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**HOW DO STUDENTS' DIARIES ENHANCE PRE-
SERVICE ENGLISH LANGUAGE TEACHERS'
REFLECTIVITY IN PRACTICE?**

(YÜKSEK LİSANS TEZİ)

Selen CİNGÖZ

**DANIŞMAN
Yrd. Doç. Dr. Çiğdem KARATEPE**

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T. C.
ULUDAĞ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yabancı Diller Anabilim, İngiliz Dili Eğitimi Bilim Dalı'nda 800910004 numaralı Selen Cingöz'ün hazırladığı "okul deneyimi dersinde günlük kullanımının Yabancı Diller Eğitimi Bölümündeki öğretmen adaylarının yansıtıcı düşüncelerini nasıl geliştirdiği" konulu Yüksek lisans ile ilgili tez savunma sınavı, 23/10/ 2012 günü 14.30 – 15.30 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/çalışmasının başarılı olduğuna oybirliği ile karar verilmiştir.

Üye (Tez Danışmanı ve Sınav Komisyonu
Başkanı)

Yrd. Doç.Dr. Çiğdem KARATEPE
Uludağ Üniversitesi

Üye

Yrd. Doç. Dr. Derya DÖNER YILMAZ
Uludağ Üniversitesi

Üye

Doç. Dr. Ömer DÜZBAKAR
Uludağ Üniversitesi

ÖZET

Yazar: Selen CİNGÖZ

Üniversite: Uludağ Üniversitesi

Anabilim Dalı: YABANCI DİLLER EĞİTİMİ

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GÜNLÜK TUTMAK İNGİLİZCE ÖĞRETMENLİĞİ BÖLÜMÜ ÖĞRETMEN ADAYLARININ YANSITICI ÖĞRETİME İLİŞKİN UYGULAMALARINI NASIL GELİŞTİRİR?

Bu çalışma uygulama dersinde günlük tutmanın öğretmen adaylarının yansıtıcı düşüncelerini ne seviyede geliştirdiğini incelemeyi amaçlamıştır. Çalışma örneklemini Uludağ Üniversitesi Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği Programı'nda lisans eğitimi alan 15 öğretmen adaydır. Araştırma 2010-2011 güz döneminde 10 haftalık bir dönemi kapsamaktadır.

Öğretmen adaylarının yansıtıcı günlük yazıları ve birebir görüşmeler bu çalışmanın veri toplama yöntemini oluşturmaktadır. Katılımcıların günlük yazıları çalışma boyunca kaydedilmiştir. İngilizce Eğitimi bölümündeki aday öğretmenlerin günlüklerindeki tekrarlanan örüntüler yansıtıcı düşüncelerini belirlemede ölçek olarak kullanılmıştır. Öğretmen adaylarının yansıtıcı düşüncelerindeki değişimi tespit etmek için katılımcıların araştırmanın başındaki ve sonundaki günlük yazıları karşılaştırılmıştır.

Araştırmanın sonuçları: (1) öğretmen adaylarının günlük yazılarında çoğunlukla saptadıkları sorunları, gözlemledikleri derslerin ve kendi mikro-öğretim yaptıkları derslerin olumlu ve olumsuz değerlendirmelerini ve kendi kişisel eğitim kuramlarını tartıştıklarını (2) adayların yansıtıcı düşünme açısından birbirlerine göre farklı ölçülerde yansıtıcı olduğunu (3) belirlenen kategorilerde yansıtıcı düşünme açısından bireysel farklılıklar olmasına rağmen araştırmaya katılan öğretmen adaylarının tamamının günlük yazılarında bir ölçüye kadar yansıtıcı olduğunu (4) birebir görüşmeler günlüklerin öğretmen adaylarının yansıtıcı düşünmesine izin vererek ve teori ile pratik arasında ilişki kurarak onların öğretmen olarak güçlü ve zayıf yönleri hakkında düşüncelerine yardım ettiğini göstermiştir.

Anahtar Kelimeler:

Yansıtıcı Öğretim, Günlük tutmak

ABSTRACT

Yazar: Selen CİNGÖZ

Üniversite: Uludağ Üniversitesi

Anabilim Dalı: YABANCI DİLLER EĞİTİMİ

Bilim Dalı: İNGİLİZ DİLİ EĞİTİMİ

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HOW DO STUDENTS' DIARIES ENHANCE PRE-SERVICE ENGLISH LANGUAGE TEACHERS' REFLECTIVITY IN PRACTICE?

The study aimed to examine to what extent student teachers (STs) in practicum would benefit from reflection through diary keeping. 15 pre-service English language teachers enrolled in the undergraduate program of English Teaching Education in the Department of Foreign Language Education at Uludag University participated in the study which comprised a 10-week time span in the 2010-2011 fall term.

Data for this study came from: (a) diary entries and (b) interviews. Data collection consisted of records of participants' diary entries throughout the study. Recurring patterns in pre-service English language teachers' diary entries were used as a measure of their reflectivity. Earlier and later diary entries were compared to check evidence of change in the level of the pre-service teachers' reflective thinking.

Results indicated that: (1) the most frequent topics belong to the evaluation of teaching. Participants reflected more frequently about the positive or negative evaluation of the lessons they observed and their own microteachings, their personal theories of teaching, (2) participants were found to be engaged in different levels of critical reflection. (3) they were reflective in their diary entries, to a certain extent, although there were individual differences in the degree of reflectivity in the identified categories. (4) in one-to-one interviews, the student teachers stated that diaries allowed them to be reflective and to make connections between theory and practice, which helped them to think about their strengths and weaknesses as teachers.

Key Words:

Reflective Teaching, Diary Keeping

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Bursa, 2012

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LIST OF ABBREVIATIONS

The Abbreviation	Bibliographic Information
STs	Student teachers
UU	Uludag University
ELT	English Language Department

CHAPTER 1

INTRODUCTION

1.1. Background to the Study

The study of reflective teaching has become an important aspect of second language teacher training and education in general. John Dewey was among the first to write about reflective practice. According to Dewey reflective action is “the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it” (Dewey 1933; Özçalı, 2007). Dewey thinks that reflective action should have an educational purpose, teachers need to develop particular skills, such as observation and reasoning, in order to reflect effectively, and should have qualities such as open-mindedness, wholeheartedness and responsibility (Dewey 1933; Griffiths, 2000). Dewey’s works inspired Donald Schön explore the boundaries of reflective practice. In 1987, Schön introduced the concept of reflective practice as a critical process in refining one’s artistry or craft in a specific discipline. Schön thinks reflective practice as a way for beginners in a discipline to recognize consonance between their own individual practises and those of successful practitioners (Schön, 1987; Armutçu&Yaman, 2010). He described reflection as ‘the important vehicle for the acquisition of professional knowledge which consists of two forms of reflection; reflection-on-action and reflection-in-action’. Reflection occurs before and after an event. Reflection-on-action, is the type of reflection that teachers get involved in *posteriori* of the event (Akbari, 2007). On the other hand, reflection-in-action is understood by Schön through “phrases like thinking on your feet, keeping your wits about you, and learning by doing suggest not only that we can think about doing but that we can think about doing something while doing it” (cited in Loughran, 1996).

Many different methods and tools are used for reflective purposes. These tools vary from journal keeping to questionnaires and surveys from storytelling to teaching portfolios.

1.2 The Aim and Scope of the Study

Despite the potential benefits of journal keeping, research to date does not yield satisfying and clear results. Therefore, more research is needed. The aim of this study is to examine to what extent diary studies change reflectivity among 15 pre-service teachers enrolled in a practicum course in the undergraduate program of English Teaching Education in the Department of Foreign Language Education at Uludag University, Turkey. Second aim of this study is to find what the recurring patterns are in preservice teachers' diaries and what they think about keeping a diary. Using a qualitative research framework, this study expects to examine diary studies experience of this group of students and their development over time assuming that this investigation may reveal significant implications concerning the inclusion of reflective teaching into the teacher education programs.

1.3. The Research Questions

This study was designed to address the following research questions:

RQ 1- What are the recurring patterns in pre-service teachers' diaries?

RQ 2- What is the level of reflection demonstrated in the diary entries which are distributed based on the categories of topics derived out of the study? Is it descriptive or critical?

RQ 3- To what extent is there a change, a development in pre-service teachers' reflective teaching practices through the diary study?

RQ 4- What are the opinions of the pre-service teachers regarding the effects of the diary study on their reflective practices?

1.4 The Method

In order to answer these questions case study research was employed in this study. In order to obtain rich and detailed data, numerous data sources such as archival records of pre-service teachers' reflective diaries; interviews with pre-service teachers were used to collect and triangulate the data.

CHAPTER 2

LITERATURE REVIEW

An extensive literature exists on reflection. This chapter deals with reflection as a method for professional development. We are first going to focus on what professional development is and how it is related to reflection. Following this, related literature to reflective teaching is going to be dealt with.

2.1. Professional development for teachers

According to Wallace (1991) people use the adjective ‘professional’ to describe something that has been well done, however they use the word ‘an amateur job’ is something that has been badly done. Wallace tells that:

Those engaged in a profession ‘professed’ to have knowledge not available to the public at large, but a knowledge that could be of great public use... Thus in ‘profession’ we have a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it..., but which is not simply engaged in for profit, because it also carries a sense of public service and personal dedication. (p. 5)

From this definition it can be concluded that teaching is definitely a profession. Development is defined as “the growth or change of someone or something to become more advanced” in contemporary dictionaries. The question that needs to be answered is how teachers should develop themselves professionally. According to Wallace (1991: 3), development is something that can only be done by oneself for oneself, implying that it is an ongoing process that can continue after formal training and education without the need of an expert.

To achieve the goals of teaching, teachers should have the knowledge about all the theories on learning processes such as Piaget’s cognitive development theory and Vygotsky’s studies on social cognition, or Chomsky’s psycho-linguistic approach to language development. In other words, teachers should have knowledge about human cognition. All teachers start teaching with certain personal theories and beliefs about teaching, but the starting point for the teachers to develop is experience of teaching and learning.. In order for experience to have an effective role, however, it is necessary to

examine experiences systematically. Examining teaching experiences as a basis for evaluation and decision making and as a source of change is, what we call, ‘reflection’. It is going to be explored in detail what a reflective approach to teaching is in following parts.

2.2. Three Major Models of Professional Education

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

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

The aim of describing these three models is to gain information about the models which are used throughout the education of a teacher trainee.

2.2.1 The Craft Model

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

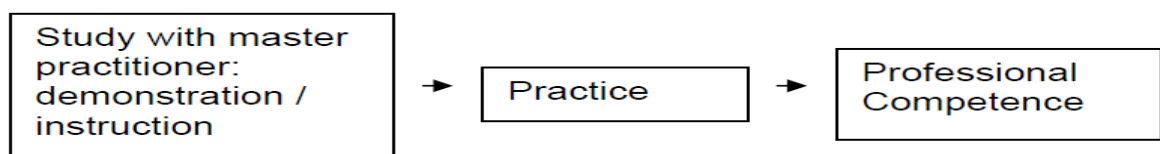


Chart 2.1- The Craft Model (Taken from Wallace, 1991:6)

2.2.2 The Applied Science Model

The Applied Science Model is the traditional and the most common model used in most training and education programmes. The theory based approach is applied in classroom settings in this approach. Wallace (1998:8) defines this model as

“Teaching is the solving of pedagogical problems through active inquiry and experimentation. Consequently, they give higher priority to conceptualizing the processes of teaching and

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

As all models and approaches, this model has its own conflicts, disadvantages. The first conflict is the question about the source of the practical knowledge. As most of these people are the ones who work at universities as academicians and do not teach in real classrooms, these ideas may not be put into practice all teaching settings. Another problem is about who decides on the appropriateness of the practical knowledge for his/her students and classroom; the teacher or the teacher trainee? They should be trained well enough to take an important decision for the success of the students and of themselves. Wallace (1991:9) gives schematization of the applied science model of professional education as follows:

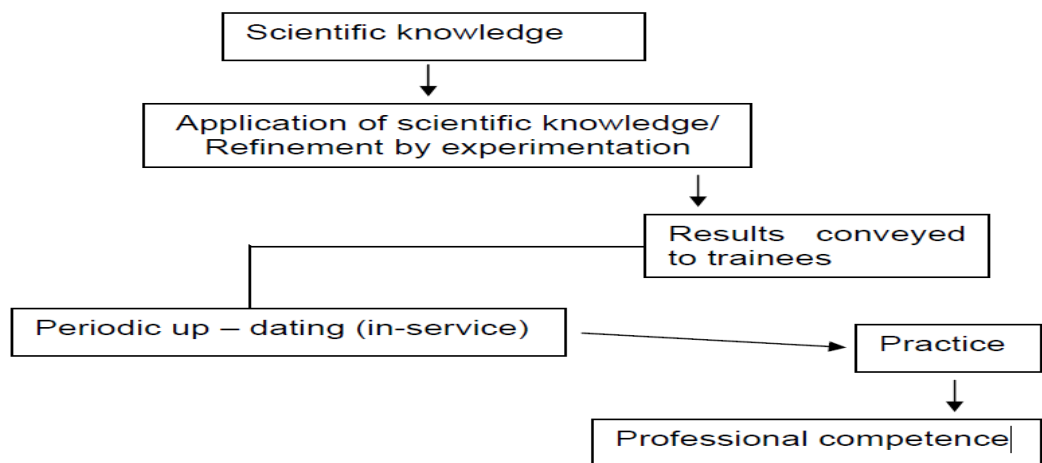


Chart 2.2- The Applied Science Model (Wallace, 1991:9)

The chart above sums up how scientific knowledge is translated into classroom practice, and then this leads up to professional development.

2.2.3 The Reflective Model

The applied science model only consists of received knowledge. On the other hand, the reflective model combines two kinds of knowledge; “received knowledge, and experiential knowledge”:

- *Received knowledge* includes the necessary and valuable elements of scientific research. Wallace uses the word ‘received’ because the teacher receives the knowledge rather than ‘experience’ it in professional action.
- *Experiential knowledge* relates to the professional’s ongoing experience.

Wallace (1991:12) defines this knowledge as deriving from “knowing-in-action” and “reflection” which were uttered before by Schön. Atikler (1997:11) emphasizes in her study that in this model, the training of a teacher is not limited to specific knowledge and skills during a certain period but it is extended to include life-long professional experience. It lets teachers learn by reflecting on their own experiences in the light of received and the experiential knowledge for their own professional development. In this model, the role of the teacher educator is to foster, support, promote the development of the student teacher as much as possible and the role of the student teacher is to develop. Every individual is responsible for his/her own development.

Because of the explosion in language teaching (Wallace 1991: 25) in the last years, there has been an increased demand for language teachers. Parallel with this change, there has been the growing feeling that all language teaching professionals can, and even must, take on the responsibility for their own development. For this reason, the reflective teaching model is accepted as the most popular teaching model in that it represents a development in professional language teaching.

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

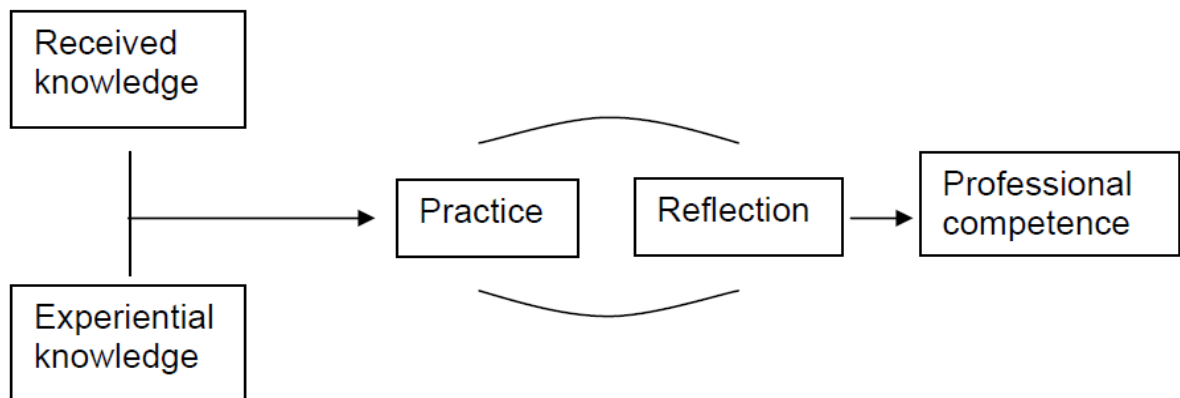


Chart 2.3- The Reflective Model (Wallace, 1991: 15)

The first stage shows what the teacher brings to the development process. While the applied science model assumes that teachers enter the development process with blank minds and no attitudes, in this model the existing conceptual schemata need to be taken into consideration. The second stage is the reflective cycle in which teachers are given the chance to reflect on both received and experiential knowledge in the context of practice. This reflection is a continual process and can take place before, during or after practice. The teacher is encouraged to become a ‘researcher’ by directly involving the teacher in the process, thus lessening the gap between expert and practitioner which had become a consequence of the applied science model. As seen in the table the goal of this model is professional competence.

2.3. The Rise of Reflective Movement in Teaching

Reflection has been a widely examined concept in teacher training literature and education in general. Some trends and movements such as post method era contributed to the rise of reflective practice in the last two decades.

According to Akbari (2007), the main reason for the rise of reflective teaching in ELT is the post method debate (Kumaravadivelu 2003; Kumaravadivelu 2006). The widespread, long-felt dissatisfaction with the traditional concept of method as the organizing principle of L2 teaching and learning has produced what Kumaravadivelu (2003) has called a *postmethod condition*, which can potentially reshape the character and content of L2 teaching, teacher education and classroom research. According to Kumaravadivelu, because of the contradictions between method as conceptualized by

theorists and method as actualized by practitioners there is a need to question the notion of method. In the method era, theoretical knowledge was assigned much more importance as compared to practical knowledge, however the prescribed solutions would not account for the dissatisfaction the practitioners feel in the classrooms. The post method pedagogy had been discussed when language teacher education was in such a *state of crisis* (Akbari, 2007).

The Postmethod Pedagogy imposes an extra responsibility on all the participants, particularly the teacher and the teacher educator. Teacher autonomy can be seen as the central part of Post method pedagogy (Kumaravadivelu, 2001, p.548). The post method teacher is required to build and implement his own theory of practice which is sensitive to the realities of their educational contexts by taking into consideration the possibilities of their sociopolitical condition. It does not prescribe any way of teaching; on the contrary, it describes the current condition of language teaching and learning and similarly encourages teachers to be aware of the realities of their teaching and learning environments and discover, learn and improve all aspects of his classroom through self-motivated research. Eventually, teachers are likely to turn into professional decision-makers developing their own personal theories depending on their *location-specific* and *context-sensitive* knowledge (Kumaravadivelu, 2001). This can only be achieved if the teachers engage in reflective thinking about their practice.

Teachers should be encouraged to engage in some kind of reflection in order to develop professionally. Many attempts have been made to facilitate reflectivity of teachers. Since, it has been largely affected by many trends and philosophies both historically and theoretically, it is seen that the term reflection has been defined and interpreted in many ways. There is almost no consensus not only as to the definition of reflection and but also as to the strategies used to promote reflectivity (Hatton & Smith, 1994). Therefore, “a plethora of different approaches with sometimes confusing meanings have been pushed in teacher education programs.” (Farrell, 1998). In order to get a more comprehensive view of reflection, it is necessary to trace back to its origin and follow the discussion throughout the literature.

2.4. Definitions of reflection and reflective practice

Reflection on teaching and learning has had an important place in the literature of teacher education. It has been defined in many different ways by a variety of educators (Dewey 1933; Van Manen 1977; Schön 1983; Reid 1993; Hatton and Smith 1994; Wolf 1996; Zeichner and Liston 1996; Milrood 1999; Shkedi 2000; Loughran 2002; Mann 2005). Their ideas have provided a good starting point to look at the aspects of reflection process in professional development.

The idea of reflection originated in Dewey's works in the 1930s. Dewey is considered as the modern day originator of the concept of reflection, though his ideas go back to earlier educators, such as Aristotle, Plato, and Confucius. Dewey (1933) thought of reflection as a form of problem solving that chained several ideas together by linking each idea with its predecessor in order to resolve an issue (Cited in Clark, 2004). Although Dewey did not have teacher education in mind specifically, he saw it as a way of professional development.

Dewey (1933) defined reflection as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends." (Cited in Akbari, 2007, p: 3). According to John Dewey (1933), reflective thinking means "turning a subject over in the mind and giving it serious and consecutive consideration." (Cited in Özdemir, 2009, p:9). It is an on-going mental process in which experiences are analyzed by taking into consideration the prior knowledge in order to formulate one's own meaning that will lead to new and alternative ways of thinking (Dewey, 1933). Another definition of reflective thinking by Dewey (1933) is as follows:

Reflective thinking, in distinction from other operations to which we apply the name of thought, involves (1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, enquiring, to find something that will resolve the doubt, settle and dispose of the perplexity (Cited in Özmen,2007, p:10).

Reid (1993) agrees with Dewey's ideas and adds that reflection is a process of reviewing an experience of practice in order to describe, analyse, evaluate and inform learning about practice. As can be understood she refers to reflection as an active process rather than passive thinking.

Wolf (1996) states that reflection is what lets us 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 analysis and reporting of teaching practice, philosophy, and experience. In order to analyse and report teaching practice, teachers should be able to do meta-thinking in which they analyse the cause-consequence relationship between thoughts and their implementation in a particular educational context (Wallace, 1991). This process can be limited to thinking about what has happened in the classroom or can be expanded to a more complicated process which becomes “a well-defined and crafted practice that carries very specific meaning and associated action.”(Loughran, 2002:33).

Then Donald Schön’s works have had a significant impact on reflective practice. According to Schön (1987):

“reflection is a way of presenting and dealing with the problems of practice and allowing the self to be more open to some possibilities during the process of presenting the problems and then putting those problems in context in order to discover responses and views to implement the situation.”

Schön (1983; 1987) thinks that reflection is intimately bound up with action. He divides reflective action into two types of reflection concerning the time frames within which they occur. These are; **reflection-on-action** (retrospective thinking) and **reflection-in-action** (thinking on one’s feet). **Reflection-on-action** is similar to Dewey’s notion of reflection. This form of reflection is seen as the systematic thinking back over one’s action. It is done later – after the encounter. One may keep recordings, talk things through with a supervisor and so on. **Reflecting-on-action** provides us to spend time judging why we acted as we did, what was happening and so on. It takes place after a teaching episode to allow mental reconstruction and analysis of the actions and events. In case of **reflection-in action**, sometimes described as “thinking on our feet”, however; we can think about doing something while doing it. It happens during the act of teaching, interpreting, analyzing, and providing solutions to the complex situations in the classroom. It involves looking to our experiences, connecting with our feelings, and attending to our theories in use. It entails building new understandings to inform our actions in the situation that is unfolding (Smith, 2001).

In Schön's words,

The practitioner who can reflect in action, allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation (Cited in Özdemir, 2009:11).

Killion and Todnem (1991) expanded Schon's model of reflection to include the **reflection - for – action**. It differs from the models of reflection mentioned above because "it is proactive in nature". According to Killion and Todnem (1991), reflection-for-action is the desired outcome of both reflection-in-action and reflection-on-action.

Although educationalists and researchers have generally shared a concept of reflection engaging in reflective thinking released by both Dewey and Schön, many attempts have been made to redefine the concept of reflective practice based on the level of reflectivity the practitioner engages in. On the other hand, in **Valli's five level of hierarchy of reflection** (1997), each level was examined in terms of content for and quality of reflection (See Table 2.1). Valli's five level of hierarchy of reflection are:

Technical reflection at the lowest level is a prescriptive, normative way to learn how to teach: The standards, guidelines, and evaluation criteria are set by an outside authority. Experts (researchers or state evaluators) decide and determine what good teaching means and then teachers think about whether their teaching meets those expectations (Valli, 1997). The second level, **reflection -in and on-action** values practical knowledge and personal experience. Schön (1983) claimed that important decisions are made during the act of teaching itself and that these decisions are based primarily on practical knowledge-that is derived from experience (Cited in Valli, 1997) In contrast to technical reflection and reflection-in and on-action, the **deliberative approach to reflection** emphasizes decision making based on a variety of sources: research, experience, the advice of other teachers, personal beliefs and values, and so on (Valli, 1997). At this stage, "multiple voices and perspectives are heard" (*ibid.*). Fourth level of the hierarchy, that is, **personalistic reflection** is identified as personal growth and the ability to empathize. "Teachers reflecting in a personal way would consciously link their personal and professional lives." (Valli, 1997). **Critical reflection** is regarded

as the highest level of reflection by Valli (1997) because it requires the practitioner to not only consider social and political implications of teaching, but also to be aware of the potential consequences of their decisions in improving or reforming these socio-political circumstances.

Types of Reflection in Teaching Preparation

<i>Type</i>	<i>Content for Reflection</i>	<i>Quality of Reflection</i>
Technical reflection	General instruction and management behaviors that are based on research on teaching	Matching one's own performance to external guidelines
Reflection-in and on-action	One's own personal teaching performance	Basing decisions on one's own unique situation
Deliberative reflection	A whole range of teaching concerns, including students, the curriculum, instructional strategies, the rules and organization of the classroom	Weighing competing viewpoints and research findings
Personalistic reflection	One's own personal growth and relationships with students	Listening to and trusting one's own inner voice and the voices of others
Critical reflection	The social, moral, and political dimensions of schooling	Judging the goals and purposes of schooling in light of ethical criteria such as social justice and equality of opportunity

Table 2.1 Types of Reflection in Teaching Preparation (taken from Valli, 1997)

From the point of Bailey's view all teachers, in some way, 'look back' at their classes and from their reflections, draw implications for their classroom teaching. This reflection may be in the form of 'self-reflection', where teachers think about the positive and negative aspects of recent teaching, or they may share these thoughts with colleagues, or choose to invite a colleague and/or a teacher trainer to their classes for further feedback. In this sense, reflection may sound like an everyday activity for any teacher. The important question, however, is the effectiveness of the reflection that is carried out by teachers. A distinction can be made here between reflection as looking back into one's teaching and drawing some general conclusions about the classes taught—'I had a very productive lesson today' or 'This was not one of my best classes'

kind of comments—or ‘critical reflection’, where teachers reflect on their practice as a way to bring themselves to the level of awareness of what they do and the reasons for this (Bailey, 1997).

According to Dewey (1933), the process of reflection for teachers begins when they experience a difficulty, troublesome event that cannot be immediately resolved. The sense of uncertainty or unease cause teacher to step back and analyse his/her experience.

By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, teachers can identify and explore our own practices and underlying beliefs. This realization may lead to changes and improvements in teachers’ teaching. Depending on our analysis and evaluation, we start to utilise changes and once we start to utilise those changes, reflective and evaluative cycle begins (Özdemir, 2009). Dewey thinks that reflective action should have an educational purpose; teachers need to develop particular skills, such as observation and reasoning, in order to reflect effectively, and should have qualities such as **open-mindedness, wholeheartedness and responsibility** (Dewey 1933; Griffiths 2000).

Open-mindedness: In order to reflect in an effective way, the first quality one should have is accepted to be open-mindedness. It requires listening to and accepting the strengths and weaknesses of his/her own and others’ perspectives. The individual should be flexible and open to new ideas (Özmen, 2007).

Responsibility: This involves careful consideration and evaluation of the consequences of the actions (Özçalı, 2007). Zeichner and Liston (1996) consider it as: “Responsibility involves careful consideration of the consequences to which an action leads. Responsible teachers ask themselves why they are doing what they are doing in a way that goes beyond questions of immediate utility to consider the ways in which it is working, why it is working, and for whom it is working.” (Cited in Özmen, 2007: 10).

Wholeheartedness: What Dewey meant by this is that openmindedness and responsibility must be central components in the professional life of the reflective teacher in a wholehearted way. Teachers are thought to be trying to understand their own teaching and the way in which it impacts their students, and seeing situations from

different perspectives (Özmen, 2007). Whole-heartedness is the analysis of one's beliefs with the attitude that he can learn something new (Özçalı,2007).

According to Dewey(1933), a teacher who has all these three important attributes is one step closer to be a reflective teacher than the others. Dewey points out that if these three components are put together with the skills such as observation and analysis as characteristics of a teacher, he/she is said to be reflective. As reflective teaching requires the development of a complex array of abilities, attitudes like above and knowledge teachers are advised to follow the cycle of reflective teaching.

Kemmis and McTaggart (1982) present a cycle of reflective teaching for teachers to follow (see Chart 4). In this cycle, planning section sets the stage for the rest of the cycle. It involves consideration of two important issues. These are definition of the problem and an active search for a desirable solution (Cited in Kirazlar, 2007).

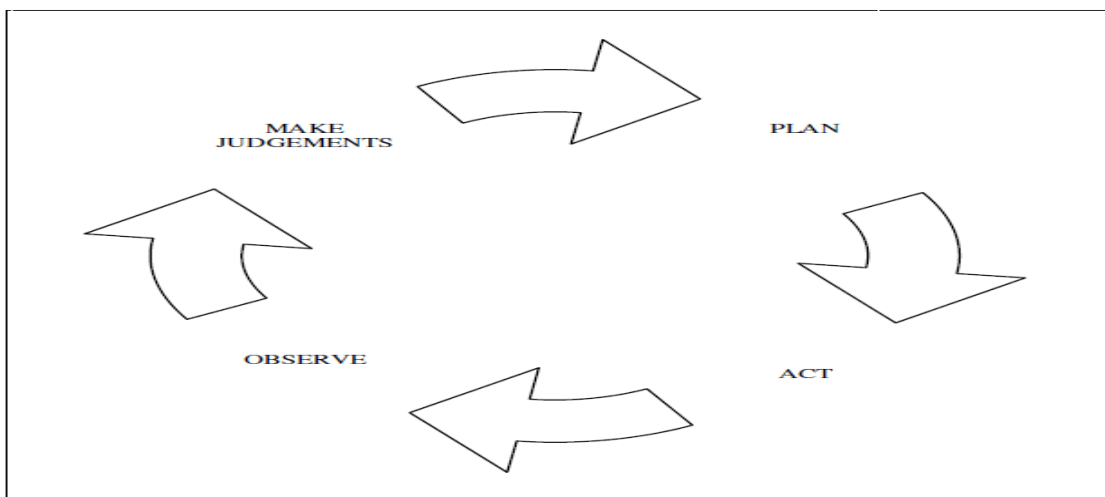


Chart 2.4: Kemmis and McTaggart's cycle of reflective teaching (Ross 1993;Kirazlar 2007)

According to Richards and Lockhart's (1994: 1) reflection in the field of teaching means:

A reflective approach to teaching is one in which teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices, and use the information obtained as a basis for critical reflection about teaching. (Cited in Gün, 2011: 126)

Wallace (1991) emphasizes that reflective teaching is a cycle that includes reflection on both received knowledge, such as learning theory and pedagogy in teacher

education programs, and experiential knowledge, what happens within the context of classrooms. This means reflective teaching can be seen as actively thinking about but also responding to what is happening in the classroom.

Reflective teaching is defined by Pennington (1992) as "deliberating on experience, and that of mirroring experience." (Cited in Farrell, 1999:53). Pennington (1992) further proposes a reflective/ developmental orientation "as a means for (1) improving classroom processes and outcomes, and (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 .(Farrell, 1999:53)

Richards (1990) sees reflection as an indispensable component of teacher development. He says that self-inquiry and critical thinking can "help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking" (Cited in Farrell, 1999:54). Richards says that reflection or:

critical reflection refers to an activity or process in which experience is recalled, considered, and evaluated, usually in relation to a border purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action (Farrell 1995: 95, cited in Farrell, 1999:54).

According to Cruickshank and Applegate (1981), reflection means teachers' thinking 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 ways of achieving goals or aims; a way to provide teachers with an opportunity to consider the teaching event thoughtfully, analytically, and objectively.

Pollard (2005) emphasizes that reflective practice should be based on evidence gathered through classroom enquiry and supported with the findings of research in the field. In other words, teachers should also be trained about how to collect data and interpret it in the light of previous research.

The next section summarises literature on the forms of reflective practice and tools for putting them into practice.

2.5. Forms of Reflective practice

In this section, some forms of reflective teaching practice which are used for pedagogical purposes will be explained and located within a framework which identifies levels of reflectiveness. The following list has been gleaned from the literature. The listed forms are:

1. Action learning	7. Teaching portfolios
2. Action research	8. Group discussions
3. Critical incident analysis	9. Mind mapping
4. Journal keeping	10. Peer observation
5. Mentoring	11. Questionnaires and surveys
6. Audio or video recording of lessons	12. Blogging
7. Story-telling	

Each of these is explained briefly below.

2.5.1. Action Learning

Action learning is based on a cyclical and collaborative reflection-on action process. It is designed to produce improvement to practice. It is derived from action research. Unlike action research, it does not set out to produce a theory of practice. McGill and Beauty (1992) describe action learning as follows:

It is a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done. Through action learning individuals learn from each other by working on real problems and reflecting on their own experiences. This process is believed to help teachers to take an active stance towards life and to overcome the tendency to think, feel and be passive towards the pressures of life (cited in Hall, 1997).

2.5.2. Action Research

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; Özmen, 2007).

For example, the teacher:

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 (Filiz, 2008).

2.5.3. 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 enhance practice. Tripp (1987) adds that this is a form of reflective practice which is often used within journal keeping (Cited in Hall, 1997).

2.5.4. Journal Keeping

Journaling and other types of reflective writing assignments are used in a number of ways to encourage reflective thinking. For the purpose of this study, journal will be used as data collecting tool in the current study, I would like to focus on journal keeping in detail as a tool for reflective teaching.

Simply defined, “a journal is a record of happenings, thoughts and feelings about a particular aspect of life, with a particular structure” (Cordona, 2005). The power of writing itself provides us with an opportunity to review and clarify our thoughts to get them out of our minds onto the page. When it is used as a learning tool or a tool to stimulate reflective thinking, journaling allows students to keep track of their own learning, reflect on what they think, how they feel, what they have done in the classroom, and why they did so (Valli, 1997).

Journals are written reflections concerning classroom teaching or practicum (Lee, 2007).

According to Ballantyne and Packer (1995), journal keeping involves reflecting explicit through writing so making them available to inform action (Cited in Filiz, 2008).

Keeping a journal has 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 (Filiz, 2008).

Richards (1990) also makes a list of the goals of journal writing as follows:

1. To provide a record of the significant learning experiences that have taken place,
2. To help the participant come in touch and keep in touch with the self-development process,
3. To provide the participants with an opportunity to express, in a personal and dynamic way, their self development,
4. To foster a creative interaction (Cited in Özmen, 2007).

Harmer (2003) believes that “journals encourage teachers to reflect upon their practice, and allows them to compare different reactions and re-evaluate the predictions that were made based on what actually happened. Through this process, teachers can review and challenge their own thinking, understanding and practice and use this data to improve their own profession” (Cited in Özmen, 2007: 32).

Moon (1999) lists many benefits of journal keeping as the following;

- deepen the quality of learning in the form of critical thinking or developing a questioning attitude,
- enable learners to understand their own learning process,
- increase active involvement in learning and personal ownership of learning,
- enhance professional practice or the professional self in practice,
- enhance the personal valuing of self towards self-empowerment,
- enhance creativity by making better use of intuitive understanding,
- free-up writing and the representation of learning,

- provide an alternative 'voice' for those not good at expressing themselves,
- foster reflective and creative interaction in a group (Cited in Alterio,2007).

Bailey, Curtis and Nunan (1998) have noted that “writing regular reflections in a teaching journal provides a place for questions to accumulate, like taking the jumbled pieces of a puzzle out of a box and arraying them on a table”. Through journaling teachers can become more aware of their goals, successes and failures “so that each situation can become an opportunity for growth.” (Valli, 1997).

John Dewey (1933) argues that: ‘We do not learn from experience. We learn from reflecting on experience’ (p. 78), which means the experience alone does not lead to learning. It is the reflection on the experience that enhances learning. Building on Dewey’s statement, journal keeping can be seen as a reflective bridge that enables teachers to think, challenge and question educational policies or practices (Chitpin, 2006).

2.5.5. Mentoring

In mentoring, a practitioner receives help from more experienced teachers for Professional development. The experienced teacher who helps the newcomer is called a “mentor” and the person who receives help can be called a “mentee”.

Carruthers (1990) has stated that mentoring is a complex process and it occurs between those who differ in their levels of experience and expertise which incorporates interpersonal or psychological development, or educational development (cited in Varanoğlu,1992; Özmen 2007).

According to literature mentoring is an important and effective, perhaps the most effective, form of supporting the professional development of beginning teachers (Carter and Francis, 2001, Marable and Raimondi, 2007) . A wide range of benefits was documented of mentoring for beginning teachers, including reduced feelings of isolation, increased confidence and self-esteem, professional growth, and improved self-reflection and problem-solving capacities (McIntyre and Hagger, 1996 cited in (Hobson, Ashby, Malderez and Tomlinson, 2009). Charlotte Danielson (1999) found that mentoring helps novice teachers face their new challenges; through reflective

activities and professional conversations, they improve their teaching practices as they assume full responsibility for a class. Danielson also concluded that mentoring fosters the professional development of both new teachers and their mentors (Danielson, 1999).

The literature strongly suggests that contextualised learning or workplace learning mediated by mentors has the potential to assist beginning teachers in their development of an appropriate body of practical professional knowledge. The evidence in the literature indicates that workplace learning is a powerful source of learning and change in individuals, groups and organisations (Carter and Francis, 2000).

2.5.6. Audio or ideo recording of lessons

Video or audio recordings of lessons can provide very useful and objective information for reflection. They help to capture the moment to moment processes of teaching since many things happen simultaneously in a classroom and it is difficult to recall every moment of a course. Loughran (1996) sees observing the teaching on videotape, coupled with discussion and debriefing after the event as a way of encouraging reflection (Cited in Özmen, 2007).

Audio or video recording provides an alternative way of observing class. Recording a class can be done by placing the audio or video equipment in a strategic place in the classroom. Recording allows teachers to replay and examine a lesson many times and to focus on different aspects each time it is reviewed by using the same recording (Richards 1994; cited in Kirazlar, 2007).

2.5.7. 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 (Cited in Hall, 1997). Narrating what happens in the classroom is the basic level of reflecting. A detailed narration can be the backbone of journal writing. At this point, an observant personality fortified with good narrative skills will support good reflection.

2.5.8. Teaching Portfolios

Keeping teacher portfolios can also be considered as another means to becoming a reflective teacher. 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,1997). Having all documents and facts handy, will help memory. The portfolio provides a full picture of what have been done during a certain period of time.

2.5.9. Group Discussions

Discussions may be used for the purpose of reflective teaching. It is a basic teaching tool. Taggart and Wilson (1998) define classroom discussion in their guide as “practitioners creating understanding by exchanging information, opinions, or experiences while working toward a common goal” (Cited in Filiz,2008). These discussion can be done in groups of colleagues and student teachers. In both cases participants need to have motivation and academic approach towards tis task. It is only then it can be a fruitful venture. Otherwise it can turno ut to be a friendly chat over problems, which will not provide sound information for reflection.

2.5.10. Mind Mapping

Buzan (1983) defines mind mapping as a process by which the connected ideas surrounding a particular concept or problem are drawn in a map fashion so as to enable the practitioner to reflect on them and to clarify and/or reshape them and move onwards(in Hogan,1994; in Hall, 1997). This model helps teachers and lectures to reflect on their learning and teaching. Students are to draw a chart representing their ideas, knowledge, opinions of what they have been learning about, listing aspects of the subject that have been learned. The relationships between the items give the students the chance to see what they have understood(Filiz, 2008).

2.5.11. Peer Observation

Peer observation occurs when colleagues undertake to observe each other teach and follow up with constructive discussion about what was observed (Hall, 1997). In peer observation a colleague comes into the class in order to collect information about the lesson. This may be with a simple observation task or through note taking (Filiz, 2008). However, to do this researcher teacher should have cooperating colleagues. This kind of cooperation with academic perspective may not be easy to find.

2.5.12. Surveys and Questionnaire

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 (Filiz, 2008). Teachers need some training about how to create their own questionnaire and how to analyse the elicited data. It is sometimes much better to use or adapt a questionnaire from previous studies.

2.5.13. Blogging

Although blogging is a new phenomenon, there has been a growing interest in blog use within learning environments. Owing to the advantages of their easy-to-use interface, financial feasibility, interactive and collaborative nature, blogs can provide invaluable instructional benefits for teachers and students to enhance teaching and learning process. (Korkmazgil, 2009).

Several reflective approaches and techniques have been employed in teacher preparation, and traditional pen-and-paper journal type was among the most common reflective approaches used to promote reflective skills among pre-service teachers in the literature. However, blogs, one of the emerging technologies, may be a promising tool to promote reflective practice (Korkmazgil, 2009). Comparing the blogs to the paper diaries, Suzuki (2004) identified three main advantages of blogs over the previous forms of diaries: firstly, the unlimited numbers of audience that a blog offers; secondly, the interactive and collaborative nature of blogs which enhances the sense of community; and lastly, immediacy feature which makes instant publishing and sharing possible.

Thus, it is possible to assert that blogs offer an alternative to traditional paper-format journaling while retaining most of its positive features. Since younger generations are used to share information online and since it can even be done on a mobile phone, it seems blogging can be an attractive means of reflection and data collection tool.

All of the above methods are used for reflective teaching practice. It is suggested that the reflectiveness level can be raised by applying these methods and using more than one tool will help reflective teacher collect more reliable data.

2.6. Benefits of Reflective Practise

There are numerous benefits of reflective teaching for teachers. Duckworth discusses that reflection has the power to help the teacher connect experience and theoretical knowledge in order to use each area of expertise more effectively (in Freeman, Richards, 1996; in Özmen, 2007). Florez (2001) summarises the benefits of reflective teaching. He describes four characteristics of reflective teaching. These are ‘flexibility, practicality, professionalism and sustainability.’ They 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 (Florez, 2001).

Practibility: Another benefit of reflective teaching is accepted as practibility. Reflective practice is useful especially for practitioners who have limited time and resources to divide between teaching and professional development. As 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. Opportunities 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 provides teachers to improve their ability to react and respond while 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 creates a cyclical process that includes reflection, implementation, and follow-up. It focuses on development and exercise of skills and attitudes that eventually become a regular part of good teaching.

Reflective teaching has many advantages in classrooms. The main advantage is that it makes positive change in the behaviors of teachers and learners (Özmen,2007). The connection between development and reflection is very explicit for Pennington. (1992) She states: “reflection is viewed as the input for the development while also reflection is viewed as the output of the development.” Pennington stresses the reflective/developmental orientation and claims that this combination is essential for “improving classroom processes and outcomes and developing confident, self-motivated teachers and learners.” (Cited in Khan, 2005).

Benefits of reflective teaching are summarised by many educators. According to Farrell (1998) reflective teaching can benefit teachers in four 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 is 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 initial stages of survival in the classroom to reconstructing their own particular theory from their practice.

As Dewey(1933) said the growth comes from a ‘reconstruction of experience’ so through reflection on our own experiences, we can reconstruct our own educational perspective (Farrell, 1998).

The benefits of reflective teaching are summarised as followings (Cited in Taggart & Wilson, 1998; Kirazlar, 2007). Reflective teaching;

1. provides a nonthreatening environment in which to practice
2. allows experimentation and sharing of teaching experiences
3. provides an atmosphere that promotes peer communication
4. fosters self-review and peer review of teaching skills
5. provides an opportunity to observe others
6. allows practitioners to come to value practical knowledge
7. improves articulation of knowledge
8. develops collegiality
9. makes for efficient use of time and money in providing teaching practice
10. provides practitioners with immediate feedback on teaching performance
11. focuses or refocuses on insights into teaching

According to Ferraro (2000), the primary benefit of reflective teaching is a deeper understanding of their own teaching style and finally, greater effectiveness as a teacher. Other benefits summarised include the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practise (Özmen, 2007).

Reflection aims to transform failure into feedback. Mistakes become a source of information, not only in terms of the language, but in terms of what to do learn better next time. What is more, reflective teaching also provides a systematic approach to staff development which is worth learning and practising. Reflection also fosters professional growth and development, critical thinking, self-assessment and self-directed learning. It promotes the development of new knowledge which leads to broader understanding and creates greater self-awareness (Osterman & Kottkamp 2004; Kirazlar, 2007). Therefore, it can be seen that reflection is an invaluable tool in facilitating life-long learning and professional growth.

The following paragraph taken from Bella (2004) concludes this part:

Teachers who think reflectively are highly successful educators in the classroom. They do not simply sigh with relief when things go well, and vow never to do something

again when things do not go as planned in class. Instead, reflective teachers want to make sure they can duplicate the high points when there is a rich atmosphere in their classrooms... They also want to look closely at problems that impede the highest level of learning in their classrooms, so that the cause of the problem can be minimized in the future. Reflective teachers find the value in taking the time to reflect... and develop strategies to ensure that their own learning as educators never stops and their teaching only grows stronger. (cited in Özdemir, 2009, p:15)

2.7. Challenges for Reflective Practise

Although reflective teaching is likely to produce benefits, there are also some pitfalls that are mentioned by many educators and authors. A number of scholars have questioned the applications of reflective practice in education. (Florez, 2001; Akbari, 2007; Farrell, 1999; Farrell, 2001; Hatton & Smith, 1994). In this part of the study, common issues will be indicated.

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. Another problem may arise since the level of teacher autonomy varies according to the degree of willingness and ability to mediate between constraints and pedagogical goals. (Özmen, 2007) In addition, Spilková argues that reflective practice may cause uncertainty for teachers, and it may result in weakened professional stability, especially among those novice teachers who are going through professional responsibility with too much emotion and who suffer from excessive anxiety (Spilková, 2001).

Hatton and Smith (1994) emphasize on four main unresolved issues about reflective teaching, and they relate these problems to the lack of clarity in the concept. According to this, the first issue is about whether reflection is a thought process about an action or if it is the action itself. The second issue that Hatton and Smith (1994) have mentioned is concerned with “immediate versus extended time frames for reflection” and which one is the most suitable for reflective practice. This issue is about whether it

is short or long term. Another problem that Hatton and Smith (1994) have mentioned is about the critical reflection and its development. It is about the extent to which individuals can be critical in their reflection. The last issue mentioned in Hatton and Smith's (1994) study is about the content/focus for reflection. Whether or not the reflection is limited to the need to find a solution to the real problems encountered in the classroom should be identified. If problem-solving is considered to be at the centre of the reflection, then, the nature of some of the widely used reflective techniques including journal writing and group discussion will have to be changed accordingly since they are not problem-solving (Farrell, 2001). In other words, how critical one gets when reflecting on his or her teaching needs to be questioned (Farrell, 2001).

Despite the widespread emphasis on reflection in teacher education, research into the reflective thinking in pre-service teachers has often noted little indication of deeper, critical and personal student reflection. Studies show that the pre-service teachers have difficulty achieving higher levels of reflection (Hatton & Smith, 1994; Galvez-Martin, Bowman & Morrison, 1998; Liou, 2001). Hatton and Smith (1994) have observed a number of "barriers which hinder the reflective approaches". These barriers are as follows:

- Reflection is not generally associated with teacher's work; rather seen as an academic exercise.
- Teachers need time, opportunity and modeling to develop reflective capabilities.
- Student may have different reactions to demands for reflective approaches. Their individual differences and the role of emotions should be anticipated since exposing oneself in a group of strangers can lead to vulnerability.
- Since critical reflection requires taking account of historical, social and/or political contexts, structure and ideology of total programs the teachers prepare for need to be addressed.

2.8. Studies in Reflective Teaching

Many recent studies on reflective teaching are conducted on student teachers (Liou 2001, Chitpin 2006, Zeyrek 2001, Korkmazgil 2009). Some of them, however, conducted with in-service teachers (Ho&Richards 1993, Farrell 1999, Kirazlar 2007). As journal keeping is used as a research tool in this study, studies from the literature below also used journal keeping as a research tool.

Despite the fact that journal writing has been encouraged both as a learning tool and a tool for professional development in teacher education, one of the difficulties educators have about journal writing is evaluating the content and the quality of reflection in the journals as there is no criteria for reflection that is well-defined (Hatton & Smith, 1994). That is, various frameworks have been presented in order to evaluate the content and levels of reflectivity. (Hatton & Smith, 1994; Ho & Richards, 1993; Valli, 1997; Van Manen, 1977). Hatton and Smith (1994) investigated the nature of reflection in teaching to find out specific types of reflection and to determine the extent to which writing tasks encouraged reflective thinking. The participants were teacher education students undertaking a four-year secondary Bachelor of Education degree at the University of Sydney. They were introduced different types of strategies to promote reflection such as written reports where they reflected upon the factors that had influenced their thinking and action, and self-evaluations where they analyzed their own educational philosophies. After analyzing the written data, Hatton and Smith (1994) identified four types of writing: The first level, descriptive writing, is not reflective at all, but only describes events in the classroom practice. Descriptive reflection, on the other hand, provides reasons or justification for actions; dialogic reflection involves a type of discourse with one's self; and the fourth level in the framework, critical reflection involves providing reasons or justifications for his or her actions or the events in the classroom practice by taking into consideration the wider historical, social and/or political contexts. Between these three types of reflection, the researcher found that descriptive reflection was evidenced highly (60-70 %) in the writing reports of the student teachers.

In a study with 10 teachers enrolled in an in-service TESOL teacher education in Hong Kong, Ho and Richards (1993) provide a five-level-classification to evaluate the content of the reflective journals. First category includes theories of teaching; the second category includes approaches and methods used in the class; the third one includes evaluating teaching; the fourth one includes teachers' self-awareness of their teaching; and the last category includes questions about teaching and asking for advice. The teachers in the study wrote their teaching journals during the 10-week semester. The topics they chose to write about have been identified and coded by the researchers. Having analyzed the journal entries according to the topics they wrote, Ho and Richards (1993) concluded that the teachers mainly reflected on the approaches and procedures they used in the classroom and teachers in the study showed differences in their level of reflectivity. However, the researchers have noted little change in the degree of critical reflectivity that the teachers engaged in over time. Farrell (1999) and Liou (2001) and Korkmazgil (2009) employed Ho and Richards' (1993) framework to analyze the content of the journals, and thereby evaluate the reflectivity in the journals. Likewise these studies reached the similar conclusion with Ho and Richards' (1993) that the participants in the studies didn't seem to develop much in their ability to reflect over time. Although some teacher educators think that regular journal writing will increase critical reflection over time, Ho and Richards' (1993) study on this topic was inconclusive. They cite their experience of using journals in their inservice TESOL teacher education program that "suggests that journal writing can provide an opportunity for teachers to write reflectively about their teaching". Ho and Richards' (1993) framework will be discussed in the next chapter since it was employed in this study to analyze the data gathered out of the written reflections on the diaries in order to find the recurring patterns and determine the levels of reflectivity among participants.

Farrell's study (1999) took place in Seoul, South Korea. Three experienced EFL teachers met weekly as a group to reflect on their work. They also observed each other's classes, and kept professional journals. Having analyzed the journal entries according to the topics they wrote, Farrell (1999) concluded that the teachers mainly reflected on the approaches and procedures they used in the classroom as in Ho&Richard's study. Farrell (1999) had hoped his study would shed some more light on the development of

critical reflectivity in comparison with Ho&Richard's but the teachers did not change their degree or focus of critical reflection a lot over the 16 weeks.

Liou (2001) found similar results in his study which was a partial replication of Farrell's (1999). Liou (2001) had the same research questions with Farrell(1999). In order to provide a description of pre-service teachers' reflective practice, Liou examined twenty students' observation reports and twenty practice teaching reports over a six-week period of a practice teaching course. The study was in a teaching practicum course in Taiwan. Having analyzed the journal entries according to the topics they wrote, Liou (2001) concluded that the preservice teachers mainly reflected on the topics about teaching. The preservice teachers were again found to be reflective, to a certain extent. They could do more critical reflection than descriptive reflection. However, they did not seem to develop much in their ability to reflect critically over the period of research. In order to help pre-service teachers develop reflective skills, Liou (2001) agrees with Farrell's (1999) aforementioned suggestions. According to Liou (2001), "interventions such as reflective training or teacher development group meetings may need to be incorporated into teacher education curriculum in order to trigger the development".

Korkmazgil (2009) utilised Ho&Richard's (1993) framework in order to examine reflection among pre-service English language teachers in Practicum. 12 pre-service English language teachers at Middle East Technical University participated in the study which comprised 12-week-time span. In this study data collection did not consist of journal writing but it consisted of archival records of participants' blog posts and comments. All the blog content was archived and available on the Internet throughout the study. Recurring patterns in pre-service English language teachers' blog postings were used as a measure of their reflectivity. Earlier and later blog postings were compared to check evidence of change in the level of the pre-service teachers' reflective thinking. Results indicated that the pre-service English language teachers mainly reflected on their personal theories of teaching, the problems that they formulated based on their practicum observation, and topics related to their self-awareness in their blog postings. As in the results of the studies above, (Ho& Richard, 1993; Farrell, 1999; Liou, 2001) pre-service teachers were reflective in their blog

postings, to a certain extent, although there were individual differences. While some of the participants' reflectivity developed significantly -although it was not a significant development- some pre-service teachers' blog postings showed a slight increase in the kinds of critical reflectivity they employed. Since no clear patterns of development or change was observed, the results relevant to those traits remained unclear of mixed.

In another study, Chitpin (2006) explored the effectiveness of journal keeping as a means of developing reflective practice in pre-service teachers using the knowledge-building framework. The data focused on the entries of 28 pre-service teachers. They were required to submit a minimum of eight journal entries throughout the course of 13 weeks. The issues identified by pre-service teachers ranged from curricula to classroom management to assessment. The qualitative data suggested that besides the theoretical framework used in this study provided pre-service teachers with a place to reflect on the identified problems it allowed them to use the information to formulate a tentative theory or solution to solve these problems.

Zeyrek (2001) implemented a diary study with fourth-year English language teaching students doing their practicum. One of its aims was to obtain feedback on the pre-service ELT courses and the practicum by understanding students' feelings and attitudes towards various aspects of teaching. Secondly, the researcher aimed at giving students an opportunity for self-exploration and reflection on professional growth and its relationship with teamwork and the use of technology in teaching English. The practicum involved class observation, assessed and unassisted teaching and weekly two-hour seminars at the university. Later a compulsory diary keeping was added. She analyzed the diaries of only a limited number of students and became aware of their personal views on the topic of professional growth. She made some predictions according to students' diary entries, so she believed that a majority of this group was open to new methodologies in class and was ready to welcome innovative ideas on professional development. These student teachers' desire to identify the needs of the younger generation and their readiness to keep up with changing needs also showed that they would pursue their idea of professional development. In addition to that, considering the aims of this diary study, the researcher obtained the feedback she was

hoping to get from her students. Even though she analyzed the diaries of only a limited number of students, she became aware of their personal views on the topic of professional growth. Most of them were open to new methodologies in class and were also ready to welcome innovative ideas on professional development.

Kirazlar (2007) implemented a study with primary school English language teachers in the city centre of Çanakkale. This study aims to find out the reflective practices of primary school English language teachers in the city centre of Çanakkale. Secondly, the other one is to introduce reflective teaching to a group of teachers and through a diary study to determine whether teachers' reflective practices and their attitudes towards teaching profession change or not. The first phase of the study was conducted with 27 primary school English language teachers from 16 schools in Çanakkale. The 12 teachers out of 27 participated in the second phase of the study voluntarily. In this phase, the data were obtained by means of a structured diary, teacher-researcher meetings and a structured interview was given at the end of the diary study. Apart from these, in order to determine whether there is a change in teachers' attitudes as a result of the diary study, the attitude scale was also given to these 12 teachers at the end of the diary study. The main result that inferred from both the interview and the diary study is that teachers find the diary study helpful in that it allows for not only a form of reflection but it also emphasizes a step-by-step look at what they are doing. Through this method of reflection, they are able to think about their lessons in an organized way so as not to overlook any aspect. Besides, writing their reflections causes them to break apart every individual section of their lessons and actual teaching and truly analyze and separate what do and do not prove effective.

Despite the potential benefits of journal keeping, research to date does not yield satisfying and clear results. Teachers, mentors and student teachers need systematic training on how to use reflective tools and how to analyse the information gathered via these tools. Reflection should not be seen as a key to all problems instantly. Reflectivity is a kind of Professional life style, a kind of perspective through which professionals view what they do. It is supposed to be a long lasting process during which individuals evolve and develop a desire to do things differently. Therefore, more research is

needed. In this regard, this study aims to contribute to the literature by exploring the journal keeping experience of 15 pre-service English language teachers enrolled in a teacher education program in Turkey. The next chapter describes in detail a methodology based on these considerations.

CHAPTER 3

METHODOLOGY

The purpose of this study is to investigate to what extent student teachers (STs) would benefit from reflection through diary keeping. With this purpose in mind, a case study was carried out. This research focuses on a single case – a pre-service practicum course in a teacher education program that is offered at undergraduate level at a university.

Yin describes case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. (2003, p.13). In this study the researcher identifies her case as the development of pre-service English language teachers' reflective thinking through diaries. The case in the present study is bounded by time and space as there is a limit to the number of people involved in the study, and also to the duration of data collection period. The context of the research is the undergraduate teacher education program of English language teaching at Uludag University (UU). 15 pre-service of the English language teachers attending the practicum course participate in the study and the data is collected during 10 week time-span. In addition, as the case study research necessitates, multiple sources of information – interviews and diary entries are employed in the study.

3.1. Context

The Department of Foreign Language Education at Uludag University offers a B.A. program in English Language Teaching. The practicum course, entitled 'School Experience II,' upon which this study focuses, is offered to pre-service teachers in their final year, during the term preceding their graduation term. Prior to this course, starting from the junior year, Students take courses in five different disciplines, namely, the English language, English literature, methodology, educational sciences and linguistics.

3.2. Course

The specific course chosen for this study is a practicum course entitled *School Experience II*. The pre-service English language teachers take this course in the 7th semester of their undergraduate education. The course upon which this study focuses involves guided classroom observations in public primary schools. The course is traditionally composed of two stages: supervised field experiences, such as school observations and microteaching, and on-campus seminars. The student teachers taking this course are both required to conduct field visits in pre-assigned schools and to attend on-campus seminars. In the school observations they are expected to follow and fill in structured observation tasks given in the course pack which is prepared by the course instructor, and write a diary entry for each of these observations. The pre-service teachers are also required to do a microteaching in the assigned school classrooms they observe.

The intervention in evaluation was designed for 4th grade student teachers in Uludag University ELT Department by two female lecturers to make student teachers be aware of the importance of contextualization and reflection to enable student teachers to teach effectively firstly throughout their micro-teaching processes in Practice Schools and later in their future classes.

The programme involves both theory and practice. It was embedded in a one-hour theoretical course of School Experience Course (60 minutes for each week) lasts 10 weeks, therefore, the participants took the training programme and school experience practice concurrently.

In the first weeks of the intervention, the participants were given theoretical information about reflection through different book chapters

3.3 Participants of the programme

323 4th grade students who were divided 22 groups were involved in school experience course. 30 of these who were supervised by two particular lecturers participated in this preliminary programme and 15 of them were included in this study. The participants of the study are all native speakers of Turkish and at upper-

intermediate level in English. They were about 20 or 23 years old and in their last year of teacher education programme. Among 15 students, 5 students were chosen to conduct an interview considering their demographic features to provide additional in-depth- information to the researcher so that she could make better inferences about STs' attitudes and thinking about the whole procedure.

3.4. Research Design

In the present research qualitative research paradigms were used. The data was collected by means of reflective diaries written by STs and post study interview protocols. This data was used to answer the following research questions.

1. What are the recurring patterns in pre-service teachers' diaries?
2. What is the level of reflection demonstrated in the diary entries which are distributed based on the categories of topics derived out of the study? Is it descriptive or critical?
3. To what extent is there a change, a development in preservice teachers' reflective teaching practices through the diary study?
4. What are the opinions of the preservice teachers regarding the effects of the diary study on their reflective practices?

3.5. Data Collection Instruments

3.5.1. Diary entries of the programme students

The program participants were required to write about their feelings, emotions, views and their reflection about their experiences throughout their training programme. STs were required to follow a set of guiding questions which were provided by the lecturers. These questions were looked at in detail during a theoretical course.

3.5.2. The interviews

The interviews were administered at the end of the study. The semi-structured interviews including six questions (Appendix 1) were carried out with 5 participants to have triangulation and to delve into the student teachers' ideas regarding the programme. The researcher took expert opinions from a teacher educator and a research

assistant in the department for the validity of the post-study interview questions. All the interviews were conducted by the researcher in the office and in Turkish. Interviews were not audio-recorded for the purpose of data analysis as the presence of a recorder could increase the anxiety of the participants. The interviews with the participants were conducted in March 2011 when the two-month training programme was over and each interview took approximately 30 minutes individually. The results were identified via content analysis.

3.6. Data Analysis of the Instruments

Data coming from STs' reflective diaries and interviews were analyzed by means of qualitative data analysis techniques. In this study, the major data analysis procedure was content analysis of the qualitative research paradigm. For the purposes of this study, all the diary entries were analyzed by using Ho and Richards's (1993) framework. In a study with ten teachers enrolled in an in-service TESOL teacher education in Hong Kong, Ho and Richards (1993) provide a five-level-classification to evaluate the content of the reflective journals. The framework they provided was also used by some studies in the literature as a basis for data analysis (Farrell, 1999; Liou, 2001; Yang, 2005; Korkmazgil, 2009). The current study used a modified version of Ho and Richards' (1993) categories as a priori framework for data analysis (Appendix 2) in order to be able to determine the recurring patterns occurred in pre-service English language teachers' diary entries.

All the diary entries were coded according to these five general categories:

- 1- Theories of teaching;
- 2- Approaches and methods used in foreign language teaching and learning;
- 3- Evaluating teaching;
- 4- Pre-service teachers' self awareness of their strengths and weaknesses.
- 5- Questions developed by the participants in their diary entries

Examining the literature dealing with the characteristics of critical reflection, Ho and Richards (1993) reorganized the categories and distinguished them as descriptive or

critical. The distribution of the categories illustrating either descriptive or critical reflection was presented in the Appendix 3 (appendix 3). These revised categories were used to answer the second research questions of this study which dealt with the level of reflectivity. Having identified the recurring patterns in the participants' diary entries, the level of reflectivity was determined.

In order to answer the third research question which investigated the development of reflectivity over time, this study utilized a modified version of seven traits of critical reflectivity described by Ho and Richards (1993). Ho and Richards (1993) developed these seven traits according to the initial five general categories: (1) Theories of teaching; (2) Approaches and Methods; (3) Evaluating Teaching; (4) Self-awareness; and (5) Questions about Teaching. The traits of critical reflection proposed by Ho and Richards (1993) were modified by examining the general patterns of each participant's diary entries. These traits are: (1) engaging in a greater variety of types of reflectivity over time; (2) being more able to discuss their personal theories of teaching; (3) being more able to reflect through experiences of teaching; (4) being able to go beyond the classroom to the broader context; (5) being more able to evaluate both positively and negatively; (6) being more able to discuss problems and come up with their own solutions; and (7) being more able to ask more questions about teaching. The early and later diary entries of the participants were then compared in order to understand whether there was any gradual development of the above seven traits.

3.6.1. The Coding Procedure

The researcher first read all the diary entries and coded the data by using a modified version of Ho and Richards' (1993) framework. Then the researcher established common themes or patterns among these particular sets of data, and use direct interpretation. A second rater followed a similar approach with coding the data by using the same categories. The second rater did not analyze the whole data. Rather, he analyzed and coded 50% of each participant's randomly selected diary entries. The analyses conducted by two raters were compared. It was observed that almost 90% of the codes assigned by two coders matched. The coders discussed the parts of the data they had coded differently, and reached a consensus about them.

In this chapter, design of the study, participants and setting, data collection instruments, data collection procedures, and data analyses procedure were described. In the light of what we mentioned, we, now, proceed to the findings of the study presented in the following chapter.

CHAPTER 4

RESULTS AND DISCUSSION

4.1. Development of Reflection through Diary Study

The present study was carried out in order to find out the recurring patterns in pre-service teachers' diaries and whether the diary keeping as support for reflective practice in a Practicum course could enhance the level of critical reflection that the pre-service English language teachers were involved in. This chapter presents the results and discussion of the results. The participants' reflectivity will be discussed based on the research questions presented below. The results and discussion of the research questions will be addressed sequentially in the following sections.

This study tries to find answers to the following research questions:

RQ 1- What are the recurring patterns in pre-service teachers' diaries?

RQ 2- What is the level of reflection demonstrated in the diary entries which are distributed based on the categories of topics derived out of the study? Is it descriptive or critical?

RQ 3- To what extent is there a change, a development in pre-service teachers' reflective teaching practices through the diary study?

RQ 4- What are the opinions of the pre-service teachers regarding the effects of the diary study on their reflective practices?

4.1.1. What did the student teachers write about?

In order to be able to interpret what the student teachers wrote about, their journal entries were coded by the investigator according to five general categories or themes. Categories 1 through 5 refer to the expository sections of the journals and include the following themes and topics:

1. Theories of teaching
2. Approaches and methods used in their lessons

3. Evaluating their teaching
4. Teachers' self awareness of strengths and weaknesses. .
5. Questions. These were classified into two categories:
 - (1) Questions about the reason for things
 - (2) Asking for advice and suggestions.

Table 4.1. The Topics that the student teachers wrote about in their diary entries (Adapted from Ho and Richards, 1993)

Category	Sub-category	Frequency		Frequency															
		TOTAL	MEAN	ST1	ST2	ST3	ST4	ST5	ST6	ST7	ST8	ST9	ST10	ST11	ST12	ST13	ST14	ST15	
1.																			
<u>THEORIES OF TEACHING</u>	Theory Application	188 51	239	12,5 3,3	8 3	9 5*	13* -	32* 5*	15* -	16* 9*	5 2	11 -	9 6*	10* 4*	10 4*	11 2	13* 3	10 4*	16* 4*
2.																			
<u>APPROACHES & METHODS</u>	- A&M in teaching	242		16,1	11	25 *	15	24*	12	15	20*	11	14	12	21	17*	17*	13	15
	-Content	59	332	3,9	4*	4*	1	6*	2	6*	6*	5*	-	2	4*	4*	3	7*	5*
	-Teacher's Knowledge	19		0,03	-	2*	1*	-	-	-	2*	2*	1*	2*	-	2*	3*	2*	2*
	- School Context	12		0,8	1*	-	-	1*	-	-	2*	1*	1*	1*	2*	-	3*	-	-
3.																			
<u>EVALUATING TEACHING</u>	Evaluating	207		13,8	9	13	15*	23*	9	15*	13	15*	12	16*	15*	15*	16*	9	12
	Problems	243	617	16,2	13	9	18*	28*	18*	21*	12	22*	13	24*	11	19*	13	12	10
	Solutions	167		11,1	15*	5	8	28*	16*	17*	2	18*	10	19*	3	10	9	4	3
4.																			
<u>SELF AWARENESS</u>	-Perception of self as a teacher	19		1,2	1	1	1	1	-	1	2*	-	1	2*	1	2*	3*	1	2*
	-Recog. of personal Growth	31	72	2,06	1	2	2	1	3*	6*	2	2	2	1	-	2	4*	1	2
	-Setting personal Goals	22		1,46	1	2*	1	1	1	4*	-	-	2*	2*	-	3*	3*	1	1
5.																			
<u>Qs ABOUT TEACHING</u>	-Asking for reasons	3		0,2	-	-	-	1*	-	-	1*	-	1*	-	-	-	-	-	-
	-Asking for advice& sug.	6	9	0,4	1*	-	-	-	-	3*	-	1*	-	-	-	-	1*	-	-

Asterisked Numbers ≥ Frequency Mean

The recurring patterns in the diary entries were grouped under the categories of topics, and these topics with relevant frequencies are presented in Table 4.1. Taking the distribution of the frequencies per categories into consideration, it is seen that the most frequent topics belong to the evaluation of teaching (617 references), followed by descriptions of the approaches and methods the participants observed in the assigned school in the Practicum course (332 references), theories of teaching (239 references), self awareness of their strengths and weaknesses as a prospective teacher (72 references). Of the questions formulated by the pre-service teachers in their diaries, the majority of them contain questions asking for advice and suggestions (6 out of 9).

With respect to what they say in relation to each category, the following general conclusions can be drawn:

4.1.1.1. Theories of teaching

Pre-service teachers in the study were mostly engaged in discussing their personal theories of teaching rather than citing and evaluating theories of teaching they had been exposed to in their education, or applying them to classroom practice. In a few incidents, participants described a theory to justify their points of view. Participants reflected mostly on their personal theories of teaching. They did not reflect on how the theories were applied in their lessons. Their reflections usually did not go beyond their personal opinions.

4.1.1.2. Approaches and Methods

Diary entries in this category mostly focused on instructional factors such as approaches and methods in teaching and content. They mostly reflected on teacher's approach to the teaching of skills or the procedures used during a lesson and a description of the content of a lesson. Their reflection usually did not go beyond description. Their focus was primarily on classroom experience and there were not references that went beyond the classroom to the broader contexts of teaching and learning.

In addition, participants were engaged in discussing teachers' pedagogical knowledge and experience rather than describing the content of the lessons they observed in the school in a few incidents.

4.1.1.3. Evaluating teaching

It is seen that the most frequent topics belong to the evaluation of teaching. Participants reflected more frequently about the positive or negative evaluation of both the lessons they observed and their own microteachings. Negative evaluation was more frequent than positive evaluation in their reflections. They diagnosed problems that arose in the lessons and usually offered solutions to the relevant problems. Participants were found to be more problem-oriented than reflecting upon solutions. The problems that they referred to in their diaries generally focused on the approaches and methods in teaching and classroom management of the mentor teachers.

4.1.1.4. Self-awareness

This category contains fewer references than the previous categories do. With respect to the topics grouped under this category, it was seen that most of the entries focused primarily on recognition of personal growth and setting personal goals. The subcategory called Perception of Self as a Teacher received the least frequency in this category. Because they had little teaching experience in a real setting; it was found that they reflected less on their perception of themselves as a teacher.

4.1.1.5. Questions about teaching

This category occurred with the least frequency. Most of the questions in the diary entries were formulated to ask for advice or suggestions. When the participants were asked why they did not use the questions in their diary entries, they talked about different reasons. For most of them, referring to questions in their diary entries was not necessary because they could ask questions in their theoretical course.

What has been discussed so far can yield only general tendencies related to the topics that 15 participants wrote about. When we look at the individual student teachers, however, we see considerable differences in the choice of topics they wrote about. For example, ST4 wrote about her personal theories of teaching the most

frequently with respect to the Categories 1 through 5. In her entries, she discussed the approaches and methods used in the lessons, teacher's approaches to the teaching of skills and procedures used in the lessons. In extract 1 she discusses teacher's procedure used during the lesson to teach a grammar point and a description of the teacher's questioning methods:

Extract 1

ST4- Practise aşamasında sorulan sorular convergent türündeydi. Örneğin; "The tea is hot." Cümlesi verildi. Öğrencilere de "Çay içilemeyecek kadar sıcak nasıl deriz sorusu soruldu. Bu türdeki sorular bir süre devam etti. Ardından "I am tired/ I cannot go out now." Cümleleri verilerek öğrencilerin bunu "too" ile birleştirip söylemeleri istendi. Daha sonra bu tarz tam tersine çevrildi ve "The supermarket is too far to walk. Olarak verilen cümlenin "It is far. I cannot walk." Şeklindeki gibi çevrilmesi istendi. Bu tür convergent tarzı sorular ve oraya sıkıştırılan bir kaç tane recall questions ile ders devam etti. (25 Ekim 2010)

ST4- Questions that were asked in the practice part were convergent type. For example "The tea is hot" sentence was presented. The questions were asked to the students "How can we say the tea is too hot to drink in English. The lesson continued with questions like that. Then the sentences I am tired/ I cannot go out now" were given and the students were asked to form these two sentences with "too". After that "The supermarket is too far to walk" sentence was presented and they were asked to make two sentences like that "It is far. I cannot walk." The lesson continued with convergent questions and several recall questions. (October 25, 2010)

In extract 2 ST4 described her procedure of teaching reading skill and continued with evaluating her own teaching. She evaluated herself about being good at teaching but having difficulty in classroom management because of failing to organize activities in a suitable order.

Extract 2

ST4- Presentation kısmında ise Spot on 7 kitabındaki içinde comperatives konusu geçen internet ile ilgili olan reading text'i kullandık. Text'e geçmeden önce pre-reading niteliğinde öğrencilere internet addiction ile ilgili birkaç resim gösterdim ve resimdeki insanların ne yaptıkları üzerinde fikir yürütmelerini istedim.

Buradan konuyu internet addiction' a bağlamak kolay oldu. Tabi bu esnada sınıfı handle edebilmek oldukça zordu. Çünkü daha öncede söylediğim gibi stirring&settling türü aktiviteleri dengeli bir şekilde ayarlayamamıştık. (29 Kasım 2010)

ST4- We used a reading text about the internet which contained comperatives in the Spot on 7. I showed several pictures about internet addiction before reading the text as a pre-reading activity and I asked them to think about what people were doing in the pictures. So, it was easy to relate the subject to the topic of internet addiction. However, It was quite difficult to handle the class because as I said before we could not organize the stirring&settling type activities well. (November 29, 2010)

In addition to her own teaching, she was also engaged in evaluating the mentor teachers', her own and her friends' teaching processes. However, she did not evaluate the teachers' pedagogical knowledge in her entries. In extract 3 she wrote both about the problems that arose during the lesson and what to do about them. One of them was falling students' attention level towards the end of the lesson. As a result, they started chatting instead of listening to the teacher. **According to her solution the teacher should have prepared a more enjoyable lesson with materials and tasks appealing to students' interest and used extra materials to support the course book unit and activities should have been various in order to make this lesson more effective.**

Extract 3

ST4- Dersin yavaş yavaş sonlarına gelirken öğrencilerin dikkat seviyeleri yok denecek kadar azaldı. Özellikle arka sıralardaki öğrenciler başka konulardan konuşmakla meşgul olup roman kitaplarıyla ilgilenmeye başladılar. Bu noktada eğer ders daha eğlenceli, öğrencilerin ilgilerine yönelik ve onların aktif katılımına yönelik olarak hazırlansaydı ve coursebook dışında başka materyaller (özellikle audio-visual) kullanılsa, aktivitelerde variety sağlansaydı çok daha etkili bir ders olurdu. (11 Ekim, 2010)

ST4- As we gradually come to the end of the lesson, the students' attention level has gone to nothing. Especially those students sitting in the back rows were busy with chatting and their novels. At this point, if the teacher had prepared the

lesson more enjoyable and more appealing to students' interest and used extra materials to support the coursebook unit (especially audio-visual) and provided variety in the activities, this lesson would have been more effective. (October 11, 2010)

ST6, ST8 and ST10 had many entries that were related to the problems that arose in teaching and solutions to problems in their diaries. They mainly focused on teacher problems and their solutions provided alternative ways for presenting lessons. Both the problem and the solution can be seen in extracts 4, 5, 6. In Extract 4 ST6 focused on teacher's presenting the lesson in a decontextualised way and so students' not being able to integrate the topic into their own lives problem and offered individualizing the topic by asking questions about pupils' lives.

Extract 4

ST6- Presentation kısmı da sanki yetersiz gibiydi. Kitaptaki alıştırmayı öğrenci sadece -ly getirerek yapıyor, onu da tahtaya yazdıktan sonra öğrenmiş kabul ediyor. En fazla 3 kere de telaffuz ediliyor. Ders çok ezbere geçiyor, öğretmen düşünceleri için yeterli zaman vermiyor, konu çok havada kalıyor, sadece kitaptaki alıştırmalar yapılıyor ki onlarda aynı tarzda sorulmuş sorular. Ben olsam öğrencilere teker teker "what kind of learner are you?" diye sorardım ya da "how do you think/ speak/ act gibi daha specific sorular sorarak individualise ederdim. Böylelikle kendi yaşamlarına integrate etmiş olurlardı ve artan adverb örnekleriyle konu öğrenilmeye devam edebilirdi. (18 Ekim 2010)

ST6- Presentation part too seemed somewhat unsatisfactory. Student is doing the exercise in the book only adding -ly and accepting it as learned after writing on the board. It is pronounced at the most three times. The lesson is conducted to support rote learning. Teacher does not give them enough time to think, they do only the exercises in the book which are in the same form. If I were the teacher, I would individualize the lesson by asking more specific questions like "what kind of learner are you?" or "how do you think/ speak/ act?" one by one. So, they could integrate the lesson into their own lives and they could learn the subject better with increasing adverb examples. (October 18, 2010)

In extract 5 ST8 focused on mentor teacher's being monotonous while reading a listening text and pupils' not being successful in doing the exercises because of this. She suggested the mentor teacher to change her tone of voice for different characters as a solution.

Extract 5

ST8- Öğretmen dersin sonuna doğru kitaptaki bir listening aktivitesini yaptırdı. Ancak dinleme yapabilmek için gereken CD çalar yoktu. Öğretmen de parçayı kendisi okudu. Bu durumda yapılacak en iyi şey de buydu zaten; ancak öğretmenin okuması o kadar cansız ve monotondu ki hangi karakter ne istiyor anlamak güç oldu. En azından her bir karakter için ses tonunu biraz değiştirebilirdi. Öğretmenin okuduğu sırada öğrencilerin de bazı boşlukları doldurmaları gerekiyordu, ama tam olarak başaramadılar. Öğretmen de parçayı ikinci kez okumadı. (13 Ekim 2010)

ST8- The teacher made students to do a listening activity at the end of the lesson. But, there was no CD player to do the listening activity. The teacher read out the text. It was the best thing to do in this situation; however teacher's reading was so inanimate and monotonous that it was hard to understand which character wanted what. At least, she should have changed her tone of voice for each character. Students had to fill in some blanks while the teacher was reading but they could not manage this and the teacher did not read out the text again. (October 13, 2010)

In extract 6 ST10 focused on teacher's classroom management problem that she thought it arose because of teacher's not knowing her students well. According to ST10, if she had known her students better, she would have provided supplementary exercises and avoided boredom during the lesson.

Extract 6

ST10- Derse çok iyi katılan bir grup öğrenci aynı zamanda çok da ses yaptılar kendi aralarında çok konuşup şakalaştılar bu durumun, o an yapılan aktivitenin öğrencilere çok kolay gelmesinden kaynaklandığını düşünüyorum. Öğretmen bu duruma müdahale etmedi. Ben olsaydım bu tür öğrencileri daha önceden tanıyor olacağımdan bu öğrencilere özel supplementary aktiviteler hazırlardım. (21 Ekim 2010)

ST10- A group of students, who have participated in the lesson well, did a lot of noise at the same time. I think it was because the activity was quite easy for them. The teacher did not interfere with this situation. If I were the teacher, I would have prepared some supplementary activities for these students as I would know them. (October 21, 2010)

However, in contrast to ST8 and ST10, when ST6 wrote about theories of teaching, she focused both on the application of theories and her personal theories. They were also engaged in evaluating lessons both in a positive and a negative way. Compared to the other STs, ST6 wrote most about self awareness as a language teacher and asked the most questions. Extracts for self-awareness can be seen below:

Extract 7

ST6- My strengths

- *Body language kullanma konusunda oldukça iyiyimdir.*
- *Mimics and gestures'da konuşurken, bir şeyi anlatırken vazgeçilmezlerimdir. Bu yüzden vocabulary teaching aşamasında hiç zorlanmıyorum.*
- *İnsanlarla iletişim kurarken tek kişiye değilde, orada bulunan herkese hitap edebilirim.*
- *Sınıf içerisinde sürekli hareket halindeyimdir.*

My weaknesses

- Sesimi henüz çok fazla yükseltmemiyorum.*
- Çok yumuşak yüzlü olduğumdan kızmakta ya da ciddi tavır takınmakta zorlanıyorum.*
- *Biraz da olsa boyumun kısa olması sanırım classroom management konusunda az da olsa olumsuz etkiliyor. ☺*
- *Ama ben bunları aşacağımı ve kendi sınıflarımda üstesinden gelmiş olacağımı biliyorum.*
(Kasım 1, 2010)

ST 6- My strengths

- *I am good at using my body language. well.*
- *Mimics and gestures are my indispensables while I am talking or telling something. So, I do not have difficulty in vocabulary teaching part.*
- *Talking while I am with a group of People, I can interact with individuals one by one .*
- *I am always active in the classroom.*

My weaknesses

- *I cannot use my voice at high pitch very well.*
 - *I have a difficulty in getting angry or getting serious as I am quite good humored.*
 - *I am a little bit short. I think it affects classroom management a little bit badly.*
 - *I know I will get over all these in my own classes.*
- (November 1, 2010)

ST2 wrote mainly about the objectives of lessons and teaching procedures. ST2 evaluated the teaching of mentor teachers', himself or his friends' in a negative way but did not attempt to find solutions to problems using his own resources or by providing alternative ways for presenting lessons. In the extracts below both the teaching procedure and problem can be seen, but not the solution part:

Extract 8

ST2- Tenefüstün sonra Bayan Özgül tahtaya 10 tane kadar alıştırma yazdı. Öğrencilerden boşlukları “hotels, travel, famous for” gibi kelimelerle doldurmaları bekleniyordu. Görüyorum ki öğretmen SBS'yi gerçekten önemsiyor ve maalesef ki bu yüzden buz dağının alt kısmını yani iletişimi göz ardı ederek dersin büyük bir kısmını İngilizcenin dil bilgisi kısmına ayırıyor. (13 Ekim 2010)

ST2- Ardından, Bayan Özgül tahtaya birkaç şemsiye terim yazdı: “transportation, accommodation,” ve bunları kısaca açıkladı. Bu kelimeleri öğretirken görsel materyallerden yararlanabilirdi fakat yapmadı. Daha önceki gözlemlerime göre, konu hakkında öğrencilerin geçmiş bilgilerini aktif hale getirmek için yararlanabileceği interaktif olanaklara çok ta aşına değil. (13 Ekim 2010)

Extract 9

ST2- After the break, Mrs. Özgül wrote not more than 10 exercises on the blackboard. Students were expected to fill in the blanks with words such as “hotels, travel, famous for”, etc. I see that she really takes the SBS exam seriously; so unfortunately, she spends much of the lesson on the grammar points of English language neglecting the bottom part of the iceberg namely communication. (October 13, 2010)

ST2- Next, Mrs. Özgül wrote several umbrella terms: transportation, accommodation etc. on the blackboard and then explained them briefly. She could have benefited from visual aids during teaching, yet she did not. According to my previous observations, she doesn't seem to be so familiar with interactive facilities which would help activating the students' schemata about the topic. (October 13, 2010)

In extract 9 above, methods used in the lesson, problems the mentor teacher had and an alternative way for presenting the lesson can be seen. ST9, like ST6, focused on application of theories. However, in contrast to ST6, ST9 did not focus on evaluating teaching or personal theories.

In her entries, ST13 discussed the approaches and teaching methods used in the lessons. ST13 wrote about almost every topic identified through the study. She was also engaged in evaluating both her own and her friends' assessed teaching processes. She also had entries where she discussed her own professional goals for the future. However, ST11 wrote nothing about her professional goals or about her personal growth. Both approaches and methods in teaching and evaluation of teaching can be seen in the extract below:

Extract 10

ST11- 8/B ile ilk saat geçen haftaki konu ile ilgili soru-cevap yöntemiyle hatırlatma yaptı öğretmenimiz. Soru sorarken “wh” question tarzındaki soruları cevaplayamayan öğrencilere “yes-no questions” yöneltmesi güzel bir yöntemdi. Öğrenciler daha rahat hissettiler ve “-wh” soruları için teşvik edici bir yöntem oldu.(13 Ekim 2010)

ST11- The teacher made students remember the previous subject with the question- answer technique. It was a good technique to ask “yes&no questions” to the students who could not answer “-wh” questions. Students felt more comfortable and it was an encouraging technique for (learning/using) “-wh” questions. (October 13, 2010)

In the extract below examples of evaluation of teaching and a belief/conviction about teaching can be seen in the last sentence that is “I have come to the conclusion that when we teach a new language point, benefiting from background knowledge experience initially and building learning on this and in time adding the new learning on top of it would be more efficient”:

Extract 11

ST11- Örneklerin ilk başlarda bu şekilde bilinmiş fiil ve öznelerle oluşturulması ve örneklerin bu şekilde artırılması bence güzel bir teknik. Çünkü öğrencinin bilmediği bir konuyu yine bilmediği söz öbekleriyle ya da kelimelerle ya da kurallarla anlatmak öğrenme açısından etkili değil. “Come” filli ve aile üyelerinin ilk örneklerde kullanılması konunun anlaşılması için çok iyi oldu ve öğrenciler de örnek vermeye çalıştı. Şöyle bir sonuç çıkarabilirim ki yeni bir konu öğretiyorsak öncelikle öğrencilerin ön öğrenmelerinden, önceki yaşantılarından, bildiklerinden yararlanıp zincirin halkasını oluşturmak ve her halkada git gide yenisini eklemek daha etkili olacaktır. (3 Kasım 2010)

*ST11- I think initially making sentences with well-known verbs and subjects and increasing number of examples this way is a good technique. Because teaching a new language point through unknown vocabulary or expressions would not be affective for learning. Using the verb ‘come’ and vocabulary for family members in the first few examples was very effective; consequently, pupils themselves attempted to give examples. I have come to the conclusion that when we teach a new language point, benefiting from background knowledge experience initially and building learning on this and in time adding the new learning on top of it would be more efficient
(November 03, 2010)*

ST3 and ST12 had many entries evaluating the lesson and diagnosing problems that arose in teaching. However, they were more interested in the problems that arose in teaching than solutions to those problems.

4.1.2. Were the student teachers engaged in critical reflection?

An important question which this study sought to clarify was the extent to which the diary writing experience involved the STs in critical reflection.

When we look at the topics and issues that the student teachers wrote about, we can categorize them into those that are primarily descriptive and those which involve critical reflection. From the list of categories identified in the journal entries, the following issues were classified as primarily critical:

List of category classified as critical

1. THEORIES OF TEACHING

a) Theories and beliefs about teaching and learning

- a justification for something
- a personal opinion

b) Applying theories to classroom practice

- contradictions between theory and practice
- how theories changed

2. APPROACHES AND METHOD

a) The teacher's knowledge

- pedagogical knowledge
- knowledge and experience

b) The school context

3. EVALUATING TEACHING

a) Evaluating lessons

- positive evaluations of lessons
- negative evaluations of lessons

b) Diagnosing problems

- student's problems

- classroom interaction

- teacher's problems

c) Solutions to problems

- alternative ways of presenting a lesson
- deciding on a plan of action

4. SELF-AWARENESS

a) Perceptions of themselves as teachers

- their teaching style
- comments on their language proficiency

b) Recognition of personal growth

c) Setting personal goals

5. QUESTIONS ABOUT TEACHING

a) Asking for reasons

The extent to which the teachers' journal entries can be considered to be reflective can be seen in Table 4.2 on page 54.

Table 4.2- The extent of critical reflection in diary entries.

Topic Category	Frequency		Frequency of the traits of critical reflection that the participants were engaged in.														
	Total	Mean	ST1	ST2	ST3	ST4	ST5	ST6	ST7	ST8	ST9	ST10	ST11	ST12	ST13	ST14	ST15
1. Theories of Teaching	122	8,1	7	3	7	20*	10*	18*	5	8	9*	7	10*	3	6	2	7
2. Approaches & Methods	18	1,2	-	2*	1	-	-	-	2*	2*	1	2*	-	2*	3*	2*	2*
3. Evaluating Teaching	617	41,1	36	28	45*	79*	40	55*	26	55*	33	60*	28	28	40	22	27
4. Self Awareness	72	4,8	3	5*	4	3	4	11*	4	2	5*	5*	1	7*	10*	3	5*
5. Qs about Teaching	3	0,2	-	-	-	1*	-	-	1*	-	1*	-	-	-	-	-	-
			46	36	57	103	54	84	37	67	49	74	39	40	59	29	41

Asterisked Numbers \geq Frequency Mean

Table 4.2 illustrates the extent of critical reflection in diary entries. As the table 4.2 illustrates, the most frequent traits of critical reflectivity belonged to the evaluating of teaching (617 references), followed by reflections about the theories of teaching (122 references), self-awareness (72 references) and approaches and methods the participants reflected upon (18 references). The participants were found to formulate very few critical questions in their diary entries throughout the study (3 references). The frequencies of the traits of critical reflection in each sub-category are presented in the Table 2. With respect to the extent of critical reflection in each category, the following conclusions can be drawn:

4.1.2.1. Theories of teaching

Participants were found to reflect critically on their personal theories of teaching rather than reflection on how the theories were applied in their lessons.

4.1.2.2. Approaches and Methods

Participants were found to reflect less critically on the evaluation of school context and teacher' experience and knowledge about both the demands of the class task and classroom management.

4.1.2.3. Evaluating Teaching

The participants seemed to reflect more critically on evaluating the lessons they observed, and their teaching experiences either positively or negatively. Participants were found to reflect more about solutions in the form of suggesting alternative ways for presenting lessons. However, participants were found to be more problem-oriented than reflecting upon solutions. The problems that they referred to in their diary entries primarily focused on classroom management and planning of the lesson.

4.2.2.4. Self-awareness

Participants were found to reflect more critically on setting personal goals and their recognition of personal growth than on their perception of themselves as a teacher.

4.2.2.5. Questions about teaching

The participants were found to formulate very few reflective questions in their diaries throughout the study. For most of them, referring to questions in their diary entries was not necessary because they could ask questions in their theoretical course.

As the table 4.2 illustrates, participants were found to be engaged in different levels of critical reflection. ST3, ST4, ST6, ST8, ST10 and S13 were seen to have a far greater number of traits of reflectivity than ST1, ST2, ST5, ST7, ST9, ST11, ST12, ST14 and ST15. With a closer look at the traits of reflectivity illustrated in table 2, it is seen that there are individual differences regarding the extent of critical reflection. For example, ST4 did the most critical reflections among all of the participants. She wrote about her evaluations of teaching the most frequently with respect to the Categories 1 through 5. In her entries, she discussed nothing about contextual factors that affect teaching or about pedagogical knowledge of mentor teacher critically. She shared her personal opinion about an efficient lesson at the end of her first reflection:

Extract 12

ST4- Dersin course book etrafında şekillendiği, sınıfların audio- visual material, CD player gibi resource yönünden eksik olduğu, aktivitelerin pen-paper tarzında, öğrencinin production yapmasına imkân vermeyen türde olduğu, speaking, writing, listening alanlarının hiç doyurulmadığı, reading çalışmalarının etkili bir şekilde yapılmadığı, öğrenci ilgisinin göz önünde bulundurulmadığı, kitaptaki alıştırmalarda çeşitliliğe gidilmediği, öğrenci katılımının minimum düzeyde olduğu bir dersin verimli olduğunu düşünmüyorum. (11 Ekim 2010)

ST4- I dont think a lesson is beneficial where the course book is in the center, audio-visual resources like CD Player, non existent pen&paper activities do not allow students to make production, teaching of speaking, writing, listening skills not even close to satisfying, reading exercises are not done effectively, the students'interests are ignored, exercises in the book are not varied and the students' participation is at the minimum level. (October 11, 2010)

In another entry ST4 discussed a problem critically and found a solution, she designed an alternative plan for the warm-up part of the lesson; topic was multiple intelligence theory and types of learners:

Extract 13

ST4- Warm- up olarak öğretmen “what did we do last lesson?” sorusuyla geçen ders yapılanları hatırlatmak istedi. Ama yağmur sebebiyle yapılan tatile, hafta sonu tatili de eklenince öğrenciler 4 gün tatil yapmış ve bu süre boyunca okuldan uzak kalmışlardı. Kendilerini derse verebilmeleri için “what did we do last lesson?” sorusu yerine geçen haftanın konusunu revise edecek stirring, competitive türünde mini bir aktivite yaptırılarak öğrencilerin dikkati çekilebilirdi. Örneğin; ormanda kamp yapan bir öğrenci grubu contextinden ya da kampa katılabilmek için gerekli olan özelliklere sahip öğrencilerin seçimi üzerine bir aktivite olabilir bu. Bir yanda ormanda yer-yön bulmada iyi olan birisine ihtiyaç duyuluyor (spatial learner) gibi ifadeler yer alsa diğer yanda kampa katılmak isteyen adaylar sahip oldukları zekâ türleri verilse ve öğrenciler gruplar halinde hangi adayların kampa katılabileceğini bulmaya çalışsa ve ilk önce bulan grup kazanan ilan edilse... Sanırsam böyle bir aktivite öğrencilerin derse ısınmasını sağlayabilir. (18 Ekim 2010)

ST4- Teacher wanted to remind what they did in the previous lesson with the question “what did we do last lesson?” But snow break and weekend break kept away the students from school for 4 days. She should have drawn the students’ attention by revising the previous lesson with a stirring and competitive activity instead of asking “what did we do last lesson?” For example; it could have been an activity as a context about a group of students who do camping in a forest or the qualifications of the students need in order to participate in this camp. On one side if there are expressions like Someone who is good at finding directions is needed (spatial learner) or intelligence types of candidates who want to participate in the camp are given and students try to find which candidates can participate in and the first group who finds that is the winner... I think such an activity will be a good warm-up for students. (October 18, 2010)

She was also engaged in evaluating the mentor teachers’, her own and her friends’ teaching processes. However, she did not evaluate their pedagogical knowledge. She made general evaluation of lessons:

Extract 14

ST4- Genel olarak; gözlemlerimden de anlaşılacağı gibi, her ne kadar dersin warm-up, presentation ve practise aşamaları olsa da bu aşamalar çok etkili olarak geçirilmediği için dersin verimli olduğunu söyleyemeyiz. (18 Ekim 2010)

*ST4- Generally, as it will be seen in my entries, though the lesson had warm-up, presentation and practice parts, we couldnot say it was an efficient lesson because these parts were not effective enough.
(October 18, 2010)*

When she reflected about practicing questioning skills, she thought there was a problem and found the solution for this problem according to her personal opinion:

Extract 15

ST4- Soruların dağılımına bakıldığında motivasyonu daha yüksek olan, genellikle pencere kenarında oturan öğrencilerin sorulara cevap verdikleri görülüyor. Başlangıçta öğretmen gönülsüz öğrencileri seçiyor ve soruyu onların cevaplandırmalarını istiyordu. Ama yavaş yavaş, seçilen öğrenciler anlamadıklarını, cevap veremeyeceklerini söylemeye başladıklarında öğretmen o öğrencinin üzerinde durmayıp soruya cevap verebilecek başka bir öğrenciyeye geçti. Oysaki sorulan soru, anlamayan öğrencinin seviyesine göre daha basit bir soruyla değiştirilebilirdi. Sınıfta anlamayan öğrencilerin olduğunun farkına varınca öğretmen presentation aşamasına geri dönmeliydi. (25 Ekim 2010)

*ST4- When we look at the teacher's way of nominating students to answer her questions, we see that those motivated students who sit by the window answer her questions. At the beginning the teacher was choosing non-volunteering students but gradually when chosen students said they did not understand and could not answer, teacher nominated another students instead of insisting they should try. However, the questions could have been changed with an easier one to match the students' level. The teacher should have turned back to the presentation part when she realised there were students who did not understand the main topic.
(October 25, 2010)*

She sometimes evaluated the lesson and the teacher in a positive way:

Extract 16

ST4- Öğretmenin soruları yöneltirken öğrencilere isimleriyle hitap etmesi affective açıdan olumlu bir durumdu. (1 Kasım 2010)

ST4- That the teacher referred to the students with their names when asking questions was a positive practice as a sign of affection. (November 1, 2010)

ST6 had many entries that were related to self awareness, she set personal goals about the future, described her personal growth. Both of them can be seen in the extracts below:

Extract 17

ST6- Bu süreç az bir zaman dilimi gibi görünse de aslında mesleki açıdan kendimi geliştirmek için önemli ve gerekli bir başlangıç oldu. Critical thinking level'imiz gayet iyi yükseldi. Nasıl öğretimden çok nasıl öğrenirler diye düşünmeye başladım. (29 Aralık 2010)

ST6- Although this process seemed as a little short period of time, it was an important and necessary beginning for improving myself professionally. During this time our critical thinking skills have been increased. I started to think "how do they learn?" more than "how do I teach?" (December 29, 2010)

Extract 18

ST6- Aktiviteyi yaptırırken aslında hiç zorlanmadım, çünkü clear bir instruction verdim. Ayrıca going/ walking around the classroom öğrencilerin ne yapıp ne yapmadığını görmemi sağlıyor. Herkes yazmak zorunda kalıyor, yani sorumsuz öğrenci sıfatı ortadan kalkıyor. Walking around classroom öğrenci- öğretmen ilişkisini çok daha güçlendiriyor. Ben bu sayede "classroom management" olayını daha bir pekiştirmiş olduğuma (tabi ki daha çok tecrübeye ihtiyacım var) en azından olacağımı düşünüyorum. Çünkü artık sınıfı 4 köşe değilde bir bütün olarak görebildiğim için managing class biraz daha kolaylaştı gözümde ve tabi ki eye contact'ın önemi de bu hususta çok büyük. Bir de artık onları calling by their names'e çalıştım. Bir öğretmen ve öğrenci için ismiyle hitap etmek/ edilmek sınıfta calm and safe bir atmosphere oluşturmaktadır. Context + instruction + using tone of voice and body language + calling by their names + walking

around class = on the road to excellence (yani bu konularda kendimi şu an iyi görüyorum, daha da iyi olacağıma inanıyorum. (20 Aralık 2012)

ST6- I did not have difficulty while I was doing the activity because I gave a clear instruction. Besides walking around the classroom gives me opportunity to see what students do. They all have to write, I mean there is no irresponsible student. Walking around the classroom makes the teacher- student relationship stronger. I think I improved my classroom management skills in this way. (Of course I still need more experience) as I see the classroom as a whole instead of four corners, managing the class has become easier in my mind and of course establishing of eye contact with pupils plays a very important role. And I tried to call students by their names and this provides a calm and safe atmosphere. Context + instruction + using tone of voice and body language + calling by their names + walking around class = on the road to excellence (I think I am good at these issues and I believe I will get better.)(December 20, 2012)

ST8 and ST10 did not reflect much about theories of teaching but they did most frequent critical reflections about evaluation of teaching. In the 1st extract below ST8 evaluated a part of the lesson about controlling homework and in the 2nd one she evaluated the lesson and the teacher critically:

Extract 19

ST8- Öğretmen ilk derse öğrencilerin ödevlerini kontrol ederek başladı. Öğrencilerin ödevlerini daha düzenli yapmalarına katkıda bulunabileceğinden ödev kontrolü yapılması çok güzeldi. Ancak ödev kontrolüne gereğinden uzun bir zaman harcadı, dersin bu kısmı boş geçmiş oldu. (13 Ekim 2010)

ST8- The teacher started the first lesson by checking homework. Doing this was good because it can force students' to do their homework regularly. But, for too much time than necessary was spent on this, and this part of the lesson was wasted.

(October 13, 2010)

Extract 20

ST8- Öğretmen ilk derste course booktan başka bir materyalden yararlanmadı. Ders tamamen öğretmen merkezli ve tek düzeydi. Buna rağmen öğrencilerin derse katılım düzeyi oldukça yüksekti. Çoğu sorulara cevap vermek için parmak kaldırıyordu. Öğretmen derse katılmayan öğrencileri teşvik etmekle pek uğraşmadı. Ders işlenirken sınıfta sürekli bir uğultu vardı; öğrenciler derse katılıyor olmalarına karşın bir o kadarda gürültü yapıyorlardı. Öğretmen ise bu uğultuyu durdurmak için pek çaba harcamadı. Sınıf yönetimi yeterince iyi değildi. Ben bunu dersin çok tek düze olmasına bağlıyorum. Öğrencilerin kitaptan başka bir şeyler öğrenebileceği veya öğrenmelerine katkıda bulunacak hiçbir materyal yoktu. (13 Ekim 2010)

ST8- Teacher did not use any other material than the course book. The lesson was totally teacher-centered and monotonous. However, students' participation in the lesson was quite high. Most of them were raising hands to answer questions. Teacher did not try to encourage students who did not participate in the lesson. There was always murmur in the classroom during the lesson, though students were participating in the lesson they were also making that much noise. Teacher did not try much to stop this murmur. She was not good enough at classroom management. I think it was because of the lesson's being so monotonous. There was no material other than the book which students could learn something from or to contribute to their learning. (October 13, 2010)

Extract 21

ST10- Öğretmenin ardından öğrenciler tekrar ederek environment üzerine bir parça okundu. Öğrencilerle etkileşimli bir ders oldu. Soru- cevap şeklinde sürdü ders, parça hakkında konuşuldu. Katılım güzeldi ama öğretmen öğrencilerin Türkçe cevaplar vermesine ya da Türkçe fikirlerini bildirmesine hiç karışmadı. Gözlemlediğim kadarıyla öğrenciler bir şekilde fikirlerini İngilizce söyleyebilecek kapasitedelerdi ama öğretmen bu konuda bir ısrarda ya da bir uyarıda bulunmadı. (25 Ekim 2010)

ST10- A text on environment was read by the students repeating after the teacher. It was an interactive lesson with students. The lesson continued with question-answer technique and speaking about the text. Student participation was good but

the teacher did not interfere with the students who answer questions in Turkish or tell their opinion in Turkish. As much as I observed the students had the capacity to express their opinion in English in one way or another but teacher did not insist on this or warn students about that. (October 25, 2010)

ST13 was one of the student teachers who reflected most about her own self awareness. In the extract 22, her recognition of their own personal growth can be seen. In the last line of the extract, ST13 emphasizes the importance of knowing how students learn. She thinks that observing how to learn and how to teach is the real benefit of this practicum course. In the extract 23 her setting personal goals can be seen, her goal for the future is to be a more conscious teacher in her lessons after this experience.

Extract 22

ST13- Bugün yeni şeyler öğrenmiş olmanın keyfiyle aslında çok daha önemli bir şeyi öğrendiğimi de fark ettim. Ben neden staja gidiyordum? Neden gözlem yapıyordum? Hep aynı öğretmen, hep aynı öğrenciler; neyi gözlemliyordum ben? Ne değişiyordu ki? İşte bugün neden Akpınar İlköğretim Okulunda olduğumu, stajın bana asıl faydaları neydi ve bütün sorularına asıl cevabı bugün verebildim. Ben öğrenmeyi ve öğretmeyi gözlemliyordum. (27 Ekim 2010)

ST13- Today I realized I learned something more important with the enjoyment of learning new things. Why was I going to the practicum school? Why was I observing? It is always the same teacher, same students, what was it I was observing? What was changing? Here, today, I could give the answers to all of my questions, why was I in Akpınar Primary School, what are the real benefits of being in internship to me. I was observing learning and teaching. (October 27, 2010)

Extract 23

ST13- Bugün mesleğimle gurur duydum. Bundan sonraki derslere daha bilinçli bir öğretmen adayı olarak gireceğim diyerek yüzümde tebessümle ayrıldım okuldan. (27 Ekim 2010)

ST13- I was proud of my profession today. I left the school with a smile on my face and knowing that I will be a more conscious teacher candidate in lessons after this one. (October 27, 2010)

Some of the participants seem to be more problem focused in comparison to others. Looking globally at what ST3 reflected critically in extract 24, she seems to focus especially on the problems rather than the solutions related to the teaching and learning issues, and describe her personal theories of teaching. This is also relevant to the reflection that was observed in ST12's entries. Like ST3, ST12 was problem focused as well. ST3 reported a problem about the difficulty of listening text but did not add any ideas about how to present it in a different way:

Extract 24

ST3- İlk kez dinleme aktivitesi yapıldı. Öğrenciler rüyasını anlatan bir grup insanı dinlediler ancak dinleme parçası öğrencilerin seviyesinin biraz ilerisindeydi.

(27 Ekim 2010)

ST 3- A listening activity has been done for the first time. (during our practicum) Students listened to a group of people who were telling about their dreams, however the listening text was a little bit above from students' level.. (October 27, 2010)

Extract 25

ST12- Öğretmen bir kaç alıştırma yaptıktan sonra course bookta olan bir parçaya geçti. Bu parçayı tüm öğrencilere 2'şer cümle olmak üzere okuttu. Bence bu amacı düşünüldüğünde olumlu ancak zaman açısından olumsuz bir uygulamaydı. Şöyle ki sınıfta okumaları telaffuzları iyi olmayan birçok öğrenci vardı. Sınıftaki bu öğrencilerin bu parçayı okumaları son derece yararlı olacaktı ama sıradan okuttuğu için bu uygulama bütün sınıfı kapsadığından gereksiz bir zaman kaybı yaşandı. (24 Kasım 2010)

ST 12- Teacher continued with a reading text in the course book after a few several exercises. Teacher made each student read two sentences of text one by one. I think this was a positive practice if you consider its purpose however also a negative one if we consider the time we wasted. Whereas there were a lot of students whose pronunciation

were not good. It will be highly beneficial for these students to read the text but just because this one is a whole-class activity, there has been an unnecessary time waste. (November 24, 2010)

The participants ST1, ST2, ST5, ST7, ST9, ST11, ST12, ST14 and ST15, on the other hand, were found to reflect critically to a less extent than the student teachers discussed above. Their reflective diary entries were generally concerned with evaluating lessons, diagnosing teacher problems and finding solution to these problems.

4.1.3 How does reflectivity change over time through diaries?

Another aspect of the present study was to find to what extent regular diary keeping over time has increased the teachers' capacity for critical reflection. Was there any evidence for regarding journal writing as a process through which teachers will develop a more reflective approach towards teaching? In order to find an answer to this question, the researcher identified seven traits of development in critical reflectivity through examining the general patterns of each student teacher's diary entries. These traits are:

- 1- Engaging in a greater variety of types of reflectivity over time
- 2- Being more able to discuss their personal theories of teaching
- 3- Being more able to reflect through experiences of teaching
- 4- Being more able to go beyond the classroom to broader contexts
- 5- Being more able to evaluate both positively and negatively
- 6- Being more able to discuss problems and come up with their own solutions and
- 7- Being more able to ask more questions about teaching.

The researcher then compared the earlier and later entries of each student teacher's diary to find out evidence for development of these features. The results are seen in Table 4.3.

Table 4.3. The development in the level of critical reflections as shown in the diary entries. (Adapted from Ho and Richards, 1993)

Traits of development in critical reflection	The development in the degree of critical reflection														
	ST1	ST2	ST3	ST4	ST5	ST6	ST7	ST8	ST9	ST10	ST11	ST12	ST13	ST14	ST15
Engaging in a greater variety of types of reflectivity over time	-	+	-	-	-	+	-	-	-	+	-	-	-	-	-
Being more able to discuss their personal theories of teaching	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-
Being more able to reflect through experiences of teaching	+	+	+	+	+	-	-	-	+	-	-	-	+	-	+
Being able to go beyond the classroom to the broader context	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Being more able to evaluate both positively and negatively	-	+	-	-	-	-	+	+	-	-	-	-	-	-	-
Being more able to discuss problems and come up with their own solutions	-	-	-	-	+	-	-	+	+	-	-	-	-	-	-
Being more able to ask more questions about teaching	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

– , shows no sign of development;
+ indicates signs of development

From the information in Table 4.3 it can be seen that the student teachers differ considerably in the extent to which their journals evidence traits of reflectivity. Different student teachers are seen to be engaged in different levels and degrees of reflectivity. For example, ST4, ST6 and ST10 show a far greater number of traits related to reflectivity than ST2, ST7, ST11 and ST14, whose diary entries are more often related to descriptions of techniques and procedures.

The overall impression which emerged from this analysis was that there seemed to be no great change in the degree of critical reflectivity that the student teachers engaged in over time. Student teachers who were classified as showing evidence for critical reflectivity in their diary writing did so as soon as they began diary writing, and tended to reflect the same approach to reflective thinking throughout the ten weeks. Some student teachers' late diary entries did show a slight increase in the kinds of traits of critical reflectivity they made use of. However, there were no clear patterns of development or change. One of the teachers who were relatively non-reflective in their diary entries (ST2) initially began to show some traits of reflectivity in their writing, but not to an extent that indicated a significant change in awareness towards the end of the study.

It is important to note that identifying some traits as showing no signs of development in critical reflection did not mean that these participants did not show any evidence of critical reflection in that specific trait. On the contrary, all of them were found to reflect critically in all of these aspects in varying degrees. However, they did so when they began writing diaries, and keep reflecting in the same way throughout the study.

4.1.4. What are the opinions of the preservice teachers regarding the effects of the diary study on their reflective practices?

Although the participants varied in the degree of their frequency of reflections, all of them approached the programme positively, and stated in the interviews that they liked being a part of it. They did so because it provided an opportunity for them to review and reflect on teaching.

In the interviews, the participants were asked about their **efficiency of reflection experience, the necessity of the programme, the challenges and complaints** with keeping diaries and **their views about integrating keeping diaries in their teaching**. Referring to the question investigating the participants' views about keeping reflective diaries, their answers revealed that all of the participants were in agreement of the importance of reflecting about teaching. In extract 26, ST3 describes writing a diary as a very effective and beautiful thing but if you manage to achieve the improvement which is writing a diary's real goal. According to ST7 as we can see in extract 27 writing a diary is more effective than classic report writing method because it is more natural. Here are some of the statements produced by the participants:

Extract 26

ST3- Günlüklerimize hem gözlemlerimizi hem de duygu ve düşüncelerimizi yazdık. Bunların paylaşılması güzel bir durumdu... Geliştiğimi görmek güzeldi. Günlük yazmak çok güzel bir şey eğer amacına hizmet ederse

ST3- We wrote both our observations and our emotions and opinions to our diaries. It was a nice situation to share them. It was good to see that I improve. If it serves its aim, writing a diary is a very good thing.

Extract 27

ST7- Bu süreci öncelikle gayet doğal öğrenciyi fazla strese ve bir zorlamaya sokmadığı için oldukça yararlı ve etkili buldum. Bunun yanında ilk defa karşılaştığım daha öncesinde staj yapmış olan hiçbir arkadaşımın duymadığım farklı bir yöntem. Bana göre, klasik rapor yazdırma yönteminden çok daha etkili olduğunu düşünüyorum.

ST7- I found this process quite efficient and effective, since it was spontaneous and it did not push students to have difficulty to understand or stress them. In addition to this, it is a method which I have never met and I have never heard about it from any of my friends who has been in internship period before. I think it is more effective than traditional report writing method.

Regarding the question in the interview aimed at finding out whether they were happy or not to be involved in the programme. All of the participants expressed that they were happy to be involved in this programme. As we can see below, in extract 28, ST4 highlights that thanks to keeping diaries they had the chance of looking backward after the lessons and questioning practices in the lessons, about herself. In extract 29 ST5 expresses her happiness to be involved in this programme and specifies her personal growth with the help of keeping diaries. She evaluates herself and she focuses that being a reflective teacher is a quality that can be attained day by day not in a moment.

Extract 28

ST4-Günlük tutuyor olmamız iyi oldu. Çünkü okulda yaşanan orda kalmadı. Dersi hatırladık, üzerinde düşündük, ben olsam ne yapardım diye sorduk. Ayrıca öğretmenlikte de devam ettirebileceğimiz bir alışkanlık kazandık.

ST4- It was good that we were keeping diaries. Because what we lived in practicum school did not stay in there. We remembered the lesson; we thought about it, we judged ourselves about what we would do if we were the teacher. And also we have acquired a habit that we can keep doing when we are teachers.

Extract 29

ST5- Sürecin başında ne yaptığımızın farkında değildim. Yani neden günlük yazıyoruz neden gözlem yapıyoruz, reflection neden önemli bunların tam olarak ne anlama geldiğini anlayamamıştım. Ama zaman geçtikçe okula gözleme gidip geldikçe, öğrencilere ders anlattıkça günlük yazmanın faydasını görmeye başladım.

ST5- In the beginning of the process I was not aware of what we were doing. I could not understand why we were keeping diaries, why we were observing, why reflection was so important. But I started to see the benefit of keeping a diary as time goes on, as I attended to lessons to observe and presented lessons to students.

Extract 30

ST12- Tuttuğum günlük bana çok büyük bir yol gösterici oldu. Bu sebeple meslek hayatıma başladıktan sonra da eksikliklerimi görmem, verim aldığım aktiviteleri uygulayabilmem için günlük tutmayı düşünüyorum.

ST12- The diary I was keeping has become a great guide to me. Because of this after I started my professional career I am thinking to keep a diary to see my deficiencies and to perform activities that I earned efficiencies.

Extract 31

ST13- Ben bu süreçte neler öğrendim, ne kadar geliştirdim ya da neler kazandım? Öncelikle günlük yazma fikrini çok beğendim. Çünkü raporda insan duygularını yeterince aktaramıyor kelimelere. Ne de olsa bilgisayarda yazılmış bir kağıt. Ama ben her hafta kalemimi elime alıp kendim yazdım, sildim, ekledim, okudum. Bence bundan daha değerli bir şey olamaz. Belli başlı kalıplara göre rapor yazmak yerine iç dünyamızı da anlatabileceğimiz, aktarabileceğimiz günlükler yazmak beni çok mutlu etti.

ST13- What did I learn out of this process, how much have I improved or what have I gained? First of all I in favour of the idea of keeping a diary very much. Because in the reports, a person is not able to reflect his/her emotions well enough. After all, it is just a paper written on a computer. But every week, I grabbed my pencil, I wrote myself, I erased, I added, I read. I think there cannot be anything more precious than that. Writing diaries in which we can tell about our inner-world, instead of writing reports with some given forms made me very happy.

4.1.4.1. The Necessity of the Programme: They all stated that the programme was necessary for their development.

Extract 32

ST8- Başlarda külfet gibi gelen günlük yazma, eksikliklerimi fark ettikçe isteyerek yaptığım bir ihtiyaç haline geldi. Yazdığım entry'ler sayesinde reflective düşünme alışkanlığı kazandım. Anladım ki reflective thinking bir öğretmende bulunması gereken önemli niteliklerden biri. Bir öğretmenin bir derste yaptığı etkinlikleri, aldığı kararları, dersin sunumunu, takındığı tavırları, kısacası 40 dakikalık bir ders süresini ders bittikten sonra geriye dönerek düşünmesi ona hazine değerinde bilgiler kazandıracaktır. Öğretmen bu sayede eksikliklerini görme fırsatı bulurken olumlu yönlerini de fark ederek özgüvenini artıracaktır. Bu bağlamda yazdığımız günlükler bize tam da bu gerekli nitelikleri kazandırdı. Günlük yazarken gerekli durumlarda öz eleştiri yapabilmeyi hem de farkında olmadığım güzel yönlerimin olduğunu fark etme fırsatı buldum.

ST8- Writing a diary which felt like a burden at the beginning, became a need that I want to do it as I noticed my own weaknesses. I acquired reflective thinking habit thanks to the entries I wrote. I understood that reflective thinking is one of the most important qualities that a teacher should have. Activities that a teacher performed in a lesson, decisions that the teacher made, presentation of the lesson, teachers' behaviours, in short ; 40 minutes lesson time, for a teacher going back and reconsider all of these after the lesson is over will gain the teacher valuable experiences. Due to this teacher, not only having a chance of seeing his/her deficiencies, but also realize his/her positive qualities and grow self confidence. In this manner, diaries we wrote earned us exactly these needed qualifications. I found an opportunity to realize my positive sides which I was not aware of and also to be able to make self criticism while I was writing a diary.

4.1.4.2. The Efficiency of the Programme for the Participants: 10 of the participants thought that it was efficient, but the others said that it should be more efficient. They found this process inefficient because time duration is short and limited. Also they thought it would be more efficient if it had been at a different time period instead of their last term because of the forthcoming exam. In extract 33 ST5 evaluates the process of writing a diary with positive statements. She finds this process effective. She thinks it was really effective to look backward after the lessons and to evaluate her teaching with the help of writing a diary. In extract 34 ST3 compares writing a diary to writing reports and finds diary writing more effective than report writing like ST13.

Extract 33

ST5- Günlük tutmak kendi öğretimim hakkında düşünmek için çok iyi oldu. Yazarken Türkçe kullanabiliyorduk. Bu beni rahatlattı ve ne istersem özgürce yazabilirdim. Aşama aşama geliştirdim, şimdi kendi dersimi tekrar dizayn etmek için alternatif üretebilirim.

ST5- Keeping a diary was very helpful for me to think about the way I taught. We were free to use Turkish. That made me feel comfortable and I was able to write whatever I wanted freely. Step by step I improved, now I am able to produce alternative ways to design my own lessons.

Extract 34

ST3- Günlük yazmak rapor yazmaktan daha etkili. Raporlar resmi ve belli kalıplara sahip, bu yüzden rapor yazmaktan daha çok ta zaman alsa günlük yazarken kendimi rahat hissediyorum. Deneyimlediğim ve gözlemlediğim her şeyi yazabiliyorum.

ST3- Writing a diary is more efficient than writing a report. Reports are formal and structured, that's why I feel more comfortable when I am writing a diary, though it takes much more time than writing a report. I can write everything I experienced and observed.

In extract 35 below ST8 focuses on her improvement thanks to writing a diary. She specifies that the thing that makes her improve personally day by day was diary keeping. With the help of diary ST8 understands what reflective thinking means and it is not only evaluating negatively but also presenting alternative ways for the problems.

Extract 35

ST8- Sürecin başında öğretmeni gözlemlediğimiz derslerde kendimi olumsuz yönde eleştirel düşünmeye şartlamışım adeta. Öğretmenin sadece eksikliklerini odaklanıyordum ve alternatifler bulmakta yetersiz kalıyordum. Süreç ilerledikçe "reflective thinking" in sadece eleştirmek olmadığını, eleştirirken gerekli alternatif, çözüm yolları vs. sunmanın olmazsa olmaz olduğunu anladım. Bu açıdan baktığımda kendimi başladığım noktadan ileride görüyorum ve bunu mümkün kılanında, belirttiğim gibi, günlük yazmak olduğunu düşünüyorum.

ST8- At the beginning of the process, I simply conditioned myself to criticize negatively the lessons which we were observing the teacher. I was focusing only on weaknesses of the teacher and I was unable find alternatives. Gradually, I started to realize that "reflective thinking" was not only about criticism but also about presenting alternative solutions is a must. When I look at the whole process from this angle, I see myself more improved than the point I started and I think writing a diary is what made this possible.

4.1.4.3. The Challenges and Complaints about the Programme:

Although most of the participants found the process efficient and useful some pointed out, however, that the duration of the journal writing activity (ten weeks) was too short to allow for any significant impact on their teaching,

Almost all of the participants said that since this was their last term before graduation, they were more interested in preparing for a forthcoming examination which they were required to pass as soon as they graduated in order to be appointed to a state schools.

4.1.4.4. The Views about Integrating Keeping Diaries in Their Teaching

Pre-service teachers were also asked whether they would like to integrate keeping diaries in their teaching in the future. The responses to this question were generally positive. Especially the ones who contributed to the study more and were found interested in keeping diaries in the future. ST4, one of the participants who contributed most and enthusiastic about keeping diary, answered this question positively.

Extract 36

ST4- Gelecekte de bu yöntemi kullanmaya devam edeceğim çünkü derste neler yaşandığını düşünmeme, nasıl öğrettiğime bakmama yardımcı oldu günlük yazmak. Dönüp dönüp bakabileceğim bir kaynak olacağına inanıyorum. Günlüğümün bana gelişimimi gösterecek harika bir kaynak olacağını düşünüyorum.

ST4- I will continue using this method in the future because writing a diary helped me to look backward, think what happened in the lesson, look how I taught. I believe my diary will be a source that I will consult to from time to time. I think my diary will be a fabulous source that will show me my progress.

4.2. Discussion

The results of this study, as seen above, indicate that diary keeping supports the pre-service teachers' reflectively positively. All of the preservice teachers are found to be reflective to a certain extent in their diary entries. However, there are differences in the degree of reflection that the pre-service teachers in the study engaged in. The participants' reflectivity will be discussed below according the research questions.

4.2.1. Discussion of findings from RQ 1

The findings of the study revealed that the pre-service English language teachers wrote mostly about **the problems, descriptions of the approaches and methods** the participants observed in the assigned school in the Practicum course, and consequently their **personal theories of teaching**. These three topics generated a lot of discussion in the diaries.

4.2.1.1. Problems

The most frequent topic that participants mentioned about have been about the problems which arose in the lessons. Participants reflected more frequently about the problems arising as a consequence of the national educational policies and the way mentor teacher presented main topics during the lessons. When the related literature is examined, it is seen that participants are mainly concerned about this issue.(Ho& Richards, 1993; Farrell, 1999; Korkmazgil, 2009).

4.2.1.1.1 Problems arising as a consequence of the national educational policies

In their entries pre-service teachers generally evaluated about the lessons negatively as too much book-oriented but they are usually aware of the reasons that push teachers into this while they criticize them. They can see the reflections of educational problems of Turkey into the classroom. They criticized the teachers' plans of the lesson, following the course book strictly. Pre-service teachers are conscious of that teachers have ambiguity about the aims and goals of the lesson and they are so worried about SBS that because pupils are responsible from this book in the exam they will join at the end of 8th grade, they cannot ignore the course book.

4.2.1.1.2. Problems arising as a result of mentor teachers' practices

Student teachers' problems were mostly about the mentor teacher. When the pre-service teachers evaluated mentor teachers' teaching, they focused more on their own teaching problems, and on evaluating their lessons. They came up few solutions to these problems. All of the teachers generally evaluated their teaching in terms of the problems they encountered.

It was seen that though they had enough theoretical knowledge, they had not had enough practical knowledge and experience. For this reason, they mostly evaluated mentor teacher's presentations of lessons and the management of the classroom negatively. As we see from the entries the pre-service teachers seem to be problem-oriented in their diaries. This might be the result of their inexperience in teaching and their excitement about being an ideal teacher since they were going to graduate this year.

4.2.1.2 Approaches and Methods in Teaching

The pre-service English language teachers in the study were frequently found to mention about approaches and methods in their diaries. They mostly reflected on the mentor teacher's approach to the teaching of skills or the procedures used during a lesson. The result is similar to that of Farrel (1999) and Liou (2001). Farrel (1999) investigated three experienced EFL teachers' reflective practise and Liou (2001) investigated reflective practice of pre-service teachers. In both of them one of the most frequently highlighted topics was approaches and methods used during the classroom practice. Compared to these studies, Korkmazgil's study (2009) that investigated reflective practice of pre-service teachers through blogging included fewer entries about approaches and methods used in the classroom compared to this study.

The participants in this study mostly reflected on teacher's approach to the teaching of skills or the procedures used during a lesson and a description of the content of a lesson. Their reflection usually did not go beyond description. Participants described the way the mentor teacher presented the lesson in detail. These descriptions

were repetitious. In each of their entries they described the parts of the lessons. They also mentioned about the content.

4.2.1.3. Personal Theories of Teaching

Pre-service English language teachers in the study were found to be engaged in narrating their own approaches and views, their own personal opinion related to teaching in the classroom. The pre-service teachers in the study often discussed their theories of teaching with reference to what they had been observing in the classroom. It can be seen that the per-service teachers in this study sometimes criticize too idealistically and produces personal opinions without considering the issues that appear in the educational environment.

When the related literature is examined some interesting conclusions can be drawn. In Farrell's study (1999), for example, it seemed that the three experienced EFL teachers in his study were more interested in talking about their theories of teaching and the problems that they faced in teaching just like the results of this current study did. This is congruent with the findings of this study. However, In Liou's (2001) study participants were more concerned about evaluating teaching of the teacher in terms of the classroom teaching approaches or methods he or she used.

4.2.2 Discussion of findings from RQ 2

The second research question addresses the level of reflection, critical or descriptive. The most frequent traits of critical reflectivity belonged to the evaluating of teaching (617 references), followed by reflections about the theories of teaching (122 references). According to Farrell (1999) descriptive reflection, is like mapping which describes what one does as a teacher. However, critical reflection includes informing (or evaluation), contesting (self-analysis), appraisal (developing a personal theory), and acting (making a plan for future teaching). (Liou, 2001) It was found that overall 445 incidents of descriptive incidents and 832 incidents of critical reflection were identified from the reports. It seems that students, like Liou's students (2001) and Farrell's three Korean teachers, (1999) could reflect critically on English teaching. This study is congruent with Liou's study and Farrell's study with the frequencies of traits. In these

studies evaluating of teaching and theories of teaching are the most frequent traits of critical reflectivity. The “evaluating teaching” category increased dramatically by the increment of 617 incidents

4.2.3. Discussion of findings from RQ 3

The third research question addresses reflection change over the ten weeks. This question of the development of a more reflective approach is important because some teacher educators think that diary keeping will increase critical reflection over time; although Ho and Richards' (1993) study on this topic was inconclusive.

The overall impression which emerged from this analysis was that there seemed to be no great change in the degree of critical reflectivity that the student teachers engaged in over time. Based on the findings of the seven traits of development, not much development of critical reflection within the ten weeks was found (only four out of seven traits increased). This is similar to findings of Farrell (1999) where even a 16-week timeframe did not trigger the development of reflection.

Student teachers who were classified as showing evidence for critical reflectivity in their diary writing did so as soon as they began diary writing, and tended to reflect the same approach to reflective thinking throughout the semester. Some student teachers' late diary entries did show a slight increase in the kinds of traits of critical reflectivity they made use of. However, there were no clear patterns of development or change. One of the teachers who were relatively non-reflective in their diary entries (ST2) initially began to show some traits of reflectivity in their writing, but not to an extent that indicated a significant change in awareness towards the end of the study

It is important to note that identifying some traits as showing no signs of development in critical reflection did not mean that these participants did not show any evidence of critical reflection in that specific trait. On the contrary, all of them were found to reflect critically in all of these aspects in varying degrees. However, they did so when they began writing diaries, and keep reflecting in the same way throughout the study.

4.2.4. Discussion of findings from RQ 4

The results of this study indicate that writing a diary can provide an opportunity for student teachers to write reflectively about their teaching experience though in itself it does not necessarily promote critical reflection. All of the preservice teachers are found to be reflective to a certain extent in their diary entries. However, there are differences in the degree of reflection that the pre-service teachers in the study engaged in.

Although the participants varied in the degree of their frequency of reflections, all of them approached the programme in a positive way, and stated in the interviews that they liked being a part of it. In general, the participants' perception of the course was quite positive. They believed that reflective thinking via diaries contributed to their professional development. It provided an opportunity for them to review and reflect on teaching. They have expressed they will continue keeping diaries in the future because they think keeping a diary helps them to look backwards, think reflectively about their lessons, about how they teach.

The results emerged from the interviews indicated that the majority of the participants are aware of the efficiency and necessity of reflection. The Practicum course provided them with an opportunity to observe and evaluate what was going on in a real language classroom. Combining this course with diary keeping made them possible to think back about their lessons and the lessons they observed.

They frequently found themselves questioning what kind of a teacher they were, how they would behave if they were in such a situation, or how they would handle with such problems.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion drawn from the study, and suggestions for further study

5.1. Conclusion

In the light of the results obtained from diary studies and interviews, it can be stated that journal keeping in this study supported the pre-service English language teachers' reflectivity. The participants used their diaries mostly to evaluate of teaching, describe of the approaches and methods the participants observed in the assigned school in the Practicum course, theories of teaching. The categories that the pre-service teachers wrote about were used as a measure to determine their reflectivity. In this regard, participants were found to be engaged in different levels of critical reflection. However, it is seen that there are individual differences regarding the extent of critical reflection. When the earlier and later entries of each student teacher's diary were compared in order to find out evidence for development of these features, there seemed to be no great change in the degree of critical reflectivity that the student teachers engaged in over time. Student teachers who were classified as showing evidence for critical reflectivity in their diary writing did so as soon as they began diary writing, and tended to reflect the same approach to reflective thinking throughout the ten weeks. Some student teachers' later diary entries did show a slight increase in the kinds of traits of critical reflectivity they made use of. However, there were no clear patterns of development or change. Furthermore, pre-service English language teachers approached the programme positively, and stated in the interviews that they liked being a part of it. Referring to the question investigating the participants' views about keeping reflective diaries, their answers revealed that all of the participants were in agreement of the importance of reflecting about teaching and they all stated that the programme was necessary for their development.

5.2. Suggestions

Courses should be put into the university programs and the reflection term should take its place in universities. These sort of reflective studies are also necessary because, these would be the basis for the teachers' initial professional development. They would have the chance to take up the obstacles that they experience and to discuss so that they would be offered how to act in the similar situations.

This study is a local study. It should be repeated again with large population so as to become generalizable. The current study is a case study which attempts to explore the journal keeping experience of 15 pre-service English language teachers during a semester-long study span. Such a period of time is not sufficient to assert that this journal keeping experience might help them nurture an ability or habit of reflection. Longitudinal studies are also recommended to investigate whether this group of pre-service English language teachers will utilize journal keeping when they become teachers.

In this study, due to the course content, in most cases, school experience was limited to classroom observations, and those who had the opportunity to teach, taught only for a limited period of time. However, it is accepted that having exposure to direct teaching experiences in school classrooms creates valuable insight for novice teachers. Hence, in order to analyze their development in reflection further, it is suggested that a similar study is conducted with pre-service teachers who have the opportunity to teach for an extended period of time in school environment.

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APPENDIX 1

THE INTERVIEW

- 1- Birinci dönem boyunca İlköğretim Okulunda staj yaptın ve bu deneyiminle ilgili yaşadıklarımı paylaştığın bir günlük tuttun. Bu süreçten biraz bahseder misin?

- 2- Bu sürecin başlangıcında sana verilen rehber sorular yararlı oldu mu? Daha ayrıntı olabilir miydi?

- 3- Her hafta yaptığın reflectionla ilgili dersin hocası tarafından dönütler aldın. Bu konuda ne düşünüyorsun? Sence bu dönütler yeterli miydi? Eksikliğini hissettiğin zamanlar yaşadın mı?

- 4- Bu süreç içerisinde günlük tutmak senin öğretme şeklini olumlu ya da olumsuz etkiledi mi?

- 5- Günlük tutmak öğrencilere karşı olan tutumunu olumlu ya da olumsuz etkiledi mi?

- 6- Bu süreci yararlı buldun mu? Meslek hayatında kullanmayı düşünür müsün?

Katılımınız için teşekkürler.

APPENDIX 2

CATEGORIES FOR DATA ANALYSIS

APPENDIX C Categories for Data Analysis (*adapted from Ho and Richards, 1993*)

Topic Category	Sub-category	Illustrative Examples
<i>1. THEORIES OF TEACHING</i>		
(a) Theories/beliefs about teaching and learning	<ul style="list-style-type: none">• A belief / conviction• An expert's view• A justification• A personal opinion	<ul style="list-style-type: none">• what constitutes good language teaching• referring to Krashen's views about language• describing a theory to justify something the teacher did• expressing an opinion about the value of classroom observation
(b) Applying theories to classroom practice	<ul style="list-style-type: none">• How a theory was applied• Contradictions between theory and practice• How theories changed	<ul style="list-style-type: none">• trying out a questioning strategy described in a lecture• describing why a classroom incident does not support a theory• how classroom experience changes the teacher's theories
<i>2. APPROACHES AND METHODS</i>		
	<ul style="list-style-type: none">• Approaches and methods in teaching• The content of the lesson• The teacher' knowledge: pedagogical and experience• The learners• The school context	<ul style="list-style-type: none">• the teacher's approach to the teaching of reading skills or the procedures used during a listening lesson• a description of the content of a grammar lesson• knowledge about the demands of class task; or pointing out how his or her teaching has become more student-focused• pointing out that students have little opportunity to practice English outside classroom• how administrative constraints or school policies affect teaching

3. <i>EVALUATING TEACHING</i>	<ul style="list-style-type: none"> • Evaluating lessons • Diagnosing problems • Solutions to problems 	<ul style="list-style-type: none"> • <i>Positive evaluation</i> e.g. commenting that the lesson went well since students were active in it; or <i>negative evaluation</i> e.g. pointing out that the lesson failed to achieve its goals. • <i>Students' problems</i> e.g. difficulties student had with particular grammar items; <i>classroom interaction</i> e.g. a planned grouping arrangement did not work because of problems students had interacting with each other; or <i>teacher's problem</i> e.g. the teacher did not have time and energy to mark the students' homework • <i>Alternative ways of presenting lesson</i> e.g. beginning a lesson in a different way; <i>deciding on a plan of action</i> e.g. deciding to use role play activities more often; or <i>seeking solutions from the tutor</i> e.g. asking for ways for overcoming particular difficulties
4. <i>SELF-AWARENESS</i>	<ul style="list-style-type: none"> • Perception of self as a teacher • Recognition of personal growth • Setting personal goals 	<ul style="list-style-type: none"> • describing the style of teaching s/he feels more comfortable with, such as a teacher-centred style • describing how the teacher is less affected by problems that arise from teaching than before • identifying aspects of his or her teaching to work on in the future
5. <i>Qs ABOUT TEACHING</i>	<ul style="list-style-type: none"> • Asking for advice • Asking for reason 	<ul style="list-style-type: none"> • questions about what should be done; asking for information; or asking how to do things • asking for reasons e.g. asking why planned lessons may be no more successful than unplanned ones
6. <i>DISCLOSURE OF THE PERSONAL INTERESTS</i>	<ul style="list-style-type: none"> • Sharing personal info. • Informal Support • Career plans 	<ul style="list-style-type: none"> • Disclosing information about their personal life, family; or sharing their photos online. • Thanking people in response to their comments. • Describing what should be done on a job interview.

APPENDIX 3

DIFFERENCE BETWEEN DESCRIPTIVE AND CRITICAL REFLECTION

Differences between descriptive and critical reflection (*adapted from Ho and Richards, 1993*)

Reflection Category	Descriptive	Critical Reflection
<i>1. THEORIES OF TEACHING</i>		
(a) Theories/beliefs about teaching and learning	<ul style="list-style-type: none"> • A belief / conviction • An expert's view 	<ul style="list-style-type: none"> • A justification
(b) Applying theories to classroom practice	<ul style="list-style-type: none"> • How a theory was applied 	<ul style="list-style-type: none"> • A personal opinion • Contradictions between theory and practice • How theories changed
<i>2. APPROACHES AND METHODS</i>		
	<ul style="list-style-type: none"> • Approaches and methods in teaching • The content of the lesson • The learners • The school context 	<ul style="list-style-type: none"> • The teacher' knowledge: pedagogical and experience • Sociopolitical context
<i>3. EVALUATING TEACHING</i>		
	<ul style="list-style-type: none"> • Solutions to problems by seeking solutions from experts 	<ul style="list-style-type: none"> • Evaluating lessons: positive/negative • Diagnosing problems: e.g. students/class interaction; teacher problems • Solutions to problems • Alternative ways of presenting lesson • Deciding on a plan
<i>4. SELF-AWARENESS</i>		
	_____	<ul style="list-style-type: none"> • Perception of self as a teacher • Recognition of personal growth • Setting personal goals
<i>5. QUESTIONS ABOUT TEACHING</i>		
	<ul style="list-style-type: none"> • Asking for advice 	<ul style="list-style-type: none"> • Asking for reason

ÖZGEÇMİŞ

Doğum Yeri ve Yılı : Yozgat 27/04/1986

Öğr. Gördüğü Kurumlar : **Başlama Yılı** **Bitirme Yılı** **Kurum Adı**

Lise : 2000 2004 Bursa Gazi Anadolu Lisesi

Lisans : 2004 2008 Uludağ Üniversitesi

Yüksek Lisans : 2009 2012 Uludağ Üniversitesi

Doktora :

Medeni Durum : Bekar

Bildiği Yabancı Diller ve Düzeyi: İngilizce İleri

Çalıştığı Kurum :**Başlama ve Ayrılma Tarihleri** **Çalışılan Kurumun Adı**

1. 2006- 2008 Özel Elifanne Anaokulu

2. 2008- Hatice Salih Orta Okulu

Yurtdışı Görevleri :

Kullandığı Burslar :

Aldığı Ödüller :

Üye Olduğu Bilimsel ve Mesleki Topluluklar :

Editör veya Yayın Kurulu Üyelikleri :

Yurt İçi ve Yurt Dışında katıldığı projeler :

Yayımlanan Çalışmalar :

Diğer :