening in the class. The experience of using audio recording which appeared to be intrusive and affected the behaviour of both teachers and students was somehow different from Kember’s (2000) who believes that audio recording is the least intrusive method for gathering data for reflection.

4.3.4. Research Question V: What are the Opinions of Teachers About Keeping Journal Before and After They Do It?

RQ5: The participants are supposed to keep a teacher diary which is guided by the researcher with a check list and guideline (see appendix 4) for four weeks. After this study they are interviewed about this study.

The findings of the study are supported by Bailey (1991) and Tice (2007) who found out that diary writing makes different aspects of teaching known to reflective teachers.

As Wallace (1998) puts forward, apart from being personal documents, the method does not necessarily involve particular rules, which makes the writers feel free to write their feelings. Therefore, they can be considered affective data. Similarly, Richards and Lockhart (1996) maintain that diary keeping can be regarded as a means

of not only understanding the private affective variables having an influence of teaching styles but also a way for reflection. It is also beneficial in generating hypotheses and questions as well as being an easy way to record data. The literature on diary keeping is sprinkled with many successful examples. O' Hanlon (1996) suggests diary keeping does not require a specific method. What exactly aimed is to make a record of what's going on in the class. Owing to the complexity of classroom atmosphere, teachers need to express themselves in a personal way. So, they get a better understanding of their personal values, which lead a path to professionalism.

Most important theme about diary keeping in this study is its being subjective. Most of the teachers think that it might become very subjective, and the teacher can easily skip the parts s/he does not like. However, some of the participants think that it might create a very good archive for their future teaching years.

A new theme came out as dairy keeping is making the teacher more awake in the class as the participant 2 mentions *"I was more careful about my lesson while I was teaching because I was trying to do things worth writing into my diary and open a window for my future teaching."*

4.3.5. Research Question VI: Do Both Keeping Journal and Video Recording Provide the Same Kind of Data? If Not Which One Is the Best?

RQ6: Nine out of ten participants prefer video recording because of its being objective, detailed, and as an external view without an authority pressure. Participant 1 prefers both of them because she thinks diary keeping might be subjective but it is very good to think on the lesson, and the video recording is very functional to see all details of a lesson via recording.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Conclusion

This study is a case study about the usage of reflective tools among English language instructors in Turkey and their attitudes towards video recording and diary keeping tools. Participants of the study are chosen according to different dynamics of each which is explained in a detailed way on the participants' part, there are ten participants and the data which is gotten from them is examined in depth. Interviews, questionnaires, and participants' reflections were used as data collection tools.

Quantitative data results demonstrated that the majority of the participants are already using most of the meta-cognitive and student-affective tools. The lowest amount belongs to the practical tools which are the main focus of this study. This situation is very crucial for the researcher because their attitudes after they apply two of the practical tools into their teaching during the study are seen as a feedback to video recording and diary keeping tools. Interviews are conducted mainly at three stages; about video recording, diary keeping, and the last one is about comparing the data had from these two different tools. Participants generally think that diary keeping is subjective and gives more personalized data. However, they think that video recording is very useful in aspects of being objective, very detailed, being watched again and again with different purposes. The findings of the study are supported by Bailey (1991) and Tice (2007) who found out that diary writing makes different aspects of teaching known to reflective teachers. Also the data is supported by these studies; as Wallace (1998) puts forward, apart from being personal documents, the method does not necessarily involve particular rules, which makes the writers feel free to write their feelings. Therefore, they can be considered affective data. Similarly, Richards and Lockhart (1996) maintain that diary keeping can be regarded as a means of not only understanding the private affective variables having an influence of teaching styles but also a way for reflection. It is also beneficial in generating hypotheses and questions as well as being an easy way to record data. The literature on diary keeping is sprinkled with many successful examples. O' Hanlon (1996) suggests diary keeping does not require a specific method. What exactly aimed is to make a record of what's going on in the class. Owing to the complexity of classroom atmosphere, teachers need to express

themselves in a personal way. So, they get a better understanding of their personal values, which lead a path to professionalism.

All of the participants mention that they will definitely use video recording in their future teaching, and three of them say that they will use both of them for their being as an archive for them.

5.2. Limitations and Suggestions for Further Research

This study is a case study about the usage of reflective tools among English language instructors in Turkey and their attitudes towards video recording and diary keeping tools. It was a semester long study conducted with 10 English language instructors who are working in some private and public universities. Future research can be conducted with a larger group and for a longer period of time to ensure the permanency of instructors' attitudes towards reflective tools. Also in this study two of the reflective tools are studied. As there many more reflective tools, some other tools might be studied in a similar way. A follow up study is also needed in order to understand the contribution of the favorable attitude and perceptions of instructors to their utilization of reflective tools in their classes and observe if there occurs any changes with their perceptions in their in teachings and teacher development plans. Further research is also needed to verify the permanency of the reflective tools use and application habits that the participants of this study obtained with regular tasks during the study. The impact of the use of reflective tools in other courses may also be investigated. Finally, a study consisting of two groups, one controlled and one experimental can be conducted to compare and contrast the perceptions and performances of both groups about reflective teaching tools.

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APPENDICES

Appendix 1. Questionnaire Questions

Dear respondent,

This questionnaire is devised with the aim of looking into your actual teaching practices as a professional teacher. To that end, your careful completion of the questionnaire will definitely contributes to obtaining real data which is crucial for more accurate findings. Therefore, please check the box which best describes your actual teaching practices. The information will be kept confidential and will be used just for research purposes. Thank you very much in advance for your time and cooperation.

1. Name & Surname:

2. Gender: Female () Male ()

3. Age:

3. *School that you work:* Primary ()

Secondary ()

High School ()

University ()

Please identify the name of the institution.

4. *Years of experience* : years months

5. Degree : Education Faculty – English Language Teaching ()

Science & Literature Faculty – English Language & Culture ()

Science & Literature Faculty – American Language & Culture ()

Department of Translation and Interpreting ()

Please identify if you have MA and PhD, and their areas.

MA:

PhD:

	Always	Often	Sometimes	Rarely	Never
1. I have a file where I keep my accounts of my teaching for reviewing purposes.	5	4	3	2	1
2. I talk about my classroom experiences with my colleagues and seek their advice/feedback.	5	4	3	2	1
3. After each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague.	5	4	3	2	1
4. I discuss practical/theoretical issues with my colleagues.	5	4	3	2	1
5. I observe other teachers' classrooms to learn about their efficient practices.	5	4	3	2	1
6. I ask my peers to observe my teaching and comment on my teaching performances.	5	4	3	2	1
7. I read books/articles related to effective teaching to improve my classroom performance.	5	4	3	2	1
8. I participate in workshops/conferences related to teaching/learning issues.	5	4	3	2	1
9. I think of writing articles based on my classroom experiences.	5	4	3	2	1
10. I look at journal articles or search the internet to see what the recent developments in my profession area.	5	4	3	2	1
11. I carry out small scale research activities in my classes to become better informed of learning/teaching practices.	5	4	3	2	1
12. I think of classroom events as potential research topics and think of finding a method for investigating them.	5	4	3	2	1
13. I talk to my students to learn about their learning styles and preferences.	5	4	3	2	1
14. I talk to my students to learn about their family backgrounds, hobbies, ,interests and abilities.	5	4	3	2	1
15. I ask my students whether they like a teaching task or not.	5	4	3	2	1

	Always	Often	Sometimes	Rarely	Never
16. As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.	5	4	3	2	1
17. I think of the ways of my biography or my background affects the way I define myself as a teacher.	5	4	3	2	1
18. I think of the meaning or significance of my job as a teacher.	5	4	3	2	1
19. I try to find out which aspects of my teaching provide me with a sense of satisfaction.	5	4	3	2	1
20. I think about my strengths and weaknesses as a teacher.	5	4	3	2	1
21. I think of the positive/negative role models I have had as a student and the way they have affected me in my practice.	5	4	3	2	1
22. I think of inconsistencies and contradictions that occur in my classroom practices.	5	4	3	2	1
23. I think about instances of social injustice in my own surroundings and try to discuss them in my classes.	5	4	3	2	1
24. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.	5	4	3	2	1
25. In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.	5	4	3	2	1
26. I think of the political aspects of my teaching and the way I may affect my students' political views.	5	4	3	2	1
27. I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.	5	4	3	2	1
28. I think about the ways gender, social class, and race influence my students' achievements.	5	4	3	2	1
29. I think of outside social events that can influence my teaching inside the class.	5	4	3	2	1

Appendix 2. First Interview Questions

1. What do you think you do as a reflective teacher?

--

2. Do you think that you do reflection or reaction after or during a class

--

Appendix 3. Video Recording Interview Questions

Please fulfill just after the lesson.

- Was what we did too easy or too difficult?

- What problems did the students have (if any)?

- Did the materials and activities keep the students interested?

- Could I have done any parts of the lesson differently?

- Were all the students on task (i.e. doing what they were supposed to be doing)?

- Were my instructions clear?

- How much English did the students use?

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

Please fulfill after watching/listening the record of your lesson.

- Was what we did too easy or too difficult?

- What problems did the students have (if any)?

- Did the materials and activities keep the students interested?

- Could I have done any parts of the lesson differently?

- Were all the students on task (i.e. doing what they were supposed to be doing)?

- Were my instructions clear?

- How much English did the students use?

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

Appendix 4. Diary Keeping Guideline

Please try to write your diary under these titles;

Lesson objectives

Activities and materials

Students

Classroom management

Overall If you taught the lesson again, what would you do differently?

Please use the outline which is attached. You are supposed to keep the journal only four times.

Thank you very much.

Sinem Yeşilçöp

Guidline:

Writing a teaching diary

Here are some general questions to get you started:

Lesson objectives

- Did the students understand what we did in the lesson?
- Was what we did too easy or too difficult?
- What problems did the students have (if any)?
- Was there a clear outcome for the students?
- What did they learn or practise in the lesson? Was it useful for them?

Activities and materials

- What different materials and activities did we use?
- Did the materials and activities keep the students interested?
- Could I have done any parts of the lesson differently?

Students

- Were all the students on task (i.e. doing what they were supposed to be doing)?
- If not, when was that and why did it happen?
- Which parts of the lesson did the students seem to enjoy most? And least?
- How much English did the students use?

Classroom management

- Did activities last the right length of time?
- Was the pace of the lesson right?
- Did I use whole class work, groupwork, pairwork or individual work?
- What did I use it for? Did it work?
- Did the students understand what to do in the lesson?
- Were my instructions clear?
- Did I provide opportunities for all the students to participate?
- Was I aware of how all of the students were progressing?

Overall

If I taught the lesson again, what would I do differently?

Appendix 5. Diary Keeping Interview Questions

1- Has the diary study made any changes in you regarding following areas?

☐ Yes ☐ No

If your answer is “yes”, please specify and explain the area you chose. (You can tick more than one)

☐ The way of your teaching

☐ Your attitudes towards English teaching profession

☐ Your attitudes towards students

☐ Your studies with other teachers

☐ Other (Please specify).....

2- When you view yourself, how do you evaluate your condition before and after the diary study?

--

3- How do you evaluate your attitudes about reflective teaching before and after participating in this study?

--

4- Have you got plans regarding reflective teaching in the following years and how?

5- If you have another opinion (*advantages & disadvantages about teacher diary*) about this study, please specify.

Thanks for your participation.

Sinem Yeşilçöp

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Appendix 6. Comparing Video Recording & Diary Keeping Interview Questions**1. Which tool is more beneficial and useful for you? Why?**

--

RAW DATA

Hyssour
Participant I

1- Has the diary study made any changes in you regarding following areas?

(.*) Yes () No

If your answer is "yes", please specify and explain the area you chose. (You can tick more than one)

(*) The way of your teaching

(*) Your attitudes towards English teaching profession

(*) Your attitudes towards students

() Your studies with other teachers

(*) Other (Please specify) : The usage of different activities according to the students and objectives

2- When you view yourself, how do you evaluate your condition before and after the diary study?

I started to use some of the activities deliberately. I mean, the activities and the materials are not chosen randomly. I have realized it. I have used them by thinking the students needs and the objectives. There must be a balance, so I could catch up with that balance in teaching. I began to think about my lesson one more time to make it more fruitful both for me as a teacher who wants to develop professionally and my students.

3- How do you evaluate your attitudes about reflective teaching before and after participating in this study?

I really love coming one step back to observe my progress. I extremely would like to see my development. Without reflective teaching I cannot do this. So while starting this study, I was aware that it will work both for my past and for my future. In that, even development is a process and I have to take this opportunity.

Part 1.

4- Have you got plans regarding reflective teaching in the following years and how?

I have started to keep a teaching diary notebook, and I am thinking to go on this. Because I includes plan-do-review circle for me. It really works for me. At the same time it is a combination of students needs, teachers' way of teaching. Thus I love studying in this branch.

5- If you have another opinion (*advantages & disadvantages about teacher diary*) about this study, please specify.

It makes plan-do-review circle concrete for the teachers. Moreover it becomes a map for teachers to be much more developed teachers, to learn from themselves. In order to be autonomous learners which is our main aim for most of our students and for life long learning, we can start by using reflective teaching.

Thanks for your participation.

Sinem Yeşilçöp

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Agmur
Part. 1

Teaching Diary Lesson 1

Lesson Objectives:

As far as I have observed, the students understood the main objective of the class thanks to the feedback session that is progressed at end of the class.

What we did during that class was a bit difficult for the students but it was achievable.

Because of the fact that the instructions were in English, they have some problems to be in progress during the activity.

There was a clear outcome thanks to the voice recording. Their speaking was visualized and concrete for them.

They learnt how to have a discussion in a formal situation.

Activities:

Voice recorder of students mobile phones was used.

Group and pair work were used to have a discussion.

Young adults are really willing to use their mobile phones, because they are like their lives, so it really worked to relate them with their mobile phone. It was life like learning.

They also like to be with their friends. Thus group work really worked to encourage them to speak.

I should have made students listen their recordings for pair check.

Students:

Most of the students were eager to speak. They were engaged because they have some rehearsals to speak they were smiling and laughing. It was so fun and practice for them.

While they are recording their voices they were having fun. Then while they were listening their recording they found it so enjoyable and some of them were correcting each other.

Because there was an outcome and production all of them tried to speak in English even during their break.

Classroom Management:

The time was right for the activities. For that class I could manage the time.

The pace also good enough for learning input and output. They had enough time to rehearse and to see their results.

We had conversations so I used pair and group work. For speaking, it really worked.

My instructions were all in English so sometimes they have difficulties to understand it. However modeling worked more to handle it.

I provide some enough time for my students to participate.

I was observing in one step back, and all of the students were trying to do something to show their performance.

Overall:

If I taught that class again, I would start my instructions with modeling not to waste time.

Part 1

Teaching Diary Lesson 2

Lesson Objectives:

It is thought that the students achieve the objectives if we think their performances in that class.

It was difficult but achievable, so it was tried to be challenging for them.

There was a clear outcome for the students because of the note papers they took during the activity. They could present their ideas.

They learnt cultural differences and similarities via collaboration.

Activities and Materials:

Station technique and colorful paper were used to make students engaged.

Collaboration and different challenging questions worked well to keep students engaged. Also, time keeper made them encouraged to work on the task.

I could have used much more ideas for pre listening.

Students:

All students were on task. Their mind were busy to answer the questions in English.

While changing their stations they seem to enjoy.

They used English for production, because they have to think in English to write their notes there.

Classroom Management:

Time was managed well. We didn't need any extra time to present. All of the things were fixed.

The pace was right because all the sections that were included for skill teaching were given. The students could use most of the ideas which had been given in the pre- section.

Small group worked here, but also I used individualized work and whole class for announcement.

My instructions were clear enough thanks to modeling.

I let students do their own job after some discovery activities.

As an observer during the activities, I can say that all of the students were on task and tried to do something to achieve their goal.

Overall: I loved this class so much, because all of my students were engaged and tried to participate in any way.

Part 1.

Teaching Diary Lesson 3

Objectives:

Thanks to the agenda that was given at the beginning of the class, students were aware of the things they would do. Thus they comprehended their aim, and they set their goal according to them.

It was a bit difficult but achievable for them.

The students had some problems while listening the audio. They couldn't understand some parts of it. It was a bit boring for them to listen from cassette. Their problem was trying to understand every word of it, and it took some time to persuade them not to do it.

There wasn't really concrete outcome for them. Merely they answered some comprehension check questions for main ideas and for the details.

They learnt how to listen for main ideas and for details.

Activities and materials

Individualized work was used during listening part. Then they compare their answers and pair work was used for sharing their ideas. After that they announce their answers and so the whole class work was used.

The audios and the comprehension check questions were used in the book.

The materials (audio and book) couldn't keep them engaged so much. They seem to be bored.

Comparing their ideas was useful for them but I couldn't find for some other way to make them interested while listening section. I could have had some more interesting topics but at the same time I have to follow the book.

Students:

Some of the students gave up answering comprehension check questions because they couldn't understand. They seemed to be bored.

It was while we were listening the audio. (in the middle)

While comparing their ideas, they enjoyed. They were eager to answer the questions.

While answering the questions they tried to speak in English.

Classroom Management:

Time was ok for the procedure of the activities.

The pace, also, was done in an organized way.

I used whole class, pair and individualized work. They worked suitably.

Some of them didn't understand some parts of audio.

Instructions were clear enough because after students listened them they started to perform it. Double check questions were also used to be sure whether they understood or not.

Thanks to the pair work and announcement the students could participate.

I was aware that some of the students were in a good progress and some others gave up.

Overall: I would bring some different perspectives to make some of my students more engaged.

Part 1.

Teaching Diary Lesson 4

Lesson Objectives:

They understood the objectives of the class thanks to the feedback session at the end of the class. They had already been aware of the goals due to the agenda.

It was difficult but achievable.

Showing up with a different idea was a bit problematic for them.

There was a clear outcome for the students thanks to video record of their presentations.

They practiced presenting.

Activities and materials:

Video was used to catch students attention and it worked because it was interesting enough.

Students:

They were on task, because they feel responsible about it.

It was not such an enjoyable lesson but while they were watching the video they had fun.

They used English to present the ideas.

Classroom Management:

Time and pace were done and followed in a suitable way.

Group work was used for sharing ideas. Individualized work was used for presentation. Whole class was used for brainstorming.

They all worked for the objectives.

The students understood what we did together.

Instructions were clear enough.

I was an observer.

Overall:

It was a nice class so it would be the same if I taught it one more time.

Hysour

Part. 1

Please fulfill just after the lesson.

- Was what we did too easy or too difficult?

It was difficult but achievable. I mean it was challenging for the students to make them engaged with the class.

- What problems did the students have (if any)?

Nothing

- Did the materials and activities keep the students interested?

They were interested.

- Could I have done any parts of the lesson differently?

Maybe

- Were all the students on task (i.e. doing what they were supposed to be doing)?

Most of them

- Were my instructions clear?

Yes they were.

- How much English did the students use?

They used suitable level of English because they have a production and outcome.

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

I think that they are balanced.

Answer
Part 1.

Please fulfill after watching/listening the record of your lesson.

- Was what we did too easy or too difficult?

Difficult but achievable / challenging

- What problems did the students have (if any)?

For some of them it was a bit difficult to be involved in the activity

- Did the materials and activities keep the students interested?

They were interesting.

- Could I have done any parts of the lesson differently?

I am still not sure.

- Were all the students on task (i.e. doing what they were supposed to be doing)?

Most of them

- Were my instructions clear?

Yes, they were

- How much English did the students use?

They used some.

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

I am still thinking that it was balanced.

Hakky

Part 2

1- Has the diary study made any changes in you regarding following areas?

☐ Yes ☐ No

If your answer is "yes", please specify and explain the area you chose. (You can tick more than one)

☐ (No) The way of your teaching

☐ (YES) Your attitudes towards English teaching profession

☐ (No) Your attitudes towards students

☐ (No) Your studies with other teachers

☐ () Other (Please specify).....

Looking at what I have written, I see that I usually mentioned the challenges I faced in the ELT classroom, this caused a slight change in the way I see my job. I've always thought ELT classes are fun and easy to teach. While writing my diary I noticed that there are a lot of tiny little details that we have to consider during the classes.

2- When you view yourself, how do you evaluate your condition before and after the diary study?

That's a very broad question, but I would say that I cannot observe a significant difference in my teaching style.

3- How do you evaluate your attitudes about reflective teaching before and after participating in this study?

I don't think there has been a big difference. However, I can say that I have been more reflective about what I do in the classroom. Especially, in the classes I recorded, I tried to recognize the things worth mentioning in the diary, which made me more conscious about the lessons.

Part. 2

4- Have you got plans regarding reflective teaching in the following years and how?

I enjoy being observed by my colleagues and being given feedback, I think this will be the way I will do it in the future. I also liked the idea of recording my class and checking it afterwards. One can see a lot of drawbacks and hopefully correct them by this way.

5- If you have another opinion (*advantages & disadvantages about teacher diary*) about this study, please specify.

Keeping diaries are a good way of encouraging reflection on teaching. One can chronologically follow the way classes have been going in a certain period, yet I have to say that it can be very hard to sit down and write a diary after so many hours of teaching. Going back and reading what you wrote is the second challenge.

Thanks for your participation.

Sinem Yeşilçöp

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Haktoy

Part. 2

Please fulfill just after the lesson.

- Was what we did too easy or too difficult?

Difficult

- What problems did the students have (if any)?

The listening text was hard to comprehend. Speaker was fast and the topic was not very interesting.

- Did the materials and activities keep the students interested?

The listening text did not. But the quiz about animals caught their attention.

- Could I have done any parts of the lesson differently?

I could have shown a video about octopuses to raise interest.

- Were all the students on task (i.e. doing what they were supposed to be doing)?

No, some of them are chronically off task.

- Were my instructions clear?

I think it was.

- How much English did the students use?

Despite my effort they used a lot of Turkish.

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

Teacher Talking Time.

Hakker

Part 2

Please fulfill after watching/listening the record of your lesson.

- Was what we did too easy or too difficult?

The type 2 conditional sentences were okay but the listening was a bit complicated.

- What problems did the students have (if any)?

They spoke in Turkish. They were tired as it was 6th class of the day.

- Did the materials and activities keep the students interested?

The conditional sentences did keep them interested but the listening could not.

- Could I have done any parts of the lesson differently?

I could have warmed them up better about octopus listening.

- Were all the students on task (i.e. doing what they were supposed to be doing)?

No, some of them were not.

- Were my instructions clear?

Yes, I think so.

- How much English did the students use?

Only little.

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

Teacher talking time was way more than students.

Hakky
Part.2

Objectives : Practicing the future tenses and the differences in their meanings. Vocabulary about animals. Reading for general idea.

Activities and Materials: A grammar drill on the book about the tenses was used to review the future tenses. I was planning to show a video and a powerpoint about animals and the vocabulary about them but because of a problem with the internet connection I had to follow the activities on the book, which made the class a bit boring. Especially making them read the text was hard because there was almost no while-reading activity in the book. I just asked them to read the text which proved its ineffectiveness very quickly.

Students: Because the topic has been repeating since the elementary level, some students were reluctant to do the exercise because they were bored with future tense. I said them I was going to show them a fun video but when I could not open it some of the manifested their frustration with sighs. I was also a bit upset about the situation.

Classroom Management: At the beginning of the class the student responsible for collecting punishment money's asked if she could collect it and I said yes, which was not a good idea. She costed me more than 5 minutes and a lot of distraction. I replaced two male students who were chatting with his friend at the back. I don't usually do this, but I think it helped stop the noise. Today, once more I realized that 25 is a huge number for a language class. Its so hard to reach all the students. A student who was absent called her best friend in the class via skype and wanted to talk to me during the lesson! I told her I have a class to teach. I began to question if I should be stricter.

Part 2

Objectives: Reading on Gender and Colors. Vocabulary about age and upbringing.

Activities and Materials: The reading was long and we were out of time so I decided to skip the True-False activity and do only fill-in-the blanks with sentences part. To my surprise students read the text and tried to find the sentences fitting the blank parts. I got confused in the vocabulary part because some blanks had multiple answers. Students noticed the confusion. The question regarding their childhood toys were interesting for most of the students. I also noticed I mispronounced an adjective after the class. The class included a lot of new vocabulary about personality. The students were bombarded with new information that they weren't able to process.

Students: The boys at the back were not participating as usual. Moreover, there are still some students that do not have books which is very disappointing. They cannot join anything we do.

Classroom Management: I kept walking around the classroom to push them to read the text. Some students opened their books seeing I am getting closer. I also approached a boy and a girl who had earphones on at the beginning of the class. They took it off but later the girl took it again. She was usually a participative student. I tolerated her because of that.

Part 2

Objectives: Presenting Modal verbs, writing and completing sentences with modal verbs.

Activities and Materials: The topic was explained through a PPT presentation. Each modal verb was given with an example sentence. Drills and activities in the book were used to practice the topic.

Student: Because it was the last class of the week students seemed very tired for an effective grammar class. The other main course teacher had briefly introduced the topic in the previous class. I didn't need to do any warm up about the topic. The practice activities were usually drills and the students got bored through the end of the lesson and wanted to leave 5 mins earlier. I told them they could go out if they finish the last exercise and to my surprise they finished it in three minutes. I tried to make the class more interesting by opening a debate about gender roles. It was also the topic of the unit but as it usually happened these days it was hard to keep the discussion in English.

Classroom Management: Students were really tired as it was the last hour of the week. Moreover a student of mine from another class wanted to join the lesson and I allowed her but she caused some distraction in the classroom. I regretted letting her in.

Part.2

Objectives: Presenting Vocabulary about Crime; Reading a Text about punishment methods and answering comprehension questions.

Activities and Materials: The class was based on a reading text about different ways of punishing criminals. As it was a long text filled with unknown vocabulary I started with a PPT about 4 criminals and asked them to decide which one is the guiltiest. This was not as interesting for them as I expected. I was also disappointed by their insistence on speaking in Turkish.

After that I opened a second PPT to present the unknown words and because all ten words were introduced in sentences with questions this took almost all of my classroom time. however I was happy that they were interested in the questions.

Students: As it was the first class of the day, most of them came late. However, they were fresh and energetic because the day before was holiday.

Classroom Management: As usual some students were entirely uninterested in the class. I tried to call their names and ask questions but it did not help much. Moreover, they kept speaking in Turkish because Kağan, the student responsible for fining Turkish speakers was absent.

McHam
Part-3

1- Has the diary study made any changes in you regarding following areas?

(X) Yes () No

If your answer is "yes", please specify and explain the area you chose. (You can tick more than one)

(X) The way of your teaching

(X) Your attitudes towards English teaching profession

(X) Your attitudes towards students

(X) Your studies with other teachers

() Other (Please specify).....

2- When you view yourself, how do you evaluate your condition before and after the diary study?

Before diary: After my lesson I don't evaluate my lesson a lot. I just think how my lesson was or if it was enjoyable or easy for me.

After diary: I evaluated my lesson different ways. I criticized my lesson. I tried not to do the similar mistakes next lesson.

If I ignored some important parts of the lesson, I would try not to do them next time.

3- How do you evaluate your attitudes about reflective teaching before and after participating in this study?

After this study I feel myself a bit better. Because this study showed me my weaknesses and strengths. After teaching 12 years you trust yourself a lot and you don't plan your lesson by thinking all ways. Each lesson I concentrate different part of teaching.
 By this study I remind to evaluate my lesson .

Part 3

4- Have you got plans regarding reflective teaching in the following years and how?

Yes, I have some plans about it. Especially video recording made me happy to see my mistakes that I did during my lesson. I didn't just see my mistakes I also see useful method that I used during lesson. I think video recording will also be a good material for my next lesson. If I want to teach the same topic again I can use it.

5- If you have another opinion (*advantages & disadvantages about teacher diary*) about this study, please specify.

The only disadvantages of this study : it takes a bit time, that's all. But I can count many advantages of this study. I think all teachers not only new teachers but also experienced teachers should do this diary.

Thanks for your participation.

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Mellon
Part 3

Please fulfill after watching/listening the record of your lesson.

- Was what we did too easy or too difficult?

It was not difficult

- What problems did the students have (if any)?

As far as I see they didn't have problem

- Did the materials and activities keep the students interested?

Yes but maybe I can use authentic materials like magazine or newspaper

- Could I have done any parts of the lesson differently?

Maybe I can use technology

- Were all the students on task (i.e. doing what they were supposed to be doing)?

yes

- Were my instructions clear?

I think yes, because they understood me

- How much English did the students use?

During lesson %80

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

Both

Method
Part. 3

Please fulfill after watching/listening the record of your lesson.

- Was what we did too easy or too difficult?

I gave my students Turkish sentences and their task was to find their English definition from context. They were all successful. So it was easy for me to teach that topic.

- What problems did the students have (if any)?

Actually they said that they didn't have any problem. They find out the rules

- Did the materials and activities keep the students interested?

Yes, I gave students Turkish sentences. First of all they were happy to see something Turkish and all students interested this activity.

- Could I have done any parts of the lesson differently?

Yes maybe I can use power point and show my students a small video about passives

- Were all the students on task (i.e. doing what they were supposed to be doing)?

Yes, certainly

- Were my instructions clear?

They understood what I said, wanted.

- How much English did the students use?

%70

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

Teacher talking because it was the presentation part of the topic.

hital
Part. 4

1- Has the diary study made any changes in you regarding following areas?

☒ Yes ☐ No

If your answer is "yes", please specify and explain the area you chose. (You can tick more than one)

☐ The way of your teaching

☒ Your attitudes towards English teaching profession

☐ Your attitudes towards students

☐ Your studies with other teachers

☐ Other (Please specify).....

2- When you view yourself, how do you evaluate your condition before and after the diary study?

After the diary studies I have seen my weaknesses and tried to change them.

3- How do you evaluate your attitudes about reflective teaching before and after participating in this study?

I had never thought about reflective teaching before but after participating in this study I got the importance of it.

1907 7

4- Have you got plans regarding reflective teaching in the following years and how?

Yes, I have decided to record some of my classes and shape my teaching method according to that record.

5- If you have another opinion (*advantages & disadvantages about teacher diary*) about this study, please specify.

It is very helpful for self-evaluation.

Thanks for your participation.

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H/b/

Part 4

Please fulfill just after the lesson.

- Was what we did too easy or too difficult?

It was easy for some them but most of them have found the subject difficult.

- What problems did the students have (if any)?

They are unwilling to learn English.

- Did the materials and activities keep the students interested?

no.

- Could I have done any parts of the lesson differently?

no

- Were all the students on task (i.e. doing what they were supposed to be doing)?

No.

- Were my instructions clear?

Yes.

- How much English did the students use?

A little.

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

Teacher talking time.

Part 4 *Hi!*

Please fulfill after watching/listening the record of your lesson.

- Was what we did too easy or too difficult?

It was easy for most of them

- What problems did the students have (if any)?

Students made a lot of noise, they are about to sleep most of them are busy with their mobiles and the students sitting at the back don't care about English classes

- Did the materials and activities keep the students interested?

no

- Could I have done any parts of the lesson differently?

Yes, I could have been more strict and keep atmosphere more silent.

- Were all the students on task (i.e. doing what they were supposed to be doing)?

no

- Were my instructions clear?

yes

- How much English did the students use?

A little

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

Teacher talking time

hik /

Part. 4

Teaching Diary 1**Lesson Objectives**

Some of the students have understood what we did in the lesson.

The subject of the lesson was easy for them.

Most of my students don't believe that English is useful for them. They just come to class not to fail.

Yes, they have learned some rules about modal perfects.

They have learned some vocabularies about parts of the face and also they have learned modal perfects. The vocabularies they learned were useful for them but I don't think they will use modal perfects in their daily life.

Activities and materials

We used laptop, projector, and speakers.

The materials we used didn't keep the students interested.

I could have prepared a presentation.

Students

Most students didn't do what they were supposed to do.

They aren't interested in English and they don't believe the importance of English.

Students seemed to enjoy the guessing part most and the grammar part least.

They used very little English.

Classroom Management

The activities lasted longer than I expected.

The pacing was right, I think.

I used individual work.

I used it otherwise they would start to talk each other and forget the activities. It somehow worked.

Some of the students have understood what we did.

I thought my instructions were clear.

I provided the students to participate.

I was aware how they were progressing because I was getting around the class.

Overall

If I taught the lesson again, I wouldn't do any changes for the same students because whatever I do, they won't be interested in English classes.

Part 4

Teaching diary 2**Lesson Objectives**

Some of the students have understood what we did in the lesson.

The subject of the lesson is a bit challenging for them.

There was a clear outcome for the students. They have learned how to ask more polite questions using indirect questions.

Students have found the indirect questions confusing. They used the auxiliary verb for the indirect questions. It may not be very useful for them because they can also ask direct questions which has the same meaning with indirect questions.

Activities and Materials

I used extra exercises from a grammar book written by Murphy. I used projector and also a computer. We have listened a conversation between a tourist and a local person.

The students aren't generally very interested in English so they are unwilling to participate.

I could have had the role playing done by the students.

Students

Some were on task but others weren't.

Because they are fed up with English classes. The only thing they care is attendance not participation.

They seemed the warm-up part most and the listening part least.

They used very little English.

Classroom management

The activities lasted the right length of time.

The pacing wasn't right because students had learned reported questions before indirect questions so they tried to change the tense of the questions.

I used individual work because students are too talkative to study as a group.

Students who are interested in English have understood what to do in the lesson.

My instructions were clear because I used L1.

I am not sure if I provided opportunities for all the students to participate. I could have forced them to get into topic.

Part 4

Since it is a crowded class I was unaware of the students' progress.

Overall

I would change the pacing.

Teaching Diary 3

Lesson Objectives

Some of the students have understood what we did in the lesson.

The subject of the lesson was easy for them.

Most of my students don't believe that English is useful for them. They just come to class not to fail.

Yes, they have learned some rules about question tags and also some vocabularies about shopping.

They will probably use question tags in their Daily life and the vocabularies they have learnt are very useful because when they go abroad and do shopping, they can use these basic phrases.

Activities and Materials

I asked a student to act like an owner of a clothes shop and I asked another student to act as if he was a customer who wants to buy a t-shirt. I chose the best students to do it. They played their roles very well and we had fun.

Most of the students seemed to enjoy the lesson while they were watching their friends.

Students

Most of them were on the task because the topic was easy and also enjoyable.

They seemed to enjoy role playing part most and listening part least.

They used little English.

Classroom management

The activities lasted the right length of time.

The pacing was right, I think.

I used pair work.

Students who are interested in English have understood what to do in the lesson.

My instructions were clear because I used L1.

I am not sure if I provided opportunities for all the students to participate. I could have forced them to get into topic.

Since it is a crowded class I was unaware of the students' progress.

Overall

Part 4

I would ask the students to bring some possessions to the classroom and try to sell them to their friends.

Teaching diary 4**Lesson objectives**

Some students have understood what we did in the lesson.

That was a bit challenging for them.

Students are reluctant to learn English.

There was a clear outcome for the students.

They learnt some separable & inseparable phrasal verbs and some common expressions with "for" and "of".

These are useful for them because students have learnt with chunks.

Activities and materials

I used a projector and a computer and also course book.

Some of them were interested in the activities we did.

I could have given more sample sentences about common expressions but we have limited time so I couldn't.

Students

Some of them were on task.

It was during the session. Some students weren't doing what they were supposed to do because I couldn't get the class enjoyable.

Students seemed to enjoy the vocabularies part most and the listening part least.

They used very little English.

Classroom management

The activities lasted the right length of time.

The pacing was right.

I used individual work.

I preferred individual work because I believe that when they work in groups, only one person in the group do the activities, others chat with each other.

My instructions were clear.

I thought I provided the opportunities for all the students to participate.

I was unaware of students' progress because of the crowded class.

*Part. 4***Overall**

I would do the same thing even if I don't believe my teaching method is good enough.

Simple
Part. 5

Please fulfill just after the lesson.

- Was what we did too easy or too difficult?

It was easy. I didn't have any difficulty.

- What problems did the students have (if any)?

First of all, they felt a bit nervous because of video recording in the beginning of lesson.

The topic was about economics so they had problems with answering the questions in the pre-reading part.

- Did the materials and activities keep the students interested?

Yes.

- Could I have done any parts of the lesson differently?

I think there wasn't any problem with lesson plan.

- Were all the students on task (i.e. doing what they were supposed to be doing)?

Not all of them. Only two students were playing with their mobile phones.

- Were my instructions clear?

Yes. I used a very simple language.

- How much English did the students use?

They used English nearly 90 percent of the lesson but it is not always the case. It was thanks to video recording. They thought that they were being watched by someone, kind of authority.

Part 5

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

I guess student talking time was a bit more:

Dennis

Part 5

1- Has the diary study made any changes in you regarding following areas?

(+) Yes () No

If your answer is "yes", please specify and explain the area you chose. (You can tick more than one)

(+) The way of your teaching

(+) Your attitudes towards English teaching profession

(+) Your attitudes towards students

() Your studies with other teachers

() Other (Please specify).....

2- When you view yourself, how do you evaluate your condition before and after the diary study?

Before diary study, I wasn't aware of my own weaknesses in class. Sometimes, I couldn't manage to reach my goals and I would just think that students prevented me to complete the syllabus. Actually, I tolerate them more than enough and this causes problems about classroom management. Now, I try to control it more. Another point I have become aware of is that I don't include enough interaction patterns in my lessons. Even if I feel that I have done a perfect lesson, there may not be any group or pair work in the lesson. I tried to include more interaction patterns but unfortunately, it wasn't successful enough because of students' unwillingness. At least, I am looking for a way to solve this problem after this diary study.

As a last point, I became aware that sometimes I skip some parts of the lesson. I mean i don't always include a warm up or post activities. Also, i can't make a closure to the lesson so now, i am more careful about it and students look more interested. (but not much just more :))

3- How do you evaluate your attitudes about reflective teaching before and after participating in this study?

Part. 5

Actually, I had learnt these types of studies during my undergrad. years(video recording or diary studies) but I had never thought about using these studies in my lessons until this research. I guess it was just because of not knowing how to do and how to apply it or it just didn't come to my mind. But after this study, I will use different methods of reflecting teaching and I know more about reflecting teaching. Also, before this study I thought reflective teaching is too time consuming but now i don't think so as it didn't take too much time.

4- Have you got plans regarding reflective teaching in the following years and how?

Yes, i have. As it provides me to get a feedback in an easy way, I will use reflective teaching methods. I may not apply it to all of my lessons as it will be time consuming and repetitive, i may use it in some of my lessons. Probably, i will use video recording method as it provides more data because i can forget some parts after lesson in diary study.

5- If you have another opinion (*advantages & disadvantages about teacher diary*) about this study, please specify.

It is a good way to evaluate ourselves but with diary study we cannot observe the students' behaviors and we may again think that we have given equal space to each student even if it is not so. I think diary study is a good way as it takes less time than video recording but it is not as objective as video recording.

Coron

Part. 6

1- Has the diary study made any changes in you regarding following areas?

(X) Yes () No

If your answer is "yes", please specify and explain the area you chose. (You can tick more than one)

(X) The way of your teaching

() Your attitudes towards English teaching profession

(X) Your attitudes towards students

() Your studies with other teachers

() Other (Please specify).....

2- When you view yourself, how do you evaluate your condition before and after the diary study?

With the diary study, I can see what I do in class, what is good and bad and how I can change my way of teaching according to the students needs. Before the diary study, as I didn't think about my teaching or take notes to see the problems during teaching I encountered the same problems in class. Diary study helped me to think whether the objectives were achieved or not. Also, it helped with the classroom management and how to group the students for the activities.

3- How do you evaluate your attitudes about reflective teaching before and after participating in this study?

Actually, before this study I didn't do anything to reflect on my teaching. I usually try to figure out the problems and try to find solutions, but that doesn't make any changes. Keeping a diary helps more because when you write down the things going on class, you can go back to it, change problematic parts.

Part 6

4- Have you got plans regarding reflective teaching in the following years and how?

I have a simple plan to reflect on my teaching. For each week, I am thinking of taking some notes after my lessons. At the end of the week, I will try to see what is accomplished/ what is not. I will find some solutions and make some changes in the way I am teaching.

5- If you have another opinion (*advantages & disadvantages about teacher diary*) about this study, please specify.

Thanks for your participation.

Sinem Yeşilçöp

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Copy
Part 6

Please fulfill just after the lesson.

- Was what we did too easy or too difficult?

It was Reading&Vocabulary lesson. What I realized after the lesson was that the activity for the vocabulary practice was a little bit difficult. The students were expected to find the correct word to fill in the blanks, but some of the sentences were not clear enough to find the correct word.

- What problems did the students have (if any)?

The students have difficulty in answering two of the comprehension questions according to reading.

- Did the materials and activities keep the students interested?

One of the activities was station, and students liked this activity, but they found reading the text and finding the main idea boring. They usually don't want to read.

- Could I have done any parts of the lesson differently?

Maybe, I could have changed reading part such as cutting the text into paragraphs and asking students to work in groups to put the paragraphs into a correct order. In this way, they would have an aim.

- Were all the students on task (i.e. doing what they were supposed to be doing)?

All the students were on task.

- Were my instructions clear?

I think they were clear enough for the students.

- How much English did the students use?

Students didn't use English while talking to their friends or working in groups/in pairs. They used English while answering my questions.

Part 6

- Which one was more **Teacher Talking Time** or **Student Talking Time**?

I think students talking time was more.

Corey
Part 6

Please fulfill after watching/listening the record of your lesson.

- Was what we did too easy or too difficult?

The vocabulary part was difficult.

- What problems did the students have (if any)?

While watching the video, I saw that some students had problems with the questions in the station activity. They asked me only two questions, but when I watched the video, I saw that some students were asking some other questions to their friends in Turkish.

- Did the materials and activities keep the students interested?

Most of them were doing the task. Some students were on their cellphones and some of them were not reading during the reading part.

- Could I have done any parts of the lesson differently?

I could have changed the reading part into a group work or pair work.

- Were all the students on task (i.e. doing what they were supposed to be doing)?

Some of them were on their cellphones.

- Were my instructions clear?

While watching the video I noticed that I repeat the same sentences again and again.

- How much English did the students use?

Students used English only while answering my questions or talking to me.

- Which one was more *Teacher Talking Time* or *Student Talking Time*?

Part 6

Teacher talking time was more because I often repeated what I said and also students' answers. When they explained an idea, I tried to summarize what the student said. All the those repetitions caused more teacher talking time.

Camxe
Part 7

DIARY 1

Lesson objectives

The lesson was based on a reading task about translating the world's best seller "Harry Potter". Students were expected to practise reading strategies and guessing related vocabulary from the context. Since students are not interested in reading, the reading itself is difficult for them. Fortunately, they could use their background information about the topic that they like thanks to Harry Potter films. They also like pre-reading activities that is a power point presentation including some photos and words from the story. In this way, the aim of this activity was achieved. They were aware of the lesson objectives such as looking for specific information in the text and justify their answers; however, they did not want to read the text because they do not enjoy reading even in Turkish.

Activities and Materials

Pre-reading: power point presentation about Harry Potter and some invented words in the story and their translation into Turkish.

While-reading: The text on the book and activities: Matching topics with paragraphs and T/F questions.

Post-reading: Matching the underlined words in the text with their synonyms.

Especially power point presentation was very interesting and motivating for students since they are familiar with the characters and the invented words thanks to films.

They didn't like the reading but I couldn't have done the lesson differently because it was not about the text.

Students

I have a very different group of students because they are 10 students and English in some faculties are not obligatory. However, they come to school to be with their friends and spend time. The ones whose aims are to learn English were very motivated and interested in the lesson. The pre-reading was the most enjoyable part for almost all students but when it came to the reading the text, some students started playing with their mobile phones. Since their level of English is very low, they produce simple sentences or short answers with simple present tense. They repeated in elementary (A) and pre-intermediate (B.1.1) so we assume them as elementary students because they couldn't finish pre-intermediate.

Classroom Management

I didn't have any problems related to the pace of the lesson. I spent a bit more time on reading the text by asking for justification of their answers. Generally, I used whole class work to elicit information and activate their background knowledge about the topic. I used pair-work in the post-reading while they were asked to match the vocabulary items with their definition because I asked them to write first the words' part of speech and then do the matching activity. Strong students can help the weaker ones.

Overall

I wouldn't change any part of the lesson.

Part 7

DIARY 2**Lesson objectives**

The lesson was based on teaching new vocabulary items about TV programmes and some adjectives to describe these programmes. Students had already known some of the words in the previous module, so it was not difficult to identify the new words. They were aware of the lesson objective that is to learn the new words and use them. They practiced the words by using them in listening and speaking activities.

Activities and Materials

I used a power point presentation to introduce the new items. Students enjoyed it very much and participated the lesson actively even it was the first hour of school day. There were some examples for each type of programme such as survivor, bbg for reality show... There were some basic questions to include them in the lesson. In this way, they practiced the words they had already known and they were introduced with the new items in the context. While they were speaking about the programmes, they were directed to use some basic adjectives to describe them. Thus, we had a smooth transition between the activities. There were a matching activity about the adjectives on the book and then there was a listening related to TV programmes so they listened to some people and matched them with a type of TV programme. As the final step of the lesson, students were asked to work with their partners. They asked some questions which I wrote on the board as alternatives about watching TV and write their partner's answers. When they finished, I asked them to talk about their pair's answers. They were really motivated to be a part of the lesson actively. The activities were not challenging and they liked the topic.

Students

Students were on the task and showed that they enjoyed it by answering the questions and giving examples in the activities. Especially, power point presentation was attractive for them since they could produce something thanks to photos and questions. They also liked speaking part because they could use basic structures such as simple present. They didn't enjoy the practice of the words and exercises on the book.

Classroom Management

I didn't have any problems in terms of time management. The activities were easy and my instructions were simple so students were on task in each step of the lesson. They had self-confidence with basic simple present questions so they participated in the lesson.

Overall

I wouldn't change anything in the lesson if I taught it again.

DIARY 3**Lesson objectives**

The lesson was based on grammar. This section of the unit was about comparatives and superlatives. My students had already known the structure and usage of comparatives and superlatives. After a quick revision, they were introduced with the ways to show a small difference or big difference in by using comparatives. Thus, they were expected to identify the structure to do it and use it in various activities. The outcome was clear and the new parts of grammar structure were not difficult but students had some problems with the rules about using adjectives in comparatives.

Activities and Materials

As I did in the most of my lessons, I used a power point presentation to conduct the whole lesson. I didn't use the book in this lesson because students had already answers since they were repeat students. The power point presentation was motivating because they regarded it as a new and important thing, so they took notes when it was necessary. The power point directed students thanks to photos and some blanks that were asked students. First, it was a kind of revision as the book suggested. There were some sentences about comparatives and superlatives and some examples about the rules of using adjectives in these structures. Additionally, they were provided with some charts. All things in the presentation focused on eliciting information from students, activating their knowledge about the topic and using the target topic. Thanks to photos, they noticed the difference and rules in the sentences. As the last part of the slides, they were asked to look at the photos and key adjectives and produce comparative and superlative sentences, especially with the new structure. In the last ten minutes, I used a short worksheet about it. They did it and we checked the answers. I could have changed the order of the activities. They should have known these structures before but they were not good at identifying short and long adjectives.

Students

There were a few students who were not on task because they found the activities too difficult or too easy. They seemed to enjoy the last part of the slides. Of course they made a lot of mistakes; however, the pictures were funny, so they were eager to make sentences.

Classroom Management

We didn't have any problems about timing. There weren't any different interaction patterns in the lesson. They participated the lesson individually when I called their names to make sentences, so I provided opportunities to speak for all students.

Overall

As I mentioned above, I would definitely change the place of the activities in the last stage of the lesson. Since my students were very weak, they made a lot of mistakes while making sentences. Instead, I should have given the worksheet as a mechanic activity to form adjectives and they could produce correct sentences later.

DIARY 4**Lesson objectives**

The lesson was based on grammar including the practice of different language skills. Students were supposed to identify the new ways of comparing things. They were expected to comprehend the usage of as...as, less...than, not as...as. And practice them thanks to materials. Students did not have difficulty since they learned basic comparative structures before. The activities were useful for them because they could use the target subject accurately.

Activities and Materials

I used various activities to motivate students and create more learning opportunities. We started lesson with a listening activity to introduce the topic. It was a song by Lenka (Everything at once). This was the most attractive part of the lesson for students because they liked the song. However, it was also challenging because there were lots of blanks (adjectives) to be filled. However, we could succeed to introduce the subject in an enjoyable way. In the presentation part, I wrote some sentences on the board and directed some questions to elicit the rules of as...as, less...than, not as...as. In this way, they could find out the usage of them on their own. As the next stage, students were provided with a worksheet to practice the subject. In order to make the student-centered, in the last 5 minutes, students were given a few photos. They worked in pairs and compared the photos by producing sentences with the new ways of comparative structure. The materials and activities were organized to make students interested in lesson so we were able to achieve our objectives.

Students

All students were on task because they think that grammar is the most valuable thing to learn a language. They enjoyed listening to the song and doing the exercises. However, they didn't like speaking since they had difficulty in producing sentences. Thus, they did not speak English very much.

Classroom Management

I didn't have so much time to conduct speaking activity accordingly. If I had had more time, I would have continued the activity. In this way, I could have created more learning opportunities to speak English. As I mentioned above, students were supposed to work in pairs in the last stage of the lesson to make them interact with their partners through the language. Time management could be seen as the only problem in the lesson. My instructions were clear because students were able to understand what to do and they started the activities immediately.

Overall

In fact, I would not change any part of my lesson but I would use next lesson to continue the last activity and make it more meaningful.

CURRICULUM VITAE

Sinem Yeşilçöp

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PERSONAL PROFILE:

Personable and an excellent communicator. I have a high degree of initiative and self motivation. I strive to work well individually and as well as part of them, to successfully overcome problems and implement improvements.

EDUCATION:

2012-2015	Çukurova University Post Graduate , English Language Teaching Institute of Social Sciences	Adana-Tr
2007- 2011	Middle East Technical University Minor Degree in Philosophy Honor Student	Ankara-Tr
2005- 2011	Middle East Technical University BA , Foreign Language Education Honor Student	Ankara-Tr
2001- 2005	Göl Teacher Training High School High Honor Student, ranking 164 th in the National university Entrance Exam	Kastamonu-Tr

TEACHING EXPERIENCE:

October 2013- present : Turgut Ozal University - Ankara

- Instructor

October 2011- 2013 : Zirve University -Gaziantep

- Instructor

October 2010- June 2011 : Ahmet Barındırır Secondary School Ankara-Turkey

- intern Teacher of English, observing classes and practicing teaching

**October 2009-June 2010 : St. Oliver's Primary School,
Killarney, Ireland
Comenius Language Assistant**

- worked by means of the assistantship program to which 750 teacher candidates applied from Turkey and just 107 of them were accepted,
- worked with language groups and at classes teaching English, the school had 44 different nations kids,
- worked with special needed students,
- prepared presentations, projects about Turkey and Turkish culture,
- played saz to all level students, taught how to dance Turkish dances and sing Turkish songs,
- had a Turkish day with the dance shows and exhibitions,

please find enclosed my reference letters from my principal from Ireland, and **Irish & Turkish newspapers** on my projects in Ireland can be reachable via my blog

<http://sinemhoca.edublogs.org>

Sept 2007- June 2009: Turkish Patent Institute

- tutored a class of 12 adults who were beginners in English,
- taught basic grammar rules integrated with reading, speaking, listening and writing in English Language,
- set challenging assignments to aid development of knowledge,

Sept 2008- June 2009: Uygur Seeing-Impaired People Foundation

- preparing seeing-impaired high school students for the university exam

2005- 2011: Private Teacher of English

- teaching English to individual learners including primary school kids, teenagers, adults and national swimmers,

Please use this blog <http://sinemhoca.edublogs.org> to watch my teaching videos, my projects from Ireland and Turkey, and to read all my teaching journals and experiences.

LANGUAGES

Turkish	Mother Tongue
<i>English</i>	Advanced
<i>German</i>	Intermediate

SOCIAL SKILLS AND COMPETENCES

Keen interest in METU student clubs and active member of student clubs (Turkish Folklore Club and Philosophy Club)

Keen interest in music. I play saz, and have joined some government and school choirs, played for TRT children choir.