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THE ATTITUDES OF TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE TOWARDS REFLECTIVE TEACHING

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ABST RACT

THE ATTITUDES OF ENGLISH LANGUAGE TEACHERS TOWARDS REFLECTIVE TEACHING

The present study aims to reveal the attitudes of teachers of English as a foreign language (EFL) towards reflective teaching practice as a form of professional development.

It is argued that a reflective approach to teaching requires changes in the way the teaching is usually perceived and the role of teachers in the process of teaching.

Apart from finding out the attitudes of EFL teachers towards reflectivity, the present study explores the difference between the attitudes of novice and experienced English teachers.

For the last purpose of this study, factors that hinder EFL teachers from doing reflectivity are sought.

The study was carried out at various high schools in Bursa, Turkey. 25 novice and 25 experienced EFL teachers participated in the present study. Since the study is limited to a small number of teachers (just 50 teachers), it may not be true to generalise the results of the present study.

In order to collect data, a questionnaire was designed and administered to 25 novice and 25 experienced EFL teachers. Furthermore, interviews were conducted with novice and experienced teachers in order to gain in-depth information about the factors that hinder teachers from doing reflectivity.

The results of the present study revealed that most of the English teachers tend to have positive attitudes towards reflectivity.

Another result obtained from this study is that there is a significant difference between the novice and experienced English teachers in the attitudes towards reflective teaching. In the scope of the present study, it is obvious that experienced teachers are aware of the reflectivity concept and the necessity of it, on the other hand novice teachers seem to be hesitant to believe the necessity of it.

Key Words :
Reflective Teaching, Professional Development

ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN YANSITICI ÖĞRETİME YAKLAŞIMLARI

Bu çalışma, İngilizce öğretmenlerinin, mesleki gelişimin bir parçası olan yansıtıcı öğretime yaklaşımlarını ortaya koymayı amaçlamaktadır.

Öğretime yansıtıcı yaklaşımın, algılanan öğretimde ve öğretmenin öğretmedeki rolünde değişiklik gerektirdiği savunulmaktadır.

Öğretmenlerin yaklaşımlarını ortaya koymanın dışında, bu çalışmada tecrübeli ve tecrübesiz öğretmenlerin yansıtıcı öğretime yaklaşımları da karşılaştırılmaktadır.

Bu çalışmanın son amacı olarak da, öğretmenlerin yansıtıcı olmalarını engelleyen faktörler araştırılmıştır.

Bu çalışma Bursa'da çeşitli liselerde yapılmıştır. Çalışmaya 25 tecrübesiz, 25 tecrübeli öğretmen katılmıştır. Çalışma, küçük bir öğretmen grubuyla (sadece 50 öğretmen), sınırlı olduğundan, çalışmanın sonuçlarını genellemek doğru olmayabilir.

Verileri toplamak için anket hazırlanmış ve 25 tecrübesiz 25 tecrübeli öğretmene verilmiştir. Ayrıca tecrübesiz ve tecrübeli öğretmenlerle görüşme düzenlenmiştir. Görüşmeler araştırmacıya daha detaylı bilgi sağlamıştır. Görüşmeler sırasında öğretmenlerin yansıtıcı olmalarına engel olan faktörler de sorgulanmıştır.

Çalışmanın sonucunda, öğretmenlerin çoğunluğunun yansıtıcı öğretime yaklaşımlarının olumlu olduğu görülmüştür.

Çalışmadan çıkan bir diğer sonuç da, tecrübeli öğretmenler ile tecrübesiz öğretmenlerin yansıtıcı öğretime yaklaşımlarında önemli farklılıklar bulunmasıdır. Bu çalışma çerçevesinde tecrübeli öğretmenlerin yansıtıcılık kavramının farkında oldukları ve gerekliliğine inandıkları görülürken diğer taraftan tecrübesiz öğretmenlerin yansıtıcılığın gerekliliğine inanmakta tereddüt ettikleri görülmektedir.

Anahtar Kelimeler:
Yansıtıcı Öğretim,   Mesleki Gelişim

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

The Abbreviation	Bibliographic Information
N	Novice
E	Experienced
F	Frequency
EFL	English as Foreign Language

CHAPTER 1

INTRODUCTION

1.1.Introduction

Language teaching, like many other professions, is such a profession that continuing professional development is always required. One form of Professional development is reflective teaching practice. Reflective teaching practice entails an ongoing examination of beliefs and practices, their origins and their impacts on the teacher, on the pupils and the learning process (Stanley, 1998)

The teacher is expected to reflect upon the current and past knowledge and experiences so as to generate new ideas and concepts. A major focus of reflective teaching is personal growth (Kullmann, 1998).

The reflective process involves continuous self observation and evaluation of the trainee to understand individual actions and the reactions of learners (Brookfield, 1995; Theil, 1999). Comb (1984) conceptualizes an action research as a model whereby people learn and create knowledge by critically reflecting upon their own action and experiences, forming abstract concepts and testing the implications of these concepts in new situations.

Reflective teaching practice process consists of the collection of detailed information on the events that happen in the classroom, as well as observations in working with people, establishing classroom climate and managing instruction, planning of instruction, command of subject, personal and professional qualities Ogonor and Badmus, 2006). Hence Schon (1983;1987) conceptualized the reflective practioner as one who is systematically self-assessing as he constantly gets feedback from the external assessment process and is most times preoccupied with early identification of problems and proffering of solutions to them.

At that point, Farrell explains the concept of reflective teaching practice with a short story. It is interesting but it explains the meaning of reflective teaching clearly:

"One day a young girl was watching her mother cooking a roast of beef. Just before the mother put the roast in the pot, she cut a slice off the end. The ever observant daughter asked her mother why she had done that, and the mother responded that her grandmother had always done it. Later that same afternoon, the mother was curious so she called her mother and asked her the same question. Her mother, the child's grandmother, said that in her day she had to trim the roasts because they were usually too big for a regular pot (p. 10)."

Related with that short story Farrell (1998) states that teaching without any reflection can lead to "…..cutting the slice off the roast," and also lead to burnout on the job. One way of identifying routine and of counteracting burnout is to engage in reflective teaching.

While some of the English language teachers in our country undertake deliberate and sustained reflection and action for the purpose of professional development, some English language teachers think that they had acquired all the required knowledge and skills to teach the English language and can manage the teaching of English most effectively in the following years. Hence, they do not believe the necessity of reflection.

The aim of the present study is to investigate the attitudes of the EFL teachers to reflective teaching practice as a form of professional development. Another issue investigated in the study is the comparison of the attitudes of experienced teachers towards reflective teaching with that of novice teachers is another aim of the present study.

Reflective practice has become a central and dominant theme in professional development. In the present study, it is intended to observe the attitudes of the English language teachers in Turkey to such an essential and important competence.

It is believed that teachers entering the profession find their initial teaching efforts stressful, but with the experience they acquire a reportoire of teaching

strategies that they draw on throughout their teaching. The strategies a teacher uses constitute his/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 reflecting on one's own teaching, using reflection as a way of bringing about change. This approach to teaching can be described as "reflective teaching" (Richards, 1990).

However, most of the English language teachers in Turkey, as soon as they graduate from the faculty think that they had acquired all the required knowledge and skills to teach the English language and can manage the teaching of it most effectively in the following years (Pakkan, 1995). Yet as Banfi (1997) states, professional certification is only the starting point on the way towards professional competence. Within this perspective professional competence is a constantly moving target and professional development comprises those activities in which professionals are engaged for the purpose of achieving professional competence. The researcher agrees with that view and adds that teachers are contented with only a professional certification will be in danger of becoming stale and mechanical in teaching as years pass. So reflection is required as a complementary component.

Based on the researcher's own personal observation, there is always a common view among teachers that when they are experienced it means that teaching becomes more impetus. Yet, 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. Because reflective teaching practice is an essential competence, successful teaching processes cannot be thought without it. Therefore the present study may also be a good starting point for changing those common views.

The research claims that there is a difficulty about reflection.Most of the EFL teachers, especially in our country, lack of an adequate knowledge base as a starting point to first understand concepts of reflection and then apply forms to their own teaching. The researcher argues that most of the teachers do not know how to reflect on their teaching. The possible reason for this might be the quality of courses which language teachers took during teacher education programme. The courses are fundamentally theoretical, the teachers might have heard the name of " reflection or reflective teaching or forms of reflective teaching practice" but do not know how to apply any of them.

The present study offers insights that can help teacher educators, teachers and researchers be aware of the English language teachers' attitudes on reflective teaching practice. Furthermore, some aspects of teacher education programs may be revised and designed in the lights of the findings to make the teacher education better.

1.2.Terms Used In The Present Study

In this section, it is aimed to present briefly the essential knowledge about the terms used in the present study to understand the concept of the present study better.

1.2.1.The status of EFL in Turkey

In Turkey, English is taught as a foreign language but it is not very often used as a means of social communication. It is chosen as a compulsory foreign language subject at schools. Most of the learners do not have any chance to practise English outside the classroom.

1.2.2.The schools in Turkey

Primary and secondary education can be considered under formal education. Primary education is compulsory in Turkey.English is taught in all of these schools as a foreign language. Yet, teaching hours of English changes according to the type of the schools. Whereas there are 10 lessons hour per week in Anatolian high schools, there are only 3 lessons hour per week in Vocational schools.

There are some problems in EFL in schools in Turkey. Trim (1987), prepares a report about those problems and states that the problems can be analysed under four categories. These four categories are:

1.the shortage of teachers of English especially in primary and secondary schools

2.the need for competent teachers in ELT

3.language teaching hours may vary in schools

4.the methods used in language teaching

1.2.3. EFL teachers in Turkey

One has to enter the University Entrance Examination and Foreign Language Examination in order to be an English teacher. The graduates of Faculty of Education or Literature Department can be EFL teachers. The graduates of Literature Department should take a pedagogical courses before being a teacher. Almost all of the EFL teachers working in schools are non-native speakers of English.

1.3.The Research Questions

This research intends to find out the attitudes of English language teachers towards reflective teaching practice. Besides, it aims to investigate whether there is difference between the attitudes of novice and experienced teachers.

Considering all these points, the present study was conducted to answer the following research questions:

1.What are the attitudes of the English language teachers towards the reflective teaching practice as a form of professional development?

2.What kind of factors hinder English teachers from doing reflection?

3.Is there any significant difference between novice and experienced teachers' attitudes towards reflective teaching practice?

1.4. Organisation Of The Present Study

This study consists of six chapters. In Chapter 1, the necessity of the professional development is briefly explained and one form of professional development, reflective teaching practice is emphasized. Since, it is directly related to the research, the Turkish ELT situation, the schools in Turkey and the English Language Teachers in Turkey are described. Then, the research questions are presented.

In Chapter 2, previous studies on reflection and reflective teaching practice are presented. Levels of reflective practice are also explained in the same chapter. Some forms of reflective teaching practice are introduced briefly. The researcher also formed the items of the questionnaire in the light of these reflective teaching practice forms. In the same chapter, the researcher gives information about the benefits and challenges of reflective teaching practice.

In Chapter 3, data collectin procedure is described. Besides, the participants, data collection materials and data analysis are described in detail.

The results of the data analysis are presented in Chapter 4.

Research questions are discussed in the light of the findings in Chapter 5.

Finally, a summary and the conclusions drawn from the study are given in Chapter 6. The limitations and implications of the present study are presented in the same chapter. Suggestions for further research are also offered.

CHAPTER 2

LITERATURE REVIEW

2.1.Reflective Practice

Reflective practice has become a central theme in professional development. This concept is also becoming a dominant paradigm in ESL\EFL teacher education programs worldwide. It is possible to see variable definitions of reflective practice. In the 1930s, John Dewey defined reflection as a proactive, ongoing, examination of beliefs and practices, their origins and their impacts (Stanley 1998). According to Dewey (1993), the purpose of reflective practice is to change teachers' actions and decisions and how it impacts the outcomes of those decisions.

In 1987, Schon introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. Schon recommended reflective practice as a way for beginners in a discipline to recognize consonance between their own individual practises and those of successful practitioners. Reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schon 1996)

Pennington (1992: 47) defines reflective teaching as " deliberating on experience and that of mirroring experience". She also extends this idea to reflective learning. Pennington (1992) relates development to reflection where reflection is viewed as the input for development while also reflection is viewed as the output of development. Furthermore Pennington (1992 : 51) proposes a reflective- developmental orientation as a means for :

 1. improving classroom processes and outcomes

 2. developing confident, self-motivated teachers and learners.

The focus here is on analysis, feedback and adaptation as an ongoing and recursive cycle in the classroom.

In one of her articles, Pennington (1995) states that teacher change and development require an awareness of a need to change. She defined teacher development as a metastable system of context –interactive change involving a continual cycle of innovative behaviour and adjustment to circumstances. She adds that there are two components of change: innovation and critical reflection. In her study of how eight secondary teachers moved through a change cycle as they learned about innovation, she noted that through "deep reflection, teachers were able to reconstruct a teaching framework to incorporate the previously contradictory elements" (1995 : 725).

According to Cruickshank and Applegate (1981), reflection is a means through which teachers can be helped to think about what happened, why it happened, what they could have done to be more effective and what they would change to improve their teaching performance. Cruickshank adds that reflective teaching is that the teacher's thinking about what happened in classroom lessons, and thinking about alternative means of achieving goals or aims; a means to provide teachers with an opportunity to consider the teaching event thoughtfully, analytically, and objectively.

For Van Manen (1991), reflection can take place only if teachers have the time to think about their teaching in terms of what was done, what could have been done and what should be done. This carries the connotation of deliberation , making choices and reaching decisions about a course of action.

Richards (1990) sees reflection as a key component of teacher development. Richards says that self-inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition or routine, to a level where their actions are guided by reflection and critical thinking.In referring to critical reflection in an interview with Farrell (1995 : 95)

"Critical reflection refers to an activity or process in which experience is recalled, considered and evaluated, usually in relation to a broader purpose. It is a response to a past

experienceand involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action."

Reflective practice is also defined by Serafini (2002) as the stance and the teachers have to question their teaching and the learning experiences provided to students. Therefore, it is a purposeful process that teachers use to improve their teaching performance and to critically analyze what, how, and why they do. Serafini (2002), adds that the value of reflection lies in its potential to refine classroom practice and improve the quality of the teaching – learning process for both teachers and students.

According to Zeichner and Liston (1987), reflective action entails the active, persistent and careful consideration of any belief or supposed form of knowledge. Routine action is guided primarily by tradition, external authority and circumstances. Zeichner and Liston (1987) also define teaching as taking place when someone (a teacher) is teaching someone (a student) about something (curriculum) at some place and sometime (a millieu).

Kenneth Wolf (1996) states that reflection is what allows us to learn from our experiences. It is an assessment of where we have been and where we want to go next. Wolf (1996) adds that reflection requires thoughtful and careful reporting and analysis of teaching practice, philosophy, and experience. Understanding why an activity or practice was productive or nonproductive in the classroom is a key element in the progression from novice to master teacher.

Brookfield (1995) and Thiel (1999) say that in reflective practice, practitioners engage in a continuous cycle of self observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners. The goal is not to address a specific problem or a question defined at the outset, but to observe and refine practice in general on an ongoing basis.

Farrell (1998), claims that recent research on reflective has used different terms to define reflective teaching. These include the first type of reflection, technical rationality, examines teaching behaviors and skills after an event such as a class. The focus of

reflection is on effective application of skills and technical knowledge in the classroom (VanMannen 1977), and it also focuses on cognitive aspects of teaching (Schulman 1987). Many beginning teachers start to examine their skills from this perspective in controlled situations with immediate feedback from teacher educators. The beginning teacher is trying to cope with the new situation of the classroom (Fuller 1970)

The second notion of reflective practice is called reflection-in-action (Schon 1983; 1987). For this to occur, the teacher has to have a kind of knowing –in-action. Knowing-in-action is analogous to seeing and recognizing a face in a crowd without "listing" and piecing together seperate features, the knowledge we reveal in our intelligent action is publicly observable, but we are unable to make it verbally explicit. Schon (1987), says that we can sometimes make a description of the tacit, but that these descriptions are symbolic constructions. Farrell adds that knowledge-in-action is dynamic, facts are static. For Schon (1983; 1987), thought is embedded in action and knowledge-in-action is the center of professional practice. According to Schon (1983; 1987), reflection-in-action is concerned with thinking about what we are doing in the classroom while we are doing it, this thinking is supposed to reshape what we are doing.

The third notion of reflection is reflection-on-action. This deals with thinking back on what we have done to discover how our knowing-in-action may have contributed to an unexpected action (Schon 1987; Hatton and Smith 1995). This includes reflecting on our reflecting –in-action or thinking about the way we think, but it is different from reflecting in action.

The next notion is called reflection for action. It is different from the previous ones. It is proactive in nature. Killion and Todnew (1991 : 15) argue that reflection for action is desired outcome of both previous types of reflection. They say that:

"We undertake reflection , not so much to revisit the past or to become aware of the metacognitive process one is experiencing (both noble reasons in themselves) but to guide future action (the more practical purpose)."

The fifth notion of reflectionis related with action research. McFee (1993) claims that action research is the investigation of those craft –knowledge values of teaching that hold in place our habits when we are teaching. It concerns the transformation of research into action. Carr and Kemmis (1986 : 182) say:

"Action research is a form of self-reflective enquiry undertaken by participants (teachers, or principals, for example) in social situations in order to improve the rationality and justice of

    a)   their own social or educational practices

    b)   their understanding of these practices

    c)   the situations (and institutions) in which these practices are carried out."

It is clear that although reflective teching reveals many different definitions of the concept, almost all the researchers point out that reflective practice is extremely different from routine practice. They also add that reflective practice is an evolving concept.

2.2.Levels of Reflective Practice

After the concept of reflective practice was introduced by the researchers, many schools, colleges and departments of education began designing teacher education and professional development programs based on this concept (Clift et al, 1990). At both the pre-service and in-service levels of teaching, reflective practice can be used.

At the pre-service level, coaching and peer involvement are seen as aspects of reflective practice. In a 1993 study of how student teachers develop the skills necessary for reflective teaching during their field experiences, Ojanen explores the role of the teacher educator as coach. Teacher educators can most effectively coach student teachers in reflective practice by using students' personal histories, dialogue journals and small and large group discussions about their experiences to help students reflect upon and improve their practices (Ferraro 2000) .

Kettle and Sellars (1996), conducted a research on the development of third-year teaching students. In their study they analyzed the students' reflective writings and interviewed them extensively about their reflective practices. They saw that the use of peer reflective groups encouraged student teachers to challenge existing theories and their own preconceived views of teaching while modeling for them a colloborative style of professional development that would be useful throughout their teaching careers.

Ferraro (2000) claims that at the in-service teaching level , studies have shown that critical reflection upon experience continues to be an effective technique for professional development. Licklider (1997), states that self-directness-including self-learning from experience in natural settings- is an important component of adult learning. Therefore, effective teacher professional development should involve more than occasional large-group sessions; it should include activities such as study teams and peer coaching in which teachers continuously examine their assumptions and practices.

For in-service teachers, coaching and mentoring to peers are other forms of reflective practice. Uzat (1998) presents coaching as a realistic and systematic approach to ongoing teacher improvement through focused reflection on teaching methods.

Galvez-Martin (2003) revised several studies (Bainer & Cantrell 1992; 1993; Cruickshank 1987; 1991; Galvez 1995; Gipe & Richard 1992; Gore 1987;Posner 1985; Roth 1989; Troyer 1988; Wright 1990) that focused on reflective teaching. In these studies Galvez-Martin (2003) stated that preservice teachers improve in their reflective abilities when addressing issues related with teaching and learning, their reflectivity is enhanced, and they achieve somewhat higher levels of reflection by the end of the reflective teaching sessions. Just by being exposed to the reflective teaching experience, preservice teachers do not reach higher levels of reflection as to be statically significant. Galvez-Martin (2003) claimed that there is growth in their reflective abilities. As a reason Galvez-Martin (2003) stated that they are starting to reflect and the more they reflect, the higher levels of reflection they will be able to reach. Galvez-Martin (2003) added that additional reflective exercises are necessary and critical to determine their continuous growth in their reflectivity and achieving the highest reflective levels.

The other studies (Galvez 1995; Galvez-Martin, Bowman, & Morrison 1996; 1997; 1998; 1999; Ross 1989; Shulman 1987; Van Manen 1991; Zeichner & Liston 1985) that Galvez- Martin (2003) revised have attempted to study the levels of reflection achieved by preservice teachers and if they can reach the highest levels through a variety of reflective exercises and experiences. These levels of reflection have been determined from frameworks (Galvez 1995; Ross 1989; Shulman 1987; Van Manen 1991; Zeichner & Liston 1985) developed for this purpose or that emerged from the data.Galvez - Martin (2003) stated that in these studies, it is obvious that preservice teachers can achieve the highest levels of reflection over time and if reflective exercises are present throughout their whole program especially during the field experiences component by using reflective journals.

In his revision, Galvez and Martin (2003) saw that there are very few studies (Campoy & Radcliffe 2002; Galvez-Martin 1997) that have focused on classroom teachers' reflections. Galvez- Martin (2003) explained that many classroom teachers are very reflective and achieve the highest levels of reflection but there are others who are reflective but do not reach those highest levels of reflection.

In her revision, the researcher saw that there are also some studies that have focused on reflective teaching in Turkish.

Bölükbaş (2004) states that in her study what is focused on is the method of reflective teaching that can be implemented in the teaching of Turkish as a foreign language, which is supposed to contribute to the European culture. Reflective teaching, though not widely used in Turkey is frequently employed in the teaching of English in the language teaching of English in the language teaching and in teaching training, all over the world.

Sezgin and Ellez (2001) states that reflective teaching helps free the teachers from routine behaviour in education.

In his study Yıldız (2001) explains that reflective teaching means looking at what you do in the classroom.In this study Yıldız (2001) also explains the role of the teacher in reflective teaching and teaching strategies of reflective teaching.

2.3.Forms of Reflective Teaching Practice

After revising some studies related with reflective teaching, the following list was gleaned. The listed forms of reflective teaching practice observed in the previous studies include:

- Action Learning

- Action Research

- Critical Incident Analysis

- Journal Keeping

- Mentoring

- Lesson Reports

- Audio or video recording of lessons

- Storytelling

- Teaching Portfolios

- Group Discussions

- Mind Mapping

- Peer Observation

- Surveys and Questionnaires

Each of these forms of reflective practice is explained briefly below.

2.3.1.Action learning

Action learning term is derived from action research. This term is described by Mcgill and Beatty (1992 : 21) as follows:

"Action learning is a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done. Through action learning individuals learn from each other by working on real problems and reflecting on their own experiences. Action learning, like action research, is designed to produce improvement to practice and it is based on a cylical and collaborative reflection-on action process. However, unlike action research, it does not set out to produce a theory of practice."

2.3.2.Action research

Action Research has been defined variously and there are many different forms of it. A common definition is that action research involves inquiring into one's own practice through a cyclical process which involves planning, acting, observing and reflecting (Kemmis & McTaggart 1988).

For example, the teacher (or a group of teachers):

1. Selects an issue or concern to examine in more detail

2. Selects a suitable procedure for collecting data about the topic

3. Collects the information, analyzes it, and decides what changes are necessary

4. Develops an action plan to bring about the change in classroom behaviour

5. Observes the effects of the action plan on teaching behaviour

6. Initiates a second action cycle, if necessary.

2.3.3.Critical incident analysis

Tripp (1987) defines critical incident analysis in teaching as a documentation and analysis of a teaching incident in order to learn from it and anhance practice. Tripp (1987) added that this is a form of reflective practice which is often used within journal keeping.

2.3.4.Journal keeping

According to Ballantyne and Packer (1995), journal keeping involves making reflections explicit through writing and thereby making them available to inform action.

Keeping a journal serves two purposes:

1. Events and ideas are recorded for the purpose of later reflection.

2. The process of writing itself helps trigger insights about teaching.Writing in this sense serves as a discovery process.

Bartlett (1990 : 209-10) gives some suggestions for what to write about:

"Our writing will be about our routine and conscious actions in the classroom: conversations with pupils; critical incidents in a lesson; our personal lives asteachers; our beliefs about teaching; events outside the classroom that we think influence our teaching; our views about language teaching and learning."

Moreover Bailey (1990), Porter et al.(1990) and Walker (1985) recommended some procedures for keeping a journal:

1. Make entries on a regular basis, such as once or twice a week, or even daily if possible. It may be useful to spend five or ten minutes after a lesson to write about it or record it.

2. Review your journal entries regularly. What might not have been obvious when written or recorded may later become apparent. As you review your journals, ask yourself questions like these:

What do I do as a teacher?

What principles and beliefs inform my teaching?

Why do I teach the way I do?

What roles do learners play in my classes?

Should I teach differently?"

Keeping a journal can also be beneficial when one or more colleagues share their journals and meet regularly to discuss them (Brock, Yu, and Wong 1992).

2.3.5. Mentoring

Mentoring has been given many interpretations. It has ranged from being a trusted companion and critic for a colleague to acting as a wiser and more experienced adviser to a less experienced mentee.

2.3.6. Lesson reports

A lesson report is defined as a structured inventory or list which enables teachers to describe their recollections of the main features of a lesson. The purpose of a lesson report is to give the teacher a quick and simple procedure for regularly monitoring what happened during a lesson, how much time was spent on different parts of a lesson, and how effective the lesson was. While a lesson plan describes what a teacher intends to do during a lesson, a lesson report describes what actually happened from the teacher's point of view. While a lesson report is not a completely accurate account of what occured during a lesson, it often serves as a useful record of many important features of the lesson and can hence be used to help monitor the teacher's teaching (Pak 1985).

There are some procedures that are recommended by some researchers for preparing self-report forms.These are:

1. Firstly, identify in as much detail as possible the philosophy underlying the course and the different kinds of teaching activities, procedures and resources that you expect to use in the course. For example, a group of teachers teaching a grammar class would first discuss their approach to the teaching of grammar, clarify their assumptions about the goals of the course, and identify the kinds of classroom activities, procedures, and resources they plan to use.

2. Then, prepare a lesson report form. For example, the grammar teachers would prepare a checklist which could be used to collect information about how grammar was presented and practiced during a lesson.

3. Use the lesson report form on a regular basis to record the activities, procedures, and resources used throughout the course.

4. Meet periodically to review and compare lesson reports with those of other teachers teaching the same course. As you do so, discuss any differences that are emerging in the way you teach the class and the reasons for these differences. If necessary, rethink and modify the teaching strategies and materials you are using. Alternatively, you may monitor your own teaching using self-report forms, thus gathering important information that will be useful the next time you teach the same course.

Followings are some of the questions that can be answered in a lesson report:

- What were the main goals of the lesson?

- What did the learners actually learn in the lesson?

- What teaching procedures did the use?

- What problems did the teacher encounter and how did the teacher deal with them?
- What were the most effective parts of the lesson?

- What were the least effective parts of the lesson?

- What would the teacher do anything differently if the teacher taught the lesson again?

2.3.7. Audio or video recording of lessons

Using an audio cassette or video recorder provides the fullest account of a lesson. With a cassette recorder or a video camera placed in a strategic place in a classroom, much of what happened in a lesson can be recorded. There are some advantages of recording of a lesson. First, it allows choice of focus. Another advantage is that the recording can be played again and again and examined many times so the user can capture many details of a lesson that cannot easily be observed by other means. Schratz (1992 : 89) states:

"Audio-visual recordings are powerful instruments in the development of a lecturer's self-reflective competence. They confront him or her with a mirror-like "objective" view of what

goes on in class. Moreover, class recordings which are kept for later use, can give a valuable insight into an individual teacher's growth in experience over years."

On the other hand, there are some disadvantages of recording a lesson. For example, the presence of a recording device may be disruptive; recording devices often have a limited range; and reviewing a recording is time consuming. Schratz (1992 :89) states:

"Setting up the equipment for a lecture's recording and going through the various analyzing phases requires a lot of time. For this reason, this type of activity can never become an activity continued on a day-to-day basis. It will only be applied on special occasions."

2.3.8.Storytelling

Storytelling can be used as both a verbal and a written form of reflective teaching practice. For example, McDrury (1996) has used it in the verbal form as a way of bringing lecturers to focus on their teaching in collaborative sessions and case study reports employ the technique to provide a way for the audience to reflect vicariously (Hall 1996).

2.3.9.Teaching portfolios

Teaching portfolios are a collection of evidence of development in teaching expertise. They can contain an unlimited variety of materials including lists of courses taught, teaching innovations, personal teaching philosophy, evidence of successes, evidence of engaging in professional development in teaching (Hall 1996).

2.3.10.Group discussions

Group discussions can be a group of teachers who come together for regular meetings to reflect on their work. A teacher trainer can provide encouragement and support for the group.

2.3.11.Mind mapping

Mind mapping (Buzan 1983; in Hogan 1994) is defined as a process by which the connected ideas surrounding a particular concept or problem are drawn in a map fashion so as to enable the practitioner to reflect on them and clarify and/or reshape them and move onwards. This has been used as a device for helping students and lecturers reflect on their learning and teaching, respectively.

2.3.12.Peer observation

Observation involves visiting a class to observe different aspects of teaching. As it was defined, observation is a way of gathering information about teaching rather than a way of evaluating teaching. The observer is not involved in evaluating a teacher's lesson. Hall (1996) states that peer observation occurs when colleagues undertake to observe each other teach and follow up with constructive discussion about what was observed. There are some principles for peer observation. They are:

1. Observation should have a focus. The value of observation is increased if the observer knows what to look for. Giving the observer a task provides a focus for the observer and collects useful information for the teacher.

2. Observers should use specific procedures. Lessons are complex events with many different activities occuring simultaneously. If the observer wants to observe wants to observe teacher-student interaction, for example, a variety of procedures could be used to maket his task more effective.

3. The observer should remain an observer. An observer who is also a participant in the lesson cannot observe effectively.

Followings are some of the suggested procedures for peer observation:

"1. Arrange a pre-observation orientation session. Before beginning the observations, the two teachers meet to discuss the nature of the class observed, the kind of material being taught, the teacher's approach to teaching, the kinds of students in the class, typical patterns of interaction and class participation, and so on.

2. Identify a focus for the observation (for example, teacher's time management, students' performance on tasks, time-on-task, teacher questions and student responses, students'performance during pair work, classroom interaction, group work.)

3. Develop procedures for the observer to use.

4. Carry out the observation.

5. Arrange a post-observation session."

These principles and procedures are based on Richards and Lockhart (1991 :7-10)

2.3.13.Surveys and questionnaires

Surveys and questionnaires are useful tools for gathering information about affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, and preferences. These tools also enable a teacher to collect a large amount of information relatively quickly.

All of these forms are used as methods for reflective teaching practice.

2.4.Benefits of Reflective Practice

There are some benefits of reflective practice for teachers. These benefits are discussed by some educators such as Bailey, Curtis, & Nunan (1998); Crandall (2000); Farrell (1998), Stanley (1998), and Thiel (1999). Benefits are summarized as followings:

"Flexibility": There are many variables in teaching such as context, learner groups, curricula, available resources, and amount and type of teacher preparation. Because reflective practice springs from the needs and interests of the practitioners, it can address this variety. It can be constructed as an individual or group process, although, because good reflective practice draws upon the input of learners, colleagues, and

others, it is by nature collective. New teachers examine successes and failures in a constructive environment (Florez 2001).

"**Practibility**": Practibility is accepted as another benefit of reflective practice. Reflective practice is useful especially for practitioners who have limited time and resources to divide between teaching and professional development. Since reflective practice asks practitioners to make connections between what is happening in a specific context and their beliefs, it can be useful to those who move from site to site and teach in varied context. Opprotunities to explore and reflect on new techniques, ideas, and approaches are built into the process, and links between theory and practice are central (Florez 2001).

"**Professionalism**": Reflective practice calls for ongoing exercise of intellect, responsibility, and professionalism. Reflective practice also promotes deliberate actions in planning and implementing instruction and ongoing engagement with theory. It enables teachers to improve their ability to react and respond as they are teaching-to assess, revise, and implement approaches and activities on the spot (Florez 2001).

"**Sustainability**": There is always a need for sustained development (Burt & Kennan 1998; Crandall 2000). Reflective practice includes reflection, implementation, and follow-up. It means that it creates a cyclical process. It focuses on development and exercise of skills and attitudes that eventually become a regular part of good teaching.

Ferraro (2000), states that the primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher.

Freidus (1997) describes a case study of one teacher/ graduate student struggling to make sense of her beliefs and practices about what constitutes good teaching. Her initial pedagogy for teaching was based on the traditions and practices of direct teaching. Her traditional socialization into teaching made it difficult for her to understand that her views of good teaching were being challenged in her practice. But the opportunity for exploration through reflective portfolio work enabled her to acknowledge and validate what she was learning.

Farrell (1998) concludes the benefits of reflective teaching in four main ways:

1. Reflective teaching helps free the teachers from impulse and routine behavior.

2. Reflective teaching allows teachers to act in a deliberate, intentional manner and avoid the "I don't know what I will do today" syndrome.

3. Reflective teaching distinguishes teachers as educated human beings since it one of the signs of intelligent action.

4. As teachers gain experience in a community of professional educators, they feel the need to grow beyond the inital stage of survival in the classroom to reconstructing their own particular theory from their practice.

2.5.Challenges of Reflective Practice

Florez (2001) states that reflective practice requires a commitment to continuous self-development and the time to achieve it. Practitioners should be trained in reflective practice and given time to experiment with and master the general process. Florez (2001) adds that reflective practice may prove emotionally challenging. Some practitioners may not be ready to confront the uncertainty about their teaching philosophies and competence that can be a part of the process.

In the light of the relevant literature, it is obvious that reflective practice is very critical and important process in professional development. Thus the researcher in the present study intented to explore EFL teachers' attitudes on such a central and important theme, reflective teaching, and to compare the attitudes of novice teachers to that of experienced teachers.

CHAPTER 3

METHODOLOGY

3.1.Introduction

This chapter focuses on the methodological procedures of the present study. The first part gives information about the subjects participated in the study. In the following part, data collection instruments are introduced. Following the description of the pilot studies, data analysis procedure is presented.

Although the present study is the qualitative and descriptive one, quantitative approach was also used in order to verify the data.

In the present study, the data obtainded from the interwiews were analysed by means of qualitative approach, on the other hand the data obtained from the questionnaire were analysed by means of quantitative approach.

3.2. Subjects

The participants of the present study were 50 EFL teachers from different state high schools in Bursa. The teachers participated in the present study are seperated into two different groups. One of the groups consists of novice teachers who had a teaching experience of 0-5 years and the other group of teachers had a teaching experience of 6 years and above (0-5 years in teaching = novice =N, 6 years and above = experienced = E)

The teachers were chosen randomly. All of the participants were non-native speakers of English. Age and gender variables were not taken into account since they were not related to the purpose of the present study.

3.3. Data Collection Instruments

In the study, questionnaire and interview were used as the data collection instruments.

3.4. Piloting Of The Questionnaire

The term "pilot study" refers to a mini-version of a full-scale study. Pilot study is a crucial element of a good study design. Hence all the elicitation instruments should be piloted before being used for research. Conducting a pilot study does not quarantee success in the main study but it increases the likelihood.

Galloway (1998) states that it is important to pilot a questionnaire:
- to test how long it takes to complete
- to check that the questions are not ambiguous
- to check that the instructions are clear
- to allow the researcher to eliminate questions that do not field usable data.

Both Turkish and English versions of the questionnaire in the present study were checked to see whether there were any grammatical, spelling or structural mistakes in it. This checking procedure was actualized by two Turkish and EFL teachers who did not participate in the study.No mistake was found by these teachers.

Piloting of the questionnaire was carried out with 10 EFL teachers who did not participate in the main study. The results were only used to conduct a good study design.

This pilot study provided information about the time to complete the questionnaire. It was obvious that it took about ten minutes to answer all the items in the questionnaire.

During the pilot study, any of the participants did not ask any questions about the items. It appeared that the items in the questionnaire were clear enough.

3.5. The Questionnaire

A questionnaire is a set of questions designed to gather the information for a study. Questionnaires are commonly used in descriptive studies. Brown (1988) states that there are many advantages of using questionnaires and adds "You can collect a large amount of data in a fairly short time. (p : 3)"

Seliger and Shohamy (1989) add that questionnaires are easier and less expensive than other forms of data collection. Nunan (1992) states that questionnaires can be used to research almost any aspect of teaching and learning, Nunan (1992) adds that they can be easily used in field setting such as classrooms.

In the present study, the questionnaire consists of mainly two parts (Part I and Part II). First part deals with the necessary information of EFL teachers such as name, teaching experience in years, age and teachers teaching load per week.

The second part of the questionnaire was developed in order to find out EFL teachers' attitudes toward reflective teaching practice. The items in the second part of the questionnaire were formed with a careful analysis of the relevant literature and research. The items in the second part were based on the "Teacher Competency Scale" suggested by Ministry of National Education and Higher Education Institute. This scale was intended to be used by teacher education programmes and faculties. The second part of the questionnaire included five distinct sub parts. The items were grouped according to various aspects of teaching. Part A in the second part of the questionnaire was formed of six items about planninng. In Part B, seven items were listed to find out the teachers' attitudes on teaching process. The following part was about classroom management and included seven items. Five items were presented about communication in Part D. The last part, Part E, was developed to find out general evaluation of the EFL teachers participated in the present study about reflection. In this part, 15 items were listed. The subjects were also asked to add anything that they want to state.

In the second part of the questionnaire, 40 statements were given to the subjects. The subjects were asked to respond to these items. For 38 items (except items 26 and 27), the subjects were required to state how frequently they actualised the given

statements by using a rating scale ranging from Never = 1 to Always = 5. For the other two items (item 26 and item 27) the EFL teachers gave answers on a five point scale (Likert's scale) ranging from strongly Disagree = 1 to strongly Agree = 5.

The subjects were asked to mark (x) the related number that was indicating their answers.

Since the main focus of this study was not the evaluation of the subjects' proficiency in English, the questionnaire was prepared and administered in Turkish, this would also minimize the anxiety and the mistakes due to misunderstandings.

3.6. Interviews

Interviews gather a broad range of information with less number of participants. They provide in-depth information.

Because the information in an interview is not quantifiable, it is often described as qualitative research method.

However, items in the questionnaire might not be comprehensible for the subjects or the subjects might be careless during completing the questionnaire. So, interviews minimize these kinds of problems that effect the results. It is possible to say that interviews are complementary instruments for researchers.

3.7. Piloting Of The Teacher Interview

For the piloting of the teacher interview, 3 novice and 3 experienced EFL teachers were chosen. These EFL teachers did not participate in the actual interviews.

Piloting of the interview was conducted in Turkish. Piloting of the interview was conducted and transcribed. Any important modification was not necessary to make after the piloting.

The pilot interview lasted about 20 minutes.

3.8. Teachers Interview

In this study, semi-structured interview was carried out in order to gather more detailed information.

The interviews were in Turkish and more conversational. The researcher prepared a few specific questions beforehand. The researcher also adjusted the questions according to how the interviewee was responding.

16 EFL teachers were chosen randomly among the ones who had responded the questionnaire 8 of the teachers were novice and 8 of them were experienced EFL teachers.

Via these interviews, the researcher also found out the answer for the second research question that investigates for factors hindering teachers from doing reflective teaching.

3.9. Data Collection Procedure

Data collection procedure lasted about two months. The subjects of the present study were EFL teachers in different state high schools in Bursa. Firstly, piloting of the questionnaire was carried out with 10 EFL teachers who did not participate in the actual study. Then, the questionnaires were given to 50 EFL teachers after getting the required permission from the school authorities. The subjects were visited in the schools they work. All the participants of the present study were voluntary.

Since the questionnaire took approximately 10 minutes to complete, majority of the subjects completed the questionnaire at school.A few of the subjects completed the questionnaire at home and returned it in a week.

After the questonnaire procedure, first piloting of the interview was carried out with 3 novice and 3 experienced teachers. Then main interviews with 8 novice and 8 experienced teachers were conducted.

The subjects were willingly involved in the interviews. The interviews were carried out in Turkish. Each interview took approximately 20 minutes. The interview procedure lasted 3 weeks.

3.10. Data Analysis

In order to get an insight from the responses given to the each item in the questionnaire, item analysis was implemented.

First of all, "Independent sample t-test for the equality of means" was used to assess whether the means of two groups of teachers (N, E) are statistically different from each other. The researcher preferred t-test to make a comparison between the means of novice and experienced teachers.

Apart from t-test, each item in the questionnaire was analysed by identifying the frequencies, percentages and the means of the responses. The results were also presented by means of graphs and tables.

The frequencies, percentages, means, standart deviation were all calculated by means of SPSS procedures. The graphs and tables were similarly drawn by means of SPSS application.

In order to analyse the data obtained from the interviews they were recorded and listened to several times.

CHAPTER 4

RESULTS

4.1. Introduction

The aim of the present study is to find out EFL teachers' attitudes towards reflective teaching practice and to see whether there is any significant difference between the attitudes of novice and experienced teachers towards reflective teaching. Furthermore, the factors that hinder teachers from doing reflective teaching practice are explored in the present study. The results are gathered from the questinnaire and interviews. In this chapter, only the results obtained from the questinnaire are presented.

4.2. The Results of the Questionnaire

There are 40 items in the questionnaire. The items aimed to find out how frequently the EFL teachers participated in the present study actualised the given statements and their attitudes by using a rating scale ranging from Never =1 to

Always = 5.

The percentages and frequencies of 40 items were calculated seperately for novice and experienced EFL teachers. The results are presented by means of graphs and tables. Besides, the average percentages of the teachers' responses were calculated. The results of the average percentages of the teachers' responses are given in Table 4.2.1

EFL teachers		Never	Sometimes	Often	Usually	Always
	%	5	15	22,4	30,6	27

Table 4.2.1 The results of the average percentages of the teachers' responses

According to the results in Table 4.2.1, the majority of the EFL teachers participated in the present study (% 80 = % 27 always, % 30.6 usually and % 22.4 often) tended to behave in a reflective way in their own teaching. In other words, the EFL teachers participated in the present study have chosen "always" at the rate of 27 percent, "usually" at the rate of 30.6 and "often" at the rate of 22.4 in the present study. While "sometimes" has been chosen at the rate of 15 percent, "never" has been chosen at the rate of 5 percent.

The mean score of 40 items were also calculated seperately for novice and experienced teachers. The result of this calculation revealed that there is a significant difference between the EFL novice and experienced teachers' attitudes towards reflective teaching practice.

The researcher also used "Independent Sample T-test for Equality of Means" in order to find out whether there is any significant difference between these two groups of EFL teachers. The researcher suggests a null and an alternative hypothesis.

$$H_0 : \mu_E = \mu_N \qquad H_a : \mu_E \neq \mu_N$$

The hypotheses are tested at $\alpha = 0,05$ significance level. If the significance between these two groups of teachers (N, E) is lower than 0,05 H_0 will be rejected and H_a will be accepted. The results of T-test for Equality of these two groups mean are shown in Table 4.2.2

The attitudes of N and E EFL teachers		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95%Confidence Interval of Difference	
							Lower	Upper
		28,761	49	0,023	3,89000	0,154546	3,6182	4,1618

Table 4.2.2 T-test for Equality of two groups of teachers

It is evident from Table 4.2.3 that the significance value is 0.023 which is lower than 0,05 so H_0 is rejected and H_a is accepted.

The result shows that there is a significant difference in the mean scores of two groups of teachers (N, E).

4.3. The Attitudes of EFL Teachers towards Reflective Teaching Practice

ITEM 1: I think about whether the aims and objectives of the lesson are accomplished.
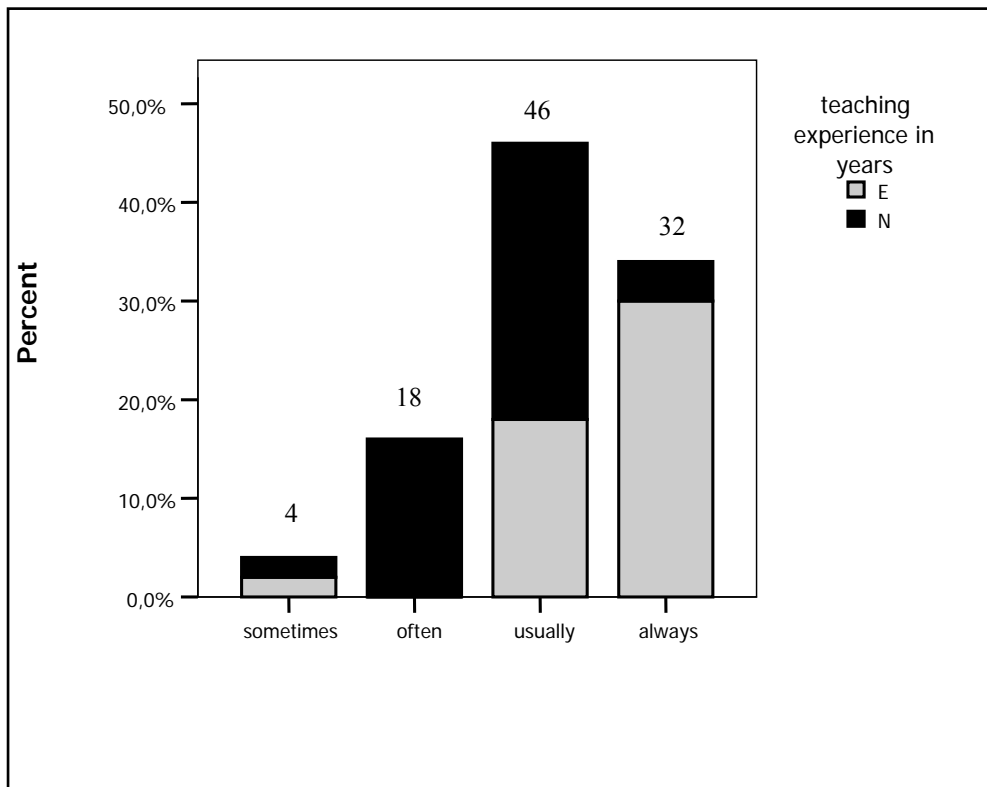
Graph 4.3.1 The distribution of the teachers' attitudes on item 1

Table 4.3.1 The percentages, frequencies, and means related to N and E teachers for item 1

ITEM 1	MEANS		sometimes	often	usually	always	total
EXP.	4,4000	F	1	0	10	14	25
NOVICE	3,5600	F	1	9	13	2	25
Total			2	9	23	16	50

For item 1, it appears that 32 % of the EFL teachers always, 46 % of them usually, 18 % of them often and 4 % of them sometimes think that whether the aims and objectives of the lesson are accomplished.

ITEM 2: I do an evaluation on the appropriateness of teaching and learning activities to accomplish the objectives of the lesson

Graph 4.3.2 The distribution of the teachers' attitudes on item 2

Table 4.3.2 The percentages, frequencies, and means related to N and E teachers for item 2

ITEM 2	MEANS		sometimes	often	usually	always	total
EXP.	4,4000	F	1	2	8	14	25
NOVICE	3,5600	F	3	5	17	0	25
Total			4	7	25	14	50

Concerning with item 2, 28 % of the teachers always, 50 % of the teachers usually, 14 % of them often and 8 % of the teachers sometimes evaluate on the appropriateness of teaching and learning activities to accomplish the objectives of the lesson

ITEM 3: I do an evaluation on the appropriateness of the supporting materials to accomplish the objectives of the lesson.

Graph 4.3.3 The distribution of the teachers' attitudes on item 3

Table 4.3.3 The percentages, frequencies, and means related to N and E teachers for item 3

ITEM 3	MEANS		sometimes	often	usually	always	total
EXP.	4,3600	F	1	4	5	15	25
NOVICE	3,0800	F	6	13	4	2	25
Total			7	17	9	17	50

For item 3, 34 % of the teachers always, 18 % of the teachers usually, again 34 % of them often and 14 % of the teachers sometimes do an evaluation on the appropriateness of the supporting materials to accomplish the objectives of the lesson.

ITEM 4:. I evaluate whether the activities placed in the plan are helpful for the students' personal, psychological, moral, social, and cultural development or not.

Graph 4.3.4 The distribution of the teachers' attitudes on item 4

Table 4.3.4 The percentages, frequencies, and means related to N and E teachers for item 4

ITEM 4	MEANS		never	sometimes	often	usually	always	total
EXP.	4,1200	F	1	0	4	10	10	25
NOVICE	2,5200	F	0	15	7	3	0	25
Total			1	15	11	13	10	50

With regard to item 4, 20 % of the teachers always, 26 % of the teachers usually, 22 % of them often, 30 % of the teachers sometimes and 2 % of them never evaluate whether the activities placed in the plan are helpful for the students' personal, psychological, moral, social, and cultural development or not.

ITEM 5:. I *evaluate whether I considered individual differences in my lesson plan or not*.

Graph 4.3.5 The distribution of the teachers' attitudes on item 5

Table 4.3.5 The percentages, frequencies, and means related to N and E teachers for item 5

ITEM 5	MEANS		never	sometimes	often	usually	always	total
EXP.	3,8000	F	2	1	3	13	6	25
NOVICE	2,7200	F	1	12	6	5	1	25
Total			3	13	9	18	7	50

What becomes evident from the graph above, 14 % of the teachers always, 36 % of the teachers usually, 18 % of them often and 26 % of them sometimes evaluate whether they considered individual differences in their lesson plans or not. On the other hand, 6 % of the teachers never do that.

ITEM 6: I evaluate whether the evaluation type in my plan is appropriate for objectives of the lesson or not.

Graph 4.3.6 The distribution of the teachers' attitudes on item 6

Table 4.3.6 The percentages, frequencies, and means related to N and E teachers for item 6

ITEM 6	MEANS		never	sometimes	often	usually	always	total
EXP.	4,0000	F	1	2	1	13	8	25
NOVICE	2,4000	F	3	14	3	5	0	25
Total			4	16	4	18	8	50

What becomes evident from the graph above is that, while 16 % of the teachers always, 36 % of them usually, 8 % of the teachers often, and 32 % of the teachers sometimes evaluate whether the evaluation type in their plans is appropriate for objectives of the lesson or not, 8 % of them never do.

ITEM 7: I evaluate whether I make any connection with the previous and following subjects while I am teaching or not.

Graph 4.3.7 The distribution of the teachers' attitudes on item 7

Table 4.3.7 The percentages, frequencies, and means related to N and E teachers for item 7

ITEM 7	MEANS		sometimes	often	usually	always	total
EXP.	4,7200	F	0	0	7	18	25
NOVICE	3,1600	F	3	15	7	0	25
Total			3	15	14	18	50

For this item, 36 % of the participants always, 28 % of them usually, 30 % of them often and 6 % of them sometimes evaluate whether or not they make any connection with the previous and following subjects while they are teaching.

ITEM 8: I evaluate whether the activities really motivate the students or not.

Graph 4.3.8 The distribution of the teachers' attitudes on item 8

Table 4.3.8 The percentages, frequencies, and means related to N and E teachers for item 8

ITEM 8	MEANS		sometimes	often	usually	always	total
EXP.	4,5200	F	1	2	5	17	25
NOVICE	3,3200	F	2	13	10	0	25
Total			3	15	15	17	50

What comes clear from the graph above, 34 % of the teachers always, 30 % of them usually, and similarly 30 % of them often and 6 % of them sometimes evaluate whether the activities really motivate the students or not.

ITEM 9: .I evaluate whether I teach according to the level of the students or not.
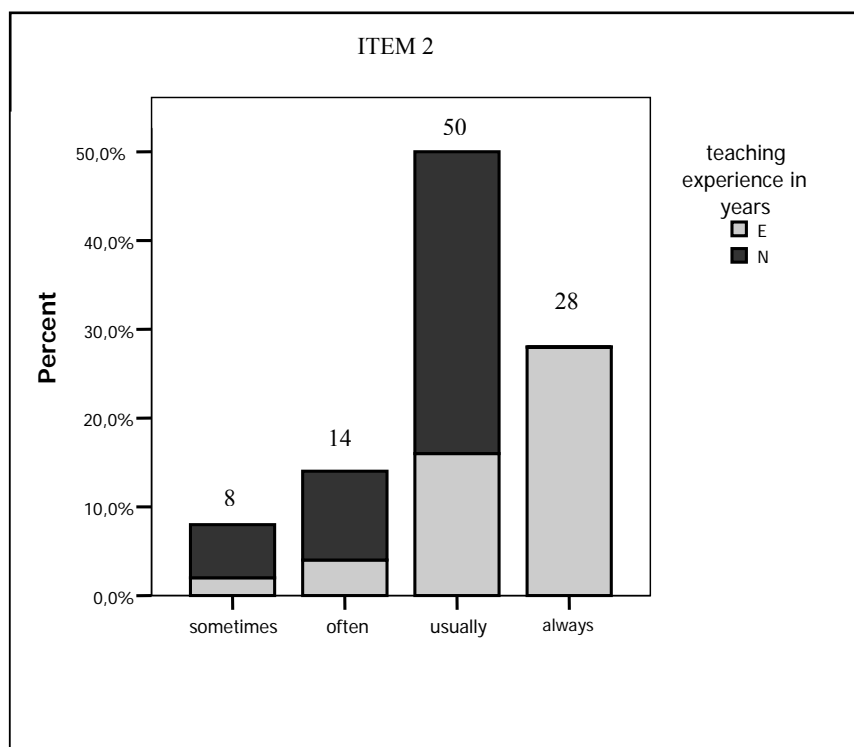

Graph 4.3.9 The distribution of the teachers' attitudes on item 9

Table 4.1.9 The percentages, frequencies, and means related to N and E teachers for item 9

ITEM 9	MEANS		sometimes	often	usually	always	total
EXP.	4,6000	F	0	0	10	15	25
NOVICE	3,4400	F	2	13	7	3	25
Total			2	13	17	18	50

In connection with item 9, 36 % of the teachers always, 34 % of the teachers usually, 26 % of them often and 4 % of the teachers sometimes evaluate whether they teach according to the level of the students or not.

ITEM 10: *I do an evaluation on the appropriateness of the teaching methods and techniques I use for the students' level.*
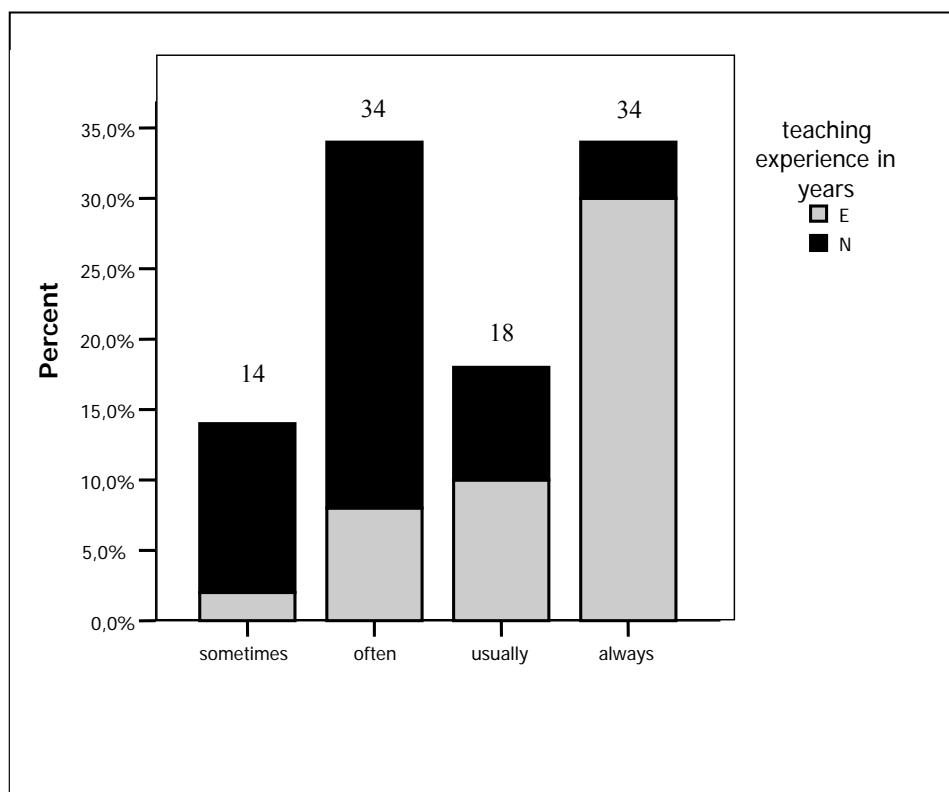

Graph 4.3.10 The distribution of the teachers' attitudes on item 10

Table 4.3.10 The percentages, frequencies, and means related to N and E teachers for item 10

ITEM 10	MEANS		sometimes	often	usually	always	total
EXP.	4,6800	F	0	0	8	17	25
NOVICE	2,9600	F	5	16	4	0	25
Total			5	16	12	17	50

As seen from the graph above, all the teachers do an evaluation on the appropriateness of the teaching methods and techniques they use for the students' level, but 34 % of them always, 24 % of them usually, 32 % often and 10 % sometimes do.

ITEM 11: I think about how I communicate with the students during the lesson and whether I give appropriate feedback for the students or not.
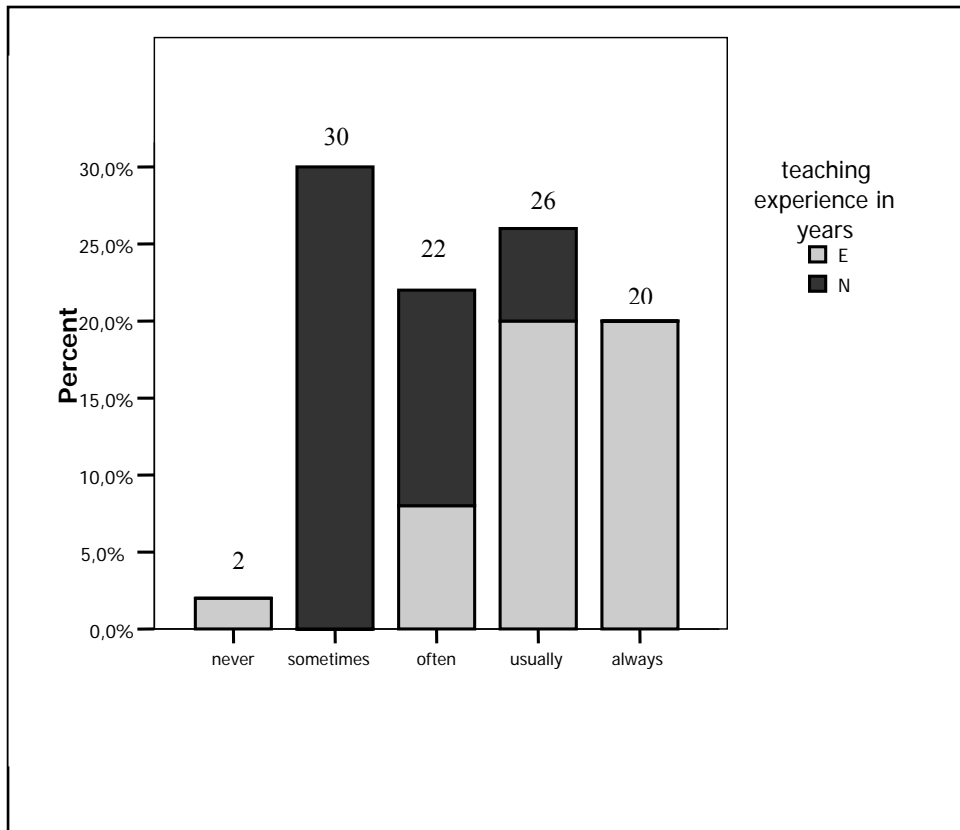

Graph 4.3.11 The distribution of the teachers' attitudes on item 11

Table 4.3.11 The percentages, frequencies, and means related to N and E teachers for item 11

ITEM 11	MEANS		sometimes	often	usually	always	total
EXP.	4,3200	F	0	2	13	10	25
NOVICE	2,8800	F	6	17	1	1	25
Total			6	19	14	11	50

In connection with the communication and feedback during the lesson, 11 % of the teachers always, 28 % usually, 38 % often and 12 % of them sometimes think about it.

ITEM 12: *I evaluate whether the activities or tasks I prepare for the students ensure the participation of the students or not.*
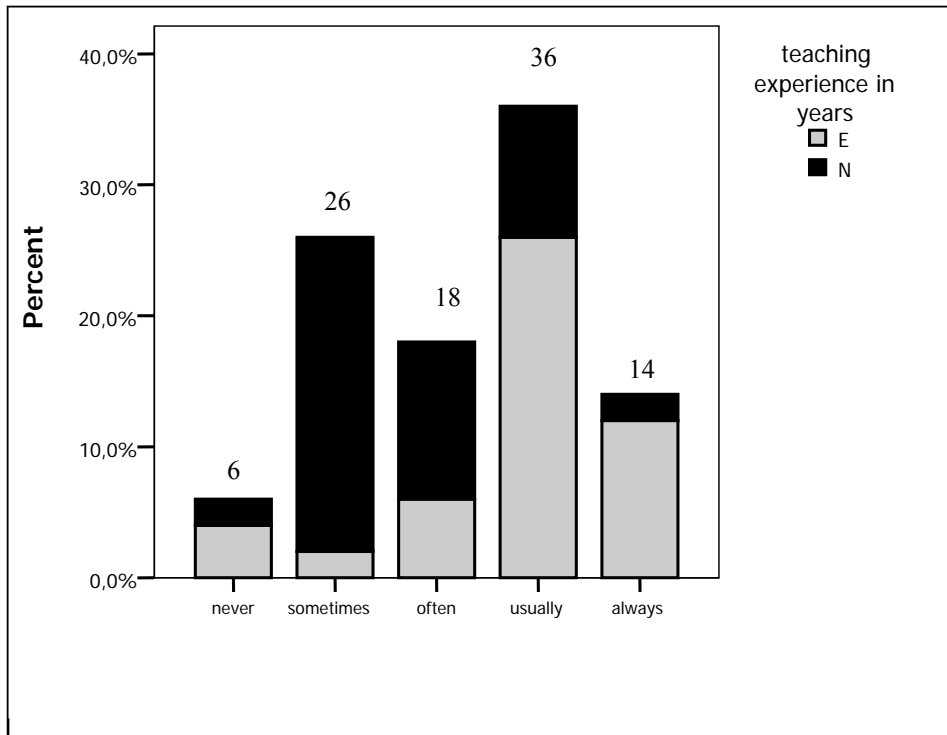

Graph 4.3.12 The distribution of the teachers' attitudes on item 12

Table 4.3.12 The percentages, frequencies, and means related to N and E teachers for item 12

ITEM 12	MEANS		sometimes	often	usually	always	total
EXP.	4,5600	F	1	0	8	16	25
NOVICE	3,2800	F	3	13	8	1	25
Total			4	13	16	17	50

With regard to item 12, 34 % of the teachers always, 32 % of them usually, 26 % often and 8 % of the teachers sometimes evaluate whether the activities or tasks they prepare for the students ensure the participation of the students or not.

ITEM 13: *I evaluate whether the instructions create any chance for the students to make connection with the real life or not.*
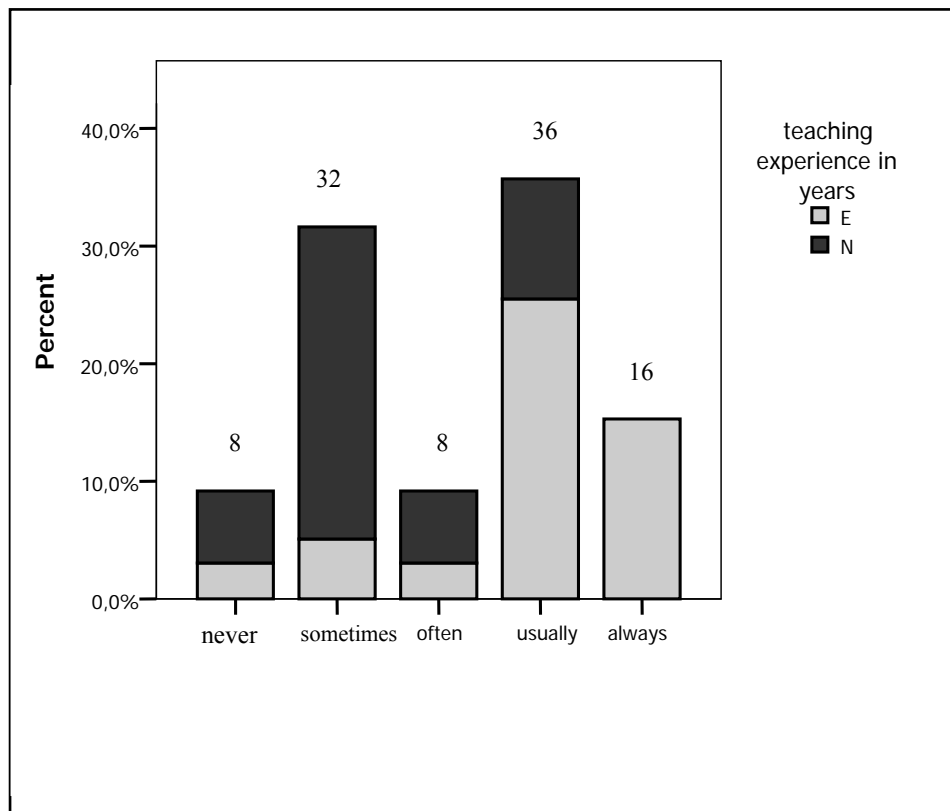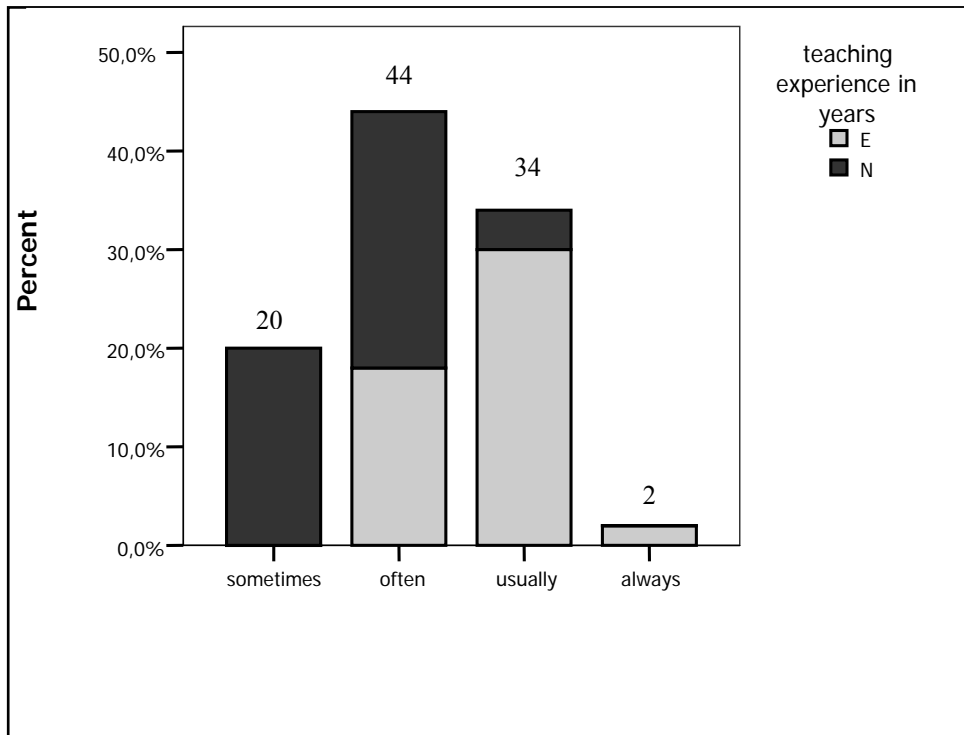

Graph 4.3.13 The distribution of the teachers' attitudes on item 13

Table 4.3.13 The percentages, frequencies, and means related to N and E teachers for item 13

ITEM 13	MEANS		sometimes	often	usually	always	total
EXP.	3,6800	F	0	9	15	1	25
NOVICE	2,6800	F	10	13	2	0	25
Total			10	22	17	1	50

Concerning with item 13, it seems that all the teachers evaluate whether the instructions create any chance for the students to make connection with the real life or not, but 2 % of them always, 34 % usually, 44 % often and 20 % of them sometimes do.

ITEM 14: *I evaluate whether I create positive and stimulating classroom environment or not.*
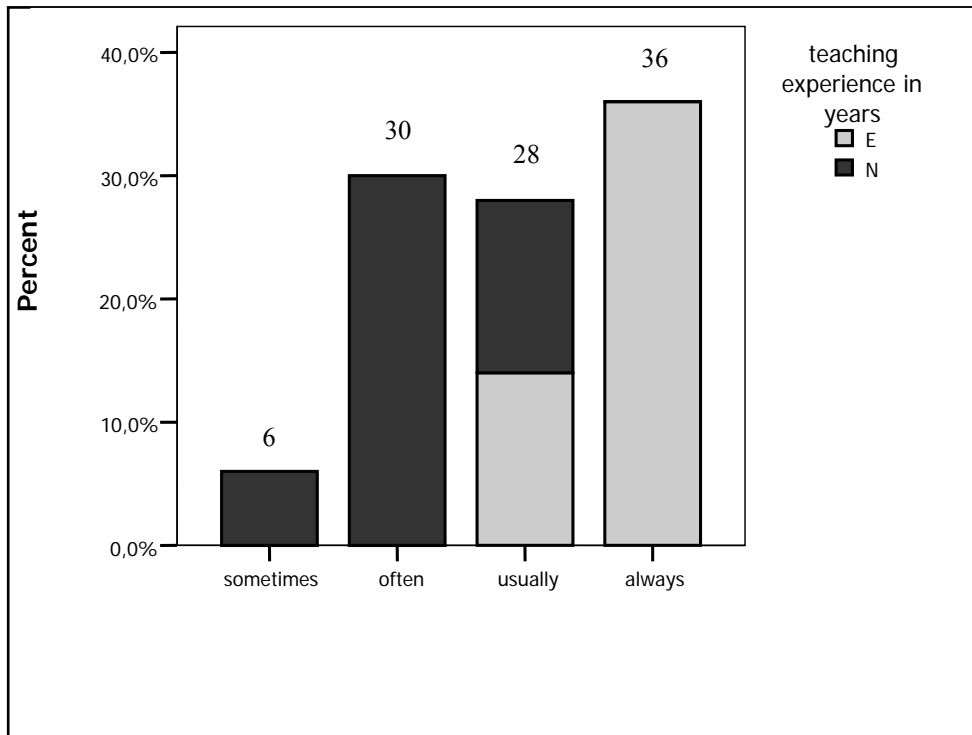

Graph 4.3.14 The distribution of the teachers' attitudes on item 14

Table 4.3.14 The percentages, frequencies, and means related to N and E teachers for item 14

ITEM 14	MEANS		never	sometimes	often	usually	always	total
EXP.	3,8000	F	1	1	4	15	4	25
NOVICE	2,8400	F	0	9	13	1	2	25
Total			1	10	17	16	6	50

In connection with item 14, 12 % of the teachers always, 32 % of them usually, 34 % of them often and 20 % of them sometimes while 2 % of the teachers never evaluate whether they create positive and stimulating classroom environment or not.

ITEM 15: *I evaluate whether the lesson is processed in a secure way or not.*

Graph 4.3.15 The distribution of the teachers' attitudes on item 15

Table 4.3.15 The percentages, frequencies, and means related to N and E teachers for item 15

ITEM 15	MEANS		sometimes	often	usually	always	total
EXP.	4,1600	F	0	6	9	10	25
NOVICE	3,0000	F	5	15	5	0	25
Total			5	21	14	10	50

For item 15, all the teachers seem that they evaluate whether the lesson is processed in a secure way or not, but 20 % of the teachers always, 28 % usually, 42 % often and 10 % sometimes do that.

ITEM 16: *.I think about how I can behave against the interruptions and disturbances during the lesson.*
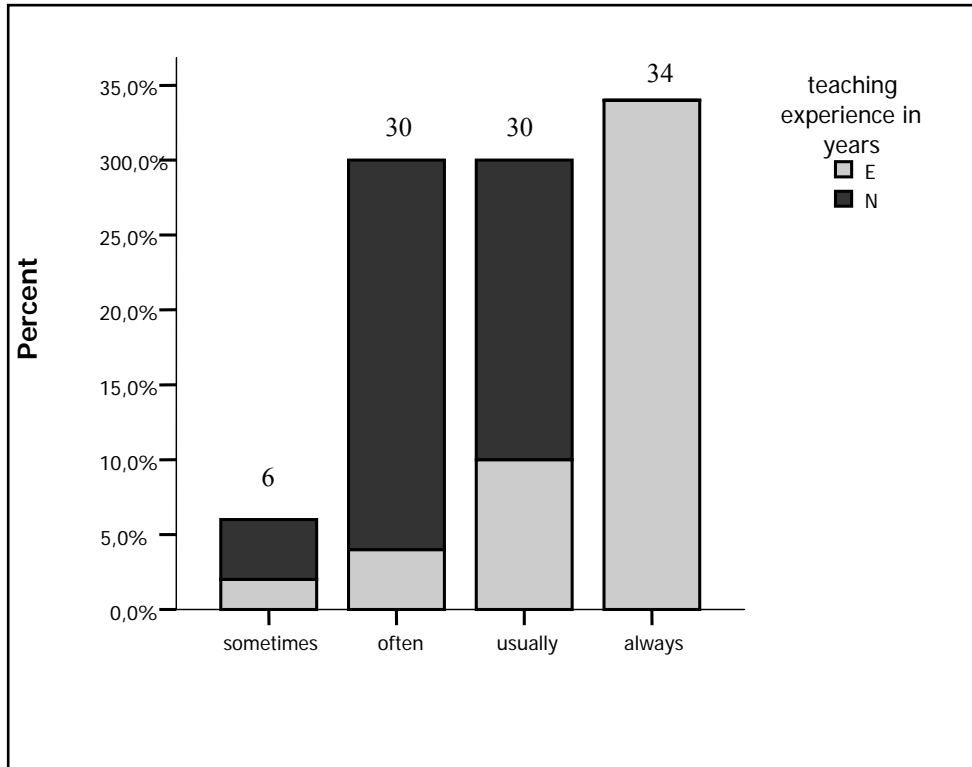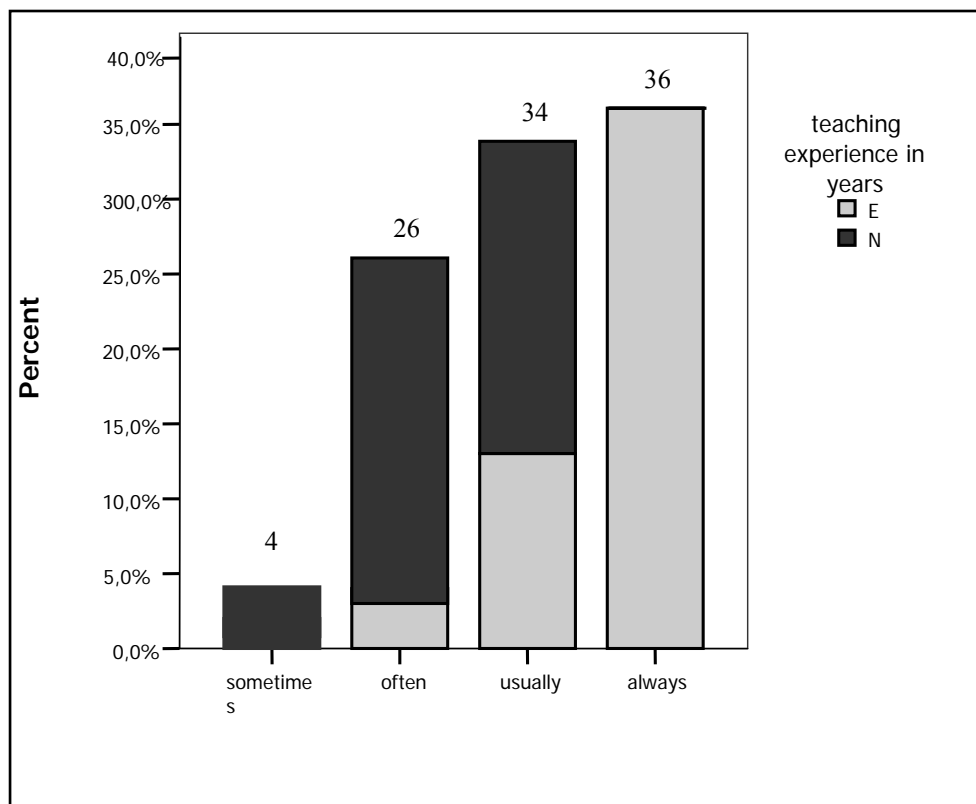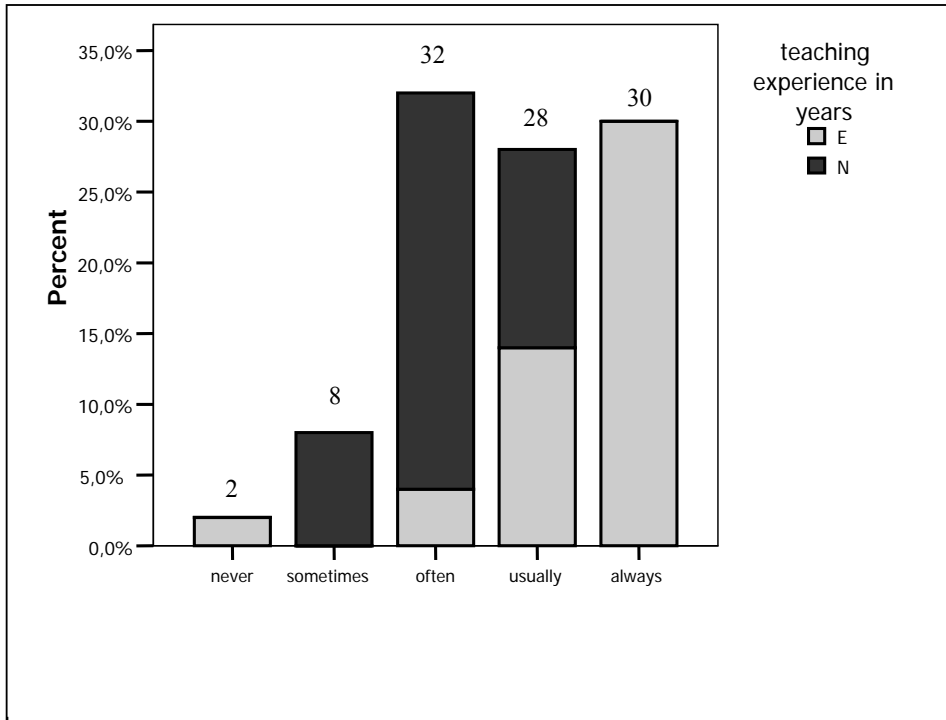

Graph 4.3.16 The distribution of the teachers' attitudes on item 16

Table 4.3.16 The percentages, frequencies, and means related to N and E teachers for item 16

ITEM 16	MEANS		never	sometimes	often	usually	always	total
EXP.	4,400	F	1	0	2	7	15	25
NOVICE	3,1200	F	0	4	14	7	0	25
Total			1	4	16	14	15	50

Concerning item 16, while 30 % of the teachers always, 28 % usually, 32 % often and 8 % of them sometimes think about how they can behave against the interruptions and disturbances during the lesson 2 % of the teachers never do.

ITEM 17: *I think about how I can ensure permanent motivation of the students.*
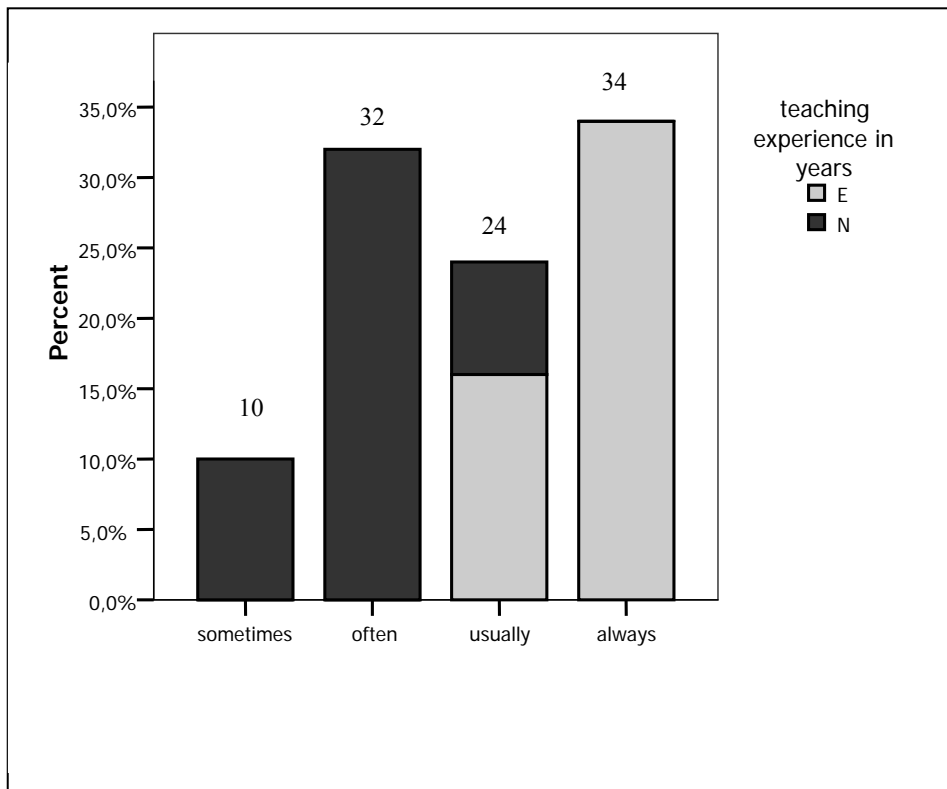

Graph 4.3.17 The distribution of the teachers' attitudes on item 17

Table 4.3.17 The percentages, frequencies, and means related to N and E teachers for item 17

ITEM 17	MEANS		sometimes	often	usually	always	total
EXP.	4,6000	F	1	0	7	17	25
NOVICE	3,3600	F	1	15	8	1	25
Total			2	15	15	18	50

For item 17, it appears that 36 % of the teachers always, 30 % usually, similarly 30 % often and 4 % of the teachers sometimes think about how they can ensure permanent motivation of the students.

*ITEM 18***:** *I think about whether the feedback is appropriate for the students or not.*
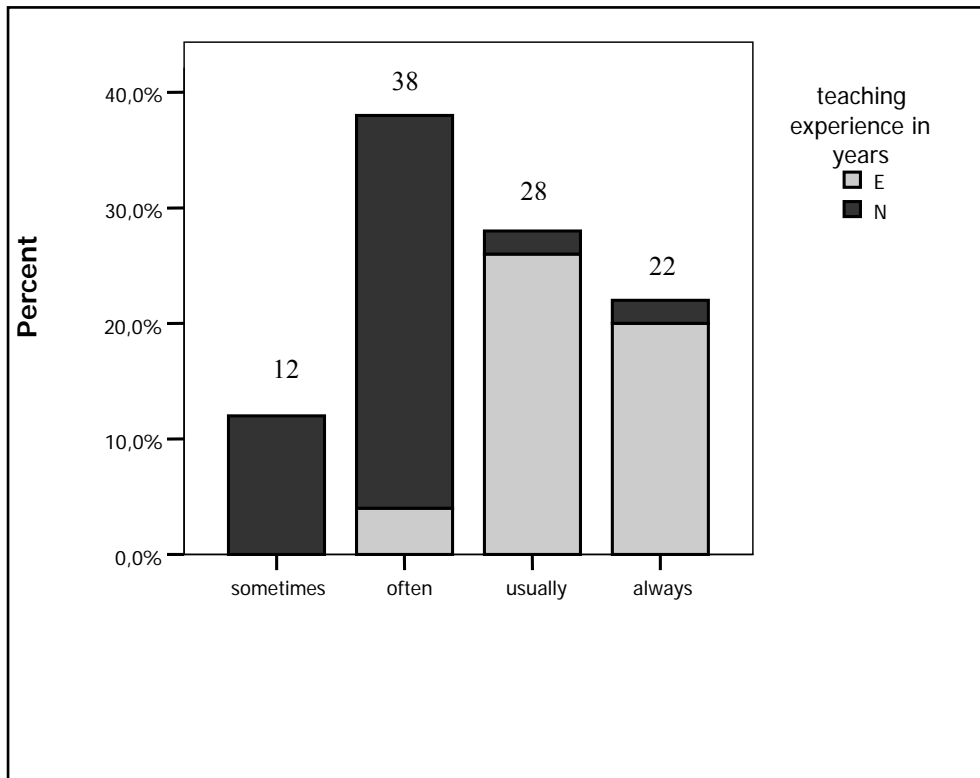

Graph 4.3.18 The distribution of the teachers' attitudes on item 18

Table 4.3.18 The percentages, frequencies, and means related to N and E teachers for item 18

ITEM 18	MEANS		never	sometimes	often	usually	always	total
EXP.	4,3200	F	1	0	2	9	13	25
NOVICE	3,2000	F	0	1	18	6	0	25
Total			1	1	20	15	13	50

26 % of the teachers always, 30 % of them usually, 40 % of the teachers often 2 % of them sometimes think about whether the feedback is appropriate for the students or not. On the other hand 2 % of the teachers never think about that.

ITEM 19: I evaluate whether the rewards and sanctions are appropriate and effective for the students or not.

Graph 4.3.19 The distribution of the teachers' attitudes on item 19

Table 4.3.19 The percentages, frequencies, and means related to N and E teachers for item 19

ITEM 19	MEANS		sometimes	often	usually	always	total
EXP.	4,4000	F	3	0	6	16	25
NOVICE	2,9200	F	7	13	5	0	25
Total			10	13	11	16	50

32 % of the teachers always, 22 % of them usually, 26 % often and 20 % of the teachers sometimes evaluate whether the rewards and sanctions are appropriate and effective for the students or not.

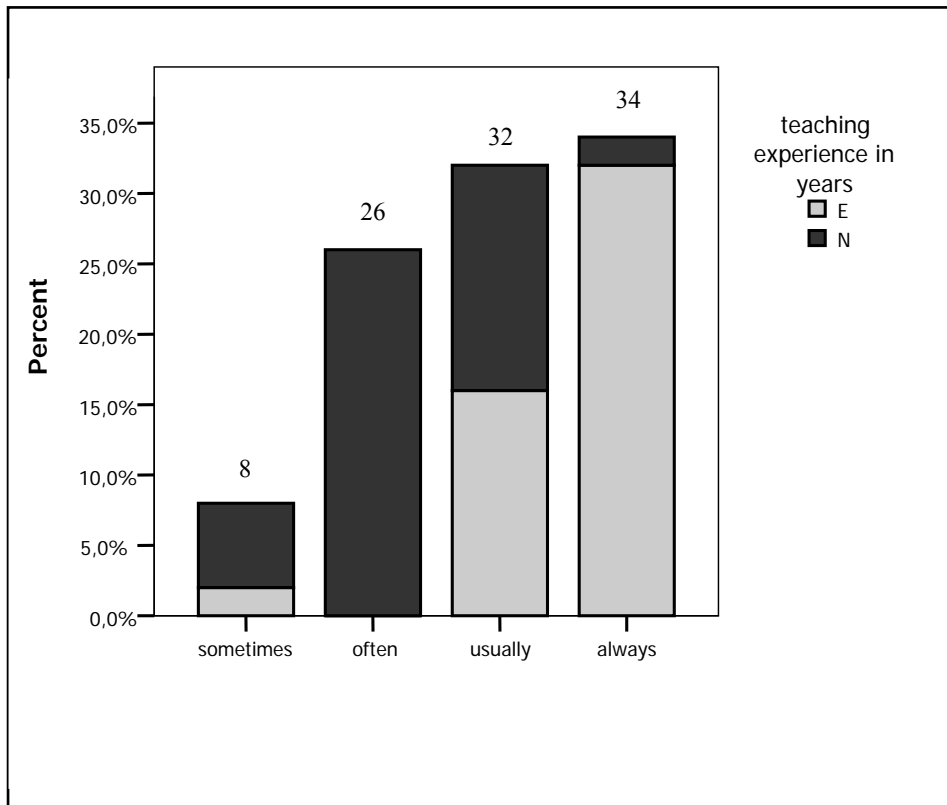*ITEM 20: I evaluate whether time is used effectively or not.*

Graph 4.3.20 The distribution of the teachers' attitudes on item 20

Table 4.3.20 The percentages, frequencies, and means related to N and E teachers for item 20

ITEM 20	MEANS		sometimes	often	usually	always	total
EXP.	4,3200	F	0	2	13	10	25
NOVICE	3,1600	F	4	13	8	0	25
Total			4	15	21	10	50

Concerning item 20, all the teachers seem to evaluate whether time is used effectively or not. 20 % the teachers always, 42 % usually, 30 % often and 8 % sometimes do this evaluation.

*ITEM 21:* *I think about whether the instructions I use during the lesson are clear enough or not.*

Graph 4.3.21 The distribution of the teachers' attitudes on item 21

Table 4.3.21 The percentages, frequencies, and means related to N and E teachers for item 21

ITEM 21	MEANS		sometimes	often	usually	always	total
EXP.	4,400	F	0	1	13	11	25
NOVICE	3,400	F	3	10	11	1	25
Total			3	11	24	12	50

For item 21, 24 % of the teachers always, 48 % usually, 22 % often and 6 % of the teachers sometimes think about whether the instructions they use during the lesson are clear enough or not.

ITEM 22: I think about whether the communication between student-teacher, student-student, teacher-student are ensured effectively or not.
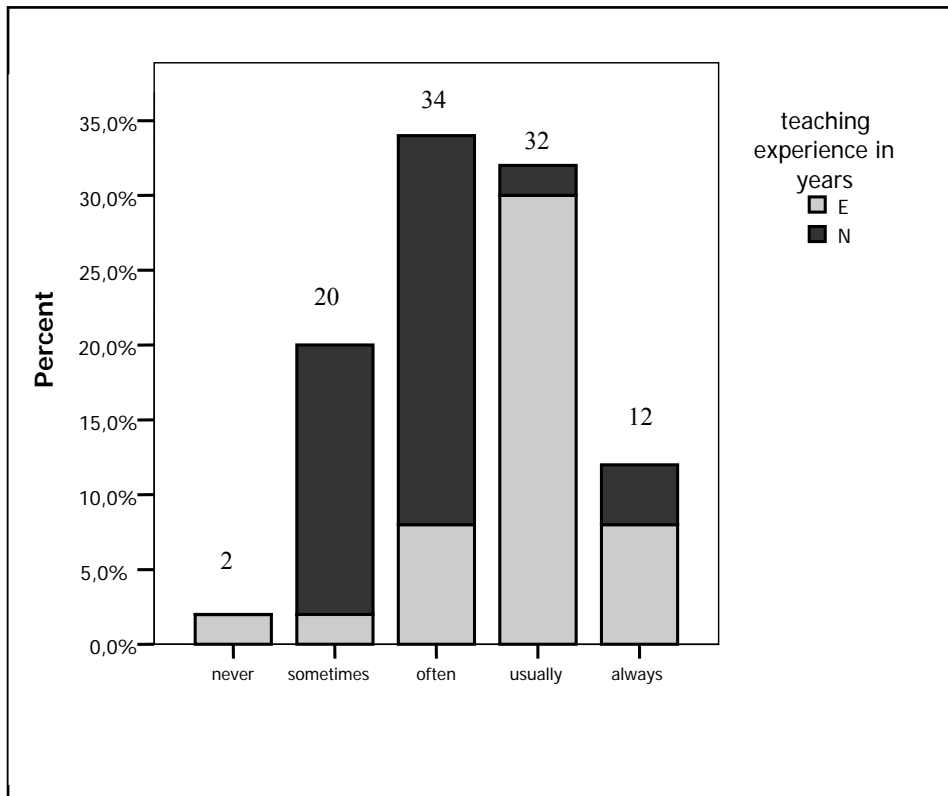

Graph 4.3.22 The distribution of the teachers' attitudes on item 22

Table 4.3.22 The percentages, frequencies, and means related to N and E teachers for item 22

ITEM 22	MEANS		sometimes	often	usually	always	total
EXP.	4,2400	F	0	3	13	9	25
NOVICE	2,7600	F	11	9	5	0	25
Total			11	12	18	9	50

In connection with item 22, 18 % of the teachers always, 36 % usually, 24 % often and 22 % sometimes think about whether the communication between student-teacher, student-student, teacher-student are ensured effectively or not.

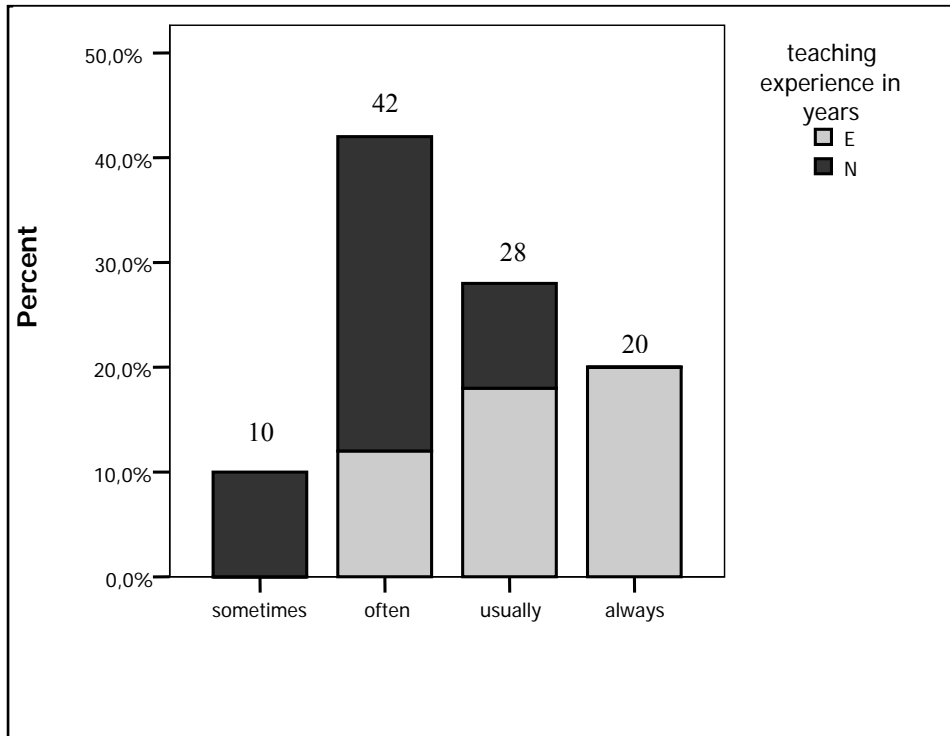*ITEM 23: I evaluate whether I use my voice effectively or not.*

Graph 4.3.23 The distribution of the teachers' attitudes on item 23

Table 4.3.23 The percentages, frequencies, and means related to N and E teachers for item 23

ITEM 23	MEANS		sometimes	often	usually	always	total
EXP.	4,0800	F	2	3	11	9	25
NOVICE	2,6400	F	11	12	2	0	25
Total			13	15	13	9	50

All the teachers participated in the present study evaluate whether they use their voice effectively or not. 18 % always, 26 % usually, 30 % often and 26 % sometimes do that evaluation.

*ITEM 24: I evaluate the effectiveness of the body and verbal language.*

Graph 4.3.24 The distribution of the teachers' attitudes on item 24

Table 4.3.24 The percentages, frequencies, and means related to N and E teachers for item 24

ITEM 24	MEANS		sometimes	often	usually	always	total
EXP.	4,2000	F	1	2	13	9	25
NOVICE	2,8000	F	7	16	2	0	25
Total			8	18	15	9	50

The results indicated that 18 % of the teachers always, 30 % usually, 36 % often and 16 % of the teachers sometimes evaluate the effectiveness of the body and verbal language.

ITEM 25: I evaluate the communication between me and administrators, other school staff, families and other education foundations.
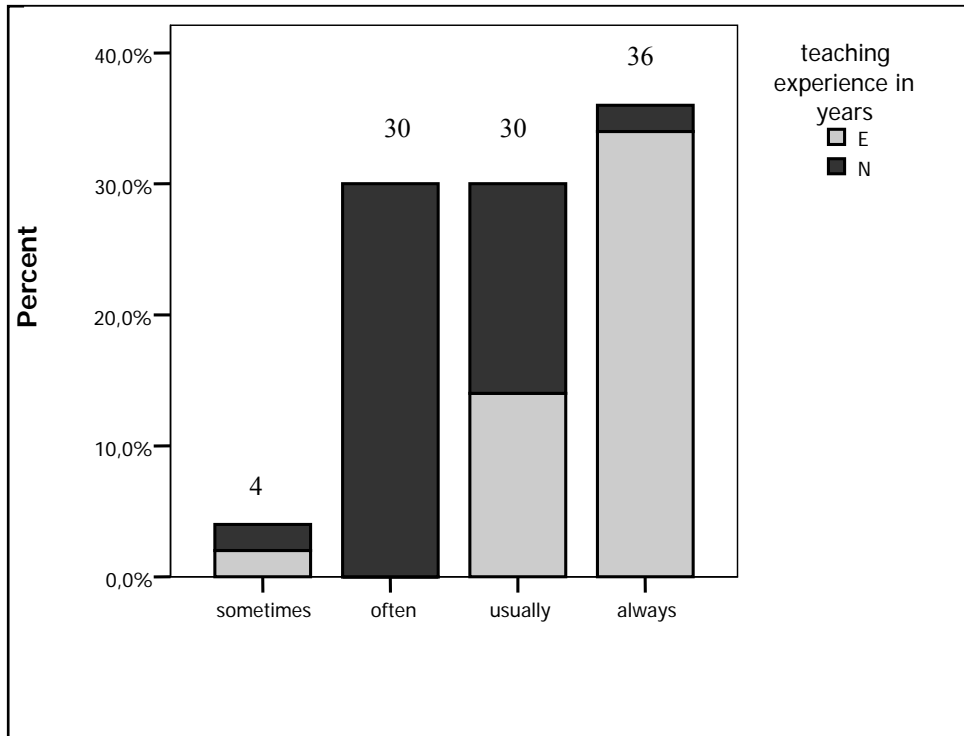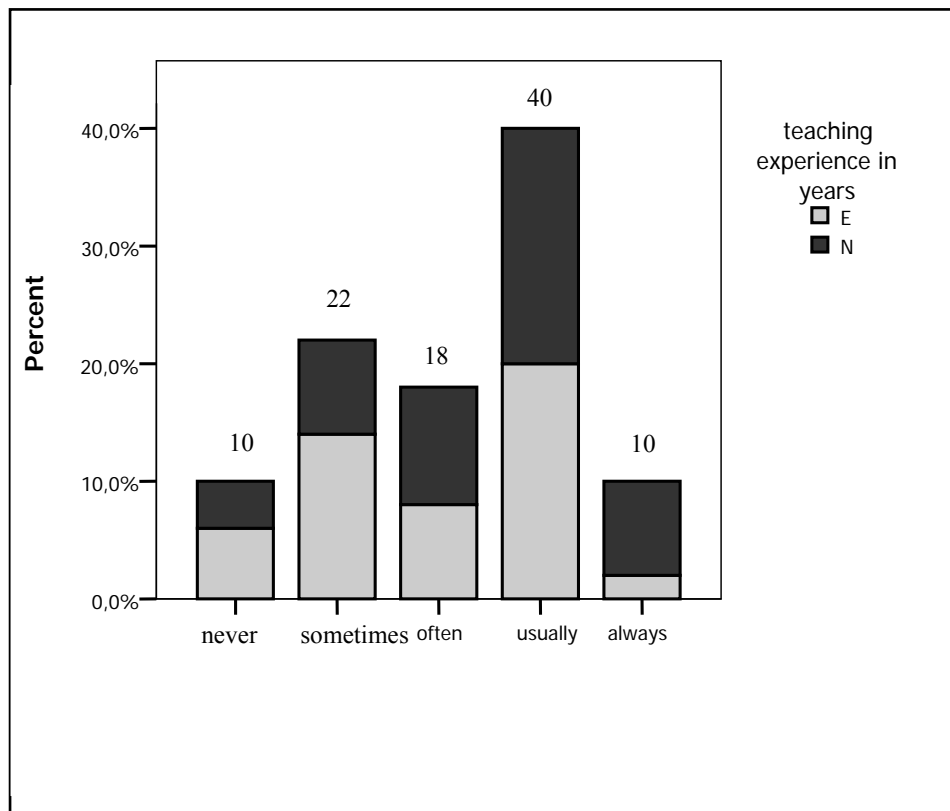

Graph 4.3.25 The distribution of the teachers' attitudes on item 25

Table 4.3.25 The percentages, frequencies, and means related to N and E teachers for item 25

ITEM 25	MEANS		never	sometimes	often	usually	always	total
EXP.	2,9600	F	3	7	4	10	1	25
NOVICE	3,400	F	2	4	5	10	4	25
Total			5	11	9	20	5	50

The results revealed that 10 % of the teachers always, 40 % usually, 18 % often and 22 % of them sometimes evaluate the communication between them and administrators, other school staff, families and other education foundations. On the other hand, 10 % of the teachers do not.

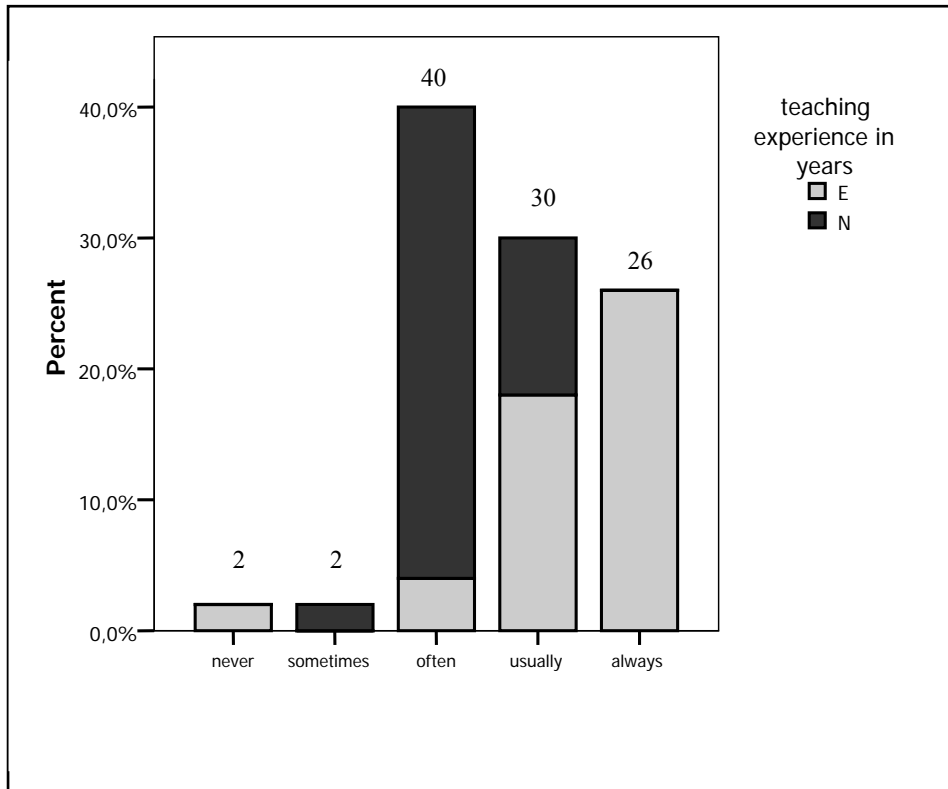*ITEM 26: As an English teacher, I know my strengths.*

Graph 4.3.26The distribution of the teachers' attitudes on item 26

Table 4.3.26 The percentages, frequencies, and means related to N and E teachers for item 26

ITEM 26	MEANS		Strongly disagree	agree	Strongly agree	total
EXP.	4,6800	F	1	4	20	25
NOVICE	4,2000	F	0	19	6	25
Total			1	23	26	50

For item 26, 52 % of the teachers strongly agree and 46 % of them agree with that as an English teacher, they know their strengths. But 2 % of the teachers strongly disagree with that.

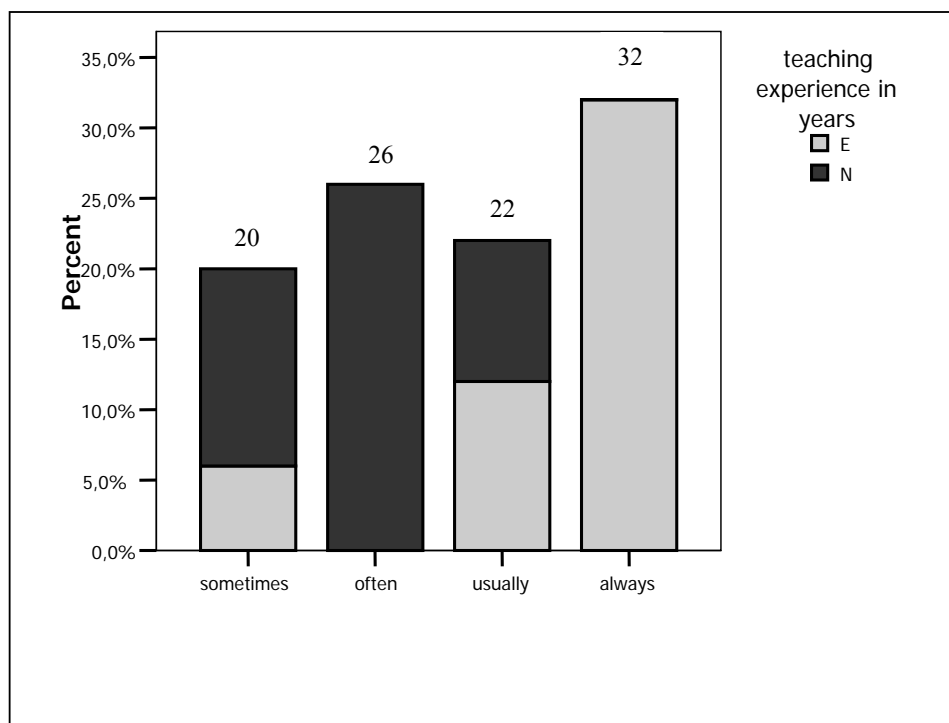*ITEM 27: As an English teacher, I know my weakness.*

Graph 4.3.27 The distribution of the teachers' attitudes on item 27

Table 4.3.27 The percentages, frequencies, and means related to N and E teachers for item 27

ITEM 27	MEANS		Strongly disagree	agree	Strongly agree	total
EXP.	4,6000	F	1	6	18	25
NOVICE	4,1800	F	0	20	5	25
Total			1	26	23	50

With regard to item 27, 46 % of the teachers strongly agree and 52 % of them agree with that as an English teacher, they know their weakness. On the other hand 2 % of them strongly disagree with that.

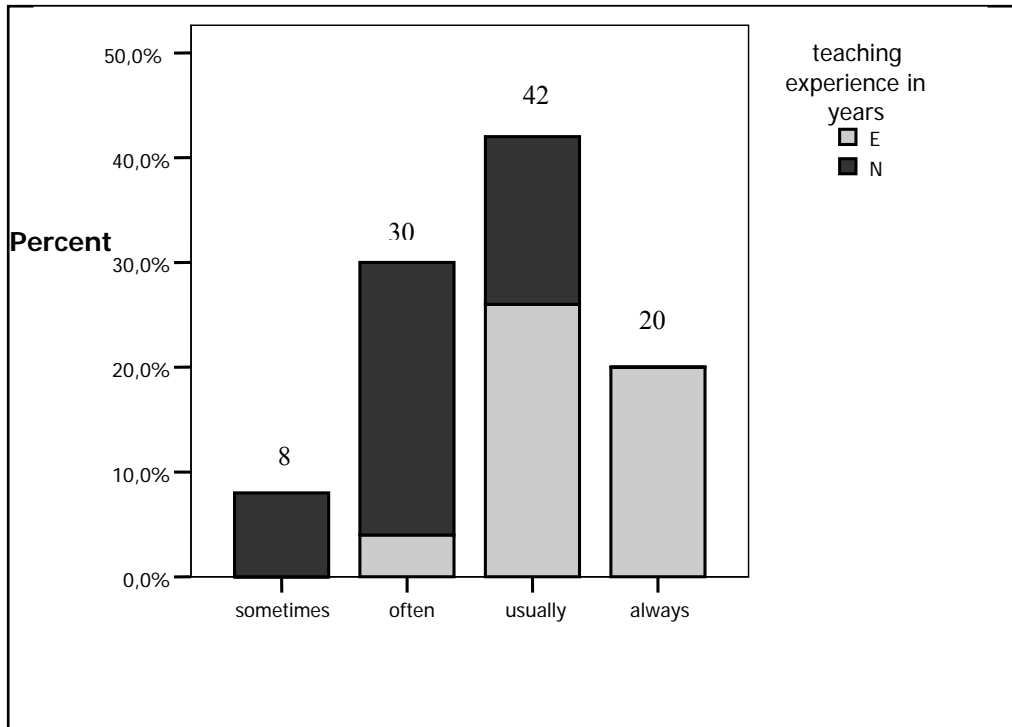*ITEM 28:* .*I think of good and bad sides of the lesson.*

Graph 4.3.28 The distribution of the teachers' attitudes on item 28

Table 4.3.28 The percentages, frequencies, and means related to N and E teachers for item 28

ITEM 28	MEANS		sometimes	often	usually	always	total
EXP.	4,6400	F	1	1	4	19	25
NOVICE	3,8000	F	0	7	16	2	25
Total			1	8	20	21	50

% 42 of the teachers always, 40 % usually, 16 % often and 2 % of the teachers sometimes think of good and bad sides of the lesson.

ITEM 29: I think about whether the supporting materials are effective or not.
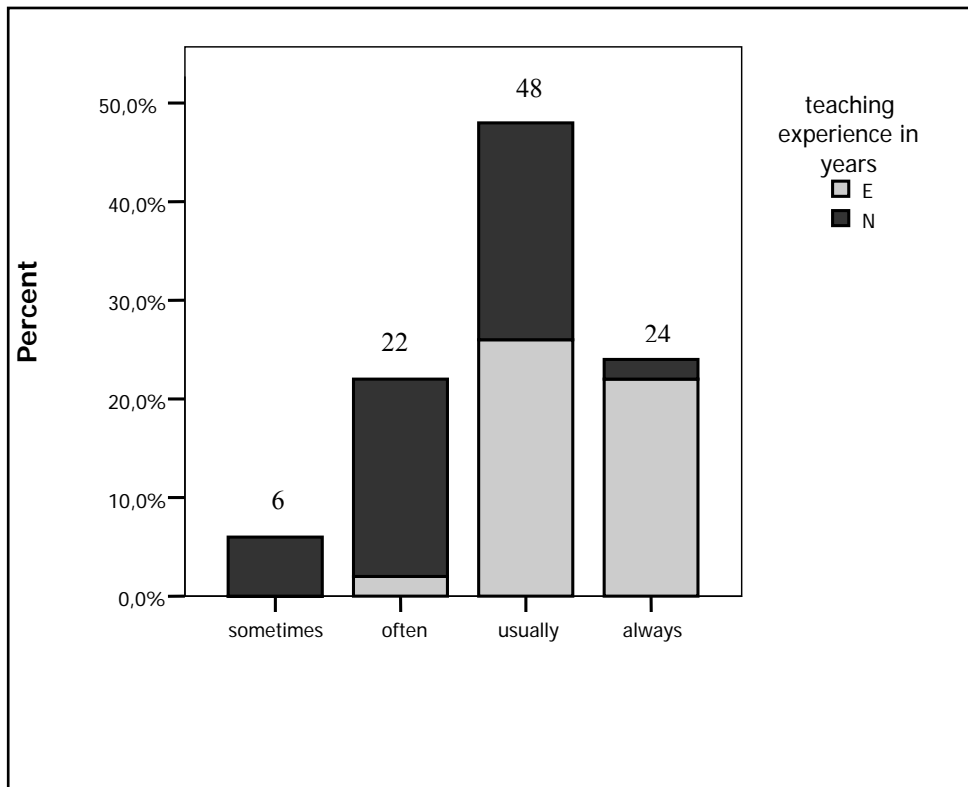

Graph 4.3.29 The distribution of the teachers' attitudes on item 29

Table 4.3.29 The percentages, frequencies, and means related to N and E teachers for item 29

ITEM 29	MEANS		sometimes	often	usually	always	total
EXP.	4,6000	F	0	3	4	18	25
NOVICE	3,6400	F	2	7	14	2	25
Total			2	10	18	20	50

Concerning item 29, all the teachers think about whether the supporting materials are effective or not. 40 % always, 36 % usually, 20 % often and 4 % sometimes think about that point.

ITEM 30: I think about what I will do and which supporting materials I will use in the following lessons.
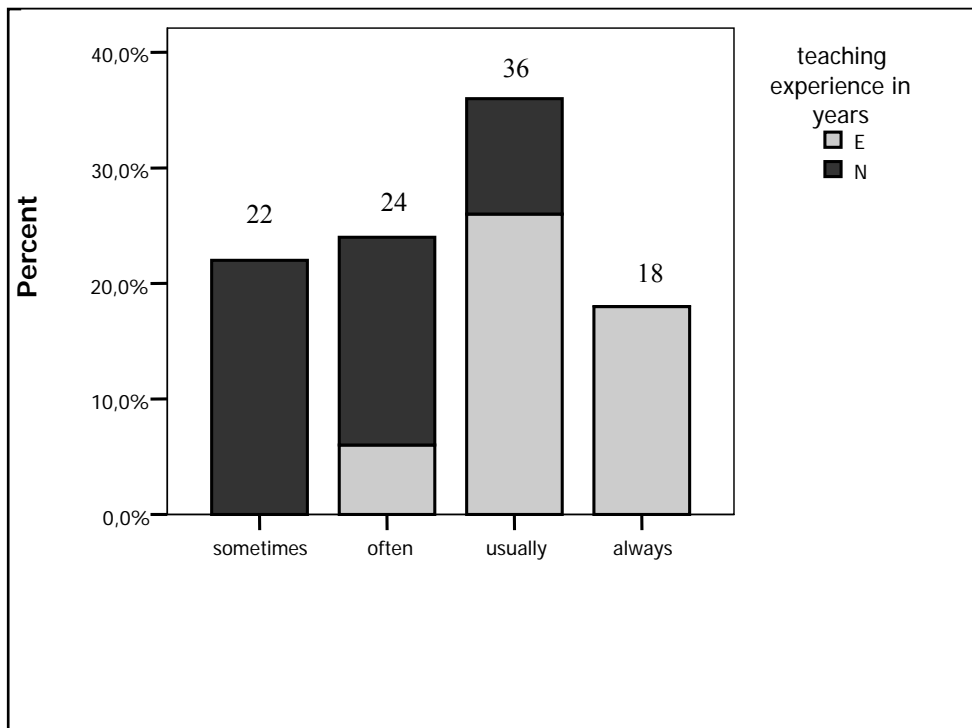

Graph 4.3.30 The distribution of the teachers' attitudes on item 30

Table 4.3.30 The percentages, frequencies, and means related to N and E teachers for item 30

ITEM 30	MEANS		sometimes	often	usually	always	total
EXP.	4,6000	F	1	0	7	17	25
NOVICE	3,520	F	4	7	11	3	25
Total			5	7	18	20	50

For item 30, 40 % of the teachers always, 36 % usually, 14 % often and 10 % sometimes think about what they will do and which supporting materials they will use in the following lessons.

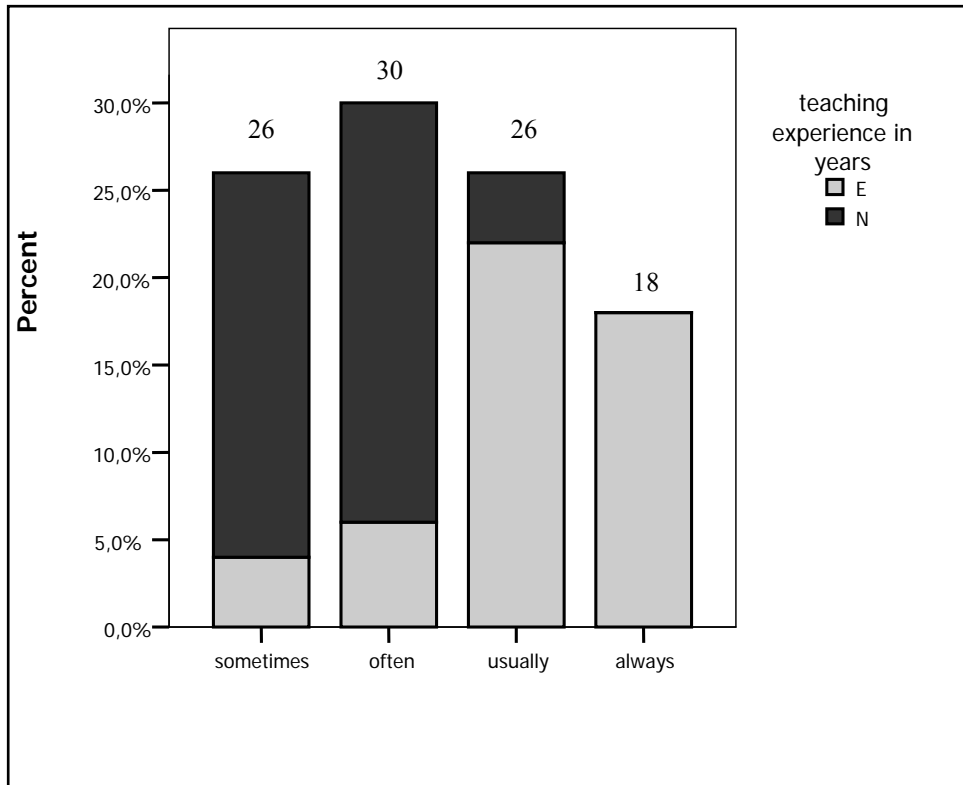*ITEM 31: I write down important parts of the lesson.*

Graph 4.3.31 The distribution of the teachers' attitudes on item 31

Table 4.3.31 The percentages, frequencies, and means related to N and E teachers for item 31

ITEM 31	MEANS		never	sometimes	often	usually	always	total
EXP.	2,1600	F	10	9	1	2	3	25
NOVICE	1,9600	F	13	5	3	3	1	25
Total			23	14	4	5	4	50

For this item, it is obvious that 8 % of the teachers always, 10 % usually, 8 % often and 28 % sometimes write down important parts of the lesson while 46 % of the teachers never write.

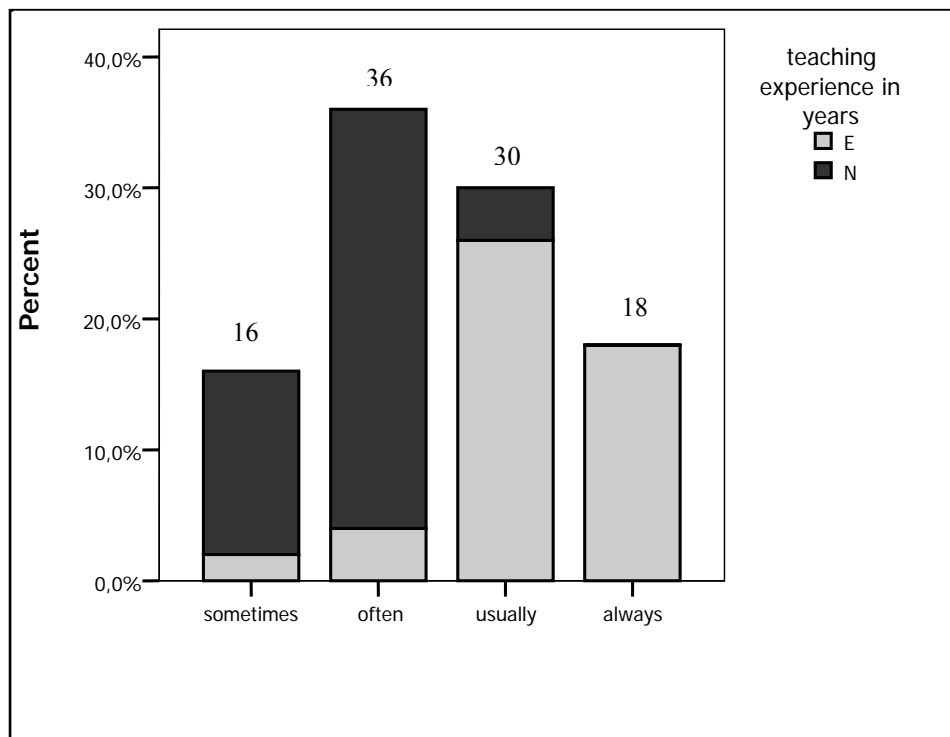*ITEM 32: I write main parts of the lesson as a report.*

Graph 4.3.32 The distribution of the teachers' attitudes on item 32

Table 4.3.32 The percentages, frequencies, and means related to N and E teachers for item 32

ITEM 32	MEANS		never	sometimes	often	usually	always	total
EXP.	2,6400	F	5	11	1	4	4	25
NOVICE	1,6000	F	16	5	3	0	1	25
Total			21	16	4	4	5	50

As seen from the graph, 10 % of the teachers always, 8 % usually, similarly 8 % often and 32 % sometimes write main parts of the lesson as a report. But 42 % of the teachers do never write.

*ITEM 33: I think about how I can improve the activities in the lesson.*

Graph 4.3.33 The distribution of the teachers' attitudes on item 33

Table 4.3.33 The percentages, frequencies, and means related to N and E teachers for item 33

ITEM 33	MEANS		never	sometimes	often	usually	always	total
EXP.	4,2000	F	1	2	3	4	15	25
NOVICE	3,4000	F	0	7	5	9	4	25
Total			1	9	8	13	19	50

Concerning with item 33, 38 % of the teachers always, 26 % usually, 16 % often and 18 % sometimes think about how they can improve the activities in the lesson while 2 % of the teachers never think about it.

ITEM 34: I firstly do an evaluation on the deficiency of the lesson then I again do an evaluation on how I can compensate it in the following lessons.
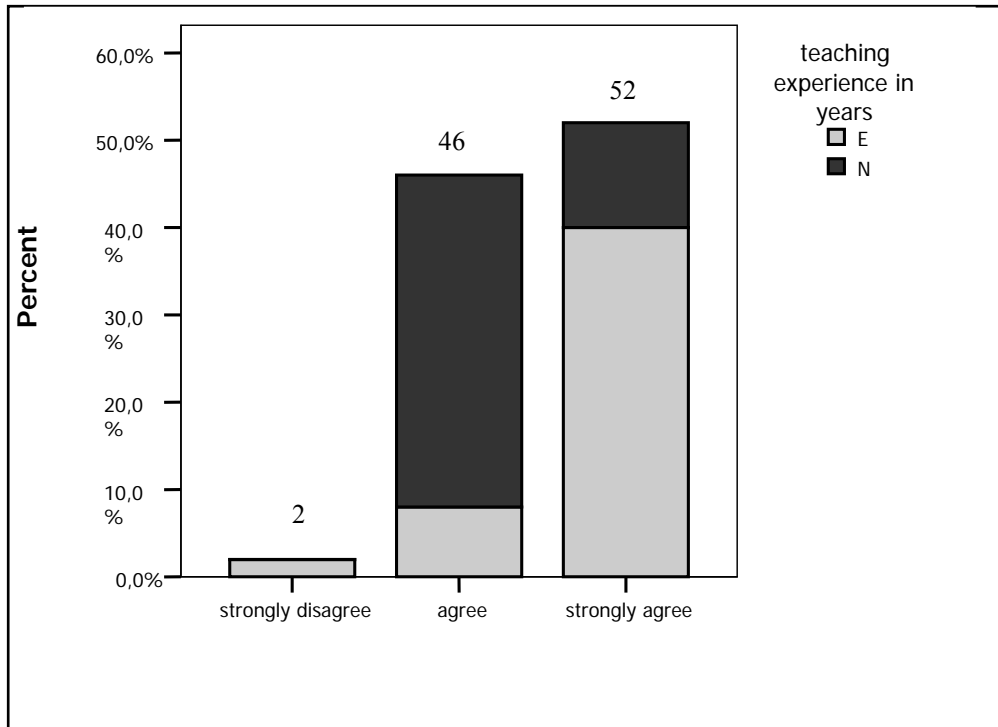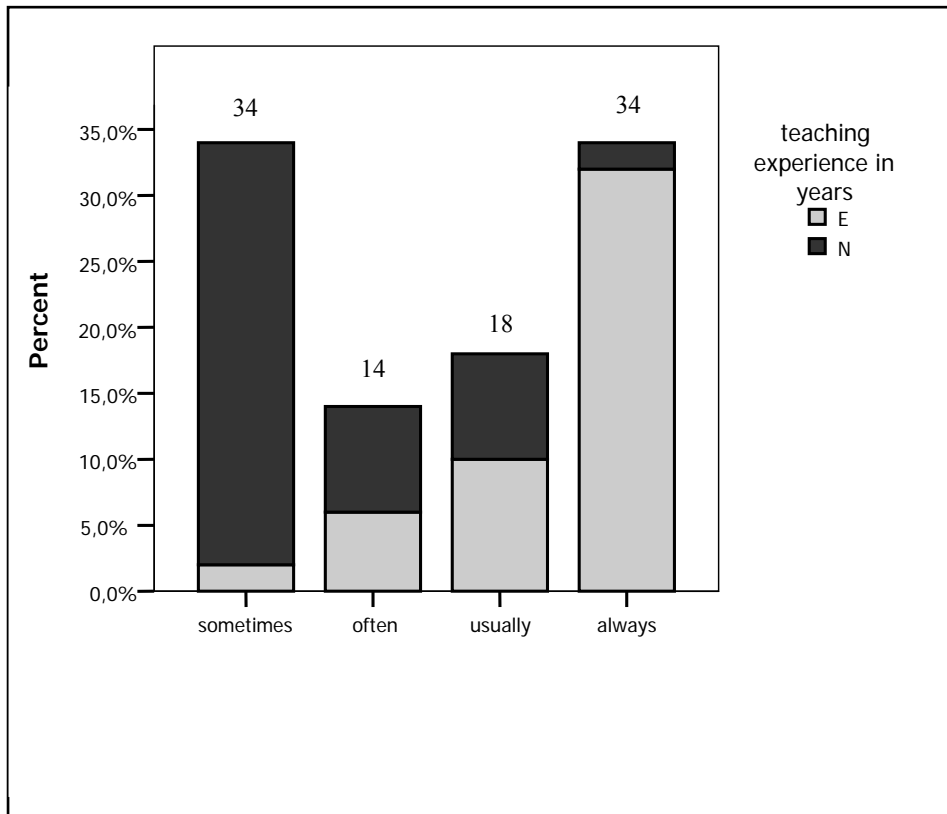

Graph 4.3.34 The distribution of the teachers' attitudes on item 34

Table 4.3.34 The percentages, frequencies, and means related to N and E teachers for item 34

ITEM 34	MEANS		sometimes	often	usually	always	total
EXP.	4,4400	F	1	3	5	16	25
NOVICE	2,6000	F	16	4	4	1	25
Total			17	7	9	17	50

All the teachers seem to do an evaluation on the deficiency of the lesson then they again do an evaluation on how they can compensate it in the following lessons. 34 % of the teachers always,18 % usually, 14 % often and again 34 % sometimes do.

ITEM 35: As a foreign language teacher, I try to develop myself in my proficiency.
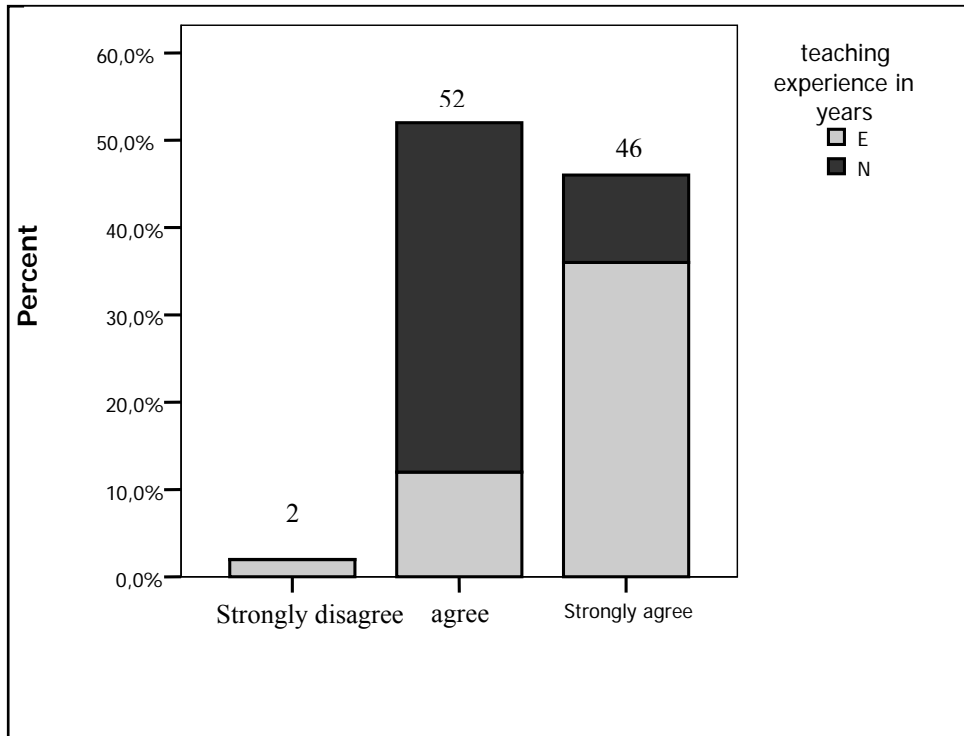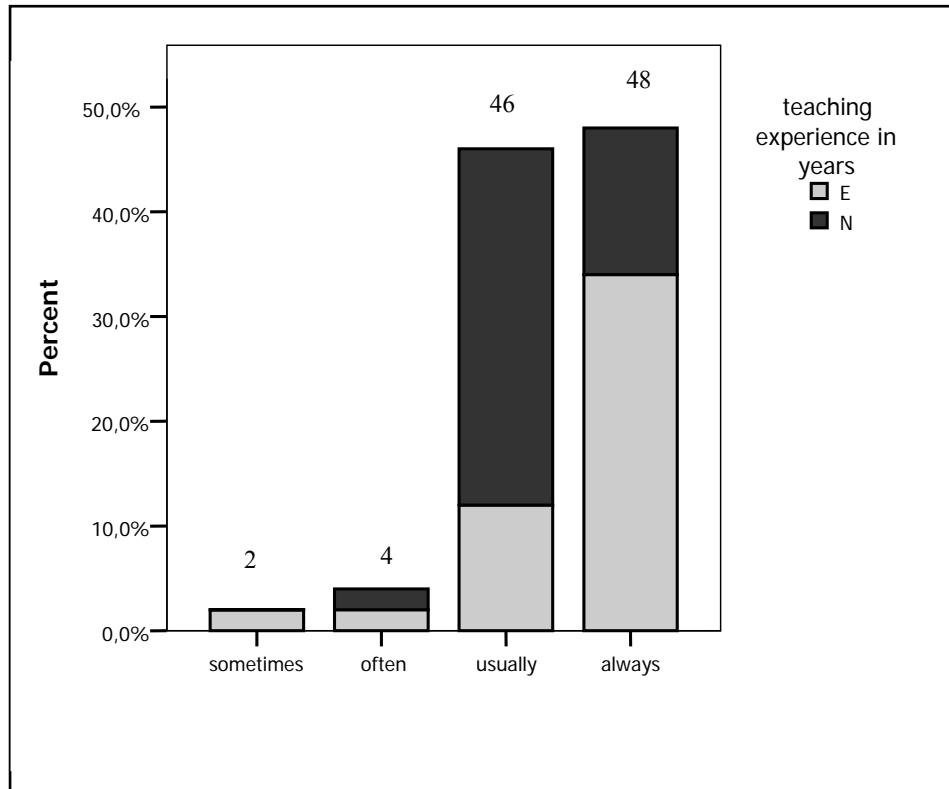

Graph 4.3.35 The distribution of the teachers' attitudes on item 35

Table 4.3.35 The percentages, frequencies, and means related to N and E teachers for item 35

ITEM 35	MEANS		sometimes	often	usually	always	total
EXP.	4,5600	F	1	1	6	17	25
NOVICE	4,2400	F	0	1	17	7	25
Total			1	2	23	24	50

For this item, 48 % of the teachers always, 46 % of them usually, 4 % of them often and 2 % of them sometimes as foreign language teachers, they try to develop themselves in their proficiency.

ITEM 36: I think about the deficiencies of foreign language teaching and I do an evaluation on what changes can be necessary to compensate them.
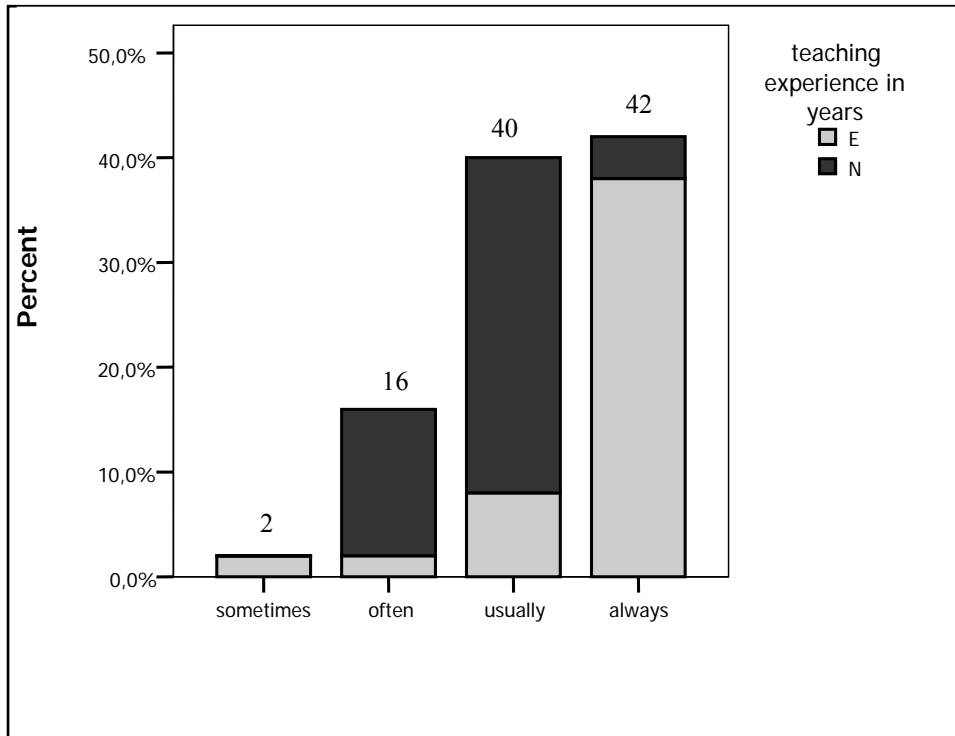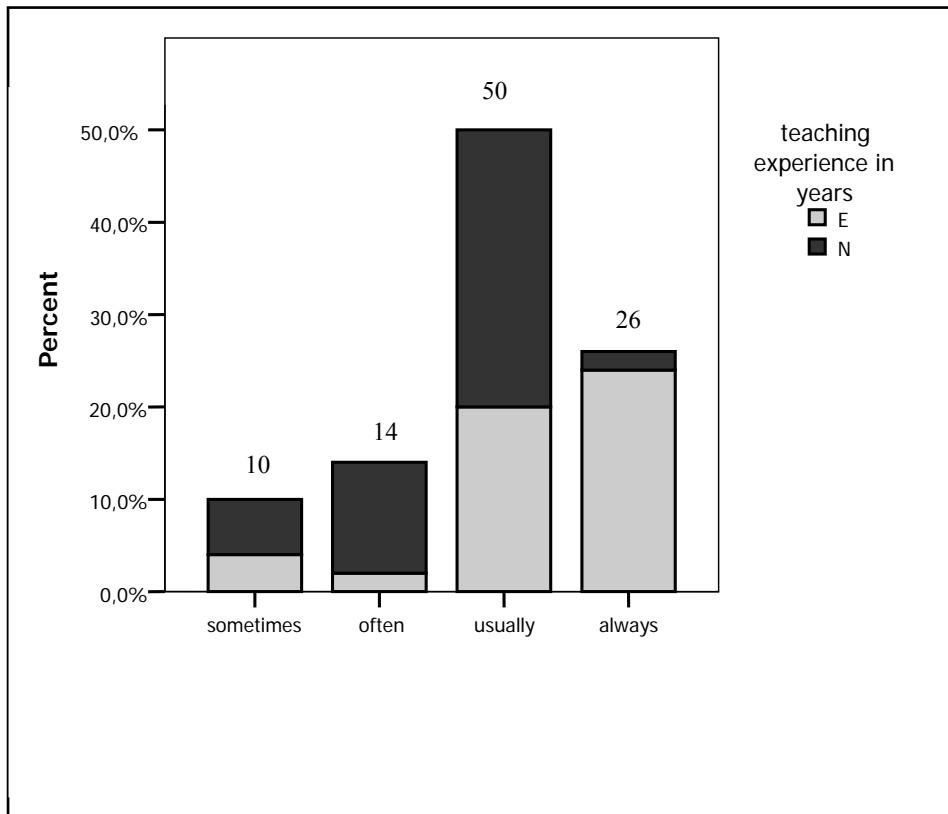

Graph 4.3.36 The distribution of the teachers' attitudes on item 36

Table 4.3.36 The percentages, frequencies, and means related to N and E teachers for item 36

ITEM 36	MEANS		sometimes	often	usually	always	total
EXP.	4,2800	F	2	1	10	12	25
NOVICE	3,5600	F	3	6	15	1	25
Total			5	7	25	13	50

With regard to item 36, 26 % of the teachers always, 50 % of them usually, 14 % of them often and 10 % of them sometimes think about the deficiencies of foreign language teaching and they do an evaluation on what changes can be necessary to compensate them.

ITEM 37: I think about how I can teach the same subject in a different way.
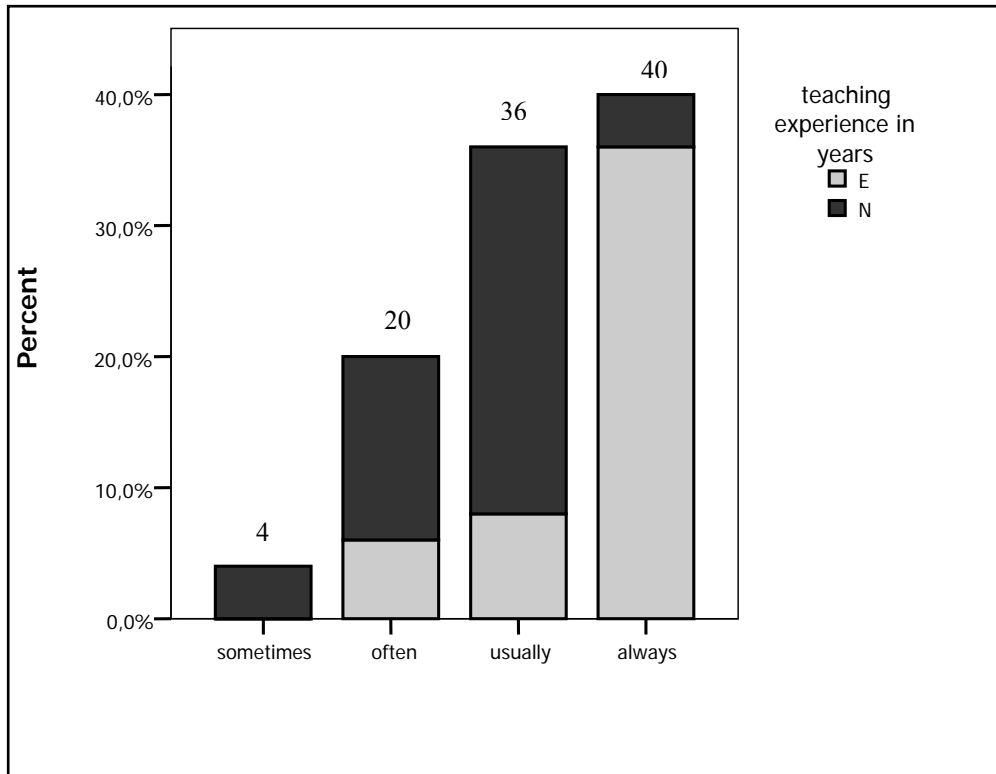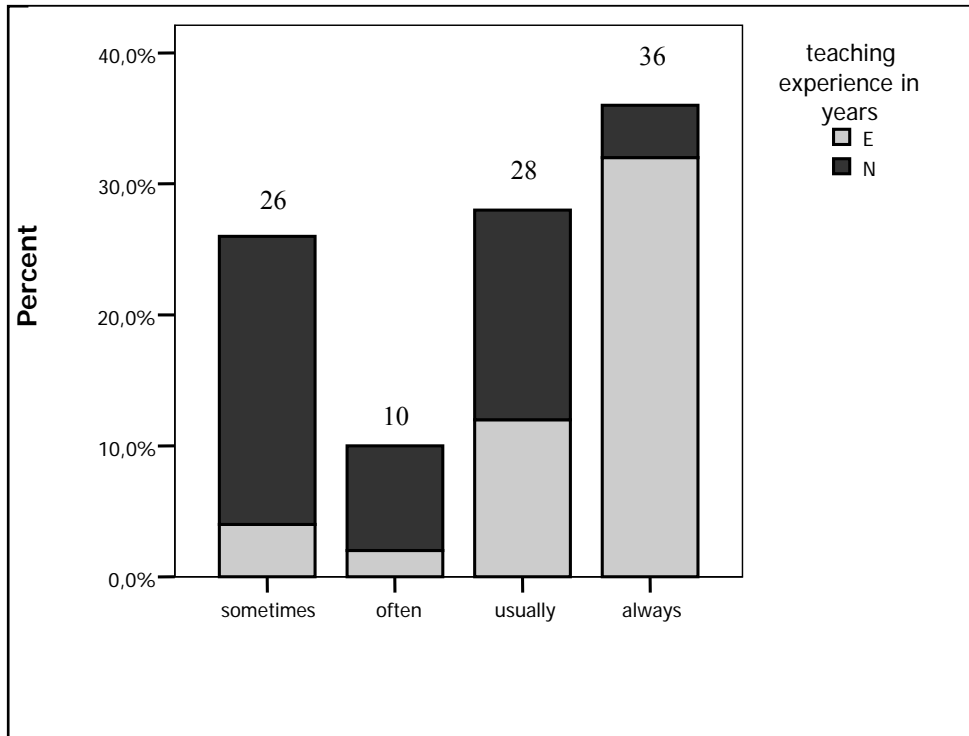

Graph 4.3.37 The distribution of the teachers' attitudes on item 37

Table 4.3.37 The percentages, frequencies, and means related to N and E teachers for item 37

ITEM 37	MEANS		sometimes	often	usually	always	total
EXP.	4,4400	F	2	1	6	16	25
NOVICE	3,0400	F	11	4	8	2	25
Total			13	5	14	18	50

With regard to item 37, all the teachers think about how they can teach the same subject in a different way. But 36 % always, 28 % usually, 10 % often and 26 % of them sometimes think about that.

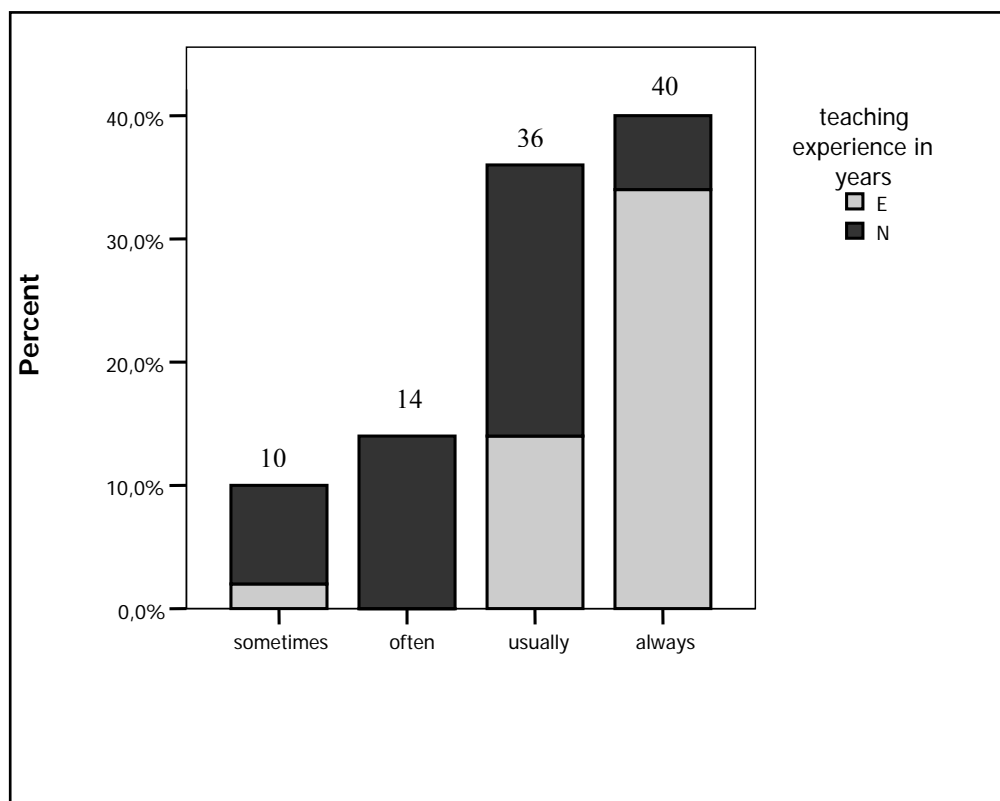*ITEM 38: I keep a diary and evaluate my lessons.*
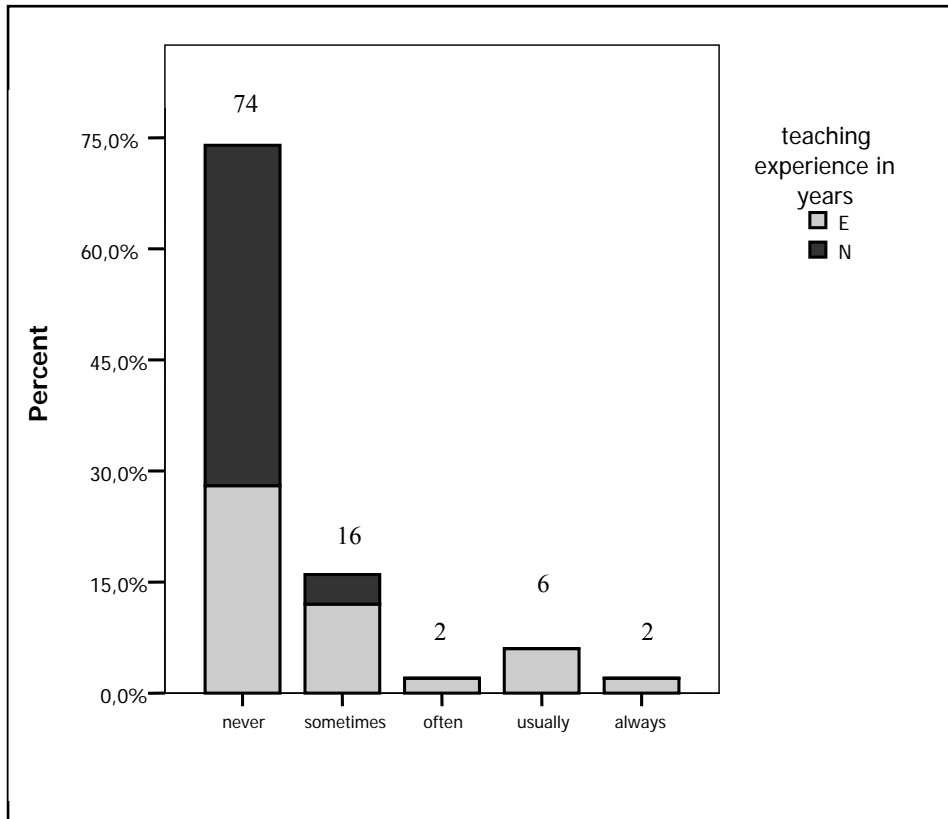
Graph 4.3.38 The distribution of the teachers' attitudes on item 38

Table 4.3.38 The percentages, frequencies, and means related to N and E teachers for item 38

ITEM 38	MEANS		never	sometimes	often	usually	always	total
EXP.	1,8400	F	14	6	1	3	1	25
NOVICE	1,0800	F	23	2	0	0	0	25
Total			37	8	1	3	1	50

For item 38, while 2 % of the teachers always, 6 % usually, 2 % of them often and 16 % sometimes keep a diary and evaluate their lessons 74 % of the teachers never keep a diary and evaluate their lessons by means of a diary.

ITEM 39: I ask to the other foreign language teachers about how they are teaching the same subject.
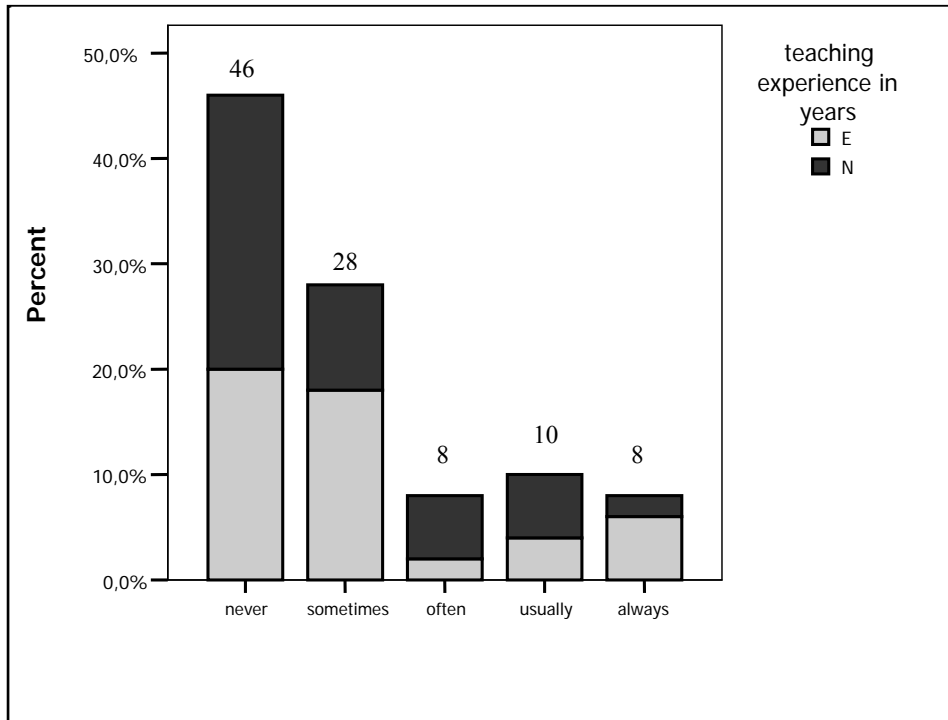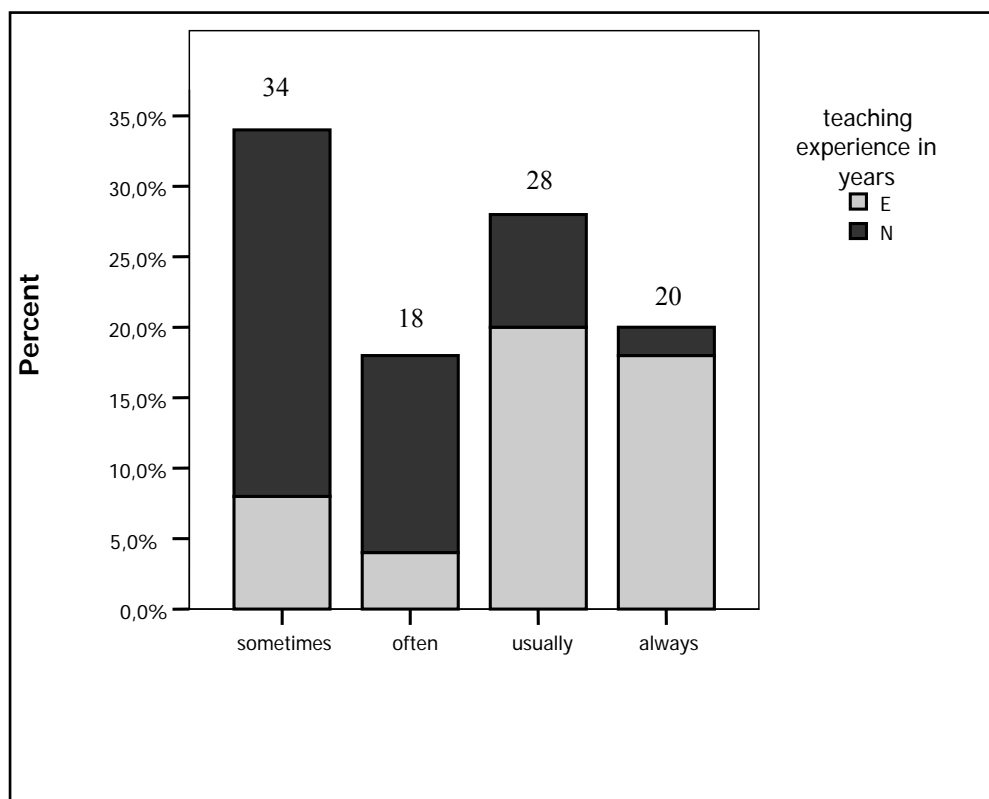

Graph 4.3.39 The distribution of the teachers' attitudes on item 39

Table 4.3.39 The percentages, frequencies, and means related to N and E teachers for item 39

ITEM 39	MEANS		sometimes	often	usually	always	total
EXP.	3,9600	F	4	2	10	9	25
NOVICE	2,7200	F	13	7	4	1	25
Total			17	9	14	10	50

The graph indicates that 20 % of the teachers always, 28 % usually, 18 % often and 34 % of the teachers sometimes ask to the other foreign language teachers about how they are teaching the same subject.

ITEM 40: I consult other foreign language teachers about resolving the problems of language teaching and learning.
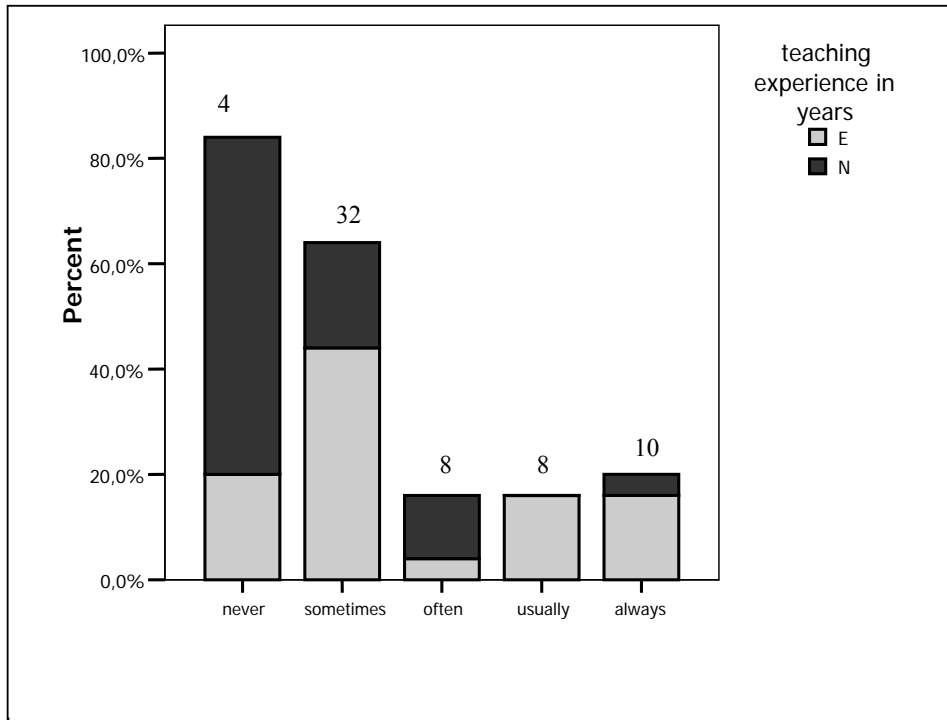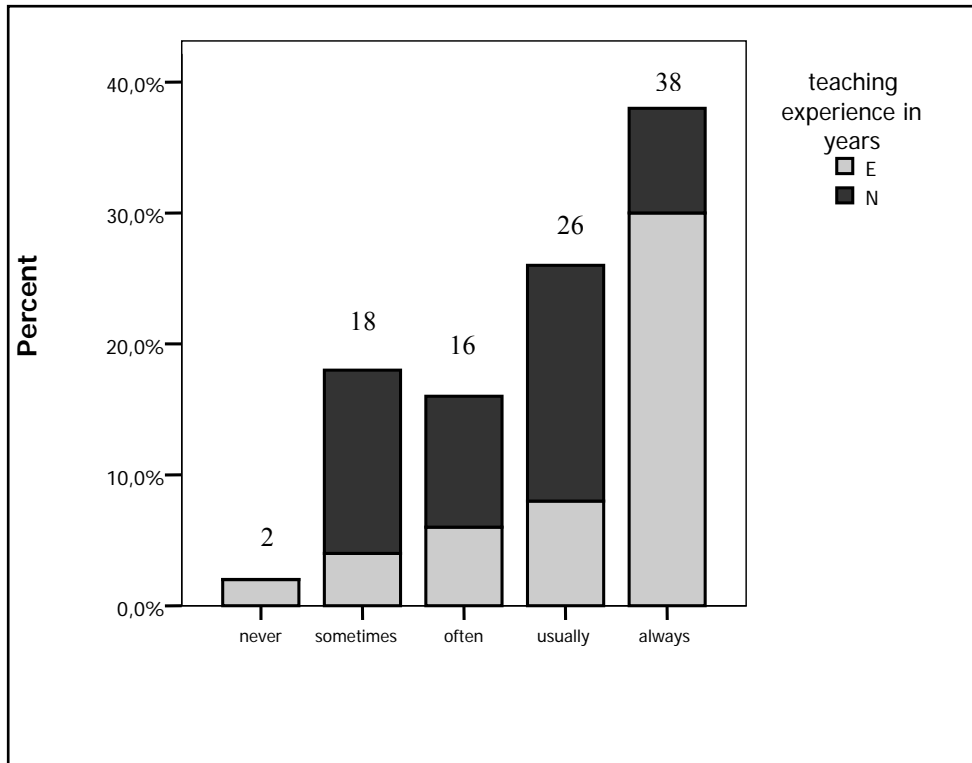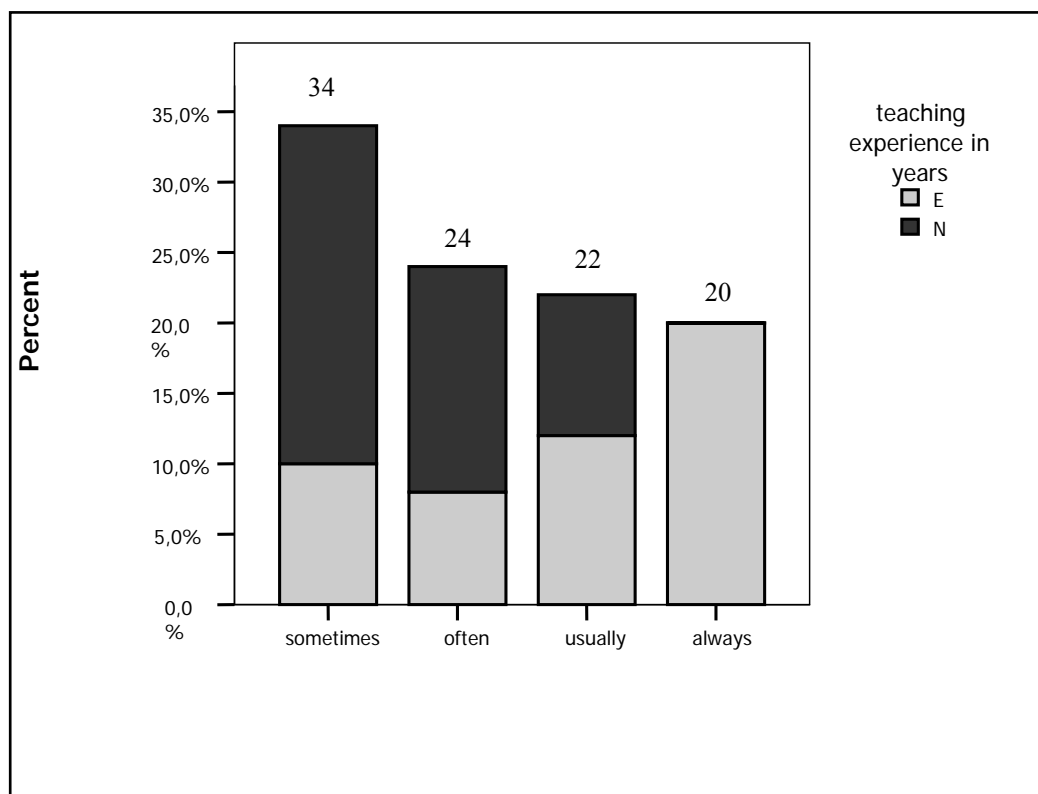

Graph 4.3.40 The distribution of the teachers' attitudes on item 40

Table 4.3.40 The percentages, frequencies, and means related to N and E teachers for item 40

ITEM 40	MEANS		sometimes	often	usually	always	total
EXP.	3,8400	F	5	4	6	10	25
NOVICE	2,7200	F	12	8	5	0	25
Total			17	12	11	10	50

For the last item, it is seen that 20 % of the teachers always, 22 % usually, 24 % often and 34 % of them sometimes consult other foreign language teachers about resolving the problems of language teaching and learning.

4.4. The Results of the Interviews for The Second Research Question

In the present study, the second research question is what kind of factors hinder EFL teachers from doing reflective teaching.The data was obtained for this research question only by means of interviews.Here are also the results of interviews:

"…reflection is required for professional development, but to be honest, it requires an extra time. I have 33 hours lesson in a week. I cannot devote enough time for that process."

"...there is not any time for teachers to think what they did during the previous lesson on what they will do in the following lessons."

"…from my point of view, doing reflection requires a great deal of time yet, I believe that it increases the effectiveness of my teaching."

"…reflective practice requires time to achieve it. Institution where teachers work should create time for teachers to do reflective practice."

"…reflection is very important, but, I have 30 hours lesson in a week, I really get very tired. I never have any energy after the lessons. We also work full-time. I come to school at 7 o'clock in the morning and leave the school at 6 o'clock in the evening everyday. When can I do that?"

"…reflectivity, yes, I heard it, but it is so theoretical concept. I think it is such an abstract concept, is there any aspect of it for applying?"

"…thinking about or evaluating what I did or how I did, these are all time-wasting."

" I did not have sufficient knowledge about reflection. Truly, I do not know how I can reflect on my own teaching."

"….reflective teaching requires reflective thinking. As you know, our classroom conditions, the number of students in classes (50 students in a class), the curriculum and many factors like these prevent teachers to think reflectively. So is it possible for teachers to reflect on their teaching? Firstly our working conditions must be improved then we can have chance to think reflectively."

" …there are many new approaches to teaching a foreign language. I graduated from the university about seventeen years ago. I am not familiar with new concepts as reflective teaching. At that point, The ministry of National Education should design systematic in-service training programs that would help teachers keep up with the recent developments."

"…teachers can get theoretical knowledge from the books. It is very easy to get theoretical knowledge. However, theory alone will not enable the teachers to put it into practice. We need guidance with reflective teaching. For example, conferences and seminars could be held frequently for teachers to provide us both with theory and practice."

"…this is my second year as an English teacher. I think I have adequate knowledge about teaching. I am better than last year."

"…even though I know that reflection is a form of professional development, I am not a patient person, I cannot do that."

CHAPTER 5

DISCUSSION

5.1. Introduction

The present study was carried out in order to find out English teachers' attitudes towards reflective teaching and to see whether there is any significant difference between the novice and the experienced teachers' attitudes and also to investigate the factors that hinder English teachers from doing reflection.

In this chapter, the results obtained from data analysis in Chapter 4 are discussed in terms of the research questions.

In this chapter, the results obtained from the questionnaire and their possible reasons are discussed in detail together with the quatations taken from interviews.

5.2. What Are The Attitudess of EFL Teachers towards Reflective Teaching Practice?

According to the results obtained from the questionnaire, the majority of the English teachers seemed to have a positive attitudes towards reflective teaching practice. According to the results of the questionnaire data, a great deal of teachers' responses are "always, usually or often". (% 80 = % 27 <u>always</u>, % 30.6 <u>usually</u> and % 22.4 <u>often</u>)

When the responses of the participants tothe items in Part A in the questionnaire and to the interviews questions are taken into consideration, it can be claimed that the EFL teachers have positive attitudes towards reflecting on planning. This result might be due to the fact that the EFL teachers are aware of the necessity and importance of planning a lesson. They know that a good lesson means a good planning, hence they might need to reflect on their own plans. In relation with the items in Part B in the questionnaire, it could be claimed that the EFL teachers have positive attitudes towards reflecting on teaching process. The evidence taken from the questionnaire and the

interviews showed that the EFL teachers tend to reflect and have positive views on their own classroom management. Classroom management includes many aspects of teaching such as time management, rewards and sanctions. Hence the EFL teachers seem to believe that there is a close relationship between classroom management and success in education, so they have positive views towards reflecting on classroom management. The results of the data that was obtained by means of the questinnaire and interviews indicated that the EFL teachers approach to reflect on communication aspect of education positively. The responses of the participants to the items in the last part of the questionnaire and to the interview questions revealed that the EFL teachers seem to have positive attitudes towards reflective teaching practice.

During the interviews, the teachers expressed their thoughts that supported their attitudes.Below are the teachers' responses:

" I believe that the quality of teaching is closely influenced by the professional growth of teachers."

" ….from my point of view, doing reflection is perceived as a time consuming activity yet I believe that it increases the effectiveness of my teaching."

"……professional development is necessary for teachers like many other professions."

"I know strengths and weakness of myself as a language teacher so I am more confident and honest with the pupils."

"…in my opinion, thinking about what I did, how I did; what I will do and how I will do or doing evaluation on the teaching process are all necessary in that they enable teachers to be more effective in their lessons."

"…reflectivity helps me to determine things myself"

"…professional development is perceived as a big procedure.People exaggerate it in their minds. One does not have to prepare M.A thesis for his/her own professional development. Just negotiating with an experienced teacher on a specific topic related

with teaching or attending seminars and conferences or subcribing to a professional journal can also be perceived as forms of professional development. There is no need for people to be afraid of words professional development or growth or reflection."

"....teacher development is a version of personal development."

The results emerged from the questionnaire and the interviews indicated that the majority of the participants are aware of the importance and necessity of reflection. Ur (1999) claims that development does not just happen with time, it happens with awareness, an awareness of a need to change. This means that awareness is the first step towards change and improvement. In short, it is possible to say the participants are open to development and their perspectives and approaches are positive.

Most of the participants argue that there is always a danger of becoming stale and monotonous in teaching as years pass. Hence, a continuing professional development is always a need for language teachers. Teachers may sometimes need some crucial changes in their teaching. The participants emphasized the importance and necessity of reflection during the interviews, yet they stated that they were not given adequate information about reflection and professional development during their university education. During the interviews, they especially expressed this point. Below are some examples:

"I think our university education was so theoretical. I am sure that all of us heard the concepts reflection, reflective teachin practice during our lessons at university, but we did not have chance to apply any of them. So I believe that all these things that you state are necessary things for our professional development but I do not have adequate knowledge base as a starting point to reflect."

"...education we received about reflectivity or professional development was not sufficient. We learn the necessity of doing reflection with our own experience. I am really sorry for my first five years in teaching. But in the education faculties, it would be much more beneficial to give detailed information about reflection and students at faculties should have chance to apply things that they have learned."

"I do not think that I was given adequate information about reflection. During our teaching practice course, our mentors evaluated our teaching, but we did not have chance to evaluate ourselves and to reflect on our own teaching process."

"The education I have received about reflection was insufficient in terms of practice. There was a good deal of theoretical information. We learned the concepts, or trul, we memorized what action research, journal keeping, observation mean, but we are now not capable of practising."

The participants discussed about the university education they have received. All emphasized that during their university education the teachers acquire theoretical information about reflection, but they believe that they need more practice with reflection. Because alla re awre of that teachers need to reflect for their Professional growth.

Among the participants who have positive attitudes towards reflective teaching, some of them tend to behave in a reflective way and use some forms of reflective practice, but they do not know the concept of reflection or reflectivity. They do reflection systematically or not systematically. Below are some examples that supported this view from the interviews:

"The evaluation or in your says reflection is essential in that you notice the deficiencies. After the lessons, I always think what I did and how I did, but I do not do this in a written form. I have to state that I did not learn this activity at university"

"I have been writing a lesson report after all my lessons regularly. Although this is the twentieth year of my teaching experience, I have been writing lesson report for ten years. I always benefit from my reports. But I did not hear the concept reflective teaching before. Is it a new thing?"

"This is the nineth year of my teaching experience. At the beginning of my teaching career, I did not use to know a lot of things about teaching such as planning. Our university education was not sufficient. Hence I received help from the experienced teachers around me. Negotiating with experienced teachers is always necessary for especially novice teachers. Yet I am not sure this activity can be described as a means of reflectivity.

To sum up, a great majority of teachers who participated in the present study tend to have positive attitudes towards reflective teaching practice. Interviews also support the realibility of the results.

5.3.What Kind of Factors Hinder EFL Teachers from Doing Reflective Teaching?

With regard to results obtained from interviews, the factors that hinder English teachers from doing reflective teaching are listed as follows:

- teachers do not have enough time

The teachers stated that they do not really have enough time for reflection:

"…reflection is required for professional development, but to be honest, it requires an extra time. I have 33 hours lesson in a week. I cannot devote enough time for that process."

"...there is not any time for teachers to think what they did during the previous lesson on what they will do in the following lessons."

"…from my point of view, doing reflection requires a great deal of time yet, I believe that it increases the effectiveness of my teaching."

"…reflective practice requires time to achieve it. Institution where teachers work should create time for teachers to do reflective practice."

- having too much teaching load prevents the teacher from doing reflection:

"…reflection is very important, but, I have 30 hours lesson in a week, I really get very tired. I never have any energy after the lessons. We also work full-time. I come to school at 7 o'clock in the morning and leave the school at 6 o'clock in the evening everyday. When can I do that?"

- Some negative approaches to reflectivity is another factor hinder teachers from doing reflection. Interviews indicated these negative views:

"…reflectivity, yes, I heard it, but it is so theoretical concept. I think it is such an abstract concept, is there any aspect of it for applying?"

"…thinking about or evaluating what I did or how I did, these are all time-wasting."

As stated before the lack of adequate knowledge base about reflectivity is another factor prevents the teachers from doing reflection.

" I did not have sufficient knowledge about reflection. Truly, I do not know how I can reflect on my own teaching."

- Contexts of education are not suitable for reflection.
During the interviews, one of the teachers stated his views in these words:

"….reflective teaching requires reflective thinking. As you know, our classroom conditions, the number of students in classes (50 students in a class), the curriculum and many factors like these prevent teachers to think reflectively. So is it possible for teachers to reflect on their teaching? Firstly our working conditions must be improved then we can have chance to think reflectively."

- Teachers do not have enough guidance with reflective teaching.

" …there are many new approaches to teaching a foreign language. I graduated from the university about seventeen years ago. I am not familiar with new concepts as

reflective teaching. At that point, The ministry of National Education should design systematic in-service training programs that would help teachers keep up with the recent developments."

"...teachers can get theoretical knowledge from the books. It is very easy to get theoretical knowledge. However, theory alone will not enable the teachers to put it into practice. We need guidance with reflective teaching. For example, conferences and seminars could be held frequently for teachers to provide us both with theory and practice."

- The views of teachers, especially novice teachers, about teaching and teaching experience.

"...this is my second year as an English teacher. I think I have adequate knowledge about teaching. I am better than last year."

-Some characteristics of teachers can prevent them behaving in a reflective way.

"...even though I know that reflection is a form of professional development, I am not a patient person, I cannot do that."

People who are impatient, or conservative or getting bored easily can have difficulty during reflecting on their own teaching.

In conclusion, English teachers, in general, seem to be aware of reflection and believe in the necessity of reflective teaching. They also tend to behave in a reflective way. But, they stated some external factors such as inadequate time, inadequate knowledge base, lack of any guidance, context of education, teachers' teaching load prevent them to reflect on their teaching. On the other hand, some characteristics of teachers and negative point of views on reflectivity also hinder teachers doing any reflective practice.

5.4. Is There Any Significant Difference Between Novice and Experienced Teachers' Attitudes towards Reflective Teaching Practice?

In order to see whether there is any significant difference between the attitudes of novice and experienced teachers towards reflective teaching practice, t-test was applied and the mean scores of these two groups were calculated.

These scores were also presented with the table (Table 4.2.2)in Chapter 4.With regard to these scores, it was emerged that there is really significant difference between two groups of teachers (N, E) at that point. The mean scores and t-test results revealed that experienced teachers have more tendency towards reflectivity than novice teachers.

There might be various reasons for this obvious difference between the groups (N, E). Firstly, the novice teachers are at the beginning of their teaching career and might think that they had acquired all the required knowledge for teaching during their university education and can manage to teach the foreign language effectively. They seem not to be aware of the necessity and importance of the reflective teaching practice. Their teaching experience is not adequate to create a realization for novice teachers.

In contrast to all the other items, the novice teachers have more positive attitude towards item 25 than experienced teachers have. The possible reason might be that novice teachers need to recognize the people around them and the context of education. Novice teachers need to learn how to communicate with the administrators, other school staff and families so they might require an evaluation for their communication with all these. Experienced teachers had known in any case and do not need to evaluate their communication.

During the interviews, the EFL teachers expressed paralel viewpoints with the results of the questionnaire:

"...I have been teaching English for three years now and this is a long period and a big experience for teaching....I believe that my experience and knowledge on teaching is sufficient to meet the requirements of teaching."

"...I graduated from the university as the most successful second student so it means that I am good at my profession"

"....professional development is necessary for teachers like many other professions, I noticed that but while I was teaching in the tenth year. Novice teachers seem not to be aware of that fact. They have to wait ten years.It is pity."

"I sometimes feel sorryfor novice teachers .Because they seem to feel that they have learned all the things that help teaching at universities. Most of them are not aware of their weakness. Any of the novice teachers in this school do not ask any questions to me or any experienced teachers about teaching our our teaching experiences. I am sure that at universities they memorise the theoretical things, they do not know to search for new things."

"...yes, we are experienced teachers (21 years in teaching), but experience alone is insufficient for teachers. The teachers should not be behind the times. Experience taught me that."

"At the beginning of my teaching career, I did not know to apply many things I knew theoretically. So I received help from experienced teachers. Negotiating with experienced teachers is always necessary, especially for novice teachers, I still ask to my colleagues about many things."

"I graduated from one of the best universities of Turkey. I really received a qualified education. Now, I have been applying it in the field. This is my first year and I believe that I am better than many experienced teachers."

In short, experienced teachers tend to behave more reflectively than novice teachers. Experience increases the awareness of the importance of reflectivity. Some novice teachers are not aware of that fact.

CHAPTER 6

CONCLUSION

6.1. Summary and Conclusion

The present study was carried out to find out the attitudes of EFL teachers towards reflective teaching practice and factors that hinder EFL teachers from doing reflection. The study also investigated whether there was a significant difference between the attitudes of novice and experienced teachers towards reflectivity.

The data was gathered from 50 EFL teachers who work in various high schools in Bursa, Turkey. The instruments of data collection were questionnaire and interviews. The questionnaire was administered to 25 novice and 25 experienced , 50 in total, EFL teachers. The interviews were carried out with 6 novice, 6 experienced 12 in total, EFL teachers.

In the light of the results obtained from the questionnaire and the interviews, it can be stated that EFL teachers in general seem to have positive attitudes towards reflective teaching practice, but there seem to be some factors prevent them doing reflection. For instance, they lack adequate knowledge base for reflection, mostly because of theoretical education in education faculties. As the teachers reported, they do not know how to reflect on their own teaching since they are not capable of practising the things they received during their university education.

It is obvious that the teachers have positive attitudes towards reflection. As they stated, they do evaluation on their teaching and they think about the good and bad sides of their lessons but they do not do it systematically because of some factors such as not having adequate time.

EFL teachers who participated in the present study stated some factors that hinder teachers from doing reflection. Apart from inadequate time and insufficient knowledge base, these factors are lack of guidance for reflectivity, context of education,theoretical knowledge without practice, teachers' teaching load. Some

characteristics of the teachers such as being an impatient person and negative point of views also prevent teachers to be reflective teachers.

The final research question of the present study was to see whether there is any significant difference between the novice and experienced teachers towards reflective teaching practice. The results of these two groups were analyzed by means of SPSS program and t-test for equality of means. The obtained results indicated that there was a significant difference between the attitudes of novice and experienced teachers towards reflectivity. This significant difference was due to firstly inadequate teaching experience of novice teachers. In other words, the experience of novice teachers is inadequate to make them to be aware of the necessity and the importance of the reflective teaching. Another reason of that situation is that novice teachers might suppose that they have all the required knowledge and skills to teach English language and can manage to teach that language effectively. However, experienced teachers stated that, novice teachers will gradually be aware that this is not the case. Novice teachers will understand that they have to make some necessary changes as years pass otherwise they will be stuck one day.

To sum up, EFL teachers tend to approach positively to reflective teaching that is an efficient way in creating an effective and appropriate teaching environment. EFL teachers are also aware of the necessity of a continuing professional development for teachers. Lastly, it is obvious that the increase in the experience also brings about the increase in the value given to the reflectiveness.

6.2. Implications

The present study focused on the attitudes of EFL teachers towards reflectivity. The results of the present study revealed that the attitudes of EFL teachers are positive towards reflectivity. Although the teachers who participated in the present study tend to have positive attitudes towards reflective teaching, it seems that they cannot actualise reflective teaching practice due to some problems. The essential measures should be taken to solve these available problems.

Firstly, one of the problems that almost all the participant teachers stated is the lack of necessary time for reflection. At that point, institutions where teachers work should provide support and opportunities for teachers to reflect on their own teaching.

Another implication especially for teacher training and education, is adequate and efficient practice about reflective teaching in education faculties. The EFL teachers participated in the present study stated that they knew the concept 'reflective teaching' but did not know how to reflect on their own teaching. The possible reason for this might be the quality of courses which student teachers take at universities. It is obvious that the student teachers need practice. They should be exposed to reflective teaching activities to create an awareness of the necessity and importance of the concept.

Finally, some of the EFL teachers participated in the present study emphasized that they do not have enough guidance about reflective teaching practice. They added that the boks are very theoretical. In order to provide guidance for in-service teachers , systematic training program or seminars and conferences should be held frequently by The Ministry of National Education.

6.3 Further Research

The present study focused on the attitudes of 50 EFL teachers towards reflective teaching practice. The study was limited to 50 EFL teachers. Further research might be done with a higher number of EFL teachers. Besides, all of the EFL teachers participated in this study were high school teachers. The attitudes of EFL teachers who teach at primary, secondary or university levels might be different from that of the subjects of the present study.

Furthermore, variables such as sex or educational backgrounds of the teachers might also effect their attitudes towards reflectivity.

This study was also conducted to reveal in-service teachers' attitudes towards reflection. Further research might be designed to compare the attitudes of pre-service teachers with the attitudes of in-service teachers.

The present study dealt with the attitudes of EFL teachers towards reflectivity. In further studies, the attitudes towards only one form of reflective teaching practice such as action research, journal writing, observation or audio-video recording might be explored in a detailed way.

Finally, a further study might focus on what is actually done for reflection by observing or video recording instead of questionnaire or interviews.

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APPENDIX 1

ÖĞRETMEN SÖYLEŞİ SORULARI

1. Bir yabancı dil öğretmeni olarak güçlü ve zayıf olduğunuz yönlerinizi biliyor musunuz?

2. Mesleki gelişiminiz için ne yapıyorsunuz?

3. Yansıtıcı öğretimle ilgili yeterli bilginiz olduğunu düşünüyor musunuz?

4. Dersinizi tamamladıktan sonra planlama ile ilgili değerlendirme yapıyor musunuz?

5. Dersten sonra dersin nasıl geçtiği üzerinde düşünüyor musunuz?

6. Dersten sonra dersin eksik yönleri ve derste yaşanan problemler üzerinde düşünüyor musunuz?

7. Dersten sonra dersi nasıl yönettiğinize dair konusunda değerlendirme yapar mısınız?

8. Öğrencilerle, diğer öğretmenlerle, ailelerle ve okul yöneticileriyle olan iletişiminizi değerlendiri misiniz?

9. Mesleki gelişimin gerekliliğine inanıyor musunuz?

10. Yansıtıcı bir öğretmen olmak size ne yönde faydalı oluyor?

11. Öğretmenlerin yansıtıcı olmalarını engelleyen faktörler nelerdir?

12. Üniversite eğitiminizin etkili bir öğretmen olmak için yeterli olduğunu düşünüyor musunuz?

APPENDIX 2

TEACHER INTERVIEW QUESTIONS

1. As an EFL teacher , do you know your strengths and weakness?

2. What do you do for your professional development?

3. Do you think that you have adequate knowledge about reflective teaching?

4. Do you do any evaluation on your planning after you have completed the lesson?

5. After the lesson, do you think about how the lesson was?

6. After the lesson, do you think about the deficiency of the lesson and problems you faced during the lesson?

7. After the lesson do you do any evaluation on how you manage the classroom?

8. Do you evaluate on your communication with students, other teachers, families and administrators?

9. Do you belive in the necessity of professional development?

10. In what ways is being reflective teacher useful for you?

11. What are the factors that hinder teachers from being reflective teaching?

12. Do you think that your university education is adequate for being an effective teacher?

APPENDIX 3

ANKET FORMU

Değerli Meslektaşlarım,

      Bu çalışma yabancı dil öğretmenlerinin profesyonel gelişimin içerisinde yer alan yansıtıcı öğretime (reflektiv öğretim) yaklaşımlarını öğrenmek için düzenlenmiştir. Bu anketin sonuçları bir yüksek lisans tezinde kullanılacaktır. Araştırmanın doğru olması bakımından soruları lütfen içtenlikle cevaplandırınız.

      Değerli katkılarınız için teşekkür ederim.

      Yasemin FİLİZ
      Uludağ Üniversitesi
      Sosyal Bilimler Enstitüsü
      İngiliz Dili Eğitimi Bölümü

BÖLÜM I

Ad / Soyad :……………………………………….

( ) **Bay**   ( ) **Bayan**

Yaş :...............

Kaç yıldır İngilizce öğretmeni olarak çalışıyorsunuz? ……………

Şu anda bir eğitim programına devam ediyor musunuz?
  ( ) Evet …………………………………………………
  ( ) Hayır

En son mezun olduğunuz program
  ( ) Lisans
  ( ) Yüksek Lisans
  ( ) Doktora
  ( ) Diğer

Haftalık ders yükünüz kaç saattir? ………………..

BÖLÜM II

Aşağıda verilen eylemleri ve durumları ne kadar sıklıkla gerçekleştirdiğinizi ve bunlara ne ölçüde katıldığınızı lütfen ilgili rakamı (X) şeklinde işaretleyerek belirtiniz.

A. PLANLAMA **Dersi bitirdikten sonra,**	DAİMA	GENELLİKLE	SIK SIK	ARA SIRA	HİÇ BİR ZAMAN
1. Dersin amaçlarının ve hedef davranışlarının ne kadar gerçekleştiğini düşünürüm.	5	4	3	2	1
2. Hedef davranışları gerçekleştirmek için seçtiğim öğrenme - öğretme etkinliklerinin uygunluğunu değerlendiririm.	5	4	3	2	1
3. Hedef davranışları gerçekleştirmek için seçtiğim araç - gereç ve materyallerin uygunluğunu değerlendiririm.	5	4	3	2	1
4. Planlamada yer alan etkinliklerin öğrencilerin kişisel, ruhsal, etik, sosyal ve kültürel gelişimlerine ne kadar katkıda bulunduğunu değerlendiririm.	5	4	3	2	1
5. Planımda bireysel farklılıklara ne kadar yer verdiğimi değerlendiririm.	5	4	3	2	1
6. Planımda yer alan değerlendirme biçiminin hedef davranışlara ne kadar uygun olup olmadığını değerlendiririm	5	4	3	2	1

B. ÖĞRETİM SÜRECİ	DAİMA	GENELLİKLE	SIK SIK	ARA SIRA	HİÇBİRZAMAN
Dersi bitirdikten sonra,					
7. İşlenen konuyu önceki ve sonraki konularla ne kadar ilişkilendirdiğimi değerlendiririm.	5	4	3	2	1
8. Hazırladığım etkinliklerin öğrencileri ne kadar güdülediği konusunda düşünürüm	5	4	3	2	1
9. Konuyu öğrencilerin düzeyine uygun bir biçimde sunup sunmadığımı düşünürüm	5	4	3	2	1
10. Kullandığım yöntem ve tekniklerin öğrencilerin yaşlarına, öğrenme düzeylerine ve yeteneklerine uygun olup olmadığını düşünürüm.	5	4	3	2	1
11. Öğrencilerle ders sırasında nasıl iletişim kurduğumu ve uygun dönüt verip vermediğimi düşünürüm	5	4	3	2	1
12. Hazırladığım etkinliklerin öğrenci katılımını sağlayıp sağlamadığını değerlendiririm.	5	4	3	2	1
13. Öğrettiklerimin öğrencilere yaşamlarıyla ilişkilendirme fırsatı yaratıp yaratmadığını değerlendiririm.	5	4	3	2	1

C. SINIF YÖNETİMİ **Dersi bitirdikten sonra,**	DAİMA	GENELLİKLE	SIK SIK	ARA SIRA	HİÇ BİR ZAMAN
14. Öğrencilere sınıfta kendilerini özgürce ifade edebilecekleri güvenli bir öğrenme ortamı sağlayıp sağlayamadığımı değerlendiririm.	5	4	3	2	1
15. Dersin amacına uygun ve güvenli bir biçimde sürdürülüp sürdürülmediğini değerlendiririm.	5	4	3	2	1
16. Kesinti ve engellemeler karşısında nasıl uygun önlemler alacağımı düşünürüm.	5	4	3	2	1
17. Öğrencilerin derse karşı ilgi ve güdüsünü nasıl sürekliliğini sağlayabileceğimi düşünürüm.	5	4	3	2	1
18. Öğrencilerin davranışlarına yönelik verdiğim dönütlerin uygunluğunu düşünürüm.	5	4	3	2	1
19. Kullandığım ödül ve yaptırımların uygunluğunu ve etkinliğini değerlendiririm.	5	4	3	2	1
20. Zamanı ne kadar etkili kullandığımı değerlendiririm.	5	4	3	2	1

D. İLETİŞİM **Dersi bitirdikten sonra,**	DAİMA	GENELLİKLE	SIK SIK	ARA SIRA	HİÇBİR ZAMAN
21. Derste yaptığım açıklamaların ve yönergelerin anlaşılır olup olmadığını düşünürüm.	5	4	3	2	1
22. Sınıf içerisinde sağlanan öğrenci - öğretmen, öğrenci - öğrenci, öğretmen - öğrenci iletişiminin ne kadar etkili olduğunu düşünürüm.	5	4	3	2	1
23. Ses tonumu etkili biçimde kullanıp kullanmadığımı değerlendiririm.	5	4	3	2	1
24. Kullandığım sözel dilin ve beden dilinin ne kadar etkili olduğunu değerlendiririm.	5	4	3	2	1
25. Okul yöneticileri, meslektaşlarım, diğer okul personeli, veliler ve ilgili eğitim kuruluşları ile olan iletişimimi değerlendiririm.	5	4	3	2	1

E. GENEL DEĞERLENDİRME	KESİNLİKLE KATILIYORUM	KATILIYORUM	FİKRİM YOK	KATILMIYORUM	KESİNLİKLE KATILMIYORUM
26. Bir yabancı dil öğretmeni olarak güçlü olduğum yönlerimi biliyorum.	5	4	3	2	1
27. Bir yabancı dil öğretmeni olarak eksik olan yönlerimi biliyorum.	5	4	3	2	1

Dersi bitirdikten sonra,	DAİMA	GENELLİKLE	SIK SIK	ARA SIRA	HİÇ BİR ZAMAN
28. Dersin iyi ve kötü yanlarını düşünürüm	5	4	3	2	1
29. Kullandığım öğretim materyallerinin etkili olup olmadığını düşünürüm.	5	4	3	2	1
30. Bir sonraki derste ne yapacağımı ve hangi materyalleri kullanmam gerektiğini düşünürüm.	5	4	3	2	1
31. Derste yaşanan önemli olayları ve durumları not ederim	5	4	3	2	1
32. Dersin ana özelliklerini anlatan bir rapor yazarım.	5	4	3	2	1
33. Dersteki etkinlikleri nasıl geliştirebileceğimi düşünürüm.	5	4	3	2	1
34. Dersteki eksiklikleri değerlendirerek bir sonraki derse nasıl önlem alacağımı düşünürüm.	5	4	3	2	1
35. Bir yabancı dil öğretmeni olarak mesleki açıdan kendimi değerlendirme ve bilgi düzeyimi geliştirme konusunda çaba gösteririm	5	4	3	2	1
36. Yabancı dil eğitiminde eksiklikleri düşünüp bunların giderilmesi için ne gibi değişiklikler gerektiğini değerlendiririm.	5	4	3	2	1
37. Aynı konuyu daha farklı nasıl öğretebileceğimi düşünürüm.	5	4	3	2	1
38. Düzenli olarak derslerimi değerlendirdiğim bir günlük tutarım.	5	4	3	2	1
39. Diğer yabancı dil öğretmenlerine aynı konuyu nasıl öğrettiklerini sorarım.	5	4	3	2	1
40. Yabancı dil öğretimi ve öğrenimi ile ilgili sorunların çözümünde diğer yabancı dil öğretmenlerinin görüşlerinden yararlanırım.	5	4	3	2	1

Bunların dışında belirtmek istediklerim : …………………………………………………

……………………………………………………………………………………………...

APPENDIX 4

<p style="text-align:center">**QUESTIONNAIRE**</p>

Dear My Colleagues,

This questionnaire has been formed to find out the attitudes of EFL teachers towards reflective teaching practice. The results will be employed for M.A thesis. For the accuracy of the results, please answer the questions sincerlely.

Thanks for your contribution.

Yasemin FİLİZ
Uludağ University
Institute of Social Sciences
English Language Teaching Department

PART I

Name / Surname :……………………………………………….

(   ) **Male**   (   ) **Female**

Age :...............

Your teaching experience in years …………….

Do you attend a certain educational program now?
(   ) Yes ……………………………………………………
(   ) No

Which program did you graduate from?
(   ) BA
(   ) MA
(   ) PhD
(   ) Other Certificates

What is your teaching load per week? ………………..

PART II

Please point out how frequently you do the following things and what extent you agree with these statements by marking (X) the related number.

(1) Never   (2) Sometimes   (3) Often   (4) Usually   (5) Always

(1) Strongly Disagree   (2) Disagree   (3) Neutral   (4) Agree   (5) Strongly Agree

A. PLANNING After the lesson,	ALWAYS	USUALLY	OFTEN	SOMETIMES	NEVER
1. I think about whether the aims and objectives of the lesson are accomplished.	5	4	3	2	1
2. I do an evaluation on the appropriateness of teaching and learning activities to accomplish the objectives of the lesson.	5	4	3	2	1
3. I do an evaluation on the appropriateness of the supporting materials to accomplish the objectives of the lesson.	5	4	3	2	1
4. I evaluate whether the activities placed in the plan are helpful for the students' personal, psychological, moral, social, and cultural development or not.	5	4	3	2	1
5. I evaluate whether I considered individual differences in my lesson plan or not.	5	4	3	2	1
6. I evaluate whether the evaluation type in my plan is appropriate for objectives of the lesson or not.	5	4	3	2	1

B. TEACHING PROCESS **After the lesson,**	ALWAYS	USUALLY	OFTEN	SOMETIMES	NEVER
7. I evaluate whether I make any connection with the previous and following subjects while I am teaching or not.	5	4	3	2	1
8. I evaluate whether the activities really motivate the students or not.	5	4	3	2	1
9. I evaluate whether I teach according to the level of the students or not.	5	4	3	2	1
10. I do an evaluation on the appropriateness of the teaching methods and techniques I use for the students' level.	5	4	3	2	1
11. I think about how I communicate with the students during the lesson and whether I give appropriate feedback for the students or not.	5	4	3	2	1
12. I evaluate whether the activities or tasks I prepare for the students ensure the participation of the students or not.	5	4	3	2	1
13. I evaluate whether the instructions create any chance for the students to make connection with the real life or not.	5	4	3	2	1

C. CLASSROOM MANAGEMENT After the lesson,	ALWAYS	USUALLY	OFTEN	SOMETIMES	NEVER
14. I evaluate whether I create positive and stimulating classroom environment or not.	5	4	3	2	1
15. I evaluate whether the lesson is processed in a secure way or not.	5	4	3	2	1
16. I think about how I can behave against the interruptions and disturbances during the lesson.	5	4	3	2	1
17. I think about how I can ensure permanent motivationof the students. .	5	4	3	2	1
18. I think about whether the feedback is appropriate for the students or not.	5	4	3	2	1
19. I evaluate whether the rewards and sanctions are appropriate and effective for the students or not.	5	4	3	2	1
20. I evaluate whether time is used effectively or not.	5	4	3	2	1

D. COMMUNICATION **After the lesson,**	ALWAYS	USUALLY	OFTEN	SOMETIMES	NEVER
21. I think about whether the instructions I use during the lesson are clear enough or not. .	5	4	3	2	1
22. I think about whether the communication between student-teacher, student-student, teacher-student are ensured effectively or not.	5	4	3	2	1
23. I evaluate whether I use my voice effectively or not.	5	4	3	2	1
24. I evaluate the effectiveness of the body and verbal language.	5	4	3	2	1
25. I evaluate the communication between me and administrators, other school staff, families and other education foundations. .	5	4	3	2	1

E. GENERAL EVALUATION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
26. As an English teacher, I know my strengths.	5	4	3	2	1
27. As an English teacher, I know my weakness.	5	4	3	2	1

After the lesson,	ALWAYS	USUALLY	OFTEN	SOMETIMES	NEVER
28. I think of good and bad sides of the lesson.	5	4	3	2	1
29. I think about whether the supporting materials are effective or not.	5	4	3	2	1
30. I think about what I will do and which supporting materials I will use in the following lessons.	5	4	3	2	1
31. I write down important parts of the lesson.	5	4	3	2	1
32. I write main parts of the lesson as a report.	5	4	3	2	1
33. I think about how I can improve the activities in the lesson.	5	4	3	2	1
34. I firstly do an evaluation on the deficiency of the lesson then I again do an evaluation on how I can compensate it in the following lessons.	5	4	3	2	1
35. As a foreign language teacher, I try to develop myself in my proficiency.	5	4	3	2	1
36. I think about the deficiencies of foreign language teaching and I do an evaluation on what changes can be necessary to compensate them.	5	4	3	2	1
37. I think about how I can teach the same subject in a different way.	5	4	3	2	1
38. I keep a diary and evaluate my lessons.	5	4	3	2	1
39. I ask to the other foreign language teachers about how they are teaching the same subject.	5	4	3	2	1
40. I consult other foreign language teachers about resolving the problems of language teaching and learning.	5	4	3	2	1

Other things that I want to state : …………………………………………………………..

…………………………………………………………………………………………………...

ÖZGEÇMİŞİM

1981 yılında İzmir'de doğdum.İlk öğrenimimi İzmir Pınarbaşı İlköğretim Okulunda tamamladım.Orta öğrenimimi ise İzmir Çimentaş Yabancı Dil Ağırlıklı Lisesi'nde tamamladım.1999 yılında Uludağ Üniversitesi İngilizce Öğretmenliği bölümünü kazandım ve 2003 yılında mezun oldum.

2003 yılında Uludağ Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında Yüksek Lisans Eğitimine kabul edildim.Yrd. Doç. Dr. Zübeyde Sinem GENÇ danışmanlığında "Attitudes of EFL Teachers Towards Reflective Teaching" konulu teze başladım.

Yasemin FİLİZ