T.C.

Mersin Üniversitesi

Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Ana Bilim Dalı

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YÜKSEK LİSANS TEZİ

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Danışman

Yrd. Doç. Dr. Şaziye YAMAN

Mersin, 2012

Tez Onay Sayfası

Mersin Üniversitesi, Eğitim Bilimleri Enstitüsü Müdürlüğüne,

Nurdan ARMUTCU tarafından hazırlanan "İngilizce Öğretmen Adaylarının Yansıtıcı Öğretmenin ve Yansıtıcı Öğretimin Özelliklerine Yönelik İnançları: Bir Eylem Çalışması" başlıklı bu çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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☒	☐	Üye	Yrd. Doç. Dr. Gülden İLİN
☒	☐	Üye	Yrd. Doç. Dr. Elçin ESMER

Onay

Yukarıdaki imzaların, adı geçen öğretim elemanlarına ait olduklarını onaylarım.

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ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ YANSITICI ÖĞRETMENİN VE YANSITICI ÖĞRETİMİN ÖZELLİKLERİNE YÖNELİK İNANÇLARI: BİR EYLEM ÇALIŞMASI

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Milli Eğitim Bakanlığının (MEB) 2006 yılında yapılandırmacı yaklaşımı, ilkokul ve ortaokul müfredatlarında benimsemesi üzerine, Yüksek Öğretim Kurumu (YÖK) da öğretmen adaylarını beklenen niteliklerde, davranışlarda, tutumlarda ve öğretmenlik bilgisi ile yani etkili öğretmenler yetiştirmek amacıyla kendi müfredatını ve yönetmeliklerini yapılandırmacı yaklaşıma göre yeniledi. Yansıtıcı öğretim, etkili öğretmen yetiştirmede etkili bir araç olarak görüldüğü için öğretmen yetiştirme programlarında önemli görülmeye başlandı (Dolapçıoğlu, 2007). Bu yüzden, yansıtıcı öğretmen ve yansıtıcı öğretim öğretmen yetiştirme programlarında dikkat etmeye değer hale geldi. Bu doğrultuda, öğretmen adaylarının önceden sahip oldukları yansıtıcı öğretmen ve yansıtıcı öğretim ile ilgili inançlarının keşfedilmesi, öğretmen adaylarının sahip oldukları örtük inançlarına ilişkin farkındalık kazandırma ve onlara öğretmenlik yaşantıları içinde bazı engelleyici inançlarını değiştirme ya da yeniden yapılandırma olanağı sağlama yolunu açmaktadır.

Sosyal yapılandırmacı kuram çerçevesinde, bu çalışma İngilizce öğretmen adaylarının yansıtıcı öğretmen ve yansıtıcı öğretimin özelliklerine ilişkin inançlarının içerik ve yapısını açığa çıkarmayı, öğretmenlik stajı süreci içerisinde bu inançların içerik ve yapısında herhangi bir değişim olup olmadığını gözlemlemeyi amaçlamaktadır. Dahası bu çalışma İngilizce öğretmen adaylarının yansıtıcı öğretmen olarak ben ve ideal yansıtıcı öğretmen inançları arasındaki uyum ve uyumsuzluğu incelemektedir. Son olarak, bu çalışma öğretmen adaylarının örtük inançları üzerine yansıtma sürecini ve içeriğini incelemeyi amaçlamaktadır.

Çalışamaya Mersin Üniversitesi İngilizce Öğretmenliği Programından 28 öğretmen adayı katılmıştır. Öğretmen adaylarının örtük inançlarını ortaya çıkarmak, bu inançlardaki değişimi takip etmek ve öğretmen adaylarının bu inançları üzerine nasıl yansıtma yaptıklarını gözlemlemek amacıyla repertuar çizelgesi, yansıtıcı toplantılar, yansıtıcı günlükler ve yarı-yapılandırılmış röportajlar kullanılmıştır. Repertuar çizelgesi ile elde edilen veriler Repertuar Çizelgesi Bilgisayar Programında bulunan "FOCUS", "Socio" ve "Exchange" analiz aracılığıyla analiz edilmiştir. Dahası, repertuar çizelgesi, yansıtıcı toplantılar, yansıtıcı günlükler ve yarı-yapılandırılmış görüşmeler aracılığıyla elde edile veriler içerik analizi ile analiz edilmiştir. Sonuçlar gösteriyor ki öğretmen adaylarının inançlarının yapısı kişiye özgü, karmaşık, hiyerarşik olarak yapılandırılmış ve sosyal ortam içerinde geliştirilmiştir. Ayrıca, öğretmen adaylarının inançlarının içeriği öğretme davranışları ve rolleri, profesyonel yeterlilik ve özellikleri ile yüksek oranda ilişkilidir. Öğretmen adaylarının inançlarının yapı ve içeriğindeki değişimler birbiri ile uyumludur. Değişim genelde öğretme davranışları ve rolleri, profesyonel yeterlilik ve özelliklerinde olmuştur. İnançların içerik ve yapılarındaki değişim sayısal olarak az olmasına rağmen; bu sonuç öğretmen adaylarının değişime açık olduğunu ve örtük inançlarını uzun vadede ve

sürekli destek verilmesi durumunda zorlayabileceklerini ve yeniden yapılandırabileceklerini göstermesi açısından ümit vericidir. Dahası, öğretmen adaylarının "öğretmen olarak ben" ile ilgili inançlarına dair sonuçlar gösteriyor ki öğretmen adaylarının birçoğu, hem 1. Veri toplama hem de 2. Veri toplama zamanlarında kendilerinin etkili öğretmenleri ve ideal öğretmenleri ile aynı özellikleri taşıdıklarına inanmaktadırlar ve zaman içersinde bu inançlarında neredeyse hiç değişiklik göstermemektedir. Son olarak, yansıtıcı günlüklerin, yansıtıcı toplantıların ve yarı yapılandırılmış görüşmelerin içerik analizleri öğretmen adaylarının örtük inançları ve davranışları üzerine yaptıkları yansıtmalar açısından gelişimsel bir süreç içerisinde olabileceklerini desteklemektedir.

Anahtar Kelimler: Yansıtıcı öğretim, yansıtıcı öğretmen, inançlar, öğretmen adayları, eylem çalışması, öğretmen yetiştirme programı.

ABSTRACT

BELIEFS OF ENGLISH PRESERVICE TEACHERS ON THE CHARACTERISTICS OF A REFLECTIVE TEACHER AND REFLECTIVE TEACHING: AN ACTION RESEARCH STUDY

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Upon adaptation of constructivist view in primary and secondary school curriculums by Ministry of National Education (MNE) in 2006, Higher Education Institution (HEI) also renewed its curriculum and regulations according to constructivist approach in order to train preservice teachers with expected qualities, behaviors, attitudes and teaching knowledge, namely as effective teachers. Thus, reflective teaching has become prominent in teacher education programs since reflective teaching is viewed as an effective vehicle for enhancing the development of effective teachers (Dolapçıoğlu, 2007). Therefore, the characteristics of a reflective teacher and reflective teaching merit attention in teacher education programs. In this sense, the exploration of preexisting beliefs of preservice teachers on reflective teacher and reflective teaching opens the way for initiating preservice teachers' awareness towards their implicit beliefs and enable them to change or reconstrue some inhibitive beliefs in reflective teaching.

Within social constructivist perspective, this study, aims to clarify the content and the structure of English preservice teachers' beliefs on the characteristics of a reflective teacher and reflective teaching, monitor any changes in the content and structure

of these beliefs during the time of practicum. Further, the present study aims to investigate any consistency and inconsistency between each English preservice teacher's beliefs of self as a reflective teacher and an ideal reflective teacher. Lastly, the study aims to examine the process and the content of preservice teachers' reflection on their tacit beliefs.

Twenty-eight preservice teachers in ELT Department of Mersin University participate in the present study. Further, repertory grid, reflective meetings, reflective journals and semi-structured interviews are used to elicit implicit beliefs of preservice teachers, monitor any change in these beliefs, and observe how preservice teachers reflect on them. The repertory grid data of each preservice teacher is analyzed through "FOCUS", "Socio", and "Exchange" analysis in Repertory Grid Computer Program. Further, the repertory grid data, reflective meetings, reflective journals and semi-structure interviews are subjected to content analysis. The results reveal that the structure of preservice teachers' beliefs is idiosyncratic, complex, hierarchically structured, and socially processed in nature. Further, the content of preservice teachers' beliefs is highly related with teaching behaviors and roles, and professional efficacy and characteristics. The changes in the content and in the structure of preservice teachers' beliefs are compatible with each other in that most of the changes in the content and in the structure of preservice teachers' beliefs occurred in teaching behaviors and roles, and professional efficacy and characteristics. Although the number of changes both in content and structure of beliefs is limited, it suggests promising results since it shows that preservice teachers are somehow open to change, and they can challenge and reconstruct most of their tacit beliefs if they are given continuous support in the long run. Further, the results related with preservice teachers' construction of self as a teacher present that most of the preservice teachers believe they have similar characteristics with their effective and ideal teachers both at Time 1 and at

Time 2, and there is almost no change in their construction of self in time. Lastly, the content analysis of reflective journals, reflective meetings and semi-structured interviews support that preservice teachers are in a developmental process in terms of reflecting on tacit beliefs and their actions.

Keywords: Reflective teaching, reflective teacher, beliefs, preservice teachers, action research, preservice teacher education program.

CONTENTS

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LIST OF ABBREVIATIONS (In Alphabetical order)

CCSSO: Council of Chief State School Officers

ELT: English Language Teaching

HEI: Higher Education Institution

MNE: Ministry of National Education

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INTRODUCTION

Teacher education programs propose to qualify preservice teachers with teaching skills, attitudes, behaviors and pedagogical knowledge to train qualified teachers. That is, the essence of preservice teacher education programs seems to bring effective teachers into the field. However, effective teaching definitions and practices have been debatable issues in that many critics and discussions have been voiced so far (Tatış, 2010). Roberts (1998) puts forward that it is unlikely to set good teaching and good teacher practices due to uncertain and various contexts and situations in teaching. Moreover, it is stated that there are myriad effective teacher concepts and definitions that differ according to approaches and methods adopted through years (Zeichner & Liston, 1996) within different teacher education programs. Hence, Williams and Burden (1997), summarizing some studies on the characteristics of effective teacher and factors contributing to effective teaching, propound that it is fruitless attempt to shape anyone into the model of good or effective teacher through teaching set of effective teacher practices, yet what needed is an inner exploration of one's beliefs because mainly teachers' classroom practices are guided through their beliefs.

Social constructivist approach within teacher education, which explicates preservice teachers learning as the construction of one's own knowledge individually within a social context (Williams & Burden, 1997) rather than transmission of knowledge from one person to another, elucidates how to discover preservice teachers own beliefs to become more effective in teaching. According to social constructivist view, learning is personalized through processing and interpreting newly learned knowledge based on existing beliefs, and then tested against direct and social experiences (*ibid*). It is accepted that prior beliefs of preservice

teachers play a pivotal role in teacher education (Munby, 1982; Pajares, 1992; Richards, Gallo, & Renandya, 2001). Preservice teachers filter, acquire and interpret newly presented knowledge according to their own existing beliefs (Kagan, 1992; Pajares, 1992; Richards, 1998); hence, they fit new knowledge into their own prior beliefs without any requirement for change or modification in their beliefs. The tendency to assimilate knowledge without questioning the prior beliefs reveals the need for preservice teachers to uncover their implicit beliefs in order that they consciously review and explore their beliefs (Roberts, 1998).

Within the boundaries of social constructivist approach, reflective teaching in teacher education emerges as the notion that enables teachers to explore and surface beliefs; challenge intuitive ones with newly learned content or pedagogical knowledge, and reconstruct or modify the beliefs that interfere in teaching with the ones grounded on analysis and practices. Additionally, reflective teaching fosters preservice teachers to examine their experiences critically, which ultimately lead to better understanding of their beliefs and classroom practices (Richards & Farrell, 2005). Under the principles of reflective teaching, preservice teachers constantly think about and reflect on their beliefs and practices, their students, their methods, their materials, and so forth (Kirazlar, 2007); furthermore, they subject their professional practice to constant critical reflection and make their sense of the world explicit through such analysis (Williams & Burden, 1997). All in all, reflective teaching adopted in teacher education enables preservice teachers to discover their implicit beliefs; herewith, it carries preservice teachers through effective teaching in classrooms; therefore, it has become one of the noteworthy aims and themes of teacher education programs to train and bring reflective teachers (Özmen, 2007) within reflective teacher education rather than

imposing a set of practices to preservice teachers and expecting them to transmit the knowledge (Armutcu & Yaman, 2010).

The principles and regulations of teacher education programs vary across the world, and their curriculums reflect their ideologies and education philosophies. Although there is no internationally accepted curriculum around the world for teacher education, in a narrower context teacher education programs offer pre-determined curriculums to train preservice teachers in certain ways to solve the problems in the education system of the country. Within the context of Turkey, teacher education programs apply standard curriculum designed by a central institution so that they bring qualified teachers who will teach in primary and secondary schools. That is, teacher education programs in Turkey propose to train pre-determined teachers in order to meet the demands of the national curriculum. However, it is not so easy to train teachers in certain ways and bring expected teachers for the field since teacher education programs are not always places where preservice teachers uncover their prior beliefs easily and undergo the process of change as desired. The reason is indicated as the tacit and resistant nature of preexisting beliefs of preservice teachers that they have carried from early experiences as students.

Precisely, teaching is claimed as the most observed and experienced profession such that preservice teachers have already shaped their specific teacher beliefs before they come to teacher education programs (Kagan, 1992; Lortie 1975 cited in Roberts, 1998; Pajares, 1992; Sendan, 1995). They observe the front stage of teaching and construct their teacher beliefs accordingly; however, they do not think about the backstage of teaching, namely private intentions of teachers, their reflections on classroom events, their analysis of practices and et cetera (Lortie 1975 cited in Borg, 2004). That is to say, preservice teachers

embody their established reflective teacher beliefs before they step in teacher education programs. Thus, whatever their curriculum or regulations are, Kagan (1992) emphasizes that the ultimate aim of teacher education programs is to enable change in these implicit and strong preservice teachers' beliefs in order to promote the effectiveness of education to bring expected teachers for the field.

The prominence to alter the shaped and established reflective teacher and teaching beliefs lies behind also the inhibitive roles of these beliefs in acquiring new knowledge, interpreting evidences and practices, and attaching meanings and understandings to experiences in teacher education programs (Pajares, 1992; Raths, 2001; Tillema, 2000). Further, since the well-established prior beliefs guide preservice teachers' thinking, classroom practices, their pedagogical knowledge and teachership skills (Richards & Lockhart, 1994; Richards, 1998) according to the traditional set of practices they observed. In these premises, educating reflective teachers who examine, frame and attempt to solve the dilemmas of classroom practice, and are aware of questions, assumptions, and values they bring to teaching practice (Zeichner & Liston, 1996) becomes crucial. As the goal of teacher education program is asserted to enable change in teacher beliefs of preservice teachers so as to optimize the impact of the program (Raths, 2001), challenging preservice teachers' reflective teacher beliefs comes to the point for teacher education programs.

Some studies point out that prior teacher beliefs are so well-established and tacit that it is hard to alter or modify them, even teacher education programs generally fail to challenge and change these beliefs (Kagan, 1992; Pajares, 1992) while others support that teacher education programs enable change in teacher beliefs depending upon their methods, approaches, and contents (Raths, 2001; Richards, 1998; Schön, 1987).

How strong, tacit, and inexplicable shaped beliefs are, it is promoted that change in beliefs come true as expected parallel with education and opportunities provided in teacher education programs. In this sense, reflective model (Wallace, 1991) adopted in teacher education programs which enables examination, analysis and surfacing established beliefs, and reconstructing them through challenging and accommodating with new ones leads to change in beliefs (Freeman & Richards, 1996; Richards, 1998; Richards & Lockhart, 1994; Roberts, 1998; Schön, 1987). Therefore, teacher education programs are to provide preservice teachers to ruminate, surface, illustrate their prior beliefs, associate these beliefs with newly learnt pedagogical and content knowledge, and hereby aid in making implicit beliefs explicit in order that preservice teachers bridge any gap between their beliefs and practices, approach the dilemmas or problems faced in classroom in a more confident way; namely become more effective in teaching. According to Lortie (1975), teacher education programs should not ignore to analyze, explore and open preservice teachers' beliefs not only due to their tacit and unconsciously held natures, but also due to the necessity of preventing them from causing some conflicts while teaching in such a complex profession (cited in Roberts, 1998).

Under the discussion above, reflection and reflective practices emerge as methods which enable to explore, probe, and reconstruct or modify prior beliefs of preservice teachers because reflection is referred as disciplined, conscious, and explicit thought of practices and critical analysis of actions which eventually result in professional development (Dewey, 1997). Hence, the support through reflective practices within teacher education programs procures preservice teachers with opportunities to challenge their beliefs (Richards & Lockhart, 1994), and improve them professionally as a result. The importance of introducing reflection in teacher education programs and contributions of reflective practices on belief

change is emphasized since preservice teachers may explore their preexisting implicit beliefs and question them; interpret their experiences based on pedagogical knowledge; cope with the problems faced in real classrooms, namely become reflective teachers through adaptation of reflection and reflective practices within the program.

Problem Statement

Reflective teaching exists in teacher education programs as a theoretical concept to be taught; however, as Filiz (2008) explicates the practices for bringing reflective teachers are unsatisfactory in teacher education programs; although preservice teachers know reflective teacher and reflective teaching concepts, they fall behind to apply these concepts into practice. The possible reasons for not embracing reflective teaching in their practices have been searched so far; however, any study has touched upon preservice teachers' reflective teacher and reflective teaching beliefs that may characterize preservice teachers' approaches towards reflective teaching. Thus, the beliefs of preservice teachers on reflective teacher and reflective teaching are thought to merit attention, and it is decided to search whether any change in reflective teacher and reflective teaching beliefs is achieved through reflection and reflective practices on practices.

Aim of the Study

There are four aims of the study. The first aim of this study is to explore English preservice teachers' reflective teacher and reflective teaching beliefs before and after practicum on twofold: content and structure. The second aim of the study is to be able to illustrate any change on reflective teacher and reflective teaching beliefs of English preservice teachers regarding content and structure of the beliefs in time. The third aim of the study is to

investigate any consistency and inconsistency between each English preservice teacher's beliefs of self-as-reflective teacher and ideal-reflective-teacher. The fourth and last aim of the study is to examine the process of reflection and reflective practices English preservice teachers are involved in practicum time where they have spent two academic terms for observing school issues and practicing teaching in schools.

The Significance of the Study

Upon adaptation of constructivist approach in primary and secondary school curriculums by Ministry of National Education (MNE) in Turkey, Higher Education Institution (HEI) also renewed its Education Faculty's curriculum concertedly with constructivist approach since teacher education programs are involved in training preservice teachers with expected quality and pedagogical knowledge to work in schools. In general, constructivist approach characterizes teachers as the ones who evaluate their own practices constantly, produce solutions for problematic situations, scrutinize and discover their deeply rooted beliefs that interfere in effective teaching, reconstruct or modify them based on their experiences, which are achieved through reflective teaching (Campoy 2004 cited in Alp, 2007). Thus, the emphasis on educating reflective teachers and adaptation of reflective teaching becomes prominent for preservice teacher education programs within the frame of a broader concept, social constructivist view. Preservice teachers come to teacher education programs with existing teacher beliefs shaped through hours they spent as students (Lortie 1975 cited in Roberts, 1998); therefore, the exploration of preexisting beliefs of preservice teachers on reflective teacher and reflective teaching will open the way for initiating preservice teachers' awareness towards what they have believed in characteristics of reflective

teacher and reflective teaching. Furthermore, the ways and tools to challenge the beliefs, which are tacit, deeply rooted and interfering in practices for change beforehand in teacher education, will be introduced to preservice teachers while experiencing practicum in which teaching and its social conditions are investigated.

Research Questions

Parallel with the aims of the study, the following research questions form the basis of the study:

1. What is the nature of the structure of English preservice teachers' reflective teaching and reflective teacher beliefs at the beginning and at the end of the practicum?

2. What is the nature of the content of English preservice teachers' reflective teaching and reflective teacher beliefs at the beginning and at the end of the practicum?

3. Are there any conceptual changes in the structure of preservice teachers' reflective teaching and reflective teacher beliefs at the end of the practicum?

4. Are there any conceptual changes in the content of preservice teachers' reflective teaching and reflective teacher beliefs at the end of the practicum?

5. Is there any consistency and inconsistency between English preservice teachers' construction of self and ideal self as a reflective teacher?

6. How do preservice teachers reflect on their tacit beliefs in action?

Definitions of Terms (In Alphabetical order)

Action Research: In this study, action research refers to simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which practices are carried out (Carr & Kemmis, 1986).

Change: "Constructs are used for predictions of things to come, and the world keeps on rolling and revealing these predictions to be either correct or misleading" (Shaw & Gaines, 1992, p. 3). This indicates the basis for the revision of the constructs in the light of experiences. Therefore, change refers to construe new meanings or reformulate the old ones through reviewing hold beliefs based on experiences and reflection. Freeman also indicates that change does not mean necessarily doing something differently, it can be affirmation of current practice (Yeşilbursa, 2008).

Change in the Content of Beliefs: This refers to the meanings the preservice teachers attach to the qualities that they identify regarding the characteristics of a reflective teacher and reflective teaching. Thus, the change in the content of preservice teachers' beliefs means identification and analysis of thematic patterns in the beliefs elicited from preservice teachers (Sendan, 1995). Further, it indicates reorganization, reconstruction or change of thematic patterns in the beliefs.

Change in the Structure of Beliefs: According to Sendan (1995), the change in the structure of beliefs refers to identification and analysis of the structural patterns of preservice teachers' beliefs. By changes in the structure, Sendan and Roberts (1998) also point out the reorganization of each individual preservice teachers' construct systems, as reflected by Exchange grid analyses of grids (cited in Yaman, 2004).

Collaboration: In this study, collaboration refers to participants' being in cooperation during reflective meetings. Further, collaboration presupposes that each preservice teacher's ideas and beliefs are equally significant.

Construct System: "A construct is a way in which some things are construed as being alike and yet different from others" (Kelly, 1955, p. 105 cited in Yaman, 2004, p. 13). Further, constructs do not exist in isolation; however, they are grouped hierarchically, which means some constructs may have subordinates and some others may have superordinate positions within the system (Pope, 1985 cited in Sendan, 1995).

Content: Sendan 1995 defines content as "the intended meaning of personal constructs (i.e., teaching behaviors or teaching characteristics) proposed by the participants when making semantic distinctions about what constitutes effectiveness in teaching" (p. 60).

Current Self: Current self refers to each preservice teacher's perception of himself/herself as a teacher.

Cut-off Point: This indicates the level to which construct and/or element trees drawn (RepGrid 2 Manual, 1993 cited in Yaman, 2004).

Elements: Elements are defined as "an individual's personal observations or experience of the world" (RepGrid 2 Manual 1933 cited in Sendan, 1995, p. 93). The elements in this study are 5 teachers- Effective, Typical, Ineffective, Self, Ideal teachers.

Ideal Self: Ideal self means each preservice teacher's perception of the teacher s/he would like to be.

Repertory Grid: Yaman (2004, p. 19) cites repertory grid as

> a two-dimensional matrix depicting relationships amongst a person's personal 'constructs' and specific 'element', where an 'element' denotes the persons (including self), things, and events that

> together constitute an individual's environment… 'constructs' denotes the dimensions or reference axes used by the individual to discriminate between elements (Alban-Metcalfe, 1988).

Permeability: The constructs' "degree of openness to change, the potential to countenance new features" is conceptualized as permeability (Pope, 1985, p. 18 cited in Yaman, 2004, p. 21).

Practicum Period: Practicum period includes the time of "School Experience" (Fall Term) and "Teaching Practice" (Spring Term), the courses which are offered in the last year of preservice teacher education program in Turkey.

Preservice Teacher: Preservice teacher is a senior student in a preservice teacher education program, and start to observe and teach in schools under the supervision of his/her supervisor and mentor.

Structure: The term, structure, refers to

> (a) the ways in which individual constructs are hierarchically organised into a whole system of construction (Kelly's [1955] organisation corollary), and (b) the ways in which the construction systems of different participants within the same cohort are related to one another (Kelly's [1955] commonality corollary) (Sendan, 1995 cited in Yaman, 2004, p. 14).

Teacher Belief: There are many different conceptualizations which are used interchangeably for teacher belief. Some studies conceptualize it as "personal theories" (Richards, 1998; Roberts, 1998; Sendan, 1995; Yaman, 2004), some others refer to "teacher perceptions" (Fajet et al., 2005), or "teacher conceptions" (Jones & Vesilind, 1996); however, "teacher belief" (Borg, 2001, 2004; Kagan, 1992; Mattheoudakis, 2007; Pajares, 1992; Richards et al., 2001; Schaaf, Stooking & Verloop, 2008) is used in this study in order to refer to "tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught" (Kagan, 1992, p. 65). Further, Raymond (1997) defines teacher belief in a more

detailed way as the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time in a social context (Richards & Lockhart, 1994) and bring with them to the classroom.

CHAPTER I: REVIEW OF LITERATURE

In this chapter, teacher education models are reviewed in order to provide background information regarding preservice teacher education and its components for bringing more qualified teachers. Moreover, constructivism in teacher education is discussed through referring to renovation in preservice teacher education in Turkey after 2006.

Since preservice teachers' beliefs become prominent in achieving the objectives of teacher education programs and bringing effective teachers in the field, Kelly's personal construct psychology which draws on constructivist view of learning and its methodological implications in teacher education are presented and illustrated in order to understand and analyze how preservice teachers construe knowledge and experiences, and accommodate or assimilate these as beliefs in their belief system. Before the nature of those beliefs is introduced, it is focused on a broader theory, social constructivism, in order to provide a solid basis for teacher and preservice teacher beliefs.

The overview of the research into teacher and preservice teachers' beliefs is provided in order to draw clear understanding of teacher belief and its importance for teacher education. And, the relevant literature for the purpose of providing background information about reflection and reflective teaching in teacher education is reviewed.

I.1. Teacher Education Models

Teaching is defined as complicated, large scale, hard to define and close to soul (Dukcworth as cited in Özmen, 2007); moreover, learning to teach is also regarded as a complex process which is nonlinear and multidimensional (Roberts, 1998). Due to this

challenging nature of teaching, different paradigms in teacher education has been emerged so far in order to facilitate preservice teachers' learning how to teach. However, it seems reasonable to focus on three widely acknowledged and used teacher education models in current teacher education programs, which are identified by Wallace (1991) since he draws on Schön's classification of research-based knowledge and knowing-in-action (Sendan, 1995) which is relevant to the present study. These are craft model, applied science model, and lastly reflective model.

Craft model supports the wisdom that profession resides in an experienced professional practitioner who is expert in the practice of 'craft' (Wallace, 1991) (see figure 1).

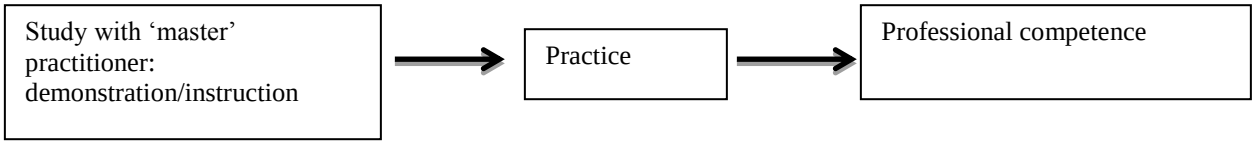

Figure 1. The Craft Model of Professional Education (Wallace, 1991, p.6)

This model sees teacher education as imitation of the expert teacher. That is, preservice teacher studies with the expert teacher; the expert teacher shows how to teach and instruct while teaching, then preservice teacher imitates the expert teacher's ways of teaching through imitating and repeating over and over again until professional competence is achieved by the preservice teacher. However, in this model it needs to be questioned that how anyone can assure the expert teacher is effective in teaching, and s/he is qualified in conveying his/her knowledge to another person.

The other model is applied science model, defined as traditional and probably most prevalent model underlying most teacher education programs. It derives its authority

from empirical science and considers scientific knowledge, which is learned through education, and immediately and completely applied in practice (Wallace, 1991).

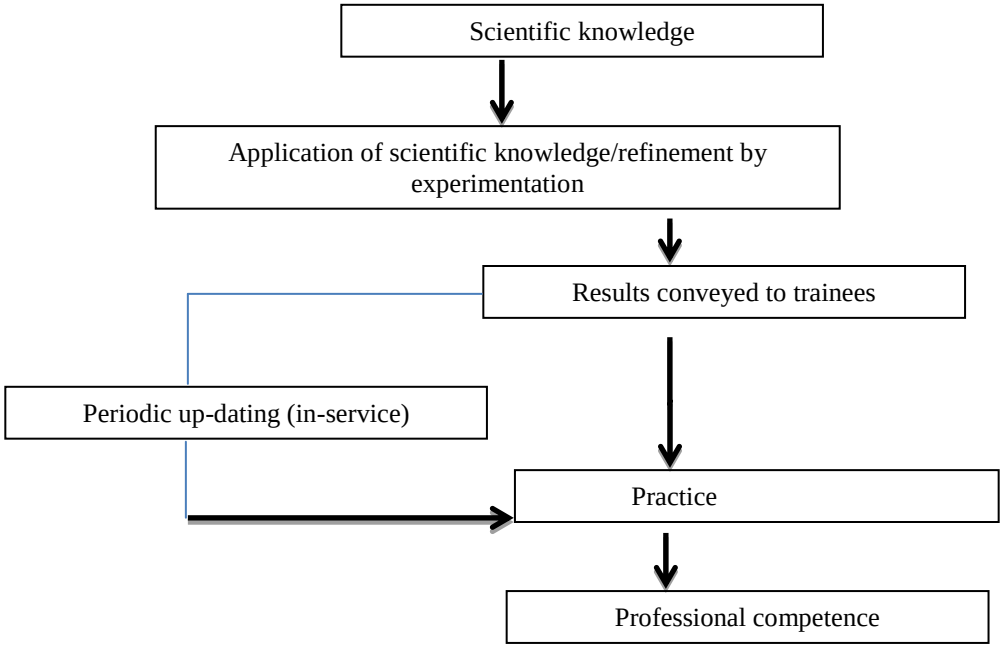

Figure 2. Applied Science Model (Wallace, 1991, p. 9)

As Figure 2 illustrates, in this model the focus point is scientific knowledge; once the scientific knowledge is acquired or learned by preservice teacher, s/he applies it into practice exactly the same way as in experimentation, and the results of teaching is observed. Then, if necessary, periodic up-dating is done by scientists, and later it is allowed to the preservice teacher to practice the updated knowledge in the field. According to the proponents of this model, this cycle achieves professional competence. However, Schön (1987) harshly criticizes this model since he considers its being too instrumental. He proposes that applied science model sees knowledge as systematic and preferably scientific, and treats professional competence as the application of privileged knowledge to instrumental problems of practice. This model holds practitioners as instrumental problem solvers. However, Schön (1987)

elucidates that problems do not serve themselves in well-formed and clear; nevertheless, they present themselves as messy and indeterminate situations.

Schön (1987) also advocates that considering unique cases fall outside the categories of existing scientific knowledge and techniques, the practitioner cannot treat the problem in her/his store of professional and/or scientific knowledge. That is, the case may not be in the book. If the practitioner, the preservice teacher in this case, is to deal with problematic situation competently, s/he must do so by a kind of improvisation, inventing, and testing in the situation strategies of her/his own devising. This view of Schön also leads the way for reflective model in teacher education. Wallace (1991, p.15) figures reflective model as below:

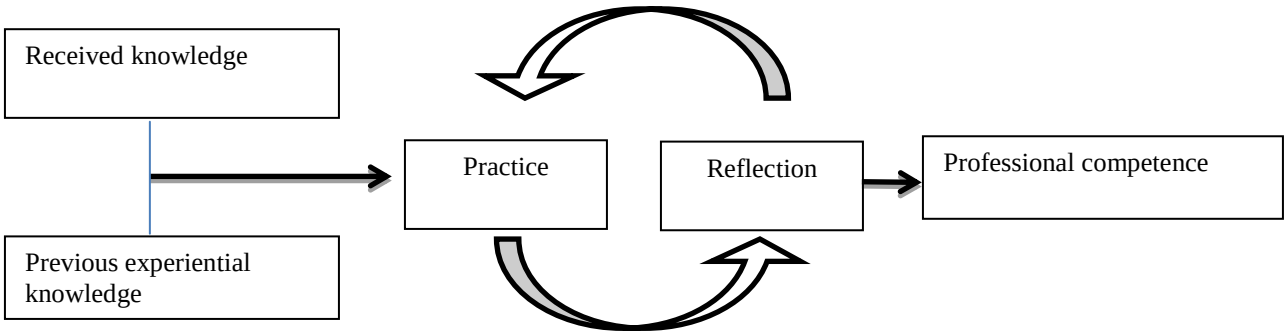

Figure 3. Reflective model

Within the reflective model, received knowledge and experiential knowledge play important roles for the quality of practice. Received knowledge is defined as intellectual content of the profession (Wallace, 1991), probably acquired in teacher education program through courses and specific trainings; on the other hand, experiential knowledge is related to prior beliefs held as tacit and in unverbalized form gained through observations and imitations over time. In this model, received knowledge and experiential knowledge have influence on

practice. After practicing, preservice teachers reflect in/on their practice and detect the missing points for more effective teaching, and this practice-reflection cycle goes over and over again until professional competence is achieved by the practitioner. Schön (1987) states that professional competence/artistry refers to the kinds of competence practitioners, preservice teachers, sometimes display in unique, uncertain, and conflicted situations of practice. Thus, reflective model in teacher education involves preservice teachers' developing their own individual beliefs of teaching, exploring the nature of their own decision making based on received knowledge and classroom practices, and developing strategies for reflection and change.

As discussed above, although there are many models and concepts in teacher education, three models offered by Wallace (1991) are commonly adapted by teacher education programs around the world and in Turkey. Specifically, the study conducted by Ekiz and Yigit (2007) in Turkey, which was based on these three educational models, searched on preservice teachers' views on teacher educational models, and found that preservice teachers attested negative views on craft and applied science model, but they were proned towards reflective model in a positive way. However, in another study, Ekiz and Yiğit (2006) illustrated that even though preservice teachers put forward their favor for reflective model, they could not put theory into practice, analyze and question their practices, and as a consequence they could not carry out necessities for reflective model and reflective teaching. The reason for this conflict in beliefs and actions of preservice teachers in Turkey may be due to teacher education model adapted in Turkey by HEI.

According to Kirazlar (2007) after the project between HEI and World Bank in 1998 in Turkey, it was aimed to educate technicians of teaching, namely teacher education

programs started to train preservice teachers who would teach at certain domains based on research in the field. However, the shift in 2006 after constructivist view adapted by MNE in the curriculum of primary and secondary schools has led to some changes in the curriculum, regulations and content of teacher education programs; therefore, HEI renewed its curriculum and content based on more constructivist view in teacher education. Although there was no apparently proposed teacher education model adapted specifically in teacher education programs, constructivist curriculum has engendered more reflective practices in teacher education programs since constructivist view expects preservice teachers to interpret their practices, question their beliefs and decisions, and be in effort of developing themselves constantly both personally and professionally.

I.2. Constructivism in Teacher Education

The current development in technology and demands of modern world on students has led to some changes in settings and objectives of schools. Therefore, traditional approaches in teaching have lost its importance, and teachers and learners have been involved in teaching-learning process as active participants. With this shift in education, constructivist view has gained importance in teacher education (Roberts, 1998; Siegel, 1978; Sendan, 1995; Yaman, 2008), and the premises of learning that is supported within constructivism are adapted in order to enhance and qualify teacher education. That is, it is proposed that constructivist teacher education encourages preservice teachers in their own learning through helping them develop awareness of their own understanding and beliefs of teaching and linking these understanding with their actions (Richardson 1997 in Şanal-Erginel, 2006); that

is to say, they are fostered to act in accordance with their understandings and beliefs, which is regarded as significant for effective teaching in the classroom.

Since constructivism focuses on individuality of preservice teachers, it suggests that each preservice teacher has their own unique experiential world which means preservice teachers create own meaning through an interaction between their prior and new knowledge of instruction (Winitzky & Kauchak 1997 cited in Şanal-Erginel, 2006). Moreover, with constructivist view in teacher education, it is conceived that preservice teachers have their own prior beliefs and background that they bring into teacher education as they have built own view of the world until they enter teacher education programs. Therefore, background of each preservice teacher becomes prominent in that understanding and surfacing preservice teachers' view of the world lead the way for more effective and qualified teacher education, which achieves the objectives of the process. Kagan (1992) propounds preservice teachers' prior experiences and beliefs influence their learning and process in teacher education programs. That is, prior beliefs and background knowledge of preservice teachers affect the way how to acquire the new knowledge in teacher education as preservice teachers construct the knowledge and information they learn based on the their experiences. Similarly, Roberts (1998) puts forward that constructivist view in teacher education clarifies the way of preservice teachers' filtering out training subjects, or interpret the input offered in teacher education so that it fits within their own frame of teaching.

In Turkey, teacher education programs also adapted constructivist view of teacher education. Curriculum and courses of the programs were revised according to constructivist view after 2005-2006 regulation in MNE. This revision was welcomed, and studies conducted in Turkey after 2005-2006 revision focused on more constructivist approach in teacher

education (Alp, 2007; Dolapçıoglu, 2007; Filiz, 2008; Kirazlar, 2007; Özmen, 2007; Şanal-Erginel, 2006; Tatış, 2010; Yeşilbursa, 2008). The effectiveness of constructivist view in educating more qualified and effective teachers who is responsible for their own learning and professional development is supported. For instance, Saban (2004) proposes that constructivist view regards that knowledge is not independent from individuals, but it is a product of individuals (cited in Dolapçıoglu, 2007). That is, in teacher education preservice teachers construct own knowledge based on their prior experiences, pre-knowledge, and previous beliefs; herewith, each of them lead their own way of teaching. According to constructivist view, teachers and preservice teachers are expected to evaluate their practices critically without accepting every situation and its outcomes exactly, and detect problematic situations and produce solutions for them; in this way, re/construct their beliefs based on these experiences in teaching (Campoy 2004 cited in Alp, 2007); consequently, it is targeted to bring such teachers in teacher education programs in Turkey. After the adaptation of constructivism in both MNE and HEI curriculum, MNE published a handbook on "*General Teacher Competencies*" [1] (2006) and "*English Language Teachers' Field Specific Competencies*[2]" (2008), and specified expected teacher qualities based on the performance indicators stated in the handbooks. When the performance indicators such as can do self-evaluation, can record in teaching-learning process, can evaluate past events, can develop personal and professional sides, are considered, it is seen that constructivist view premises has found wide place in teacher education.

[1] The handbook is published in Turkish, and the original name of it is "Öğretmenlik Mesleği Genel Yeterlikleri"
[2] The handbook is published in Turkish, and the original name of it is "İngilizce Öğretmeni Özel Alan Yeterlikler"

Up to this point, how constructivism affects teacher education, and specifically how it has had repercussions in Turkey and its teacher education programs were discussed. Constructivism illustrates how preservice teachers construe the information or knowledge presented in teacher education based on their prior experiences, knowledge, and beliefs. Now, we turn to Personal Construct Psychology so as to gain insight into the process of construing in that Kelly's Personal Construct Psychology under the notion of constructivism explicates the construction and thinking process of an individual in a more detailed way.

I.2.1. The Psychology of Personal Constructs

Personal construct psychology, proposed by Kelly, is a systematic, articulate, and rational theory that takes a constructivist view in explaining human knowledge (Shaw & Gaines, 1992). Constructivism, emerged as an opposing view against behaviorism, is regarded as an epistemology of learning or meaning making theory that elucidates the nature of knowledge and how human beings learn. According to constructivist view of learning, people create and construct new understandings or knowledge through the interaction of what is already known and believed, with which in contact, and as a consequence, bring a sense of personal meaning to the world; in other words, everyone makes own sense of the world through their experiences based on prior knowledge and beliefs (Williams & Burden, 1997).

Taking its roots from constructivist view, personal construct theory advocates that individuals build up unique repertoire of constructs based on their own experiences. Herein, the constructs, according to Kelly, refer to bipolar concepts used to construe the world; in a more clear way, the constructs are to interpret reality and predict future events (Roberts, 1998). In addition that they are utilized for predicting coming events, they reveal these

predictions to be either correct or misleading (Kelly 1955 cited in Shaw & Gaines, 1992, p. 3). Therefore, the constructs are considered as templates that individuals shape their impressions of events, persons, and activities with which they contact as they have new experiences in order to establish some kind of fit (Williams & Burden, 1997). In this sense, individuals use their constructs "to observe, classify, explain, predict and control the events they are interested in" (Sendan, 1995, p. 24). The assumption underlying personal construct theory is that the individual's constructs are subject to revision and replacement (Zuber-Skerritt, 1992) as to whether the predictions have been correct or not; that is to say, constructivism advocates that every individual construes his/her own perspective of the world via own experiences; in a way that, they relate new information, knowledge, and beliefs with previously learned or held ones as they build new ones. Roberts (1998) explains how constructivism clarifies learning process in a more detailed and cyclical way as:

- New information is filtered according to individuals' expectations and existing knowledge of the world; that is, prior knowledge/beliefs of individuals play pivotal role in accepting new knowledge
- Individuals construct the meaning
- The meaning is matched with previously held representations
- Matching confirms or disconfirms existing representations
- Matching leads the way for maintaining the meaning as presently constructed (assimilating)
- Mismatching causes individuals to revise/reconstruct prior representations to incorporate with new information/knowledge (accommodation) (p.23).

Therefore, based on constructivism, personal construct psychology advocates that the construing of the world depends upon previous experiences which have impact on how to anticipate future events, new knowledge or so forth (Williams & Burden, 1997) within a

process. Kelly explicates this systematic process of the construing through his fundamental postulate and eleven corollaries.

- **Fundamental Postulate**: A person's processes are psycho-logically channelized by the way in which he anticipates events (Shaw & Gaines 1992; Fransella, 2003). Kelly considers every individual as a personal scientist who creates various theories at any level (Zuber-Skerritt, 1992); in this regard, he puts forward fundamental postulate to frame his theory. As stated, individuals are in a process of observation, interpretation, prediction and control; within this process they construe own representation model of the world which guides their behavior; they forecast events and evaluate previous ones to validate or invalidate them through their constructs (Zuber-Skerritt, 1992). Moreover, the fundamental postulate implies that individuals' built constructs and/or owned behaviors reflect their future constructs and/or behaviors (Pope & Keen, 1981) since they interpret the future events based on their prior constructs.

- **Construction Corollary:** A person anticipates events by construing their replications (Fransella, 2003). That means individuals build up a set of constructs that paves their way for revealing recurring patterns in future events. As individuals do not constantly build up new constructs, but assimilates some of new knowledge depended on the previous constructs which enable them eventually to anticipate or predict events. Yaman (2004) states that individuals construct their expectations using their past experiences and knowledge related to this expectations.

- **Individuality Corollary**: Persons differ from each other in their construction of events (Fransella, 2003). Since constructs are personally unique (Zuber-Skerritt, 1992),

each person has a particular belief and perspective that differ according to his/her aims, previously held knowledge, expectations and et cetera (Pope & Keen, 1981). For instance, Fransella, Bell, and Bannister (2004) state that even the most public constructs are personal in that individuals give own meaning to the constructs, and make them part of their construct system. That is, individuality corollary indicates that each person has his/her own unique way of construing the knowledge depended on own previous experiences, own beliefs and knowledge; even the exactly same event experienced by two different people can be constructed in various ways in belief system of these two individuals since constructs can differ in their position, range, focus, and strength within hierarchical system of individual's belief system (Zuber-Skerritt, 1992).

- **Organization Corollary**: Each person characteristically evolves, for their convenience in anticipating events, a construction system embracing ordinal relationships between constructs (Fransella, 2003). By construction system Kelly describes how a series of constructs with similar elements are grouped to minimize inconsistencies between their elements, and herewith avoid contradictory predictions. Moreover, the nature of the construction system is hierarchical (Fransella et al., 2004; Zuber-Skerritt, 1992) in that the constructs are not ordering ways of words/phrases; rather they are within a hierarchical order.

- **Dichotomy Corollary**: A person's construction system is composed of a finite number of dichotomous constructs (Fransella, 2003). Within this corollary, it is signified that constructs are dichotomous in nature; that is to say, each construct is bipolar; has its other pole, its dichotomy. Therefore, dichotomies have integrating and differentiating function, and they act as the generalized form of differentiating and integrating constructs by which a person

intervenes in own world (Shaw & Gaines, 1992). That is, constructs are bipolar and elements can be located in only one of the poles according to relevancy with the construct.

- **Choice Corollary**: Persons choose for themselves that alternative in a dichotomized construct through which they anticipate the greater possibility for the elaboration of their system (Fransella, 2003). A person can not be predetermined in his/her thinking, but s/he can choose alternatives (Zuber-Skerritt, 1992) of their constructs as dichotomous. Choice corollary supports that each person is active in construing process in that s/her makes his/her choice of a dichotomous construct so as to clear the way of construing.

- **Range Corollary:** A construct is convenient for the anticipation of a finite range of events only (Fransella, 2003). Kelly explains a range of convenience as the portion of the real world over which a given system or theory enables necessary coverage; that is, each construct has a limited applicability (Yaman, 2004). Each construct is not used to define everything. That is, each construct realized with limited range of elements. Fransella et al. (2004) explain this corollary as "a construct (or a subsystem of constructs) operates always within a context and that there are a finite number of elements to which it can be applied by a given person, at a given time" (p.6).

- **Experience Corollary**: A person's construction system varies as s/he successively construes the replication of events (Fransella, 2003). This corollary supports that each individual learns through own experiences; s/he revises and extends own constructs as s/he experiences new events. Parallel to this, individual's construction system changes as s/he successively constructs the replications of events (Yaman, 2004).

- **Modulation Corollary**: The variation in a person's construction system is limited by the permeability of the constructs within whose range of convenience the variants lie (Fransella, 2003). In other words, it is the degree of openness for change of a person's constructs (Zuber-Skerritt, 1992). However, this change occurs within the limits of permeability of the constructs that forms the system. That means when a new construct is added to the system, the already existing superordinate construct integrates it into the system depending on how permeable is the superordinate construct. Otherwise, newly added construct can conflict with the existing ones and result in inconsistency within the system.

- **Fragmentation Corollary**: A person may successively employ a variety of construction subsystems which are inferentially incompatible with each other (Fransella, 2003). That is, the constructs placed in a system may have distinctness and inconsistency with each other (Zuber-Skerritt, 1992). Yaman (2004) also mentions that new constructs are not always descendants of the old ones; they may have different functions and places within the system. This fragmentation explains the reason of incoherent behaviors of a person.

- **Commonality Corollary**: To the extent that one person employs a construction of experience which is similar to that employed by another; their processes are psychologically similar to those of the other person (Fransella, 2003). A group of people may be similar in terms of their construction (Zuber-Skerritt, 1992). Although it seems that commonality corollary contradicts with individuality corollary, within the context of the total theory it is rationalized in a way that two people may construe the events in the same way; however, they may differ in their implications of these constructs (Fransella et al., 2004).

- **Sociality Corollary**: To the extent that one person construes the construction processes of another they may play a role in a social process which involves the other person (Fransella, 2003). That is to say, people build their constructs in part through interactions with others such that person's constructs can be explored by him/her as well as by others (Zuber-Skerritt, 1992). A person/group may play role in another person's interpretation and predicting events that two partners have encountered. This corollary does not mean that people mimic or hold the same constructs or indicate reproduction of constructs, but this notes that a person may construe a new construct with the effect of another person (Fransella et al., 2004).

Besides exploring how to reveal person's constructs through discussions and logical inferences, Kelly has developed a systematic language for describing construing process (Sendan, 1995). That is, he proposes repertory grid technique to understand and picture the process of construction at a particular point in time, and discover the constructs in terms of experiences in a valid way.

I.2.1.1. Repertory Grid Technique

The repertory grid technique used to elicit the constructs and terminology from individuals is based on an empirical measurement methodology (Yaman, 2004). It explores personal constructs and illustrates the internal structure of a person's repertoire of constructs (Fransella, 2003; Fransella et al., 2004). Solas (1992) states that repertory grid offers systematic but non-prescriptive way to discover how people construe their world; moreover, he claims in his informative review study that repertory grid offers a mean of raising awareness about constructs through surfacing them. Similarly, Zuber-Skerritt (1992) reviews research in higher education which elicits personal constructs of individuals. Within his

review study, repertory grid is proposed as widely used method and technique so as to elicit constructs from individuals without influencing them by means of questions. Furthermore, he propounds that repertory grid both elicits personal constructs and helps inservice and preservice teachers to become aware of their own and others' beliefs.

Repertory grid is also used to quantify the relationship between constructs since it allows for diversity of individual viewpoint, is concerned with personal beliefs of participants, and allows for statistical analysis (Sendan, 1995). Accordingly, in addition to discussion, negotiation of meaning, and decision making function of repertory grid, it is utilized by many researchers for eliciting personal beliefs of teachers. For instance, Munby (1982) focuses on the importance of searching teachers' beliefs and their understandings appropriately to the nature of beliefs since he regards that understanding of teachers' beliefs clear the way for making sense of teacher beliefs, hereby teachers' actions in the classroom. With the aim of proposing proper way of surfacing teachers' beliefs, he reviews some studies in the field in order to find any missing points regarding the methodology, and as the consequence of the review, he assures the efficacy of repertory grid technique in revealing teachers' beliefs. It can be stated that the result of the study points out that repertory grid technique is the one appropriate to elicit teachers' beliefs because it maintains the integrity of the beliefs while revealing them.

Williams and Burden (1997) states that if teachers are to be effective, it is needed for them to act consistently in accordance with their expressed beliefs. Therefore, repertory grid is considered as a reflective tool that enables teachers to become aware of their held beliefs and detect any inconsistency between their expressed beliefs and their practices in the classroom. In the study of Kane, Sandretto, and Heath (2004), it is aimed to examine what

teachers say about their teaching, namely what they believe in teaching, and what they really do in the classroom. Repertory grid technique is used to articulate and examine teachers' thinking about good teaching and good teachers, namely as a reflective tool for teachers. As a result, with the help of repertory grid method, teachers, in the study, are observed to realize their beliefs and any in/consistency between their beliefs and actions.

Besides repertory grid's being regarded as a tool for reflection, it enables insights into the professional and personal development for teachers. Yaman (2004) conducts an action research on teacher development, and examines ten teachers' beliefs about the characteristics of effective teachers at two times in the process of inservice teaching program in order to see any changes in the beliefs and consistency of these beliefs with practice in teaching. The study is based on repertory grid method as elucidative and reflective tool that enables teachers to develop both personally and professionally through verbalizing their beliefs. The results of the study indicate that repertory grid promotes reflective process and self-awareness of teachers, and activates change and development.

Şimşek (2007) also points out the need of inservice teacher development program for teachers to improve themselves in teaching specifically 4^{th} and 5^{th} grade students. Therefore, he designs an inservice training for teachers, and uses repertory grid method to determine teachers' beliefs about effective primary English Language teaching and track any changes in the beliefs of teachers at the end of training program. The intended use of repertory grid method is stated as determining the effects of "Teaching Young Learners English Teacher Development Program" on teachers' effective teaching beliefs. The results of the study present that repertory grid paves the way for eliciting beliefs; hence, it aids teachers to notice their

held beliefs and be more attentive in consistency between their beliefs and actions in the classroom.

Repertory grid is not only used for eliciting teachers' beliefs, but also it promises to reveal personal beliefs of preservice teachers, and provide an explanatory framework for individual learning to teach (Roberts, 1998). Corporaal (1991) supports, in his study of preservice teachers' beliefs about good teaching, that repertory grid method is not a simple method, but potentially it retrieves preservice teachers' implicit beliefs and merges cognitive/psychological orientation, and produces valid and reliable data. For instance, Sendan (1995) elicits personal beliefs of preservice teachers of English about the characteristics of effective teacher through using repertory grid in his longitudinal study on the patterns of development in both content and structure of beliefs. He points out that there is a need to uncover preservice teachers' implicit beliefs in teacher education programs in order to make them available for conscious review, and repertory grid methodology lead the way for surfacing these tacit beliefs.

In particular, personal construct psychology and constructivist view of learning in teacher education explain how preservice teachers construe their beliefs based on own experiences and learned knowledge, and they both focus on internal process of construing these experiences and newly learned knowledge and accommodating or assimilating them as beliefs within their belief systems. However, Roberts (1998) states that within teacher education each preservice teacher also develops a social identity as s/he plays a role in society, besides construing own meaning of the world; therefore, teacher education programs need to embrace social dimension and collaboration in a community while presenting theoretical knowledge to preservice teachers.

In the light of this, constructivist view in teacher education lacks in some significant aspects of teacher education in that if it is to be a social world in which preservice teachers act, then common understandings are to be established so as to reach shared realities (Williams & Burden, 1997). Therefore, the study takes its roots from constructivist theory and repertory grid methodology, and it is based on social constructivist theory in teacher education for a broader understanding how preservice teachers construe teacher beliefs based on their experiences within a social context. Therefore, now, social constructivist view in teacher education will be discussed.

I.3. Social Constructivism as a Theoretical Framework of the Study

Teacher education should consider cognitive, affective and behavioral dimensions; moreover, it is needed to touch on social dimensions of experience and learning as Dewey (1938) mentions all experiences are social in that they involve contact and communication (in Roberts, 1998). Further, Yaman (2008) proposes that the knowledge is a social construct gained through interacting with others. Hence, constructivism, adopted in teacher education with an interactionist perspective, namely social constructivism, (Roberts, 1998; Williams & Burden, 1997) offers broader understanding in teacher education. Without rejecting constructivism, social constructivist view recognizes individual's construing of the knowledge and admits social aspects within this process.

A broadly social constructivist view in teacher education suggests that new information will be personalized; namely, processed and interpreted by preservice teachers according to their current knowledge and beliefs, and then tested against direct experience and social exchanges (Williams & Burden, 1997). In other way, in teacher education preservice

teachers build own view of the world depended on their prior knowledge, information, beliefs, and events within a social context and via social interactions with others. Social constructivist view puts emphasis on exploring preservice teachers' thinking within a social context. As teaching occurs within a social context, and it is a social process which teacher interacts with other teachers and with students, it cannot be thought in isolated forms. In this sense, collaboration with others enables preservice teachers to recognize and understand their implicit beliefs since they try to explain themselves and their ideas to others and try to find words for thoughts to make them explicit (Knezevic & Scholl 1997 cited in Roberts, 1998) Moreover, as Kelly proposes through his sociality corollary, individuals construe their knowledge or beliefs through interacting with others as well; teacher beliefs are influenced from others' experiences, knowledge or beliefs, and individuals may change or reconstruct in part their held beliefs through reflecting on their actions, interacting or discussing with others. Before inquiring about the ways to explore previously held beliefs, it will be reasonable to negotiate on the nature of the beliefs.

I.4. Teachers' and Preservice Teachers' Teacher Beliefs

The difficulty in studying teacher beliefs (Borg, 2001, 2004; Kagan, 1992; Mattheoudakis, 2007; Pajares, 1992; Richards et al., 2001; Schaaf, Stooking & Verloop, 2008) or as in some studies personal theories (Richards, 1998; Roberts, 1998; Sendan, 1995), or teacher perceptions (Fajet et al., 2005), teacher conceptions (Jones & Vesilind, 1996) lies in definitional problems, poor conceptualizations, and differing understandings of beliefs and belief structures (Pajares, 1992). Therefore, it is needed to define and illustrate what is intended to mean by belief and teacher belief.

In general terms, beliefs refer to a coordinated set of ideas and actions a person's ordinary way of thinking and feeling about acting in a particular situation (Becker 1961 cited in Liston & Zeichner, 1990). Specifically, teacher beliefs are defined as the beliefs about teaching (e.g. what is considered legitimate professional work), about themselves as teachers (Becker 1961 cited in Liston & Zeichner, 1990). Moreover, Kagan (1992) broadly defines teacher beliefs as "tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught" (p. 65). In a more detailed way, teacher beliefs include "the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom" (Raymond, 1997, p. 66). Further, it is put forward that teacher beliefs are based on the goals, values, and beliefs held in relation to the content and process of teaching and teachers' understanding of the systems in which they work and their roles within it (Richards & Lockhart, 1994).

Nespor (1987) also puts emphasis on difficulty of defining teacher belief; therefore, starts from distinguishing teacher belief and teacher knowledge to illustrate what teacher belief means in a more clear way, and propounds peculiar characteristics of teacher belief (cited in Pajares, 1992). For instance, beliefs are noted as stronger predictors of behaviors and, for all their idiosyncrasies, as far more influential than knowledge in determining how to organize and define tasks and problems. Moreover, beliefs are stated as based on evaluation and judgment; however, knowledge is based on objective fact (Nespor, 1987 cited in Pajares, 1992). Further, according to Nespor (1987), teacher beliefs in nature are existential presumptions and episodic structures which are affective and evaluative, and alternative (cited in Pajares, 1992).

It is also proposed that teacher beliefs are gradually built over time, and there are number of sources that support in this construing process in time such as experience as a learner, development of craft knowledge through teaching experience, personality preferences, and educational theories et cetera (Richards & Lockhart, 1994; Roberts, 1998). One of these important sources is regarded as own experiences as a learner (Kagan, 1992; Lortie 1971 cited in Roberts, 1998; Pajares, 1992; Richards & Lockhart, 1994). That is, preservice teachers enter teacher education programs with established prior beliefs about teaching construed through observing teachers as learners. Lortie (1975) refers to this as apprenticeship of observation, and explains that everyone has beliefs about the characteristics of teachers, classrooms, and schools which are built over experiences gained through thousands of hours spent in classrooms (cited in Roberts, 1998). Thus, preservice teachers enter teacher education programs with beliefs about good teaching based on images of good teachers they know, experiences as learners and images of self as teachers.

In teacher education prior held beliefs which stay as intuitive and imitative like folkways of teaching (Buchmann, 1987 in Borg, 2004) inevitably influence preservice teachers' receptiveness to instruction (Kagan, 1992; Lortie 1975 cited in Roberts, 1998; Munby, 1982; Pajares, 1992; Raymond, 1997) and guide their teaching practices (Kagan, 1992; Munby, 1982; Özgün-Koca & Şen, 2006; Pajares, 1992; Raymond, 1997; Williams & Burden, 1997; Zeichner & Liston, 1996); therefore, it is needed to clarify and alter preservice teachers' prior beliefs in teacher education programs. Thus, the ultimate aim of teacher education program is put forward as to change or modify preservice teachers' held teacher beliefs in order to increase the quality of teacher education for bringing more effective teachers (Kagan, 1992; Tillema, 2000). Moreover, Raths (2001) points out that the

importance of changing or modifying preservice teachers' beliefs in teacher education programs beforehand due to two reasons; one is that preservice teachers' well-established and espoused beliefs may inhibit learning new knowledge and applying it in practice, the other is that prior beliefs may hinder the interventions of teachers with their students as preservice teachers' tacit and ignored beliefs cause attribution of failure to external factors rather than reflection on problematic issue. That is why, how much hard or complex is it to alter preservice teachers' prior beliefs, teacher education programs should uncover and change particular beliefs that prevent the efficacy of educating future teachers. Accordingly, even though teacher beliefs of preservice teachers are stated as hard to observe, measure, and explore (Fang, 1996; Pajares, 1992), there are attempts to illustrate specifically preservice teachers' beliefs.

Fajet, Bello, Leftwich, Mesler, and Shaver (2005) attempt to examine 62 preservice teachers' beliefs about the characteristics of good and poor teachers. The results of the study touch upon two issues; one is that the findings present the same characteristics for both good and poor teachers which indicate the characteristics of good teacher mirror the characteristics of poor teacher or vice versa, besides its supporting the bipolar nature of beliefs. The other important result is that the characteristics are categorized under two domains; affective domain and cognitive domain, and preservice teachers cite the characteristics under affective domain twice as many as cognitive characteristics while describing both good and poor teachers; that is to say, they consider teaching primarily as affective and interpersonal issue rather than knowledge transmission.

Focusing on teaching practice period, Özgün-Koca and Şen (2006) examine preservice teachers' beliefs and perceptions about effective education through concept maps,

journals and interviews before and after teaching practice. The results show that many preservice teachers hold the belief that "*student centered environment is effective way of education"* before teaching practice. However, after practice, the concept of student-centeredness is abandoned by many preservice teachers due to difficulties managing it in real classrooms, and they start to mention about demanding and hard issues in teaching. The results support the view that preservice teachers whom equipped with pedagogical knowledge and theories through courses in teacher education programs tend to turn back their prior, well-established, and taken-for-granted beliefs they have acquired through apprenticeship when they face difficulty in classroom.

Cheng, Chan, Tang, and Cheng (2009) investigate epistemological beliefs of preservice teachers and their teaching conceptions, as well as the consistency between beliefs and the concept of teaching. A questionnaire survey, consisting of two scales one of which measures epistemological beliefs and the other measures the concept of teaching, is applied to two hundred and twenty-eight preservice teachers from different departments in bachelor degree program. For more detailed and deep analysis, semi-structured interviews are conducted with thirty-one students. Consistent between each other, survey and interview findings of the study show that half of the preservice teachers hold espoused sophisticated epistemological beliefs and the other half hold mix sophisticated/naïve epistemological beliefs, and they declare as holding constructivist conception of teaching. However, in exploring the consistency between beliefs and conceptions of teaching, it is found that beliefs and the conception of teaching are not corresponding to each other. Preservice teachers are still holding espoused beliefs and cannot alter these beliefs though they denote constructivist concept of teaching.

As teaching is not so easy for preservice teachers due to difficulties faced in classroom management, teaching the subject matter effectively, guiding students, and so forth., such experiences in teaching practices may lead preservice teachers to be resistant to change their preexisting beliefs (Mattheoudakis, 2007); therefore, it is considered that teacher beliefs of preservice teachers are hard to change in teacher education programs (Kagan, 1992; Mattheoudakis, 2007; Pajares, 1992). Studies conducted to track any change in preservice teachers' beliefs vary in methodology in order to observe any change in these prior beliefs. For instance, Ng, Nicholas, and Williams (2009) explore and track thirty-seven preservice teachers' beliefs about good teaching and their perception about themselves, self-efficacy, during teaching practice which lasts one-year-time. Particular interest of the study is to investigate any possible influence of teaching experience on preservice teachers' beliefs and their perceptions about themselves as teachers. The study presents promising results for the belief change during teaching practice; that is to say, it is found out that practice of teaching challenges preservice teachers' beliefs and it leads to some changes in beliefs throughout the time.

The cross-sectional and longitudinal study conducted by Sendan (1995) with EFL preservice teachers also investigates preservice teachers' beliefs about effective teacher change in time. With the analysis of Repertory Grid based on constructivist approach, it is observed that preservice teachers' beliefs alter in content although they stay the same in structure. That is to say, the content of preservice teachers' effective teacher beliefs is more resistant to change; however, high priority of beliefs and structural links within a system do change. The results imply that how hard it is believed to change preservice teachers' beliefs in teacher education; it can be achieved in time within teacher education programs. Moreover, it

supports that preservice held and tacit beliefs can be challenged and changed based on methods, approaches and content of teacher education program.

Similarly, Mattheoudakis (2007) carries out a longitudinal study on EFL preservice teachers' beliefs about teaching and learning, and tracks the possible belief changes during 3-year-time in teacher education program. Moreover, it is particular interest of the study to investigate the impact of teaching practice on belief change; therefore, preservice teachers are grouped as the ones who attend teaching practice and the ones who do not attend any teaching practice. The beliefs of preservice teachers are gathered through BALLI (Beliefs about Language Learning Inventory) developed by Horwitz (1985) at different times; the first time is at the end of the first year, and then the inventory is applied every year repetitiously until the graduation. The results of the study present gradual changes in the beliefs of preservice teachers from one year to the other, and significant changes are observed between the first and the last year. However, no cue is found for the impact of teaching practice on changing preservice teachers' beliefs. The study makes it clear that change in beliefs does not happen suddenly and in a short period of time, on the contrary, it takes time to change the beliefs. Further, conscious support and reflection activities are needed to facilitate the effect of teaching practice on altering/ modifying preservice teachers' core and espoused beliefs.

Stuart and Thrulow (2000) illustrate how to challenge preservice teachers' long-held beliefs about the nature of mathematics, themselves as learners, and the teaching-learning process through Methods Course. Preservice teachers are encouraged to reflect on their prior experiences, the effect of those experiences on their teaching-learning and their choice of instructional materials via journals, autobiographies, and class writings and discussions. The study shows that preservice teachers start to consciously understand and reexamine the effects

of beliefs on their classroom decisions. Moreover, many of them reevaluate and change their beliefs through the course time, and they become open to reflection and purposeful decision making that may make these preservice teachers to be change agents in their schools.

Cooney, Shealy, and Arvold (1998) study four preservice secondary mathematics teachers' belief structures as they have been progressing through mathematics teacher education program. The purpose of the study focuses on examining what preservice teachers believe and how those beliefs are structured. Moreover, the study considers how belief structures allow for possible changes and to what extent these changes stem from the activities and courses held in teacher education program. Reflective activity proceeds throughout the program, and preservice teachers both reflect on their experiences and their beliefs about teaching-learning mathematics. The results indicate that each of preservice teachers experiences conflicts in some way and begins a quest for affirmation for what s/he believes a reasonable way of thinking as a teacher. Reflection is the dominant part of the study as many perplexing situations which preservice teachers have experienced are called for reflection. With the help of reflection, some beliefs of preservice teachers start to change while some others do not. The results of the research on the structure of preservice teachers' beliefs lead to understanding that some beliefs of preservice teachers are permeable whereas others are not. In the light of the result, the study suggests that examining the structure of the beliefs may provide to create activities that encourage preservice teachers to wonder, to doubt, to reflect and so forth which eventually results in change.

Raymond (1997) also investigates the relationship between a novice elementary mathematic teacher's beliefs and mathematics teaching practice. The data of the study gathered through questionnaire, interviews and concept mapping, reveals interesting and

supporting results for the literature that claims pre/inservice teachers' prior and deeply held beliefs have impact on practices, and the impact may result in the inconsistency between present beliefs and practices. Without reflecting on beliefs and practices, pre/inservice teachers are not aware what they actually believe and what they practice in the classroom. The participant of the study state rather untraditional beliefs through questionnaires and interviews; however, when it is time to practice in the classroom and draw parallelism between these beliefs and practices, it is found that the practices are driven by prior, unsurfaced, and unverbalized beliefs formed in the years of studentship rather than stated beliefs. As it is seen through the results of the study, teacher education programs play an important role in encouraging preservice teachers to reflect on their unsurfaced beliefs and be aware of what they actually believe.

Another study which focus on how change in preservice teachers' beliefs can be achieved is Tillema's (2000) research on preservice teachers' beliefs towards self-directed learning. The aim of the study is to discover whether reflective activities within the immersion period of practice have impact on the change of preservice teachers' beliefs. Particularly, the interest of the is to investigate which of two approach is (more) effective way to attempt in belief change; reflection-oriented immersion which preservice teachers first study reflection-oriented activities and then attend practice, or immersion-reflection that preservice teachers first experience practice and then reflect on their experiences. Therefore, thirty-six preservice teachers are divided into two groups, twenty-three preservice teachers entering reflection-oriented immersion, and thirteen preservice teachers entering immersion-reflection period. The results of the study present that no distinct belief change is achieved; however, the findings offer promising results for the impact of practice on preservice teachers' beliefs since

preservice teachers challenge their prior beliefs as they gain new experiences in teaching. Moreover, reflection-on-action, namely reflection after practice, negates or compensates the effect of practice. Therefore, it can be concluded that reflection aids preservice teachers to open up their existing beliefs and challenge them during practice. Moreover, the overall results of the study also indicates that reflection after practice is more efficient way of leading change in preservice teachers' beliefs.

Jones and Vesilind (1996) study with twenty-three preservice teachers to explore the changes in preservice teachers' concepts about effective teaching throughout a specific time and the influences of these changes. Concept mapping (applied four times within one academic year), completed card sorting tasks and structured interviews are used to gather preservice teachers' concepts about effective teaching. The results show changes in the organization of concepts, especially the concepts of flexibility and planning. Since preservice teachers, in the study, report that metacognitive tools help them to "think about their thinking", it is suggested that teacher education programs need to focus on the processes of constructing knowledge, and provide opportunities to reflect on experiences since reflection helps preservice teachers to reorganize their prior knowledge and beliefs.

Although preservice teachers' established beliefs are strong, unverbalized, and tacit, change in preservice teachers' teacher beliefs can be achieved through training and opportunities provided by teacher education programs. It is supported that discovering, analyzing, and surfacing prior beliefs, and linking with new knowledge and reconstructing them pave the way for change in these implicit and held beliefs (Freeman & Richards, 1996; Richards, 1998; Richards & Lockhart, 1994; Roberts, 1998; Schön, 1987). Therefore, it is expected that teacher education programs enable preservice teachers to explore, surface,

illustrate beliefs, and associate with new knowledge with prior beliefs; in parallel with this expectation, teacher education programs have searched for different models to educate more effective teachers over years.

I.5. Reflection

The idea of reflection has influenced education, and specifically teacher education, in last decades, even reflective model has been adapted by many teacher education programs around the world. Therefore, many attempts have been made by educationalists to define and clarify reflection in order to utilize it in a more effective way in practices. However, this has caused a vagueness and ambiguity in reflection as different views have conceptualized it in various ways (Akbari, 2007; Jay & Johnson, 2001; Roberts, 1998; Zeichner & Liston, 1996).

The concept of reflection, first introduced by Dewey, is seen as a form of problem solving. Dewey (1997) proposes reflection as a deliberate and cognitive process which is triggered with a state of doubt, mental difficulty, or/and hesitation resembled to a fork-road situation; in this way, reflection is defined as an act of researching, clarifying, and hunting to find the right way that resolves the doubt and eliminates the difficulties. That is to say, reflection is elucidated as a mental process activated by a problem, unstructured ideas, and/or complicated situations in order to reach a solution. Similarly, Moon (1999) illustrates reflection as a mental process with purpose in which meaning of events are manipulated for relatively complicated, unstructured ideas or problems (cited in Urzua & Vasquez, 2008). Moreover, while Phelphs (2005) regards reflection as a mental process in which events are analyzed over and over again in order to reach the best outcome, Boud, Keogh, and Walker (1985) describe reflection as both mental and affective activities in which individuals engage

to explore their experiences in order to lead to new understandings and appreciations (cited in Boud, 2001). Roberts (1998) explains reflection as rational analysis of actions and experiences, and reframing a problem in various ways in which allows a wider range of possible solutions, and contributes to change in beliefs.

Kelsay (1992) conducts a study which investigates the factors that are pertinent to the process of reflection as it is utilized by three expert teachers. The results suggest two categories that the teachers adapt in reflection: problem solving and belief constructing. Results present that reflection plays an important role in teaching since teachers as reflective professionals engage in a type of problem solving as they seek to integrate their beliefs, theoretical knowledge, craft knowledge, and experience within the context in which they teach and build their own beliefs about teaching.

Within a more social constructivist perspective, Jay & Johnson (2001) define reflection as both individual and collaborative process, which involves experience and uncertainty.

> It is comprised of identifying questions and key elements of a matter that has emerged as significant, then taking one's thoughts into dialogue with oneself and with others. One evaluates insights gained from that process with reference to: (1) additional perspectives, (2) one's own values, experiences, and beliefs, and (3) the larger context within which the questions are raised (p.76).

Further, Freese (1999), proposing that reflection is actively and carefully examination of one's thoughts/ beliefs to promote teaching quality within a social context and in a collaborative way, conducts a study with preservice teachers in teacher education at M.A degree program both to investigate and develop their view of reflection. Themes emerged from interviews illustrate how preservice teachers ascribe meanings to reflection: 1.

Reflection is seen as a means of self-evaluation to improve teaching, 2. Reflection as spontaneous "on the spot" decision making, 3. Reflection as part of community, 4. Reflection as integral to the teaching profession. The results indicate that preservice teachers are actively involved in reflection within a collaborative environment.

There are many definitions and explanations of reflection from different researchers and perspectives; however, the summary of all definitions is that reflection which is a rational deliberative thought is reframing one's own actions through being aware of and examining their own implicit beliefs within a social context and in a collaborative way with others.

I.5.1. Types of Reflection

While some educationalists define the meaning of reflection, some of the others consider that analyzing reflection deeply and noting its types and stages would contribute to more clear understanding of it. Dewey (1997) differentiates impulsive action, routine action, and reflective action. In this sense, impulsive action is characterized as its being based on trial and error, and routine action as its being depended on authority and tradition, both of which are undertaken in a passive, largely unthinking way. However, reflective action is based on "the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it" (Dewey, 1997, p. 6). Reflective action is conscious and voluntary effort to establish beliefs upon a firm basis. Therefore, there are three fundamental attitudes for reflective action: openmindedness, which implies openness to new ideas and thoughts; responsibility, which implies being aware of the meaning and consequences of one's actions; and wholeheartedness, which implies the capacity to fully

engage with new ideas and actively seek them out; all of these help teachers examine their own teaching in a more critical and supportive way. Griffiths (2000) summarizes that at worst, routine action can lead to teachers' basing their actions on preconception and prejudice; while conversely, reflective action have an educational purpose, and involve wider considerations of actions through adapting fundamental attitudes in their teaching.

On the other hand, Schön (1987) puts forward that reflection occurs in the process of appreciation, action, reappreciation. He classifies reflection in two-frames as reflection-in-action and reflection-on-action. In a more detailed way, Schön (1987) explicates that each individual's knowledge is tacit and only implied by our behaviors (knowing-in-action), this tacit knowledge is hardly verbalized and made explicit. However, when a unique and/or surprising situation occurs, individuals think on their feet or make spontaneous decisions about how to act, which is called as reflection-in-action, rather than applying theory or past experience in a direct way. Moreover, the deliberative end of the spectrum of reflection-in-action merges into reflection on or after action, by which generating questions and evaluating practices after events. Zeichner and Liston (1996) conclude Schön's view of reflection as practitioners interpret and frame (appreciate) their experiences through the repertoires of beliefs and practices that they bring to the experiences which are called as appreciative systems. During and/or after action, they reinterpret and reframe (reappreciate) their situation on the basis of their experience in trying to change it through looking from different perspectives.

Moreover, Zeichner and Liston (1996) determine the dimensions of reflection which is similar to Schön's reflection-in-action and reflection-on-action (see Figure 4). They

divide reflection into five dimensions, the first two of which are related to reflection-in-action, and the rest of which are part of reflection-on-action (Tatış, 2010).

1.	Rapid Reflection ⇨	Immediate and automatic-reflection-in-action
2.	Repair ⇨	Thoughtful-reflection-in-action
3.	Review ⇨	Less formal-reflection-on-action at a particular point in time
4.	Research ⇨	More systematic-reflection-on-action over a period of time
5.	Retheorizing and Research ⇨	Long-term-reflection-on-action informed by public academic theories

Figure 4. Dimensions of reflection (Zeichner & Liston, 1996, p. 47).

When teachers reflect simultaneously and automatically in an action, it is called as rapid reflection. The feature of this level of reflection is that it is happening in seconds without considering events or actions in time. The second level, on the other hand, gives a limited time to think about the action before doing it; repair level resembling reflection-in-action encourages teachers to reflect thoughtfully when still in action. Review, like reflection-on-action, happens after action. In this dimension, teachers reflect on events either personally or collaboratively in a less formal way. The fourth dimension, research, enables teachers more systematic way of reflection in which they focus on a more specific problem or event to be reflected and examine their practices over a period of time. Lastly, retheorizing and research dimension fosters teachers to investigate their own practical beliefs in terms of theoretical perspectives. That is, they reflect on their own beliefs and link their practices and theories to develop their teaching.

Ward and McCotter (2004) point out the importance of making the reflection visible, therefore, they develop "Reflection Rubric" to detect and process preservice teachers' reflection levels. On the horizontal level, there are routine, technical, dialogic, and transformative levels, and on the vertical level, there are focus, inquiry and change

dimensions. Routine reflection tends to contain definitive statements that lack of complexity and focus on problems. On the other hand, technical reflection is used as a means of solving specific problems, however, this way of problem solving does not question the nature of problem. Dialogic reflection is regarded as an on-going process and connotes discussion and consideration of the views of others; in addition to the consideration and synthesis of new ideas as in dialogic reflection, transformative reflection questions fundamental assumptions and purposes more deeply. The result of the study presents preservice teachers' low levels of reflection. However, the developed rubric enable more visible quality of reflection to decide in which level and dimension preservice teachers reflect on their teaching, and what suggested with the use of rubric is to scaffold preservice teachers for higher levels of reflection.

Moreover, after classifying reflection as unproductive which is mainly descriptive without much analysis, and productive which is analytical and integrative in nature, Davis (2006) declares that preservice teachers' reflection is unproductive. He supports his claim as preservice teachers do not go beyond technical and practical reflection, but they generally juxtapose them without integrating any ideas. Therefore, it is concluded in his study that it is hard for preservice teachers to integrate many dimensions of teaching and thinking analytically on classroom situations without the help of supervisors or more experienced teachers in teacher education programs.

I.5.2. Reflective Practice

Reflective practice enables teachers and preservice teachers to reinterpret and reframe their experiences from different perspectives. Parsons and Stephenson (2005) indicate that reflective practice involves

> the need for individuals to be aware of, and able to monitor, their own thinking, understanding and knowledge about teaching and to be aware of the different kinds of knowledge upon which they can draw to help develop their practice (cited in Watts & Lawson, 2009, p.610).

In this sense, many studies are conducted to emphasize the importance of reflective practices for personal and professional development (Dewey, 1997; Freese, 1999; Harford & MacRuarie, 2008; Husu, Toom & Patrikainem, 2008; Martin, 2005; Orland-Barak & Yinon, 2007; Parkison, 2009).

Further, Farrell (1999) studies with experienced teachers so as to stimulate their reflective thinking through regular group discussions. The results of the study indicate that experienced teachers, who are found as reflective to a certain extent, talk about their beliefs about teaching and the problematic situations in the classroom. This shows that reflective activities aid in revealing teachers' and preservice teachers' implicit beliefs, and also lead the way for discussing problems faced during teaching.

Based on the study of Farrell (1999), Liou (2001) examines twenty preservice teachers' reflective practices over a six-week period while they are taking teaching practice course. The data is collected thorough preservice teachers' observation reports and their practice teaching reports. The analysis of the collected data reveals that preservice teachers tend to adapt reflective thinking and reflective practices as they report generally practical issues and evaluation of others' or their own teaching. Liou (2001) claims that the reflective thinking level of preservice teachers is more critical rather than descriptive reflection; however, they do not show much development of critical reflection during six-week time. Moreover, he puts forward that lower affective state, in which preservice teachers are not

assessed, and interventions such as reflective training and teacher development groups may help to foster the development of reflectivity in teaching.

Moreover, Husu et al. (2008) conduct research with eight preservice teachers during final teaching period in order to explore the impact of preservice teachers' reflection on professional knowledge development through using stimulated recall method. The results reveal that preservice teachers use various kinds of reflection rather than solely focusing on self-related or survival issues as they question their own practice, identify constraints or facilitators, and vision their work.

There are more attempts to develop reflective practices through reflective journals (Tang, 2002), narrative analysis (Braun & Crumpler, 2003), portfolio (Mansvelder-Longayroux, Beijaard, & Verloop, 2007), objective framework (Chitpin, Simon, & Galipeau, 2008), future-oriented talks during mentoring meetings (Urzua & Vasquez, 2008), rubric (Watts & Lawson, 2009), online discussion posts and weblog entries (Schoffner, 2009), web-enabled video system (Kong, 2010), and blogging (Killeavy & Moloney, 2010).

Teacher's and preservice teachers' learning is facilitated through reflective practice in that teachers and preservice teachers learn from experiences through focused reflection on the nature and meaning of teaching experiences (Schön, 1987; Wallace, 1991; Richards and Lockhart, 1994). Reflection is viewed as the process of critical examination of experiences; namely a process that can lead to a better understanding of one's teaching practices and routines. According to Richards and Farrell (2005), in teacher education, this leads to the notion of reflective teaching, that is, teaching accompanied by collecting information on one's teaching as the basis for critical reflection, through such procedures as self-monitoring, observation, and case studies.

I.6. Reflective Teaching and Reflective Teacher

The development of effective teachers who is beneficial for their students is the primary aim of teacher education programs, and reflective teaching is regarded as a prominent vehicle for enhancing the development of effective teachers (Allen & Casbergue, 1997). Hence, teacher education programs try to furnish preservice teachers with professional knowledge and reflective teaching skills rather than prescribed behaviors (Cephe, 2009). As stated in Krol (1997), Council of Chief State School Officers (CCSSO) drafted model standards for teacher licensure and ten principles are defined in terms of teacher knowledge and disposition. The ninth of the principle refers to a reflective teacher in that it propounds that a reflective practitioner is the one "who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally" (1992, p.27). It is through reflection on teaching that teachers become more skilled, more capable and in general better teachers (Zeichner & Liston, 1996). Teaching is a profession that combines science and art and one of the most effective ways to develop this art is to use reflective teaching.

Reflective teaching, referred as a method in teaching, welds abstract reflection with practical realities of teaching (Kirazlar, 2007) in that teachers escape to thoughts of their own performance, analyze their beliefs, experiences and hypothesis, gather information continuously and in the light of the whole knowledge they get to an end by concluding their studies with critical reflection (Richards & Lockhart, 1994). From a social constructivist perspective, Zeichner and Liston (1996) propose that "reflective teaching entails a recognition, examination, and rumination over the implications one's beliefs, experiences, attitudes, knowledge, and values as well as the opportunities and constraints provided by the social

conditions in which the teacher works" (p. 33). Parallel to this definition, Lee (2005) claims that the central goal for reflective teaching is to develop teachers' reasoning about why they employ certain beliefs and how they can improve their teaching. That is, reflective teaching encourages inservice teachers and preservice teachers to subject their beliefs and practices to careful analysis in order to minimize conflicts between their held beliefs and practices, and maximize effectiveness in teaching.

Pollard (1997, 2002, and 2005) regards teaching as a complex and high-skilled profession that needs expertise in reflective teaching to ensure professional development, and determines key characteristics of reflective teaching to clarify what reflective teaching includes as follows:

1. Reflective teaching implies an active concern with aims and consequences, as well as means and technical efficiency

2. Reflective teaching is applied in a cyclical or spiraling process, in which teachers monitor, evaluate and revise their own practice continuously.

3. Reflective teaching requires competence in methods of evidence-based classroom enquiry, to support the progressive development of higher standards of teaching.

4. Reflective teaching requires attitudes of open-mindedness, responsibility and wholeheartedness.

5. Reflective teaching is based on teacher judgment, informed by evidence-based enquiry and insights from other research

6. Reflective teaching, professional learning and personal fulfillment are enhanced through collaboration and dialogue with colleagues.

7. Reflective teaching enables teachers to creatively mediate externally developed frameworks for teaching and learning.

There are also myriad benefits of reflective teaching defined by many authors. For instance, Farrell (1998) focuses on the benefits of reflective teaching as follows:

1. Reflective teaching helps free the teachers from impulse and routine behavior.
2. It allows teachers to act in a deliberate, intentional manner and avoid the "I don't know what I will do today" syndrome.
3. It distinguishes teachers as educated human beings since it is one of the signs of intelligent action
4. As teachers gain experience in a community professional educators, they feel the need to grow beyond the initial stages of survival in the classroom to reconstructing their own beliefs from their practice (p.8).

Glesne (1991), moreover, claims that there are many positive effects of reflective teaching in that needs, weaknesses and strengths are recognized through reflective teaching; and in this way, more effective teaching environment is created (cited in Tatış, 2010). In this sense, the central reason to be interested in reflective teaching seems to gain awareness of one's teaching beliefs, and practices and to learn to see teaching differently.

Reflective teaching involves a willingness to engage in constant self-evaluation and development, implying flexibility, rigorous analysis, and social awareness on the part of the teacher. Herein, reflective teaching becomes an opportunity for meaningful professional development since it is not a linear and on-the-spot issue. It is seen as cyclical or spiraling process, in which in/preservice teachers continually monitor, evaluate, and revise their own practice (Gore and Zeichner, 1991; Noffke and Brennan, 1988). For instance, Bartlett (1990) describes five process of reflective teaching and sees each phase as focusing on the following questions: 1. Mapping /what do I do as teacher? 2. Informing/ what is the meaning of my

teaching? What did I intend? 3. Contesting/ how did I come to be this way? 4. Appraisal/ How might I teach differently? 5. Acting/ what and how shall I now teach?. These processes of reflective teaching enable teachers and preservice teachers to become aware of their held beliefs and actions, as well as the in/consistency between their beliefs and actions. Since they are involved in the process of scrutinizing their practice and beliefs, they become more open to development both personally and professionally.

Reflective teaching enables teachers and preservice teachers to be more conscious about their established beliefs and received knowledge, which they cannot express easily, since they become aware of the need to examine and criticize their held beliefs and develop their teaching (Zeichner & Liston, 1996). When a teacher and/or preservice teacher adapts reflective teaching, s/he starts to challenge his/her tacit beliefs about teaching because a reflective teacher:

1. examines, frames, and attempts to solve the dilemmas of classroom practice;
2. is aware of and questions the assumptions and values he or she brings to teaching;
3. is attentive to the institutional and cultural contexts in which he or she teaches;
4. takes part in curriculum development and is involved in school change efforts; and
5. takes responsibility for his or her professional development (Zeichner & Liston, 1996, p.6).

However, as classrooms are fast-paced and unpredictable environments where teachers and preservice teachers must make hundreds of spontaneous decisions each day (Özmen, 2007); it may not be so easy for preservice teachers to adapt reflective teaching in their practices. Therefore, studies in the literature generally focus on teachers and their reflective practices in teaching. As a result, there have been attempts to investigate how to give insight into reflection and reflective thinking skills to teachers; and in this way, encourage reflective teaching and help teachers develop their teaching.

Kirazlar (2007) aims to search on the impact of diary keeping on attitudes towards teaching and teacher reflection of ELT teachers. The study is conducted in two phases: 1st phase includes the application of a "Reflective Practice Questionnaire" and an "Attitude Scale toward Profession", and 2nd phase includes case study with 12 teachers on the impact of keeping diary to develop reflective thinking skills. The results show that at the beginning of the study teachers score lowest in methods used in reflective teaching, and they declare that they have moderate attitudes towards teaching. At the end of the study, the results show no statistically meaningful change in terms of attitudes towards teaching; nevertheless, the diaries and the meetings with teachers demonstrate that keeping diary is helpful in terms of developing reflection skills and reviewing their teaching.

Further, Tatış (2010) conducts a study with university instructors on the effects of keeping diary on teaching paragraphs within the concept of reflective teaching. She guides instructors through journals and encourages them to reflect on their teaching over four weeks. As a result, it is found out that keeping journal aids in fostering teachers to reflect on their teaching and classroom events. Moreover, parallel to Dewey's (1997) propose for the positive effect of reflective teaching on professional development, the results of the study present that instructors reflect in all steps of their teaching; and in this way they discover their strengths and weaknesses, which paves the way for professional development.

Wolfensberger, Piniel, Canella and Kyburz-Graber (2010) develop a project which teachers utilize reflective teaching in their classrooms, and investigate how teachers develop themselves in their profession through reflective teaching. Within the project, teachers are trained specifically in the use of strategies to cope with classrooms events, examine their teaching, and reflect on their past experiences, and so forth. At the end of the study, it is noted

that teachers start to use reflective teaching strategies which they consider as helpful for effective teaching.

In addition to studies conducted to illustrate the impact of reflective teaching on personal and professional development of teachers, there are studies which investigate teachers' awareness and attitudes towards reflective teaching. For instance, Alp (2007) studies with teachers in order to question teachers' view of reflective thinking, and bases on the data obtained through the scale which measures teachers' views on reflective thinking and teachers' views on the use of reflective thinking in teaching-learning process. The study concludes that although teachers have no idea about what reflective thinking is meant theoretically, they use problem-solving and critical thinking skills unconsciously in their teaching.

Özmen (2007) investigates EFL teachers' awareness levels on reflective teaching; therefore, a questionnaire is applied to teachers so as to detect their levels as reflective teachers and use of reflective teaching activities. Although the results of the questionnaire present optimistic findings in terms of teachers' awareness about reflective teaching, the reality points exactly the opposite since the use of portfolio or video recording to foster reflection on their teaching is not so common among teachers. Therefore, it can be stated that teachers, in this study, are not aware of their actual beliefs and their practices which may result in inconsistency between beliefs and practices.

Similar to Özmen's study, Dolapçıoğlu (2007) develops a scale called as "Reflective Thinking Scale" in order to detect whether teachers use reflective thinking skills in their teaching. The items of the scale question certain behaviors of teachers that may be indicators of adapting reflective teaching (e.g. I encourage students to participate in classroom

decisions). According to the results obtained through the scale, teachers state that they behave reflectively in the classroom. However, field notes obtained through observing teachers in their classrooms show that teachers do not apply basic practices which underlie reflective teaching in their teaching such as problem-solving and criticizing own practices.

Based on the results of the studies above, it can be stated that teachers, participated in these studies, have conflicts between their beliefs and their practices. What is needed is to help teachers examine their held beliefs and practices, become aware of the discrepancy in their teaching. Williams and Burden (1997) indicate that if teachers are to be effective in their teaching, it seems reasonable to expect them act consistently with their held beliefs. Hence, Özmen (2007) offers preservice teacher education programs need to train preservice teachers about reflective teaching beforehand in order that they utilize reflective thinking skills in teaching-learning environment effectively and systematically. Similarly, Mattheoudakis (2007) states that teacher education programs should emphasize change in preservice teachers' deep-seated beliefs through the use of awareness raising and reflection activities that will enable preservice teachers to become aware of and verbalize their beliefs, and become better and reflective teachers. Further, as a way for professional development, Sendan (1995) proposes there is a need for exploration teacher beliefs of preservice teachers so as to bring them as effective and reflective, and reflective teaching methods are one of the efficient ways that can be used for uncovering teacher beliefs and attain the ultimate goal of teacher education programs.

However the prominence of training and guiding preservice teachers about reflective teaching in teacher education programs in order to bring them as reflective teachers have been emphasized by many educationalists, there are still few studies which focus on the

adaptation of reflective teaching in teacher education programs. Şanal-Erginel (2006) illustrates preservice teachers' reflective thinking process within the practicum period through micro-teaching courses in the university. The case study in the context of action research study design is conducted with thirty preservice teachers in order to elicit reflections of preservice teachers through journals, tape-recorded interactions, interviews and assignment on videotaped microteaching. The results demonstrate that the students mostly reflect on instructional process, motivation, and classroom management; namely, survival needs. Rather than reflecting on their teacher beliefs and their own practices, they focus on how to manage teaching. It may be concluded that reflectivity needs time as it has a developmental process; however, the study opens the way for some cues for promoting reflection and professional identity; collaboration, self-awareness, and enthusiasm.

Filiz (2008) also investigates the attitudes of English Language Teachers towards reflective practices as a professional development. The study conducted with preservice teachers and teachers to compare their attitudes towards reflective teaching. The attitudes of both preservice teachers and teachers are sought out through "Teacher Competency Scale", of which items are developed through depending on MNE handbook (see section I.2.) and the reasons are explored through interviews with both groups. The results of the questionnaire suggest that most teachers have positive attitudes towards reflective teaching; however, preservice teachers have not. The interviews with both groups reveal that preservice teachers do not believe in the necessity of reflective teaching. The reason for such a result may be due to lack of encouragement for reflection in teacher education programs.

Stout (1989) investigates to what extent preservice teachers are encouraged to use reflective thinking and reflective skills during their teaching practice. Thus, ninety-eight

elementary teachers are e-mailed a questionnaire to determine their perception of the degree they are supported. Preservice teachers generally express that they have felt encouraged to reflect on their teaching practices; however, they report some aspects which have lacked in terms of reflection such as long-term lesson effects, self-evaluation, and generation of ideas, and strategies for problem solution. Even they state that there are some sides that they are provided significantly low degree of encouragement; ethical and political principles, student feedback, and application of research.

Studies conducted during teaching practice of preservice teachers have offered encouraging results for educating reflective teachers in teacher education. Lee (2005) investigates preservice teachers' reflective practice during practicum. As the central goal for reflective teaching is seen as to develop preservice teachers' reasoning about why they employed certain beliefs and how they can improve their teaching, they are encouraged to become aware of their prior knowledge and challenge their teaching performance through journal writing. He illustrates preservice teachers' reflectivity in threefold: recall, rationalization and reflectivity, and finds out that the content of reflection gets deeper from school experience time to teaching practice. That is, if preservice teachers are fostered to reflect on their own teaching experiences during school experience and teaching practice, they become more reflective in time.

Orland-Barak and Yinon (2007) investigate preservice teachers' guided reflective practices while they are experiencing teaching in real classrooms. They use Bartlett's (1990) questions to lead preservice teachers in reflective teaching. The study shows that when preservice teachers face with unexpected situations in the classrooms, these dissatisfactions challenge them to examine gaps between theory and practice, namely their beliefs and actions.

That is, they start to break the rigid beliefs of what effective teacher is through reflective teaching guidance. The study also indicates that practical incidents push preservice teachers to reflect beyond the technical level. This finding supports the view that preservice teachers' being primarily concerned about survival/practical incidents in the classroom does not mean attempts to promote reflective teaching should be abandoned in teacher education programs, especially during practicum time in which they are faced with real teaching (Liston & Zeichner, 1990).

If preservice teachers are concerned about survival, it is needed to provide them with the experiences and instructions that help them survive in classrooms more comfortably. In this sense, reflective teaching is viewed as an essential vehicle for helping preservice teachers challenge espoused beliefs about teaching, examine their practices; as a result, improve their teaching in a collaborative environment. Since many studies focus on the importance of surfacing, analyzing, and changing and/or revising implicit teacher beliefs of preservice teachers that may impede in achieving the objectives of teacher education programs in order to educate more qualified and effective teachers, then, there appears a need to surface, illustrate and change or modify reflective teacher beliefs of preservice teachers so as to educate more reflective, namely effective, teachers in teaching (Armutcu & Yaman, 2010). Thus, action research as a theoretical framework for the research design is adapted in the study in order to provide preservice teachers situations to discuss their experiences and actions in the classroom while teaching, analyze and surface their beliefs on these experiences and actions; in this way, improve their reflective practices and change or modify their reflective teaching and a reflective teacher beliefs. In the following chapter, research design and methodology of the present study will be presented.

CHAPTER II: METHODOLOGY

This chapter presents the setting of the research beforehand in order to introduce the structure of teacher education program in which the study conducted. Then, the research design of the study is discussed. Further, the instruments, the participants of the study, the research procedures and data collection are illustrated. Lastly, the ways the data gathered and their analysis are presented in this chapter.

II.1. Teacher Education Program

The present study is conducted at the English Language Teaching (ELT) Department, Faculty of Education, Mersin University, Turkey. ELT department is a four-year teacher education program with plus one-year foundation program. Apart from one year spent in foundation program courses, the program consists of eight semesters each of which proceeds sixteen weeks. The program serves as the initial teacher education whose graduates are appointed as English teachers in the schools.

II.1.1. The Structure of the Teacher Education Program

ELT preservice teacher education program is executed with a standard curriculum designed for Education Faculties by HEI. After MNE adapted constructivist view in teaching and organized a standard constructivist based curriculum in 2006 for the schools, the curriculum of preservice teacher education program has been also reorganized in line with the constructivist approach. The preservice teacher education curriculum has been standardized with three main subject categories as field-based courses (50-60%), pedagogical courses (25-

30 %), and general culture courses (15-20 %). The curriculum (see appendix A for the full program) is designed with the courses from three angles- the first angle is the field-based courses such as advanced reading and writing, linguistics, approaches and methods in ELT, special teaching methods, English Literature, teaching language skills, Literature and Language teaching, second language acquisition, material development in language teaching and so forth; the second angle is the pedagogical courses such as education psychology, educational technologies and material development, classroom management, assessment and evaluation, psychological counseling and guidance and et cetera; moreover, the third one is the general culture courses such as computer, oral communication, Turkish Education System, drama, and so forth. The curriculum has been proposed with the courses designed from theory to practice; accordingly, school experience and teaching practice courses are offered at the last two semesters in which ELT preservice teachers experience teaching.

II.1.2. Practicum Period

Practicum period constitutes the school experience time and teaching practice as a block and takes place at the last two semesters of preservice teacher education based on the view that preservice teachers need to transfer their theoretical knowledge into practice. Therefore, school experience, taking place at the seventh semester of the preservice teacher education program, offers the opportunity for preservice teachers to observe real classroom environment, students' behaviors, and materials used in learning environment. It has one-hour theory course and four-hour practice course, enabling preservice teachers the chance of becoming aware of and linking what they have learnt in the university courses and what they have observed in real classrooms. Herein, preservice teachers spend one or two days in the

schools appointed to them by their supervisors, and they keep a guided record of events they have encountered during the observation. At the eight and last semester, preservice teachers take teaching practice course which enables them to teach in actual classrooms. It has two-hour theory course and six-hour practice course based on the idea that teaching practice course need to provide preservice teachers with the opportunity of applying their theoretical knowledge into practice. For teaching practice course, supervisors visit the schools and observe preservice teachers while they are teaching in one-hour lesson time. Like school experience, preservice teachers have assignments to do and submit them to their supervisors regarding the experiences of teaching. Both school experience and teaching practice course have theory courses; however, no other specific time is organized for preservice teachers that they come together, and talk about their observations and experiences except the time they have brought their assignments to the supervisor. The effectiveness and sufficiency of one or two-hour class time for discussion and collaboration among preservice teachers in a group is a debatable issue, besides preservice teachers' fear of being assessed by their supervisors. Thus, it is supposed to be a specific time that both supervisors and preservice teachers meet regularly and discuss the experiences in the schools without feeling the pressure of submitting their assignments.

II.2. Research Design of the Study

The present study contains two components, longitudinal and action research. For the longitudinal components, the data is obtained from a total 28 preservice teachers at two consecutive points in time; before school experience-Time 1 and after teaching practice-Time 2. The reason to structure the research as longitudinal is firstly to provide a detailed

description of and to be able to elicit the nature and changes in the reflective teacher and reflective teaching beliefs of preservice teachers within the specified time frame.

Further, the study identifies the lacking point in teacher education programs in Turkey, reflective practices, in order to challenge preservice teachers' implicit beliefs; therefore, the research design also embraces action research in which a group of preservice teachers are involved to share their experiences and practices in classrooms, discuss problems faced in practices, find solutions to them, and reflect on their actions. The reason to structure this study as an action research is its being defined and applied "as a way of learning about organizations through trying to change them" (Lewin in Şanal-Erginel 2006). Further, according to Lewin action research involves following elements:

- a problem of real meaning to all participants;
- their commitment to its resolution;
- involvement of participants at each stage as a prerequisite for change;
- participants taking responsibility for change and for monitoring of the change;
- an emphasis on group processes and group decision-making at each stage in order to clarify problems and to commit participants to action;
- a role for scientist trained as a group facilitator and as a theorist, working in dialogue with participants (cited in Roberts, 1998, p.41).

Further, taking Lewinian perspective as the basis for the definition, action research is illustrated as simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which practices are carried out (Carr & Kemmis, 1986; Kemmis & McTaggart, 2005). In this sense, it can be inferred that action research is a form of reflection on action which is controlled and implemented by participants themselves with the intention of improving themselves both personally and professionally.

Another reason behind designing this present study as an action research is the link between reflective teaching and action research. Liston and Zeichner (1990) indicate this parallelism between reflective teaching and action research as stating that reflective teaching and action research are social practices that are dependent upon interactions with others. Also, many studies point out the benefits of action research in teacher education in order to be more reflective towards events, question their actions and its results, and link theoretical knowledge gained through courses in teacher education programs and practical situations (Kosnik & Beck, 2000; Mitchell, Reilly, & Logue, 2009). Further, Alp (2007) proposes that there is need to explicitly practice reflective thinking and reflection which are the underlying components of reflective teaching in teacher education programs within the frame of specific courses. In addition, Filiz (2008) indicates the lack of reflective practices in teacher education programs, and declares that though preservice teachers know reflection and reflective teaching as concepts, they have no idea about how to apply them in their practices. These discussions lead us to design an action research study to focus on specifically on reflective practices in order to aid preservice teachers to link theory and practice while teaching, be reflective in problematic situations, and challenge their deeply-seated beliefs in a cyclical way.

The action research in this study involves the following cycle:

1. The problem in teacher education program about preservice teachers' implicit beliefs is defined as the lack of reflective practices during teaching practice at the last year of teacher education

2. The solution for this problem is decided as offering preservice teachers some reflective practices such as repertory grid administration, semi-structured interviews, journal

writing and meetings, and surfacing and changing/modifying their implicit beliefs via such practices.

3. The plan to improve current situation is designed as a longitudinal comprising of 12 weeks during teaching practice of preservice teachers.

4. The researcher has acted to implement the plan with volunteer preservice teachers participated in the study.

5. The actions are observed and the results of the study are evaluated.

The research aims to develop preservice teachers awareness towards their implicit beliefs on the characteristics of a reflective teacher and reflective teaching, help preservice teachers to analyze strengths and weaknesses in practice, aid preservice teachers in linking their actions and beliefs, develop a collaborative environment in meetings, help preservice teachers collaborate with each other and learn from each other, change or modify implicit beliefs of preservice teachers which interfere in practices.

II.3. Participants of the Study

Mersin University English Language Teaching Department has approximately sixty senior students in both day and evening classes at the 4th grade. As studying with sixty students specifically and deeply to illustrate their beliefs would be impractical and hard for the researcher, volunteers for the study are asked in day and evening classes. It is targeted to study with thirty preservice teachers, fifteen from day class and fifteen from evening class in order to divide the groups equally; however, totally twenty-eight preservice teachers, twelve from day class and sixteen from evening class, participated in the present study voluntarily. The reasons for the lack of motivation to participate in the study are stated as exams and time

problem. Lastly, participants of the study are asked for permission to use either their names or their nicknames throughout this thesis. Some of them prefer being quoted with their names, and some of them prefer being cited with their nicknames.

II.4. Data Collection

The data for the present study is obtained between October, 2011 and May, 2012 (starting at the same time with school experience course and ending with teaching practice course, see Figure 5)

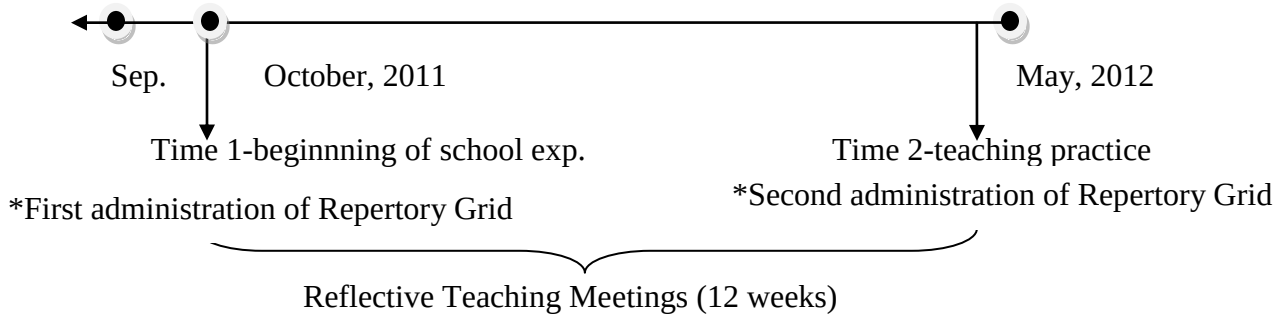

Figure 5. Time Frame of the Study

The data consists of 56 raw repertory grid data, twenty-eight of which are obtained at Time 1 and the other twenty-eight are obtained at Time 2. Further, twelve reflective meetings (see Appendix B for Reflective Meeting Topics) hold between October, 2011 and May, 2012 in order to support and encourage preservice teachers to share, discuss, and reflect on their both observations and experiences in real classrooms during practicum. Moreover, preservice teachers write reflective journals in which they report and reflect on surprising, unexpected or important events they experience in the schools. Lastly, each participant is interviewed both to elicit the constructs that preservice teachers have written on their repertory gird and to inquire about the practicum period and reflective teaching meetings.

II.4.1.The Repertory Grid

Repertory grid is propounded as an alternative methodology that shows the way how individuals construct significant elements of their experiences and represents personal beliefs through revealing, monitoring, and reflecting on them (Roberts, 1998). Moreover, it is claimed that repertory grid is a fruitful way of observing changes which may occur in personal beliefs of preservice teachers as they undergo training (Pope & Keen, 1981). Parallel to the aims of the study (see "introduction" part); therefore, it is decided to use repertory grid as a tool to elicit, explore and track any changes in preservice teachers' beliefs on the characteristics of a reflective teacher and reflective teaching.

As the number of the participants is much to deal with individually, group elicitation method is preferred while introducing the repertory grid forms rather than individual elicitation. While eliciting constructs from the group of people, steps described in Pope and Keen (1981) are followed, and that make the process of elicitation smooth in terms of negotiation between group members and the researcher. It is put forward that group elicitation has some drawbacks such as difficulty in interpretation of meanings and effectiveness of exploring related beliefs as much as possible (Pope & Keen, 1981); therefore, the importance of clear meaning and explicit naming is emphasized and preservice teachers are observed while they are filling the grid in case they are in need of asking questions or discussing some issues.

Group sessions are held for day and evening classes separately due to the time problem of the participants (Day class students come to school between 8.00 a.m -17.00 p.m, but evening class students come between 17.00-22.00 p.m). Therefore, two different sessions are organized, and power point presentation is used during these sessions so as to clarify the

important points. The repertory grid administration procedure starts with the summary of the phases, and then includes the introduction of the repertory grid form in groups, the elicitation of the elements and constructs, the explanation of scaling used in repertory grid in detail. After the researcher summarizes the whole process of the administration, repertory grid forms are handed out to preservice teachers; meanwhile, it is decided to use English as the language to fill it because preservice teachers may have difficulty to translate English terminology to Turkish.

Elements are defined as "an individual's personal observations or experience of the world" (RepGrid 2 Manual 1933 cited in Sendan, 1995, p. 93). For the present study, elements are "English teachers" whom are important and meaningful to the participants. Participants are asked to think of one effective, one typical and one ineffective teacher, their current self, and their ideal teachers. The participants are also provided with initialisms of these teachers (E=effective teacher, T=typical teacher, I=ineffective teacher, Self: current self, and Ideal: ideal teacher).

Constructs are explained as "a person's classification of his/her personal observations or experience of the world" (Repgrid 2 Manual 1993 cited in Sendan, 1995, p. 94). For the purpose of the study, constructs are defined as *"the characteristics of a reflective teacher and reflective teaching"*. Moreover, it is explicated that each construct has two poles, and each of them is construed as bipolar with respect to the other. Preservice teachers' constructs are elicited by using triadic elicitation technique (see Sendan, 1995, p. 95 for detailed explanation). In this way, preservice teachers are expected to distinguish two teachers who are similar to each other and thereby different from the third. They write down their selections on "triads" pole (see figure 6). After their selections, they are asked *"in what ways*

two of them are similar to each other in a way that distinguishes from the third,?". They note down their responses on "emergent" (similarity) pole (see figure 6). Then, they are asked that *"what made the third teacher different from the pair?"*, and they record their responses on "implicit" (differences) pole (see figure 6). The same procedure is followed to obtain as many constructs as they might offer. When they cannot produce more triads to elicit constructs, they are allowed to write mere constructs without thinking of triads.

Further, five-point scaling (1-5) is used to rate teachers, namely elements (see figure 6). Preservice teachers assign each element a rating which specified its relative position to construct poles. That is, 1 represents the closest fit to similarity pole, 3 is the midpoint, and 5 is the representative of the closeness to the contrast pole. They are asked to rate *effective* (E), *typical* (T), *ineffective*, (Self) *current self* and (Ideal) *ideal teacher* teachers accordingly. Later, they are expected to choose five constructs among the ones they have written on repertory grid form and rank order them in order of importance and meaningfulness to them.

	triads	Emergent Constructs (Similarities) elements	Rating Scale 1 2 3 4 5					Implicit Constructs (Differences) elements
						self	ideal	

Figure 6. Repertory Grid (RepGrid) Form

This procedure of RepGrid administration is repeated at the end of teaching practice time (Time 2). For the second administration, preservice teachers' previous (Time 1) constructs are provided, and they are asked to work on them. They are reminded that they may add, delete or change any construct and rating in the grid.

II.4.2. Reflective Meetings

It is noted that preservice teachers should be helped through reflective meetings and discussions to get more in touch with their own experiences and to analyze critically the ways in which their own beliefs affect what they do in the classroom (Liston & Zeichner, 1990). Through meetings preservice teachers do not gain " recipe knowledge" for the solution of their immediate classroom problems, but these immediate problems are analyzed and discussed in relation to larger issues that transcend a particular classroom. Liston and Zeichner (1990) propose key elements of meetings which are adapted for reflective meetings in this study:

1. helping preservice teachers to take a critical approach in the examination of classroom problems;

2. helping preservice teachers to see beyond their beliefs about the classroom practice;

3. helping students to develop a sense of their own particular classroom and to examine the rationales underlying classroom practices;

4. helping students to examine their own beliefs and how these effect their classroom practice;

5. helping students to examine critically the processes of their own socialization as teachers with other group members.

Further, meetings and discussions are denoted as one of the forms of reflective teaching practices (Özmen, 2007) and professional learning that leads to professional development in the end (Kirazlar, 2007).

In the present study; therefore, reflective meetings held every week between February and May (2012) serve the purpose of fostering preservice teachers' reflective teaching practices. The reason that reflective meetings start long after repertory grid administration and journal writing is that preservice teachers start teaching around February (2012); they need to experience teaching for discussions and reflective teaching. In this sense, reflective meetings are organized in a way that preservice teachers come together and share their experiences they live in the school environment as teachers. Furthermore, they are encouraged to discuss about the topics decided by the researcher beforehand (see Appendix B: Reflective Meeting Topics) in order to facilitate their reflective thinking. In this way, preservice teachers are fostered to share and discuss their experiences in a reflective way, within the boundaries of reflective practices, in a collaborative environment.

II.4.3. Reflective Journals

Journal writing is as one of the ways that provide a record of experiences that paves the way for self-awareness and self-development. Bartlett (1990) proposes that journal writing enables teachers and preservice teachers to reflect on their experiences since they have the chance to scrutinize their experiences and their teaching. Further, Richards and Farrel (2005) emphasize the prominence of journal writing as follows:

> A journal can serve as a way of clarifying own thinking and of exploring their own beliefs and practices. It can be used to monitor their own practices, to provide a record of teaching for others to read, and to document successful teaching experiences. It can provide collaborating with others. It serves a means to foster reflective inquiry and can facilitate resolving problems and concerns. Writing journal provides opportunity for teachers to use the process of writing to describe and explore their own teaching practices (Ho & Richards, 1993). Journal writing offers a simple way of becoming more aware of one's teaching and learning (p.28).

Moreover, some studies focus on the impact of journal writing for encouraging and enhancing reflective practices (Boud, 2001; Clarke, 2003; Lee, 2007; Phelps, 2005).

Considering the promoting nature of journal writing as the data collection tool, in the present study preservice teachers are expected to write weekly journals. Hence, preservice teachers are handed out enough copies of structured journal (see appendix C: Reflective Journal). They are also informed how to write on journals by explaining the prompts which are decided beforehand at the very beginning of the research, at the first week of October, 2011. The thing stressed and explained carefully is that whatever they write on journals need to be meaningful and important to them; thus, they are free to skip writing when they cannot not find anything meaningful to mention. Therefore, the number of reflective journals (see appendix D: An Example of Preservice Teachers' Reflective Journals) varies for each preservice teacher.

II.4.4. Interviews

Another instrument used in the present study is semi-structured interviews (see appendix E: Semi-Structured Interview Questions) with preservice teachers. Each preservice teacher is called to interview after the second administration of the repertory grid. The

interviews enable to illustrate both beliefs of preservice teachers and their views towards reflective teaching and practicum period through conversation.

Semi-structured interviews held with preservice teachers serve some purposes in the study. The first aim of the interview is to clarify any missing or uncertain belief that preservice teachers write down on their two repertory grids, in the first and second administration. During this time of the interview, preservice teachers are encouraged to clarify the construct they have stated with some questions; however, they are not guided at any time even when they have nothing to say about what they have written before. Rather, they are fostered to verbalize their implicitly hold beliefs since reflective teaching requires to be aware of own beliefs. The second aim of the interview is to gain insight about preservice teachers' views about reflective teaching; what they think about reflective teaching in general, what reflective meetings have meant to them and what they believe they have gained during the meetings and through journal writing. The last aim of the interviews is to reveal the practicum period preservice teachers experience as teachers, and its effects, if any, on their reflective teaching beliefs. All in all, interviews pave the way for clearer understanding of preservice teachers' beliefs and their views of reflective teaching and meetings during the practicum period.

II.5. Data Analysis

The analysis used in the present study is mainly based on the analysis of the data obtained from the repertory grids of preservice teachers and reflective teaching meeting notes. Above all, preservice teachers' journals and semi-structured interviews conducted with preservice teachers at the end of teaching practice time serve to triangulate the results.

II.5.1. Repertory Grid Data Analysis

The preservice teachers' repertory grids are analyzed through using RepGrid 2 Computer program. Specifically, FOCUS, Exchange Grid Analysis, and Sociogrid Analysis are utilized in order to illustrate the obtained constructs at Time 1 and Time 2. Moreover, the content analysis is used to categorize Repgrid data and make constructs more meaningful to all.

II.5.1.1. The RepGrid 2 Computer Program

RepGrid 2 is an integrated set of computer program developed by the Centre for Person-Computer Studies in Canada in 1993. Repertory Grid (1993) is a tool that enables elicitation and analysis of constructs in a given domain with the help of different techniques (see Sendan, 1995; Şimşek, 2007; Yaman, 2004 for more detailed information).

II.5.1.2. The Computer Analysis of the Repertory Grid Data

The repertory grid data obtained from preservice teachers is analyzed through using RepGrid 2 Computer Program. The data is subjected to three different analysis programs; FOCUS, Exchange, and Sociogrid analysis.

II.5.1.2.1. FOCUS Analysis

The FOCUS Analysis is used in order that preservice teachers' reflective teaching and reflective teacher belief structures at Time 1 and Time 2 are discovered. FOCUS analysis classifies the grids for "proximity between similar elements and similar constructs" (Shaw &

Gaines 1995 cited in Yaman, 2004, pp. 160-161). That is, the FOCUS analysis enables to illustrate the matches and links between elements and constructs. The FOCUS analysis program, which shows the information in the form of grid (see Figure 7), presents specific values for both constructs and elements; while dark shadows represent higher numbers, light ones guide to lower number values. Moreover, the dendograms provide understanding about both constructs and elements that have statistically greatest similarity. The cutoff point to decide the similarity level is 80%; that is, the minimum level of similarity between/among both constructs and elements is 80%, the lower level than 80% value is not taken into consideration for similarity.

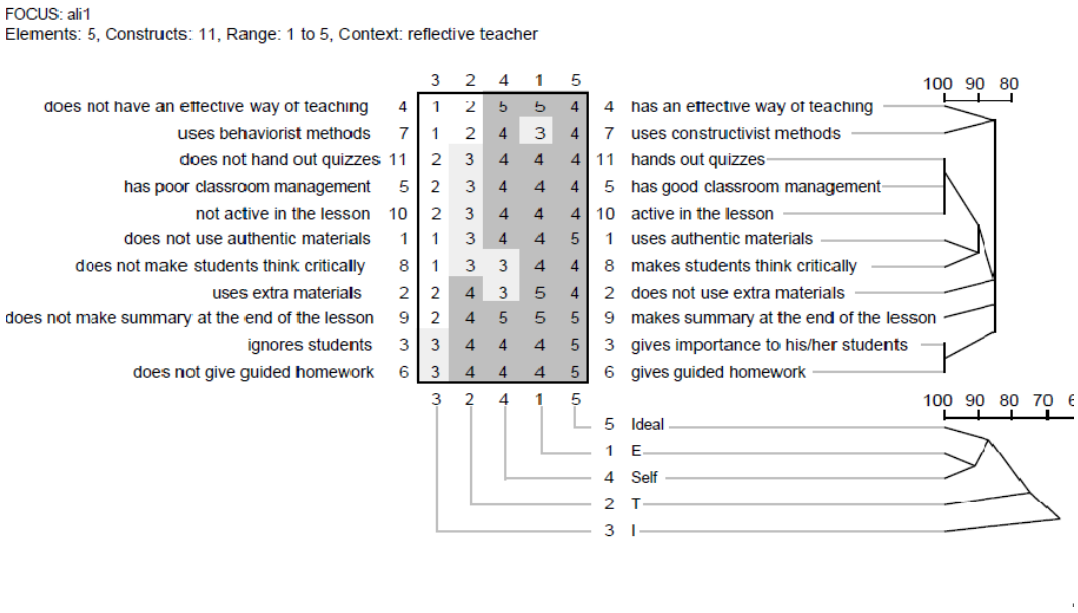

Figure 7. The FOCUSed Grid of a Preservice Teacher

II.5.1.2.2. Exchange Analysis

The Exchange Grid analysis enables to identify any structural change experienced within a certain time frame. In this study, the exchange grid (see Figure 8) represents any

structure in preservice teachers' beliefs obtained at Time 1 and Time 2 in practicum period. The common significance level is adapted as 80%, and it is used as the indication of structural change. The constructs and elements that fall below that value are assumed as stable.

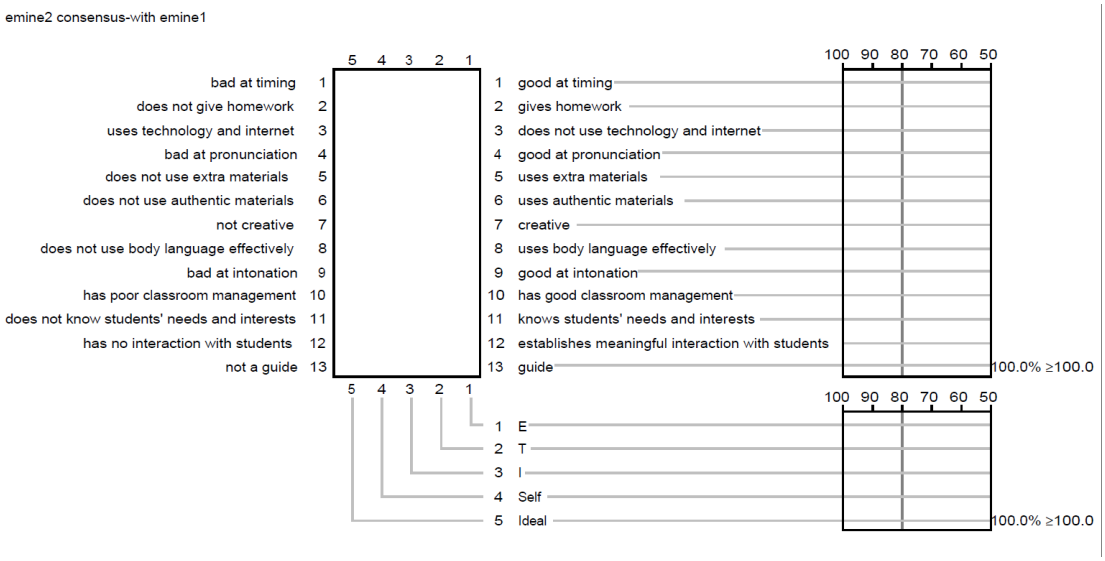

Figure 8. The Exchange Grid of a Preservice Teacher

II.5.1.2.3. Sociogrid Analysis

Preservice teachers' beliefs on reflective teaching and reflective teacher obtained both at Time 1 and Time 2 are subjected to Sociogrid analysis which explains "commonality of construing" (Kelly 1995 cited in Yaman, 2004) within and between preservice teacher groups. The program analyzes the elicited constructs from preservice teachers groups, and specifies the common ones in order to reveal the similar constructs within the groups. The similarity between constructs does not mean literal similarity, but it refers to operational definition of similarity in terms of the ordering of the element set (Yaman, 2004). The purposes of subjecting preservice teachers' constructs to Sociogrid analysis (see figure 9 for an example of Sociogrid Analysis) can be stated as to find out common constructs within

group and monitor any possible changes in beliefs of preservice teachers due to reflective teaching meetings and teaching practice. The cutoff point to decide the commonality level among preservice teachers is determined as 60% over 95 in order to avoid too many links which may cause problems to interpret and present the data.

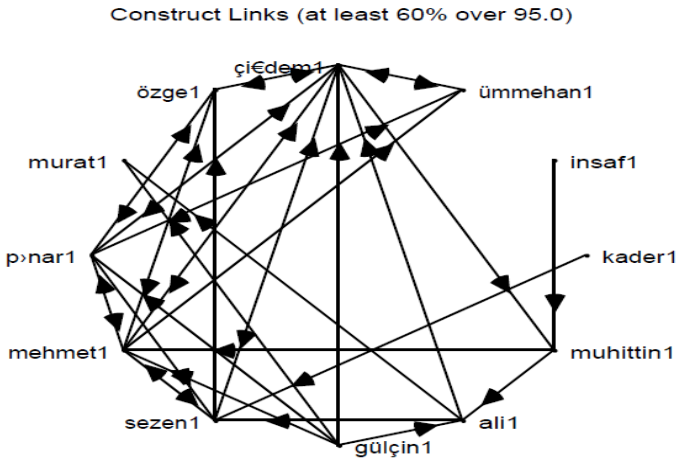

Figure 9. The Socionet of Construct Links at Time 1

II.5.1.2.4. The Content Analysis of The Repertory Grid Data

The repertory grid data is also subjected to content analysis in order to elicit the contents and categorize the data. The content analysis is applied at three levels: the analysis of main constructs at Time 1 and Time 2, the analysis of high priority constructs at Time 1 and Time 2, and lastly the analysis of isolated constructs at both times.

II.5.1.2.5. The Analysis of Main Categories of Constructs at Time 1 and Time 2

Thirty hundred and fifty-seven constructs at Time 1 and thirty hundred and sixty-seven constructs at Time 2 regarding preservice teachers' reflective teaching and reflective teacher beliefs are obtained through repertory grid form, and then they are categorized so as to elicit common and frequent contents via adapting content analysis principles. For the validity and reliability, ELT teachers, who are working in ELT department of Mersin University in the time of the study, are firstly asked to categorize the raw data and name these categories. Then, the categories and its sub-categories are discussed with them until it is negotiated on them.

II.5.1.2.6. The Analysis of High Priority Constructs at Time 1 and Time 2

During the administration of repertory grid, preservice teachers are also asked to write their high priority constructs (five constructs) in order of importance, which they regard as much more meaningful and important to them than other constructs they write down. Further, in the analysis of these high priority constructs, each preservice teacher's top five constructs ranked at Time 1 are compared with those at Time 2 so as to find out any change between Time 1 and Time 2.

II.5.1.2.7. The Analysis of Isolated Constructs at Time 1 and Time 2

Isolated constructs, referring to the constructs that is not linked to any constructs in a preservice teachers' repertory grid, are pointed out and analyzed in order to investigate whether any change occur between Time 1 and Time 2.

II.5.2. The Analysis of Reflective Journals

The data obtained from reflective journals is subjected to content analysis. The results of the content analysis are seen as the representatives and indicators of reflections of preservice teachers on their experiences during practicum period.

II.5.3. The Analysis of Reflective Meetings

The data obtained from reflective meetings is subjected to content analysis. The data is used to support preservice teachers' repertory grid data in order to investigate any conflict or conformation of stated beliefs in action.

II.5.4. The Analysis of Interviews

Semi-structured interviews are analyzed through content analysis. The data is used to interpret repertory grid data of each preservice teacher. Moreover, the effectiveness of reflective meetings, journal writing or solely practicum period is illustrated with the support of the data obtained through these interviews. Further, the interviews pave the way for understanding whether preservice teachers can reflect on their beliefs and their experiences in classroom and verbalize their espoused beliefs in action.

CHAPTER III: RESULTS OF THE STUDY

This chapter presents the results of the study in the light of the data obtained through repertory grid, reflective meetings, reflective journals, and semi-structured interviews.

The overall results of twenty-eight preservice teachers' data will be propounded under the following sub-sections:

- Overall view of content of beliefs obtained both at Time 1 and Time 2 (see chapter III.1.)
- Overall view of changes in content (see chapter III. 1. 2)
- Overall view of structure of beliefs obtained both at Time 1 and Time 2 (see chapter III. 1. 3)
- Overall view of changes in structure (see chapter III. 1. 4)
- Overall view of high priority constructs at Time 1 and Time 2 (see chapter III. 1. 5)
- Overall view of changes in preservice teachers' construction of "Self" and "Ideal" between Time 1 and Time 2 (see chapter III. 1. 7)
- Commonality of construing among preservice teachers (see chapter III. 1. 7)

Moreover, individual case studies of four preservice teachers of our sample in preservice teachers participated in the study will be presented so as to provide more integrated individual portrayal of patterns and changes (if any) observed in time and report preservice teachers' own accounts and explanations for certain patterns in the grid, similarly as in Sendan's (1995) study. Therefore, individual case study results will be presented under the following sub-sections.

- the interpretation of each preservice teacher's repertory grid data, content and structure of the grids, obtained both at Time 1 and Time 2 through Focus and Exchange Grid Analysis.
- the interpretation of semi-structure interviews, reflective meetings and reflective journals so as to investigate to what extent preservice teachers reflect on their implicit beliefs on their actions.

III.1. Overall Results of Preservice Teachers' Beliefs on Reflective Teacher and Reflective Teaching

In this chapter, overall beliefs of preservice teachers, who participate in this study, on reflective teacher and reflective teaching are presented. The beliefs of twenty-eight preservice teachers will be dealt with in terms of the nature and changes in the content, structure, high priority, self as a teacher and ideal self as a teacher, and commonality.

III.1.1. Overall View of the Content of Beliefs Obtained both at Time 1 and Time 2

Thirty hundred and fifty-seven constructs, the repertory grid data obtained from twenty-eight preservice teachers at Time 1, and thirty hundred and sixty-seven constructs, the repertory grid data obtained from the same cohort at Time 2, are subjected to content analysis. These numbers show that on an overall average 12.75 constructs at Time 1 and 13.10 constructs at Time 2 are elicited from each participant. That is, from Time 1 to Time 2 there is

an ascending pattern in terms of the content of preservice teachers' beliefs how slight numerical increase it presents.

The content of preservice teachers' beliefs on the characteristics of a reflective teacher and reflective teaching is categorized under five main categories. These are as follows:

1. Management Skills
2. Teaching Behaviors & Roles
3. Teachers' Characteristics
4. Teacher-Student Relationship
5. Professional Efficacy & Characteristics

The frequencies and percentages of preservice teachers' beliefs on the characteristics of a reflective teacher and reflective teaching both at Time 1 and at Time 2 are presented in table 1 below.

Table 1

The Frequency and Percentage of Preservice Teachers' Beliefs both at Time 1 and Time 2

CATEGORIES	CONSTRUCTS	T1	T2	T1	T2
		*f	*f	*%	*%
1. Management Skills	Creates stress-free environment	2	2	0,6	0,5
	Has good classroom environment	1	0	0,3	0,0
	Lets students cheat in the exam	1	1	0,3	0,3
	Punishes students	1	1	0,3	0,3
	Pays attention to rules	2	1	0,6	0,3
	Gives importance to students' social relations	0	1	0,0	0,3
	Approaches the problems in an understanding manner	0	1	0,0	0,3
	Plans the lesson	5	5	1,4	1,4
	Does not waste time within the lesson	4	4	1,1	1,1
	Good at timing	13	13	3,6	3,5

	Makes students sit in face to face position	1	1	0,3	0,3
	Makes summary at the end of the lesson	1	1	0,3	0,3
	Has good classroom management	20	20	5,6	5,4
	Effective in organization of the lesson	2	2	0,6	0,5
	Total:	***53***	***53***	***14,8***	***14,4***
2. Teaching Behaviors & Roles	Explains things in a patient way	0	1	0,0	0,3
	Takes the level and background of students into consideration	0	1	0,0	0,3
	Improves students' intelligence with projects and portfolios	0	1	0,0	0,3
	Uses body language effectively	4	4	1,1	1,1
	Constructive	1	1	0,3	0,3
	Active in the lesson	7	7	2,0	1,9
	Organizes student centered classrooms	4	4	1,1	1,1
	Has eye-contact with students	4	3	1,1	0,8
	Makes students do the exercises	1	1	0,3	0,3
	Makes students active in the lesson	1	1	0,3	0,3
	Uses real world tasks	1	1	0,3	0,3
	Uses various activities	4	4	1,1	1,1
	Uses different and relevant techniques	3	3	0,8	0,8
	Has good handwriting on the board	1	1	0,3	0,3
	Communicative teacher	7	7	2,0	1,9
	Makes a lot of exercises	1	1	0,3	0,3
	Uses effective teaching activities	1	1	0,3	0,3
	Has an effective way of teaching	9	10	2,5	2,7
	Gives guided homework	1	1	0,3	0,3
	Uses constructivist methods	0	1	0,0	0,3
	Makes students think critically	1	1	0,3	0,3
	Hands out quizzes	1	1	0,3	0,3
	Focuses on different language skills	5	6	1,4	1,6
	Speaks target language in the classroom and makes students speak it	2	3	0,6	0,8
	Uses context	1	1	0,3	0,3
	Prepares extra materials for students	2	2	0,6	0,5
	Gives homework	4	4	1,1	1,1
	Gives efficient information	1	1	0,3	0,3
	Uses blackboard	1	1	0,3	0,3
	Gives explicit instruction	1	1	0,3	0,3

	Teaches the subject on the board	1	1	0,3	0,3
	Gives reinforcement	1	1	0,3	0,3
	Gives importance to homework	1	1	0,3	0,3
	Involves students in teaching and learning process	1	1	0,3	0,3
	Teaches students how to use dictionary	1	1	0,3	0,3
	Tells the lesson in an interesting way	1	1	0,3	0,3
	Interactional and instructional	1	1	0,3	0,3
	Enjoys teaching	3	3	0,8	0,8
	Uses authentic materials	12	13	3,4	3,5
	Uses extra materials	20	18	5,6	4,9
	Uses extra materials based on MI	1	1	0.3	0.3
	Initiator	1	1	0,3	0,3
	Good model for his/her students	4	4	1,1	1,1
	Guide	5	5	1,4	1,4
	Gives information to students about jobs	4	4	1,1	1,1
	Prepares students for life	1	1	0,3	0,3
	Tells about the life	1	1	0,3	0,3
	Angry when it's necessary	0	1	0,0	0,3
	Total:	***128***	***134***	***35,9***	***36,5***
3.Teacher's Characteristics	Responsible	1	1	0,3	0,3
	Has self-esteem	1	2	0,3	0,5
	Hardworking	3	3	0,8	0,8
	Tidy	2	2	0,6	0,5
	Honest	1	1	0,3	0,3
	Patient	2	2	0,6	0,5
	Creative	4	4	1,1	1,1
	Has self-confidence	3	3	0,8	0,8
	Realistic	4	4	1,1	1,1
	Helpful	3	3	0,8	0,8
	Fair	1	0	0,3	0,0
	Enjoyable	12	13	3,4	3,5
	Reflects his/her problems	2	2	0,6	0,5
	Talks about himself/herself	1	1	0,3	0,3
	Good listener	1	1	0,3	0,3
	Has good psychical image	3	2	0,8	0,5
	Idealist	0	1	0,0	0,3
	Total:	***44***	***45***	***12,3***	***12,3***

4.Teacher-Student Relationship	Behaves students well inside the classroom	0	1	0,0	0,3
	Behaves students equally	1	1	0,3	0,3
	Behaves students individually	1	1	0.3	0,3
	Respectful to students	4	4	1,1	1,1
	Gives importance to his/her students	8	7	2,2	1,9
	Has no interaction with students	1	1	0,3	0,3
	Behaves in a positive way	7	6	2,0	1,6
	Likes students	2	2	0,6	0,5
	Establishes meaningful interaction with students	7	7	2,0	1,9
	Understands students' feelings	3	4	0,8	1,1
	Encourages students	3	3	0,8	0,8
	Optimistic about students	1	1	0,3	0,3
	Supports students	3	3	0,8	0,8
	Total:	***41***	***41***	***11,5***	***11,2***
5.Professional Efficacy/ Characteristics	Knows students' needs and interests	13	14	3,6	3,8
	Contacts with other teachers about students	1	1	0,3	0,3
	Collaborative	2	2	0,6	0,5
	Has enough knowledge about the subject	1	1	0,3	0,3
	Improves himself/herself	5	5	1,4	1,4
	Has enough experience	1	1	0,3	0,3
	Good at subject knowledge	2	2	0,6	0,5
	Uses technology and internet	5	5	1,4	1,4
	Uses teaching strategies effectively	1	0	0,3	0,0
	Successful in his/her field	3	3	0,8	0,8
	Uses materials effectively	1	1	0,3	0,3
	Corrects himself/herself	1	1	0,3	0,3
	Experienced	1	1	0,3	0,3
	Evaluates himself/herself	1	1	0,3	0,3
	Contacts with parents	1	0	0,3	0,0
	Uses board effectively	3	3	0,8	0,8
	Uses teaching methods	1	1	0,3	0,3
	Gives comprehensible input	3	3	0,8	0,8
	Gives importance to process and product	2	2	0,6	0,5
	Flexible	2	2	0,6	0,5
	Humanistic	2	2	0,6	0,5
	Has good cultural knowledge	3	3	0,8	0,8
	Knows methodology	1	1	0,3	0,3
	Has vocabulary knowledge	1	1	0,3	0,3

	Aware of his/her capabilities	1	1	0,3	0,3
	Objective in assessment	0	1	0,0	0,3
	Uses approaches effectively	0	1	0,0	0,3
	Good at intonation	6	6	1,7	1,6
	Good at speaking English	2	2	0,6	0,5
	Good at using language	9	9	2,5	2,5
	Good at pronunciation	11	11	3,1	3,0
	Does instant error correction	1	1	0,3	0,3
	Good at error correction	1	1	0,3	0,3
	Gives feedback	1	1	0,3	0,3
	Corrects errors in a communicative way	1	1	0,3	0,3
	Good at giving feedback	1	1	0,3	0,3
	Total:	***91***	***92***	***25,5***	***25,1***
TOTAL	***Overall number***	**357**	**367**	**100,0**	**100,0**

Note: *f* means "Frequency" % signifies "Percentage"

At the beginning of the study, totally thirty hundred and fifty-seven constructs which define beliefs of preservice teachers on the characteristics of a reflective teacher and reflective teaching (see Table 1) are elicited from twenty-eight preservice teachers. One hundred and twenty-eight of total constructs at Time 1 are related to the category, "*Teaching Behaviors & Roles"*, which constitute 35, 9% of all constructs. Further, ninety-one of constructs belong to "*Professional Efficacy & Characteristics"* category, which form 25, 5% of total number of constructs. Fifty-three of constructs are associated with "*Management Skills*", and following this, twenty-four constructs from total thirty hundred and fifty-seven constructs are associated with *"Teacher's Characteristics"*, and lastly forty-one constructs are concerned with "*Teacher-Student Relationship*".

Table 2

Frequency of Constructs at Time 1

Construct Categories	Frequency of Time 1
Teaching Behaviors & Roles	128
Professional Efficacy & Characteristics	91
Management Skills	53
Teacher's Characteristics	44
Teacher-Student Relationship	41
Total	**357**

As it is seen in table 2, most of the constructs elicited from preservice teachers are gathered under the category of "*Teaching Behaviors & Roles*". The second most frequent category is found as "*Professional Efficacy & Characteristics*", and then it is followed by *"Management Skills", "Teacher's Characteristics*", and "*Teacher-Student Relationship*" from most to least frequent one.

Most frequently cited constructs at Time 1 are identified as "*uses extra materials*" (20 Times) and "*has good classroom management*" (20 Times) placed under different categories. The first one is related with "*Teaching Behaviors & Roles*" and the second one is associated with "*Management Skills*". The category *"Teaching Behaviors & Roles"* is the highest priority category for preservice teachers when its frequency is considered at Time 1; concordantly the construct, *"uses extra materials",* becomes one of the most frequently cited constructs regarding preservice teachers' beliefs at Time 1. Further, the reason for the construct, *"has good classroom management",* being mostly cited may be due to preservice teachers' concerns and anxiety about classroom management in crowded classrooms. Their prior experiences as students may also affect their citing the construct so frequently; their teachers may have good classroom management that leads the way for effective teaching of

the subject matter, or on the contrary their teachers may have poor classroom management that causes confusion in classroom. Hence, they may believe having good classroom management is one of the significant issues in reflective teaching.

The constructs, "*knows students' needs and interests*" (13 Times) and "*good at timing*" (13 Times), are the second most frequent constructs with the same frequency number. These constructs are also categorized differently in that the first construct is related to "*Professional Efficacy & Characteristics*" of a reflective teacher while the second construct is concerned with "*Management Skills*". Since preservice teachers have no real teaching experience when Time 1 constructs are collected, they probably consider micro-teaching courses in which they pretend as if they were teachers to teach specific subjects to their peers in a limited time, 20-minute, and in which they are evaluated based on their teaching, materials, and timing. Therefore, preservice teachers, in this study, highly believe that a reflective teacher is ultimately the one who uses time effectively at Time 1. Timing seems important to them because they are evaluated regarding their effective timing in micro-teaching courses. Further, they believe that a reflective teacher accepts his/her students as individuals and knows their needs and interests, so brings and uses extra materials to teach the subject matter effectively. This construct may also emerge as one of the prominent constructs for preservice teachers due to micro-teaching courses they have attended at 3rd grade since the importance of knowing students' needs and interests for preparing lesson plan and designing the lesson may be emphasized through the course.

The other two frequent constructs are found as "*uses authentic materials*" (12 Times) and *"enjoyable"* (12 Times); the first one is related to "*Teaching Behaviors & Roles*", and the second one is related to "*Teacher's Characteristics*". It can be stated that preservice

teachers, in this study, concern that reflective teaching and being a reflective teacher are enabled through using authentic materials and being enjoyable. Moreover, "*good at pronunciation*" (11 Times) associated with professional efficacy and "*has an effective way of teaching*" (9 Times) related to teaching behaviors are among highly frequent constructs cited to define reflective teaching and teacher.

The most frequently cited constructs mentioned above show that preservice teacher, in the study, are aware of what they define as reflective teaching and a reflective teacher because all these constructs are linked to each other as if they together form a total concept. That is, a reflective teacher who adapts reflective teaching as his/her view of teaching should know what his/her students needs and what they are interested in, use extra and authentic materials in order to meet all students' needs and interests in a lesson. Besides, solely aiming to teach subject matter to students, s/he should be enjoyable in order to convey all his/her knowledge to students effectively in the lesson-time without boring students, or losing control over the classroom.

At the end of the study (Time 2), twenty-eight preservice teachers use thirty hundred and sixty-seven constructs as a total (see Table 3). That is, preservice teachers' beliefs on the characteristics of reflective teaching and a reflective teacher expand. Some constructs are added, some are deleted and some of them are changed at Time 2; however, construct categories and their names stay the same. In other words, the construct categories present a recurrent pattern at Time 2. Moreover, the frequency order of the categories; namely the order of the categories from mostly cited to the least, does not change at Time 2. Similar to Time 1 findings, the most frequent category is *"Teaching Behaviors & Roles"* with one hundred and thirty-four constructs. Secondly, ninety-two constructs are related with

"Professional Efficacy & Characteristics". Fifty-three of thirty hundred and sixty-seven constructs are related with *"Management Skills"*, and following this forty-five constructs are associated with *"Teacher's Characteristics*" and lastly forty-one constructs of total number are associated with *"Teacher-Student Relationship"* at Time 2.

Table 3

Frequency of Constructs at Time 2

Construct Categories	Frequency of Time 2
Teaching Behaviors & Roles	134
Professional Efficacy & Characteristics	92
Management Skills	53
Teacher's Characteristics	45
Teacher-Student Relationship	41
Total	**338**

The most frequently cited constructs are also almost the same with Time 1 constructs, which are *"has good classroom management"* (20 Times) and *"uses extra materials"* (18 Times). Although there is a relatively small decrease in the number of citation of *"uses extra materials"*(it is cited 20 Times at Time 1), it still remains as one the most frequently cited constructs. The following mostly cited constructs are *"knows students' needs and interests"* (14 Times), *"good at timing"* (13 Times), *"enjoyable"* (13 Times), *"uses authentic materials"* (13 Times), *"good at pronunciation"* (11 Times), and *"has an effective way of teaching"* (10 Times). This finding presents that however their frequency order within themselves alters, the constructs that preservice teachers use highly and frequently to verbalize reflective teaching and a reflective teacher do not change from Time 1 to Time 2. This may indicate that all in all beliefs of preservice teachers are partially stable and hard to alter;

however, small number of changes observed in time are promising results for preservice teachers' starting to evaluate events in the classroom, reflect on their actions, and challenge their beliefs based on these experiences.

How small is it the number of change in frequency of constructs, one of the reasons of this change can be attributed to preservice teachers' teaching experiences in the schools (see some excerpt examples below).

> **Emine:** In classrooms, everything was different from micro-teaching courses. Since students do not understand what I say in English, timing became a problem. I need to repeat several times. Then, I understood that body language is important. Students do not understand if I do not use body language; I become more effective when I use body language.
>
> **Fatih**: We have learnt what to do and how to do in teaching practice since we observed teacher models. We learnt how to behave in the classroom, for example, there happened a problem in the classroom, the teacher tried to solve the problem through finding the exact and main reason of the problem without hurting any student. We will also meet with such situations in the following years, these events faced in teaching practice will shed light on our teaching behaviors.

Another reason for change in beliefs can be reflective teaching meetings and journals in which preservice teachers reflect on their experiences and share them; and in this way, they try to negotiate on some features needed to be a reflective teacher through discussions and collaboration in groups.

> **Can**: We learnt to look at the events in an analytical way. If there had not been reflective meetings for example, we would have ignored the events we lived in classrooms.
>
> **Burhan**: We are about to graduate from the faculty, and we are not so qualified….We need to be updated. I learnt from meetings that we need to look at ourselves everyday, and think about the things we did…We talked about many concepts here (he meant reflective meetings), everything we did here made me think on them. Also, we talked about events, and we gave feedback to each other.

As it is mentioned above, although the number of changes in beliefs of preservice teachers on the characteristics of a reflective teacher and reflective teaching is limited, the result is thought as promising for achieving change in established beliefs of preservice teachers. The motivation for this change may vary; however, according to the statements obtained through semi-structured interviews and reflective meetings, teaching practices, reflective practices through reflective meetings and journals pave the way for becoming aware of their beliefs, observing their and others' actions, and rethinking their beliefs and actions. Through teaching practice and reflective practices, they verbalize and surface their prior beliefs, discuss and investigate the outcomes of their actions, and discover their weaknesses.

> **Ali**: I learnt that a reflective teacher should think about the outcomes of the lesson, and learn from his/her experiences. For instance, at the beginning of teaching practice, I was teaching the subject in front of the board, the back of the class had difficulty in seeing me. Now, I teach the subject as all students see me. Moreover, I did not like playing

games, but I observed that students like it, and then I started to play games with them.

After specifying content categories and the constructs under these categories, and monitoring changes in the number of the constructs between Time 1 and Time 2, It may be relevant to look closer to the content categories and constructs under these categories in a more detailed way in order to elucidate the general nature of constructs before presenting overall changes in content.

III.1.1.1. Teaching Behaviors & Roles

There are forty-three constructs cited one hundred and twenty-eight times at Time 1, and forty-six constructs cited one hundred and thirty-four times at Time 2. The category *"Teaching Behaviors & Roles"* is the most frequent category which is considered as important by preservice teachers both at Time 1 and Time 2. The constructs concerning "*Teaching Behaviors & Roles*" occupy almost 36% of the content of all beliefs of preservice teachers concerning the characteristics of reflective teaching and a reflective teacher.

The constructs, "*uses extra materials*" cited 20 times at Time 1 and 18 Times at Time 2, "*uses authentic materials*" cited 12 times at Time 1 and 13 Times at Time 2, and *"has an effective way of teaching"* cited 9 time at Time 1 and 10 Times at Time 1, are categorized under *"Teaching Behaviors & Roles"*. They are among the most frequent constructs both at Time 1 and Time 2. Besides being high prior for preservice teachers both at Time 1 and Time 2, the increase in the frequency of constructs within the category shows that the priority and the importance of "*Teaching Behaviors & Roles*" for reflective teaching and a reflective teacher are further strengthened in time.

> **Sezen**: It is not effective to want students to write anything five times on the board since it is so common for students. It may be portfolio projects or make students prepare cards. Using authentic materials is important. It is not seen in our schools, teachers only teach through course books. But, we may bring extra and different materials to classrooms to change traditional teaching style.

III.1.1.2. Professional Efficacy & Characteristics

The category *"Professional Efficacy & Characteristics"* remains as the most second frequent category between Time 1 and Time 2. There are totally thirty-six constructs under this category. Thirty-four constructs are cited ninety-one times at Time 1 and thirty-four constructs are cited ninety-two times at Time 2. Two constructs are deleted at Time 2, and two are added. This category constitutes nearly 27% of preservice teachers' total constructs. Although small changes happened between Time 1 and Time 2 within the category in that there is a slight increase in the frequency of cited constructs, it stays as the second high priority category over all categories like Time 1.

One of the most frequently cited constructs; *"knows students' needs and interests"* (13 Times at Time 1, and 14 Times at Time 2), is observed under *"Professional Efficacy & Characteristics"*. This construct also becomes top high priority construct at Time 2 in the rank order in which preservice teachers specify their high priority constructs among their repertoire of beliefs. Furthermore, among highly frequent constructs; *"good at pronunciation"* and *"good at using language",* are placed under this category. This may point out that the constructs under *"Professional Efficacy & Characteristics"* are seen as one of the most

prominent features of reflective teaching and a reflective teacher by preservice teachers. This may be also understood from preservice teachers' expressions in the interviews and meetings.

> **Mehmet**: Above everything, a teacher must have good pronunciation. If a teacher has poor pronunciation, his/her students' pronunciations will be poor, too.
>
> **Tuğba Karayiğit**: Before deciding on the objectives of the course and designing materials, a teacher must know students' capacities, and their needs.
>
> **Emine**: A teacher should not depend on course book, if s/he feels that the lesson is getting boring for students, s/he should attract students' attention, and revise his/her plan according to students….A teacher should know students' needs; otherwise, students will not want to learn the subject.

III.1.1.3. Management Skills

"Management Skills" is the third mostly and frequently cited category with an average of 14% both at Time 1 and Time 2. There are nearly twelve constructs cited fifty-three times both at Time 1 and 2. Although the frequency of cited constructs remains the same between two times, the constructs' frequencies change under the category. Some constructs are added at Time 2 and some decrease in number in time.

The most frequently cited construct over all constructs, *"has good classroom management",* is placed under this category, and it is this construct that makes the category as the third frequent category since the construct is cited 20 times both at Time 1 and time 2 with

an average of 5,6% over three hundred and fifty-seven constructs. This shows that preservice teachers concern about classroom management and believe good classroom management paves their way for effective teaching. They also display their concern for classroom management as follows:

> **Volkan**: For me an ideal teacher is the one who is effective in teaching, classroom management is the way for it, but this management cannot happen through punishing students, and saying dos and don'ts , students should respect to teachers for his/her being there and students should discipline themselves.
>
> **Tuba Ulunç**: I think that effective classroom management is more important than any other thing since if you cannot manage the classroom, then you cannot do anything.

Moreover, during reflective teaching meetings, it has been this construct, "*has good classroom management*", that preservice teachers have discussed over and over again. They are generally concerned with how they can achieve good classroom management, and control the class while teaching. They share some cues with each other such as playing games, attracting students' attention via different materials and et cetera. One of the significant problems they want to illustrate and discuss in meetings and find solutions has been about effective classroom management. Therefore, this finding supports how preservice teachers are aware of their concerns and believe the importance of strengthening this. Some examples from preservice teachers' journal writings on classroom management are presented as extracts below:

Ali: I had difficulty in class management as students were talking so loudly.

Özge. One of the students in the class was playing with his mobile phone in the classroom, then teacher took his phone. Later, the students started to talk with his friends, and distract the motivation of others. He started to sing a song loudly in the classroom and said to the teacher ‘give me the phone.

III.1.1.4. Teacher’s Characteristics

“Teacher’s Characteristics” has an average of more than 13% both at Time 1 and at Time 2 among the overall other categories. There are sixteen constructs cited forty-four times at Time 1 and forty-five times at Time 2. Only one construct is deleted at Time 2 and one construct is added instead.

The construct, *“enjoyable”* which is also among the most frequently cited constructs, attracts nearly 3,4% of the total number of constructs and 12, 3 % of constructs under this category. Some preservice teachers identify their own effective teachers’ characteristics, and give examples from their prior teachers. Probably, *“Teacher’s Characteristics”* is the category which is highly affected by preservice teachers’ prior beliefs construed through observing their teachers since a preservice teacher can easily observe and imitate own teacher’s characteristics in the classroom.

Tuba Ulunç: My effective teacher was hardworking and not boring. S/he was attracting our attention with a joke when we lost our focus in the lesson. We had not competitive environment in the classroom, s/he

> supported us all the time. S/he was not a confused, and an aggressive person. S/he was enjoyable in fact.
>
> **Can**: Teachers who let us talk in the classroom and make us be active in the classroom were effective teachers, they were honest towards us….For instance, when we talked about any other teacher, they were gossiping with other one, so we were shouted.

III.1.1.5. Teacher-Student Relationship

The category is the least mentioned one consistently over time with an average of 12% both at Time 1 and at Time 2. There are twelve constructs cited forty-one times at Time 1 and Time 2. Total frequency of the constructs remains the same; however, there are some small changes in the frequency of constructs under the category. The most frequent construct under the category, *"gives importance to his/her students"*, is cited eight times at Time 1 and seven times at Time 2; that is, the frequency of the construct slightly decreases in time. The second most frequent one is *"establishes meaningful interaction with students"* which is cited seven times. The third most frequent construct, *"behaves in a positive way"*, is mentioned seven times at Time 1, and the frequency of it slightly decreases at Time 2 since it is mentioned six times at Time 2. When the constructs under the category are closely looked, it is seen that the frequency of the prior constructs obtained at Time 1 decreases at Time 2, which shows that preservice teachers leave some of their prior beliefs and alter some of them during practicum. Further, the frequency of this category among others present that the category is regarded as the least important aspect of teaching during practicum by preservice

teachers. Very few preservice teachers touch on the importance of teacher-student relationship although most of them support effective interaction in the classroom during meetings.

> **Smiling Girl**: We have a good relation with my students in school. They say that they get on well with me because I show respect to them….
>
> **Gülçin**: When you try to understand students, and respect them as individuals rather than ignoring them and scorning them as some teachers do, they will also respect you and try to be good in the lesson.

The gap between their practices and their beliefs may mean that preservice teachers are still dealing with their implicit beliefs, trying to avoid them interfering in their actions, and reorganizing them. The findings show that preservice teachers have some flowing beliefs about teacher-student relationship which start to being construed through teaching practice when they have real interaction with their students; therefore, they may need time to accommodate their beliefs about teacher-student relationship in their belief systems. They know that interaction with students is important according to recent theories discussed in teacher education programs; however, they cannot so quickly and easily internalize this knowledge into their belief system.

III.1.2. Overall View of Changes in Content

At the end of the practicum (Time 2), twenty-eight preservice teachers add ten constructs to their repertoire of beliefs, and change six constructs. That is, preservice teachers, in this study, add some constructs, delete some of them, and change their constructs in order to

verbalize better and convey their beliefs on the characteristics of reflective teaching and a reflective teacher (see table 4 and table 5).

Table 4

Total Number of Constructs of the Preservice Teachers at Time 1 and Time 2

Preservice Teachers	**T1 Constructs**	**T2 Constructs**	**Added**	**Content Change**
Aytün	12	12	0	0
Serpil	17	17	0	2
Burçin	9	9	0	0
Aslı	12	13	1	0
Tuba Ulunç	11	11	0	0
Feriha	8	8	0	0
Tuğba Karayiğit	14	14	0	0
Smiling Girl	16	17	1	0
Osman	8	8	0	0
Dodoo	10	10	0	1
Frank Booth	13	13	0	0
Volkan	11	11	0	0
Özge	13	13	0	0
Pınar	15	15	0	0
Mehmet	13	14	1	0
Sezen	13	17	4	0
Gülçin	12	13	1	0
Ali	11	11	0	0
Can	13	13	0	0
Muhittin	17	17	0	0
Kader	12	13	1	1
İnsaf	17	17	0	0
Hale	14	14	0	0
Ümmehan	11	11	0	0
Çiğdem	13	13	0	0
Emine	14	14	0	0
Burhan	17	17	0	2
Murat	11	12	1	0
TOTAL	**357**	**367**	**10**	**6**

As it is seen in table 4, only seven of preservice teachers out of twenty-eight add new construct to their repertoire of beliefs, and four of them change their beliefs at Time 2. Patterns of changes in constructs are shown in Table 5 below.

Table 5

Patterns of Change in the Content of Construct Categories

	Construct Names	**ADDED**	**DELETED**	**+/-**
1.	Has good classroom environment		✓	
2.	Pays attention to rules			-
3.	Gives importance to students' social relations	✓		
4.	Approaches the problems in an understanding manner	✓		
5.	Explains things in a patient way	✓		
6.	Takes the level and background of students into consideration	✓		
7.	Improves students' intelligence with projects and portfolios	✓		
8.	Has eye-contact with students			-
9.	Has an effective way of teaching			+
10.	Focuses on different language skills			+
11.	Speaks target language in the classroom and makes students speak it			+
12.	Uses authentic materials			+
13.	Uses extra materials			-
14.	Has self-esteem			+
15.	Fair		✓	
16.	Enjoyable			+
17.	Has good psychical image			-
18.	Idealist	✓		
19.	Behaves students well inside the classroom	✓		
20.	Gives importance to his/her students			-
21.	Behaves in a positive way			-
22.	Understands students' feelings			+
23.	Knows students' needs and interests			+
24.	Uses teaching strategies effectively		✓	
25.	Contacts with parents		✓	
26.	Objective in assessment	✓		
27.	Uses approaches effectively	✓		

Note: "+", "-" refer to increase and decrease in number of citation (frequency) respectively.

When added constructs are illustrated, it is found out that most of the new constructs, four of them out of ten, are placed under high priority category *"Teaching Behaviors & Roles"*. Two constructs are concerned with *"Management Skills",* one construct is associated with *"Teacher's Characteristics",* one construct is related with "*Teacher-student Relationship",* and the last two constructs are associated with "*Professional Efficacy & Characteristics".* It is clear that new constructs are reorganized in all construct categories rather than being cumulated under a specific category.

The high priority category, *"Teaching Behaviors & Roles,* attracts most of the constructs that either added *("approaches the problems in an understanding manner"*, *"explains things in a patient way"*, "*takes the level and background of students into consideration", "improves students' intelligence with projects and portfolios"*) or increased in the frequency *("has an effective way of teaching", "focuses on different language skills",* "*speaks target language in the classroom and makes students speak it", "uses authentic materials"*) at Time 2 . This finding indicates that preservice teachers tend to consider actual teaching side, behaviors, and roles of a teacher while teaching in practicum in which they start to experience actual teaching in classrooms and deal with students. Moreover, reflective teaching meetings and the issues discussed in meetings support preservice teachers to verbalize what they construe as beliefs. They begin to question their prior beliefs and reorganize them with the help of collaborative talks and discussions in the meetings, which they state as it helps them to explain better what they believe a teaching must be.

> **Aytün**: A reflective teacher is the one who evaluates himself/herself, knows what to do and when to do, and learn from his/her experiences. Through meetings, I also discovered my strengths and weaknesses. For

> example, I mentioned about a 5th grade students, I shouted at him; however, then I realized that a student cannot understand a subject, what we need to be patient towards him.
>
> **Frank-Booth:** I added using authentic materials here since I saw in teaching practice that coursebooks are not enough to teach the subject. (Frank-Booth)
>
> **Sezen**: I added using authentic materials. This does not exist in our schools. Teachers only teach through coursebooks, they do not bring any extra materials. However, we can do something by bringing authentic materials into classroom.

It seems that preservice teachers start to become aware of their beliefs and verbalize them more explicitly and precisely. Preservice teachers begin to reorganize their beliefs in order to convey what they believe effectively. For instance, one of the deleted constructs is *"has good classroom environment*" and the added construct instead of the deleted one is *"approaches problems in an understanding manner".* The student explains the reason to change her construct in the excerpt below:

> **Sezen**: It is so broad. What I am thinking is something about the problematic situations. Some teachers approach students so badly when they did something wrong. So, I changed this one with approaching problems in an understanding manner. The construct that I have added recently is related to approaching problems.

Another example is the deleted construct, *"uses teaching strategies effectively".* Since the preservice teacher becomes aware of what he really believes, and therefore verbalizes it better, he changes the construct as *"uses approaches effectively".* (see the excerpt below)

> **Dodoo**: I am not sure what I thought at that time about teaching strategies. The thing that I try to explain is approaches that we learned in the course. It is only wording that I want to change.

Moreover, the deleted construct *"fair"* under the category of *"Teacher's Characteristics"* is elucidated as "*objective in assessment*", and this new construct is placed under "*Professional Efficacy & Characteristics"* since preservice teachers prefer more specific construct related with professionalism.

Overall, it can be concluded that preservice teachers, in this study, present a pattern of process of deconstruction and reconstruction of their beliefs on the characteristics of reflective teaching and a reflective teacher despite the small number of the changes in the content. Further, practicum period and reflective teaching meetings aid in this process of change.

III.1.3. Overall View of Structure of Beliefs Obtained both at Time 1 and Time 2

The structure of preservice teachers' beliefs through FOCUSed analysis, the structural changes through Exchange analysis, and lastly structural commonality and changes over time within groups through Sociogrid analysis are observed in order to present some indicative patterns in the nature of and changes in the structure of preservice teachers' beliefs on the characteristics of reflective teaching and a reflective teacher.

Table 6

The Structural Changes in Preservice Teachers' Beliefs between Time 1 and Time 2

Preservice Teachers	**Time 1 Constructs**	**Time 2 Constructs**	**Structural Change**
Aytün	12	12	-
Serpil	17	17	+ (2)
Burçin	9	9	-
Aslı	12	13	-
Tuba Ulunç	11	11	-
Feriha	8	8	-
Tuğba Karayiğit	14	14	-
Smiling Girl	16	17	-
Osman	8	8	-
Dodoo	10	10	-
Frank Booth	13	13	+ (3)
Volkan	11	11	-
Özge	13	13	-
Pınar	15	15	-
Mehmet	13	14	-
Sezen	13	17	-
Gülçin	12	13	-
Ali	11	11	-
Can	13	13	-
Muhittin	17	17	-
Kader	12	13	+ (2)
İnsaf	17	17	-
Hale	14	14	+ (1)
Ümmehan	11	11	+ (1)
Çiğdem	13	13	-
Emine	14	14	-
Burhan	17	17	+ (2)
Murat	11	12	-
TOTAL	**357**	**367**	**11**

Note: "+" and "-" refer to structural change and no structural change respectively. Also, numbers in parentheses refers to number of constructs that undergone structural change.

Table 6 presents the frequency of constructs at Time 1 and Time 2 and their structural changes over time. As it is seen, only six out of twenty-eight preservice teachers experience structural change in their beliefs. Out of three hundred and fifty-seven constructs

provided by preservice teachers at Time 1, eleven of them display significant structural change at Time 2 at 80% cut-off point. This result shows that 3,9% of preservice teachers' overall beliefs undergo structural change which indicates relatively small structural change in the preservice teachers' beliefs.

In order to investigate structural changes more elaborately and illustrate the constructs that have changed structurally in time, we will go on with next section that deals with overall changes in the structure.

III.1.4. Overall View of Changes in Structure

The constructs that showed structural change (see Table 7) at 80% cut-off point vary regarding categories they are placed under.

Table 7

Constructs that Undergone Structural Changes at Time 2

Construct Names	Category Names
1. Focuses on different language skills	Teaching Behaviors & Roles
2. Objective in assessment	Professional Efficacy & Characteristics
3. Knows students needs and interests	Professional Efficacy & Characteristics
4. Humanistic	Teacher's Characteristics
5. Uses authentic materials	Teaching Behaviors & Roles
6. Has good psychical image	Teacher's Characteristics
7. Has eye contact with students	Teaching Behaviors & Roles
8. Communicative teacher	Teaching Behaviors & Roles
9. Makes students sit in face to face positions	Management Skills
10. Gives information to students about jobs	Teaching Behaviors & Roles

The changed constructs are mostly under the category of *"Teaching Behaviors and Roles"* (5 out of 11), and the category "*Professional Efficacy & Characteristics"* (2) comes next with *"Teachers' Characteristics"* (2). The categories *"Management Skills"* (1) and

"Teacher-Student Relationship" (0) are the fields where almost no structural change occurs. The findings are almost parallel with the changes in the content of these categories since it is *"Teaching Behaviors & Roles"* and *"Professional Efficacy & Characteristics"* which undergo change in terms of both content and structure. Moreover, it is found out that the categories that have the highest frequencies and priorities are the ones which are subjected to change in terms of both content and structure. Thus, as Sendan (1995) states the constructs that have high frequencies and priority for preservice teachers are more open to change and the ones that have low frequency like *"Teacher's Characteristics"* and *"Management Skills"* are least prone to deconstruction and reconstruction. On the one hand, the reason behind this can be due to the fact that preservice teachers tend to focus on the issues that they have concern and anxiety while practicing teaching such as teaching behaviors, roles of a teacher, having professional characteristics, and professional efficacy; thus, they reflect on more about these issues, and prone to question their prior beliefs and actions related to these categories in order to achieve an effective way of teaching in the classroom. On the other hand, preservice teachers' beliefs under the categories, *"Teaching Behaviors & Roles"* and *"Professional Efficacy & Characteristics",* are observed as more open to change because some of them may be challenged through theory courses taken in teacher education program and reflective practices during teaching practice help preservice teachers to link theory and practice; therefore, they are more inclined to change or modify their prior beliefs through reflecting on situations experienced in classroom and bridging a link between theory and practice in these situations.

III.1.5. The Overall View of High Priority Constructs at Time 1 and Time 2

In the analysis of high priority constructs, it is aimed to illustrate each preservice teacher's high priority beliefs (top five) on the characteristics of reflective teaching and a reflective teacher both at Time 1 and Time 2. Moreover, it is investigated whether these high priority constructs are changed within time, in preservice teachers' second grid data.

Table 8

High Prior Constructs of Each Preservice Teachers both at Time 1 and Time 2

Preservice teachers	High Prior Constructs at Time 1	High Prior Constructs at Time 2	Change *+/-
Aytün	Tidy Plans the lesson Hardworking Has good classroom management Gives importance to his/her students	Has good classroom management Plans the lesson Uses teaching methods Hardworking Gives importance to his/her students	+
Serpil	Uses extra materials Behaves students as a whole class Prepares students for life Establishes meaningful interaction with students Respectful to students	Knows students' needs and interests Behaves students as a whole class Prepares students for life Establishes meaningful interaction with students Uses extra materials based on MI	+
Burçin	Hardworking Improves himself/herself Good model for his/her students Has an effective way of teaching Experienced	Hardworking Improves himself/herself Has an effective way of teaching Good model for his/her students Enjoys teaching	 +
Aslı	Behaves students equally Knows students' needs and interests Guide Focuses on different language skills Good at intonation	Behaves students equally Knows students' needs and interests Guide Focuses on different language skills Good at intonation	-
Tuba Ulunç	Knows students' needs and interests Good at pronunciation Creative Has good classroom management Has self-confidence	Knows students' needs and interests Has good classroom management Creative Good at pronunciation Has self-confidence	+
Feriha	Understands students' feelings Reflects his/her problems Successful in his/her field Establishes meaningful interaction with students Has self-confidence	Understands students' feelings Reflects his/her problems Successful in his/her field Has self-confidence Uses authentic materials	+

Tuğba Karayiğit	Collaborative Patient Hardworking Understands students' feelings Enjoyable	Collaborative Patient Hardworking Understands students' feelings Enjoyable	-
Smiling Girl	Encourages students Does not waste time within the lesson Makes students active in the lesson Good at giving feedback Knows students' needs and interests	Knows students' needs and interests Encourages students Does not waste time within the lesson Makes students active in the lesson Good at giving feedback	+ -
Osman	Good at using language Helpful Good at pronunciation Establishes meaningful interaction with students Enjoyable	Good at using language Helpful Good at pronunciation Establishes meaningful interaction with students Enjoyable	
Dodoo	Good model for his/her students Likes students Enjoyable Has good classroom management Has good handwriting on board	Good model for his/her students Likes students Enjoyable Has good classroom management Has good handwriting on board	-
Frank Booth	Active in the lesson Uses authentic materials Good at intonation Uses body language effectively Enjoyable	Active in the lesson Uses authentic materials Good at intonation Uses body language effectively Enjoyable	-
Volkan	Has good classroom management Gives importance to his/her students Encourages students Talks about himself/herself in the lesson Tells the lesson in an interesting way	Has good classroom management Has self-esteem Encourages students Gives importance to his/her students Tells the lesson in an interesting way	+
Özge	Not selfish Enjoys teaching Gives importance to his/her students Communicative teacher Has self confidence	Not selfish Enjoys teaching Gives importance to his/her students Communicative teacher Has self confidence	-
Pınar	Communicative teacher Involves students in teaching and learning process Teaches according to his/her students' needs and interests Improves himself/herself Uses extra materials	Communicative teacher Evaluates himself/herself Teaches according to his/her students' needs and interests Improves himself/herself Uses extra materials	+
Mehmet	Corrects himself/herself Enjoys teaching Realistic Optimistic about students Behaves in a positive way	Enjoys teaching Corrects himself/herself Optimistic about students Realistic Behaves in a positive way	+
Sezen	Uses different and relevant techniques Effective in organization of the lesson Gives comprehensible input	Takes the level and background of students into consideration Effective in organization of the lesson Uses different and relevant techniques	+

	Has good classroom management Good at timing	Has good classroom management Good at timing	
Gülçin	Good model for his/her students Good at subject knowledge Behaves in a positive way Uses technology and internet Improves himself/herself	Good model for his/her students Good at subject knowledge Behaves in a positive way Uses technology and internet Improves himself/herself	-
Ali	Active in the lesson Has an effective way of teaching Has good classroom management Gives importance to his/her students Uses authentic materials	Active in the lesson Has an effective way of teaching Has good classroom management Gives importance to his/her students Uses authentic materials	-
Can	Speaks target language in the classroom and makes students speak it Gives importance to process and product Organizes student centered classrooms Punishes students Has an effective way of teaching	Speaks target language in the classroom and makes students speak it Gives importance to process and product Organizes student centered classrooms Punishes students Has an effective way of teaching	-
Muhittin	Improves himself/herself Has good classroom management Understands students' feelings Good at using language	Improves himself/herself Has good classroom management Understands students' feelings Good at using language	-
Kader	Humanistic Establishes meaningful interaction with students Realistic Successful in his/her field Knows students' needs and interests	Humanistic Knows students' needs and interests Successful in his/her field Realistic Has good cultural knowledge	+
İnsaf	Realistic Active in the lesson Organizes student centered classrooms Has good cultural knowledge Knows students' needs and interests	Realistic Flexible Organizes student centered classrooms Knows students' needs and interests Pays attention to rules	+
Hale	Focuses on different language skills Has an effective way of teaching Plans the lesson Uses different and relevant techniques Uses authentic materials	Focuses on different language skills Has an effective way of teaching Plans the lesson Uses different and relevant techniques Uses authentic materials	-
Ümmehan	Communicative Teacher Knows students needs and interests Creative Uses authentic materials Has good classroom management	Knows students needs and interests Communicative Teacher Creative Uses authentic materials Has good classroom management	+
Çiğdem	Focuses on different language skills Uses context Communicative teacher Uses extra materials Uses authentic materials	Focuses on different language skills Uses context Communicative teacher Patient Uses authentic materials	+
Emine	Establishes meaningful interaction with students Creative Knows students' needs and interests Guide	Establishes meaningful interaction with students Creative Knows students' needs and interests Guide	-

	Good at pronunciation	Good at pronunciation	
Burhan	Good model for his/her students Fair Guide Good at subject knowledge Good listener	Good model for his/her students Objective in assessment Guide Good at subject knowledge Good listener	+
Murat	Speaks target language in the classroom and makes students speak it Creates stress free environment Effective in organization of the lesson Gives feedback Gives guided tasks	Creates stress free environment Speaks target language in the classroom and makes students speak it Effective in organization of the lesson Gives feedback Gives guided tasks	+

Note: "+" and "-" refer to change in time and no change in prior constructs of preservice teachers respectively.

As it is seen in table 8, sixteen out of twenty-eight preservice teachers somehow change their high priority constructs; that is, more than half of the preservice teachers change and/or reorganize their five important constructs. For instance, Aytün leaves the construct *"tidy"* under the category of *"Teacher's Characteristics"* at Time 2, and adds *"uses teaching methods"* under the category of *"Professional Efficacy & Characteristics"*. Moreover, she changes her most important and prior construct at Time 2 as *"has good classroom management"* while it is the fourth prior construct at Time 1. It may be due to her teaching experience in crowded classes. Thus, it can be said that practicum has ab impact on her ranking prior constructs within her belief system. Another preservice teacher, Serpil, also leaves one of her high priority constructs at Time 2, and adds another construct concerned with *"Professional Efficacy & Roles"*. She adds "*knows students' needs and interests"* at Time 2 and places it as her top high priority construct. When the left construct, *"respectful to students"*, is considered, it can be noted that she starts to believe that having knowledge and concern about students' needs and interests is more prominent rather than respecting students in the classroom. Moreover, Burçin leaves his fifth priority construct under the category of

"Teacher's Characteristics" at Time 2, and adds "*enjoys teaching"* under the category of *"Teaching Behaviors & Roles"* in its place. Feriha is another preservice teacher who changes her high priority constructs. She leaves the construct, "*establishes meaningful interaction with students"* under the category of *"Teacher-Student Relationship"*, and states *"uses authentic materials"* concerned with *"Teaching Behaviors & Roles"* as her fifth most important and high priority construct. Further, Pınar leaves her second high priority construct, *"involves students in teaching and learning process"* associated with *"Teaching Behaviors & Roles"* at Time 2, and places *"evaluates himself/herself"* as her second most prominent and high priority construct for defining reflective teaching and a reflective teacher. She states that reflective meetings supporting practicum period of preservice teachers have influence on her high priority constructs:

> **Pınar:** Evaluating himself/herself is the thing that we did in reflective meetings. How much I did, How successful was the lesson, How did I achieve my objectives, and et cetera…..I applied all these things in teaching practice. When we evaluate ourselves, the lesson become more effective.

It seems that Pınar writes down the construct at Time 1 in her grid data; however, she becomes aware of the importance of evaluating of himself/herself for effective teaching as a teacher after-during teaching practice. Sezen also experiences some changes in her high priority constructs in that she leaves her third high priority construct, *"gives comprehensible input"* under the category of *"Professional Efficacy & Characteristics",* and adds *"takes the level and background of students into consideration"* associated with *"Teaching Behaviors & Roles"* and places it as her top high priority construct. The top high priority construct at Time

2 is also Sezen's new construct she has added at Time 2, after teaching practice, in her grid data. This indicates that Sezen starts to think that it is quite necessary and prominent for a teacher to consider his/her students levels and background knowledge while teaching. This finding may result from teaching experiences and her observations in a real classroom as clear in the excerpt below:

> **Sezen:** It is quite important to take students' level into consideration. I learnt from teaching practice that …When I do not know students' level, techniques, activities, and materials used in the classroom do not work.

Moreover, Kader leaves her second prior construct, *"establishes meaningful interaction with students"* under the category of *"Teacher-Student Relationship",* and adds "*has good cultural knowledge"* associated with "*Professional "Efficacy & Characteristics*" as her fifth prior construct. Like Kader, İnsaf also adds a new construct associated with *"Professional Efficacy & Characteristics"* while leaving the construct under the category of *"Teaching Behaviors & Roles".* The construct that İnsaf adds at Time 2 is *"flexible"* which is one of the discussion topics in the reflective meetings. In addition, Çiğdem starts to believe that being patient is more important than using extra materials while teaching; hence, she replaces her fourth high priority construct with the construct, *"patient".* Burhan is also one of the preservice teachers who alters one of his high priority constructs. It is the construct *"fair"* that undergoes the content change and is reconstructed as *"objective in assessment",* and associated with a teacher's "*Professional Efficacy & Characteristics".* Moreover, preservice teachers, Tuba Ulunç, Smiling Girl, Volkan, Mehmet, Ümmehan, and Murat, are the ones

who reorganize their high priority constructs, namely have some new organizations within their prior constructs.

The overall findings in the change of high priority constructs present that preservice teachers have mostly left the constructs associated with *"Teacher's Characteristics"* and *"Teacher-Student Relationship"*, and they have added the constructs mostly concerned with the categories, *"Teaching Behaviors & Roles"* and *"Professional Efficacy & Characteristics"* as their high priority constructs. This indicates that preservice teachers begin to concern about actual teaching behaviors and their professional efficacy as they feel the atmosphere of classroom and experience teaching in real classrooms. Before practicum, they mostly give importance to the characteristics of a teacher as their high priority constructs in the rank order, and initially believe that what makes effective and reflective teaching is the relationship between teacher and students. However, since they start to experience own teaching, they focus their interest and concern on teaching and profession. This finding is also parallel with the change in the content and the structure of beliefs under these categories, *"Teaching Behaviors & Roles"* and *"Professional Efficacy & Characteristics"*. Therefore, it becomes clear that preservice teachers are much concerned with their teaching behaviors, their roles as a teacher, their professional efficacy and their characteristics as a professional teacher rather than teacher-student relationship or their own personal characteristics while they are experiencing real teaching practice in real classrooms.

When top high priority constructs are investigated in order to illustrate preservice teachers' most important and top high priority constructs at Time 1 and Time 2 and monitor any change in these high priority constructs specifically in time, high priority constructs at

Time 1 (see table 9) and at Time 2 (see table 10), and their categories with which they are associated are tabled.

Table 9

Top High Priority Constructs of Preservice Teachers at Time 1

Top High Prior Constructs at Time 1	***Frequency**	**Category Names**
Good model for his/her students	3	Teaching Behaviors & Roles
Active in the lesson	2	Teaching Behaviors & Roles
Communicative teacher	2	Teaching Behaviors & Roles
Speaks target language in the classroom and makes students speak it	2	Teaching Behaviors & Roles
Focuses on different language skills	2	Teaching Behaviors & Roles
Tidy	1	Teacher's Characteristics
Uses extra materials	1	Teaching Behaviors & Roles
Hardworking	1	Teacher's Characteristics
Behaves students equally	1	Teacher-Student Relationship
Knows students' needs and interests	1	Professional Efficacy & Characteristics
Understands students' feelings	1	Teacher-Student Relationship
Collaborative	1	Teacher's Characteristics
Encourages students	1	Teacher-Student Relationship
Good at using language	1	Professional Efficacy & Characteristics
Has good classroom management	1	Management Skills
Not selfish	1	Teacher's Characteristics
Corrects himself/herself	1	Professional Efficacy & Characteristics
Uses different and relevant techniques	1	Teaching Behaviors & Roles
Improves himself/herself	1	Professional Efficacy & Characteristics
Realistic	1	Teacher's Characteristics
Establishes meaningful interaction with students	1	Teacher-Student Relationship
Uses different and relevant techniques	1	Teaching Behaviors & Roles

The most frequently cited prior construct at Time 1 is *"good model for his/her students"* (3 Times) related to *"Teaching Behaviors & Roles"*. This is followed by "*active in the lesson"* (2 Times), *"communicative teacher"* (2 Times), *"speaks target language in the classroom and makes students speak it"* (2 Times), and *"focuses on different language skills"*

(2 Times) associated with *"Teaching Behaviors & Roles"*. The rest of the top high priority constructs are cited only once. Mostly, top high priority constructs are concerned with *"Teaching Behaviors & Roles"* and *"Teacher's Characteristics"*. It is noticed that one of the frequent construct categories *"Management Skills"* does not attract preservice teachers since there is only one cited prior construct related with this category.

As it is observed in table 10 which displays top high priority constructs at Time 2, it is found out that the most frequently cited top high priority construct is changed; that is, the construct, *"knows students' needs and interests"* (4 Times) related with "*Professional Efficacy & Characteristics"* becomes the most important construct for preservice teachers. The construct, *"good model for his/her students",* does not lose its importance for preservice teachers since its frequency number stays the same (cited 3 Times). Moreover, the construct *"has good classroom management"* which has been also the most frequent construct both at Time 1 (cited 20 Times) and at Time 2 (cited 20 Times) becomes among the frequently cited top high priority constructs. When overall top high priority constructs and their categories are elucidated, it is pointed out that the construct categories, "*Professional Efficacy & Categories"* and *"Teaching Behaviors & Roles",* come to the forefront with their frequency. When it is compared with Time 1, the constructs under the category of *"Teacher's Characteristics"* lose their high priority for preservice teachers.

Table 10

High Priority Constructs of Preservice Teachers at Time 2

High Prior Constructs at Time 2	Frequency	Category Names
Knows students' needs and interests	4	Professional Efficacy & Characteristics
Good model for his/her students	3	Teaching Behaviors & Roles
Has good classroom management	2	Management Skills
Active in the lesson	2	Teaching Behaviors & Roles
Focuses on different language skills	2	Teaching Behaviors & Roles
Hardworking	1	Teacher's Characteristics
Behaves students equally	1	Teacher-Student Relationship
Understands students' feelings	1	Teacher-Student Relationship
Collaborative	1	Teacher's Characteristics
Good at using language	1	Professional Efficacy & Characteristics
Not selfish	1	Teacher's Characteristics
Communicative teacher	1	Teaching Behaviors & Roles
Enjoys teaching	1	Teaching Behaviors & Roles
Takes the level and background of students into consideration	1	Teaching Behaviors & Roles
Speaks target language in the classroom and makes	1	Teaching Behaviors & Roles
Improves himself/herself	1	Professional Efficacy & Characteristics
Humanistic	1	Teacher's Characteristics
Realistic	1	Teacher's Characteristics
Uses different and relevant techniques	1	Teaching Behaviors & Roles
Establishes meaningful interaction with students	1	Teacher-Student Relationship
Creates stress free environment	1	Management Skills

All in all, consistent change in the content, structure, and high priority constructs under these categories shows that when preservice teachers are provided with the chance of reflecting on their implicit beliefs, they tend to focus more on their concerns and weaknesses; in this way, they become more open to change or modify their prior beliefs that may conflict with their actions.

III.1.6. The Overall View of Changes in Preservice Teachers' Construction of "Self" and "Ideal" between Time 1 and Time 2

In this section, the element links of the preservice teachers' self as teachers and ideal self as teachers at Time 1 and Time 2 are presented (see Table 11).

Table 11

Preservice Teachers' Construction of Self as Teachers and Ideal Self as Teachers

	Self as Teacher				**Ideal Self as Teacher**			
	Highest Link		**Second Link**		**Highest Link**		**Second Link**	
Preservice Teachers	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**
Ali	E	E	Ideal	Ideal	E	E	S	S
Aslı	Ideal	Ideal	E	E	E	E	S	S
Aytün	Ideal	Ideal	E	E	E	E	S	S
Burçin	T,E	T,E	Ideal	Ideal	E	E	T	T
Burhan	E	E	Ideal	Ideal	E	E	S	S
Can	Ideal	Ideal	T	T	S	S	T	T
Çiğdem	E	E	Ideal	Ideal	E	E	S	S
Dodoo	E	E	Ideal	Ideal	E	E	S	S
Emine	E	E	Ideal	Ideal	E	E	S	S
Feriha	T	T	E	E	E	E	S	S
Frank-Booth	T	T	I	E	E	E	S	S
Gülçin	E	E	Ideal	Ideal	S	S	E	E
Hale	T	T	E	E	E	E	T	T
İnsaf	T	T	E	E	E	E	S,T	S,T
Kader	E	E	Ideal	Ideal	T	E,T	E	S
Mehmet	E	E	Ideal	Ideal	E	E	S	S
Muhittin	E,T	E,T	Ideal	Ideal	E	E	S	S
Murat	E	E	Ideal	Ideal	S	S	E	E
Osman	T	T	E, Ideal	E, Ideal	E	E	T	T
Özge	Ideal	Ideal	E	E	S	S	E	E
Pınar	Ideal	Ideal	E	E	E	E	S	S
Serpil	Ideal	Ideal	E	E	E	E	S	S
Sezen	E	E	T	T	E	E	S	S
Smiling Girl	T	T	E	E	S	S	T	T
Tuğba Karayiğit	T	T	Ideal	Ideal	E	E	T	T
Tuba Ulunç	Ideal	Ideal	E	E	S	S	E	E
Ümmehan	Ideal ,E	Ideal, E	-	-	E	E	S	S
Volkan	Ideal ,E	Ideal ,E	T	T	E	E	S	S

It is seen that at the beginning of the study (Time 1), twelve out of twenty-eight preservice teachers construe themselves as very similar to their effective teachers at Time 1 and Time 2, namely they do not change their perception of self as a teacher in time. Furthermore, these preservice teachers' second high links are associated with their ideal teachers. This means that these preservice teachers classify themselves as effective and ideal teachers. They believe that they share almost the same characteristics with their effective and ideal teachers.

> **Burhan**: I am on way of being effective teacher because I can understand what students think about me when I enter in the classroom and after I get feedback from them. For example, when I look in the eyes of a student, I feel whether the student understand the subject or not. Or, in classroom activities it is understood, and to understand this is a good characteristic.

At a lower number, nine out of twenty-eight preservice teachers highly associate themselves with their ideal teachers. That is, these preservice teachers regard themselves as their ideal teachers and probably think themselves as perfect as an ideal teacher in terms of the characteristics of a reflective teacher. This shows their high self-confidence and teacher-efficacy. This association of themselves with their ideal teachers stays the same at the end of the study (Time 2). Further, this indicates that they are not so open to evaluate, question, and change themselves. As it is observed during interviews and discussions in meetings, some preservice teachers believe they are so ready to become the best and the most effective and reflective teacher; thus, their beliefs are resistant to evaluate and change. Most of the

preservice teachers consider themselves as ideal, and they think they have no need to question their beliefs and their actions.

> **Burçin**: How to say this, experience is necessary, teachers in the school are more experienced than me; however, my views are so different from them, I do everything that is needed to develop my profession.

The excerpt above demonstrates that the preservice teachers think that teachers, he means his mentors in the school, have some weaknesses in their teaching, and mere experience is not remedy for strengthening these weaknesses. He also believes that he is different from them since he knows what to do for being more effective. He is so self-confident and strongly relies on his beliefs; probably his observations and experiences in teaching supported his beliefs and self-confidence on his teaching.

Seven preservice teachers have high links with their typical teachers. Their second high links are related with either ideal or effective teachers. These preservice teachers probably feel that they need more time to view themselves like their effective or ideal teachers. At the beginning of their teaching experiences, they prefer being more evaluative towards their actions and characteristics as how much they carry out these reflective teacher's characteristics.

Only one preservice teacher reorganizes self as a teacher at Time 2. While at Time 1 Frank-Booth associates himself as a teacher with his ineffective teacher with second highest link; he reconstructs himself as a teacher at Time 2 and links self a teacher with his effective teacher. As the preservice teacher has gone through some experiences within time, he probably reevaluates himself as a teacher and finds out that he starts to have more links with his effective teacher.

When preservice teachers' construction of ideal teacher, self as a teacher and their links are investigated, it is found out that twenty-one of preservice teachers have the highest links between their ideal teachers and effective teachers. That is, they think that their effective teachers share the same features with whom they define as an ideal teacher. Seven of them associate self as a teacher with ideal teacher both at Time 1 and Time 2, and one preservice teacher relates her typical teacher with her ideal teacher and believes that her typical teacher has the same characteristics with her ideal teacher, namely her typical teacher is her ideal teacher.

Table 12

Self and Ideal Teachers and Elements Changed in Exchange Grids

Preservice Teachers	Current Self	Ideal	Elements Changed	Number
Ali	100	100	-	0
Aslı	100	100	-	0
Aytün	100	100	-	0
Burçin	100	100	-	0
Burhan	96,9	100	E,I,S	3
Can	100	100	-	0
Çiğdem	100	100	-	0
Dodoo	100	100	-	0
Emine	100	100	-	0
Feriha	100	100	-	0
Frank-Booth	93,8	100	S	1
Gülçin	100	100	-	0
Hale	100	100	E	1
İnsaf	100	100	-	0
Kader	97,7	100	I,S	2
Mehmet	100	100	-	0
Muhittin	100	100	-	0
Murat	100	100	-	0
Osman	100	100	-	0
Özge	100	100	-	0
Pınar	100	100	-	0
Serpil	100	100	E,I,T	3
Sezen	100	100	-	0
Smiling Girl	100	100	-	0

Tuğba Karayiğit	100	100	-	0
Tuba Ulunç	100	100	-	0
Ümmehan	100	95,5	E, Ideal	2
Volkan	100	100	-	0

The elements and their links are subjected to Exchange Grid Analysis in order to illustrate any change in the construction at 80% cut-off point. Regarding the construction of self as a teacher and ideal teacher at the beginning and at the end of the study, it is found out that there is no significant change in each preservice teacher's construction of self as a teacher, their ideal teachers, and links established over time. It may be concluded that preservice teachers do not perceive or need any change in their construction of self or their ideal teachers though they are in the process of teaching experience. Overall findings about the construction of self and ideal teacher and no change in construction of them over time show that preservice teachers' beliefs about themselves, their effective teachers and their ideal teachers are hard to change. They have such self-confidence that they do not need to question and evaluate themselves as teachers.

> **Dodoo**: We discussed some problems in meetings, but other friends will see that controlling authority is important….I tried it, and it worked. We discussed on authority so much in meetings, there were so many different voices and views about it…they said that they taught to few students, that is not education. …the other friends will also understand my way of teaching is right.

They go to schools where they sometimes observe and teach lessons, but according to the results, it is observed that they have some biases in that they believe that they are more effective than their mentors in all aspects, and they believe that they do not learn

anything in these schools to develop their professional side. Further, it seems that they do not use the chance of reflecting on their strengths and weaknesses as teachers.

III.1.7. Commonality of Construing among Preservice Teachers

For Sociogrid Analysis, the number of the preservice teachers participated in the study (28 preservice teachers) is much to analyze; therefore, preservice teachers who attend at least 75% of reflective meetings are identified both in Group 1 and Group 2 in order to be involved in analysis. As a result, twelve preservice teachers from Group 1 and twelve preservice teachers from Group 2 are determined so as to subject their grid data for Sociogrid analysis. In this section, Sociogrid Analysis of repertory grid data obtained from two groups both at Time 1 and Time 2 will be discussed so as to elaborate the commonality of constructs among preservice teachers at 60% over 95 cut-off point [3]. Accordingly, construct correspondence of the preservice teachers attended either Group 1 or Group 2 will be investigated within their groups as separately since they have group-specific collaboration and shared experiences.

III.1.7.1. The Socio Analysis of Preservice Teachers' Grid at Time 1

The Socionet analysis of preservice teachers' grids, both in Group 1 and Group 2, at Time 1 reveals both one-way and two-way construct correspondence. The arrows between teachers indicate the direction of the links. Accordingly, Group 1 have twenty-seven

[3] The data analyzed at different match levels, however, 60% over 95 was decided as a cut-off point which provided almost the same patterns, but without too many links that caused confusion and obscurity in interpretation and presentation of the data.

significant socio-links at the level of at least 60% over 95 cut-off point (see Figure 10) at Time 1, which represents high-numbered links in grid data.

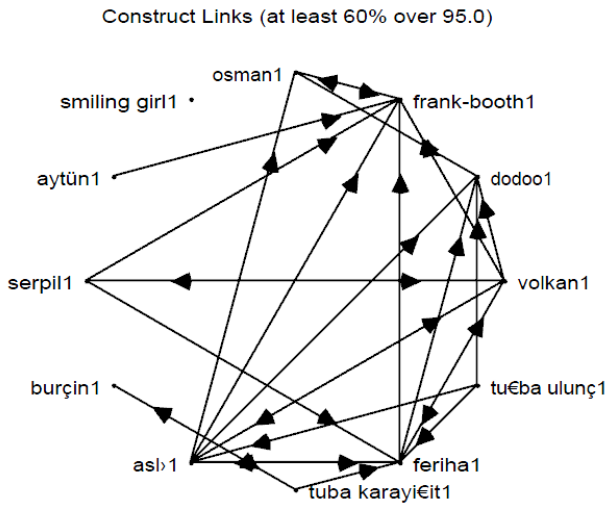

Figure 10. The Socionet Analysis of Preservice Teachers' FOCUSed Grids at Time 1 (Group 1)

Figure 10 illustrates that all preservice teachers in Group 1 construe the characteristics of a reflective teacher and reflective teaching somewhat similar to at least one other preservice teacher except one preservice teacher (Similing Girl). In detail, Burçin seems to have only one two-way construct correspondence from Tuğba Karayiğit, which means that Burçin and Tuğba Karayiğit share similar constructs. Single arrow from Aytün to Frank-Booth shows that Aytün has construct correspondence from Frank-Booth, but Frank-Booth does not have construct correspondence from Aytün. Further, single arrows from Serpil to Frank-booth and Serpil to Feriha indicate that Serpil has construct correspondence from Frank-Booth and Feriha. Other single arrows are observed from Aslı to Osman, Aslı to Frank-Booth, Aslı to Dodoo, from Tuğba Karayiğit to Feriha, from Feriha to Frank-Booth, Feriha to Dodoo, from

Tuba Ulunç to Feriha, Tuba Ulunç to Dodoo and Aslı, and from Volkan to Dodoo. Additionally, six two-way construct correspondences are identified within Group 1 at the beginning of the study (Time 1). That is, in particular, Osman and Frank-Booth, Serpil and Volkan, Burçin and Tuğba Karayiğit, Aslı and Feriha, Aslı and Volkan, and lastly Feriha and Volkan share common constructs with each other.

As to Group 2, thirty-six significant socio-links with each other are displayed in Group 2 (see Figure 11) at the level of at least 60% over 95 cut-off point at Time 1. Like in Group 1, this finding also represents high number of links in grid data.

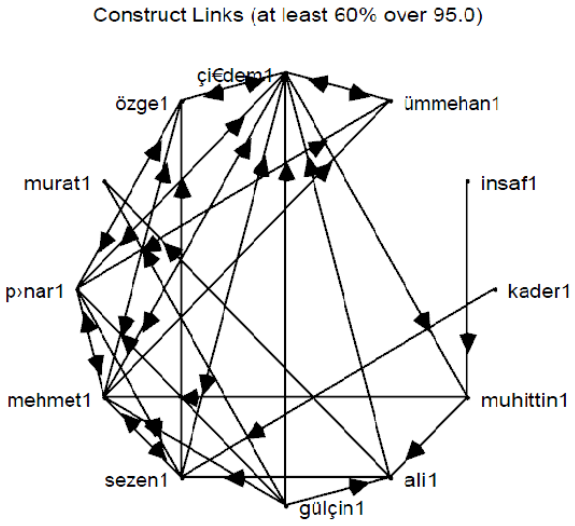

Figure 11. The Socionet Analysis of Preservice Teachers' FOCUSed Grids at Time 1 (Group 2)

As seen in Figure 11, all preservice teachers have construct correspondence either as two-way or one-way. There is no isolate preservice teacher in Group 2 unlike in Group 1. There are almost twenty-six one-way construct correspondence, and ten two-way construct correspondence between preservice teachers. In particular, single arrows, indicating one-way

construct correspondence, from İnsaf to Muhittin show that İnsaf has construct congruence with Muhittin. Moreover, other single arrows from Gülçin to Ali, Çiğdem, Mehmet and Muhittin indicate that Gülçin shares similar constructs with Çiğdem, Mehmet, Muhittin, and Ali. Two-way arrows from Ümmehan to Çiğdem display that they, both, have almost similar constructs about the characteristics of a reflective teacher and reflective teaching. Further, Çiğdem and Özge, Özge and Murat, Pınar and Çiğdem, Pınar and Ümmehan, Pınar and Mehmet, Sezen and Mehmet, Sezen and Çiğdem, Mehmet and Çiğdem, Mehmet and Özge share common constructs since they have two-way construct correspondence with each other. They probably have similar way of understanding about reflective teaching and reflective teacher.

To sum up, Sociogrid analysis of both groups (Group 1 and Group 2) at Time 1 shows that there is significant number of two-way correspondence between preservice teachers, which indicates preservice teachers have common constructs with each other. Moreover, this finding signifies that preservice teachers have similar conceptualizing of reflective teaching and reflective teacher, and common beliefs about these concepts. This may be due to their having shared priorities and concerns about teaching since they are in the process of learning to teach. They have taken almost exactly the same theoretical courses that may influence their beliefs and way of conceptualizing events. Further, they share almost the same problems, try to manage these problems and teach effectively.

III.1.7.2. The Socio Analysis of Preservice Teachers' Grid at Time 2

The Socionet Analysis of preservice teachers', both in Group 1 and Group 2, grids obtained at Time 2 presents both one-way and two-way construct correspondence.

Group 1 has thirty-one significant socio-links at Time 2 at the level of at least 60% over 95 cut-off point. When compared to Time 1, the links between preservice teachers show increase in the number.

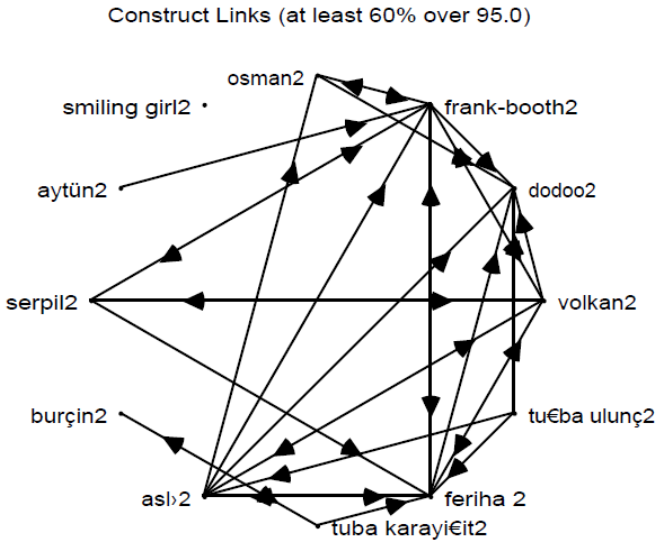

Figure 12. The Socionet Analysis of Preservice Teachers' FOCUSed Grids at Time 2 (Group 1)

As illustrated in Figure 12, except Similing Girl, all preservice teachers have construct correspondence within the group. Similing Girl still stays as isolated at Time 2; that is to say, she does not share any significant link with other preservice teachers both at Time 1 and at Time 2. While at Time 1 Feriha has construct correspondence from Frank-Booth, but Frank-booth does not have from Feriha, at Time 2 Feriha and Frank-Booth have commonality of construing at 62% match level. Further, Serpil and Frank-Booth have constructs correspondence at approximately 73% match level; however, at Time 1 only Serpil has construct congruence from Frank-Booth. These findings show that there is an increasing number in two-way construct correspondence within the group at Time 2.

When preservice teachers' in Group 2 rep grid data obtained at Time 2 are subjected to Sociogrid analysis, it is found out thirty-seven significant socio-links with each other, which indicates almost no change in the number of the links between preservice teachers. However, there are changes in the direction of the links and construct correspondences between preservice teachers.

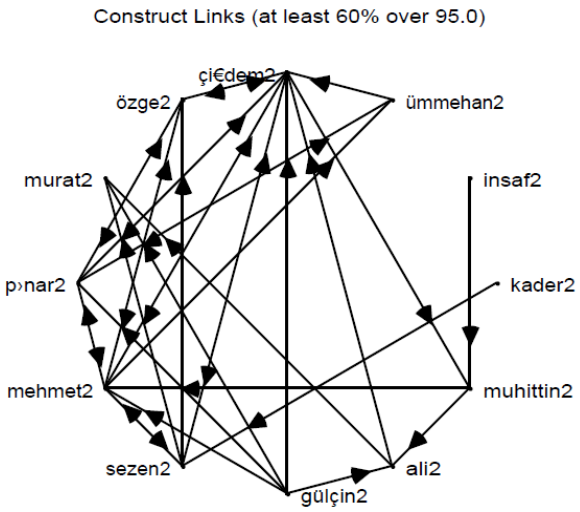

Figure 13. The Socionet Analysis of Preservice Teachers' FOCUSed Grids at Time 2 (Group 2)

As displayed in Figure 13, there are nine two-way construct correspondence and twenty-eight one-way construct correspondence. Similar to what is found at Time 1, there is no isolate preservice teacher; that is; each preservice teacher shares common constructs with another preservice teacher in Group 2. Although there seems no change in the number of construct correspondence over time, there are some changes in the direction of the links between preservice teachers. For instance, Çiğdem leaves her construct links with Ümmehan at Time 2; as a consequence, the way of construct correspondence turns to as being one-way in

that Ümmehan has construct correspondence from Çiğdem, but Çiğdem does not have any correspondence from Ümmehan. Further, at Time 1 Ali has construct correspondence from Sezen; however, Ali leaves his links with Sezen at Time 2. There is also new construct correspondence at Time 2. While there is no link between Sezen and Murat at Time 1, Sezen has construct congruence from Murat at Time 2.

To sum up, a relatively large number of significant socio-links in both Group 1 and Group 2 are observed both at Time 1 and at Time 2. Although the number of increase in socio-links from Time 1 to Time 2 is small, it presents the collaboration among group members. Changes in the ways of arrows and added links at Time 2 within groups show the preservice teachers are in the process of sharing their beliefs about reflective teacher and reflective teaching and their experiences in the classroom. As they discuss and reflect on their experiences in real classrooms, they become aware of each other's beliefs and actions, and learn some practical cues from each other. Further, as reflective meetings are held in accordance with the topics focused on reflective teaching and how to act as a reflective teacher, preservice teachers start to focus on more reflective teaching and reflective teacher characteristics. That is, how to approach and solve any problem faced in the classroom, how to act for being more effective in classroom teaching and management and et cetera are reorganized and reconstructed by some preservice teachers. Preservice teachers remark the impact of reflective teaching meetings on sharing experiences and being affected from each other (see excerpts below).

> **Osman**: The thing that we have talked about teaching English to someone whose native language is something different than ours, for example Kurdish, attracted me so much. After that discussion, I have

> changed my view, and now I think that any teacher should have prejudice against his/her students.
>
> **Burhan**: Meetings helped me so much in terms of developing some ideas about teaching. For example, when I faced with a problem in the lesson, I was coming here (he meant "meetings") my friends were suggesting me some solutions, and I was trying in the next lesson. And, some of them really worked; therefore, I learnt so many things in terms of developing teaching strategies……When my friends criticized my actions in the classroom, I started to become aware of my missing points and tried to change some of them.
>
> **Mehmet**: Discussions with our friends here were so helpful. I heard so many interesting things in meetings, and all of them affected my teaching attitude and behavior.
>
> **Sezen**: All our friends gained different experiences in different places, and we shared these experiences in group meetings. I will never get shocked whatever I see in the classroom anymore.

When each preservice teacher starts to attend teaching practice course and goes to schools to teach in real classrooms, they start to have different problems and experiences in teaching since classrooms are fast-paced places in which anything can happen at any time. Therefore, their attendance in reflective meetings and their willingness to share and discuss events impact the way they perceive reflective teaching and reflective teacher. Through reflective meetings, they work collaboratively and reflect on their experiences; as a result, it may be speculated that they find more common ground for their beliefs.

III.2. The Content and Structure of Preservice Teachers' Beliefs on Reflective Teaching and Reflective Teacher

Preservice teachers' beliefs on reflective teaching and reflective teacher are presented in this chapter. Case studies of the whole preservice teachers attended in the study will be presented in order to provide more close portrayal of patterns and changes (if any) observed in time. These preservice teachers are chosen among other preservice teachers based on some criteria:

- One sample is chosen randomly among preservice teachers who have no changes in the content and structure of beliefs and high priority constructs.
- One sample is chosen among preservice teachers who have added construct/s into repertoire of belief system, but have experienced no change in the content and structure of beliefs, and high priority constructs.
- One sample is chosen among preservice teachers who have changes in the content and structure of beliefs
- One sample is chosen among preservice teachers who have changes in the content and structure of beliefs, and also high priority constructs.
- Only isolated preservice teacher in Group 1 both at Time 1 and Time 2 is also chosen to illustrate more deeply.

Therefore, the construct and element links obtained from five preservice teachers' grid data both at Time 1 and Time 2 are displayed. Further, as the application of repertory grid twice (before and at the end of practicum) has the aim of investigating change in the

content and structure of beliefs, any change in both content and structure of each preservice teacher's beliefs is presented. Reflective meetings, reflective journals and semi-structured interviews are both used to triangulate and validate the data obtained from repertory grid and to see to what extent these preservice teachers make their implicit beliefs explicit.

III.2.1. Ali

He is the 4th year student in Mersin University English Language Teaching Department, and he is studying in ELT department for five years; 1 preparatory year accompanied his 4 year ELT classes (4+1). He has been attending School Experience and Teaching Practice lessons. He voluntarily participates in the study, and reflective teaching meetings each week. He has attended 75% of the meetings and filled in journals as much as possible. The noteworthy characteristics of Ali's repertory grid analysis is that his beliefs do not undergo any change in time; that is, the content and structure of his beliefs on the characteristics of a reflective teacher and reflective teaching stay the same at Time 2, at the end of the practicum. Therefore, no result is presented for Time 2.

III.2.1.1.The Content and Structure of Ali's Beliefs on Reflective Teaching and Reflective Teacher at Time 1 (before the practicum period)

Ali's Time 1 grid consists of eleven constructs and five elements. His Focus grid in Figure 14 shows the construct and element links at 80% cut-off point.

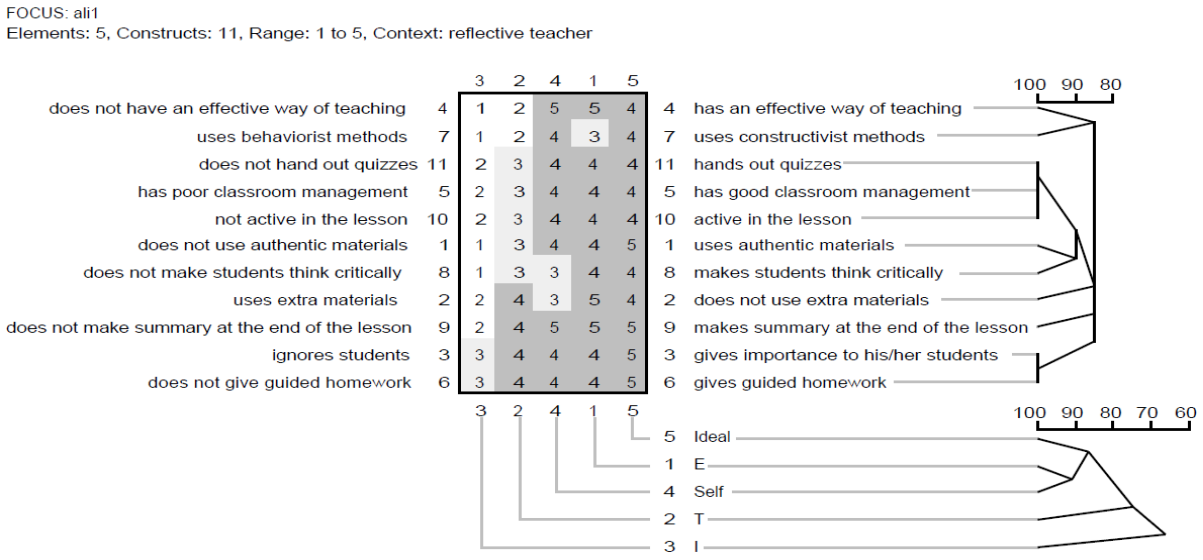

Figure 14. Ali's FOCUSed Grid at Time 1

When construct clusters of Ali's beliefs are illustrated, there appears one big construct cluster consisting of two rather tight pairs, two loose pairs, and two isolates linked to the rest of the constructs. When we look at the main construct cluster, we observe that constructs, "*hands out quizzes*", "*has good classroom managemen*t" and "*active in the lesson*" are linked to each other quite tightly at 100% match level. That is, Ali believes that a reflective teacher is the one who does extra work to teach the subject matter effectively, and to determine how much students understand the subject such as handing out quizzes; and this person becomes active in the classroom rather than being passive in the class; eventually, the active and hardworking teacher has no problem with classroom management since s/he brings the class under control. Further, when the constructs' categories are considered, it is seen that two of them, "*hands out quizzes*" and "*active in the lesson*", are related with "*Teaching Behaviors & Roles*", and the third construct, "*has good classroom management*", which is also

one of the most frequently cited constructs by all preservice teachers both at Time 1 and Time 2 is associated with "*Management Skills*". This also supports how Ali establishes a relation with being effective and active in teaching-learning process through handing out quizzes in order to follow students' understanding and achievement of the lesson and having good classroom management. As to him, it seems that classroom management is achieved by means of being active and effective teacher.

Furthermore, another pair that is tightly formed together at 100% match level is "*gives importance to his/her students*" and "*gives guided homework*". Ali thinks that a reflective teacher does not ignore his/her students, but cares about his/her students both in the classroom and outside. Moreover, he believes that a reflective teacher should encourage students to be active participants in the classroom through guiding them. Therefore, as to Ali, a reflective teacher should not give homework due to an obligation; however, s/he can help students about how to do their homework to be more effective in teaching and learning process. One of the ways of showing concern about students is giving guided homework rather than letting them totally free outside the classroom. Ali seems to believe that guiding students via homework at home and giving importance to them are highly linked characteristics of a reflective teacher (see the excerpt below).

> The classroom should not be teacher-centered, but students should be active in the classroom….. Teachers should guide students; students should know what to do at home to reinforce what they have learnt in the classroom.

This extract means that Ali considers "*giving importance to his/her students*" is disclosed through "*giving guided homework*" since both of the constructs inhold guiding

students both inside and outside the classroom. In this way, Ali also associates "*Teacher-Student Relationship*" and "*Teaching Behaviors & Roles*".

At a lower level (85%), "*uses authentic materials*" and "*makes students think critically*" form a loose pair.

> Authentic materials are associated with real world, they help to transfer what we have learnt in school to outside of the classroom….Authentic materials help to link what students have learnt in the classroom and real life situations. Students can form concept maps through authentic materials to adapt them outside of the classroom.

According to the excerpt below, it seems that Ali believes that using authentic materials in the classroom can foster students to think critically, rather than knowledge transmission activities and materials used for that purpose.

Further, at the top of the grid, Ali's most important constructs are presented as "*has an effective way of teaching*" and "*uses constructivist methods*", which form loose pairs at 75% match level. Ali mentions that teachers should be clear in their teaching, and their methodology should base on constructivism since it offers rich understanding of teaching. There appears two isolates in the main construct cluster, they are "*uses extra materials*" and "*makes summary at the end of the lesson*". The rationale behind these constructs' being isolates may be micro-teaching courses, which is one of the 3rd grade lessons since the micro-teaching course focuses on how to use extra materials effectively apart from any course book, and specifically how to summarize lesson in order to be more effective and catchy for students. These isolate constructs can be categorized as floating constructs which Ali is not sure enough to place in his belief system.

Overall constructs' categories of Ali presents that Ali highly believes in "*Teaching Behaviors & Roles"* and construes the constructs generally related to specifically that category. Ali's eight constructs out of eleven are associated with this category, and the other two are linked with "*Management Skills*" and the last one is related with "*Teacher-Student Relationship*". Moreover, Ali's three high priority constructs are also under "*Teaching Behaviors & Roles*". This shows that Ali's beliefs are classified under mainly one category within his belief system. Further, he does not change any of his beliefs during teaching practice time supported by reflective meetings and journals. It also seems that most of his beliefs are established through his observations as student since the characteristics of these beliefs are observed as their being easily observed, imitated, and impressive in terms of their effectiveness in the classroom.

Element links of Ali's repertory grid display one main element cluster with one tight pair, one isolated linked to the pair at some level, and two loose isolates linked to the main cluster. Ali's effective teacher (E) and himself as a teacher (Self) are linked to each other at 91% match level, and his ideal teacher (Ideal) subordinates this pair with direct link at 86% match level. Moreover, Ali's typical (T) and ineffective (I) teachers are formed as isolates. That is, Ali associates himself with his effective teacher and thinks that he, himself, and his effective teacher share almost same characteristics in terms of reflective teaching and the characteristics of a reflective teacher. Further, he seems to believe that the characteristics of an ideal reflective teacher concur with effective teacher and self as a teacher to a large extent. He distinguishes his typical and ineffective teachers from the others as isolates in spite of quite loose link with the rest of the teachers.

Ali places his ideal teacher in the right order (from the most to the least), that is, he perceives his ideal teacher as to be the one who "*has an effective way of teaching*" and "*uses constructivist methods*". He also thinks that his effective teacher is closer to the ideal teacher. Moreover, it is noticeable that he places himself, current self, in the middle of the repertory grid, both close to effective teacher and typical teacher although he associates himself more with effective teacher at 91% match level. He may perceive himself closer to his effective teacher, but not that much closer as ideal teacher. He seems to think that he has some time and way to obtain the characteristics of an ideal reflective teacher. He places himself in the middle of the grid, shares characteristics from both sides of the grid.

III.2.1.2. The Content and Structure of Ali's Beliefs on Reflective Teaching and Reflective Teacher at Time 2 (at the end of the practicum period)

Ali's grid illustrated in Figure 15 consists of eleven constructs and five elements. It shows the construct and element trees drawn at 80% cut off point.

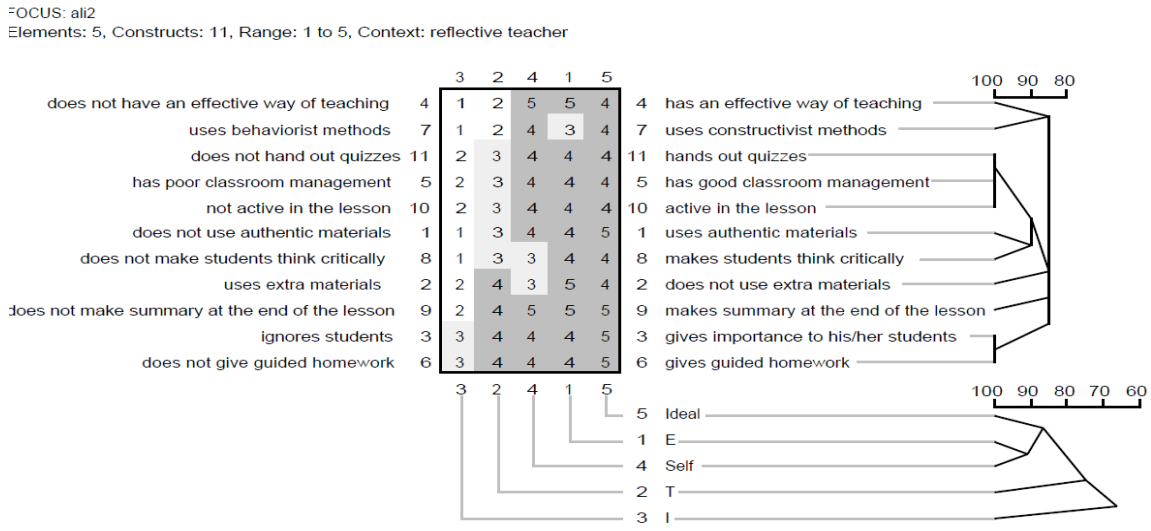

Figure 15. Ali's FOCUSed Grid at Time 2

Ali's grid at Time 2, the constructs and elements and their links with each other, is exactly the same with the grid at Time 1.

III.2.1.3. Content Changes Observed between Time 1 and Time 2

The analysis of Ali's two grids in regard to content demonstrates no changes.

III.2.1.4. The Exchange Analysis (Structural Change) of Ali's Time 1 and Time 2 Grids

The Exchange of Ali's grids at Time 1 and Time 2 (see Figure 16) reveals no structural change in regard to his constructs and elements. The overall element and construct consensus is 100% over 80% match level.

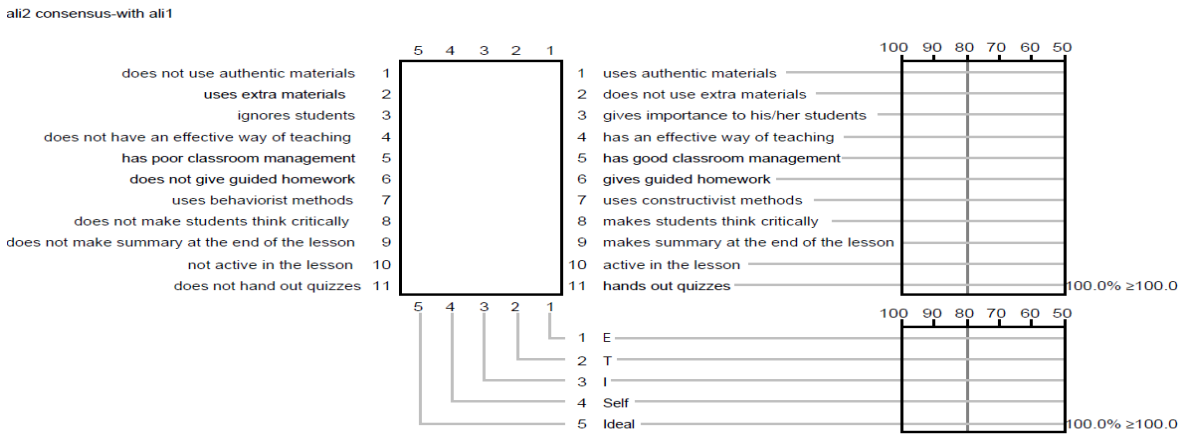

Figure 16. Ali's Exchange Grid Analysis

The finding supports that preservice teachers filter new knowledge, behaviors and attitudes conveyed in teacher education programs according to their prior beliefs; therefore, they do not any need for change or modification in their beliefs (Kagan, 1992; Richards, 1998; Pajares, 1992). However, considering the need for uncovering preservice teachers' established

beliefs (Roberts, 1998), it is proposed that reflective practices and discussions on teaching experiences enable preservice teachers to modify, reorganize and/or change their held beliefs (Richards & Lockhart, 1994; Tillemma, 2000; Sendan, 1995,). The reason/s behind no change in Ali's beliefs over a period of time may be due to the limited time in practicing teaching and discussions in reflective meetings since Mattheoudakis (2007) advocates that change in belief does not happen in a short period of time and/or his unwillingness in changing his beliefs. Dewey (1997) cites three important characteristics for personal and professional development as: openminded, responsible, and wholehearted, which means that a teacher must be open to change, responsible for his/her actions and question them all the time, and willing and devoted for development.

III.2.1.5. High Priority Constructs Change between Time 1 and Time 2

The constructs, 10, 4, 5, 3, 1, have consistently been Ali's high priority constructs at both Time 1 and Time 2. Ali states the construct, "*active in the lesson*", as his most high priority construct, which is one of the well-established beliefs of Ali and tightly paired with two other constructs. Further, his most important construct displayed in construct cluster, "*has an effective way of teaching*", appears as Ali's second most high priority construct which is linked to the top high priority construct at 80% match level. The construct, "*has good classroom management*", is stated as the third high priority constructs and has links with top high priority construct at 100% match level.

Ali's top and second high priority constructs are concerned with "*Teaching Behaviors & Roles*", and his third most important construct is associated with "*Management*

Skills". It can be cited that Ali mostly gives prominence to the behaviors of a teacher and his/her role in teaching.

III.2.2. Aslı

Aslı is a 23-year old female preservice teacher in Mersin University ELT Department. She is studying for five years in the department; one year is the preparatory class and four-year ELT courses. She is continuing the courses when the study is conducted, and she is running in the practicum period. She is a volunteer for the study to participate in; she explains her reason to be one of the participants of the study as "*revealing my potential in teaching*". Her being so willing for the study is also understood from her attendance in meetings; she attends all the meetings during the time of the study. Her repertory grid data reveals change in the content of her beliefs, but there happens no change in the structure of her construct and element links in time.

III.2.2.1. The Content and Structure of Aslı's Beliefs on Reflective Teaching and Reflective Teacher at Time 1 (before the practicum period)

The grid data of Aslı at Time 1 consists of twelve constructs and five elements. Her FOCUSed grid displayed in Figure 17 presents her construct and element trees at 80% cut-off point.

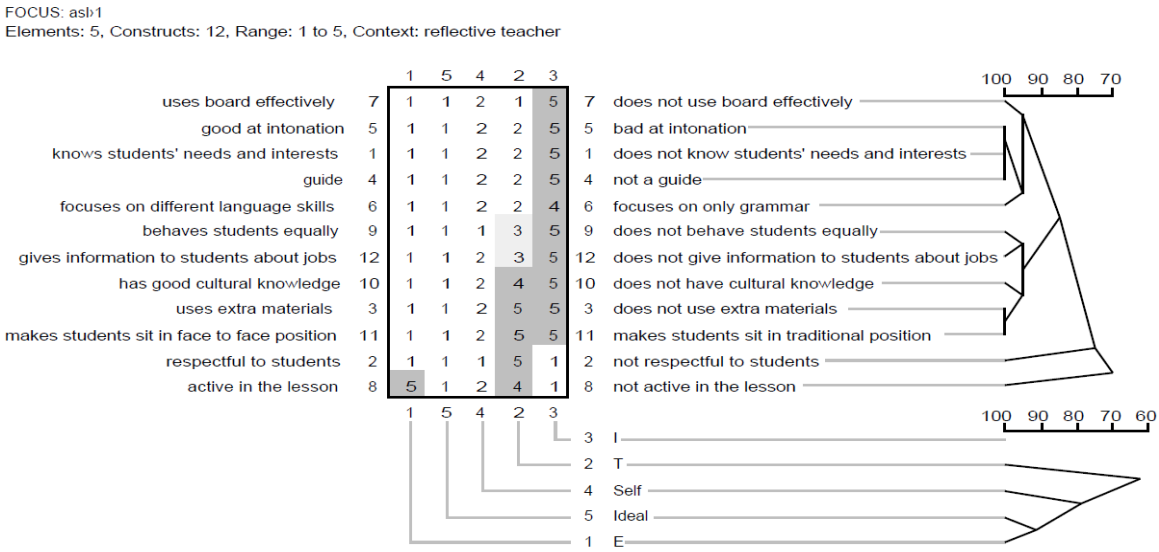

Figure 17. Aslı's FOCUSed Grid at Time 1

When the grid data is illustrated, it is noticed that all her beliefs are linked to one big construct cluster which consists of two tightly formed main construct clusters and two isolates. Within the first main construct cluster at the top of Aslı's grid data, it is observed that there is one tightly formed triadic at 100% match level. That is to say, the constructs; "*good at intonation*", "*knows students' needs and interests*" and "*guide*", are highly associated and rather tightly matched with each other. From Aslı's perspective, the teacher who knows students needs and interests and good at intonation while teaching the subject matter is also have the characteristics of a guide in order to lead students in the process of learning. Further, *"focuses on different language skills"* subordinates this tight triad at 95% match level.

> I mean by "needs" what students need in learning process…One of my teachers was just coming to the classroom, and s/he was doing nothing to lead our way in learning and in life.…And one of my other teacher which was so impressive in my preferring English Language

> Department was guiding our class and addressing our needs and interests…A teacher should be good at intonation and focus on language skills since students do not have another chance of hearing or speaking English except the lesson.

According to extract above, it is clear how Aslı links the characteristics of a reflective teacher. She puts emphasis on knowing students' needs and interests, and sees that guiding students both inside and outside of the classroom is one way of addressing students' needs and interest. Another way is to be good at intonation since she thinks that a reflective teacher who is good at intonation can help his/her students to be more effective in using English; and in this way appeals their interests in English and foster them to speak it. Moreover, Aslı links these constructs with other construct, which is seen as isolate, but associated with the construct cluster tightly. Aslı's most important constructs, at the top of the grid, "*uses board effectively*", is linked to tightly formed triadic at 90% match level. Although Aslı cannot relate the characteristic, using board effectively, with knowing students' needs and interests, guiding students, being good at intonation so tightly, and focusing on different language skills, she believes that they are mostly similar to form a tight belief system. Overall content analysis of the first main cluster presents one predominant construct category, *"Professional Efficacy & Characteristics*". The other category which assists the predominant one is "*Teaching Behaviors & Roles*". 3 out of 5 constructs gathered in the first main cluster at the top of the grid belong to "*Professional Efficacy & Characteristics*" category and the other two are placed under "*Teaching Behaviors & Roles*".

The second construct cluster of Aslı consists of one rather tight pair, one tight pair, and one isolate that has link with both pairs. As it is noticed in the grid data, Aslı highly

believes that "*uses extra materials*" related to "*Teaching Behaviors & Roles*" and "*makes students sit in face to face position*" associated with "*Management Skills*" have similar features at 100 % match level. They are so tightly formed that she thinks that if a teacher uses extra materials, s/he arranges his/her classroom in a way that students sit in face to face position, and in this way become more effective in managing the lesson and the classroom. She states the construct; "*makes students sit in a face to face position"* means students' being in interaction with each other. It seems that Aslı believes a reflective teacher is the one who uses extra materials and makes students sit in face to face position since s/he encourages students to interact with each other. That is, using extra materials and making students sit in face to face position will pave the way for interaction among students and between students and teacher. Further, she links the constructs "*behaves students equally*" and "*gives information to students about jobs*" at 95% match level which means that she thinks that these two constructs are almost similar within the belief system. For her isolate construct within this construct cluster, it can be said that Aslı believes that "*has good cultural knowledge*" is one of the characteristics of a reflective teacher that shares almost the same features with the rest of the construct in the same cluster at 95% match level; however, she puts this construct as isolate probably due to she is not so sure how she associates cultural knowledge with the rest of the beliefs in the same cluster.

The isolate constructs linked to the big cluster loosely show that Aslı has some doubts about "*respectful to students*" and "*active in the lesson*" since she forms these two constructs as isolated from the other constructs. She probably considers these two constructs as two of the features that a teacher is to have for being reflective; however, she needs time to relate these two constructs with the rest.

The content categories of Aslı's constructs show larger range in that she has constructs which are related with "*Teaching Behaviors & Role*s" which is also the most frequent category both at Time 1 and Time 2 and the constructs which are associated with "*Teacher-Student Relationship*" that is the least frequent category at Time 1 and Time 2. Specifically, five of her constructs out of twelve belong to "*Teaching Behaviors & Roles",* her four constructs are gathered under the category, "*Professional Efficacy & Characteristics*", two constructs are related with "*Teacher-Student Relationship*" and one construct is associated with "*Management Skills*". She has no construct related with "*Teacher's Characteristics*".

When the element links in Aslı's grid are investigated, it is found out that her ideal teacher (Ideal) and effective teacher (E) have links at 92% match level. She believes that her effective teacher shares the same characteristics with her ideal teacher. Thus, it can be stated that her effective teacher is her role model; having the features which Aslı believes so perfect to be viewed as an ideal. Aslı associates herself (Self) with her ideal teacher at 79% match level, and with her effective teacher at 75% match level. This indicates that although Aslı does not link herself so much with her ideal and effective teachers, she starts to construe herself as a teacher whom shares some characteristics with her effective and ideal teachers.

> I think that I go in the way of being ideal teacher based on the experiences in teaching practice since I observed both good and poor teachers.

Aslı's typical teacher (T) is loosely linked with self at 62%match level and with effective and ideal teacher at an average 50% match level. Ineffective teacher (I) of Aslı has no link with any other teacher; that is, Aslı does not think her ineffective teacher sharing any characteristics with other teachers.

As Aslı places her effective teacher in the left order (from most to least), she seems to think that her effective teacher uses board effectively and is good at intonation like her ideal teacher. Her effective and ideal teachers share the same characteristics except the construct "*active in the lesson*"; although she believes that her ideal teacher is active in the lesson, her effective teacher is not. Her ineffective teacher is placed in the right order (from most to least) which means that s/he is not a "*guide*", "*does not know students' needs and interests*", et cetera. What is noteworthy is that her ineffective teacher shares two characteristics with her ideal teacher; these constructs are "*respectful to students*" and "*active in the lesson*", both of which are also Aslı's isolate constructs. This shows that Aslı is questioning these two constructs in her belief system and tries to organize these constructs within the belief system, which eventually bores some conflict. Aslı places her effective, typical, and ineffective teacher from left to right in the grid data, from most to least, which shows that she has no confusion in terms of her teacher's characteristics.

III.2.2.2.The Content and Structure of Aslı's Beliefs on Reflective Teaching and Reflective Teacher at Time 2 (at the end of the practicum period)

Aslı's second grid data obtained at Time 2 at the end of the practicum period consists of thirteen constructs and five elements. Her FOCUSed grid data is shown in Figure 18 which presents construct and element trees drawn at 80% cut-off point.

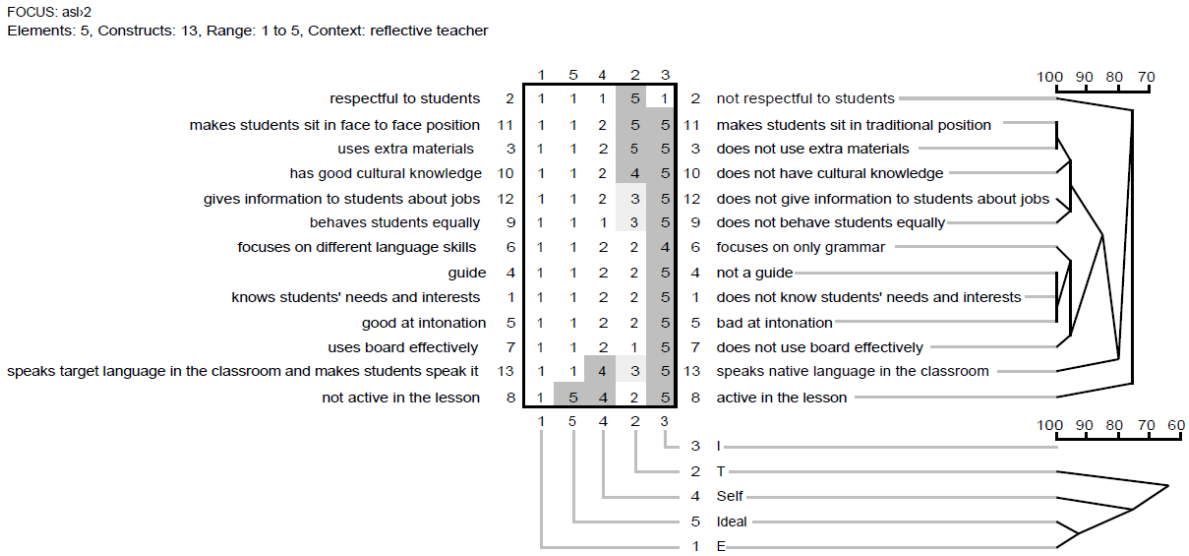

Figure 18. Aslı's FOCUSed Grid at Time 2

At Time 2, Aslı's FOCUSed grid displays one big construct cluster, consisting of two tight clusters and three isolates. When the first construct cluster is illustrated, it is seen that it has one rather tight pair, one tight pair, and one isolate construct linked to all other constructs in the same cluster. The constructs "*uses extra materials*" and "*makes students sit in face to face position*" form rather tight pair at 100% match level like at Time 1. Moreover, "*gives information to students about jobs*" and "*behaves students equally*" are linked at 95% match level. The isolate construct within this construct cluster, "*has good cultural knowledge*" still have links with all the construct within the construct cluster at 95% match level, but observed as isolated from others similar to Time 1. This shows that she is still not decided on how she will accommodate this construct within the construct cluster. As Time 1, the second construct cluster has one tightly associated triadic constructs and two isolates. The constructs "*guide*", "*knows students' needs and interests*" and "*good at intonation*" become together as linked at 100% match level. Isolated constructs are still the same over time within the construct cluster, "*focuses on different language skills*" and "*uses board effectively*" are not

related to the rest of the constructs that are linked together over time. Further, two isolate constructs "*active in the lesson*" and "*respectful to students*" are not still linked with any other construct; they are still floating constructs that could not be formed together with other constructs. She has added one more construct to her grid data as isolate construct, "*speaks target language in the classroom and makes students speak it*". The new construct seems to be floating in that she seems not sure of the construct's place and its links with other constructs since it is newly construed within the time of teaching practice.

> As I observed in teaching practice, if students do not speak target language in the classroom, then they become pessimistic about using language and think that they cannot speak it. Therefore, students need to be encouraged to speak English in the classroom, then they become aware of the fact that they can speak it outside of the classroom.

It seems that teaching practice enables Aslı to think over her beliefs, and she becomes aware of the importance in promoting students to speak target language in the classroom. Moreover, she has observed that it is achieved through primarily speaking it as a teacher. It is outgrowth that the added construct is placed as isolate within her belief system. It will take time for her to accommodate the belief canorously with others.

The element links drawn at 80% match level at Time 2 is the same with the ones at Time 1. While Aslı thinks that her effective and ideal teacher speak the target language in the classroom and make students speak it, she evaluates herself and sees self as teacher as the one who speaks native language in the classroom; thus, she considers self as teacher close to her ineffective teacher for this new construct.

III.2.2.3. Content Changes Observed between Time 1 and Time 2

The analysis of Aslı's grid between Time 1 and Time 2 does not yield significant content change except the added construct under the category of "*Teaching Behaviors & Roles"*. The reason for adding this new construct is pointed as teaching practice; therefore, it seems reasonable that Aslı, as a preservice teacher, has observed real classrooms and experienced how to achieve teaching, and added a new construct related with actual teaching in her belief system.

> When I saw students in the school, students were trying to speak English because teacher was speaking English in the classroom. However, I also saw other students that could not speak any word, so I thought that if a teacher gives importance to speak English in the classroom, then students can speak it.

III.2.2.4. The Exchange Analysis (Structural Change) of Aslı's Time 1 and Time 2 Grids

The Exchange of Aslı's grid at Time and Time 2 reveals no significant structural change both in her constructs and elements (see Figure 19).

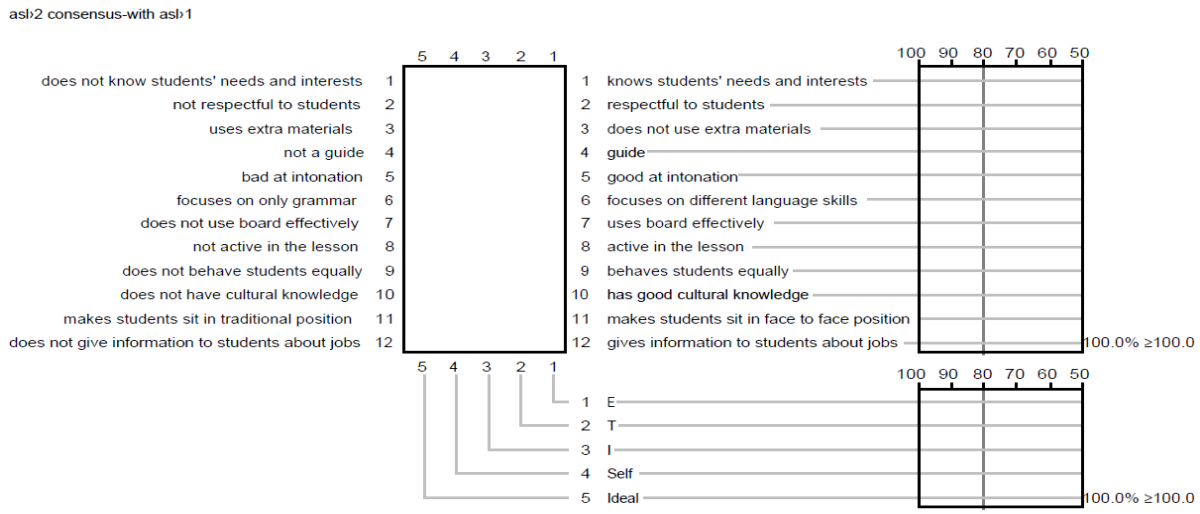

Figure 19. The Exchange Analysis of Aslı's FOCUSed 1 and FOCUSed 2 Grids

III.2.2.5. High Priority Constructs Change between Time 1 and Time 2

Aslı's high priority constructs have been the same both Time 1 and Time 2. These constructs are 9, 1, 4, 6, and 5 successively. That is, Aslı's most high priority construct is "*behaves students equally*" associated with the category "*Teacher-Student Relationship*". Her second and third most important constructs are "*knows students' needs and interests*" and "*guide*", which are also linked at 100% match level both at Time 1 and Time 2. While "*knows students' needs and interests*" is related with "*Professional Efficacy & Characteristics*", the construct "*guide*" is placed under "*Teaching Behaviors & Roles*" category. Moreover, Aslı's fifth high priority construct "Good at intonation" under the category of "*Professional Efficacy & Characteristics*" is related with Aslı's second most prior construct under the same category at 100% match level.

III.2.3. Serpil

Serpil was a female preservice teacher who was attending the courses in ELT department of Mersin University at the time of the study. Her background in ELT department started with preparatory class that she attended the whole academic year, and later she continued with the courses in ELT. At the time of the study, she was senior student, and taking the courses, School Experience and Teaching Experience. She voluntarily took part in the study. Her attendance in meetings was 100% over 12 weeks; namely, she participated all meetings throughout 12 weeks, and she was an active participant during discussions in meetings.

III.2.3.1. The Content and Structure of Serpil's Beliefs on Reflective Teaching and Reflective Teacher at Time 1 (before the practicum period)

Serpil's grid data consists of fifteen constructs and five elements. Her FOCUSed grid data in Figure 20 displays constructs' and elements' trees at 80% cut-off point.

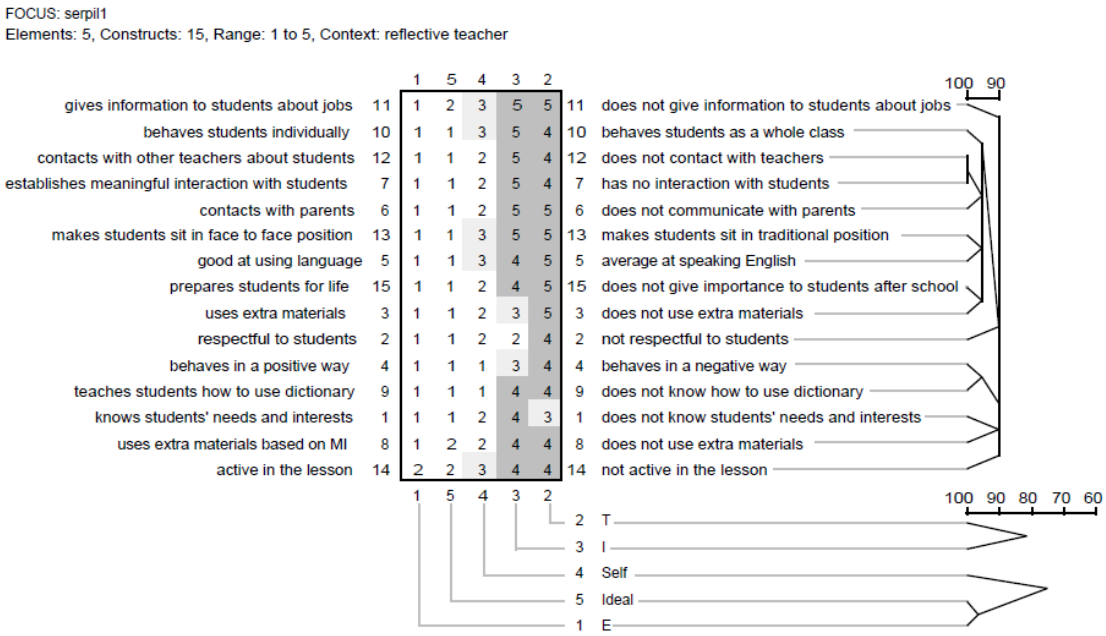

Figure 20. Serpil's FOCUSed Grid at Time 1

When the figure is illustrated, it is observed that Serpil's constructs within the belief system are so tightly linked with each other. The analysis of Serpil's first grid produced one big construct cluster consisting of two main construct cluster and two isolate constructs which are related to the big construct cluster. At the top of the grid, there is a rather tight pair which is matched at 100% level. That is, Serpil believes that "*contacts with other teachers about students*" and "*establishes meaningful interaction with students*" are highly associated that a teacher, who contacts with other teachers about students, also establishes meaningful interaction with students. It seems that Serpil thinks that one of the important characteristics of a reflective teacher is to support and negotiate with students through interacting with other teachers and students themselves. Moreover, she puts emphasis on communication with parents as well since her construct "*contacts with parents*" subordinates this tight pair at 95% match level. Therefore, it can be inferred that Serpil gives importance to communication and

interaction with other teachers, students, and their parents to smooth teaching and learning process; in this way, to be more efficacious.

> Communication is quite important. What is needed to be effective is to observe students and interact with them and others.

As to Serpil, all parties appearing in teaching-learning process are to be in contact and interaction, none of them can be ignored in teaching and learning within this system. Moreover, when the content categories of these constructs in the main cluster are clarified, it is seen that the constructs which formed tightly, "*contacts with other teachers about students*" and "establishes *meaningful interaction with students*" are related with "*Professional Efficacy & Characteristics*" and "*Teacher-Student Relationship*" categories in turn. The subordinate construct "*contacts with parents*" is also related with "*Professional Efficacy & Characteristics*"; therefore, it may be concluded that Serpil establishes strong links between effective interaction with other parties involved in teaching-learning process either actively or passively and professional efficacy. Moreover, "*makes students sit in face to face position*" and "*good at using language*" are associated as a tight pair at 95% match level within the main construct cluster. And, second tight pair in the main cluster is "*prepares students for life*" and "*uses extra materials*" at 95% match level. In this main cluster, there is only one isolated construct; "*behaves students individually*" related with "*Teacher-Student Relationship*". This isolated construct is linked to the main cluster at 90% match level. However does it stay as isolate from main construct cluster, it seems that Serpil somehow associates this construct with other constructs in the main cluster. In addition, this isolate construct stays as Serpil's second prior construct at both times. For the first construct cluster at the top of the grid, it can be observed that three out of eight constructs are related with "*Professional Efficacy &*

Characteristics", and two are associated with "*Teaching Behaviors & Roles*", one is related to "*Teacher-Student Relationship*", and the other one is related with "*Management Skills*". This finding shows how much importance Serpil puts on professional efficacy and teaching behaviors.

Serpil's second main cluster reveals one tight pair, one loose pair, and one isolate. When it is clarified, it is seen that "*behaves in a positive way*" and "*teaches students how to use dictionary*" form a tight pair at 95% match level. Further, the construct, "*knows students' needs and interests*" is paired with the construct "*uses extra materials based on MI*" at 90% match level. The isolate construct in this main cluster is "*active in the lesson*". Serpil could not place or link this construct with other constructs in the main cluster; she believes that an effective teacher should guide students, collaborate with them in the class, and be active as much as students, rather than making them as totally independent in learning. This construct's staying as isolate within the construct cluster may be due to its emerging recently during teaching education and/or teaching practices. She does not explicate this construct in a detailed way, and does not give any example or reference from her own experiences as a student. This also shows that this construct is in the process of accommodation within the belief system of Serpil, and it needs time to link this construct with others in the belief system.

The two isolate constructs linked to the big construct cluster at around 80% match level are "*gives information to students about jobs*" and "*respectful to students*".

> I have understood in practicum through my observations that teachers should give information about other things apart from the lesson…We need to give importance to other jobs apart from what students preferred to guide them…

On the extract illustrated above, it is understood that Serpil is at the very beginning of construing the isolate construct based on her own experiences in practicum; she has observed and schematized that giving information students about jobs result in more effective interaction with students and better guiding inside and outside of the classroom.

The content of Serpil's constructs displays rather rich distribution over all the content categories. Six of her constructs over fifteen are placed under the category of "T*eaching Behaviors & Roles*", four of them are related to "*Personal Efficacy & Characteristics*", and similarly four of them are associated with "*Teacher-Student Relationship*", and lastly one of them is related with "*Management Skills*". This shows that Serpil's constructs are organized around teaching behaviors and roles of a teacher. This may be due to her prior beliefs established before based on the characteristics of her past teachers since the constructs under teaching behaviors and roles are one of the most inclined ones to observe, imitate, and accept as effective beforehand.

When the element links of Serpil's FOCUSed grid analysis is displayed, it is seen that it produces one loose pair, one tight pair, and one subordinate construct which is linked to the tight pair loosely. Serpil's typical teacher (T) and her ineffective teacher (I) form a loose pair at 82% match level. That is, Serpil believes that her typical and ineffective teachers share almost the same characteristics with each other. For instance, both of them do not communicate with students and make students sit in traditional position. She places her typical teacher at the very left (from least to most) which means that her typical teacher is the one who does not give information students about jobs, does not use extra materials ,and is average at speaking English. Although her ineffective teacher is placed close to her typical teacher and is associated as a pair, s/he is not the one who is not respectful to students, does

not use extra materials, and behaves in a negative way. This shows that Serpil thinks that her typical teacher has much more characteristics from left side of the grid than her ineffective teacher. Further, her ideal teacher (Ideal) and her effective teacher (E) are linked to each other at 97% match level, which means that they form a rather tight pair. Serpil sees herself (Self) as somehow close to her ideal and effective teacher in that self as teacher subordinates ideal and effective teacher at around 75% match level. As to Serpil, her effective and ideal teachers from very right to left (from most to least) behaves students individually, knows students' needs and interests, and so forth. She also regards self as teacher similar to her effective teacher and ideal teacher in behaving in a positive way and teaching how to use dictionary. It is noteworthy at this very point that Serpil explains and surfaces the construct "*teaches students how to use dictionary*" through referring her effective teacher in the past whom also impressed Serpil in being English Language Teacher; therefore, it is clear that Serpil both associates her effective teacher with ideal teacher and tries to imitate her effective teacher in her teaching. This finding supports what Lortie (1975) cites as apprenticeship of observation; that is, preservice teachers' beliefs are shaped through their past experiences as learners (in Roberts, 1998). Thus, they try to imitate their effective teachers to be as effective as them. As understood the extract below, Serpil is an example of this.

> I would like to teach students how to use dictionary since I love using it….Our teacher made us use dictionary. S/he was encouraging us to look up a word; even we knew that word. S/he was saying that even we had known that word, you might see a word above or below of that word, and learn it. S/he said that in this way we learnt lots of words and their collocations…

Serpil places herself at the middle of the grid, being neither close to ineffective teacher nor close to ideal teacher. She places her effective teacher at the very right of the grid (from most to least), and her ideal in the second right column. That means she sees her effective teacher as a more ideal than her ideal teacher, and she regards her effective teacher as a role model, rather than her ideal teacher.

III.2.3.2.The Content and Structure of Serpil's Beliefs on Reflective Teaching and Reflective Teacher at Time 2 (at the end of the practicum period)

Serpil's Time 2 grid at the end of the practicum displayed in Figure 21 has five elements and fifteen constructs related to the characteristics of a reflective teacher and reflective teaching. The element and construct links are presented at 80% cut-off point.

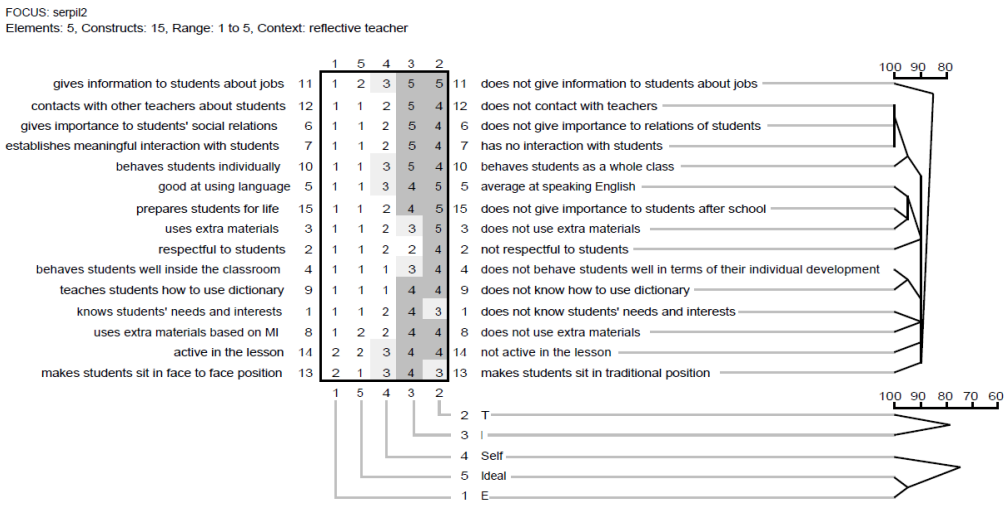

Figure 21. Serpil's FOCUSed Grid Data at Time 2

When Serpil's FOCUSed grid at Time 2 is illustrated, it is seen that there is one big tightly formed construct cluster consisting of three main construct cluster and one isolated construct. At the top of the grid, three of her constructs are linked to each other at 100% match level. Serpil associates "*contacts with other teachers about students*", "*gives importance to students' social relations*", and "*establishes meaningful relation with students*", very highly with reflective teaching. For Serpil, communicating with other teachers about students is one of the important characteristics of a reflective teacher, and teachers' having this characteristic also shows that the teacher gives importance to students' social relations and establishes meaningful interaction with them. Since two of these constructs, "*contacts with other teachers about students*" and "*establishes meaningful interaction with students*", are considered as related to "*Teacher-Student Relationship*", and the third construct, "*gives importance to students' social relations*", is associated with "*Management Skills*", it can be stated that she highly identifies the effective teacher-student relationship with the effective management in the classroom. Moreover, the construct, "*behaves students individually*" under the category of "*Teacher-Student Relationship*" subordinates this triadic match tightly at 95% match level. Serpil believes that interaction and communication with each student and other teachers, and encouraging students to communicate with their friends in the class and behaving them as individuals leads the way for more effective teaching-learning process.

Within the second main cluster at the middle of the grid, there seems one tight pair, one subordinate construct which is linked to the pair, and one isolate construct. "*Prepares students for life*" and "*uses extra materials*" forms a tight pair at 95% match level. Further, "*good at using language*" subordinates this pair at around 90-95% match level. While both "*prepares students for life*" and "*uses extra materials*" are related to "*Teaching*

Behaviors & Roles", "*good at using language*" is associated with "*Professional Efficacy & Characteristics*". That is probably why the construct "*good at using language*" shows some discrepancies from the pair, and stays as subordinate construct; Serpil seems as she tries to interpret the meaning and importance of preparing her students for outside of the class, and therefore she is aware of the importance of using extra materials for not being only depended on classroom-learning. The construct "*good at using language*" starts to subordinate the other two constructs at Time 2; hence, she starts to believe that being good at using language as a teacher is one of the characteristics that enable prepares students for both inside and outside of the classroom to be more effective users of English. Further, "*respectful to students*" is isolated from the other constructs within the second main cluster. This isolate construct is linked to the other constructs in the cluster at around 80% match level.

At the bottom of the grid, there is one more main construct cluster consisting of one tight pair, one loose pair, and two isolates. "*Behaves students well inside the classroom*" under the category of "*Teacher-Student Relationship*" and "*teaches students how to use dictionary*" under "*Teaching Behaviors & Roles*" are associated at 95% match level which presents very tight links. It is noteworthy that while Serpil does not leave the belief "*teaches students how to use dictionary*" at Time 2, she changes her belief at Time 1 "*behaves in a positive way*" as "behaves *students well inside the classroom*" to be more clear in conveying what she means.

> I changed my belief, behaves in a positive way, as behaves students well inside of the classroom. I mean in terms of their individual developments since I think that teachers should regard students as individuals and behave according to that.

She starts to believe that fostering individual development is important for a teacher, and since she insistently holds her prior belief "*teaching students how to use dictionary*", she links these two constructs tightly to support her belief that teaching how to use dictionary helps each student to be more successful and effective in learning process. However one of the constructs in the pair has changed, the links do not change in time. Serpil is resistant in her belief that teaching students how to use dictionary is one of the characteristics of a reflective teacher, and tries to link this belief with others to support her view. At a lower level, the constructs, "*knows students' needs and interests*" and "*uses extra materials based on MI*" form a loose pair at 90% match level. Further, there appears two isolates in this cluster; one of which is "*active in the lesson*", and the other one is "*makes students sit in face to position*".

> As I experienced in teaching, it is quite hard even for an effective teacher to make students sit in face to position. Classes are so crowded and it may cause losing classroom management.

Although she believes that one of the characteristics of a reflective teacher is to make students sit in face to position, it is quite hard and challenging in such crowded classes. Her belief in characteristics of a reflective teacher has encountered with her experiences, and result in conflicts. That is probably why, the construct becomes isolated from others; she is not sure how to place this construct within her belief system. It can be stated that teaching experience has challenged her belief, and she tries to reorganize her belief system. Further, there are two isolate constructs within the cluster. One of which is "*active in the lesson*" related to "*Teaching Behaviors & Roles*" has stayed as isolate at Time 2, and the other is

"*makes students sit in face to face position*" associated with "*Management Skills*" has become isolated from others at the end of the practicum, at Time 2.

> Making students sit in face to face position..I think that it is quite impossible for these classrooms. Even effective teachers can hardly achieve this….It is not easy to do. It should not be lived in an imaginary world.

She states the reason behind the construct's being isolated at Time 2 by referring her experiences in teaching practice. She seems to become aware some impossibilities in practice.

There is one isolated construct linked to the big construct cluster however has it stayed as isolated from other construct clusters and constructs. Serpil links "*gives information to students about jobs*" loosely to all her constructs at around 75% match level. This might mean that Serpil does not seem to see a close relationship with "*gives information to students about jobs*" and the rest of the constructs yet.

When element links at Time 2 grid is observed, it is seen one tight pair, one subordinate construct linked to the pair, and one loose pair. At the bottom of the grid, there appears a tight pair which is linked at 95% match level. Serpil's effective teacher (E) and her ideal teacher (Ideal) shares almost the same characteristics. When such high association between these two teachers are regarded, it can be proposed that Serpil's effective teacher is her ideal teacher; that is, as to Serpil, her effective teacher carries the characteristics of an ideal teacher. Serpil also associates herself (Self) close to her effective and ideal teacher at around 70-75% match level. Even though the number which indicates the links between self as teacher and effective-ideal teacher is low, it shows how Serpil construes self as a teacher. At a lower level, there is one loose pair which is formed with Serpil's typical (T) and ineffective (I)

teachers at 78% match level. Serpil seems to believe that she does not have any links with her typical and ineffective teacher.

III.2.3.3. Content Changes Observed between Time 1 and Time 2

Changes in the content of Serpil's two grids are noteworthy. While at Time 1 Serpil's constructs are distributed under content categories as six of her constructs over fifteen are placed under the category of "*Teaching Behaviors & Roles*", four of them are related to "P*ersonal Efficacy & Characteristics*", and similarly four of them are associated with "*Teacher-Student Relationship",* and lastly one of them is related with "*Management Skills*", at Time 2 they are placed as six constructs out of fifteen related with "*Teaching Behaviors & Roles*", five out of fifteen linked with "*Teacher-Student Relationship*", two of them associated with "*Professional Efficacy & Characteristics*", and two of them related with "*Management Skills*". It is found out that content categories of Serpil's overall constructs have gone under change. The content of constructs under "*Teaching Behaviors & Roles*" has stayed the same at Time 2; however, there has happened change in the category of "*Professional Efficacy & Characteristics*". For instance, while the construct at Time 1 "*contacts with parents*" are placed under the category of "*Professional Efficacy & Characteristics*", due to the content change of the construct as "*gives importance to students' social relations*" it is related with "*Management Skills*". Moreover, specifically, although she does not add any new construct in her grid data at Time 2, she changes her 2 constructs; "*behaves students in a positive way*" as "*behaves students well inside the classroom*" and "*contacts with parents*" as "*gives importance to students' social relations*". When the overall changes in the content of the constructs are taken into consideration, the findings point out that Serpil seems to alter her

repertoire of constructs on characteristics of a reflective teacher and reflective teaching. She seems to become aware of the importance of fostering individual development and managing classroom more effectively. Besides, she seems to change her beliefs on personal efficacy and characteristics probably due to her experiences in teaching practice. Since she has observed and taught in real classrooms, some of her beliefs are challenged and reorganized. She seems to become aware that being effective and professional teacher is achieved through other skills as well such as management and teaching behaviors.

III.2.3.4. The Exchange Analysis (Structural Change) of Serpil's Time 1 and Time 2 Grids

Serpil's constructs has shown structural change in her construct links at around 90% over 80% cut-off point while structural changes in her element links at around 98% over 80% cut-off point. The Exchange analysis of Serpil's grids at the beginning of the practicum and at the end of the practicum reveals construct and consensus at 80% match level (see figure 22)

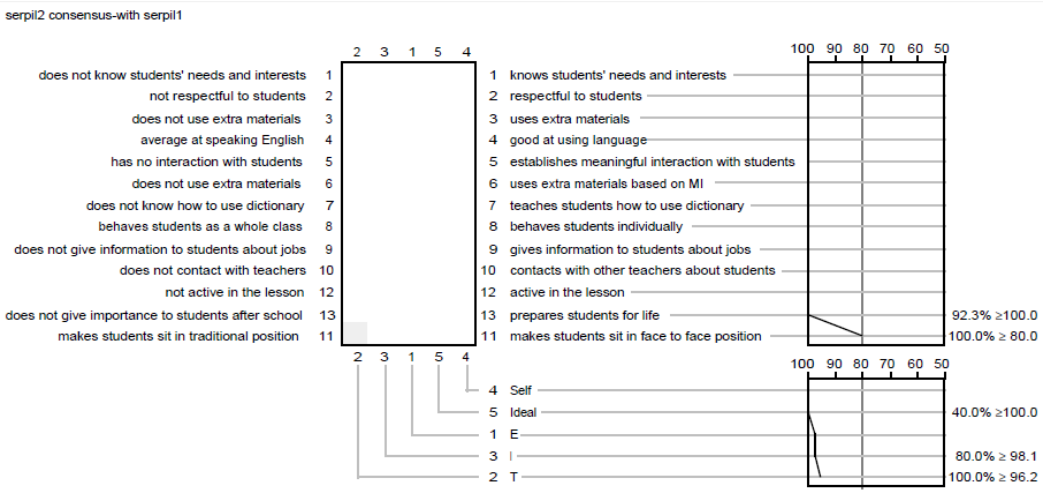

Figure 22. The Exchange Analysis of Serpil's FOCUSed 1 and FOCUSed 2

Structural change in Serpil's constructs has occurred in "*prepares students for life*" and "*makes students sit in face to face position*". For instance, at the beginning of the study, "*makes students sit in face to face position*" has been associated, forming a pair, with the construct "*good at using language*". In detail, it has formed a construct cluster with constructs: "*contacts with other teachers about students*", "*establishes meaningful interaction with students*", "*prepares students for life*", and "*uses extra materials*" at Time 1; however, at the end of the practicum (at Time 2), the construct becomes isolated from the constructs in the cluster which is formed by "*behaves students well inside the classroom*", "*teaches students how to use dictionary*", "*knows students' needs and interests*", "*uses extra materials based on MI*", and "*active in the lesson*". This shows that while Serpil believes that making students sit in face to face position is associated with being highly interacted with students, behaving students individually, and preparing students for life at the beginning of the study, the construct undergoes structural change and becomes isolated. That is, the construct is now

floating in Serpil's belief system, she tries to accommodate and place the construct in her belief system through relating it with consistent constructs.

The construct "*prepares students for life*" has gone through change, as well. It is seen that at the beginning of the study, Serpil relates this construct tightly with "*uses extra materials*" at 95% match level. At the end of the study, this pair stays the same, but the construct "*good at using language*" subordinates the construct at 95% match level. At Time 2, "*prepares students for life*" constitutes a construct cluster with the constructs "*uses extra materials*", "*good at using language*", and "*respectful to students*". This means that Serpil has reorganized her belief system, and started to believe that the characteristics such as being good at using language, using extra materials, being respectful to students, and preparing students for life are highly associated ones.

As to structural changes in the element links, there seems a small change in ideal teacher (Ideal), effective teacher (E), ineffective teacher (I), and typical teacher (T). What is noteworthy that Serpil has no change in the perception of self as a teacher (Self), she thinks herself the same both at the beginning and end of the study. It is a negative finding in terms of Serpil's personal and professional development in teaching.

III.2.3.5. High Priority Constructs Change between Time 1 and Time 2

Serpil's high priority constructs has showed slight change at Time 2. While high priority constructs are 3, 10, 15, 7, 2 successively at Time 1, they are changed as 1, 10, 15, 7, 8 in turn. That is, Serpil has altered her most high priority construct and her fifth one at Time 2. Constructs 10, 15, and 7 have been Serpil's consistently high priority constructs over Time 1 and Time 2.

At Time 1, Serpil's high priority constructs reveal that Serpil gives great importance to teacher-student relationship for effective teaching and learning environment since 3 out of 5 are related to "*Teacher-Student Relationship*". Further, at Time 1 Serpil's first and third high priority constructs are linked to each other at 95% match level, and they are placed under the same content category, "*Teaching Behaviors & Roles*". At Time 2, Serpil has altered her first high priority construct as "*knows students' needs and interests*" related with "*Professional Efficacy & Characteristics*". This change shows that Serpil is in somehow confusion in terms of what to believe as this change shows discrepancy with the previous findings about the content changes in her beliefs. The content changes in her beliefs presents decrease in the number of contents related with "*Professional Efficacy & Characteristics*"; however, the change in top high priority construct in the rank order at Time 2 reveals that Serpil puts emphasis on professional efficacy and states her most important construct as knowing students' needs and interests. Moreover, the high priority constructs at Time 2 are placed under different construct cluster which supports that Serpil is confused in terms of organization and meaning of her constructs. However, it may be quite normal for a preservice teacher to be in this situation after she has had experienced how to teach and discussed his/her beliefs with other preservice teachers. Tillemma (2000) propounds that reflective practices challenge prior beliefs of preservice teachers in teaching practice time. Moreover, her fifth high priority construct is altered as "*uses extra materials based on MI*". This means that Serpil becomes more inclined to put emphasis on teaching behaviors for more effective classroom.

III.2.4. Kader

Kader is a female preservice teacher attending 4th grade in English Language Teaching Department, Mersin University. Like all other preservice teachers participated in the study, Kader has been taking School Experience and Teaching Practice courses at the time of the study. She voluntarily participates in the study and in the meetings. Her attendance is 83% over 12 weeks. Her constructs change both structurally and contently at the end of the practicum.

III.2.4.1. The Content and Structure of Kader's Beliefs on Reflective Teaching and Reflective Teacher at Time 1 (before the practicum period)

Kader has twelve constructs and five elements at the beginning of the study, namely before the practicum. Her constructs' and elements' links are presented in Figure 23. The cut-off point for both construct and element trees is 80%.

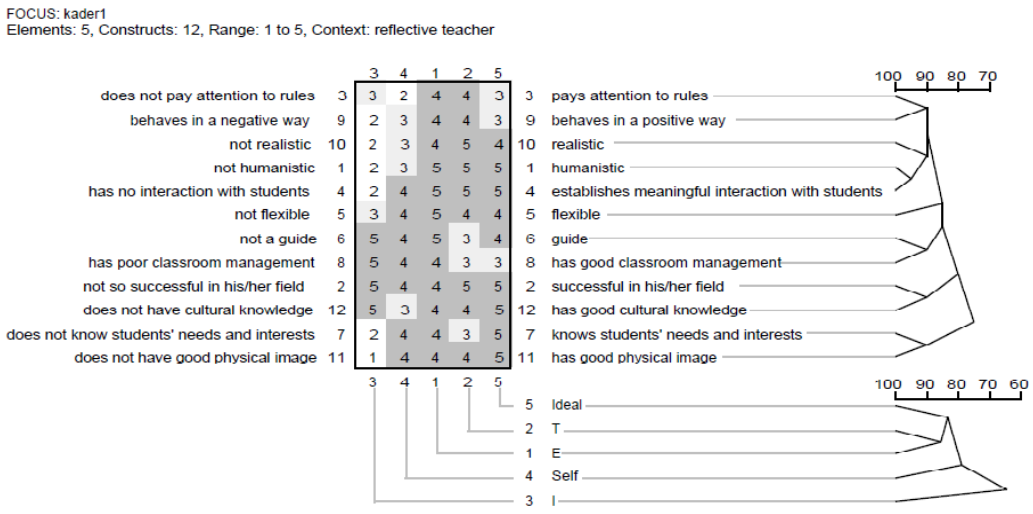

Figure 23. Kader's FOCUSed Grid at Time 1

As Kader's FOCUSed grid data is illustrated, it is found out that her grid data is formed by a big cluster which consists of two main clusters and one isolate construct. At the top of the grid, there appears one main construct cluster, which has one tight pair, one loose pair, and one isolate construct. When the main cluster is identified specifically, "*humanistic*" and "*establishes meaningful interaction with students*" are regarded as a tight pair that is associated at 95% match level. This means that Kader believes that a humanistic teacher is also the one who establishes meaningful interaction with his/her students. According to Kader it seems that a teacher who adapts humanistic principles reflects its features through establishing effective interaction with students; that is, humanism of a teacher is revealed through how successful and effective interaction is achieved with his/her students. At a lower level, Kader relates "*pays attention to rules*" and "*behaves in a positive way*" loosely at 70% match level. She thinks that while paying attention to rules in classroom in order to control the class, at the same time, a reflective teacher should behave students in a positive way considering his/her relation with students. The isolate construct within the construct cluster is "*realistic*" placed under the category, "*Teacher's Characteristics*". It seems that she believes a reflective teacher who pays attention to rules, behaves in a positive way, humanistic, and establishes meaningful interaction is also somehow realistic; however, she is not sure how to associate the isolated construct with others in the main construct cluster. While she is mentioning about "*realistic",* she displays her uncertainty about the construct as seen the excerpt below.

> I wrote reflective teacher should be realistic..s/he should not put forward unrealistic objectives to be achieved, s/he should take his/her

students' levels into consideration while setting objectives..I think I mean that, is it enough?

At the bottom of the grid data, there is one more loosely formed main construct cluster consisting of three pairs. One of these pairs is formed by the constructs "*guide*" and "*has good classroom management*" which are matched at 90% level. This indicates that Kader believes that a reflective teacher who is an effective guide in the class also has good classroom management. In other words, guiding students effectively paves the way for good classroom management since these two characteristics are linked with each other. Further, "*successful in his/her field*" and "*has good cultural knowledge*" are related at 90% match level. Kader considers these two characteristics as mutually complementary in that a successful a teacher in his/her field is the one who has good cultural knowledge.

At the very bottom of the grid data, "*knows students' needs and interests*" and "*has good psychical image*" form a tight pair at 90% match level. Although there seems no relation between these two constructs, the reason for their forming pair is due to Kader's association these two constructs with her effective teacher whom impressed her in the past. She has impressed by her effective teacher who has good psychical image, and has schematized that an effective teacher who has good psychical image also knows his/her students' needs and interests. The only isolated construct in the big cluster is "*flexible*" linked to the big cluster at around 80% match level. She does not link this construct with any other in her belief system, and it becomes isolated.

Kader's grid data consists of constructs which are linked to various content categories. Her grid data displays all content categories, decided upon all preservice teachers' constructs and their links, as follows: Five constructs out of twelve are linked to "*Professional*

Efficacy & Characteristics", two of them are associated with "*Management Skills*", two of them are related with "*Teacher-Student Relationship*", two of them are placed under the category "*Teacher's Characteristics*", and lastly one of them is related with "Teaching Behaviors & Roles". "*Professional Efficacy & Characteristics*" which is also the most frequent construct category among all categories both at Time 1 and Time 2, is the predominant construct category in Kader's grid data at Time 1.

The element links of Kader's grid data display one main element cluster consisting of one loose pair, one subordinate element linked to the loose pair, and two isolates related to the main element cluster (see figure 23). Kader associates her effective (E) and typical (T) teachers with each other at 85% match level. She places her effective teacher at the middle of the grid; that is, her effective teacher has characteristics from both sides of the grids. Her typical teacher is placed in the right of effective teacher (from the most to the least). Ideal teacher (Ideal) of Kader is placed at the very right order of the grid (from the most to the least), and subordinates her effective and typical teacher at around 82% match level. However, she loosely links herself as a teacher (Self) with other teachers at around 70% match level in the main element cluster, Kader sees herself as a teacher different from other teachers; therefore, she does not directly and closely link herself with other teachers. Similar to self as a teacher, her ineffective teacher (I) is isolated from other teachers, but it is somehow loosely linked to the main cluster.

Her effective and typical teachers share most of the characteristics of a reflective teacher. For instance, Kader considers both her effective and typical teachers have good physical image, both of them pay attention to rules, and behaves in a positive way. Kader's ideal teacher also shares some of the characteristics of a reflective teacher with her effective

and typical teacher. The constructs, "*humanistic*" and "*establishes meaningful interaction with students*", which are associated tightly, are one of those characteristics that Kader believes her effective, typical and ideal teacher have. Kader seems to construe her effective and typical teacher as having almost the same characteristics, and her ideal teacher as being related to them. Since her ideal teacher is placed in the very right of the grid data, she seems to regard her ideal teacher as having almost the most important constructs that a teacher should have to be effective and reflective in teaching and learning process. What is noteworthy is that her typical teacher is more close to her ideal teacher than her effective teacher; therefore, it can be stated she is a little bit confused about her typical and effective teachers' characteristics. According to the results shown in the grid data, her typical teacher is the one who shares much more characteristics of a reflective teacher than her effective teacher. Further, she places herself in the left of her effective teacher, and isolates herself as a teacher from other teachers. She links self as a teacher with mostly her effective teacher. Both herself as a teacher and her effective teacher have good classroom management, successful in his/her field, know students' needs and interests, and have good physical images. She herself as a teacher also shares some characteristics with her ideal teacher such as; flexible and guide. She does not have any similar characteristics with her ineffective teacher. Her ineffective teacher is placed at the very left of the grid data (from the most to the least), and loosely linked to the rest of the teachers in the main cluster. Her ineffective teacher has poor classroom management, is not a guide, is not successful in his/her field, and does not have cultural knowledge.

III.2.4.2.The Content and Structure of Kader's Beliefs on Reflective Teaching and Reflective Teacher at Time 2 (at the end of the practicum period)

Kader's FOCUSed grid at Time 2 reveals thirteen constructs and five elements. Figure 24 shows element and construct links of Kader's grid data at Time 2. The elements' and constructs' trees are drawn at 80% cut-off point.

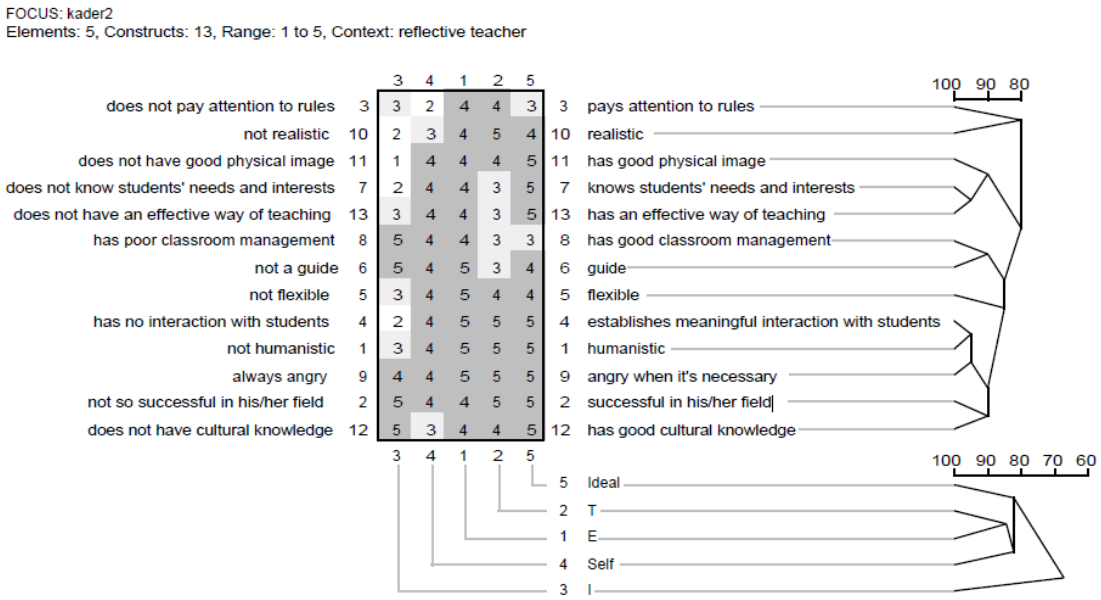

Figure 24. Kader's FOCUSed Grid Data at Time 2

When Kader's FOCUSed grid data is investigated, it is found one big cluster consisting of two main clusters, two pairs, and one isolate construct linked to the big cluster. First main construct cluster is formed by a tight pair and subordinate construct. Kader associates "*knows students' needs and interests*" with "*has an effective way of teaching*" at 95% match level. "*Has an effective way of teaching*" is Kader's newly added construct placed under the category of "*Professional Efficacy & Characteristics*". She seems to become aware of the fact that having an effective way of teaching is one of the characteristics that a teacher

should have, and the teacher who knows his/her students' needs and interests has an effective way of teaching as s/her regards her students' needs and interests while teaching, s/he will eventually be beneficial for students and be successful in his/her teaching. Moreover, "*has good psychical image*", which Kader regards as one of the characteristics of her ideal teacher, subordinates this pair at 90% match level. She seems to insistently hold this construct and associate it somewhat with "*knows students' needs and interests*". At Time 2, Kader forms a pair with "*knows students' needs and interest*" and "*has an effective way of teaching*", and links "*has good psychical image*" with these constructs. Although her belief that a teacher who knows students' needs and interests has also good psychical image is challenged, she construes a teacher who knows students' needs and interests, and has an effective way of teaching, also has a good physical image.

The second main cluster at the bottom of the grid data consists of two tight pairs, and one subordinate cluster. The first pair is constituted by the constructs "*establishes meaningful interaction with students*" and "*humanistic*" at 95% match level. Kader has changed her construct "*behaves in a positive way*" as "*angry when it is necessary*", and this altered construct acts as subordinator of the tight pair at around 93% match level. Further, the other tight pair within the second main construct cluster is the one formed by "successful in his/her field" and "*has good cultural knowledge*" at 90% match level.

As seen in figure 24, Kader's grid data presents two pairs and one isolate, all of which are linked to the big construct cluster. At the middle of the grid data, it is seen a tight pair, "*has good classroom management*" and "*guide*" which are matched at 90% level. At a lower level, at the top of the grid data, "*pays attention to the rules*" and "*realistic*" forms a rather loose pair at 80% match level. The isolated construct within the main cluster at Time 1,

"*realistic*", is associated with paying attention the rules at Time 2. However loosely is formed this pair, it seems that Kader becomes more sure of what she means as realistic and becomes aware that a realistic teacher pays attention to the rules as well since the underlying motivation for these two characteristics is able to manage and control teaching-learning process. The isolate construct "*flexible*" at Time 1 stays as isolated from others at Time 2 as well. She believes the importance of being flexible as a reflective teacher considering the fact that she has not left this construct at Time 2; however, she is not sure how to associate this construct with her other constructs in her belief system. Probably, she needs more time and experience to accommodate this floating construct in her belief system.

Overall content categories of Kader's FOCUSed grid data at Time 2 presents that she has 6 constructs associated with "*Professional Efficacy & Characteristics*", 2 related with "*Management Skills"*, 2 linked with "*Teacher's Characteristics*", similarly 2 linked with "*Teaching Behaviors & Roles*" and 1 placed under "*Teacher-Student Relationship*". Like Time 1, most of her constructs are related with "*Professional Efficacy & Characteristics*". She seems to believe the prominence of professional efficiency and effective professional characteristics such as being humanistic, being flexible, and having effective way of teaching in teaching-learning process.

The element links of Kader's grid data at Time 2 displays one big element cluster that involves one loose pair, two subordinate elements which support the loose pair, and one isolate element linked to the big element cluster loosely. Kader relates her typical (T) and her effective (E) teacher at 80% match level. Like Time 1, she believes that her typical and effective teachers share most of the characteristics of a reflective teacher. Further, her ideal teacher (Ideal) subordinates this pair with self as a teacher at around 83% matches level. She

starts to believe in herself as a teacher, and places herself close to her effective and typical teacher. She thinks that self as a teacher and her effective teacher shares most of a reflective teacher's characteristics. One of her isolate elements at Time 1, her ineffective teacher (I), stays as isolate at Time 2. She places her ineffective teacher in the very left of the grid data (from the least to the most).

III.2.4.3. Content Changes Observed between Time 1 and Time 2

The comparison of Kader's two grids regarding the changes in the content reveals significant results. She has incorporated one construct in her repertoire at Time 2. This additional construct is "*has an effective way of teaching*" related with "*Professional Efficacy & Characteristics*. Further, she has changed one of her grid at Time 1, "*behaves in a positive way*", as "*angry when it's necessary*" at Time 2 so as to be more precise what she means to convey. While the construct at Time 1 is linked to "*Teacher-Student Relationship*", she has left this construct and has cited as one of the characteristics of a reflective teacher, "*angry when it's necessary*" which is related with "*Teaching Behaviors & Roles*". She seems to concern more with professional efficacy and teaching behaviors at Time 2. This may be due to teaching practices she has experienced over almost 12 weeks along with reflective meetings and journal writing.

> While I was writing journals about the events we lived in schools, I became more aware that some teachers were really aggressive towards their students. Sometimes I thought that if they did not behave in this way, they could lose their control over classroom. If a teacher seems so

> soft and understanding, students abuse this and behave so unbearable in the class… Also, we sometimes discussed in meetings that students' bad behaviors…So, I think that teachers should behave as if they became angry when students behaved uncontrolled.

This extract shows that Kader is involved in the process of questioning her beliefs based on their experiences in teaching practice. Moreover, reflective meetings and journals, designed to help preservice teachers in order that they surface, question, and change or modify their prior beliefs, seem to aid Kader become aware of her beliefs and alter some of them that do not serve appropriately in the classroom. Richards (1998) proposes that journals are one the ways to promote reflection on experiences since they offer a record of significant experiences and foster interaction with group members. In this way, a journal can serve as a way of clarifying own thinking and of exploring own beliefs and practices (Richards & Farrel, 2005).

III.2.4.4. The Exchange Analysis (Structural Change) of Kader's Time 1 and Time 2 Grids

The exchange analysis of Kader's FOCUSed 1 and 2 grids shows that the construct consensus between the first and second grid is 90,9% and the element consensus is 97,7% match level (see figure 25). Although these numbers indicate slight change both in construct and element structures, it presents promising results for Kader's being in the process of modifying her beliefs.

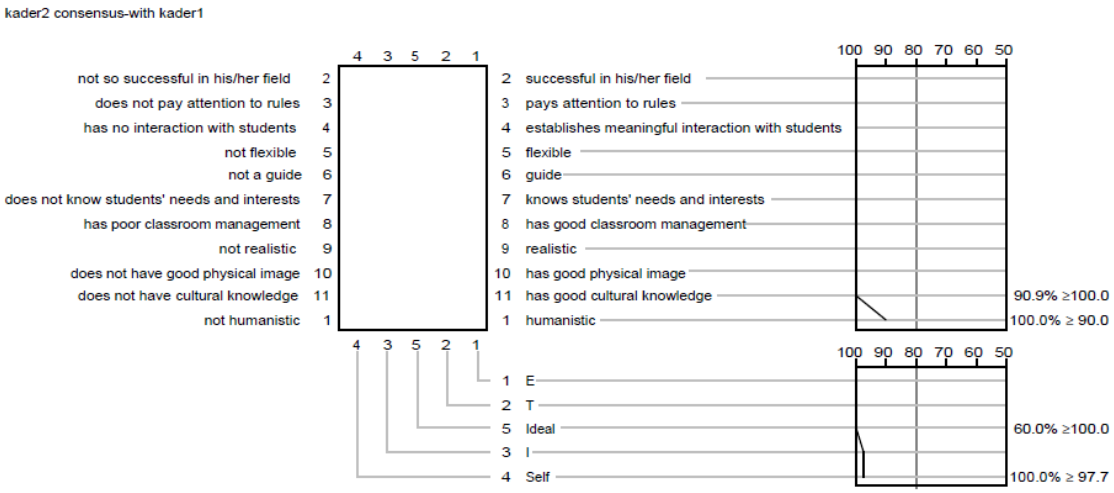

Figure 25. The Exchange Analysis of Kader's FOCUSed 1 and FOCUSed 2 Grids

As seen in figure above, structural changes in two of Kader's constructs has occurred at 80% cut-off point. These changes are in "*has good cultural knowledge*" at 90,9% match level with Time 1, and in "*humanistic*" at 90% match level. At the beginning of the study, "*has good cultural knowledge"* has formed an isolate pair with "*successful in his/her field*" at 90% match level linked to the big cluster. At the end of the study, while the pair formed by these two constructs stays the same, they are linked to the one of the main construct clusters which consists of one more tight pair and one isolate construct apart from this pair. At Time 2, having good cultural knowledge is placed in a main construct cluster, which means Kader starts to reorganize her beliefs. Further, "*humanistic*" is tightly linked to "*establishes meaningful interaction with students*" at 95% match level both at Time 1 and at Time 2; however, the construct cluster in which "*humanistic*" and "*establishes meaningful interaction with students*" is placed is reorganized. While this pair is linked to the constructs such as "*pays attention to rules*" and "*realistic*" within a main construct cluster at Time 1, it is associated with "*successful in his/her field*" and "*has good cultural knowledge*" within another cluster at

Time 2. This also supports that Kader is in involved in belief change and has started to reorganize her beliefs within her belief system. Parallel to what Kelly (1955) proposes in his organization corollary, one of the corollaries which explicates how a person organizes his/her constructs with similar elements in order to minimize the discrepancy among their constructs, she is incorporating new beliefs, changing and modifying some of her prior beliefs; meanwhile, she reconstructs her beliefs in an order.

When the structural changes in element links are examined, it is observed that her ineffective teacher (I) and herself as a teacher (Self) has undergone change at 97.7 match level over %80 cut-off point. At the beginning of the practicum, Kader has perceived herself as a teacher isolated from other teachers; however, at the end of the practicum, she associates self as a teacher with her effective and typical teacher somehow. She links self as a teacher as a subordinator to the pair formed by her effective and typical teacher. It can be inferred from this finding that Kader starts to regard herself more close to her effective and typical teacher at Time 2. This shows that how she has been in a change as a teacher.

III.2.4.5. High Priority Constructs Change between Time 1 and Time 2

Kader's high priority constructs at Time 1 is 1, 4, 10, 2, and 7. Three of her most high priority constructs: 1, 4, and 10 are placed in one main construct cluster. Her top high priority construct at Time 1, "*humanistic*", stays as the top high priority construct at Time 2. The rank order of her two high priority constructs has changed at Time 2. The order of high priority constructs has been like 1, 7, 2, 10, and 12 successively at the end of the study. The second high priority construct at Time 1, "*establishes meaningful interaction with students*" which also forms a tight pair with "*humanism*" both at Time 1 and at Time 2 is not cited

among the high priority constructs at Time 2. Instead, the fifth high priority construct at Time 1 "k*nows students' needs and interest"* related with "*Professional Efficacy & Characteristics*" is ordered as the second high priority construct at Time 2. Further, she has added one of her constructs "*has good cultural knowledge*" as her high priority construct in the rank order at Time 2. This new construct in the rank order belongs to the category "*Professional Efficacy & Characteristics*". Except her third at Time 1 and fourth at Time 2 high priority construct "*realistic*" which is associated with "*Teacher's Characteristics*, she has preferred constructs placed under "Professional *Efficacy & Characteristics*" as her high priority constructs, which indicates how much importance does she put on professional effectiveness in teaching-learning.

III.2.5. Smiling Girl

Smiling Girl is a female preservice teacher in ELT Department of Mersin University. Her background in ELT department has started with preparatory, and later she has continued with the courses in ELT. She is a senior student, attending School Experience in the first semester and Teaching Practice in the second semester at the time of the study. She voluntarily participates 75% of reflective meetings held during 12 weeks. What is noteworthy about Smiling Girl is she is isolated preservice teacher both at Time 1 and at Time 2 in Group 1, namely she has no common construct with any other preservice teacher in the same group at 95% cut-off point.

III.2.5.1. The Content and Structure of Smiling Girl's Beliefs on Reflective Teaching and Reflective Teacher at Time 1 (before the practicum period)

Smiling Girl has fourteen constructs and five elements in her FOCUSed Grid data at Time 1 (see figure 26). The FOCUS printout displays the construct and element trees drawn at 80% cut-off point.

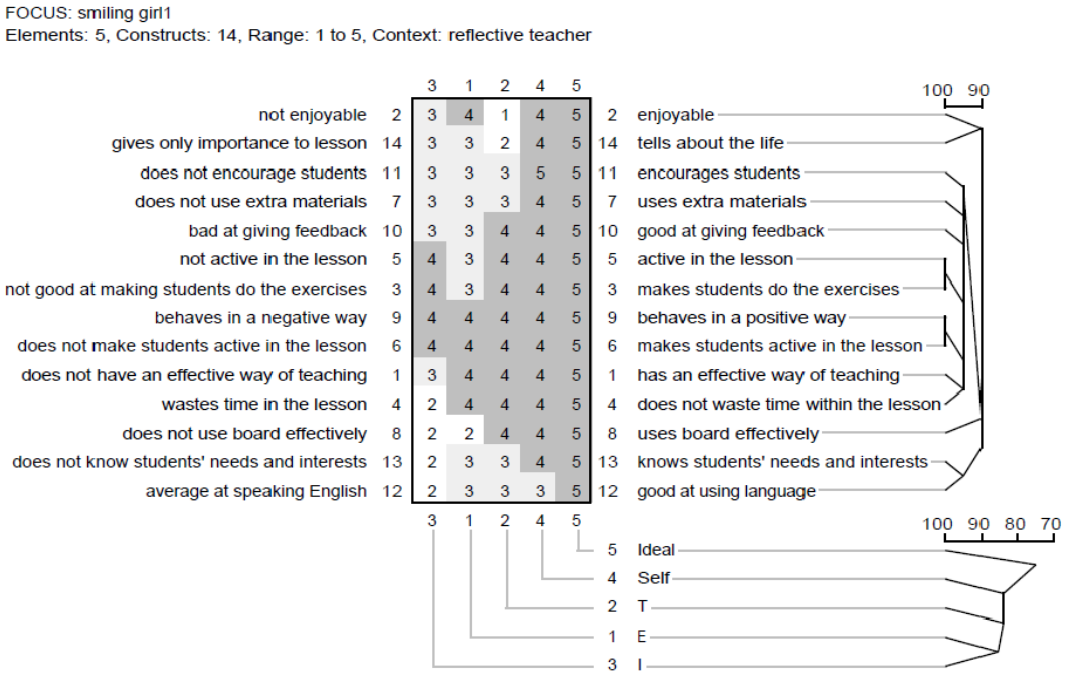

Figure 26. Smiling Girl's FOCUSed Grid at Time 1

The FOCUS analysis of Smiling Girl's grid produces one main construct cluster, one tight pair, one loose pair and one isolated construct, all linked to each other at 80% match level in a big cluster. The main construct cluster of Smiling Girl's grid data consists of two rather tight pairs, one tight pair, and three isolates. She highly associates "*active in the lesson*" and "*makes students do the exercises*" at 100% match level. This means that Smiling Girl believes that a teacher who is active in the lesson makes his/her students do the exercises. Both of these constructs are categorized under "*Teaching Behaviors & Roles*", namely related

to teaching behaviors and roles of a teacher. Smiling Girl seems to relate these two construct on the ground of revision part of the lesson since she explicates these two constructs by referring to the importance of revision in the lesson and collaboration between students and teachers during the time (see the excerpt below).

> While reviewing, teachers should prepare exercises and make students do them…Again in the revision part of the lesson, teachers should be as active as students, ideal teacher teach the lesson together with students, but other teachers make only students do the exercises. My effective and ideal teachers make students feel that they are learning together.

Further, in the main construct cluster, there appears one more rather tight pair at 100% match level; that is to say, "*behaves in a positive way*" and "*makes students active in the lesson*" are highly related to each other. Smiling girl seems to construe a direct link between behaving in a positive way and making students active in the lesson. Smiling girl believes that teachers should make all students active in the lesson rather than focusing on and/or caring about merely successful ones, and this lies behind behaving all students in a positive and understanding manner. At a lower level, "has an effective way of teaching" and "*does not waste time within the lesson*" which is also Smiling Girl's second high priority construct at Time 1, are associated tightly at 95% match level. There are three isolated constructs linked to the main construct cluster at 80% match level. These constructs are "*encourages students*", "*uses extra materials*", and "*good at giving feedback*". On the other hand, encouraging students and being good at giving feedback is among her most important constructs in the rank order. These three isolate constructs are interrelated within themselves which shows Smiling

Girl views them as features of reflective teaching and a reflective teacher. However, she cannot associate them with other characteristics yet.

At the top of the grid data, there is one pair formed by "*enjoyable*" and "*tells about life*" at 90% match level. Smiling girl seems to believe that the characteristics of a teacher has impact on how to teach the lesson since while being enjoyable is associated with "*Teacher's Characteristics"*, telling about life is related with "*Teaching Behaviors & Roles*".

> An ideal and effective teacher should talk about the life itself as well. Teaching is not only achieved through teaching English, but teachers should focus on education.

At the bottom of the grid, there appears one more pair. "*Knows students' needs and interests*" and "*good at using language*" form a pair at 95% match level. Smiling Girl matches these two constructs highly with each other in that she seems to believe that an ideal reflective teacher should use English in the classroom effectively, and also know his/her students needs and interests in order that s/he can help and guide them in the process of learning. Since these two constructs are linked to "*Professional Efficacy & Characteristics*" of a teacher, it can be interpreted as Smiling Girl believes that professional efficacy of a teacher in terms of using English effectively has direct link with knowing students' needs and interests in learning process. How good a teacher at using language affects his/her appealing students' needs and interests. Moreover, the isolated construct, "*uses board effectively*", is linked to the big cluster at 85% match level. The reason behind this construct's being isolated from other constructs may be due to its being construed recently in teacher education program since she explains the construct as follows by using some professional terms.

> I mean by using board effectively that teachers should divide the board; for instance, as positive and negative, as too and enough; in this way, students become aware of the differences. Students learn through their schemas in their mind, to differentiate these structures it is necessary to use board effectively.

The extract above presents that Smiling Girl believes that using board to help students schematize the subjects taught in the lesson is one of the important indicators of professional efficacy; however, she is not sure how to link this construct with others in her belief system. Within time, it is expected from Smiling Girl to associate this construct with others in her belief system in order to organize and construe consistent teacher beliefs. According to Kelly (1955) people construe events and knowledge based on their experiences; that is to say, people can revise, reconstrue, extend, and organize their belief system as they experience new events, and newly construed constructs are integrated into belief system in a hierarchical way based on the permeability of superordinate constructs (in Fransella, 2003). What is observed in Smiling Girl's grid data may be due to her adding the isolated construct recently based on the experiences she has had in teacher education program and trying to organize and place this construct within her belief system.

In the element set, it is seen one big cluster that all element links are somehow linked to each other. Within the big cluster, there is one loose pair and three isolates. Her effective teacher (E) and her ineffective teacher (I) form a loose pair at 86% match level. She views her effective and ineffective teachers share almost same characteristics about reflective teaching and a reflective teacher. Her ideal teacher (Ideal), as one of the isolated elements, is linked to the big cluster at around 60% match level. Self as a teacher (self) is more closely

linked to the big cluster at around 80% match level compared to her ideal teacher. Lastly, her typical teacher (T) is associated with other elements in the big cluster at around 80% match level.

Smiling girl places her ideal teacher at the very right of the grid data (from the least to the most); that is, she regards her ideal teacher as enjoyable, uses extra materials, active in the lesson, and et cetera. Further, she places herself as a teacher close to her ideal teacher, through the right of the grid data (from the least to most). As she places her effective teacher close to the left side of the grid data and close to her ineffective teacher, she seems to associate herself close to her ideal teacher, and she does not consider that her ideal and effective teachers share any characteristics. This shows that she does not have clear idea about the features of her effective and ideal teachers yet. Since she regards that her effective and her ineffective teachers share most of the characteristics of a reflective teacher such as "not enjoyable", "gives only importance to lesson", and "does not encourage students", it is thought provoking that whether she is aware of her effective and her ineffective teachers' features (see the excerpt below).

> During observations in School Experience, I thought that I have not observed my teachers effectively, I understood that. While I am observing now, I take notes.

III.2.5.2.The Content and Structure of Smiling Girl's Beliefs on Reflective Teaching and Reflective Teacher at Time 2 (at the end of the practicum period)

The FOCUS analysis of Smiling girl's Time 2 grid consists of fifteen constructs and five elements. Her FOCUSed grid shown in figure 27 demonstrates the construct and element trees drawn at 80% cut-off point.

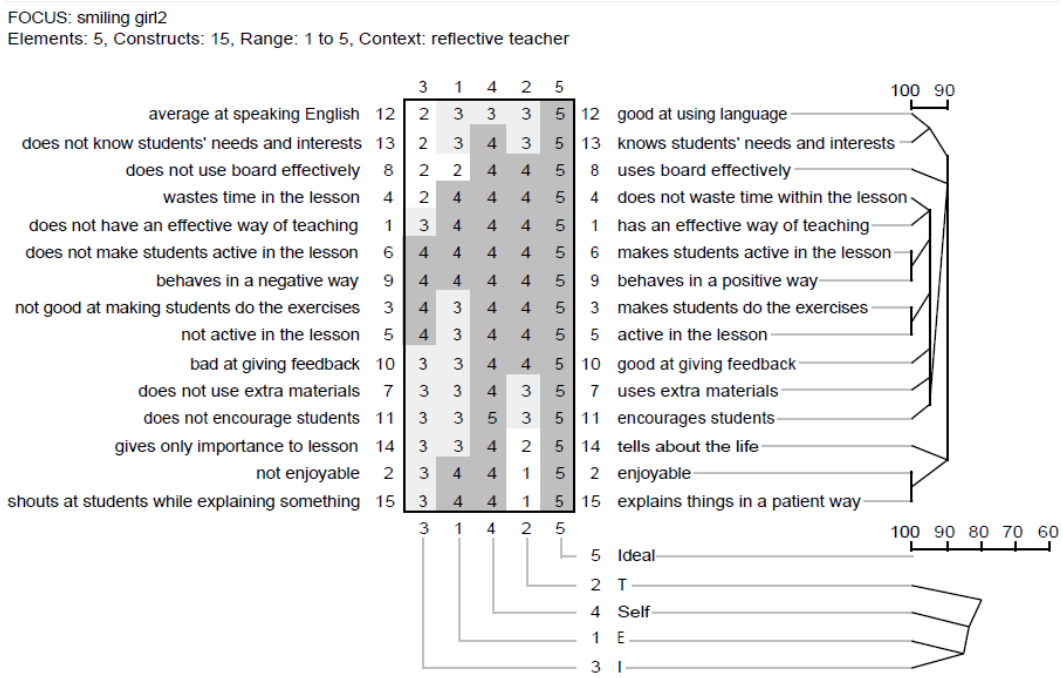

Figure 27. Smiling Girl's FOCUSed Grid at Time 2

The FOCUS analysis of Smiling Girl's grid data produces one big cluster which consists of one main construct cluster, two rather tight pairs, one subordinate construct linked to one of the tight pairs, and one isolated construct linked to the big cluster. All constructs' links of Smiling Girl's grid data is the same with Time 1 except the pair "*enjoyable*" and "*explains things in a patient way*" which form a rather tight pair at 100% match level. Further, the construct "*tells about the life*" subordinates this pair at 90% match level.

> Smiling to students is important although I believe that teachers should be disciplined. I also believe that teachers should explain things in a patient way with smiling rather than shouting or behaving badly to students.

This excerpt also shows that she links being enjoyable and explaining things in a patient way directly with reflective teacher, and regards that an enjoyable reflective teacher explains things in a patient way without discouraging students.

When Smiling Girl's constructs are examined, it is observed that at Time 1 most of her constructs are associated with "*Teaching Behaviors & Roles*"; that is, six of her constructs out of fourteen are associated with this category. Further, four of them are related with "*Professional Efficacy & Roles*", two of them are linked with "*Teacher-Student Relationship*" and one of them is associated with "*Management Skills*", and one of them is related with "*Teacher's Characteristics*". Further, the added construct at Time 2 is related with "*Teaching Behaviors & Roles*"; therefore, the dominance of this category lasts in Smiling Girl's grid data at Time 2

In the element links, it is observed that there is one isolated element, and a main element cluster consisting of one loose pair and two isolates linked to the main construct cluster. Like Time 1, her effective teacher (E) and ineffective teacher (I) form a pair at 85% match level. Further, herself as a teacher (Self) and her typical teacher (T) stay as isolated from other elements in the main element cluster. What is notable is that her ideal (Ideal) teacher is totally isolated from other elements at Time 2; that is, her ideal teacher has no links or shares any characteristics with other teachers. Similar to Time 1, she places her ideal teacher at the very right of the grid data (from the least to the most). Further, she places her

typical teacher close to her ideal teacher, towards the right of the grid data. Since she pairs her effective and ineffective teacher, she seems to believe that they have similar characteristics.

III.2.5.3. Content Changes Observed between Time 1 and Time 2

Changes in the content of Smiling Girl's two grids is small in that she has incorporated just one construct in her repertoire between Time 1 and Time 2. She has added "*explains things in a patient way*" in her belief system. The construct is related with "*Teaching Behaviors & Roles*". There may be many reasons behind adding this construct in her repertoire during time. When the construct is illustrated, reflective meetings, collaboration and discussions during meeting times may have expanded her repertoire since being patient towards students is highly emphasized during discussions among preservice teachers. Moreover, the importance of smiling and being enjoyable in order not to bore students in the lesson and in order to arouse their interests towards lesson is focused in meetings. She also explains this influence in the excerpt below.

> Although you become aware of something in observations or teaching practice, you evaluate the event according to yourself and your criteria, and generally you skip the problem. However, while discussing with our friends, you analyze the underlying reasons for the problem. What can we do to prevent the problem? How can we react? We have expanded our perspectives. While listening to our friends, sometimes we see ourselves, and sometimes we become aware of the reality.

What is interesting about Smiling Girl is her being insistently isolated preservice teacher from the group. It is also significant that she believes that reflective meetings and

discussions have helped her and somehow broadened her view of reflective teaching and a reflective teacher; however, she has no common construct with any other preservice teacher in Group 1 at 95% match level. This finding also supports how confused she is in terms of her beliefs on characteristics of a reflective teacher, similarly as she is confused about the characteristics of her effective and ineffective teachers.

III.2.5.4. The Exchange Analysis (Structural Change) of Smiling Girl's Time 1 and Time 2 Grids

The Exchange analysis of Smiling Girl's grids at Time 1 and Time 2 (see Figure 28) reveals no structural change in regard to his constructs and elements. The overall element and construct consensus is 100% over 80% match level.

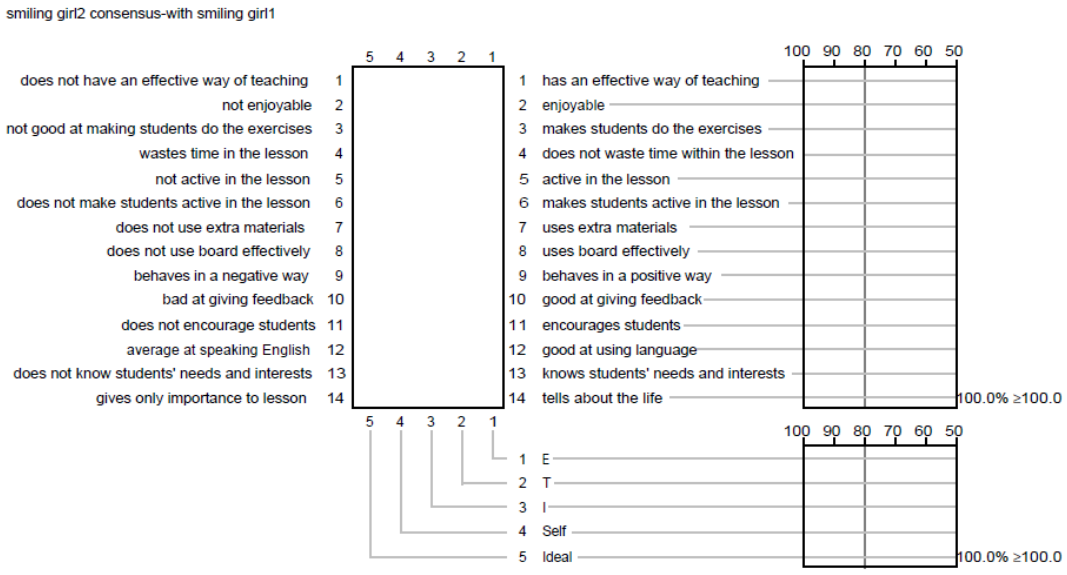

Figure 28. The Exchange Analysis of Smiling Girl's FOCUSed 1 and FOCUSed 2 Grids.

III.2.5.5. High Priority Constructs Change between Time 1 and Time 2

Constructs 11, 1, 6, 10, 13 have consistently been Smiling Girl's high priority constructs between Time 1 and Time 2. The change in the rank order has occurred as follows: the construct "*encourages students*" (11) which was the top high priority construct at Time 1 has been the second high priority construct, and the construct "*knows students' needs and interests*" (13) has been the top high priority construct at Time 2.

> I taught that encouraging students was more important than anything; however, now I think that knowing students' needs and interests should come first…without knowing students, you cannot encourage them to study. Moreover, without knowing them, you cannot teach the lesson effectively; therefore, it needs to be the first one.

Four of these high priority constructs (1, 6, 10, and 11) have been placed in the same main construct cluster at Time 1 and Time 2. The construct "*knows students' needs and interests*" also the top priority construct at Time 2 forms a pair with "*good at using language*" and is linked to the big cluster. Further, the constructs, 10 and 11, have been isolated constructs both at Time 1 and Time 2 which are linked to the main construct cluster.

CHAPTER IV: DISCUSSION OF THE FINDINGS

The findings of the study include an overall view of the nature and changes in the content and structure of twenty-eight preservice teachers' beliefs on the characteristics of a reflective teacher and reflective teaching, their high priority constructs related to the characteristics of a reflective teacher and reflective teaching, their construction of ideal and self as a reflective teacher, commonality of construing within groups, and lastly detailed analysis of the nature and changes in the content and structure of five preservice teachers' beliefs, now we will discuss the findings in relation to our research questions.

IV.1. What Is the Nature of the Structure of English Preservice Teachers' Reflective teacher and Reflective teaching Beliefs at the Beginning and at the End of the Practicum?

The results show that preservice teachers, in this study, produce overall three hundred and fifty-seven constructs at Time 1 and three hundred and sixty-seven constructs at Time 2. This means that each preservice teacher reveals 12.75 constructs for Time 1 and 13.10 constructs for Time 2 with an average number.

The repertory grid data analyzed through using FOCUS program enables to access the structure of each English Language preservice teacher's beliefs on the characteristics of reflective teaching and a reflective teacher both at the beginning and at the end of the study. Based on the in-depth analysis of the structure of each preservice teacher's beliefs (see also case study findings, chapter III.2) , it is found out that the nature of each belief is "highly idiosyncratic, complex in nature, hierarchically organized in structure, and potentially open to

change" (Pope 1985 cited in Sendan, 1995, p. 226). This result is also in line with what Kelly (1970) advocates in his personal construct theory. He proposes that each person develops a unique repertoire of constructs based on his/her experience of the world (cited in Roberts, 1998) and these idiosyncratic constructs are organized in a way to provide a person's unique construction of the world (cited in Munby, 1982). Further, it is pointed out that the nature of this structural construction is hierarchical (Fransella et al., 2004; Zuber-Skerritt, 1992). That is, each preservice teacher, in this study, has their own beliefs which are implicitly held on the characteristics of reflective and a reflective teacher based on their own experiences in a social world. These implicit and unique beliefs are structurally organized in a way that they compose a belief system. Further, parallel with the results of the Sendan's (1995) study on preservice teachers' beliefs, it is found out that the nature of the structure of each preservice teacher's beliefs is comprised of associations between constructs that can be clarified thematically.

The structural commonality of preservice teachers' beliefs also elucidates cues for the nature of the structure of English Language preservice teachers' beliefs. The results of the Sociogrid analysis of twelve preservice teachers' FOCUSed grids in Group 1 and twelve preservice teachers FOCUSed grids in Group 2 reveal significant socio-links within groups both at Time1 and Time 2. The nature of these links are both two-way and one-way, namely preservice teachers are either mutually affected from each other or individually affected from another preservice teacher within the group. This result strengthens with some of the pivotal corollaries of Kelly's theory. Commonality corollary suggests that two or more person can be similar in their construction of events; they can experience almost the same event and internalize and/or construe this event in the same way, but their implications may change. Furthermore, sociality corollary of Kelly promotes that since each person exists in a social

world, they may be affected from each other within the construction process of an event. That is to say, people are social beings who interact with each other and construe some events through interactions. What is noteworthy in this study is also that interaction and collaboration during practicum period which are enabled through reflective teaching meetings and/or teaching practice courses. Although the number of the socio-links at Time 2 does not show great change in the number, there happens a small increase which indicates the prominence of interaction and collaboration in structuring tacit beliefs. Knezevic and Sholl (1997) also support that collaboration enables preservice teachers to recognize and understand implicit beliefs since it helps them to explain themselves and their beliefs to others and find words for thoughts to make them explicit (cited in Roberts, 1998). However, Sendan (1995) finds in his study that there is a decrease in the socio-links of preservice teachers during practicum period. This contradiction between Sendan's (1995) study and the present study may be due to methodological differences. Sendan (1995) does not enable preservice teachers, in his study, any chance to discuss their problems, share their experiences, and offer solutions and negotiate on events during practicum time. He also points out that this decrease in the number of structural commonality between preservice teachers may be due to different experiences they have in teaching practice. However, in this present study, preservice teachers are provided with a specific time, reflective teaching meetings, in which they can share their experiences, problems and anxieties with other, and establish a collaborative environment. All in all, the findings based on FOCUSed grid analysis and Sociogrid analysis present that the nature of the structure of preservice teachers, in this study, is idiosyncratic, hierarchically organized, and socially processed and construed.

IV.2. What Is the Nature of the Content of English Preservice Teachers' Reflective teacher and Reflective teaching Beliefs at the Beginning and at the End of the Practicum?

The content of English Language preservice teachers includes five categories, teaching behaviors & roles, professional efficacy & characteristics, management skills, teacher's characteristics, teacher-student relationship (from the most frequently cited to the least frequently cited both Time 1 and Time 2). This finding indicates that preservice teachers produce more constructs related to teaching behaviors and professional efficacy and characteristics rather than to teacher-student relationship. In other words, preservice teachers are more concerned with behaviors and roles during teaching and how to achieve professional efficacy; therefore, they reveal more constructs associated with these categories. The nature of the content of preservice teachers' beliefs shows that preservice teachers give high priority and prominence to teaching behaviors and roles of a reflective teacher, and his/her professional efficacy and characteristics. Moreover, management skills of a reflective teacher, his/her characteristics and his/her relationship with students are regarded as notable characteristics of a reflective teacher and reflective teaching.

Studies conducted to examine preservice teachers beliefs find generally that classroom management and lesson management are the most frequently cited category in that most beliefs of preservice teachers, in these studies, are associated with management skills. For instance, proposing teaching as a highly complex activity in which many things happen at once in the classroom, Romano (2006) states that preservice teachers are more concerned with classroom management during their first experiences in teaching practice due to its being demanding for them. Further, Fajet et al. (2005) find in their study that the beliefs of

preservice teachers about the characteristics of good and poor teachers are gathered under mostly pedagogy and classroom management, on the other hand, the beliefs concerned with knowledge of the subject matter is the least mentioned construct category. Moreover, Sendan (1995) also presents that lesson management as being consistently the most frequent and highest priority during time in which preservice teachers spend in a teacher education program. When looked closer to the constructs produced by the preservice teachers in this study, like other studies above it is observed that "*has good classroom management*" is the most frequently cited construct both at Time 1 and Time 2 in this study. This means that preservice teachers are also more concerned with classroom management in particular; however, they uncover or verbalize more beliefs related with teaching and professionalism.

IV.3. Are there any conceptual changes in the structure of preservice teachers' reflective teaching and reflective teacher beliefs at the end of the practicum?

The data suggested that eleven out of three hundred and fifty-seven constructs at Time 1 undergone structural change (at 80% cut-off point). This means that 3.9% of preservice teachers overall constructs experience change in grids. As the number indicates, changes in the structure of preservice teachers' beliefs are relatively small. Although the findings of the present study seem to contradict with previous studies which find significant and notable changes in the structure of beliefs (Sendan, 1995; Yaman, 2004; Şimşek, 2007; Yaman, 2008), the small change suggests promising results for the change in the structure of preservice teachers' beliefs. Kelly proposes through his corollaries (Experience Corollary and Modulation Corollary) that each person extends or revises own constructs based on his/her experiences; however, this extension and revision of the prior constructs is bound to

permeability of this construct that forms the system. On the basis of personal construct theory, it can be noted that preservice teachers, in this study, do not experience great deal of change in the structural organization of their beliefs on the characteristics of reflective teaching and a reflective teacher; however, they step in the process of change. It may take time for preservice teachers to experience such significant changes in the organization of their belief system as Maththeoudakis (2007) attests belief change happens gradually; therefore, it needs time for preservice teachers to revise and modify their established beliefs.

When in-depth analysis of FOCUSed grids of each preservice teacher are investigated, it is observed there is a pattern of conceptual development in preservice teachers' beliefs. Sendan (1995) schematizes this process of change and development in the structure of beliefs as in Figure 29.

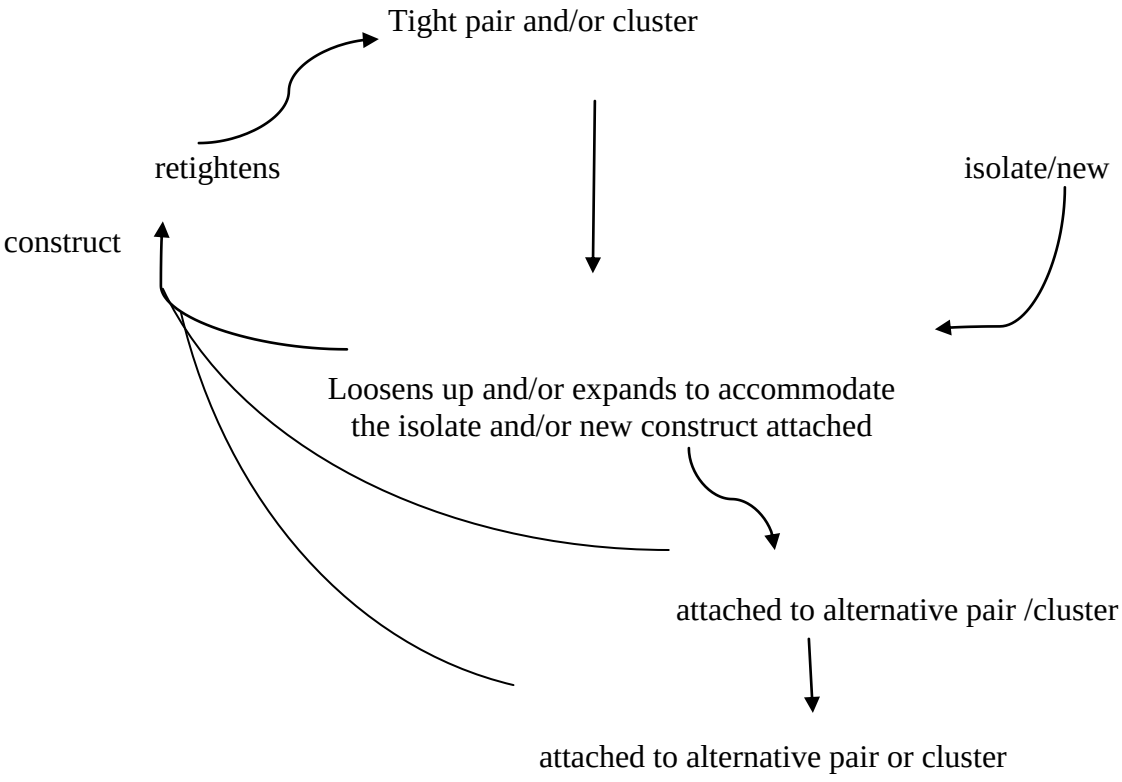

Figure 29. A Pattern of Conceptual Development in Preservice Teachers (Sendan, 1995, p. 210)

Bannister and Fransella (1980) also support that change and movement is the very essence of personal construct psychology, and cyclic process of change and development start with loosened construction, and terminate with tightened and validated construction (in Sendan, 1995). They clarify this loosening and tightening process of construction as

> When we construct loosely we are flexible, perceive subtle possibilities and probabilities, and tolerate ambiguities. Thus, a scientist or person-as- scientist, who always indulges in tight construing, may have a massive concrete output to their credit. But they will never be able to produce new ideas, since creative thinking can only result from loosening the connection between constructs and realigning them in an usual way. On the other hand, a person who thinks loosely all the time cannot be creative either, since they are unable to tighten up their ideas to the point where they come into clear focus and can be tested. It is by living through succeeding cycles of loosening and tightening that we develop ourselves and our understanding of the world around us (in Sendan, 1995, p. 211).

Furthermore, the constructs which have undergone structural change are mostly under the category of *"Teaching Behaviors and Roles"* (5 out of 11), and the category "*Professional Efficacy & Characteristics"* (2) comes next with *"Teachers' Characteristics"* (2). The categories *"Management Skills"* (1) and *"Teacher-Student Relationship"* (0) are the areas where almost no structural changes occur. This finding also supports that constructs that have high frequencies and priority for preservice teachers are more open to change, and the ones that have low frequency are not so much permeable for change. Namely, it is hard to alter or modify the structural organization of these constructs within preservice teachers' belief systems. This may be due to preservice teachers' being more prone to deconstruct and reconstruct the beliefs that play inhibitive role during teaching practice. They start to question,

analyze, and change their prior beliefs which are mostly related with teaching behaviors, teaching roles and professional efficacy and characteristics because they target to be effective in teaching in professional terms. Further, the reason behind the change in these beliefs may be due to their being newly construed through teacher education program; that is to say, the more recently the belief is construed, the more open it is for change. These changed beliefs may be not so well-established in the belief system as rooted beliefs which are being shaped over so many years.

IV.4. Are there any conceptual changes in the content of preservice teachers' reflective teaching and reflective teacher beliefs at the end of the practicum?

With regards to content changes in English Language preservice teachers' beliefs, it is found out that ten constructs are added to the repertoire of preservice teachers; additionally, six constructs have undergone change. These added and changed constructs are mostly associated with "*Teaching Behaviors & Roles*" and "*Professional Efficacy & Characteristics*" like in structural change of the preservice teachers' beliefs. There are almost no added or changed constructs under "*Management Skills*", "*Teacher's Characteristics*", and "*Teacher-Student Relationship*". When the constructs added *("approaches the problems in an understanding manner", "explains things in a patient way"*, "*takes the level and background of students into consideration", "improves students' intelligence with projects and portfolios"*) or increased in frequency *("has an effective way of teaching", "focuses on different language skills",* "*speaks target language in the classroom and makes students speak it", uses authentic materials"*) at Time 2 are illustrated, it is pointed out that preservice teachers are inclined to change or modify, or extend their repertoire of beliefs on the

characteristics of reflective teaching and a reflective teacher based on their experiences in teaching practice. Since teaching practice aids preservice teachers to test their knowledge and become aware of their beliefs (Matthedoukis, 2007), they start to challenge their prior beliefs based on their experiences and outcomes of their actions. They seem to be more concerned with teaching and professionalism in teaching practice; therefore, they focus on more about these beliefs as they need them in interpreting the classroom events. Contrary to what is proposed by many studies (Kosnik & Beck, 2000; Roberts, 1998), preservice teachers, in this study, do not revert to their prior beliefs due to hard times in real classrooms. The added and changed constructs present that they use their theoretical knowledge while verbalizing their beliefs (e.g. "*improves students' intelligence with projects and portfolios*", "*focuses on different language skills").* Kosnik and Beck (2000) propound that the influence of preservice teacher education is often quickly washed out in the trauma of trying to survive in the "real world" of teaching. The reason for not being in the fear of risk and loss during teaching practice may be due to the fact that preservice teachers, in this study, are provided with support and collaboration through reflective teaching meetings and reflective journals in practicum time. They are encouraged to adapt reflection and reflective practices in their practices, and share their experiences and problems in meetings; therefore, they are enabled to challenge their mostly tacit beliefs, and they are fostered to change and/or modify them with consciously held and better verbalized ones. Cheng et al. (2009) advocate that preservice teachers are in a transition stage of changing their beliefs in practicum time; hence, they may experience some confusion and disequilibrium when they are encouraged to reflect on their existing beliefs. In this sense, continuous support and opportunities for reflection during teaching practice comes into prominence for enabling change in beliefs.

Relatively small change in the content and structure of preservice teachers' beliefs affirms prior research suggesting very limited or no change in preservice teachers' beliefs (Fang, 1996; Kagan, 1992; Mattheoudakis, 2007; Pajares, 1992; Sendan, 1995). However, this small change offers promising result for altering or modifying preservice teachers' beliefs on the characteristics of reflective teaching and a reflective teacher through reflection and reflective practices such as reflective meetings and journal writing. Sendan (1995) offers that reflection linked to input and repertory grid can be used as activities to uncover past beliefs; and in this way, it paves the way for changing inhibitive and imitative beliefs. Further, many studies (Cooney et al., 1998; Freeman & Richards, 1996; Jones & Vesilind, 1996; Ng et al., 2009; Raymond; 1997; Richards, 1998; Richards & Lockhart, 1994; Roberts, 1998; Schön, 1987; Tillema, 2000) support the view that reflection and reflective teaching practices during teaching experience when preservice teachers are exposed to direct experience and start to internalize acting as a teacher lead the way for surfacing, analyzing, questioning and reconstructing, changing or expanding their repertoire of beliefs. Based on this view, it may be concluded that preservice teachers, in this study, present a pattern of process of deconstruction and reconstruction of their beliefs on the characteristics of reflective teaching and a reflective teacher with the help of practicum period, reflective teaching meetings, and journals despite the small number of changes.

> **Frank-Booth:** Teaching practice influenced me, after you have experienced this process, you perceive events differently.
>
> **Tuba Ulunç**: Meetings enabled us to gain different perspectives, we also gained some different perspectives even writing journals….I did not know what reflective teaching meant; however, I know it, and I

> know what to do. Although I do not think that I am so reflective, I try to see my strong and weak parts…And, when we come to meetings regularly, it was so effective. Because we went to teaching practice, but we did not observe events in a reflective way, we did not analyze the event as how it needed to be, meetings and journals helped us to gain this.

IV.5. Is There Any Consistency and Inconsistency between English Preservice Teachers' Construction of Self and Ideal Self as a Reflective Teacher?

A majority of preservice teachers construe self as a teacher similarly with their effective teachers and/or ideal teachers. Twelve out of twenty-eight preservice teachers associate themselves with their effective teachers, and nine out of twenty-eight relate self as a teacher with their ideal teachers. Further, seven of preservice teachers, out of overall participants of this study, construe themselves close to their typical teachers. No participant except one changes the construction of self as a teacher at Time 2. While Frank-Booth associates self as a teacher with his ineffective teacher with second highest link, he changes his construction of self at Time 2, and he reconstrues self as a teacher similarly with his effective teacher. Hereby, all preservice teachers, the participants of this study, construe self as a teacher with either their effective or ideal teachers with second highest link at Time 2.

Parallel to what is found in this study, Sendan (1995) also points out in his study that most of the preservice teachers, the participants in his study, associate themselves very highly with their effective and ideal teachers, and there are no notable changes in preservice teachers construction of self as a teacher at the end of the study. Further, Filiz (2008) finds out

in her study, which she investigates preservice teachers' attitudes towards reflective teaching, preservice teachers believe that there is no need for reflection and change in them and in their teaching. That is to say, preservice teachers find themselves very close to their effective teachers and ideal teachers, and they think that there is no need for professional and personal development. This overconfidence and being resistant to change in self as a teacher contradicts with Dewey's (1997) notion of reflective teaching in that he proposes that reflection is disciplined, conscious, explicit and critical thought which contributes to the personal and professional development of a person. A preservice teacher who starts to adapt reflective teaching view needs to be more conscious towards events, analyze his/her weak and strong points, and question his/her actions in order to act consistently with his/her beliefs. Williams and Burden (1997) suggest that we need to look inwards and outwards, develop awareness of others' viewpoints, look to our own beliefs, then need to construct a particular identity of a teacher we want to be. However, preservice teachers, in this study, seem to be influenced so much from their effective teachers, probably as their role models, in that they associate self as a teacher highly with their effective teachers, and believe no need for changing themselves. This finding is also consistent with Lortie's propose as "apprenticeship of observation". That is, preservice teachers are affected by their past teachers and regarded them as their role models in their teaching, so it becomes quite hard to change their perception towards them. What is noteworthy at this very point is preservice teachers has observed their past effective teachers to some extent in a limited way; therefore, they have no idea about private intentions of their effective teachers and their reflections on classroom events, which means they are not pressed to place their effective teachers' actions in a pedagogically oriented framework (Lortie 1975 cited in Borg, 2004). For instance, Serpil, in case study

group, insistently regards her past effective teacher as her ideal teacher. Her ideal (Ideal) teacher and her effective (E) teacher are linked to each other at 97% match level, and she regards herself (Self) as somehow close to her ideal and effective teacher in that self as a teacher subordinates ideal and effective teacher at around 75%. Further, Frank-Booth, whose father was also a teacher, models his father in his teaching and associates himself with his role model.

> **Frank-Booth:** My father was totally authoritative in his class. He was a good teacher, he was totally authority, but everybody loved him. Wherever he went, they came and kissed him. When I observed that students came and kissed him and loved him, I understood that authority is beneficial.

When preservice teachers' FOCUSed grid analysis at Time 1 and Time 2 are examined, it is observed that there are some discrepancies and consistencies between self as a teacher and ideal teacher. However, when all preservice teachers, in this study, are illustrated in terms of their construction of self and their ideal teachers, it is found out that preservice teachers' construction of self as teacher is highly consistent with their ideal self as a teacher in more general aspects. Consistencies between self and ideal self as a teacher focus on generally "*Teacher-Student Relationship*" and "*Teacher's Characteristics*"; however, the discrepancies in the construction of self and ideal self as a teacher emerge in "*Teaching Behaviors & Roles*", "*Professional Efficacy & Characteristics*", and "*Management Skills*". Although the number of discrepancies in these stated categories is not so significant, it is worthy of notice that these categories are among the most frequently cited categories both at Time 1 and Time 2; moreover, the constructs under these categories are the ones which have undergone change in

both the content and structure at time 2. Therefore, it may be concluded that preservice teachers are in the process of construing self as a teacher, and they are inclined to construe themselves close to their ideal self as a teacher based on their experiences in teaching practice.

IV. 6. How do Preservice Teachers Reflect on Their Tacit Beliefs in Action?

Reflection has been regarded as an avant garde in educational contexts and specifically in teacher education programs since it enables preservice teachers to surface, examine and change or modify their tacit beliefs which may play an inhibitive role in acquiring the knowledge offered in teacher education programs. Pajares (1992) focuses on the importance of investigating these implicit beliefs which act as filters in acquisition and interpretation of knowledge and subsequent teaching behavior; therefore, many studies offer preservice teachers need to be fostered to challenge, analyze, and change or reconstruct their tacit beliefs through adapting reflection and reflective practices in their teaching (Kagan, 1992; Pajares, 1992; Roberts, 1998; Sendan, 1995). Further, reflection on practices provides preservice teachers to bridge the gap between theory and practice. That is, teaching is a highly complex and high skilled profession (Pollard, 1997, 2002, 2005) which needs to combine theoretical and practical knowledge, and a reflective teacher who adapts reflection and reflective practices in his/her teaching can link his/her theoretical knowledge, specific knowledge of the subject matter, knowledge on teaching in general and his/her practical knowledge and experiences in teaching (Kelsay, 1992; Schön, 1987). Considering the prominence of reflection, preservice teachers, in this study, are encouraged to reflect on their beliefs and practices through repertory grid, reflective journals, and reflective teaching meetings.

Firstly, repertory grid is regarded as a tool for reflection (Kane et al., 2004; Roberts, 1998; Sendan, 1995); thus, preservice teachers are both encouraged to write down their beliefs about "*the characteristics of a reflective teacher and reflective teaching*" and verbalize them in order to negotiate on meaning of the constructs they note down through semi-structured interviews. The findings demonstrate that preservice teachers become more aware of their tacit beliefs at Time 2 since they are fostered to make their implicit beliefs explicit and start to think over them.

> **Aytün**: I changed my high priority construct as having good classroom management…since effective classroom management is the most important issue since if you cannot control the classroom, you cannot do something…
>
> **Dodoo**: I am not sure what I thought at that time about teaching strategies. The thing that I try to explain is approaches that we learned in the course. It is only wording that I want to change. (Dodoo).

Similarly, Yaman (2008) concertizes in her study that repertory grid promotes reflective process and self-awareness of the participants, besides it activates change and development.

Secondly, reflective journal writing enables preservice teachers to consider the events happening around them in the class, and start to observe the events and their own practices more analytically. At the beginnings of the study and journal writing, they generally experience difficulty in writing any event and analyzing them; therefore, their reflection on the events can be considered as superficial (see some examples from journals of preservice teachers).

> **Aslı**: I read the exam paper. I gave marks…. I gave marks according to the answer key….I was sometimes undecisive because the students gave the answers little. I was undecisive about how I will give marks… (2nd week of)
>
> **Aslı**: This was the first presentation which I prepared in advance. I was in real situation. I was infront of the real students. I had a good classroom management. I gave good and short instructions for the students to understand. I prepared colorful materials and these attracted the students. I had problem about timing" (7th week).

When Aslı's case is illustrated, it is clearly observed that she improves her way of explaining events and reflecting on her own practices by stating her weak and strong acts. Even, the preservice teacher is more careful in terms of grammatical and structural accuracy at Time 2. Most of the preservice teachers, in this study, experience the same path in reflecting on their practices. Their writings are superficial and short at the beginnings of the study; however, they start to reflect more on their practices through the ends of the study. Supporting this finding, Kirazlar (2007) propounds that writing journals enable to observe and take the first step in reflecting on and about practice.

Furthermore, Filiz (2008) suggests that preservice teachers can achieve the highest level of reflection if they are fostered through writing. As in this study, Lee (2005) investigates preservice teachers' reflective practices through journal writing during practicum, and finds that the content of reflection gets deeper from school experience time to teaching practice, namely in time. In another study, Lee (2007) examines how journals can be used to encourage reflection among preservice teachers, and finds out that all preservice teachers are

engaged in reflective thinking through journal writing as journal writing helps them to apply their own experiences and evaluate them. However, some studies contradict with the findings of this study in that they advocate that preservice teachers cannot reflect on their practices analytically and critically. For instance, Davis (2006) illustrates reflective journals of twenty-five preservice teachers, and points out that preservice teachers, in his study, cannot go beyond technical and practical reflection; that is to say, they cannot reflect on their practices critically. Additionally, Liou (2001) studies with preservice teachers and expects them to write observation reports and teaching reports during six-week school experience time in which preservice teachers only observe class teachers. The results show that preservice teachers write only about technical aspects of teaching and there is no development in terms of reflection. Nevertheless, it is offered that that reflective training and group meetings may be integrated into teaching practice in order to active reflectivity in teacher education programs, which reinforce the developmental nature of reflectivity of preservice teachers, in this study.

Reflective teaching meetings aid and support preservice teachers during practicum time since they provide preservice teachers to learn reflective practice and engage in a group where teaching and its inherent complexities may be examined. In other words, reflective teaching meetings, like reflective journals, help preservice teachers to reflect on their tacit beliefs and their own teaching practices. Zeichner (1994) cites that the use of dialogue within the meetings brings multiple perspectives and hidden points of view into the conversation, which is regarded as central features of the reflective process (in Jay & Johnson, 2001). Preservice teachers, in this study, express their beliefs about teaching, the attitudes towards students, materials, classroom management, interaction with students, parents, other members

of the school and et cetera. Meetings are in the form of discussion in which preservice teachers start to talk about a surprising or problematic event, go on with explaining their actions towards the event, discussing the event, and surfacing their beliefs on this event either consciously or unconsciously. For example, one of the preservice teachers, Dodoo, explicitly reflects his belief "*has good classroom management*" on discussions during meetings in that he insistently justifies the importance of being authoritative in the class. Moreover, what is noteworthy during meetings is preservice teachers generally come up with classroom management problem and discuss much about this issue. Almost all preservice teachers cite that they believe the importance of having good classroom management in the classroom. This finding also presents that preservice teachers become aware of their beliefs since the construct "*has good classroom management*" is the most frequently cited construct both at Time 1 and at Time 2. Further, throughout meetings, preservice teachers focus on the prominence of using authentic and extra materials for teaching more effectively. The constructs, "*uses authentic materials*" and "*uses extra materials*" , are among frequently cited constructs both at Time 1 and Time 2. They share their experiences about how to use extra and authentic materials in the class and students' reactions towards these materials. However, the conflict between preservice teachers' beliefs and their actions/statements is also detected with the help of reflective meetings. Preservice teachers state that they believe the importance of interaction with students and establishing a mutual understanding for effective teaching environment; however, "*Teacher-Student Relationship*" is the least frequently cited construct category, almost no construct under this category is cited as high priority construct. This may be due to preservice teachers' being so concerned with their teaching and professional sides, and challenging their beliefs related with these categories.

To sum up, preservice teachers, in this study, start to become aware of their tacit beliefs, reflect on them, and challenge them through repertory grid, reflective journals, and reflective meetings. The reflectivity of these preservice teachers cannot be pointed out at the top level, reaching the ultimate level of reflection; however, the findings suggest the developmental nature of preservice teachers' reflectivity on their actions and beliefs. Parallel with what is found in this study; Sendan (1995) asserts that preservice teachers are capable of reflecting on their tacit beliefs and experiences when opportunity and supporting environment are enabled to them.

CONCLUSION

Teaching is a complex and high-skilled profession that preservice teachers find it hard to cope with teaching situations when they face with real classrooms. Hence, the influence of teacher education programs is easily washed out in the search of trying to survive in real classrooms (Kosnik & Beck, 2000). That is, preservice teachers tend to revert their default models, namely to the teaching as they are taught by their past teachers (Borg, 2004; Fajet et al., 2005), since they have shaped their teaching beliefs based on their observations of these past teachers. At this very point, it becomes prominent to change preservice teachers' implicit beliefs which may play inhibitive role in teaching effectively. Tillema (2000) cites that belief change is one of the important aims of teacher education programs than knowledge transmission, and what needed in teaching practice to help preservice teachers in order to change and modify their beliefs is to foster them to reflect on their experiences. Hereby, they become better and effective teachers. Therefore, reflective teaching is viewed as an effective vehicle for enhancing the development of effective teachers in teacher education programs (Dolapçıoğlu, 2007). If teachers are more reflective, they are better teachers since they reflect and examine their values, they are wholehearted, responsible in their concern for their students, they are tuned into and have questioned implicit beliefs that guide their teaching, and then they become better teachers (Zeichner& Liston, 1996). On the basis of these discussions above, it becomes important for a teacher education program to bring reflective teachers who adapt reflective teaching in their practices.

Within social constructivist perspective, it is proposed that preservice teachers test their beliefs against new information and personal experiences in classrooms through their

experience, and thereby they elaborate, restructure, and clarify their beliefs with the help of social environment which contradicts and validates the way of construing the beliefs (Roberts, 1998) when they are encouraged to adapt reflection and reflective practices in their way of teaching. In this study, it is explored the nature of and changes in preservice teachers' beliefs on the characteristics of reflective teaching and a reflective teacher in time. Personal Construct Psychology and its methodological implication, Repertory Grid Method, is used in order to elicit preservice teachers' beliefs of reflective teaching and a reflective teacher both at the beginning of the study and at the end of the study, and track any changes in these beliefs. Moreover, it is investigated any discrepancy and consistency between preservice teachers' construction of self as a teacher and their ideal self as a teacher. Lastly, it is illustrated to what extent preservice teachers reflect on their tacit beliefs through repertory grid, reflective journals, and reflective meetings.

Our repertory grid data suggests that the structure of preservice teachers' beliefs is idiosyncratic, complex, hierarchically structured, and socially processed in nature. Further, the content of preservice teachers' beliefs reveals that preservice teachers are highly concerned with teaching behaviors and roles, and professional efficacy and characteristics. The changes in the content and structure of preservice teachers' beliefs are compatible in that most of the changes occur in teaching behaviors and roles, and professional efficacy and characteristics, which are also frequently cited categories both at Time 1 and Time 2. Although the number of changes both in the content and structure of beliefs is limited, it suggests promising results since it shows that preservice teachers are somehow open to change, and they can challenge and reconstruct most of their tacit beliefs if they are given continuous support in the long run. Therefore, it can be concluded that preservice teachers, in this study, are in the process of

deconstruction and reconstruction of their prior beliefs since their implicit beliefs are challenged in the time of teaching practice, which enables preservice teachers the chance of direct experience of teaching, through observations, own experiences, repertory grid, reflective journals, and reflective meetings. In addition, the results related with preservice teachers' construction of self as a teacher reveal that most of the preservice teachers believe that they share similar characteristics with their effective and ideal teachers both at Time 1 and Time 2. Further, there is almost no change in their construction of self. This finding is interpreted as twofold: preservice teachers are influenced great deal from their past effective teachers and associate themselves close to their effective teachers, and preservice teachers think highly of themselves so ideal and effective even at the beginning of the study in that they need no change in their construction of self.

Content analysis of reflective journals, reflective meetings and semi-structured interviews support that preservice teachers are in a developmental process in terms of reflecting on tacit beliefs and their actions. They become more aware of their implicit beliefs about the characteristics of reflective teaching and a reflective teacher, and verbalize these beliefs better in time. Although the reflectivity of preservice teachers on these tacit beliefs and their actions is somehow limited, it paves the way for preservice teachers to model, practice, verbalize, and share, discuss, and challenge their beliefs and their actions. Orland-Barak's and Yinon's (2007) study on preservice teachers' reflection sheds light on the potential of preservice teachers to reflect on their actions, articulate their concerns, and integrate theory and practice on the condition that they are given appropriate situations and chances.

Limitations of the Study

This present study is limited to English Language preservice teachers in Mersin University. The participants of the study, twenty-eight preservice teachers, are willing to participate in the study; however, as this study is designed as an action research which targets to improve and restructure practicum period in teacher education programs in order to bring more reflective teachers, the number of participants is limited to small number. The ones who do not want to take part in the study could be organized as control group of the study; in this way, the study could be designed in the form of experimental and control group in order to examine more clearly the impact of reflective meetings and journal writing on tacit beliefs of preservice teachers. Further, the use of group elicitation for eliciting preservice teachers' constructs on repertory grid at Time 1 is regarded as one of the limitations of the study since individual elicitation enables the opportunity to discuss the initial patterns individually.

Implications

Using repertory grid as a tool provides preservice teachers with the chance of surfacing and verbalizing their implicitly held beliefs. Further, it enables the researcher to elicit preservice teachers' tacit beliefs that may play impediment role in accommodating or assimilating new knowledge, experiences, and construing new beliefs about teaching, learning, school, and et cetera. Repertory grid also paves the way for gaining insight to and monitoring the changes in preservice teachers' beliefs with relatively less imposition. Therefore, it is inferred from the benefits of using repertory grid as a tool to elicit preservice teachers' beliefs and track the changes both in the content and structure of these beliefs that repertory grid can be used in teacher education programs in order to aid preservice teachers to become aware of

their implicit beliefs and reflect on them. Thus, assuming that beliefs act as guides in classroom teaching, they can be conscious about their guides in teaching beforehand. They may change or reconstruct their established beliefs that cause some conflicts with their actions.

Reflective meetings and reflective journals also provide preservice teachers with the chance of sharing their teaching experiences, their problems in the classroom, and their beliefs about reflective teaching and a reflective teacher. Preservice teachers discuss some events and offer solutions in a collaborative environment.

> **Tuğba Karayiğit**: Reflective meetings were very good. It needs to be organized more frequently. The questions you asked were fine, our practicum meetings were not like that. I expressed my view as much as I can. It was an effective environment for more.
>
> **Burhan**. These meetings were so beneficial in terms of developing our views. For instance, when I experienced a problem in the class, I was coming here and talked about that event. My friends were suggesting some solutions and I was trying them in the class. They worked.

Hence, practicum period, within the time of School Experience course and Teaching Practice course, needs to be supported with reflective meetings, where preservice teachers collaborate with each other, share their experiences, reflect on their beliefs and actions and negotiate on meanings, and journal writing, and which preservice teachers are fostered to think over their own experiences, reflect on their actions, and become aware of their weak and strong sides, and in this way become open to develop themselves both personally and professionally.

Teacher education programs are regarded as inadequate in surfacing, examining and changing tacit beliefs of preservice teachers; however, the findings of the present study with an action research methodology offer promising results for deconstructing and reconstructing well-established beliefs of preservice teachers on the characteristics of reflective teaching and a reflective teacher. Repertory grid as an elicitation of these beliefs and monitoring any changes in them, and reflective meetings and reflective journals as the way of reflecting on practices and beliefs lead the way for these results. The curriculum of teacher education programs need to be redesigned to give preservice teachers the chance of practicing reflection and reflective teaching continuously. Dolapçıoğlu (2007) points that school experience and teaching practice courses help preservice teachers to experience teaching, and better teachers are brought through fostering preservice teachers to use reflective practices; nevertheless, it is proved that preservice teachers have almost no chance to reflect on their practices and beliefs.

Further Research

Firstly, the exact sources of preservice teachers' implicit beliefs may be questioned as soon as they enter teacher education programs, and a longitudinal study throughout teacher education program can be designed to challenge these beliefs. Further, since preservice teachers are seen as involved in the process of challenging and changing their tacit beliefs and practices, studies that will monitor the changes in initial years of teaching as teachers may shed explicit light on how to bring more reflective teachers who evaluates their teaching, surface their implicit beliefs, alter or modify them in accordance with the curriculum demands, and reflect on their practices in order to both bridge the gap between practices and

theories and change incompatible ones. Preservice teachers can be involved in action research projects actively during especially teaching practice; they can be directed to detect their weak points, and try to strengthen them in an investigative way; they can be also fostered to reflect on their practices in these action research projects.

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LIST OF APPENDICES

APENDIX A: The Curriculum of ELT Department

I.YARIYIL

		DERSİN ADI	Ects	T	U	K
İDE 101	A	Bağlamsal Dilbilgisi I Contextual Grammar I	6	3	0	3
İDE 103	A	İleri Okuma ve Yazma I Advanced Reading and Writing I	6	3	0	3
İDE 105	A	Dinleme ve Sesletim I Listening and Pronunciation I	6	3	0	3
İDE 107	A	Sözlü İletişim Becerileri I Oral Communication Skills I	6	3	0	3
EBD 161	MB	Eğitim Bilimine Giriş Introduction to Educational Science	2	3	0	3
TRK 101	GK	Türkçe I: Yazılı Anlatım Turkish I: Writing	1	2	0	2
İDE 109	GK	Bilgisayar I Computer I	2	2	2	3
EBD 143	GK	Etkili İletişim Effective Communication	1	3	0	3
TOPLAM			30	22	2	23

II. YARIYIL

		DERSİN ADI	Ects	T	U	K
İDE 102	A	Bağlamsal Dilbilgisi II Contextual Grammar II	6	3	0	3
İDE 104	A	İleri Okuma ve Yazma II Advanced Reading and Writing II	6	3	0	3
İDE 106	A	Dinleme ve Sesletim II Listening and Pronunciation II	6	3	0	3
İDE 108	A	Sözlü İletişim Becerileri II Oral Communication Skills II	6	3	0	3
İDE 110	A	Sözcük Bilgisi Lexical Competence	2	3	0	3
EBD 142	MB	Eğitim Psikolojisi Educational Psychology	1	3	0	3
İDE 112	GK	Bilgisayar II Computer II	2	2	2	3
TRK 102	GK	Türkçe II: Sözlü Anlatım Turkish II: Speaking	1	2	0	2
TOPLAM			30	22	2	23

III.YARIYIL

		DERSİN ADI	Ects	T	U	K	
İDE 201	A	İngiliz Edebiyatı I English Literature I	6	3	0	3	
İDE 203	A	Dilbilim I Linguistics I	6	3	0	3	
İDE 205	A	İngilizce Öğretiminde Yaklaşımlar I Approaches to ELT	6	3	0	3	
İDE 207	A	İngilizce-Türkçe Çeviri English-Turkish Translation	2	3	0	3	
İDE 209	A	Anlatım Becerileri Oral Expression and Public Speaking	6	3	0	3	
EBD 221	MB	Öğretim İlke ve Yöntemleri Teac. Princ. & Meth.	2	3	0	3	
EBD 231	GK	Türk Eğitim Tarihi History of Turkish Educational System	2	2	0	2	
TOPLAM			30	20	0	20	

IV.YARIYIL

		DERSİN ADI	Ects	T	U	K	
İDE 202	A	İngiliz Edebiyatı II English Literature II	6	3	0	3	
İDE 204	A	Dilbilimi II Linguistics II	6	3	0	3	
İDE 206	A	İngilizce Öğret. Yaklaşımlar II Approaches to ELT II	6	3	0	3	
İDE 208	A	Türkçe-İngilizce Çeviri Turkish-English Translation	2	3	0	3	
İDE 210	A	Dil Edinimi Language Acquisition	6	3	0	3	
İDE 212	GK	Drama Drama	2	2	2	3	
EBD 222	MB	Öğretim Teknolojileri ve Materyal Tasarımı Teach. Techonology & Material Dev.	2	2	2	3	
TOPLAM			30	19	4	21	

V.YARIYIL

		DERSİN ADI	Ects	T	U	K
İDE 301	A	Çocuklara Yab.Dil Öğretimi I Teaching English to Young Learners I	5	2	2	3
İDE 303	MB	Özel Öğretim Yöntemleri I ELT Methodology I	5	2	2	3
İDE 305	A	Dil Becerilerinin Öğretimi I Teaching Language Skills I	5	2	2	3
İDE 307	A	Edebiyat ve Dil Öğretimi I Literature and Language Teaching I	5	3	0	3
İDE 311 İDE 313	A	Seçmeli I İstatistik / Statistics Akademik Yazma Academic Writing	4	2	0	2
İDE 309	A	Dilbilim ve Dil Öğretimi Linguistics and Language Teaching	4	2	0	2
EBD 331	MB	Sınıf Yönetimi Classroom Management	2	2	0	2
TOPLAM			30	15	6	18

VI.YARIYIL

		DERSİN ADI	Ects	T	U	K
İDE 302	A	Çocuklara Yab. Dil Öğretimi II Foreign Lang. Teaching to Young Learners II	5	2	2	3
İDE 304	A	Özel Öğretim Yöntemleri II Teaching Methods II	5	2	2	3
İDE 306	A	Dil Becerilerinin Öğretimi II Teaching Language Skills II	5	2	2	3
İDE 308	A	Edebiyat ve Dil Öğretimi II Literature and Lang. Teaching II	5	3	0	3
İDE 310	A	Bilgisayar Destekli Yabancı Dil Eğitimi* Computer Assisted Language Education	5	2	0	2
EBD 312	MB	Ölçme ve Değerlendirme Measurement and Evaluation	3	3	0	3
İDE 312	GK	Topluma Hizmet Uygulamaları Community Service	2	1	2	2
TOPLAM			30	15	8	19

VII. YARIYIL

DERSİN ADI	Ects	T	U	K				DERSİN ADI	Ects	T	U	K	
Yab.Dil.Öğr.Mat İnc. ve Glşt* Language Teaching Materials Adapt. & Dev.	6	3	0	3		İDE 402	A	Yab. Dil. Öğr. Ölç. Ve Değ. Measurement and Evaluation in Foreign Language Teaching	6	3	0	3	
SEÇMELİ II Dil Öğretiminde Yeni Eğilimler Curr. Issues in ELT Kısa Öykü Short Story	6	2	0	2		İDE 404	MB	Öğretmenlik Uygulaması Practicum	8	2	6	5	
Okul Deneyimi School Experience	5	1	4	3		İDE 406	A	SEÇMELİ III Yetişkinlerle Dil Eğitimi Language Education with Adults	6	2	0	2	
Akademik Okuma ve Yazma Academic Reading and Writing	6	2	0	2		EBD 432	MB	Türk Eğitim Sistemi ve Okul Yönetimi Turkish Ed. Sys. & School Mangmnt	3	2	0	2	
Rehberlik Guidance	2	3	0	3		EBD 422	MB	Karşılaştırmalı Eğitim Comparative Education	6	2	0	2	
Özel Eğitim	2	2	0	2		AİİT 402	GK	Atatürk İlk. ve İnkılap Tarihi II Principles of Atatürk II	1	2	0	2	
Atatürk İlk. ve İnkilap Tarihi I Principles of Atatürk	1	2	0	2									
Bilimsel Araştırma Yöntemleri Scientific Research Methods	2	2	0	2									
TOPLAM	30	17	4	19		TOPLAM			30	13	6	16	

VIII. YARIYIL

APPENDIX B: Reflective Meeting Topics

REFLECTIVE TEACHING PROGRAM

DEFINITION

Reflective teaching program is designed to aid preservice ELT teachers in explicating their beliefs about teaching, examining and analyzing them, and reconstructing the beliefs based on their experiences. To achieve this aim, preservice ELT teachers will be followed through their practicum period in which they experience teaching and in which they have chance to question their prior beliefs and reconstruct them. Therefore, from the beginning, reflective teaching program enables preservice ELT teachers with reflective journal writing in order that they are encouraged to think on their experiences, question them, and examine strong and weak points. In the process, they are also fostered to discuss their reflective journals at biweekly meetings to provide a collaborative environment and shared community. They take the chance to initiate their own action in the class. Action research cycle is started and they step on constructing and reconstructing their beliefs.

WEEKLY PLAN

	Aim(s)	**Tool(s)**
1	To take responsibility for own professional development (Zeichner & Liston, 1996 cited in Tatış & Yavuz, 2010)	Reflective teaching program Reflective journal Action Research Group discussions
2	To be aware of questions, assumptions, and values, constructs, that are brought into teaching practice (Zeichner & Liston, 1996 cited in Tatış & Yavuz, 2010) To make implicit beliefs explicit; confront with inadequacy or inconsistency of those beliefs (Posner et al., 1982 in Kagan, 1992)	Repertory grid elicitation Group discussion- Meeting
3	To investigate own teaching situation (Gierlienger, 2004)	Observation Reflective Journal Reflective Teacher Scale (Kayapınar & Erkuş, 2009)
4	To enable flexibility to use instructional contexts, learner groups, curricula, resources, and materials, amount and type of teacher preparation (Florez, 2001 cited in Tatış, 2010)	Reflective journal Lesson plans
5	To reflect on the origins and consequences of actions (Zeichner & Liston, 1987 cited in Richards, 1998)	Reflective journal Meeting
6	To be able to structure situations and problems and use a	Reflective journal

	questioning approach when evaluating experiences, and to be clear about what to learn, describe and analyze experiences and interaction well (Korthagen & Wubbels ,1995 cited in Griffiths, 2000). Bartlett (1990) describes five process of reflective teaching and sees each phase as focusing on the following questions: 1. Mapping /what do I do as teacher? 2. Informing/ what is the meaning of my teaching? What did I intend? 3. Contesting/ how did I come to be this way? 4. Appraisal/ How might I teach differently? 5. Acting/ what and how shall I now teach	Group discussion Action research
7	To monitor, evaluate, and review own practices constantly (Pollard, 2005 cited in Tatış & Yavuz, 2010). Cyclical Process of reflective teaching: reflect-plan-evaluate-make provision-act-collect data-analyze data-evaluate data	Reflective journal Action research
8	To react and respond while teaching, assessing, revising, and implementing the activities (Florez, 2001 cited in Tatış, 2010); methods and materials (Dolapçıoğlu, 2002)	Group discussions
9	To recognize needs, weaknesses and strengths by the help of reflective thinking in order to create an effective classroom environment (Glesne, 2001 cited in Tatış, 2010)	Reflective journal Meeting
10	To frame problem, identify alternative solutions, and choose from options according to the outcome we want and situation at hand (Dewey cited in Roberts , 1998). To Examine, frame, and attempt to solve the dilemmas of classroom practice, (Zeichner & Liston, 1996 cited in Tatış & Yavuz, 2010)	Reflective journal Action research Case study -examples
11	To develop strategies to change current situations, to monitor the effects of these strategies" Oruç, 2000 cited in Özmen, 2007).	Action research Group discussions
12	To evaluate own teaching from various perspectives in the light of reflective teaching (Planning, teaching process, classroom management, communication, evaluation and etc.)	Reflective journal Questionnaire(s) (Alp, 2007; Dolağçıoğlu, 2007; Filiz, 2008)

APPENDIX C: Reflective Journal

REFLECTIVE JOURNAL **Date:**

Name:
Surname:
Week:

a. Describe/analyze any important event happened at the school this week	
b. Provide an evaluation/critique for the event	
c. Offer some hints/solutions for how to act in this event for the future	
d. Mention about your strength(s)	
e. Write about your limitation(s)/weakness(s)	

APPENDIX D: An Example of Preservice Teachers' Reflective Journals

REFLECTIVE JOURNAL

Date: 25.03.11

Name: Gülşin
Surname: Kıvanalı
Week: 3rd

a. Describe/analyze any important event happened at the school this week	A naughty student disturbs his classmates by throwing scissor. He also hinders us to take students attention to the lesson.
b. Provide an evaluation/critique for the event	I warn him and take the scissors from him, the I want him to sit another place in the classroom. He gets upset and doesn't talk to anyone. I talk him specially. He says "I don't like English". I try to speak English with him He gives some answers and likes to talk about the lesson
c. Offer some hints/solutions for how to act in this event for the future	If you shout a student, you can easily lose this student, but if you give special interest, you can gain this student.
d. Mention about your strength(s)	I'm not a bad-tempered person. I always try to be positive so this characteristic features can help me in my profession.
e. Write about your limitation(s)/weakness(s)	If you have lots of students, you can't have a chance to talk them specially.

APPENDIX E: Semi-Structured Interview Questions

1. Yazmış olduğun özelliklerden bahsetmek ister misin?

Would you like to mention about the characteristics you have written down?

2. Bu programda ki son yılından (4. Sınıftan) bahseder misin?

Can you talk about your last year (4^{th} grade) in this program?

3. Öğretmenlik yapmak senin için ne ifade etti?

What do you think about teaching?

4. Staj süreci ile ilgili konuşmak ister misin?

Would you like to talk about practicum period?

5. Teoride öğrenmiş olduğun bilgilerin pratikte uygulanması ile ilgili neler düşünüyorsun?

What do you think about the applicability of theoretical knowledge into practice?

6. Kendini ne noktada görüyorsun?

How do you evaluate yourself?

7. Eğer bir değişim varsa bu değişimin neden kaynaklanmış olabileceğini söyleyebilir misin?

What may be the sources of any change in you?

APPENDIX F: An Example of Preservice Teachers' Interviews (Tapescript)

Researcher: Bana yazmış olduğun özelliklerden bahseder misin?
Sezen: "Creative" dediğimizde hocam hani öğrencilerin hepsi farklı olduğu için bizim de farklı şeyler getirmemiz gerekiyor. Hem görsel hem de işitsel bakımdan farklı materyallerle yaklaşırsak sınıfa onların katılımını arttırmış oluruz. "Pronouncation" ise bence en önemli şey çünkü bir metni okuyabilirsiniz yazabilirsiniz ancak düzgün telaffuz etmediğiniz zaman öğrenci yanlış şekilde öğreniyor. Biz bile üniversiteye geldiğimizde hala yanlış telaffuzlar yapıyorduk daha önce yanlış öğrendiğimiz için. "Exercise" anlamında ne kadar fazla alıştırma yaparsak o kadar iyi. Farklı türler ile öğrenimi kalıcı hale getirebiliriz. "Good timing" de önemlidir çünkü plan yaptığımız zaman bazen planda aksaklıklar olabiliyor. Bu yüzden esneklik payımızın olması gerekiyor, her zaman bir b planının olması lazım. "Comprehensive input"da hani bir şey öğretiyorsan bir şey anlatıyorsan bunu doğru tamamlayıcı olarak yapmak lazım. Hani bir şeyin kurallarını anlatıp öyle bırakmak olmaz. "Error correction" da önemlidir ama biz bunu communucative olarak görüyoruz genelde. Mesela öğrenci yanlış bir şey yaptığında ders ile alakalı ben onun cümlesini bitirip ona dolaylı yoldan hatasını söylemeliyim. Hani direkt yüzüne söylersem hatasını çocuğu kötü etkileyebilir. Farklı ve uygun teknikler kullanmaktan bahsetmişim. İşte, mesela biz birçok teknik biliyoruz ve bunları doğru yerde kullanmak gerekir. Mesela listeningde repetition çok önemlidir ama speaking veya readingte farklı teknikler kullanabiliriz. Yani doğru tekniği doğru yerde kullanmalıyız. "Good intonatian" da vurguya dikkat çekmişim. Mesela simple present tense anlatırken "s" takısına vurgu yapmak istiyorsak kurduğumuz cümlelerde "s" takısına vurgulayarak söyleriz veya altını çizeriz. "Good intereaction" da önemlidir çünkü öğrenciler farklıdır ve ben eğer öğrencinin öğrenme şeklini bilir ve ona öyle yaklaşırsam daha faydalı olurum. Sınıf içi etkileşimi iyi kurmak lazım öğrencileri anlamak lazım.
Researcher: Sınıf içi etkileşim derken ders olarak mı yoksa bireysel etkileşimden mi bahsediyorsun?
Sezen: Burda bahsettiğim anlamı ders olarak. Ama ders olarak eksiklerini bilirse öğrencinin ileride bireyse olarak da yaklaşabilir sorunlarını çözebilir öğrencinin. Etkili dil kullanımına geldiğimizde, sonuçta bu da önemli bir şey. Öğrenciler hep hocanın eksiğini ararlar biz de öğrenciyken aynısını yaptık. Hoca eğer kekeleyerek ya da duraksayarak konuşursa öğrenci üzerinde etkisi azalır. Hoca ne kadar hakim olursa diline konusuna öğrenciler üzerinde o kadar etkiye sahip olur. "Classroom management" da ise bence tecrübe gerekir. Şunu yapmak lazıp bunu yapmak lazım demek yanlış bence çünkü önce sınıfı tanımak lazım. Dersin organizasyonunda ise hani bizim dediğimiz şu ppp modeline uygun olcak bir şekilde hani biz zaten burda öğrendik bunları. Eklemelerimde öncelikle şey demişim öğretmenlerin problemlere yaklaşım konusuna değinmişim. Staja gittiğimde çok şey öğrendim. Mesela türlü türlü problemler çıkabiliyor ve ben ilk başta çok korkmuştum. Aslında bu da tecrübeyle ilgili. Derslere girdikçe problemlere yaklaşabilmeyi öğreniyorsunuz. Öğrencilerin seviyesine inebilmek de çok önemli. Mesela 7. sınıf diye bir sınıfa gidiyorsun ama öğrencinin seviyesi beşinci sınıf düzeyinde. Bu yüzden onun seviyesine inmek zorundasın. Bu staj döneminde çok gördüm bunları. Bir de öğrencilerin zekalarını veya dil zekalarını projelerle desteklemeyi sağlamak lazım. Sadece git beş kere yaz demekle olmuyo artık çünkü bu öğrenciye sıradan geliyor. Öğrendiği bir konuyla ilgili portfolyö yaptırmak ya da afiş hazırlatmak gibi şeyler olabilir. Otantik materyal kullanımı.. bu zaten bizim okullarımızda olmayan bir şey. Hocalar

hep kitaptan gidiyorlar ek bir malzeme getirmiyorlar. Ama işte biz bunları kullanarak değişik materyaller getirerek bir şeyler yapabiliriz.
Researcher: Bitti mi?
Sezen: Bitti ama değişikliklerimden basedeyim. Öncelikle mesela farklı teknikler kullanmanın önemli olduğunu söylemişim burda ama seviyelerine inmişim sonra çünkü ben öğrencinin seviyesini bilmezsem kullandığım teknik bir işime yaramaz.
Researcher: Dördüncü sınıf staj dönemini anlatır mısın biraz senin için ne anlam ifade etti nasıl geçti?
Sezen: İlk başta lisedeydim ben sonra ilköğretime gittim staj için. Şimdi hocalar çok üzerinde durmadığı için kaytardığımız, sadece hocaya imza attırdığımız günler oldu. Bu kpss, tez sınavlar yüzünden çok yoğunduk bu yüzden fazla ilgilenemedim stajla. Açıkçası çok faydalı olmadı benim için. Bir iki kez ders anlattım sadece.
Researcher: Peki sınıf ortamı nasıldı? Sonuçta burada yapay öğrenciler var, farklılıklar neler söyler misin?
Sezen: Bir keresinde hocanın bir işi çıktı ve ders ben ve Ali'ye bıraktı. Hoca sınıftan çıktıktan sonra gürültüden kendi sesimi bile duyamadım. Öğrencileri susturamadık. Bu benim ilk deneyimimdi, bağırma noktasına geldim. Hoca sınıfa girince ancak sustular. Çünkü öğrenciler bağırılmaya, hakaret duymaya alışmışlar. Böyle yapmayınca susmuyorlardı.
Researcher: Bir öğretmen olarak teorinin pratikte uygulanabilirliğini düşünüyor musun?
Sezen: Tabiki bilmediğiniz bir şeyi pratiğe de dökemezsiniz. Teori bilmek gerekiyor ki bir şey yapabilesiniz anca k tabi ki teorinin tamamını uygulayamıyoruz çünkü bunun için gerekli tecrübemiz yok. Deneyim kazandıkça teorileri pratiğe dökeceğimize inanıyorum.
Researcher: Öğretmen olmak nasıl bir duygu senin için?
Sezen: Bilmiyorum hocam aslında. Açıkçası gidip yaşamam lazım şuan öyle bir şey düşünmüyorum ama derse gidip öğrencilere gerçekten bir şeyler kazandırdığımı gördüğüm zaman öğretmenlik yapmak isterim.
Researcher: Peki bu eklediğin constructlar neyin sonucunda çıktı?
Sezen: Stajın sonunda çıktı hocam. Ayrıca, bizim yaptığımız toplantılar da iyiydi. Klasik bir söz olacak ama hocam bir öğretmenin kendini geliştirmesi bakımından çok önemli bir şey. Reflective teacher olmazsan sıradan bir hoca olursun, olduğun yerde sayarsın sadece para kazanmış olursun. Toplantılar çok etkili oldu çünkü bütün arkadaşlarımız farklı yerlerde farklı tecrübeler edindiler ve bunları paylaştık. Artık bir sınıfta ne görürsem göreyim şaşırmam yani.
Researcher: Peki sen kendini nerde görüyorsun?
Sezen: Ben kendimi yapay ortamda süper olarak görüyorum ama gerçek sınıf ortamında o kadar da süper değilim. Bu belki kendimi öğretmenliğe hazır hissetmediğimden ya da sınıfın benim sınıfım olmamasından dolayı kaynaklanıyor olabilir.
Researcher: Eklemek istediğin bir şey var mı?
Sezen: Hayır, teşekkürler.

APPENDIX G: The Outputs Corresponding to Ali's Processed Grids

FOCUS Calculation 1-Jan- 4 22:45:18
FOCUS Output 1-Jan- 4 22:45:18

Element Matches
* E1 E2 E3 E4 E5
****
E1 * 100 75 41 91 86
E2 * 75 100 66 75 70
E3 * 41 66 100 45 36
E4 * 91 75 45 100 86
E5 * 86 70 36 86 100

Construct Matches
* R1 R2 R3 R4 R5 R6 R7 R8 R9 R10 R11
****
R1 * 100 75 85 80 90 85 85 90 80 90 90
R2 * 75 100 80 75 85 80 70 85 85 85 85
R3 * 85 80 100 65 85 100 70 75 85 85 85
R4 * 80 75 65 100 80 65 85 80 80 80 80
R5 * 90 85 85 80 100 85 85 90 80 100 100
R6 * 85 80 100 65 85 100 70 75 85 85 85
R7 * 85 70 70 85 85 70 100 85 65 85 85
R8 * 90 85 75 80 90 75 85 100 70 90 90
R9 * 80 85 85 80 80 85 65 70 100 80 80
R10 * 90 85 85 80 100 85 85 90 80 100 100
R11 * 90 85 85 80 100 85 85 90 80 100 100
* L1 L2 L3 L4 L5 L6 L7 L8 L9 L10 L11
****
R1 * 40 45 45 30 50 45 45 50 30 50 50
R2 * 45 50 50 45 55 50 60 55 35 55 55
R3 * 45 50 50 45 55 50 60 55 35 55 55
R4 * 30 45 45 20 40 45 35 40 30 40 40
R5 * 50 55 55 40 60 55 55 60 40 60 60
R6 * 45 50 50 45 55 50 60 55 35 55 55
R7 * 45 60 60 35 55 60 50 55 45 55 55
R8 * 50 55 55 40 60 55 55 60 40 60 60
R9 * 30 35 35 30 40 35 45 40 20 40 40
R10 * 50 55 55 40 60 55 55 60 40 60 60
R11 * 50 55 55 40 60 55 55 60 40 60 60

Element Links
E1 linked to E4 at 90.9
E1 linked to E5 at 86.4
E2 linked to E4 at 75.0
E2 linked to E3 at 65.9
Construct Links
R3 linked to R6 at 100.0
R5 linked to R10 at 100.0
R5 linked to R11 at 100.0
R1 linked to R8 at 90.0
R1 linked to R10 at 90.0
R2 linked to R8 at 85.0
R2 linked to R9 at 85.0

Exchange Analysis of 2 grids
Grid E C
* G1 5 11 ali2
* G2 5 11 ali1
5 11 Common Elements & Common Constructs

Elements
E1: E
E2: T
E3: I
E4: Self
E5: Ideal

Constructs
C1: does not use authentic materials - uses authentic materials
C2: uses extra materials - does not use extra materials
C3: ignores students - gives importance to his/her students
C4: does not have an effective way of teaching - has an effective way of teaching
C5: has poor classroom management - has good classroom management
C6: does not give guided homework - gives guided homework
C7: uses behaviorist methods - uses constructivist methods
C8: does not make students think critically - makes students think critically
C9: does not make summary at the end of the lesson - makes summary at the end of the lesson
C10: not active in the lesson - active in the lesson
C11: does not hand out quizzes - hands out quizzes
G1:G2 100.0% over 80.0 (ali2 Element-consensus-with ali1)

1: 100.0 E1: E
2: 100.0 E2: T
3: 100.0 E3: I
4: 100.0 E4: Self
5: 100.0% ³100.0 E5: Ideal

Element Links between Grids
G1:G2 100.0% over 80.0 (ali2 Element-consensus-with ali1)
G1:G2 100.0% over 80.0 (ali2 construct-consensus-with ali1)
1: 100.0 C1: does not use authentic materials - uses authentic materials
2: 100.0 C2: uses extra materials - does not use extra materials
3: 100.0 C3: ignores students - gives importance to his/her students
4: 100.0 C4: does not have an effective way of teaching - has an effective way of teaching
5: 100.0 C5: has poor classroom management - has good classroom management
6: 100.0 C6: does not give guided homework - gives guided homework
7: 100.0 C7: uses behaviorist methods - uses constructivist methods
8: 100.0 C8: does not make students think critically - makes students think critically

9: 100.0 C9: does not make summary at the end of the lesson - makes summary at the end of the lesson
10: 100.0 C10: not active in the lesson - active in the lesson
11: 100.0% ³100.0 C11: does not hand out quizzes - hands out quizzes

Construct Links between Grids
G1:G2 100.0% over 80.0 (ali2 construct-consensus-with ali1)