

**A STUDY ON
REFLECTIVE RECIPROCAL PEER COACHING:
AN APPLICATION IN PRE-SERVICE
ENGLISH LANGUAGE TEACHING CONTEXT**

**S. İpek KURU GÖNEN
(Doktora Tezi)
Eskişehir, 2012**

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S. İpek KURU GÖNEN

**PhD DISSERTATION
Program in English Language Teaching
Advisor: Prof. Dr. İlknur KEÇİK**

**Eskişehir
Anadolu University Graduate School of Educational Sciences
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THE MIRROR

"I look in the mirror
And what do I see?
A strange looking person
That cannot be me.
For I am much younger
And not nearly so fat
As that face in the mirror
I am looking at.

Oh, where are the mirrors
That I used to know
Like the ones which were made
Thirty years ago?
Now all things have changed
And I'm sure you'll agree
Mirrors are not as good
As they used to be.

So never be concerned,
If wrinkles appear
For one thing I've learned
Which is very clear,
Should your complexion
Be less than perfection,
It is really the mirror
That needs correction."

Edmund Burke
1729-1797
Irish Philosopher

“The real voyage of discovery consists not in seeking new lands but in seeing with new eyes.”

Marcel Proust

Abstract

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S. İpek KURU GÖNEN

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The aim of this study is to implement reflective reciprocal peer coaching (RRPC) practice into an ELT pre-service teacher education context, and to find out how this practice affects pre-service teachers' reflectivity levels as well as to explore their perceptions about it. For the purposes of the study, a total of 12 pre-service teachers enrolled in an ELT teacher education program at Anadolu University, Turkey participated in the study. For a systematic and effective implementation of the RRPC practice a training component is organized and different tools such as the observation forms, coaching cycle checklists and intervention session checklists are developed and used. The participants received training on various aspects of reflective reciprocal peer coaching (RRPC) for twelve weeks and they were involved in RRPC practice for eight weeks.

Both quantitative and qualitative research instruments were used. As for the quantitative part, The Profile of Reflective Thinking Attributes was administered to the participants for three times in order to identify whether there were differences in the reflectivity levels of the participants before and after they received training, and before and after they were engaged in RRPC practice. As for the qualitative part, the pre-service teachers in the study wrote reflective diaries upon the completion of the training process, and throughout the RRPC practice both on their weekly teaching performances and on the weekly peer coaching cycles. The sample post-conference sessions of the participants were also analyzed for qualitative support and all participants were interviewed at the end of the study.

The results of the study put forward that all pre-service teachers benefited highly from the RRPC experience. The reflectivity levels of the participants advanced after the

received training and it continued to progress after they were involved in RRPC practice. Furthermore, pre-service teachers had positive perceptions about receiving training and experiencing RRPC practice. It was revealed that this experience helped them not only improve their teaching but also their social and affective sides. The pre-service teachers in the study made connections between the ideas of peer coaching and their future careers, and the results yielded enthusiasm about applying ideas of peer coaching for future development.

Key Words: Teacher training, Pre-service teacher education, Field experience, Reflective reciprocal peer coaching.

Öz

Yansıtma Karşılıklı Akran Eğitimi Çalışması: İngilizce Öğretmenliği Programı Hizmet Öncesi Öğretmen Eğitiminde Bir Uygulama

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Bu çalışmanın amacı, İngilizce Öğretmenliği hizmet öncesi öğretmen eğitiminde yansıtma karşılıklı akran eğitimi (YKAE) uygulamasını gerçekleştirerek bu uygulamanın öğretmen adaylarının yansıtma seviyelerine etkisini ve onların uygulama ile ilgili algılarını ortaya çıkarmaktır. Bu amaçlar doğrultusunda, Anadolu Üniversitesi İngilizce Öğretmenliği programına kayıtlı 12 öğretmen adayı çalışmaya katılmıştır. YKAE uygulamasının sistematik ve etkili bir şekilde uygulanabilmesi için uygulama öncesi bir eğitim süreci düzenlenmiş ve bu amaçla gözlem formları, eğitim döngü kontrol listeleri ve müdahale toplantıları kontrol listeleri gibi farklı araçlar geliştirilip kullanılmıştır. Katılımcılara YKAE konusunda 12 haftalık bir eğitim verilmiş ve sekiz hafta boyunca YKAE uygulamalarına katılmaları sağlanmıştır.

Çalışmada hem nicel hem de nitel araştırma araçları kullanılmıştır. Nicel veri toplama aracı olarak, katılımcıların yansıtma seviyelerinde bir farklılık oluşup oluşmadığını görmek amacıyla eğitim öncesi ve sonrası ve YKAE uygulaması öncesi ve sonrası üç kez Yansıtma Düşünme Özniteliği Çizelgesi uygulanmıştır. Nitel veri toplama araçları olarak ise, öğretmen adayları eğitim sürecinin bitiminde bir kez ve YKAE uygulaması boyunca haftalık olarak öğretim performansları üzerine ve akran eğitim döngüleri üzerine yansıtma günlükleri tutmuşlardır. Ayrıca, öğretim sonrası tartışma toplantılarından alınan örnekler nitel destek amacıyla analiz edilmiş ve bütün katılımcılar ile çalışma sonunda görüşmeler yapılmıştır.

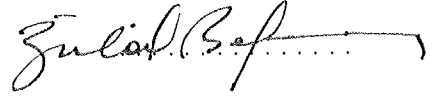
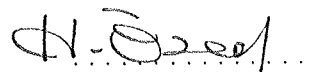
Çalışma sonuçları bütün öğretmen adaylarının YKAE deneyiminden en üst düzeyde fayda sağladıklarını göstermektedir. Katılımcıların yansıtma seviyeleri aldıkları eğitim sonrası artmış ve YKAE uygulamasına katıldıktan sonra da artmaya devam etmiştir. Bunun yanı sıra, öğretmen adayları YKAE eğitimini ve YKAE uygulamasını olumlu

karşılamışlar ve yararlı bulmuşlardır. Bu deneyimin, sadece öğretim becerilerine değil aynı zamanda sosyal ve duyuşsal yönlerinin gelişmesine de katkı sağladığını belirtmişlerdir. Çalışmaya katılan öğretmen adayları akran eğitimi ile kendi gelecek kariyerleri arasında bir ilişki kurmuşlardır. Çalışmanın sonuçları, öğretmen adaylarının gelecekteki gelişimleri için akran eğitimi ve uygulama konusunda istekli olduklarını ortaya çıkarmıştır.

Anahtar Kelimeler: Öğretmen eğitimi, Hizmet öncesi öğretmen eğitimi, Alan deneyimi, yansıtmalı karşılıklı akran eğitimi

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Chapter 1

Introduction

1.1. Introduction

Teacher development is a long-term process which aims at advancing the growth of the teacher's general understanding of teaching and of himself/herself as a teacher (Goker, 2006). Throughout this process, teachers can improve their skills and acquire new knowledge by critically reflecting on their own learning, actively taking part in classroom research, and interacting with colleagues. Before they embark into the professional teaching life, teachers in the pre-service period also need to be engaged in the process of improvement to enhance their teaching ability. At this point, field experience has a potential for providing pre-service teachers opportunities to instructional decision making and improvement (Moore, 2003; Anderson, Barksdale and Hite, 2005).

Field experience refers to the teaching experiences of pre-service teachers in the assigned schools within the teacher education programs (McIntyre, Byrd and Foxx, 1996; Shantz and Ward, 2000; Lamaster, 2001; Puckett and Anderson, 2002; Silva and Dana, 2001; He, Means and Lin, 2006). Throughout this experience, the prospective teachers work with the cooperating teachers at schools and are under the guidance of university supervisors who provide feedback. They are expected to plan and teach lessons and carry out observations related to the teaching context. This on-ground teaching experiences of pre-service teachers in the field of teacher training are identified by various names such as *Practicum*, which is used in the same sense as an alternative term for field experience (Groundwater-Smith, 1996; Haigh and Tuck, 1999; Blunden, 2000; Rowland, Lockyer, Carter, Patterson, and Hearne, 2000; Schulz, 2005; Smith and Lev-Ari, 2005; Tuli and File, 2009; Yan and He, 2010), *Mentoring Practice*, in which the focus is on the relationships with the pre-service teachers and the cooperating teachers at schools (Odell and Huling, 2000; Cornu, 2005; Akin and Hilbun, 2007; Grove, Strudler and Odell, 2007), *School Experience*, which in general refers to the

experiences of pre-service teachers in the assigned schools (Guyton and McIntyre, 1990; Asan, 2003), *Micro/Macro Teaching*, which is identified by the time or part allocated in the classroom for a teaching activity of pre-service teachers (Benton-Kupper, 2001; Butler, 2001; Amobi, 2005; Fernandez, 2005; Bell, 2007; Ismail, 2011), and *Teaching Practice* or *Practice Teaching*, which embraces all the learning experiences of student teachers in schools (Akbar, 2001; Harris, Pinnegar and Teemant, 2005; Mtika, 2008; Cancer, 2009). There are slight differences among these terms depending on the focus and field experience can be considered as a cover term referring to the process itself. Hence, to provide consistency throughout the dissertation, the term 'field experience' will be used to refer to the teaching experiences of pre-service teachers in the assigned schools under supervision and guidance.

Field experience does not only serve as a bridge between theory and practice but it provides a valuable context in which pre-service teachers develop a personal competence (Kauffman, 1992; Puckett and Anderson, 2002; Smith and Lev-Ari, 2005). In this respect, it is one of the most important and powerful components of teacher education programs (McIntyre et al., 1996). Although field experience is beneficial for the development of teachers, it cannot reach its full potential value since there is a need for close supervision and guidance. Supervisor support and feedback in field experience may not be sufficient due to time constraints and growing number of students enrolled in field experience programs (Ball and McDiarmid, 1990; Bowman and McCormic, 2000; Jenkins and Veal, 2002). According to Rowland et al. (2000), field experience has been under considerable pressure to be reduced as a result of changes to university budgets, demands on lecturers to increase research and less staff in education faculties for supervision. In addition to time constraints and limited utilities, receiving feedback from a cooperating teacher or a supervisor may provoke anxiety (Shantz and Ward, 2000) and deprive the pre-service teachers of an invaluable opportunity of working together and learning from each other. Moreover, such feedback from an authority is on a limited basis and mostly done in an evaluative manner (Trautwein and Ammerman, 2010). Observations carried out by peer pre-service teachers are more stress-free and enjoyable since these observations are based on mutual understanding and growth (Beavers, 2001; Prince, Snowden and Matthews, 2010). As a

result, these issues necessitate a reconsideration of the support structures for pre-service teachers.

In this respect, different types of coaching that include interaction among peers are introduced in the literature (Robbins, 1991; Boud, Cohen and Sampson, 2001; Donnelly, 2007; Britton and Anderson, 2010). One of such coaching is Reflective Reciprocal Peer Coaching (will be referred as RRPC henceforth) which is the one that will be applied in this study. In order to design such a coaching program during the field experiences of pre-service teachers, the most important underlying issue is the improvement of reflective thinking skills and the ability of reflecting on the teaching practices. It has been widely accepted that reflective practice is a primary condition to achieve professional improvement and development in the quality of teaching (Weshah, 2007). Hence, leading pre-service teachers to support each other through a coaching program is not sufficient without training them on reflective practice. Thus, to design an effective program to carry out RRPC, reflection and reflective process, and other related issues like peer coaching and reciprocity will be considered.

In the following sections, firstly reflective practice including reflective thinking and the theoretical background of this approach will be introduced. Then, the place of reflective practice in teacher education will be highlighted. Following this, the relation between reflective practice and peer coaching will be dealt with. With respect to the different models of peer coaching, the relation between reflection and peer coaching, ideas of reciprocal peer coaching and reflective reciprocal peer coaching as it is used in this study will be clarified.

1.2. Reflective Practice

The term reflection is used widely in many fields such as business, health, communication and education (Moberg and Calkins, 2001; Cho, Shah, McLeod, McLeod, Scholl and Gotlieb, 2009; Hulsman, Harmsen, Fabriek, 2009; Zeichner and Liu, 2010; Colineau and Paris, 2011). In its basic terms, reflection is defined as “active, persistent, and careful consideration of any belief or supposed form of knowledge in

the light of the grounds that support it and the further conclusions to which it tends” (Dewey, 1933; cited in Valli, 1997:68). In this sense, Dewey makes a distinction between routine action and reflective action. The former refers to the action guided by traditions, habits and institutional definitions and expectations. Hence, routine action is not active, but it is static and does not respond to the changes and adapt to these changes easily. On the other hand, reflective action is active and involves the willingness to take action for personal development, change and self-appraisal (Pollard and Tann, 1994). Moreover, Stein (2000) suggests that reflection is a process where people find out the underlying assumptions of their actions, draw conclusions about those actions, try to find the meaning of the assumptions, and create alternative ways of acting on similar situations. In this study, the Dewey’s definition of reflection (Valli, 1997) which emphasizes its active nature and Stein’s (2000) assertion of focusing on underlying assumptions of the actions through reflection are taken as the basis.

With respect to the ideas of reflection used in educational contexts, it can be considered from different aspects such as; an action, a skill and a process. When it is considered as an action, reflection takes place in three forms: reflection in action, reflection on action and reflection for action. *Reflection in action* refers to reflecting on a surprising, puzzling or confusing situation, which is not clear or unique, during that situation happens whereas *reflection on action* refers to reflecting on these issues after the event takes place (Smith, 1999). *Reflection for action* refers to using the information gathered by the first two types (reflection in action and on action) as a guide for future planning and action. In order to engage in any type of reflective action, the skill of reflective thinking need to be developed. In an educational sense, reflective thinking is “making informed and logical decisions on educational matters, then assessing the consequences of those decisions” (Taggard and Wilson, 1998:2). A key to engage in such thinking depends on having or formulating a reflective practice process. Jasper (2003:2) puts forward that reflective practice is “thinking about things that have happened to us and seeing them in a different way, which enables us to take some kind of action”. The three components of reflective practice are shown in Figure 1.

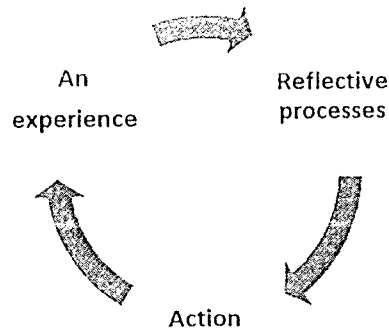


Figure 1. Three Components of Reflective Practice

As shown in Figure 1, things happen to us or our experiences lead to reflective processes that enable us to learn from these experiences. As a result, we gain a new perspective and this directs us to take action. This happens in a cyclical relation and through reflective processes we are involved in action for development. According to Schön (1987), reflective practice is a learning strategy aiming at professional development and its basic assumption is creating change in the dimensions of professional practice.

The roots of reflection and reflective practice are closely related to the changes in cognitive psychology especially in the last three decades where constructivism has been considered as a dominant theory in learning (Skilling, 2001). Additionally, the ideas of experiential learning and reflective practice are closely linked. In order to understand how reflective practice is in parallel to the ideas of constructivism and experiential learning, it is necessary to clarify the theoretical background related to reflective practice.

1.2.1. Constructivism, experiential learning and reflective practice

Reflective practice shares the basic assumptions of constructivism and experiential learning in the sense that learning is based on our own reflections and interactions and out of these humans experience the world. In this section, first of all what is meant by constructivism and how it is related to the ideas of reflective practice will be mentioned. Social constructivism and its relation to reflective practice will also be dealt

with. Following this, the idea of experiential learning and how it is linked to the ideas of reflective practice will be highlighted. Finally, how this theoretical background will be helpful to understand the importance of reflective practice and the role of the peers in enhancing reflective practice will be stressed. As a result, how reflective practice lies in the roots of constructivism and experiential learning will be clarified in order to propose a sound theoretical background for the current study.

In its basic terms, *constructivism* is a philosophy of learning and it focuses on reflections on our own actions. Accordingly, individuals construct meaning and understanding based on experiences (Brooks and Brooks, 1993). The ideas of constructivism suggest that learners learn by experiencing and that learning is not an “all or nothing” process. Rather, learners acquire the new information that is presented to them by building upon knowledge that they already possess (Pilo, De Paz and Fabbri, 1999). Moreover, learning is a social activity related to our connections with other individuals such as our family, teachers and peers, and is contextual as we do not learn in an isolated sense.

Constructivism proposes that learning is an active process in which the learner uses sensory input and constructs meaning out of it (Hein, 1991). This idea is closely linked to the idea of active learner Dewey mentions about reflective practice. In this sense, the learner is not a passive recipient, but an active explorer engaging with the world. Hence, constructivism is related to the reflective practice as it also involves active search for individual meaning. Although constructivism is a theory about knowledge whereas reflective practice is a professional development strategy with roots in constructivism (Osterman, 1998), they share basic assumptions about knowledge and learning. In both conceptual frameworks, ideas and actions are related and interdependent to each other. Actions and ideas are essential aspects of the learning process. Moreover, both frameworks focus on engaging the learner in exploring beliefs and experience and challenging ideas for learning. Constructivism and reflective practice assume that learning is a personal inquiry and it starts with the individual's desire to learn. What is more, for both constructivism and reflective practice a problem is a stimulus that initiates the learning process. Subsequent experiences following the

problem- it is also called perturbation, conflict or discrepancy- leads to some changes in understanding. The ultimate goal is to improve performance and accelerating the learning process.

Constructivism and reflective practice both propose that learning is a purposeful action derived from the individual desires and needs, and both give importance to the prior knowledge and beliefs and their influence on learning. Accordingly, in order to improve practice and learning, success can only be gained by exploring and modifying existing knowledge (Osterman and Kottkamp, 1992). In constructivism, learning is a developmental process as in reflective practice and new experiences causes some changes in understanding and existing knowledge. Furthermore, constructivism and reflective practice emphasize the role of experimentation. That is, learners need opportunities for experiencing the knowledge and in this sense the teacher is a facilitator of the learning process who provides these opportunities. In reflective practice, sources such as peers other than the teacher as facilitator can help to find these opportunities (Taylor, 1993). As a result, both constructivism and reflective practice highlight the importance of creating effective learning situations in which learners are the active agents who test new ideas and information in action.

Learners' being active for constructing meaning is also emphasized in *social constructivism* which is closely associated with the ideas of reflective practice. Social constructivism highlights the importance of the social context in which learning takes place (Kukla, 2000), and it addresses collaborative and social dimension of learning (Beck and Kosnik, 2006). Social constructivism is "an approach that encourages all members of a learning community to present their ideas strongly, while remaining open to the ideas of others" (Beck and Kosnik, 2006:8.). Accordingly, interaction, negotiation and collaboration are at the heart of a successful learning experience (Palincsar, 1998). Meaning is context dependant and is achieved through social interdependence. Hence, the relations among the agents of social interaction are quite important for constructing knowledge and practice. That is, the focus is on social interactions and cooperation (Steffe and Gale, 1995). In teaching/learning environment, learning involves interactions between the student and teacher as well as the

interactions among the students and teachers themselves. As a result, from a social constructivist perspective, the learning environments are based on collaborative efforts and the ideas of reciprocal teaching and peer collaboration are emphasized. In this respect, reflective practice similarly highlight the importance of meaning making through the use of collaborative efforts coming from sources such as the peers. While reflecting on practices, the social context of learning and the relations with others play an important role and are indispensable to take action.

Parallelism can also be drawn between the ideas of reflective practice and *experiential learning*. In its basic terms, experiential learning is a process of meaning making from direct and first-hand experience (Itin, 1999). 'Experience' is the key for the learning process. It is of vital importance that the learner is engaged in experience to gain better understanding of the knowledge and retain it for a longer time. Kolb with his colleague Fry (Kolb and Fry, 1975), based on the ideas of Dewey, developed the idea of experiential learning. Accordingly, experiential learning contrasts with rote learning and it focuses on observation and reflection on the direct experiences of the learner. However, for a successful and genuine experience, Kolb (1984) talks about cycle of stages that we go through while learning. Figure 2 shows the elements of this experiential learning cycle.

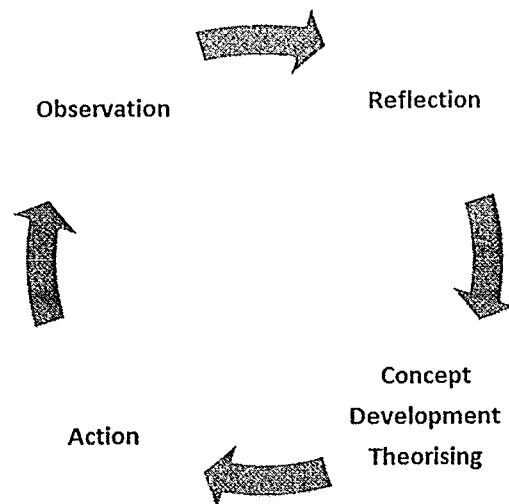


Figure 2. Experiential Learning Cycle (Kolb, 1984)

As can be seen from Figure 2, observation or recalling of an observation is a necessary step when we want to learn something. Then, we need to reflect upon these direct observations so that we can analyze these experiences based on observation and we can form ideas and theories about them. As a result of the reflective process, we can develop our own theories and concepts based on deeper understanding of the experiences. Finally, Kolb (1984) asserts that we take some action as a result of this process and this action is seen as 'learning'. Hence, willingness of active involvement, being able to reflect upon experience, having analytical skills and possessing decision making and problem solving skills to use the new ideas gained from the experience are necessary for successful learning experience. When we go through the cycle again and again, we build up our own understanding and knowledge of the experience in each time. Thus, this cycle can be seen as a continuous spiral for meaning making (Jasper, 2003).

It is obvious from the experiential learning cycle that reflection and engaging in reflective practice is central to experiential learning. That is, learning is an iterative process of reflection on experience which leads to the formulation of ideas tested in action. Through such process, learners become aware of their practice knowledge and they develop ability to make judgments based on the reflections of the experience (Pearson and Smith, 1985). Reflective practice is then not a simple thought of something. It is rather a predictive strategy that helps us plan our future learning on the basis of what we already know (Jasper, 2003). What is essential to learning from experience through reflection is dialogue with others such as experts, colleagues, students and peers. With the help of the dialogue with others, existing ideas are challenged and new perspectives are encountered (Little, 2005; Donnelly, 2007).

As a result, reflective practice share the basic assumptions of experiential learning and social constructivism which emphasize the linking of theory and practice through active collaboration and commitment in the value of learning from the wider social context of education (Beck and Kosnik, 2006). At this point, working with peers and coaching each other through reflective practice is assumed to have a crucial place in teacher education to enhance teacher development. Thus, there has been a flourishing

interest in how reflection can be used as an effective tool for teacher development with respect to peers as indispensable figures of improvement.

1.3. Reflective Practice in Teacher Education

In teacher education context, reflective practice involves a meta-cognitive process of planning, monitoring, evaluation and problem solving in teaching contexts (Parsons and Stephenson, 2005). Such practice is assumed to help teachers engage in a continuous cycle of self-observation and self-evaluation in which they think about what they did, what went good, and what went wrong (Cunningham-Florez, 2001; Eugene, 2003).

It has been emphasized that ideas of reflective practice dominates teacher education around the world lately (Farrell, 2008; Gün, 2011). It has also widely been accepted that the student profile of the 21st century can learn better with teachers who are responsive and reflective. However, it is not easy for teachers to be engaged in reflective practice without necessary information and practice opportunities. In order to promote reflective practice for teachers, one should know the different modes of reflection hierarchy illustrated in Figure 3.

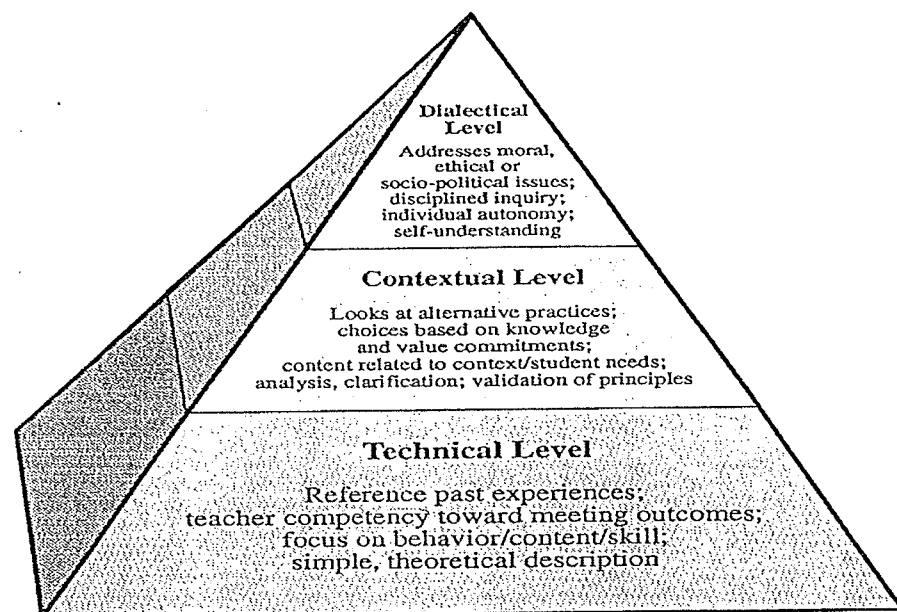


Figure 3. Pyramid of Reflective Thinking Modes (Taggard and Wilson, 1998)

As shown in Figure 3, practitioners at the technical level use minimal schema to draw on while dealing with the problems whereas practitioners in the contextual level understand concepts, contexts, and theoretical bases for classroom practices, then defend those practices and articulate their relevance to student growth. In the technical level, meeting the outcomes is in the center and the focus is on certain behaviors, content or skills which are helpful for meeting the desired outcomes. In the contextual level, the students and their needs are taken into account and value commitments of the teachers while searching for alternative practices are foregrounded. The third, and the highest, level in the pyramid requires a critical reflection allowing practitioners to look for and analyze knowledge systems and theories in context and in relation to one another (Taggard and Wilson, 1998). The third level is similar to what Murray and Kujundzic (2005) call as the level of 'critical reflection' which involves the process of analyzing, reconsidering and questioning experiences within a broad context of issues such as analyzing assumptions about teaching, raising awareness about the context of teaching, imagining alternative ways of thinking, and reflectively questioning the effects and outcomes of teaching practices in a wider social perspective. Likewise, Gale and Jackson (1997) state that critical reflection involves concerns about broader issues of teaching and learning.

Based on the effectiveness of reflective practice, the aim of teacher education should focus on leading teachers to move from a technical level of reflectivity to level of contextual and dialectical/critical reflectivity. Hence, this categorization of reflectivity is considered as a starting point for the purposes of this study. However, such move from technical to critical level does not happen all of a sudden. Rather, it requires time, personal involvement, training and knowledge about the essential characteristics of reflective practice.

1.3.1 Essential characteristics of reflective practice in teacher education

According to Henderson (1992), reflective practice has three characteristics that are essential in teaching contexts: an ethic of caring, an artistic problem solving ability and

a constructivist approach to teaching. In this sense, a learner has to think of himself/herself as a continuous problem solver who is aware of both the strengths and weaknesses of his/her own learning. Other than Henderson, Pollard and Tann (1994) identifies six characteristics of reflective practice in teaching contexts based on the active and persistent nature of Dewey's definition of reflective action.

The first key characteristic of reflective practice is that it is an active process concerning the aims and consequences of one's own learning. These aims and consequences are related to the classroom practices and they require immediate action. In this respect, the teachers need to be active in determining the ongoing problems and what they do in the classroom. The second characteristic is that reflective practice is a cycling process. That is, teachers continuously observe, evaluate and revise their own teaching. This is what makes teaching a dynamic process and in return high quality teaching can be achieved through reflective practice. The third characteristic is about competence in classroom inquiry. The teacher should be competent in analyzing what is happening in the classroom, deciding on what to do next and making judgments based on his/her analyses. What is more, reflective practice involves some personal traits such as open-mindedness, whole heartedness and responsibility as the fourth characteristics of reflective practice. Without the teachers' dedication and enthusiasm to change and improve herself/himself, and taking the responsibility of student learning a genuine reflective attitude cannot be achieved. The fifth key characteristic of reflective practice is teachers' ability to bridge the gap between theory and practice. In this respect, the teacher should have the knowledge of the theory necessary and relevant for creating better teaching environment as well as the ability to judge how theory works in practice. Only theoretical knowledge or practical experience alone would not lead to successful teaching; hence reflective practice should be directed at filling in the gap between theory and practice. The final essential characteristic of reflective practice involves collaboration and dialogue with supervisors or peers. Collaboration is of crucial importance since it fosters professional development as a teacher. Collaboration with peers through reflective practice may help teachers realize the strengths and weaknesses of his/her own teaching.

Among the essential characteristics of reflective practice, the value of collaborative action with peers has received greater attention in recent years due to its effectiveness in self-improvement as teachers. One type of collaboration is called “peer coaching”. On its basic terms, in this type of collaborative action teachers at equal status observe each other and contribute to the improvement of teaching skills through collaborative engagement. However, in order for peer coaching work effectively, a reflective attitude and, more importantly, engagement in reflective practice is crucial. Hence, parallelism can be drawn between the ideas of reflective practice and peer coaching to shed light on the importance and value of reflective collaborative action while teaching. In the following section, what is meant by peer coaching will be explained, forms and models of peer coaching will be introduced, and the ideas of reflective peer coaching, reciprocal peer coaching and reflective reciprocal peer coaching will be clarified.

1.4. Peer Coaching

Peer coaching is defined as “a confidential process through which two or more colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems” (Robbins, 1991:1). Peer coaching can also be considered as a type of observation for professional development in which a colleague or peer observes another to help to focus on the lacking aspects of classroom experience and provide further insights for development through cooperation (Malderez, 2003:180). Hence, it is not simply assigning learners to work together, but a collegial process of enhancing cooperation through careful organization and practice (Ladyshewsky, 2006; Huston and Weaver, 2008).

Although peer coaching is often identified by different names such as *paired practicum*, *paired placement*, *learner centered supervision*, *peer learning*, *peer mentoring*, *peer observation*, *peer tutoring*, *peer sharing* and *peer supervision* (Robbins, 1991; Boud, Cohen and Sampson, 2001; Falchikov, 2001; Walsh and Elmslie, 2005; Donnelly, 2007; Britton and Anderson, 2010), the predominant term preferred by most of the researchers

is 'peer coaching' as it is used here. In this study, Robbins's (1991) definition on peer coaching was taken as the basis for the design of a peer coaching program.

Peer coaching is considered as a model of professional development that can be used to improve student learning by improving the teacher (Becker, 2000; Huston and Weaver, 2008). Ross (1992) proposes that when teachers work collaboratively as peer coaches, student achievement increases accordingly. Utilizing peer coaching effectively enables teachers to identify the areas of teaching in which they want to improve and skills they wish to develop (Little, 2005). Hence, it has the potential to improve teaching practices. Peer coaching is assumed to have many benefits for teacher development such as reducing isolation among teachers, fostering collaboration and successful practice, providing a common ground for addressing instructional concerns, sharing successful practices, and transferring newly acquired skills into classroom practice by increasing content and pedagogical knowledge necessary for teaching, (Joyce and Showers, 1982; Hyman, 1990; Robbins, 1991; Hasbrouck, 1997; Kohler, McCullough Crilley, Shearer and Good, 1997; Bowman and McCormic, 2000; Wynn and Kromrey, 2000; Rhodes et al., 2004; Peel, 2005; Vacilotto and Cummings, 2007; Bell and Mladenovic, 2008; Huston and Weaver, 2008). Moreover, it is surmised to elevate self-correctness and self-renewal, raise staff morale, and create a common ground for change as well as to foster increased retention, use of higher level reasoning and higher self-esteem (Swafford, 1998; Morgan, Whorton and Willet, 2000; Gordon, 2001; Ladyshevsky, 2006; Huston and Weaver, 2008).

Valencia and Killan (1988) highlight the three characteristics of peer coaching that are essential. First, it should be non-evaluative and not used for assessment of certain skills. For the success of a peer coaching program, a non-judgmental and friendly setting is necessary. Peer coaching is built upon trusting relationships between teachers and it is based on mutually working together to improve teaching skills (Becker, 2000; Britton and Anderson, 2010). A second essential characteristic for peer coaching is that it should be based on classroom observation or review of teaching materials followed by feedback. The third essential characteristic is its being intended to improve specific

instructional techniques. Hence, peer coaching is directed at self and professional improvement as teachers.

1.4.1. Models of peer coaching

In order to improve peer coaching activities, several models of peer coaching were proposed in the mid-1980s and most of these models are still in use for implementing peer coaching programs (Costa and Garmston, 2002). Garmston (1987) proposed three coaching models, namely technical coaching, challenge coaching and collegial coaching that can be used to enhance the coaching process among peers. Although each model has differences, all aim at improving teaching and learning, and all involve the use of peers for this ultimate aim.

In *technical coaching*, the purpose is to accomplish transfer of training. Technical coaching is generally used after staff development workshops in specific teaching methods (Hargreaves and Dawe, 1990). According to this model of coaching, consultants are paired with teachers or the teachers with one another. Coaches establish several observations and post-conference cycles on the same topic. One caveat of this model is that, the observers are in an evaluative mode and they pose value judgments while giving feedback to the pair being observed. It works best when schools send teams of teachers to professional-developmental workshops. It is reported that since technical coaching gives the observer an evaluative air, there is a tendency for teachers to give each other advice or criticism. Some teachers find that technical model puts pressure on them to become more defensive (Garmston, 1987). Hence, this model may not be appropriate for novice teachers and can best be implemented for experienced teachers.

Another model of peer coaching is *challenge coaching*. This model helps teams of teachers resolve existing problems or challenges in instructional design. It starts with the identification of a problem area or a desired goal. Unlike other models of peer coaching, librarians or administrators can also be included in challenge coaching teams for their potential source to solve the problems. This model is action oriented and

involves teachers in developing and testing their own hypotheses. In order to solve the persistent problems posed by the teachers, action research is carried out as this model proposes. Solution approaches are developed, conducted and tested. As a result, this model of coaching requires training in how to conduct action research. Since this model requires the team of teachers work with different personnel related to the problem, it may not be appropriate to be used in the pre-service context in which student teachers are not familiar with the personnel in the school context.

The third model proposed by Garmston (1987) is the *collegial coaching* model. Accordingly, the coaching is directed at refining teaching practices, deepening collegiality, increasing professional dialogue and helping teachers think more deeply about their work. This model concentrates on areas the observed teacher wishes to explore; hence, the peer coach is responsible only to provide the observed teacher another perspective of the learning environment. The coach encourages the observed teacher make applications to further teaching. Unlike technical coaching, the collegial coach does not judge the observed teacher. Rather, the coach helps the teacher analyze and judge how his/her decisions affect student learning. Collegial coaching consists of three parts: pre-conference, observation and post-conference. In pre-conference, teachers meet and discuss the elements the observed teacher wants to focus on. They discuss the lesson planned and other relevant factors. Then the peer coach observes the lesson and takes notes. Finally, peers come together and discuss the outcome of the lesson based on observations. They may discuss what went good and what did not. The important aspect of collegial coaching is that the observed teacher is in control and the emphasis is on the reflection and analysis of the lesson.

Another model of peer coaching derived from the ideas of collegial coaching is *cognitive coaching* (Garmston, Linder and Whitaker, 1993). This model takes the ideas of collegial coaching one step further as it focuses more on teachers' perceptions, thinking and instructional decisions. According to Costa and Garmston (2002), cognitive coaching involves a way of thinking that helps self and others to shape their thinking and problem solving capacities. This model fosters awareness of what is going on inside teachers' head related to their teaching experiences. What is more, the

teachers are welcomed to decide on the effectiveness and ineffectiveness of their own decisions. The role of the coach is to help the observed teacher to reflect upon what is happening in the classroom and how to make changes and improvements. It is not directed at evaluation but observation. Cognitive coaches are informed about the Five States of Mind as it is helpful in coordinating coaching. These five states of mind are:

1. *Efficacy*: Knowledge of the capacity to make a difference and the willingness to do so.
2. *Flexibility*: Knowledge of developing options for consideration and respecting diverse perspectives.
3. *Craftsmanship*: Search for precision, refinement and mastery
4. *Consciousness*: Monitoring of values, intentions, thoughts and behaviors
5. *Interdependence*: Contribution to and use of group resources for personal effectiveness

Similar to collegial coaching, cognitive coaching proposes a three phase cycle: pre-conference, observation and post-conference. While teachers decide on the goals of the day in pre-conference directed by the observed teacher, they discuss the lesson and the observed teacher evaluates the lesson's success based on the feedback s/he receives from peers. While coaching another teacher, the coach also mirrors his/her own thinking and learns from this experience. Cognitive coaching is a process in which teachers become aware of what lies behind their practices. Hence, reflection is at the heart of this coaching model and it is directed at teacher autonomy (Ellison and Hayes, 2003). As a result, since the ideas of reflective practice can be implemented through a cognitive coaching model in the pre-service teacher education context, this model was chosen to enhance the reflective reciprocal peer coaching experience in this study.

1.4.2. Peer coaching and reflection

Peer coaching is considered as a developmental and reflective model of supervision (Pajak, 2003; Rhodes, Stokes and Hampton, 2004). It provides teachers with chances "to investigate and explore instructional alternatives, reflect on their effectiveness, make adjustments when necessary, and then investigate and explore again" (Kovic, 1996:30).

It is emphasized that engaging in peer coaching has the potential for sustaining reflection and enhancing teachers' ability to analyze the teaching practices (Huston and Weaver, 2008; Lu, 2010). Anderson et al. (2005) highlight the reflective nature of peer coaching and assume that during field experience of pre-service teachers, it sharpens observations and make them more meaningful by increasing skills of analysis and reflection.

Reflective peer coaching is a continuous process of development between peers revolving around conversations prior to and after teaching (Vidmar, 2005). These conversations are of reflective nature focusing on both the strengths and weaknesses of the peers. It is directed at creating awareness for the teachers' teaching skills and behaviors as well as student learning and the teaching/learning atmosphere. Peer coaching is different from the casual conversation that may occur between colleagues in the sense that it requires a planned activity between peers.

Throughout reflective peer coaching, teachers not only meet and talk about each others' teaching experiences, but rather they systematically revise their own teaching and reflect critically upon their experience in a non-threatening atmosphere. In return, they may have a chance to see how their actions affect student learning in the classroom, what they may do to improve their teaching skills and learn from one another. Reflective peer coaching provides a chance to work collaboratively and construct meaning in a social context. What is more, each teacher finds an opportunity for improvement from this experience (Peel, 2005). Such an improvement enhances richer experiences that may help to develop connections between past and future teaching within each session of peer coaching (Ferraro, 2000; Vidmar, 2005).

1.4.3. Reciprocal peer coaching

In the peer coaching literature, a distinction is made between *expert peer coaching* and *reciprocal peer coaching* (Ackland, 1991). In expert peer coaching, teachers with more advanced expertise provide assistance and feedback upon the performance of the peer

who have less expertise. However, reciprocal peer coaching occurs when peers have similar expertise and mentoring skills to coach each other.

In reciprocal peer coaching, pairs or triads of teachers work together to utilize shared problem solving skills and support each other's professional growth (Joyce and Showers, 2002; Trautwein and Ammerman, 2010). What is more, teachers take turns being a teacher coach and a coached teacher. According to Millis (1999), when peers observe each other in a reciprocal way, it guarantees the positive approach necessary for constructive change and it spurs learning about teaching.

In peer coaching, status of the teachers can be different from each other as one teacher can have a higher status than the other. However, in reciprocal peer coaching peers have equal status and none of them has more authority than the other. Reciprocal peer coaching helps coaches act in a more cooperative way than when they receive feedback from someone in a position of authority (Ladyshevsky and Ryan, 2002b; Topping, 2005). It is suggested that through reciprocal peer coaching, meta-cognitive skills are enhanced and the peers are encouraged to re-evaluate what they know and how they come to know it (Ladyshevsky and Ryan, 2002a). Asghar (2010) asserts that a key element for the success of reciprocal peer coaching is peers' having mutually interdependent goals while preserving their individual accountability. That is, the coaching relations are conducted in the sense of "all for one and one for all" motto and the peers invest all their resources to work cooperatively as a team.

When peer coaching is conducted in a reciprocal fashion, it provides opportunities to see one's own learning through the eyes of the peers who are in equal status and to critically observe the other's teaching while at the same time observing his/her own (Ladyshevsky; 2001). Asghar (2010) claims that reciprocal peer coaching has a potential to increase learner autonomy and enhance social aspects of learning in a shared context.

Zwart, Wubbels, Bergen and Bolhuis (2007) propose that reciprocity is the key for the success of a peer coaching program and it may help teachers to acquire the skills,

knowledge, attitudes and values they need to improve for better student learning. In this sense, the coaches act as facilitators who offer prompts to enhance the ongoing dialogue and encourage the coached teachers' self-exploration (Vidmar, 2005). Reciprocal peer coaching may serve as a rewarding tool for pre-service teachers to discover different aspects of his/her own teaching which are not possible to be observed on their own and develop their teaching skills based on the ideas of equality and collaboration. Lu (2010) reports that peer coaching relationships in pre-service teacher education is predominantly reciprocal and collaborative relations help to minimize the feeling that one person is dominating as well as maximize the opportunities for reflection before pre-service teachers start their professional career. Hence, encouraging reflective peer coaching practice with a focus on reciprocity would be helpful for pre-service teachers in their future careers.

1.4.4. Reflective reciprocal peer coaching

Based on the ideas of reflectivity and reciprocity for the success of a peer coaching program, *Reflective reciprocal peer coaching* (RRPC) aims to enhance reflective practices during peer coaching activities and is depended on the mutual sharing of ideas on an equal basis. Through such peer coaching experience, the peers both serve as performing teachers and coaches; thus, they have a chance to understand each other and share ideas in a collaborative way. RRPC is assumed to have a greater importance in the pre-service context since future teachers may have a chance to improve their reflective practices and enhance collaboration (Kurtts and Levin, 2000). When reflection and reciprocity is embedded in a peer coaching program, it would help to overcome negative feelings associated with implementing the ideas of peer coaching. Skinner and Welch (1996) assume that many teachers discourage themselves from a collaborative learning opportunity through peer coaching due to some negative experiences and beliefs although there are many positive implications of peer coaching in educational contexts. For instance, many teachers believe that teaching is a private and personal understanding; hence working collaboratively with peers cannot help to improve teaching skills. Moreover, while working with peers, sometimes criticism is intense and this distracts teachers from a successful peer coaching experience. Another negative

belief is that peer coaching takes time and therefore not necessary (Hyman, 1990). It is also believed that peer coaching causes demanding relations between teachers; hence, cooperation cannot be achieved. What is more, advice giving might be considered as an unwelcome practice for some teachers (Robbins, 1991). Another reason why teachers may not be willing for peer coaching is that they are not familiar to how they will reflect upon each other's teaching and help for the improvement of teaching skills (Hasbrouck and Christen, 1997). As a result, teachers may not be aware of the idea that effective observation is not a tool for judging others but a way of reflectively reviewing one's own beliefs based on others' practice (Cosh, 1999; Farrell, 2001).

The negative beliefs mentioned above can be altered through a careful and detailed peer coaching program embedded in reflectivity and reciprocity. Since reflective practice plays a major role in the development of teachers and steer one's individual and professional development, it would contribute much to the success of a peer coaching program. According to Little (2005), in order for peer coaching to be successful, teachers' developing a reflective attitude is crucial. Otherwise, the negative beliefs and experiences of teachers without any reflective practice while coaching each other would prevail the invaluable learning and teaching opportunities to be achieved. Similarly, Britton and Anderson (2010) assume that reflection is critical for the effectiveness of peer coaching as it allows to deepen understanding and challenge ideas related to teaching. Hence, reflective reciprocal peer coaching can help to achieve the desired outcomes of reflective practice and peer coaching for teacher development. When peer coaching is based on reflection and reciprocity, it has a potential to help pre-service teachers improve themselves in many aspects during their field experience.

According to Beck and Kosnik (2006), pre-service education is a demanding process and in order to survive and continue in it, the pre-service teachers need to have a strong sense of ownership and personal commitment to the value of what they are doing (Beck and Kosnik, 2006). Before teachers step into their professional teaching career, having them involve in reflective thinking process in a reciprocal fashion can be helpful in bringing up teachers who feel sense of ownership and commitment to seek for alternative ways of improving their teaching and evaluate their own and others' teaching

process. Therefore, the aim of this study is to lead pre-service teachers engage in reflective thinking and practice procedure embedded in a reciprocal peer coaching program and to find out the effects of this procedure.

1.5. Statement of the Problem

In order to shed light on the rationale of conducting this study, the problems in the context of the field experience, the requirements expected from the pre-service teachers and how this study would contribute to the professional improvement of the pre-service teachers need to be highlighted. In Turkish ELT pre-service teacher education context, the pre-service teachers have their field experience as a requirement of the four- year English Language Teaching program. The field experience is conducted in cooperation between the Faculties of Education as teacher training institutions and the National Ministry of Education. Within this cooperative framework, there are various stakeholders such as the faculty coordinators and the departmental coordinators at the faculties of education, the cooperating teachers and practicum school coordinators at the field experience schools. Figure 5 displays the cooperation among the components of the field experience applications.

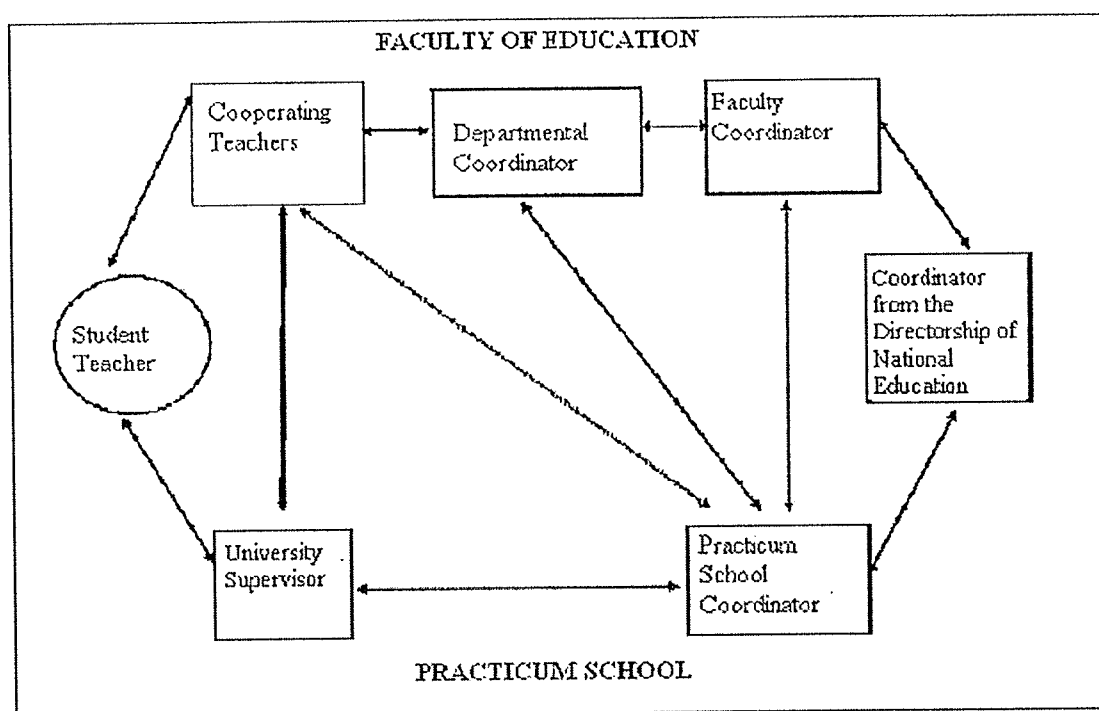


Figure 5. Cooperation Network in Field Experience (YÖK, 1998)

As can be seen in the figure above, during field experience the student teachers have to work in cooperation with the supervisors at the universities and the cooperating teachers at the assigned schools who also have to work in cooperation with other stakeholders of the network. However, there is no reference to student teacher-student teacher interaction in this framework. Interactions among other stakeholders are quite important and may not be sufficient to provide the necessary support mechanisms the student teachers need during field experience.

Within this framework, the pre-service teachers in the context of the study take field experience courses for two semesters in their final year. For one semester, the teaching experience is a micro-teaching one in which students go to their field experience in state schools with their peers in pairs or triads, and teach only a part of a lesson. In the second semester, they have macro-teaching experience and each of them prepare whole lesson plans and teach regularly at least once a week on their own. Although they weekly teach a whole class hour on their own in the second semester, they still go to the field experience with their peers similar to the first term as pairs or triads.

In both field experience courses, an assigned supervisor from the faculty visits the state schools and observes the student teacher performance for giving them feedback and for the evaluation of the course. However, these visits are limited due to the tight schedules of the supervisors and pre-service teachers have more chance to observe one another's teaching during their field experience. It has been observed that the pre-service teachers are far from taking this opportunity into account. They go to the field experience every week with their peers, but they are so involved in their own teaching that they cannot effectively coach each other to gain more awareness and experience for their teaching. Hence, they are rather in a passive mood while observing the teaching performance of each other. According to Ben-Peretz and Rumney (1991), merely sitting in the classroom for observation does not help pre-service teachers learn to teach.

One reason for their passiveness and unwillingness to coach each other may be their being unaware of 'peer coaching' process and how they can implement it to their field experience. What is more, there are no specific observation tools tailored to language

skills such as reading, writing, listening and speaking available to them; hence, they may not have a chance to explore the strengths and weaknesses of each other. Furthermore, lack of reflective instruments such as reflective diaries may deprive them of a successful reflective practice for their professional development. Hence, they miss the opportunity to reflect upon their teaching experience and gain reflective practice ability. Without systematic training of peer coaching and reflective practice through specific instruments, pre-service teachers may not gain awareness for their own teaching as well as that of their peers.

As a result, it is assumed that implementation of a RRPC program at the ELT department would be very profitable for pre service teachers to overcome their passiveness during field experience and to gain reflectivity and collaborative working skills before they start their teaching career.

1.6. Aim and Significance of the Study

It has been emphasized in the literature that engaging pre-service teachers in reflective practice is crucial for their personal and professional development as teachers. Moreover, a peer coaching program based on reflective practice would help them gain awareness about their own teaching as well as providing an invaluable learning opportunity from their peers before they embark into their professional life. However, studies focusing on whether peer coaching embedded in reflectivity and reciprocity would enhance the reflectivity of pre-service teachers are scarce and in the Turkish ELT context, there is no prior study focusing on these aspects during field experience. This study addresses this gap by implementing a RRPC program in a pre-service ELT context.

The main purpose of this study is to engage pre-service teachers in a RRPC program and to find out whether such program would help pre-service teachers improve their reflectivity. Moreover, this study also seeks to explore the perceptions of pre-service teachers about the RRPC since learning of pre-service teachers' perceptions on peer coaching is also important to implement such a program in the teacher education

curriculum. Morgan et al. (2000) proposes that working with peers would be effective to improve student performance in addition to its positive effects on teacher development. Thus, in order to enhance professional practices and in turn enhance student learning, teachers need opportunities for working collaboratively with their peers, sharing of ideas and feedback (Becker, 2000). Moreover, when peer coaching is based on reflective practice and reciprocity, it may be helpful to create more space for interaction and socialization with peers. By taking its power for promoting reflection and altering classroom practices for emerging teachers, Britton and Anderson (2010) highlight the need for more studies on peer coaching in the pre-service context. According to Lu (2010), the lack of expansive understanding of peer coaching in the pre-service teacher education deserves an in-depth exploration as peer coaching is an invaluable tool to foster professional development. Hence, design and implementation of a RRPC program would have insights for improving pre-service practice before student teachers start their professional teaching career.

Many researchers assert that pre-service period is very important for teachers to make much of peer coaching. In this period, they can observe each others' teaching in a more natural way as the supervisor is not always with them in each teaching experience. When the supervisor is present they may feel more anxious due to some formal evaluations the supervisor carries out. However, pre-service teachers are at equal status in the pre-service period and they can learn from one another in a more anxiety free atmosphere. When pre-service teachers are trained systematically for reflective reciprocal peer coaching, they would get familiar to work collaboratively with their peers and see their own teaching performance from the eyes of the others. Thus, when they get into professional teaching life, they may more easily create opportunities to work with their colleagues and be more aware of their own teaching performance for professional development.

According to the English teacher competencies identified by the Ministry of National Education (MEB, 2008), one of the basic competencies of an English teacher in Turkey is teacher's being engaged in personal and professional improvement through self-evaluation and reflection. This competency is also perceived important for pre-service

teachers during field experience (ÇelikKorkmaz and Yavuz, 2011) since the pre-service teachers are also responsible for engaging in ongoing efforts for personal and professional improvement throughout field experience as stated in the instructions for field experience by the Ministry of National Education (TebliğlerDergisi, 1998). Thus, current study would be helpful to create opportunities for pre-service teachers to develop the required competencies for an English teacher directed at personal and professional improvement by working with their peers in a reflective fashion through peer coaching. What is more, when YÖK's cooperation network among the stakeholders during field experience is taken into account (see section 1.5.), the current study would be helpful to increase interactions among student teachers and in the long-term, a student teacher-student teacher interaction aspect can be added to this network. In this respect, the application of reflective reciprocal peer coaching can help to increase interaction among the stakeholders in this network and can ensure the effectiveness of the cooperation network during field experiences of the pre-service teachers.

Implementation and design of a reciprocal peer coaching based on reflective practice may have insights in developing effective teaching atmosphere for pre-service teachers. Moreover, such practice may be helpful in their future career as when they get the habit of reflection and collaboration during their pre-service years, they may easily adapt to different teaching situations and improve student learning. Despite its advantages and benefits, peer coaching requires time, training and a certain degree of programmatic support in a systematic fashion for its success and this may be one of the reasons why the real value of peer coaching has not been recognized in the pre-service context (Lu, 2010).

By deriving from these assumptions, it is thought that a systematic design and application of a RRPC program in a pre-service context would be very helpful in creating a desirable and friendly teaching atmosphere in which student teachers have an opportunity to improve themselves as future teachers.

1.7. Scope and Limitations of the Study

This study was conducted in the Turkish ELT context with pre-service teachers enrolled in the ELT Department at Anadolu University. Although the study is assumed to bring forward promising results for pre-service teacher education, the findings cannot be generalized to all language teaching contexts. Hence, the results are limited to the RRPC experience of the pre-service teachers in the research context.

The current study is limited to the change in the reflectivity levels of the participants after they received training and were engaged in the RRPC experience. Other factors that may contribute to the possible change in the reflectivity levels of the participants were not taken into consideration for research purposes. What is more, this study aimed at exploring the perceptions of the participants on RRPC training and the actual experience; thus, any other perceptions of the pre-service teachers regarding the various aspects of the teaching and learning environment regardless of the RRPC experience were not included in the study.

All in all, although the findings of the study are restricted to a Turkish pre-service ELT context and are difficult to generalize to other pre-service education contexts, the implementation procedures, presentation and discussion of the findings might illuminate the further implementations of RRPC practice in other teacher education programs.

1.8. Definition of Terms

In teacher education literature, different terms referring to the same concepts are used or preferred interchangeably. In order to prevent any confusion of misunderstanding that may stem from the different uses of terms and to be consistent with the current literature, the following terms will be used:

- The terms like ‘pre-service teacher’, ‘student teacher’, ‘teacher candidate’ refer to the students who are enrolled in the teacher education programs and are taking a field experience course that require them to teach in the assigned

practice schools. The term 'pre-service teacher' will be preferred to be used in this study.

- The term 'supervisor' refers to the teaching staff at the faculty who is responsible for conducting the field experience in cooperation with the pre-service teachers and the assigned mentor teacher in the practice school. The supervisor is also responsible for observing the teaching practices of pre-service teachers and providing feedback. The 'cooperating teacher' refers to the cooperating teachers in the practice schools who are responsible for conducting field experience in cooperation with the pre-service teachers and the faculty supervisor. Similar to the supervisor, the cooperating teacher is also responsible for observing the teaching performances of the pre-service teachers and provide feedback as well as keeping in contact with the supervisor throughout the field experience.
- The term 'mentor' refers to all supervisory staff including cooperating teachers at practice schools and supervisors at the faculty.
- The terms 'field experience', 'teaching practice', 'practicum', 'school experience', or 'micro/macro teaching' all refer to the on-ground teaching experiences of pre-service teachers in the assigned practice schools under supervision of expert teachers. This practice is the requirement of the teacher education program. In this study, the term 'field experience' will be used.
- The terms 'peer coaching', 'peer learning', 'peer mentoring', 'peer observation', 'peer tutoring', 'peer sharing', 'peer supervision', 'paired practicum', 'paired placement', and 'learner centered supervision' alternatively refer for the collaborative practices among peer teachers (in pairs or in small groups), which aim at observing one another, exchanging support, feedback and assistance in the teacher education context. The term 'peer coaching' will be used in this study.
- The term 'reflective reciprocal peer coaching' refers to the peer coaching experience, as defined above, among pre-service teachers who are at equal status and who conduct peer coaching experience based on reflective practices.

Based on the aims of the study, Chapter 2 will focus on the main body of literature on the importance, value and effectiveness of peer coaching. Chapter 3 will explain the methodology of the study. Chapter 4 will deal with the results and discussion of these results. Finally, Chapter 5 will include the conclusion of the study and its implications.

Chapter 2

Review of Literature

The studies on the idea of peer coaching in order to improve the instructional skills of teachers date back to the 1980s. At this time, peer coaching was proposed to enhance school effectiveness and was directed at developing curriculum and school improvement in the in-service context (Showers and Joyce, 1996). Pairs of teachers were guided to instruct, train and tutor one another.

With respect to the coaching models introduced (see section 1.4.1. for details), a booming body of research conducted in the in-service context starting from mid-80s (Englert and Sugar, 1983; Showers, 1985; Neuberg and Bratton, 1987; Robbins and Wolfe, 1987; Mohlman Sparks and Bruder, 1987; Raney and Robbins, 1989; Ludlow, Faieta and Wienke, 1989; Miller, Harris and Watanabe, 1991; Kohler et al., 1997). These studies generally focus on examining the effects of peer coaching on student outcomes, enhancing collaboration and collegiality among the teachers in the in-service context, and exploring in-service teachers' satisfaction with peer coaching for better results in teacher development. With respect to the studies on peer coaching, the focus of observation for evaluation has shifted to observation as a method of improving teaching and learning (Anderson et al., 2005). However, the implementation of peer coaching into the pre-service teacher education has recently been realized for improving teaching quality of the pre-service teachers.

With the growing number of students enrolled in teacher education programs and the lack of effective supervision provided by the faculty, teacher educators started to question how they can best use the resources at hand and enhance the quality of teaching in the pre-service context. In 2000s, a favorable candidate to solve this problem is thought to be the idea of peer coaching where pre-service teachers collaboratively and reflectively work together to explore issues and problems related to teaching. Furthermore, the importance of developing reflective thinking in pre-service teacher education also underlines the need for engaging student teachers in an

atmosphere of critical evaluation of their own progress and the progress of their peers (Yost and Sentner, 2000). Hence, implementation of peer coaching experience in pre-service teacher education has received attention in recent years.

2.1. Research on Peer Coaching in the Pre-Service Teacher Education Context

Peer coaching and its use in pre-service teacher education appeared as an effective way to foster collaboration, evaluate teacher effectiveness and improve teacher quality before student teachers start their professional teaching career (Marshall, 2005). From the 2000s and on, the studies focusing on peer coaching propose favorable results for implementing it in the pre-service context. It has been evidenced that peer coaching has many benefits in order to improve the various aspects of field-based experiences (Lu, 2010). Jenkins, Garn and Jenkins (2004) expound that peer coaching is helpful for putting theory into practice during the field experiences of pre-service teachers. What is more, in the pre-service context peer coaching is assumed to increase effective teaching behaviors, sense of professionalism, ability for reflection, and enhance collegiality among peers (Bowman and McCormick, 2000; Kurtts and Levin, 2000).

The review of literature in this section involves the studies conducted in the pre-service teacher education from 2000s and on to draw an outline of how peer coaching is used as an effective tool for teacher development in the last decade. In all the studies that will be reviewed, the participants are pre-service teachers and peer coaching is considered as a way for professional improvement of pre-service teachers although there are many differences in study contexts, nature of field-based experiences, the purposes and effects of peer coaching. The studies in the following sub-sections deal with the effects of peer coaching on the reflective practices of the pre-service teachers, and on various aspects of teaching such as instructional skills and behavior, teacher knowledge, areas of teacher responsibility as well as the effectiveness of peer coaching as an instructional and professional developmental tool that can be used during field experience in the pre-service context.

2.1.1. Research related to the effects of peer coaching on the *reflective practices* of pre-service teachers

In pre-service teacher education context, the effects of peer coaching experiences on reflective practices are investigated by many researchers. The studies focusing on how engaging in peer coaching activities affected the reflective practices of pre-service teachers tried to shed light on how levels of reflection can be improved through the use of peer coaching, how peers and supervisors contribute to improvement in reflectivity, and how different activities and tools can help pre-service teachers become more reflective throughout peer coaching.

In order to improve levels of reflection of pre-service teachers, Cook, Young and Evensen (2001) implemented mediated learning using peers and supervisors as mediators. For this purpose, they designed two studies each focusing on one aspect of mediation: either by supervisors or by peers. The first study focused on determining whether participation of pre-service teachers in supervisory conferences that emphasized reflective thinking would generate higher levels of teacher effectiveness than when pre-service teachers participated in non-reflective conference sessions. For this purpose, four female students enrolled in an introductory teacher education course participated in the study. The Scales of Effective Teaching (SET) was used, and teaching performance of each subject was videotaped and rated by three teachers. In reflective conference, the supervisor asked questions to probe teacher practices, lead them to think aloud and analyze their strengths and weaknesses by assuming the role of listener and facilitator. To assess the impact of reflective conferencing on level of reflectivity, Taxonomy of Teacher Reflective Thinking Rating Scale (TTTR), which classify the reflectivity levels as technical, moral and ethical, was used. The results of this study indicated that reflective thinking was not linked to improved teaching performance and the impacts of changes cannot be easily seen in classroom performance. Furthermore, all of the participants practiced reflective thinking at the technical level, but two of them demonstrated reflection at the moral and ethical levels.

In the second study reported by Cook et.al (2001), participants were enrolled in an elementary teacher preparation program. Unlike the first study, this study aimed at determining how peer mediated learning helped to improve the level of reflection. Participants' level of reflection was assessed by using the Rating Scale of Reflection Reports-Appling a Principle (RSRR-AP). They were asked to write a reflective report based on their field experience and then were instructed in Feuerstein's Mediated Learning experience method. Accordingly, they were given instructions about peer mediation and then paired to share their reflection reports with each other by mediating learning of each other. Finally, these participants were asked to describe the impacts of the mediated learning activity they engaged in. The results of the study yielded that mediated learning experiences had no immediate effect on their level of reflectivity and they needed more time and opportunity to improve their reflective abilities. What is more, positive impacts of peer mediated experience put forward that these learners gained insight into their cognitive processes. All in all, Cook et.al's (2001) study asserted that even limited mediated learning experience, either in the format of supervisor mediation or peer mediation, was helpful in drawing attention to various aspects of reflection. However, more time is required for the success of peer mediation and careful guidance and planning are necessary for better results in reflective practices.

One problem while implementing reflective peer coaching is student teachers' lack of ability to make connections between what has been learned in theory and what is actually taking place during the action of teaching. Thus, field experiences of pre-service teachers can serve as a valuable opportunity to promote reflective thinking practice and effective peer coaching to bridge the gap between theory and practice (Kauffman, 1992; Puckett and Anderson, 2002).

In order to overcome the potential problems faced during linking the theory with practice, Griffin (2003) conducted a study to determine the effects of critical incidents and associated instructional activities on the reflective abilities of pre-service teachers. To reach this aim, participant pre-service teachers wrote critical incidents during a six-week field experience. Critical incidents included describing and explaining an incident, finding a general meaning and classification for the incident, taking a position regarding

the general meaning, and describing actions to be taken. These critical incidents were then analyzed according to levels of reflective language and thinking, degree of orientation toward growth and inquiry, and modes of reflective thinking. As for instrumentation, a critical incident form was designed on which pre-service teachers were required to write incidents they considered as critical during field experience. The results of this study indicated that none of the participants described incidents by using pedagogical terms, and most of the incidents were in a technical or contextual mode rather than dialectical. Moreover, when students were asked about the improvement in their reflective ability, it was revealed that critical incidents and instructional activities increased the reflective ability of pre-service teachers. Griffin's (2003) study imply the need for the improvement in the reflectivity levels of the pre-service teachers through the design and implementation of activities that would guide them reflectively evaluate the effectiveness of field experience.

As shown in Cook et al.'s (2001) and Griffin's (2003) studies, teachers' being aware of reflective practice may help them move forward in the hierarchy of reflectivity. Such a move can be enhanced by engaging in observation of the peers and of others during teaching practices of the pre-service teachers. That is, observation is at the heart of the peer coaching experiences (Malderez, 2003) and is required for the effectiveness of reflective practices of pre-service teachers.

Anderson et al. (2005), investigated the value of early field experience students' observations of both peers and cooperating teachers with the consideration that observation is a crucial aspect of peer coaching experience. This study further explored the pre-service teachers' reflections on the experience of observing during teaching performance. For these purposes, the pre-service teachers were trained in peer coaching methods and they were required to keep dialogue journals to encourage reflective thinking about the field experience. The participants reflected on peer observation sessions, their observations of the cooperating teachers, and their own teaching. Furthermore, they weekly completed forms that guided their observation including questions focusing on what they learned and what they would like to improve in the following lessons. The qualitative data analysis put forward that pre-service teachers

generally had positive views about observation and peer coaching. Observing cooperating teachers helped pre-service teachers learn more about classroom management and pedagogy, and it had general positive influence on the pre-service teachers. As for the peers, guided observations in terms of peer coaching helped to praise each other for experience and resulted in pedagogical learning about the teaching methods and skills. Moreover, the pre-service teachers learned management skills about how to make effective observations and collect data about the teaching performances. One important finding was that, engaging in guided observation of the peers enhanced self-reflection for the pre-service teachers. As a result, observing both cooperating teachers and peers in a systematic way appeared to be beneficial and the findings implied that training in guided observation would provide a foundation that would make this experience profitable for future teachers especially in terms of reflective practice. Although this study merely focuses on observation with limited data collection tools and does not report much on the other aspects of peer coaching such as training required for reflection and giving feedback, it clearly points out the need for future investigation by using self-report data and triangulation with participants' viewpoints in the pre-service context.

Vacilotto and Cummings (2007) also highlighted the reflective nature of peer coaching and focused on investigating the effectiveness of peer coaching as a professional development tool for pre-service ESL/EFL teachers. Pre-service teachers coming from different backgrounds and enrolled in a teacher education program participated in this study. These teachers were paired and trained on peer coaching. They reflected on each others' teaching experience and gave feedback accordingly. Moreover, each of them kept a reflective teaching journal and completed questionnaires aimed at investigating their reactions to peer coaching. The results imply that peer coaching facilitated the exchange of teaching methods, materials, approaches, and techniques. Furthermore, peer coaching was found to foster teaching skills through observation and discussions and it led them become aware of what they do and improve flexibility. One of the important results of this study was that the pre-service teachers were able to revise their ideas and old principles and adopted new ones. What is more, receiving feedback from peers was found to trigger reflection and awareness. The participants in this study were

coming from various teaching backgrounds and varied in their year of experience; however, apart from these limitations peer coaching was suggested as a useful and beneficial approach to promote teacher development in the pre-service period.

As can be seen in the studies above, peer coaching experiences of pre-service teachers in different educational contexts are found to have positive effects on the reflective practices and such experiences helped pre-service teachers to become more aware of their actions during field experience. The studies in this section highlighted the need for conducting more studies related to the effects of peers coaching experiences on reflectivity and reflective practices. Other than the studies on peer coaching and reflection, the effects of peer coaching experiences on various aspects of teaching practices in the pre-service context are investigated.

2.1.2. Research related to the effects of peer coaching on the *teaching practices* of pre-service teachers

When the teaching practices of the pre-service teachers during field experience are taken into consideration, it is highlighted that due to the growing number of students in the teacher education programs field experience courses cannot reach their expected goals (Bowman and McCormic, 2000; Rowland et al., 2000). Close supervision and guidance are indispensable parts of field experience course; however, some constraints like lack of timely feedback on student teacher performances inhibit the success of teacher education programs.

In order to reconcile the problems during field experience and offer peer coaching as an alternative solution, Bowman and McCormick (2000) compared the effects of peer coaching and traditional supervision on the development of pedagogical reasoning and clarity skills. The clarity skills included the skills contributed to clarity of instruction, informing students of lesson objectives, repeating important points, using examples, repeating information students do not understand, asking questions, providing opportunities for student questions, and furnishing practice opportunities. In order to investigate how peer coaching and traditional faculty supervision affected the use of

these skills and pedagogical reasoning, the participants in the experimental group received training on peer coaching. Then, they were paired up, observed each others' teaching performances and conducted post-conferences on the strengths and weaknesses after the observed lessons. Participants in the control group received feedback from their supervisors after the teaching performances. Audio and videotaped data extracted from the lessons observed were used for the purposes of the study. The results yielded that the pre-service teachers in the experimental group used pedagogical reasoning more than the control group and increased their demonstration of the clarity skills. The researchers conclude that peer coaching is successful in helping pre-service teachers integrate skills and strategies necessary for effective teaching and that peer coaching can be used as an alternative to faculty supervision due to the limited time available for individual faculty supervision during field experience. Need for conducting more studies on the effects of peer coaching on practices of pre-service teachers is highlighted in the study.

Similar to Bowman and McCormic's (2000) study, one study that is exploring the effectiveness of peer coaching in the pre-service context is Morgan, et al.'s (2000) experimental study. This study specifically focused on the development of instructional behavior through peer mediated instruction in the pre-service period. In this case study, eight pre-service teachers were chosen as the subjects. Students were randomly paired with another student and prior to the study a multiple choice assessment was used to measure student familiarity of various instructional procedures. Based on the identified instructional skills such as error correction, prompting and stimulus manipulations, pairs of student teachers instructed each other. At the end of each week, student teacher performance was evaluated on their successful completion and inclusion of each step in the instructional sequence. Results of the study have shown that peer mediation strategy is effective in developing instructional skills chosen for the purposes of the study. However, due to the small number of the participants and lack of sufficient training on peer mediation in the pre-service context, some difficulties such as need for teacher intervention, acceptance of cooperative learning were identified. Hence, Morgan et al.'s (2000) study highlights the need for the preparation of the effective peer centered

program for the professional improvement of pre-service teachers by considering the difficulties arose in this study.

It is clear from the studies above that peer coaching has been implemented into the teacher training programs to help pre-service teachers in incorporating theory and teaching skills as well as the models and methods into the classroom. Throughout the peer coaching process, one study investigating how teacher knowledge develops in the actual coaching experience is conducted by Jenkins and Veal (2002).

The purpose of Jenkins and Veal's (2002) study was to identify the kinds of teacher knowledge exhibited by pre-service teachers during peer coaching activities. Furthermore, the researchers aimed to investigate how the roles of 'teacher' and 'coach' in the peer coaching experience contribute to the development of teacher knowledge during an elementary physical education field-based methods course. The participants served both as teachers and coaches. The coaches provided feedback to the teachers upon the teaching experience based on the observation notes. The teachers and the coaches carried out discussions about the lesson with a specific focus on the area/s they identified before the lesson. The results put forward that in the role of a teacher, the pre-service teachers initially concerned about classroom management skills. Once these teachers felt comfortable about classroom management they were able to focus on the content of teaching related to pedagogy, environmental context and the subject matter. However, when the participants were in the role of a coach their knowledge developed differently. As coaches, they initially moved beyond the focus on classroom management and they had concerns for context and the subject matter. These results imply that pre-service teachers changed their focus of observation when they acted as coaches and that coaching each other helped the pre-service teachers focus more on the content and context of teaching. Jenkins and Veal (2002) suggest that peer coaching need to be implemented more into the teacher education programs in order to develop their pedagogical content knowledge.

Similar to Jenkins and Veals's (2002), Forbes's (2004) study focused on how engagement in peer coaching influenced teaching practices of pre-service teachers. In

particular, Forbes (2004) investigated the impact of participation in peer mentoring on beginning science teacher development according to four areas of teacher responsibility (planning and preparation; classroom environment; instruction; professional responsibilities) and whether beginning science teachers value peer mentoring as a support and development mechanism.

Forbes's (2004) study was a case study design, and used both quantitative and qualitative data collection tools with emphasis on the latter. In the quantitative part, Danielson's Peer Coaching Needs Survey was used to evaluate each participant's perceived level of proficiency in the four areas of teacher responsibility. Participants were given this questionnaire before and after the peer mentoring process. Another separate survey was used to assess the value the teachers attributed to peer mentoring. As for the qualitative part, participants kept journals including their reflections about observations and peer feedback. They were also interviewed at the beginning and at the end of the academic year about the peer mentoring process. Additionally, evaluative journals were kept for each teacher focusing on teacher's attitude towards the observation and reflection process. The results of the study pinpointed that through collaboration with peers, early career science teachers reported increase of proficiency in the four domains. Moreover, participation in peer mentoring by early career science teachers was perceived to be a valuable experience and provided a support mechanism during these critical initial years. Although Forbes' (2004) study was a case study, the implications of this study highlight the need for designing peer mentoring programs for providing guidance and support in pre-service teacher education. As a result, when teachers start their career in the in-service period, they feel more confident to improve their teaching skills through collaborative action.

The effect and value of peer mentoring and coaching in pre-service teacher education was further highlighted in Goker's (2006) study. The purpose of this study was to test whether student teachers trained using peer coaching training program after teaching field experience sessions in teaching of English as a foreign language would demonstrate greater improvement on measures of a number of identified instructional skills and self-efficacy than those just receiving traditional supervisor visits. In this

experimental study, participant pre-service teachers were assigned either to traditional feedback group or to peer coaching group. Participants in the peer coaching group discussed their weaknesses and strengths after the field experience whereas others students received traditional feedback from the supervisor with no room for reflection. The results of this study indicated that peer coaching was effective to build self-confidence and foster reflective practice. All participants in the peer coaching were satisfied with the nature of feedback received from peers. Furthermore, peer coaching experience helped in achieving field experience goals. All in all, the results of this study yielded that peer coaching provided pre-service teachers with more time to negotiate strategies than traditional supervision, improved self-efficacy and promoted reflectivity. With respect to the positive results associated with peer coaching, Goker's (2006) study pinpoints the need for conducting future research to address the effectiveness of peer coaching components.

The idea of peer coaching related to the practices of pre-service teachers has also been explored in a recent study by Britton and Anderson (2010). This study examined the effects of peer coaching in altering or affirming practices for pre-service teachers. Four participants from different disciplines were involved in this qualitative study. These participants received training on peer coaching and then paired up to lead peer coaching sessions based on each other's teaching performances. They were engaged in pre-observation conferences with a peer, observed teaching performance of a peer, collected data and presented it to the coaching partner. In-depth interviews were carried out for the purposes of the study. Although it is a small scale study and data collection is limited to interviews, the results indicated that peer coaching is a process simple to teach, easy to learn, and it has positive outcomes for pre-service teachers. The participants were able to conduct effective conferences, collect data, synthesize findings, and positively alter teaching practices. In general, the participants in the study reported that peer coaching experience altered their classroom practices in an affirmative way. As an important implication for pre-service teacher education, the researchers highlight the power of peer coaching in altering classroom practices for emerging teachers. Despite its methodological limitations, the results of the study suggests incorporating peer coaching component in the pre-service experience and

conducting research on the effects of peer coaching for different aspects of pre-service teacher practices.

Effectiveness of peer coaching in the pre-service context has been explored in another recent study by Prince et al. (2010). This study was designed to determine the effectiveness of peer coaching in the development of professional attributes. Pre-service science teachers participated in the study and they were enrolled in a peer coaching program throughout a teaching practice course. Their reactions towards peer coaching and their ideas concerning the development of professional attributes throughout peer coaching were gathered through questionnaires. The participants received training prior to coaching sessions and following teaching practice they conducted conversations to give feedback. Qualitative and quantitative analyses have put forward that pre-service teachers displayed a high degree of satisfaction for peer coaching. They were able to build up favorable relationships with their peers and support from the peers helped to boost self-confidence as teachers. What is more, peer coaching provided a forum in which the participants discussed their practice in a different context. The pre-service teachers also improved the skills of listening and interaction with others in a professional way. One important finding of this study is that peer coaching was reported to be helpful for professional development including planning lessons and improving subject knowledge along with the skills of reflectivity throughout the process. Although limited data were gathered through using only questionnaires in Prince et al.'s (2010) study, the results indicate that peer coaching would serve as a beneficial tool for enhancing reflectivity in the pre-service context.

The review of literature has put forward that peer coaching has been utilized in a variety of settings in the pre-service context with the common ultimate aim of improving instruction. As can be seen from the studies outlined above, peer coaching has ushered in a new energy to pre-service teacher preparation since its adoption (Lu, 2010). What is more, reflective practice through peer coaching is assumed to foster reflective thinking and help pre-service teachers see their own weaknesses and strengths in a non-evaluative way. In the pre-service context, it is clear that peer coaching provides a sense of support and offers opportunities to give and receive feedback from the ones in equal

status. Thus, embedded in a peer teaching program reflective practice can enhance learning and promote collaboration as well as communication and trust.

Most of the studies highlight the need for implementing peer coaching programs in the pre-service contexts since this concept has been underutilized so far. How such programs foster reflectivity is another concern that is pointed out for further investigation. What is more, the review of literature on peer coaching suggests that data collection techniques in most of the studies are sparse, limited to interviews or raw observations. It is evident that there is a need for the variety of data collection tools and a systematic design of a well-developed peer coaching program paying attention to reflectivity and reciprocity.

2.2. Research Questions

By taking all the positive aspects of RRPC and the essential need for such an implementation identified in the literature for the education of pre-service teachers, this study aims at finding out the answers of the following research questions:

1. Is there any change in the reflectivity levels of the pre-service teachers
 - a. after having training on reflective reciprocal peer coaching?
 - b. after reflective reciprocal peer coaching practice?
2. What are the perceptions of the pre-service teachers on the
 - a. reflective reciprocal peer coaching training?
 - b. reflective reciprocal peer coaching practice?

In the light of the answers of the research questions about RRPC experience, this study proposes relevant implications for teacher education and the use of RRPC as a tool for pre-service teacher development.

Chapter 3

Methodology

3.1. Subjects

The subjects of this study were 12 pre-service teachers who were in the final year of four-year education period at the Department of English Language Teaching (ELT) at Faculty of Education, Anadolu University. The selection of the subjects was based on the ideas of purposeful sampling (Creswell, 2005) in which the participants were selected deliberately to explore a phenomenon. The subjects of the study were selected intentionally to implement reflective reciprocal peer coaching in an ELT pre-service teacher education context

The study was conducted in the academic year of 2010-2011. In the Fall term of the academic year, the participants received training on RRPC and in the Spring term, they were engaged in RRPC practice. Prior to the study, all of the participants took the same methodology courses related to English language teaching (see section 3.2.1. for details). At the time of the study, the participants were enrolled in two compulsory field experience courses, namely *İNÖ 407 School Experience* in the Fall term, and *İNÖ 406 Practice Teaching* in the Spring term (see section 3.2.2. for details). The researcher was the supervisor of the participants in both field experience courses.

The participants volunteered to take part in the study and all of them signed consent forms (see Appendix A) prior to the study. They were assured about the confidentiality of their participation and collection of data. Since the effectiveness of the study relied heavily on the active and collaborative participation, pre-service teachers in the study were also informed that they could withdraw anytime from the study. At the time of the study, the GPR means of the participants was 2.56 which indicated that the participants were not selected among students who had high academic success.

3.2. The Context

The study was conducted in an English language teaching context. In this context, the participants took various teaching methodology courses during their four year training to become English language teachers. Following these courses, they were enrolled in field experience courses to practice teaching based on the theoretical and practical knowledge they gained throughout their education. RRPC practice was implemented in the field experience courses of the participants. The following sub-sections deal with the details related to the context of the study.

3.2.1. Teaching methodology courses at the ELT department

The courses related to teaching started in the second year of the English language teacher education program. In the first term of the second year, the participants were enrolled in a course named *Approaches in English Language Teaching* which covered the theoretical background of language teaching as well as the role of the teacher, the role of the learner and various language teaching methods. In the second term of the second year, methodology courses specific to language skills and grammar teaching began.

The first methodology course was *Methodology in the Area of Specialization: Teaching Grammar*. This course focused on different aspects of classroom teaching; classroom management; skills of planning a lesson; different ways of grammar presentation; presenting and practicing structures; and how to prepare lesson plans on English language grammar. Along with a course on grammar teaching, they also received another course related to language teaching named *Fundamental Aspects of English Language Teaching*. This course aimed at developing general understanding of classroom teaching and covered topics such as teacher and the learner in the classroom; grouping the students; strategies used for beginning and ending the lesson; using the audio-visual aids; making transitions; and giving instructions in the language class.

In the third year, they received two methodology courses. The first one was *Methodology in the Area of Specialization: Teaching Reading and Listening Skills*. This

course aimed at enabling students develop an understanding of how to teach reading, listening and vocabulary of the target language. The second course in the third year was *Methodology in the Area of Specialization: Teaching Speaking and Writing Skills* which aimed at enabling students develop an understanding of how to teach productive skills speaking and writing in the language classroom.

In their final year, along with field experience courses they took *English Language Testing and Evaluation* course which targeted at guiding pre-service teachers in how to prepare tests for language learners and evaluate student performance. Moreover, they also took *Material Development and Adaptation in ELT* course which aimed to foster critical analysis of course materials and effective adaptation of various materials for better teaching. Including this background information about the participants is important in order to display what kind of knowledge about English language teaching they received prior to the study. This information also suggests that all subjects had sufficient theoretical background for peer coaching at the time of the study. That is, the participants were familiar with teaching methodology, the school context and established basic teaching competencies. Hence, they all were able to take a step further in learning to coach each other throughout RRPC.

3.2.2. Field experience courses

Pre-service teachers in this study took two field experience courses in their final year at the faculty: 'School Experience' in the Fall term and 'Practice Teaching' in the Spring term. In both field experience courses, the pre-service teachers were assigned to state schools for field experience in pairs or triads and a cooperating teacher in that school guided them. The pre-service teachers prepared weekly lesson plans and each of them was responsible for carrying out the lessons in the assigned state school based on the prepared plans. In both field experience courses, the supervisor at the faculty provided feedback for the first two lesson plans and observed pre-service teachers' teaching performances twice for evaluation. Following these observations, the supervisor provided detailed feedback regarding both the weak and strong points related to the teaching performances.

'School Experience' course specifically focused on micro teaching in which the pre-service teachers were expected to prepare weekly lesson plans on various language areas and skills such as grammar, reading, listening, speaking and writing for only one part of the class hour. In this study, while they participants were having 'School Experience' course, they received training on RRPC. The actual experience of RRPC practice took place in the Spring term while the participants were having the second field experience course named 'Practice Teaching'.

'Practice Teaching' specifically focused on macro teaching. Accordingly, student teachers prepared whole lesson plans regularly each week and were responsible for preparing activities and carrying them out in assigned classrooms. Similar to the 'School Experience' course, the lesson plans and activities involved various language areas and skills. The learning outcomes of the course identified by the faculty supervisors are stated as: "at the end of the course, students will be able to prepare plans for macro teaching (activities conducted for the whole lesson), carry out previously prepared plans in the classrooms, manage the class effectively, and do peer and self-evaluation." Since one of the expected outcomes of the course is engaging students in peer and self-evaluation, this study was assumed to be very effective in achieving this aim in a systematic fashion.

In this study, in order not to put a limit for students' giving and receiving feedback each other through peer coaching, the supervisor did not give feedback throughout the study. The participants received feedback from the supervisor after the completion of the RRPC program based on the video recordings of their teaching performances. All participants agreed that they welcomed such feedback from the supervisor upon the completion of the study.

3.3. Implementation of the reflective reciprocal peer coaching (RRPC)

Research has put forward that some conditions are precisely required in order to design and implement a successful peer coaching program in the pre-service context (Hasbrouck, 1997; Bowman and McCormick, 2000; Trautwein and Ammerman, 2010).

In this study, observation forms and checklists were designed to provide structured observations since this is the first condition necessary for the success of a peer coaching program. That is, participants used some specific tools to make the best of the observations and give feedback based on the actual performance. Such tools are also reported to be helpful for debriefing the observed lesson and describe teachers' behavior. Moreover, the participants received training prior to the actual practice of the peer coaching experience as this is the second condition required. Most of the studies on peer coaching revealed that a significant amount of time is required teachers to be effective coaches. The participants were also involved in debriefing which constituted the final condition for an effective peer coaching program. Specific attention was given to the design and implementation of the post-conference sessions in which the observed teacher and the coaches discuss the lesson and share feedback. What is more, clear goal setting, voluntary participation, confidentiality, assessment of the peer coaching process and its impacts, and ongoing institutional support were emphasized throughout the study as these were considered important for the success of a peer coaching program (Huston and Weaver, 2008).

By considering all these conditions for effective peer coaching and the reflective and reciprocal nature of the peer coaching in this study, the following steps were followed in the design and implementation of the peer coaching practice (see Appendix B for the flow chart of the implementation process):

1. Volunteer participants to be included in the study were identified. Volunteering and enthusiastic attitude towards peer coaching is a prerequisite for the success of such programs (Vacilotto and Cummings, 2007). Forming a voluntary basis was quite important for the purposes of the study as the participants actively participated in the

trainings and involved in every step of the RRPC. Consent form (see Appendix A) was designed and all participants signed this form to verify their voluntary participation in the study.

2. Research on peer coaching highlight the need for training prior to the implementation of effective peer coaching (Hasbrouck, 1997; Vacilotto and Cummings, 2007; Britton and Anderson, 2010). Lu (2010) pinpoints that training is an essential aspect for the effectiveness of a peer coaching program and without training many problems emerge. Thus, training sessions were designed before the start of the RRPC. Whole training lasted for twelve weeks and was held in the first term of the academic year 2010-2011 (except for training on cognitive coaching). Specific attention had been given to make whole training process as interactive as possible. Lesson plans were developed for each week of the training process and the effectiveness of these plans were checked by an expert in the field. In all trainings, various tasks were designed to enhance the implementation of RRPC process. Trainings were based on the ideas extracted from a careful literature review (see Appendix C for all lesson plans, training materials and handouts). All training sessions were videotaped.

For the purposes of the study, the training included five basic parts: training on reflection and reflective thinking; training on RRPC; training on the use of observation forms; training on reflective diary keeping; and training on cognitive coaching model suggested by Garmston et al. (1993. See section 1.4.1. for details on cognitive coaching)

- *Training on Reflection and Reflective Practice:* This training phase lasted for three weeks. In the first week, concepts of 'reflection' and 'reflective thinking' were introduced. The training started with the discussions of quotations on reflection and reflective thinking, and the definition of reflection. Differences between routine action and reflective action were highlighted and reflective practice was clearly defined. The importance of reflection was also discussed to elicit preliminary ideas of the participants about the role and importance of reflection and reflective

practice. Participants were engaged in tasks focusing on forming participants' own definitions of reflection and reflective practice, and comparison of their ideas with the ones in the literature. In the second week, reflective thinking attributes and levels of reflectivity were introduced.

Training on reflection and reflective practice was based on Taggard and Wilson's (1998) model on reflective practice. This model proposes three levels for reflective practice: technical level, contextual level and dialectical level. The technical level is the initial level of reflective thinking and involves reflections about past experiences, simple and theoretical descriptions. Contextual level involving reflections on clarification of underlying assumptions of classroom practices. The third level is dialectical level which involves reflections addressing moral, ethical or socio-political issues as well as self-understanding. The importance of moving from technical level to contextual and dialectical levels was emphasized and discussions on these issues were conducted by the researcher. Tasks were administered to the participants about the identification of reflectivity levels and finding examples/actions derived from the possession of each reflective thinking attribute. In the third week, students were provided with articles on reflection and importance of reflective practice. Whole class discussions were carried out for the analysis of the articles and following this analysis, a transition was made to the idea of reflective reciprocal peer coaching as peer coaching was emphasized as a tool to enhance reflectivity in these articles.

- *Training on RRPC:* A total of three weeks were devoted to this phase of the training. The training started with the highlighting of the essential characteristics of reflective practice and working with peers as one of these essential characteristics in the first and second weeks. The participants were introduced to the idea of peer coaching and its features. Important characteristics of peer coaching were stressed and the conditions required for successful peer coaching experience were emphasized. Then, the idea of reflective peer coaching as a strategy for professional development was presented. Reciprocal nature of reflective peer coaching experience was underlined

and finally the concept of RRPC, the main focus of the study, was introduced to the participants.

After the explanatory part, the participants were asked to formulate their own definition of RRPC and postulate their ideas on its importance for teacher development. Since observation was a preliminary condition for RRPC, priority was given to the differences between 'observation' and 'evaluation'. An additional week was reserved in order to clarify the differences between 'observation' and 'evaluation' via the accomplishment of various tasks. First of all, the participants were asked to surmise the differences between these two concepts and discussions were carried out first in pairs then in groups. Then, a handout was administered in order to lead the participants answer some questions about evaluation and observation inquiring the focus, rationale and form of these concepts. Whole class discussions were conducted to make the differences clear between 'observation' and 'evaluation'. An article on the differences between these concepts was also analyzed.

Participants were engaged in interactive tasks. Cases were provided to elicit the pre-service teachers' feelings about being observed. They also read the ideas of experienced teachers about observation and being observed in the class and their opinions about these views were brought to light. In another task, the participants enacted a role play. A transcript of a lesson was administered and the students were grouped according to the roles of an enthusiastic teacher, critical teacher, supportive evaluator and negative evaluator. They commented on the lesson transcript based on their roles. Then the participants were paired up so that one teacher and one evaluator were working together to comment on the lesson by staying in their roles. As a follow-up, their feelings about their roles and their reactions against each other while staying in their roles were elicited. The nature of evaluation and observation and its effects on performance were discussed.

The participants were given a week to observe each other's performance during teaching experience and coach each other to give feedback afterwards. They were

guided to make a 'what' and 'why' list to identify the issues they would like to observe and provide a rationale for their choices. Moreover, they were asked to take notes on the strengths and weaknesses of their peers. After these observations, a discussion session was carried out to extract their opinions and feelings about the observation and how to best implement observation in field experience.

- *Training on the Use of Observation Forms:* Prior to the introduction of the observation forms developed for the purposes of the study, participants were guided to remember their observation experience. Questions investigating how confident they felt about observing and being observed were asked. Following this discussion, the idea of using specific tools for better observation was highlighted. The chances provided to the pre-service teachers during field experience in terms of helping each other and working collaboratively were stressed and the need for implementing systematic observation was emphasized. Introduction of the observation forms developed specifically for this study followed this step and lasted for two weeks.

Observation forms covering the teaching of grammar, reading, listening, speaking, and writing were analyzed one by one along with the instruction for using the forms. Based on the results of piloting of the observation forms, the participants were required to decide on the aspects of teaching to be observed prior to the teaching practice of their peers as it would be difficult and ineffective to observe all the items in the observation forms. The idea of using observation forms as a guide for effective observation and feedback was emphasized. Furthermore, how the participants could take notes by using these forms and give feedback to each other were highlighted. The participants were welcomed to ask anything that was not understood about the content and the use of the forms. Further clarifications were provided. In a task, the pre-service teachers were asked to use these forms in actual teaching performance. Careful guidance was bestowed about the selection of appropriate forms and decision on the aspects of teaching to focus on prior to actual observation. They were also guided to give each other feedback after the observations in a reflective way as discussed previously in training sessions. Following this experience, participants were asked to note down problems related to

the use of the forms and their feelings. After the introduction part, one additional week was reserved for the trial of the observation forms and peer coaching experience. Discussions were conducted on these issues the following week.

- *Training on Reflective Diary Keeping:* In order to lead the participants reflect on the peer coaching experience, training on how to keep reflective diaries was required since diary was the primary source to detect the change in the reflectivity levels. This phase of training lasted for two weeks. In the first week, benefits of keeping a diary in general were touched upon. The idea of reflective diary was initiated. Sample diaries were brought forward and were analyzed by the participants individually and in pairs. These diaries were classified according to the levels of reflectivity and whole class discussions were carried out. Articles on how to keep reflective diaries, and the content and format of diary keeping were assigned and these articles were discussed in the second week of this training phase. After article analysis, the format and content of the reflective diaries that would be kept throughout the study were clarified and guiding reflective questions were handed over. The participants were asked to conduct peer coaching sessions again and write reflective diaries this time upon this coaching experience. They were urged to use the guiding questions while writing their diaries. The following week, sample diaries were selected for analysis in a random fashion. Careful attention was paid for the anonymity of the data. The participants evaluated the diaries in terms of their reflectivity, further clarifications were provided and the training ended.
- Following the finalization of whole training process, the participants were asked to reflect on the implementation and benefits of training in general.

3. In the beginning of the second term of the academic year 2010-2011, the participants were assigned to peer coaching groups. Each group consisted of three pre-service teachers and a total of four groups were formed. Precise attention was bestowed over grouping the participants who could work effectively together in a collaborative fashion.

4. Throughout training sessions, it was observed that the participants could not organize effectively pre and post conferences in order to coach each other. The meetings were rather hasty and careful organization was required for effective implementation of RRPC sessions. Selection of an appropriate peer coaching model appeared as a solution to this problem. According to Ladyschewsky (2006), a framework is necessary to structure a successful peer coaching experience. Hayes (2003) highlights that when used especially within small groups, cognitive coaching fosters collaboration and reflective practice. By considering the purposes and the nature of the study, the model of cognitive coaching (Garmston et al., 1993; Costa and Garmston, 2002) was selected as the framework to be used in this study (see section 1.4.1. for more information on cognitive coaching model). The cognitive coaching model was introduced to the participants in an additional training session. This model ensured that peer coaching procedure was implemented in a systematic and structured way.

- *Training on Cognitive Coaching Model:* Similar to the previous training sessions, a lesson plan was developed and training materials were prepared to familiarize the participants to cognitive coaching (see Appendix C for training materials on cognitive coaching as well). The training started with the problems observed throughout the trial of peer coaching in the previous term. It was noted that a model of peer coaching was implemented to overcome these problems. The characteristics of this model were introduced to the participants. Next, the five states of mind (as part of cognitive peer coaching model) were presented and the importance of each state was highlighted for the effectiveness of cognitive coaching model. Following the information on cognitive coaching, the cycle of this coaching model, namely pre-conference-observation-post-conference cycle, was introduced and discussions were carried out how best to implement this cycle throughout the reflective reciprocal peer coaching process. The participants were administered a checklist to be used while coaching each other by using this model.

Along with training on cognitive coaching model, a session was devoted to conferencing strategies which were considered essential for the success of the

cognitive coaching model. In this session, principles of effective conferencing were introduced and a distinction was made between 'technical' and 'social' principles of conferencing. What is more, conferencing goals were discussed and the role of effective conferencing in cognitive coaching model was highlighted.

An additional session was designed to clarify how RRPC would be applied throughout the study step by step. This served as a summary of the training sessions and the pre-service teachers were reminded of the requirements for the effectiveness of the study. A final discussion was conducted to detect any points that were not understood. Whole training on cognitive coaching model lasted for two weeks.

5. After the training sessions were completed, RRPC sessions started in the fourth week of the semester and peer coaching groups were assigned to state schools for field experience. The whole process of coaching lasted for eight weeks. Each participant was required to teach one class hour as part of the field experience course; thus, the peer coaching was held once a week for each participant. Each RRPC cycle consisted of three phases: pre-conference, observation, and post-conference as suggested by the cognitive coaching model. In pre-conferences, stage for observations was set and desired focus of observation was decided on whereas in post-conferences the teacher and the coaches discussed, analyzed and reflected on classroom practices (Swafford, 1998). Places in which participants met for pre and post conferences were reserved for each coaching group. Ewans (2001) suggests that post-conferences should happen soon after the observation when the memories about teaching and learning for a particular teaching experience are fresh in the minds of the peers. Hence, the student teachers held the post-conference sessions immediately after the observations. Pre and post conferencing sessions were all videotaped to check the effectiveness of the process and for further data analysis. Each participant was supplied with a file to increase the success and effective organization of the process. This file included weekly schedule of each participant indicating the time and place of pre-conferences and post conferences, sufficient number of observation forms for the observation of each language skill/area, checklists to be used during coaching sessions with probing questions, and guideline

for the format and content of reflective diary keeping along with guiding questions and sheets for diary keeping. The participants were involved in RRPC through pre-conference-observation-post-conference cycle. Moreover, they verbalized their reactions and feelings related to this experience by writing reflective diaries after each coaching session along with the reflective diaries they wrote about their actual teaching performances.

6. Intervention sessions were planned to check the effectiveness of the RRPC practice. In this study, two intervention sessions were performed. The videotaped samples of pre-conference-observation-post-conference cycles were used in these sessions along with the checklist designed to guide the participants analyze the sample videos. The rationale behind was to detect any problem that might occur throughout the process and provide sufficient guidance for the effectiveness of the process. Randomly selected peer coaching cycles were analyzed whether they were done properly and whether they were carried out collaboratively in a reflective fashion. Moreover, student teachers were asked to express how they felt and thought about the ongoing process, and discussions were carried out accordingly. As a result, the effectiveness of the RRPC application was ensured. The first session was carried out in the second week of the process and the second session was done in the fifth week of the process.

3.3.1. Tools used during the implementation of RRPC

The tools developed for the implementation of RRPC were the observation forms specific to language skills/areas, pre-conference-observation-post conference peer coaching checklists, and intervention session checklists. These research tools were prepared for the effective implementation and systematic design of the RRPC practice. Although data gathered from these research tools were not taken for analysis, they provided opportunities for the participants to make the best of the RRPC practice in a systematic fashion. Table 3.1. shows which tools were used during the implementation of RRPC and their area of use.

Table 3.1. Tools Used During the Implementation of RRPC and Their Area of Use

Tools	Area of Use
Observation Forms	During observation of the teaching performances. Peers decided on what to focus during observation
Pre-conference-observation-post conference Checklists	Throughout the peer coaching cycles. Peers filled in the checklists regularly for each peer coaching cycle
Intervention Sessions Checklists	During intervention sessions conducted for two twice. Participants watched sample RRPC cycles and filled in the checklists

The details of the tools developed for the purposes of the study were given below.

3.3.1.1. Observation forms

The main purpose of this study was to foster reflective practice in pre-service teachers embedded in a reciprocal peer coaching program and increase the effectiveness of such program by using certain tools. One of the tools which constituted an important aspect of RRPC practice was the observation forms. Since there were no specific observation instruments available to the pre-service teachers, design and implementation of observation forms were important for the success of peer coaching experience. Weshah (2007) asserts that in order to lead teachers for effective reflective practice, they should be introduced to observation instruments that are tailored to the needs and specific skills to be observed. Likewise, Hasbrouck (1997) and Britton and Anderson (2010) imply the use of tools for better observation and to provide effective feedback afterwards.

The observation forms (see Appendix D) designed for the purposes of the study were specific to language skills such as reading, listening, speaking and writing along with a form specific to teaching grammar. It was thought that the forms designed for this study would help the pre-service teachers evaluate the strengths and weaknesses of their peers. Moreover, these forms were assumed to guide pre-service teachers to make effective observations on the teaching performances of their peers without limiting its scope. This idea is in parallel with that of Andersen et al. (2005) who assert that guided

observations can be more effective than the unguided observations when careful attention is given not to limit the range of behaviors observed.

The following steps were followed in the preparation of the observation forms:

1. Literature on teaching language skills and areas was reviewed and the teaching processes of these were determined. Moreover, the outcomes and objectives of the methodology courses the pre-service teachers had taken so far were analyzed. The existing observation forms were also reviewed and the lacking points were determined. Moreover, classroom management aspect of teaching was taken into account. As a result, the points that would be used while observing one's teaching were formed together and the first versions of the observation forms were prepared. Along with content, the format and general outlook of the forms were paid attention to in order to make observation practical and comfortable for pre-service teachers. Sufficient space was reserved for additional notes participants would like to take.
2. The first versions of the forms were given to a group of experts in the ELT field. These experts were asked to analyze and evaluate both the content and the general outlook of these forms. After the expert comments were taken, the forms were reviewed and the necessary modifications were done. Based on the changes and comments for the first versions, the second versions of the forms were prepared.
3. The second versions were again given to experts in the field for further analysis. Discussions were carried out on both form and content of the forms, and the third versions were prepared.
4. The third versions were administered to 50 pre-service teachers at the ELT department. These students were asked to analyze the forms and give their comments. They were also asked whether it would be appropriate to use subtitles for the teaching of the skills or not for better observation. Specific attention was given to elicit any idea of the pre-service teachers related to both content and the format of the observation forms. They were asked to express any points that were difficult to observe or the ones that were not understood clearly.

5. After pre-service teachers' ideas were taken, necessary modifications were done and the fourth version was prepared. This fourth version was again administered to a group of experts in the field. After discussions, the observation forms were finalized for all language skills.
6. The fifth versions of the observation forms were tested in a pilot study with 50 pre-service teachers throughout their actual teaching practice at state schools. Pilot study materials were prepared and the participants were given a brief training prior to the study. Moreover, detailed explanations were provided on how they would use the observation forms throughout teaching practice. For the initial two weeks, participants did not use any observation forms. In the next four weeks, participants observed each other's performances by using the related observation forms focusing on the different aspects of teaching performance. In the last four weeks, participants again used the observation forms, but this time each of them focused on the similar aspects of teaching determined prior to each other's performance. The entire process was explained to the participants in detail and they were given the schedule to be followed throughout the piloting. Furthermore, supervisors of the participants were informed about the details in the study. They were also asked to use the observation forms while observing and evaluating the teaching performances of the pre-service teachers in the study.
7. Participants in the piloting were asked to use the observation forms during each other's teaching practice and pay attention to the points that did not work during observation. At the end of piloting, participant pre-service teachers were administered a questionnaire about the whole process. Participants were asked whether it was a good idea to use observation forms during teaching practice and they were also asked to write any problems related to the implementation of each observation form. A similar questionnaire was administered to the supervisors of the participants in the piloting to elicit their ideas about the implementation of the forms. Both questionnaires administered to pre-service teachers and supervisors were in Turkish.

8. The questionnaires administered in the pilot study to the pre-service teachers and their supervisors were analyzed verbatim. The participants were asked whether it was a good idea to use observation forms or not for effective observation. Moreover, whether it was better to focus on all items or selected items while observing peers/student teachers was questioned. Table 3.2. shows the results on the use of observation forms.

Table 3.2. Student Responses about the Use of the Observation Forms

Statements	N*	%
Observing each other and giving feedback <u>without</u> the use of observation forms was more effective	7	14
While using observation forms, focusing on <u>different</u> aspects in the forms for each lesson and giving feedback accordingly was more effective	11	22
While using observation forms, focusing on the <u>same</u> aspects in the forms for each lesson and giving feedback accordingly was more effective	32	64
TOTAL	50	100

*: Number of Students

As seen in Table 3.2., only 14% of the students preferred not use observation forms; in fact, majority of students (86%) preferred to use observation forms while observing their peers prior to feedback sessions. Among these students, 11 of them preferred to focus on different aspects of teaching for each lesson. These aspects were chosen by the students prior to each other's teaching performance. 32 students preferred to focus on the same aspects they decided prior to observation. The participants were also asked to state their reasons for their preferences. Accordingly, necessary revisions were made about the use of the forms.

The supervisors of the participant pre-service teachers were also asked to state their comments on the use of observation forms. The preferences were diverse in this respect. Among four supervisors, one preferred not to use an observation form during pre-service teachers' performance due to personal preference and style.

Three of them highlighted the necessity of using an observation form. One of these teachers preferred to focus on all aspects of teaching in the forms while the other two preferred to focus on limited number of aspects for each teaching practice. They underlined the difficulty of focusing on all aspects in a single observation. These supervisors stated that they could miss some important points while trying to catch up all the items in the forms. However, three of the supervisors stressed the positive contribution of the forms for better observation. The comments of all supervisors about the content and practicality of the observation forms were taken into account to finalize the forms.

9. The participants were asked to express any problems they experienced related to the use of each observation form. Based on the analysis, problematic items were detected and necessary modifications were done.

As a result of this piloting process, the observation forms to be used in the actual study were finalized. It was decided that while using the observation forms, it would be more effective for pre-service teachers to focus on the same aspects they choose in the forms prior to observation of each lesson. An instruction highlighting this aspect was added to the final versions of the observation forms and the participants were informed about it.

3.3.1.2. Pre-conference-observation-post-conference checklist

In order to engage the participants in RRPC practice effectively, a checklist specific to the peer coaching cycle was prepared (see Appendix E). This checklist was based on the cognitive coaching model (Garmston et al., 1993; Costa and Garmston, 2002) selected for the study.

According to cognitive coaching model (see section 1.4.1. for more information on cognitive coaching), the coaching sessions were divided into three basic parts: pre-conference, observation, and post-conference. In the pre-conference phase, the coaches

discussed on the focus of observation. Garmston et al. (1993, p.58) suggested using the following questions to guide this part:

- What are your objectives?
- How will you know when you've reached your objectives?
- What is your plan?
- On what other aspects of your teaching do you want information?

The teacher who was observed guided the decision. After the coaches decided on what to observe, they moved on to the next part, namely the observation. In this part, while the teacher being observed was teaching, coaches made observations and took notes on the observable behaviors or actions. The coaches were not involved in teaching. The final part was the post-conference. In this debriefing part, the coaches shared their observations and helped the teacher being observed reflect on the teaching experience by asking questions and providing data. This part was not in an evaluative mode.

Based on the assumptions and principles of cognitive coaching model, a pre-conference-observation-post conference checklist was prepared in order to ease the implementation of the RRPC practice and help participants effectively be engaged in this procedure. It was assumed that this checklist would also serve as a reminder for the participants to follow. The checklist included yes/no questions for each part of the cycle based on the requirements of the cognitive coaching model in order to check whether the participants were actively involved in the RRPC practice. The content and form of the checklist was checked by an expert in the field and necessary changes were implemented to finalize the checklist. The participants filled in these checklists for each peer coaching cycle and handed them to the researcher afterwards.

3.3.1.3. Intervention sessions checklist

In order to ensure the effectiveness of the RRPC practice and anticipate the potential problems, intervention sessions were conducted with the participant pre-service teachers. Lu (2010) pinpoints the importance of intervention to aid the documentation of

observations throughout peer coaching experience. Moreover, Britton and Anderson (2010) notably underline the importance of periodical monitoring and evaluation of peer coaching process by supervising faculty in order to maintain integrity and excellence.

Two intervention sessions were designed throughout the RRPC procedure. The first intervention session was carried out in the second week and the other one was conducted in the fifth week. In these sessions, participants were welcomed to share any problems they experienced or suggestions they would like to make about the ongoing process. The intervention sessions included two parts. The first part was reserved to elicit participants' ideas, feelings, comments and suggestions about the procedure and the second part involved analysis and discussion of a sample RRPC cycle. In order to ease the analysis and help the participants comment on the sample peer coaching cycles, a checklist was prepared (See Appendix F). This checklist involved items for pre and post conferences of a sample peer coaching cycle in order to lead the participants analyze the given video. The participants were asked to discuss about the effectiveness of the pre and post conferences, the collaborative efforts of the peers and the level of reflectivity in these phases of the peer coaching cycle. Sufficient space for note taking was also provided for participants on the checklist. Their analyses were based on the observation part of the peer coaching cycle. As a result, the participants watched all of the pre-conference-observation-post conference phases of the sample peer coaching sessions and filled in the checklist. The checklist was based on the pre-conference-observation-post-conference checklist and was analyzed by an expert in the field. Following the expert analysis, the final version of the checklist was used in two of the intervention sessions and discussions were carried out upon the participants' filling in the checklists. The intervention sessions were videotaped.

3.4. Data Collection and Instruments

Data were collected through a mixed method design for the purposes of the study. That is, both qualitative and quantitative data were gathered by using research instruments that were utilized for data collection. As for gathering quantitative data, a profile of reflective thinking attributes and a perception questionnaire about the RRPC practice

were used. For the qualitative part of the study, reflective diaries, video recordings and focus-group interviews were included. Table 3.3. shows quantitative and qualitative research instruments and their relation to research questions.

Table 3.3. Quantitative and Qualitative Research Instruments and Their Relation to the Research Questions

Research Questions	Quantitative Research Instruments	Qualitative Research Instruments
1. Is there any change in the reflectivity levels of the pre-service teachers a. after having training on reflective reciprocal peer coaching? b. after reflective reciprocal peer coaching practice?	1 a& b • The Profile of Reflective Thinking Attributes	1 a • Reflective Diaries (written on the training sessions) 1 b • Reflective Diaries (written on teaching performance) • Video Recordings (post-conferences) ↓ Excerpts will be taken to support the quantitative data
2. What are the perceptions of the pre-service teachers on the a. reflective reciprocal peer coaching training? b. reflective reciprocal peer coaching practice?	2 b • Quantitative part of the Perception Questionnaire	2 a • Reflective Diaries (written on the training sessions) 2 b • Perception Questionnaire • Reflective Diaries (written on peer coaching cycles) • Focus-group Interviews

In the following section, qualitative and quantitative research instruments developed for the purposes of the study were introduced in detail.

3.4.1. Instruments

3.4.1.1. The Profile of Reflective Thinking Attributes

The first research question aimed to find out whether there was any change in the reflectivity levels of the pre-service teachers (a) after they received training on RRPC and (b) after RRPC practice. In order to answer this question, a quantitative instrument, namely The Profile of Reflective Thinking Attributes (see Appendix G1) developed by Taggard and Wilson (1998) was used.

The Profile of Reflective Thinking Attributes is based on different reflective levels on the Reflective Thinking Pyramid. These levels are technical, contextual and dialectical reflectivity levels respectively which follow a hierarchical order (see section 1.3. for more information about the reflectivity levels). The instrument consists of a total of 30 statements on a four point Likert type scale ranging from “Almost always” to “Seldom”. The statements require the participants select the indicator that best reflect agreement about the situations when they face with problems and when preparing, implementing and assessing a lesson. The Profile of Reflective Thinking Attributes is a self-scoring instrument specifically designed for teachers in pre-service or in-service period and aims at determining the reflectivity levels of the teachers based on some attributes associated with reflective thinking and practice. The reflective thinking attributes in the scale are based on previous research and are used to determine the reflectivity levels of the participants. It is reported that this instrument can be used with practitioners to create awareness on the current reflective thinking levels of the teachers. Moreover, Taggard and Wilson (1998) assert that this instrument can be used as a tool to detect increase in the reflectivity of the teachers when used before and after a reflective practice activities and sessions.

The instrument was not translated into Turkish as the participants had sufficient level of English to understand the items and they were also familiar to the English terminology in the instrument. However, when they had difficulty in understanding any of the items in the instrument, further explanations were provided. Since the original version of the

instrument was developed in another cultural context, there was a need to assess the internal reliability to use it in the context of the study. In order to use the instrument for detecting the reflectivity levels of pre-service teachers in the Turkish EFL context, the internal consistency of the instrument was calculated. The Profile of Reflective Thinking Attributes was distributed to 135 pre-service teachers. Cronbach Alpha coefficient was calculated and it was found 0.85. Other than the total internal coefficient, item coefficients were also calculated and as a result of this analysis, no items were excluded from the instrument (see Appendix G2 for item coefficients). According to Özdamar (2002), if Cronbach Alpha is above 0.8 the scale has a very high reliability. As a consequence, The Profile of Reflective Thinking Attributes was found reliable to be used with pre-service teachers in the Turkish EFL context.

3.4.1.2. Reflective diaries

One of the significant qualitative instruments used in the study was the reflective diaries. A diary in educational sense is defined as “a document created by an individual who has maintained a regular, personal and contemporaneous record” (Alaszewski, 2006). Krishnan and Hoon (2001) assert that diary is a powerful tool that can help learners take steps to see their progress, make connections between themselves and the course of the study, and overcome learning obstacles. According to Matsumoto (1996) diaries provide private, personal activities and raise the learners’ consciousness of their own learning process effectively. Similarly, Matsuda (2003) suggests that an effective way to explore learners’ perceptions is through their diaries. Moreover, Nunan (1992) pinpoints that diaries can be used as tools for effective reflective practice.

Reflective diaries or learning logs are among the tools that can be used for reflection (Fisher and Somerton, 2000; Lee, 2007). Reflectivity is very important for learners’ getting aware of their own learning and find out their own strengths and weaknesses. Haigh (2001) claims that reflective diaries or journals help individuals become self-conscious of their own learning development and encourage them to reflect on what is being learned and how. Moreover, reflective diaries are assumed to help pre-service teachers habitually reflect on the teaching experience and engage in reflection as a

lifelong experience (Trautwein and Ammerman, 2010). Thus, reflective diary appeared as an appropriate instrument to be used in this study. Training was provided to help learners keep their diaries as reflective as possible.

Reflective diaries were used in this study for the following purposes:

1. To provide qualitative support to explore whether there was any change in the reflectivity levels of the pre-service teachers after receiving training on RRPC (research question 1a). Participants wrote a single diary for this purpose upon the completion of the trainings.
2. To provide qualitative support to explore whether there was any change in the reflectivity levels of the pre-service teachers after RRPC practice (research question 1b). For this purpose, the participants kept reflective diaries on their teaching performances on a weekly basis. They were asked to write about what went good and what did not, their strengths and weaknesses, their decisions, the effectiveness of their materials and methods, and their feelings about the actual teaching performance.
3. To explore the perceptions of the pre-service teachers on RRPC trainings (research question 2a). The single diaries written at the end of the trainings were used for this purpose as well.
4. To explore the perceptions of the pre-service teachers on RRPC practice (research question 2b). For this purpose, the participants kept reflective diaries this time on the RRPC experience on a weekly basis. These diaries included participants' ideas about the application of RRPC sessions, their feelings about the sessions, and negative and positive aspects of peer coaching sessions. Furthermore, pre-service teachers were asked to write statements about what they think of changing next time after peer coaching sessions and what they changed next time (if any) based on the peer feedback they receive.

(See Appendix H1 and H2 for sample reflective diaries on RRPC training and practice)

All reflective diaries were in participants' native language in order to make them more intimate in their responses.

To support the quantitative findings regarding the change in the level of reflectivity and to explore participants' perceptions about the RRPC procedure, two diaries for each participant were taken for analysis. One diary taken from the beginning of the study (first week) and one diary taken from the end of the study (eighth week) for each participant were analyzed for research purposes. The rest of the reflective diaries were used to check the effectiveness of the whole procedure. The rationale behind taking the initial and final diaries for analyses was to display participants' perceptions at the beginning and at the end of the study. In this way, change in their reflectivity and perceptions became more visible and the effects of the study on the pre-service teachers with respect to their opinions and feelings were revealed.

3.4.1.3. Video recordings

In order to give a sound answer to the first research question (b), video recordings of the post-conference phase of the peer coaching sessions following the actual teaching experience were used along with reflective diaries. Video cameras with audio recording feature were used for this purpose. Skinner and Welch (1996) highlight the need for recording the peer coaching interactions among the teachers for further analysis.

In order to highlight the change in reflectivity considering the beginning and end of the study and due to practical considerations and high amount of qualitative data as well, only two of the post-conference sessions for each group were used for analysis. The first recording was from the beginning of the process (the first week) and the other one was from the end (the eighth week) of the RRPC experience (see Appendix I for sample transcript of a post-conference session). In this way, whether the students were reflective in coaching each other and their progress in reflectivity upon the completion of the study could be seen. Moreover, potential problems students faced throughout the process and whether the students could focus on appropriate points while reflecting upon each other's teaching experience were detected via the analysis of these

recordings. As a result, intervention sessions were formed to overcome problems. The rest of the video recordings not taken for analysis were used to check whether the participants were engaged in the process or not.

3.4.1.4. Perception questionnaire about reflective reciprocal peer coaching

Along with reflective diaries and focused group interviews, a questionnaire that was designed to elicit what the pre-service teachers thought about the whole procedure of RRPC was administered to the participants (see Appendix J). This questionnaire consisted of multiple selection list and open-ended questions about the application of the RRPC practice and what students gained throughout this application. Moreover, what went good or what did not work was identified and further suggestions of the student teachers were elicited. All the questions were based on the literature on RRPC. This instrument was first analyzed by a group of experts in the field and then tested in a pilot study with 70 ELT students. The students in the piloting were asked to evaluate the statements as 'clear' and 'unclear'. They were also asked to write their opinions about the unclear statements. As a result of the analysis, all the unclear statements were checked and re-written. This version was again checked by a group of experts and the questionnaire was finalized.

3.4.1.5. Focus- group interviews

Following the completion of the study, all participants were interviewed through focus-group interviews. According to Creswell (2005), focus-group interview is a data collection process through interview with a group of people in which the researcher asks a small number of general questions to elicit interviewees' responses. Rather than one to one interviews, focus-group interview process is chosen for the study since this process is advantageous when the interaction among respondents provides best information, and when they are similar to and cooperate with each other (Creswell, 2005). These interviews were conducted in the same groups participants assigned for field experience.

General, open ended questions were asked in the interviews (see Appendix K). These questions aimed at obtaining data about students' perceptions on RRPC experience. The data gathered through the focus-group interviews were used to support data gathered through reflective diaries, video recordings and qualitative part of the questionnaire administered at the end of the study. Participants were allowed to interact with each other and comment on each other's responses based on their experience throughout peer coaching. The researcher paid attention not to distract students and limit them in their answers. Rather, the role of the researcher was a listener, but further probes were given to continue the interaction. Similar to the reflective diaries, the interviews were conducted in participants' native language in order not to create anxiety stemming from language limitations, and to make them feel relaxed and intimate in their responses. All focused group interviews were videotaped and transcribed verbatim.

3.4.2. Data collection

Data collection was carried out by following the steps displayed in Table 3.4.below.

Table 3.4. Data Collection Steps

No.	Data Collection Steps
1.	Administration of The Profile of Reflective Thinking Attributes before trainings (first time)
2.	Administration of The Profile of Reflective Thinking Attributes after trainings (second time)
3.	Collection of the reflections written on the training sessions
4.	Collection of the initial and final recordings of post-conferences sessions
5.	Collection of the weekly reflective diaries a. on the teaching performances b. on the RRPC practice
6.	Administration of The Profile of Reflective Thinking Attributes after RRPC practice (third time)
7.	Conduction of focus-group interviews
8.	Administration of the perception questionnaire on the RRPC practice

The details of data collection steps were given below:

1. The valid and reliable version of The Profile of Reflective Thinking Attributes developed by Taggard and Wilson (1998) was administered to the participants for the first time prior to the training sessions. Careful attention was paid to ensure the understanding of all statements. When needed, further clarifications were provided.
2. Following the completion of the training sessions, The Profile of Reflective Thinking Attributes was administered to the participants for the second time to find out whether training made any difference on the reflectivity levels. Time elapsed between the first and the second application of the instrument was twelve weeks.
3. After the completion of the training sessions, participants were asked to write reflections about whether training made any difference in their reflectivity. Moreover, the student teachers were asked to write their opinions about the effects of trainings in general. The participants were asked to write diaries in their native language to help them express themselves comfortably. Confidentiality of their responses was guaranteed for research purposes.
4. The fourth step of data collection included the collection of data throughout the post-conference parts of the RRPC sessions. The pre-conference-observation-post-conference cycle for each participant was videotaped. The rationale for recording the pre-conference and observation parts was to check the effectiveness of the whole process and to carry out intervention sessions on selected samples of the peer coaching cycles. Post-conference parts were recorded to provide qualitative support for the quantitative findings regarding whether RRPC made any difference in the reflectivity of the participants. The initial and final recordings of post-conferences sessions were taken for analysis.
5. Reflective diaries were collected from each participant weekly. These reflective diaries included two dimensions: one dimension was about what went good and what did not, their strengths and weaknesses, their decisions, the effectiveness of their materials and methods, and their feelings about the actual teaching performance; and the second dimension focused on how the reflective peer feedback sessions went, what the

pre-service teacher felt about the sessions, negative and positive aspects of peer coaching sessions, and their ideas about what they would change next time based on the feedback they received. Pre-service students' diary keeping lasted for eight weeks. Similar to the reflections participants wrote about the effects of training, weekly reflective diaries were written in participants' native language. From an ethical perspective, confidentiality of information was guaranteed for participants to overcome any effect that would hinder their reflection. The participants were directed to write diaries as reflective as possible following the guideline and the guiding questions provided in the training sessions. Reflective diaries were collected to qualitatively support the quantitative findings.

6. Upon the completion of the RRPC sessions, The Profile of Reflective Thinking Attributes was administered to the participants for the third and the last time. The data gathered through this instrument was used to find out whether the practice of RRPC made any changes in the reflectivity levels of the participants.

7. Focus-group interviews were carried out following the completion of the RRPC process. All participants took part in interviews and they were conducted in appropriate hours both for the researcher and the participants. Prior to the interviews, participants were given interview questions to make them familiar with the interview process and they were welcomed to ask any questions about the content and aim of the interview sessions. Moreover, participants were interviewed on a voluntary basis and they were informed that they had right not to take part in these sessions. All interviews were videotaped and transcribed verbatim. Similar to the process in diary keeping, confidentiality of information and anonymity of their names were guaranteed.

8. The final step of the data collection was the administration of the questionnaire about the whole procedure of RRPC practice. The questionnaire was designed to elicit the participants' ideas about how the process went, how they felt and whether they had any suggestion for improvement.

3.5. Data Analysis

Data gathered through the use of various data collection instruments were analyzed both qualitatively and quantitatively. Table 3.5. below briefly displays the data analysis procedures followed for each of the research instruments. The details of data analysis were introduced in the following sub-sections reserved for each of the instruments.

Table 3.5. Research Instruments and Data Analysis Procedures

Instruments	Data Analysis Procedures
The Profile of Reflective Thinking Attributes	Technical Level: Below 75 Contextual Level: 75 -104 Dialectical Level: 105 -120 To see whether training and RRPC practice made any difference on the reflectivity levels, Wilcoxon signed-rank tests were computed.
Reflective Diaries	Change in the Level of Reflectivity: The initial and final diaries written on weekly RRPC experience were analyzed to support the quantitative findings. The levels were analyzed by three raters based on Taggard and Wilson's (1998) reflectivity levels. Inter-rater reliability was measured and quotations were excerpted. Perceptions about the Process: Constant Comparison Method was used by three raters to identify the main and sub-categories. Inter-rater reliability was measured and quotations were excerpted.
Video Recordings	Change in the Level of Reflectivity: The initial and final post-conference sessions were analyzed qualitatively to support the quantitative findings regarding the change in the reflectivity levels. Reflectivity levels were analyzed by three raters based on Taggard and Wilson's (1998) reflectivity levels. Inter-rater reliability was measured and quotations were excerpted.
Perception Questionnaire about the Practice	Descriptive analysis of the multiple selection list items was conducted and open-ended questions were analyzed qualitatively. Communication units identified were added to the qualitative data regarding the perceptions of the participants about RRPC.
Focus-Group Interviews	Perceptions about the Process: Constant Comparison Method was applied by three raters. Communication units were added to the qualitative data regarding the perceptions of the participants about RRPC practice. Inter-rater reliability was measured and quotations were excerpted.

3.5.1. The Profile of Reflective Thinking Attributes

The Profile of Reflective Thinking Attributes categorizes the reflectivity of the participants as 'Technical Level', 'Contextual Level', and 'Dialectical Level' based on the scores they gain from the instrument. The minimum score that can be gained is 30 whereas the maximum score is 120. In the analysis of the instrument, the numbers of the circled indicators were tallied, and then the indicators were multiplied by the tally number to arrive at a sub-total. The four sub-totals were added and the score gained as a result of this calculation was used to categorize the reflectivity levels of the participants. Below is the key for the categorization (Taggard and Wilson, 1998):

Technical Level: Score below 75

Contextual Level: Scores between 75 to 104

Dialectical Level: Scores between 105 to 120

Following the key above, the participants' scores were classified according to the reflectivity levels and the raw frequencies were calculated. The participants responded to this questionnaire three times: before trainings, after trainings and at the end of the study. Wilcoxon signed-ranks for paired samples test was computed for three times. Lowry (2000) states that when the data within two correlated samples fail to meet one or another of the assumptions of the t-test, Wilcoxon Signed-Rank Test can be used as an appropriate non-parametric alternative. Like the t-test for correlated samples, the Wilcoxon signed-ranks test applies to two-sample designs involving "before" and "after" measures. Since the data gathered through The Profile of Reflective Thinking Attributes were suitable for a non-parametric analysis, Wilcoxon signed-ranks test appeared as appropriate for the purposes of the study.

3.5.2. Reflective diaries

In this study, participants wrote one reflective diary upon the completion of the training sessions, reflective diaries on weekly teaching practice, and on weekly RRPC experiences. For the analyses of the diaries, three separate raters who were experienced

in qualitative data analysis analyzed the data by using Constant Comparison Method (Miles and Huberman, 1994; Zepeda and Mayers, 2002).

Constant Comparison Method involves sorting, coding, prioritizing and connecting pieces of data according to emerging patterns of interpretation (Dantas-Whitney, 2002). In this method, first of all communication units that reflect participants' perceptions on peer coaching are determined. Then similar communication units are gathered together through constantly comparing and contrasting them to form sub-categories. After forming these sub-categories, main categories are identified for the presentation of the data. Since Constant Comparison Method allows using the actual data to form categories rather than predetermined sets of categories, the use of this method was appropriate to use for the purpose of this study. The data were analyzed by three separate raters who had experience and information about applying the Constant Comparison Method. In order to test the inter-rater reliability, the following formula suggested by Tawney and Gast (1984) was used:

$$\frac{\text{The number of agreements}}{\text{The number of agreements x disagreements}} \times 100$$

In order to explore the perceptions of the participants on the trainings, three separate raters analyzed the data gathered through these diaries and identified the communication units based on the premises of Constant Comparison Method. Communication units gathered from other sources such as the qualitative part of the perception questionnaire administered at the end of the study and focused-group interviews were all combined. The communication units identified were then constantly compared and contrasted with each other to determine the ones which pinpoint similar ideas. These communication units were then grouped and data at hand were again compared and contrasted. This continual constant comparison processes lasted until all similar communication units were grouped together. These groups were then used to form the sub-categories which involve similar communication units. From the sub-categories, main categories were formed. Since there were no pre-determined categories, the categories emerged from the existing data set were used to put forward the perception of the pre-service teachers in

the study. All three raters took part in coding, sorting and identification of the categories. Inter-rater reliability was measured using the formula above and found .86 which indicated high reliability. In order to support the quantitative findings investigating the change in the reflectivity levels of the participants after the trainings, no analysis procedure was carried out but direct quotations of the participants about this aspect were excerpted to display how they perceived the change in their reflectivity.

In order to inquire the perceptions of the participants on the RRPC practice, similar analysis procedures used in the analysis of the reflective diaries written on training sessions were followed. In order to support the quantitative findings regarding the change in reflectivity after the practice, weekly reflective diaries written on teaching performances were analyzed. The initial and the final reflective diaries of this kind were taken for analysis in order to display the possible change occurred regarding the beginning and end of the study. In this way, the change became visible and it provided a general outline of the change occurred throughout the study. The reflectivity levels in these diaries were analyzed by three separate raters based on the reflective levels identified by Taggard and Wilson (1998). In the initial and final diaries, three raters decided on whether the participants' reflections on their teaching performances were in the 'technical', 'contextual' or 'dialectical' levels of reflectivity. The instances of different levels of reflectivity in the initial diaries were compared with the ones in the final reflective diaries to see the difference in the level of reflectivity. Quotations from the participants' own expressions regarding their reflections on teaching performances were excerpted. Specific attention was paid to select quotations in which the change in a participant's level of reflectivity could be identified. These data were used to support the quantitative findings pointing at the change in the level of reflectivity after the RRPC practice.

The reflective diaries were also analyzed to explore the perceptions of the participants on RRPC practice. For this purpose, weekly diaries written on each peer coaching experience were taken for analysis. In order to display the views of the participants at the beginning and end of the study, and to reveal their feelings and thoughts about the practice in general, the initial and final diaries written on peer coaching experiences

were analyzed following the same procedure in the analysis of diaries written on training sessions. Three separate raters sorted the data in the communication units and the same constant comparison procedure was followed. Inter-rater reliability for this analysis procedure was measured as well and was found .82 which pinpointed a high degree of reliability.

3.5.3. Video recordings

The participants recorded pre-conference-observation- post-conference sessions of weekly peer coaching cycles. Participants were required to discuss their teaching experiences, reflect on their actions and share their feelings in the post-conference sessions. Hence, possible change in the level of reflectivity was assumed to be detected from the post-conference sessions as well. In order to support the quantitative findings regarding the change in reflectivity, initial and final video recordings of the post-conferences for each group of students were analyzed. These two recordings were selected considering the same rationale in the selection of reflective diaries, namely to display the actual change in reflectivity at the beginning and end of the RRPC practice. The selected video recordings were transcribed verbatim by using the transcription conventions suggested by Schegloff (1987). Similar to the analysis of the reflective diaries, three separate raters decided on whether the participants' reflections on their teaching performances were in the 'technical', 'contextual' or 'dialectical' levels of reflectivity based on the reflective levels identified by Taggard and Wilson (1998). Sample quotations were extracted to display the change in the level of reflectivity considering the initial and final post-conference sessions of the peer coaching cycles conducted for each participant. Inter-rater reliability was measured as .84. The video recordings were also used to see whether the process worked and whether the participants experienced any difficulty or problem during the study.

3.5.4. Perception questionnaire about reflective reciprocal peer coaching

The perception questionnaire was administered at the end of the study which aimed at eliciting the feelings and thoughts of the pre-service teachers about the whole RRPC

procedure. For the analysis, the responds to multiple selection list items were analyzed in a descriptive fashion and open-ended questions were analyzed qualitatively by using the Constant Comparison Method. The same qualitative analysis procedure in the analysis of reflective diaries was followed. The qualitative responses gathered through the questionnaire were used to support the data gathered from the reflective diaries and focus-group interviews about participants' perceptions of the RRPC procedure. Hence, communication units sorted by three separate raters were added to the communication units identified in the reflective diaries and focused group interviews. From these data, sub-categories and main categories were formed as explained in the analysis of reflective diaries written on teaching performances.

3.5.5. Focus-group interviews

The transcriptions of the data gathered through focus-group interviews were analyzed by using the Constant Comparison Method through the same procedure followed in the analysis of reflective diaries. To provide reliability, the data were again analyzed by the same three raters. The aim of the interviews was to support the data gathered through the reflective diaries and the questionnaire about the process, and offer students chances to express further ideas on their perceptions of RRPC. Thus, all the communication units gathered through reflective diaries, the qualitative part of the questionnaire and focused group interviews were combined, categorized and analyzed again by the three separate raters to find out the perceptions of the participants about the whole process of RRPC.

Chapter 4

Results & Discussion

4.1. General Overview

The primary aim of this study was to implement reflective reciprocal peer coaching practice into an ELT teacher education context and to find out how this practice affected pre-service teachers' reflectivity levels and what they thought about this practice. Based on this aim, the following research questions were asked:

1. Is there any change in the reflectivity levels of the pre-service teachers
 - a. after having training on reflective reciprocal peer coaching?
 - b. after reflective reciprocal peer coaching practice?
2. What are the perceptions of the pre-service teachers on the
 - a. reflective reciprocal peer coaching training?
 - b. reflective reciprocal peer coaching practice?

For the purposes of the study, the pre-service teachers were first trained on the issues related to RRPC. Upon the completion of the trainings, the actual RRPC practice was implemented.

The results of the qualitative and quantitative analyses have been presented in this chapter in two parts. First, the results related to the change in the reflectivity levels of the participants at the end of training on RRPC and at the end of the actual RRPC practice are presented. In this part, both quantitative and qualitative results regarding whether receiving training on RRPC and engaging in RRPC practice in a systematic fashion made any difference in the *reflectivity levels* of the participants are provided. The second part of the results include mainly qualitative findings related to the *perceptions* of the participants on receiving training on RRPC and on the actual

implementation of the RRPC practice. The qualitative results about the perceptions on the RRPC practice are further supported by descriptive findings.

As a consequence, possible reasons and outcomes of the findings were asserted and the results of the study were discussed in the light of the literature on peer coaching.

4.2. Change in the Level of Reflectivity after Training and after the Implementation of the Reflective Reciprocal Peer Coaching Practice (RRPC)

In order to identify the change in reflectivity levels of the participants, a four-point Likert type instrument, The Profile of Reflective Thinking Attributes, was administered for three times, namely before and after they received training on RRPC, and at the end of RRPC practice period. Each participant gained a score from the instrument by tallying the numbers of the circled indicators and then multiplying the indicators by the tally number to arrive at a sub-total. Since the instrument is a four-point Likert type scale, the four sub-totals were added and the total score for each participant was calculated. The scores are given in Table 4.1.

Table 4.1. The Profile of Reflective Thinking Attributes Scores of the Participants before Training, after Training and after RRPC Practice

Participants	Before Training Scores	After Training Scores	After Practice Scores
P1	78	90	107
P2	71	98	112
P3	82	104	113
P4	68	93	109
P5	85	101	102
P6	83	106	107
P7	74	95	100
P8	74	99	102
P9	74	81	99
P10	81	99	100
P11	92	101	106
P12	70	99	106
MEAN	77,75	97,17	105,25

According to the descriptive results in Table 4.1, there is an increase in the participants' scores before and after training. The differences between the mean scores before and

after training is 19,42 points which indicates an increase in the mean scores after the training. The difference between the means of after training scores and after practice scores is 8,08 points which also indicate an increase. Furthermore, the difference between the mean scores of the first administration of the instrument before training and its last administration after the practice is quite obvious from the descriptive results as there is a 27,5 points of increase between these two administrations. As a result, it can be asserted that the participants' overall reflectivity scores increased after they received training on reflective reciprocal peer coaching and it continued to increase after the participants were engaged in the reflective reciprocal peer coaching practice. The descriptive results presented here were used to give a general idea about whether there was a change in the reflectivity scores of the participants they gained from the quantitative instrument.

In addition to the descriptive results, to find out whether the change in the reflectivity of the participants was statistically significant, Wilcoxon Signed Rank Test was computed based on their total scores of each administration of the quantitative instrument. This test was computed for three times: to detect statistical significance of the scores before and after training, before and after the RRPC practice, and before the participants received training and after the RRPC practice was finalized. Table 4.2. below shows the results of the Wilcoxon Signed-Rank test for the Profile of Reflective Thinking Attributes before and after training.

Table 4.2. The Results of the Wilcoxon Signed-Rank Test for the Profile of Reflective Thinking Attributes Scores Before and After Training

Pre test-Post test Scores for Before and After Training	n	Ranking Mean	Ranking Total	z	p
Positive rank	12	6,50	78,00	-3,061*	.002
Negative rank	0				
Equal	0				

* Based on negative ranking

As can be seen in Table 4.2., there is a statistically significant difference between pre test and post test scores of the participants ($z=-3,061$, $p<.02$). The results of the Wilcoxon Signed-Rank Test for The Profile of Reflective Thinking Attributes scores

before and after training indicated that there was an increase in the participants' reflectivity scores. This finding puts forwards that the pre-service teachers' reflectivity advanced as they received training on RRPC.

Other than the change in the level of reflectivity following the trainings, Wilcoxon Signed-Rank test was also utilized to detect any difference in the reflectivity scores of the participants before and after they were engaged in the RRPC practice. Hence, the statistical results related to the signed-rank test displayed the difference in the scores of the participants after they finished receiving trainings and after the implementation of RRPC was completed. Table 4.3. below demonstrates the results of the Wilcoxon Signed-Rank test computed for the scores of The Profile of Reflective Thinking Attributes before and after the RRPC practice.

Table 4.3. The Results of the Wilcoxon Signed-Rank Test for the Profile of Reflective Thinking Attributes Scores Before and After RRPC Practice

Pre test-Post test Scores for Before and After Practice	n	Ranking Mean	Ranking Total	Z	p
Positive rank	12	6,50	78,00	-3,065*	.002
Negative rank	0				
Equal	0				

* Based on negative ranking

According to the results presented in Table 4.3, there is a statistically significant difference between the 'before' and 'after' scores the participants got from the instrument ($z=-3,065$, $p<.02$). That is, the participants' reflectivity increased after they were involved RRPC practice. This result was in parallel to the one related to 'before' and 'after' training scores. The participants' reflectivity advanced after they received training and it continued to change in a positive direction as they got into the actual practice of RRPC. Although the difference between before and after practice mean scores were not as high as the ones between before and after training scores, it was obvious from the statistical analysis that being involved in reflective reciprocal peer coaching practice contributed to changes in the reflectivity on the participants' behalf.

Although the positive change in the participants' reflectivity was obvious from two signed-rank tests, a further Wilcoxon Signed-Rank test was computed to detect the difference in the reflectivity before the participants received training and after they completed practice in RRPC. In this way, the overall picture of the change in participants' reflectivity throughout the study was displayed. Table 4.4. presents the results of the Wilcoxon Signed-Rank test computed for the scores of the participants before they received training and after they finished RRPC practice.

Table 4.4. The Results of the Wilcoxon Signed-Rank Test for the Profile of Reflective Thinking Attributes Scores Before Training and After RRPC Practice

Pre test-Post test Scores for Before Training and After Practice	n	Ranking Mean	Ranking Total	Z	p
Positive rank	12	6,50	78,00	-3,061*	.002
Negative rank	0				
Equal	0				

* Based on negative ranking

As it is shown in Table 4.4., there is a statistically significant difference ($z=-3,061$, $p<.02$) between the scores of the participants before they started trainings and after they completed RRPC practice. This finding indicates that the participants' reflectivity increased throughout the study. As a result, when the overall scores of the participants they gained from The Profile of Reflective Thinking Attributes at the beginning and at the end of the study were taken into consideration, receiving training and being engaged in RRPC practice helped them to progress in reflectivity.

Apart from the descriptive and statistical analyses based on the overall reflectivity scores of the participants, the reflectivity levels of the participants needed to be identified in order to give a sound answer to the first research question (1a and 1b). The reflectivity levels were analyzed as the technical, contextual and dialectical levels (see section 1.3. for more information about the reflectivity levels). These levels were found following the key for categorization. Accordingly, scores below 75 were categorized as technical level, scores from 75 to 104 were categorized as contextual level, and the scores from 105 to 120 were categorized as dialectical level of reflectivity. Due to the

categorical distribution of the scores according to the reflectivity levels and the small number of the participants in the study, only the descriptive statistics was computed to show whether there was any change in the reflectivity levels of the participants. Table 4.5. displays the descriptive results of the distribution of the participants' reflectivity levels.

Table 4.5. Distribution of the Participants' Levels of Reflectivity before Training, after Training and after Reflective Reciprocal Peer Coaching Practice

Levels of Reflectivity	N1*	%	N2**	%	N3***	%
Technical	6	50	0	0	0	0
Contextual	6	50	11	91.7	5	41.6
Dialectical	0	0	1	8.3	7	58.4
TOTAL	12	100	12	100	12	100

*Number of participants before training

** Number of participants after training

*** Number of the participants after reflective reciprocal peer coaching practice

As displayed in Table 4.5., there was a change in the reflectivity levels of the participants before and after training on RRPC. Before trainings began, six of the participants were in the technical level and six of them were in the contextual level. None of the participants had the dialectical level of reflectivity. Six of the participants, who were in the technical level before receiving training, reached the contextual level after the training period. At the end of the trainings, eleven of the participants were in the contextual level of reflectivity. One participant who was in the contextual level before training moved to the dialectical level after receiving training on RRPC. There was no participant who stayed in the technical level of reflectivity at the end of the trainings. A similar result was true for after RRPC practice as there was no participant who had the technical level of reflectivity after being engaged in RRPC practice. After the students were involved in RRPC practice, six of the participants who were identified in the contextual level of reflectivity before RRPC practice advanced to the dialectical level of reflectivity. One student who was in the dialectical level of reflectivity before RRPC practice began stayed in the same level of reflectivity at the end of the practice. As a result, five of the participants were in the contextual level whereas seven of them were in the dialectical level at the end of the study. It is clear from these descriptive

results that receiving training and engaging in RRPC practice caused changes in the reflectivity levels of the participants.

Quantitative results related to the change in the reflectivity levels of the participants following the training procedure and the RRPC practice were also supported by qualitative data. As for the trainings, the participants were required to write a reflective diary at the end of the training procedure on whether receiving training caused any change in their reflectivity. All of the participants agreed that being trained on various aspects of RRPC helped them in a positive way. The quotations taken from the diaries served as a qualitative back up of the quantitative findings regarding the change in the level of reflectivity at the end of the trainings. However, rather than giving exact answers to the question asking the change in the level of reflectivity, the participants were mostly concerned about the effects of training. Hence, their reflections regarding the effects of training were presented in section 4.3 which deals with their perceptions on receiving training. Although not all the participants directly commented on the change of reflectivity, the following excerpts illustrate how the participants viewed the change in their reflectivity:

(1). "I think there is a definite change in my reflectivity. I started to question many aspects about my own teaching. I can't tell exactly what my actual level of reflectivity is; I think it will become more obvious at the end of the following semester when we will be engaged in peer coaching. But I can say that I'm moving from the technical level to the more advanced levels." (S4-Reflective diary on training)

(2). "Before the trainings, I think my level of reflectivity was absolutely in the technical level. Preparing the best lesson plan and the materials were all my concern. I never questioned what I did. But now, I begin to see the big picture. I understood the importance of reflective viewpoint. There are more important things such as the students. I can't say my level is in the dialectical level now, but it is advanced to the contextual level for sure". (S12-Reflective diary on training)

As it is displayed in the excerpts (1) and (2) above, the participants began to realize the importance of reflection and the issues related to it after the training. They felt a change in their reflectivity when they received training on various aspects of RRPC. It is evident from the excerpts above that although the participants were not yet engaged in actual RRPC practices in the training procedure, receiving training caused a positive change in their approach to teaching.

The participants reflected similar ideas of change and progress in their reflectivity both in their reflective diaries (see section 3.4.1.2 for details on reflective diaries) and post-conference sessions (see section 3.4.1.3 for details on post-conference sessions) that took place during RRPC practice period.

As it is already mentioned, according to Taggard and Wilson (1998), the pyramid of reflectivity involves a hierarchical relation among the reflectivity levels and the technical level is at the bottom of reflectivity pyramid. It is followed by the contextual level of reflectivity and the dialectical level is at the top of the pyramid indicating a level of critical reflection. When the initial reflective diaries kept during the RRPC practice period were analyzed, many instances of technical level reflections were identified indicating the bottom of Taggard and Wilson's (1998) pyramid. The participants in the present study who produced reflections in the technical level were mostly concerned with achieving the planned outcomes, the order of the activities, the materials, following the stages of a lesson, and time management issues. This technical level of reflectivity can be seen in the following excerpt in which the student teacher was reflecting on his listening lesson:

(3). "Today I used a computer for the song. I was worried about time management since handling the technical materials is not always easy for me. But, nothing happened and I was able to follow my plan. I only could not do the last activity since the students hurried for the break time." (S2-First reflective diary on teaching performance)

The extract above is a typical example of the technical level of reflectivity. The main concern of the pre-service teacher was mainly following the lesson plan and handling

the technical instruments used in the lesson. As the participants progressed in conducting peer coaching cycles and they were involved in reflective reciprocal peer coaching practice, the change in their reflectivity became evident. Throughout their progress, their expressions involved fewer instances of technical level of reflectivity and mostly the contextual level of reflectivity expressions were identified in the final diaries. Such change is displayed in the following excerpt that belongs to the same student teacher's (S-2) final diary:

(4) "I used real objects today and I couldn't imagine how enjoyable the lesson could be! Doing experimental things in class and having students live some instances of English really works. I theoretically knew that real objects were useful, but preparing them carefully for use in practice and seeing the real effect on the students motivated me to pay more attention to my choices." (S2-Last reflective diary on teaching performance)

It is apparent from the excerpt above that the pre-service teacher produced reflections at the contextual level of reflectivity. That is, she was concerned about her choices, the possible effects of these choices and bridging the gap between theory and practice. Excerpts (3) and (4) are samples of the change in her level of reflectivity. This student teacher was in the technical level of reflectivity prior to the RRPC practice and her reflectivity was centered on the technical aspects of the lesson. The analysis of the final reflective diary of the same pre-service teacher revealed that her reflections began to include concerns about analyzing the classroom environment, the students, and taking actions with regard to these concerns. Throughout the study, the student teacher's concern moved from the activities and materials to their effect on the students and their needs.

In addition to the situation above, some students started from the contextual level of reflectivity revealed from the analyses of the first diaries. That is, there were expressions regarding concerns about student understanding, their needs and the learning environment rather than the technical aspects of teaching. The following

excerpt, in which the student teacher is reflecting on her writing lesson, is an example for the contextual level of reflectivity in the initial diaries:

(5). "I taught how to write a fairy tale to the seven grades. My activities did not work as the students were not interested in the topic. I understood that the first rule is to get the attention and find out the interesting topics. My activities were all good but the students needed something else." (S10- First reflective diary on teaching performance)

In the excerpt above, the concern for students and their needs could be seen. The progress in the participant's level of reflectivity continued throughout the RRPC practice. After being engaged in RRPC practice, this participant produced reflections in the dialectical level. Such change in this participants' level of reflectivity is visible in the subsequent excerpt:

(6). "For my writing lesson today I thought about teaching how to write a card for mothers' day. Then I thought about the general profile of my students and gave up this idea. Majority of the students are coming from lower socio-economic backgrounds and their parents are divorced. Some of them are away from their mothers. Some students never saw their mother or are left by them. I did not want to upset these students and remind them of bad memories. It wouldn't be ethical."
(S10- Last reflective diary on teaching performance)

As can be noticed in the preceding excerpt, the student-teacher's reflection is in the dialectical level of reflectivity as she took the ethical issues into consideration and made decisions accordingly. The same student did not take the ethical or moral considerations into account in the initial reflections and produced mostly contextual level reflections beforehand. When her last reflective diary was analyzed, it was evident that the participant progressed in her level of reflectivity and she critically reflected on the teaching practices by taking the environment of teaching into account.

In addition to the reflective diaries, post-conference sessions provided qualitative data to support both the quantitative findings and the qualitative findings gathered from the reflective diaries related to the change in the level of reflectivity. The change in the level of reflectivity was visible when the first and the last post-conference sessions were compared. The excerpt below is taken from the first post-conference session conducted on the teaching performance of a student teacher (S-9). Another student teacher (S-8) is giving feedback:

(7). "The presentation part was good. The pictures you used were colorful and their size was also good. But you forgot to stick some of the pictures on the board. Besides, you did not give time for students to write what was on the board to their notebooks. I think your voice was a little bit lower but the timing of the lesson was good." (S8-First post-conference session)

The excerpt above is a sample to technical level of reflectivity. The student teacher's (S-8) all interest was bestowed upon evaluating the materials for their size, commenting briefly on time management and voice use. What is more, this participant commented on the technical aspects without reflecting much on feelings and views that drew his commentary. Rather, the reflection was like reading the notes taken during the observation time regardless of analysis of the lesson observed. That is, the learning environment, alternative practices or underlying reasons of classroom practices were not mentioned.

When the final post-conference session of the same pre-service teachers were analyzed, the change in their reflectivity became evident. The following excerpt displays the change in the reflectivity level of the same participant above (S-8) in her final post-conference session:

(8). "Your pictures were very nice, they made everything clear for the children...but I can't tell the same thing for your context. It was... how can I say...higher than their language level. You got their attention with the pictures but when you started to create the context... it

became boring. Why don't you make simple sentences and choose a very simple context for the fifth graders next time? (turns to other peer)
I think this is true for all of us!" (S8-Last post-conference session)

The level of reflectivity in this excerpt was identified as the contextual level since the pre-service teacher commented on the effects of certain practices on students and alternative practices for younger students in lower language levels. In the initial post-conferences, this pre-service teacher's (S-8) reflections were generally in the technical level and fewer instances of contextual level of reflectivity were found. However, when the final reflections were taken into account as in the example above, it was evident that her reflections were mostly in the contextual level and this time technical level of reflections were fewer.

Some students' reflections in the first post-conferences involved instances of contextual level of reflectivity as well. The excerpt below in which a student teacher (S-6) is providing feedback to another student teacher (S-5) is a sample of this:

(9). "If I were you I would have difficulty in handling the discussion part. Everybody was saying something and you handled classroom management very well. These students need to be involved in discussions more often. They did not do these kinds of activities before, that's the main problem. If they are interested in, they talk. Of course, English use is not very well, but that's start I think." (S6-First post-conference session)

It is clear from the preceding excerpt that the participant's reflection was in the contextual level of reflectivity. He pinpointed the actual problem while holding classroom discussions and highlighted the need for designing similar activities to lead students talk more. The student teacher displayed commitment to the value that students could learn when their attention was drawn. Although technical and contextual levels of reflectivity were highly dominant in the initial post-conference sessions, the instances of contextual and dialectical level of reflectivity expanded when the final post-conference sessions were taken into account. In these sessions, the participants discussed the

rationale of classroom practices more often, focused on student learning and they were also concerned with some ethical problems evident in the school environment. The following excerpt illustrates how the student teacher (S-6) who had reflections on the contextual level previously displayed dialectical level of reflectivity in the final post-conference:

(10). "Some students are rather isolated from the class. Don't you think so?... They are always on their own, at the back rows...The teachers seem to ignore these students and they get lost...It's not fair. Well, I try to involve them as much as possible and pay attention not to humiliate them in front of their friends. I think we should do something for these students. When I become a teacher I will not let these students got lost in the system" (S6- Last post-conference session)

The sample excerpt above illustrated that the student teacher was concerned about ethical issues in the classroom and discussed this aspect with the peers. What is more, the student teacher displayed self-understanding as a teacher for the ignored students and decided to take action for them in the future. Rather than complaining about low participation of some students, the student teacher viewed the problem situation in an ethical context.

As a result, in the final post-conferences the participants reflected more on the teaching performances in dialectical levels. It was clear that the students started to discuss on ethical and moral issues related to teaching and they displayed self-understanding as teachers.

To support the quantitative findings regarding the change in reflectivity with more qualitative data, the participants were asked to compare their reflectivity before and after the RRPC practice and identify their current levels of reflectivity in the focus-group interviews. All of the participants claimed that there was an obvious positive change in their reflectivity. Before they started reflective reciprocal peer coaching practice, they thought their level of reflectivity was mostly dominated by the technical level but instances of contextual level of reflectivity were evident; however, throughout

the practice it advanced more to the contextual and dialectical levels. However, most of them thought their current level of reflectivity was between the contextual and dialectical levels and they needed more opportunities to advance their level to the dialectical level of reflectivity. The following student teacher excerpt taken from the focus-group interviews exemplifies what the participant thought about the change in their reflectivity.

(11). "There is a definite change in my reflectivity. Before this study, I think it was generally the technical level. I was too concerned about the outcomes, materials, the lesson format, but when I think about now...I can't say it is in the dialectical level, I have more to go for this...but I can say it is between the contextual and dialectical levels. I am more concerned about my students, their needs, interests. I do not just prepare a lesson plan just as to prepare one but I think about many factors and make my decisions accordingly. Me and my friends think about 'whys' and 'hows' more often." (S3-Focus-group interview)

There were also participants who thought their level of reflectivity mostly advanced to the dialectical level. One of the student teachers expressed this as:

(12). "I believe I am mostly in the dialectical level in my reflections. We even think about the ethical issues in our classrooms and the sociological effects of what we do on the students. I never thought about these beforehand." (S7-Focus-group interview)

All in all, the quantitative and qualitative findings regarding the change in the participants' level of reflectivity after the trainings and after the actual RRPC practice indicated that there was a change in the reflectivity levels of the participants. In general, the level of reflectivity advanced from technical to contextual and dialectical levels. The student teachers in the study acknowledged that they benefited much from the current study in many aspects. The details of such benefit can be seen in the following sections which deal with the perceptions of the pre-service teachers on the training and practice of RRPC.

4.3. The perceptions of the participants about training on reflective reciprocal peer coaching (RRPC)

In order to answer the second research question (2a) which aimed at exploring the perceptions of the participants on the reflective reciprocal peer coaching training procedure, participants wrote reflections about the effects of the trainings. In general, all participants stated that engaging in reflection and reflectivity throughout the trainings affected them in a positive way.

The participants' ideas regarding the effects of training on reflective reciprocal peer coaching were analyzed using the Constant Comparison Method by three independent raters. Accordingly, the communication units in each participant's responses were identified. A total of 103 communication units were identified. After this preliminary analysis, the communication units which expressed similar ideas were grouped by constantly comparing and contrasting them. As a result of this grouping process, the sub-categories were formed. A total of 14 sub-categories were identified by the raters. The data at hand were compared and contrasted again to determine the main categories. A total three main categories were formed at the end of the qualitative analysis process. Throughout this process of constant comparison, three raters independently analyzed the data and reached at a consensus to form the sub-categories and then the main categories. The reliability among the raters were calculated by using the formula suggested by Tawney and Gast (1984, see Section 3.5.2). The inter-rater reliability was measured .86 for the analysis of the participants' reflections on the effects of the trainings. Table 4.6. displays the main categories and the total number of communication unit in each category regarding opinions of the participants about the effects of the training.

Table 4.6. Distribution of the Communication Units According to Main Categories Related to the Effects of Training

Main Categories	N*	%
Effects on Reflective Practices	54	52
Effects on Teaching/Learning Practices	36	35
Effects on Personal Gains	13	13
TOTAL	103	100

N*: Number of the participants

As displayed in Table 4.6., three main categories regarding the effects of training on reflective reciprocal peer coaching include the **effects on reflective practices** (52%), the **effects on teaching/learning practices** (35%) and the **effects on personal gains** (13%). All the responses related to the effects of training involved positive statements. No negative responses were identified in the analysis. It indicates that all the participants were positively affected by the training procedure. The following part includes the responses of the pre-service teachers about the effects of training for each main category in detail.

4.3.1. Effects of training on reflective practices

One of the purposes of this study was to investigate whether having received training on reflective reciprocal peer coaching had any effect on the reflectivity of the participants. The participants' responses put forward that the training affected their reflectivity in a positive direction. When asked to verbalize their opinions about the actual affects of training, they stated that having been trained on reflective reciprocal peer coaching made differences in the reflective practices they were engaged in. As a result of the constant comparison analysis, a total of 54 communication units and five sub-categories were identified regarding the effects of training on reflective practices. Table 4.7. shows the sub-categories and the distribution of the communication units according to the sub-categories identified.

Table 4.7. Sub-Categories Related to the Effects on Reflective Practices

Sub-Categories	N*	%
Noticing the strengths and weaknesses in one's teaching	25	46
Noticing the importance of reflection in teaching	21	39
Noticing the strengths and weaknesses in others' teaching	6	11
Noticing differences with peers who were not involved in reflection	2	4
TOTAL	54	100

N*: Number of the participants

According to the participants' responses, **noticing the strengths and weaknesses in one's teaching** appeared as an outstanding effect of the training procedure. 46% of the responses related to the effects of training on reflective practices included expressions regarding the noticing of both strengths and weaknesses in teaching. That is, the

participants were able to focus on strong points about their own teaching as well as the weak ones. They stated that with the help of training, they were able to reflect on and think about how they handled teaching, what they lacked and how positively they contributed to teaching. Two of the participants verbalized this effect of training as:

(13). "With the help of the trainings throughout the term, I started to notice how I teach. I mean what I do. In this way, I observed some lacking points about my teaching for instance I have some problems about student involvement. Before, I thought the students were too noisy, but now I think about my own actions." (S4- Reflective diary on training)

(14). "The trainings helped me to realize the value of my good qualities as a teacher as well. I think noticing what you do best is also important...it motivates you." (S9- Reflective diary on training)

Another effect of training related to the reflective practices was that the participants **noticed the importance of reflection in teaching**. 39% of the responses in this category were about the significance of learning concepts such as reflection and reflective thinking and noticing its importance in teaching. One of the participants expressed this effect in his diary as:

(15). "I learned what reflection and reflective thinking means. I heard these concepts many times, but I did not know that reflection was so much important and invaluable. This is the first time I really understood what it means. I realized that without reflection, there is no progress in your teaching." (S2- Reflective diary on training)

In addition to noticing their own strengths and weaknesses, the students also stated that they were able to **notice strengths and weaknesses in others' teaching** as well. 11% of the communication units included expressions about how receiving training helped to see both negative and positive aspects of their peers' teaching. The following excerpt is an example to such expressions:

(16). "I did not give importance to observing my peers before...what they did, how they did...they were not any concern to me. I just focused on what I did. Now I started to learn from my friends' mistakes and good practices. I can see the effects of what they do because I started to pay attention." (S5- Reflective diary on training)

The last sub-category related to the effects of training on reflective practices included 4% of the communication units. The communication units in this sub-category involved expressions about how training helped to **notice the differences with peers who were not involved in reflection**. That is, the participants were able to see how receiving training on reflection made difference with the peers who did not receive any training. One of the participants expressed this as:

(17). "I think I'm very lucky. I see other friends who did not know anything about reflection or thinking in a reflective way. They don't think about how they can improve themselves. I mean they are even not aware. I can see the difference" (S1- Reflective diary on training)

As it is clear from the excerpt above, the participant thought the others who were not involved in RRPC practice were not aware of how to improve themselves. In this respect, the participant felt lucky in being involved such practice.

Apart from the effects of training on reflective practices, other main category regarding the effects of training was the effects on teaching/learning practices of the participants.

4.3.2. Effects of training on teaching/learning practices

The participants stated that training helped them to focus on some aspects of teaching/learning practices they engaged in. Table 4.8. below shows the sub-categories related to teaching/learning practices and the distribution of the communication units.

Table 4.8. Sub-Categories Related to the Effects on Teaching/Learning Practices

Sub-Categories	N*	%
Gaining multiple perspectives about teaching practice	17	47
Gaining self-awareness about teaching/learning practices	13	36
Gaining analytical problem solving about teaching/learning	6	17
TOTAL	36	100

N*: Number of the participants

The results of the qualitative analysis have put forward that 47% of the responses in this category involved positive expressions related to how training helped to **gain multiple perspectives about teaching practice**. That is, the participants were able to focus on different aspects of teaching/learning, and they were able to assess these practices from different perspectives. One of the participants stated this effect as:

(18). "I begin to realize the differences in my own teaching. I try to see what I do from many different perspectives...I don't focus on just what I do, but think about the students, my materials, activities, the classroom...everything related to teaching." (S2- Reflective diary on training)

Another effect of the training procedure on the teaching/learning practices was **gaining self-awareness about teaching/learning practices**. 36% of the communication units were related to how training positively boosted self-awareness on teaching/learning practices. The following excerpt displays such effect:

(19). "I am beginning to be aware of the consequences of my actions...For instance I select a material to use and I consider how it can affect my students, or when I plan an activity I start to question how I can use it in an interesting way. In general, I can say that this training was helpful to increase self-awareness as a teacher." (S11- Reflective diary on training)

The qualitative analysis revealed that 17% of the communication units related to the effects of trainings on teaching/learning practices were about its positive effects on **gaining analytical problem solving skills**. The participants reported that the training

procedure helped them to see the problems in detail and find appropriate solutions. The following participant expressed such effect as:

(20). "Reflective thinking helped me to solve the problems in a quick way and find creative solutions to these problems. Before, when problems occurred I was just complaining...now I try to think about and solve them as well." (S7- Reflective diary on training)

In addition to the effects of training on reflective practices and teaching/learning practices, the last category emerged from the participants' responses was the effects of training on personal gains.

4.3.3. Effects of training on personal gains

The participants in this study received training on different aspects of reflective thinking and throughout the trainings they had a chance to apply what they learned while teaching in the assigned schools. The qualitative analysis unveiled some positive contributions of training on personal gains as well. Table 4.9. displays in what ways the training caused some personal gains.

Table 4.9. Sub-Categories Related to the Effects on Personal Gains

Sub-Categories	N*	%
Improving critical thinking skills	7	54
Personal improvement	4	31
Improving positive criticism	2	15
TOTAL	13	100

N*: Number of the participants

As it is demonstrated in the table above, 54% of the communication units in this category were about the positive effects of the training procedure in **improving critical thinking skills**. The student teachers set forth that receiving training on reflection and reflective thinking helped opening the way to critically reflect on how and what they do. The following excerpt exemplifies such personal gain as:

(21) "Now I believe I can fix things by thinking critically..."How" and "why" are the questions I started to ask myself frequently these days after I learned about reflection." (S12- Reflective diary on training)

Personal improvement is another sub-category related to the effects of training on personal gains. 31% of the communication units were related to how trainings in general led to personal improvement. One of the participants asserted:

(22). "I personally learned a lot of useful information that I can use in daily life. What we have learned contributed much to my personal improvement as a human being." (S3- Reflective diary on training)

The last sub-category in terms of the effects of trainings was **improving positive criticism**. 15% of the responses involved communication units about the value of making positive criticism as an effect of the training procedure. One student expressed this effect as:

(23). "Apart from focusing on the negative, I learned that making positive criticism in general is so important and motivating." (S10- Reflective diary on training)

All in all, it is clear from the results in this section that even receiving training on the issues related to reflective practice and peer coaching caused many changes in a positive way. Throughout the trainings, although the participants had some chances to apply what they learned during the training sessions, they did not practice RRPC until the second semester. In the second semester, they were involved in the RRPC practice and organized peer coaching cycles weekly in which they were expected to be as reflective as possible in the light of what they learned in the training sessions.

The RRPC practice provided the participants many chances to make observations and be observed about their own teaching, make analysis and carry out discussions on their actual teaching performances from many perspectives. The following section includes the findings related to the perceptions of the pre-service teachers on RRPC practice.

4.4. The perceptions of the participants about reflective reciprocal peer coaching practice (RRPC)

The second research question (2b) aims at exploring the perceptions of the participant pre-service teachers about the RRPC practice. The participants were involved in RRPC practice for eight weeks and they were engaged in weekly peer coaching cycles. After each peer coaching cycle, they were asked to write a reflective diary in which they would express what they think and feel about the RRPC practice. Upon the completion of the study, the participants took part in focus-group interviews to shed more light on exploring their perceptions on the current study. Moreover, in order to qualitatively elicit the perceptions of the participants the student teachers were administered a questionnaire at the end of the study. This questionnaire aimed at exploring their perceptions about the RRPC practice.

The student teacher perception questionnaire consisted of two parts. The first part included multiple selection list items. These items were based on the current literature on peer coaching and involved perception expressions about the RRPC application. The participants were able to make multiple selections from the list of statements about the practice. The second part of the questionnaire included open ended questions which aimed at exploring the perceptions of the participants in depth. The data gathered through the second part were added to the data gathered through reflective diaries and focus-group interviews.

The responses of the participants to the multiple selection items in the first part of the questionnaire were analyzed in a descriptive fashion and were presented below in Table 4.10. to give an idea about what the pre-service teachers thought about the RRPC practice in general.

Table 4.10. Participants' Responses to Multiple Selection List Items

Item No	Multiple Selection List Items in the Perception Questionnaire	N*
	Reflective reciprocal peer coaching experience.....	
1.	helped to become aware of my strengths as a teacher	12
2.	helped to become aware of my weaknesses as a teacher	12
3.	was boring	-
4.	increased collaboration with my peers	12
5.	was time consuming	-
6.	was beneficial for building trust with my peers	10
7.	helped to gain flexibility in my teaching	10
8.	helped to become a reflective teacher	12
9.	helped to reduce anxiety about teaching	8
10.	was more beneficial than supervisor feedback	9
11.	helped to make changes/adaptations in classroom practices	10
12.	helped to gain self-confidence as a teacher	12
13.	helped to become an autonomous teacher	10
14.	did not help me in any way	-
15.	other (please specify)	1

N*: Number of the participants

According to Table 4.10, all participants thought that RRPC experience helped them to become aware of strengths and weaknesses as a teacher (items 1 and 2), increased collaboration with peers (item 4), helped to become a reflective teacher (item 8), and helped to gain self-confidence as a teacher (item 12). 10 participants perceived the RRPC practice as beneficial for building trust with peers (item 6), helpful to gain flexibility in teaching (item 7), helpful to make changes/adaptations in classroom practices (item 11), and helpful to become an autonomous teacher (item 13). Nine participants considered this experience as more beneficial than supervisor feedback (item 10), and eight of them thought that RRPC practice helped to reduce anxiety about teaching (item 9). Other than these positive responses, only one student expressed in the 'other' option that RRPC was very enjoyable. No negative responses were detected from the questionnaire. Items 3, 5 and 11 which involved negative views about RRPC were not selected by the participants. As a result, the findings gathered through the first part of the perception questionnaire yielded that all participants had positive experiences and thoughts about the RRPC practice. The descriptive results were presented to give a general idea about how the current practice influenced them in a positive way. These descriptive results were further supported by the qualitative data as well.

The participants' in depth views and perceptions about the implementation of the current study were gathered through the reflective diaries, focus-group interviews and the qualitative part of the perception questionnaire. In this way, data were triangulated to offer more reliable results. Qualitative data collected from the sources mentioned above were analyzed by using the Constant Comparison Method. In order to see what they felt and thought about the practice, the first and the last reflective diaries the participants wrote on the weekly RRPC cycles were analyzed. In this way, the pre-service teachers' initial and final perceptions of the RRPC practice were displayed which would help to see the effects of this practice on the participants. Moreover, further perceptions and thoughts of the participants were elicited through focus-group interviews and the qualitative part of the perception questionnaire. Three independent raters analyzed the data coming from all these sources and inter-rater reliability was assessed (.82) to increase the reliability of the qualitative analysis.

A total of 432 communication units were gathered from the selected reflective diaries written on RRPC practice. Similar procedure was carried out for the analysis of the focus-group interviews and student teacher perception questionnaire administered at the end of the study. A total of 310 communication units were identified in the transcriptions of the interviews and in the qualitative part of the questionnaire. These communication units were added to the ones gathered through reflective diaries. As a result of this qualitative analysis, 542 communication units, 13 sub-categories and three main categories were formed. Table 4.11. below displays the main categories identified at the end of the constant comparison analysis.

Table 4.11. Distribution of the Communication Units According to Main Categories Related to the Perceptions on RRPC Practice

Main Categories	N*	%
Perceptions on Teaching Aspect	261	48
Perceptions on Social/Affective Aspect	183	34
Perceptions on Future Teaching Career Aspect	98	18
TOTAL	542	100

N*: Number of the participants

As displayed in the table above, the communication units were distributed among the three main categories. 48% of the communication units were about the **perceptions on**

teaching aspect of the reflective reciprocal peer coaching practice. That is, the student teachers in the study expressed their opinions related how this practice affected different aspects of teaching. 34% of the communication units included opinions related to the **perceptions on social/affective aspect** of the reflective reciprocal peer coaching practice. The participants' perceptions in this category were about the social and affective outcomes of the practice being implemented. The final main category involved 18% of the communication units and this category included **perceptions on future teaching career aspect** and their future intentions related to the practice. Each of the main categories, the sub-categories related to these, and excerpts from the qualitative data sources were presented in detail in the following sections.

4.4.1. Perceptions on teaching aspect

The analysis of the reflective diaries, focus-group interviews and the qualitative part of the perception questionnaire put forward that the student teachers in the study thought RRPC practice affected them much in their teaching practices. That is, there were positive improvements in their teaching practice from many aspects. No negative opinion was identified in any of the qualitative data sources. The participants' perceptions were all positive and they expressed their ideas about how this study was helpful for their actual teaching performances. In this category, five sub-categories were identified and each of them included expressions related to the teaching aspect of RRPC practice. Table 4.12 displays the sub-categories and the distribution of the communication units in each sub-category.

Table 4.12. Sub-Categories Related to the Perceptions on Teaching Aspect

Sub-Categories	N*	%
Improving teaching skills and practices	84	32
Noticing the weaknesses and strengths in teaching	70	27
Improving reflective thinking	54	21
Focusing more on the students and their needs	35	13
Improving flexibility in teaching	18	7
TOTAL	261	100

N*: Number of the participants

As shown in Table 4.12, 32% of the communication units in the main category of the perceptions on teaching aspect related to perceptions on **improving teaching skills and practices**. In this sub-category, the pre-service teachers expressed their opinions about how RRPC practice influenced their teaching skills and practices. All participants stated that there were positive advancements in terms of their teaching skills and practices. That is, RRPC practice was helpful for improving practices and skills related to actual teaching performances. Some students stated that they had the theoretical basis in terms of teaching skills but with the help of RRPC practice they were able to find opportunities for putting theoretical knowledge into practice and improving their existing and limited teaching skills and practices. The following student excerpt taken from the focus-group interviews is an example to such positive influence of the study:

(24). "When I look back, I can say that we took a long way because while my friends were presenting their lessons, I didn't sit at the back doing nothing. I tried to benefit from their lessons and teaching styles. For instance, I started to pay attention to use English in a correct way and provide target language input as much as possible. The presence of my friends, their support and criticism helped me to improve many things about my own teaching. I can openheartedly say that it helped me to improve my teaching skills." (S4-Focus-group interview)

The second sub-category involved 27% of the communication units and was related to the perceptions about **noticing the weaknesses and strengths in teaching**. A similar category was formed about the participants' perceptions on the effects of training in the previous section. The participants mentioned that the training had positive effects on them in noticing the weaknesses and strengths in their teaching practice. A similar effect was also true for RRPC practice as well. As the participants were engaged in reflective practices throughout the RRPC practice, they were able to pay attention to both negative and positive aspects in their own teaching. It was revealed that participants benefited from especially the post-conferences in which they discussed both their weaknesses and strengths and gave each other feedback accordingly. Different from the trainings, during RRPC practice the participants not only noticed the strengths and weaknesses but also

became aware of their actual teaching practices to improve them. One of the participants expressed such influence as:

(25). "I was not aware of my good and bad sides during the actual teaching practice. But when I had two other people around observing and giving feedback, I started to notice what was happening... Something we couldn't see ourselves was completed by another friend and we provided feedback in a constructive manner. With the help of that feedback, we corrected our mistakes and came to the other lesson with improvement... We were able to be aware of the strengths and weaknesses together. It really motivated me for improvement. If there hadn't been such an application, it was impossible to have the improvement I just mentioned." (S9- Focused-group interview)

The third sub-category which involved 21% of the communication units in the main category of perceptions on teaching aspect was related to the perceptions of the participants in **improving reflective thinking**. Although the participants were exposed to the ideas of reflection and reflective thinking during the training period, it was the actual RRPC practice where they had chance to apply theory into practice about reflection. The students were able to notice the positive influence of the study on their reflectivity. Moreover, some students expressed that reflective thinking became habitual that guided all their decisions and point of views toward teaching. The following student excerpt illustrates this:

(26). "I think we have become more reflective. We now stop and think what I did or what my friends did, and the consequences of these. This thinking process turned into a habit. I think we are at a step further than the friends who don't do such feedback meetings." (S7- Reflective diary on RRPC practice)

The participants mentioned that RRPC practice helped to **focus more on the students and their needs**. 13% of the communication units involved expressions about the influence of the study on noticing how students learnt best, what they needed and what did not work for them. Moreover, the student teachers were concerned about finding out the appropriate materials and activities tailored to student needs and preferences. The

following excerpt shows how student teachers started to focus on the students with the help of RRPC practice:

(27). "Before this practice, I prepared a lesson plan following the planning steps and that was all. When I was out of the class, everything was over. But now, I pay attention to my students. What works for them, what is interesting, what takes their attention...these are concern to me. While preparing for the lesson I focus on the specific needs of the students as well." (S1-Focus-group interview)

The last sub-category related to perceptions on the teaching aspects involved views about the effects of the study on **improving flexibility in teaching**. 7% of the communication units included opinions on how being part of RRPC practice helped the student teachers to anticipate the upcoming problems, find solutions, make quick decisions and find alternatives when something did not work. The following excerpt is an example to this:

(28). "I am so relieved now. Before starting all these, I was nervous and when a problem occurred I got panicked. What is more, I had strict rules about teaching. My friends helped me to get over this."
(S11-Reflective diary on RRPC practice)

Apart from the perceptions on the teaching aspect of the RRPC practice, the second main category involved perceptions on the social/affective aspect of the current implementation.

4.4.2. Perceptions on social/affective aspect

The participants were engaged in RRPC practice for eight weeks and throughout this time, they worked in peer coaching groups and conducted weekly peer coaching cycles. The participants in the study expressed that this process caused social and affective improvement along with improvement in their teaching performance. Similar to other

categories, no negative view was identified. Table 4.13. displays the sub-categories related to the perceptions on social/affective perspective.

Table 4.13. Sub-Categories Related to the Perceptions on Social/Affective Aspect

Sub-Categories	N*	%
Improving social skills and practices	62	34
Creating openness to criticism	41	22
Fostering cooperative actions	36	20
Gaining self-confidence	32	17
Overcoming anxiety	12	7
TOTAL	183	100

N*: Number of the participants

As can be seen in Table 4.13., 34% of the communication units belonged to perceptions related to the effects of RRPC practice in **improving social skills and practices**. The participants declared that the implementation of the RRPC practice was quite beneficial to foster the advancement of some social skills and practices such as listening to each other, caring and respecting to each other's opinions, showing empathy, helping to one another and trying to learn from others' experiences. The following student teacher excerpt is an example to this:

(29). "We learned listening to and respecting each other in addition to noticing our weaknesses. Now, every one of us values the ideas of others because we know that if we want to improve ourselves, our friends are the best sources. For example, the person who I thought knows nothing before this practice now became a person who leads me and shares his ideas." (S5- Perception questionnaire)

As a sub-category of perceptions on social/affective aspect, the effects of the RRPC practice for **creating openness to criticism** involved 22% of the communication units. The participants highlighted that throughout the study, they became more open to upcoming criticism from peers. Some participants mentioned that they embraced criticism of their peers and tried to do their best accordingly for the next time. Even some participants stated that receiving criticism from peers motivated them for future performances. Such openness to criticism also influenced their daily life as they

tolerated criticism they received and considered it as an opportunity for change. One of the students in the focus-group interviews said:

(30). "I was a kind of person who rejected any criticism. In the initial conferences I had problems with my peers because I did not want to accept any of their criticism. I took offense. Now everything changed...through time I learned to receive criticism and see it as a chance for my personal improvement. Now, I'm not worried about it, it rather motivates me. Thus, the last two conferences were really fun."
(S12-Focus-group interview)

Another effect of the RRPC practice was on **fostering cooperative actions** among peers. This sub-category included 20% of the communication units. Improvement in cooperative actions aroused as a natural outcome of the study as the peers conducted pre and post conferences together, observed the teaching performances in detail and gave feedback in a reflective fashion. The student teachers clearly emphasized that engaging in such application strengthened the friendship bonds among them and they did not consider each other as peers going to teaching practice together, but as friends who could help each other on any occasion. The following excerpt illustrates this:

(31). "We became more cooperative than we were in the past. Cooperative learning we read in the books should be something like this. For example, before this experience my group mates were just the persons whom I go to practice schools with, now they are not. We ask each other advice even at school, and exchange ideas. We help each other at all times now. I think we created a stronger kind of relationship. I personally enjoy the interest of my friends. As a result, one for all and all for one." (S4-Reflective diary on RRPC practice)

Gaining self-confidence is another sub-category which included 17% of the communication units in the main category of perceptions on social/affective aspect. Qualitative analysis revealed that the participants were able to build self-confidence throughout the study and were able to get over timidity and withdrawn personality. The following excerpt shows such influence of the study:

(32). "I can say that I gained more self-confidence. Now, I can take stronger steps thanks to the feedback and support we provide each other without having a teacher to guide us. At the beginning, I was a bit shy but now I believe I can be a teacher." (S7- Perception questionnaire)

The last sub-category in this section belonged to student teachers' perceptions about the influence of the study on **overcoming anxiety**. 7% of the communication units involved positive views about how participating in RRPC practice contributed to lowering anxiety they felt especially for being evaluated.

(33). "When our supervisor comes I feel very anxious because I know she will give a grade on a single or at most two performances. But here with my peers there is no anxiety. I am so relaxed that they will not evaluate me but observe." (S10- Reflective diary on RRPC practice)

As it is evident from the student teacher excerpts above, RRPC experience assisted the pre-service teachers in many ways including practices related to teaching and social/affective practices. Other than these, the final main category emerged from the analyses of the reflective diaries, focus-group interviews and the qualitative part of the perception questionnaire was the perceptions on future teaching career aspect.

4.4.3. Perceptions on future teaching career aspect

The qualitative analysis put forward that the effects of the current study would likely to be continued in the future teaching careers of the pre-service teachers participated in the study. That is, the participants expressed positive views of how RRPC practice would be beneficial for them for future practices. Table 4.14. displays the distribution of the communication units for this sub-category.

Table 4.14. Sub-Categories Related to the Perceptions on Future Teaching Career Aspect

Sub-Categories	N*	%
Increasing readiness for future teaching	45	46
Gaining habits for future teaching	32	33
Increasing motivation for future applications	21	21
TOTAL	98	100

N*: Number of the participants

46% of the communication units were associated with perceptions on how reflective RRPC practice helped in **increasing readiness for future teaching**. The participants mentioned that with the help of the current practice, they became more ready for professional life and would more likely to overcome any problems in their initial years of teaching. The following excerpt highlights this view:

(34). "I think we are one step further than the friends who were not involved in such practice. We are more ready for teaching. For instance, I know myself as a teacher and I am aware of everything about my own teaching. Of course I still have some lacking points in teaching but I will not spare an extra time trying to figure out my strengths and weaknesses. This practice was like a preparation program for professional life." (S2-Focus-group interview)

The second sub-category related to the perceptions on future teaching career aspect was **gaining habits for future teaching**. This sub-category covered 33% of the communication units in the last main category. The qualitative analysis yielded that the student teachers gained habits that they thought would be useful in their future teaching career. The habit of keeping a reflective diary, reflective thinking practice, accepting criticism and continuous questioning of oneself as a teacher were among the habits the participants mentioned. The following excerpt taken from focus-group interviews exemplifies this effect:

(35). "I will go on writing a reflective diary when I become a teacher. It really helps me to see many things about my teaching ... I can see

my progress and what I've been through with the help of it. This practice really helped to gain good habits." (S6-Focus-group interview)

The final sub-category related to future teaching career aspect was about the effects of the current practice in **increasing motivation for future applications** of RRPC experience. The participants clearly expressed that they were motivated to be involved in a similar practice when they become professional teachers. They were interested in designing similar coaching groups, observe one another and give feedback accordingly. They think other teachers can benefit from such practice as well. One of the participants expressed this view in the perception questionnaire as:

(36). "I will definitely be involved in a similar application in the future. I think me and my colleagues can do it. It will help me and the others very much. The teaching practice course and peer coaching finished this semester, but I think this experience will reside. This practice can be explained to other colleagues in the future and together we can improve our teaching." (S8-Perception questionnaire)

The analysis of the data gathered through reflective diaries, focused-group interviews and qualitative part of the perception questionnaire indicated that all the student teachers in the study benefited highly from the implementation of the RRPC practice. In-depth interviews with the participants also put forward that this practice became part of good and enjoyable memories related to their pre-service years. In the focus-group interviews, the participants mentioned remarkable views about the reflective reciprocal peer coaching practice. In the interviews, they were asked to find an appropriate adjective for the current practice. 'Useful', 'beneficial', 'dynamic', 'creative', 'improvement provoking', 'awareness raising' and 'constructivist' were among the adjectives selected by the participants. As can be seen from this preference of adjectives, all participants profited from the RRPC practice and this practice provoked positive changes for them.

When the pre-service teachers were asked to compare supervisor feedback and feedback they received from their peers in the interviews, most of them stated that

receiving feedback from a peer was less anxiety provoking than the supervisor feedback and the peers were able to make observation for each teaching performance. One of the participants expressed her views as:

(37). "I am quite comfortable while receiving feedback from my friends. I know when I make a mistake I will have a chance to compensate it for the next week, and I will be observed again. Besides, they are my friends. When our supervisor comes, I get panicked and I feel I can't do the things I do best; hence I cannot display my real performance." (S1- Focus-group interview)

The participants also mentioned that when reflective RRPC practice proceeded they were able to provide more sound feedback to each other. The following excerpt taken from the focus-group interviews illustrates this progress the students talked about:

(38). "Now we can give each other feedback in a more professional way. We can see the details and can focus on very important points. Especially, the last two or three conferences were very effective. I am very pleased with my friends' feedback. They were able to focus on the right points. I think we can do it!" (S6- Focus-group interview)

The student teachers were also asked to identify any problems related to the RRPC practice. Only minor technical problems related to the use of technical devices were identified. The student teachers mentioned that the whole practice procedure was tiring but very beneficial that the outcomes of the study outweighed the exhaustion they felt. When the participants were asked to whether they would suggest a similar practice for future student teachers, all of them gave a positive answer. One of the participants declared:

(39). "I definitely suggest this practice for future students because I personally benefited very much from this application. Going to field experience is not just preparing a lesson plan and presenting it. It is more complicated and provides you many new opportunities for improvement. Before this practice after my teaching performance

everything ended. I never thought about my actions...with the help of this practice I now have a very different vision of the field experience.”
(S3- Focus-group interview)

Apart from these, all students stated that they would like to get involved in a similar practice when they become professionals. They highlighted that RRPC experience was an invaluable source for them to build up their own vision of teaching for their future career. In general, all of the participants were satisfied with the current practice and benefited from it. They considered RRPC practice as an opportunity for professional improvement and in this respect, the implementation of the process and the intentions of the study were fulfilled.

As a consequence, the results presented in this chapter indicated that RRPC was a highly profitable practice for pre-service teachers. Both quantitative and qualitative results put forward that the pre-service teachers gained awareness about their own teaching, became more reflective, and gained habits that they would like to carry into their professional teaching life with the help of this practice opportunity. The possible reasons of the results and their outcomes were discussed in the light of the current literature on peer coaching in the following section.

4.5. Discussion

The results of this study indicated that all of the pre-service teachers benefited from the peer coaching experience which was based on reflection and reciprocity. This study put forward that pre-service teachers had positive perceptions about RRPC and this experience helped them not only improve their teaching but also their social and affective sides. Moreover, the pre-service teachers in the study were able to make connections between the ideas of peer coaching and their future careers, and the results yielded enthusiasm about applying ideas of peer coaching for future development. In this respect, pre-service teachers became aware of various aspects related to their own teaching with the help of RRPC. Since they were engaged in reflective practice while coaching each other, they also became more reflective in their teaching.

The literature on peer coaching in general imply that peer coaching has many benefits for pre-service teacher education such as improving instructional skills (Morgan et al., 2000), developing teacher knowledge (Jenkins and Veal, 2002), fostering teacher responsibility (Forbes, 2004), enhancing the exchange of teaching methods, materials and approaches (Vacilotto and Cummings, 2007), and developing professional attributes (Prince et. al, 2010). The present study yielded corresponding findings as the pre-service teachers highly benefited from the current practice in terms of improving teaching skills and practices, and developing professional knowledge. The participants also mentioned that being engaged in RRPC practice helped to enhance the social and affective side of teaching such as fostering cooperative actions, building self-confidence and overcoming anxiety. The findings of this study moves one step beyond the previous studies by underlining the importance of reflection and reciprocity for the success of peer coaching experience accompanied by a long term training process and systematic implementation of RRPC practice. Moreover, the participants displayed a strong commitment and motivation in applying the idea of RRPC into their professional teaching career, a finding which was not stressed in the previous studies. In this section, the findings of the study will be discussed in comparison with the related literature by stressing contributions of the study to the pre-service teacher education field.

The peer coaching experience depended on fostering the ideas of reflection and reflective thinking. One of the purposes of the study was to find out whether the current study had impacts on the reflectivity of the participants. The results suggested a change in the reflectivity levels of the participants throughout the study. That is, the pre-service teachers in the study were able to move forward in the reflectivity hierarchy and their levels advanced to contextual and dialectical levels of reflectivity at the end of the study. As the qualitative findings regarding the change in reflectivity unveiled, the pre-service teachers focused on the underlying meaning behind their actions, began to create alternative ways in problematic situations and challenged existing ideas with the help of reflective practices throughout peer coaching experience. This finding manifests the importance of reflection and reflective practices suggested by Taylor (1993), Schön (1987), Smith (1999) and Stein (2000). As highlighted by these researchers, reflective practice helped the participants of the study take a big step for professional

development, search for learning opportunities from different sources such as their peers and created changes to form a professional perspective.

With the help of the current practice, the pre-service teachers had a chance to question their actions and gain awareness through reflection. Gün (2011) asserts that all teachers engage in some kind of reflection in every instance they look back at their practices; however, the effectiveness of those reflections is what matters. In this sense, RRPC practice increased the effectiveness of reflections. Such effectiveness might be attributed providing sufficient opportunities for pre-service teachers such as designing specific tools for observation, organizing pre and conference sessions, and offering guidance for reflective practices. These might help them critically reflect on their practices rather than simply thinking about what they do. Merç (2010) also suggests fostering more critical reflection in pre-service teacher education. Since the reflectivity levels of the participants evolved from technical to higher levels of reflectivity throughout the study, long-term RRPC practice appears as a favorable candidate to foster critical reflection in the pre-service teaching context.

Throughout the RRPC practice, the participants based their reflections on actual observation of teaching practices, analyzed their experiences and formed ideas to take action for new practices. The comments and perceptions of the participants on RRPC practice indicated that the systematic implementation of the practice helped them to successfully go through the stages of observation, reflection, concept development and action as suggested by Kolb (1984) for experiential learning which constituted the theoretical basis of this study. Following the stages necessary for experiential learning, the participants of the study build a habitual reflective thinking practice which in return opened way to reflect on teaching practices in more contextual and dialectical levels. That is, throughout the RRPC practice the participants began to focus more on the students, their needs and alternative practice rather than the mere technical aspects of teaching. Furthermore, some of the participants were even able to reflect on the sociological and ethical aspects of teaching and displayed autonomy as a teacher. In the interviews, they attributed these advances to the crucial role of reflective practice which enlightened the way for professional practice. As echoed in the ideas of experiential learning (Pearson and Smith, 1985), the first-hand experience of RRPC provided an

invaluable site for pre-service teachers to become aware of their actions, develop ability to make judgments about their own and others' teaching, and progress in their reflectivity.

Throughout RRPC experience, the participants were able to find out problematic areas about their own teaching as well as the others'. In this respect, collaborative efforts worth mentioning since the interactions among the participants provided opportunities for meaning making. This finding reflects the core ideas of social constructivism (Palincsar, 1998; Beck and Kosnik, 2006) as the social context created within the RRPC experience helped the pre-service teachers create a suitable base for learning from the social interaction of the peers. With the help of this interdependence, the participants gained self-confidence, made decisions related to their teaching, shared and discussed the consequences of their actions with their peers. At this point, Hein (1991) and Osterman (1998) propose that new experiences causes changes in understanding and learners need opportunities for constructing knowledge arising from the active participation in the new experiences. When the participants' views were taken into account about the effects of reflective practices they were engaged in with their peers, the RRPC might have effects on providing the opportunities for the participants for experiencing the knowledge. Then, it is not surprising that one of the participants defined the reflective reciprocal peer coaching practice a very 'constructivist' experience.

In teacher education, reflective practice which has roots in experiential learning and social constructivism emphasize the linking of theory and practice through active collaboration of peers (Beck and Kosnik, 2006). The results of the current study put forward that the participant pre-service teachers made commitments to link theory and practice throughout the study. Although the participants had theoretical knowledge about teaching, it was the RRPC experience that helped them to put theory into practice and assess the consequences of their practices with their peers. This is in parallel with Jenkins et al.'s (2004) findings which emphasize the indispensable role of peer coaching in putting theory into practice during field experiences of pre-service teachers. Furthermore, the pre-service teachers reflected on their practices, shared their experiences and carried out discussions upon the teaching experiences which provided

opportunities to enhance professional development. In this respect, the participants highlighted the importance of reflective practices for the success of the implementation of the reflective reciprocal peer coaching experience.

Since there was a positive change in the reflectivity levels of the participants and no negative view was detected in the qualitative data about the RRPC practice, the current study can be considered as a success on the behalf of the participant pre-service teachers. This success might be attributed to the commitment for implementing the essential characteristics of peer coaching (Valencia and Killan, 1998; Becker, 2000; Bell and Mladenovic, 2008; Briton and Anderson, 2010) throughout the study. Accordingly, as highlighted by the participants in the qualitative findings, specific attention was paid to sustain a friendly and non-judgmental setting. The pre-service teachers did not evaluate each other; rather they paid attention to learn from experience based on actual classroom observation. What is more, RRPC practice was intended to foster professional improvement through careful planning of whole coaching practice. The results of the study manifested that the study reached this aim as the pre-service teachers developed mutually supportive bonds to progress in their development.

The pre-service teachers in this study reported to benefit much from the current practice and they moved upwards in their reflectivity throughout the study. Cook et al. (2001) pinpoint that the practitioners need time and opportunities for reflective practice to move upwards in the reflectivity hierarchy. The pre-service teachers, who were enrolled in elementary teacher preparation program, in Cook et al.'s (2001) study were generally in the technical level and few of them were able to move to moral and ethical levels of reflectivity. On the contrary, the pre-service teachers in the current study progressed in their level of reflectivity. One reason of this finding might arise from the sufficient amount of time reserved for all process of reflective reciprocal peer coaching. Reflective thinking does not generate the desired outcomes in a limited time and the impacts cannot be easily seen in classroom practices immediately. Since the whole process of RRPC implemented here lasted for a whole academic year, the participants might be able to see reflective practice as part of the academic success. What is more, the cognitive coaching model (Costa and Garmston, 2002) used in this study would also have effects on making reflective practice a systematic way of thinking for the

participants. With the help of this model, the pre-service teachers might become aware of what lies behind their practices as suggested by Ellison and Hayes (2003) which provided an effective base for reflection. Thus, the positive change in the reflectivity levels of the participants at the end of the study might be attributed to the commitment of the participants to reflective practices for a long period time based on the cognitive coaching model when compared to Cook et al.'s (2001) study.

The participants in this study wrote reflective diaries weekly throughout RRPC practice and with the help of these they focused on what worked and what did not work in their teaching practices. Griffin (2003) points out the positive effects of reflecting on practices to foster advancement in the level of reflectivity for pre-service teachers. For reflection, the pre-service teachers in Griffin's (2003) study reflected on the critical incidents they faced during field experience and were engaged in associated instructional activities. The results indicated that the participants progressed in reflectivity although dialectical level of reflectivity was not achieved as desired. Based on this finding, Griffin (2003) underlined the need for providing more opportunities and time for pre-service teachers to reflect. Unlike the pre-service teachers in Griffin's (2003) study, the majority of the pre-service teachers in the present study were able to advance to the dialectical level of reflectivity and there was no participant resided in the technical level of reflectivity when the quantitative findings were taken into account. The reason of this change from technical to more advanced levels might stem from the reflective activities the pre-service were engaged in starting from the trainings. The training they received involved various tasks related to reflection and reflective practice and during practice of RRPC, they based their observation of teaching practices on reflection and they focused on 'how' and 'why' they did certain actions. This process of uncovering the hidden parts of the iceberg might have effects on their progress from the technical to more advanced levels. The actual atmosphere of teaching beyond the technical considerations might become more visible and the awareness they gained throughout the RRPC practice would help them to become more reflective practitioners. As Cook et al. (2001) and Griffin (2003) suggest the teacher's being aware of reflective practice might help them to move forward in the hierarchy of reflectivity.

The positive change in the level of reflectivity continued throughout the practice of RRPC. The pre-service teachers in the current study carried out guided observations by using specific observation forms tailored to the needs of teaching different language skills. For the participants, such guided observation was quite helpful to determine the focus of observation and reflect on the teaching practice afterwards. According to Anderson et al. (2005), guided observation in terms of peer coaching would help for pedagogical learning about teaching methods and skills. Moreover, such observation would have effects in learning management skills such as how to carry out observation and collect data about teaching performances. This idea is reflected in the findings of the current study as well since the pre-service teachers valued the role of making guided observations throughout RRPC practice. The observation forms developed for the purposes of the study and the pre-conference-observation-post conference checklists were reported to make peer coaching experience a memorable one since they were able to focus on specific points to be observed and carry out the procedure in a more systematic and careful way. Anderson et al. (2005) also emphasize the role of guided observation in peer coaching for provoking self-reflection. The findings of the current study are in parallel with this idea as it is apparent that the pre-service teachers became more reflective at the end of the study. Hence, the effectiveness of the RRPC experience is likely to be attributed to the success of the tools developed and the systematic implementation of these tools into the RRPC practice.

Apart from the change in the reflectivity levels of the pre-service teachers, this study also aimed at exploring their perceptions on receiving training and engaging in the practice of RRPC experience. The results brought forth that being trained in and practicing RRPC had positive influences on the pre-service teachers. The analysis of the participants' perceptions related to the training aspect of the study yielded that the training process had impacts on reflective practices such as being aware of the weaknesses and strengths about teaching, and on teaching/learning practices such as developing analytical problem solving skills. Moreover, the training also suggested some personal gains such as developing critical thinking. Although there is no prior study focusing on the actual effects of training in a peer coaching program, Lu (2010) asserts that success of a peer coaching program depend largely on the trainings provided and time reserved for the implementation of best practices. The training lasted for

twelve weeks in this study. Although literature suggests that providing effective training is an indispensable part of a peer coaching program (Robbins, 1991; Hasbrouck, 1997; Vacilotto and Cummings, 2007; Britton and Anderson, 2010), no previous study reserved such a long period for training. The period reserved for training might likely to help participants focus different aspects of RRPC and internalize their effectiveness for reflectivity and professional development. When the results related to training part were considered, all the participants indicated that they highly benefited from the trainings which in turn caused a positive change in their reflectivity. With the help of the trainings, the pre-service teachers began to reflect on their actions related to teaching and developed a wider perspective towards the RRPC practice.

The change participants had been through was quite visible from the results. They were able to adopt new practices and developed openness to new alternatives regarding their teaching. What is more, all the pre-service teachers in the study reported that with the help of peer coaching they had a chance to know and trust each other which in turn affected their teaching positively. These findings are in parallel with ideas of Slater and Simmons (2001) who pinpoint that peer coaching experience has power to enable teachers adopt new teaching practices and build positive relations with peers. Little (2005) also emphasizes the role of peer coaching as a support to collaborative teaching and at this point the present study hints out similar conclusions since the pre-service teachers acknowledged that peer coaching also served as a means to overcome problems together and understand the underlying factors behind their teaching. They further reported a high level of fulfillment in their peer coaching experience and all of them internalized the effectiveness of working together during their field experience. Forbes (2004) mentions that commitment to professional growth and a believing in the interaction with peers is essential for effective peer collaboration. Participants in this study supported this view as they believed in the power of working together and sharing ideas rather than being individualistic. One of the participants in the study stated that they all worked under the motto of "all for one and one for all". This finding is in consistent with Goker's (2006) study which underlines the effectiveness of peer coaching for enhancing collaboration.

The pre-service teachers in this study conducted weekly coaching cycles, engaged in regular reflective practices, and as a result of all these they reported to modify their teaching practices effectively. Britton and Anderson (2010) highlight the effectiveness of peer coaching for modifying or sustaining practices for pre-service teachers. Remarks of the participants in this study revealed that leading discussions on teaching practices and sharing reflections might probably one of the reasons of the effectiveness of RRPC practices for altering classroom practices. The findings of the present study put forward that the pre-service teachers went through a kind of transformation to adopt critical reflectivity, professional development and effective teaching skills with the help of the peers. This reflects the ideas of Peel (2005) about using peer observation as a transformatory tool for teachers. Furthermore, through this process of transformation pre-service teachers learned to search for the rationale behind their actions which led them to question why and how they carried out certain actions in the classroom. This finding is in parallel with Forbes's (2004) study which also found that with the help of peer mentoring beginning teachers discussed the rationale behind their decisions and searched for new perspectives in long-term planning. Hence, as highlighted by Jenkins and Veal (2002), peer coaching created a context for the pre-service teachers in which talking about their teaching became an acceptable practice.

Participants further stated in focused group interviews that when they compared peer coaching to supervisor feedback, they felt less anxious and more self-confident. Similar comments were uttered by the pre-service teachers in Bowman and McCormick's (2000) and Goker's (2006) studies as peer coaching opened the way for more self-directed learning for teachers. In this respect, it is possible to suggest that peer coaching can be used as a support for or alternative to faculty supervision since individual support for pre-service teachers during field experience is quite challenging for faculty supervisors due to limited time. What is more, pre-service teachers also put forward that at the beginning of the study they did not see themselves as competent enough to give feedback. However, throughout the study they became aware of their own potential and of each other as teachers. Hence, it can be concluded that RRPC practice can be considered a way to unveil hidden potentials in pre-service teachers to take action to improve professional practices and strengthen professional bonds among peers.

All in all, the findings of this study yield that peer coaching can offer opportunities for pre-service teachers to improve themselves as teachers and gain various social and affective features necessary for teaching. The results of this study mirrors the findings of literature on peer coaching as a beneficial and profitable application for pre-service teacher education. Furthermore, the findings of the current practice adds much to the current literature on peer coaching with its emphasis on designing a rather longitudinal and systematic implementation of a peer coaching program based on reflectivity and reciprocity. The pre-service teachers' positive considerations for applying the ideas of RRPC for future practices as described here also suggest that this practice reached its aims in fostering reflectivity and professionalism.

Chapter 5

Conclusions

5.1. Summary

Recent years have witnessed a growing interest in providing more support for pre-service teachers to help them become more reflective and analytical in their practices. In this respect, field experience in which pre-service teachers has a chance to link theory and practice renders an invaluable potential to test new ideas and challenges existing beliefs through working with peers. However, this potential is not realized by the pre-service teachers in its full extent although they have a chance to work in collaboration through reflective practice. What is more, close guidance and supervision by the faculty may not be provided due to time limitations and tight schedules of the faculty staff. Bowman and McCormick (2000) argue that although circumstances and resources vary for different universities, constraints regarding time available for effective supervision during field experiences are typical. The driving force behind the current study was this void regarding the need for a support mechanism in pre-service teaching context which would make field experience a base for reflective practice and collaboration. The literature has put forward that RRPC would help pre-service teachers realize the potential of working together, discuss and reflect on the teaching practices for professional development.

The primary aim of this study was to design and implement a peer coaching experience based on reflection and reciprocity. This study lasted for a whole academic year and a total of 12 pre-service teachers participated in the study. The literature suggested the need for careful guidance and training for the effectiveness of a peer coaching program; hence necessary research tools, instruments and training materials were designed, developed and tested prior to the start of the RRPC program. In the first term of the academic year, all participants received training on various aspects of RRPC such as training on 'reflective practice', 'reflective reciprocal peer coaching', 'the use of observation forms', 'reflective diary keeping' and 'cognitive coaching'. The training involved both theoretical information and various tasks about the aspects mentioned

above to make the training process as interactive as possible. Whole training lasted for twelve weeks. The actual practice of RRPC started in the second term of the academic year and lasted for eight weeks. The participants were grouped in three and went to field experience together. During field experience, they were engaged in RRPC practice based on cognitive coaching model. Weekly peer coaching cycles were designed for each of the participants and they had a chance to decide, discuss and reflect on teaching practices on a regular basis. The supervisor of the participants did not observe or give feedback upon the teaching practices until the end of the application period in order not to intervene in the process of RRPC experience.

The RRPC program was designed and implemented in a systematic fashion and two research questions were asked to explore the effects of this program. The first research question aimed to find out whether there was any change in the reflectivity levels of the pre-service teachers after they received training and after they were engaged in the RRPC practice. For this purpose, the participants were administered a quantitative instrument to determine their level of reflectivity. The participants responded to this instrument for three times: before training, after training and after the RRPC practice. What is more, qualitative data were gathered from different sources such as reflective diaries, post-conference sessions and focused-group interviews to find out the change in the level of reflectivity. The second research question targeted at exploring the perceptions of the participants on the training and practice of RRPC experience. Data were collected through reflective diaries, a perception questionnaire with qualitative and quantitative aspects and focused group interviews. The results of the qualitative and quantitative analyses regarding the change in reflectivity and perceptions of the participants are summarized as follows:

- The pre-service teachers' reflectivity increased after they received training on RRPC and it continued to increase after they took part in RRPC practice.
- In terms of level of reflectivity, the participants' levels were categorized as technical, contextual and dialectical in a hierarchical manner. Half of the participants were in the technical and half of them were in the contextual level of reflectivity prior to the trainings. There were no participants in the dialectical level of reflectivity. After receiving training on RRPC, no participant resided in

the technical level and, except one participant, all of the pre-service teachers were able to advance to the contextual level of reflectivity. Following the completion of RRPC practice, the number of the participants in the dialectical level increased to seven and five of them resided in the contextual level of reflectivity. At the end of the study, no participant was in the technical level which formed the bottom of the reflectivity hierarchy.

- The results regarding change in reflectivity have put forward that participants began to realize the importance of reflection and the issues related to it during the trainings. Their reflectivity began to change and when they were involved in the RRPC, they were involved more in reflective practice which in turn affected their level of reflectivity in a positive way. In terms of reflectivity, the participants further acknowledged that they benefited much from the current study.
- The participants' perceptions on receiving training were gathered through reflective diaries. Three main categories were formed as a result of the qualitative analysis. Accordingly, the participants thought that receiving training affected them positively in 'reflective practices', 'teaching/learning practices' and 'personal gains'.
- The participants' perceptions on the RRPC practice were gathered through reflective diaries, perception questionnaire and focused group-interviews. Qualitative and quantitative analyses displayed that all participants perceived the current practice positively. Three main categories were formed about the perceptions. In general, the participants reported that RRPC practice had many benefits related to the 'teaching aspect', 'social/affective aspect' and 'future teaching career aspect'.

As a consequence, the current practice of RRPC was found as a quite profitable experience on behalf of the pre-service teachers. That is, the participants gained awareness about their own teaching as well as their peers, gained social skills, learned to work in collaboration with others, became more reflective, and gained habits that they would like to carry into professional teaching life.

5.2. Conclusion

Teachers' continual professional development is crucial to meet the ever-changing needs of the students (Swafford, 1998). For this end, teacher education programs need to prepare future teachers for professional life in an effective way. Field experience in this respect appears as a valuable opportunity for pre-service teachers to focus on their weaknesses, strengths and areas for professional improvement. However, providing professional opportunities for pre-service teachers especially during field experience is a growing challenge for faculties (Huston and Weaver, 2008). Thus, designing field experience effectively to provide maximum learning opportunities and professional development for pre-service teachers is of significant importance. RRPC experience as designed and practiced in this study appears as a suggestion for maximizing the potential of field experience in pre-service teacher education.

Unrecognized value of peer coaching as a collegial process of professional development is highlighted by many researchers (Huston and Weaver, 2008; Britton and Anderson, 2010; Lu, 2010; Price et al., 2010). What is more, it is assumed that peer coaching experience has a potential to boost reflective practices and collaboration when sufficient effort is given to enhance reflective practices (Kurtts and Levin, 2000; Anderson et al., 2005; Huston and Weaver, 2005). In parallel with this assumption, the results of the present study have put forward that long-term RRPC experience increased the level of reflectivity and the pre-service teachers benefited much from the current application.

In this respect, RRPC experience allowed teachers of equal status to engage in mutual collaboration and interdependence through reflection. Thus, RRPC is considered as a useful practice for promoting professional development, stimulating pre-service teachers' self-renewal and raising awareness on the most desired outcomes in professional relationships. Moreover, it is obvious from the results of the study that peer coaching is useful for sharpening observations and making them more meaningful during field experience.

Ideas of experiential learning and social constructivism are also mirrored throughout RRPC experience. That is, the pre-service teachers had a chance to formulate their own ideas based on their own observation and experience, talk about their progress, establish

quite effective relations and improve their practices through discussion. Hence, through RRPC, teachers were provided a forum to construct their own knowledge about teaching.

A long-term RRPC experience with a training aspect would have a significant role in designing effective peer coaching practices. What is more, the well-organized design of a peer coaching program with various tools and materials would enlighten the way for offering more practical experiences for pre-service teachers as it helps to build self-confidence during application. At this point, the voluntary participation of the participants and their personal efforts and devotion worth mentioning since without such effort and motivation RRPC cannot reach its potential value. Thus, motivating the participants in believing the positive effects of a RRPC experience constitutes an important starting point for the success of such experience. Once they believe in the potential value of learning from peers through reflection, the feelings of exhaustion and unwillingness are more likely to be abandoned for the price of joy and fulfillment.

The results yielded that RRPC experience might have a role in decreasing anxiety pre-service teachers may feel while receiving guidance and feedback from a superior figure during teaching experiences. The reciprocal nature of the current study may have insights in enhancing feelings of equality and sharing among peers. What is more, RRPC can also serve as a way to build trust among peers. This is of crucial importance since one may benefit a lot from his/her peer if s/he learns how to do it.

Teachers who do not question their actions or do not seek for alternative ways for improvement are potential dangers for future generations. Hence, RRPC sheds a considerable light on how teachers can begin to look for the rationale behind their actions, realize their weaknesses and strengths just before they step into their professional career. Thanks to its non-evaluative and confidential nature, RRPC practice is a strong candidate in providing a relatively safe foundation for pre-service teachers to shine a critical light on their teaching.

All in all, the present study on RRPC imply that peer coaching experience based on reflection and reciprocity is more likely to provide an appropriate platform for integrating theory into practice during field experiences of the pre-service teachers. It

suggests an alternative way to enhance current teacher education programs with respect to its positive effects regarding the advancement in reflectivity, progress in teaching and social/affective aspects as well as establishment of desired habits for future teaching careers. Thus, this study offers certain implications for pre-service teacher education to bring up future teachers who can meet the challenging needs of their students in the 21st century.

5.3. Implications

This study has concluded that RRPC is a profitable experience for pre-service teacher during their field experience from many aspects. With the help of this experience, the participants had a chance to become more reflective practitioners and improve their teaching and affective sides as well by strengthening the mutual bonds with peers.

In a broader context, Ladyshevsky (2006) pinpoints that most of the academic programs preparing learners for professional practice encourages competition rather than cooperation. Thus, one implication of this study for teacher education is that implementation of RRPC in pre-service teacher education might be considered as an alternative to foster cooperation in educational settings before the pre-service teachers embark into the professional life. The professional teaching career is full of challenges which may discourage teachers achieving their ideals. Hence, by engaging in peer coaching through reflection and reciprocity teachers may more likely hinge on their ideals and enjoy working together to improve teaching.

This study put forward that RRPC is advantageous in pre-service teacher education since the ultimate aim of teacher education programs is to bring up teachers who are reflective, active and cooperative. What is more, there is a consensus in teacher education that teacher development models should enhance reflective practice (Wallace, 1991; Richards and Lockhart, 1994; Gün, 2011). Thus, it can be suggested that the findings of this study would enlighten the way for teacher educators to prepare the necessary materials, activities, tools and training to promote more reflection through a peer coaching program. It is obvious that RRPC practice has positive impacts in evolving pre-service teachers with idle existence in the back rows into active and productive participants.

Lu (2010) reports that peer coaching in the pre-service context requires time, efforts for training and programmatic support for its success and this may be one of the reasons why peer coaching has not been fully recognized in such context. The results of the present study clearly imply that training is an indispensable part of a peer coaching experience and that training may provide a basis that could make this experience rewarding for pre-service teachers. Apart from training, although peer coaching requires additional vision, deliberation, dedication and organization of action, one of the implications of this study is suggesting RRPC as a cost-efficient way to enhance reflection in pre-service teacher education. Challenges of peer coaching can best be overcome through a careful program design. Hence, future education programs to be included in pre-service teacher education can be designed with peer coaching aspect as an integral part. Such integration would also foster collegial atmosphere and self-directed learning. As a result, RRPC appears as a favorable candidate to be included in future teacher education curriculum.

With respect to the positive findings related to the RRPC practice in the study context, such practice can be incorporated to the pre-service ELT curriculum to enhance the teaching practices of the pre-service teachers before they start their professional careers. Some of the participants in the study stated that especially training on RRPC might be given through some elected courses or be included in the methodology course contents before field experience begins in the final year. This might be considered as a suggestion to guide the pre-service teachers meet the ideas of reflection, reflective practice and issues related to peer coaching early on. Since training appeared as an indispensable aspect of RRPC, another alternative to provide training can be via online training course. In this way, the pre-service teachers can access the training materials and tasks online and their supervisor can check whether the pre-service teachers carry out the tasks effectively. After receiving training, the RRPC practice can become part of the field experience course content; hence, the pre-service teachers can organize coaching cycles and coach each other for their professional improvement when their supervisors are not present. As a result, the pre-service teachers can provide feedback on their teaching performances in an anxiety-free atmosphere without the fear of evaluation. The tools developed for the purposes of the study such as the observation forms and peer coaching cycle checklists can also be implemented into the future

applications of RRPC to ease the implementation and increase the effectiveness of such practice.

RRPC has a potential to provide a context-centered opportunity to analyze and improve strategies for student learning as well. When pre-service teachers who internalize the value of peer coaching start their professional teaching career they are more likely to become teachers who believe they can make a difference and it is probable for them to see coaching as an opportunity to expand and consolidate their teaching techniques. In this way, a positive difference might be made in student achievement. The constant practice of reflection might result in promoting teachers' competence to make informed decisions and assess the impact of these decisions on student achievement as well. Moreover, a RRPC experience in the pre-service context might encourage teachers engage in new practices that nurture and promote professional growth. In this way, as highlighted by Vacilotto and Cummings (2007), teachers can share their experiences, doubts, fears, failures or success far from humiliation and the fear of being evaluated.

RRPC practice can also be considered as a candidate to lower down teaching anxiety pre-service teachers may feel throughout teaching practice. The results imply that this experience is less anxiety provoking compared to supervisor observation and feedback. Merç (2010) also argue for the benefit of increasing the amount of reflective practice especially in pre-service teacher education contexts for reduced level of anxiety and stress-free teaching environment.

One implication of the study is the potential of RRPC practice in providing lifelong learning experiences for teachers in the pre-service period that they can carry out with them into the in-service period. Birenbaum and Rosenau (2006) highlight that the motivational beliefs of the teachers both in pre-service and in-service period need to be developed in order to acquire lifelong learning capabilities for successful functioning as professionals. Since the pre-service teachers in this study strongly believed the ideas of RRPC and reported to benefit much from the current practice, they were eager to carry the ideas of RRPC throughout their professional teaching life. All of them stated that they would like to get into similar practices when they become professionals and are motivated to apply the ideas of reflection and reciprocity in future peer coaching

experiences. According to Van der Valk and Broekman (1999), lifelong learning in and outside of school is quite important for pre-service teachers and teacher education should build on the knowledge base that they already have. After the study, the participant pre-service teachers mentioned that RRPC practice turned into a lifelong learning experience for them not only for their teaching practices but also for their social practices in their daily lives as well. In this respect, the RRPC practice can be considered as an opportunity to enhance the ideas of lifelong learning for the pre-service teachers.

Another implication of the study is the idea of inserting RRPC experience into the faculty content of pre-service teacher education. That is, the experienced faculty staff can coach each other in a reciprocal fashion which in turn would help to go beyond the boundaries of faculty hierarchy. Such experience of RRPC might also result in a deeper and comprehensive understanding of the rationale and application of peer coaching.

A far more reaching implication of the current study is designing similar RRPC practices for in-service teachers as well. RRPC experience as designed and suggested here prioritizes equality among teachers; hence through design of similar experiences in the in-service period professional teachers would overcome their anxiety of being evaluated from a higher authority. Once they see the value and effectiveness of working together through reflection, they would more likely to get into action for professional improvement. To achieve this end, in-service training programs can be designed with promoted attendance.

As a consequence, it is suggested for teacher educators to encourage pre-service teachers engage in reflective practice throughout peer coaching. One feels more secure and less anxious when s/he is discussing issues about his/her own teaching. If peer coaching is seen as a part of reflective practice, it will foster cooperation among peers and serve as an effective tool to improve teaching skills. Along with these, by letting pre-service teachers into peer coaching experience, we may help them learn to listen to each other, respect to others' opinions and share their ideas and feelings. RRPC practice might also be considered as an effective tool to sustain motivation for teaching and a potential to lower down anxiety in the teaching environment. What is more, the RRPC

experience has a potential to strengthen interactions among the stakeholders in the cooperation network suggested by YÖK (1998). That is, with a reference to more student teacher-student teacher interaction, the quality and quantity of cooperative actions can be increased and in return, this can help to increase the effectiveness of the cooperation network. With all these positive implications in mind, this study puts forward several suggestions for future research.

5.4. Suggestions for Further Research

This study is conducted with Turkish pre-service teachers who were enrolled in a program in English Language Teaching. Hence, the results of the study cannot be generalized to other pre-service teachers in different teacher education contexts and programs. Replication of this study on RRPC in different teacher education contexts and programs may help to compare the effects of RRPC on reflectivity or other aspects. A further study can also be designed in which pre-service teachers come together and discuss the effects and outcomes of a similar practice. In this way, the results of the present study can be expanded to various teacher education contexts.

RRPC can be designed and applied in cross-cultural pre-service teaching contexts as well. Pre-service teachers in different cultural and educational contexts can be trained to coach each other and the results of such research can be compared with the current study and the related literature on peer coaching.

As part of a growing interest in the use of technology for developing educational contexts, a similar study on RRPC can be conducted with an on-line aspect. Lesson plans and teaching performances can be uploaded to a web-site designed and peers can coach each other in a synchronous or asynchronous fashion. The results of the online and face to face aspects can also be compared to see the effects of different applications. Further studies in a virtual setting can add much to the current literature on peer coaching.

This study is limited to peers coaching each other. Supervisor coaching can be added in a further research. The effects of peer and supervisor coaching on reflective practices or other aspects can be studied and the results can be compared with the current study.

Moreover, the issue of mentor coaching and its effects on the practices of pre-service teachers is an open area for investigation. The role of the mentors and the effects of mentor coaching have not been fully recognized especially in pre-service teaching context. Thus, a further study can be designed by including a supervisor and cooperating teacher coaching aspect as well to see how peer coaching affects pre-service teachers and to analyze the roles of the mentors on the practices of the pre-service teachers during field experience.

The participants in this study suggested that training on RRPC can be provided prior to the start of the field experience. Thus, a further study can be designed with a training aspect provided before the actual teaching practice starts in the final year. Thus, the longitudinal effects of RRPC can be seen during micro and macro teaching. What is more, peer coaching groups might be mingled at different times for discussion, and in this way the pre-service teachers may have chances to see how others conduct peer coaching in their own groups and what they feel about it.

In this study, various research tools and instruments were used for research purposes. Such tools and instruments can be expanded in further studies. For instance, participants may keep teaching portfolios regularly during RRPC experience and these can be analyzed to see how they benefit from the application. Furthermore, supervisor and cooperating teacher perceptions toward RRPC can be obtained to see the effects of RRPC implementation from different perspectives.

There might be other factors which may have influence on the implementation of RRPC such as learning/teaching beliefs, teaching anxiety or motivation. A future study can be designed by paying attention to the multiple effects of these aspects on the practices of the pre-service teachers as well. Similarly, such effects can be analyzed on student achievement as well.

The present study is conducted in a pre-service teacher education context. Further studies can also be designed in the in-service context with a well planned training aspect. The results of such study can be compared and contrasted with the studies conducted in the pre-service teaching context.

One suggestion for further research is implementing RRPC into curriculum and analyzing the effects on different variables in a longitudinal fashion. Moreover, the practices of pre-service teachers who participated in RRPC when they step into the professional teaching career can be observed and data can be gathered to see how they carry out the ideas of reflection, reciprocity and peer coaching into their in-service years.

APPENDICES

Appendix A Consent Form

Section A. Research overview

Dear student,

The aim of this study is to engage pre-service teachers in a reflective reciprocal peer coaching program during their teaching practice. The study will be held in the academic year of 2010-2011. Within the framework of this study, you will be asked to participate in training sessions on reflective reciprocal peer coaching, work cooperatively with your peers during teaching practice course to make effective observations on teaching performances of each other, and organize peer coaching sessions to give feedback following these observations. Moreover, you will be asked to write reflective diaries based on the experience of reflective reciprocal peer coaching, fill in research instruments, and make interviews with the researcher as well as fulfilling other requirements of the teaching practice course throughout the term. Your teaching performances at practice schools will be videotaped and your supervisor will give feedback based on these recordings. These recordings will also be used for checking the effectiveness of peer coaching sessions.

Please feel secure that:

- Your participation is voluntary – you don't have to participate
- Participation or refusal to co-operate will have no bearing on your course assessment
- You can always contact the researcher if you have any queries regarding this research
- Any information provided will remain confidential
- You will not be identified, unless otherwise agreed.
- Data held on computers and "hard" copy files will be held securely
- Data analysis will be available on request
- Your name and signature are used only as proof of reading the consent statement below – these will not be used in any other way
- You can withdraw your consent at any time

Please complete Section B or C –

Thank you.
Safiye İpek KURU GÖNEN

Section B. Consent Approval:

I have read and understood Section A above. By signing below I agree that the information that I am going to provide will be used for the research purposes above.

Name-Surname:

Signature:

Date:

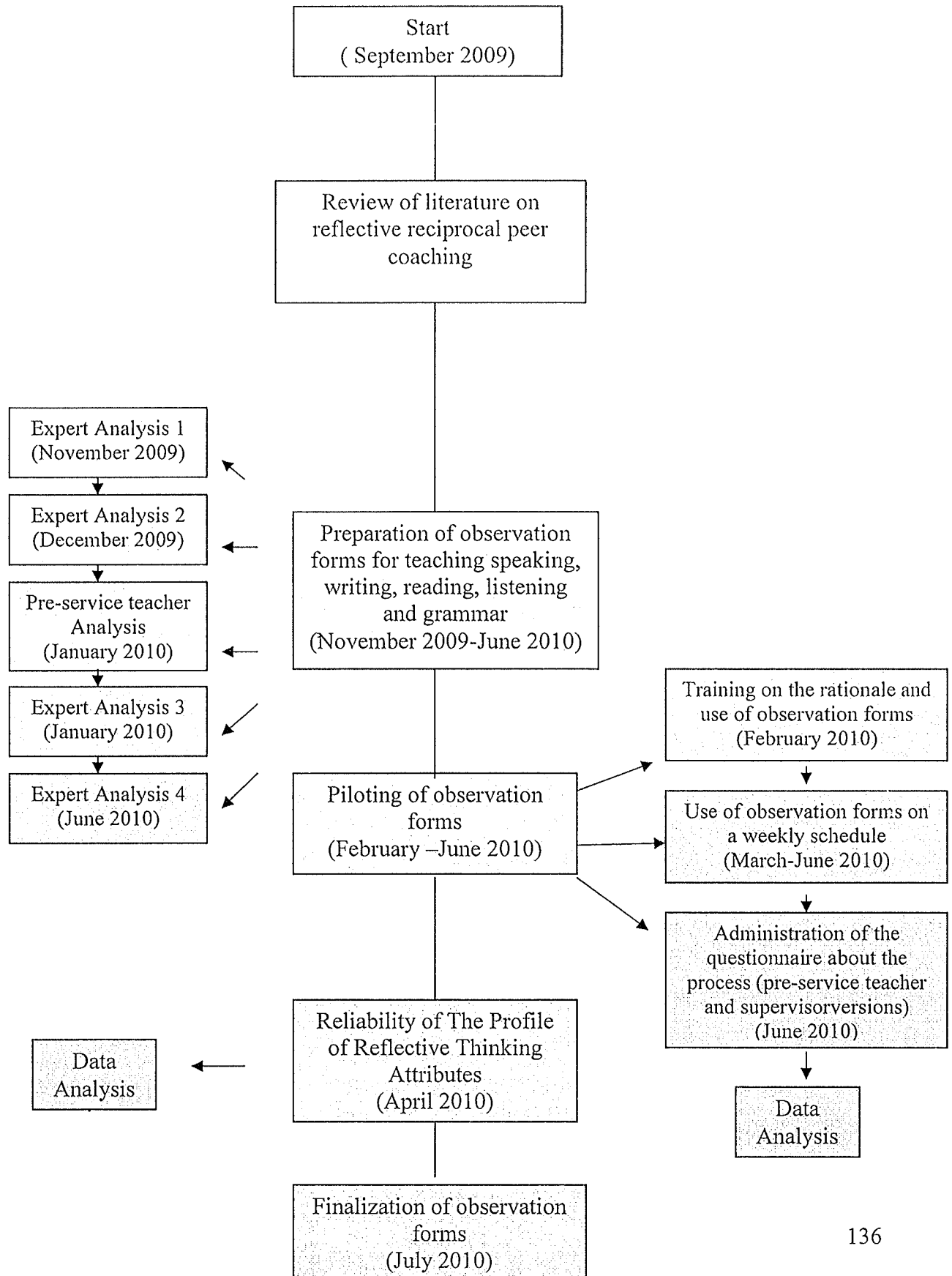
Section C. Consent Withdrawal:

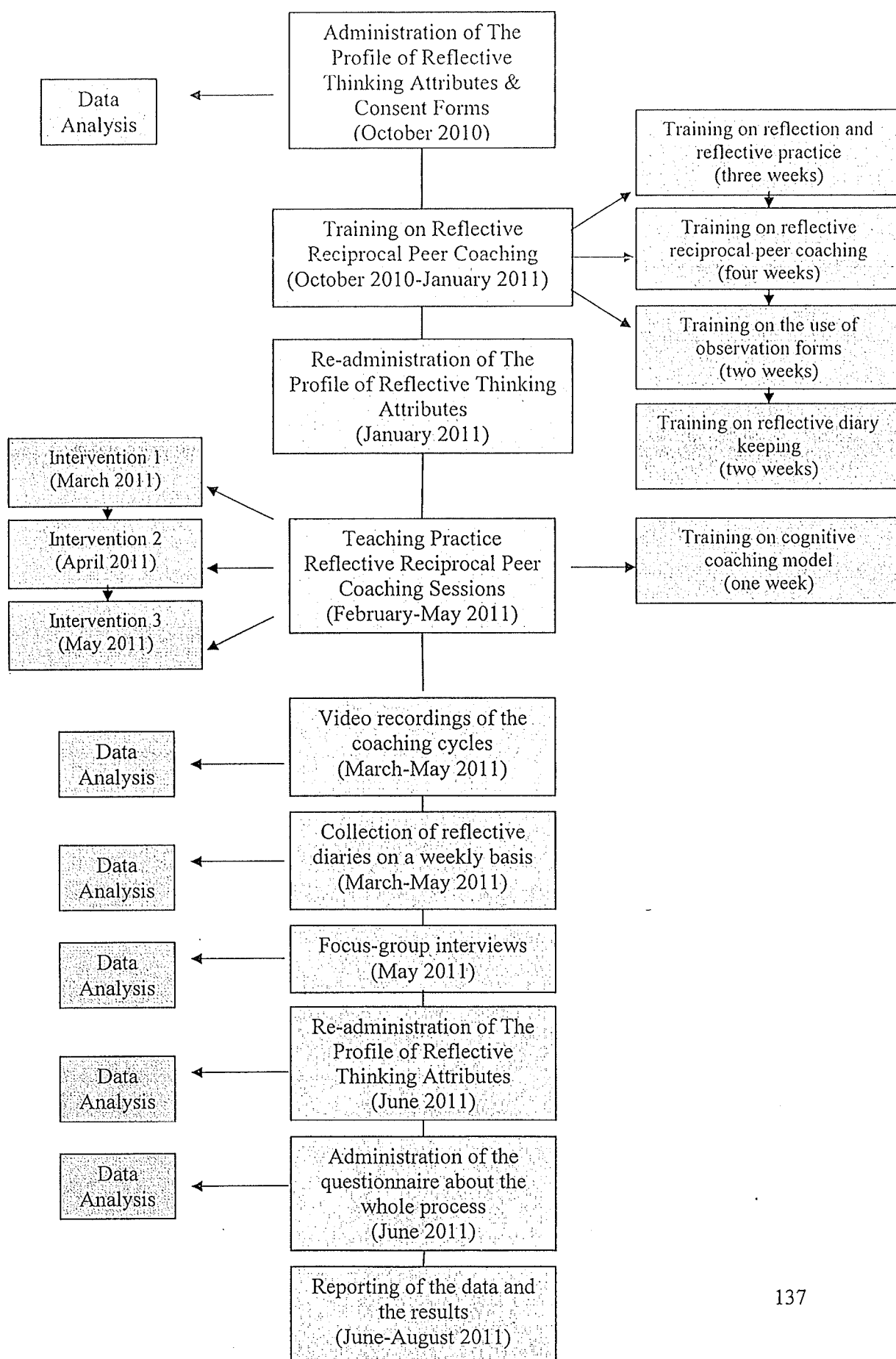
I withdraw my consent to participate in research outlined above in Section A. By signing below I agree that any information given by me will not be used for the research purposes above. I also understand that this action **will not** influence my relationship with the researcher.

Name-Surname:

Signature:

Date:





Weekly Study Plan of the Training Procedure

Trainings	Weeks 1-2-3	Weeks 4-5-6	Weeks 7-8	Weeks 9-10	Weeks 11-12
Training on Reflection and Reflective Thinking					
Training on Reflective Reciprocal Peer Coaching					
Training on the Use of Observation Forms					
Training on Reflective Diary Keeping					
Training on Cognitive Coaching Model					

Weekly Schedule for Training on Reflection and Reflective Thinking

Week 1	Monday 18.10.2010	Tuesday 19.10.2010	Wednesday 20.10.2010	Thursday 21.10.2010	Friday 22.10.2010
18.10-22.10.2010 TRAINING ON REFLECTION AND REFLECTIVE THINKING		Distribution of The Profile of Reflective Thinking Attributes (A-309 13.30-14.00) ➔ Student teachers will self-score the instrument and find out their current reflectivity levels		Training Session 1 (Part II) on Reflection and Reflective Thinking Application of Lesson Plan 1(cont.) (C-101 15.00-17.00) ➔ Application of tasks on Reflective Thinking • Task 1 • Task 2	
		Training Session 1 (Part I) on Reflection and Reflective Thinking Application of Lesson Plan 1 (A-309 14.00-15.00) ➔ Introduction of the Concepts “Reflection” and “Reflective Thinking”			

LESSON PLAN 1

(Training Session 1)

Part I & II

Name of the Supervisor: S. İpek Kuru Gönen

Duration: A total of three class hours

Date: 19.10.2010 (one hour/Lesson Plan 1-Part I)

21.10.2010 (two hours/Lesson Plan 1-Part II)

Class: A-309 / A-311

Materials: PowerPoint presentations (Appendix)

Tasks and Handouts

Learning Outcome: To train student teachers on reflection and reflective thinking

Subordinate Skills: By the end of the training hours, the student teachers will be able to:

- tell the difference between routine action and reflective action
- express their ideas about the importance of reflective thinking cycle
- define reflective thinking based on the information they get

Lesson Plan 1-Part I (12.10.2010)

Introduction of the Concepts “Reflection” and “Reflective Thinking”

Whole training session will be based on the PowerPoint presentations (See Appendix). Student teachers will be asked questions throughout the training to help them formulate their own definition of reflective thinking. Careful attention will be given to make presentation as interactive as possible.

The presentation will start with quotations about reflection and reflective thinking. The rationale behind this is to get the participants' attention and lead them to become aware of their beliefs on reflective thinking.

The presentation will be as follows:

Slide 1 is the headline of the presentation

Before Slide 2

T: First of all, let's talk about the concept of “change”. In general, do you think we need change for improvement in life? (If yes) How?

T: What about the teachers? Is change necessary for a teacher? How?

(Depending on the responses) How can a teacher make changes for improvement?

Slide 2

T: Let's see what Ross & Hannay (1986) say about it. Please read the quotation.

(After they read)

Do you think reflective thinking is that much important in teacher education? How?

We will learn the answer of all these questions today

Slide 3

T: Now, let's read the second quotation from Fosnot (1989)

(After they read)

Would you like to be an empowered teacher? Who is an empowered teacher?

Are you curious about reflective thinking for becoming an empowered teacher?

Let's now learn what reflection and reflective thinking are, and most importantly how they can help you to become an effective teacher

Slide 4

T: The outcomes of today are.....(read information on slide 4)

Elicitation (it is assumed that participants may have prior information about reflection and reflective practice).

T: Do you have any idea about reflection?

Are you familiar to reflective thinking?

T: (If they have ideas about the issue) Let's remember what you already know. Please note down what you know about reflection. You can write what comes to your mind about reflection.

(After they note down their ideas individually)

T: Now, share your ideas with your friend next to you and make a list together about reflection.

(After a while)

T: Shall we hear your ideas?

(Teacher elicits information and writes down what students say in phrases on the right hand corner of the board. This information will stay on the board until the end of the training session)

T: O.K. We will go back to your ideas later. You will see whether any of your ideas is mentioned about reflection.

T: At the end we will check whether we achieve these outcomes or not (by pointing the objectives).

Slide 5

T: (by showing only the headline) Let's start with the primary question "What is reflection?"

T: (By pointing the definition on the slide) Dewey defines it as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends".

What do you understand from this definition?

What is the key word here? (expected answer is its being active)

What is the importance of its being **active**?

Look at what you said about reflection at the beginning of the lesson (pointing the right hand corner of the board) (if its being active is not mentioned) Shall we add the key word "active" to our list?

Before Slide 5

T: If reflection is an active process, do you think it is different from something routine?

Slide 6

T: (showing only the question on the slide) What is the difference between **routine action** and **reflective action**?

T: (After eliciting student teachers' answers, teacher gives the definitions of routine and reflective action on Slide 6)

T: Now, we know that reflective action is different from something we do in a routine. Can you tell me why is reflective action important for a teacher?

Before Slide 7

T: I think we have an idea about reflection. Then, what is reflective thinking? (by using gesture of thinking) Do you have any idea?

T: (After eliciting student teachers' ideas) O. K. Let's see what it is

Slide 7

T: According to Jasper (2003) it is "thinking about things that have happened to us and seeing them in a different way, which enables us to take some kind of action"

T: Do you think it is important for a teacher to think what has happened in the classroom? Why?

Do you think experiences of a teacher are important to take an action about what is going on? How?

Can we make some changes in our teaching as a result of experiences? How? Can you give an example?

T: (By pointing the reflective thinking cycle on the slide) Then, we can say "experience" is quite important

T: Our experiences as a teacher lead us to reflective processes. That is, when we experience something, we think of what works, what does not work. We become aware of our experiences, we think of the reasons and consequences of our experiences.

T: As a result what do we do? (By pointing the cycle, waiting for answer) we take action. Remember the difference between routine action and reflective action. We do not sit passively when we experience something. We are involved in reflective action.

T: How are we involved in reflective action?

We think of our experiences, we become aware of what we do and what we don't do. We do not ignore what is happening. Instead we take action and try to change things about our teaching.

T: After we take action, do we stop being reflective? (teacher waits for an answer)

T: Yes. We do not stop. Because the action we take lead us to another experience. And each experience as a teacher leads us to reflective thinking.

T: So... (pointing the cycle) this becomes a cycle that never ends.

T: Then can you tell me, what is the importance of this cycle for a teacher?

T: Would you like to be a reflective teacher?

(After teacher elicits responses)

T: O.K. So far, we have learned what reflection is and how we are involved in reflective thinking as teachers. Do you have any questions about what we have learned today?

T: Look at the right hand corner of the board, please. Would you like to add anything to your list about reflection? Is there any point you would like to cross out?

(After the revision of the list student teachers formed at the beginning of the training session)

T: We will continue with reflection and reflective thinking in our next lesson. Please revise what we have learned today and bring your questions. You can also search the topic from different sources like books, research articles and the Internet, and share what you have found.

Lesson Plan 1-Part II (14.10.2010)

Tasks on Reflective Thinking

T: Let's remember what we have talked about the previous lesson. (Teacher leads a brief revision of the previous training hours)

T: Is there anything you would like to add about reflection and reflective thinking?

(Possible questions are answered and contributions are welcomed)

Slide 8

T: O.K. I think it is now clear that reflective thinking is very important for becoming an effective teacher.

T: I gave you the definition of reflective thinking from Jasper's (2003) perspective the previous lesson. However, this reflects only one aspect of reflective thinking process. It is a multifaceted process. So, you can add other aspects as well.

T: Let's do Task 1 now.

First of all, re-define **reflective thinking** from your own perspective and write it down. Please use your own words, you have five minutes.

(Five minutes later)

T: Who wants to read his/her definition? (teacher points volunteered student teachers) While your friends are reading their definitions please compare with your own. Are there any similarities between his/her and your definition? Please check.

(After a few student teachers read their definition)

T: Get into pairs with whom you have high comfort and share your definition with your pair. Focus on the similarities and differences between your definitions.

(After a few minutes)

T: Now, write a revised definition of reflective thinking together. You have five minutes.

(After five minutes)

T: I wonder how you revised your definitions. Are there any volunteers?

T: (to volunteer students) How did you revise? Which points did you discuss with your pairs?

T: (to other students) What about the others? Did you have any difficulty in revising your definitions with your pairs?

(After responses)

T: Now, please form groups of four. (teacher arranges the forming of the groups)

T: It is now time to share your definitions in your group. Now, work together and arrive at a final consensus on the final definition with your group.

In this part of the training session, the groups share their definitions, the common points in the definitions are highlighted and student teachers are led to compare their recent definitions with the ones they formed on their own. Students are also welcomed to ask any points they have not understood. Further clarifications will be provided.

Slide 9

T: We know how you define reflective thinking from your perspective. There are also other definitions of reflective thinking from various perspectives. Would you like to learn other definitions of reflective thinking? Let's do Task 2 now.

T: Read the reflective thinking definitions in the literature from the perspectives of different researchers and compare it with your own definition. Are there any similarities? Work together with your group members, please.

(Teacher hands out the reflective thinking definitions)

(Approximately ten minutes later-timing depends on the performance of the groups)

T: Did you focus on the similar points about reflective thinking with the researchers?

T: What is your final comment about reflective thinking and its importance for your teaching?

Teacher leads a final discussion and Training Session 1 ends here.

REFLECTION AND REFLECTIVE THINKING

- "If change is to occur, reflective thinking must become a taken-for-granted lens through which pre-service teachers conceptualize their practice"

Ross & Hannay (1986)

- "An empowered teacher is a reflective decision maker who finds joy in learning and in investigating the teaching/learning process- one who views learning as construction and teaching as a facilitating process to enhance and enrich development"

Fosnot (1989)

OUTCOMES

To train student teachers about:

- Reflection
- Reflective Practice and Thinking
- Technical, Contextual and Dialectical Levels of Reflective Thinking
- Cyclical Process of Reflective Thinking

WHAT IS REFLECTION?

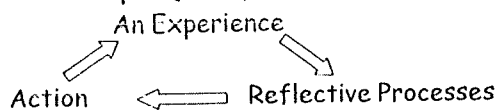
- "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" Dewey, 1933
- What do you understand from this definition?
- What is the importance of its being active?

Routine Action X Reflective Action

- What is the difference between two types of action?
- Routine $\Rightarrow$ action guided by traditions, habits, institutional definitions and expectations $\Rightarrow$ static and does not respond to the changes
- Reflective $\Rightarrow$ active and involves the willingness to take action for personal development, change and self appraisal
- Why is reflective action important for a teacher?

WHAT IS REFLECTIVE THINKING ?

- "Thinking about things that have happened to us and seeing them in a different way, which enables us to take some kind of action" Jasper (2003)



- What is the importance of this cycle for a teacher?

TASK 1

- Form a definition for reflective thinking of your own and write it down
- Get into pairs with whom you have high comfort and share your definition with your pair
- Together, write a revised definition
- Form groups of four and arrive at a final consensus on the final definition with your group

TASK 2

- Read the reflective thinking definitions in the literature (handout for Task 2)
- Compare it with your own definition
- What is your final comment about reflective thinking and its importance for your teaching?

Handout for Task 2

Prominent Reflective Thinking Definitions

Bigge and Shermis (1992)	Reflective learning is problem raising and problem solving. Fact-gathering is combined with deductive processes to construct, elaborate and test hypothesis.
Brubachcer, Case, and Reagan (1994, p. 36)	[Reflective thinking is] our attempts to understand and make sense of the world.
Dewey (1933, p. 9)	[Reflective thinking is] active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends.
Lasley (1992, p. 24)	Reflection ... refers to the capacity of a teacher to think creatively, imaginatively and at times, self-critically about classroom practice.
Norton (1994, p. 22)	[Reflective thinking is] a disciplined inquiry into the motives, methods, materials and consequences of educational practice. It enables practitioners to thoughtfully examine conditions and attitudes which impede or enhance student achievement.
Ross (1989, p. 22)	[Reflective thinking is] a way of thinking about educational matters that involves the ability to make rational choices and to assume responsibility for those choices.
Ross and Hannay (1986)	[Reflective thinking is] a process involving decision-making in a socio-political context, identification of problems, a search for satisfactory answers, and investigation of social problems realized in living.
Schön, (1983, p. 151)	It [the cycle of inquiry] is initiated by the perception of something troubling or promising, and it is determined by the production of changes one finds on the whole satisfactory or by the discovery of new features which give the situation new meaning and change the nature of questions to be explored.

Weekly Schedule for Training on Reflection and Reflective Thinking

Week 2	Monday 25.10.2010	Tuesday 26.10.2010	Wednesday 27.10.2010	Thursday 28.10.2010	Friday 29.10.2010
25.10-29.10.2010 TRAINING ON REFLECTION AND REFLECTIVE THINKING		Training Session 2 (Part I) on Reflection and Reflective Thinking Application of Lesson Plan 2 (A-309 14.00-15.00) ↓ Presentation of the Levels of Reflectivity • Technical Level • Contextual Level • Dialectical Level		Training Session 2 (Part II) on Reflection and Reflective Thinking Application of Lesson Plan 2(cont.) (C-101 15.00-17.00) ↓ Application of tasks on Reflective Thinking • Task 3 • Task 4 • Task 5	

Weekly Schedule for Training on Reflection and Reflective Thinking

Week 3	Monday 01.10.2010	Tuesday 02.10.2010	Wednesday 03.10.2010	Thursday 04.10.2010	Friday 05.10.2010
02.10-04.10.2010 TRAINING ON REFLECTION AND REFLECTIVE THINKING		Training Session 2 (Part III) on Reflection and Reflective Thinking Application of Lesson Plan 2 (cont.) (A-309 14.00-15.00)  Analysis of the Assigned Articles • “Developing Your Reflective Teaching Statement” by Teaching Resource Center • “Towards Reflective Teaching” by Jack Richards			

LESSON PLAN 2

(Training Session 2)

Part I – II-III

Name of the Supervisor: S. İpek Kuru Gönen

Duration: A total of four class hours

Date: 26.10.2010 (one hour/Lesson Plan 2-Part I)

28.10.2010 (two hours/Lesson Plan 2-Part II)

02.11.2010 (one hour/Lesson Plan 2-Part III)

Class: A-309 / A-311

Materials: PowerPoint presentations (Appendix)

Tasks and Handouts

Learning Outcome: To train student teachers on reflection and reflective thinking

Subordinate Skills: By the end of the training hours, the student teachers will be able to:

- define the technical, contextual and dialectical levels of reflective thinking
- tell the differences among the levels of reflective thinking

- analyze the reflective thinking attributes and give examples for the possession of each attribute

Lesson Plan 2-Part I (26.10.2010)

Presentation of the Reflective Thinking Levels

The presentation will start with a brief revision of the previous week on reflection and reflective thinking (see Appendix for the PowerPoint presentation).

Slide 1

T: What did we talk about the previous week?

T: Yes, we talked about reflective thinking.

Teacher draws a semantic map on reflective thinking by writing 'reflective thinking' on the board in a circle. Here, teacher aims at activating their schema about reflective thinking.

T: Tell me what comes to your mind about reflective thinking.
Let's see what you remember from the previous week.

(Teacher elicits information about reflective thinking)

T: Let's now group these ideas

(Teacher groups the ideas on the board with the participants.
Possible grouping may include teacher's attitude about

T: Let's learn the answers of these questions. We have to learn different levels of reflectivity in order to become a critical reflective practitioner.

Slide 3

T: This is the pyramid of reflective thinking levels (by pointing the pyramid figure). How many levels are there?

T: Yes. There are three levels: technical level, contextual level and the dialectical level.

T: Let's look at the bottom of the pyramid. Which level is at the bottom?

Yes, the technical level. This level of reflective thinking includes references to past experiences and descriptions of teacher competency toward meeting outcomes.

The focus is only on the behavior, content or the skill. Thus, it includes simple, theoretical descriptions of the teacher's experiences.

T: The second level is....

The contextual level. At this level of reflective thinking the teacher looks at alternative practices. The choices s/he makes are based on knowledge and value commitments. Moreover, the content of teaching is related to the context of teaching or the student needs. The teacher makes analysis and provides clarification when needed.

reflection, characteristics of reflection, rationale of reflection and definition of reflection)

T: Is there anything you would like to cover again? Any problems?

Slide 2

T: Is it easy for a teacher to be engaged in reflective practice all of a sudden? Why/Why not?

What is necessary for reflective practice?

(Teacher waits for an answer)

Is sufficient information and practice necessary for this? How?

How should we reflect on our experience?

T: (depending on participants' answers)....What type of thinking strategy do we use? Should we reflect critically on our experience?

(Teacher points out volunteer students)

T: Which one is a better reflective thinking strategy: being descriptive or being critical? What does critical reflection include? How can we become critical reflective thinkers?

T: At the top of the pyramid, there is the dialectical level of reflective thinking.

T: The teacher at this level addresses ethical, moral and socio-political issues related to his/her teaching. There is a disciplined inquiry of what is happening in the classroom. The teacher displays individual autonomy and self-understanding.

T: As you can see when the teacher moves through the pyramid of reflective thinking s/he becomes more critical of his/her actions and teaching.

T: So... at the first level, the teacher is descriptive whereas in the second level s/he is... (waits for an answer)

T: Yes, analytical.. and what about at the third level? (waits for an answer)

T: At the third level, the teacher is critical. We can say the third level of reflection is the critical reflection. You do not just refer to your experiences and describe them, but you critically evaluate what you have done as a teacher.

T: Let's see each of these levels in more detail.

Slide 4

The Technical Level

T: What did we tell about the first level of reflective thinking? (waits for an answer)

T: Yes..it includes the simple descriptions of what has happened in the classroom.

(Teacher points the slide)

T: At this level, there is a minimal schema to deal with problems (if needed teacher can remind the students what schema is)

T: However, you need to make observations to describe the events related to your teaching

T: Moreover, only the technical aspects of teaching are considered and described. What are these technical aspects? (Participants may or may not give an answer, the teacher provides the answer)... These technical aspects are the skills being taught, the materials used or the activities brought to the classroom.

T: Is it possible to solve the problems related to teaching in this way? (How?)

T: Most probably it is not possible because this level of reflectivity is not directed at possible solutions.

T: As a result....the teacher who is at the technical level of reflectivity does not analyze the underlying approach, method or student characteristics.

T: Let's move on to the second level of reflectivity...that is...
(waits for an answer)...the contextual level.

Slide 5

The Contextual Level

T: At this level of reflectivity, different than the technical level...

(Teacher points the slide)

....the teacher is engaged in reflections on underlying assumptions and the consequences of the strategies used in the classroom.

T: The teacher now questions what is happening and why is happening

T: What is more... the teacher tries to understand concepts, contexts and theoretical bases for classroom practices with relevance to student growth.

T: S/he deals with relationships between theory and practice.
Did we have a similar approach at the technical level?

T: No...but this time the teacher assesses the consequences of his/her actions and beliefs. S/he does not only deal with the technical aspects of teaching...Instead, the context of teaching is taken into account.

T: The third level at the top of the pyramid is....(waits for an answer)... the dialectical level.

Slide 6

The Dialectical Level

T: The teacher at this level...

(Teacher points the slide)

....questions moral and ethical issues related to teaching.
What is more, the teacher continually assesses whether s/he is behaving equally to all students, whether s/he is caring enough.

T: This time the teacher considers the social circumstances related to his/her teaching. In order to do this, open-mindedness is also required.

T: At the dialectical level, the teacher analyzes theories and knowledge system which lie behind his teaching. S/he now questions his/her previous actions and possible outcomes of his/her actions.

T: As you can see, the teacher tries to see his teaching from many perspectives, s/he does not only describe what is happening, but now questions why and how is happening.

T: As a result...there is self-assessment of the teacher considering many aspects of teaching.

T: O.K...That's all for today about reflective thinking. Do you have any questions so far about the levels of reflective thinking?

(Questions of the students will be answered and if required further clarification will be provided).

Slide 7-8-9-10

T: Look at Task 3, please (pointing Slide 7). Let's answer the multiple choice questions about what we have seen so far. There are four questions, choose the best answer, please. You have two minutes.

Choose the best answer

1. Mr. Çokbakar wants to find out which type of materials he can use with his adolescent students to achieve the objectives of the lesson. After each lesson, he describes what he has done and what type of activities he used in the class to one of his colleagues.

Which level of reflectivity does the teacher practice?

- a. Technical Level

- b. Contextual Level
- c. Dialectical Level

2. Mrs. Yansir questions whether she is fair enough to all students. After each lesson, she assesses herself as a teacher and tries to find solutions to ethical and moral problems related to her teaching.

Which level of reflectivity does the teacher practice?

- a. Technical Level
- b. Contextual Level
- c. Dialectical Level

3. Mrs. Stardust tries to practice what she has learned theoretically in her language classroom. She takes her students' needs into account and when something does not work in the class she looks for alternative ways to meet the needs of her students.

Which level of reflectivity does the teacher practice?

- a. Technical Level
- b. Contextual Level
- c. Dialectical Level

4. At the, the teacher displays individual autonomy and disciplined inquiry to solve the problems with an open-minded attitude

- a. Technical Level

- b. Contextual Level
- c. Dialectical Level

(Participants answer the questions-whole class checking of the answers)

T: We will continue with tasks on reflection and reflective thinking in our next lesson. Please revise what we have learned today and bring your questions.

Lesson Plan 2-Part II (28.10.2010)

Tasks on Reflective Thinking

T: Let's remember what we have talked about the previous lesson. (Teacher leads a brief revision of the previous training hours. Possible questions are answered and contributions are welcomed)

Slide 11

T: O.K. Today, we will do various tasks on reflective thinking. Please look at the slide (pointing Slide 8).

T: I will give you reflective thinking attributes. It includes statements about what reflective practitioners do. Analyze these statements individually and find which one(s) is/are true for you. Are you a reflective practitioner? Let's find out

(Teacher hands out of the reflective thinking attributes-see Handout for Task 4).

(After student teachers analyze)

T: Which of these statements are true for you as a teacher? Which of them do you practice?

Do you think you are reflective enough? How?

T: We have seen the levels of reflectivity. (The technical, contextual and dialectical levels)

Which levels of reflectivity in general these attributes belong to?

Let's classify the reflective thinking attributes according to the levels of reflectivity.

Work in pairs with your partners, please and note down which of these attributes belong to technical, contextual and dialectical levels of reflective thinking.

(After a few minutes)

T: Let's see how you classify the attributes according to the levels of reflectivity.

(Teacher checks the answers and pairs compare their classifications. In this way, participants' understanding of the levels of reflective thinking is checked).

Slide 12

T: Do you remember the Profile of Reflective Thinking Attributes I gave you the previous week?

With the help of this profile, you found out your current level of reflectivity. Now, I will give you the statements of this profile and you will write examples or actions for the possession of each attribute.

T: Now, form groups of four. Each group will be assigned first 10 statements of The Profile of Reflective Thinking Attributes.

Each group will discuss the assigned statements and write one example or action derived from the possession of each attribute on to the chart. (Teacher distributes the charts-see Handout for Task 5. If needed, one example or action for the first statement of the profile will be given)

Let's start.

(Approximately 10/15 minutes later-timing depends on the performance of the groups)

The groups will be assigned the second 10 and the third 10 statements of the Profile. They will carry out the task in the same way. Groups will fill in the chart with their examples for all statements.

All the examples/actions will be discussed (Whole class discussion). In this way, the participants will be able to clarify what reflective practitioners do in the classroom.

T: Do you have any questions? (If any, questions will be discussed. Further clarifications will be provided.). That's all for today about reflection and reflective thinking.

Slide 13

T: You have homework for the next week. We have two articles about reflection and reflective thinking in teacher education.

T: The first article is from Teaching Resource Center "Developing Your Reflective Teaching Statement"(see Handout for Task 6a).

The second one is from Jack Richards "Towards Reflective Teaching" (see Handout for Task 6b).

Slide 14

T: While reading these articles please answer the following questions (teacher also hands out these questions along with the articles). You can also bring your further questions about the articles.

For "Developing Your Reflective Teaching Statement" by Teaching Resource Center

Analysis Questions:

1. What is a Reflective Teaching Statement (RTS)?

2. What are the purposes of developing a RTS?

3. How can a teacher structure his/her RTS?

4. Which questions should be considered while developing your own RTS?

Assignments:

- Please check the web-sites at the end of the article for sample RTSs
- Develop your own RTS and bring it to the classroom (write it on a transparency)

Slide 15

For “Towards Reflective Teaching” by Jack Richards

Analysis Questions:

1. How can a teacher overcome routine action?
2. What is ‘critical reflection’? Which questions should be asked to critically reflect on the teaching experience?
3. What are the stages of reflection?

4. What is the importance of peer observation for critical reflection?

5. How can a teacher be engaged in critical reflection?

Lesson Plan 2-Part III (02.11.2010)

Analysis of the Assigned Articles

This part of the training session will include the analysis of the articles assigned in the light of the questions administered to the participants the previous week.

T: Did you bring the articles I assigned you the previous week?

T: There were also questions for you to answer. This lesson, we will deal with the analysis of the articles through the answers of these questions. I also asked you to bring forward your own questions related to the articles. We will answer them as well.

T: Hopefully, at the end of this session, we will be able to have a sound view about reflection and reflective thinking.

T: O.K. Let’s start with the first article... it is from....

T: Yes... Teaching Resource Center’s “Developing Your Reflective Teaching Statement”.

Slide 14

Analysis Questions For "Developing Your Reflective Teaching Statement" by Teaching Resource Center

T: What is this article about?

(Teacher points out volunteer students and checks whether all students are thinking in the same way about the main idea of the article assigned)

T: O.K., the article is about developing a reflective teaching statement (RTS) and how to develop this.

T: First of all, what is a RTS?

(Teacher points out volunteer students)

What is the role of your beliefs in developing a RTS?

T: All right... Then, what are the purposes of developing a RTS?

(Teacher points out volunteer students)

How can it (developing a RTS) help for your teaching?

T: The third question asks how we can structure our RTSs. Who wants to tell us?

(Teacher points out volunteer students)

T: Then, can you tell me which questions we should ask ourselves to develop a RTS?

Do you ask such questions in order to reflect upon your teaching experience?

T: O.K... thanks for your answers. I assigned you to develop your own RTSs the previous week. Did you check for the sample RTSs from the websites mentioned at the end of the article?

T: Let's listen to your own RTSs. Who wants to read?

T: While your friends are reading their RTSs, please check whether you mention similar points or not.

(Students read their RTSs and teacher leads a final discussion on the article about whether developing RTS has changed anything related to their teaching and then moves on to the next article).

Slide 15

Analysis Questions For "Towards Reflective Teaching" by Jack Richards

T: The second article is from Jack Richards. "Towards Reflective Teaching".

T: Let's first of all have a look at the article. There is an illustration on the first page.

What is the man in the picture doing?

Why do you think he is looking at the mirror?

What does he think of?

Can he be a teacher? How? (Look at the bunch of paper in his pocket)

What can be the metaphor here related to man looking at the mirror and reflective teaching?

T: Who will tell me what this article is mainly about?

(Teacher points volunteer students and checks whether all students are thinking in the same way about the main idea of the article assigned)

T: All right...Richards mainly talks about the idea of reflective teaching and how a teacher employs this for effective teaching.

T: Let's start with our first question. How can a teacher overcome routine action?

(Teacher points out volunteer students)

Do you remember what we have talked about routine action previously? What is in contrast of routine action? (Teacher tries to elicit the idea of reflective action)

T: What is 'critical reflection'? Which questions should be asked to critically reflect on the teaching experience?

Think about your own teaching. Do you always ask "what" and "why" questions? On what occasions do you ask these questions?

T: The third question asks the stages of reflection....(teacher points the volunteer students)

Do you remember the reflective thinking cycle? Is it similar to this cycle? How?

T: What is the importance of peer observation for critical reflection?

Would you like to be observed by your peers? Why/Why not? How would you feel?

T: According to Richards, how can a teacher be engaged in critical reflection?

T: Do you have any other questions about the article... I mean about reflective teaching and its importance?

(Teacher leads a final discussion on the article and -if any- participants' questions are answered)

(Analysis of this article will also serve as a transition for the training on reflective reciprocal peer coaching)

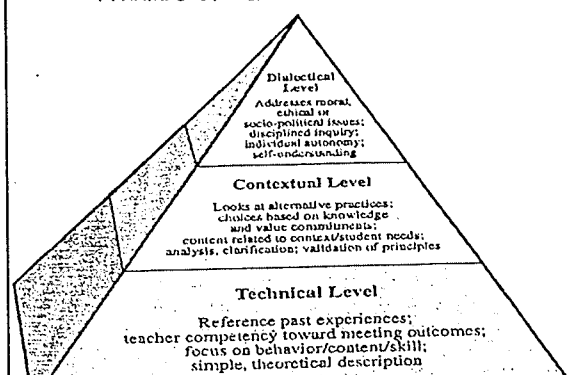
REVISION

The Previous Week:

- Reflection
- Reflective Thinking
- Semantic Map on Reflective Thinking
- Any Questions?

- Is it easy for a teacher to be engaged in reflective practice all of a sudden?
- What is necessary for reflective practice?
- Is sufficient information and practice necessary for this?
- How should we reflect on our experience? What type of thinking strategy should we use?

PYRAMID OF REFLECTIVE THINKING LEVELS



TECHNICAL LEVEL

- Minimal schema to deal with problems
- Need to make observations
- Only the technical aspects
 - Skills
 - Materials
 - Activities
- Not directed at possible solutions
- Not analyzes the underlying approach, method or student characteristics

CONTEXTUAL LEVEL

- Reflections on underlying assumptions & consequences of strategies used
- Deals with relationships between theory & practice
- Understands concepts, contexts & theoretical bases for classroom practices with relevance to student growth
- Assesses consequence of actions & beliefs

DIALECTICAL LEVEL

- Questions moral & ethical issues related to teaching
- Equality, caring & justice are assessed
- Considers social circumstances
- No bias, but open-mindedness
- Analyzes theories & knowledge systems
- Questions previous actions & possible outcomes
- Self-assessment as a teacher

TASK 3

- Choose the best answer

- Mr. Çokbaker wants to find out which type of materials he can use with his adolescent students to achieve the objectives of the lesson. After each lesson, he describes what he has done and what type of activities he used in the class to one of his colleagues

Which level of reflectivity does the teacher practice?

- Technical Level
- Contextual Level
- Dialectical Level

- Choose the best answer

- Mrs. Yansır questions whether she is fair enough to all students. After each lesson, she assesses herself as a teacher and tries to find solutions to ethical and moral problems related to her teaching.

Which level of reflectivity does the teacher practice?

- Technical Level
- Contextual Level
- Dialectical Level

- Choose the best answer

- Mrs. Stardust tries to practice what she has learned theoretically in her language classroom. She takes her students' needs into account and when something does not work in the class she looks for alternative ways to meet the needs of her students.

Which level of reflectivity does the teacher practice?

- Technical Level
- Contextual Level
- Dialectical Level

- Choose the best answer

- At the the teacher displays individual autonomy and disciplined inquiry to solve the problems with an open-minded attitude

- Technical Level
- Contextual Level
- Dialectical Level

TASK 4

- Analyze the Reflective Thinking Attributes (Handout for Task 4)
- Which one(s) is/are true for you? Are you a reflective practitioner?
- Work with your partners and note down which of these attributes belong to technical, contextual and dialectical levels of reflective thinking

TASK 5

- Form groups of four. Each group will be assigned first 10 statements of The Profile of Reflective Thinking Attributes
- Each group will discuss the assigned statements and write one example or action derived from the possession of each attribute
- The groups will be assigned the second 10 and the third 10 statements of the Profile. They will carry out the task in the same way
- Groups fill in the chart with their examples for all statements (Handout for Task 5)
- Whole class discussion at the end

TASK 6

Assignment and class discussion of the following articles:

- "Towards Reflective Teaching" by Jack C. Richards (Handout for Task 6a)
- "Developing Your Reflective Teaching Statement" by Teaching Resource Center (Handout for Task 6b)

Towards Reflective Teaching

Analysis Questions

1. How can a teacher overcome routine action?
2. What is 'critical reflection'? Which questions should be asked to critically reflect on the teaching experience?
3. What are the stages of reflection?
4. What is the importance of peer observation for critical reflection?
5. How can a teacher be engaged in critical reflection?

Developing Your Own RTS

Analysis Questions

1. What is a Reflective Teaching Statement (RTS)?
2. What are the purposes of developing a RTS?
3. How can a teacher structure his/her RTS?
4. Which questions should be considered while developing your own RTS?

Handout for Task 4

Reflective Thinking Attributes

Reflective Practitioners...

- identify and analyze problems and situations
- look at problems relative to educational, social, and ethical issues
- critically consider contextual and pedagogical factors
- use rational problem-solving approach
- make intuitive, creative interpretations and judgments
- are metacognitively, analytically, and instructionally skillful
- possess self-efficacy, intrinsic motivation, and a desire for lifelong learning
- are open to experimentation and new innovations
- have job satisfaction
- make decisions consciously and tentatively
- view situations from multiple perspectives
- set personal short-term and long-term goals
- plan and monitor actions, then evaluate results of those actions
- have essential skills for attaining and using information
- consider general characteristics of so-called best practice
- are flexible in a search for alternative explanations
- use evidence in supporting or evaluating a decision or position
- have a commitment to systematic and rational reflective thinking
- show responsiveness to educational needs of students
- question personal aims and actions
- constantly review instructional goals, methods, and materials
- are intellectually perceptive to multiple and novel ideas
- are committed to problem resolution (whole-heartedness)
- welcome peer review, critique and advice
- write (Journal) events reflectively

Handout for Task 5

Reflective Thinking Attributes Assigned	Group 1 (Example/Action)	Group 2 (Example/Action)	Group 3 (Example/Action)
1. I can identify a problem situation			
2. I analyze a problem based upon the needs of the student			
3. I seek evidence which supports or refutes my decision			
4. I view problem situations in an ethical context			
5. I use an organized approach to problem solving			
6. I am intuitive in making judgments			
7. I creatively interpret situations			
8. My actions vary with the context of situation			
9. I feel comfortable with a set routine			
10. I have strong commitment to values (e.g. all students can learn)			

Reflective Thinking Attributes Assigned	Group 1 (Example/Action)	Group 2 (Example/Action)	Group 3 (Example/Action)
11. I am responsive to the educational needs of the students			
12. I review my personal aims and actions			
13. I am flexible in my thinking			
14. I have a questioning nature			
15. I welcome peer review of my actions			
16. Innovative ideas are often used			
17. My focus is on the objective of the lesson			
18. There is no one best approach to teaching			
19. I have the skills necessary to be a successful teacher			
20. I have the content necessary to be a successful teacher			

Reflective Thinking Attributes Assigned	Group 1 (Example/Action)	Group 2 (Example/Action)	Group 3 (Example/Action)
21. I consciously modify my teaching to meet student needs			
22. I complete tasks adequately			
23. I understand concepts, underlying facts, procedures and skills			
24. I try to guess what the content of the text is about when I read			
25. I consider the social implications of so-called best practice			
26. I self-monitor my teaching			
27. I evaluate my teaching effectiveness			
28. My students meet my instructional objective when evaluated			
29. I use a journal regularly			
30. I engage in action research			

Developing Your Reflective Teaching Statement by Teaching Resource Center

Analysis Questions:

1. What is a Reflective Teaching Statement (RTS)?
2. What are the purposes of developing a RTS?
3. How can a teacher structure his/her RTS?
4. Which questions should be considered while developing your own RTS?

Assignments:

- Please check the web-sites at the end of the article for sample RTSs
- Develop your own RTS and bring it to the classroom (write it on a transparency)

Towards Reflective Teaching by Jack Richards

Analysis Questions:

1. How can a teacher overcome routine action?
2. What is 'critical reflection'? Which questions should be asked to critically reflect on the teaching experience?
3. What are the stages of reflection?
4. What is the importance of peer observation for critical reflection?
5. How can a teacher be engaged in critical reflection?

Handout for Task 6(a)

The Teacher Trainer – Back Articles
Saved from: <http://www.tltjournal.co.uk>

Towards Reflective Teaching

by Jack C. Richards
Department of English, City Polytechnic of Hong Kong

Most teachers develop their classroom skills fairly early in their teaching careers. Teachers entering the profession may find their initial teaching efforts stressful, but with experience they acquire a repertoire of teaching strategies that they draw on throughout their teaching. The particular configuration of strategies a teacher uses constitutes his or her "teaching style". While a teacher's style of teaching provides a means of coping with many of the routine demands of teaching, there is also a danger that it can hinder a teacher's professional growth. How can teachers move beyond the level of automatic or routinised responses to classroom situations and achieve a higher level of awareness of how they teach, of the kinds of decisions they make as they teach, and of the value and consequences of particular instructional decisions? One way of doing this is through observing and reflecting on one's own teaching, and using observation and reflection as a way of bringing about change. This approach to teaching can be described as "Reflective Teaching", and in this paper I want to explore how a reflective view of teaching can be developed.



What is reflection?

Reflection or "critical 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. Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

Asking "what and why" questions gives us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life.

Bartlett, 1990. 267

How does reflection take place?

Many different approaches can be employed if one wishes to become a critically reflective teacher, including observation of oneself and others, team teaching, and exploring one's view of teaching through writing. Central to any approach used however is a three part process which involves:

Stage 1 The event itself

The starting point is an actual teaching episode, such as a lesson or other instructional event. While the focus of critical reflection is usually the teacher's own teaching, self-reflection can also be stimulated by observation of another person's teaching.

Stage 2 Recollection of the event

The next stage in reflective examination of an experience is an account of what happened, without explanation or evaluation. Several different procedures are available during the recollection phase, including written descriptions of an event, a video or audio recording of an event, or the use of check lists or coding systems to capture details of the event.

Stage 3 Review and response to the event

Following a focus on objective description of the event, the participant returns to the event and reviews it. The event is now processed at a deeper level, and questions are asked about the experience.

Let us examine approaches to critical reflection which reflect these processes.

Peer Observation

Peer observation can provide opportunities for teachers to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching. In a peer observation project initiated in our own department, the following guidelines were developed.

1. Each participant would both observe and be observed
Teachers would work in pairs and take turns observing each other's classes.
2. Pre-observation orientation session
Prior to each observation, the two teachers would meet to discuss the nature of the class to be observed, the kind of material being taught, the teachers' approach to teaching, the kinds of students in the class, typical patterns of interaction and class participation, and any problems that might be expected. The teacher being observed would also assign the observer a goal for the observation and a task to accomplish.
The task would involve collecting information about some aspect of the lesson, but would not include any evaluation of the lesson. Observation procedures or instruments to be used would be agreed upon during this session and a schedule for the observations arranged.
3. The observation
The observer would then visit his or her partner's class and complete the observation using the procedures that both partners had agreed on.
4. Post-observation
The two teachers would meet as soon as possible after the lesson. The observer would report on the information that had been collected and discuss it with the teacher (Richards and Lockhart, 1991).

The teachers identified a variety of different aspects of their lessons for their partners to observe and collect information on. These included organization of the lesson, teacher's time management, students' performance on tasks, time-on-task, teacher questions and student responses, student performance during pair work, classroom interaction, class performance during a new teaching activity, and students' use of the first language or English during group work.

The teachers who participated in the project reported that they gained a number of insights about their own teaching from their colleague's observations and that they would like to use peer observation on a regular basis. They obtained new insights into aspects of their teaching. For example:

- "It provided more detailed information on student performance during specific aspects of the lesson than I could have gathered on my own."
- "It revealed unexpected information about interaction between students during a lesson."
- "I was able to get useful information on the group dynamics that occur during group work".

Some teachers identified aspects of their teaching that they would like to change as a result of the information their partner collected. For example:

- "It made me more aware of the limited range of teaching strategies that I have been using."
- "I need to give students more time to complete some of the activities I use."
- "I realized that I need to develop better time management strategies."

Longer term benefits to the department were also cited:

- "It helped me develop a better working relationship with a colleague."
- "Some useful broader issues about teaching and the programme came up during the post-observation discussions."

Written accounts of experiences

Another useful way of engaging in the reflective process is through the use of written accounts of experiences. Personal accounts of experiences through writing are common in other disciplines (Powell 1985) and their potential is increasingly being recognized in teacher education. A number of different approaches can be used.

Self-Reports

Self-reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed (Pak, 1985). The inventory may be completed individually or in group sessions. The accuracy of self-reports is found to increase when teachers focus on the teaching of specific skills in a particular classroom context and when the self-report instrument is carefully constructed to reflect a wide range of potential teaching practices and behaviours (Richards, 1990).

Self-reporting allows teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices. For example a teacher could use self-reporting to find out the kinds of teaching activities being regularly used, whether all of the programme's goals are being addressed, the degree to which personal goals for a class are being met, and the kinds of activities which seem to work well or not to work well.

Autobiographies

Abbs (1974, cited in Powell 1985) discusses the use of autobiographies in teacher preparation. These consist of small groups of around 12 student teachers who meet

for an hour each week for at least 10 weeks. During this period of time each student works at creating a written account of his or her educational experience and the weekly meetings are used to enable each person to read a passage from his or her autobiography so that it can be supported, commented upon by peers and the teacher (43).

Powell (1985) described the use of reaction-sheets – sheets student teachers complete after a learning activity has been completed – in which they are encouraged "to stand back from what they had been doing and think about what it meant for their own learning and what it entailed for their work as teachers of others" (p.46). I have used a similar technique in working with student teachers in a practicum. Students work in pairs with a co-operating teacher and take turns teaching. One serves as observer while the other teaches, and completes a reaction sheet during the lesson. The reaction sheet contains the following questions. "What aspects of the lesson were most effective? What

aspects of the lesson were least effective? Would you have taught any aspect of the lesson differently? Why?" The student who teaches also completes his or her own reaction sheet after the lesson. Then the two compare their reactions to the lesson.

Journal Writing

A procedure which is becoming more widely acknowledged as a valuable tool for developing critical reflection is the journal or diary. The goal of journal writing is,

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

(Powell, 1985, Bailey, 1990)

While procedures for diary keeping vary, the participant usually keeps a regular account of learning or teaching experiences, recording reflections on what he or she did as well as straightforward descriptions of events, which may be used as a basis for later reflection. The diary serves as a means for interaction between the writer, the facilitator, and, sometimes, other participants.

Collaborative Diary Keeping

A group of teachers may also collaborate in journal writing. A group of my colleagues recently explored the value of collaborative diary-keeping as a way of developing a critically reflective view of their teaching (Brock, Ju and Wong, 1991). Throughout a 10 week teaching term they kept diaries on their teaching, read each other's diaries, and discussed their teaching and diary keeping experiences on a weekly basis. They also recorded and later transcribed their group discussions and subsequently analyzed their diary entries, their written responses to each other's entries and the transcripts of their discussions, in order to determine how these three interacted and what issues occurred most frequently. They reported that:

Collaborative diary-keeping brought several benefits to our development as second language teachers. It raised our awareness of classroom processes and prompted us to consider those processes more deeply than we may otherwise have. Collaborative diary-keeping also provided encouragement and support; it served as a source of teaching ideas and suggestions; and in some sense it gave us a way to observe one another's teaching from a "safe distance".....

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

These teachers observed however that

1. collaborative diary-keeping is more effective if the scope of issues considered is focused more narrowly.

2. a large block of time is needed
3. participants must be comfortable in sharing both pleasant and unpleasant experiences and be committed to gaining a clearer picture of their teaching and their classrooms.

Recording Lessons

For many aspects of teaching, audio or video recording of lessons can also provide a basis for reflection. While there are many useful insights to be gained from diaries and self-reports, they cannot capture the moment to moment processes of teaching. Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. It would be of little value for example, to attempt to recall the proportion of Yes-No Questions to WH-Questions a teacher used during a lesson, or to estimate the degree to which teacher time was shared among higher and lower ability students. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons.

At its simplest, a tape recorder is located in a place where it can capture the exchanges which take place during a lesson. With the microphone placed on the teacher's table, much of the teacher's language can be recorded as well as the exchanges of many of the students in the class. Pak (1985) recommends recording for a one or two week period and then randomly selecting a cassette for closer analysis. This recording could be used as the basis for an initial assessment. Where video facilities are available in a school, the teacher can request to have a lesson recorded, or with access to video equipment, students themselves can be assigned this responsibility. A 30 minute recording usually provides more than sufficient data for analysis. The goal is to capture as much of the interaction of the class as possible, both teacher to class and student to student. Once the initial novelty wears off, both students and teacher accept the presence of the technician with the camera, and the class proceeds with minimum disruption.

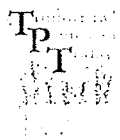
Conclusions

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. As the examples above illustrate, teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students. Like other forms of self-inquiry, reflective teaching is not without its risks, since journal writing, self-reporting or making recordings of lessons can be time-consuming. However teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development.

References

- Bailey, K.M. 1990. The use of diary studies in teacher education programmes. In J.C. Richards and D. Nunan (Eds), Second Language Teacher Education (pp. 215-226). New York: Cambridge University Press
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Handout for Task 6(b)



A Professional Development Program
for Graduate Students and Postdoctoral Fellows
Offered by the Teaching Resource Center

Developing Your Reflective Teaching Statement¹

What Is A Reflective Teaching Statement (RTS)?

Also known as a teaching philosophy statement, the Reflective Teaching Statement is, as Stephen Brookfield defines it "a personal vision of teaching; a critical rationale of teaching; sense of purposes of teaching." Similarly, Barbara Fuhrmann and Tony Grasha, in *A Practical Handbook for College Teachers*, explain the RTS expresses our "personal values in teaching that ... represent the importance and stable ideas, beliefs, and assumptions that affect our behaviors." Specifically, the statement is a short reflective essay that describes your teaching philosophy, strategies, methods and objectives. RTS typically include your beliefs about optimal teaching and learning, examples of how you put these beliefs into practice, and your goals – both your teaching goals and your goals for students' learning.

Why Develop One??

Why do teachers need to articulate their philosophy of teaching? What purposes does a philosophy of teaching serve? In his book, *The Skillful Teacher* (1990), Stephen Brookfield points out that the development of a teaching philosophy can be used for four purposes:

1. Personal purpose: "... a distinctive organizing vision—a clear picture of *why you are doing what you are doing* that you can call up at points of crisis— is crucial to your personal sanity and morale." (p. 16)
2. Political purpose: "... a sense that your position is grounded in a well-developed and carefully conceived philosophy of practice.... You are more likely to *gain a measure of respect for your thoughtfulness and commitment*, which is important both for your self-esteem and for your political survival." (p. 17)
3. Professional purpose: "... a commitment to a *shared rationale* for college teaching is important for the development of a collective identity and, hence, for the development of professional strengths among teachers." (pp. 17-18)
4. Pedagogical purpose: "Teaching is about making some kind of dent in the world so that the world is different than it was before you practiced your craft. Knowing clearly *what kind of dent you want to make* in the world means that you must continually ask yourself the most fundamental evaluative questions of all—What effect am I having on students and on their learning?" (pp. 18-19)

How to Structure One³

There is no standard format for Reflective Teaching Statements; their structure, content, and wording varies by individual and disciplinary preference. Despite these differences, some common rules of thumb for formatting such a document have emerged over the years. Philosophy of teaching statements are usually *brief, one or two pages long*. For some purposes, an extended description is appropriate, but length should suit the context.

1. Most statements *avoid technical terms* and favor language and concepts that can be broadly appreciated. A general rule is that the statement should be written with the audience in mind.
2. Narrative, *first-person approaches* are generally appropriate. In some fields, a more creative approach, such as a poem, might be appropriate and valued. But in most situations, a straightforward, well-organized statement is preferred.

¹ Materials adapted from a 2004 January Teaching Workshop led by Mandy Hege, Former TRC Graduate Student Associate, Dept. of Psychology.

² Adapted from: http://www.acs.ohio-state.edu/education/ftad/portfolio/philosophy/phil_purp.htm

³ Adapted from: http://www.acs.ohio-state.edu/education/ftad/portfolio/philosophy/phil_how.htm

3. The statement should be *reflective and personal*. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of a person who is intentional about teaching practices and committed to his/her career.

Questions to Consider

- I. General Overview of You as a Teacher
 - a. Why do you teach?
 - b. What do you find rewarding about teaching?
 - c. What are the basic principles that underlie your teaching?
 - d. What are your standards or criteria for effective teaching?
- II. Your Style of Teaching
 - a. What is unique about your teaching?
 - b. How do you establish rapport with your students?
 - c. What are your expectations for your students' intellectual accomplishments?
- III. Teaching Goals
 - a. What do you wish for students to learn?
 - b. Within what sort of context do you teach (liberal arts, pre-professional training, both)?
 - c. What sorts of skills do you deliberately attempt to teach in your classes and why?
 - d. How do you evaluate whether you've accomplished your teaching goals?

Further Resources on Reflective Teaching Statements

WebPages:

<http://trc.virginia.edu/RonT/TA.html>

Sample reflective statements from Teaching Assistants at the University of Virginia taken from the Teaching Resource Center's publication, "Reflections on Teaching."

<http://www.library.arizona.edu/users/munorales/philos.html>

Micaela Morales' Teaching Philosophy Page. Describes five principles on which her teaching philosophy is based: learner-centered environment, produce self-sufficient learners, introduce life-long learning skills, relevance to users/students, and integrate enabling technologies.

<http://www.utep.edu/cetal/portfoli/philos.htm>

"This page profiles the nature of teaching philosophy as a personal expression of values and goals -- which links further to Roles & Responsibilities and to Teaching Methods & Strategies." (from the webpage)

http://www.acs.ohio-state.edu/education/ftad/portfolio/philosophy/phil_sampl.htm

Contains other samples of reflective statements on teaching.

Journals and Books:

Brookfield, S. (1990). *The Skillful Teacher*. San Francisco: Jossey-Bass.

Chism, N. V. N. (1998). Developing a Philosophy of Teaching Statement. *Essays on Teaching Excellence*, 9 (3), 1-2.

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Goodyear, G. E. & Allchin, D. (1998) Statement of Teaching Philosophy. *To Improve the Academy*, 17, 103-22. Stillwater, OK: New Forums Press.

Grasha, A. F. (1996). *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles*. Alliance Publishers.

O'Neil, C., & Wright, A. (1993). *Recording Teaching Accomplishment*. (4th ed). Halifax, Nova Scotia, CA: Dalhousie University.

Seldin, P., & Associates (1993). *Successful Use of Teaching Portfolios*. Bolton, MA: Anker.

Weekly Schedule for Training on Reflection and Reflective Thinking

Week 4	Monday 29.11.2010	Tuesday 30.11.2010	Wednesday 01.12.2010	Thursday 02.12.2010	Friday 03.12.2010
29.11-03.12.2010 TRAINING ON REFLECTIVE RECIPROCAL PEER COACHING		Training Session 3 (Part I) on Reflective Reciprocal Peer Coaching Application of Lesson Plan 3 (A-309 14.00-15.00) ↓ Introduction of the Concepts • Peer Coaching • Reflective Peer Coaching • Reflective Reciprocal Peer Coaching		Training Session 3(Part II) on Reflective Reciprocal Peer Coaching Application of Lesson Plan 3 (A-311 15.00-17.00) ↓ Application of tasks on Reflective Reciprocal Peer Coaching • Task 1 • Task 2 • Task 3	

LESSON PLAN 3
(Training Session 3)
Part I & II

Name of the Supervisor: S. İpek Kuru Gönen

Duration: A total of three class hours

Date: 30.11.2010 (one hour/Lesson Plan 3-Part I)

02.12.2010 (two hours/Lesson Plan 3-Part II)

Class: A-309 / A-311

Materials: PowerPoint presentations (Appendix)

Tasks and Handouts

Learning Outcome: To train student teachers on reflective reciprocal peer coaching

Subordinate Skills: By the end of the training hours, the student teachers will be able to:

- define and tell the characteristics of peer coaching
- express their ideas about the importance of reflectivity for peer coaching
- define reflective reciprocal peer coaching

Lesson Plan 3-Part I (30.11.2010)

Introduction of the Concepts “Peer Coaching”, “Reflective Peer Coaching” and “Reflective Reciprocal Peer Coaching”

Whole training session will be based on the PowerPoint presentations (See Appendix). Student teachers will be asked questions throughout the training to help them formulate their own definition of reflective reciprocal peer coaching. Careful attention will be given to make presentation as interactive as possible.

The presentation will start with the elicitation of the essential characteristics of reflective practice. This will also serve as a review on reflective practice.

Slide 1 is the headline of the presentation

Before Slide 2

T: Do you remember what we have talked about reflection in our previous training sessions?

(Teacher elicits what students already know)

T: There are some characteristics of reflective practice which are necessary for effective teaching. What are they? Do you have any idea?

Slide 2

T: (after eliciting participants' ideas) O.K. One of the essential characteristics of reflective practice is... its being a cyclical process. Remember the reflective thinking cycle, please.

First of all, as a teacher you need to observe and then evaluate your teaching. You also need to make revision based on your own evaluations.

What is the importance of this cyclical process?

(Teacher points out volunteer students)

T: Second essential characteristic of reflective practice is... having competence in classroom inquiry.

What is meant by this? How can you have competence in classroom inquiry?

T: Another characteristic is... open-mindedness, whole heartedness and responsibility.

At which level of reflectivity the practitioners generally have these attitudes?

(Teacher points out volunteer students- expected answer is the dialectical level)

T: Ability to bridge the gap between theory and practice is also an essential characteristic....How can a teacher bridge the gap between theory and practice?

(Teacher points out volunteer students)

T: The final essential characteristic of reflective practice is collaboration and dialogue with **peers**.

Why is it important for reflective practice?

Remember Jack Richards's article on reflective teaching. He also mentioned that peer observation is one of the ways of reflective practice.

T: Do you work with your peers in order to improve your teaching? How?

T: What about while teaching... would you like to be observed by your peers? Why/Why not?

T: Today, we are going to see how working with peers, namely peer coaching helps for reflective practice.

Slide 3

T: What is peer coaching? Do you have any idea?

(After teacher elicits what participants know about the topic)

T: In Robbins's (1991) words it is "a confidential process through which two or more colleagues work together to

reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems”.

T: Let's see features of peer coaching in detail.

Slide 4

Peer Coaching

T: It is a type of observation for professional development.

It helps to focus on the lacking aspects of classroom experience. How can it be helpful in this way?

(Teacher points out volunteer students)

Moreover, it enables teachers to identify the areas of teaching they want to improve.

Another feature of peer coaching is that...it provides cooperative learning opportunities with colleagues and fosters increased retention, use of higher level reasoning, higher self-esteem and greater collaborative skills

T: As you can see... peer coaching has many benefits for your teaching. While implementing peer coaching there are three characteristics we should take into consideration. These are...

Slide 5

T: First of all, it should be non-evaluative and not used for assessment of certain skills. Why is it important?

(Teacher points out volunteer students)

T: Second, it should be based on classroom observation or review of teaching materials followed by feedback. Why is it important peer coaching?

(Teacher points out volunteer students)

T: And third....it should be intended to improve specific instructional techniques

T: As you can see, it is directed at self and professional improvement as teachers

Slide 6

T: A non-judgmental and friendly setting is necessary for effective peer coaching. Why do you think it is necessary?

(Teacher points out volunteer students)

T: What is more, teacher's having a reflective attitude is crucial.

By taking all we have talked about reflection, how do you think reflective attitude would help for the effectiveness of peer coaching?

(Teacher points out volunteer students)

T: Let's see how reflection fosters the effectiveness of peer coaching

Slide 7

Reflective Peer Coaching

T: When peer coaching is based on reflective practices it...

....becomes a continuous process of development between peers revolving around conversations prior to and after teaching

T: Moreover, reflective peer coaching focuses on both the strengths and weaknesses of the peers.

(Teacher points out volunteer students)

....You can become aware of your own strengths and weaknesses as a teacher while observing and reflecting upon the teaching performance of your peers.

T: It is also directed at creating awareness for the teachers' teaching skills and behaviors as well as student learning and the teaching/learning atmosphere

T: As you can notice, reflective peer coaching helps you to become **aware** of yourself as a teacher.

Slide 8

Reflective Reciprocal Peer Coaching

T: O.K. Today, we will see another concept related to peer coaching. We already mentioned that reflectivity is an important aspect of effective peer coaching. Another important aspect of effective peer coaching is...

T: ...its being reciprocal...Do you have any idea of what "reciprocal peer coaching" means?

(Teacher points out volunteer students)

T: Let's learn what it is... In reciprocal peer coaching....

Pairs or triads of teaches work together to support each others' professional growth.

What is important here is that these teachers have equal status and peer coaching is not in an evaluative mode

Moreover, teachers take turns being a teacher coach and a coached teacher

T: As a result, in reciprocal peer coaching, coaching is done with peers who are at equal status with you and the aim is not to evaluate, but to help each other for professional development.

T: Then...we can say that effective peer coaching is a reciprocal one and reflective attitude is crucial. Hence....our

aim is implementing a reflective reciprocal peer coaching program.

Slide 9

T: In reflective reciprocal peer coaching program....

T: the coaches act as facilitators without evaluative mode.

They offer prompts to enhance the ongoing dialogue and encourage the coached teachers' self-exploration.

How can such program help student teachers in their future teaching careers?

(Teacher points out volunteer students)

With the help of reflective reciprocal peer coaching, student teachers seek for alternative ways to improve their teaching and evaluate their own and others' teaching process

T: That's all for today. We will continue with various tasks on reflective reciprocal peer coaching. Please revise what we have learned today and bring your questions. You can also search the topic from different sources like books, research articles and the Internet, and share what you have found.

Lesson Plan 3-Part II (02.12.2010)

Tasks on Reflective Reciprocal Peer Coaching

T: Let's remember what we have talked about the previous lesson. (Teacher leads a brief revision of the previous training hours)

T: O.K. Let's revise what we have talked about reflective reciprocal peer coaching through a task. Please look at Task 1

Slide 10

T: I gave you the definition of reflective reciprocal peer coaching the previous training session. I also asked you to search it from various sources such as books, the Internet or journals.

T: By taking all into account, now I want you to re-define reflective reciprocal peer coaching in your own words and write it down. You have five minutes.

(After five minutes)

T: Who wants to read his/her definition? (teacher points volunteered student teachers) While your friends are reading their definitions please compare with your own. Are there any similarities between his/her and your definition? Please check.

(After a few student teachers read their definition)

T: Get into groups of three and share your definition with your group members. Focus on the similarities and differences between your definitions.

(After a few minutes)

T: Now, write a revised definition of reflective thinking together. You have five minutes.

(After five minutes)

T: I wonder how you revised your definitions. Are there any volunteers?

In this part of the training session, the groups share their definitions, the common points in the definitions are highlighted and student teachers are led to compare their recent definitions with the ones they formed on their own. Students are also welcomed to ask any points they have not understood. Further clarifications will be provided.

T: All right... Do you have any concerns about the reflective reciprocal peer coaching process?

(Student teachers share their concerns. The teacher answers questions and (if needed) clarifies the points not understood).

Slide 11

T: Let's move on to another task. We have mentioned in our previous session that an effective reflective reciprocal peer

coaching program is not in an evaluative mode. In order to make it clear we have to talk what is meant by "observation" and "evaluation".

T: What is observation?

(Teacher points out volunteer students)

T: What about evaluation? What is it?

(Teacher points out volunteer students)

T: What are the differences between observation and evaluation?

(Teacher elicits participants' responses)

T: I have a handout for you (see Handout for Task 2). There are some questions about observation and evaluation (by pointing out the handout). Answer these questions, please. You have five minutes

(After five minutes)

T: Now, please share your answers with your pairs. Check whether you give similar answers or not.

(After participants finish working in pairs)

T: Let me hear your answers. Why do you think observation is used?

T: What about evaluation, why is it used?

On the other hand, evaluation can serve as a record of the teacher's work which could be used for promotion, firing, etc.

T: Considering the purposes of observation and evaluation, which one is more appropriate for reflective reciprocal peer coaching? Why?

(The other statements related to the purpose, focus, form, timing and forms of observation and evaluation are discussed in a similar way)

At the end of this part, the participants will have an idea about the differences between observation and evaluation. In this way, the non-evaluative nature of reflective reciprocal peer coaching will be highlighted.

(After the discussion)

T: That's all for today. Do you have any questions? (If any, questions will be answered and a final discussion will be carried out)

(Teacher asks all questions-see Handout for Task 2- related to observation and evaluation to whole class. In this way, their existing knowledge about observation and evaluation is checked)

T: Thank you...All right... we have seen what you think about observation and evaluation. Would you like to learn the differences between observation and evaluation?

(Teacher distributes Handout for Task 3)

Slide 12

T: Shall we discuss the answers of the questions given in this handout? I think comparison of the answers for observation and evaluation would be better.

The first question is why is observation used?

T: It is used for describing an action or behavior. What about evaluation?

T: Yes... It is used for judging an action or behavior. Hence, describing and judging is different from each other.

Moreover, observation may serve as a mirror for the person teaching or for the person observing.

Slide 13

T: You have homework for the next week. Look at Task 4 (pointing the slide). The article you are responsible is from R. Tanner & C. Green. It is about the differences between observation and evaluation. Read this article and find additional differences between observation and evaluation. Add new information you find in the table (Handout for Task 3). Next week, we will do several tasks together.

Training Session 3 ends here.

REFLECTIVE RECIPROCAL PEER COACHING

Essential Characteristics of Reflective Practice

1. A cycling process (observe, evaluate and revise teaching)
2. Competence in classroom inquiry
3. Open-mindedness, whole heartedness and responsibility
4. Ability to bridge the gap between theory and practice
5. Collaboration and dialogue with peers

Role of Peer Coaching in Reflective Practice

- What is Peer Coaching ?
- "a confidential process through which two or more colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems" Robbins, 1991

Peer Coaching

- Type of observation for professional development
- Helps to focus on the lacking aspects of classroom experience
- Enables teachers to identify the areas of teaching they want to improve
- Provides cooperative learning opportunities with colleagues and fosters increased retention, use of higher level reasoning, higher self-esteem and greater collaborative skills

Three Characteristics of Peer Coaching

1. Non-evaluative and not used for assessment of certain skills
 2. Should be based on classroom observation or review of teaching materials followed by feedback
 3. Intended to improve specific instructional techniques
- Hence, is directed at self and professional improvement as teachers

Peer Coaching

- A non-judgmental and friendly setting is necessary $\Rightarrow$ WHY ?
- Teachers' having a reflective attitude is crucial $\Rightarrow$ WHY ?

Reflective Peer Coaching

- A continuous process of development between peers revolving around conversations prior to and after teaching
- Focuses on both the strengths and weaknesses of the peers
- Directed at creating awareness for the teachers' teaching skills and behaviors as well as student learning and the teaching/learning atmosphere

Reciprocal Peer Coaching

- What is reciprocal peer coaching ?
- Pairs or triads of teachers work together to support each others' professional growth
- Teachers have equal status and peer coaching is not in an evaluative mode
- Teachers take turns being a teacher coach and a coached teacher

Reflective Reciprocal Peer Coaching

- The coaches act as facilitators without evaluative mode → offer prompts to enhance the ongoing dialogue and encourage the coached teachers' self-exploration
- Helpful for student teachers in their future teaching careers → seek for alternative ways of improving their teaching and evaluate their own and others' teaching process

TASK 1

- What is your own definition of reflective reciprocal peer coaching ?
- What is the role of reflection and reciprocity for effective peer coaching ?
- Do you have any concerns about the reflective reciprocal peer coaching process ?

TASK 2

- Discussion Topic: Differences between Observation and Evaluation
- What is observation?
- What is evaluation?
- Is there any similarity between observation and evaluation?
- What are the differences between observation and evaluation?
- Distribution of Handout for Task 2

TASK 3

- Distribution of Handout for Task 3
- Class discussion of the statements on Handout for Task 3 to make the differences clear between Observation and Evaluation
- Highlighting non-evaluative nature of observation

Handout for Task 2

Answer the following questions for observation and evaluation

Observation	Evaluation
1. Why is it used?	1. Why is it used?
2. What is its focus?	2. What is its focus?
3. Who conducts it?	3. Who conducts it?
4. What is its form?	4. What is its form?
5. When is it done?	5. When is it done?
6. When does the teacher see the observation form?	6. When does the teacher see the evaluation form?
7. When does the discussion on the teaching performance occur?	7. When does the discussion on the teaching performance occur?

Handout for Task 3

Observation	Evaluation
1. • describes an action or behavior • provides concrete information about what occurs in the classroom(% of teacher talking time, etc.) • is not intended for use in evaluating a teacher's performance • may serve as a mirror for the person teaching or for the person observing • can be used for research and learning 2. • focuses on one or many different acts or ways of behavior • May not necessarily be focused on the teacher, but could be on the learners, their interaction, use of equipment, etc. 3. May be done by a teacher trainee, a fellow teacher, a parent or a school inspector 4. Can take many different forms, from simple to complex 5. Can be done at any time a teacher wants information about her class 6. Teacher may see the observation form before or afterwards 7. Discussion may occur immediately after the observation or a bit later	1. • judges an action or behavior • is primarily used to judge the quality of teacher or learner performance in the classroom • can serve as a record of the teacher's work which could be used for promotion, firing, etc. 2. may be broad or narrow in focus though general is more common 3. Is usually done by a teacher's superior 4. Can take many different forms, such as charts with grades (numbers, adjectives, etc.) and/or written comments 5. Is usually done whenever a supervisor wants to(e.g. at the end of a year's performance) 6. Teacher often sees the evaluation form afterwards 7. A discussion often occurs shortly after the lesson or is scheduled for a later appointment

Weekly Schedule for Training on Reflective Reciprocal Peer Coaching

Weeks 5/6	Monday 06.12.2010	Tuesday 07.12.2010	Wednesday 08.12.2010	Thursday 09.12.2010	Friday 10.12.2010
06-10.12.2010 TRAINING ON REFLECTIVE RECIPROCAL PEER COACHING		Training Session 4 (Part I) on Reflective Reciprocal Peer Coaching Application of Lesson Plan 4 (A-309 14.00-15.00) ↓ Tasks on <i>Evaluation</i> and <i>Observation</i> as part of the reflective reciprocal peer coaching • Task 4 • Task 5 • Task 6		Training Session 4(Part II) on Reflective Reciprocal Peer Coaching Application of Lesson Plan 4 (A-311 15.00-17.00) ↓ Tasks on <i>Evaluation</i> and <i>Observation</i> as part of the reflective reciprocal peer coaching • Task 7 • Task 8 • Discussions on Task 8 continued the next week • Participants shared their experience on observation and evaluation	

LESSON PLAN 4

(Training Session 4)

Part I & II

Name of the Supervisor: S. İpek Kuru Gönen

Duration: A total of three class hours

Date: 07.12.2010 (one hour/Lesson Plan 4-Part I)

09.12.2010 (two hours/Lesson Plan 4-Part II)

Class: A-309 / A-311

Materials: PowerPoint presentations (Appendix)

Tasks and Handouts

Learning Outcome: To train student teachers on reflective reciprocal peer coaching

Subordinate Skills: By the end of the training hours, the student teachers will be able to:

- express their feelings about being observed and make observations
- assess a part of a lesson from the point of view of a teacher/evaluator

- discuss what they would like to observe about their peers' teaching performance, and give feedback afterwards

Lesson Plan 4-Part I (07.12.2010)

Tasks on Evaluation and Observation As Part of the Reflective Reciprocal Peer Coaching

Whole training session will be based on the PowerPoint presentations (See Appendix). Student teachers will work individually, in pairs and groups throughout the tasks. In general, the tasks aim at giving participants ideas about observation, how it can be used in teacher education and in a reflective reciprocal peer coaching program. Careful attention will be given to involve the participants in the application of the tasks as much as possible.

The idea that will be highlighted in this training session is that observing other peers and being observed can be a tremendous learning experience for both sides.

The presentation will be as follows:

Slide 1

Presentation starts with a brief review of the previous week.

T: Do you remember what we have talked about in our previous training sessions?

(Teacher elicits participants' ideas. Expected answers are the idea of reflective reciprocal peer coaching and the differences between observation and evaluation)

Slide 2

T: Yes...we have talked about the idea of reflective reciprocal peer coaching and its characteristics. Moreover, we highlighted the differences between observation and evaluation. At the end of our previous session, I assigned you an article about the differences between observation and evaluation.

T: Did you find additional differences between observation and evaluation in that article? What are they?

(Teacher points volunteer students and elicits additional information about the differences between observation and evaluation)

T: O. K. ...You can now find information you find to the table given for Task 3.

Slide 3

T: All right...Today, we will go on with various tasks about observation and evaluation. Let's start with the first task (teacher directs students to the slide)

T: Please read the situation (pointing the slide)

Situation:

You've been teaching in a school for a month. Your supervisor tells you that she will observe your teaching performance soon.

T: I think this situation is quite familiar to you ☺

T: Now, take notes for the following questions based on this situation

1. How do you feel about being observed? Think of two to six adjectives to describe your feelings
2. What expectations do you have of the person observing?
3. Why is the observer coming?
4. What will she look at?
5. What kind of topics might she touch on?

(After participants work individually and take notes)

T: Let's hear your answers and see what you think about being observed. The first question asks how you feel about being observed. Which adjectives best describe your feelings?

(Teacher points volunteer participants. While volunteer participants are telling their answers to the questions, other participants are asked to check whether they think in a similar way or not. In this way, the teacher leads a class

T: Whose opinion(s) do you disagree with the most? Why?

Teacher points out volunteer students and leads a whole class discussion.

T: Thank you very much for your participation. See you in our next session.

Part I of the training session 4 ends here.

Lesson Plan 4-Part II (09.12.2010)

Tasks on Evaluation and Observation as Part of the Reflective Reciprocal Peer Coaching

T: In our previous session, we have seen what experienced teachers think about the idea of being observed.

Slide 5

T: It's now time to role play (Task 7). Work in groups of three (participants may stay in their existing groups). I will give each group a different role card (Handout for Task 7a). I will also give you a transcript of a lesson (Handout for Task 7b). Read the role card for your group and then examine the lesson you read. As you experience the lesson stay in role!

discussion about being observed and student teachers' expectations about observation)

Slide 4

T: Now we know what you think and feel about observation. Would you like to learn what experienced teachers think about being observed?

T: Let's do Task 6. Read some opinions of the experienced teachers about observation. First of all, work individually. Read teachers' remarks and answer the following questions:

1. Whose opinion(s) do I agree with the most? Why?
2. Whose opinion(s) do I disagree with the most? Why?

(Teacher distributes Handout for Task 6. Participants work on their own and answer the questions)

T: Now, form groups of three (teacher leads the participants to form the groups). Please discuss your answers with your group members. Check whether you think in a similar way or not.

(After participants work in groups)

T: Let's hear your answers. Whose opinion(s) do you agree with the most? Why?

(Teacher points out volunteer students)

Your role cards are:

Group 1 Role 1: Enthusiastic Teacher

Group 2 Role 2: Critical Teacher

Group 3 Role 3: Supportive Evaluator

Group 4 Role 4: Negative Evaluator

Take notes on your experience. According to your role, list 'positive' comments and 'negative' comments. Remember: Write in role!!! You have 15 minutes.

(Teacher distributes the role cards and the lesson plan to the groups)

Slide 6

T: All right...now, I will pair each of you with another person so that one teacher and one evaluator are working together.

(Teacher pairs the participants as the enthusiastic teacher will work with negative evaluators and the critical teachers will work with supportive evaluators)

T: Role-play a short discussion about the lesson with your partners. Please remember to stay in role as you talk to each other.

(After the participants do the task)

Slide 7

T: Let's see how you felt during this role play. You will work new groups of four. (Teacher groups the students so that each group contains someone from the original groups 1, 2, 3, 4).

T: Complete the statements and discuss the following questions with your group members:

1. As a teacher, I felt.....during the role play with the evaluator because.....
2. As an evaluator, I felt.....during the role-play with the teacher because.....
3. Personally, did you agree with the person whose role you played? Why/Why not?
4. What is your real, personal evaluation of the lesson?

(Teacher walks among the groups and listen their discussions)

Slide 8

After the groups finish discussion, teacher leads a whole class discussion with the following questions:

T: Is an evaluation usually negative? How could it be different?

What effect on the teacher might an evaluator's words have?

When is a good time to schedule a discussion about a lesson? Why?

T: During the role play, who evaluated the teachers? Their peers or supervisors?

T: so... is it evaluation or observation?

T: What about the idea of being observed by your peers?

T: Do you observe each other's teaching performance when you go to field experience? How do you do that? Do you manage it in a systematic way?

(Teacher leads a class discussion)

T: Now, it's time to see how you would feel about being observed by your peers.

Slide 9

T: In groups of three, observe each other's teaching experience and give feedback afterwards when you go to your field experience next week.

This observation task will be a three step procedure. Let's do Step 1 now.

Step 1

- Work in groups of three. Brainstorm the most important things you think you should mention to a peer whose lesson

you are going to observe. Make a 'What?' list before you go to observation (Handout for Task 8)

- For each point you list, note the reason for your idea in a 'Why?' list (Handout for Task 8)

(Participants work in their groups and prepare their lists)

Slide 10

T: O.K. You've finished your lists... Step 2 and Step 3 will be done during your field experience.

Step 2

- During the observation, take notes on the **Strengths** and **Weaknesses** of your peer you observe based on the 'What?' list you prepared.

Step 3

- After the lesson you observed, give your peer feedback on the lesson. Discuss your notes together

T: Please remember what we have talked about the characteristics of observation while observing and giving feedback to your peers. It will be better for you to find a quite place for giving feedback to each other.

T: O.K. That's all for today. See you next week.

Training Session 4 ends here.

REVISION

The Previous Week:

- Reflective Reciprocal Peer Coaching
- Differences Between Observation and Evaluation
- Any Questions?

TASK 4

- Analysis of the article by by R. Tanner & C. Green on the differences between observation and evaluation
- Any additional differences between observation and evaluation?
- Let's add new information you find to the table given for Handout for Task 3

TASK 5

Read the following situation:

You've been teaching in a school for a month. Your supervisor tells you that she will observe your teaching performance soon.

- Take notes for the following questions:

1. How do you feel about being observed? Think of two to six adjectives to describe your feelings
2. What expectations do you have of the person observing?
3. Why is the observer coming?
4. What will she look at?
5. What kind of topics might she touch on?

TASK 6

Read some opinions of the experienced teachers about observation (Handout for Task 6)

Step 1

Work individually. Read teachers' remarks and answer the following questions:

1. Whose opinion(s) do I agree with the most? Why?
2. Whose opinion(s) do I disagree with the most? Why?

Step 2

Discuss your opinions in groups of three

TASK 7

Role-Play

Step 1

Work in groups of three. I will give each group a different role card (Handout for Task 7a). Read the role card for your group and then examine the lesson you read (Handout for Task 7b). As you experience the lesson stay in role!

Your role cards are:

- | | |
|---------|------------------------------|
| Group 1 | Role 1: Enthusiastic Teacher |
| Group 2 | Role 2: Critical Teacher |
| Group 3 | Role 3: Supportive Evaluator |
| Group 4 | Role 4: Negative Evaluator |

Take notes on your experience. According to your role, list 'positive' comments and 'negative' comments. Remember: Write in role!!!

TASK 7

Step 2

Pair up with another person so that one teacher and one evaluator are working together. Role-play a short discussion about the lesson, remembering to stay in role as you talk to each other

TASK 7

Step 3

Work in new groups of four. Each group contains someone from the original groups 1, 2, 3, 4. Complete the statements and discuss the following questions:

1. As a teacher, I felt.....during the role play with the evaluator because.....
2. As an evaluator, I felt.....during the role-play with the teacher because.....
3. Personally, did you agree with the person whose role you played? Why/Why not?
4. What is your real, personal evaluation of the lesson?

TASK 7

Step 4

Whole Class

Discuss the following questions:

1. Is an evaluation usually negative? How could it be different?
2. What effect on the teacher might an evaluator's words have?
3. When is a good time to schedule a discussion about a lesson? Why?

TASK 8

In groups of three, observe each other's teaching experience and give feedback afterwards when you go to your field experience next week.

Step 1

- Work in groups of four. Brainstorm the most important things you think you should mention to a peer whose lesson you are going to observe. Make a 'What?' list before you go to observation (Handout for Task 8)
- For each point you list, note the reason for your idea in a 'Why?' list (Handout for Task 8)

TASK 8

Step 2

During the observation, take notes on the **Strengths and Weaknesses** of your peer you observe based on the 'What?' list you prepared

Step 3

- After the lesson you observed, give your peer feedback on the lesson. Discuss your notes together

TASK 8

Step 4

Whole class discussion:

1. How confident do you feel about observing? How have your ideas about observation changed?
2. How confident do you feel about making observations?
3. What do you think, personally, you can learn from observing?
4. Do you think you need specific tools for making effective observations? If yes, what kind(s) of?

Reading: Observation and Evaluation (for Task 3 Apples and Oranges?, p.8)

As your class discussion may have pointed out already, *observation* may be very broad and cover a variety of issues, or it may be extremely narrow and focus on only one aspect of the classroom experience. More and more, teacher trainees, current teachers, teacher trainers, researchers and even school inspectors are making observations in order to *learn* something about the classroom experience while it is happening. They do not necessarily watch in order to judge whether the lesson is good or bad, but rather to describe what is happening. The point of their observations is to provide a kind of mirror for themselves or the person doing the teaching; the mirror may help the observed or the observer to see the action that takes place in the classroom more clearly.

The ultimate aim of *observing*, then, is to learn more about what teaching and learning are about: an observer may focus, for example, on a teacher's eye contact with her learners and discover that she is not looking at everyone during the lesson. The observer may decide that he, as a teacher, will consciously try to sweep his eyes over his own class (now or in the future) and make eye contact with all the learners. On the other hand, by focusing on a particular point, the observer may discover that he already behaves in a similar way to this teacher or in a different way from her. In both cases the observer develops an awareness of a behaviour found in the classroom, and this awareness can be useful in generating alternative actions or changes that might be appropriate in another classroom situation.

Evaluation, on the other hand, means that someone is placing value on some behaviour, either an act of the teacher or the learners. The evaluator may be trying to decide how good the teacher is, or how well the learners are progressing, for example. A written record may be put into the teacher's file and used later to help determine how the teacher is progressing in her work.

To conclude, in this book in general and in this unit in particular, observation is seen as a learning tool and thus is not used in order to pass judgement on someone's teaching practices.

Handout for Task 6

In some ways I am not quite myself when I am being observed. I try to do my best and that means that I try to make sure both my English and my teaching are just perfect. I always hope that my learners will be on their best behaviour too, but you can't count on that.

Vanida

I rarely have a chance to talk to other teachers about a new idea, we're all so busy. Recently, another teacher at my school asked me if I would like to come and observe some of her classes, and in exchange she would observe some of mine. At first I was a bit nervous, but then I thought, 'This is what I have been waiting for!' It's been one of the best things I've done and I definitely feel I have a buddy at work now.

Kinfe

Maybe I'm weird, but I really like it when other teachers observe my classes. It's a good opportunity for me to get some feedback from a totally different perspective. Sometimes I invite another teacher to come and watch my class, and I ask her to observe a particular aspect of the lesson, such as trying to balance the class to get all the different levels of learners actively involved. It's so difficult teaching mixed-ability classes, and another teacher's feedback about what happened in my class is invaluable to me.

Anna

I don't really mind when another teacher comes in to my class to observe my lesson. It's a great way to get new ideas about how to teach a particular point or handle a situation I usually find awkward or difficult. But I do feel as though our privacy is being invaded. I mean, I feel I have a certain rapport with my learners, and my classes have a positive atmosphere. When an outsider enters our classroom, there is always a chance that the special atmosphere we have created will be upset.

Tomek

I dislike being observed. I feel like the person is judging me. It's usually the school inspector who observes my classes, and I feel he's only looking at what's wrong with my lesson. Maybe he's just trying to help me, but I resent his criticism. Why can't he spend an equal amount of time telling me about what is positive in my lessons?

Andreas

Observing other teachers is something I began to do many years ago. At the very beginning I think I tended to be rather critical and constantly see the lesson in comparison to the way I think I'd teach it. But the more I did it, the better I became at it. Doing observations well is definitely something that takes some practice, but you can gain a lot from them, if you're willing to put in the effort.

Masaaki

Role cards

GROUP 2

Role 2: Critical teacher

Imagine that this lesson is part of one you taught and is one that you felt did not go so well. Take notes on all the negative aspects of your own behaviour and the learners' actions to support your view of the lesson as more a failure than a success.

GROUP 4

Role 4: Negative evaluator

Examine the lesson from the point of view of an evaluator who tends to make rather harsh criticisms and be pessimistic. Pay attention to those actions by the teacher which you consider to be mistakes or unhealthy. List as many negative remarks as you can.

GROUP 1

Role 1: Enthusiastic teacher

Imagine that this lesson is part of one you taught and is one that went very well. Take notes on all the positive aspects of your behaviour and the learners' actions to support your view of the lesson as a success.

GROUP 3

Role 3: Supportive evaluator

Examine this portion of the lesson as a supportive evaluator, one who is inclined to focus on the positive and be optimistic. List as many positive features of the lesson as possible in the learners' actions and the teacher's actions.

Handout for Task 7b

Lesson transcript

Students: Young adults (19-25 years old),
upper intermediate
Class size: 17 (3 male, 14 female)
Furniture: Ls sit in chairs behind desks,
scattered around the class, in pairs
or threes, facing white board
Institution: Teacher training college

T: *[sits on table at front]* Is anybody else
coming, or is this...? 1

[Several Ls name a learner who is missing.]

Today we're going to have discussions,
in I think two or three small groups. This 5
discussion is going to be about one of the
topics which is on the list here *[T shows
worksheets he is holding]* and the first activity
we're going to do today is... I'm going to
give you this piece of paper and in pairs 10
I would like you to make notes for each
statement. I'll hand it out and discuss it
with you.

*[T hands out worksheets, one to each L; on the
worksheets is a list of controversial statements. 15
The late L arrives; learners laugh at her jokes as
she enters the class.]*

Erm. This is for forming opinions. You have
to read carefully through the instructions;
you have to make marks. If... you're reading 20
the statements... you say *I strongly agree*,
you put two crosses; if you agree but not
very strongly, put one; if you have no
opinion, put a circle, and two minuses and
one minus if you disagree or strongly 25
disagree.

*[Students discuss statements in pairs; some
confusion about what signs they should put next
to each statement; Ls explain in L1 to each
other. T goes around class and listens as Ls 30
discuss statements; he also makes quick lists of
learners in preparation for dividing the class
into smaller groups. Some laughter. About
10 minutes pass while pairs of Ls discuss
statements. T returns to sit on table at front.] 35*

I'm going to divide you up into three
groups, so listen for your group. Group 1
is ...

*[T reads out three lists of names which he
prepared while the Ls were discussing the 40
statements. One name appears on two lists.]*

Who am I missing? Well, we'll find out. Am
I missing somebody? What I want you to do
in the smaller group is to decide on one of 45
these topics to talk about, or possibly two,
and choose one which you have differences
about so that you can actually talk about it.
Then find arguments for or against the
statements and then later on you have to do 50
the discussion in the group. So first decide
which topic you are going to talk about and
then carry it out. OK? So let's have group 1
over here *[points to right of classroom]*, group
2 here *[points to back of room]* and group 3
there *[points to left of room]*. 55

*[Ls move to their group's position, calling out
the names of the people in their group or the
number of their group. Some laughter. Ls start
to discuss which statements to talk about.]*

Handout for Task 8

Brainstorm the most important things you think you should mention to a peer whose lesson you are going to observe. Make a 'WHAT?' and WHY? list before you go to observation.

WHAT do I want to observe?	WHY do I want to observe?
• iiiii	➡ •
•	➡ •
•	➡ •
•	➡ •
•	➡ •
•	➡ •
•	➡ •
•	➡ •
•	➡ •
•	➡ •
•	➡ •
•	➡ •
•	➡ •

Weekly Schedule for Training on Observation Forms

Weeks 7/8	Monday 13.12.2010	Tuesday 14.12.2010	Wednesday 15.12.2010	Thursday 16.12.2010	Friday 17.12.2010
13-17.12.2010 TRAINING ON OBSERVATION FORMS		Training Session 5(Part I) on Observation Forms Application of Lesson Plan 5 (A-309 14.00-15.00) ↓ Introduction of observation forms • Task 1		Training Session 5 (Part II) on Observation Forms Application of Lesson Plan 5 (A-311 15.00-16.00) ↓ • Discussion on the use of observation forms ↓ • Participants tried the observation forms and discussions were carried out on the use of these forms the next week	

LESSON PLAN 5
(Training Session 5)

Part I & II

Name of the Supervisor: S. İpek Kuru Gönen

Duration: A total of three class hours

Date: 14.12.2010 (one hour/Lesson Plan 5-Part I)

16.12.2010 (one hour/Lesson Plan 5-Part II)

Class: A-309 / A-311

Materials: PowerPoint presentations (Appendix)

Tasks and Handouts

Learning Outcome: To train student teachers on the use of observation forms

Subordinate Skills: By the end of the training hours, the student teachers will be able to:

- select appropriate observation forms before teaching experience
- give each other feedback based on the observation forms
- express their ideas on the use of observation forms for peer coaching

Lesson Plan 5-Part I (14.12.2010)

Introduction of The Observation Forms

Whole training session will be based on the PowerPoint presentations (See Appendix). Student teachers will be introduced to the concept of observation form and they will be trained on how to use the observation forms effectively during teaching practice. Careful attention will be given to involve the participants in the application of the lesson plan as much as possible.

The idea that will be highlighted in this training session is how student teachers can use observation forms for teaching of various language skills/areas. Each observation form will be introduced and discussions will be carried out. The teacher may switch to Turkish, if needed, in order to clarify any points not understood.

The presentation will be as follows:

Slide 1

T: Last week you gave feedback to each other by observing the teaching performances.

T: You tried to focus on both the strengths and weaknesses of your peers. Let's talk about this experience.

Slide 2

T: How confident do you feel about observing?

(Teacher points volunteer students)

T: Have your ideas about observation changed? How?

(Teacher points volunteer students)

T: You have written two adjectives to describe your feelings about being observed. Are there any changes in these adjectives?

(Teacher points volunteer students)

T: O.K. After observation experience, how confident do you feel about making observations?

(Teacher points volunteer students)

T: What do you think, personally, you can learn from observing?

(Teacher points volunteer students and elicits personal views)

T: Do you think you need specific tools for making effective observations? If yes, what kind(s) of?

(Teacher points volunteer students and starts the introduction of the idea of using observation form for effective peer coaching)

Slide 3

T: Then.... during teaching practice, you have a chance to

- observe one another's teaching performance

- help each other to focus both on the strengths and weaknesses of teaching performance

- reinforce the positive aspects of peers' teaching

- work cooperatively and learn together from your teaching experience

T: Do you think you really use these chances? How?

(Teacher points volunteer students)

Slide 4

T: In general, student teachers sit passively during teaching practices of peers and therefore... they miss the chance of learning from each other and self improvement as a teacher.

T: What can be the reason for this?

(Teacher leads class discussion)

T: One reason may be that they do not know how to make observation.

Do you think you know how to make effective observation?

T: Hence...we can say that there is a need for systematic observation to make the best of teaching practice.

T: How do you think we can make systematic observations?
(Teacher points out volunteer students and leads a whole class discussion)

T: One way of making systematic observation is using specific tools for observation.

T: As a result...we developed observation forms.

Slide 5

T: The observation forms we developed are based on the need for effective tools of observation. They are tools for systematic observation during teaching practice.

T: Moreover, these forms are based on the training you've received about English language teaching methodology. That is, they are designed according to the outcomes of teaching methodology courses.

T: Let's see what these forms cover in detail

Slide 6

T: A total of five observation forms are prepared. These forms cover the teaching of grammar, reading, listening, speaking and writing.

T: All the forms are pilot tested with a group of student teachers.

Slide 7

T: Let's talk about these forms in detail.

T: The language of the forms is English. However, you can take notes on the forms either in English or in Turkish during observation.

T: All the forms constitute two major parts:

A 'specific' part designed for the teaching of a skill/language area, and a 'general' part for teaching of any language skill/area. This general part includes statements about the classroom management and teacher attitudes. This part is common in all forms.

T: Would you like to see the forms?

(Teacher distributes the forms. Each student teacher is given five observation forms for different language skills/areas.)

Slide 8

T: Let's start with the instruction. The instruction is same in all forms. We can start with the form for teaching Grammar. Please read the instruction carefully.

(After student teachers read the instruction on their own, the teacher reads the instruction).

T: Is there any point you don't understand about the instruction?

(Teacher clarifies the points not understood and answers participants' questions. Teacher may lead a class discussion in Turkish for the clarification of the forms)

T: All right...we can move to the specific part designed for the teaching of grammar. Here are the statements.

While teaching grammar, my peer.....

The teacher reads the statements one by one, whole class discussion is carried out for all the statements. Further clarifications will be done.

T: Let's now see the 'general' part in detail. This part is common in all forms...so... we will analyze this part only in the grammar form.

(All the statements are clarified. Classroom discussions are carried out about how we can make observations with the help of the statements).

Forms for teaching reading, listening, speaking and writing are analyzed together with the participants. All the statements are clarified and discussions are carried out.

After all the forms are introduced and discussed...

Slide 9

T: O.K...We have done with the observation forms. Are there any statements you think are not understood?

T: Do you have any questions?

T: All right...You can send e-mails to the following address if you have any questions about the forms:
ipekkuru@anadolu.edu.tr

T: Would you like to use these forms when you go to your teaching experience?

Slide 10

T: We have a task for the next week. It has three steps.

Step 1

- Use the observation forms for the next week while observing the teaching performance of your peers
- Select the appropriate forms before you go to teaching experience
- Decide on the aspects of teaching to focus on during observation
- Take notes during the teaching performance of your peers

Step 2

- After the teaching experience, give each other feedback based on your notes on the related observation forms.

Step 3

Please note down:

- The statement(s) you think is/are not understood
- The statement(s) you think is/are not observable
- Your feelings about the use of the forms

T: Thank you very much for your participation. That is all for today. I really wonder your comments about the forms. See you in our next session.

Part I of the training session 5 ends here.

Lesson Plan 5-Part II (16.12.2010)

Discussions on the Use of Observation forms

T: In our previous session, I introduced you the observation forms designed for making effective observations.

T: You had an assignment about the use of the forms. How did you use the forms? Let's talk about your experience.

(Teacher leads a class discussion about what they have done with the forms, how they used them etc.)

T: Are there any statements you think are not understood?

What about the ones you think are not observable?

(Teacher elicits participants' answers. Problematic statements in the forms are re-analyzed)

T: How do you feel about the use of the forms?

Whole class discussion is carried out about how student teachers feel about the use of the forms and what they think about the effectiveness of these forms for making observations during teaching practice.

T: O.K. That's all for today. See you next week.

Training Session 5 ends here.

TEACHING EXPERIENCE AND THE OBSERVATION FORMS

OBSERVATION EXPERIENCE

Let's remember your observation experience!

Whole class discussion:

1. How confident do you feel about observing?
Have your ideas about observation changed?
How?
2. How confident do you feel about making observations?
3. What do you think, personally, you can learn from observing?
4. Do you think you need specific tools for making effective observations? If yes, what kind(s) of?

TEACHING PRACTICE

During teaching practice you have a chance to:

- observe one another's teaching performance
- help each other to focus both on the strengths and weaknesses of teaching performance
- reinforce the positive aspects of peers' teaching
- work cooperatively and learn together from your teaching experience

TEACHING PRACTICE

In general student teachers,

- sit passively during teaching practices of peers and miss the chance of
 - learning from each other
 - self improvement as a teacher
- do not know how to make observation



- There is a need for systematic observation to make the best of teaching practice

OBSERVATION FORMS

Observation forms are:

- based on the need for effective tools of observation
- tools for systematic observation during teaching practice
- based on the training you've received about English language teaching methodology
- designed according to the outcomes of teaching methodology courses

OBSERVATION FORMS

- Cover the teaching of the following language skills/areas:
 - Teaching Grammar
 - Teaching Reading
 - Teaching Listening
 - Teaching Speaking
 - Teaching Writing
- Pilot tested with student teachers

OBSERVATION FORMS

- The language of the forms is English. You can take notes on the forms either in English or in Turkish during observation
- All the forms constitute two major parts:
 - A 'specific' part designed for the teaching of a skill/language area
 - A 'general' part for teaching of any lesson. Includes statements about the classroom management and teacher attitudes (common in all forms)

OBSERVATION FORMS

- Instruction
- Teaching Grammar Form (the **general** part will be analyzed through this form only as this part is common in all forms)
- Teaching Reading Form
- Teaching Listening Form
- Teaching Speaking Form
- Teaching Writing Form

OBSERVATION FORMS

- Any statements not understood?
- Any questions?
- You can send e-mails to the following address if you have any questions about the forms:
ipekkuru@anadolu.edu.tr

TASK 1

Step 1

- Use the observation forms for the next week while observing the teaching performance of your peers
- Select the appropriate forms before you go to teaching experience
- Decide on the aspects of teaching to focus on during observation
- Take notes during the teaching performance of your peers

Step 2

- After the teaching experience, give each other feedback based on your notes on the related observation forms

TASK 1

Step 3

Please note down:

- The statement(s) you think is/are not understood
- The statement(s) you think is/are not working
- Your feelings about the use of the forms

Instruction

TEACHING GRAMMAR

Date:
Subject:

Observer:
Date Observed:

Prior to the lesson, decide with your peers on a number of the statements you would like to observe the teaching performance. This decision will be based on the content of the lesson, the purpose of the observation and the requirements of the statement. The number given to the statement is for identifying the Statement, Teaching Vocabulary, Lesson Plan, Teacher, etc. In each class will grade your decision. Please make sure that you mark 1-5 consistently with your peers about the number and content of the statement prior to the teaching performance of the peer observed. After the lesson, discuss the teaching performance based on your observations.

While observing your peer, rate the statement according to the following guidelines. If any of the statement is not observed, please leave the related line empty. You can also take notes in the reserved place during observations.

1	2	3
Not Good	Average	Good

Teaching Grammar Form

While teaching grammar, my peer			
	1	2	3
1. sets a clear context to introduce the new structure			
2. sets a context that can provide many examples			
3. checks students' background knowledge to prepare them for the new structure			
4. leads the students to the discovery introduction of the form			
5. leads the students to the discovery introduction of the meaning and use			
6. checks students' understanding of form and meaning			
7. illustrates the form in a meaningful context (highlighting, explaining, etc.)			
8. checks whether the students process meaning and without production			
9. checks whether the students process form without production			
10. summarizes the meaningful controlled activities by using different cues (verbal, visual, etc.)			
11. provides communicative free activities including real-life-like situations			
12. prepares students for the language they will use in future language free activities			
13. provides follow-up activities after communicative free activities			

The 'General' Part

While teaching the lesson, my peer			
	1	2	3
1. sets a clear context to introduce the new structure			
2. sets a context that can provide many examples			
3. checks students' background knowledge to prepare them for the new structure			
4. leads the students to the discovery introduction of the form			
5. leads the students to the discovery introduction of the meaning and use			
6. checks students' understanding of form and meaning			
7. illustrates the form in a meaningful context (highlighting, explaining, etc.)			
8. checks whether the students process meaning and without production			
9. checks whether the students process form without production			
10. summarizes the meaningful controlled activities by using different cues (verbal, visual, etc.)			
11. provides communicative free activities including real-life-like situations			
12. prepares students for the language they will use in future language free activities			
13. provides follow-up activities after communicative free activities			

The 'General' Part

While teaching the lesson, my peer			
	1	2	3
1. sets a clear context to introduce the new structure			
2. sets a context that can provide many examples			
3. checks students' background knowledge to prepare them for the new structure			
4. leads the students to the discovery introduction of the form			
5. leads the students to the discovery introduction of the meaning and use			
6. checks students' understanding of form and meaning			
7. illustrates the form in a meaningful context (highlighting, explaining, etc.)			
8. checks whether the students process meaning and without production			
9. checks whether the students process form without production			
10. summarizes the meaningful controlled activities by using different cues (verbal, visual, etc.)			
11. provides communicative free activities including real-life-like situations			
12. prepares students for the language they will use in future language free activities			
13. provides follow-up activities after communicative free activities			

Teaching Reading Form

While teaching reading, my peer			
	1	2	3
1. gives clear and simple instructions for the activities			
2. checks students' understanding of instructions/explanations			
3. checks students' understanding of instructions/explanations			
4. checks students' understanding of instructions/explanations			
5. checks students' understanding of instructions/explanations			
6. checks students' understanding of instructions/explanations			
7. checks students' understanding of instructions/explanations			
8. checks students' understanding of instructions/explanations			
9. checks students' understanding of instructions/explanations			
10. checks students' understanding of instructions/explanations			
11. checks students' understanding of instructions/explanations			
12. checks students' understanding of instructions/explanations			
13. checks students' understanding of instructions/explanations			

Teaching Listening Form

While teaching listening, my peer			
	1	2	3
1. gives clear and simple instructions for the activities			
2. checks students' understanding of instructions/explanations			
3. checks students' understanding of instructions/explanations			
4. checks students' understanding of instructions/explanations			
5. checks students' understanding of instructions/explanations			
6. checks students' understanding of instructions/explanations			
7. checks students' understanding of instructions/explanations			
8. checks students' understanding of instructions/explanations			
9. checks students' understanding of instructions/explanations			
10. checks students' understanding of instructions/explanations			
11. checks students' understanding of instructions/explanations			
12. checks students' understanding of instructions/explanations			
13. checks students' understanding of instructions/explanations			

Teaching Speaking Form

While teaching speaking, my peer			
	1	2	3
1. introduces the target language function with clear and actual context			
2. checks students' background knowledge about the target language function			
3. provides appropriate language patterns for the target language function			
4. uses appropriate techniques to help students notice target language function			
5. provides appropriate activities to help students practice the target language function			
6. provides activities which reflect authentic use of target language function			
7. provides appropriate activities which allow students use the target language function autonomously			

Teaching Writing Form

While teaching writing, my peer		1	2	3
Introducing the Genre	1. provides appropriate example texts to introduce the genre			
	2. helps students identify the information in the texts of example text(s)			
	3. helps students identify cultural features (the purpose(s) of the genre			
	4. clearly and simply explains already known about the genre			
	5. makes students aware of the purpose and content that of the genre in the example text(s)			
Developing the Genre	6. provides appropriate modelled activities to have students plan, prepare or create text of the genre			
	7. provides activities which reflect students representation of the new genre			
	8. provides contextual production free writing activities to which students identify audience, purpose and text type are clear			
	9. encourages students to act writing by generating ideas			
	10. helps students write their first draft focusing on content and organisation			

Weekly Schedule for Training on Reflective Diary Keeping

Week 9	Monday 20.12.2010	Tuesday 21.12.2010	Wednesday 22.12.2010	Thursday 23.12.2010	Friday 24.12.2010
20-24.12.2010 TRAINING ON REFLECTIVE DIARY KEEPING		Training Session 6(Part I) on Reflective Diary Keeping Application of Lesson Plan 6 (A-309 14.00-15.00) ↓ Introduction of the Reflective Diary • Task 1 • Task 2		Training Session 6 (Part II) on Reflective Diary Keeping Application of Lesson Plan 6 (A-311 16.00-18.00) ↓ How to Write Reflective Diaries • Guiding Questions	

Weekly Schedule for Training on Reflective Diary Keeping

Week 10	Monday 27.12.2010	Tuesday 28.12.2010	Wednesday 29.12.2010	Thursday 30.12.2010	Friday 31.12.2010
27-31.12.2010 TRAINING ON REFLECTIVE DIARY KEEPING		Training Session 6 (Part III) on Reflective Diary Keeping Application of Lesson Plan 6 (A-309 14.00-15.00) ↓ Analysis of a Sample Diary • Task 3			

LESSON PLAN 6

(Training Session 6)

Part I – II-III

Name of the Supervisor: S. İpek Kuru Gönen

Duration: A total of three class hours

Date: 21.12.2010 (one hour/Lesson Plan 6-Part I)

23.12.2010 (two hours/Lesson Plan 6-Part II)

28.12.2010 (one hour/Lesson Plan 6-Part III)

Class: A-309 / A-311

Materials: PowerPoint presentations (Appendix)

Tasks and Handouts

Learning Outcome: To train student teachers on reflective diary keeping

Subordinate Skills: By the end of the training hours, the student teachers will be able to:

- tell the benefits of keeping a reflective diary for professional development as a teacher
- analyze sample reflective diaries

- write a reflective diary on peer coaching sessions

Lesson Plan 6-Part I (21.12.2010)

Introduction of the Reflective Diary

Whole training session will be based on the PowerPoint presentations (See Appendix). Student teachers will be introduced to the concept of reflective diary, its benefits for professional development and the role of the reflective diary keeping in peer coaching. Careful attention will be given to make presentation as interactive as possible.

The idea that will be highlighted in this training session is how student teachers keep reflective diaries based on the reflective peer coaching sessions and how they can reflect on their experience at the dialectical level of reflectivity. The presentation will be based on what the participants already know about reflection, reflective thinking attributes and the levels of reflectivity.

The presentation will be as follows:

Slide 1 is the headline of the presentation

Before Slide 2

T: Do you remember the reflective thinking attributes? Few weeks ago we have discussed what reflective practitioners do. Do you remember the actions reflective practitioners do?

(Teacher elicits participants' responses and reminds them of the reflective thinking attributes)

T: One of the actions of reflective practitioners is keeping a reflective diary. While we were analyzing the reflective thinking attributes you said that you had no idea about how to keep a diary.

T: What is a reflective diary?

What can you write on a reflective diary?

How can it help your teaching?

(Teacher elicits participants' responses and activates their schema about diary)

T: O.K. Today, we will try to answer all these questions. As you have mentioned, in its simple terms diary is the record of what has happened. Let's see how we can keep diaries for reflective reciprocal peer coaching and how it can help our professional development as a teacher.

T: What are the benefits of diary keeping in general as a teacher? Do you have any idea? Let's see the benefits then.

Slide 2

T: Keeping a diary...

- helps learners take steps to see their progress

- helps individuals become self-conscious of their own learning development and encourage them to reflect on what is being learned and how
- promotes growth in critical analysis of teaching
- builds understanding by writing about what is learned

T: What about a reflective diary? What is it?

(Teacher elicits participants' responses)

Slide 3

T: You write what has happened on a diary...but reflective diaries are not simple descriptions of events. They involve critical and systematic analysis of teaching/learning situations.

T: Let's remember the levels of reflectivity...Can you tell me the names of the reflectivity levels?

T: O.K. At which level/s do reflective practitioners reflect on their experience?

T: Yes, reflective practitioners operate on the contextual and dialectical levels rather than the technical level. So... about what do reflective practitioners write on their diaries?

(Teacher elicits the actions reflective practitioners do on the contextual and dialectical levels of reflectivity)

T: Now... would you like to see the samples of reflective diaries?

(Teacher distributes two samples of reflective diaries written by two teachers)

Slide 4

T: Let's do Task 1. Read the diaries please and find out

- What do the teachers write about?
- What is the level of reflectivity in each diary?
(participants work on the diaries)

T: O.K. Share your answers with your pair. Check whether you have similar ideas or not.

T: All right... what do these teachers write about?

(Teacher points volunteer participants)

T: What about the level of reflectivity? Let's start with the first sample diary.

(Teacher points volunteer participants)

T: How do you understand the level of reflectivity in this diary?
Can you show the ideas in the diary that guide your decision?

T: Do you think this diary is reflective enough? How?

(Teacher involves other participants in this discussion and questions whether all the participants think in the same way and whether they agree with each other)

(The same procedure is carried out for the analysis of the second sample diary)

Slide 5

T: O.K... Do you know how you can write your diaries?

T: We will learn it in our next session. You have homework for this. Look at Task 2. I assign you three articles about how to keep a reflective diary. The articles are:

- "Keeping a Reflective Diary" by L. Allin & C. Turnock
(Handout for Task 2 a)
- "Thoughts on Reflective Journal Writing" by R. Dusseau
(Handout for Task 2 b)
- "Guidelines for the Format and Content of Your Diary"
(Handout for Task 2 c)

Slide 6

T: While reading these articles, please focus on these questions
(by pointing the questions on the slide) for better analysis.

I also give you these questions on handout (Teacher distributes the Handout for Task 2d)

Article 1

Keeping a Reflective Diary by L. Alin & C. Turnock

1. What are the key features of a reflective diary?
2. Why is it used?
3. What can we write on a reflective diary?

Article 2

Thoughts on Reflective Journal Writing by R. Dusseau

1. What is 4-R Format for writing effective diaries?

Article 3

Guidelines for the Format and Content of Your Diary

1. What are the tips for writing an effective reflective diary?

T: O.K... See you in our next session.

Part I of Training Session 6 ends here

Lesson Plan 6-Part II (23.12.2010)

How to Write Reflective Diaries

T: You had homework about the analysis of the assigned articles.

T: Let's analyze the articles through the questions. O.K.... Let's start with the first article.

It is *Keeping a Reflective Diary* by L. Alin & C. Turnock.

T: What are the key features of a reflective diary?

(Teacher points volunteer participants)

T: Why is it used?

(Teacher points volunteer participants)

T: What can we write on a reflective diary?

(Teacher points volunteer participants)

The other articles are analyzed in the same way. Whole class discussions are carried out and the idea that reflective diaries are not records of mere facts is underlined. Participants are encouraged to write diaries at the contextual and dialectical levels rather than the technical level.

Slide 7

T: O.K. In the light of the articles let's make it clear how we can write reflective diaries

T: You can write reflective diaries about your own teaching. Remember Allin & Turnock's article on reflective diary keeping... diaries can also be written in order to reflect on teaching performances of others. Next semester, are going to write your diaries about the peer coaching sessions.

T: Now, let's clarify the format and content of this diary.

T: In terms of format, you will write your diaries on A5 piece of paper. These papers will be given to you.

T: Do not forget to write the date and time of the entry on your diary.

T: As for the content..... In general, you will focus on:

- how the reflective peer feedback sessions go
- what the pre-service teacher feels about the sessions
- negative positive aspects of peer coaching sessions

Slide 8

T: For the effectiveness of these diaries..... as we've talked before.... these diaries should be as reflective as possible. They should not include only simple descriptions of events.

T: The diaries can also include statements about what you think of changing next time after peer coaching sessions.

T: Moreover, there can be statements about what you changed next time (if any) based on the peer feedback you receive.

T: In order not to limit you, the diaries can be written in Turkish

Slide 9-10-11

T: Here are the guiding reflection questions for you to write your diaries after each peer coaching session.

Arkadaşlarınızdan anlattığınız ders üzerine dönüt almak:

1. Ders anlatımınızdaki eksikleri fark etmenize yol açtı mı?
2. Ders anlatımınızdaki iyi ve olumlu yönleri fark etmenize yol açtı mı?
3. Gözünüzden kaçan ve aklınıza gelmeyen noktaları yakalamanıza yardımcı oldu mu?
4. Kendinizi öğretmen olarak nasıl hissettirdi? (olumlu/olumsuz tüm hislerinizi yazınız)
5. Daha önce arkadaşlarınızdan aldığınız dönüt doğrultusunda bugünkü ders anlatımınızda değiştirdiğiniz şeyler oldu mu?
6. Sizce arkadaşlarınız sizin anlatımınızla ilgili doğru noktalara odaklanabildi mi? Sizi doğru yönlendirdiklerini düşünüyor musunuz?

7. Arkadaşlarınızdan aldığınız dönüt doğrultusunda, öğretiminizle ilgili yeni bir şey keşfettiniz mi?

8. Bir dahaki ders anlatımınızda aldığınız dönüt doğrultusunda ne gibi değişiklikler yapmayı düşünüyorsunuz?

9. Eğer bir daha aynı dersi anlatsanız farklı bir şey yapar mısınız? Evet ise, bu farklılığı yaratmada arkadaşlarınızdan aldığınız dönütler etkili oldu mu?

10. Arkadaşlarınızdan dönüt almak öğrencilerinizdeki bazı eksiklikleri görmenize yardımcı oldu mu?

Slide 12

T: Would you like to try writing a reflective diary? (Task 3)

T: You've done peer coaching sessions based on the observations during teaching practice. Next week, observe each others' teaching performance again and give feedback/coach each other based on the observations. Do not forget to use observation forms for guidance

T: After peer coaching sessions, please write a reflective diary based on this experience. The guiding questions will help you while writing your diaries.

T: Bring these diaries to the class by copying down on transparencies. Do not write your names on the diaries as we will analyze them here.

T: That's all for today, see you in the next session

Part II of Training Session 6 sends here.

Lesson Plan 6-Part III (28.12.2010)

Analysis of a Sample Diary

T: Did you write your diaries?

T: How did you feel about it? Did you have difficulty while writing the diary?

T: Do you think you are reflective enough? At which level of reflectivity do you think your diaries are?

T: O.K....I will collect your diaries now and choose one randomly. Let's analyze it together

(Teacher collects the diaries and chooses one randomly)

T: Let's read it first of all...(participants read the diary on the OHP)

T: Do you think this diary is reflective? How?

Which level of reflectivity is displayed here? How?

Is this diary similar to yours? How?

(The diary on the OHP is analyzed in this way. Whole class discussion is carried out).

T: All right.... As a result, what is the importance of keeping a reflective diary after peer coaching sessions for your professional development?

T: Do you have any questions?

T: So far...we had trainings on reflection, reflective thinking, reflective reciprocal peer coaching and reflective diary keeping. By considering all these sessions, do you have any questions or comments?

T: Thank you very much for your participation.

Teacher leads a final discussion and Part III of Training Session 6 ends here.

REFLECTIVE DIARY KEEPING

Diary Keeping

Benefits of Keeping a Diary

- Helps learners take steps to see their progress
- Helps individuals become self-conscious of their own learning development and encourage them to reflect on what is being learned and how
- Promotes growth in critical analysis of teaching
- Builds understanding by writing about what is learned

Reflective Diaries

- Reflective diaries are not simple descriptions of events but involves critical and systematic analysis of teaching/learning situations

Reflective Diaries

- Sample reflective diaries (handouts)

TASK 1

- Analysis and discussion of sample diaries

Read the diaries and find out

- What do the teachers write about?
- What are the levels of reflectivity in each diary?

TASK 2

Assignment and class discussion of the following articles:

- "Keeping a Reflective Diary" (Handout for Task 2 a) by L. Allin & C. Turnock
- "Thoughts on Reflective Journal Writing" (Handout for Task 2 b) by R. Dusseau
- "Guidelines for the Format and Content of Your Diary" (Handout for Task 2 c)

TASK 2

Keeping a Reflective Diary

1. What are the key features of a reflective diary?
2. Why is it used?
3. What can we write on a reflective diary?

Thoughts on Reflective Journal Writing

1. What is 4-R Format for writing effective diaries?

Guidelines for the Format and Content of Your Diary

1. What are the tips for writing an effective reflective diary?

How to Write Reflective Diaries

- Date and time of the entry
- About the peer coaching sessions weekly
- Focus on
 - How the reflective peer feedback sessions go
 - What the pre-service teacher feels about the sessions
 - Negative positive aspects of peer coaching sessions

How to Write Reflective Diaries

- Reflective as possible, not simple descriptions of events
- Statements about what you think of changing next time after peer coaching sessions
- Statements about what you changed next time (if any) based on the peer feedback you receive
- Will be in Turkish

How to Write Reflective Diaries

Guiding Reflection Questions

Arkadaşlarınızdan anlattığınız ders üzerine dönüt almak:

1. Ders anlatımınızdaki eksikleri fark etmenize yol açtı mı?
2. Ders anlatımınızdaki iyi ve olumlu yönleri fark etmenize yol açtı mı?
3. Gözünüzden kaçan ve aklınıza gelmeyen noktaları yakalamanıza yardımcı oldu mu?
4. Kendinizi öğretmen olarak nasıl hissettirdi? (olumlu/olumsuz tüm hislerinizi yazınız)

How to Write Reflective Diaries

Guiding Reflection Questions

5. Daha önce arkadaşlarınızdan aldığınız dönüt doğrultusunda bugünkü ders anlatımınızda değiştirdiğiniz şeyler oldu mu?
6. Sizce arkadaşlarınız sizin anlatımınızla ilgili doğru noktalara odaklanabildi mi? Sizi doğru yönlendirdiklerini düşünüyor musunuz?
7. Arkadaşlarınızdan aldığınız dönüt doğrultusunda, öğretiminizle ilgili yeni bir şey keşfettiniz mi?

How to Write Reflective Diaries

Guiding Reflection Questions

8. Bir dahaki ders anlatımınızda aldığınız dönüt doğrultusunda ne gibi değişiklikler yapmayı düşünüyorsunuz?
9. Eğer bir daha aynı dersi anlatsanız farklı bir şey yapar mısınız? Evet ise, bu farklılığı yaratmada arkadaşlarınızdan aldığınız dönütler etkili oldu mu?
10. Arkadaşlarınızdan dönüt almak öğrencilerinizdeki bazı eksiklikleri görmenize yardımcı oldu mu?

TASK 3

- Observe each others' teaching performance next week by using the appropriate observation forms
- Give feedback to each other after the teaching experience
- Write a reflective diary about the experience of peer coaching
- Use the guiding questions

Contrasting Samples of Reflections

Sample #1

Today I fumbled around on the science lesson. We discussed some questions in the students' activity log and the first section went fine. But on the last two my CT had to jump in and explain the answer to question #3 because the results didn't really turn out perfectly and I didn't know how to make sense of it.

I realize some important things about this experience. I needed to re-consider the questions that I developed. I didn't set them up in appropriate format or according to the scientific method we learned in science methods. I am checking my notes later and future questioning formats will be improved. I also needed to remember what Dr. Boehlke said concerning lab experiments. I panicked because the results were different. I needed to throw the question back to the students as my cooperating teacher did with some "leading questions" rather than always have the ready answer. I also assumed the students would make connections to the content covered in the book. Again, I needed to clarify those references in my directions. We certainly have discussed clarity in direction given often enough in EDU 331 activities.

However, I felt awful that the CT had to speak up and clarify these things. Afterward I didn't know if she would talk about it with me or if she was disappointed in me or angry or what! I need to use those conflict resolution strategies we talked about in Dr. Dusseau's class sooner than I thought! I decided to plan my approach carefully. I discovered that my CT understood. She was just great when she lead the discussion concerning my lesson. She didn't berate me, but asked simply, "How did the lesson go for you?" (As if she couldn't tell I was near tears and total frustration!) But she allowed me to identify the problem and the solutions I had to offer. I told her I felt like such a putz and I should have anticipated that the results might not turn out exactly perfectly. I just drew a blank right in the middle of the lesson, then talked in circles until the CT helped me out! The CT made me feel better about the experience. That it was actually good to experience this because this does happen to experienced teachers too. She said she was proud of my ability to identify the positive and negative parts of the lessons. More importantly, I could identify what to do next time and I knew where to turn to get the information—my own brain and the materials I have already acquired.

I also did not plan the timing of the lesson very well. Children this age need more time. I was rushing them and I did not "think on my feet" to adjust the lesson. Well, today I learned what it was to have a really bad lesson and a really supportive CT. I learned from my mistakes and erroneous assumptions. I am determined not to allow this to get me down. Tomorrow I must fix the lesson and go from there—with a smile and lots of determination.

Sample #2

We followed the regular schedule: DOL, journal writing, and science. In science we began to study the moon. We worked on several different activities. We made moon rocks, then pretended they were astronauts. They had to write about how and where they found their moon rock and describe. I noticed their writing is improving. I enjoy reading what the students write.

Handout for Task 2 a

Keeping a Reflective Diary L Allin & C Turnock (2007)

Each individual will have a different way of keeping a reflective diary. There are, however, some general points to reinforce to learners about their diary.

It should be:

- A record which is useful to you
- A cue to memory
- Honestly written
- Enjoyable to you in its production

It can be used:

- To describe key events in your/others' practice
- To evaluate key events in your/others' practice
- To engage in focused evaluation of recurring themes
- Reflect on what may have become habitual
- Develop and appraise action taken

Getting Started:

- Set aside time for writing
- Allow time for the sifting of thoughts and ideas
- Do not worry about style, presentation
- Remember that the aim is to facilitate reflection on practice
- Find evidence to back-up your thoughts: what evidence do I have for what I have just written?

A final note

- Reflective diaries are a private record of experiences throughout placement and so it is important to use them to report thoughts, feelings and opinions rather than merely the factual events of the day. Only by reporting personal feelings following an event can experiences be built upon and improved.

- It is important to use the reflective diary to record positive experiences and achievements as well as the not so positive ones. A balanced view of what has taken place is essential.

Handout for Task 2 (b)

Thoughts on Reflective Journal Writing

Your reflective journal is not a depository for mere factual information. It is true that you need to include facts in your journal narrative. Your challenge, however, is to go beyond the facts to make your journal writing an expression of the expectations, perceptions, and feelings that cluster around the experiences of teaching and learning. Your journal is to become essentially a journal of your personal growth.

Reflective journal writing need not be considered a one-size-fits-all experience. You may appropriately use a variety of forms. By all means let your feelings and your voice be clearly present in this record of your journey. The 4-R format that follows is a sample of a structured approach that may assist you in your process of reflective journaling.

Recollections—Capturing the Moment

What is it that you remember? Journaling close to the active events of the day will help you record an accurate account. This unfolds as the factual recitation of the event which is the focus for your entry. Introduce the facts by telling your story of what happened. This introduction will set the scene. If the narrative describes a teaching incident, this is the time to address the “who, what, when, and how” questions of the experience. Remember that the basis of your journal narrative may also be drawn from other sources such as something that you are reading or hearing.

Reaction—Engaging the Affective Domain of Attitudes, Beliefs, and Feelings

As you reexamine your statement of the event or issue that is the focus of your journal entry, what does the “evidence” that you have documented say to you? How are you feeling about it now? Connect the dots for your reader. Are there examples that you can reference that will illustrate your response?

Relevance—Engaging the Cognitive Domain of Thinking

How is this related to teaching and learning? How does this connect to your acquired research base and knowledge base? Does this extend your understanding of teaching and learning in new ways? How is this meaningful to you? What impact has it had on you? What new possibilities do you see; what perspectives have changed or added? Try to be as specific as possible to make this reflection concrete and substantive. Analyze your feelings that you had during the experience and how this connects to new or existing understandings of teaching and learning.

Responsibility—Engaging the Psychomotor Domain of Doing

How will this new information, the knowledge gained, be used in the teaching and learning process? What else do you need to know? Project the applications that appear possible at this time.

The time spent in reflections is especially valuable as it contributes to personal change and results in enrichment of your teaching and your emerging role as a true servant leader. This is an essential step in the unfolding of your purposefully professional approach to serving as an instructional leader within your classroom and in your school community.

Note: How will this fit into the restructuring of your Stage 4 Exit Portfolio? Your experiences combined with reflective analysis have the potential to become a powerful component of your interview portfolio. Let your story work for you!

Handout for Task 2 c

Guidelines for the Format and Content of Your Diary

The diary should be an account of your own reflections on the subject material and, therefore, it should be written in a style that suits you. Here are some tips and tricks that should help you on your way.

- ✓ Don't spend too long worrying about the layout of what you are about to write. Remember, these are your thoughts and you should just set about writing them as they come to you (but make sure they are legible and coherent!).
- ✓ Be sure to put a date on each entry you make so that you have a chronology of ideas and thought.
- ✓ Revise what you have written previously so that you don't end up repeating yourself unnecessarily.
- ✓ Write in your diary on a regular basis. Some people find it helpful to schedule a regular time to write in the notebook (e.g. immediately after reading the papers or attending the tutorials). Others collect their thoughts as notes on 'post-its' or other scraps of paper before transferring them to the diary
- ✓ An ordinary exercise book or loose-leaf folder is most appropriate for this type of work
- ✓ You can add diagrams, models, pertinent cartoons, etc, if they are helpful.
- ✓ Be selective about what you write. Focus on the things that are important.
- ✓ Try to be as reflective as possible. Do not only describe the events but also focus on the underlying factors and your own perceptions of events.

Handout for Task 2 d

Analysis Questions for the Following Articles on Reflective Diary Keeping

Article 1

Keeping a Reflective Diary by L. Alin & C. Turnock (2007)

1. What are the key features of a reflective diary?
2. Why is it used?
3. What can we write on a reflective diary?

Article 2

2. Thoughts on Reflective Journal Writing by R. Dusseau

1. What is 4-R Format for writing effective diaries?

Article 3

Guidelines for the Format and Content of Your Diary

1. What are the tips for writing an effective reflective diary?

Handout for Task 2 (e)

Guiding Reflection Questions

1. Ders anlatımınızdaki eksikleri fark etmenize yol açtı mı?
2. Ders anlatımınızdaki iyi ve olumlu yönleri fark etmenize yol açtı mı?
3. Gözünüzden kaçan ve aklınıza gelmeyen noktaları yakalamanıza yardımcı oldu mu?
4. Kendinizi öğretmen olarak nasıl hissettirdi? (olumlu/olumsuz tüm hislerinizi yazınız)
5. Daha önce arkadaşlarınızdan aldığınız dönüt doğrultusunda bugünkü ders anlatımınızda değiştirdiğiniz şeyler oldu mu?
6. Sizce arkadaşlarınız sizin anlatımınızla ilgili doğru noktalara odaklanabildi mi? Sizi doğru yönlendirdiklerini düşünüyor musunuz?
7. Arkadaşlarınızdan aldığınız dönüt doğrultusunda, öğretiminizle ilgili yeni bir şey keşfettiniz mi?
8. Bir dahaki ders anlatımınızda aldığınız dönüt doğrultusunda ne gibi değişiklikler yapmayı düşünüyorsunuz?
9. Eğer bir daha aynı dersi anlatsanız farklı bir şey yapar mısınız? Evet ise, bu farklılığı yaratmada arkadaşlarınızdan aldığınız dönütler etkili oldu mu?
10. Arkadaşlarınızdan dönüt almak öğrencilerinizdeki bazı eksiklikleri görmenize yardımcı oldu mu?

Weekly Schedule for Training on Cognitive Coaching Model

Week 11	Monday 21.02.2011	Tuesday 22.02.2011	Wednesday 23.02.2011	Thursday 24.02.2011	Friday 25.02.2011
21-25.02.2011	TRAINING ON COGNITIVE COACHING MODEL AND THE IMPLEMENTATION OF THE REFLECTIVE RECIPROCAL PEER COACHING PROCEDURE	Part I Cognitive Coaching Model and The Implementation of the Reflective Reciprocal Peer Coaching Procedure Application of Lesson Plan 7 (A-301 10.00-12.00) Introduction of the Cognitive Coaching Model • Pre-Conference Phase • Observation Phase • Post-Conference Phase Introduction of the Checklist • Task 1		Introduction of the How to Implement the Reflective Reciprocal Peer Coaching Procedure Application of Lesson Plan 7 (A-301 10.00-11.00) • Step 1 • Step 2 • Step 3 • Step 4	

Week 12	Monday 28.02.2011	Tuesday 01.03.2011	Wednesday 02.03.2011	Thursday 03.03.2011	Friday 04.03.2011
28.02-04.03.2011 TRAINING ON COGNITIVE COACHING MODEL AND THE IMPLEMENTATION OF THE REFLECTIVE RECIPROCAL PEER COACHING PROCEDURE		Part II Effective Conferencing Strategies and the Conferencing Goals Application of Lesson Plan 7 (A-301 12.00-13.00) Principles of Effective Conferencing • Technical Principles • Social Principles • Conferencing Goals			

LESSON PLAN 7

(Training Session 7)

Name of the Supervisor: S. İpek Kuru Gönen

Duration: A total of three class hours

Date: 22.02.2011 (three hours/Lesson Plan 7)

24.02.2011 (one hour/Lesson Plan 7)

Class: A-301

Materials: PowerPoint presentations (Appendix)

Tasks and Handouts

Learning Outcome: To train student teachers on cognitive coaching model and introduce the implementation of the reflective reciprocal peer coaching procedure

Subordinate Skills: By the end of the training hours, the student teachers will be able to:

- identify the phases of cognitive coaching model
- analyze the checklist for peer coaching cycle
- define the steps of reflective reciprocal peer coaching procedure

Lesson Plan 7-Part I (22.10.2011)

Introduction of the Cognitive Coaching Model

Whole training session will be based on the PowerPoint presentations (See Appendix). Student teachers will be introduced to the concept of cognitive coaching model in peer coaching and the phases of this model. Moreover, student teachers will be introduced to how to implement the reflective reciprocal peer coaching procedure. Each step will be presented in detail. Careful attention will be given to make presentation as interactive as possible.

The idea that will be highlighted in this training session is how student teachers will implement cognitive coaching model effectively in each peer coaching cycle and how they will follow the steps for the implementation of reflective reciprocal peer coaching in general. The problems occurred in previous training sessions will also be discussed

The presentation will be as follows:

Slide 1 is the headline of the presentation

Before Slide 2

T: Let's remember out previous trainings sessions. Can you tell me what we have seen so far?

(Teacher elicits participants' responses and reminds them of the previous training sessions on reflection and reflective thinking, reflective reciprocal peer coaching, observation forms and reflective diary keeping)

T: In the previous sessions, you tried to implement the reflective reciprocal peer coaching. However, the observations on this implementation put forward that sufficient time was not spared for deciding on which aspects of teaching would be focused on.

T: What is more, observation forms were not used as effectively as they were planned to... what do you think about it?

T: What may be the reasons of this?

How can we solve this problem?

(Teacher elicits student teachers' comments and leads a discussion about the possible reasons of this inefficiency)

T: All right... as result, we searched for a solution... and it appeared that, basing peer coaching on a model would be an effective solution.

Hence... the model that we will base reflective reciprocal peer coaching is the Cognitive Coaching Model...

T: Have you heard about it?

T: Let's see what it is then and how it can help us lead peer coaching effectively.

Slide 2

T: The cognitive coaching model...

- concentrates on the cognitive processes of teacher
- is built upon the assumptions that thought and perception produce all behavior and learning something new requires engagement and alteration in thought
- fosters awareness of what is going on inside teachers' head related to their teaching experiences
- helps teachers decide on the effectiveness and ineffectiveness of their own decisions
- not directed at evaluation but "**observation**"

T: Do you remember the differences between observation and evaluation?

T: Which one appeared appropriate to use for effective reflective reciprocal peer coaching?

(The expected answer is 'observation' and its importance)

T: Then... we can say that this model is appropriate for our purpose since reflective reciprocal peer coaching is based on observation, not evaluation.

Slide 3

T: What about the role of the coach in this model? What do you think about it?

(Teacher points volunteer participants)

T: O.K. The role of the coach is...to help the teacher being observed to reflect upon what is happening in the classroom and how to make changes and improvements

Cognitive coaches are informed about the Five States of Mind as it is helpful in coordinating coaching

T: Let's see these five states of mind....

Slide 4

Five States of Mind

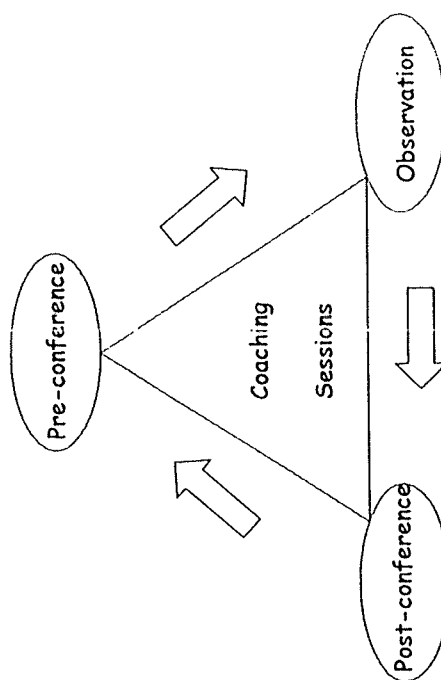
- **Efficacy:** Knowledge of the capacity to make a difference and the willingness to do so.
- **Flexibility:** Knowledge of developing options for consideration and respecting diverse perspectives.
- **Craftsmanship:** Search for precision, refinement and mastery
- **Consciousness:** Monitoring of values, intentions, thoughts and behaviors

- **Interdependence:** Contribution to and use of group resources for personal effectiveness

Slide 5

T: The cognitive coaching model is based on a coaching cycle....

T: This cycle has three elements: the pre-conference phase, observation phase and the post-conference phase.



T: Now...Let's see each of these phases in detail and talk about what peers can do in each phase....

T: The first phase is... (waiting for an answer)

T: Yes... The pre-conference phase

Slide 6

T: In this phase, peers come together and decide on what to observe. What is important is...the teacher being observed guides the decision. The guiding questions the peers can ask to the peer observed are:

- What are your objectives?
- How will you know when you've reached your objectives?
- What is your plan?
- On what other aspects of your teaching do you want information?

Slide 7

T: The second phase is... the observation phase.

T: In the observation phase, while the teacher being observed teaches the lesson, coaches make observations and take notes on the observable behaviors or actions.

T: The coaches are not involved in teaching and for the effectiveness of this phase, specific observation tools can be used.

Slide 8

T: The last phase of the Cognitive Coaching Model is the post-observation phase.

T: This is the debriefing part of the lesson observed. In this phase, the peers come together. The coaches share their observations and help the teacher being observed reflect on the teaching experience by asking questions and providing data.

T: One of the most important aspects to be considered here is that....this part is not in an evaluative mode.

T: What is more, the discussions and comments are not descriptive but **reflective** as much as possible

T: What do you think about this cycle? Do you think it will be effective while implementing reflective reciprocal peer coaching? How?

(The teacher leads a brief reflection about the usefulness of the model for reflective reciprocal peer coaching)

Slide 9

T: To increase the effectiveness of this cycle, we prepared a checklist... you can use this checklist for each peer coaching cycle.

T: It is prepared in order to ease the implementation of the reflective reciprocal peer coaching process and help you effectively be engaged in this process

T: Furthermore...it will serve as a reminder for you to follow throughout the process.

T: It includes yes/no questions for each part of the cycle based on the requirements of the cognitive coaching model.

Let's see it...

(Teacher distributes the checklist- Handout for Task 1)

Slide 10

Task 1

T: Now I want you to analyze this checklist...

Work with your peers, please.

Read each statement on the checklist for peer coaching

- Is there any points not understood?
- Is there anything you think need to be included?
- Any comments?

(Teacher leads a discussion about the checklist and provides clarifications for any of the statements not understood).

Slide 11

T: Ok then... now we know how we can use this checklist.

T: As you know, this term you all will be involved in a reflective reciprocal peer coaching procedure. We talked about it in our previous sessions.

T: Now, let's see how we can implement this procedure effectively.

T: The whole procedure will last for eight weeks and it will be based on voluntary participation. What is more, each person in the coaching groups is responsible for the success of the procedure.

Slide 12

T: There are some steps that you should follow for each peer coaching cycle.

Step 1

T: Before the teaching performance of the peer to be observed:

- Meet for the pre-conference phase in an appropriate quite place
- Spare sufficient time

- Fill in the observation phase in the checklist
- Note down the problems

Slide 14

T: After the teaching performance of the peer to be observed...

Step 3

- Meet for the post-conference phase in an appropriate quite place
- Spare sufficient time
- Give priority to the peer observed for reflection
- Share your observation and help the teacher being observed reflect on the teaching experience by asking questions and providing data (based on your notes)
- Do not be in an evaluative mode
- Be reflective as much as possible rather than descriptive
- Fill in the post-conference phase in the checklist
- Video record the meeting
- Note down the problems

- Select the appropriate observation form

- Decide together on the issues to be observed-based on the observation form

- The observed peer will guide the selection

- Fill in the pre-conference phase in the checklist

- Video record the meeting

- Note down the problems

Slide 13

T: Then we move to the second step...

Step 2

T: During the teaching performance of the peer to be observed:

- Take notes on the observation form based on the issues you selected together prior to observation
- Make careful observation
- Do not disturb the observed peer

T: Following the observations:

- Fill in the observation form based on your notes

Slide 15

T: And in the final step is.... following the peer coaching cycle, the observed peer:

Step 4

- Write a reflective diary about the peer coaching cycle as soon as possible (in Turkish)
- Do not forget to write the date and number of the reflective diary and the topic of the day
- Refer to the guiding reflection questions for diary writing
- Be reflective as much as possible rather than descriptive

T: While writing your diaries, remember the presentation on reflective diary keeping and do not forget to hand your reflection over to the supervisor next day.

Slide 16

T: OK. These are the steps to follow for effective reflective reciprocal peer coaching. Do you have any questions?

T: All right then... Now I will give each of you a file. Let's see what this file includes. (Teacher distributes the files)

Each student teacher has a file which includes:

- weekly schedules (appropriate places for pre and post conferences)
- sufficient number of observation forms
- sufficient number of checklists
- guideline for the format and content of reflective diary keeping
- guiding questions and sheets for diary keeping
- Steps to be followed for each coaching cycle

T: That's all for today. Is there any question about the implementation?

(Teacher leads a final discussion about the implementation of reflective reciprocal peer coaching procedure)

Part II (24.02.2011)

Before Slide 17

T: In our last session, we learnt the ideas of cognitive coaching model and we analyzed the steps of this model in detail..

T: We also discussed how to implement this coaching model into reflective reciprocal peer coaching practice and worked on the checklist that you will use throughout this semester.

T: Are there any questions regarding the cognitive coaching model and its implementation?

T: O.K. Do you think conducting effective discussions is important throughout this process?

How? (teacher elicits possible answers)

T: What about our manners? The tone of voice or how we give feedback... Do you think these aspects are important?

T: Do you think we need some strategies while coaching each other? What are they?

(teacher elicits possible answers)

T: All right then...today we will learn effective conferencing strategies.

Slide 17

T: Conferencing is an important part of the coaching process.

T: During this time, what is said and how it is said is crucial to build up the desired relations among peers.

T: Reflective reciprocal peer coaching is a new experience and trusting your peers and feeling comfortable and open are quite important for success

T: Would you like to learn the golden rules of effective conferencing?

Slide 18

T: Here are the six principles of effective conferencing under the main headings of Technical Principles and Social Principles

Technical Principles

T: Three components of technical principles are having a '*formal language*', a '*focus*' and '*hard evidence*'

Let's see each in detail.

Slide 19

Common Language: Having a common language is helpful to describe, understand and refine teaching. Please be sure you use the same terminology and you are consistent with the terms being used. Clarify what you mean and ask for further explanation. This will make it easy for the sender and the receiver of the message.

Focus: Defining a specific focus helps to narrow down the parameters of what is to be observed and discussed. Setting limits is more comfortable and it clarifies the object of observation.

In our practice, you will use observation forms that will help you to form a focus. Do you think they will be helpful for this purpose? How?

Hard evidence: Use objective data to generate questions, draw conclusions and develop alternative practices. Take notes during observation and offer them as evidence. Do not build your feedback on abstract assumptions.

T: Other than technical ones, there are also social principles which are important for effective conferencing

Slide 20

Social Principles

T: The components of social principles are 'Interaction', 'Predictability', and 'Reciprocity'.

Let's see each in detail

Interaction: Peers interact both in pre and post conferences. Conferencing is a vehicle for joint work on teaching. Through interaction peers can learn a lot from each other.

Predictability: It helps peer coaches to build and maintain trust. Collecting data the peer observed requires and discussing about it will maintain confidentiality on a regular basis. It also generates comfort.

Reciprocity: The coaches observe and they also teach themselves. Hence, each peer is the observer and the one being observed. The peers are in equal status and each can learn from one another.

T: These principles are essential for effective conferencing. Derived from these, what do you think the conferencing goals are?

Slide 21

T: Three goals are associated with peer coaching conferencing

They are: trust, learning and autonomy

T: Why do you think they are important for effective conferencing?

T: Peers must have *trust* in the coaching process, trust that peer coaching is not a remedial process but one that allows both parties the opportunity to grow and learn from one another

T: *Learning* comes as a result of interactions during the pre and post conferences. The observer and the one being observed learn about coaching and conferencing.

T: And...as teachers engage in peer coaching, they become more *autonomous*. They get used to coaching and in the absence of a coach they find themselves asking similar questions and analyze the teaching experience.

T: Hence, the teachers develop the ability to reflect, self-analyze, and self-prescribe.

T: Do you agree with those ideas? How?/Why?

Teacher leads a final discussion and Training Session 7 ends here.

REFLECTIVE RECIPROCAL PEER COACHING

Spring 2011

Cognitive Coaching Model

The cognitive coaching model

- concentrates on the cognitive processes of teacher
- is built upon the assumptions that thought and perception produce all behavior and learning something new requires engagement and alteration in thought
- fosters awareness of what is going on inside teachers' head related to their teaching experiences
- helps teachers decide on the effectiveness and ineffectiveness of their own decisions
- not directed at evaluation but "observation"

Cognitive Coaching Model

- The role of the coach → to help the teacher being observed to reflect upon what is happening in the classroom and how to make changes and improvements
- Cognitive coaches are informed about the Five States of Mind as it is helpful in coordinating coaching

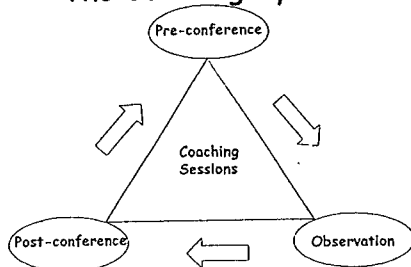
Cognitive Coaching Model

Five States of Mind

- **Efficacy:** Knowledge of the capacity to make a difference and the willingness to do so.
- **Flexibility:** Knowledge of developing options for consideration and respecting diverse perspectives.
- **Craftsmanship:** Search for precision, refinement and mastery
- **Consciousness:** Monitoring of values, intentions, thoughts and behaviors
- **Interdependence:** Contribution to and use of group resources for personal effectiveness

Cognitive Coaching Model

The Coaching Cycle



Cognitive Coaching Model

Pre-conference Phase

- Peers come together and decide on what to observe
- The teacher being observed guides the decision

Guiding Questions:

- What are your objectives?
- How will you know when you've reached your objectives?
- What is your plan?
- On what other aspects of your teaching do you want information?

Cognitive Coaching Model

Observation Phase

- While the teacher being observed teaches the lesson, coaches make observations and take notes on the observable behaviors or actions
- The coaches are not involved in teaching
- Specific observation tools can be used

Cognitive Coaching Model

Post-conference Phase

- Debriefing part
- The peers come together
- The coaches share their observations and help the teacher being observed reflect on the teaching experience by asking questions and providing data
- This part is not in an evaluative mode
- Not descriptive but **reflective** as much as possible

Cognitive Coaching Model

Checklist for Each Peer Coaching Cycle

- prepared in order to ease the implementation of the reflective reciprocal peer coaching process and help participants effectively be engaged in this process
- serve as a reminder for the participants to follow throughout the process
- includes yes/no questions for each part of the cycle based on the requirements of the cognitive coaching model

Cognitive Coaching Model

TASK 1

Work with your peers
Read each statement on the checklist for peer coaching

- Is there any points not understood?
- Is there anything you think need to be included?
- Any comments?

Reflective Reciprocal Peer Coaching

The whole procedure:

- Will last for eight weeks
- Based on voluntary participation
- Each person in the coaching groups is responsible for the success of the procedure

How to Implement The Reflective Reciprocal Peer Coaching

Step 1

Before the teaching performance of the peer to be observed:

- Meet for the pre-conference phase in an appropriate quite place
- Spare sufficient time
- Select the appropriate observation form
- Decide together on the issues to be observed-based on the observation form
- The observed peer will guide the selection
- Fill in the pre-conference phase in the checklist
- Video record the meeting
- Note down the problems

How to Implement The Reflective Reciprocal Peer Coaching

Step 2

During the teaching performance of the peer to be observed:

- Take notes on the observation form based on the issues you selected together prior to observation
- Make careful observation
- Do not disturb the observed peer

Following the observations:

- Fill in the observation form based on your notes
- Fill in the observation phase in the checklist
- Note down the problems

How to Implement The Reflective Reciprocal Peer Coaching

Step 3

After the teaching performance of the peer to be observed:

- Meet for the post-conference phase in an appropriate quiet place
- Spare sufficient time
- Give priority to the peer observed for reflection
- Share your observation and help the teacher being observed reflect on the teaching experience by asking questions and providing data (based on your notes)
- Do not be in an evaluative mode
- Be reflective as much as possible rather than descriptive
- Fill in the post-conference phase in the checklist
- Video record the meeting
- Note down the problems

How to Implement The Reflective Reciprocal Peer Coaching

Step 4

Following the peer coaching cycle, the observed peer:

- Write a reflective diary about the peer coaching cycle as soon as possible (in Turkish)
- Do not forget to write the date and number of the reflective diary and the topic of the day
- Refer to the guiding reflection questions for diary writing
- Be reflective as much as possible rather than descriptive
- Remember the presentation on reflective diary keeping
- Hand your reflection over to the supervisor next day

How to Implement The Reflective Reciprocal Peer Coaching

Each student teacher has a file which includes:

- weekly schedules (appropriate places for pre and post conferences)
- sufficient number of observation forms
- sufficient number of checklists
- guideline for the format and content of reflective diary keeping
- guiding questions and sheets for diary keeping
- Steps to be followed for each coaching cycle

Conferencing Strategies

- Conferencing → an important part of the coaching process.
- What is said and how it is said is crucial to build up the desired relations among peers
- Reflective reciprocal peer coaching → new experience and trusting your peers and feeling comfortable and open are quite important for success

Principles of Effective Conferencing

Technical Principles

Formal language
Focus
Hard Evidence

Social Principles

Interaction
Predictability
Reciprocity

Technical Principles

Common Language: Helpful to describe, understand and refine teaching

- Please be sure you use the same terminology and you are consistent with the terms being used
- Clarify what you mean and ask for further explanation ⇒ This will make it easy for the sender and the receiver of the message

Focus: Helps to narrow down the parameters of what is to be observed and discussed

- Setting limits is more comfortable and it clarifies the object of observation

Hard evidence: Use objective data to generate questions, draw conclusions and develop alternative practices

- Take notes during observation and offer them as evidence
- Do not build your feedback on abstract assumptions

Social Principles

Interaction: Peers interact both in pre and post conferences

- Conferencing is a vehicle for joint work on teaching
- Through interaction peers can learn a lot from each other

Predictability: Helps peer coaches to build and maintain trust

- Collecting data the peer observed requires and discussing about it will maintain confidentiality on a regular basis ⇒ It also generates comfort

Reciprocity: The coaches observe and they also teach themselves. Hence, each peer is the observer and the one being observed

- The peers are in equal status and each can learn from one another

Conferencing Goals

- Trust
- Learning
- Autonomy
- Do you agree with those ideas? How?/Why?

CHECKLIST

Dear Student,

This checklist is prepared to guide you to be effectively engaged in the reflective reciprocal peer coaching application. Please fill in this checklist for each peer coaching cycle.

Date of Peer Coaching:.....

Peer Coaching Cycle No.:

Observer:.....

Peer Observed:

Class:

		YES	NO
Pre-conference Phase	Do you think you spared sufficient time for pre-conference phase?		
	Did you ask the following questions to the peer observed?		
	- What are your objectives?		
	- How will you know when you've reached your objectives?		
	- What is your plan?		
	- On what aspects of your teaching do you want information?		
Observation Phase	Did you cooperatively decide on the points to be observed?		
	Did you have any problems in the pre-conference phase?		
	If your answer is 'yes' please specify		
			
Post-conference Phase	Did you focus on the items you decided with your peers?		
	Did you take notes about the performance of the peer observed?		
	Did you have any problems during observation?		
	If your answer is 'yes' please specify		
			
	Do you think you spared sufficient time for post-conference phase?		
	Did you give priority to the peer observed to make self evaluation?		
	Did you comment on the strengths of the peer observed?		
	Did you comment on the weaknesses of the peer observed?		
	Did you focus on the effects of teaching performance on student outcomes?		
	Did you ask the following questions to the peer observed?		
	- How do you feel about your performance?		
	- Do you think you achieved your learning outcomes?		
	- Is there anything you'd like to change about your teaching next time?		
	- Is there anything you'd like me to focus on next time?		
	Did you have any problems in the pre-conference phase?		
	If your answer is 'yes' please specify		
			

Comments:

.....

.....

Appendix D

Observation Forms

TEACHING GRAMMAR

Observer:
Peer Observed:

Date:
Subject:

Prior to the lesson, decide with your peers the number of the statements you would like to observe for each teaching performance. This decision will be based on the content of the lesson, the content of the statements and the requirements of the statements. The subtitles next to the statements (e.g. Introducing the Structure, Teaching Vocabulary, Lesson Flow, Teacher, etc. for each skill) will guide your decision. Please make sure that you reach at a consensus with your peers about the number and content of the statements prior to the teaching performance of the peer observed. After the lesson, discuss the teaching performance based on your observation.

While observing your peer, tick the statements according to the following guideline. If any of the statements is not observed, please leave the related line empty. You can also take notes in the reserved places during observation.

1	2	3
Not Good	Average	Good

	NOTES		
While teaching grammar, my peer	1	2	3
1. sets a natural context to introduce the new structure			
2. sets a context that can provide many examples			
3. elicits students' background knowledge to prepare them for the new structure			
4. leads the students to the discovery/introduction of the form			
5. leads the students to the discovery/introduction of the meaning and use			
6. checks students' understanding of form and meaning			
7. clarifies the form and meaning through highlighting, explaining, etc.			
8. checks whether the students process meaning/use without production			
9. checks whether the students process form without production			
10. contextualizes the meaningful-controlled activities by using different cues (visual/verbal etc.)			
11. provides communicative/free activities including real life-like situations			
12. prepares students for the language they will use in communicative/free activities			
13. provides follow-up activities after communicative/free activities			
Introducing the Structure			
Practicing the Structure			

Lesson Flow	Throughout the lesson, my peer									
	14. draws student's attention (using an activity) at the beginning of the lesson									
	15. ends the lesson appropriately									
	16. uses logical transitions between the stages of the lesson									
Teacher	17. uses his/her voice appropriately									
	18. establishes eye contact with the students									
	19. deals with disruptive behavior effectively									
	20. makes changes in his/her plan when necessary									
	21. manages turn-taking appropriately									
	22. uses body language, gestures and mimics effectively									
	23. takes a position in the class appropriate to the activity									
	24. uses elicitation techniques effectively									
	25. involves the students at every step of the lesson									
	26. uses clear and simple language appropriate to students' language level									
Language Use	27. uses the target language as much as possible									
	28. uses the target language fluently and accurately									
	29. gives clear and simple instructions for the activities									
	30. checks students' understanding of instructions/explanations									
Instructions & Checking	31. checks students' understanding of questions									
	32. monitors the students and helps if necessary during the activities									
	33. checks the activity outcomes/answers of the students									
	34. provides variation for positive feedback/correction in the checking of the answers (self, peer, teacher correction)									
Materials & Board	35. uses the board in an organized way									
	36. uses attractive materials									
	37. uses materials/situations appropriate to students' age									
	38. provides activities appropriate for pair and group work									
Activities	39. sequences the activities according to their difficulty level									
	40. provides activities appropriate for students' language level									
	41. selects appropriate number of activities/examples at every step of the lesson									
	42. gives sufficient time to complete a task									
Time Management	43. gives sufficient time to copy down the information on the board, OHP, etc.									
	44. finishes the lesson in good timing									

TEACHING READING

Date:
Subject:

Observer:
Peer Observed:

Prior to the lesson, decide with your peers the number of the statements you would like to observe for each teaching performance. This decision will be based on the content of the lesson, the content of the statements and the requirements of the statements. The subtitles next to the statements (e.g. Introducing the Structure, Teaching Vocabulary, Lesson Flow, Teacher, etc. for each skill) will guide your decision. Please make sure that you reach at a consensus with your peers about the number and content of the statements prior to the teaching performance of the peer observed. After the lesson, discuss the teaching performance based on your observation.

While observing your peer, tick the statements according to the following guideline. If any of the statements is not observed, please leave the related line empty. You can also take notes in the reserved places during observation.

1	2	3
Not Good	Average	Good

	1	2	3	NOTES
Teaching Vocabulary				
While teaching reading, my peer				
1. gives the correct spelling of the active vocabulary in the text				
2. gives self explanatory examples about the active vocabulary in the text				
3. clarifies the meaning choosing an appropriate technique				
4. checks understanding of the active vocabulary in the text				
5. activates students' background knowledge about the text/genre				
6. selects an appropriate activity for the first reading that does not reveal the text				
7. creates curiosity/interest for reading the text				
8. provides variety of questions to extract different piece of information				
9. provides appropriate activities according to text type/genre				
10. helps students use contextual clues in the text				
11. provides appropriate follow-up activity(ies) to link the reading text with the students' experiences/thoughts				
Global Comprehension				

Lesson Flow	Throughout the lesson, my peer							
	12. draws student's attention (using an activity) at the beginning of the lesson							
	13. ends the lesson appropriately							
	14. uses logical transitions between the stages of the lesson							
Teacher	15. uses his/her voice appropriately							
	16. establishes eye contact with the students							
	17. deals with disruptive behavior effectively							
	18. makes changes in his/her plan when necessary							
	19. manages turn-taking appropriately							
	20. uses body language, gestures and mimics effectively							
	21. takes a position in the class appropriate to the activity							
	22. uses elicitation techniques effectively							
	23. involves the students at every step of the lesson							
	24. uses clear and simple language appropriate to students' language level							
Language Use	25. uses the target language as much as possible							
	26. uses the target language fluently and accurately							
Instructions & Checking	27. gives clear and simple instructions for the activities							
	28. checks students' understanding of instructions/explanations							
	29. checks students' understanding of questions							
	30. monitors the students and helps if necessary during the activities							
	31. checks the activity outcomes/answers of the students							
	32. provides variation for positive feedback/correction in the checking of the answers (self, peer, teacher correction)							
	33. uses the board in an organized way							
Materials & Board	34. uses attractive materials							
	35. uses materials/situations appropriate to students' age							
Activities	36. provides activities appropriate for pair and group work							
	37. sequences the activities according to their difficulty level							
	38. provides activities appropriate for students' language level							
	39. selects appropriate number of activities/examples at every step of the lesson							
Time Management	40. gives sufficient time to complete a task							
	41. gives sufficient time to copy down the information on the board, OHP, etc.							
	42. finishes the lesson in good timing							

TEACHING LISTENING

Date:
Subject:

Observer:
Peer Observed:

Prior to the lesson, decide with your peers the number of the statements you would like to observe for each teaching performance. This decision will be based on the content of the lesson, the content of the statements and the requirements of the statements. The subtitles next to the statements (e.g. Introducing the Structure, Teaching Vocabulary, Lesson Flow, Teacher, etc. for each skill) will guide your decision. Please make sure that you reach at a consensus with your peers about the number and content of the statements prior to the teaching performance of the peer observed. After the lesson, discuss the teaching performance based on your observation.

While observing your peer, tick the statements according to the following guideline. If any of the statements is not observed, please leave the related line empty. You can also take notes in the reserved places during observation.

1	2	3
Not Good	Average	Good

	1	2	3	NOTES
Teaching Vocabulary				
While teaching listening, my peer				
1. gives the correct spelling of the active vocabulary in the text				
2. gives self explanatory examples about the active vocabulary in the text				
3. clarifies the meaning choosing an appropriate technique				
4. checks understanding of the active vocabulary in the text				
5. activates students' background knowledge about the text/genre				
6. clarifies the setting/context of situation in the listening text				
7. selects an appropriate activity for the first listening that does not reveal the text				
8. creates curiosity/interest for listening the text				
9. provides appropriate listening activities for selective listening				
10. helps students use contextual clues in the text				
11. deals with interventions during listening (handling the equipment, environmental noise, indistinct speech, etc.)				
12. provides variety of questions to extract different piece of information				
13. provides appropriate follow-up activity(ies) to link the listening text with the students' experiences/thoughts				
Global Comprehension				
Detailed Comprehension				

Lesson Flow	Throughout the lesson, my peer							
	14. draws student's attention (using an activity) at the beginning of the lesson							
	15. ends the lesson appropriately							
	16. uses logical transitions between the stages of the lesson							
Teacher	17. uses his/her voice appropriately							
	18. establishes eye contact with the students							
	19. deals with disruptive behavior effectively							
	20. makes changes in his/her plan when necessary							
	21. manages turn-taking appropriately							
	22. uses body language, gestures and mimics effectively							
	23. takes a position in the class appropriate to the activity							
	24. uses elicitation techniques effectively							
	25. involves the students at every step of the lesson							
	Language Use	26. uses clear and simple language appropriate to students' language level						
27. uses the target language as much as possible								
28. uses the target language fluently and accurately								
29. gives clear and simple instructions for the activities								
Instructions & Checking	30. checks students' understanding of instructions/explanations							
	31. checks students' understanding of questions							
	32. monitors the students and helps if necessary during the activities							
	33. checks the activity outcomes/answers of the students							
	34. provides variation for positive feedback/correction in the checking of the answers (self, peer, teacher correction)							
	35. uses the board in an organized way							
Materials & Board	36. uses attractive materials							
	37. uses materials/situations appropriate to students' age							
Activities	38. provides activities appropriate for pair and group work							
	39. sequences the activities according to their difficulty level							
	40. provides activities appropriate for students' language level							
	41. selects appropriate number of activities/examples at every step of the lesson							
Time Management	42. gives sufficient time to complete a task							
	43. gives sufficient time to copy down the information on the board, OHP, etc.							
	44. finishes the lesson in good timing							

TEACHING SPEAKING

Date:
Subject:

Observer:
Peer Observed:

Prior to the lesson, decide with your peers the number of the statements you would like to observe for each teaching performance. This decision will be based on the content of the lesson, the content of the statements and the requirements of the statements. The subtitles next to the statements (e.g. Introducing the Structure, Teaching Vocabulary, Lesson Flow, Teacher, etc. for each skill) will guide your decision. Please make sure that you reach at a consensus with your peers about the number and content of the statements prior to the teaching performance of the peer observed. After the lesson, discuss the teaching performance based on your observation.

While observing your peer, tick the statements according to the following guideline. If any of the statements is not observed, please leave the related line empty. You can also take notes in the reserved places during observation.

1	2	3
Not Good	Average	Good

	NOTES		
While teaching speaking, my peer	1	2	3
Introducing the Function			
1. Introduces the target language function with clear and natural context			
2. elicits students' background knowledge about the target language function			
3. provides appropriate language patterns for the target language function			
4. uses appropriate techniques to help students notice target language function			
Practicing the Function			
5. provides appropriate activities to help students practice the target language function			
6. provides activities which reflect authentic use of target language function			
7. provides appropriate activities which allow students use the target language function autonomously			

Lesson Flow	Throughout the lesson, my peer							
	8. draws student's attention (using an activity) at the beginning of the lesson							
	9. ends the lesson appropriately							
	10. uses logical transitions between the stages of the lesson							
Teacher	11. uses his/her voice appropriately							
	12. establishes eye contact with the students							
	13. deals with disruptive behavior effectively							
	14. makes changes in his/her plan when necessary							
	15. manages turn-taking appropriately							
	16. uses body language, gestures and mimics effectively							
	17. takes a position in the class appropriate to the activity							
	18. uses elicitation techniques effectively							
	19. involves the students at every step of the lesson							
	Language Use	20. uses clear and simple language appropriate to students' language level						
21. uses the target language as much as possible								
22. uses the target language fluently and accurately								
23. gives clear and simple instructions for the activities								
Instructions & Checking	24. checks students' understanding of instructions/explanations							
	25. checks students' understanding of questions							
	26. monitors the students and helps if necessary during the activities							
	27. checks the activity outcomes/answers of the students							
	28. provides variation for positive feedback/correction in the checking of the answers (self, peer, teacher correction)							
	29. uses the board in an organized way							
Materials & Board	30. uses attractive materials							
	31. uses materials/situations appropriate to students' age							
Activities	32. provides activities appropriate for pair and group work							
	33. sequences the activities according to their difficulty level							
	34. provides activities appropriate for students' language level							
	35. selects appropriate number of activities/examples at every step of the lesson							
Time Management	36. gives sufficient time to complete a task							
	37. gives sufficient time to copy down the information on the board, OHP, etc.							
	38. finishes the lesson in good timing							

TEACHING WRITING

Date:
Subject:

Observer:
Peer Observed:

Prior to the lesson, decide with your peers the number of the statements you would like to observe for each teaching performance. This decision will be based on the content of the lesson, the content of the statements and the requirements of the statements. The subtitles next to the statements (e.g. Introducing the Structure, Teaching Vocabulary, Lesson Flow, Teacher, etc. for each skill) will guide your decision. Please make sure that you reach at a consensus with your peers about the number and content of the statements prior to the teaching performance of the peer observed. After the lesson, discuss the teaching performance based on your observation.

While observing your peer, tick the statements according to the following guideline. If any of the statements is not observed, please leave the related line empty. You can also take notes in the reserved places during observation.

1	2	3
Not Good	Average	Good

Genre	While teaching writing, my peer	1 2 3			NOTES
		1	2	3	
Introducing the Genre	1. provides appropriate example text(s) to introduce the genre				
	2. helps students identify the information in the context of example text (s)				
	3. helps students identify salient features (language/register) of the genre				
	4. elicits knowledge students already have about the genre				
	5. leads students discover the purpose and writer's line of thought in the example text(s)				
Practicing the Genre	6. provides appropriate controlled activities to have students gain progressive control over the genre				
	7. provides activities which reflect authentic representation of the new genre				
	8. provides contextual production/free writing activities in which writer's identity, audience, purpose and text type are clear				
	9. encourages students start writing by generating ideas				
	10. leads students write their first draft focusing on content and organization				

Lesson Flow	Throughout the lesson, my peer							
	11. draws student's attention (using an activity) at the beginning of the lesson							
	12 ends the lesson appropriately							
	13. uses logical transitions between the stages of the lesson							
Teacher	14. uses his/her voice appropriately							
	15. establishes eye contact with the students							
	16. deals with disruptive behavior effectively							
	17. makes changes in his/her plan when necessary							
	18. manages turn-taking appropriately							
	19. uses body language, gestures and mimics effectively							
	20. takes a position in the class appropriate to the activity							
	21. uses elicitation techniques effectively							
	22. involves the students at every step of the lesson							
	23. uses clear and simple language appropriate to students' language level							
	24. uses the target language as much as possible							
Language Use	25. uses the target language fluently and accurately							
	26. gives clear and simple instructions for the activities							
	27. checks students' understanding of instructions/explanations							
	28. checks students' understanding of questions							
Instructions & Checking	29. monitors the students and helps if necessary during the activities							
	30. checks the activity outcomes/answers of the students							
	31. provides variation for positive feedback/correction in the checking of the answers (self, peer, teacher correction)							
	32. uses the board in an organized way							
Materials & Board	33. uses attractive materials							
	34. uses materials/situations appropriate to students' age							
Activities	35. provides activities appropriate for pair and group work							
	36. sequences the activities according to their difficulty level							
	37. provides activities appropriate for students' language level							
	38. selects appropriate number of activities/examples at every step of the lesson							
Time Management	39. gives sufficient time to complete a task							
	40. gives sufficient time to copy down the information on the board, OHP, etc.							
	41. finishes the lesson in good timing							

Dear Student,

This checklist is prepared to guide you to be effectively engaged in the reflective reciprocal peer coaching application. Please fill in this checklist for each peer coaching cycle.

Date of Peer Coaching:.....

Peer Coaching Cycle No.:

Observer:.....

Peer Observed:

Class:

	YES	NO
Pre-conference Phase	Do you think you spared sufficient time for pre-conference phase?	
	Did you ask the following questions to the peer observed?	
	- What are your objectives?	
	- How will you know when you've reached your objectives?	
	- What is your plan?	
	- On what aspects of your teaching do you want information?	
Observation Phase	Did you cooperatively decide on the points to be observed?	
	Did you have any problems in the pre-conference phase?	
	If your answer is 'yes' please specify	
		
	Did you focus on the items you decided with your peers?	
	Did you take notes about the performance of the peer observed?	
Post-conference Phase	Did you have any problems during observation?	
	If your answer is 'yes' please specify	
		
	Do you think you spared sufficient time for post-conference phase?	
	Did you give priority to the peer observed to make self evaluation?	
	Did you comment on the strengths of the peer observed?	
	Did you comment on the weaknesses of the peer observed?	
	Did you focus on the effects of teaching performance on student outcomes?	
	Did you ask the following questions to the peer observed?	
	- How do you feel about your performance?	
- Do you think you achieved your learning outcomes?		
- Is there anything you'd like to change about your teaching next time?		
- Is there anything you'd like me to focus on next time?		
Did you have any problems in the post-conference phase?		
If your answer is 'yes' please specify		
.....		

Comments:

.....

.....

.....

Appendix F Intervention Sessions Checklist

Dear Student-Teacher,

This checklist is prepared to guide you to effectively analyze the given video for a randomly selected peer coaching cycle. In the video, you will find the pre-conference, observation and post conference phase of a lesson conducted by a group of peers. Please watch the video carefully and fill in this checklist. You can also write your comments or take notes in the reserved place.

Name-Surname:.....

		YES	NO	COMMENTS/NOTES
Pre-conference Phase	Do you think peers spared sufficient time for pre-conference phase?			
	Did the observer peers ask the following questions to the peer observed?			
	• What are your objectives? • How will you know when you've reached your objectives? • What is your plan? • On what aspects of your teaching do you want information?			
	Do you think peers cooperatively decide on the points to be observed?			
	Observation Phase:			
	In the observation phase; please observe the teaching performance by considering the points determined in the pre-conference phase and take notes accordingly. These notes will help you to remember what actually happened during the teaching performance of the peer.			
Post-conference Phase	Did the observer peers ask the following questions to the peer observed?			
	• How do you feel about your performance? • Do you think you achieved your learning outcomes? • Is there anything you'd like to change about your teaching next time? • Is there anything you'd like me to focus on next time?			
	Do you think observer peers gave chance to the peer observed to make self evaluation?			
	Do you think observer peers comment on the strengths of the peer observed?			
	Do you think observer peers comment on the weaknesses of the peer observed?			
	Do you think observer peers focus on the effects of teaching performance on student outcomes?			
	Do you think peers spared sufficient time for post-conference phase?			

Appendix 61 The Profile of Reflective Thinking Attributes

Dear Student,

The purpose of this survey is to explore your current level of reflective thinking. Each statement is followed by four numbers, 1, 2, 3, and 4. The numbers mean the following:

1: Seldom

2: Situational

3: On a regular basis

4: Almost always

After reading each statement, please *circle the number* (1, 2, 3 or 4) which applies to you. Note that there are **no right or wrong responses** to any of the items on this survey. The results will only be used for research purposes and the confidentiality of your responses are guaranteed. Thank you for your participation©

I accept that my responses will be used for research purposes

Name-Surname:

Class:

When confronted with a problem situation,	Seldom	Situational	On a regular basis	Almost always
1. I can identify a problem situation	1	2	3	4
2. I analyze a problem based upon the needs of the student	1	2	3	4
3. I seek evidence which supports or refutes my decision	1	2	3	4
4. I view problem situations in an ethical context	1	2	3	4
5. I use an organized approach to problem solving	1	2	3	4
6. I am intuitive in making judgments	1	2	3	4
7. I creatively interpret situations	1	2	3	4
8. My actions vary with the context of situation	1	2	3	4
9. I feel comfortable with a set routine	1	2	3	4
10. I have strong commitment to values (e.g. all students can learn)	1	2	3	4
11. I am responsive to the educational needs of the students	1	2	3	4
12. I review my personal aims and actions	1	2	3	4
13. I am flexible in my thinking	1	2	3	4
14. I have a questioning nature	1	2	3	4
15. I welcome peer review of my actions	1	2	3	4

When preparing, implementing, assessing a lesson,	Seldom	Situational	On a regular basis	Almost always
16. Innovative ideas are often used	1	2	3	4
17. My focus is on the objective of the lesson	1	2	3	4
18. There is no one best approach to teaching	1	2	3	4
19. I have the skills necessary to be a successful teacher	1	2	3	4
20. I have the content necessary to be a successful teacher	1	2	3	4
21. I consciously modify my teaching to meet student needs	1	2	3	4
22. I complete tasks adequately	1	2	3	4
23. I understand concepts, underlying facts, procedures and skills	1	2	3	4
24. I try to guess what the content of the text is about when I read	1	2	3	4
25. I consider the social implications of so-called best practice	1	2	3	4
26. I self-monitor my teaching	1	2	3	4
27. I evaluate my teaching effectiveness	1	2	3	4
28. My students meet my instructional objective when evaluated	1	2	3	4
29. I use a journal regularly	1	2	3	4
30. I engage in action research	1	2	3	4

In order to find out your score,

Calculate the number of the circled indicators and write the number of the score for each indicator below. Multiply by the indicator number, then total each of the subtotals to reach an overall score.

Indicator 4 x _____ = _____

Indicator 3 x _____ = _____

Indicator 2 x _____ = _____

Indicator 1 x _____ = _____

Total _____

Appendix G2 Item Coefficiencies for The Profile of Reflective Thinking Attributes

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
SORU1	89,2656	91,4722	,4290	,8455
SORU2	89,4375	91,6496	,4579	,8450
SORU3	89,3828	90,9625	,4280	,8454
SORU4	89,5469	92,2498	,3178	,8486
SORU5	89,7656	89,5352	,4180	,8456
SORU6	89,7500	91,4646	,3492	,8477
SORU7	89,5078	91,7795	,3974	,8463
SORU8	89,2031	93,0135	,3173	,8485
SORU9	89,7734	95,7042	,0634	,8575
SORU10	89,5938	91,7549	,3281	,8484
SORU11	89,0859	92,7878	,4021	,8466
SORU12	89,2422	91,6023	,4208	,8457
SORU13	89,2656	92,6533	,2971	,8492
SORU14	89,3594	91,6494	,3777	,8468
SORU15	89,4297	91,7588	,3671	,8471
SORU16	89,3828	91,5925	,4267	,8456
SORU17	89,3906	94,4604	,1887	,8520
SORU18	89,2578	93,7677	,1420	,8565
SORU19	89,2891	91,1835	,4417	,8451
SORU20	89,2734	91,5388	,4527	,8451
SORU21	89,1875	90,6260	,5120	,8434
SORU22	89,3672	90,0767	,5203	,8429
SORU23	89,2734	89,9010	,5551	,8421
SORU24	89,0000	93,3071	,3413	,8479
SORU25	89,3672	91,3366	,4244	,8456
SORU26	89,1641	91,0831	,4525	,8448
SORU27	89,0859	91,1500	,4816	,8443
SORU28	89,5625	90,5945	,4951	,8437
SORU29	90,3828	90,7421	,2770	,8519
SORU30	89,9063	89,7392	,4060	,8460

Diary 1

Reflection'ın ne olduğu hakkında bir fikrim yokken ne olduğunu öğrendim öncelikle. Reflectivity'nin aslında kişisel gelişimimiz açısından çok önemli olduğunu ve bu gelişimin de meslek hayatımızda çok önemli olduğunu öğrendim. İyi bir öğretmen olmak için gelecek hayatımda kullanabileceğim bilgiler edindim.

Bu çalışmayı yapmamış olsaydık öğretmenlik uygulaması dersim nasıl geçirdi hiçbir fikrim yok açıkçası. Yani nasıl davranırdım tahmin edemiyorum şu an. Ama eminim ki onca hafta yaptığımız çalışmalar yararlı olmuştur ve stajda başarı gösterdiysek bu öğrendiklerimiz sayesinde.

İnsanlar kendilerini ya da başkalarını eleştirmek konusunda başarısızdır. Kendilerinin kusurlu yanlarını görmezler, başkalarını görseler de söyleyemezler. Ama biz bu çalışmayla düzgün bir şekilde yapılacak eleştirinin aslında hem kişiye hem de eleştirene yararlı olacağını gördük. Eleştiri sonrasında kendimize tekrar bakıp yaptığımız hataları düzeltebileceğimizi gördük. Bu açıdan yararlı olduğunu düşünüyorum. Ayrıca henüz düzenli olarak bir diary tutmasak da anlattığımız derslerde yaptığımız hatalarımızı, öğrencilerimizin durumlarını aklımıza tekrar tekrar getirip eksik yanlarımızı düzeltmeye başlamamıza yardımcı oldu.

Diary 2

Verilen eğitim ve yaptığımız uygulamalar sayesinde reflective bir şekilde düşünebilmeyi öğrendim. Girdiğim derslerde "ne yapıyorum?, amaçlarıma uygun mu? Amaçlarıma ulaştım mı? Öğrencilere neler kazandırabildim ya da eksiklikler ne?" gibi sorular sormayı öğrendim. Kendimi, kullandığım yöntemleri, materyalleri daha bilinçli bir şekilde değerlendirmemi sağladı. Ayrıca, grup arkadaşlarımdan da aldığım olumlu olumsuz öneriler sayesinde ne yönde değişiklikler yapmam gerektiğini öğrendim. İlk derslerle (ilk dönemki) stajın sonlarına doğru kendimi karşılaştırdığımda tam olarak olmasa da büyük bir değişiklik olduğunu düşünüyorum.

Diary 3

Reflection ve reflectivity kavramlarını öğrendim ilk olarak. Bunların öğretmenlikteki önemini ve gerekliliğini kavrandım. Bana aslında çok uzak olmayan-kimseye uzak olduğunu sanmıyorum- hayatın farklı alanlarında kullandığımız bu kavramları öğretmenliğe uygulamayı ve bunu uygulamanın yollarını öğrendim. Tam olarak "Evet, ben reflective bir teacher'ım" diyemem ama nasıl olabileceğimi biliyorum. Sanırım ileriki dönemki çalışmalarda da bunu uygulayacağız.

Öğretime bakış ve öğretim sürecinde davranış açısından da kendimde farklılıklar gözlemledim. Bakış açım öğretmenliğin "her gün, her sınıfa aynı şeyin anlatıldığı sıkıcı bir meslek" oluşundan geliştirilmeye açık, yeniliklerin farklılıkların olabileceği heyecanlı bir meslek oluşuna doğru kaymıştır. Öğretim sürecindeki davranışlarım da dışarıda öğrendiklerimi-kendim, öğretmenliğim ve reflectivitym açısından-öğretim ortamıma taşıyarak değişmiş ve gelişmiştir.

Student X

Sample Diary 1 (First Week)

A) Ders anlatımı üzerine yansıtılmalı değerlendirme

Bu haftaki dersim simple past tense üzerine oldu. Girdiğim 7-B sınıfı bize geçen dönemden de alışık olan bir sınıf. Ayrıca benden önce bir kere de öğretmenleri simple past tense'i işlemiş zaten. Ancak ben yine de gramer yapısının tam anlamıyla oturması için, çok ayrıntılı ve uzun bir presentation kısmı olan bir ders planladım ve yaptım. Belli ki simple past tense birkaç hafta daha lazım olacak ve bu zamanı kullanarak başka skiller (listening, reading vb) işlememiz gerekecek. Öğrenciler önce bu zamanın yapısı hakkında bilgilenecek ve onu iyi bilecekler ki onu kullanarak yazı yazıp okuma yapabilsinler. Nitekim dersim belki daha önce görmelerinden belki de gramer anlatımı bence daha kolay ve eğlenceli olduğundan çok verimli geçti. İşe yaradığını düşünüyorum yoğun anlatımın. Örnek cümlelerde, örnek bazı fiillerin hem düzenli hem düzensiz olarak past forma değiştirilmesinde öğrenciler son derece başarılı oldular. Derse gitmeden alıştırmalarım hazırды onları da yapsam iyi olacaktı elbet ama yine derse gitmeden anlatım safhasına çok zaman ve öncelik vereceğimi biliyordum. Onların biz yokken kendi öğretmenleriyle bol bol alıştırma yapacaklarını da biliyorum. Bir kez daha tahta önünde kendimi sahneyeymiş gibi hissettim. Simple past tense de olumlu ve olumsuz cümle kurmakta ve fiillerin past formlarını oluşturmakta pek çoğunun epey yol aldığını düşünüyorum.

B) Peer coaching oturumları üzerine yansıtılmalı değerlendirme.

Bu hafta yaptığımız oturumlar, özellikle post-conference çok yoğun ve faydalı oldu bence. Akran arkadaşlarım beni doğru yönlendirip, anlatımında ön plana çıkan noktaları yakalayarak beni memnun ettiler. Hem iyi olduğum noktaları hem de bir eksikliğimi söylediler. Daha çok eksiklik üzerinde yazmak istiyorum ki o da anlatım yaparken context oluşturmamaktı. Dürüst olmak gerekirse derse giderken onun eksikliğini biliyordum ama ders akışı içinde konuya girerken vücut hareketleri ve konuşmamla konuya lead- in yapabildim. Bu doğaçlama gelişen bir şey oldu. Belki en büyük pay konuyu bir kez önceden görmelerindeydi. Ama arkadaşlarım bu konunun önemini atlamadan pre conference da gözlemlemeyi teklif ettiler ben de kabul

ettim ve sonradan üstünde post conference konuşunca gramer dersi dahi olsa kurulacak natural bir contextin gerekliliğini anladım. Dedğim gibi context olmayışından ötürü derste bir zorluk çekmedim. Her ders kendine has bir şekilde ilerler ama yine de bana bir şeyler anlattılar. Öğretmen olarak kendime duyduğum güven çok azalmıştı ama onu tekrar tazelediler. Bir öğretmen adayı olarak sınıfta öğrencilerle iyi iletişim kurabildiğimi, beden dilimi, hareketlerimi ve sesimi iyi kullandığımı bana başkalarının hem de bu işin içinde olan diğer öğretmen adaylarının söylemesi çok memnuniyet vericiydi. Genel anlamda ders anlatımı öncesi ve sonrasındaki bu toplantıları öğretim işinin gelişmesi için az bulunur bir fırsat olarak görüyorum. Arkadaşlarıma dönüt verirken kendi yaptıklarımın aklıma gelmesi ve onları kendimle karşılaştırmam çok etkili bir ayna görevi görüyor ve derin bir anlayış kazandırıyor.

Student X

Sample Diary 2 (Last Week)

A) Ders anlatımım üzerine yansıtmalı değerlendirme

Bugün dersim tekrar 7-B sınıfındaydı. Onlarla tekrar reading yaptık. Reading için seçtiğim parça onların ders kitabında bulunan bir araba kazasıyla ilgili okuma parçasıydı. Konumsa could/ could not ile belirtilen geçmişteki yetenekler ve yeterliliklerdi. Parçada kaza öncesi ve sonrasında kişinin yapabildikleri söyleniyordu dans etmek, koşmak gibi. Derse hikayeyi olabildiğince görselleştirmeye çalışarak başladım. Bunun için bir genç ve charming bir kız, araba kazası, protez bacak, dans resimleri kullandım. Tahtaya resimleri hikayedeki oluş sıralarına göre astım ve öğrencilere tek tek resimler hakkında sorular sordum. Tahtadaki resimlere bakarak okuyacağımız hikâyenin konusu hakkında tahminlerde bulunmalarını istedim ve onları not ettim. Ve sonra hikayeyi ilk defa okuyarak yaptıkları tahminleri parçada aramalarını istedim. Sonraki aktivitem parçadaki olayları oluş sırasına göre dizdirmek oldu. Üçüncü aktivitemdeyse bir tablo vardı. Parçayı okuyup tabloda kişinin kazadan önce yapabildikleri, kazadan sonra yapamadıkları ve birde tekrar iyileştikten sonra yapabildikleri vardı. Bu sütunlara gerekli doğru bilgileri yazmaları gerekti.

B) Reflective peer coaching uygulaması üzerine yansıtmalı değerlendirme

Bu hafta yaptığımız post conferance da arkadaşlarımdan her zamanki ve beklediğim gibi notlar ve geri dönüşler aldım. Tahtayı kullanışımı ve hikayeyi resimlerle visualize etme şeklimi beğendiklerini söylediler. Resimlerimi kendim çizdiğim için daha dikkat çekici

olduğunu söylediler. Resimlere çok emek vermiştim ama işe yarayı tahtaya hikayeyi yansıttılar bence de. Ben daha öncede buraya yazdığım gibi gözlem yapma işine epey alıştım ve hatta sevdim. Bu yüzden beni, emeğimi ve dersimi ellerinde kontrol listeleriyle dinleyip not alan arkadaşlarımın çok farklı ve bulunmaz bir iş yaptıklarını düşünüyorum. Kime ne versem, kaç para versem, nasıl rica etsem de böyle düzenli ve faydalı bir gözlem sağlayamaz, bulamazdım. Bu post conferance da yine zamanı kullanışım eleştirildi. Ben elimden geleni yapsam da post activitesine zaman kalmadı yine. Bir ders boyunca hepsini yapmanın ne kadar zor olduğunu zaten arkadaşlarım kendileri de bildiklerinden bunu da anlayışla karşıladılar elbette. Artık geliştiğimizi biliyorum ve iyiden iyiye öğretmenliğe bu uygulama sayesinde daha da ısınıyorum. Bir aynaya bakıp da dosdoğru kendini görmek gibisi yokmuş.

Student Y

Sample Diary 1 (First Week)

Anlatılan Ders Üzerine Reflection:

Bugün 2.dönemki ilk stajımdı. 1.dönem 15er dakika anlatırken, bu dönem 1 ders anlatacaktık. Gel de korkma☺ başta çok telaşlıydım, ilk tecrübemdi ve fiyasko olabilirdi. 5-B sınıfına animals konusunda listening yaptım. Old MacDonald şarkısını, büyük resimler ve handoutlar kullandım. Başta resimlerle elicit ettim background knowledge için. Sonrasında şarkıyı dinletip aktiviteleri yaptırdım. Son aktivitem şarkıyla değildi. En sonunda da şarkıyı söyledim. Açıkçası çok eğlendim.

Kullandığım şarkı çok eğlenceli olduğu için ders gayet güzel geçti. Çocuklar hem eğlendi, hem de gerçekten öğrendiler. Yaptığım aktivitelerle gördüm bunu. Başta resimleri göstermem bir merak uyandırdı ve istekli bir şekilde devam ettiler tüm derse. Aktivitelerim seviyelerine çok uygundu, severek katıldılar. İstekli olmaları çok sevindirdi beni. Sesimi, jest ve mimiklerimi ve eye contact'imi güzel ayarladım. En çok korktuğum sesimi duyuramamaktı. 1.dönem bu konuda çok kötüydüm, ama bu dönem bunu yendiğimi gördüm. Gayet rahat davrandım.

Time management konusunda sorun yaşayabileceğimi düşünerek artı bir aktivite aldım yanıma. Bir bulmacaydı. Doğru düşünmüşüm çünkü çok işime yaradı o aktivite. Olmasaydı büyük bir boşluk olacaktı. Sonunda da zaten hep birlikte şarkıyı söyledik. Time management konusunda sorun olmadı. Her şey gayet iyi hoştu ama eksikler de vardı. Mesele kullandığım

resimler renkli olabilirdi. Siyah beyaz resimlerim de güzeldi ama renkli olsalar daha bir güzel olurdu sanki. Bir dahaki sefere dikkat ederim.

Bir de, yılanlı bir aktivitem vardı. Yılanın üstündeki hayvan isimlerini işaretleyip yandaki hayvanların altına yazmaları gerekiyordu. Hen, goose ve swan kelimelerini bilirler diye düşünmüştüm ama aslında bilmiyorlarmış. Durumu kurtarmak için anlamlarını söyledim ve repetition yaptım. Ama bir hatam vardı, kelimeleri tahtaya yazıp Türkçe anlamlarını verdim. Biraz gereksizdi bu. Ki zaten peer'lerim de böyle düşünmüşler. Bir de yine o yılanlı aktivitede checkingi yaparken yılanı büyütüp tahtaya assam da olurmuş.

Reflective Reciprocal Peer Coaching üzerine Reflection

Arkadaşımdan aldığım dönütlere gelirse, eksiklerimi ve olumlu yönlerimi görmeme yaradı. Aklıma gelmeyen bazı önerilerde bulundular,güzeldi. Beni güzel yönlendirdiler. Yardımcı oldu yani. Bir dahaki anlatımında göz önünde bulunduracağım noktalar var.

Öğretmen olarak en iyisi olmalıyız. Bu gerçekten önemli. Bugün çok iyi anladım bunu. Bu çalışmayla zamanla olacağımıza da inanıyorum.

Student Y

Sample Diary 2 (Last Week)

Anlatılan Ders Üzerine Reflection:

Bugün 6-C sınıfına Grammar Teaching dersi yaptım. Konum if clause zero type'tı. Hedefim zero type konusunu resimlerle ve alıştırmalarla öğrencilere anlatabilmektir. Derse resimlerle elicitation yaparak başladım. Zero type'ı vermenin en güzel yolu bu gibi geldi. Resimlerim çok anlaşılırdı. Çocuklar gayet güzel anladılar. Resimleri tahtaya yapıştırıp yanlarına cümleleri yazdım. Altlarını çizdim kırmızı kalemle. Örneklerim yeterli sayıdaydı. General truth olmaları gerekiyordu ve 7 tane örnek verdim, gayet güzel oldu, anlaşıldı. Tahta kullanımım gayet güzeldi, ki zaten arkadaşlarım da beğendi. Tahtaya yazdırdıklarımı defterlerine yazmalarını istedim, ama süreyi biraz kısa tutmuşum, teneffüste devam edin diye söyledim sonra. Çünkü fazla vakit versem bu sefer de aktivitem yetismeyecekti. Zaten bir

tanesi yetişti anca. Gramer öğretimi olduğu için doğal olarak aktivitelerimin biri yetişmedi. Çünkü bu task'ta baştaki öğretim kısmı uzun sürüyor daha güzel anlaşılması için.

Formu çok fazla tekrar ettim anlamaları için. Nasılmış, neymiş, nasıl yapıyormuşuz diye defalarca sordum, söyledim, açıkladım. Hiç boş bakmıyorlardı, anladılar gibime geldi. Aktiviteyi de gayet güzel yaptılar. Sadece bilmedikleri kelimeler vardı, onları verdim, daha açık bir şekle geldi, yapabildiler rahatlıkla. Dil kullanımımı en üst seviyede tutmaya çalıştım ama Türkçe de açıklamak zorunda olduğum yerler oldu tabii ki. Hatam da olmadı değil tabii ki😊 Başta bir context'le başlamadım. Aslında aklıma context gelmedi açıkçası. Direkt resimlerle başlamak zorunda kaldım o yüzden.

Bugünkü dersimden memnun kaldım ben açıkçası. Büyük problemler olmadı. Ufak tefek hatalar vardı tabii ki ama insanız sonuçta😊

Reflective Reciprocal Peer Coaching üzerine Reflection

Bugünkü son peer coaching uygulamamızdı. Acısıyla tatlısıyla bir dönemi bitirdik😊 Başta ne yapıyoruz biz diye düşündük, nasıl olacak, bir dönem nasıl geçecek diye düşündük ama dolu dolu güzel bir dönem geçirdik. Gerçekten fazlasıyla yararlı olduğuna inanıyorum bu uygulamanın. Bir kere, insanın kendi dengi olan insanlardan aşağılama ya da yargılama değil de, güzel bir şekilde yapılan eleştirilerle kendini geliştirmeye çalışması çok güzel bir şey. Başlarda acaba eleştiriler dozunu aşar da saçma bir hal mi alır ki diye düşünmedim değil açıkçası. Ama her şey öylesine sakın ve güzel gitti ki. Kendimizi fazlasıyla geliştirmemize yardımcı oldu bu uygulama.

Bugünkü son peer coaching'imiz de yine aynen bu şekildeydi. Birbirimize eksik ve güzel yönlerimizi rahatlıkla söyledik. Eksiklerimizi gördük, fazlalarımıza sevindik. Mesela materyallerimi beğenmişler, tahta kullanımımı, ders anlatımımı, örneklerimin yeterli oluşunu beğenmişler, bunlar çok mutlu etti beni.

Eksik yanlarımı da söylediler tabi. Cümleleri repetition yaptırsam daha güzel olurmuş mesela. Aslında yaptıracaktım ama o an unuttum gitti. Bunu söylemeleri güzel oldu. Bir de deftere yazmaları için az süre vermişim, bunu söylediler, ama daha fazla süre versem de aktivite yapamayacaktık. İstedğim yerleri gözlediler, hatta daha da fazlasını yaptılar. Bu gayet güzel bence. Sonuncu peer coaching'imizle de kendimize birçok şey kattık. Tüm dönem boyunca yaptığımız bu çalışmayla kendimizi çok geliştirdik ve ileride bu çalışmanın çalışma hayatımızda bizleri çok güzel etkileyeceğinden eminim artık.

S1-S2-S3

S1: Merhaba bugün 22 Nisan 2011 Cuma günü. Eee... ve stajdan geldik ilk ben ders anlattım 6 C sınıfına eee tam olarak hangi kategoriye girdiğini bilemediğim dersimi işledim:: Listening adı altında eee dersi önce tatille ilgili havaların ısınmasından tatile az kaldığından tatilde neler yapacaklarından bahsederek girdim(.) Eee:: sonra tatile gitmeden önce ne gibi hazırlıklar yaparlar diye sordum. Maşallah tam da beklediğim cevaptı preparing suitcase, çocuğun biri hemen söyledi onu o yüzden işim çok kolay oldu yani (.) zorlamadı fazla.

S2: itiraf ediyorum kopya verdim ((gülüşmeler))

S1: ben de diyorum nasıl bildi, bak yaa::

S2: sordu ama o yüzden söyledim (.)

S1: neyse işte oradan sonra da kelime öğretimine geçtim, kelime öğretiminde aslında ben tahtaya eee:: örnek verdiğim, örnek verdiğim cümleleri de yazacaktım... Ama baktım zaman çok kaybediyorum, sadece anlamlarını yazayım dedim hatta defterlerine de yazdırmadım, sonra ee:: şey de şu bilgisayarla uğraşmak biraz benim vaktimi şey yaptı, şunu kapatamadım bir türlü uğraşamadım hadi açalım şimdi şunu yapalım derken biraz zaman kaybettik öyle ama o şeyler ee:: kelimeleri karışık bir şekilde verip düzeltmelerini istemek güzeldi bence hatta "Can" de o arkadaki hani o sevmediğin çok konuşan dersi hiç beğenmeyen çocuk kaldırdı parmağını direk onu kaldırdım hani şey yapmasın diye katılsın o da derse diye sonra "scissors" da Hakanla bayağı uğraştık yani ona da söz hakkı verm- vermemiş olmak istemiyorum. Ama verdiğime de pişman ediyor resmen beni çok alakasız şeyler söylüyor çıkınca onu yapamıyor zorda kalıyoruz bayağı. Ee... ondan sonra videoya geçtik videoda ben anlamayacaklar diye çok korktum başta ne yapıyor ne ediyor ne yapıyor bu diyecekler diye ama anladılar güldüler eğlendiler bayağı ilk öyle izledik ilk izleme için purpose vermedim çünkü dün de söyledim true false ları yapamazdık o zaman o yüzden ortasında durdurup burada ne yapacak diye sordum. Çocuklar da hemen doğruyu bildiler nereden bildiyseler

S2: evet

S1: sonra e true false da ben aslında ee... videoyu izledikten sonra yaparlar diye düşünmüştüm ilk başta ama sonra her yanlış cevap için tekrar o sahneyi bulup izletmek daha çok zamanımı alır diye düşündüm o yüzden hani videoyu izlerken soruları da yapalım diye düşündüm. O mantıklıydı ama sonra aklıma bir yerde şey geldi videoyu keşke kelime öğretmek için için kullansaydım dedim orada arada hani işte şu an ne yapıyor? Eee break toothbrush dedim mesela ama çok alakasız oldu bazı şeyler onları keşke katmasaydım çünkü

burada varmış gibi anlaşıldı bir tanesinde, o da öyle oldu ama keşke onu ayrı bir parça olarak kullansaydım. Son aktiviteye zaten hiç geçmedim zaman da nasıl geçti onu anlamadım.

S3: true false da bitti değil mi o senin aktiviten

S1: hı hı true false ile bitirdik. Öyle ama bence ne bileyim Mr Bean'i kullanmak güzel gibiydi beğendiler de. Hani sadece onun üzerinden aktiviteleri ona göre düzenleseydim daha iyi olurdu. Belki, son aktivite için mesela.

S3: bitti mi söyleyeceklerin

S1: yani, bir daha aynı dersi anlatmak istesem sadece video üzerine yoğunlaşıp hani o videodaki sectionlara göre kelime öğretimi ya da işte o phrase öğretimi baz almak isterim ve öyle daha mantıklı olur diye düşündüm.

S2: amacına ulaştın mı peki?

S1: amacıma ulaştım mı yani, eee (.) ulaştım ((gülüşmeler))

S2: senin bundan sonra 2 aktiviten vardı değil mi ?

S1: sonra bir tane aktivitem vardı hı hı

S3: şunu yaptılar mı ki?

S1: bunu yapmadılar zaman yetmedi

S3: ha şu ha bir tane tamam (.), ben iki tane ayrı ayrı zannettim de, geçelim mi yorumlara?

S1: geçelim

S3: ben mi?

S2: sen başla

S3: eee::: şu Mr Bean fikrini ben beğendim senin güzeldi ve şey oldu sen videoyu gösterdiğin anda hepsi sustular ve izlemeye başladılar ve beğendim hatta ilerde düşündüm yani kısmet olur da öğretmen olursam şayet ben de kullanırım diye düşündüm yani seni anarım. Ee güzeldi yani hani çocuklar eğlendi biz de eğlendik ben güldüm mesela çok güldüm hani çocuklar da güldüler. Sonra mmmmm::: şey Hakan dediğin gibi bayağı bir durdu tahtada yazmak için o şey yapıyor zaten hani

S1: [geçıştirmek de istemedim hani sen otur da başka biri çıksın demek istemedim kırılmasın diye]

S3: [evet] bir de şey olduğu için Hakan eee::: hani özel bir durumu olduğu için bayağı bir deste dersi bölüyor,şey yapıyor, arkadaşları falan da ikaz ediyorlar hani, ama onun için yapacak bir şey yok hani. Onu da dışlayamazsın sen çıkarttın mesela şey yaptın.

S1: yani şey olabilirdi hani bir sonraki kelime “can” di galiba o daha basitti, onun için hani (.)şimdi dur da bir sonraki kelime için gel demek belki daha mantıklı olurdu ama tablodaki kelimelerin sıralarını bilmiyordum.Öyle belki bir sonrakisi için daha mantıklı olurdu.

S3: [Evet daha kolay bir kelime olabilirdi.Onun dışında ıı::: grammarda yine biraz ıı şeyy vardı getting warming falan dedin bir ara,brokes dedin((gülme))

S2:Hı brokes dedin

S1:Ay evet((gülüşmeler)) Broke dedim sonra aa dedim onlar past tense öğrenmediler,ben broke diyorum bir de,evet

S3:O vardı::: sonra ha bir de kelimelerin Türkçe anlamlarını söyledin.

S1:Çünkü o şeyde suitcase diyorum,gösteriyorum hala valiz hazırlamak diyorlar.Suitcase diyoru sadece bag diyorum hani bag çanta olduğundan çıkarsınlar diyorum yok hala ısrarla valiz hazırlamak dediler artık dedim yani söyleyim de yanlış öğrenmesinler.

S3:O öyleydi.Onun dışında::: şey mm::: hani dediğin gibi evet kelime öğretiminde de kullanılabilir aslında güzel hani video olarak işte orda geçen kelimeleri öğretmek için hani o ders ne bileyim vocabulary teaching yaparsın mesela atıyorum ya da yaparız hepimiz için öyle video izletip çünkü eğlendi yani çocuklar bu tarzda şeyleri seviyorlar güzeldi yani ben de eğlendim.Komikti çünkü hani video falan adamın zaten tipine gülüyorsun bir kere((gülüşmeler))Öyle yani bence güzeldi.Onun dışında dediğim gibi hani o eksiklikler de öyle birkaç bir şey vardı.Onları da söyledim ama onun dışında ben beğendim yani hani video olsun çocuklar güzeldi yani eğlendik hep beraber

S1:Ben şeyi beğendim hani bu kelimeleri karışık karışık verip tahtaya yansıtıp hani üstüne o karışık şeylerin yansması altında kendilerinin düzeltmesi sanki biraz daha ilgilerini çekti,onu tahtaya yazsaydım kendileri gelip düzeltselerdi belki o kadar ilgilerini çekmezdi ama içinde bir teknoloji var ya

S3: [evet evet şey]

S1: [O yüzden onların ilgilerini daha çok çekti zaten benim başlıca amacım çocukların sıkılmamasıydı ama o Özge galiba gene sıkıldı.Bilmiyorum.

S2:Zaten biz arkada konuştuk biraz çoğunlukla.

S3:Bilmiyorum ki Özge sıkıldı mı sıkılmadı mı.Böyle benim diyeceklerim.

S2:Benim de şimdiye kadar ki en eğlenceli en değişik dersti bence bu günkü dersin.ıı::: şeyde çok fazla not almadım da bi We will learn vocabulary dedin.Hani orda new words falan deseydin daha iyi olabilirdi.Hani birkaç şey tabi bu da o an aklına gelmez de,bir de ben nedense hani makas kısmında keşke hani gerçek bir makas ya da oradan birilerinden falan

vardı çünkü Hakan'ın elinde falan filan keşke hani şey olsaydı böyle gerçek görselerdi. Ama yine de anladılar yani. Sadece olsa daha iyi olurdu yoksa iyiydi yani. Checking understanding evet çok farklı oldu, orası cidden çok güzeldi. 11 video harbi çok eğlenceliydi ben hatta şimdi eve gidip izleyeceğim bütün videolarını ben bilmiyordum böyle bir şey olduğunu o yüzden de ya böyle ders yavaş gibi oldu sanki bana hani olması gereken oydu aslında ama bir ara hele o kelime checking understanding kısmında falan bayağı cidden durağanlaştı bir ara sanki. Bana öyle geldi yani. Böyle çok yavaş oldu gibi sanki ders.

S3: [Orda biraz evet biraz şey oldu değdi gibi
[durağanlık oldu

S2:
yani böyle]

S3: [Bir karıştı ortalık falan]

S2: Ama yine de güzeldi yani şey Hakandan dolayı da belki bana öyle gelmiş olabilir bilmiyorum o çünkü baya bir tahtada durdu o sırada

S1: [Evet durdu]

S2: O sırada hatta ben bile daldım böyle bir şeylere Hakan orda birşey yapıyo ben orda bakınıyordum falan yani.

S1: Orda ben de ne yapacağımı şaşırdım. Acaba dedim doğrusunu mu söylesem.

S2: Hatta ben böyle yanımdaki çocuğu böyle yazdım git sen hani hatta parmak kaldırıp ben yapıyım falan de diye o da kaldıramadı parmağını orda şey yapamadı yani belki de ondan dolayı öyle gelmiştir. Ama keşke son aktiviteni yapsaydın. Çünkü o da hani değişik bir şey olacaktı.

S1: evet

S2: ona da büyük ihtimalle yine katılırlardı, güzeldi, değişikti yani ama yine de güzeldi değişikti yani böyle bir dersi ben de işlemeyi düşünüyorum açıkçası. Hangi formatta onu bilmiyorum ama

S1: ya işte hani 6 A olsaydı mesela bu hafta benim yine bu kadar özenmezdim de, onların hani o şeyleri üff sıkıldık hocam başka bir şey yok mu? Müzik dinleyelim, müzik götürüyorsun onu beğenmiyor kendi istediği şarkıları dinlemek istiyorlar falan sırf hani biraz eğlenirler biraz daha katılsınlar diye bu kadar çok

S2: x

S1: ya onu bir kategoriye sokamadım yaptığım şeyleri.

S2: değişik oldu yani, tamam mı?

S3: sen

S2: ben geçeyim, (.) ben xxxxx 22 nisan 6 a sınıfında stajımı yaptım. Ben bugün reading yaptırđım. kitaplarından bir parçayı yaptırdım. Eee bence amacıma ulaştım. Onu söyleyeyim, parçayı anladılar sınıfın katılımı çok güzeldi. Ya çok gürültü vardı sınıfta gerçekten ama yani o katılmaları o parmak kaldırıp hani tahtaya çıkmak cevap vermek için böyle birbirleriyle yarışmaları falan benim açıkçası çok hoşuma gitti. Eee benim de yine son aktiviteye zamanım yetmedi, keşke yeteydi, ödev olarak verdim haftaya toplayacağım dedim. İnşallah yaparlar. Mmm şeyde zorlandılar ya onun yani bizden mi kaynaklanıyor bilmiyorum da wh-questionlar hani true false ta sorun yoktu circle da falan hani onda da sorun yoktu. Ama şu comprehension questionlarda 5 taneydi bu sefer azdı ama ya soruları anlamadılar ben dolaşırken hepsine yani resmen o soruları çevirdim. Hani şuradan bakın cevabı burada diye göstermek zorunda kaldım. Ya o herhalde artık bilmiyorum bizden pek kaynaklanmıyor yani sonuçta soruları bilmiyorlar anlamadıklarından değil. Where what bunları bilmiyorlar daha orada biraz zorlandım yani bu alıştırmada çok zamanım gitti. Onun dışında iyiydi yani bence bugün ben biraz stresliydim geçen hafta kötü geçmişti bu hafta da unutacağım diye sırasını falan filan, ama güzeldi bir de onlar çok katıldılar falan yani bence iyiydi. Zaten çok bir şey yoktu bir okudular üç tane de alıştırmaya vardı öyle. Siz yorum yapın.

S3: ben not aldıklarıma bakayım, eee şey daha önce de konuştuğumuz gibi o resim pek anlaşılmadığı için ikinci resmi gösterdin orada anladılar, resmi kullanman güzeldi.

S2:

[ben zaten]

S3: o mantıklı oldu

S2:[ben zaten Japonya yazdım] hani binalar falan filan böyle ben kendim bile anlamadım o yüzden ikinci bir resmi kullanmaya gerek duydum, gerçi çin falan diyen oldu da sonra japonyaya döndürdüm

S1:

[hı]

evet, o resimleri görünce de çin, kızları görünce de çin dediler]

S2:

[evet]

S3: sonra bir ara şeyi karıştırdın gramerde sen de bir karıştırdın, bir ara Japan houses falan Where is the capital city of Japan? falan dedin

S1: doğru değil mi o cümle?

S3: hangisi?

S1: where is the capital city of Japan?

S3: öyle dediğin zaman capital city aslında o tokyo cevabını bekliyordu hani neresi hangi şehirdir falan

S2: [ben]

S1: [hı Tokyo nerededir diye düşündüm ben] a evet doğru biraz değişik bir cümle oldu

S3: sonra

S2: sonra çocuklardan bir tanesi öyle bir karıştırdı bana soru sordu hani ee tokyonun başkenti ne falan diyen oldu. Orada hani ben dokyo, tokyo is the capital city of Japan dediğimi hatırlıyorum ama demiş de olabilirim.

S3: soruda sordun onu where is the capital city of Japan? Sonra şey eee bir ara another aktivite dedin.

S1: ama mesela

S2: ee doğru değil mi o?

S1: şeyini soruyorsa North east olarak soruyorsa where is the capital city of Japan doğru değil mi? Japonyanın

S3: a.. o.. ona göre sorduğu zaman hani

S1: hani sormuş ya

S3: başkentin nerede

S2: ya açıkçası benim planımda hani başkentini soran bir şey yok neden sorduğumu hatırlamıyorum şu anda da

S1: hı bu şey Japonyanın yeriymiş ama

S3 sonra evet şey hani dolaştın mesela aralarda

S2: another aktivite orada ne var?

S3: another aktivite dedin, activity hani activity ya

S2: ha ha

S1: hiç dikkat etmedim ona

S2: ben de hiç dikkat etmedim

S3: eee gerçi ben de kim bilir ne yanlışlar yaptım da oluyor yani o şeyde sonra çocukların ha monitor ettin, sordun yardımcı oldun mesela şey yaptın böyle öğrencilerin dediğin gibi katıldılar kaldırlar hocam hocam diye

S2: çok gürültü o oluyor o sınıfta gerçekten susturamıyorsun bir yandan susun falan diyorum ama yok ya hani iyi bence öyle

S1: değil mi, ben de hani o sınıf çok konuşuyorlar ama derse de katılıyorlar o yüzden seviyorum mesela 6C'de sus deyinde sus pus oluyorlar konuşmuyorlar

S2: bir Hakan var orada

S1: orada ben kalıyorum öyle, ben konuşmaya çalışıyorum sürekli benim sesim oluyor orada

S2: evet, ki bugün Mehmet yani 6 a daki Mehmet ve arka drtl var ya o drtlden bile hele o arkadaki iki ocuk srekli kaldırdılar hatta hocam ona iki kere verdiniz, onları yle grmek ok mutlu etti beni

S1: heyecandan yerinde oturmuyor srekli ayaĖa kalkıyor

S2: yani kızları biraz daha pasif o sınıfın ama erkekleri ok yani derse katılmaya alıyor. Kızları da kaldırmaya alışalım.

S1:Evet (.) haklısın bence de::Lamia da maşallah Lamia da bayaĖı iyi

S2: evet

S3: sonra şey sonra bir ara instruction ı verdin check etmesini yalnız kaĖıtları daĖıtırken check ettin orada, bir ara orada ortada durdun, birilerine kaĖıtları verdin

S2: nk ne oldu biliyor musun orada ben instruction ı verdim kızın eline kaĖıdı verdim ortalaradaki ne yapacaĖız dedi arkadaki bir tanesi de yle yapacaĖız diye lafa girdi o zaman hadi kalk syle dedim sonra hani ona sylettim falan o yzden yle oldu.Bir tanesini ge verdim instructionu sonuncusunda.evet ge verdim onu da.

S3:Ondan sonra şey yani ocuklar katıldı ya ok grlt yapıyolar ama o her zaman 6/a yapıyor.Ama katılmaları hakkaten gzeldi yani.

S2: Bir tane şey oldu bir tanesi hani parayı ben okuyum mi hocam falan dedi.

S1:[x]

S2:Orda ne yapacaĖımı karar veremedim aslında okutmak da istedim bir yandan ama byle

S1:

[Evet

ben de istiyorum onu]

S2:Ama kalsın okusun nasıl okunduĖunu Ėrensın falan dedim sonra hani dşndm hi byle bir şey Ėrenmedik yani herkes kendi iinde okutmayın dediler.Ben orda ama gerekten zor tuttum kendimi hayır diye hatta birkaç kere sordu.Dedim kendin oku sonra soruları yapalım falan.Kendim ilerde yle bir dersim olsa okuturum heralde.ocuk istekliyse

S1:Yani mesela fabler falan oluyor  domuzcuk hikayesi.Ben hani mesela orda okuyup hani o byle o şeyleri abarta abarta ocuklara gstermeyi istiyorum mesela bazı şeyleri o I will huff I will puff falan byle kurt ama

S3: [O story tellingte falan oluyor yani hani gzel olur o]

S1: [Evet ama reading mi o da yine?Readinge mi giriyor?]

S3:Story telling o

S1:O ders nasıl planlıyor?Bilmiyorum

S2:DeĖil mi?Yani (.) mesela senin bu yaptığın şey falan hani farklı şeyler.Ben de yapmak istiyorum ama sonra hangi formata girer bu falan?

S1: [Evet]

S3: Yani onu

S1: [Çocuklara yabancı dilde öğrendiğimiz şeyler, onu story telling falan diye öğrendik, vocabulary teaching diye öğrendik onlar zaten hani şey oluyor. mm::: kazandırmak istenen hani bir skiller var bunlar şeye giriyor.

S1: [Araç olarak kullanıyoruz evet de hani ama şu checklistten hangisini kullancam onu yaptıktan sonra? O var işte öyle bir sıkıntı.]

S3: Sen xxxxx ye yorumunu yap ben bir şey düşüncem. ((gülüşmeler))

S1: Benim de yine aynı aslında xxxxxyle o resimler falan güzeldi baya sonra hı evet şimdi napcaktınız diye çocuklara sorman mantıklıydı hatta kalkışp cevap vermesi çok güzeldi. Bir de birebir ilgilendin öğrencilerle o da iyiydi güzeldi.

S2: Bu sefer tahtaya yazılarım da güzeldi değil mi? ((gülme))

S1: Evet

S3: Evet

S2: Hem böyle büyük yazayım diye aklımdaydı sürekli düzgün yaz diye.

S1: Evet o iyi ya ben ne bileyim aklıma geliyor tahtaya cevapları yazayım diye

S3: Bu sefer de sen küçültün yazıları.

S1: Evet değil mi tahta şey çünkü o mm şey vardı ya bilgisayarın ekranı vardı oraya gelmesib diye yazılar yana doğru sıkıştırmaya çalıştım iyice sonra en sondaki aktivite de hani dedin ya sen çocuklara şimdi siz Japonsunuz Türkiye'ye geldinizi Diyolar ya Japonja mı yazalım öğretmenim?

S2: Ya çok onların cevapları beni öldürüyor zaten

S1: Onların her şeye bir cevapları var zaten.

S2: Evet ya gülüyorum ben aslında orda, iyiydi yani Hocam o zaman çekik gözlü olmamız lazım falan filan. Tama böylesiniz falan dedim ben orda

S1: Sonra aktiviteler için hakaten çok istekliyidiler

S2: Demi yaa. Yani ilk defa bir derste bu kadar. Yani normalde de katılıyorlar ama bu gün ban çok farklı geldi. (x)

S1: Gözüme güzel göründü. Ama yani çok güzel ya hepsi kalkmak istiyor. Gerçi o en öndeki çocuğun adı neydi? Mehmet miydi? O da katıldı mı?

S2: Köşedeki mi?

S1: En önde oturuyor, normalde en arkada oturuyor

S2: Hı Mehmet. Katıldı ya o da birkaç kere katıldı.

S1: Hı evet. Hatta sen kameranın kablosuna takıldın bir ara.

S3:aa evet düşürüyordu.

S2:Zaten bu gün bir xxxxx

S3: [ben düşüyordum ya,Mehmet'e kızılıyordum kendim düşüyordum.Şimdi bana mı geçelim?

S2:Senin aklına geldi mi söyleceğin şey?

S3:İn uh

S2:hı (.)tamam

S1:Değiştirmek istesen planında aynı dersi bir daha anlatmak istesen ne gibi şeyler değiştirirsin?

S2: [Ben aynı dersi bir daha anlatmak ,istesem o araya what when falan bunlar nedir bir öğrettirdim o arada gerçekten öğrettirdim yani çünkü bilmiyorular hepsine ben söyledim soruların ne demek ,istediğini falan ve Türkçeye döndün çoğunlukla

S1:Doğru xxxxx de vardı bu sorular

S3: [Bende de vardı]

S2:Ben çünkü geçen hafta 10 tane yine wh question yani comprehension questions vardı,onda da ne kadar zorlandım bu hafta hatta sayısını bilerek azalttım ama yine zorlandılar yani bilmiyorlar demek ki,sınıfın çoğu bilmiyor hatta yani yes no mu diyeceğiz falan dediler hepsine böyle Wh hım am is are la başlarsa yes no falan hep bunları açıkladım yani bilmiyorlar bunların öğretilmesi lazım aslında o sınıfa önce bir.Bu aktiviteyi yine yapardım ama bir şeyler öğrettikten sonra yapardım onu onu dışında gerisi güzeldi ya.Yani parça çok kısa gibime gelmişti ama iyi oldu zaten kitaplarındandı da şurda birkaç tane refuse offer falan diyor onları bilmiyorlardı galiba ama çaktırmadılar pek.Ben de bir şey söylemedim yani Türkçesini söylemeyi düşünüyordum ama onu da yapmadım.Öyle yine böyle işlerdim.

S1:Güzeldi ama güzel gitti.İşte ya o planın ne bileyim hani nasıl m::: nasıl iyi olduğunu sanki öğrenciler belirliyor hani mesela bazen çok kötü plan hazırladığını ü ama öyle bir katılıyorlar ki o ders çok güzel gidiyor

S2: Ben açıkcası bu gün çok sıkıcı olacak diye düşünüyordum Hatta evdekilere falan da yani dersim çok sıkıcı olcak falan diyerekten gittim yani ama hiç öyle olmadı.

S1:Ben de o ilk hafta simon says i oynatmak istemiştım dedim ya kesin çok güzel olacak oyun ama hiç anlamadılar ve o kadar uğraştım hazırladım ama

S2: x

S1: ama anlamayınca bir anlamı kalmıyor yani

S2: evet

S1: öyle

S2: sana geçelim...

S3: mmm (.) bana geçelim, ee:: xxxxx enzel 22 nisan 2011 ben de listening yaptım bugün eee hani ne bileyim ben de hani hedeflerime ulaştığımı düşünüyorum. Eee sonra sorun ya bana böyle aklıma gelmiyor

S1: ne hissettin? Nasıl hissettin?

S3: ben her zamanki gibi 6 a dan sonra çok yoruluyorum boğazım falan azıyor böyle kaç saat kendime gelemiyorum. Eee çok yaramazlar yaa ben listening yaptım bugün ee şey parçayı ee şey bu hoparlörden ses çok fazla duyulmadığı için bir de gürültü de yaptılar ee gürültü de yapıyorlar zaten sınıf da büyük o kadar şey olacağını tahmin etmemiştim çünkü xxxxx falan 6 c de yaptığında duyuluyordu listening falan demek ki sınıfın şeyinden kaynaklanıyor hani hacminden baya bir büyük olduğu için orası herhalde ondan duyulmadı ben iğrenç sesimle şarkıyı söylemeye çalıştım gene de performansım hani beklediğimden iyiydi. ((gülüşmeler)) zaten hani ne yapayım şey olunca mecbur kaldım söylemeye söylemek zorunda kaldım orada duyulmayınca

S2: adamdan çok senin sesin duyuldu

S3: altta fonda hafif bir müzik benim sesim orada ama mecbur kaldım işte dediğim gibi boğazım zaten acıyordu sesim ikide bir çatladı durdu yani, özellikle son böyle hani hadi dedim şimdi beraber söyleyelim falan, böyle baya bir zorlandım yani. Onun dışında hani aktiviteler şeyler falan yolunda gitti onları hani ben de söyledim yaptılar vocabulary teaching te bir sorun yoktu ondan sonra yani hiç bir şey de sorun yoktu işlemede tek işte bu ses duyulmayınca baya bir kendime de işte şey yaptım.

S1: checking understanding kısmı yoktu galiba bana öyle geldi bu hani resmi gösterdin ne dinlemeyi bekliyorsunuz dedin travel dediler sonra

S3: o şey de o 3. resimde vocabulary teaching de değildi onlar sorduklarını

S1: ilk hani bu resme bakınca ne duymayı düşünüyorsunuz dedin hani

S2: [ha şey oldu parçada hani ne dinlemeyi bekliyorsunuz diye sorun ondan sonra parçayı dinlediler] sonra aktiviteye geçtin

S1: [sonra aktiviteye geçtin]

Hani varmışymış bunlar yokmuşmuş

S3: [hıı:: kontrol etmedim hıı::doğru evet]

S2: Amacı verdin sonra kontrol ettin.

S3: Ay unuttum doğru:: Evet (.) şimdi onu hatırladım. Şimdi bak deyince hatırladım doğru. Checking understanding deyince kelimeli dedin zaten onu çünkü hani sordum o anda herhalde check ettim yani kelimelerin anlamlarını ama o dediğin gibi şeyi yapmadım purpose

i verdikten sonra hani bunlar var mı yok um diye tick atıyordum ya da çarpı koyuyordum falan ama onu unuttum.Evet.

S1:Kelime öğretiminde ne öğretmiştin kelimelerde?Unuttum şimdi.

S3:Riding horse,sailing ona ship

S2:Checking Understandingi ben de kaçırdım soru sorup mu cevap aldın?

S1: [Ben çünkü ona da yok demişim de,bak bi checking understandinge yok demişim bir de ilk dinleme için verdiği purpose i check etmedi demişim.Acaba ikisini aynı şey için mi yazdım?

S3:Kelimeleri öğretirken check ettim onları herhalde ya kelimelerde ama şey dediğini gibi unuttum onu.O şeyi purpose da

S1: [direk aktiviteye girdin unutmuşsundur ya olabilir]

S3:Onu

S2: [Ben geçen hafta materyali unuttum,aktiviteyi unuttum]

S1:Şarkı tam anlamıyla anlaşılmadığı için unuttu sanırım yazmışım,hani o şarkı ilk başta çok ses yaptılar.

S2:Ha evet durdurdun hatta

S3: [ha evet]

S1:Unuttun galiba diye düşündüm.

S3:Orda kestim ben şarkıyı çünkü gürültü yaptılar öyle olmayacak.Ne parça duyuluyor duyulmayınca çocuklar da haklı, e sonra eyvah dedim yandım şimdi, şimdi ben söyleyeceğim bunu mecburen be dedim aştım zaten böyle başladım ben nay nay nay falan kendi kendime güldüm bir yandan bir ara baya bir sinirlendim böyle hani şey yaptım falan sonra sakinleştim dedim dur ya

S1: sonra o şeyler vardı ya hani tick attılar ee:: taşıt falan onu mesela ilk aktivite şey ilk purpose için verilebilirdi hani neydi şarkı neyle ilgiliydi, ha evet bunlardan hangileri var sizce

S2: [ha neler var falan]

S1: deyip mesela oradan sonra check etmesi daha kolay olurdu

S3: olabilirdi evet

S1: sonra öğrencilerin katılımı yine yüksekti bence güzeldi yine ee sonra ben ikinizde de cevapları tahtaya yazmanızı çok beğeniyorum, sen de gayet güzel yazdın. Completion aktivitesi de güzeldi,

S3: ne aktivitesi?

S1: şarkıyı tamamlamalarını istedin ya o da iyiydi, şarkı şey çok komikti şarkıyı dinlerken çocuk ride a horse diyor

S2: hee::

S1: teki apaçi dansı yapıyor.

S2: ben orada koştum zaten, ya çok iyiler ya o konuda, ya bence çok aktif olmaları ya sonuçta anlamışlar ki ona göre bir şeyler yapıyorlar. Bu da güzel yani o kafalarını sallamaları falan o kadar güldüm ki.

S3: bir ara Yusufcan'a böyle yapıyordu, sonra siz şeyi duymadınız yusufcan benim önümde oturuyordu ya aaa yapıyordu karşıda

S1: o da güzel oynuyordu hatta onun fotoğrafını çekecektim anladım fotoğraf makinesini görünce yaptığı şeyi bıraktı

S3: o şeyi yaptı garip bir ses çıkarıyordu şarkıda adam, I'm driving in a car aaa diye bir şey yapıyordu yusufcan onu heaa diye yapıyordu ya baya bir ortalığı karıştırdı orada

S1: komikler ya

S3: komikti ya çocuklar...

S1: ama yani hani güzel bence ders kaynatmıyorlar ya

S2: ben 6 c yi de seviyorum ama 6 a ya da hiç böyle ne kızdım yani bugüne kadar ne de böyle bir sıkıcı geldi onlar bana. Hatta daha böyle, öyle ses yapmaları hoşuma gidiyor ya. Ya bilmiyorum neden hani ders anlatırken sürekli susun diye ben de söyleniyorum ama bir yandan da iyi ya. İşte sessiz sessiz oturacaklarına...

S1: bence de uslu uslu oturacaklarına, yani şey yapsalar yine konuşsunlar ama daha kısık bir volümle, çünkü öğretmenin sesi duyulmuyor onların sesinden.

S2: ama en başta hani good afternoon good morning dedikten sonra böö diye bağırıyorlar. Bütün okul inliyor orada bir.

S3: aynen

S2: ben de geçeyim, ya ben de bir o işte o checking understanding hani böyle eşleştirme yaptırdın falan bu sefer öyle bir şey yoktu ya bana da orası hani direkt sordun geçtin eksik geldi. O first reading e yazmışım first listening e işte, o işte materyaller falan güzeldi dikkat çekti. Son aktiviteye çok iyi demişim şu anda ne olduğunu hatırlamıyorum ama

S3: (x)

S1: (x)

S2: hani sorular sordular nereye gideceksiniz falan diye bak orada çok o soruları anlamadılar

S3: ayy

S2: ama güzeldi yani uğraştılar böyle, en azından onu yaparken bir şeyler öğrendiler. Ama what ı bilmiyorlar ya

S3: evet yaa:: What diyorum what ne diyor why ne diyor how ı soruyor böyle...

S2: haftaya onları öğretelim bari gerçekten kızım anlamıyorlar ya geçen hafta da aynı şey oldu bu hafta da aynı şey oldu. Ama yine de öğrendiler yani biraz diye düşünüyorum yani inşallah unutmazlar.

S3: inşallah

S1: evet o sarı çocuk Mehmet bile gerçi ilk soru ne 2. soru ne ilk sorunun ne olduğunu öğrendikten sonra hemen soruyor karşısındakine. Kızlar mesela İngilizce olarak işte şey düşünüyorlar Paris e gidelim. Öğretmenim Paris e gitmek istiyor o ne demek onu soruyorlar. Söyledik yazdılar

S2: hepsi yapmaya çalıştı yani orada, anlamasalar da soruları uğraştılar

S3: sizin yanınıza falan da geliyorlar ben yetişemiyorum hepsine

S2: o şeyde ilk başta ya boşluk doldurmada daha şarkıyı dinletmeden şarkıyı dinledikten sonra doldurun hepsine drive yazıp gelmiş hocam ben yaptım herkesten önce diyor ((gülüşmeler)) dedim hepsi ondan olur mu

S3: bir de o den den işaretlerini sordular ya bana diyorum siz ilkokulda öğrenmediniz mi bunları?

S2: şarkı güzeldi demişim sonra diğer notlarım, ama sesi çok çıkmadı xxxxx in söylemesi iyi oldu sesi kötü olsa da ((gülüşmeler)) ya bazı yerlerde harbi güzeldi ama bazı yerlerde de yani

S3: ama şimdi bak kendime göre, kendimi düşününce ben zaten kendimi şarkı sylerken hayal edemiyorum iğrenç bir sesim var orada söyledim baktım dinledim falan a gene iyi fena değilmiş falan dedim böyle en sonunda çatladı yani

S2: tekrar kısımları iyi de böyle arada mountain falan bir ara söylüyordun ya ((gülüşmeler)) orada bir gidiyor ses mmm o aralarda bir adamın sesi geliyor orada var ya güldüm yani

S1: ya şimdi şarkı bize hızlı gelmiyordu dinlerken ama onu söylerken o trees down trees falan hani bir kısım vardı ya o hızlıca geçiyor orası öyle ((gülüşmeler))

S3: xxxxx kopardın beni.

S2: ben de derste yani çok koptum

S1: sonra çocuklar da söyledi zormuş çok hızlı geçiyor anlamıyoruz falan

S3: söylemesi çok zor şarkıyı, ya hani (.) böyle takip ederken şeyken çok yavaş geliyor insana ama söylerken yetişemiyorsun.

S2: ama o son dinletmen çok güzeldi ya böyle o çocukların oynayışlarına bittim ya.

S1: evet çok komikti

S2: biri başladı hareket yapıyor, hani şöyle hareket var ya

S1: Yusuf muydu o hı tombik

S2: yunus yunus::

S1: kafa bütün şarkı boyunca, dedim bir ara ya kamerayı sınıfa doğru çevireyim şöyle

S2: (x)

S1: (x)

S2: hatta şeydi böyle şey diyecektim çıkın tahtada oynayın falan diyecektim. Kimisi böyle, çok zevkliydi ya oralar. Güzeldi

S1: evet ((gülüşmeler)) eğleneliydi ama

S3: baya güldük ama

S2: sen bir daha bu dersi işleyecek olsan neyi değiştirdin

S3: bir daha mı kesin hoparlör takarım oraya yani şu sesimi kullanamzdim

S2: evet

S3: değiştireceğim tek şey o olurdu herhalde

S1: bir de o prizi yanlış takmışız onda diğer tarafa taksaydık hani videoyu da görürlerdi aslında daha eğleneli olurdu gördükleri zaman da.

S3: ama yapamadık onu orada

S1: evet:: Hani sesi duymadılar ama belki videoyu görseler yine o kadar ses yapmazlardı oturup izlerlerdi diye düşünüyorum. En sonda yazıları, yazılarında gösterip söyletirdik. O zaman güzel olurdu ama prizi ters takmışız onu çıkarsaydık bilgisayar tamamen kapanacaktı bütün her şey en baştan başlatacaktık çok zamanımızı alacaktı. Ama artık yani projeksiyon kullanmayı öğrendik

S2: benim zaten bir listening yaptırmayı düşünüyorum o sınıfa yaptırırım

S1: evet (.)

S2: apaçi müziği falan ((gülüşmeler))

S1: mantıklı

S2: peki o zaman bu haftalık bu kadar.

Dear Student,

This questionnaire is designed to elicit your ideas and feelings about the reflective reciprocal peer coaching program. Your intimate responses are very important for the future design and implementation of such programs. Please read and respond to each statement carefully by thinking about your experience. There is no right or wrong response. Thank you very much for your participation.

S. İpek Kuru Gönen

A. Put (X) for the appropriate response(s) to the following statement considering the reflective reciprocal peer coaching experience. More than one answer is possible.

Reflective reciprocal peer coaching experience.....

1. (...) helped to become aware of my strengths as a teacher
2. (...) helped to become aware of my weaknesses as a teacher
3. (...) was boring
4. (...) increased collaboration with my peers
5. (...) was time consuming
6. (...) was beneficial for building trust with my peers
7. (...) helped to gain flexibility in my teaching
8. (...) helped to become a reflective teacher
9. (...) helped to reduce anxiety about teaching
10. (...) was more beneficial than supervisor feedback
11. (...) helped to make changes/adaptations in classroom practices
12. (...) helped to gain self-confidence as a teacher
13. (...) helped to become an autonomous teacher
14. (...) did not help me in any way
15. (...) other (please specify).....

B. Answer the following questions.

1. In general, did reflective reciprocal peer coaching experience help you to develop yourself as a teacher? If yes, how?

2. Would you like to be involved in a reflective reciprocal peer coaching experience in your future teaching career? Why? /Why not?

3. In your opinion, are there any points which need improvement about reflective reciprocal peer coaching program? If yes, please specify.

1. Arkadaşlarınızla yaptığınız “reflective reciprocal peer coaching *çalışmasının öğretmenlik ile ilgili bilgi ve becerilerinizin gelişimine etkileri oldu mu? Açıklayınız.
2. Sizce “reflective reciprocal peer coaching practice” yararlı bir uygulama mıdır? Açıklayınız.
3. Grup arkadaşlarınızla yaptığınız reflective reciprocal peer coaching çalışması sırasındaki dönütlerle öğretim elemanının size verdiği dönütleri karşılaştırınız. Benzerlik ve farklılıkları açıklayınız.
4. Reflectivity açısından tüm bu uygulamaya başlamadan önce ve uygulama sonrasında kendinizi düşündüğünüzde herhangi bir farklılık gözlemlediniz mi? Açıklayınız.
5. Tüm reflective reciprocal peer coaching çalışması boyunca herhangi bir güçlkle karşılaştınız mı? Açıklayınız.
6. Bu uygulamayı nasıl bir sıfat ile tanımlarsınız?
7. Bu tür bir uygulamayı sizden sonraki arkadaşlarınıza tavsiye eder misiniz? Neden?
8. Reflective reciprocal peer coaching uygulamasının ilerideki öğretmenlik hayatınıza bir etkisi/katkısı olacağını düşünüyor musunuz? Nasıl?
9. Reflective reciprocal peer coaching uygulamasını değerlendirdiğinizde genel olarak memnun kaldınız mı? Bu uygulama beklentilerinizi karşıladı mı?
10. Reflective reciprocal peer coaching uygulaması hakkında eklemek istediğiniz görüşlerinizi belirtiniz.

* Öğrenciler görüşmelerde kullanılan İngilizce kavramların anlamlarını biliyorlar

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