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**THE EFFECT OF REFLECTIVE THINKING BASED
ADVANCED READING EDUCATION ON STUDENT
SUCCESS, ATTITUDE AND PERMANENCE**

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MA THESIS

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Danışman

Üye

Üye

İmza

*Dedicated to my life spring mummy Şenay PEKTAŞ,
my hopeful daddy Nazmi PEKTAŞ,
my lovely & only sister Havva Sümeyra PEKTAŞ...*

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ÖZET

Yansıtıcı Düşünmeye Dayalı İleri Okuma Eğitiminin Öğrenci Başarı, Tutum ve Kalıcılığına Etkisi

Bu çalışmanın amacı yansıtıcı düşünmeye dayalı ileri okuma eğitiminin öğrencilerin İleri Okuma Dersinde okumaya karşı tutumu, başarısı ve öğrenilenlerin kalıcılığı üzerindeki etkisini belirlemektir.

Çalışmada kontrol ve deney gruplarından oluşan ön test – son test deneysel desen kullanılmıştır. Örnekleme Isparta Süleyman Demirel Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi A.B.D. 1. Sınıftaki 34 öğrenci oluşturmaktadır. Seçkisiz yöntemle bir grup deney grubu diğer grup kontrol grubu olarak seçildi. Her iki gruba da Aslan (2007) tarafından hazırlanan 13 maddelik “Okumaya Karşı Tutum Ölçeği” ve 30 maddeden oluşan “Okuma Kavrama Testi” ön test olarak uygulanmıştır. Sekiz hafta boyunca deney grubu yansıtıcı düşünmeye dayalı (yansıtıcı günlükler, yansıtıcı çalışma yaprakları, kavram haritaları, kendini sorgulama, yansıtıcı sorular sorma, kendini değerlendirme ve anlaşmalı öğrenim) ileri okuma eğitimi görürken, deney grubu programa dayalı geleneksel eğitim gördüler. 8. haftanın sonunda her iki gruba da tutum ölçeği ve okuma kavrama testi son test olarak uygulandı. Ön test ve son test arasındaki fark başarı olarak kabul edildi. Son testin uygulanmasından 4 hafta sonra başarı testi tekrar kalıcılık testi olarak uygulandı. Çalışmanın sonunda öğrencilerin yansıtıcı düşünmeye dayalı ileri okuma eğitimine dair görüşlerini daha iyi anlamak için yarı yapılandırılmış mülakat uygulandı.

Ortalama, standart sapma, t-Test, frekans, yüzdeler gibi istatistiksel teknikler ve içerik analizi toplanan verilerin analizinde kullanıldı. Sonuç olarak, yansıtıcı düşünmeye dayalı eğitimle deney grubu ve kontrol gruplarının okuma kavrama becerileri, derse karşı tutumları, başarıları ve öğrenilen bilgilerin kalıcılığında deney grubunun lehine anlamlı bir fark ortaya çıkmıştır.

Anahtar Kelimeler: Yansıtıcı Düşünme, Kendini Sorgulama, Okuma Kavrama Becerileri, Okuma Tutumu, İngiliz Dili Eğitimi.

SUMMARY

The Effect of Reflective Thinking Based Advanced Reading Education on Student Success, Attitude and Permanence

The purpose of this study is to determine the effect of reflective thinking based advanced reading education on students' attitude, success and permanence of the things learned in Advanced Reading Course.

Pre-test and post-test experimental design with the control and the experimental group is used in the study. The first grade 34 ELT students at Süleyman Demirel University have formed the sample of the research. Using random sampling, one group is determined as the experimental group and the other one as the control group. The Attitude Scale for Reading consisting of 13 items and the Achievement Test containing 30 questions, reliability and validity of which have been tested by Aslan (2007), have been administered to both groups in a single session as a pre-test. In eight weeks, experimental group is taught using reflective thinking techniques such as keeping reflective journals, questioning, concept mapping, negotiated learning, self questioning, reflective worksheets and self evaluation. The control group was taught using curriculum based traditional technique. Eight weeks later, each group has been administered the Achievement Test and Attitude Scale for Reading as post-test. The difference between the pre test and post test results is accepted as an achievement. The Achievement Test is given to both groups four weeks after post test to determine the retention levels. Semi structured interview is utilized to gain in depth understanding for the students' views towards reflective thinking based advanced reading education.

The statistical techniques like Mean, Standard Deviation, t-Test, Frequency and Percentage and content analysis have been used to analyze the data. Data analysis revealed a significant difference in favor of experimental group between the experimental and the control group's reading comprehension and the student's success, attitude and permanence of the things learned in Advanced Reading Course.

Key Words: Reflective thinking, Self Questioning, Reading Comprehension Skills, Reading Attitude, English Language Teaching.

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CHAPTER 1. INTRODUCTION

In today's educational system that place a great importance on teaching students with different thinking skills in Turkey, reflective thinking facilitates deep thinking and as a result it makes students evaluate the obtained data through that deep thinking. In addition to the educational benefits, through reflective thinking, students become a multi-dimensionally thinking people; have a critical point of view. The students gained reflective thinking will contribute greatly to the improvement and economic development of the society by providing cheap and effective solutions in unexpected situations with a feeling of always having prepared. This study aims to investigate in the current education system focusing on educating students with different thinking skills, the effects of reflective thinking based advanced reading activities on students' success, attitude and permanence in advanced reading course.

This chapter presents general background of the study. It also states the problem along with the purpose of this particular study. Next, it presents the research questions of the research. Then, it focuses on assumptions and limitations of the study. Finally, it ends with definitions.

1.1. Background to the study

In a review of the related literature on reflective thinking and teaching, one perceives that the definition of reflection is so diverse. Dewey (1933) defines reflection as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it tends." Similarly, Zeichner and Liston (1987: 34) mention that reflective action "entails the active, persistent and careful consideration of any belief or supposed form of knowledge. Routine action is guided primarily by tradition, external authority, and circumstances."

Pennington (1992: 47) describes reflective thinking as "deliberating on experience and that of mirroring experience." In teaching, Pennington (1992: 47) suggests a reflective orientation "as a means for (1) improving classroom processes

and outcomes, and (2) developing confident, self-motivated teachers and learners.” Pennington (1992) here touches upon the benefits of reflective thinking not only on teachers but also on learners, students and student-teachers.

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

Schön (1983, 1987) proposes the notions “reflection-in-action” and “reflection-on-action.” According to Schön (1983, 1987), reflection-in-action is related with thinking about what we are doing in the classroom while we are doing it; thinking while in action is assumed to reshape what we are doing. Schön (1983, 1987) says that reflection in action is a reflective discussion with the materials of a situation. Schön (1987) states that different from reflection in action, reflection on action means thinking back on what we have done to find out how our knowing-in-action may have contributed to a surprising action. Reflection on action includes reflecting on our reflection in action.

Ünver (2003: 17-30) suggests the techniques to foster creative thinking in teaching situations both for teachers and students. Reflective journals, concept mapping, questioning, self-questioning, negotiated learning and self-evaluation are the techniques that can be used to foster student reflectivity in education. Aslan (2007) states that:

“... Reading for information, enjoyment, and knowledge is rather different from reading comprehension because reading in a test requires speed and quick scanning and understanding. You have to be well prepared for the test and it also requires a different way of studying.”

Here, self-questioning and reflective thinking techniques are both useful in reflective thinking and teaching reading comprehension skills in advanced reading course.

In the study by Kurt (2002) named “Reflective Practice in Acquiring the English Language Reading Skills”, the main focus of the case study was to investigate the applications of the reflection practice by using qualitative data to facilitate and foster reflection, four learning mechanisms were designed and integrated in English language reading course. The learning mechanisms consisted of learning journals, electronic journals, open-ended reflective questions and collaborative assessment. The results of the findings revealed that the students' reflections have contributed to their metacognitive learning, reading comprehension skills, writing skills, critical thinking skills, vocabulary, questioning, analyzing and researching skills.

The study conducted by Öztürk (2003) at English Language Teacher Training Department of Marmara University named “Developing a Reflective Reading Model” aimed to foster reflection on students' specific reading experience in a specific occasion within the reading activity to promote students' mental processes. The students reflected their reading experience on a written form based on three questions as “what they had learned from their reading experience, how far the reading experience had contributed to their world knowledge, and what they thought about the text.” It was found out that the general background knowledge of the students has been enhanced overall, the vocabulary knowledge of the students has been enhanced as well and the reflection model enhanced the students' reading comprehension success.

In the relevant literature, reflective thinking based studies proved the effect of reflective thinking and reflective thinking techniques on students' attitude, success and retention (Uçar, 2013; Kim, 2005; Şanal Erginel, 2006; Bölükbaş, 2004; Keskinılıç, 2010; Yıldırım, 2012).

1.2.Statement of the Problem

Yuan (2002) asserts that the most convenient approach to learn English is through reading. Levine et al. (2000: 1) state that: “The ability to read academic texts is considered one of the most important skills that university students of English

as a Second Language (ESL) and English as a Foreign Language (EFL) need to acquire.” Reading covers a complicated process integrating top-down, bottom-up, interactive, construction-integration, and recycling processes; therefore it is not simple to be a qualified reader (Barnett, 1989; McCormick, 1998).

Reading comprehension has come to be the “essence of reading” (Durkin, 1993), essential not only for academic learning in all subject areas and for success in professional life but also undoubtedly for lifelong learning (Pritchard et al., 1999; Rings, 1994; Strydom, 1997). However, numerous students register to higher education unprepared for the reading demands for a university student. When students are required to read, they commonly restrict themselves to use ineffective and inefficient strategies with inadequate strategic aim (Saumell et al., 1999; Wade et al., 1990; Wood et al., 1998).

In Turkey, the interactive process of reading between readers and the text developed a negative attitude towards reading because of the formal grammar based exams like university entrance exam. During the monthly meetings by the Süleyman Demirel University ELT faculty members to evaluate the curriculum and discuss on the problems, academicians mostly stated that students feel reluctant towards reading, they read slowly and their reading comprehension is less than expected. This situation causes a lot of problems since reading is a part of not only education but also our daily lives.

Turkish society is in great need of well-educated teachers who latch onto the skill of creative problem solving in a rapidly developing age, and they are required to meet the qualifications of changing age to educate people. On the issue of well educated teachers, Şimşek (2007) states that: “There should be a closer cooperation between the teachers and the faculties of education in order to prepare their students so that they should not experience burn out and be more efficient in their teaching.” Reflectivity is a required skill for teachers and it is useful also both collaborative and autonomous learning for students. As the ELT students are the teacher candidates of the future, it is supposed that if they overcome their learning problems about reading through reflective thinking techniques, they can also promote reflectivity in their

future teaching experiences. In order to break the prejudice of students about the boring nature of advanced reading education and develop positive attitudes towards reading, the researcher herself decided to use reflective thinking techniques to make them gain speed in reading and raise their level of comprehension and their success in this course. This study thus investigates the effects of reflective thinking based advanced reading course on students' attitude, success and retention of the things learned in the course.

1.3. Research Hypotheses

The present study intends to investigate the effect of reflective thinking based advance reading course on students' attitude towards reading, their success and retention of the things learned in the course.

Considering the purpose of this study, the present study was conducted on three research hypotheses:

1. There is a significant difference between the achievement levels of the students in favor of the experimental group using reflective thinking techniques in Advanced Reading Skills Course.
2. There is a significant difference between the retention levels of the students in favor of the experimental group using reflective thinking techniques in Advanced Reading Skills Course.
3. There is a significant difference between the attitude levels of the students in favor of the experimental group using reflective thinking techniques in Advanced Reading Skills Course.

1.4. Assumptions

1. The experimental group and the control group have been affected at the same level from the variables that cannot be controlled outside the classroom environment.
2. The subjects in the experimental group and the control group are supposed to answer genuinely to the scales that will be applied in the study.

3. The experimental group and the control group haven't studied reading comprehension skills based on reflective thinking apart from the courses throughout the study.

a. Limitations

This study is limited to:

1. The first grade 34 undergraduates at Isparta Süleyman Demirel University, Faculty of Education, Department of English Language Teaching, in the fall term of the academic year of 2012-2013. As a result, findings cannot be overgeneralized.
2. The participants of 17 students in the experimental group and 17 students in the control group totally 34 students in Süleyman Demirel University, Faculty of Education, Department of English Language Teaching.
3. It investigates the success, attitude and permanence of the knowledge.
4. It covers English Advanced Reading Skills Course in the Faculty of Education.
5. Personal backgrounds of the participants such as gender, age, high school graduation type, paternal education level and maternal education level and their relations with reading attitude and success have not been investigated in detail in this study.

b. Definitions

Reflective Thinking: Dewey (1933) defined reflective thought in the practice of teaching as an “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it tends.”

Self Questioning:Self-questioning is simply a process in which students ask and answer questions while reading. Strategically asking and answering questions while reading helps students with difficulties engage with text in ways that good readers do naturally, thus “improving their active processing of text and their comprehension.” (National Reading Panel, 2003, p.51).

Reading: Goodman (1973b) defines reading as an interaction between language and thought in which the writer encodes thought as language and reader transforms thought by decoding language to thought.

CHAPTER 2.LITERATURE REVIEW

2.1. Definitions and Descriptions of Reflection and Reflective Practice

There are many views and explanations on what it means to reflect. Dewey (1933) states that reflection is a way of being a teacher. Boud et al. (1985) believed that reflection may take place in two forms in isolation as an individual or in association with others as a group where individuals engage to explore their experiences in order to construct new understandings and appreciations.

Parsons and Stephens (2005: 95-116) states that reflection is not simply taking notes about whether a lesson went well, but rather detecting reasons for success or failure. In reflection, teachers must be conscious of and be able to supervise their own thinking, understanding, and knowledge about teaching and knowledge that help develop their practice Kenneth Wolf (1996) describes reflection as something that guides us to educate ourselves from our experiences. Reflection is an evaluation of where we have been now and where we want to go in the near future.

Calderhead and Gates (1993) define reflection in a way similar to Dewey, as a crucial element in the professional growth of teachers. Reflection is looking back and making sense of practice, via comprehension learning from reflection, and using this learning to lead future actions. It is about making sense of professional development in professional life and seeing that there is always room to improve (Ghaye, 2011).

Nash (2011) states that continuous improvement is not a certain place to reach; it is a journey that really has no finish line and recognize that there is always a need to get better. Most successful teachers are those who are never pleased; they are constantly trying to develop themselves and reflect on their practice.

In teaching, reflection on action can “occur before a lesson when we plan for and think about our lesson” as well as, “after instruction when we consider what occurred” (Zeichner and Liston, 1996: 14). On the other hand, Schön (1983, 1987) refers to reflection in action when we are teaching and we encounter “an unexpected

student reaction or perception” we may try to “adjust our instruction to take into account these reactions” (Zeichner and Liston,1996: 14).

To foster growth and development, it is important for experienced teachers and even more important for prospective teachers to reflect on their experiences (Hume, 2009: 247- 260). When pre service teachers reflect, they are combining theory and practice and taking an active role in their professional development (Bain et al., 1999; Calderhead, 1988). Teacher educators must create environments for teacher candidates to search different ways to develop the reflective journaling of teacher candidates (Bain et al., 1999).

Teacher education programs that place reflection in their curriculum are not necessarily producing reflective teachers and therefore, an even greater need is to take a look at the different interpretations of reflection (Campoy, 2000: 33) so as to work out why teacher education programs still cannot produce reflective teachers.

2.1.1. Dewey’s Reflection Process

According to Dewey (1933: 100), the process of inquiry itself is constructed of many aspects because thinking included inquiry in providing evidence for its basics, in finding connections for its process, and in investigating the outcome of its ending. For Dewey, it was necessary to begin with the unresolved or unsettled situation for the thinking process.

The source of thinking, in his view, was always something directly experienced; Dewey (1933: 108) noted that thinkers deal with their experiences through observation. In order to form clear and distinct observations of the situation, Dewey (1933:108) proposed that thinkers block the first suggestions that come to mind so that they may “reinspect the conditions that confront” . This attitude put them in an effort to locate and define with accuracy the conditions they experienced. Once these conditions of the situation are formed, they become the facts that the thinker must consider.

In Dewey's view (1933: 102-103), clear and exact observation is only the beginning of reflective thought. The moment the person observing her behavior starts to recognize her or his experience, Dewey (1933: 103) noted that "suggestions arise of possible courses of action". When observing the oneself, the individual accepts the initial suggestion and process goes on. According to Dewey, it has not form any reflective thought in his or her mind. The genuinely reflective thinker, in Dewey's view, "keeps the first suggestion aside and goes back to the experience, letting the first suggestion to guide [him or her] to new observations". New observations give light to new suggestions; therefore, reflective thinker moves back and forward from suggestions to observations until a strong solution appears.

Dewey (1933: 114) brought the notice of the reflective thinkers that, when they examine the outcomes of testing their solutions, the reflective thinkers should be conscious that "verification does not always follow". In Dewey's view, failure draws the reflective thinker's attention to a new problem to go beyond with the real problem. Dewey (1933: 114) remarked that "nothing shows the trained thinker better than the use he [or she] makes of his [or her] errors and mistakes"

Dewey (1938: 61) defined freedom of intelligence as "freedom of observation and of judgment exercised on behalf of purposes that are intrinsically worthwhile." Thus, according to Dewey (1938: 62), intellectual freedom possesses a moral dimension. Dewey, thus suggested that if teachers want to improve themselves professionally, they need careful and true observation of themselves, make connections between these observations and their professional knowledge, suggest hypothesis to improve their basic performance and finally plan and put this plan into practice with the strategies both for their professional development and their students' improvement in learning.

Finally, for Dewey (1933: 127), when observer decides to conduct observation, s/he is to choose evidences related to the problem at hand. As Dewey (1933: 127), defined, the aim of analysis is the selection, isolation and clarification of the relevant elements of the problem that the reflective thinker decided to work out. Therefore;

within the light of the suggestions of Dewey, it is clear that teachers need chances to practice selection, isolation and clarification in the problems they have come across.

2.1.2. Rodgers on Dewey's Process

Rodgers's (2002: 844) process seemed to assume that the reflective thinker already recognized the problem. Rodgers criticized Dewey's thought as being complex, thus she determined "to make his [Dewey's] thinking more accessible" to the students of education and to their teachers. Rodgers (2002b: 231) clarified her purpose with her reflective cycle that she desired to slow down the thinking of teachers so that they could shift the object of their thinking "from their own teaching to their students' learning."

For Rodgers (2002: 845), reflective thought establishes a process that includes the following: "Reflective thought (a) makes meaning from experiences, (b) develops from the descriptive thinking of scientific inquiry, (c) requires interaction with others, and (d) presupposes a set of required attitudes."

Rodgers (2002b: 231) continued her efforts to concentrate to make simple and clarify Dewey's (1933) steps in the process of reflective thinking. She constructed a framework, based on Dewey's (1933) work, for "a structured process of critical reflection" that she named *the reflective cycle*. Rodgers's reflective cycle comprised the consecutive four steps:

(a) presence in which the thinker adjusts herself or himself to the problem, (b) description in which the thinker endeavors to create a correct picture of the problem, (c) analysis in which the thinker works on the problem described, and (d) experimentation in which the thinker applies an executable solution to the problem.

2.1.3. Schön and Reflective Thinking

a) Reflection in action

Schön (1983; 1987; 1991) showed the importance of the relationship between reflection and experience. Schön (1983) emphasized that reflective thinking occurs within two frames of time. One is reflection-on-action and the other is reflection-in-action. He stated that there is a difference between reflection-in-action and reflection-on-action.

Schön (1987) brought a new perspective to the basics of reflective thinking practice with the concept of reflection in action that is a spontaneously active dimension. The main focus of Schön's (1987) thought was "organizational learning and professional effectiveness" (p. xvii).

Schön (1987) named *reflection-in-action* as both a result and a component of professional artistry, the special combination of competence and artistry that belongs to the talented practitioner (p. xi). Schön advocated that professional persons reach their professional practice with an education that combines "the teaching of applied science with coaching in the artistry of reflection in action" (p. xii). With his theory, Schön observed and connected reflection in action to professional artistry because in Schön's view, reflection in action was a type of response that a highly skillful professional person makes within an indeterminate zone of practice. This reflection in action response performs the task of reshaping the action while the professional person is in the act of practising.

For Schön (1983: 35), reflection in action can be defined as reflection that happened in the lesson as it was being taught. Schön interpreted that reflection in action presumes beforehand a constructivist epistemology of practice. Schön noted that when making a response in the middle of the act of practising, professional "practitioners not only follow rules of inquiry but also sometimes respond to surprising findings by inventing new rules, on the spot". Reflection in action is about what should be done in that moment for maximum success for all students considering the lesson and becoming conscious of the whole of the situation.

b) Reflection on action

According to Schön (1987: 34), reflection in action and the reflection on action form a reflective sequence. Reflection in action, then, must be distinguished from reflection on an action in that reflection on an action happens at a time that is no longer connected to the performance. For Schön (1987:31), “reflection on our past reflection in action may indirectly shape our future action.”

Schön (1987) defines reflection on action as a type of reflection occurring before or after an action. Reflection on action is thinking about a lesson before the lesson is taught, inquiring about the expected results, and then thinking once again about the lesson after it was taught and evaluating of what went well or could have been improved. Schön (1983) believed that unreflective teachers use their understanding and judgments without thinking about them as they are teaching while the reflective teacher inquire.

In summary, reflection in action refers to teachers being aware of their decisions as they work, while reflection on action refers to teachers reflecting back on and reviewing their own practice (Schön, 1983; 1987; 1991). If teachers take part in reflection inaction during their teaching and then participate in reflection on action with other colleagues after their teaching is done, they would be able to create their own theories of action.

c) Reflection in/on action and Social Dimension

Active reflection is this process of moving back and forth between reflection in action and reflection on action that Dewey (1933) described in his synthesis and analysis stages in reflective thought. Schön (1987: 31) claimed that “these several levels and kinds of reflection play important roles in the acquisition of artistry.” In addition, Schön (1987: 33) noted for his readers that a professional person’s knowledge is applied “in the socially and institutionally structured context shared by a community of practitioners.”

Thus, as Schön (1987: 33) states, the professional person's knowing in action becomes a "knowing in practice" that is applied within a social context. Essentially, this is the point that Zeichner and Liston (1996) and Brookfield (1995), as well as Penuel, et al. (2007), Diez (2007), and Moore (2003) discussed when they envisioned the professional person's knowledge being administered and supported with a community of practice.

d) Indeterminate Zones of Practice

According to Dewey (1933) and to Schön (1987), the main problem in reflective thinking is the recognition of the problem situation that includes problems to be solved. Echoing Dewey, Schön (1987: 4) observed that "the problem of problem setting [in professional practice] is not well formed." Schön argued that technical or both theoretical and practical knowledge must be entirely united in the new theory of the method of knowledge for professional practice.

Of particular concern to Schön (1987: 4) there were problem situations that may not feel like actual problems when they are first experienced. Schön commented that many of the problems that professional practitioners of our modern age encounter "tend not to present themselves as problems at all but as messy, indeterminate situations." Schön (1987: 6) named these situations *indeterminate zones of practice*.

According to Schön (1987: 36) his knowing in action within reflection in action goes beyond more than pure social context of the community of practice. Schön hypothesized that "underlying this view of the practitioner's reflection-in-action is a constructivist view of the reality with which the practitioner deals." In Schön's (1987) perspective, reflection in action demands a constructivist epistemology of practice because constructivists not only discover unique solutions to problems.

Perspective of constructivist can be distinguished from the perspective of the technical rationalist who has similar problems. In Schön's view (1987: 36), technical rationalists see their world via an objectivist point of view, a world in which facts are

set up, truths can be trusted upon, outcomes can be tested, and “professional knowledge rests on a foundation of facts.” Schön (1987: 36) defined the constructivist practitioner as “holding a reflective conversation with the materials of [the] situation. ”When the constructivist professional practitioner faces within an indeterminate zone of practice, Schön (1987: 36) noted that, constructivist practitioners maintain these reflective conversations, “they remake a part of their practice world and thereby reveal the usually tacit processes of world that underlie all of their practice.”

2.1.4. Case & Reagan and Reflection for Action

Case and Reagan (1999: 31) perceive reflection for action as the desired outcome of both Schön’s (1987) reflection in action and reflection on action processes. Case and Reagan (1999) define reflection as:

“...not so much to revisit the past or to become aware of the meta cognitive process one is experiencing (both noble reasons in themselves), but to guide future action (the more practical purpose). In other words, reflection for action is proactive in nature. Further, the process of engaging in reflection for action should be seen not as linear but as an ongoing spiral, in which each of the elements of reflective practice is constantly in motion in an interactive process of change and development.”

Ur (1992: 59-60) argues that what is important in ELT training is not source of the knowledge (research, speculative theory, personal experience are all valid sources of knowledge), but what is accomplished with it after it is noticed, in terms of testing, reflection, development.

2.1.5. Zeichner & Liston and Reflection Process

Based on Schön’s (1987) argument that a professional person always puts into practise his or her artistry within a social context, a community of practice, Zeichner and Liston (1996: 18) introduced a dimension of reflection that included “a social process taking place within a learning community.” Zeichner and Liston (1996: 76) monitored that “the challenge and support gained through social interaction is

important in helping teachers clarify what they believe and in gaining the courage to pursue their beliefs.”

In Zeichner and Liston’s (1996) view, it was fundamental for teachers’ professional growth to form the community of practice. Indeed, Kolb (1984: 2) believed that learning processes regenerated themselves with the help of “human experiences shared and interpreted through dialogue with one another.” Although Zeichner and Liston (1996) effectively demonstrated the rationale for the dialogic construct of reflection, the authors never fully described the process. In this manner, Zeichner and Liston’s work can be separated from the work of Brookfield (1995) who described, in detail, processes for the social practice of critical reflection.

2.1.6. Brookfield and Reflection

As in Zeichner and Liston’s theory (1996), Brookfield (1995) believed that the community discussion was an essential component to reflective thinking. Brookfield (1995) states that critical reflection occurs when educators “identify and scrutinize the assumptions that undergird [their] work.” (p. xii). Brookfield inspired teachers to view their teaching assumptions by means of four separate reflective lenses: “(a) the lens of autobiographical reflection, (b) the lens of the student’s perspective, (c) the lens of colleagues’ perceptions and experiences (p. xiii), and (d) the lens of theory and professional literature” (p. xiii).

Brookfield (1995: 141) defined critical reflection as a dialogue between and among institutional colleagues and declared that “critical reflection is an irreducibly social process.” For Brookfield (1995: 141), another supplemental profit to the dialogue among colleagues is for each colleague being aware of “the commonality of individual experiences”. According to Brookfield (1995: 141), the dialogue between and among colleagues in other words critical reflection among colleagues helps each colleague to obtain “a clearer perspective on the parts of practice that need closer scrutiny.”

In particular, Brookfield (1995: 248-251) defined three cultural barriers to the institutional practice of critical reflection. Brookfield’s three cultural barriers to

institutional critical reflection can be named as the culture of silence, the culture of individualism, and the culture of secrecy.

1. Culture of silence. Brookfield (1995: 248) emphasized that “living in silence reinforces a demoralizing sense of isolation that saps any impulse teachers might have for raising critical questions”. According to Brookfield (1995), if teachers do not interrogate both their own and other colleagues’ instructional practices and the institutional needs placed on their instruction, their classrooms, and their students, real critical reflection cannot take place.

2. Culture of individualism. Brookfield (1995: 250) theorized that “teachers need to understand that their sites for practice and their own individual actions are culturally sculpted”.

3. Culture of secrecy. Brookfield (1995: 251) noted that “where a culture of secrecy exists, reflection is doomed”. Brookfield (1995: 251) saw the culture of secrecy arising from related and also two different sources. One source was the personal teachers’ fears of looking incompetent before their colleagues. Brookfield’s second source was the recognition on the part of institutional authority people that, because knowledge is power, figures in positions of authority can make use of their institutional knowledge “to retain their positions of privilege”.

2.1.7. Mezirow and Reflection

According to Taylor (2000), transformative learning theory began in 1978 with a study conducted and published by Mezirow (1978: 287). The three interrelated terms *transformation*, *critical reflection on assumptions*, and *frame of reference* are necessary to comprehend Mezirow’s (2000) contribution to transformational learning theory.

According to Mezirow (2000: 5), learning is “the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s

experience as a guide to future action.” Thus, transformation can be named as a type of learning in Mezirow’s theory (2000). In learning; after having an experience, a person composes the new interpretation which depends on the content of the prior interpretation. But, without the changed or transformed form of interpreting, the new interpretation will not be the same as it would have been. In Mezirow’s (2000: 16-19) work, the frame of reference for each individual is the structure or the filter through which the individual person perceives world by the eye and explicates the meaning of his or her own experiences in the world.

Mezirow (1999: 6) discusses that critical reflection and critical self reflection on assumptions that are the “emancipatory dimensions of adult learning, the function of thought and language that frees the learner from frames of reference, paradigms, or cultural canons (frames of reference held in common) that limit or distort communication and understanding.” Transformative reflection is a process that alters personal perspectives through accepting optional or flexible viewpoints (Mezirow, 1997).

2.1.8.Kegan and Reflection

Kegan (2000: 47) attributed to Mezirow (2000) not only the theory of transformational or transformative learning but also the measures of the language with which to describe the theory. In Kegan’s view (2000: 52), a frame of reference is a “way of knowing.” Kegan (2000: 52) simplified Mezirow’s (2000) frame of reference by dividing the process of knowing into two separate processes. First, Kegan interpreted that the process of knowing may closely relate to the process of making meaning. In Kegan’s (2000) thought, meaning making or *meaning-forming* meant the process by means of which a person shapes “a coherent meaning out of the raw material of [his or her] outer and inner experiencing.”

According to Kegan (2000: 52-54), a second type of knowing resulted in a more complex knowing or a true transformation, in other words, subject to object transformation. When the person has created object out of subject, s/he has reformed

the process of meaning making and is on the right path to undergo a complex transformation in learning and in being a part of it.

2.2. Characteristics of Reflective thinking

To identify the characteristics of reflective thinking, many theorists contributed to form the basis with similarities in common for reflective thinking.

To start with, Grossman (2009: 15), proposed three different levels along a continuum as content based reflection, metacognitive and self authorship level. The first level of reflection as Grossman (2009: 16) called is content-based reflection. It helps the reflective person develop her or his reflection in the light of a specific learning experience and guiding objective. Grossman (2009: 17) mentions the second level of reflection is metacognitive, defined by Zimmerman (2002: 65) as consciousness and wisdom of one's own thinking. The third level of reflection is self authorship. According to Grossman (2009: 20), authorship is a type of reflection that occurs in two phases; these are evaluating one's thoughts with a metacognitive view and comprehending the effect of metacognitive thoughts on one's attitude (Kegan, 1994).

Rogers (2002: 843) implied that reflective thinking requires an understandable and coherent definition. For that reason, Rogers (2002) defined a four part definition that derived from Dewey's (1997a) theoretical writings on reflective thinking to lower these difficulties. First, reflection includes continuity, which Rogers (2002: 845-846) defined as making relations between parts and combined parts experiences into a whole. To exemplify, Rodgers (2002: 849-850) states that someone writing journal would show progress by making connection from one entry to the other. Second, reflective thinking is rigorous, systematic and disciplined. Third, reflective thinking is interactional (p. 856-857) and fourth reflective thinking involves settled behaviors such as directness, a kind of honesty about one's abilities (p. 858-863).

In another perspective, Brown (1997: 403-406) cited an educational program named Fostering Learning communities (FCL) to support his assertion. Brown described principles of reflection, collaboration and action. As Brown defined (1997:

403), agency consists of active learning environments for students. As defined by Brown (1997: 411), reflection guides learners towards their weaknesses and strengths and helps the learners create their learning strategies. For Brown (1997: 411- 412), collaborative reflective activities involve peer teaching, thinking aloud, thoughtful questioning and opportunities to revise answers.

Like other researchers (Dunlap, 2006; Mcmillan and Wilhem, 2007; Pavlovich, 2007), Spalding and Wilson (2002: 1396-1397) have presumed that reflective writing fosters reflective thinking. Additionally, these researchers propose that either on paper or via mail, the format of students' written reflections matter less than the feedback they take. Spalding and Wilson made use of a model developed by Valli (1997: 75, 1990: 219-221), which describes teacher reflection that includes reflection in action as personalistic, deliberative, and critical. Furthermore, after giving feedback, Spalding and Wilson (2002: 1403) gave chance to students to develop their initial response and reflections.

Similar to the research of Spalding and Wilson (2002), McAlpine et al. (1999: 108-110) recommended a model to foster reflective thinking that consists of six components such as goals, knowledge, action, monitoring, decision making, and corridor of tolerance. For McAlpine et al. (1999:108), knowledge can be related to content knowledge while action symbolizes the decisions that teacher use to achieve learning goals. In order to guide their own action, monitoring can be named as feedback processes. Furthermore, McAlpine et al. (1999: 109) identified the corridor of tolerance as the teachers' acceptance degree of dissonance between the achievement of students and intended learning outcomes.

The model proposed by McAlpine et al. (1999:110) highlighted the process of metacognition, monitoring and feedback. What makes McAlpine et al.(1999) different is that unlike Spalding and Wilson, they analyzed reflective thinking of university professors not prospective teachers.

King and Kitchener (2004: 5) formed a reflective judgment model (RJM) with monitoring being a characteristic of it. As an element of RJM, King and Kitchener

(2004) suggested stages of reflection consisting of pre reflective thinking, quasi-reflective thinking, reflective thinking. Pre reflective thinkers tend to accept that questions have exact answers and knowledge is definite (King and Kitchener, 2004: 5). For quasi reflective thinkers, knowledge involves ambiguity and individuals help construction of knowledge and they depend on evidence not external factors to shape their thought. Finally, reflective thinkers not only generate knowledge according to the relevant knowledge but also stay open to new perspectives. Additionally, King and Kitchener (2004: 17) emphasize that movement between these stages are not automatic, on the contrary they overlap depending on environmental factors, age and developmental levels.

Dewey (1933) proposed three attitudes that are necessary in order for reflection techniques to work in the classroom: open-mindedness, responsibility, and whole-heartedness. Dewey's (1933) traits of openness, whole heartedness, and responsibility apply equally to reflective teachers and to their students. It was Dewey (1938: 63-64) who described intellectual freedom as a means to developmental process and a source of authorization. Mezirow (2000) viewed this growth as a means to personal transformation resulting in transformative development.

Open mindedness is freedom from prejudice or anything that stops the mind to possibilities. A willingness to listen to all sides included, to respect equally to each side presented, and to struggle for understanding even if someone disagrees are needed for open mindedness (Zeichner and Liston, 1996). In reflection, open mindedness helps one recognize new ideas and discover new sides for solutions and realize errors in one's own beliefs (Dewey, 1933; Schön, 1987). This seems hard for many beginning teachers mostly as a result of their own strong beliefs and inability to see that there may be other plausible solutions. This situation results from the tendency to teach and react the same way as they were taught themselves and thinking that teaching content to the students is the most significant way of teaching (Campoy, 2000; Mezirow, 1991; Tripp, 1993). They tend to focus on themselves and managing the situations rather than on student learning and their needs (Kagan,

1992). Their lessons are constructed on controlling behavior issues rather than focused on student learning (Knowles, 1992).

Zeichner and Liston (1996) state that responsibility is accepting the outcomes of one's action in all aspects including academic outcomes, political and social outcomes, impact on self esteem, students' lives and on the community. Dewey (1933) also describes responsibility as an attitude that supports new ideas in choosing the way that person desires to go.

There is an enthusiasm for the immersion of subject matter in education. Responsible educators can realize the value of new ideas, and will support them because it increases the teacher candidates' integrity (Campoy, 2000; Mezirow, 1991; Schön, 1987). Responsibility enables them to begin to focus on student learning and less on controlling behavior through their lessons (Zeichner and Liston, 1996).

Whole heartedness is about the passion that people have as an attitude for something. In education, it prompts the teacher candidates to throw themselves into situations with all their hearts because they have a realistic interest in it (Campoy, 2000; Dewey, 1933; Tripp, 1993). It is not possible to divide interest when one's frame of mind is one of whole heartedness. Educators who struggle continuously for their students also struggle to understand their own way of teaching (Campoy, 2000; Dewey, 1933; Tripp, 1993).

Dewey (1933) defines reflective educators with whole heartedness as having skills and attitudes involving observation and analysis. For Dewey (1933), they are able to look at their own fundamental presumptions regarding education, alter their fix way of thinking, and adjust their lessons to meet student needs. They begin to take instinctive action and think on-the-spot. Teachers who are possessed with whole heartedness routinely struggle to learn the way they teach, question themselves about their own beliefs, actions, and attitudes (Zeichner and Liston, 1996).

2.3. Opportunities for Students and Teachers to Promote Reflection

Becoming a teacher is backbreaking and multifarious. It requires an individual to have a strong knowledge of content, pedagogy, and to be able to put theory into practice; however, it also requires ability about how to reflect. In becoming a teacher, structured and well supported reflection on practice is a crucial part of the process (Ghaye, 2011).

The concept of reflection dates back to John Dewey (1933: 10) with his recommendation to educators to look over “the underlying rationale for their choices.” Reflection can be viewed as a particular time for educators to think critically at their beliefs or premises regarding their practice, thus thoughtful and appropriate changes are made. This critical reflection happens at the time when the premises that educators have are questioned, discussed with others, and changes are made (Campoy, 2000; Mezirow, 1991).

In teaching teacher candidates, the way in which they are taught and directed through reflection by teacher education programs is important for their growth and development. At the times particularly when the teacher candidates have not done reflections before, they need opportunities to reflect in many different ways (Genor, 2001).

Dewey (1991) believed that when individuals accept beliefs blindly, this attitude structures bias. On the other hand, examination leads to reflective thought, in other words, deep consideration leads to conclusions and shapes reflective thought (Dewey, 1991). A state of questioning can incite reflective thinking. The questioning can become an action that searches a proposed belief (Dewey, 1991). This attitude raises uncertainty in mind and increased uncertainty causes increased activity within the perceptions. This kind of reflective thought guides us to asking questions for comprehensibility. Asking for answers to the questions that increased uncertainty in mind can lead to possible solutions that guide the process of reflective thought to cycle again (Dewey, 1991).

There have been numerous attempts to bring out opportunities and teaching strategies that will, as Spalding and Wilson (2002: 1395) emphasized, serve “to demystify reflection and give students ownership of the use of reflection as a tool for personal and professional development.” In the study of Spalding and Wilson (2002), the findings support what Dewey (1933) recognized on reflection as: “Reflective habits of mind must be taught” (Spalding and Wilson, 2002: 1412). As one of the participants in Spalding and Wilson’s study (2002: 1412) reported, there’s a difference between reflecting and just stating what you’ve done. You think on what you did... you evaluate that... and then you try to think of ways to change that, try to think of ways you can do better.

Particularly the recent reviews of the related literature on current practices of reflection in teacher education (Amobi, 2006; Brookfield, 1995; Fendler, 2003) are examined, the most commonly used practices for engaging beginning teachers in reflection are through writing and reflective analysis of teaching actions. Amobi (2006: 29) debates that this is consistent with Cruickshank and Metcalf’s (1990) depiction as, “engaging teachers to become thoughtful about the educational context and focusing teachers’ thoughts on teaching”.

LaBoskey (1993) formed a continuum of reflective thinking in that concrete thinkers rely on personal experience and external motivation, and ask basic knowledge questions, on the other hand, alert novices desire to reflect and ask ‘why’ questions to explore their teaching.

Schön (1983: 26) also differs between the processes involved in reflection by indicating that when a practitioner engages in reflection, he/she “may do so in two ways” — “reflection on action” and “reflection in action.” He defines reflection on action and reflection in action in this way:

We may reflect on (original emphasis) action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome. We may do so after the fact, in tranquility, or we may pause in the midst of action to make what Hannah Arendt (1971) calls a “stop-and-think.” In either case, our reflection has no direct connection to

present action. Alternatively, we may reflect in the midst of action without interrupting it. In an action present (original emphasis) —a period of time, variable with the context, during which we can still make a difference to the situation at hand—our thinking serves to reshape what we are doing while we are doing it. I shall say, in cases like this, that we reflect-in-action. (p. 26)

The qualitative difference between reflection on action and reflection in action, then, seems to be dependent on the time that the reflection occurs, as well as the actions that are, in large part, a result of the thinking and decision making included (Schön, 1983: 27)..

Reflection in action has a critical function, questioning the assumptional structure of knowing in action. We think critically about the thinking that got us into this situation; and, in the process we may restructure strategies of action, understandings of phenomena, or ways of framing problems (Schön, 1983: 28).

The first dimension named as *descriptive reflection*, the intellectual process of “setting the problem” (Schön, 1983: 77) is made more authentic through a process of self questioning or through interactive subsequent questions in a group, as in:

What is happening? Is this working, and for whom? For whom is it not working? How do I know? How am I feeling? What am I pleased and/or concerned about? What do I not understand? Does this relate to any of my stated goals, and to what extent are they being met?

Loughran (1996: 3) quotes Boud, Keogh and Walker’s (1985) and Dewey’s (1933) definition of reflection and reflective thinking and focuses on the benefits of them in teaching and learning. Reflection is essential in that people reorganize their experience, think about it, contemplate about it and make evaluations by analyzing it (Dewey, 1933).

The time when the understanding obtained from reflection is utilized in order to promote change, being reflective becomes meaningful (Adam, 2002). If the component of reflection is not a part of the questioning, beliefs still may stand in stereotypes (Ash and Clayton, 2004: 144-145).

Teacher candidates and beginning teachers have a tendency to adopt routines based on their own prior experiences. Reflective thinking can help them quit this habit to become teachers who can manage activities with foresight and in a planned purposeful way. This type of thinking turns action into an intelligent action (Dewey, 1933; Schön, 1987). Reflectivity helps create better solution in “what if” situations makes the person feel ready in unexpected learning situations. It helps educators to think over what was done and to reconstruct it in order to use it in a better way on the knowledge and skills they possess. One of the issues that needs to be considered is that sometimes implementation of educators’ ideas may not work and something different might need to be done.

Zeichner and Liston (1996) suggested that reflective thinking could be taught. According to Allen (1997: 142-143), reflective thinking was developed through neatness of recall and experience. Wolf (1996) notes that in order to promote advancement from novice to master teacher, careful examination on the thought of why a practice was productive or nonproductive in the classroom constitutes a key role. Brookfield (1995) and Thiel (1999) state that by involving in a perpetual cycle of self observation and self evaluation reflective practice, both teachers and students can comprehend their actions as an individual and the reactions they prompt in learners.

Paker (1996: 36) refers to Valverde’s (1982) suggestion to reflection in his study and says that reflection is an individual’s need assessment and via reflection and by self monitoring individual satisfaction is kept perpetual. Reflection means inquiring oneself: “What I am doing, and why?” However, asking such simplified question is not enough for professional development. Valverde (1982) emphasizes that asking such question is the first step and that after asking this question reflection should involve the characteristics of being formative, periodic, constructive, and deliberate.

2.4. Techniques to Promote Reflection on Student's Learning

2.4.1. Concept Mapping / Mind Mapping

In Novak and Gowin's (1984) seminal work on Concept Mapping, a concept is defined as a "perceived regularity in objects or events". Concept Maps are graphical representations of knowledge that are comprised of concepts and the relationships between them (Novak and Gowin, 1984). In Concept Mapping (Ackerman and Eden, 2001; Eden and Ackerman, 2001), the nodes are referred as "ideas," which can be in the form of sentences or paragraphs.

In David Ausubel's (1968, 1978) work on cognitive psychology, the fundamental idea is that learning occurs by the *assimilation* of new concepts and propositions into existing concept and propositional frameworks held by the learner. Concept maps can be utilized as a knowledge representation tool to reflect relationships that exist between concepts that take place within an individual's long-term memory (Jacobs-Lawson and Hershey, 2002).

Concept mapping is an educational tool revealing what students know and do not know, additionally what they misunderstand. Therefore, concept mapping supports reflective thinking in students. While preparing concept maps, students find opportunity to discover what they know and do not know, how they perceive links between concepts and the way how they learn concepts. This technique is crucial for reflective thinking in evaluating student's own learning by himself/ herself (Ersözülü, 2008).

Wilson and Jan (1993) states that Concept Mapping, used in every process of educational setting, constitutes a significant educational tool in order to identify and design student's thoughts. Concept Mapping is also crucial in working out what students know and what misconceptions they have among concepts. Moreover, Concept Mapping helps to increase student abilities. Pollard (1999) states that making Concept Maps reveals how students organize the information, concepts and ideas according to their own perceptions while studying.

While preparing Concept Maps, students as learners can realize whether or not they have enough knowledge about the concept that they form on map, they think about the characteristics of the connections between concepts, they observe the process of how they learn concepts and make future plans on learning these concepts. For this reason, students are directed to think reflectively while using Concept Maps (Ünver, 2003: 23).

Plotnick (1997) in an ERIC digest publication reviewed uses of Concept Maps in education. This document included a brief history of Concept Mapping, proposed potential uses of Concept Mapping in education, advantages of Concept Mapping (mostly based on visual representation), and advantages of computer support for Concept Mapping. To the benefits of uses for Concept Mapping, Plotnick (1997) include creativity, hypertext design (or design of other complex structures), learning, assessment, brainstorming, communication of complex ideas.

White and Gunstone (1992) described uses of Concept Maps in education as mainly based on assessment of changes in learner's understanding. According to White and Gunstone (1992) the uses of Concept Maps might include: assessment of understanding of a limited aspect of a topic, assessment of whether learners can make connections among concepts and the changes that occur in these connections, assessment of whether learners comprehend goals of instruction, describing and enumerating which concepts are perceived as key concepts by learners, and finally fostering collaboration among learners.

Another study on the influence of Concept Mapping on achievement, self-regulation, and self efficacy in students of English as a second language was conducted by Chularut and DeBacker (2004). They investigated the effectiveness of concept mapping used as a learning strategy in English as a Second Language classroom. Seventy nine ESL students participated in the study. Variables of interest were students achievement when learning from English language text, students reported use of self regulation strategies (self monitoring and knowledge acquisition strategies), and students self efficacy for learning from English language text. A randomized pre test–post test control group design was employed. The findings

showed a statistically significant interaction of time, method of instruction, and level of English proficiency for self monitoring, self efficacy, and achievement. For all four outcome variables, the concept mapping group showed significantly greater gains from pre-test to post-test than the individual study group.

Mind Mapping is defined (Buzan 1983; in Hogan 1994) as a process by which the connected ideas composing a specific concept are drawn in a map fashion in order that it empowers the practitioner to reflect on them and/or reshape them and move onwards. Mind Mapping has been used as an assistive tool for helping students and lecturers to promote reflection on their learning and teaching, respectively (Buzan 1983; in Hogan 1994).

Pollard (2005) states that students are to draw a chart symbolizing their ideas and knowledge of what they have been learning about, classifying the elements of the subject that has been learned. The connections between the items create opportunities for the students to see what they have comprehended. Pollard (2005:59) contends that Mind Mapping contributes teacher and child to dwell on understandings and misunderstandings. Pollard (2005) deduces that children make up and reason their own ways for the things taught in the lessons in spite of teacher's own teaching strategy. Kaptan and Korkmaz (2001) assert that Mind Maps should be employed to make students learn comprehending and to reduce misunderstanding.

2.4.2. Reflective Journals

Vygotsky (1986: 181) compared writing to “having a conversation on paper”. The written language can be so powerful that “preparing teachers to teach thoughtfully and to consider the consequences of their work carefully, involves creating opportunities for beginning teachers to learn the skills and attitudes for reflective practice” (Bain et al., 2002: 10). To keep track of the written account of a person's professional practice, common method used for this purpose is named as reflective journaling (Bain et al., 2002). Reflection is not a skill that is automatically possessed from within. According to Bain et al. (2002), reflection can be taught and

in spite of the challenges, with extra practice it can be developed and utilized as a valuable tool for learning.

In recent years, in higher education the use of various journal forms has become dominant (Maggioli, 2003). Many educators accept reflective journals as a worthwhile learning tool to foster reflection. Many teachers opt for keeping journals as a written record of what they and their students do. It is also useful as a systematic way of collecting data for teachers. Maggioli (2003: 9) specifies about whatever should be included in a journal:

- A description of what went on in the classroom,
- Reflection on the effect of those actions on student learning,
- Some tentative explanation for this effect,
- A proactive account of how this experience may impact future teaching decisions.

Jarvis (2001: 81) also proposed the use of journals in higher education as both tools of reflective practice and as instruments for teaching, learning, and research. More pertinent is his discussion of their value and use in qualitative research methodology since they permit writers to document their learning and how they “changed and developed as a result”.

Journal is accepted as a tool for reflective writing for other scholars as well.. Ballantyne and Packer (1995) suggest that keeping a journal serves two purposes:

1. Events and ideas are recorded for the purpose of later reflection.
2. The process of writing itself helps trigger insights about teaching. Writing in this sense serves as a discovery process.

Additionally, Richards (1990: 269) also enumerates the purposes of journal writing as follows:

1. To provide a record of the significant learning experiences that have taken place,
2. To help the participant come into touch and keep in touch with self development process that is taking place for them,
3. To provide the participants with an opportunity to express, in a personal and dynamic way, their self development,

4. To foster a creative interaction.

Bodrova and Leong (1996: 103) assert that, with spoken speech added by Vygotsky in Kozulin (1986) viewed written speech as a significant tool for developing higher mental functions, particularly because “written speech also makes thinking and the use of symbols more deliberate.” According to Vygotsky’s theories of learning, putting concepts in writing provides a means for symbolizing thought therefore it facilitates to elucidate thinking, which is fundamental to the process of thought formation. Vygotsky in Kozulin (1986) here focuses on the importance of written reflective journals.

Some teacher educators feel that in order to promote teacher candidates to become reflective practitioners, reflection is an essential component (Henning et al, 2007), and this can take the form of written reflection as in reflective journals. Teacher educators recognize written reflection as the bridge to connect the gap and use this type of reflection that has valuable components within the reflective practice.

Bolton (2001) asserts that writing contains individualized work because each written work has traces of the writer and his/her advancement of thoughts. Because of this, it is a very creative process which supports self confidence and self esteem of teachers. Therefore, it is a useful and appropriate tool if reflective practitioners can utilize appropriately from reflective journals. The practitioner can both reflect on things as in isolation as an individual and share the reflection with colleagues. Owing to this reason, writing can serve as one of the most useful ways of articulating, sharing, evaluating and improving one’s professional experience (ibid). Moreover, reflective writing enables the practitioner to discover and cope with unexpected results of a situation both inside and outside the classroom (Boud, Keogh and Walker, 1985; cited in Maskat, Selangor and Ponniah, 2008).

For Boud (2001: 1), “Journal writing can be viewed through many different lenses: as a form of self expression, as a record of events or as a form of therapy. It can be a combination of these and other purposes.”

Reflective journal writing promotes professional growth, enhances reflection, critical thinking and integration of theory with practice. Moreover, it facilitates critical reflection and self awareness (Tang, 2002). Journals can be written either in a free way or in a given structure. It should be written regularly over a time rather than for a single lesson (Moon, 1999; cited in Cooper and Stevens, 2006).

There are many reasons and benefits of keeping a journal. Boud (2001) states some of them such as recording an event, capturing an experience and identifying what teachers know by exploring their feelings. People sometimes write for themselves, sometimes for other people. Journals provide the reflective practitioner;

- to analyze a dilemma,
- to enhance professional development and reflection,
- to promote critical analysis in teaching,
- to practice reflective inquiry,
- to be aware of relationship between educational psychology and practical experiences,
- to understand what has occurred in the teaching process through writing, and
- to reflect on self-development and actions happened in the classroom (Taggart and Wilson, 2005).

The benefits of reflective journals on teachers and students are listed in order by Genç (2004) as in:

For teachers;

- Reflective journals act as a framework including students' thoughts and learning.
- Reflective journals are one of the teaching tools to communicate with students.
- Reflective journals are communication tools both for teachers and students.

For students;

- Reflective journals are written records of students' experiences and thoughts.
- Reflective journals enhance students communicate with teachers.

- Reflective journals help students reflect their positive and negative thoughts.
- Reflective journals help students form inner dialogue.

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

- deepen the quality of learning in the form of critical thinking or developing a questioning attitude,
- enable learners to understand their own learning process,
- increase active involvement in learning and personal ownership of learning,
- enhance professional practice or the professional self in practice,
- enhance the personal valuing of self towards self-empowerment,
- enhance creativity by making better use of intuitive understanding,
- free up writing and the representation of learning,
- provide an alternative ‘voice’ for those not good at expressing themselves,
- foster reflective and creative interaction in a group (in Alterio, 2004: 322).

Reflective journals are also students’ self evaluation tools. Students get opportunity to discover their strengths and weaknesses through reflective journals. This process is significant in helping students increase their success (Pollard, 1999). Reflective journals prompt students to attend classes and learn more effectively. Through reflective journals, teachers can get feedback on curriculum and prepare more suitable teaching and learning activities for students (Ünver, 2003).

Reflective journals are very effective in improving students’ reflective thinking skills. Students think about their learning process and they find out how they learn (Wilson and Jan, 1993). Yinger and Clark (1981) assert that reflective writing process lets you “know what you know, know what you feel, know what you and how you do it, and know why”. Yinger and Clark (1981) debate that journal writing prompts the elaboration of thinking process as an effort to state and associate one’s knowledge and feelings with words through journals (cited in Oruç, 2000: 23).

Furthermore, Taggart and Wilson (1998: 98) add multiple benefits to the ones mentioned above. These are;

- Analyzing and reasoning through a dilemma,
- Enhancing development and reflection,
- Promoting growth in critical analysis of teaching,
- Promoting awareness of relationships between educational psychology and practical experiences,
- Practicing reflective inquiry,
- Building understanding by writing about what is learned,
- Linking understanding with classroom practice.

Students' keeping reflective journals about their practice process has a great role on their reflective thinking. Students make reflections related to their own learning process through reflective journals by making a higher level connection between theory and practice (Sünbül, 2007). As reflective journals are students' own products they write at the end of the practice, students feel contented, they increase their self confidence through reflective journals and this feeling prompts them to write and reflect better in the future. In the studies related to reflective journals, it was found that reflective journals create opportunities for students to make self evaluation at the end of the learning process (Güney, 2008).

To sum up, journals are the written recordings of a teacher's or a prospective teacher's experiences. They write down some notes about the lesson and write responses related to the teaching events they encounter in a class. Teachers keep journals in order to make a later reflection, or they write journals discover to their way of teaching (Richards and Lockhart, 1996).

2.4.3. Reflective Questioning

"All learning begins with questions," says Kenneth Chuska (1995: 7).

The purpose of reflective question is to encourage students to think deeply about material and to process information in new ways. Examples of reflective questions, adapted from King (1992) are provided below.

- What is the main idea of _____?
- How does _____ affect _____?

- What is the meaning of _____?
- What is a new example of _____?
- Explain why _____?
- Explain how _____?
- What conclusions can be drawn from _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- How would I use _____ to _____?
- What are the strengths and weaknesses of _____?
- What is the best _____ and why?
- This idea is important because _____.

Wilson and Jan (1993) assert that the attitude of asking questions make a significant contribution to their reflective thinking. Additionally, it creates opportunities to improve students' creativity. It helps to increase students' abilities on thinking skills, getting feedback on learning, making connections among the things learned and provoke concern about the subject matter. According to Bradtmueller and Egan (1983), posing questions before reading is effective for students who are older, having high ability, known to be keen on the subject matter.

The questions that are utilized to form reflective thinking between student-student and student-teacher are having a significant role to focus on reflective thinking. The questions should focus on reflective thinking skills and include higher order thinking skills questions. Different types of questions should be applied for different aims. Instead of merely asking questions to activate recalling, students need to be directed to answer that include the type of defining and problem solving answers. Students' answers need to be carefully listened to as a teacher, necessary reflections need to be applied before answering another questions. Furthermore, teacher should make explanations on why and how to make reflections on questions (Ünver, 2003: 23-24).

In Brandes and Ginnis (1986)'s book for use in second level education (post-primary), entitled "A Guide to Student-Centred Learning", they present the main principles of student-centred learning as:

- The learner has full responsibility for her/his learning
- Involvement and participation are necessary for learning

- The relationship between learners is more equal, promoting growth, development
- The teacher becomes a facilitator and resource person
- The learner experiences confluence in his education (affective and cognitive domains flow together).
- The learner sees himself differently as a result of the learning experience.

The American Society for Training and Development has published a suggested structure for debriefing activities, with questions designed to maximize student learning and to support the teacher's instructional purposes by adjusting those questions (ASTD 1996; Hedeem, Barton, and Raines 2007) :

How do you feel? (to "provide participants with the opportunity to vent their feelings and emotions" [ASTD 1996: 526]).

What happened? (to collect data that will encourage participants to "recall their experiences and discover similarities, differences and patterns" [ASTD 1996: 527]).

What did you learn? (to "encourage participants to come up with generalizations and to test them" [ASTD 1996: 527]).

How does this relate to the real world? (to "relate the simulation game experiences to real-world experiences" [ASTD 1996: 527]).

What if? (to "encourage the participants to extrapolate from their experiences" in multiple ["altered"] contexts [ASTD 1996: 527]).

What next? (to "encourage action planning based on the insights from the activity" [ASTD 1996: 527]).

Moreover, questioning fosters critical thinking, evaluation, knowledge and application on students and should be utilized as repeatedly as possible in assignments and class discussions. There are some questions to be taken into consideration to foster students' reflectivity (The Western Center for Drug Free Schools and Communities, 2000):

1. Allow 'wait time' for thinking. Give students time to consider the question and their response before requesting them to answer.

2. Avoid yes-no questions. They lead nowhere and do not promote thinking nor discussion.
3. Be sure students have the needed background and resources to respond to the questions posed. It is unfair and detrimental for their progress to not accept their levels of knowledge and experience.
4. Open-ended and closed questions are useful. Open-ended questions promote critical thinking, while closed questions can focus attention.
5. Include clarifying questions, demands and statements. They are as valid as questions are. Students may need guidance as they sift through possible answers.
6. Use questions from all levels of thinking. Help students to develop higher levels of critical thinking as well as the typical knowledge and comprehension levels.

To create question-friendly student centered classes, effective reflective questioning has a vital role. The significance of making certain that students feel contended about stimulating a response to a question should not be undervalued. If our aim as teachers for students is to create ideas by using open ended, high order questions; they must learn to evaluate a diversity of opinions and ideas. Without the needed skills, students may feel reluctant to provide additional perspectives and ideas, resulting in conformity (Godinho and Wilson, 2004: 5).

2.4.4. Self Questioning

Carrell (1984) suggested that reading is one of the most important skills in English learning. Furthermore, also for Yuan (2002), the most convenient approach to learn English is through reading. However, it is not simple to be a qualified reader because reading entails a complicated process integrating top-down, bottom-up, interactive, construction-integration, and recycling processes (Barnett, 1989; McCormick, 1998).

More studies on using self questioning strategy show that self questioning could enhance students' reading comprehension effectively through creating high order questions, increasing students' metacognition, and activating learners' prior knowledge or schemata (Andre and Anderson, 1978-1979; Clark et al., 1984; Davey

and McBride, 1986; Davey and McBride, 1986a; Foote, 1998; Haller et al., 1988; King, 1994, Singer and Donlan, 1982; Taylor et al., 2002; Wong and Jones, 1982).

Self-questioning strategy is formed to meet the requirement for supporting students to effectively understand complex reading demands (Schumaker et al., 1994). The main focus of self questioning strategy is divided into three parts as:

- a) to let readers' attention fully concentrate on major concepts of the texts,
- b) to analyze the content with the prior knowledge
- c) to evaluate during the process of questioning and answering (King ,1989).

According to related literature, there are three essential elements to result in successful reading performance via self questioning strategy use including (1) active processing, which implies that students can become active readers and independent thinkers via generating questions in order to comprehend the text (Wong, 1985); (2) metacognitive processing, which indicates that teachers help students monitor their reading process via identifying important information in texts, formulating strategies to handle difficulties, and self questioning to enhance reading comprehension (Flavell, 1976); (3) schema processing, which implies that students tend to use their prior knowledge to interpret information through self questioning strategy use (Smith, 1977).

Wong (1985) assert that in the viewpoint of active processing, in order to comprehend the text through self questioning strategy use, students become active readers and independent thinkers. Chang's (1994) study also supports the view that students focus more on the text in order to increase reading comprehension via self questioning strategy use. Furthermore, Davey and McBride (1986) proved that students felt more concentrated on their reading to increase inferential comprehension via self questioning strategy use.

In Davey and McBride's (1986a: 260) research, the findings show that students' reading comprehension in the question-generation (self questioning) group was better than students in the read-reread group because students could generate more higher order questions to improve reading comprehension. Therefore, using

self questioning strategy could make students generate more high order questions and gain better reading performance and enhance their reading comprehension.

In promoting effective self questioning strategy the application of metacognitive processing is the second factor to achieve better reading comprehension. Metacognitive theory based self questioning strategy is effective because, the use of self questioning strategy can enhance learners' metacognition to promote reading comprehension. Also students can recognize their lack of reading comprehension through self questioning technique use (Andre and Anderson, 1978-1979; Haller et al, 1988; Wong and Jones, 1982).

The students are able to regulate their own reading process by asking themselves self questions such as: "Is there anything I do not understand in this paragraph?" (Wong, 1985). Hence, using self questioning technique to promote reflective thinking skills can foster reading comprehension and students can monitor their own understanding of the text during in advance reading courses.

On reading comprehension, the application of schema processing is the third factor to have a great influence via self questioning strategy use. Smith (1977) suggested that schema has crucial effects in interpreting new information. For Smith, good readers have a tendency to use their prior knowledge to interpret the incoming information to support their reading comprehension. However, lack of schemata would affect their reading comprehension. Therefore, training students to activate their prior knowledge by asking "what do you think would happen if our A was ...?" or "how is A related to your B?" (King, 1994) constitutes a crucial place to promote students' reading comprehension.

Based on DeLisi's (2001) research, the finding reveals that training students to generate main idea questions could only increase their retention of the content. Therefore, it is clear that reading comprehension could not be improved by simply generating main idea questions. Thus, it is essential to take students' background knowledge into consideration to make students generate various questions, especially high order questions; otherwise, students cannot foster their reading comprehension.

King (1992) conducted a research about trained self questioners, trained summarizers and untrained control group. The undergraduates viewed a lecture, took notes, and then engaged in their respective study strategies. At immediate testing, summarizers recalled more of the lecture content than did self questioners, who in turn outperformed note taking reviewers. One week later, King applied a retention test of lecture content, the self questioners performed somewhat better than the summarizers and significantly better than the note taking reviewers.

“Use of these generative study strategies appears to enhance learning from lectures by improving encoding both during the lecture and following the lecture; and for long-term retention of lecture material; self questioning may be a more effective study strategy than summarizing.” (King, 1992).

Wong (1985), Rosenshine and Chapman (1990) in their studies on the use of self questioning in reading comprehension came to the conclusion that, when students are trained adequately in how to generate their own questions, their use of self questioning during or after reading usually results in improved comprehension.

Asking and answering high level questions during learning presumably facilitates students' comprehension by inducing such cognitive activities as focusing attention, organizing the new material, and combining new information with prior knowledge (Brown et al., 1983; Palincsar and Brown, 1984). Furthermore, self questioning acts as an aid for students to check how well they are comprehending what they are studying (Baker, 1989; Davey and McBride, 1986; Haller et al., 1988; Palincsar and Brown, 1984).

King (1989, 1990, 1991) has extended research on self-questioning and in two of these studies King (1989, 1991), high school and college students utilized a guided self questioning procedure to process expository material presented in lecture format. During study sessions following a lecture, the students used a set of generic question stems, such as "What is the main idea of. . . ?" and "How does. . . relate to. . . ?" and "What conclusions can I draw about. . . ?" to guide them in processing the lecture content. As a result of King's study, students who used this guided self questioning

procedure achieved higher scores on subsequent lecture comprehension tests than students who used discussion or independent review strategies.

2.4.5.Negotiated Learning

Baker (1990), Moyse and Elsom-Cook (1992) proposed negotiation as a means of overcoming some of the barriers of the traditional behavior of directive tutor. Preliminary findings suggest that students are keen on and volunteer to enter into negotiation with a system (Bull and Pain, 1995). Therefore, Schneiderman (1982) suggests to prepare a curriculum including interaction between the student and system that uses a mixture of direct manipulation and negotiation.

Negotiated learning can occur both at individual and group level. At the individual level, learning contract provides a tool for supporting negotiated learning. Anderson and Boud (1996: 221-222) state that the negotiated learning contract promotes flexible approach in learning because it helps finding diverse learning needs of different learners. Learners are heartened to define their own learning needs, objectives and strategies. For Anderson and Boud (1996: 221),the main benefit of negotiated learning contract is that it can be reshaped to suit the individual learner.

Laycock and Stephenson (1994) note that learning contracts are agreements negotiated between students including the amount of study undertaken with assessment or credit resulting from this study. The negotiated learning contracts are not contracts defined by strict rules of the legal sense but indicate a commitment of the learning involved.

Schneider and Macfarlane (2003) propose that students take active role in their own learning by using negotiated learning contracts in that they set their own goals and terms of attendance; evaluation of how well those commitments are being achieved and reflection on whether they are still appropriate.

Lakshmi Balachandra and her colleagues (2005) suggested that negotiative instructors teach studentsthe skills of formulating and adjusting a strategy of their own, managing the process in the moment, and producing creative solutions.

Balachandra et al. (2005) state that teachers need to apply these same improvisational skills in the classroom, teaching these skills implicitly through modeling.

The negotiated learning contracts do not put any limitations in regards of any period of time and can be utilized for academic purposes of institutional or off-campus learning and with individuals or groups of students. They involve students in negotiating their learning goals, the methods to meet the defined goals and the tools to assess the achievement of the goals to determine at the extend to which these are accomplished (Laycock and Stephenson, 1994).

2.4.6. Self Evaluation

Ersöz lü (2008) states that self evaluation is one of the key concepts in promoting reflective skills. When the individual evaluates oneself, indeed she/he prepares questions towards herself/himself, tries to work out how her/his peers understand and make decisions on which strategy to use by realizing her/ his strength and weakness via self evaluation.

For Ersöz lü, self evaluation takes place in three stages: a) planning, deciding what important points to learn about the subject at the end of the lesson b) self monitoring, controlling the way how she/he learns with the actions she/ he has during the lesson c) self evaluation, evaluating the final result and the outcomes obtained from self monitoring, noticing one's strong and weak sides.

Reflective journals contribute to self evaluation in that they not only foster critical self reflection and self awareness, but also provide evidence of understanding of content knowledge, reflection, professional judgment and application (Biggs, 1999; O'Rourke, 1998). Hammond and Collins (1991) assert that reflection fosters evaluation of peers and oneself.

Students should take into consideration of the following principles during self evaluation (Hancock and Settle, 1990):

- a) Feeling of responsibility of her/ his learning and development.
- b) Being honest and realistic while making self evaluation. Talking with peers, teachers and family members about her/his personal thoughts is also needed.

- c) Making comparison of her/his own behaviors with the expected qualified student's behaviors.
- d) Preparing oneself for the lesson and making evaluation structure (timetable, evaluation rubrics etc.) before making self evaluations.

2.5. Reflection and Reading Theory

Reading is a way for language learning and it is a perceptive skill. Skilled readers are both rational and effective. Readers are rational in using the minimum effort to succeed effectiveness. To achieve this efficiency, readers always search the most reasonable way to meaning and find the reading strategies to eliminate uncertainty and utilize available cues. Rational readers lower their dependence on illustrations (Goodman, 1973b).

Lewis (1991: 421) has asserted that we must read and examine nonfiction texts “in terms of the meaning they represent”, a procedure that is both reflective and analytical. The thinking processes of reflection and analysis are not among the less complex critical thinking skills. This means reading critically and by critical reading, one constructs meaning and relate the text to one's experiences. The comprehension process will turn out to be too complex to do otherwise (Lewis, 1991). It is of crucial importance for students to comprehend and read text at all levels in the pursuit of knowledge. Beyer (1997) emphasized that instructors should create opportunities for students to think beyond absolute recall, standing in the lower level of thinking skills.

Widdowson (1979: 171) describes reading as reciprocal action between reader and writer which cannot be completed without the perception of the culture of the target language. To be capable of reading, readers should have an emphatic attitude towards the culture of the target language.

Aslan (2007) states that:

“Reading is thinking and it usually requires a good deal of effort and concentration. You should have a specific purpose and positive attitude each time you read something. Reading for information, enjoyment, and knowledge is rather different from reading comprehension because reading in a test requires speed and

quick scanning and understanding. You have to be well prepared for the test and it also requires a different way of studying.”

Badrawi (1992) defines reading as both development and output. It includes one's whole life experiences and thinking efforts to comprehend the author's message. On understanding what is read, former past experiences have a crucial role (Badrawi, 1992: 16).

According to Anderson (1977), understanding a text is a mutual actional process between reader's background knowledge and the text. Rational understanding requires the skill to make connections between the text and one's own knowledge. Understanding the whole text includes more than just depending on one's linguistic competence. As Anderson states, “every act of comprehension involves one's knowledge of the word as well” (Anderson et al., 1977: 369).

As a result of his observations during reading lessons, Smith (1975: 1) defines reading as, “Reading is merely one of the ways in which humans deal with their basic skill to make sense of the world.” If the reader does not make it comprehensible, she/he will not comprehend it and lose her/his interest in it.

Many scholars discussed about what comprehension was and what reading comprehension meant. Badrawi (1992) states that “comprehension is a mental process. It is not getting meaning from the printed page, as there is no meaning there, but only lines and curves that we call letters and from which we build words.” (Badrawi, 1992: 16).

Goodman (1973b: 158) articulates that “readers use the smallest amount of text information necessary in relation to their existing linguistic and conceptual schemata to get the meaning.” The goal in reading is to some extent comprehension, defined as construction of a message (Goodman, 1967: 128).

Comprehension of any kind, as in reading, listening relies on what knowledge we obtain. In the light of this knowledge, reading comprehension does not fundamentally differ from other types of comprehension (Smith, 1982:84). Eskey (1986) debates that reader's language proficiency level is closely related to how

she/he can comprehend what she/he reads. Reading comprehension comes out mostly when she/he reads the text that she/he has interest in, or when she/he finds even little good reason to read (Eskey, 1986).

Paris, Lipson and Wixon (1983: 259) suggest that “thinking about one’s thinking is at the core of strategic behavior.” Thus, teaching comprehension requires good reading strategies. Chamot and O’Malley (1987) state that using learning strategy instruction that is based on cognitive learning includes the following suggestions:

1. Mentally active learners are superior learners. Learners who are conscious about relating the new information to their existing knowledge are more creative on connecting links to help comprehension than the learners who perceive new task something new to be memorized.
2. Students who are taught to use strategies and who have practiced enough in using them will be more effective learners than those learners who have no experience about using learning strategies.
3. Learning strategies can be conveyed to the new tasks. As soon as students get used to practising learning strategies, they will use them on similar tasks.
4. Academic language learning is more effective via learning strategies. Some of the same principles that rule reading and problem solving among the native English speakers also rule the academic language learning of English as a second language students.

Two researchers compromise on the interactive nature of the reflective thinking and reading. In Sociocultural theory, Vygotsky (1978) views higher mental processes, including reflective thinking, as an intellectual construct that can be guided by more capable others or co-learners through the Zone of Proximal Development (ZPD). Rubin (1980) states that reading is a complicated, interactive, psycholinguistics process associated closely to the reader’s language aptitude.

Reflective teachers construct environment and opportunities to foster critical thinking in the classroom. The role of teacher is vital for boosting critical thinking and high level of thinking skills including reflective thinking. Dewey (1933) added

encouraging reflection to the thinking practices in the classroom. For Dewey, in order to maintain and reach high level of thinking skills, classroom environment must have teachers supporting reasonable student reflection, peer support activities, inquiry as a means to enhance reflective thinking.

King (1995) recommends inquiry to prompt critical thinking. According to King, it is one of the most efficient way for critical thinking in the class. To develop their critical thinking abilities, King (1995) additionally recommended efficient questioning skills to teach students to question themselves in a reflective manner and make peer questioning on related subject and other issues to foster critical thinking. Elder and Paul (1998) regard the ability to ask questions as crucial in order to develop thinking in the classroom.

2.6. Benefits of Reflective Thinking Practices in Education

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

Benefits are summarized as followings:

“**Flexibility**”: Inexperienced new teachers examine successes and failures in a constructive environment that addresses these successes and failures (Florez 2001).

“**Practibility**”: Opportunities to explore and reflect on new techniques, ideas, and approaches are built into the process, and links between theory and practice are central (Florez 2001).

“**Professionalism**”: Reflective practice calls for ongoing exercise of intellect, responsibility, and professionalism. Reflective practice also promotes deliberate actions in planning and implementing instruction and ongoing engagement with theory (Florez 2001).

“**Sustainability**”: There is always a need for sustained development (Burt and Kennan, 1998; Crandall, 2000). Reflective practice includes reflection, implementation and follow-up. It means that it creates a cyclical process.

Farrell (1998) lists the main points of the benefits of reflective teaching in a brief and comprehensive way in four main ways:

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

Richards (1990) confirms that ‘without reflection, teaching is guided by impulse, intuition or routine’. Also, Florez (2006) asserts the benefits of reflective teaching into four characteristics. These are “flexibility, practicality, professionalism and sustainability.” Reflective practice can address the varieties in the field of ESL and EFL.

The benefits of reflective teaching in Taggart and Wilson’s book (1998: 121) adapted from viewpoints of Cruickshank (1990) are itemized as follows:

These include that reflective practice:

- Provides a non threatening environment,
- Allows experimentation and sharing of teaching experiences,
- Promotes peer communication,
- Fosters self-review and peer review of teaching,
- Allows opportunity to observe others,
- Allows practitioners to come to value practical knowledge,
- Improves articulation of knowledge,
- Develops collegiality,

- Makes for efficient use of time and money in providing teaching practice,
- Provides practitioners with immediate feedback on teaching performance,
- Focuses on insights into teaching.

Furthermore, the strengths of reflective practice are stated below by Wilson and Jan (1993: 3)

- It improves students' meta-cognitive abilities,
- It enhances students' abilities to take responsibility for their own learning,
- It leads to changes in students and teachers.

2.7. Drawbacks of Reflective Thinking Practices in Education

Florez (2001) discusses that the level of teacher autonomy varies according to the degree of willingness and ability to mediate between constraints and pedagogical goals. Florez (2001: 5) states that reflective practice requires a commitment to continuous personal development and sparing time to achieve it, due to this fact some practitioners may not be ready to confront the uncertainty about their teaching philosophies because it requires a commitment to continuous self-development and the time to achieve it. Practitioners should be educated in reflective practice and given time to experiment with the reflective process.

Liston and Zeichner (1991) state that reflection in action has limitations primarily because it considers solely problem solving and does not take into consideration the stepwise analysis of causes of problems. Another concern about reflection in action theory is that the theory is too narrow because it purely focuses only upon the individual teacher. Lastly, I'anson, Rodrigues and Wilson (2003) discuss that approaches to the problem needed to be both analytical and intuitive.

Hatton and Smith (1995: 36) also observe a number of “barriers which hinder the achievement of reflective approaches”:

- Reflection is not generally associated with working as a teacher; but is seen as a more academic exercise.
- Teachers need time and opportunity for development.
- Exposing oneself in a group of strangers can lead to vulnerability.
- The ideology of reflection is quite different than that of traditional approaches to teacher education.

CHAPTER 3. METHODOLOGY

3.1. Introduction

This chapter will provide information about the research design, study participants, the procedures used to collect data, instruments and the methods used for data analysis.

3.2. Research Design

Aliaga and Gunderson (2002) in Muijs (2004) define quantitative research design as “Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” Gay (1992: 298) states the significance of experimental design in education:

The experimental method is the only method of research that can truly test hypotheses concerning cause-and-effect relationships. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science.

Ekmekçi also (1997) states the aim and importance of experimental research as:

“The aim of the experimental research is to investigate the possible cause and effect relationship by manipulating one independent variable to influence the other variable(s) in the experimental group, and by controlling the other relevant variables, and measuring the effects of the manipulation by some statistical means. By manipulating the independent variable, the researcher can see if the treatment makes a difference on the subjects.”

This study is based on true experimental research with the pre test-post test control group design to find out the difference between the ELT freshmen students using reflective thinking techniques while learning reading comprehension skills in advanced reading skills course and the students who do not. The researcher used random sampling then random assignment for both the control group and the experimental group. To gain in depth understanding of the students’ views, semi structured interviews were conducted as a qualitative data.

3.3. Participants

Süleyman Demirel University English Language Teaching Department first accepted students in 2010-2011 academic year. There were four day classes for each grades from freshmen to senior students and there was no evening class in ELT department at Süleyman Demirel University. Since it is a newly founded department (2010) the number of students is limited. The number of the students for first graders was totally 35 students but only an irregular Turcoman first grader was excluded from the study. The participants were 34 ELT freshman students studying at Süleyman Demirel University in the Faculty of Education ELT Department. The students were randomly selected and divided into two groups. From the course register, the first 17 odd numbered students were assigned as the experimental group. The rest 17 even numbered students were assigned as the control group. The only class of first graders was divided into two classes and the course started on Wednesday in the morning for the control group and in the afternoon for the experimental group. The percentages of the participants were presented in tables below in terms of group, gender, age, high school graduation and parental levels of education.

Table 3.1. Frequency of Participants

Groups	N	%
Experimental Group	17	50,0
Control Group	17	50,0
Total	34	100,0

According to groups, 17 (50%) of the participants constitute experimental group, 17 (50 %) of the participants constitute control group.

Table 3.2. Genders of Participants

Gender	N	%
Male	10	29,4
Female	24	70,6
Total	34	100,0

According to gender variable, there are 34 participants in total 10 (29,4%) male and 24 (70,6%) female students participated in the study.

Table 3.3. Age Groups of Participants

Age groups	N	%
18-23 years	31	91,2
23+ years	3	8,8
Total	34	100,0

According to age groups variable, 18-23 years age group constitutes majority of the participants in the study (91,2%).

Table 3.4. Graduation of Participants

High Schools	N	%
Anatolian Teacher Training High School	6	17,6
Anatolian-Super High School	16	47,1
Trade- Vocational High School	3	8,8
Others	9	26,5
Total	34	100,0

According to high school type variable, 6 (17,6%) students graduated from Anatolian Teacher Training High School, 16 (47,1%) students graduated from Anatolian (which has an instruction in English and students are chosen through national entrance exam) and Super High School (which has one year of preparation and students are chosen according to their secondary school GPA). 3 (8,8%) students graduated from Trade-Vocational High School and 9 (26,5%) students graduated from other Regular High School.

Table 3.5. Paternal Education Levels

Paternal Education Levels	N	%
Primary School	14	41,2
Secondary School	4	11,8
High School	7	20,6
University	7	20,6
M.A./ Ph. D.	2	5,9
Total	34	100,0

According to paternal education level variable, nearly half of the students' fathers 14 (41,2%) graduated from primary school. 4 (11,8%) of the fathers graduated from secondary school. The ratio is equal for the students' fathers 7 (20,6%) graduated from high school and 7 (20,6%) fathers graduated from university. Only 2 (5,9%) fathers had M.A/ Ph. D. degrees.

Table 3.6. Maternal Education Levels

Maternal Education Levels	N	%
Primary School	20	58,8
Secondary School	2	5,9
High School	8	23,5
University	4	11,8
M.A./ Ph. D.	0	0
Total	34	100,0

According to mother's education level variable, more than half of the students' mothers 20(58,8%) graduated from primary school. 2 (5,9%) mothers graduated from secondary school. 8(23,5%) mothers graduated from high school. 4 (11,8%) mothers graduated from university. No mothers had M.A/ Ph. D. degrees in this study.

The researcher did not investigate the relationship between reflective thinking and these variables. The tables only show the detailed characteristics of participants and the variables may be investigated for further studies.

3.4. The experimental procedures

1. All necessary legal permissions were taken from Süleyman Demirel University Head of Foreign Languages Education and Deanery of Faculty of Education. The researcher prepared consent form and the participants of the study signed on the form to be volunteer.

2. To collect data, necessary reading comprehension test (Aslan, 2007) and attitude scale for reading (Aslan, 2007) were chosen. Reliability value of the test was found 0,81. Reliability value of Attitude scale for reading scale was found 0,78.

3. In the first phase, freshman students were divided randomly both in the experimental and control group.

4. Reading Comprehension Test and Attitude Scale for Reading (Aslan, 2007) were applied to both control and experimental group as a pretest. The results confirmed that there was no significant difference between the control and experimental group .

5. In the second phase, for eight weeks, simultaneously the students in the control group were taught reading comprehension skills by using traditional curriculum based advanced reading skills course. The students in the experimental group were taught by using reflective thinking techniques like questioning, self questioning, concept maps, reflective journals and reflective worksheets in advanced reading skills lesson.

6. In the third phase, after eight weeks, reading comprehension test and attitude scale for reading were applied again to both control and experimental group in order to test achievement scores and attitude scores.

7. In the fourth phase, after four weeks later after the implementation of the achievement test, in order to test the retention of the things learned in Advanced Reading Course, the achievement test was applied to both groups as retention test.

8. In the final phase, interviews were conducted to gather information about students' views about reflective teaching techniques in advanced reading course.

9. Study was conducted at Isparta Süleyman Demirel University, Faculty of Education in ELT Department.

10. This study was conducted by the researcher herself to both the control and the experimental group of ELT freshmen students in advanced reading course. The course lasted two hours a week for each group.

11. Mean, Standard Deviation, t-Test, Frequency and Percentage were used to analyze the data obtained by using SPSS version 16.0. The data acquired from semi structured interviews were categorized into three groups as attitude, success and the retention of the things learned in advanced reading courses. The interview questions can be seen in appendices.

3.5. The experimental process

During the study, the researcher first got necessary permissions and prepared all the necessary data collection tools, lesson plans and course hours. The lesson plans were prepared in line with the comments made by the lecturers of Süleyman Demirel University in ELT Department and the advisor of the thesis. The experimental process lasted eight weeks. Reading comprehension skills like previewing, scanning, skimming, using vocabulary knowledge for effective reading, making inferences, finding topics, discovering topics of the paragraph, finding and understanding main idea and summarizing were employed throughout the study with the experimental group.

The advance reading course started for both control and experimental group within the same week. The control group was taught using the traditional techniques as suggested in the curriculum.

The first week, both groups had reading comprehension test and attitude scale for reading as a pretest and the results showed that there was no significant difference between the control and experimental group. The next week, the experimental group was informed about what reflective thinking was, how it was used in education, what reflective thinking techniques and their benefits were, what

reflective attitudes (open mindedness, responsibility and whole heartedness) were needed on the process of reflective thinking. Furthermore, the reflective thinking techniques of self questioning, questioning, concept maps, negotiated learning, reflective journals and reflective worksheets were explained in detail to create a secure and comfortable atmosphere. The explanation worked well with the reflective discussions during the lessons. The first lesson of the study is summarized below.

The researcher first asked the students in the class before the lesson whether they have any physiologic, psychologic problems that will hinder their participation in the study. The students were required to tell their problems honestly and privately in the researcher's office so that the researcher could take actions or organize the lesson in line with students' needs. This action also created a secure, friendly and peaceful atmosphere among the researcher and the students.

The first topic of the lesson was previewing. The researcher first explained students about the reflective thinking techniques, reflective process of the lesson and all the questions of the students were answered in detail about the process. The students were first asked about what was the significance of the advanced reading skills course and what types of reading comprehension skills they used in their past educational lives. While the students were busy considering those questions, the researcher specified the names of the reading comprehension skills about previewing, how to preview, the benefits and the limitations of previewing and examples from real life first orally then wrote on the board one by one.

The researcher asked students to think, and self question themselves using self questioning techniques as in: "What will you learn today special to this course?", "What do you know about and the significance of this course?", "In what ways do you learn a new subject?" While students were thinking on their own knowledge and techniques to learn, orally and briefly explained at the beginning of the lesson, wanted and motivated them to answer. The researcher this time wrote on the board to the reading comprehension skills. The responses of the students enlightened the researcher briefly about students' performances and their strong and weak sides during the course.

The researcher then gradually taught about previewing, how to preview, the benefits and the limitations of previewing, and examples from real life. Different types of questions were asked to promote reflective questioning techniques for different aims. The researcher most of the time asked reflective questions to the students like:

- “How does _____ affect _____?”
- What is the meaning of _____?
- What is a new example of _____?
- Explain why/ how _____?
- What is the difference/ similarity between _____ and _____?
- How would I use _____ to _____? (King, 1992)

The lesson then continued communicatively between the researcher and the students with reflective questions and answers. The researcher pinpointed the crucial information during reflective questions and answers process. The main aim of reflection is not just to reflect what we know, but to form high-order thinking skills, problem solving skills and detecting reasons for success and failure.

Through the end of the lesson, the researcher wanted students to give real examples and daily usages of previewing and asked “what if/ not” questions both in order to make them realize the significance of the topic and gain reflection skill. When summarizing the subject, the researcher asked students to create a concept map of theirs about the topic with the applications for future learning.

At the end of the lesson, the researcher handed out the reflective journal paper and reflective worksheet of the course. The researcher wanted students to write on the reflective journals and reflective worksheets by following the directions given at the beginning of the lesson. When students finished writing; the researcher used negotiated learning technique, enabling the students to take an active role in their own learning, set their own goals, evaluate themselves better with negotiations in the course. In negotiations, there was no strict rule but flexible learning evaluation so students could eagerly and voluntarily handle their problems. In negotiated learning process, the flow of the lesson was evaluated, the researcher and the students collaboratively made necessary plans and changes for the next lesson.

The reflective journal paper and reflective worksheet of the lesson were read and analyzed by the researcher. The researcher gave feedback to the students and took precautions to avoid students making the same mistakes again. The researcher got a general knowledge about the levels and performances of the students and defined the weak sides of the students and took necessary actions to alleviate those mistakes permanently. The students also had a chance to recognize their weaknesses and strengths via reflective journals and reflective worksheets. The researcher, by considering negotiated learning technique, principles of reflective journal and reflective worksheets; reshaped the lesson plans according to the requirements of reflective thinking and students' need.

The researcher also observed a more comfortable and friendly atmosphere immediately after the first implementation of the reflective technique. As a result of careful attention and attendance on reflective practices, she also recognized a positive attitude of the students towards the course, an ongoing interest for the course and feeling of being a community. The students also told that they became more active and aware of the lesson thus they actively and voluntarily attended lessons in order to develop themselves and write on their reflective journals. The researcher's interview with the students also supported students' ideas about the benefits of reflective teaching on reading and the self.

During the experimental process for eight weeks, all reflective techniques like self questioning, questioning and reflective discussions as an individual or group, concept maps, negotiated learning, reflective journal and reflective worksheet techniques were applied for each course. The other courses continued by the warm up activity and reminding the previous course. The reflective questions in the courses were like: "What is the similarity in practice between previewing and scanning?" or "What is the difference in practice between previewing and scanning?" and "What if you do not know previewing and scanning on reading?".

The detailed lesson plans can be examined in the appendices.

3.6. Instruments

3.6.1. Reading Comprehension Test

A multiple-choice test, reliability and validity measured by Aslan (2007), made of 30 questions was used to measure students' reading comprehension skills such as finding main idea, subordinate idea, judging the text, making inferences in reading comprehension. The reliability of the reading comprehension test was measured by using of KR-20 method, and the reliability score was found 0,81. This test was applicable since it included the topics of reading comprehension skills that the researcher taught. It was suitable for the advanced reading course for the ELT freshmen students taking this course which forms the same sampling with Aslan's (2007) participants in this study. In the present study, the researcher used reading comprehension test as pre test, post test and the retention test.

3.6.2. Attitude Scale for Reading:

The aim of attitude scale, reliability and validity proved via t-test by Aslan (2007), was to measure the interests of students towards reading. This data collection tool was a Likert-type scale including 13 items that measured students' behavioral tendency towards reading, choosing and applying the appropriate strategy while reading. The reliability value of the attitude scale was 0,78. This scale was developed and used for the same sample on ELT freshman students having advanced reading course similar to the participants and the course of this study by Aslan (2007).

3.6.3. Interviewing the students:

In reflective practices, interviewing constitutes a significant place with its formal and more structured form. Interviews can be either individualized face to face interview or a group interview. In interviewing, the main aim is to understand the meaning of what the interviewees say. (Kvale,1996). Wilson and Powell (2001) assert that the relationship decided and on the way in which the event is conducted is crucial in order for an interview to be successful.

McNamara (1999) states the benefits of interviews as being particularly worthwhile to work out the story behind a participant's experiences. The interviewer can gather in depth information around the topic. Interviews may also be beneficial as to follow-up to certain respondents to questionnaires in order to further investigate their responses in detail.

The questions to be asked during the interview were prepared beforehand by the researcher, it was a semi-structured type. Students were interviewed to find out what attitudes they had on the use of reflective thinking methods in advanced reading course. Five students who volunteered were chosen for the interview with the aim of receiving sincere and honest reflections during the interview. The interviews were carried out at Süleyman Demirel University Faculty of Education, in Deanery small seminar hall. The interviews were audio recorded with the approval of students stated in the consent form and the names of the participants were changed into pseudonym. The questions were in Turkish language since the students volunteered to interview in their mother tongue. The responses were translated into English by consulting three faculty members in ELT department. In discussion and conclusion part, the interview data can be seen. The semi structured interview questions asked are given in the appendices.

3.7. Data Analysis Techniques:

The data collected in this study were analyzed using a statistical package program of SPSS 16.0. Considering the nature of data, several statistical techniques such as Mean, Standard deviation, independent samples t-test, Frequency and Percentage were performed to analyze the data. The statistical analyses were performed by using Excel 2007 and SPSS 16.0 version. Qualitative data were analyzed using transcriptions of interviews with the volunteer participants in this study.

CHAPTER 4. DATA ANALYSIS and RESULTS

4.1. Experimental and Control Group Comparison Scores

Table 4.1.1. Comparison of Pre test – Post test Attitude Score of Students in the Experimental Group

Attitude Tests	Mean	Std. Deviation	Mean Difference	t	p
Pre test	48,47	8,987	-5,882	-3,529	,003
Post test	54,35	5,147			

In table 4.1.1, the average pre test attitude score of students in the experimental group is $48,47 \pm 8,98$ and the average post test attitude score is $54,53 \pm 5,14$. The accounted “t value” in the experimental group between the pre test and post test attitude score is 3,52. The attitude score of students in the experimental group between the pre test and post test attitude score is 5,88 and this result shows a statistically significant difference ($p < 0,05$). The difference between pre test and post test score indicates that the students in the experimental group showed a positive attitude for reading after the reflective treatment. This table is the evidence that being exposed to reflective techniques in advanced reading course developed a positive attitude on the students in the experimental group towards reading.

Table 4.1.2. Comparison of Pre test – Post test Achievement Score of Students in the Experimental Group

Achievement Tests	Mean	Std. Deviation	Mean Difference	t	p
Pre test	15,06	4,115	-3,412	-3,828	,001
Post test	18,47	2,095			

In table 4.1.2, the average pre test achievement score of students in the experimental group is $15,06 \pm 4,11$ and the average post test achievement score is

18,47±2,09. The accounted “t value” in the experimental group between the pre test and post test achievement score is 3,82. The mean difference is found as 3,41 between the pre test and post test achievement score of students in the experimental group, and this result shows a statistically significant difference ($p < 0,05$). The results indicate that reflective practices developed achievement of the students in the experimental group. The experimental group students performed better than the beginning of the experimental process.

Table 4.1.3. Comparison of Post test Achievement – Retention Test Score of Students in the Experimental Group

Tests	Mean	Std. Deviation	Mean Difference	t	p
Post test Achievement	18,47	2,095	,000	,000	1,000
Retention test	18,47	2,718			

In table 4.1.3, the average post test achievement score of students in the experimental group is 18,47±2,09 and the average retention test score is 18,47±2,71. The accounted “t value” in the experimental group between the post test achievement and retention test score is 0,00. The average score of students in the experimental group between the post test achievement score and retention test score is found 0,00 and the data obtained are not statistically significant at 0,005 significance level. No statistically significant difference is found between the post test and retention test scores of experimental group ($p > 0,05$). The results confirm that reflective thinking techniques in the advanced reading course both improved achievement and affected the retention of the reading comprehension skills learned in the course.

Table 4.1.4. Comparison of Pre test – Post test Attitude Score of Students in the Control Group

Attitude Tests	Mean	Std. Deviation	Mean Difference	t	p
Pre test	50,24	5,964	2,941	2,070	,055
Post test	47,29	5,277			

In table 4.1.4, the average pretest attitude score of students in the control group is $50,24 \pm 5,96$ and the average posttest attitude score is $47,29 \pm 5,27$. The accounted “t value” in the control group between the pre test and post test attitude score is 2,07. The attitude score of students in the control group between the pre test and post test attitude score decreases to 2,94, but this result is not statistically significant at 0,005 significance level ($p > 0,05$). The results above indicate that both at the beginning and at the end of the course, there is no significant difference between the control group students’ the attitude scores. The score decreases at the end of the course, but it is not statistically significant. As a result, the control group students’ attitude does not change to a great extent towards curriculum based advanced reading course.

Table 4.1.5. Comparison of Pre test – Post test Achievement Score of Students in the Control Group

Achievement Tests	Mean	Std. Deviation	Mean Difference	t	p
Pre test	14,88	3,352	,118	,200	,844
Post test	14,76	2,658			

In table 4.1.5, the average pre test achievement score of students in the control group is $14,88 \pm 3,35$ and the average post test achievement score is $14,76 \pm 2,65$. The accounted “t value” in the control group between the pre test and post test achievement score is 0,20. The achievement score of students in the control group between the pre test and post test achievement score decreases 0,11 but this result is

not statistically significant at 0,005 significance level ($p>0,05$). This table above points that both at the beginning and at the end of the course, there is no statistically significant difference between the control group students' the achievement scores. As a result, the control group students' achievement does not change to a great extent towards curriculum based advanced reading course.

Table 4.1.6. Comparison of Posttest Achievement – Retention Test Score of Students in the Control Group

Tests	Mean	Std. Deviation	Mean Difference	t	p
Achievement Post test	14,76	2,658	1,765	3,315	,004
Retention test	13,00	1,837			

In table 4.1.6, the average post test achievement score of students in the control group is $14,76 \pm 2,65$ and the average retention test score is $13,0 \pm 1,83$. The accounted "t value" in the control group between the post test and retention test score is 3,31. The average score of students in the control group between the post test achievement score and retention test score decreases 1,76 and this result shows a statistically significant difference ($p<0,05$). Taking into account of the data above, it is clear that the control group students' retention level decreased and the curriculum based advanced reading education did not improve the retention of the reading comprehension skills learned in the course.

4.2. Comparisons of Both Groups

Table4.2.1. The Comparison of Pre test – Post test Attitude Score of Students in the Experimental Group and the Control Group

Attitude Tests	Groups	Mean	Std. Deviation	Mean Difference	t	p
Pre test	Experimental Group	48,47	8,987	-1,765	-,675	,505
	Control Group	50,24	5,964			
Post test	Experimental Group	54,35	5,147	7,059	3,948	,000
	Control Group	47,29	5,277			

In table 4.2.1, the average pre test attitude score of the students in the experimental group is $48,47 \pm 8,98$ and the average pre test attitude score of students in the experimental group is $50,24 \pm 5,96$. The accounted “t value” of the experimental group and the control group between the pre and post test attitude score is $-,67$. The average pre test attitude score of students in the control group is higher than the average pre test attitude score of students in the experimental group, but this score is not statistically significant ($p > 0,05$). The average post test attitude score of students in the experimental group is $54,35 \pm 5,14$ and of the control group is $47,29 \pm 5,27$. The average post test attitude score of students in the experimental group is significantly higher than that of the students in the control group. This result shows a statistically significant difference at $0,005$ level ($p > 0,05$).

In table 4.2.1, when we look at the average scores of both groups, it can be clearly seen that the students in the experimental group have reached a higher attitude level compared to those in the control group. The experimental techniques applied have been more effective on reading attitude than the curriculum based traditional techniques used in the control group.

Table 4.2.2. The Comparison of Pre test – Post test Achievement Score and Retention Score of Students in the Experimental Group and the Control Group

Achievement Tests	Groups	Mean	Std. Deviation	Mean Difference	t	p
Pre test	Experimental Group	15,06	4,115	,176	,137	,892
	Control Group	14,88	3,352			
Post test	Experimental Group	18,47	2,095	3,706	4,514	,000
	Control Group	14,76	2,658			
Retention test	Experimental Group	18,47	2,718	5,471	6,875	,000
	Control Group	13,00	1,837			

In table 4.2.2, the average pre test achievement score of students in the experimental group is $15,06 \pm 4,11$ and the average pre test achievement score of students in the control group is $14,88 \pm 3,35$. The score of accounted “t value” in the experimental group and the control group between the pre test and post test attitude score is 0,13. The average pre test achievement score of students in the control group is higher than the average pre test achievement score of students in the experimental group but this difference between the experimental group and the control group is not statistically significant ($p > 0,05$).

The pre test achievement results of both groups were approximately the same which showed that the reading comprehension skills and knowledge of the groups were similar prior to the study. This score is important both for the equivalence of the groups before the experimental process and for the reliability of the process.

The average post test achievement score of students in the experimental group is $18,47 \pm 2,09$ and the average post test achievement score of the control group is $14,76 \pm 2,65$. The average post test achievement score of students in the experimental group $18,47 \pm 2,09$ is significantly higher than the average post test achievement score

of students in the control group $14,76 \pm 2,65$. This result shows a statistically significant difference ($p < 0,05$).

According to the comparison of the post test scores within groups, the study indicates that the experimental group raises its achievement significantly on reading comprehension skills through reflective thinking techniques while the control group makes no significant difference in terms of achievement.

In table 4.2.2, when we examine the achievement scores of the experimental group, it can be seen that the achievement score of the experimental group have reached a higher level from pre test $15,06 \pm 4,11$ to post test $18,47 \pm 2,71$. There is no statistically significant difference between post test achievement score $18,47 \pm 2,09$ and retention score $18,47 \pm 2,09$. However, when we examine the achievement scores of the control group, it has been seen that the achievement score of the control group decreased in both post test achievement score $14,76 \pm 2,65$ and the retention score $13,00 \pm 1,83$.

The retention test score proved that the reflective thinking treatment applied to experimental group produced higher and better results than the control group.

CHAPTER V: DISCUSSIONS and CONCLUSION

The present study aimed to investigate the effect of reflective thinking based advanced reading education on student success; attitude towards reading and the permanence of the lesson taught.

This study forms its basis on three main hypotheses that will be discussed as follows:

1. There is a significant difference between the achievement levels of the students in favor of the experimental group using reflective thinking techniques in Advanced Reading Skills Course.
2. There is a significant difference between retention levels of the students in favor of experimental group students using reflective thinking techniques in Advanced Reading Skills Course.
3. There is a significant difference in the attitude levels of the students in favor of the experimental group students using reflective thinking techniques in Advanced Reading Skills Course.

In order to obtain appropriate data, multiple choice reading comprehension test developed by Aslan (2007) consisting of 30 questions was administered in the same lesson to ELT students. It was used as the pre test, an immediate post test and retention test to compare the results of the research on students' success. The researcher applied the test to measure ELT students' reading comprehension skills such as finding main idea, subordinate idea, judging the text, making inferences in reading comprehension.

Attitude Scale for Reading (Aslan, 2007) in this study was a Likert-type scale consisting of 13 items that measured students' choosing and applying the appropriate strategy while reading or their behavioral tendency towards reading. It was used as a pre test and post test to compare the significant difference on the effect of reflective thinking techniques on students' attitudes towards reading.

The researcher administered pre-, post-, and retention tests to the two randomly selected groups. This current study was conducted with the participation of 34 ELT freshman undergraduates from Süleyman Demirel University, Faculty of Education. The students were randomly divided into two groups; 17 of participants formed the experimental group, and 17 of students formed the control group. After the necessary data had been collected, they were entered into the Statistical Package for Social Sciences version 16.0 and analyzed to see the final results.

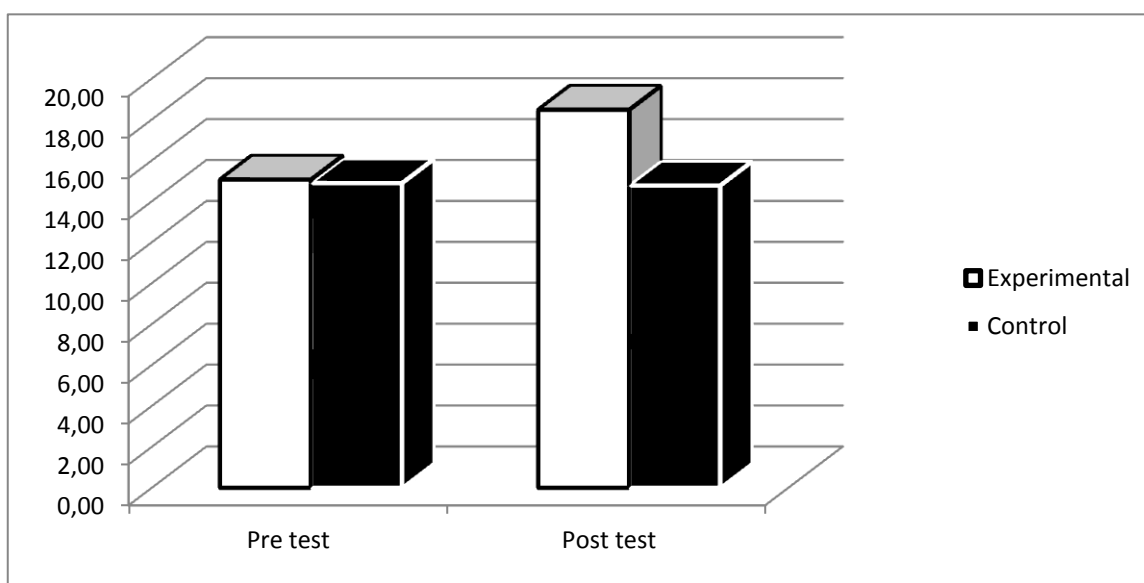
In the following section, the hypotheses will be discussed in the light of recent findings obtained from both applied achievement tests and attitude tests. The results also will be examined by taking into account the relevant literature. Finally, pedagogical implications and suggestions for further studies will be made.

5.1. Discussion of the Hypotheses and General Results

This study is based on three main hypotheses, and the first hypothesis of this present study is as follows:

There is a significant difference between the achievement levels of the students in favor of the experimental group using reflective thinking techniques in Advanced Reading Skills Course.

Figure5.1.1. Achievement Levels of Students in Both Groups



First of all, reading research in the L1 and L2 fields has shown that reading comprehension skills can be taught to students to enhance student performance on tests of comprehension and recall (Carrell, 1985; Carrell, Pharis, & Liberto, 1989; Pearson & Fielding, 1991). The researcher thus used reflective thinking techniques to improve reading comprehension and retention of the knowledge.

The first hypothesis puts an emphasis on improved achievement scores of the students using reflective thinking techniques in advanced reading course. To test the effectiveness of the study, the researcher applied 8 weeks period treatment on the experimental group in which reading comprehension skills were taught with the reflective thinking techniques of self-questioning, concept maps, questioning,

negotiated learning, reflective journals and reflective worksheets. The researcher taught reading comprehension skills to students in the control group with traditional techniques in other words with a lot of exercises on reading passages not based on reflections. With the purpose of measuring the effectiveness of the reflective techniques on reading comprehension skills, 30 items reading comprehension test was applied to both groups as pre test and post test.

The mean pre test achievement score of the experimental group was 15,06 while control the group had 14,88. According to the comparison of the pre test scores between groups, there is no significant difference in terms of achievement scores of both groups. The pre test achievement results of the groups were approximately the same indicating that the reading comprehension skills and knowledge of the groups were similar prior to the study. This score is important both for the equivalence of the groups before the experimental process and for the reliability of the process.

The pre test achievement results of the groups were approximately the same prior to the study; however, post test achievement mean score was significantly higher in favor of the experimental group. This result indicates that reflective thinking based reading instruction contributed to the academic achievement of the students in the experimental group significantly. The findings of the present study are in line with reflective thinking based studies in different fields on students with different levels of education (Bölükbaş, 2004; Yıldırım, 2012).

Besides, when the control and experimental group were compared with regards to achievement in advanced reading course, the findings reveal that the achievement mean difference score of the control group before and after the process is 0,11. On the other hand, the achievement mean difference score of experimental group before and after the process is 3,41. These findings show that the achievement score of the experimental group having reflective thinking based advanced reading course is significantly higher than the students in the control group. The reading instruction with reflective thinking techniques holds a significant role to obtain these results.

The mean post test achievement score of the experimental group is 18,47 and the control group is 14,76. After the implementation of reflective techniques based reading instruction ended, the average post test achievement scores of students in the experimental group was significantly higher than the average post test achievement score of students in the control group. According to the comparison of post test scores of both groups, the study indicates that the experimental group has raised its achievement significantly on reading comprehension skills through reflective thinking techniques whereas the control group showed no significant difference. This result confirms the first hypothesis that reflective thinking techniques based reading instruction raises the achievement score highly.

In the semi structured interviews, all the students in the interview verified once more the contribution of reflective thinking techniques on their success in advanced reading course:

Umut: I compare the knowledge that I know before and after the lesson and I focus on my weak sides. The more I take notes on journals, the more I determine the things that I should pay attention. Thus the lesson becomes more effective.

Bukre: We can realize part of the lesson that we did not understand, and then we can decide that we should focus on this part, and should study harder for them

...when we answer these (self questioning) questions, our idea occur about the lesson. When sentences are written by us, it becomes more unforgettable.

Şenay: Yes, I have learnt better (through self questioning) and it has helped me to understand the lesson better.

Şenay: Thanks to concept mapping I see what I learnt in a map. I group knowledge as a whole and therefore I repeat what I have learnt, and I can check what I know and what I do not.

Gülce: For reflective worksheet, I can say that it is revision of the lesson and positive reinforcement for me. It helps me on how to apply scanning and skimming. And applying them on a paragraph makes the knowledge much permanent.

Gülce: Since I know I will write reflective journals at the end of each lesson, I feel a great need to listen the lesson more carefully in order to reflect on the journal even though I was not feeling motivated for the first week to write on journal. I can see my strong and weak sides in the reflective journals.

Yağmur: Journals are beneficial for repeating, evaluation after lesson, I remember more easily through writing on journal. Self questioning is beneficial to see whether I could reach my aims or not. For that reason, I listen attentively.

... Through self questioning, I listen carefully and my attention increases otherwise I will not listen attentively.

The findings of the present study show that reflective thinking based advanced reading education improved student' success in reading and knowledge of reading comprehension skills and the result is in line with the statements of Zeichner and Liston (1996), Brookfield (1995) and Thiel (1999) about the effect of reflection on the comprehension and success. The findings regarding the better changes in the advanced reading course on students' reading success with reflective thinking techniques are consistent with the findings of Kurt (2002) named "Reflective Practice in Acquiring the English Language Reading Skills". The main focus of the case study was to investigate the applications of the reflection practice by using qualitative data to facilitate and foster reflection. Thus, four learning mechanisms were designed and integrated in English language reading course. He used learning and electronic journals, open-ended reflective questions and collaborative assessment as data collection tools. 25 college students took part in the research and continuously reflected in their learning and electronic journals designed for the course and answered some open-ended reflective questions and in order to provide reflection they took part in collaborative assessment with the instructor as well. The results of the findings indicated that the students' reflections have contributed to their metacognitive learning, reading comprehension skills, writing skills, critical thinking skills, vocabulary, questioning, analyzing and researching skills. According to the students' reflections, reflective techniques have also contributed to their academic success.

In the present study, the researcher aimed to develop advanced reading course by using reflective thinking techniques and as a result enhance students' reading comprehension. The findings of the present study reveal that students having reflective thinking based advanced reading course enhanced students' reading comprehension which is in line with the findings of Öztürk (2003). Similarly, the study in the English Language Teacher Training Department of Marmara University named "Developing a Reflective Reading Model" by Öztürk (2003) was conducted to foster reflection on students' specific reading experience in a specific occasion within the reading activity to promote students' mental processes. It was based on discovering the effects of a new reading model by promoting reflection and raising their awareness. The participants were 50 sophomore students in the English Language Teacher Training Department of Marmara University. In the study, the students received authentic reading materials in the form of six articles collected from various English and American periodicals and a variety of techniques such as silent reading, group discussions, group presentations, and answering pre-reading and post-reading questions. Following the classroom activities for each article, the students reflected their reading experience on a written form based on three questions as "what they had learned from their reading experience, how far the reading experience had contributed to their world knowledge, and what they thought about the text." It was believed that the students while answering these questions would realize if there were any parts they had not completely understood and would try to solve this problem. Following the application, the students' written reflections were evaluated based on ten criteria. In the light of the evaluations of the students' reflections, it was found out that the general background knowledge of the students has enhanced on the overall. The reflection model enhanced the students' reading comprehension success as well.

In the present study, during the interviews aforementioned above, students stated that they felt themselves more responsible towards the course after reflective treatment, so they attended the course more carefully to write on their reflective journals. The findings of Uçar (2013) in English Language Department on the effect of reflection are consistent with the present study. Uçar (2013) aimed to investigate

the effects of the reflective writing process on English Language and Literature students' engagement with writing and literature and their demonstrated engagement level in the reflective writing process. Six students from Sivas Cumhuriyet University English Language and Literature Department participated in his study during nine weeks. Students' responses to excerpts to different genres via written reflective responses were analyzed using a reflective writing evaluation framework, and semi-structured interview was carried out to understand their perceptions on reflective writing process. The results indicated that reflective writing process significantly increased students' engagement levels with writing and literature.

The results of the present study indicate that reflective thinking techniques raise experimental group's achievement score in multiple choice achievement tests. The findings of the research conducted by Bölükbaş (2004) and Keskinılıç (2010) are consistent with the present study. Bölükbaş's (2004) study is another study in Turkish in terms of the effect of reflective teaching on the attitudes and academic achievement of students. In his research, Bölükbaş aimed to determine the effect of reflective teaching on the attitudes and academic achievement of 7th grade primary school students in Turkish lessons. In the research, experimental design with "pre-post test and control group" was used. While the experimental group was taught with reflective teaching activities, the control group was taught with conventional teaching activities. According to the research findings, there was a significant difference between the control group and the experimental group in multiple-choice achievement test, and the score of achievement was significantly higher in favor of experimental group. In another research about the effect of reflective thinking based activities on student success, Keskinılıç (2010) aimed to define the effect of reflective thinking based learning activities in 7th class Science and Technology Lesson on the students' achievements and their Scientific Process Skills. The researcher used pre test – posttest design with control groups. At the end of the research, it is seen that the students who were taught using reflective thinking based activities had higher achievements compared to students taught with the traditional program. The researcher's findings show that there was a significant difference

between the control and the experimental group in terms of basic scientific process skills.

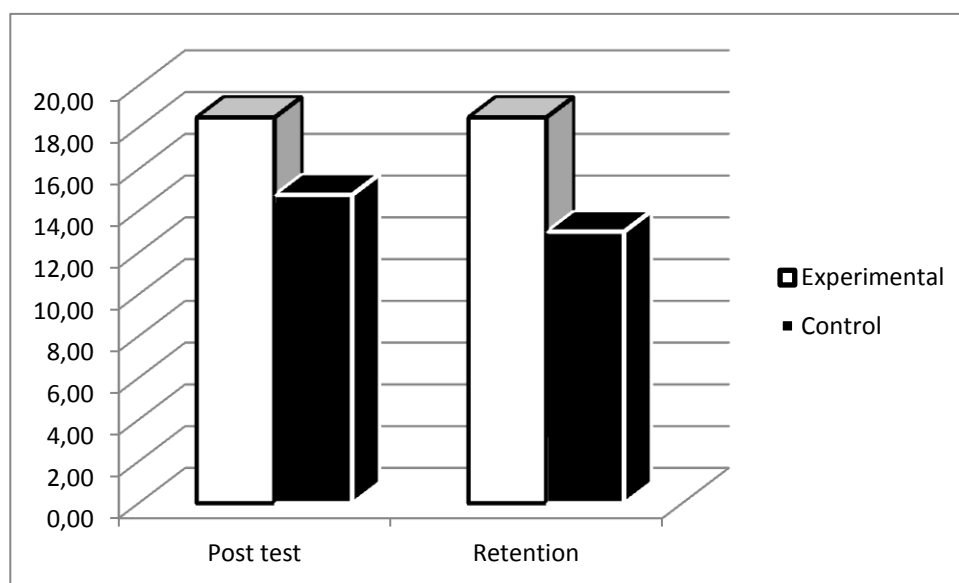
Kim (2005) aimed to investigate the research questions: 1) if the use of a reflective thinking tool was effective in enhancing students' learning performance and metacognitive awareness, 2) if there was any difference in learning performance and metacognitive awareness by level of students' reflective thinking, and 3) how the students perceived the reflective thinking tool in its use for their learning. In the study, students in the treatment group (N=84) used a reflective thinking tool during the two-week study. Students in the control group (N=73) only wrote an essay about the subjects they learned in the course and, in terms of learning performances; both groups were compared. Kim (2005) stated that on comprehension skills, there was no significant difference between the treatment and the control group. However, in the present study, there was a significant difference in terms of achievement on comprehension of students in the experimental group in line with Yıldırım (2012) and Bölükbaş (2004), studies about the effect of reflective thinking on student success.

One can infer from the present and reflective thinking based studies on student success that from primary to tertiary level students, reflective thinking can improve students' success in interdisciplinary studies.

The second hypothesis of the study is:

There is a significant difference between retention levels of the students' in favor of the experimental group students using reflective thinking techniques in Advanced Reading Skills Course.

Figure 5.1.2. Retention Levels of Students in Both Groups



The second hypothesis puts an emphasis on better retention scores of the students receiving reflective thinking techniques in advanced reading course. To testify the effectiveness of the study and justify the second hypothesis, four weeks later after the implementation of post test, retention test was given to both groups as a delayed post test.

The results of retention tests of both groups were compared and the retention score of the experimental group was significantly higher than the control group. While the average retention score of the control group was 13,0 it was 18,47 of the experimental group. This proved that teaching advanced reading skills by using reflective thinking techniques produced higher and better results on the experimental group.

The average post test achievement score of students in the control group is 14,76 and the average retention test score is 13,0. The average scores of students in the control group between the post test achievement scores and retention test score decreases to 1,76 and this result shows a statistically significant difference ($p < 0,05$). The average post test achievement scores of students in the experimental group is $18,47 \pm 2,09$ and the average retention test score is $18,47 \pm 2,71$. No statistically significant difference is found between the post test and retention test scores of experimental group ($p > 0,05$). This result shows that the students retain to the reading comprehension skills through the reflective thinking based techniques. The statements about the retention of knowledge through reflection by Baker, 1989; Brown et al., 1983; Davey and McBride, 1986; Haller et al., 1988; Palincsar and Brown, 1984 support the results of the current study.

During the interviews with the volunteer participants, they all approved that reflective thinking techniques make a great contribution to the retention of the knowledge about reading comprehension skills learnt in the course:

Umut: Lesson becomes more catchy and by using self questioning the reading comprehension skills become more memorable. Also you can find your weaknesses by yourself so the lessons become more memorable than the other lessons.

Bukre: When we revise or reconsider on what we have learnt at the end of the lesson, it really sticks in my mind. Even after a week, we can remember easily what we have learnt.

Şenay: Yes, I think (techniques are beneficial). I feel like I have quiz every day and it helps me to revise what I have learnt before. Since I revise it every time, the knowledge takes its place on my long term memory.

Gülce: For example, the lesson becomes worthless if I just come to take the compulsory course without self questioning. I will easily forget if I do not focus with self questioning. On the other hand, if I know at the beginning of the lesson about the subject, I pay much more attention in order to understand. After all, it is a revision. I

cannot keep in mind for the first time but I never forget for the second time with reflective techniques.

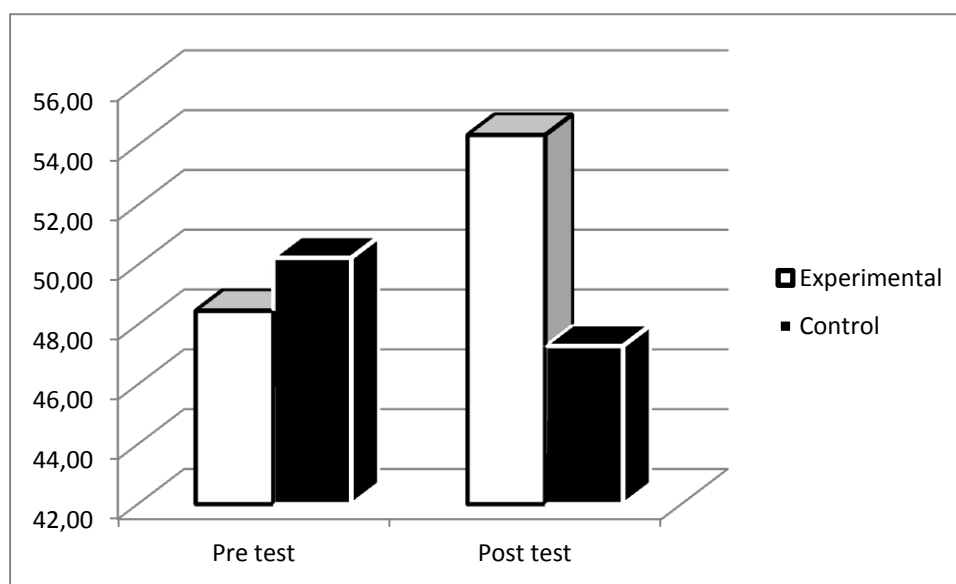
Yağmur: That is beneficial in long term. For example I didn't study hard for the exam because I wrote on a journal so I had already known most of the subject, I just scanned before the exam.

In the present study, the reflective thinking techniques raised the retention of success in advanced reading course. The outcomes of the research by Yıldırım (2012) are consistent with the present study that the findings of the study indicated that reflective thinking based education had a positive effect both on the academic achievement and on the retention of success and the things learned in geography education. This study leads us to the conclusion that reflective thinking activities as a multidisciplinary technique can help students' academic success and permanence of success from primary school to tertiary level students.

The third hypothesis of the study is:

There is a significant difference between retention levels of the students in favor of the experimental group students using reflective thinking techniques in Advanced Reading Skills Course.

Figure5.1.3. Attitude Scores of Students in Both Groups



The third hypothesis puts an emphasis on the higher attitude scores of the students using reflective thinking techniques in advanced reading course. To verify the effectiveness of the study on attitude towards reading, the experimental group received 8 weeks period reading instruction in which reading comprehension skills were taught with the reflective thinking techniques while students in the control group were taught with traditional techniques not based on reflections. In order to measure the effectiveness of the reflective techniques on reading attitude, attitude scale for reading by Aslan (2007) was applied to both groups as pre test and post test.

The pre test mean attitude score of experimental group was 48,47 the control group was 50,24. According to the comparison of the pre test scores between groups, there is no significant difference of the both groups ($p>0,05$). The pre test attitude scores of the groups were close to each other which showed that the reading attitudes of the both groups were similar prior to the study. This score is important for the equivalence of the groups before the reading instruction with reflective thinking techniques.

The post test mean attitude score of experimental group was 54,35 and of the control group 47,29. After the reading instruction with reflective thinking techniques in advanced reading course, the results indicate that the average post test achievement scores of students in experimental group was significantly higher than the average post test achievement score of students in control group. According to the comparison of the post test scores within groups, the experimental group had a significantly higher attitude level towards reading through reflective thinking techniques while the control group showed no significant difference even decreased its score in terms of attitude towards reading. This result confirms that reflective thinking techniques based reading course raises the attitude towards reading confirming the third hypothesis.

In the semi structured interviews, all the students in the interview verified once more their positive attitude towards lesson through reflective thinking techniques:

Yağmur: At first, it (reflective journal) did not sound logical but later I could see the benefits. For example today, I studied for this exam only half an hour but I am expecting 80-90 grades and from now on I form journal for each lesson. In fact, as a student I never make revision, but I feel I revise through journals.

Umut: After taking notes and reading them (reflective journals) later, I can utilize from the upcoming lessons more effectively.

Umut: Yes, I compare the knowledge that I know before and after the lesson and I focus on my weak sides. The more notes I take on (reflective) journals, the more I determine the things that I should pay attention, thus the lesson becomes more effective.

Umut: When I consider the benefits, I think reflective thinking techniques as beneficial. I am thinking to use self questioning especially at the beginning and the end of the lessons for the students.

Bukre: I want to make my students write journal because they can easily remember things that they have learned.

Bukre: (Through reflective journals) we can prepare for next week, we can question what we learnt in the last lesson and also we can evaluate ourselves.

Bukre: Yes, I self questioned. I think listening is a difficult action. We should ask these questions if we want to listen attentively and want to focus on lesson. As a result, if we can listen carefully and we can understand better.

Şenay: I'm previewing before the lesson, I'm thinking about what we will learn, I guess about what we will learn and if it matches with what I guess, I can learn better. I reinforce my knowledge in the lesson and understand topic before we begin the lesson.

Gülce: For the advanced reading lesson, I use reflective journals. I consolidate the lecture; at least I remember what I learned. I also activate my memory and brain. For example I write that I have not listened to the lesson attentively then I motivate

myself to listen to the next lesson carefully in order to write more logically on the journal. At the end of the lesson, if I feel very tired I realize that “oh I have not listened to the lesson carefully” or I listen to the lesson thoroughly and realize “oh how much I have learned today”. And I understand whether I have learnt or not.

In the present study, findings reveal that reflective thinking techniques improved ELT students' attitudes towards the reading course. The result is in line with the suggestions of Farrell (1998) and Florez (2001) about the benefits of reflection on student attitude.

The interviews conducted with the students also verified the findings that they plan to use reflective thinking techniques in their teaching profession. The findings of the study by Tok (2008) are in line with the current study. Tok (2008) aimed to investigate the impact of reflective thinking activities on the student teachers' attitudes toward teaching profession, performance and their reflections. Her participants were 63 freshmen students at MKU Faculty of Education, Department of Elementary Education. The data were collected through two column writings during 12 weeks study including reflective thinking development activities. Findings revealed that there was a significant difference between experimental and control group in favor of experimental group with respect to the attitudes toward teaching profession and the reflective thinking activities had a positive effect on the performances of the students in experimental group. On the comparison of the present study and study by Tok (2008) one can infer that reflective thinking techniques promote better results not only towards reading but also towards student teachers' teaching profession.

In the present study, the reflective thinking techniques improved ELT students' attitudes and in the interviews above, they stated that they also considered the reflective process important to shape their learning and teaching. Şanal Erginel (2006) examined the reflection of pre service teachers in her study. She mainly focused on analyzing pre service teachers' improvement in reflection via various techniques of fostering reflection. The participants were 30 pre-service teachers in an undergraduate teacher education program of English language at Eastern

Mediterranean University. She used tape-recorded reflective interactions and interviews; weekly guided journal entries, questionnaires and observations, assignment on videotaped microteaching as data collection tool. The study revealed that pre service teachers felt enthusiastic about reflection and there was a developmental process in pre service teachers' reflectivity in this course. Other findings indicated that the pre-service teachers felt enthusiastic about reflection and that they valued guidance within the reflective process.

The findings reveal that the experimental group students, receiving reflective thinking treatment in the advanced reading course, gain better attitude towards reading. The findings of the present study are similar to that of Uçar (2013) who studied on the effects of the reflective writing process on English Language and Literature students' engagement with writing and literature and their engagement level in the reflective writing process. Uçar (2013) conducted his study with 6 undergraduates from Cumhuriyet University English Language and Literature Department. For data collection, reflective responses and semi- structured interview were used. The findings revealed that the students gained a positive attitude towards reflective writing. The findings of the present the study and Uçar (2013) are similar that reflective thinking techniques improved attitudes of English Language students towards reading and writing courses.

The present study include the control and experimental groups based on pre and post tests design to test the effect of reflective thinking techniques on students' attitudes towards advanced reading course and the findings verified the third hypothesis above that the experimental group students, receiving reflective thinking treatment in the advanced reading course, improved and showed better attitude towards reading course. The changes in the attitudes of the experimental group students in the present study are in line with the study named "The Effectiveness of Reflective Teaching on Secondary School Students' Attitudes Towards the Turkish Course and on Their Achievement." Bölükbaşı (2004) aimed to investigate the effects of reflective teaching on students' attitudes towards Turkish course, their achievement and motivation on the 6th - 8th grade primary school students. The

research included the control and experimental groups based on pre and post tests design. The results indicated that reflective teaching affected students' attitudes positively, and reflective teaching was proved to be more effective than the traditional curriculum based teaching.

5.2. Implications and Suggestions for Further Research

The findings of this study have revealed the significance of reflective thinking methods on ELT students' attitudes, success and retention in advanced reading course. The number of the ELT participants is limited since it is a relatively new department accepting students since 2010. Hence, further studies conducted with more participants can reveal more reliable and applicable results.

Further research on the effect of reflective thinking techniques can be conducted for different lessons in the ELT department such as listening, writing and speaking. The effects of reflective thinking in ELT department can be investigated with longitudinal research and at a national level results, it can be utilized in the curriculum of ELT departments.

Furthermore, the effect of variables like students' gender, socio-economic backgrounds and their parental educational background can be investigated in depth notably for the studies on the attitudes towards reading. Moreover; besides the impact of reflection on students' attitudes towards reading, the impact of motivation, anxiety and empathy can be further studied.

The reflective thinking techniques can be utilized in ELT departments on freshmen students to develop attentive attitude, reflective thinking and critical thinking in teacher candidates. These techniques can be improved in every grade of tertiary level education and mostly junior students can be directed by lecturers to gain reflectivity and use it as a group or individually during their observation and training period in the schools in the fourth grade of ELT program.

5.3. Conclusion

The aim of the present study was to enable ELT students' attitude in a positive way towards advanced reading education and increase their success and retention levels. For that purpose, it examined two techniques of teaching (reflective thinking techniques and curriculum based traditional teaching) to reveal which technique was more effective on students' attitude, success and retention of knowledge in advanced reading course. The findings of the present study and also the interviews with the students verified that reflective thinking based advanced reading education has a positive impact on students' attitudes towards reading and improved students' success and retention.

Specifically the experimental group students receiving eight-week period reflective thinking treatment raised their achievement level and made a remarkable progress throughout the process. The students also reported that it became much easier to study for the advanced reading exams with reflective thinking techniques and because these techniques were practical and not time taking, they had higher grades in the reading exams. The fact that reflective thinking techniques lead the participants to learn the reading comprehension skills and apply these techniques to make the knowledge more permanent, these techniques contributed to the retention scores of the students.

Moreover, this study stated the significance of reflective thinking techniques on the better attitudes of students towards reading. At the beginning of the study students had a prejudice towards reading as being boring and thus felt reluctant towards reading. After eight-week period reflective thinking based advanced reading education, the higher attitude scores of the experimental group was remarkably better than the control group. The students reported that they felt more enthusiastic towards reading as reflective thinking techniques improved their achievement and techniques made reading more enjoyable thus they had positive attitude at the end of the experimental process.

Briefly, the present study concluded that including reflective thinking techniques into advanced reading education might produce beneficial and permanent results. The reflective thinking techniques by breaking the boring nature of advanced reading, made students gain positive attitude as a result better achievement on reading course. As reflective thinking techniques can be utilized individually or collaboratively, it offers opportunities to both interpersonal and intrapersonal students. The students highlighted that and since reading is a part of not only educational but also daily life, the reflective thinking offers many solutions to both educational and daily life by saving time and making reading effective. The reflective thinking can produce fruitful results in other skills and achievement of the courses as understood from the statement of the students. The aim of educating teacher trainees can be remarkably developed through the reflective thinking techniques.

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APPENDICES**Appendix A: Petition to the Foreign Languages Teaching Department**

T.C.

SÜLEYMAN DEMİREL ÜNİVERSİTESİ

YABANCI DİLLER EĞİTİMİ BÖLÜM BAŞKANLIĞINA

Konya Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalında yürütmekte olduğum "The effect of reflective thinking based advanced reading education on student success, attitude and permanence" başlıklı tezimin uygulamasını yapmak amacıyla Süleyman Demirel Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı 2012-2013 Güz Yarıyılı "YD1103" kodlu "İleri Okuma ve Yazma I" isimli derste öğretim elemanı olan Yrd. Doç. Dr. Oya BÜYÜKYAVUZ'a söz konusu derste asiste etmek istiyorum.

Gereğinin yapılmasını saygılarımla arz ederim.

Arş. Gör. Rümeysa PEKTAŞ

Appendix B: Petition to Deanery



T.C.
EĞİTİM FAKÜLTESİ DEKANLIĞI
Yabancı Diller Eğitimi Bölüm Başkanlığı

Sayı : B.30.2.SDÜ.0.12.10.00-100-54


15/9/2012

Konu: İleri Okuma ve Yazma I dersi hk.

DEKANLIK MAKAMINA

İlgi : Arş.Gör.Rümeysa PEKTAŞ'ın 19.09.2012 tarihli dilekçesi.

İlgi dilekçe gereği, Arş.Gör.Rümeysa PEKTAŞ'ın Fakültemiz İngiliz Dili Eğitimi Anabilim Dalı 2012-2013 Güz Yarıyılı "YDII03" kodlu "İleri Okuma ve Yazma I" isimli dersi için Yrd.Doç.Dr.Oya BÜYÜKYAVUZ'a söz konusu derste asiste etmesi uygun görülmüştür. İlgiliye ait dilekçe yazımız ekinde dir.
Bilgilerinize sunar , gereğini arz ederim.


Yrd. Doç. Dr. Nazlı BAYKAÇ
Bölüm Başkanı

EK:
1- Dilekçe (1 sayfa)

Appendix C: Deanery Correspondence with Head of Foreign Languages Teaching



T.C.
SÜLEYMAN DEMİREL ÜNİVERSİTESİ
Eğitim Fakültesi Dekanlığı

Sayı : B.30.2.SDÜ.0.12.00.00-100- 326

26/09/2012

Konu : İleri Okuma ve Yazma I dersi hk.

YABANCI DİLLER EĞİTİMİ BÖLÜM BAŞKANLIĞINA

İlgi: 19.09.2012 tarih ve B.30.2.SDÜ.0.12.10.00-100-54 sayılı yazınız.

İlgi sayılı yazınız gereği, bölümümüz öğretim elemanlarından Arş. Gör. Rümeyza PEKTAŞ'ın tez çalışması için, bölümünüz İngiliz Dili Eğitimi Anabilim Dalı'nın 2012-2013 eğitim öğretim yılı güz yarılı YDI-103 kodlu "İleri Okuma ve Yazma I" isimli dersini vermek üzere görevlendirilen Yrd. Doç. Dr. Oya BÜYÜKYAVUZ'a asiste etmesine Dekanlığımızca bir sakınca yoktur.

Bilgilerinizi rica ederim.

Prof. Dr. Menderes COŞKUN
Dekan

Appendix D: Letter of Consent for Reading Comprehension Test and Attitude Scale for Reading

Tarafımdan hazırlanmış ve geçerlik güvenirlik çalışması yapılmış olan 30 maddelik "Reading Comprehension Test" ve 13 maddelik "Reading Attitude Test" isimli ölçekleri yüksek lisans tezinizde veri toplama aracı olarak kullanmanıza izin veriyorum.

03.09.2012



Yrd. Doç. Dr. Yasin ASLAN

Appendix E: Reading Comprehension Test as Pre test, Post test and Retention test

Name & Surname:

Number:

Date:

READING COMPREHENSION TEST

Golf is believed to originate in Holland but certainly Scotland fostered the game and is famous for it. In fact, in 1457 the Scottish Parliament, disturbed because football and golf had lured young Scots from the more soldierly exercise of archery, passed an ordinance that banned football and golf. James I and Charles I of the royal line of Stuarts were golf enthusiasts, whereby the game came to be known as "the royal and ancient game of golf". The golf balls used in the early games were leather-covered and stuffed with feathers. Clubs of all kinds were fashioned by hand to suit individual-players. The great step in spreading the game came with the change from the feather ball to the present-day ball introduced in about 1850. In 1860, formal competitions began with the establishment of an annual tournament for the British Open championship. There are records of "golf clubs" in the United States as far back as colonial days. However, it remained a rather sedate and almost aristocratic pastime until a 20-year-old Francis Ouimet of Boston defeated two great British professionals, Harry Vardon and Ted Ray, in the United States Open championship at Brookline in 1913. This feat put the game and Francis Ouimet on the front pages of the newspapers and stirred a wave of enthusiasm for the sport.

1. According to the passage, it was at one time believed in Scotland that

- A) football was a better game than golf for young people
- B) annual tournaments made the game too competitive
- C) golf was having an adverse effect on young people's military skills
- D) young people should be encouraged to take up either golf or archery
- E) the origins of archery were in some way associated with Holland

2. It is pointed out in the passage that golf

- A) was to some extent practised in colonial America
- B) has been overshadowed by football in recent times
- C) requires a great deal of expensive equipment
- D) receives less newspaper coverage than football
- E) didn't arouse as much enthusiasm as archery did in medieval Scotland

3. The point is made in the passage that golf has been described as a "royal" game

- A) though for the last two centuries no kings have participated in the game
- B) since the professionals of the game are treated with so much respect
- C) as golf clubs are particular about who they accept as members
- D) because two British kings were passionately
- E) which Americans find very annoying

The economic news from Europe was particularly disappointing in the second half of 2002. Moreover, recent surveys from the region imply little prospect of improvement in the near future. Perhaps the most worrying aspect has been the sharp decline in conditions in Germany-the area's largest and most important economy. Domestic demand in Germany is very weak and, with the global economy also struggling, Germany's manufacturers have not been able **to export their way out of trouble** as they have done in the past. With the economy in such a weak state, it is no surprise then that European stock markets have followed the US stock markets' downturn over the past 6 months. While individual share prices may be lower and market valuations look attractive, the economy does not. Recovery seems some way off and strong equity performance from Europe's markets seems unlikely in 2003.

4. It is pointed out in the passage that the present economic recession in Germany...

- A) is actually not as serious as is being experienced in several other European countries
- B) is being overcome by means of increased exports
- C) is more persistent than previous ones have been
- D) should have been foreseen much earlier
- E) has been exaggerated in several surveys recently

5. The passage points out that Germany's current economic problems

- A) have left the stock markets of Europe unaffected
- B) have led to a worrying decline in the world economy
- C) are far serious than those of any other country in Europe
- D) stem in part from a drop in domestic sales
- E) are in fact not as alarming as they were once thought to be

6. According to the passage, the trend in European stock markets

- A) does not reflect the economic situation in Germany
- B) has been roughly the same as that in the US stock markets
- C) improved greatly during the last six months of 2002
- D) is related to the level of domestic demand in Germany
- E) seems to change every six months

Scientists who study earth's moon have two big regrets about the six Apollo missions that landed a dozen astronauts on the lunar surface between 1969 and 1972. The biggest regret, of course, is that the emissions ended so abruptly, with so much of the moon still unexplored. But researchers also lament that the great triumph of Apollo led to a popular misconception: because astronauts have visited the moon, there is no compelling reason to go back. In the 1990s, however, two probes that orbited the moon raised new questions about Earth's airless satellite. One stunning discovery was strong evidence of water ice in the perpetually shadowed areas near the moon's poles. Because scientists believe that comets deposited water and organic compounds on both Earth and its moon, well-preserved ice at the lunar poles could yield clues to the origins of life.

7. The point made in the passage is that it may be possible to

- A) come to a better understanding of comets through the study of the moon
- B) learn more about the beginnings of life from the ice at the moon's poles
- C) resume Apollo missions as there is evidence of water on the moon
- D) identify the origin of the organic compounds found on the moon
- E) have a full knowledge of the moon without sending anymore astronauts there

8. According to the passage, even through there were six Apollo missions to the moon roughly thirty years ago,

- A) none of them could claim to be successful
- B) man's knowledge of the moon has not increased at all
- C) a very large proportion of the lunar surface remains to date unexamined
- D) it was only the lunar poles that were explored fully
- E) the idea of sending astronauts back to the moon seems even more far-fetched than formerly

9. A major point made in the passage is that

- A) comets hold the secrets of the origins of life in the universe
- B) the six Apollo missions to the moon were a great scientific success
- C) the chances of finding water on the moon are very slim
- D) the probes of the 1990s demonstrated that the lunar landings should have continued
- E) scientists are agreed that there is nothing further to learn about the moon

The US National Institute of Standards and Technology (NITS) will soon be testing a controversial theory about the collapse of the World Trade Center towers. According to an analysis by a leading fire-safety expert, had the fire-proofing insulation on the towers' steel structures been thicker, the towers would have survived longer and might even have remained standing after they were hit by the hijacked planes. The work is being seized on by lawyers representing victims' families and insurance companies. If confirmed, it could also lead to changes in building codes. NIST is responsible for drawing up the final report on the towers' collapses and recommending if any changes are needed. It is widely accepted that the collapses were caused by the failure of the buildings' steel structure as it was weakened by the heat of the fires.

10. As it is pointed out in the passage, it is commonly recognized that the main cause for the collapse of the twin towers

- A) will only be understood after the release of a detailed report by NITS
- B) can never be established beyond doubt
- C) was the weakening of the steel structure due to the heat of the fire
- D) was not so much due to the heat of the fires as to the force of the impact of the hijacked planes
- E) is of special interest to insurance companies

11. It is clear from the passage that

- A) the strength of the steel structure of the towers had been questioned when the designs were drawn up
- B) NIST has already made a through study of the collapse of the towers
- C) the reason for the sudden collapse of the two towers is still under debate
- D) the structure of the twin towers was in many respects well below standard
- E) the hijacked planes hit the weakest parts of the twin towers

12. According to the passage, if the tower collapse theory concerning the fire-proofing insulation proves to be true,

- A) this will have, even so, no direct bearing on the fight against terrorism
- B) the victims' families will get no compensation
- C) this will free NITS from all blame
- D) then lawyers will have no grounds for objections
- E) then NITS will probably introduce new building regulations

The long-expected decline in the dollar is now well under way. For years economists have predicted that America's huge current-account deficit would eventually cause its currency to plunge. So far the dollar's slide has been fairly gradual: it is down by 13% in trade-weighted terms over the past year, though it has dropped by almost twice as much against the euro since its 2001 peak. As the decline seemed to pick up speed this week, John Snow, George Bush's Treasury Secretary, declared that he favours a "strong dollar policy". That was surely **the wrong answer**, even leaving aside the debatable issue of whether cabinet secretaries can influence the level of exchange rates. A weaker, not a stronger dollar, is what the world needs now -so long as policymakers elsewhere respond appropriately. America promoted a strong dollar throughout the 1990s, when inflation was still thought to be the main enemy. Today it makes less sense. Even after its recent slide, the dollar seems overvalued. Moreover, with ample space capacity in America, deflation looks a bigger risk than inflation.

13. It is pointed out in the passage that the American policy, in the 1990s, for a strong dollar

- A) seems less rational now than it did then
- B) has proved successful in boosting the economy
- C) has been reversed by the Treasury Secretary, John Snow
- D) has frequently been disregarded by American economists
- E) has been a major reason for the decline of the euro

14. As we understand from the passage, the decline in the value of the American dollar has,

- A) had an adverse effect upon the value of the euro
- B) bolstered American trade
- C) been foreseen by economists over a long period of time
- D) been a major headache for policy makers
- E) followed an unpredictable pattern

15. In the passage, the phrase "the wrong answer" means

- A) the American government's indifference to the decline of the dollar
- B) the policy of keeping the dollar in the line with the euro
- C) keeping the dollar strong through trade
- D) permitting the current-account deficit to continue
- E) the Treasury Secretary's preference for a strong dollar policy

It is not unfair to say that the early history of the colonies is, in some respect, the history of the colony of Virginia. For it was from Virginia that many of the ideas came that transformed America from a group of docile colonies into a hotbed of revolutionary fervor. And, it was from this large mid-Atlantic colony that numerous leaders appeared in all fields ranging from politics and agriculture to military affairs and art. It is not surprising, therefore, that four of the first five American presidents were Virginians. G. Washington was born on February 22, 1732 in Westmoreland County, the son of Augustine and Mary Ball Washington. An ambitious person, Augustine had set himself the task of buying land, planting crops, and building mills. By the time he died in 1743, Augustine had become a major Virginia -and had even sent George's two older half-brothers, Lawrence and Augustine, to England for even though he did not have to do so. It was at his father's death that the young Washington became the ward of Lawrence, a man of wisdom and love who gave the space and guidance he needed to develop his intellect and manners. In fact, for the next few years, lived with and alternately until finally moving exclusively to the former's estate, Little Hunting Creek -later called Mount Vernon. Particularly enjoying the study of mathematics, the sixteen year old Washington chose surveying as his profession and in 1746 went on a long expedition to survey the five million acre farm of Lord Fairfax in northern Virginia. Having established a name for himself, Washington continued to play his trade until 1751, when he accompanied Lawrence to Barbados. His brother later sought treatment for tuberculosis. Narrowly escaping death from smallpox, George returned with Lawrence in 1752. In July of that year, his beloved brother died, and George inherited Mount Vernon with its 50,000 acres of land. In 1753, he joined the army and fought against the French in the Ohio territory losing an important battle with the French at Fort Necessity on July 3, 1754.

16. The main idea of the passage is

- A) The state of Virginia
- B) George Washington and the presidency
- C) The first president of the United States
- D) The early life of George Washington
- E) Endangering life in America

17. According to the passage, of the following activities Augustine did not engage in

- A) educating his children
- B) constructing places to process flour
- C) agriculture
- D) baseball and rugby
- E) developing cities

18. It is clear from the passage that during the period of 1747-1750, G. Washington was

- A) leaning to be a soldier
- B) practicing his new found occupation
- C) fighting against enemies
- D) serving as Lord Fairfax's assistant
- E) farming in northern Virginia

One of the most dangerous drugs for pregnant women to consume is alcohol. Because alcohol is delivered quickly into the blood and passes quickly into the tissues and membranes, the human fetus is particularly vulnerable to its effects. In fact, the negative effects on a fetus are so pronounced that babies born after exposure to alcohol are said to be suffering from fetal alcohol syndrome. As a pregnant woman drinks alcohol, the alcohol is passed into her bloodstream almost simultaneously. Moreover, because the bloodstream of the fetus is inextricably tied to that of the mother, the alcohol passes directly into the bloodstream of the fetus as well. And, what is more, the concentration of alcohol in the fetus is exactly the same as in the mother. For the mother, this concentration is not a problem because her liver can remove one ounce of alcohol from her system per hour. However, the fetus's liver is not completely developed (how developed it is depends on its stage of development). The rate at which it is able to eliminate the alcohol from the blood of the fetus is much slower. Eventually, the alcohol will be returned to the mother's system by passing across the placenta, but this process is slow. By the time this takes place, major neurological damage may have already occurred. Research has shown that as little as one drink of alcohol can produce significant, irreversible damage to the fetus. Babies born after exposure to alcohol generally exhibit facial distortion, inability to concentrate, and difficulty in remembering. Simply speaking, it is imperative that pregnant women avoid alcohol.

19. According to the passage, the concentration of alcohol in a fetus compare to that in the mother in that

- A) the concentration is more.
- B) the concentration is less.
- C) the concentration is equivalent.
- D) the concentration cannot be measured.
- E) there is no concentration.

20. It can be inferred from the passage that the development of a fetal liver depends on

- A) how many months pregnant the mother is
- B) how much alcohol the mother has consumed
- C) how large the fetus is
- D) how well the mother has taken care of the fetus
- E) how many kidneys the mother has

21. In the passage the word "inextricably" has the closest meaning to

- A) unexplainably
- B) formerly
- C) forcefully
- D) inseparably
- E) vaguely

A new hearing device is now available for some hearing-impaired people. This device uses a magnet to hold the detachable sound-processing portion in place. Like other aids, it converts sound into vibrations. But it is unique in that it can transmit the vibrations directly to the magnet and then to the inner ear. This produces a clearer sound. The new device will not help all hearing-impaired people -only those with a hearing loss caused by infection or some other problem in the middle ear. It will probably help no more than 20 percent of all people with hearing problems. Those people who have persistent ear infections, however, should find relief and restored hearing with the new device.

22. As we understand from the passage, the author's main purpose is

- A) to describe a new cure for ear infections
- B) to inform the reader of a new device
- C) to urge doctors to use a new device
- D) to explain the use of a magnet
- E) to encourage the patient

23. It is mentioned in the passage that

- A) a new hearing instrument is not able to convey the vibrations directly to the magnet.
- B) the new hearing device has a distinctive treat to send the vibrations directly to the magnet and then to the inside of the ear.
- C) no device has been developed to make people hear better.
- D) the more the economy of a country grows, the better the hearing equipment will be.
- E) recent studies has shown that people cannot hear well provided they use cellphones.

24. It is clear in the passage that

- A) the people with constant ear infections are to find relief and restored hearing with the new device.
- B) the new device will help all hearing-impaired people.
- C) the new device transforms sound into vibrations unlike other aids.
- D) the other devices differ from the new one in that they can transmit the vibrations directly to the magnet and then to the inner ear.
- E) the recent device will probably help almost all the people with hearing problems.

There have been seven reasonably distinct regional colonial architectural styles in the United States. The New England colonial, visible in almost 100 surviving 17th century houses, was predominantly of wood construction with hand-hewn oak frames and clapboard siding; its prototypes are to be found mainly in the southeastern corner of England. The Dutch colonial style, centered in the Hudson River Valley, western Long Island and in northern New Jersey, made more use of stone and brick or a combination of these with wood; its prototypes were in Holland and Flanders. The Swedish colonial settlement, established in 1638 along the lower Delaware River, was short duration, but contributed the log cabin as we know it, with round logs notched and protruding at the ends to American architecture. The Pennsylvania colonial style was late in origin and rapidly developed into a sophisticated Georgian mode based on English precedents. The Southern colonial flourished in Maryland, Virginia, and the Carolinas. Story-and-a-half brick houses with large chimneys and decorative brick masonry prevailed. There were also French and Spanish colonial styles - the former on display notably in New Orleans, and the latter stretching across the continent from Saint Augustine to San Francisco.

25. According to the passage, the Dutch colonial style differ from the New England colonial style in that

- A) the New England colonial type is older than the Dutch colonial type.
- B) the Dutch colonial style uses a variety of building materials.
- C) the New England colonial style was more decorative than the Dutch style.
- D) The Dutch colonial style had a more lasting effect on American architecture.
- E) both of them are of Gothic origin.

26. According to the passage, the Swedish colonial style is notable because of

- A) its contribution of a specific building type to America's architectural landscape
- B) its use of unusual decorative techniques
- C) its use of an unusual combination of building materials
- D) its influence on the architecture of a very large area of the country.
- E) the way it is perceived by the sailors.

27. The author of the passage implies that

- A) story-and-a-half brick houses with large chimneys and decorative brick masonry were not known at that time.
- B) the New Dutch colonial was particularly of wood construction with hand-hewn oak frames and clapboard siding.
- C) the English colonial settlement established in 1638 along the lower Delaware River.
- D) The Swedish style quickly turned into a developed Georgian mode based on English precedents.
- E) in the USA, people can see seven notably distinct regional colonial architectural styles.

By the latter half of the 19th century, the emerging industrial order of America was based on steel, and by 1870 the techniques of production, the supply of raw materials, and the home market were sufficiently developed to make the United States the world's greatest steel-producer. A cheap and practical process of making steel by forcing a blast of cold air through **molten** iron to clean it of impurities had been invented by Henry Bessemer, an Englishman, in 1857. A rival patent for the same process was held by one William Kelly, a Kentucky ironmaster who claimed to have made the discovery before Bessemer. The two patents were merged in 1866, and the following year the first steel rails in the country were rolled for commercial use. In 1867 the United States made 1,643 tons of steel ingots; 1897 it made

7,156,957. In the meantime new discoveries of ore deposits in the fabulous Lake Superior district opened exciting prospects for the iron masters. Government surveyors in 1844 had discovered the Marquette Range in Michigan, including "a mountain of solid iron ore, 150 feet high." In 1868 the rich Vermilion Range in Minnesota was discovered, and in 1875 it was tapped by a railroad. Within the next decade the Menominee, the Gogebic, and the Mesabi mines, which together constituted the greatest iron-ore district in the world, were opened up.

28. The main idea of the passage is

- A) the United States became the world's largest steel-producing nation by 1870.
- B) there was a rivalry between America and Britain until 1870.
- C) the Lake Superior region became the home for the nation's steel industry.
- D) there were legal obstacles to the development of the steel industry during the mid-19th century.
- E) the steel industry played a key role in the development of the rail system during the 19th century.

29. The fact that several deposits of iron ore were found in the Lake Superior district is quite significant because

- A) railroad could be built to these deposits since they were close together.
- B) they were all virtually solid deposits of iron ore and thus easy to mine.
- C) this was all American Indian land that the U.S. government could simply claim as national property
- D) it was very expensive to treat this material
- E) their closeness to water made it cheap and easy to move the iron ore.

30. In the passage, the word "molten" has the closest meaning to

- A) stratified
- B) mottled
- C) liquefied
- D) contaminated
- E) embezzled

Appendix F: Personal Information Form and Attitude Scale for Reading as Pre test and Post test

**İLERİ OKUMA VE YAZMA I DERSİ
KİŞİSEL BİLGİ FORMU**

PART I

Sevgili üniversite öğrencileri, bu bilgi formu Konya Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü'nde yapılan bilimsel bir çalışma için hazırlanmıştır. Verilen cevaplar ve isimler tamamen gizli kalacaktır. Aşağıdaki soruları lütfen içtenlikle cevaplandırınız. Katkılarınızdan ve zamanınızı ayırdığınızdan dolayı teşekkür ederim.

Arş. Gör. Rümeyza PEKTAŞ

Ad & Soyad:

Öğrenci No:

Cinsiyet:

Yaş:

Mezun Olduğunuz Lise ve türü:

Telefonunuz ve E-postanız :

Babanızın Mesleği ve Eğitim Durumu:

Annenizin Mesleği ve Eğitim Durumu:

PART II**ATTITUDE SCALE for READING**

Değerli Öğrencim,

Konya Necmettin Erbakan Üniversitesi, İngiliz Dili Eğitimi Bölümü, Yabancı Diller Eğitimi ABD, Yüksek Lisans Tez çalışması gereği olarak, bu çalışma sizin Okuma Becerileri (İleri Okuma ve Yazma) dersindeki tutum ve görüşlerinizi ortaya koymaya yöneliktir. Üniversitede takip ettiğiniz Okuma Becerileri (İleri Okuma ve Yazma) dersine ilişkin görüş ve düşüncelerinizi değerlendirmek amacıyla bir tutum ölçeği geliştirilmiştir. Okuma Becerileri dersi ile ilgili olarak bir görüş ve yargı bildiren aşağıdaki cümleleri okuyunuz. Bu görüşlere ne ölçüde katıldığınızı veya katılmadığınızı sağ tarafta bulunan sütunda yanıt olarak verilen beş görüşten birini işaretleyerek (ilgili yere X işaretini yazarak) belirtiniz. Seçenekler “tamamen katılıyorum”, “katılıyorum”, “kararsızım”, “katılmıyorum”, “hiç katılmıyorum” şeklinde verilmiştir.

Lütfen duygu ve düşünceleriniz en iyi ifade ettiğini düşündüğünüz, kendinize en uygun seçeneği işaretleyiniz.

--Cevaplarınız hiç kimseye açıklanmayacak, isminiz gizli kalacaktır.

--Her bir tutum cümlesi için sadece bir cevap işaretleyiniz.

--Hiç bir cümleyi cevapsız bırakmayınız.

Katkınız için ve zamanınızı ayırdığınız için teşekkürlerimi sunarım...

Arş. Gör. Rümeyza PEKTAŞ

Ad & Soyad:

Öğrenci No:

Tarih:

MADDELER	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
1*. Okuma Becerileri dersine ilgi duymuyorum.					
2. İnternette ve yazılı-görselmedyada okuma ile ilgili yayınları zevkle takip ederim.					
3. Okumak hoşuma gidiyor.					
4*. Zorunlu olmasam Okuma Becerileriderslerine çalışmazdım.					
5. Keşke Okuma Becerileri dersinin programdaki haftalık kredisi arttırılrsa.					
6*. İngilizce dersler arasında en az ilgi duyduğum ders Okuma Becerileri dersidir.					
7. Okuma Becerileri derslerini dinlemekten zevk alıyorum.					
8. Okuma Becerileri derslerinde okuduğumuz metinlerle ve hikâyelerle ilgili öğretmenlerimle fikir alışverişinde bulunmak isterim.					
9*. Okuma Becerileri derslerine çalışırken canım sıkılır.					
10. Arkadaşlarımla Okuma Becerileri derslerinde okuduğumuz hikâyeleri ve parçaları tartışmaktan zevk alırım.					
11*. Okuma yöntem ve stratejileriyle ilgili konferans ve paneller bana hep sıkıcı gelmiştir.					
12*. İngilizce'yi geliştirmek için Okuma Becerileri derslerinin olması o kadar da önemli değil.					
13.* Okuma ile ilgili dersler bende sürekli olarak olumsuz izlenimler bırakmıştır.					

Appendix G: Informed Consent Form for Participation in Research

Informed Consent Form for Participation in Research

I volunteer to participate in a research project conducted by Res. Asst. Rmeysa PEKTAŐ under the supervision of Asst. Prof. Dr. Harun ŐİMŐEK from Konya Necmettin Erbakan University. I understand that the research is designed to gather information about the effects of reflective thinking.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty.
2. I understand that techniques to promote reflection like concept mapping, reflective journals, self questioning strategies, reflective worksheets etc. in Advanced Reading Lesson will be applied to measure the effect of reflective thinking strategies on student's attitude towards reading, success and retention of the information at Sleyman Demirel University, English Language Teaching Department during the fall term of the academic year 2012-2013.
3. Participation involves being interviewed by Res. Asst. Rmeysa PEKTAŐ as a researcher. The interview will last approximately 30-45 minutes. Notes will be written during the interview. An audio tape of the interview and subsequent dialogue will be made. If I don't want to be taped, I will not be able to participate in the study.
4. I understand that the researcher will not identify me by name in any reports using information obtained from the reflective journals and reflective worksheets, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions. If necessary, I agree to be quoted directly if a made-up name (pseudonym) is used.
5. Faculty and administrators from my department will neither be present at the process nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.
6. I understand that this research study has been reviewed and approved in Sleyman Demirel University by Dean of Faculty of Education, Prof. Dr. Menderes COŐKUN and under the supervision of Asst. Prof. Dr. Harun ŐİMŐEK from Konya Necmettin Erbakan University.
7. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.

Date

Res. Asst. Rmeysa PEKTAŐ

For further information, please contact: Res. Asst. Rmeysa PEKTAŐ:
rumeysapektas@sdu.edu.tr

Appendix H: Consent Form for Oral Interviews

CONSENT FORM for ORAL INTERVIEWS

Reflective Thinking Based Advanced Reading Education
Res. Asst. Rmeysa PEKTAŐ
English Language Teaching Department
Sleyman Demirel University

I am Research Assistant in the Department of English Language Teaching Program at Sleyman Demirel University. As part of my thesis, I am conducting research under the supervision of Asst. Prof.Dr. Harun ŐİMŐEK in Konya Necmettin Erbakan University. I am inviting you to participate in my study. The purpose of the study is to examine the effect of reflective thinking based (reflective journals, concept mapping, self questioning etc.) advanced reading education on student attitude, success and retention of the things learned in Advanced Reading Course in ELT Department.

The aim of this study is to contribute to the students' advanced reading comprehension skills in English through reflective thinking based advanced reading education and to increase their success. This study also aims to help students be more successful in advance reading course, develop positive attitude towards advance reading course and affect the retention of the information they have learned. All information obtained in this study will be kept strictly confidential and anonymous unless permission is given by the interviewee to the interviewer for a specific context.

The results of this study will be presented collectively and no individual participants will be identified without their permissions.

Acknowledgement of Study, Consent, and Agreement to be Recorded:

I have been informed of and understand the purpose and procedures of this study and the purpose and procedures of this interview.

I understand that I am free to withdraw my consent and discontinue my participation in this interview or study at anytime. I understand that I can choose to answer only the questions that I wish to answer.

I understand that the interview will be audiotaped or digitally recorded and then transcribed.

I **agree** / **wish not** (circle one) to be videotaped.

Permission to Quote:

I may wish to quote your words directly in reports and publications resulting from this. With regards to being quoted, please check yes or no for each of the following statements:

<input type="checkbox"/> Yes <input type="checkbox"/> No	I wish to review the notes / recordings collected during my interview.
I agree that researchers may publish documents that contain quotations by me under the following conditions (checking YES to any of the below means that you grant copyright permission to the researcher for the purpose of publication):	
<input type="checkbox"/> Yes <input type="checkbox"/> No	I agree to be quoted directly (my name is used).
<input type="checkbox"/> Yes <input type="checkbox"/> No	I agree to be quoted directly if my name is not published (I remain anonymous).
<input type="checkbox"/> Yes <input type="checkbox"/> No	I agree to be quoted directly if a made-up name (pseudonym) is used.

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study.

Participant's signature _____

Date: _____

Researcher's signature: _____

Date: _____

If you have any questions about this study, please contact:

Res. Asst. Rmeysa PEKTAŐ 0246 211 46 76, and

pektasrumeysa@gmail.com/rumeysapektas@sdu.edu.tr , Sleyman Demirel

University, Faculty of Education, Department of ELT, East Campus, ISPARTA. This research has been reviewed and approved and necessary permission has been given by Prof. Dr. Menderes COŐKUN, Dean of Faculty of Education.

Appendix I: Interview Questions

T.R.

SÜLEYMAN DEMİREL UNIVERSITY

2012-2013 ACADEMIC YEAR FALL TERM

ADVANCED READING COURSE

INTERVIEW FORM

Res. Asst. Rûmeysa PEKTAŞ

Full Name:

Number:

Date:

- 1) In your advanced reading course at the beginning of the course, have you ever used self questioning technique using questions like: "What is my aim to learn this topic?", "What do I know about this topic in general?", "How can I learn this topic better and to what extent will it contribute to my development?" If your answer is negative, why not? If you say yes, to what extent self questioning at the beginning of the lesson will contribute to your development?

- 2) During the lessons, do you take notes of your positive and negative learning experiences on a journal? If you disagree why not? If you agree, what are the benefits of journals for you? Did the journal help you discover your strong and weak sides?

- 3) Do you have any idea about “Reflective Thinking?” Have you ever heard about the techniques to improve reflective thinking like journals, concept maps and self-questioning? Have you ever used these techniques? If you agree, do you accept reflective journals and concept maps techniques as beneficial? Do they have an effect on the permanency of your knowledge?

- 4) During your learning process if you experience an unexpected situation and say “What should I do?”, what kind of technique will you use and how do you react? For example while teaching, a power cut occurred, the projector failed? Do you think that reflective thinking would help you in that situation?

- 5) In your advanced reading lessons, have you ever used a special thinking technique in order to discover your strengths and weaknesses, to form high order thinking skills and to use for problem solving skills? If you disagree why not? If you agree, do these technique contribute to your personal and professional development?

Appendix J: Interview Questions in Turkish

T.C

SÜLEYMAN DEMİREL ÜNİVERSİTESİ**2012-2013 AKADEMİK YILI GÜZ DÖNEMİ****İLERİ OKUMA VE YAZMA DERSİ****GÖRÜŞME FORMU****Arş. Gör. Rûmeysa PEKTAŞ**

Ad- Soyad:

Numara:

Tarih:

- 1) İleri Okuma ve Yazma dersinde derse başlamadan önce: “ Bu konuyu öğrenmedeki amacım nedir? Bu konu hakkında neler biliyorum? Bu konuyu daha etkili nasıl öğrenebilirim ve konunun bana katkısı ne olacak?” şeklinde (self questioning) kendinizi sorgulama sorularını kendinize hiç yönelttiniz mi? Cevabınız olumsuzsa niçin? Cevabınız olumluysa her dersin başında sorduğunuz bu soruların size ne gibi katkısı olacağını düşünüyorsunuz?

- 2) Öğretim süreci içerisinde derste yaşadığınız olumlu ya da olumsuz deneyimlerinizi bir öğrenme günlüğe not alıyor musunuz? Cevabınız olumsuzsa niçin? Olumluysa bu günlüklerin size yararı nedir?
- 3) Yansıtıcı düşünme hakkında bilginiz var mı? Yansıtıcı düşünmeyi geliştirme yollarından öğrenme günlükleri, kavram haritaları, kendine soru sorma, soru sorma kavramlarını duydunuz mu ve derste bu yöntemleri hiç uyguladınız mı? Cevabınız olumsuzsa sebebi nedir? Olumluysa (journal) öğrenme günlükleri, kavram haritası gibi yöntemlerin size ne gibi yararı olduğunu düşünüyorsunuz?
- 4) Öğrenim sürecinizde beklenmedik bir durumla karşılaştığınızda ve “Ne yapsam?” dediğinizde nasıl bir yöntem izlersiniz? Tepkiniz ne olur? Örneğin ders esnasında elektrik kesildi ve projektör çalışmadı?

- 5) İleri Okuma ve Yazma dersinde ders süresince zayıf ve güçlü yönlerinizi keşfetme, üst düzey bilişsel düşünme ve problem çözme gibi durumlar için bir düşünme yöntemi uyguladınız mı? Cevabınız olumsuzsa niçin? Olumluysa bu yöntemin size kişisel ve mesleki anlamda ne gibi katkıları oldu?

Appendix K: Lesson Plans

LESSON PLAN

LESSON: Advanced Reading and Writing

TOPIC: Introduction to the Course and Meeting

OBJECTIVES:	<p>Meeting with the students Creating a reliable and comfortable atmosphere Talking about lecturer's and students' expectations Asking questions about what advanced reading comprehension skills and their significance can be. What does reflective thinking mean? What are reflective thinking methods? What are reflective thinking characteristics?</p>
MATERIALS	<p>Laptop, laser pointer. Slides about reflective thinking., Printed examples of: reflective journals, reflective worksheets, concept/mind maps.</p>
TEACHING and LEARNING PROCESS	<p>*The researcher first introduces herself to the class then wants each of the students to introduce themselves. She first asks students about their expectations and asks them to inform her in advance (individually at her office) if they have any physical or psychologic health problems that will hinder their attendance. Her aim is to organize course hours and classroom environment according to the needs of the students. The students take reading comprehension test and attitude scale for reading as pretest. *The researcher then in order to know about students' background knowledge in general, asks the class about what advanced reading comprehension skills and their significance can be. She takes notes about the answers. *The researcher later asks the class whether they knew/heard about what reflective thinking meant, what reflective thinking methods and characteristics were. She pinpoints via laser pointer on the board and takes notes about the answers and makes a detailed explanation about the reflective thinking treatment. She starts the slides about reflective thinking. Next, she hands out the beforehand prepared printed examples of reflective journals, reflective worksheets, concept/mind maps. She makes negotiations to clear away misunderstandings about the treatment.</p>

LESSON PLAN

LESSON: Advanced Reading and Writing

TOPIC: Previewing

OBJECTIVES:	<p>Reminding students about reflective thinking techniques</p> <p>How to preview through reflective thinking techniques</p> <p>Understanding the characteristics and significance of previewing</p> <p>Applying previewing on articles, newspapers, novels.</p> <p>Writing their own reflective journals and completing reflective worksheets</p> <p>Self evaluating their week and strong sides about themselves and the topic</p> <p>Creating their own concept maps about the topic</p>
MATERIALS	<p>Laptop, laser pointer, colorful board markers</p> <p>articles, newspapers, novels, book's table of contents to examine slides about previewing,</p> <p>reflective journals,</p> <p>reflective worksheets.</p>
TEACHING and LEARNING PROCESS	<p>*The researcher first reminds about the previous week; what reflective thinking was. In order to know about students' background knowledge in general, asks the class about what previewing can be and its significance on reading and takes notes about the answers.</p> <p>*The researcher writes questions about self questioning on the board and wants students to self question themselves about the lesson for 2-3 minutes. The researcher later uses slides about previewing and pinpoints the key words via laser pointer on the board. She takes notes about the answers, utilizes from reflective questioning technique. She makes a detailed explanation about the previewing.</p> <p>*The students recognize the aim and the significance of previewing. The researcher next hands out the beforehand prepared printed examples of newspaper articles, magazines, book's table of contents to practice previewing. She also shows other texts via PowerPoint slides and asks reflective questions like when, why, what if.</p> <p>*Students have an idea to preview only 30 seconds for short passages and 60 seconds for longer passages and apply it on the passages. She wants students to create their own concept maps with only key words about previewing.</p> <p>*The researcher hands out first reflective journals and then reflective worksheets. Finally after students complete their journals and worksheets, the researcher asks students if they want to add anything about the lesson then makes negotiations (negotiated learning) about the next lesson by taking students' views.</p>

LESSON PLAN

LESSON: Advanced Reading and Writing

TOPIC: Scanning

OBJECTIVES:	<p>Reminding students about previewing</p> <p>How to scan through reflective thinking techniques</p> <p>Understanding the characteristics and significance of scanning</p> <p>Applying scanning on printed examples of supermarket advertisement, car advertisement</p> <p>Writing their own reflective journals and completing reflective worksheets</p> <p>Self evaluating their week and strong sides about themselves and the topic</p> <p>Creating their own concept maps about the topic</p>
MATERIALS	<p>Laptop, laser pointer, colorful board markers</p> <p>Powerpoint slides about scanning</p> <p>Car and supermarket advertisements, newspaper articles to scan</p> <p>reflective journals,</p> <p>reflective worksheets.</p>
TEACHING and LEARNING PROCESS	<p>*The researcher first asks students about the previous lesson to learn whether they remember the aim and characteristics of previewing. She reminds important points when necessary.</p> <p>*The researcher wants students to self question themselves about the topic scanning for 2-3 minutes. She later uses slides about scanning and pinpoints the key words via laser pointer on the board. She utilizes from reflective questioning technique and makes a detailed explanation about the scanning via slides.</p> <p>*The students recognize the aim and the significance of scanning. The researcher next wants students to give examples of scanning in daily life. The researcher hands out printed examples of supermarket advertisement, car advertisement to practice scanning. She also leads them to read each question, underline key words then scan quickly. She asks reflective questions like when, why, what if to prompt reflective thinking skills. She wants her students to compare their answers with their peers.</p> <p>*The students then practice scanning on the table of Atomic Weights to find correct answer to the questions. They prepare two more questions themselves and ask their partner to scan for the answers. The researcher through projector shows listings from newspapers and asks questions for students to scan and reply quickly. She shows key points through laser pointer on the listing. Finally, students scan newspaper articles and compare their answers.</p> <p>*Students have an idea to scan and apply it on the passages. She asks reflective questions about what is the similarity/difference between previewing and scanning. She wants students to create their own concept maps with the key points of scanning.</p> <p>*The researcher hands out first reflective journals and then reflective worksheets about scanning and similarities-differences between scanning and previewing. Finally after students complete their journals and worksheets, the researcher asks students if they want to add anything about the lesson then makes negotiations (negotiated learning) about the next lesson by taking students' views.</p>

LESSON PLAN

LESSON: Advanced Reading and Writing

TOPIC: Skimming

OBJECTIVES:	<p>Reminding students about scanning How to skim through reflective thinking techniques Understanding the characteristics and significance of skimming Applying skimming on news stories, magazine articles, book reviews, Writing their own reflective journals and completing reflective worksheets Self evaluating their week and strong sides about themselves and the topic Creating their own concept maps about the topic</p>
MATERIALS	<p>Laptop, laser pointer, colorful board markers News stories, magazine articles, book reviews, Printed internet web page and encyclopedia entry to skim Slides about skimming, Reflective journals, Reflective worksheets.</p>
TEACHING and LEARNING PROCESS	<p>*The researcher first asks students about the previous lesson to learn whether they remember the aim and characteristics of scanning. After students self questioned themselves about the topic skimming for 2-3 minutes, the researcher uses slides about what skimming is, when we skim, how we skim. She shows via laser pointer the key words and guidelines for effective skimming on the board. She uses reflective questioning technique and makes a detailed explanation about the skimming.</p> <p>*The students recognize the aim and the significance of skimming. The researcher next wants students to give examples of skimming in school and daily life. The researcher hands out the printed examples of news stories, magazine articles to practice skimming. She also leads them to read each question, underline key words then skim quickly for the answers in just three minutes. She asks reflective questions like when, why, what if to prompt reflective thinking skills. She wants her students to compare their answers with their peers.</p> <p>*Students then practice skimming on the two news stories and a magazine article to find correct answer to the questions. The researcher shows two short book reviews through projector and limits time in just two minutes per each book reviews and ask students questions to skim and reply quickly in four minutes totally. She shows key points through laser pointer on the listing. Finally students comprehend how to skim when they are doing research.</p> <p>*The researcher delivers printed internet web page and an encyclopedia entry to examine. Students skim quickly in three minutes for each passage to answer correctly and compare their answers with those of another student.</p> <p>*After students have an idea about skimming and apply it on texts, she asks reflective questions like what the difference between previewing-scanning and skimming is. She wants students to create their own concept maps with key words of skimming.</p> <p>*The researcher hands out first reflective journals and then reflective worksheets about skimming and differences from scanning and previewing. Finally after students complete their journals and worksheets, the researcher asks students if they want to add anything about the lesson then makes negotiations (negotiated learning) about the next lesson by taking students' views.</p>

LESSON PLAN

LESSON: Advanced Reading and Writing

TOPIC: For effective reading, using vocabulary knowledge

OBJECTIVES:	<p>Reminding students about skimming</p> <p>How to use vocabulary knowledge through reflective thinking techniques</p> <p>Understanding the significance of guessing unknown word, the terms “refer and referent”</p> <p>Applying guessing strategy on paragraphs</p> <p>Writing their own reflective journals and completing reflective worksheets</p> <p>Self evaluating their week and strong sides about themselves and the topic</p> <p>Creating their own concept maps about the topic</p>
MATERIALS	<p>Laptop, laser pointer, colorful board markers</p> <p>Paragraphs including one word replaced with a nonsense word to examine</p> <p>Slides about guessing unknown,</p> <p>Reflective journals, reflective worksheets.</p>
TEACHING and LEARNING PROCESS	<p>*The researcher first asks students about the previous lesson to learn whether they remember the aim and characteristics of skimming. After a brief self questioning ,the researcher first asks question:” What do you usually do when you see an unknown word? Do you look up dictionary, ask your lecturer, ask your peer, try to guess the word?” and later uses slides about the guessing as an effective strategy, how to use context for guessing.</p> <p>*The researcher hands out exercises students to guess unknown words from the context. The first two exercises consist of 12 items each include two sentences with an unknown word. The students are required to compare and discuss their answers with their pairs without dictionaries.</p> <p>*The students notice the aim and the significance of guessing in reading. The researcher next hands out paragraphs including one word replaced with a nonsense word like zip, zap,zep, zop, zup. She also leads them to first read all paragraph quickly then use context to guess what nonsense word means. She asks reflective questions like how, why, which words to prompt reflective thinking skills. The students then are given time to create their own short paragraph with a nonsense word than do pair work. They then changed their paragraphs and ask their pair to guess the word meaning.</p> <p>*The researcher then asks the class ”Have you ever come across connecting words like synonyms and pronouns in a paragraph that you could not understand what the writer meant?” The students all agreed that they have this kind of difficulty in reading texts. The researcher again asks” Then what do you do to work out this problem?” to activate their self questioning technique. Then researcher shows commonly used pronouns and the terms “refer and referent” via PowerPoint. Then they write the referent for each pronoun on the lines below the paragraph.</p> <p>*Students have an idea to guess referents and apply it on the paragraph. She asks reflective questions like what the use of synonyms in the same paragraph can be?” After brain storming, the researcher emphasizes that synonyms make paragraphs interesting and enjoyable. The researcher through projector shows some examples. She wants her students to form a group of five students and name their group. The group who find the referents in long paragraphs the first will be the winner and get a novel as a prize. The students all together worked eagerly and group sun becomes the winner among three groups.</p> <p>*After concept map technique about the topic, the researcher hands out first reflective journals and then reflective worksheets and asks students if they want to add anything about the lesson then makes negotiations (negotiated learning) for the next lesson.</p>

LESSON PLAN

LESSON: Advanced Reading and Writing

TOPIC: Finding Topics and Discovering Topics of Paragraphs

OBJECTIVES:	<p>Reminding students about guessing unknown words</p> <p>How to find topics, discover topics of paragraphs through reflective thinking techniques</p> <p>Understanding the characteristics and significance of finding topics</p> <p>Applying finding topics on articles, newspapers, novels</p> <p>Writing their own reflective journals and completing reflective worksheets</p> <p>Self evaluating their week and strong sides about themselves and the topic</p> <p>Creating their own concept maps about the topic</p>
MATERIALS	<p>Laptop, laser pointer, colorful board markers</p> <p>magazine articles and paragraphs from articles to examine</p> <p>slides about finding topics, discovering topics of paragraphs, reflective journals, reflective worksheets.</p>
TEACHING and LEARNING PROCESS	<p>*The students revise and discuss the previous topic “guessing” and self question briefly about finding topics. The researcher starts by asking reflective questions about why topics are important. After brainstorming, the researcher via slides points the necessary information on finding topics, how to know topics from parts or examples of connected words. The first five items with six words are showed through slides then students answer exercises on their papers and discuss their answers with their friends. Final exercise consists of finding first topic then the weird word below the topic.</p> <p>*The researcher later turns on slides to teach what is (not) a paragraph. She shows guidelines about the comprehension and unity of creating a paragraph. She emphasizes the importance of mentioning the same topic for a paragraph via laser pointer. She utilizes from reflective questioning technique and states “What is this about?” in order to recognize the topic. The students then read the first two paragraphs alone and then as a group work, they try to find the best topic from the choices under the paragraphs. The researcher warns them not to be too specific or too general about the topics. They apply what they learnt on the exercise of stating the topic of the paragraph.</p> <p>*The researcher next wants groups create their own paragraph and finding a suitable topic. After they have finished, they read aloud to the class and discuss their answers with reflective questions like how, why, what if. She also leads them to read each paragraph (totally six paragraphs) and find the topic sentences and states the importance of topic sentence for better comprehension. She shows key points through laser pointer on the listing.</p> <p>*Finally students have an idea and practice how to find topic and topic sentences. She wants students to create their own concept maps with only key words about guessing unknown words, finding topics and discover topics of paragraphs.</p> <p>*The researcher hands out first reflective journals and then reflective worksheets about finding and discovering topics of paragraph. Finally after students complete their journals and worksheets, the researcher asks students if they want to add anything about the lesson then makes negotiations (negotiated learning) for the next lesson.</p>

LESSON PLAN

LESSON: Advanced Reading and Writing

TOPIC: Understanding main ideas

OBJECTIVES:	<p>Reminding students about finding and discovering topics of paragraphs</p> <p>How to understand main ideas through reflective thinking techniques</p> <p>Understanding the characteristics and significance of main ideas</p> <p>Applying finding main idea on articles, newspapers, novels</p> <p>Writing their own reflective journals and completing reflective worksheets</p> <p>Self evaluating their week and strong sides about themselves and the topic</p> <p>Creating their own concept maps about the topic</p>
MATERIALS	<p>Laptop, laser pointer, colorful board markers</p> <p>articles, paragraphs from UDS to examine</p> <p>slides about understanding and finding main idea,</p> <p>reflective journals,</p> <p>reflective worksheets,</p>
TEACHING and LEARNING PROCESS	<p>*The researcher shows a short paragraph through projector and wants students to find a suitable topic sentence to check whether students remember what they learnt. After students self questions briefly, the researcher asks reflective questions why main ideas are important for reading and how we can find main ideas. The volunteer students write one by one their short answers on the board.</p> <p>*The researcher then via slides points the necessary information on what is main idea and connection between topics and main idea statements. The students then do the exercises on a topic with several main idea statements.</p> <p>*The researcher later turns on slides to teach finding the main idea. She emphasizes that the topic sentence often includes both the topic and the main idea, but not always. She reflects two sample sentences on the board and asks students: "Is the main idea included in the topic sentence?" The students answer and show clues about why/not included in the topic sentence.</p> <p>*The researcher then delivers the exercise papers and students read the paragraphs first, find suitable topics then they read again to find the correct main idea statements from the choices below the paragraph. The other exercises included the paragraphs having topic sentences that do not include main idea. The students as a pair work find suitable topic and main idea statements for six paragraphs. When they finish, they share their answer with the class and find the best main idea through reflective questions.</p> <p>*Finally students have an idea and practice about how to find main idea and as a result draw their own concept maps. The researcher hands out first reflective journals and then reflective worksheets. Finally after students complete their journals and worksheets, the researcher asks students if they want to add anything about the lesson then makes negotiations (negotiated learning) for the next lesson.</p>

LESSON PLAN

LESSON: Advanced Reading and Writing

TOPIC: Summarizing

OBJECTIVES:	<p>Reminding students about finding main idea How to summarize short/long passages through reflective thinking techniques Understanding the characteristics and significance of summarizing Applying summarizing on short/long passages and articles Writing their own reflective journals and completing reflective worksheets Self evaluating their weak and strong sides about themselves and the topic Creating their own concept maps about the topic</p>
MATERIALS	<p>Laptop, laser pointer, colorful board markers Research reports and paragraphs from UDS to examine slides about finding main idea, reflective journals, reflective worksheets,</p>
TEACHING and LEARNING PROCESS	<p>*The researcher -to activate what students learnt previous week-asks students about what do they do if they come across the paragraphs having topic sentences that do not include main idea. *After students self questions themselves about the new topic briefly, the researcher asks reflective questions like: “What is summarizing and what strategies do they use when summarizing a paragraph, short passages and longer passages?” *After they mentioned shortly about their common strategies, then the researcher via slides points the necessary information on what is summarizing and what is (not) a good summary. She pinpoints the benefits of summarizing on reading skill, study skill and on research reports and mentions the benefits of summary words in summarizing. Students make a pair work to find summary words or phrases for each list on the paper. The time they finish, they discuss their answers with their partners. *The researcher later turns on slides to teach guidelines on summarizing a sentence. She highlights that they should leave out descriptive words and keep only the words that tell the main point of sentence with few words possible. She reflects five sentences and they altogether do the exercises. Students as a group work do the left five sentences with reflective discussions and questions. *The researcher then tells the steps to be followed when summarizing a paragraph like keeping it short with a complete sentence, reading the all paragraph to see if it contains a topic sentence. The researcher asks reflective questions like if so, what if not and how the students then alone write a summary sentence for three paragraphs and later discussed to choose the best one. *The researcher writes on the board three steps to be followed when summarizing a short passage. The students then write three sentences to summarize three paragraphs for short passage then combine these sentences in a paragraph. The researcher finally shows the steps to do when summarizing longer passages through slides and does an example for students. The students are assigned to summarize 2 longer passages each consisting of 8 paragraphs as homework. *Finally students have an idea and practice how to find main idea in short and long passages and as a result draw their own concept maps. The researcher hands out first reflective journals and then reflective worksheets about finding main idea. After students complete their journals and worksheets, the researcher asks students if they want to add anything about the lesson then makes negotiations (negotiated learning) for the next lesson.</p>

LESSON PLAN

LESSON: Advanced Reading and Writing

TOPIC: Conclusion

OBJECTIVES:	Talking about and students' views about the lesson Taking students views into consideration and general evaluation about the course Applying love thread activity to create a comfortable atmosphere before the farewell Conclusion
MATERIALS	Colorful board markers A-4 format paper and pencils Reading comprehension test and reading attitude scale as post test
TEACHING and LEARNING PROCESS	<p>*She first mentions that they come to a conclusion for the course by teaching reading comprehension skills through reflective thinking techniques. Before the farewell, researcher requests from students make a general evaluation about the course.</p> <p>*After students evaluate the course mutually, she wants to use "love thread" activity. She states that each of the students should talk about his/her friend's or friends' successful activities, strong sides and positive contributions in the lesson by giving their names. The researcher reminds that if they do not want to talk in front of their friends, they may write on the papers about their friends' positive sides or attitudes. All students in a comfortable and cheerful atmosphere agreed to talk. One by one, they stated their positive thoughts about their friends and the course. At the end of the activity, the students feel so cooperative and happy. The aim of the activity is to leave their friends with positive feelings and break the ice.</p> <p>*The researcher for the last time asks if the students want to add anything or make more comments.</p> <p>*The researcher first hands out reading comprehension test then reading attitude scale as post test. When students finish completing the post tests, the researcher takes back the post tests from the students to analyze later.</p> <p>*Good wishes and conclusion</p>

Appendix L: Reflective Journal

Name & Surname:

Date:

Number:

Dear Undergraduate,

It is significant to keep reflective journals in order to increase your success and high order thinking skills in the lesson. Journals are important both for learning and the retention of the obtained knowledge. Please write down your journals by taking into consideration of your own practices during the lesson, your learning process and performance of yours.

What is your aim to learn about that subject?

Why is it necessary to learn the subject of today's lesson?

What should you do to learn this subject effectively and in a better way?

What were the easy and difficult sides of the lesson today?

What did you learn from the topic of the lesson today and to what extent could you achieve your goal?

By making self-evaluations, what were the strong and weak sides of yourself you noticed about the lesson today?

MY JOURNAL

3) Draw a tree diagram or concept map about “skimming” by thinking multi dimensionally (similarities, differences, characteristics etc.).

4) Find suitable topics to the group of words below or write down subtitles for the topic.

➤ _____
Beef Chicken Lamb Fish Pork

➤ _____
Bedroom Closet Hall Balcony Kitchen

➤ **PARTY**
1) 2) 3) 4) 5)

➤ **TURKISH CUISINE**
1) 2) 3) 4) 5)

Appendix N: Reflective Worksheet (2)

Name & Surname:

Date:

Number:

WORKSHEET

1) Define briefly: “What is a paragraph and what is not a paragraph?”

2) Draw a “concept map” including these items:

- The definition of topic sentence
- The importance of topic sentence in a paragraph
- The way ideal topic sentence should be
- How starting topic, limited topic and topic sentence should be
- The connection between topic and topic sentence.

3) Give related example to:

Starting topic:

Limited topic:

Topic sentence:

4) What if you could not decide a topic sentence in your writing/ paragraph?

Appendix O: Reflective Journal Sample (1)

Name & Surname:

Date:

Number:

Dear Undergraduate,

Richards and Farrell (2005: 68) describe the teaching journal as "an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, or electronic mode, which serves as a source of discussion, reflection or evaluation". Keeping a journal helps the teacher to document classroom events and observations, enabling him/her to benefit from the experience of successful and not so successful teaching as a basis for further learning. Because of the ongoing nature of a journal, teachers can monitor their teaching behaviour over time and discover any recurring patterns in their beliefs and practices, which can then be discussed with colleagues in order to encourage reflective inquiry and facilitate problem solving. (Richards and Farrell, 2005: 70). Please write down your journals by taking into consideration of your own practices during the lesson, your learning process and performance of yours.

What is your aim to learn about that subject?

Why is it necessary to learn the subject of today's lesson?

What should you do to learn this subject effectively and in a better way?

What are the easy and difficult sides of the lesson today?

What did you learn from the topic of the lesson today and to what extent could you achieve your goal?

By making self-evaluations, what were the strong and weak sides of yourself you noticed about the lesson today?

MY JOURNAL

In today's lesson we did some warm-up activities about what we learned last week. And we did revision and self-questioning.

We asked ourselves how I benefit from this lesson? What I know about the topic sentence? ...

My aim is to be a good reader and fast reader by finding topic sentence or main idea etc.

Today's lesson is necessary for us because we learned that how a paragraph must be? And we learned that how we write a paragraph? which is paragraph and which isn't paragraph? etc.

I learned that when I write a paragraph I should narrow down from the starting sentence to conclusion sentence.

All sides of the lesson was easy because we learned some techniques about to learn something.

My strongest side was writing a paragraph.

I also enjoyed much when we were finding the topic sentences in the paragraphs. =>

Appendix P: Reflective Journal Sample (2)

Name & Surname:
Number:

Date:

Dear Undergraduate,

It is significant to keep reflective journals in order to increase your success and high order thinking skills in the lesson. Journals are important both for learning and the retention of the obtained knowledge. Please write down your journals by taking into consideration of your own practices during the lesson, your learning process and performance of yours.

What is your aim to learn about that subject?

What do you know about this subject of the lesson?

What should you do to learn this subject effectively and in a better way?

What were the easy and difficult sides of the lesson today?

What did you learn from the topic of the lesson today and to what extent could you achieve your goal?

By making self-evaluations, what were the strong and weak sides of yourself you noticed about the lesson today?

MY JOURNAL

Today we learned about guessing from context. I learned how can I utilize from unknown words or nonsense words by guessing.

By guessing we can read fast, enjoy from reading, focus on reading etc.

I should do practise about guessing for to be effective. And I can make self questioning before read the text. I can find the meanings of a word from a passage.

I think the subject of the lesson today was so enjoyable. I didn't find difficult anything.

I noticed that before the lesson today when I come across a unknow word of a text, I stopped and after finding the meaning of word I continued the read. But up to now I won't make this.

Appendix R/1: Reflective Worksheet Sample (1)

Name & Surname:
Number:

Date:

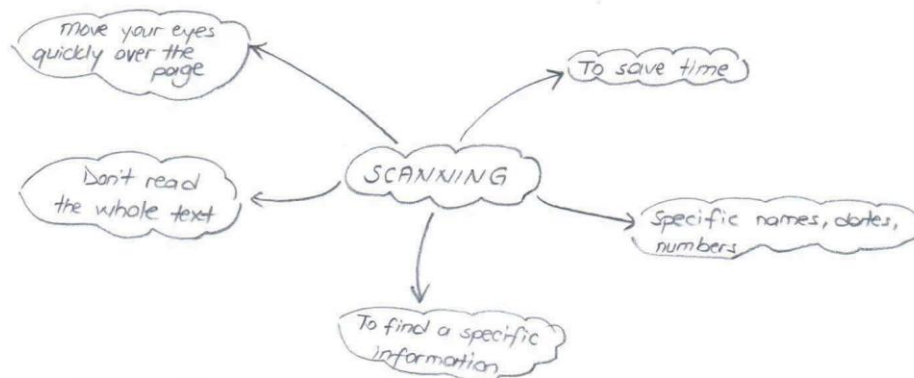
WORKSHEET

*The questions below are prepared to improve your reflective thinking. Please, try to answer by thinking multidimensionally.

- 1) What are the benefits of finding topics from context when you come to a word in your reading?

We know what we will read about before start to reading.
It makes our reading comprehensible.

- 2) Draw a tree diagram or concept map about "scanning" by thinking multidimensionally.(similarities, differences, characteristics etc.)

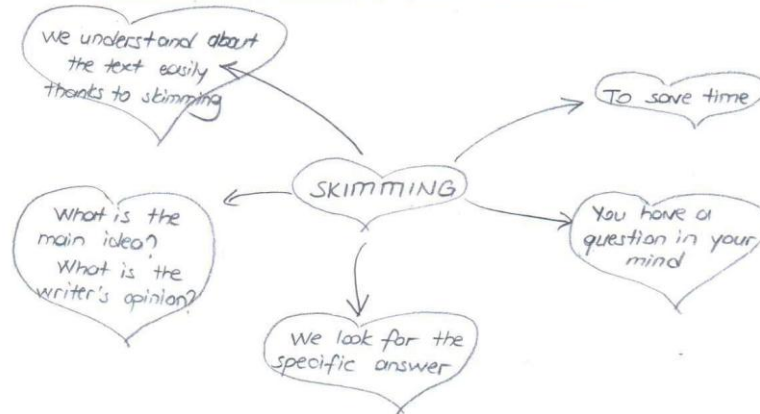


The differences between scanning and skimming

- ↳ In skimming, we have a question in our mind.
- ↳ We look for finding the specific idea, in scanning
- ↳ But, in skimming, we look for a general answer about the text.
(What is the writer's opinion?, What is the main idea?)

Appendix R/2 : Reflective Worksheet Sample (1)

- 3) Draw a tree diagram or concept map about "skimming" by thinking multidimensionally. (similarities, differences, characteristics etc.)



- 4) Find suitable topics to the group of words below or write down subtitles for the topic.

> Animals

Beef chicken lamb rabbit pork

> Parts of a house

Bedroom closet hall balcony kitchen

> PARTY

1) Christmas 2) marriage 3) Birthday 4) Henna night 5) Graduation

> TURKISH CUISINE

1) Kebap 2) Doner 3) Sarma 4) Mantı 5) Baklava

Appendix S: Worksheet Sample (2)

Name & Surname:
Number:

Date:

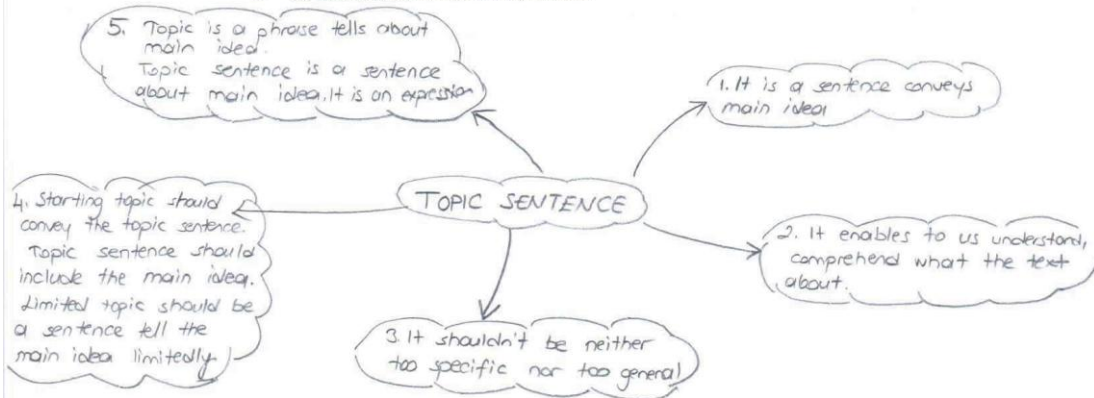
WORKSHEET

1) Define briefly: "What is a paragraph and what is not a paragraph?"

A text which includes a topic, topic sentence and concluding sentence is a paragraph.
A text which doesn't include a topic and concluding sentence, and mentions different things.

2) Draw a "concept map" including these items:

- > The definition of topic sentence
- > The importance of topic sentence in a paragraph
- > The way ideal topic sentence should be
- > How starting topic, limited topic and topic sentence should be
- > The connection between topic and topic sentence.



3) Give related example to:

Starting topic: Isparta is a small city with its population and size.

Limited topic: Isparta's population is 190.000.

Topic sentence: Isparta is a small city with its population and size.

4) What if you could not decide a topic sentence in your writing/ paragraph?

I couldn't write, understand what I am going to write, read.

I couldn't understand what the paragraph is about.

I would try to understand and find clues.

ÖZGEÇMİŞ

Rümeysa PEKTAŞ



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Doğum tarihi : 14 Nisan, 1988

Medeni hali: Bekar

İŞ TECRÜBELERİ

- **2011- halen** -- Süleyman Demirel Üniversitesi – Eğitim Fakültesi – İngiliz Dili Eğitimi Ana Bilim Dalı - Araştırma Görevlisi
- **2010- 2011** -- Süleyman Demirel Üniversitesi-Yabancı Diller Yüksekokulu - İngilizce Okutmanı

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- **2010-2014:**Konya Necmettin Erbakan Üniversitesi – Eğitim Bilimleri Enstitüsü –*İngiliz Dili Eğitimi Ana Bilim Dalı – Yüksek Lisans*
- **2006-2010:**Selçuk Üniversitesi – Eğitim Fakültesi- *İngiliz Dili Eğitimi Ana Bilim Dalı - Lisans Derece: Bölüm İkinciliği/ Yüksek Onur.*

KİŞİSEL VE MESLEKİ YETERLİLİKLER

- **15-17 Mayıs, 2014 “8th International ELT Research Conference” Çanakkale, TÜRKİYE** (Bildiri sunumu: An Investigation into Listening Styles and Emphatic Tendency Levels of ELT Prospective Teachers).
- **9-11 Mayıs, 2014 “International FLTAL Conference” Saraybosna, BOSNA HERSEK** (Bildiri Sunumu: The Picture of Orientalism Colored by the Characters in The Buddha of Suburbia)
- **16- 18 Nisan, 2014“ 8th International IDEA Conference” Muğla, TÜRKİYE** (Bildiri Sunumu: The Use of Videotaping as a Mirror: Self Reflection and Peer evaluation of the Inside Outsiders).
- **24 -26 Eylül, 2012 “Global Education Conference” Girne, KUZEY KIBRIS TÜRK CUMHURİYETİ** (Bildiri sunumu: An Analysis of Affective Properties of University Students towards English Course”).