REFLECTION ON REFLECTION: EFL UNIVERSITY
INSTRUCTORS' PERCEPTIONS ON REFLECTIVE
PRACTICE

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PERCEPTIONS ON REFLECTIVE PRACTICE

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MA THESIS

Department of Foreign Language Education

MA in English Language Teaching Program

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Özlem FAKAZLI'nın "Efl University Instructors Perceptions on Reflective Practıce" başlıklı tezi 11.12.2015 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ABSTRACT

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The primary objective of the present study was to engage EFL university instructors in reflective teaching practices through the use of various reflective tools and to find out their perceptions about these reflective teaching practices that they were engaged in. For the research purposes, a total of eight EFL university instructors working at the Foreign Language School of Kastamonu University, Turkey participated in the study. For a regular and systematic implementation of reflective practice, different reflective teaching tools; namely, reflective diaries, reflective video analysis, and reflective peer sessions were used. Prior to the implementation of the actual study, the participants were first trained on how to use the reflective tools. During this training, necessary information about the concept of reflection, significance of reflective practice, and the procedure of the study was given to the participants. After the training, the participants used each of these tools by following the guidelines provided for them beforehand.

Data were collected through the qualitative research instruments. After the participants were involved in reflective practices through the reflective tools, they were asked to write a reflection on the use of each tool. Also, a perception questionnaire was administered to the participants in order to identify how they felt and perceived about the reflective practices and the use of reflective tools. Finally, in order to support the

data obtained through the reflections and perception questionnaire, the semi-structured interview was conducted with the participants.

The qualitative data were analyzed by using the Constant Comparison Method. The results of the study put forward that all of the EFL university instructors benefited much from the current study and were highly pleased with having participated in these reflective teaching practices by means of various reflective tools. These practices were perceived fruitful by the EFL university instructors. Engaging in reflective practices was found as an important opportunity for gaining awareness about teaching skills and practices, increasing self-evaluation and professional growth. The findings also yielded that the participants were positive about all the reflective tools they used throughout the study. However, a few of the participants mentioned some difficulties about reflective diary and reflective video analysis. They reported that the use of reflective diary and reflective video analysis as a way of reflection required much time, effort, and commitment, yet no negative perceptions about participating in reflective peer sessions were found. At the end of the study, the reflective practices increased the instructors' motivation and enthusiasm in order to implement the ideas of reflective teaching for their future professional practices. The participants also realized that reflective practice is an effective method for teacher development, and it can be applied through different ways or tools. Further, they noticed that reflective teaching practices can contribute to professional empowerment if they are implemented in a systematic fashion. The findings were discussed with regard to the previous research. In the light of the research findings, some implications for the effective use of reflective teaching were provided, and suggestions for further studies were offered.

Key words: Reflective teaching, reflective diary, reflective video analysis, peer sessions, professional development, Turkish EFL university instructors.

ÖZET

YANSITMA ÜZERİNE YANSITMA: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN OKUTMANLARIN YANSITMALI ÖĞRETİM UYGULAMALARI ÜZERİNE ALGILARI

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Bu çalışmanın öncelikli amacı, İngilizceyi yabancı dil olarak öğreten üniversite okutmanlarını yansıtmalı öğretim araçlarını kullanarak yansıtmalı öğretime katmak ve onların bu katıldıkları yansıtmalı öğretim uygulamalarıyla ilgili algılarını öğrenmektir. Çalışmanın amacını gerçekleştirmek için, Kastamonu Üniversitesi'nin Yabancı Diller Yüksekokulunda İngilizceyi yabancı dil olarak öğreten sekiz üniversite okutmanı çalışmaya katıldı. Yansıtmalı öğretimin düzenli ve sistematik uygulanması için, yansıtmalı günlük, yansıtmalı video analizleri ve meslektaş ile görüşme, yansıtmalı öğretim araçları olarak kullanıldı. Çalışmanın uygulanmasından önce, katılımcılar yansıtmalı araçları nasıl kullanacakları konusunda eğitildi. Bu eğitim boyunca, katılımcılara yansıtma kavramı, yansıtmalı öğretimin önemi ve çalışmanın yöntemi konusunda gerekli bilgiler verildi. Bu eğitimden sonra katılımcılar onlara önceden verilen kılavuz ilkeler doğrultusunda yansıtmalı öğretim araçlarının her birini kullandılar.

Verilerin toplanması için, niteliksel araştırma araçları kullanıldı. Katılımcılar yansıtmalı öğretim araçlarıyla yansıtmalı öğretim uygulamasına katıldıktan sonra, onlardan her bir aracın kullanımı ile ilgili görüşlerini yazmaları istendi. Buna ek olarak, bu yansıtmalı öğretimler ve yansıtmaları araçların kullanımı hakkında ne hissettiklerini

ve düşündüklerini öğrenmek amacıyla katılımcılara bir algı anketi uygulandı. Son olarak, yansıtıcı görüşler ve algı anketi aracıyla toplanan veriyi desteklemek için, katılımcılarla yarı yapılandırılmış görüşmeler yapıldı.

Niteliksel veri, "Sürekli Karşılaştırma Metodu" (Constant Comparison Method) kullanılarak analiz edildi. Çalışmanın sonuçları, tüm üniversite okutmanlarının çalışmadan büyük ölçüde faydalandığını ve çeşitli yansıtmalı araçlar kullanarak katıldıkları yansıtmaları öğretim uygulamalarından oldukça memnuniyet duyduklarını ortaya koydu. Okutmanlar, bu uygulamaların verimli olduğunu düşündü. Yansıtmalı öğretim uygulamalarına katılmanın, öğretmenlik becerileri üzerine farkındalık kazanmak, kendini değerlendirmek ve profesyonel gelişimi artırmak için önemli bir fırsat olduğu ortaya çıktı. Ayrıca, sonuçlar katılımcıların çalışma boyunca kullandıkları tüm yansıtmalı araçlarla ilgili pozitif düşündüklerini gösterdi. Fakat bir kaç katılımcı yansıtmalı günlük ve video kayıtları ile ilgili bazı zorluklardan bahsetti. Yansıtmalı düşünce yolu olan günlük ve video kullanımının çok zaman, çaba ve sorumluluk gerektirdiğini bildirdiler. Ama meslektaşları ile görüşme yapmak hakkında hiç bir negatif algı ortaya çıkmamıştır. Çalışmanın sonunda, yansıtmalı öğretim uygulamaları, katılımcıların yansıtmalı öğretim fikirlerini gelecek profesyonel eylemlerinde uygulamak için motivasyonlarını ve heveslerini artırdı. Sonuç olarak, katılımcılar yansıtmalı öğretimin öğretmenlerin gelişimi için etkili bir metot olduğunu ve bunun çeşitli yollarla ya da araçlarla uygulanabileceğini farkına vardılar. Ayrıca, bu yansıtmalı öğretim uygulamalarının sistematik bir şekilde uygulanırsa, profesyonel gelişime katkıda bulunabileceğini fark ettiler. Sonuçlar, önceki çalışmalar doğrultusunda tartışıldı. Çalışmanın sonuçları ışığında, yansıtmalı öğretimin etkili kullanılması için uygulamalar sunuldu ve ileriki çalışmalar için önerilerde bulunuldu.

Anahtar kelimeler: Yansıtmalı öğretim, yansıtmalı günlük, yansıtmalı video analizleri, meslektaş görüşmeleri, İngilizceyi yabancı dil olarak öğreten Türk üniversite okutmanları.

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CHAPTER I
INTRODUCTION

1.1. Introduction

"The ultimate guardians of excellence are not external forces, but internal professional responsibilities".

Paul Ramsden (1992:221)

The idea of reflection and its importance in teaching date back to early studies of Dewey (1910), who proposed that reflective teaching approach can be considered as an alternative to the traditional approaches. He criticizes that teachers were traditionally expected to solely develop technical skills such as knowledge of lesson planning, classroom management, and multiple assessment strategies. Thus, vital importance was placed on how to teach without considering underlying principles and philosophies of teaching. Valli (1997:70) also argues that teachers are educated as "skilled technicians" whose habits are based on actions rather than careful thinking. Similarly, Wallace (1991) points to this traditional approach as the "applied science" model, in which theory and practice are treated as if they were two distinct components. In this respect, theory is defined as "received knowledge", referring to the "facts, data, theories" which the teacher can reach from books, external sources, or courses (Wallace, 1991, p.52), and received knowledge is inadequate in educating qualified language teachers.

Compatible with Wallace's (1991) ideas, Korthagen (2001a) highlights that there exists an undeniable gap, not a bridge, between theory and practice, and that teachers come to the understanding that theory is out of keeping with practice and the reality. Korthagen (2001a) shows this gap by examining previous studies on the change of teachers' attitude during their first year of teaching experience, and explains that when teachers started teaching in real classrooms, their knowledge gained at university vanished. Thus, these teachers lose their motivation and enthusiasm; and face many challenges while endeavoring to apply what they have learned in traditional teacher education programs in their teaching practices. As Zeichner and Tabachnick (1981) also

emphasized, teachers were found to change their attitude towards a more traditional one when they started to teach in real classrooms as in-service teachers. Accordingly, they suggest that it is highly needed to change from a model that encourages only technical skills in Dewey's terms towards a model that promotes internalization and reflection. Likewise, having underlined the complex nature of teaching, Kagan (1992) also believes that teachers need to be trained to reflect on their strengths, weaknesses, behaviors, feelings, and concerns. In doing so, teachers would be prepared as reflective practitioners in order to solve unexpected problems and meet the needs of today's and tomorrow's society.

All these reveal that there is an urgent need for a teacher who is able to cope with the challenges faced in real teaching contexts, reflect upon past teaching exercises, and meet the needs of both students and the society. While doing so, teachers have such different roles as mentors, guides, facilitators, and supporters who encourage cooperation, problem-solving, decision making, open-mindedness and so on. In today's world, students are quite active and curious learners, who are good at questioning and competent in the use of technology, seek satisfying answers, have varying interests, and share reflections. Hence, today's teachers have to serve in classrooms that are shaped by confusions, uncertainties and contradictions (Odabaşı-Çimer & Paliç, 2012). Within this context, teachers are required to tackle many important hardships and cater for the needs of these learners. Therefore, to do all these, it is a necessity for teachers to feel free and autonomous to make decisions on the procedure and the content of the classroom, and most importantly who are able to make reflections about their teaching experiences.

In this respect, increasing attention towards the development of teaching in classroom contexts has resulted in increasing interest towards reflective teaching. Building a bridge between theory and practice within the scope of reflective practice has, consequently, gained much significance for the development of teachers and classroom environments.

In its simplest terms, reflection is defined as self-analysis to decide whether actions have been carried out in an appropriate way and to understand one's own actions

by examining and questioning (Rezeayen & Nikopoour, 2013).Reflection is also considered as an effective way to foster professional improvement and develop a sense of autonomy in teachers to be able to make true decisions at the right place and at the right time. However, when teachers embark on their teaching career, they often realize the big gap between theory and practice; and therefore, feel confused about how to react in demanding situations in real classrooms, attempt to find ways to overcome these difficulties. Additionally, teachers may not really know the concept of reflection and significance of reflection in teaching, and also various reflection ways for the improvement of teaching. As a result, teachers may not attempt to evaluate their teaching, engage in reflective practices for the improvement of their future lessons, and look back on their teaching experiences after the class in order to tackle the difficulties faced and come up with practical solutions.

In such a challenging teaching context, reflective teaching plays a vital role for the teachers to come up with helpful ideas, solutions, and suggestions, and cope with tough situations, and become a more effective and reflective teacher. This is because reflective practice is a process of critical investigation into one's own teaching experiences to enhance the quality of teaching and learning process (Schön, 1987). Reflective practice also helps teachers improve their effectiveness by gaining a broader understanding of their teaching practices (Ferraro, 2000), and plays a considerable role in teacher preparation for the development of professional skills and for one's taking responsibility of their job (Calderhead, 1987). More importantly, reflective practice integrates theory and practice, which contributes to one's professionalism as prospective teachers (Norrish & Pachler, 2003). Through reflective practice, teachers can realize their strengths, develop them, and thus contribute to students' learning in an even more powerful way (Rezaeyan & Nikoopour, 2013). In a nut shell, it is a significant means of encouraging teachers in problem solving circumstances since it offers a great opportunity to look back and find the best strategies to attain goals (Rudd, 2007).

1.2. Statement of the Problem

In Turkey, in-service training opportunities are not quite widespread for Turkish EFL instructors employed in higher education institutions to develop themselves professionally. Generally, some distinguished private universities in the big cities offer such teacher development opportunities. In Turkish EFL teaching environments, teaching and learning English is mostly limited to classroom activities with limited time. Instructors of higher education institutions generally work with adult learners who want to start their own department or need English for their academic purposes. In this respect, it is of significance to meet the demands of these students. For this, keeping up with recent changes in their own field and keeping fresh as a language teacher gains much significance. However, instructors of higher education institutions in the smaller cities or towns are mostly left to their own devices when they have started their profession, and becoming up-to-date about their professional fields is usually their own choice or conscience for the purpose of developing themselves. In general, opportunities for improvement of teachers involve attending conferences, following related academic journals on teaching, or registering for postgraduate courses, yet these ways of professional improvement are not usually supported or encouraged by the institutions instructors work for. While reaching articles on the journals can be easy and not costly, seminars and conferences can be expensive and time-taking for the instructors who work in smaller cities or towns (Yeşilbursa, 2008). Additionally, postgraduate courses, which generally take place in big cities, can be quite challenging if instructors have a busy working schedule. Even if they had the chance to do these, their needs might not be satisfied in terms of self-renewal and self-reflection.

Considering instructors' working schedule in Turkey, their lack of time, lack of financial aids and encouragement provided by their institutions, it can be stated that if instructors would like to nurture themselves professionally and survive in rapidly changing teaching environments of the world, they will have to search for opportunities for professional enrichment. In this regard, reflective teaching is one of these opportunities. It is both a guide and a support for teacher development. What is more, once implemented systematically and once the teachers are given opportunities for

training, reflective teaching is mostly without a significant cost. For more qualified teaching, teachers should be always conscious of their teaching knowledge, skills, and practices. Therefore, reflective teaching appears as a crucial way for teacher empowerment and continuous development. However, instructors may not know how reflective teaching can contribute to their teaching knowledge and practices. Even if they know the concept of reflection, they may not have the idea on the effectiveness of reflective practice or have experience in implementing reflective teaching method.

The current study emerges as an important way to provide opportunities for systematic and guided reflection by including the training aspect and by using various reflective tools, and thus for gaining awareness about their own teaching. Consequently, it is highly important to find out their perceptions on their reflective practices in the present study in order to create more effective teaching environment and help to open the way for other teachers to implement different ways of reflection.

1.3. Aim and Significance of the Study

Considering aforementioned problems that teachers have and circumstances that they are engaged in, and also recognition of numerous advantages of reflection in teaching, this study aims at engaging EFL university instructors in reflective practices through the use of reflective tools during their teaching, and finding out their perceptions about their reflective teaching practices that they are engaged in. With this purpose in mind, the study seeks answers to the following research question:

1) What are the perceptions of EFL university instructors in the study on the reflective practices they are engaged in through the use of different reflective tools (reflective diaries, reflective video analysis, and reflective peer sessions)?

This study presents a closer investigation into reflective practices of EFL university instructors. Furthermore, the present study seeks to deepen our understanding of the importance of reflective practices in actual teaching environments. Within this

process, it tries to shed light on how English language teachers reflect upon their teaching experiences and how they perceive their reflective practices.

Given all these above, the outcomes of the current study may help teachers to become more reflective and better teachers in their own practice, and aid other teachers to recognize the merit of reflective teaching. What is more, the study may allow teachers to raise awareness of different methods in order to reflect upon their teaching experiences, and understand how these methods could promote their reflectivity. Another point is that reflection may give teachers a strong sense of autonomy and authority to be able to make their own decisions in the classroom, so reflective teaching can offer a set of techniques for teachers to gain consciousness about their own feelings and behaviors.

This study also offers an important learning opportunity for teachers to understand their strengths and weaknesses, and concerns in their teaching practice in terms of planning, instruction, management, etc. The findings of the study may contribute to the development of more reflective practices and the development of teachers as more reflective practitioners. It is also worth noting that most of the recent studies have emphasized the importance of conducting new studies to be able to understand true nature of reflective practice in various teaching contexts. Although there has been a growing body of research on the reflective practices of teachers not only in the world but also in the Turkish context, there is a scarcity of research, to the researcher's best knowledge, about a more systematic implementation of various reflective tools over a period of time and the investigation of teachers' perceptions about such practices in the Turkish EFL context. The current study aims at contributing to the existing literature by exploring the university level Turkish EFL instructors' perceptions on the application of different reflective tools in a rather systematic fashion. Finally, the study may provide illuminating results in order to create opportunities and suitable environments for more effective reflective teaching practices in other Turkish EFL contexts.

1.4. Scope and Limitations of the Study

This study was carried out at the Foreign Language School of Kastamonu University with a limited number of EFL university instructors, so the findings are related to this research context and to this specific school's English instructors. Thus, the results of the study cannot be generalized to all EFL instructors in all EFL teaching contexts. Furthermore, there may be some factors that may affect the research findings. For example, it is not possible to know how well the instructors were getting along with each other and how comfortable they were together during peer sessions. It is also difficult to find out how objective and critical the instructors were throughout the study. All these may be considered as limitations of the current study. By keeping all the limitations mentioned so far, the findings might still guide the further implementations of reflective practice in other educational institutions.

1.5.Definitions of Terms

In the current study, the following terms will be used:

- 'EFL University Instructor' refers to a teacher who teaches English as a foreign language to adult learners at the Foreign Language Schools of the universities.

- 'Reflective diary' refers to teachers' writing down their personal thoughts, feelings, and important experiences related to classroom teaching and learning.

- 'Reflective video analysis' refers to teachers' recording their own teaching performances and watching their actual teaching in order to reflect and analyze their teaching skills and practices.

- 'Reflective peer session' refers to teacher collaboration and cooperation alternatively by sharing critical events from their classrooms with a colleague, discussing these events for reflection, benefiting from each other's ideas and suggestions, and considering the implications for future professional practices together.

- 'Reflective practice' refers to a process by which individuals consciously think about their practice and study their own experiences in order to learn from them.

- 'Reflective teaching' refers to teachers' looking back on their prior teaching experiences critically in order to evaluate themselves and to improve the way they teach.

CHAPTER 2
REVIEW OF LITERATURE

2.1. Theoretical Framework of Reflection

In order to understand the concept of reflection and the conceptual framework underlining the current study, it is of high significance to look at its roots and to understand its underlying philosophy in a broad manner.

2.1.1. Early Conceptualization of Reflective Practice

The concept of reflection in educational sense gained its current significance with Dewey's suggestions and ideas. Dewey (1910) came up with a new approach to education, indicating that everyone is able to learn from their own experiences, and he also considered life as a process of education and self-development.

There are a number of definitions of reflections which are traced back to Dewey. He defined reflection as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (1910:6). Dewey (1910) referred to reflection as a thought resulting from confusion experienced directly in a certain context and as a significant perspective of learning by experiencing. Likewise, Boud et al. (1985; as cited in Odabaşı-Çimer & Paliç, 2012, p.52) sees reflection as "an important human activity in which people recapture their experience, think about it, mull it over, and evaluate it". Milrood (1999:10) also describes reflection as "the process of mirroring the environment non-judgmentally or critically for the purpose of decision-making". Moreover, Williams (1998:31) views reflection as "a theory of metacognition which directs skilled behavior during professional activity or assists in the deliberative processes which occur during problem solving". Among all these definitions, in the present study Dewey's (1910) and Boud et al.'s (1985; as cited in Odabaşı-Çimer & Paliç, 2012, p.52) definitions of reflection are taken as a basis due to their broader perspective on the concept of reflection.

The concept of reflective practice refers to an activity or process in which one looks back on his/her experience, think and interpret all the information about the actions and the situations (Al Mahmud, 2013).It is also worth mentioning that in an educational sense, reflective practice is "making informed and logical decisions on educational matters, then assessing the consequences of those decisions" (Taggard & Wilson, 1998, p. 2). It is a reaction to past experiences and constant examination of all the information in order to evaluate and plan further actions to take. Through reflective practice, people recall an experience, think about all the information about the situations or people, assess their prior experiences, and learn from it (Çimer, Odabaşı- Çimer, & Vekli, 2013). It also necessitates thinking critically, directing one self, and solving problem along with self-awareness and individual knowledge (Chant et al., 2004). What is more, reflective practice is regarded as an integral catalyst in the process of harmonizing new experiences with the existing beliefs (Kumari, 2014). That is, basically reflective practice is learning by thinking about things that have occurred to a person and viewing them from a different viewpoint, which leads to one's taking an action (Jasper, 2003).

2.1.2. Forms of Reflection

Dewey (1933; as cited in Valli, 1997) thinks that reflective action is different from what we do routinely. *Routine action* is guided by habits, traditions, authority, institutional definitions, and expectations. Thus, routine action is rather static, not active; and it does not respond to changing circumstances. *Reflective action*, on the other hand, includes an eagerness to step into action for self-development and self-appraisal (Pollard & Tan, 1994). In this sense, Dewey emphasized the value of reflective action and regarded it as an essential part of reflective practice. Schön (1983) elaborated on Dewey's ideas, extended his concept of reflection, and distinguished two types of reflection: 'reflection-in-action' and 'reflection-on-action'. *Reflection in action* refers to reflecting on unexpected, surprising, or confusing situation during the occurrence of the event, mostly in an unconscious way, while *reflection on action* refers to reflecting on these situations after the event occurs. Reflection-in-action is viewed as the process of considering something while doing it (Schön,1983), and it takes place when professionals experience a surprising or an extraordinary situation and use their

repertoire of examples to take a different approach to problems and produce new solutions (Griffths, 2000).

Killion and Todnem (1991) expanded Schön's (1983) reflection-in-action and reflection-on-action typology to include another dimension *reflection for action*. They defined reflection-for-action as thinking about future actions with the aim of changing or developing our practice. Reflection-for-action also refers to using the information obtained through the first two types (reflection-in-action and reflection-on-action). In other words, it calls for revising what has been achieved and ascertaining guidelines in order to continue to accomplish in the future task. However, all these three forms of reflection can be regarded as fundamental elements of the concept of reflective practice.

For teaching contexts, Zeichner and Liston (1996) divided Schön's (1983) reflection-in-action and reflection-on-action into five dimensions of reflective thinking. The first two dimensions are components of reflection-in-action; the other three dimensions are components of reflection-on-action. These are illustrated in Table 2.1. below.

Table 2.1. Dimensions of Reflection (Zeichner and Liston , 1996, p.47)

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

The first dimension; namely *rapid reflection* includes immediate and automatic reflection-in-action. In this dimension, repair occurs very rapidly; it does not involve much thinking to take action. However, *repair* is composed of deliberate thinking in order to make necessary adjustments. As for the next dimension, *review* is composed of thinking about teaching in a less formal way at a time before or after the lesson. The fourth dimension, *research*, is a more systematic thought about teaching, which is a

long-term process over a period of time. The final dimension, *re-theorizing and reformulating*, requires long-term reflection-on-action informed by public academic theories. In this dimension, teachers critically assess their teaching practices on the basis of academic theories; make connections to other professionals' work as well as their own, reach academic publications about the points that they are searching (Zeichner & Liston, 1996).

Along with these dimensions of reflection, different researchers have also proposed different typologies of reflective practices. These typologies define levels of reflective practices in educational contexts. Presenting these frameworks will provide useful information in order to have a lot better understanding about the true nature of reflective practice.

Zeichner and Liston (1987), for example, came up with a framework, comprised of four levels. In this framework, the lowest level of reflection is *factual discourse* deals with what happened and what will happen in a future teaching context. The next level is *prudential discourse*, which deals with how experience is assessed. *Justificatory level* is the third level of reflection, which is concerned with reasons and rationales for actions. The highest level is *critical discourse* where values and suppositions are examined and questioned. Additionally, it evaluates efficiency of and reasons for actions.

Another framework, which was developed by Valli (1997), presents a hierarchical representation of reflection, which comprised of five levels; namely, *technical reflection, reflection-in-action and reflection-on-action, deliberative reflection, personalistic reflection, and critical reflection.* Technical reflection includes considering general teaching skills and methods, and application of studies to teaching contexts. Reflection-in-action and reflection-on-action includes considering one's own specific teaching practice or unique experience and employing one's own beliefs, classroom environment, and students as knowledge. As for deliberative reflection, it involves considering a wide range of issues such as students, classroom organization and rules, and curriculum. It further highlights decision-making on the basis of their own values, beliefs, experiences, communication with other teachers. Personalistic

reflection refers to consideration of one's own personal development, rapport with students, and fostering students' holistic development. Finally, critical reflection concerns the social, ethical, and political values such as social justice and equality, with the aim of enhancing the quality of life of the oppressed classes.

Jay and Johnson (2002) provide a recent typology and propose that reflection is composed of three significant stages of *description, comparison, and criticism*. The descriptive step is the stage in which the teacher decides what aspect of classroom practice should be reflected upon. The second step; namely comparison, is the stage where the teacher is involved in "thinking about the matter for reflection from a number of different frameworks" (Jay & Johnson, 2002, p.78). During this stage, the teacher attempts to understand other people's views, which helps "to discover meanings we might otherwise miss" (Jay & Johnson, 2002, p.78), and therefore helps to develop a broader understanding of the teaching environment and its complex nature. The final stage is the critical stage during which reflective practitioner assesses various options and associates newly-learned information with his existing knowledge from his experience. This is practically a decision making process, which will constitute a source for creating alternative means of teaching or dealing with the problem.

Moon (2004) also proposed a more recent framework to divide reflection into four levels. The first level is *descriptive writing* which is "a description of events or literature reports". The second level is *descriptive reflection* which refers to "some evidence of deeper consideration in relatively descriptive language". *Dialogic reflection* is the third level, emphasizing the "consideration of the qualities of judgments and of possible alternatives for explaining and hypothesizing". The final level is *critical reflection* in which "the same actions and events may be seen in different contexts with different explanations associated with the contexts" (Moon, 2004, p.75).

To summarize, knowing about different forms and frameworks of reflection will offer fruitful information so as to deeply comprehend the concept of reflection and the role of reflection in teaching and educational contexts.

2.2.The Role of Reflection in Teaching

Reflective practice has become a prevailing paradigm and gained momentum in teaching around the world in recent years (Farrell, 2008; Gün, 2011). It has been recognized that teachers must always recreate their knowledge of teaching and learning (Mann, 2005; Farrell, 2007, 2009). This new recreated knowledge is first established in teacher education programs, later turns out to be an essential component of teachers' development with the help of reflective practice (Tedick, 2005).

The recognition of reflective practice in education and teaching can be considered as one of the consequences of the emergence of post method era (Kumeravadivelu, 2003, 2006). This new method era has resulted from the search for the perfect method for foreign language education due to the changes in language teaching and learning, the nature of language as well as changing circumstances in educational, political, and economic settings (Akbari, Behzadpoor, & Dadvand, 2010; Droździał-Szelest, 2013). In this regard, reflective practice appears to present an alternative approach to teaching. The fact that reflective teaching might be a good solution to the new era is also underlined in the remarks of Halliday (1998:598; as cited in Akbari, 2007, p.193)

> "it is understandable that the notion of reflective practice has been eagerly seized upon by the beleaguered teacher educators seeking to do something emancipator and authentic in the act of hostility towards theory, moral deliberation and contextuality in teaching practices".

The disappearance of the concept of method (Pica, 2000; Richards & Rodgers, 2002; Kumeravadivelu, 2003, 2006) has resulted in a positive change. This brought 'a sense of practice and realism to the profession' (Akbari et al., 2010, p. 1). In this respect, reflective practice has started to have an important position in teachers' professional development, which also demands determination, recognition, and opportunities to be involved in professional enrichment. Recently, reflective practice has been widely employed to help teachers clarify, consider, and evaluate their ideas for the purpose of enhancing their own teaching (Çimer et al., 2013). This recognition of

reflective practice in teaching also depends on the belief that teachers are able to develop their teaching practice through intentionally and deliberatively reflecting upon their teaching experiences (Farrell, 2007). Unlike the traditional teacher education models, the concept of reflective practice place teachers at the very center of their self-improvement as they take responsibility of their actions in the classroom, look back, analyze, monitor, evaluate their own practice, and make necessary changes in order to continue to strengthen their teaching practices throughout their teaching careers (Valli, 1997; Jay & Johnson, 2002; Farrell, 2007; Richards, 2008).

As clearly understood, reflective practice has been accepted as a valuable tool in stimulating teachers' development and improving the quality of education since reflective practice offers numerous benefits for educational contexts. First of all, reflective practice enables teachers to think reflectively, become conscious of and regulate their own learning by deliberatively evaluating what is known and what is needed to be known (Sezer, 2008). Furthermore, reflective practice allows teachers to identify the deficiencies of their assumptions, accept others' viewpoints, think about moral and ethical outcomes of their choices, and comprehend the reasoning steps of making decisions and evaluation (Harrington & Hathaway, 1994; as cited in Lee & Wu, 2006). Besides, Blank (2009:42) also confirms that reflective practice contributes to teachers' improvement of "greater levels of self-awareness about themselves as practitioners and as people", which accordingly results in personal and professional development. According to Richards and Lockhart (1994:1), with the help of reflective practice, teachers "collect data about their teaching, examine attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching". As Akbari (2007) argues, reflective practice can also help teachers to become more aware of their own behaviors, feelings, and actions by providing them with a number of techniques.

As a consequence of reflective practice, teachers can learn how to develop new perspectives and improve their professional actions for the purpose of enhancing the quality of teaching and learning (Osterman, 1990; Fatemipour, 2013). Therefore, considering quite a lot of advantages of reflective practice, it should be pointed out that

reflection has been viewed as a crucial part of effective teaching and a powerful tool for the development of effective teachers, and consequently for enhancing the quality of teaching.

For effective teaching to occur, effective teachers, who are continually involved in reflection and investigation into their teaching practice, are needed. In other words, effective teaching crucially depends on teachers who are reflective practitioners, and accordingly on the quality of reflective teaching. At this point, it is better to know what characteristics a reflective teacher should have.

According to Clark (1995), reflective teachers are always involved in continuous cycle of self-observation and self-evaluation in order to have a better understanding of their own actions. Thus, reflective practitioner can be characterized as someone who is active and decisive and someone who examines the basis of his/her practices in order to enhance their professional growth. Dewey (1933:30-32; as cited in Şanal-Erginel, 2006, p.13) also believes that a reflective practitioner should have the attitudes of "open-mindedness", "whole-heartedness", and "responsibility". In addition, Serafini (2002, as cited in Kay-Ballard, 2006, p.5) describes a reflective teacher as the one who intentionally, consciously, systematically frames and reframes practices in the "light of consequences of our actions, democratic principles, and the beliefs, values, expectation, and experiences that we as teachers bring to the teaching-learning event". According to Pacheco (2005), a reflective teacher looks at classroom practices from a different perspective. This opens the way for making right decisions and judgments, and contributes to teachers' professional renewal. Ahmad et al. (2013:74) asserts that reflective teachers are effective teachers who "set priorities and examine the purpose of classroom activities". They further maintains that reflective teachers ground their teaching and learning on powerful planning and organization that aids them to achieve their targets, and they prefer to apply a variety of strategies and methods in the classrooms. They, as a result, develop consciousness of the purpose of the course and create attractive materials for meaningful learning. In other words, a reflective teacher revitalizes the teaching and learning environment by providing students with intriguing, demanding, and encouraging materials and activities.

All these characteristics mentioned above closely integrate with Zeichner and Liston's (1996:6) ideas. Accordingly, "A reflective teacher:

- examines, frames, and attempts to solve the dilemmas of classroom practice;
- is aware of and questions the assumptions and values he or she brings to teaching;
- is attentive to the institutional and cultural contexts in which he or she teaches;
- takes part in curriculum development and involved in school change efforts; and
- takes responsibility for his or her own professional development".

In a nut shell, reflective practice is considered as essence of teachers' growth, professional development, and a better teaching and learning. It is worth noting that the necessity for being a professional teacher arises from an increasingly complicated educational context, including a variety of students with diverse needs from different cultural and social backgrounds. In such a demanding educational setting, rather than depending on accepted body of knowledge in teaching, it is strongly believed that teachers should be involved in reflective practices so as to become professional and effective teachers (Çimer et al., 2013). As a consequence of professional enhancement of teachers through reflection, effective teaching is most likely to occur. Being reflective requires a process, and in order to become an effective reflective practitioner there are various reflective tools to be employed.

2.3.Tools for Reflection

In reflective processes, the most commonly used and cited reflective tools are reflective diaries (A'Dhahab & Region, 2009; Cohen-Sayag & Fischl, 2012; Abednia et al.,2013; Gallego, 2014), reflective video analysis (Savaş, 2012; Tripp & Rich, 2012; Eröz-Tuğa, 2013), peer coaching (Prince, Snowden, & Matthews, 2010; Britton & Anderson, 2010; Garber, 2014; Soisangwarn & Wongwanich, 2014), peer observation (Donnelly, 2007; Day, 2013; Lakshmi, 2014), peer collaboration or discussions (Johnson, 2003; DelliCarpini, 2008; Degeling & Prilla,2011), student evaluation of teaching and

learning (Üstünlüoğlu & Can, 2012; Hajdin & Pažur, 2012). However, in this study, three of these reflective tools; namely reflective diaries, reflective video analysis, and reflective peer sessions, are used in order to involve the participant teachers in reflective practice.

2.3.1. Reflective Diaries

A reflective diary or journal is defined as "typically a notebook, booklet of blank pages, or any other source for students to record thoughts, reactions to learning experiences, and even innermost fears about a learning activity" (Hiemstra, 2001, p.19). According to Gallego (2014: 97), a reflective diary is "a potential avenue for raising awareness and enhancing the practice of experienced teachers as well as advancing the professional development of novice teachers".

Reflective diaries or journals are accepted as one of the invaluable tools that foster reflective practice in the teaching field. There is a large body of research which supports reflective journaling as a way of reflection (Kerka, 2002; Kessler, 2004; Boyd & Boyd, 2005; Şanal-Erginel, 2006; Chirema, 2007; Maarof, 2007; Genç, 2010; Kaur & Kaur, 2010). Diary provides a valuable means of presenting a record of personal, important learning and teaching experiences that have occurred, offering teachers with an opportunity to indicate their self-development (Hiemstra, 2001; Lee, 2007; Rezaeyen & Nikopour, 2013). As similarly echoed in Burton's (2005) beliefs, keeping a diary assists to systematically writing down particular events and feelings about their experiences, and returning to these recorded experiences when it is wanted. Hence, reflective journals can be considered as a way to re-think over the memories, prevent them from being forgotten, and make the events concrete. (Silvia, B., Valerio, D., & Lorenza, G., 2013).

In the related literature, the use of reflective diaries is regarded beneficial on several accounts. For instance, in addition to the impact of diary writing on remembering and writing down the past experiences, Lee (2007) claims that diaries also help individuals to discuss their concerns and problems, share their opinions, and

engage in reflective thinking. From a different point of view, Richards and Farrell (2005) argue that diaries aid teachers to question and monitor what they do in their teaching practices. In this way, teachers consciously examine and analyze their teaching practices. As a consequence of this questioning and analysis, reflective diary allows for creating awareness and fostering professional practices of teachers (Gallego, 2014).

Abednia et al. (2013) similarly suggests that writing a diary promotes teachers' self-awareness, helps them to gain consciousness about some issues related to teaching, and enhance their reasoning abilities. Besides, focusing on the same aspect, Genç (2010) also argue that reflective journaling enables teachers to strengthen their practices, raise awareness of and gain understanding about their own beliefs and knowledge about language teaching. Accordingly, teachers' awareness of their teaching beliefs and knowledge allows them to realize their strengths and weaknesses, and therefore, advance their teaching practices and broaden their perspectives (Abednia et al., 2013). What is more, writing a regular diary can assist teachers to develop a more profound understanding of their teaching styles, investigate their actions and values, and more confidently look back on their teaching experiences Farrell (2007).

The great potential of reflective journaling is also recognized by Lowe, Prout, and Murcia (2013). They regard this reflective tool as beneficial for helping teachers in demanding situations and gaining insights into the difficulties confronted in teaching contexts. Further, as Genç (2010) points out, critically reflecting upon classroom processes through diary allows for gaining autonomy and improving decision-making skills. She also underlines the impact of keeping a diary on becoming more sensitive to students' needs.

In addition to many advantages of diary writing, some drawbacks of this tool are also underlined in the literature. For example, keeping a diary is regarded to be a challenging and laborious activity, which requires a great deal of time, effort, and discipline (Greiman & Govington, 2007; A'Dhahab & Region, 2009; Cohen-Sayag & Fischl, 2012; Lowe et al., 2013).

Even though diary has a few disadvantages, it offers innumerable benefits for teachers' being more reflective and improving their professionalism as teachers. Diary writing is viewed as an effective method that fosters meaningful reflection and increases critical thought on previous teaching experiences. In short, diary creates a vital opportunity for teachers to critically look back on important incidents and details in the classroom, have a deeper understanding about their skills and practices, and guide them in evaluating their actions and in engaging in critical reflection.

2.3.2. Reflective Video Analysis

As well as reflective diaries, video analysis of actual teaching also emerges as another profitable tool that helps for engaging in reflective practice for the sake of enhancing teaching practices. Videos, as a part of reflective teaching, are regarded to be 'an innovative, effective and objectivity-driven tool" (Sayın, 2013, p.41).

Reflective video analysis can be defined as a way for teachers to record their own teaching, then watch and reflect on their teaching performances for the purpose of increasing the quality of their teaching. An increasing literature highlights the use of videos as a powerful way of improving teachers' ability, becoming more conscious of their own teaching, and encouraging reflective teaching (Bryan & Recesso, 2006; Tripp, 2009; Snoeyik, 2010; Picci et al., 2012). Research conducted on the use of videos to promote reflection has generally revealed that teachers take advantage of recording and watching their video-captured lessons in various ways (Santagata & Angelici, 2010; Santagata & Guarino, 2010; Gün, 2011). The use of videos helps teachers to make critical analysis of their teaching in detail and reflect on that (Savaş, 2012), and enhances teachers' awareness about teaching and learning (Kong, Shroff, & Hung, 2009; Liu, 2012; Tripp & Rich, 2012).

As well as increasing awareness and reflection among teachers, the use of videos in teaching provides teachers with other benefits in terms of being more reflective and effective teachers. For example, videos offer an opportunity to understand the link between theory and practice (Dymond & Bentz, 2006), and make analysis of the

teaching and learning processes by allowing to "replay, freeze, or view actions frame by frame" (Hung et al., 2004). In this way, teachers realize certain aspects of their teaching and compare what they remember about their performance after the class and what they objectively see in the videos. That is, videos are considered as a "mirror" to one's own teaching since they reveal what really happens in the classroom as an authentic, real world (Dymond & Bentz, 2006). Further, video-captured episodes of teaching allow teachers to 'keep record of and investigate their actual performance in detail', and 'help teachers to track their own progress' (Chan, 2010, p.2). In this way, teachers have a great chance of analyzing, reviewing, and reflecting upon their individual, unique teaching practices (Lee & Wu, 2006). With the help of this analysis and evaluation through videos, teachers can identify their problematic areas, strengths and weaknesses in their teaching performances (Tripp, 2009; Eröz-Tuğa, 2013). Rich and Hannafin (2008) also underline that self-analysis through video may offer a window into teachers' actual thinking, which aids researchers to understand the relation between their beliefs and actions. Moreover, Lofthouse and Birmingham (2010) believe that video use is an advantageous medium for teachers to develop a more critically reflective approach, ascertain their own teaching behaviors in the classroom, and take actions for improving their professional actions.

A well as numerous advantages of video as a tool for reflection, it has also some limitations. Video use in the classroom entails much time and commitment (Lofthouse & Birmingham, 2010). It can be also demanding in terms of technical aspect (Lofthouse & Birmingham, 2010; Baecher, McCormack, & Kung, 2014). Another disadvantage of video use is that it can arouse anxiety and stress in the classroom (Lofthouse & Birmingham, 2010).

However, the benefits of this reflective tool compensate for its difficulties. It is clear above from the literature on video analysis of teaching as a reflective tool that video use is one of the effective ways of fostering reflective thinking, bringing about promising changes, creating awareness about one's individual teaching performances, and thus expanding teacher professional development.

2.3.3. Reflective Peer Sessions

Similar to reflective diaries and video recordings, reflective peer collaboration or session is a core way of engaging in critical reflection. During reflective peer sessions, teachers work and discuss together, produce ideas, interact with one another on their teaching practices, and learn from each other (Johnson, 2003). In this process, communication is an integral part of peer sessions. The process that includes actively evaluating oneself ensures a supportive communication for professional improvement (Glazer, Abbott, & Harris, 2004). Sharing with peers plays a powerful role in exchanging ideas and facilitating reflective thinking (Şanal-Erginel, 2006). In the current study, reflective peer session specifically refers to peer collaboration and cooperation by sharing critical teaching incidents from their classes with a peer, discussing the events and memories in detail, making reflections together, benefiting from each other's opinions and suggestions, and thinking over the implications for further practices.

Reflective peer session is also assumed to have a number of benefits for teacher development. For example, it helps to explore ideas about teaching and learning, enables reflection upon the past experiences, enhances teacher quality, and accordingly improves teaching and learning process (Britton & Anderson, 2010). Through peer sessions, teachers have a chance to become more conscious of their beliefs and assumptions, and investigate the causes of these assumptions (Şanal-Erginel, 2006). In addition, it promotes both self-evaluation and collaboration for empowering teaching and facilitating learning (Kurtts & Levin, 2000; Vidmar, 2006). Likewise, Ross (1992) claims that collaborative reflection promotes student achievement by promoting the quality of teachers' practices as well. As Johnson (2003) puts forward, collaboration with colleagues can open the way for continuous development and gaining more self-confidence. Besides, working together with other colleagues 'triggers the sharing of experiences about cases and fosters building of mutual understanding of common problems' (Degeling & Prilla, 2013, p.133).Therefore, it allows for critically reflecting on classroom problems, trying out new ideas and solutions, creating new ways of

instruction, providing fresh viewpoints, reviewing each other's actions, and fostering teacher growth (Butler et al., 2004).

Similar to reflective diaries and reflective video analysis, teacher collaboration can be also challenging. The difficulties of using this tool for reflection include time and space, extra workload for teachers, lack of support by the institutions, and extra organization (Lin & Xie, 2009).

Nevertheless, the advantages of reflective peer sessions outweigh its disadvantages. In conclusion, as the literature also supports, collaborative reflection with a peer or colleague can be accepted as another powerful way of stimulating reflective thinking. It is not only working together but also a process of increasing cooperation with the help of careful planning and practice for the sake of being more reflective practitioners (Huston & Weaver, 2008).

These three reflective tools have received increasing attention lately and have been used in the studies on reflective teaching. Reviewing previous studies will be helpful in order to closely understand the role of reflective practice in teacher development.

2.4. Previous Research on Reflective Practice

Empirical studies on reflective practice have been carried out in order to explore the role of reflective practice in increasing teachers' growth since reflective practice was recognized as a necessary component of teaching. Especially throughout 2000s, studies on the use and effectiveness of various reflection tools have increased. Some of these studies explored the effectiveness of reflective journals in teaching practices (Lee, 2007; Işıkoglu, 2007; Maarof, 2007; Halim et al.,2010), whereas some research attempted to investigate the role of video-recording as a reflective tool in promoting teachers' reflection and enhancing their development (Towers, 2007; Santagata & Guarino, 2010; Baecher, 2011; Eröz-Tuğa, 2012; Savaş, 2012). The effectiveness of reflective peer coaching on teaching practices was also examined in various studies (Kurtts & Levin, 2000; Britton, 2006; Vidmar, 2006; Britton & Anderson, 2010). Considering the

purpose of the current study, in this section, studies on teachers' perceptions about different reflective practices and on the use of reflective tools at different levels of in-service teaching contexts will be presented.

A study on teachers' perceptions on reflective practices was investigated by Choy and Oo (2012). They aimed at exploring reflective practices of in-service teachers and their perceptions of themselves and their teaching. A total of 60 teachers from institutions of higher learning in Malaysia participated in the study. Data were collected through a questionnaire. Based on the findings, the study yielded that teachers did not reflect upon their teaching experiences deeply because they were found not to practice four learning processes: assumption analysis, contextual awareness, imaginative speculation, and reflective skepticism, which were demonstrative of reflection. Findings also indicated that teachers were more concerned with how they were evaluated by their superiors and students. This suggests that their perception may prevent them from developing their teaching and reflective practices. One drawback of this study is that the data were collected through only a questionnaire. If there were other instruments for data collection, more reliable findings about their reflective practices could be reached. Another limitation of this study is that it was aimed to find out teachers' perceptions on their current reflective skills without engaging them in any reflective practice, but some participants might not have known exactly the concept of reflection and how to use reflective teaching effectively.

The reflectivity of the teachers was investigated by Mahmoodi-Shahrebabaki and Kondlaji (2015) in the Iranian context. They intended to measure the reflectiveness of EFL instructors in Iranian contexts. 179 English language teachers from Iran participated in the study. The validated questionnaire developed by Akbari, Bahzaadpoor, and Dadvand (2010) was administered to the participants in order to assess their reflectiveness with respect to their teaching experience. The results showed that there exists a significant negative correlation between teachers' experience in teaching and their reflectiveness. The responses to the questionnaire importantly unfolded that as teacher gained more experience in teaching, they less consult such reflective teaching tools as journal writing, recording lessons, portfolios. That is, when

teaching experience increased, the teachers tend to be more stable in their professional and instructional actions. Even though data were collected from a good number of participants, only a questionnaire was used as a data collection instrument, which can be the limitation of the study. Qualitative data collection procedures can be also used for more reliable and validated results to deeply investigate why experienced teachers are inclined to be stable and less reflective in their professional practice.

In a Far East study, Cirocki et al. (2014) aimed at exploring to what extent teachers conduct research and they view themselves reflective. The study consisted of 45 ESL Sri Lankan teachers working in different types of schools. Findings of the questionnaires and semi-structured interviews showed that teachers found classroom research and reflective thinking as beneficial component of teachers' development and performance. All participants explained their eagerness to participate in reflective inquiry even though most of them did not see themselves as reflective practitioners. The teachers were found to be aware of the relationship between reflective thinking abilities and professional growth. That is, teachers were aware of the power of reflective practice in theory, yet they did not have any experience in implementing reflective teaching in practice. As in the previous studies above, the participants' existing reflective abilities were examined in this study without providing them with a chance to receive guidance or training about reflective teaching. The study indicated that reflective practice was mostly just a theory that was not actually applied in this research context. The findings of this study were important in the sense that the use of reflective thinking should be encouraged for promoting teacher development, and opportunities for doing reflective teaching in practice should be created in order to foster teachers' reflectivity.

The main purpose of the study by Ahmad et al. (2013) was also to identify community based school teachers' perceptions concerning the role of reflective practice in Pakistan. Different from the studies above, the teachers received training on reflective practice during a six month period in this study. Upon the completion of training, they taught in the sampled schools. As a result of the questionnaire asking the perceptions of the teachers on the training they received, the study yielded the outcome that training in reflective practice led to significant difference in teachers' teaching abilities. Teachers

were found to be better at daily lesson planning, finding solutions to classroom problems and students' problems, keeping a regular journal and a record of students' progress, engaging their students in discussion. The study provided important evidence for the value of reflective practice and concluded that reflective practice enables teachers to consolidate their teaching abilities. Additionally, this study lays great emphasis on the significance of training on reflective practice, which is more likely to bring about positive changes and improvements in teachers' professional skills and practices.

In the Turkish context, studies into teachers' reflective abilities and their perceptions on their reflective practice have been also carried out. Gözüyeşil and Aslandağ-Soylu (2014) conducted a recent study in order to evaluate reflective thinking skills of Turkish EFL teachers and identifying their reflective thinking skills in terms of gender and academic degree. Reflective Thinking Inventory was administered to 112 EFL teachers. In the light of the analysis of the inventory, gender was found to have no effect on the reflective thinking skills of the participants. The study also found that teachers with a PhD degree were much more concerned with reflection practice and tools and they reflected more upon their actual teaching. This study suggests that increase in the experience leads to increase in importance given to being reflective, which is incompatible with the findings of Mahmoodi-Shahrebabaki and Kondlaji (2015). Thus, Gözüyeşil and Aslandağ-Soylu (2014) pointed out that experience together with reflection can be a great power for teacher improvement. The main drawback of this study is that it only explored teachers' perceptions towards reflective teaching without enabling teachers to have any experience in applying reflective teaching method in practice.

Korumaz and Karakaş (2014) conducted a recent study in the Turkish EFL context. They aimed to find out the attitudes of English instructors towards reflective teaching in Turkey. Reflective Teaching Attitude Scale developed by Akbari, Bahzaadpoor, and Dadvand (2010) was conducted to 56 Turkish instructors. The analysis of this questionnaire demonstrated that all instructors displayed positive attitudes towards the reflective practices. The obtained results also showed that the

variables in the study, namely gender, types of institutions the teachers worked at, faculties they graduated from, the degree they hold did not cause any statistically significant difference with respect to the participants' attitudes towards reflective teaching. As in the studies on the teachers' attitudes towards reflective teaching by Choy and Oo (2012) and on teachers' reflective abilities by Mahmoodi-Shahrebabaki and Kondlaji (2015), Gözüyeşil and Aslandağ-Soylu (2014), Korumaz and Karakaş (2014) also identified the teachers' perceptions on the use of reflective teaching even though the teachers were not given an opportunity to engage in any systematic reflective practices.

Different from the studies above conducted in Turkey, Odabaşı-Çimer and Paliç (2012) employed qualitative research instruments for data collection and examined Turkish teachers' reflective practices and their perceptions. The study was composed of seven participants, who are working in secondary schools. Data were obtained through weekly journals and semi-structured interviews for the purposes of the study. The qualitative analysis of the collected data revealed that they could not give an appropriate definition of reflection and they had a lack of understanding of reflection. Additionally, in the journal entries critical reflection was not observed; many descriptive statements and a few evaluative statements about their teaching were found, indicating that reflection is just a recall of what happened in the classroom according to teachers. This implies that the participants were unable to critically reflect due to lack of guidance. The possible reason of this outcome is that teachers were not given any training on how to do reflection, but they were expected to reflect. This turns out as the limitation of the study. The findings were important because the study underlines the significance of guidance for doing effective reflection.

It is worth making the point that the abovementioned studies in the Turkish context have some common drawbacks. In these studies, the participants' attitudes towards reflective teaching as way of teacher development or their existing reflective skills and abilities were investigated without giving instructors any chance to learn about reflective practice. In other words, the participants did not have the opportunity to implement the ideas of reflective teaching through some ways in practical terms. The

findings of the studies in Turkey emphasized that providing teachers with opportunities and sufficient guidance for reflection is of significance because teachers may have different previous knowledge about reflection or they may not even know about the concept of reflective practice and the ways of reflection. In that respect, giving training on reflective practice and on how to do reflective teaching for professional enhancement gains considerable importance. Thus, this has become one of the starting points of the current study.

The use and effectiveness of reflective teaching tools such as video recordings, reflective diaries, and peer observation to improve teaching in different teaching contexts have also received much attention recently in the world. In one study, Tripp and Rich (2012) investigated the influence of video analysis. The participants in this study were provided with an opportunity to engage in reflective teaching through their video recorded lessons. The major premise of the study was to have a deeper understanding how video-assisted reflection affects teacher change. Seven teachers were selected from a variety of teaching contexts. The teachers were asked to record their lessons and analyze following a reflection guide that was given to them. After that, discussions were carried out in order for teachers to share their videos and give suggestions to each other for their next classes. The researcher recorded and observed discussions as a non-participant observer. Then, the researcher transcribed these recordings. Besides, semi-structured interviews were conducted to identify how the use of video led to change in their teaching. The findings uncovered that videos helped to improve teachers' ability to focus on key aspects, gain different perspectives, develop more trust for feedback received, identify their progress, feel motivated to make changes, and implement their ideas that changed in future experiences. In conclusion, it can be implemented from this study that video use as a reflective way provides opportunities for teacher improvement.

Abednia et al. (2013) investigated the effectiveness of another reflective tool, journal writing. In order to achieve the purpose of the study, a focus group discussion was carried out among six in-service teachers regarding the benefits and challenges of journal writing task in a course they had attended. The participants shared and discussed

their opinions during ten-hour of discussion in four sessions. The analysis of the discussion indicated that teachers found writing journal beneficial for gaining self-awareness, improving reasoning abilities, understanding the concepts about ELT field. Teachers also spoke of two challenges of journal writing. First of all, it is necessary to read course materials in more detail before the sessions and actively participate in class discussions to be able to write good journals. Secondly, teachers referred to tension that appeared between the school background and the nature of journal writing. It was suggested in the study that teacher educators were to provide more clarification about the nature and objectives of journal writing, but overall this study provided important evidence about the effectiveness of keeping a diary for teachers' reflection and professional enhancement.

The efficiency of the tools employed for reflective teaching practices in ESL contexts was also explored by Fatemipour (2013). The purpose of the study was to investigate if different reflective tools (teacher diary, peer observation, students' feedback, and audio recording) provided the teachers with the same kind of data. To that end, a researcher-made questionnaire was designed. This instrument was given to the research subjects, including students, teachers, colleagues, and observers. While the teacher was teaching, the researcher observed the class as a non-participant observer. Also, the teaching was tape recorded and reviewed by a colleague. At the end of the lesson, students were asked to provide feedback on the teaching. Finally, the teacher reflected on his/her teaching performance. From the questionnaires, it was found that reflective diary was the most efficient tool, which was followed by peer observation with respect to reaching more reliable data for reflection. Students' feedback was placed in the third place and audio recording was found to be the least efficient tool in providing the teachers with valuable data. This study is important in the sense that various reflective tools were used, and data from different sources such as students, teachers, colleagues, and observers were collected for more effective reflection.

Along with reflective journals, peer observation was part of Lakshmi's (2014) case study, aiming to explore reflective practices of two in-service teachers. The participants were asked to engage in reflective practices through journal writing and

peer observation. At the beginning of the study, a semi-structured questionnaire were administered to find out teachers' beliefs regarding ESL teaching and learning context, reflective teaching, teaching strategies, and the use of bilingualism. Then, they were asked to write journals following each class by reflecting upon their teaching practices and thinking of possible ways of developments for the next lesson. A discussion was also held with each participant after journal writings to have a better outcome. The analysis of the collected data demonstrates that they found this reflective practice engagement beneficial and empowering for their personal and professional growth. They were found to have a broader understanding of classroom aspects and to develop alternative ways of teaching and instruction. They also started to evaluate their actions and become more critical of their teaching practices. As for peer observation, one teacher observed the other teacher's six different classes as observer. The teacher got feedback directly from the observer through post-observation discussion after each class. All in all, the teacher found peer observation valuable in improving their teaching. In short, this case study implies that reflective practice through reflective tools such as journal writing and peer observation has a significant role in promoting teachers' professional development and personal growth. If they are used more regularly and systematically, these ways of reflections can highly contribute to teachers' empowerment.

In addition to the studies on reflective tools in different contexts, the effectiveness of reflective teaching tools was also examined in the Turkish context. Sayın (2013), for instance, aimed to find out teachers' opinions about the use of video-recording in Turkish context as a way of reflective teaching and to show its superiority to other self-evaluation methods in teaching. With this purpose in mind, a questionnaire was administered to 23 Turkish university instructors. It was found that teachers showed positive attitude towards self-assessment through videos although most of the participants never tried audio or video-recordings to improve their teaching before. The study mainly focused on investigating the effectiveness of using video as a reflective tool, but it also asked teachers to rank five basic self-assessment tools in the questionnaire. Teachers ranked the effectiveness of various tools for reflection respectively as students' feedback on teaching, audio and video recordings of self, self-

monitoring and self-reports, feedback from observation by other colleagues and experts, feedback and evaluations of school administrations. Even though they believed the usefulness of audio and video recordings of self, they ranked this reflective tool in the second place. The reason might be that most of the participants did not even try audio and video recording of their actual teaching for self-evaluation previously. Overall, the study revealed that teachers showed high tendency towards the method of video-recording. However, the main drawback of this study is that it only aims at identifying teachers' perceptions on the use of video without providing them with any opportunities to use video recordings as a way of reflective practice unlike Tripp and Rich's (2012) study. This study, in which participants only were asked to put the reflective tools in order in terms of their effectiveness, importantly suggests that the use of reflective teaching tools should be tried and encouraged in the Turkish context as a way of teachers' professional development.

A study, which enabled teachers to have an opportunity in order to engage in critical reflection upon their teaching, was conducted by Gün (2011) in a Turkish university context. The study aimed at developing teachers' reflective ability to notice their strong and weak sides, and take a step towards being more qualified teachers. Throughout this reflective procedure, the feedback got received from teachers themselves, students, teacher trainers, and colleagues. The study took eight weeks including input sessions and observations. After each week began with input sessions, video recorded observations were made. The teacher was requested to complete and give his/her task to the teacher trainer on the same day as the observation. The teacher did the same task after watching his/her teaching video in the following two or three days. Upon reviewing the videos and doing the observation task each week, as well as his/her own feedback from the tasks, the teacher also received feedback from the trainer, colleague, and learner on the same week. At the end of eight weeks, a feedback questionnaire was given to the teachers. The responses of the participants in this questionnaire unveiled that all four teachers of the study stated that they benefited from the videos the most even though they valued the feedback from trainers, colleagues, and learners. That is, the teachers found self-criticism through their recorded lessons the most effective. As a consequence, this study engaged the teachers in reflective teaching

practices, considering that the teachers may not be able to reflect truly if they are not given necessary training on how to do reflection. At the end, the merit of videos in promoting reflective teaching was proved in this study. The only limitation of this study can be that the participants were not given the opportunity to use various reflective tools for a certain period of time in a systematic fashion.

Genç (2010) also investigated the use of reflective journals in order to help for enhancing the autonomy and decision-making of in-service EFL teachers in Turkish context. More specifically, the study attempted to explore how keeping reflective journals influenced the professional improvement of in-service teachers. The analyses of the collected reflective journals revealed that writing journals helped to become conscious of the problems and needs in their specific teaching environments and develop their knowledge about teaching and learning a language. Moreover, diaries led to positive changes related to dealing with students' needs and achieving teaching purposes. The participants were also able to question and evaluate their own behaviors and practices. This research is one of the important studies on the use of reflective diaries since it provided support for the positive impact of reflective diaries on teacher's growth. With this evidence on the power of diary writing, the study importantly suggests that opportunities for reflective practice through reflective diary should be created for teachers.

It is seen that the effectiveness of the reflective tools has been also explored in the Turkish context, and some of the studies provided evidence for the effectiveness of certain tools. However, these studies appear to have a major limitation again. The main weakness of the studies on reflective teaching tools is that the participants were not allowed for using the tools in a systematic fashion in order to understand their role for teachers' effective reflection, which is another important starting point of the present study. In order for teachers to notice the power the reflective tools, it would be a better way to use such tools for reflection over a period of time in a more systematic way.

The aforementioned studies indicate that especially in recent years reflective practice has gained high importance, and much research into reflective teaching has

been conducted in various teaching contexts. As formerly explained, numerous studies focused on teachers' reflective skills, teachers' perceptions about their reflective teaching practices, and the effectiveness of various reflective tools. However, most of these studies did not give any training on the use of reflective teaching for teachers' development and did not provide teachers with sufficient opportunities for systematic reflection through various reflective tools. Therefore, the findings of the research studies above significantly indicate that providing guidance or training on how to do reflective teaching through different ways and creating opportunities for systematic reflection bears greater importance and rationality. In spite of the abundance of the studies on reflective practice in the Turkish context as well, there is a scarcity of the research, to the best knowledge of the researcher, about more systematic implementation of various reflective tools over a period of time and the investigation of teachers' perceptions about such reflective practices. Thus, the current study aims at contributing to the existing literature by exploring EFL instructors' perceptions at the university level on the application of different reflective tools in a rather systematic and guided fashion in the Turkish EFL context.

CHAPTER 3
METHODOLOGY

3.1.Participants

The participants of this study were eight EFL university instructors who were teaching English at the Foreign Language School of Kastamonu University. The selection of the participants was grounded on the ideas of "purposeful sampling" (Creswell, 2005, p.206) in which the subjects are chosen intentionally to investigate the phenomenon. In the context of the study, the participants were chosen on the grounds that they were all teaching English to preparatory school students. They were also available and approachable at the institution for the purposes of the study.

In order to guarantee the participants' voluntary involvement and the confidentiality of their statements, a consent form was prepared (See Appendix A). Instructors were informed that they could withdraw from the study whenever they wanted since active and voluntary participation was important in order to carry out an effective study.

The participants in this study were six female and two male teachers of English. EFL university instructors had varying years of teaching experience. The participants had a minimum of 4 years of experience and it ranged up to 13 years. All the participants were holders of MA degrees. They majored in English Language Teaching or English Literature. The ones who graduated from the department of English Literature had pedagogical formation at the university. The teachers were given pseudonyms as T1, T2, etc. Table 3.1. below provides demographic information of the teachers in the present study.

Table 3.1.Background Information about the Participants

	Age	Gender F / M	Experience	Level of Study	N*
T1	35	M	13	M.A	1
T2	34	F	11	M.A	1
T3	31	F	7	M.A	1
T4	29	M	6	M.A	1
T5	28	F	4	M.A	1
T6	28	F	4	M.A	1
T7	27	F	4	M.A	1
T8	26	F	4	M.A	1
Total					8

N*: Number of the teachers

The participants acknowledged that they were not able to reflect upon their classroom teaching in general. They had often put this situation into words by stating that after the class they could not create opportunities for reflective practices to look back on their teaching experiences. However, prior to the study, the participants were given a background questionnaire in order to learn in detail about how they define reflective teaching, what they think about their own reflective practices, and whether they know about the ways of reflection (see Appendix B).

Their responses to the questionnaire revealed that in general the participants defined reflective teaching as a way to analyze teaching, evaluate teaching methods and techniques, and revise past teaching experiences in order to improve the quality of teaching. That is, they had the preliminary knowledge about the concept of reflection upon the start of the study. Most of the participants did not think that they are reflective teachers. They were found to be not sure about their reflective teaching practices and the extent to which they were reflective. Some reported that they try their best to go back in time and reflect upon their past experiences. As for the reflective tools, a few of the teachers told that they were not familiar with reflective tools, but most of them knew about such reflective tools as diary writing, video recording, peer observation, students' feedback.

3.2.Data Collection and Instruments

The preliminary aim of the study was to engage EFL university instructors in reflective practices and find out their perceptions about these practices and the use of different reflective tools.

For the purpose of the current study, a qualitative research design was conducted to collect the data. As Creswell (2005:535) suggests, the collection of qualitative data provides different perspectives about the study area and 'develops a more in-depth understanding of how the experimental intervention actually worked'. In order to answer the research question addressed in the present study, qualitative data were gathered through various research instruments; namely, reflections on different reflective practices the teachers were engaged in (reflective diaries, reflective video analysis, and reflective peer sessions), a perception questionnaire, and semi-structured interviews. All these qualitative instruments were used to reveal the participants' perceptions on their reflective teaching practices they participated in and on the use of different reflective tools throughout this study. In this way, data were triangulated. This helped to enhance confidence in ensuing findings and check out the consistency of the findings (Patton, 1987; Bryman, 2011). For all the instruments and tools, experts' opinions were received in order to find out whether they were suitable and applicable for the purpose of the study in this research context. Based on these opinions, necessary revisions and changes on the design and use of the instruments were made. Then, the instruments and the tools were used in the study. It is also important to state that before starting the actual study, the participants received trainings on how to engage in reflective teaching.

3.2.1.   Reflections on Different Reflective Practices

In order to answer the research question, *1) What are the perceptions of EFL university instructors in the study on the reflective practices they are engaged in through the use of different reflective tools (reflective diaries, reflective video analysis, and reflective peer sessions),* teachers were instructed to write reflections upon the use of each

different reflective tool. They used three reflective tools throughout the study, namely reflective diaries, reflective video analysis, and reflective peer sessions. This procedure continued as follows:

- ❖ Guiding questions were provided to the teachers in order to lead them to make reflections in using reflective tools (see Appendix F).
- ❖ Each tool was used three times during a three-week period.
- ❖ At the end of every three weeks, the participants wrote one reflection on the use of each reflective tool (using reflective diaries, video analysis, and reflective peer sessions.
- ❖ A total of three reflections on the use of each tool were collected from the teachers in the same week they wrote.
- ❖ Confidentiality of their opinions and anonymity of their names were guaranteed to the teachers.

It is important to underline that these three reflective tools were not the instruments of the study; they were only the tools that were utilized in order to engage teachers in reflective teaching practices. In short, these tools were not used for data collection and analysis for the purposes of the study. Only the reflections written on the use of each reflective tool were used for data collection and analysis.

3.2.1.1. Reflective Teaching Tools

Three reflective tools used for involving the participants in reflective practices were reflective diaries, reflective video analysis, and reflective peer sessions respectively.

Reflective Tool 1: Reflective Diaries

The reflective diary was a significant tool of the current study in order to involve teachers in reflective practice, help them to think about the lessons they taught, reflect upon what went good, what did not, evaluate their teaching after the class, and thus help them to become more reflective teachers (see section 2.3.1. for more information on reflective diaries).

The teachers in the study were asked to keep a regular reflective diary about a lesson that they taught referring to the reflection prompts that were prepared based on Pultorak's (1993) reflective questions. For these reflection prompts, experts' opinions were received for the purpose of the study, and they were provided to the teachers beforehand (see Appendix C). Through the use of reflective diary, teachers were engaged in reflective practice by looking back and thinking about their teaching experience. They were instructed to write diaries once a week during a three-week period in any language they want. In this way, they would feel more comfortable to express their ideas clearly. Confidentiality of their ideas was guaranteed for research purpose.

More specifically, reflective diaries were used in the present study for the following purposes:

- ❖ To help them to critically reflect upon their teaching experiences, record reflections on what went good and what did not.
- ❖ To help them to rethink their teaching styles, beliefs, decisions.
- ❖ To help them to analyze their strengths and weaknesses
- ❖ To help them to identify the effectiveness of their classroom materials, and feelings about their teaching performance.

Reflective Tool 2: Reflective Video Analysis

The second reflective tool following reflective diaries was the use of video analysis (see section 2.3.2. for more information on reflective video analysis). Moreover, this reflective tool was used to help them to examine their actual performance, make self-analysis and self-evaluation, notice good parts and shortcomings of their teaching, and thus foster their reflective ability.

In the current study, instructors were asked to record their teaching performances three times during a three-week period. They were requested to watch their teaching videos after the class and analyze it by addressing the guiding questions that were given to them (see Appendix D). These guiding questions were prepared based on the literature about the benefits of video use for reflection (Cunningham &

Benedetto, 2006; Dymond & Bentz, 2006; Tripp, 2009, Chan, 2010; Liu, 2012; Picci et al., 2012; Tripp & Rich; 2012). Experts' opinions were obtained for the appropriateness of the questions for the research purpose. The instructors were asked to explain their ideas in any language they felt comfortable as in reflective diaries. From an ethical perspective, it is also important to note that the students' verbal consents were received for video-recordings of the teaching in the classrooms.

Reflective Tool 3: Reflective Peer Sessions

Reflective peer sessions were implemented as the third reflective tool in the study in order to help teachers to engage in reflective practice (2.3.3.for more information on reflective peer sessions). The teachers were asked to select a striking event/incident from one of their lessons and talk about these events with a peer following the "Critical Incidents Protocol (For Shared Reflection)" by Hole & McEntee (1999) (see Appendix E). Then, they discussed the events with their peers for a three-week period. Each time they reflected on the critical incidents with a different peer. It is worth mentioning that experts' opinions were again received before using this protocol as a tool. Hole & McEntee (1999:34) highlights the significance of guidance in reflecting upon experiences by stating that "a protocol, or guide, enables teachers to refine the process of reflection, alone or with colleagues". The Critical Incidents Protocol is composed of seven steps as follows:

Step 1: Write stories.

Step 2: Choose a story.

Step 3: What happened?

Step 4: Why did it happen?

Step 5: What might it mean?

Step 6: What are the implications for practice?

Step 7: Debrief the process.

The major purpose of using reflective peer sessions in the study was to enable teachers to look back on the events that happened in the classroom and evaluate themselves in terms of their responses to the events from the eyes of the others. Additionally, these sessions helped them to share what they experienced with their

peers, discuss and reflect together, and learn from each other's different perspectives and suggestions.

3.2.2. Perception Questionnaire

In order to identify the perceptions of the participants on their reflective practices and on the use of reflective tools, a perception questionnaire consisting of two sections was designed (see Appendix G). The first part included a few open-ended questions, concerning what instructors thought about their reflective practices in general, what they thought about reflective tool(s), and whether they would like to do reflective teaching in the future. The second part was in the form of multiple selection list regarding their positive and negative opinions about the whole reflective practice. The items in the multiple selection list were prepared based on the literature about reflective teaching. As reflective teaching literature mainly highlights benefits of such reflective practices, item 1,2,3,5,6,8,9,11,12,13 and 15 included positive statements. Also, considering negative effects of reflective practices in the literature; item 4,7,10 and 14 included negative statements. This instrument was used for data triangulation, and it aimed to elicit more of their opinions and perceptions and to increase reliability of the findings.

3.2.3. Semi-Structured Interviews

In order to give a sound answer to the research question and provide additional qualitative support, one-to-one semi structured interviews with the teachers were conducted in the study. The rationale behind conducting semi-structured interviews was to investigate and look into more depth as suggested by Robson (2002). Additionally, it is well suited to examine the perceptions and opinions of teachers concerning more complicated and delicate issues and contribute to probing for more clarification and information of answers (Barriball & While, 1994). Semi-structured interviews also offer invaluable opportunities so as to ensure reliability of the data and assess the validity of participants' answers to the questions in aforementioned instruments (Gordon, 1975, as cited in Barriball & While, 1994). Before they were interviewed, the questions were given to the participants in advance so as to keep them informed about the interview

process (see Appendix H). The interviews were held in teachers' native language. The confidentiality of the participants' answers and anonymity of their names were also guaranteed.

3.3.Data Collection Procedures

The data collection procedure started in the third week of the second semester in the academic year of 2014-2015, and the study lasted for a total of 15 weeks. The steps below were followed.

1. At the beginning of the study, the background questionnaire was administered to the participants in order to learn about how they defined reflective teaching, whether they viewed themselves as reflective teachers, and whether they were aware of various reflective tools for being reflective. The purpose of this questionnaire was to draw a general picture about the background of the participants regarding their knowledge on reflective teaching and their existing reflective practices prior to the study.

2. Before the actual application of the study, two training sessions were held to make the participants familiar to the reflective practices.

Session 1: This training session aimed at providing necessary information about the concept of reflective practice and the reflective tools. Furthermore, this session intended to make the participants familiar with the procedure of the study. The steps below were followed:

- ❖ A presentation was made about the concept of reflection, the significance of reflective practice and different reflective tools to be used in the study.
- ❖ Various definitions of reflective practice from the literature were provided.
- ❖ Information on reflective diary keeping was given.
    - o How to keep a diary was explained and sample diaries were analyzed.
- ❖ Information on video-recording and analysis was given.

      o   The technical aspects of using the camera in the classroom were explained in order to help them to record the lesson properly.

❖ Information on peer sessions was given.

      o   The teachers were paired for each session.

❖ In the same week, teachers were requested to write just one sample reflective diary, make one sample recording of their lessons, and do one sample peer session after a class following the guiding questions provided to them. Sample diary, video analysis, peer session were made as trials in order to make the teachers aware of what they were supposed to do throughout the study and make them familiar with such experiences before the study.

Session 2: This training session aimed at learning about teachers' first trials with diary writing, video analysis, and peer sessions. It was also intended to solve possible problems before the actual implementation of the reflective practices. Although it was seen that the instructors did not face any big challenges in using three different reflective tools; some problems with the use of camera in the classrooms were dealt with.

3. Following the completion of the two sessions, the participants were instructed to write a reflective diary after one of their classes following the guiding questions. Diary keeping continued for three weeks. At the end of three weeks, the teachers were instructed to write a reflection upon keeping a diary by responding to the questions presented to them. The purpose of these reflections was to identify the perceptions of teachers on writing a diary as a tool for reflective practice. They were collected at the end of every week they wrote.

4. Video analysis of teaching as the second reflective tool started after reflection on diary writing. Upon recording their performances three times, they were asked to watch their performance after the lesson, and then analyze their teaching experience by addressing the guiding questions. At the end of video analysis for three weeks, the teachers were instructed to write a reflection on the use of video as a way to

reflective teaching by referring to the questions. These reflections aimed to find out what they thought about using video as a reflective tool.

5. As the third reflective tool, reflective peer sessions were carried out for three weeks. In each session, two different teachers came together to discuss one striking, problematic incident from their classes, talk about the event in detail, discuss the implications for their practice, and how it enabled them to reflect on and gain insights. At the end of reflective peer sessions, the teachers were expected to write a reflection on peer sessions.

6. At the end of participating in reflective teaching with the help of three different reflective tools, the perception questionnaire about their reflective practices in general was administered to the teachers.

7. At the final step, semi-structured interviews were conducted following the administration of the perception questionnaire.

Table 3.3 below also displays abovementioned data collection procedure steps in detail.

Table 3.3. Data Collection Procedures

Week	Data Collection Procedures

Week 1
(2-6 March)
	▪ Administration of the background questionnaire
	▪ Session 1 about the concept of reflection and reflective tools to be used in the study
	    ○ Writing **a sample** reflective diary after one of the classes
	    ○ Recording **a sample** lesson
	    ○ Participating in **a sample** peer session

Week 2 (9-13 March)	▪ Session 2 about their **first trials** on three reflective tools
Week 3 (16-20 March)	▪ Reflective Diary 1
Week 4 (23-27 March)	▪ Reflective Diary 2
Week 5 (30March-3April)	▪ Reflective Diary 3
Week 6 (6-10April)	▪ **Reflection on diary writing**
Week 7 (13-17 April)	▪ Video recording and Analysis 1
Week 8 (20-24 April)	▪ Video recording and Analysis 2
Week 9 (27April-1May)	▪ Video recording and Analysis 3
Week 10 (4-8May)	▪ **Reflection on video analysis**
Week 11 (11-15May)	▪ Peer Session 1
Week 12 (18-22 May)	▪ Peer Session 2
Week 13 (25-29 May)	▪ Peer Session 3
Week 14 (1-5 June)	▪ **Reflection on peer sessions**
Week 15 (8-12 June)	▪ Administration of the perception questionnaire ▪ Implementation of semi-structured interviews

3.4.Data Analysis

Data obtained through various data collection instruments were analyzed qualitatively. However, only the second part of the perception questionnaire was analyzed by simply calculating the frequencies of the statements marked by the participants.

3.4.1. Reflections on Different Reflective Practices

In this study, the subjects were asked to write reflections after being engaged in reflective practice through reflective diaries, reflective video analysis, and reflective peer sessions. These reflections were analyzed by using the Constant Comparison Method by two separate raters.

The Constant Comparison Method was originally developed in order to use in a grounded theory methodology (Glaser & Strauss, 1967, as cited in Lochart & Ng, 1995; Dye et al., 2000; Boeije, 2002; Fram, 2013). It is currently used more commonly as a method of analysis in qualitative research (Leong et.al, 2010). It necessitates the researcher to have one piece of data and compare it to all other pieces of data that are similar or different. The qualitative comparative method is a method to establish categories and themes, which are recurring patterns that emerged from the collected qualitative data. In the Constant Comparison Method, the analysis of the data is composed of 'initial coding, reflecting, and re-reading, then sorting and sifting through the codes to discover patterns and themes' (Leong et.al, 2010, p. 14). The Constant Comparison Method enables utilizing the collected data to form main categories and sub-categories by comparing and contrasting. As a result, this method is best suited to use for the purpose of the current study.

In order to explore the participants' perceptions about different reflective practices, two separate raters analyzed the reflections and identify the communication units. Other communication units found in the qualitative part of perception questionnaire and semi-structured interviews were combined. All the communication units gathered were compared and contrasted with one another to find out similar

themes. These newly formulated units were grouped, and again they were compared and contrasted with each other so as to group all similar communication units finally. From these groups, sub-categories including similar units were determined; and from these sub-categories again, main categories were identified. At the end, these categories obtained from the collected data were used to find out the participants' perceptions on their reflective practices and the use of different reflective tools. The inter-rater reliability was calculated by using "[agreement / (agreement + disagreement)] X 100" formula (Tawney & Gast, 1984).

3.4.2. Perception Questionnaire

The perception questionnaire was administered to the participants at the end of the study in order to find out how they felt and what they perceived about the whole reflective practice in general and the use of different reflective tools. As for the analysis of the questionnaire, open-ended questions in the first section were analyzed qualitatively through using the Constant Comparison Method. The same qualitative analysis procedure was followed as in the analysis of the reflections on different reflective practices. Communication units were identified by the raters and added to the qualitative data. The responses to the items in the second section of the questionnaire were analyzed in a descriptive fashion by simply calculating the frequencies of the statements scored by the participants in order to draw a general picture about what participants thought about the reflective practices they were engaged in.

3.4.3. Semi-Structured Interviews

The data transcribed after semi-structured interviews were analyzed by using the Constant Comparison Method as in the procedure followed in the analysis of written reflections and perception questionnaire. The transcriptions of the data were analyzed by the same raters again in order to ensure reliability. The purpose of the interview was to provide support to the data collected through reflections and perception questionnaire about the process of the participants' reflective teaching and the use of different reflective tools. Hence, all the communication units obtained through reflections,

perception questionnaire, and semi-structured interviews were united, sorted, categorized, and analyzed again to identify the perceptions of the participants on the whole process of reflective teaching and on the use of various reflective tools. Tablo 3.4 briefly summarizes the data analysis procedures for each instrument.

Tablo 3.4. Data Analysis Procedures

Instruments	Data Analysis Procedures
Reflections on Different Reflective Tools	The Constant Comparison Method was used by two raters in order to form the main and sub-categories in written reflections on the use of three different reflective tools. Inter-rater reliability was measured.
Perception Questionnaire	Open-ended questions in the first part were analyzed qualitatively. Communication units were identified and added to the qualitative data. For the multiple selection list of the perception questionnaire, the frequencies of the statements marked by teachers were simply calculated.
Semi-structured Interviews	The Constant Comparison Method was applied by two raters. Communication units were determined and added to the qualitative data concerning the perceptions of the participants about their reflective practices and the use of different reflective tools.

Data analysis procedure was explained in detail above. The next chapter will provide results and discussion of the research findings.

CHAPTER 4
RESULTS AND DISCUSSION

4.1. Overview of the Study

The aim of the study was to engage EFL university instructors in reflective teaching practices through the use of three different reflective teaching tools and to find out their perceptions about these practices. To that end, the following research question was addressed:

1) What are the perceptions of EFL university instructors in the study on the reflective practices they are engaged in through the use of different reflective tools (reflective diaries, reflective video analysis, and reflective peer sessions)?

In order to achieve this purpose, eight EFL university instructors participated in the study. The whole study lasted for 15 weeks. The instructors were first trained on how to use three selected reflective tools (reflective diaries/ reflective video analysis/ reflective peer sessions). Throughout the training for two weeks, necessary information about the concept of reflection, the reflective tools, and the procedure was provided before the implementation of the actual study. After that, for nine weeks, the participants were engaged in reflective teaching practices through the use of three reflective tools; respectively diary writing, video analysis, and peer sessions. A total of three weeks were reserved for writing a reflection about their perceptions on the use of each reflective tool immediately after they used each of them. In these reflections, they explained what they thought and felt about using the tool. Upon the completion of all the reflections, the participants filled out the perception questionnaire, and then they were interviewed in one week. In order to analyze the qualitative data obtained through reflections, perception questionnaires, and semi structured interviews, the Constant Comparison Method was used.

Communication units gathered through the research instruments were identified in order to find out the instructors' perceptions on their reflective practices through the use of various reflective tools. Two separate raters identified, coded, and sorted out 30% of the communication units for the purpose of the study. Inter-rater reliability was measured and found .84, which indicated high reliability (Creswell, 2005). The rest of the collected data were analyzed by the researcher. In the following section, the participants' perceptions on the use of reflective teaching tools are presented.

4.2. Perceptions of EFL University Instructors on the Use of Reflective Tools

Eight participants' in-depth perceptions and opinions regarding the reflective teaching tools were identified through reflections written on the use of reflective tools, open-ended questions from the perception questionnaire and semi-structured interview. In this way, data were triangulated in order to provide more reliable findings.

Through the Constant Comparison Method, a total of 335 communication units were identified from reflections written on the use of reflective tools, and open-ended questions in the questionnaire and interviews. Communication units stating similar views were constantly compared and contrasted, and they formed sub-categories. These sub-categories were again constantly compared and contrasted until main categories were formed for each different reflective tool. All these 335 communication units identified were related to the perceptions on the use of reflective tools as a way of reflection. Table 4.1. below shows the number of the communication units for the reflective tools used in the current study.

4.1. Distribution of the Communication Units According to the Reflective Tools

Reflective tools	N*	%
Reflective diaries	133	40
Reflective video recordings	109	33
Reflective peer sessions	93	27
TOTAL	**335**	**100**

N*: Number of the communication units

The table shows that 40% of 335 communication units are related to the perceptions on the use of reflective diaries, and 33% of them are related to the perceptions on the use of reflective video recordings for reflection. Also, 27% of all these communication units identified for the reflective tools were about the views on engaging in reflective practice through peer sessions (see Appendix S for a comprehensive table regarding all main categories and sub-categories related to the use of reflective tools). The following section first presents the perceptions of the EFL instructors about the use of diaries as a way for reflective practice.

4.2.1. Reflective Diaries

Throughout the study, the participants were asked to write a total of three reflective diaries on their teaching practices for three weeks. The participants' views about the use of reflective diary were gathered through reflections on diary keeping, the perception questionnaire, and the semi-structured interview. As a result of the constant comparison analysis, a total of 133 communication units and four main categories were identified with respect to the perceptions on keeping a reflective diary as a reflective tool. Table 4.2. shows the main categories and the distribution of the communication units according to the main categories formed for reflective diaries.

Table 4.2. Distribution of the Communication Units According to Main Categories on the Use of Reflective Diary

Main Categories	N*	%
Awareness about teaching	102	77
Student-Related Issues	20	15
Challenges	11	8
TOTAL	**133**	**100**

N*: Number of the communication units

As displayed in Table 4.2., the first two main categories concerning the participants' perceptions on diary writing include the opinions about how they gained **awareness about teaching** (77%) and how they gained insights into the **student-related issues** (15%), The third and the last main category includes the perceptions about why they found diary keeping **challenging** (8%).The following sub-sections show

the participants' perceptions on the use of reflective diary as a tool for reflecting on their teaching practices.

4.2.1.1. Awareness about Teaching

The participants' expressions put forward that engaging in reflective practice through reflective diary helped teachers to raise awareness of themselves as teachers in terms of many ways. As a consequence of the constant comparison analysis, a total of 102 communication units and four sub-categories were formed as it is displayed in Table 4.3.

Table 4.3. Sub-Categories Related to Awareness about Teaching for Reflective Diaries

Sub-categories

Reflective diary increased awareness on ...	**N***	**%**
materials & methods	41	40
past experiences	20	20
strengths & weaknesses	19	19
self-improvement	18	17
reflectivity	4	4
TOTAL	**102**	**100**

N*: Number of the communication units

As can be seen in Table 4.3., 40% of 102 communication units were about the perceptions on how reflective diaries helped for gaining **awareness on their teaching materials and methods.** The participants' responses indicate that diary writing turned out to be beneficial for the participants to evaluate, analyze the effectiveness of their teaching styles and their materials, and feel the need of making changes in some of their instructional materials. They stated that reflecting on what went good and what went bad in the classroom through diary assisted to see alternative ways and methods for instruction in order to enhance their professional performances. The excerpts below exemplify this opinion:

(1). "It (diary writing) helped me a lot to evaluate myself meticulously as a teacher. **I could find out that the materials I am using are enough or not enough. I could take my time thinking about how I teach, what I should do and what I should not do**. If you have something written in your hand, it is more solid and it helps you a lot while thinking". (T7-Reflection on keeping a diary)

(2). "[…] **it helped because I evaluated myself, and the way of teaching step by step**. I described what happened in the lesson and what the important points (positive or negative) were […] In other words, it was an evaluation. I criticized myself". (T3-Reflection on keeping a diary)

(3). "It enabled me to go back in time and to face off my past teaching process […] **It also allowed me to revise my teaching methods** […] **I could review my teaching methods and materials**". (T8-Reflection on keeping a diary)

The following sub-category, which involved 20% of all the communication units in the main category of awareness about teaching, was about the perceptions on how diary keeping enabled to **gain awareness on past teaching experiences**. The participants had the chance to record and remember events and feelings. They also regarded diary as a practical and alive tool to note down what they did, what happened and how they felt in the classroom, and go back to these incidents whenever they wanted. Therefore, they were able to easily reflect back on and recall their experiences afterwards. The excerpts below demonstrate this:

(4). "**Diaries are good means to help record the feelings and ideas that cannot be remembered afterwards**. By using diaries, lecturers can go back and catch specific details happened in a particular classroom". (T4-Perception questionnaire)

(5). "Sometimes after the lesson, I thought that next time I would do that. Unfortunately after a few days, I forgot what I thought, so **it is helpful to write a diary or little notes about the lessons. The writing is alive and you can read it whenever you want** […]". (T3- Reflection on keeping a diary)

On the basis of the findings, in the next sub-category, 19% of all the communication units were related to how keeping a reflective diary offered an opportunity to reflect upon their professional actions and behaviors, criticize some aspects of their teaching, and thus **notice their strengths and weaknesses** through this self-evaluation process. That is, they were able to identify their positive and negative aspects of their teaching performances with the help of diaries. Moreover, they were also able to see and correct their mistakes in teaching. The following excerpts are examples to this:

(6). "It (diary writing) enabled me to go back in time and to face off my past teaching process. Thus, I could have the chance of **seeing and correcting my mistakes**". (T8- Reflection on keeping a diary)

(7). "Being engaged in a reflective practice enabled me to review myself in another point of view**. I found my strengths and weaknesses**". (T7-Perception questionnaire)

(8). "I think it is fruitful to evaluate and think again the recent lesson I taught. It is not always possible to realize what is going on during teaching, so **with the help of diary I was able to see my weak and strong sides".** (T4-Reflection on keeping a diary)

Another sub-category, which included 17% of all the communication units related to awareness about teaching, were associated with how diary writing helped the EFL university instructors to **improve themselves** both as a teacher and as a person. That is, the reflective practice through reflective diaries affected their self and

professional development positively. All the participants mentioned that diary writing led to positive changes in their characters and behaviors, and teaching actions and skills. The following teacher excerpts are examples to such positive impact of the diary:

> (9). "I think, **keeping a diary is a great way of improving oneself. It helps a person become more disciplined** and focused on what is happening around him/her. It also helps **build a strong character in a person especially when self-reflecting is a gateway to self-development**. It also keeps a person well-informed of all the happenings as a record of great memories". (T1-Reflection on keeping a diary)

> (10). "In my point of view, reflective practice is a process which enables to **achieve a better understanding of yourself**. It is a way of studying your own experiences to **improve the way you work**". (T1- Reflection on keeping a diary)

> (11). "After writing the diary, I began to think about how effective I was and what to do to be more effective…**It was an opportunity to strengthen myself** […] **I questioned myself and that helped me improve my qualities".** (T3-Reflection on keeping a diary)

The current study also yielded the outcome that 4% of 102 communication units were about the perceptions on how keeping a diary was helpful for becoming aware of the aspect of **reflectivity** and the value of reflective teaching practices. Diary writing offered the participants an opportunity to develop interest in learning more about the concept of reflection and reflective tools. They reported that this experience with diary was a new experience for the participants and enabled them to discover diary writing as a way of reflective practice. That is, the participants were able to recognize reflective practice as a method and better understand the significance of reflective teaching. The following excerpts are examples to this aspect as:

(12). "In such age news, things and almost everything change fast; teachers also should change and adopt new ways to be a better teacher. It is **the reflective practice I have found my ways to be better".** (T4-Reflection on keeping a diary)

(13). "[…] now, I'm **more knowledgeable about reflective teaching and reflective tools**. I am more aware of what I am doing". (T7-Reflection on keeping a diary)

(14). **"While thinking about the things what you gave me, I had the chance to search about this concept of reflection** […]". (T2-Semi structured interview)

4.2.1.2. Student-Related Issues

In addition to the awareness about teaching experiences, the participants also mentioned that the use of reflective diary aided to focus more on **student-related issues**. The participants were not only concerned about how this experience helped them to increase awareness about their teaching; they also had the chance to pay more attention to the aspects concerning students' differences, reactions, and needs. Table 4.4. below indicates the sub-categories and the distribution of the communication units in each sub-category.

Table 4.4. Sub-Categories Related to Student-Related Issues for Reflective Diaries

Sub-categories

Reflective diary helped to focus on …	**N***	**%**
students' responses	15	75
variety among students	5	25
TOTAL	**20**	**100**

N*: Number of the communication units

As it is shown in the table above, 15 communication units were about the perceptions on how diary writing was useful to **focus more on students' responses**. That is, they were able to be more sensitive to students' reactions to the situations, classroom activities and materials used in the lessons, and they tried to make the lessons

more student-based. In addition, the participants had the opportunity to figure out what was motivating for the students and which practices were learned or discussed in the class. The following excerpts show examples to these student-related issues:

> (15). "As a language teacher, **I am involved in a more intense interaction with the students**. Thus, it is vital for us to adopt more effective methods of teaching considering the effectiveness of teacher and the **reactions of students** to the lectures". (T6-Reflection on keeping a diary)

> (16). "It is more organizing. **It helped me to question my role in student motivation**. I observed a repetitive pattern about my students. **They get bored while listening and reading sessions. I'll fix this thanks to this diary**". (T5-Reflection on keeping a diary)

> (17). "While keeping the diary, **I wrote down the students' reactions**, what activities they enjoyed or did not enjoy, what motivated them. As a result, **diary helped me to see my students' responses**". (T2-Perception questionnaire)

The last sub-category included five communication units which were associated with the opinions on how reflective practice through diaries helped to **focus on variety among students.** The qualitative analysis demonstrated that this experience with diary enabled the participants to notice individual differences among students such as their proficiency levels, where they came from, what worked for different types of students, what did not work for them. That is, the participants highlighted the importance of keeping a diary to handle these student-related aspects and satisfy students' changing demands and expectations. Two participants expressed this opinion as:

> (18). "I think, as teachers, we have to constantly be reflective of our teaching practices to cater for **the different background, culture, increasingly demanding students and varying proficiency levels** of our students and help to identify gaps and areas that can be improved". (T1- Reflection on keeping a diary)

(19). "[…] Insisting on a traditional and old fashioned method makes a language teacher boring. This reflective practice has just reminded me to be **aware of changing demands and needs of my students**". (T6- Reflection on keeping a diary)

4.2.1.3. Challenges

The qualitative analysis put forward that the participants had perceptions about **challenges** regarding the use of diary as a reflective tool. The perceptions in the first two main categories were all positive and the participants explained how keeping a diary was fruitful for becoming conscious of their teaching performances and student-related issues, and for developing themselves. On the other hand, the findings also revealed one negative main category concerning the difficulties of using reflective diary. This main category focuses on why diary writing was found challenging by the participants. Table 4.5. displays the sub-categories and the distribution of the communication units in each sub-category.

Table 4.5. Sub-Categories Related to Challenges for Reflective Diaries

Sub-categories

Reflective diary was challenging in terms of…	**N***	**%**
time & effort	7	64
subjectivity	4	36
TOTAL	**11**	**100**

N*: Number of the communication units

As displayed in the table above., the first sub-category included seven communication units which were about the perceptions on how diary writing was troublesome in terms **time and effort**. Although all of the participants provided positive expressions on the use of reflective diary, a few of them also mentioned negative aspects related to diary keeping. They noted that keeping a reflective diary required a great deal of time, energy, and commitment because teaching the lessons and then reflecting on these lessons by thinking about what happened in the class necessitated extra time and energy. Hence, the participants emphasized that writing a reflective diary

was a demanding and tiring process. The following excerpt is an example to this negative opinion:

> (20). "**First of all, keeping a reflective diary was tiring for me. I had to spend much time. I had to make observations in the classrooms** […] but it was also beneficial in terms this aspect; after I have read, I have realized a few teaching defects. (T7-Semi-structured interview)

The other sub-category involved four communication units and this sub-category indicated that reflective diary was a **subjective** tool. The reason stated by the participants was that they wrote the diaries by evaluating their own teaching performances, so this evaluation includes only what they thought and felt about their experiences. In terms of this aspect, diary writing was considered as a subjective tool by some of the participants. This subjectivity issue was perceived as negative by these participants. The following excerpt is an example to the negative feature of keeping a reflective diary as follows:

> (21). "**This is the most subjective way to evaluate your teaching process.** Taking simple notes or just writing down your feelings about the class is a good way to remember […], but still it remains subjective because **it mostly includes teachers' self-opinions and feelings**". (T5-Perception questionnaire)

Based on the two excerpts on the challenges of diary use above, it is significant to note that the EFL university instructors in the current study always stated positive views on the use of reflective diaries even when they were mentioning the challenges of engaging in reflective practice through diaries.

All the excerpts for reflective diaries demonstrate that the participants' statements were mainly positive although they also mentioned the difficulties about the use of reflective diary. That is, they emphasized the benefits and effectiveness of keeping a diary even though they were expressing some difficulties encountered. Apart from the perceptions on the use of reflective diaries, the following section presents the

opinions concerning the use of reflective video analysis as another way of reflective practice.

4.2.2. Reflective Video Analysis

During the implementation of the study, as the second reflective tool, the participants were asked to record their teaching performances three times during a three-week period and reflect upon their videos following the guiding questions. With the help of the reflections written on the use of video analysis, open-ended questions in the perception questionnaire and semi-structured interview, the participants' opinions about using video analysis as a way to reflect on their teaching practice were gathered. Through the constant comparison analysis, a total of 109 communication units and three main categories were identified concerning the opinions on video use as a reflection tool. Table 4.6. shows the main categories and the distribution of the communication units for reflective video recordings.

Table 4.6. Distribution of the Communication Units According to Main Categories on the Use of Reflective Video Analysis

Main Categories	N*	%
Awareness about teaching	87	80
Challenges	13	12
Other (s)	9	8
TOTAL	**109**	**100**

N*: Number of the communication units

As displayed in Table 4.6., the first two main categories include the opinions about how they became **aware of their teaching** (80%) and how **challenging** video use was (12%). The third main category emerged as **other(s)** (8%) since very few of the communication units did not form any sub-categories. The following part presents the participants' perceptions on awareness about teaching related to the use of video analysis as a way for reflection.

4.2.2.1.Awareness about Teaching

The results of the qualitative analysis put forward that the teachers had opinions on how videos created awareness on different aspects of their teaching**,** as reflective diaries did. The participants expressed their positive views about how reflection through video analysis were fruitful for developing better understanding of their professional attitudes and actions as language teachers. In this main category, 87 communication units and four sub-categories were identified. Table 4.7. shows the sub-categories and the distribution of the communication units in each sub-category.

Table 4.7. Sub-Categories Related to Awareness about Teaching for Reflective Video Analysis

Sub-categories

Recording and reflecting on videos increased awareness on ...	**N***	**%**
strengths & weaknesses	37	42
objectivity	27	31
classroom management skills	18	21
reflectivity	5	6
TOTAL	**87**	**100**

N*: Number of the communication units

As it is displayed in Table 4.7., the first sub-category included 42% of 87 communication units that were identified for reflective video analysis. The communication units were related to the views about how videos helped for **noticing strengths and weaknesses**. As the teachers were involved in this reflective practice, they had the opportunity of making critical analysis of themselves as teachers and paying more attention to the positive and negative aspects of their teaching. The participants declared that watching and reflecting on their teaching through video recordings was helpful to identify their mistakes in different aspects of teaching. They did their best to correct those mistakes in their future teaching performances. As a consequence, they were able to realize the strong and weak sides of their teaching practices through video-assisted reflective practice. The following excerpts are examples to such positive effect of this experience:

(22). "**I have realized my strengths and weaknesses**. For example, still I am not able to speak good English. On the other hand, I have also seen that I am able to teach my students well". (T2-Perception questionnaire)

(23). "After watching the video, **I could see my teaching defects clearly and now during the lesson, I am trying to do my best so as not to make the mistakes again**. On the top of that, I often try to check whether the students understand the subject or not". (T8- Reflection on the use of video-recordings)

(24). "I thought that I could spell/pronounce the words correctly and speak slowly. While watching the videos, **I saw that sometimes I made mistakes in pronunciation/spelling and reading**. I saw that I did not speak slowly, I spoke fast. It was the best thing the videos gave me. Thanks for giving a chance to watch myself". (T3- Reflection on the use of video-recordings)

Another sub-category involved 31% of 87 communication units and was related to the perceptions on how recording their teaching and reflecting upon these recordings contributed to the improvement of their **objectivity.** Through reflective video analysis**,** the participants were able to see how effective their teaching and classroom activities were from an outsider's perspective. Besides, these video analyses helped for interpreting their behaviors and reactions from the eyes of the students. That is, they had the chance to see what was actually going on in the classrooms in detail without any curtains in an objective way. At this point, it is worth underlining that one of the challenges about diaries was related to the subjectivity of keeping a diary. On the contrary, videos were found to offer an objective perspective to the participants and helped to raise awareness on this objectivity aspect of video recordings. The following excerpts below show this positive effect of videos:

(25). "**I looked at myself objectively**. I had the chance of seeing how students saw me, how they interpreted my behaviors, or how I was effective on the students". (T3- Semi-structured interview)

(26). "It was my first time to see myself teaching after a 5-year-experience. **Video recording gave me chance to see myself in the eyes of the students**". (T4-Reflection on the use of video recordings)

(27). "It is an effective way to become a more reflective teacher because camera is **objective and it showed me myself from the eyes of students**. While watching, I always told myself 'students see you as you see now' ". (T3- Reflection on the use of video recordings)

The next sub-category included the perceptions about how they raised awareness about their **classroom management issues.** 21% of the communication units involved opinions on how doing reflection through videos aided teachers to be aware of their classroom management skills such as using body language, eye contact, voice, gestures etc. The following excerpts exemplify this positive influence:

(28). " By recording our teaching, **we can reflect back on many grey areas that we sometimes do not realize such as body language, eye contact, voice projection, and also the speed of voice**". (T1- Reflection on the use of video-recordings)

(29). "**Now, I am aware that I should use more body language and roaming** in the class to have the full view of the students". (T6-Reflection on the use of video-recordings)

(30). "Video is a very brilliant tool for those who would like to reflect on the **speed, body language, time,** etc.". (T1- Reflection on the use of video-recordings)

The following sub-category, which included 6% of the communication units, was related to the perceptions about how they achieved awareness about the importance of **reflectivity** for their teaching. By having participated in reflective practice through videos, they were able to develop reflective attitude and put much emphasis on the role of being reflective in order to be better teachers. They were also able to understand that

there exist alternative tools like video recordings in order to do reflective teaching. As a result, this recognition contributed to their reflective attitude. The following excerpts show how they focused on the aspect of reflectivity with the help of video analysis as reflective tool:

> (31). "I will **try to keep my reflective attitude** as long as I can. That is how I can better myself and do my job effectively". (T7-Perception questionnaire)

> (32). "**Videos helped me to appreciate the value of being a reflective teacher. With the help of videos, I have also developed an intention to learn more about the other ways of being reflective** because I came to the understanding that reflective attitude should be developed to be a more effective teacher". (T2- Reflection on the use of video-recordings)

4.2.2.2. Challenges

The current study also yielded that 12% of 109 communication units identified for video analysis were related to some of EFL university instructors' perceptions about how **challenging** the use of videos was, as in reflective diaries. Even though the perceptions were all positive views and the participants emphasized the fruitfulness of video-assisted teaching for their teaching experiences, this category included the challenges about the use of videos that were mentioned by a few of the participants. In this category, two sub-categories were identified. Table 4.8. shows the sub-categories and the distribution of the communication units in each sub-category related to the difficulties of video use as a way of reflection.

Table 4.8. Sub-Categories Related to Challenges for Reflective Video Analysis

Sub-categories

Recording and reflecting on videos was challenging in terms of...	**N***	**%**
time & effort	7	54
stress	6	46
TOTAL	**13**	**100**

N*: Number of the communication units

As can be seen in Table 4.8., seven communication units included the opinions about how using video recordings required much **time and effort.** Two of the participants reported this difficulty. They focused on the technical aspect and the adjustment of the camera in the classroom. It was also reported that setting up and taking away the camera in classroom environments was not an easy job to do. That is, they highlighted that recording the lessons, watching, and reflecting on these recordings was time-consuming and tiresome even though it helped to identify mistakes and teaching defects. The excerpts below exemplify this negative effect:

> (33). "To start with, I should admit that it was very **time-consuming** and **tiresome** as while recording, some students made me angry and caused some problems. Thus I got a bit tired, but I should confess that after watching, it helped me to correct some of my mistakes". (T8-Perception questionnaire)

> (34). "[…] I think that reflective practice through videos was **not easy in terms of the technical aspects** and the student aspect". (T2- Reflection on the use of video-recordings)

The current study also yielded the outcome that six communication units were about the views on how **stressful** the use of video recordings in the classroom was. The participants stated that being recorded in the class created tension and excitement in the students as well, so the students were not able to behave naturally. Only two participants focused on this negative effect of video use on the students as in the following:

> (35). "There was data that I can evaluate objectively, so I think that video recording should be occasionally done. The negative side of this tool is that it **extremely excites the students**". (T5- Semi-structured interview)

(36). "I am thinking about video recordings this way. It caused a little **tension** in the class; my students got **stressed** while the lesson was being recorded. They did not behave naturally. While I was watching the videos, I saw both my students' and my behaviors. I could understand that I had some mistakes". (T8-Semi-structured interview)

As it is seen in the excerpts above, the EFL university instructors in the current study always stated positive views regarding the use of videos as a reflective tool even when they were expressing the challenges of engaging in reflective practice through videos, as in reflective diaries.

4.2.2.3.Other(s)

On the basis of the qualitative analysis, nine of the communication units did not form any sub-categories related to the use of videos as a way of being reflective. When the participants were asked to verbalize their perceptions on being engaged in reflective practice by means of videos, they described the use of videos with certain adjectives. The adjectives used for these video experiences were, 'helpful', 'effective', 'strange', 'new', 'innovative', 'extraordinary', 'illuminating'. As can be seen from the selected words, all the adjectives were positive related to the use of videos and the participants regarded this experience with videos as advantageous. In order to better indicate the participants' perceptions about what they thought about the videos, these responses were presented in the category of 'others'. The following excerpt illustrates some of these adjectives:

(37). "It was **illuminating** and **strang**e to see myself on the screen teaching the students. It was a **new** and **extraordinary** experience for me". (T6- Reflection on the use of video-recordings

In addition to the perceptions on reflective video analysis, the perceptions on being engaged in reflective practice through reflective peer sessions were also identified.

4.2.3. Reflective Peer Sessions

In the study, the participants were asked to participate in reflective peer sessions three times for a three-week period with one of their colleagues. They came together at convenient times, talked about some critical events that happened in their classes, and reflected on the possible reasons of the events and implications for their future practice. Through the reflections written on peer sessions, open-ended questions in the perception questionnaire and semi-structured interview, the participants' perceptions about engaging in reflective peer sessions were identified. In the light of the constant comparison analysis, a total of 93 communication units and two main categories were formed. Unlike the use of reflective diaries and video analysis, no negative responses were identified for peer discussions in the qualitative analysis. Table 4.9. indicates the main categories and the distribution of the communication units related to reflective peer sessions.

Table 4.9. Distribution of the Communication Units According to Main Categories on the Use of Reflective Peer Sessions

Main Categories	N*	%
Cooperation	64	69
Awareness about teaching	29	31
TOTAL	**93**	**100**

 N*: Number of the communication units

        As Table 4.9. shows, two main categories regarding the perceptions about engaging in reflective peer sessions include the opinions about how peer sessions helped for **cooperating with peers** (69%) and **gaining awareness about teaching** (31%). The following section presents the participants' perceptions on sharing experiences with others.

        4.2.3.1.Cooperation

Findings showed that engaging in reflective practice with colleagues created an opportunity to talk about and share what they lived through in the classroom and discuss what might be the reasons for these experiences and events that happened in teaching

and learning environments in a cooperative fashion. Table 4.10. below displays the sub-categories and the distribution of the communication units related to the opinions how peer sessions were a chance for **cooperation** with peers.

Table 4.10. Sub-Categories Related to Cooperation for Reflective Peer Sessions

Sub-categories

Reflective peer sessions helped to cooperate with others for…	**N***	**%**
providing solutions to problems	38	60
developing ideas & experiences	26	40
TOTAL	**64**	**100**

N*: Number of the communication units

The first sub-category, which involved 60% of 64 communication units in the main category of cooperation, was about the views on how cooperation with peers enabled the participants to come up with **new solutions to the classroom problems.** That is, this reflective practice with the help of peer sessions helped them to speak about the problems encountered in the classroom, see various approaches to the problems, and look for appropriate solutions in order to overcome those problems. This positive effect is seen in the following excerpts below:

> (38). "Discussing the problems with someone else always brings a fresh view. During the discussion session, I faced my problems and I was **in seek of a solution with my peer. Mutually, we contributed to each other** and I realized some points could be handled more easily than I thought". (T5- Reflection on peer sessions)

> (39). "Sometimes, living in my routine, I can miss something or catch some problems which I don't know how to solve them, so it is helpful to ask someone about the problem. I talked with my partner about my three problems, and **I saw that there were different ways to overcome the problems**". (T3- Reflection on peer sessions)

(40). "As language teachers we must be in tune with the most recent methodology best suited for our students. By engaging in this reflective practice (discussing with peer), i.e. **sharing problems and looking for appropriate solutions**, knowing new methods and creating new learning environment, we will definitely improve ourselves". (T1- Reflection on peer sessions)

As for the second sub-category, which consisted of 40% of 64 communication units for cooperation, it was associated with the perceptions on how participating in peer sessions with colleagues helped them to **share and develop new ideas** together. They did not only try to find solutions to the problems that occurred but also saw their performances from the eyes of the others. In this way, they better noticed what they had actually done. The participants noted that during these sessions the participants gained different perspectives about teaching and benefited from each other's opinions, suggestions, and experiences pertaining to classroom teaching. Therefore, they reflected together, considered possible reasons of the events, thought about the implications for further teaching experiences, and thus contributed to each other's teaching practice. This effect of participating in peer sessions is displayed in the following excerpts:

(41). "An eye of a person who has experiences like yours shows you what you should do easily. You can **evaluate the event with him/her in his/her view**. You have a chance to see his/her reaction [...] I **found it helpful to talk with a colleague and take his/her view**". (T3-Perception questionnaire)

(42). "The peer interaction helped my ways of teaching become better […] **It helped me to get out of my shell and see new worlds**". (T4-Reflection on peer sessions)

(43). "Through peer sessions, I **have seen somebody's different point of views to the events**. I have found my peers' opinions helpful. **We have developed new ideas with respect to the possible reasons of the events**". (T2-Perception questionnaire)

4.2.3.2.Awareness about Teaching

The qualitative analysis put forward that participating in peer sessions affected the participants' teaching from various aspects. This reflective practice with colleagues helped the participants to gain awareness about their teaching methods and materials, and their strengths and weaknesses. In this main category, two sub-categories were identified. Table 4.11. below indicates the sub-categories and the distribution of the communication units in each sub-category.

Table 4.11. Sub-Categories Related to Awareness about teaching for Reflective Peer Sessions

Sub-categories

Reflective peer sessions increased awareness on…	**N***	**%**
methods and materials	20	69
strengths and weaknesses	9	31
TOTAL	**29**	**100**

N*: Number of the communication units

As shown in the table above, the first sub-category involved 20 communication units and it was about the perceptions on how reflecting on lesson with colleagues increased **awareness about their teaching methods and materials**. Some of the participants mentioned that they were more aware of what they were doing, what methods they were implementing, what materials and activities they were using, and what actions they took in the classroom. Moreover, this awareness helped them to make some positive changes in order to improve their following teaching performances. The following excerpts are examples to this:

> (44). "**I feel I understand new ways to go, new methods to implement in language teaching.** Reflective teaching practices (peer sessions) showed me modern types of language teaching".
> (T4-Reflection on peer sessions)

(45). "**I dealt with some issues more effectively**. For instance, my two students had an argument during their presentation but due to my interference and advises, the matter as settled […] **I've become more tolerant and observant** […] Moreover; **I've started to use extra material and entertaining activities** in my class more often due to this study". (T6-Perception on peer sessions

(46). "**Seeing things clearly enabled me to improve my skills and methods**. **I reflected on the materials I applied** when I encountered some events in the classroom. I saw how I handled the issues and how I should and how I shouldn't". (T7-Perception on peer sessions)

The findings also unveiled that nine communication units were related to the views on how participating in peer sessions allowed EFL university instructors to recognize their **strong and weak sides** as well as their peers' strong and weak sides. They were also able become aware of their teaching mistakes through this reflective tool. Accordingly, being aware of those mistakes enabled them to take an action towards correcting the mistakes. The following excerpt is an example to this:

(47). "While experiencing, I **did mistakes, but I had a chance to correct them**. Nevertheless, I wish I did not do them, and I have to prevent those mistakes. My partner's view was helpful in that point". There is nothing to change the past…In this respect, I think it is a helpful practice to talk with a partner. It gives a chance to admit **'I made a mistake and I will try to never do that'** ". (T3-Reflection on peer sessions)

(48). "I feel sophisticated because I realized that I need to learn from my peers. **The more there are eyes on a subject, the better I can see my downsides and weaknesses**". (T4-Reflection on peer sessions)

> (49). "**I could observe my peers' lacking as well as strong sides confronting the problems in her class** and we both learned how to be better through our individual experiences". (T6-Perception questionnaire)

To sum up, the findings about the participants' views on the reflective tools unfolded that reflective diaries helped for gaining awareness about teaching, reflectivity, and student-related issues. Diaries were also found fruitful for improving oneself. As for the perceptions related to video recordings, the participants were able to gain awareness about some teaching aspects as in the reflective diaries. However, the participants mentioned some challenges about both reflective diaries and videos. With respect to peer sessions, no negative views about this experience were identified. It was discovered that engaging in reflective peer sessions allowed for cooperating and sharing with colleagues for problem solution and development of new ideas. Besides, as reflective diaries and videos did, peer sessions also enabled to raise awareness of their teaching as language teachers.

In addition to these findings, the participants' responses also indicated that the participants found one of the tools as their favorite even though it is not the main concern of the current study to find out the most preferred tool among three reflective tools that were used. Since these expressions are accepted as teachers' perceptions, these findings are presented here. On the basis of their responses, the most preferred tool was found to be the reflective video analysis. Four of the participants stated that they benefited from the use of videos the most because videos were considered the most objective way for teacher evaluation. In addition, all of the participants recorded their lessons for the first time and they mentioned that this new and extraordinary experience contributed a lot to their professional improvement and self-observation. The excerpt below is an example to why videos are the most preferred tool in the study:

> (50). "**My favorite tool is video** during reflective teaching practices because it is the best way to observe oneself without any curtains". (T4-Perception questionnaire)

The second favorite tool turned out to be reflective peer sessions. Three of the participants stated that talking with peers was enjoyable and practical as a reflective way. Reflecting upon classroom events together also enabled them to share events, debate over the probable causes of these events, and take advantage of each other's professional perspectives, suggestions, and experiences in that respect. The following excerpt is an example from one of the participants who liked peer sessions the most:

> (51). "I think, **peer session is the most effective** among all these because in other reflective tools you evaluate yourself, you write yourself, but you cannot be sure about whether it is true or you corrected truly". (T8-Semi-structured interview)

With regard to diary keeping, reflective diaries were found to be the least favorite tool. Some participants reported that diaries were more subjective than the other two reflective tools because diaries were generally composed of teachers' own judgments about their experiences. Only one participant mentioned that she benefited from diary the most as in the following:

> (52). "Especially, **I took advantage of diary the most** […] I wrote and it is my opinion. I accept I made mistakes and in terms of correcting the mistakes, it was effective". (T3-Semi-structured interview)

In addition to identifying the participants' perceptions on each reflective tool, their overall perceptions on being engaged in reflective practices were also gathered at the end of the current study. Regardless of the reflection tool, it was worth eliciting their opinions on the general use of reflection on their teaching practices. Rather than limiting their perceptions on the use each reflective tool, it is also important to find out their overall opinions about what they thought and felt about having been engaged in reflective practices in general. The following part focuses on these general views of the EFL university instructors.

4.3. Overall Perceptions of EFL University Instructors on their Reflective Teaching Practices

Upon the completion of the study, in order to support the data collected through reflections written on the use of each reflective tool, a perception questionnaire was administered to the participants in order to elicit more opinions on their experiences in general. The participants were also interviewed so as to explore more of their perceptions on their reflective practices in detail. In this section, the participants' general opinions regarding their reflective practices were presented. For this, all results concerning the participants' overall perceptions on their reflective practice, which were gathered through the perception questionnaire and semi-structured interview, were provided.

The perception questionnaire aimed at both eliciting general opinions of the participants on their reflective practices and their perceptions on the use of each reflective tool. Their perceptions about what they considered about each reflective tool were presented in the previous section above. The perception questionnaire was composed of two parts. The first part involved open-ended questions related to their perceptions about their reflective practices in general and also the use of reflective tools. The second part included multiple selection list items regarding only their general perceptions on being engaged in reflective practice. These items were created on the basis of the literature on reflective teaching. As reflective teaching literature mainly underlines positive effects of such reflective practices, item 1,2,3,5,6,8,9,11,12,13 and 15 included positive statements. Also, considering negative effects of reflective practices in the literature; item 4,7,10 and 14 included negative statements. The participants were able to select more than one statement from the list about their overall reflective practice.

As told above, the participants' general perceptions were gathered through the perception questionnaire and semi-structured interview. The participants were free to state both positive and negative views related to their experiences. A total of 83 communication units regarding general views on reflective teaching practices were identified from the responses to the open-ended questions in the perception

questionnaire and semi structured interview through the Constant Comparison Method. The same procedure followed in identifying the perceptions on the use of reflective tools was implemented again. Two main categories related to their overall opinions about their reflective practices were formed at the end of the analysis procedure. Table 4.12. below indicates the main categories and the total number of communication units in each category about participants' overall perceptions on participating in reflective practices throughout the study.

Table 4.12. Distribution of the Communication Units According to Main Categories Regarding General Perceptions on Reflective Practices

Main Categories	N*	%
Awareness about teaching	74	89
Challenges	9	11
TOTAL	**83**	**100**

N*: Number of the communication units

As displayed in Table 4.12., two main categories concerning their general perceptions on their reflective practices include the expressions on how the participants **gained awareness about teaching** (89%) and **how challenging** the reflective practices were in general (11%). The following section presents the participants' general perceptions about their reflective practices for each main category in detail.

4.3.1. Awareness about Teaching

When the participants were asked to state what they thought about the reflective practices they were engaged in throughout the study, they mentioned that reflective teaching experiences were useful practices and contributed a lot to their teaching. All the participants were found to feel positive about having participated in these reflective actions. Further, they came to the conscience that these experiences were productive and effective ways to be able to improve teaching. By means of the constant comparison analysis, a total of 74 communication units were identified about how the reflective practices enabled to gain awareness about teaching. All these communication units formed five sub-categories. Table 4.13. displays the sub-categories and the distribution to the communication units related to awareness about teaching.

Table 4.13. Sub-Categories Related to Awareness about Teaching Regarding General Perceptions on Reflective Practices

Sub-categories

Being engaged in reflective practices increased awareness on…	**N***	**%**
self-observation	21	28
methods and materials	20	27
strengths and weaknesses	14	19
reflectivity	10	14
making plans for future lessons	9	12
TOTAL	**74**	**100**

N*: Number of the communication units

The analysis of the qualitative data indicated that 28% of 74 communication units were about the perceptions on how the reflective practices the participants were engaged in were helpful for making **self-observation**. The participants reported that this study through different reflective teaching tools was an important opportunity to look back on their previous experiences, think about them more systematically, and make analysis of their teaching. The excerpts below illustrate this perception:

> (53). "It is the most effective way for teacher evaluation. Just simply thinking about your teaching is not enough. **Observation is very necessary for teachers and reflective teaching is the best way for self-observatio**n". (T5-Perception questionnaire)

> (54). "They are useful practices for me. Before these practices, I was thinking about my teaching, too, but not much […] It is a **more systematic way to think on teaching process [**…] They are all important for an evaluation period.". (T3- Perception questionnaire)

As it is displayed in the table above, 27% of 74 communication units were associated with the general thoughts on how the participants became conscious of their **methods and materials.** The participants mentioned that they were able to review their existing teaching styles and classroom activities. Furthermore, they examined their

methods and techniques, and discovered other ways of teaching and instruction. The following excerpts are examples to this aspect:

> (55). "I am thinking that this study **contributed to my teaching practices.** For instance, I have seen that I do not use the activities that will encourage cooperative learning. I have to include group works and projects […] Moreover, I have realized that I have to be more tolerant when I could not get answers from the students. Through this study, I **reviewed some of my teaching methods, changed, and improved them**". (T2-Perception questionnaire)

> (56). "After the study, I **evaluated my teaching style, teaching methods.** Also, I had the **chance of reevaluating my behaviors in the classroom** […] In this respect; I found this study beneficial in terms of self-evaluation". (T7-Semi-structured interview)

> (57). "After this study, I am more careful with my teaching practices. I am paying **much more attention to what I should do, what I should tolerate, what I should change** in my teaching [...] I believe, **I have changed and improved myself**". (T1-Semi-structured interview)

The analysis of the qualitative data also showed that 19% of 74 communication units were about how participating in reflective practices enabled the participants to notice positive and negative aspects of their teaching. They were able to see and correct their mistakes that they made during the teaching and learning process. That is, the reflective practices opened the way for facing off **their strengths and weaknesses**. The excerpts below show this perception:

(58). "Being engaged in a reflective practice enabled me to review myself in another point of view**. I found my strengths and weaknesses**. (T7-Perception questionnaire).

(59). "[…] **I had the opportunity to correct my mistakes**. Of course I can make some small mistakes, but I have understood that I should not make so many. I should have been more perfect in front of my students". (T3-Semi-structured interview)

(60). "I am totally positive about being engaged in reflective practices as **I have found a chance to see my mistakes from a distant point**. At this modern age, lecturers must be open to reflective teaching methods not to stay old fashioned and out of date". (T4-Perception questionnaire)

The next sub-category involved 14% of the communication units and was about how the participants increased awareness about **reflectivity**. With the help of this study, they noticed the importance of becoming reflective and doing reflective teaching for more qualified teaching. The participants reported that these experiences offered an important chance to learn about the concept of reflection, reflective practice, and different reflective tools. In this way, they were able to develop an intention to read more about these notions. Some the EFL instructors stated this effect as:

(61). "**I have learned about the concept of reflective teac**hing, and I am thinking that **this has improved me**. I am also thinking that I will be able to apply these methods more carefully".(T2-Semi-structured interview)

(62). "After engaging in this study, I have **learned more about reflective teaching practices.** Now, I am feeling more comfortable in terms of evaluation". (T5-Semi-structured interview)

The final sub-category involved 12% of the communication units and was related to how participating in reflective practices through the use of various tools assisted to **make changes and future plans** for future classes. They had the opportunity to make new decisions through being engaged in reflective practices. Reflecting on previous experiences through this study enabled the participants to see that there is a lot to change in their teaching in order to teach better and for students to learn better. The following excerpts exemplify this as:

> (63). "We are so busy with teaching that we think that we are doing everything right. With the help of this study, I could look back on and see **that I can make changes for the betterment of my teaching and my students' learning**. This study has been the best opportunity to make changes for me". (T1-Semi-structured interview)

> (64). "Video recordings, peer sessions, or diaries that we used in these practices helped me to look at my methods critically. I have not used any of these tools before, **so I have not known how effective they are. Now, I am planning to use at least one of them at certain intervals**". (T7-Semi-structured interview)

4.3.2. Challenges

The current study brought forward that the participants in the study thought, as well as being useful, the reflective practices were also difficult to do regardless of what the reflective tool was. Two of the participants focused on these negative views about being engaged in reflective practices. These two participants mentioned how **challenging** and **time-consuming** doing reflective practices were. This main category includes only one sub-category as it is displayed in Table 4.14.

Table 4.14. Sub-Categories Related to Challenges Regarding General Perceptions on Reflective Practices

Sub-categories

Being engaged in reflective practices was challenging in terms of…	**N***	**%**
time & effort	9	100
TOTAL	**9**	**100**

N*: Number of the communication units

As the Table 4.14. shows, only nine communication units related to the challenges of reflective practices were identified. They noted that reflective practices required a plenty of time, effort and energy. Two excerpts from the participants show this perception:

> (65). "Honestly, engaging in reflective teaching activities is **not very easy**. Someone should **spend a great energy** on these activities […] It includes many out-of-class activities and a teacher should give **a big effort** to complete these evaluation activities […]". (T5-Perception questionnaire)

> (66). "To be honest, it was very **tiring** for me as I had to **spare time** and make an **effort** to do the activities such as keeping diary, recording the lesson and getting together with my colleagues and talking about the teaching problems". (T8-Perception questionnaire)

In addition to the qualitative data about the participants' general perceptions on their reflective teaching practices gathered through the perception questionnaire and semi structured interview, the responses to the multiple selection list items in the second part of the questionnaire were also analyzed in a simple descriptive fashion. These items in the questionnaire were prepared in the light of the literature related to the negative and positive views on reflective practices. The frequencies of the statements were calculated and presented below in Table 4.15. in order to provide a general picture about what the teachers thought about their reflective practices.

4.15. Participants' Responses to Multiple Selection List Items on Their General Perceptions about Reflective Practices

Item No	Multiple Selection List Items in the Perception Questionnaire	N*
	B. Did engaging in reflective practice help you improve yourself as a language teacher? **Yes ( ) No ( )** **If your answer is *yes,* in what ways was the overall reflective practice helpful for you?**	
1.	I could evaluate my teaching after the class.	8
2.	I could gain a better understanding of my actions in the class.	7
3.	I could identify my strengths as a language teacher.	8
4.	I found reflective practice time consuming.	2
5.	I could identify my weaknesses as a language teacher.	8
6.	I could enhance my professional development.	6
7.	I refrained from meeting my colleagues.	0
8.	I could change the way of my teaching.	4
9.	I could change my attitude towards my profession.	4
10.	I continued my teaching in the way I used to.	1
11.	I could change my attitude towards students.	6
12.	I had more courage to collaborate with my colleagues.	5
13.	I became more self-confident as a language teacher.	5
14.	I feel more confused now.	0
15.	Other(s)	

N*: Number of the communication units

At the end of the study, when the participants were asked about whether engaging in reflective practice helped them to improve themselves as a language teacher, all of the participants stated 'yes'. No negative responses were found in the questionnaire. As can be seen from Table 4.15., all participants thought that the whole reflective practice enabled to evaluate their teaching after the class (item 1) and identify their strengths and weaknesses (items 3 and 5). Seven participants thought that reflective practice helped to gain a better understanding of their actions in the class (item 2). Six of them considered that this experience helped to enhance their

professional development (item 6) and change their attitude towards students (item 11). Five participants thought that reflective practice increased their courage to collaborate with their colleagues (item 12) and their self-confidence as a language teacher (item 13). Four of them considered reflective practice as beneficial for changing the way of their teaching (item 8) and their attitude towards their profession (item 9). Only one teacher expressed in the 'other' option that reflective practice allowed for sharing ideas and find solutions to problems. In the questionnaire, item 4, 7, 10 and 14 included negative views about reflective practice. Two participants regarded the whole reflective practice as time consuming (item 4). Additionally, one participant continued his/her teaching in the way s/he used to (item 10). Other than that, the participants did not state any negative views about their reflective practices.

As a result, the findings obtained through the second part of the perception questionnaire yielded that except for two negative views, all of the eight participants had beneficial experiences about the reflective practices and stated positive opinions concerning their overall reflective practice experiences. These positive opinions supported the data collected through the reflections written on the use of each reflective tool and semi-structured interview since the positive views identified in this perception questionnaire were compatible with the ones found in the reflections and interviews. With regard to the negative views, a few of the participants had already stated that the reflective diaries and video recordings were time-consuming, except for peer sessions. A few of the participants also reported here that being engaged in reflective practices, in general, entailed a great deal of time and energy.

As a consequence, the results provided in this chapter unfolded that the reflective practices that the participants were engaged in were perceived to be fruitful by the EFL university instructors. The participants emphasized that participating in reflective practices was a favorable way to recognize the value of becoming reflective in order to be effective teachers and gain awareness of their teaching actions, skills, and practices. In general, all of the participants highly benefited from the current study and were pleased with engaging in these reflective practices. What is more, they regarded reflective practice as a rewarding opportunity for self-observation and professional

enhancement. When it comes to the participants' thoughts about the use of each reflective tool separately, the instructors in the study were found to be positive about all the reflective teaching tools in terms of their beneficial effects. However, a few of the participants also mentioned the difficulties of the use of reflective diary and video-recordings. They notified that the use of diary writing and video-recordings for teaching required a lot of time, discipline, and effort, yet no negative views were identified for participating in peer sessions. That is, all the participants agreed on the profitable effect of the peer sessions.

All in all, in the light of the qualitative analysis, in spite of some difficulties identified in the use of reflective diaries and video-recordings, the reflective practices through reflective tools helped the participants to become conscious of their own teaching in terms of their teaching styles and methods, mistakes, strengths and weaknesses. Furthermore, the present study gave them an opportunity to look back at their teaching experiences, evaluate themselves more objectively, and gain an understanding of what should be done in order to improve their teaching in the future. The participants also came to the realization that reflective practice is an important and effective method and it can be implemented through different ways. They further noticed that these practices could be a contribution to professional development if they were carried out in a systematic way. The possible reasons of the findings and their outcomes are discussed on the basis of the current literature on reflective practices in the section below.

4.4. Discussion

The findings revealed that all of the EFL university instructors in the study benefited from the reflective practices they were engaged in throughout the research. That is, they all had positive perceptions on participating in the current study as well as having a few negative opinions on the use of reflective diaries and videos. Overall, this study yielded that reflective practices through the use of different reflective teaching tools helped the participants to become aware of various issues concerning their own teaching practices. Moreover, as they were engaged in reflective practices, they had the opportunity to reflect more on their teaching performances and student-related aspects. What is more,

they both gained awareness about different ways of reflective teaching and gained experience in using three different reflective tools effectively in practice. In this section, the findings of the present study are discussed with reference to the related literature by underlining the contributions of the study to teacher development.

In general, the current study indicated that EFL university instructors took much advantage of engaging in different reflective practices in terms of promoting professional development, improving teaching practices, sharing experiences and different viewpoints with their colleagues, and strengthening professional bonds among them. The participants also reported that they were able to change their attitude towards their profession, increase self-confidence, and develop courage to collaborate with colleagues. In general, the literature also presents corresponding outcomes on reflective practice and implies that reflective practice offers numerous benefits for teachers such as helping to gain a better understanding of teaching practices (Ferraro, 2000), developing professional knowledge and skills (Calderhead, 1987; Norrish & Pachler, 2003), enhancing the quality of teaching and learning (Osterman, 1990; Kagan, 1992; Schön, 1987; Fatemipour, 2013), and thus fostering professional improvement (Harun &Al-Amin, 2013). What is distinctive about the current study is that the findings go beyond the previous studies by engaging teachers in the Turkish EFL contexts in systematic reflective practices through various reflective tools for a certain period of time, offering them opportunities to see how different tools work in practice, and thus highlighting the significance of reflective practice for professional enrichment and change. Furthermore, the participants showed a strong determination and enthusiasm in participating in reflective practices throughout the study, which may help to encourage teachers to do reflective teaching in the future. Without the teachers' continuous desire and high motivation, the current study would not have been carried out.

The major purpose of the study was to identify the participants' perceptions about having participated in reflective practices with the help of different tools for reflection. The analysis of the qualitative data showed that the participants were all positive about being a part of the current study and doing reflective teaching at the end even though they had different background and experience in teaching. This finding is

congruent with the result of Korumaz and Karakaş's (2014) study, which revealed that Turkish EFL instructors also displayed positive attitudes towards the reflective practices. As the findings regarding the positive views of the participants on being engaged in reflective practices in the present study unveiled that EFL instructors paid more attention to their professional actions, had the chance to look for the underlying meaning behind their behaviors, realized alternative ways in order to deal with challenging situations or problems by means of the reflective practices in the study. Moreover, the results brought forth that being engaged in reflective practices had impacts on various aspects such as teachers' being conscious of their strengths and weaknesses, and seeing and correcting their problematic areas in their teaching. These reflective practices also allowed for stimulating critical thinking and evaluating the events from a different point of view as Choy and Oo (2012) and Stein (2000) emphasized.

At the end of the study, what is prominent is that all of the participants had positive considerations for participating in future reflective teaching practices and applying this reflective approach in their following practices. This implies that the current study, which provided the teachers with different opportunities for being reflective, brought about favorable changes in the participant teachers because the teachers developed an intention and motivation to adopt a reflective approach in the future. The reason might be that the teachers were able to discover the value of having reflective attitude towards teaching for their professional advancement through participating in reflective practices. If they had not been engaged in such practices, they might not have arrived at this realization about the power of reflective practice. Before the study, only a few of the participants reported the use of some instances of reflective practices and majority of them did not have any experience. It was obvious that none of the participants were engaged in systematic way of reflection. One reason might stem from their lack of motivation to adjust reflective practice in their teaching contexts. The findings put forward that although they knew the concept of reflection, applying it in real teaching contexts was a totally new experience for them. Another reason may be their lack of awareness on the possibility of using reflection as a tool for professional development. On that account, it was aimed to create awareness about the positive

impacts of reflective teaching on teachers' enhancement and to engage them more systematically in reflective practices by providing some explicit guidelines for each reflective tool.

At this very point, Russell (2005:203) also sets forth that teachers should be explained how to reflect rather than be explained about the concept of reflection. He further remarked that reflective practice should be taught 'explicitly, directly, thoughtfully, and patiently' for their professional improvement. In a similar vein, Yeşilbursa (2011) argues in her study that guiding teachers explicitly about reflection is crucial since reflective teaching method appears to be an ideal one for building and advancing professional knowledge as teachers. Odabaşı-Çimer and Paliç (2012) supported the claims above and found in their study that teachers were not able to critically reflect due to lack of guidance. Consequently, their study also signified the role of guidance for effective reflective practice. Likewise, in Cirocki et al.'s (2014) study, reflective practice was only a theory that was not actually applied in practical terms with any guidance or training. However, the present study accordingly intended to provide a group of EFL university instructors with opportunities so as to involve them in purposeful and guided reflective teaching by means of particular reflective tools for a certain period of time. In this way, the present study showed the participants how to do effective reflection in practice rather than just explaining about the concept of reflection in theory.

In parallel with these arguments above, it can be interpreted from the expressions of the participants that engaging in reflective practices for a certain period of time through specific tools stands out as a valuable means to discover the positive role of reflective practice, promote reflection, have a deeper perspective on one's own professional behaviors, and take a big step for self-empowerment. The positive perceptions of the participants about being engaged in reflection at the end of the study clearly supported the idea that reflective practice offers potential benefits for teachers to nurture themselves professionally in general. With the help of the reflective practices, the participant teachers collected data about their teaching performances and abilities, made critical analysis of their behaviors and attitudes, and took actions towards

strengthening their professionalism as argued by Richards and Lockhart (1994) and Schön (1987). All in all, the study yielded illuminating results for teachers to improve themselves professionally through the use of reflection.

Other than contributing to professional development, the study also helped to foster self-awareness. They were able to critically look back, examine their teaching practices and gain awareness about themselves as teachers. During this procedure of reviewing and increasing awareness in a guided and regular way, they were also able to effectively reflect on their teaching. As a result of this efficient reflection through different tools, they regarded the reflective practices profound and influential. Gün (2011) claims that all teachers somehow reflect back on their experiences, draw conclusions from these experiences for their future lessons, but the important point in question is the effectiveness of the reflections. This effectiveness could be recognized by offering teachers some opportunities such as introducing certain tools for classroom observation, self-evaluation, providing guidance for reflection, collaborating with peers, and getting feedback. All these might enable the teachers to foster critical reflection and question systematically what they do and what happened in their actual professional environment. Just as Akbari (2007) and Gün (2011) manifested, the current study paved the way for making the teachers more familiar with the concept of reflective practice and specific tools for reflection, and thus helped to perform effective reflection by creating awareness about their own feelings, beliefs, and actions.

At the end of the study, it was found from the participants' responses that the most of teachers' reflections were mostly at the *review* dimension (Zeichner & Liston, 1996). In some instances, reflections at the *re-theorizing and reformulating* dimension were also encountered (Zeichner & Liston, 1996), but if teachers are engaged in reflection in the much longer term, reflections at re-theorizing and reformulating level, in which teachers evaluate themselves on the basis of academic theories and reach academic publications about their profession, can be enhanced.

The study reported here also found out teachers' perceptions about using different reflective tools. As for reflective diaries, the participants mainly had positive

views with respect to keeping a reflective diary as a way of reflection on their teaching practices. It is of importance to point out that reflective diary appeared as a useful tool for creating self-awareness mainly for teaching skills and practices. In other words, the outstanding finding is that with the help of diaries all of the participants could investigate their practices and beliefs; and so became self-aware of various aspects in their profession. This finding can implicate that keeping a diary in teaching is a useful way of self-analysis and self-awareness. Richards and Farrell (2005), Genç (2010), and Gallego (2014) denote this potential of diary writing in teaching. They consider reflective diaries as an important tool that serves to raise awareness of and develop an understanding about one's own knowledge and practices, question and examine deliberatively what is done. It is worth mentioning that the study obtained similar outcomes as those of some previous studies about the usefulness of diaries as a reflective tool. For example, Abednia et al. (2013) and Genç (2010) revealed that the teachers in their studies were also able to question and evaluate their own behaviors and practices with the help of reflective diaries. Diary experience was found to foster the teachers' self-awareness and increased consciousness about some issues related to teaching. Overall, the current study provided evidence about the positive impact of diary on teacher's self-evaluation and self-consciousness, which is compatible with the participants' views about diary writing as mentioned in Abednia et al.'s (2013) and Genç's (2010) study.

As a consequence of this self-observation through a diary, the participants in this study had the opportunity to revise their teaching methods and materials, and analyze their effectiveness. This finding can be one of the important contributions of diary writing to the teachers' development because teaching styles, methods and materials are significant components of an effective instruction in the class. Being able to review those important elements of teaching may enable teachers to feel the need of making necessary changes in the future and to search for alternative ways to improve their styles and materials or adopt new methods if the need arises. In this respect, Farrell (2007) also suggests that keeping a reflective diary assists teachers to reflect back on their experiences and beliefs, have a wider perspective on their teaching styles, and evaluate their teaching methods.

As well as creating self-awareness in the teachers, diaries further enabled the teachers to gain awareness about some student-related issues. Through diary experience, the teachers not only developed a broader perspective about themselves but also about the students. They were able to better understand students' different points of view, their responses to classroom practices, their changing needs and expectations. This outcome is one of the prominent findings in the study regarding reflective diary because unlike the other reflective tools of the study, reflective journaling helped to pay more attention to their students and become more conscious of their reactions and individual differences. The possible reason of this outcome can be that the participants wrote their reflective diaries based on what they remembered after the class. While reflecting back upon their experiences, they may have looked at their classes holistically regarding various aspects of teaching; and student-related issues emerged as one of these issues that were put forward by the participants. In other words, diary helped for looking at their classroom from a broader perspective. They not only developed an understanding about themselves as teachers but also about their students.

These positive opinions about the use of diary as a reflective tool are congruent with the benefits of keeping a reflective diary suggested in the related literature. Reflective diary is accepted as a powerful tool that facilitates reflective practice by many researchers (Boyd & Boyd, 2005; Chirema, 2007; Genç, 2010; Kaur & Kaur, 2010; Maarof, 2010). The participants of the study considered diary as an important means to think over past experiences, record and remember significant teaching events, thoughts, and feelings. This outcome highlights the practical and alive feature of diaries in order not to forget and to have something concrete in the hands to be able to reflect back easily when it is needed. In short, keeping a diary is considered as a way of presenting a record of the important learning and teaching events, documenting the experiences, and going back to these recorded experiences later (Burton,2005; Lee,2007; Rezaeyen & Nikopour, 2013; Silvia et al., 2013). Therefore; as the current study suggests, on the basis of the teachers' responses and the literature, reflective journals can be accepted as a way to re-elaborate the important memories and incidents, stop them from being forgotten, and make them tangible and solid.

Throughout the reflective practice through diaries, the participants reflected on their teaching by following the guidelines provided, and identified unanticipated outcomes that resulted from their lessons. Also, they thought about how differently they would teach if they taught the same lesson again. In this way, the participants were able to notice classroom problems or challenges they faced and tried to find appropriate ways to overcome these difficulties. That is, diary writing helped to make sense of the things in their teaching contexts, revise the critical events and problems that occurred in the classroom, and contributed to deeper reflection for better solutions. This value of writing a reflective journal was also recognized in Genç's (2010) and Lowe et al.'s (2013) studies, which pinpointed the great potential of journaling as a reflective practice tool for aiding teachers in demanding situations. Accordingly, reflecting journaling appeared as a way for gaining insights into the challenges and problems they came across and the needs in their specific teaching environments. The findings in abovementioned studies are in parallel with positive thoughts of the participants regarding the use of diaries in the present study.

When it comes to the findings about the video analysis as a reflective tool, participants mainly provided positive views about engaging in reflective practice with the help of this tool. All of the teachers in the study reported that recording their lessons and reflecting on the videos contributed to their teaching in many ways. During this video-aided reflective experience, the participants were able to monitor themselves from an objective point of view. This aspect of objectivity was noticed distinguishably in the results of the study because different from the data for the reflective diaries, reflection through videos helped the teachers to improve their objectivity and evaluate themselves impartially from an outsider's perspective. This finding is not very surprising because watching oneself from an objective perspective is one of the best means to clearly indicate all the problematic areas to the teachers. This outcome is also significant related to the perceptions about the use of video recordings since becoming conscious of these clouded areas may probably arouse desire and strengthen motivation in teachers to make alterations and improvement in their following performances. Consequently, the teachers' responses imply that they benefited much from seeing themselves in the eyes of the students by means of videos. At this point, Sayın (2013:41) also considers video

recordings as an objective-driven reflective tool because videos make the assessment 'self-oriented'. In addition, as suggested by Dymond and Bentz (2006), teachers reflect truly what occurs in authentic samples of teaching as a mirror to their own behaviors and capture the reality. An increasing literature also supports these findings and suggests that the use of videos for the revision of teaching practices and behaviors is a powerful practice (Santagata & Angelici, 2010; Snoeyik, 2010; Picci et al., 2012). Video analysis for reflection is reported as an important means for teachers to examine their actual behaviors, encourage teacher development, and recognize some key aspects in their lessons that they are not able to remember before watching the recordings of these lessons (Tripp, 2009; Liu, 2012; Tripp & Rich, 2012; Eröz-Tuğa, 2013)

The participants' responses to the use of videos demonstrated that the most of them had the greatest benefits out of video use for reflection. That is, video recordings were found the most favorite tool by the teachers. One possible reason of this outcome might be that the teachers had visual evidence about themselves with the help of recordings. Thanks to this visual feedback from the videos, the teachers may have obtained more reliable and valuable data about their teaching practices for more effective reflection because in reflective diaries and peer collaboration, they may not envision their teaching moments very explicitly. In accordance with this, Sayın (2013) also stressed the superiority and effectiveness of the use of video recordings as a way of self-reflection. The participants in the study also reported to have an analytical view of their teaching situations and identified their teaching mistakes, strengths, and weaknesses with the help of these video-captured episodes of their teaching. This influence of reflective video analysis was an expected outcome because the video as a visual aid shows images and brings experiences alive. Most probably, the teachers were able to interact with their teaching images, and accordingly boost the understanding of their problematic zones by means of these video experiences. Eröz-Tuğa (2013) also came up with a similar conclusion and stressed that video-assisted reflective practice emerged as a way to gain insights into strengths and weaknesses of professional actions by identifying problematic aspects concerning teaching performances. This understanding of strong and weak sides and teaching defects may open the way for

taking actions towards eliminating these deficiencies and refreshing the strong sides more.

In addition, the present study also revealed that video experience allowed the teachers to recognize and appreciate the merit of being reflective and created motivation to learn and read more about the concept of reflective teaching, as also underlined by Lofthouse and Birmingham (2010). As a result, the participants came to a realization that they could bring about positive changes if they knew how to effectively reflect on their teaching through various ways. With the help of this newly gained awareness and motivation, if they read more reflective teaching and gain more knowledge about this concept by themselves in the future, they may have the chance to get familiar with other reflective tools that were not used in the present study.

During the reflective practices in the current study, the participants had peer collaboration as a third way of being reflective. At the end of these reflective peer sessions, through which they reflected on critical events together, remarks of the participants indicated that sharing experiences with colleagues had positive influences on their teaching. The most striking outcome about reflective peer sessions is that by means of this reflective tool they were able to provide more concrete solutions to classroom problems, share their unique experiences, and develop new ideas together. In this way, they had the chance to gain awareness about their teaching beliefs and broaden their horizons by seeing different approaches to specific situations or problems.

These conclusions may indicate that the teachers may have internalized the power of interacting and working with peers during their collaboration with colleagues. They may have also seen that other teachers had similar problems, which can help them not to feel alone in the field of teaching. These findings of the study can be regarded significant because being able to see their problematic areas, exchanging novel ideas, and coming up with practical solutions for specific situations is one of the most effective ways to increase the quality of teaching. The empowerment of teaching through collaborative teaching as a way of reflective practice is also highlighted by Britton and Anderson (2010), Little (2005), and Vidmar (2006). These scholars

emphasize the power of peer collaboration and regard this kind of reflection with colleagues as a support for more effective and qualified teaching. The positive influences of reflective peer collaboration that were declared by the participants in the study are in parallel with the ideas of Şanal-Erginel (2006). She also pinpoints that teachers are able to become conscious of their actions and assumptions, and investigate probable causes of their assumptions through professional sharing, which can be also a great contribution to the development of teaching as well.

However, as well as many positive views about their reflective practices, the study also came to an end with a few negative opinions on participating in reflective actions. In general, two participants in the study regarded the reflective practices in general as challenging because reflective practices required considerable amount of time and effort, so they found these reflective practices time-consuming and tiring. This may stem from the institution's expectations from teachers to have a lot of teaching hours, lack of suitable environment which encourages the use of different tools, and the demanding needs of the students they are working with. For this study, they had to spare extra time and make a great effort in order to perform reflective teaching activities that they were supposed to do, but in time they might have realized that even with their workload, one can spare time and space for reflection regarding its positive outcomes on improving teaching and raising awareness. Another possible reason for this outcome can be that the participant teachers may not really know about the potential of reflective practice for teacher development and in what ways they can do reflective teaching. Even if a few of them perceived reflective teaching as time-taking and exhausting, at the same time they completed their negative thoughts with positive statements. This shows that the benefits of reflective teaching overshadow its negative aspects even though it needs time and energy. Also, their busy schedule seems to be an excuse put forward by the teachers. In order to prevent such excuses of the teachers, reflective practice may be regarded as part of teachers' job instead of being regarded as an 'add on' or 'extra thing to do'. Reflective teaching practice can be scheduled into the teachers' working timetable, and they can be paid for it (Mann & Walsh, 2013, p.308).

As well as their views on the challenges of reflective practices in general, a few negative opinions about keeping a diary were also recognized. Among the three reflective tools used in the study, diary writing was found to be the most laborious and time-taking activity, which entails much effort and self-discipline. In the literature, as well as its innumerable benefits, writing a diary is also considered to be a demanding activity which necessitates time and space for reflective practices (Greiman & Govington, 2007; Cohen-Sayag & Fischl, 2012). This onerous and challenging feature of diary writing was also found in A'Dhahab and Region's (2009) and Lowe et al.'s (2013) study. Writing process was perceived as boring and time-consuming. As another negative feeling about the use of diaries, the EFL university instructors found diaries subjective because they evaluated themselves based on what they remembered and included their own opinions in self-analysis. In this respect, questioning oneself from another point of view and looking back at one's practices and beliefs objectively through diary can be perceived as difficult. That is, they may not see the reality with detachment and objectivity, so being impartial about what happened could be not easy with diaries. There could be a difference between what the teachers recalled after the lesson and what really occurred in the classroom; and this difference may impair their objective point of view while writing their diaries after the class.

As in reflective diaries, along with the positive feelings about video use for reflection, a few of the participants in the study mentioned some drawbacks of the video use. Similar to the negative views about reflective diaries, they commented that recording and watching lessons entails great time and effort. This challenge may be attributed to the practicality, logistics and the technical aspect in arranging and setting up the video in the classroom. They further stated that the existence of the video led to anxiety and stress in the students, so the students could not behave naturally during teaching and learning time. The possible reason of this outcome can be that this video use was quite a new experience for both the teachers and students, so it was quite normal for them to feel anxious or stressed while the lesson was being recorded. However, when they get used to the existence of the video in the class, this anxiety is expected to decrease, and the teachers and the students are expected to behave more

naturally in time. Alternatively, the stress can be also dealt with by informing the students that this video recording will not affect their assessment and grade.

As for reflective peer sessions, no negative perceptions about this reflective tool were identified even though the participants stated some negative views on the other two reflective tools; namely reflective diaries and reflective video analysis. Meeting colleagues for reflection also requires much time and energy, but the participants did not have any negative statements about engaging in reflective practice, which is quite an important and outstanding outcome. This refers to that the teachers may have preferred reflecting with colleagues rather than self-reflection because unlike the diaries and videos, reflective sessions could be more practical and interactive. In doing reflection through writing and watching their teaching videos, they only reflected upon their own performances, evaluated themselves, which can be called as individual reflection (Hole & McEntee, 1999). However, by means of peer sessions they had the chance to take advantage of both their own experiences and their peer's experiences by collaborating with other colleagues on their striking experiences, which can be called shared reflection (Hole & McEntee, 1999). They were also able to see different perspectives towards particular situations and problems. Because of these possible reasons, the participants could have stated only positive feelings about participating in reflective practice through reflective peer sessions.

All in all, the study aimed at making the reflective teaching practices more systematic and regular for the teachers throughout the study. At the end of this systematic and guided reflection, the participants were able to become more conscious of a variety of reflective tools and the affectivity of such tools for their professional enrichment. That is, the study created an important opportunity to attract the teachers' attention to the diversity of ways to become reflective teachers and to be involved in effective reflection. More importantly, it can be concluded that seeing and trying new reflective tools for the purpose of doing reflective teaching can be regarded as a way to uncover concealed potentials of teachers to bring about positive changes in their teaching. Specifically, the results of the study demonstrated that reflective practice through various reflective tools can provide valuable opportunities for teachers to take

an action towards nurturing and strengthening themselves as teachers, and to increase awareness about their teaching skills and actions with its strong and weak sides. The findings of the current study mirrors the results of the literature on the role of reflective practice and the effectiveness of reflective teaching tools in terms of professional growth and creating strong bonds among peers.

In conclusion, the study turned out to be a fruitful and useful implementation of reflective practice in order to help teachers to recognize some ways of being reflective and understand the value of reflective practice for teacher's enrichment. It is also deduced that by means of such systematic implementations of reflective practice, EFL university instructors could make a lot more advancements in their professional practices, which implies the necessity of trying new ways and using new tools to understand the beneficial role of reflective practice. Hence, the outcomes of this study add to the existing literature by laying emphasis on a regular and systematic implementation of reflective practice in order to raise awareness of various ways to improve reflectivity and realize the power of reflective practice in teaching. The EFL university instructors' mainly positive feelings about being a part of reflective practices and their future plans and considerations for applying reflective teaching approach in their following practices present an evidence to imply that this study achieved its purpose in provoking reflection and facilitating professional development.

CHAPTER 5
CONCLUSION

This chapter presents the conclusions related to the findings of the current study. First, it summarizes the results. Next, implications for practice are given. Lastly, suggestions for further research are provided.

5.1. Summary of the Study

The concept of reflective teaching has received a growing interest recently, and the value of reflective practice in professional development has been advocated by many researchers. The literature has also brought forward that reflective practice through some ways would help teachers realize the critical role of reflecting upon their experiences, strengthen their teaching skills, understand the potential of working collaboratively; and thus stimulate their self-renewal. Considering the great benefits of reflection in teaching, the driving force behind this study was to provide EFL instructors who were not using reflective teaching regularly with opportunities for reflective practices in order to increase awareness about themselves and boost their professional growth.

The present study aimed at involving EFL university instructors in reflective teaching practices and identifying their perceptions on these reflective practices through the use of three different reflective tools. This study was a systematic and regular implementation of reflective practice with the help of various tools. The whole study lasted for 15 weeks and a total of eight EFL university instructors participated in the study. In the second term of 2014-2015 academic year, first all the participants received training for two weeks on the reflective practices they would be engaged in. During this training, sufficient information about the concept of reflective practice and about how to utilize three selected reflective tools were provided to the teachers prior to the implementation of the study. After the training, the participants were engaged in reflective practices through these tools; respectively diary writing, video analysis, and peer sessions for nine weeks. In order for teachers to use reflective tools, the guidelines were also provided beforehand. They were asked to write one reflection about their

views on the use of the tools after they used each of them. On the completion of the reflections, in one week the perception questionnaire was administered and semi-structured interviews were conducted with the participants. As a consequence, qualitative data were collected from different research instruments such as reflections on the use of reflective tools, the perception questionnaire, and semi-structured interview. The results of the qualitative data regarding the participants' perceptions about the use of reflective tools and their overall views on being involved in the reflective practices are summarized separately as in the following:

- The first reflective tool used in the study was **reflective diary**. Regarding this tool, three main categories were formed as a consequence of the qualitative analysis. The participants stated that participating in reflective practice through diary affected them positively in terms of 'awareness about teaching' and 'student related issues'. More specifically, the participants raised awareness about their methods and materials, past teaching experiences, strengths and weaknesses. Furthermore, they became conscious of the value of reflectivity for teachers' development. The teachers also thought that diary was an important opportunity for self-renewal. Regarding student related aspects, they started to pay more attention to students' responses and variety among students. The third and final main category emerged as 'challenges'. A few of the participants mentioned that diary writing was difficult in terms of time and effort. In addition, diary was reported to include subjective opinions.

- With respect to the second reflective tool, **reflective video analysis**, the results displayed that all the EFL university instructors perceived the reflective practice through videos beneficial along with their few negative opinions. Three main categories were identified about their perceptions on the use of videos as a reflective tool. The participants generally reported that video-assisted reflection offered benefits for raising 'awareness about teaching'. Mainly, they increased awareness on strengths and weaknesses, objectivity, classroom management skills, and the value of reflective teaching. With respect to the 'challenges' as the second main category, a few

of the participants declared that video use for reflection required much time and commitment, and also led to stress in the students. The third main category, other(s), involved the participants' opinions about video analysis, which were stated through various positive adjectives.

- Regarding the third reflective tool, **reflective peer sessions**, the findings of the study yielded that all of the participants had positive perceptions on engaging in reflective peer sessions. Through the qualitative analysis, two main categories were found. This reflective tool was reported to help the participants for 'cooperation' with their colleagues. With the help of this peer collaboration, the participants were able to find solutions to classroom problems together, share and develop ideas. Besides, the participants gained 'awareness about teaching'. This awareness was specifically about their methods and materials, and their strengths and weaknesses. Unlike the reflective diaries and video recordings, no negative views on participating in reflective peer sessions were identified.

- Along with the perceptions on each different reflective tool, in order to support the collected data about the participants' perceptions on each separate reflective tool, their overall views related to participating in reflective teaching practices were also found through the perception questionnaire and semi-structured interview. The findings revealed that the teachers' overall perceptions were in parallel with their views regarding three reflective tools. Two main categories concerning the participants' general opinions about the reflective practices were formed. In general, the participants took much advantage of these practices in terms of raising 'awareness about teaching'. Particularly, they became conscious of their methods and materials, strengths and weaknesses, and the power of the reflective practice for teacher's professional enhancement. Moreover, the participants had the opportunity to make self-observation and make future plans for future lessons. The second main category was about the 'challenges' of doing reflective teaching. Similar to the perceptions on the challenges about the reflective diary and video use, the participants

supportively considered that reflective practice in general needs a great deal of time, effort, and discipline. The second part of the perception questionnaire, which includes multiple selection list items, also revealed that the participants mainly had positive views towards the reflective practices they were engaged in. They evaluated their teaching after the class, developed a deeper understanding of their actions and beliefs, and identified their strengths and weaknesses. They also had the chance to change their attitude towards their profession and foster their professional empowerment. Only two participants noted that these reflective practices were time-taking.

As a result, engaging in reflective practice was found as a rather fruitful experience for EFL university instructors in this study. In general, all of the participants profited from the current study. More specifically, they reflected more on their practices, became more conscious of their own teaching beliefs and actions, increased courage to collaborate with their colleagues, and developed intention to do further reflective teaching practices. What is more, they had the opportunity to have a deeper understanding of the value of reflective practice and the effectiveness of reflective tools, which is rather significant for consolidating their teaching skills and improving their professionalism as a teacher.

5.2. Conclusions and Implications

Teacher's continuing professional development is of great significance to cater for the changing and demanding needs of the students. For this end, teachers should able to reflect back on their past teaching experiences, deal with the challenges encountered, and meet the ever-changing needs and expectations of the students (Odabaşı-Çimer & Paliç, 2012). In today's world, it is a necessity to have teachers who are active and autonomous, make true decisions, and take care of various types of students. In such a challenging teaching environment, reflective teaching plays a crucial role to come up with practical solutions, produce new ideas, overcome tough situations, and achieve better teaching outcomes. Recently, reflective practice has received an increasing attention and accepted as an effective method for the development of teachers. Considering this, providing professional opportunities and designing reflective teaching

practices, as implemented and practiced in the current study, appears to be of vital importance in order to foster reflectivity in teachers through different ways; and thus contribute to their professional growth.

The value of reflective teaching as a way of teacher improvement is highlighted by many researchers (Schön, 1987; Zeichner & Liston, 1996; Ferraro, 2000; Russell, 2005; Akbari; 2007; Fat'hi & Behzadpour, 2011; Gün, 2011, Al Mahmud, 2013). In addition, it is assumed that reflective practice has a power to bring about positive important advancements in teachers and help them step into action to empower their teaching practices. In accordance with this assumption, the present study concluded that reflective practice had the potential to offer a profitable experience for EFL university instructors in terms of many aspects. Through this experience, the teachers were able to reflect more, raise awareness about their teaching, identify various ways to nurture themselves, and develop professional dialogue with their colleagues.

Throughout this study, the participants had the chance to participate in reflection in a systematic and regular fashion. This systematic way of doing reflection enabled the participant teachers to become aware of the diversity of reflective teaching tools and the effectiveness of such tools to foster teacher improvement. That is, the present study was a crucial opportunity for teachers to see a variety of ways to reflect upon their actions, beliefs, and feelings in an effective way. Seeing and trying such reflective ways or tools allowed the participants to come to the understanding that they can have the power to make a difference in their teaching through different ways of reflective teaching and to take action towards refreshing and strengthening themselves.

To sum up, the findings of the current study put forward that doing reflective teaching with the help of some reflective tools has considerable merit for teachers' professional enrichment because reflective practice helps to bring up teachers as more reflective, active, and cooperative ones. Moreover, at the end of the study all of the participants stated that they would like to participate in similar reflective practices in the future. They were found to be motivated and determined enough to implement the ideas of reflective practice in their following teaching career. In the light of the teachers'

perceptions in the study on the positive impacts of reflective practice and their increased awareness about their own teaching, the current study offers certain implications so as to pave the way for promoting other teachers' reflective practices and professional improvement.

Firstly, it can be suggested that the outcomes of this research would enlighten the way for education directors. The directors at the faculties, departments, or schools may provide in-service teachers in their institutions with such opportunities to help them to realize the ways of being reflective teachers. It can be advantageous to design similar systematic reflective practice with the help of training for in-service teachers (Ahmad et al., 2013). This systematic reflection necessitates institutional support and assistance in providing necessary time and providing professional teacher trainers (Shukri, 2014). In-service trainings can be arranged at regular intervals throughout the academic year for the purpose of contributing to teachers' lifelong learning. As the current study suggests, once teachers are able to see and try different ways for reflection, they would better understand the great value of reflective practice and get into action in order to nurture themselves professionally.

In this study, three different reflective tools were utilized in order to involve them in reflective practice. However, with the help of in-service trainings, other reflective tools such as teaching portfolio (Khan & Begum, 2012), peer coaching (Snowden, & Matthews, 2010; Garber, 2014; Prince, Soisangwarn & Wongwanich, 2014), peer observation (Day, 2013; Lakshmi, 2014), critical incident analysis (Farrell, 2008; Farrell, 2013) can be introduced to the teachers and used for further reflective practices. In this way, teachers might have an opportunity to see and experience different ways of being reflective and broaden their horizons about reflective teaching method.

Additionally, the use of video-recorded lessons as reflective practice was reported to be the most favorite tool in the current study. Based on this outcome, it can be suggested that educational institutions can make the technical devices available for teachers and enable them to make records of their teaching through these visual

teaching aids. Besides, on the grounds that no negative opinions about reflective collaboration were identified, video use and peer sessions can be combined. This may offer an alternative rich reflective practice for teachers. Specific groups can be organized by the department chairpersons and teachers' video recordings can be examined in detail in the groups as another different reflective teaching practice, which may help to bring about positive changes in teachers.

The teachers in the current study not only gained awareness about their teaching but also about the students' responses, needs, and expectations. This finding can implicate that students can be incorporated into a different study as an important part of reflective teaching practice and their active involvement can be recognized. In this way, the clashes and discrepancies between the teachers' and students' expectations can be investigated and compared by watching the video-recorded lessons. Further, students' feedback for evaluation of teaching can be obtained as another tool for teacher development (Üstünlüoğlu & Can, 2012; Hajdin & Pažur, 2012).

Lastly, it was found that engaging in reflective teaching offered a number of benefits for the participant English teachers at the university level. This underlines the great significance of reflective teaching in helping teachers to become more effective, reflective, and autonomous. Such finding may offer some suggestions to implement the ideas of reflective teaching at the pre-service level before teachers embark on their professional life. Based on the positive findings about the role of reflective practice, such reflective practices can be incorporated into the pre-service ELT curriculum in order to increase awareness about reflective teaching method, encourage teaching development, and thus achieve better teaching outcomes before pre-service teachers step into their teaching career. The method of reflective teaching and the ways of reflective teaching can be taught to the pre-service teachers and can be specifically included in field experience courses for practice in real classrooms. In this way, they can have the opportunity to gain experience in applying reflective method and understanding the powerful role of this method. When they internalize the merit of reflective practice at the university, they can start their professional career more confidently and reflectively. They are also more likely to believe that they can make a

real difference in their teaching practices and skills by reflecting upon their experiences and carrying out the ideas of reflective teaching because just as Socrates states "life without enquiry is not worth living for a man".

5.3.Suggestions for Further Research

Keeping all these implications in mind, the study sets forth several suggestions for further studies. First of all, the present study was carried out with eight Turkish EFL instructors who were teaching English at the university level. Hence, the research findings cannot be generalized to other in-service teachers in other teaching contexts. This study can be replicated in various teaching environments and this replication can help to make comparisons with other teachers' perceptions on their own reflective teaching practices. A further study can be also conducted in which in-service teachers meet and discuss together the effects of the reflective practices they are engaged in, how they feel about, and how they benefit from these practices.

Three reflective tools were included in the study as a way of reflective practice; each of them was used for a certain period of time. In a further research, the teachers may be asked to use each tool for more than three times. In this way, the longitudinal effects of reflective tools can be examined in a well-planned study. Besides, the teachers may have a better chance to more deeply understand the effectiveness of the reflective tools for teachers' growth when they are used in the much longer term.

Further studies can be designed by implementing other different reflective tools. For instance, other reflective tools such as peer observation, teaching portfolio, students' feedback can also be added in a further study. Peers can observe each other's teaching performances, give feedback, and learn from each other's professional eyes through this way of reflection. Moreover, as other different ways of reflective practice, the teachers can keep regular teaching portfolios or they can receive students' feedback on their teaching. The effects of these different tools and the teachers' perceptions on the tools can be also studied, and the findings can be discussed with respect to the findings of the current study.

Even though it was not the aim of the present study to investigate teachers' reflectiveness, in a future study teachers' reflectivity levels and to what extent they reflect on their experiences can be examined before and after they were engaged in systematic reflective practice. In this way, this future study can explore whether engaging in reflective practice brings about a significant change in teachers' reflectivity levels.

There may be some factors that can affect the implementation of reflective practice such as teachers' motivation, their working schedule, their teaching beliefs, their anxiety about engaging in reflection, or their previous knowledge about reflection. A further study can be designed by taking the impacts of these factors on the teachers' practices into consideration.

Additionally, based on Mann and Walsh's (2013) argument, claiming that reflective practice is ruled by written forms of reflection, mainly described as an individual practice, deficiently elaborated about the true nature of reflective tools, and not adequately data-led, it can be suggested that more collaborative, dialogic, evidence-based, and data-led approach which uses appropriate tools can be adopted for further research. In this way, more authentic and concrete reflection is more likely to take place.

Finally, as another further study, the future practices of EFL university instructors in the study, who were found to be motivated to do further reflective practices in the future, can be explored. Data can be obtained to observe how they implement the ideas of reflection and how they use various reflective tools in their following professional experiences.

APPENDICES

Appendix A- Consent Form

Section A. Research Overview

Dear Participant,

The aim of the study is to engage EFL university instructors in reflective teaching practices and to identify their perceptions about these reflective practices and the use of reflective tools. The study will be conducted in the spring term of the academic year of 2014-2015. Throughout the study, you will be asked to participate in reflective teaching practices by keeping a reflective diary, recording your teaching performances, and doing peer sessions with your colleague. Moreover, you will be asked to write reflections on the use of different reflective tools (diary writing, video-recordings, peer sessions), fill out the perception questionnaire, make interviews with the researcher.

Please make sure that

- Your participation in this research study is entirely voluntary - You may choose not to participate in this study.
- Any information provided will be kept confidential.
- Your name will not be identified.
- Data collected from you will be held securely.
- Data analysis will be available on request.
- Your name and signature are used only as proof of reading the consent form.
- You can withdraw at any time without penalty or loss of benefits.

Please complete Section B or C

Thank you.

Özlem ŞİVETOĞLU

Section B. Consent Approval:

I have read and understood Section A above. By signing below I agree that the information given by me will be used for the purposes of the study above.

Name/Surname   : …………………………………………………….
Signature   : …………………………………………………….....
Date   : …………………………………………………….

Section C. Consent Withdrawal:

I withdraw my consent to participate in the research explained in Section A above. By signing below I agree that any information that I am going to provide will not be used for the research purposes above.

Name/Surname   : …………………………………………………..
Signature   : …………………………………………………..
Date   : …………………………………………………..

Appendix B –Background Questionnaire

Name/Surname:

Please answer the following questions in any language you feel comfortable

1) How do you define reflective teaching?

2) Do you think you are a reflective teacher? Why? / Why not?

3) Do you know about different reflective tools in teaching? If yes, briefly write about them.

Thank you so much..

Özlem ŞİVETOĞLU

Appendix C – Guidelines for Writing a Reflective Diary

Name of the teacher : .... **Class** : ....

Subject : .... **Date** : ....

Please write a reflective diary by referring to the guiding questions below. You can write in any language you feel comfortable.

1) What were the essential strengths and weaknesses of the lesson?
2) Do you think the lesson was successful? Why?
3) What, if any, unanticipated learning outcome/s resulted from the lesson?
4) How do you feel about your teaching performance?
5) How effective were the materials you used?
6) If you taught the lesson again, what would you do differently?

Appendix D- Reflective Questions for Video Analysis

Name of the teacher : ....   **Class**   : ....

Subject   : ....   **Date**   : ....

Please answer the following questions after watching the record of your lesson. You can write in any language you feel comfortable.

1) What are my strengths and weaknesses in this class?
2) Did I often check students' understanding, attention, interest during the lesson?
3) Did I use English correctly and properly?
4) Did I appear self-confident and enthusiastic during the teaching?
5) Did I use body language and voice effectively?
6) Did I deal with the problems skillfully?
7) How do I feel about seeing myself on the videos while teaching?

Appendix E- Critical Incidents Protocol (For Shared Reflection)

by Hole & McEntee (1999)

Step 1: Write stories.

Each teacher writes briefly in response to the question: What happened? (10 min.)

Step 2: Choose a story.

Each teacher decides which story to use in peer sessions. (5 min.)

Step 3: What happened?

Each teacher reads their written account of what happened and sets it within its context. (10 min.)

Step 4: Why did it happen?

Colleagues ask clarifying questions to each other about the incident. (5 min.)

Step 5: What might it mean?

Each partner raises questions about the incident. They discuss the incidents as professional, caring colleagues (15 min.)

Step 6: What are the implications for practice?

Each partner responds and they discusses the implications for their future practice. (15min.)

Step 7: Debrief the process.

The partners talk about the process and how it helped them to reflect and gain new insights. (10 min.)

Source: Hole &McEntee (1999)

Appendix F –Questions for Reflection after Each Different Reflective Practice

Name /Surname:

Please answer the following questions in any language you feel comfortable.

1) How do you feel about diary writing/ video recording/ peer session in general?

2) Do you think that this reflective practice helped you become a more reflective teacher? Why / why not? Please explain.

3) Do you think that engaging in this reflective practice helped you improve yourself as a language teacher? Why / why not? Please explain.

Thank you so much..

Özlem ŞİVETOĞLU

Appendix G- Perception Questionnaire about Reflective Practice

Dear Participant,

This questionnaire is designed with the aim of finding out your perceptions about your reflective practices. To that end, your intimate responses are very important in order to obtain real data and reach more accurate findings. Please read and respond each statement carefully by considering your reflective teaching practices. Thank you very much in advance for your time and participation.

Özlem ŞİVETOĞLU

A. Answer the following questions

1) In general, what do you think about being engaged in reflective teaching practices?

2) What do you think about the reflective tools (reflective diaries/video recordings/peer sessions)? Please write your comments for each of them separately.

Reflective diary:

Video:

Peer Sessions:

3) Would you like to do reflective teaching in your future teaching practices?
   Why/why not?

B. Did engaging in reflective practice help you improve yourself as a language teacher?

Yes ( )   No ( )

If your answer is *yes,* in what ways was the overall reflective practice helpful for you?

(Please put (X) for your response(s) to the following statements. More than one answer is possible)

1. ( ) I could evaluate my teaching after the class.
2. ( ) I could gain a better understanding of my actions in the class.
3. ( ) I could identify my strengths as a language teacher.
4. ( ) I found reflective practice time consuming.
5. ( ) I could identify my weaknesses as a language teacher.
6. ( ) I could enhance my professional development.
7. ( ) I refrained from meeting my colleagues.
8. ( ) I could change the way of my teaching.
9. ( ) I could change my attitude towards my profession.
10. ( ) I continued my teaching in the way I used to.
11. ( ) I could change my attitude towards students.
12. ( ) I had more courage to collaborate with my colleagues.
13. ( ) I became more self-confident as a language teacher.
14. ( ) I feel more confused now.
15. ( ) Other (please specify) …………………………………….
    …………………………………………………………….

Appendix H- Semi-Structured Interview Questions

1) What do you think about participating in reflective teaching practices in general?

2) How do you evaluate yourself before and after the study in terms of your reflective teaching?

3) How did engaging in reflective practice affect you as a language teacher?

4) What do you think about the reflective tools (diary writing/video recording/peer sessions)?

5) Would you like to participate in such reflective teaching practices in the future? Why?

(Turkish version)

1) Yansıtmalı öğretim uygulamalarına katılmakla ilgili genel olarak ne düşünüyorsunuz?

2) Yansıtmalı öğretim uygulamalarınızı dikkate alarak kendinizi bu çalışmanın öncesinde ve sonrasında nasıl değerlendirirsiniz?

3) Yansıtmalı öğretime katılmak bir dil öğretmeni olarak size nasıl etkiledi?

4) Yansıtmalı öğretim araçlarıyla ilgili ne düşünüyorsunuz? (diary writing/video recording/peer sessions)?

5) Gelecekte yansıtmalı öğretim uygulamalarına katılmak ister misiniz? Neden?

Appendix I- Presentation for Training about Reflective Practice (Session 1)

REFLECTIVE PRACTICE

WHAT IS REFLECTION?

* "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1910)

* "an important human activity in which people recapture their experience, think about it, mull it over, and evaluate it" (Boud et al. ,1985)

WHAT IS REFLECTION?

* "the process of mirroring the environment non-judmentally or critically for the purpose of decision-making" (Milrood, 1999)
* "a theory of metacognition which directs skilled behavior during professional activity or assists in the deliberative processes which occur during problem solving" (Williams, 1998)

SIGNIFICANCE OF REFLECTIVE PRACTICE

* a process of **critical investigation into one's own teaching experiences** to enhance the quality of teaching and learning (Schön,1987)
* helps Ts **gain a broader understanding of their teaching practices** (Ferraro, 2000)
* helps Ts **develop new perspectives and improve their professional actions** (Osterman, 1990; Fatemipour, 2013)
* helps Ts **think reflectively, become conscious of and regulate their own learning** by deliberatively evaluating themselves (Sezer, 2008; Blank 2009)

WHO ARE REFLECTIVE TEACHERS?

* "always involved in continuous cycle of self-observation and self-evaluation in order to have a better understanding of their own actions" (Clark, 1995)
* "should have the attitudes of open-mindedness, whole-heartedness, and responsibility" (Dewey, 1933)
* "intentionally, consciously, systematically frames and reframes practices in the "light of consequences of our actions, democratic principles, and the beliefs, values, expectation, and experiences that we as teachers bring to the teaching-learning event" (Serrafini, 2002)

REFLECTIVE TOOLS TO BE USED IN THE STUDY

* Reflective diaries
* Video-recordings
* Peer sessions

Reflective diaries

* A reflective diary or journal is defined as "typically a notebook, booklet of blank pages, or any other source for students to record thoughts, reactions to learning experiences, and even innermost fears about a learning activity" (Hiemstra, 2001)

Benefits of Keeping a Diary

* helps teachers question and monitor what they do in their teaching practices
* helps teachers consciously examine and analyze themselves
* helps teachers gain understanding about their own beliefs and knowledge about language teaching and learning
* helps teachers develop a deeper understanding of their teaching styles, explore their own beliefs, and more confidently look back on their teaching experiences
* enables teachers to realize their strengths and weaknesses

Benefits of Keeping a Diary

Sample 1

Over the past four months, my educational philosophy has evolved and strengthened. My belief that schools should nurture the whole child was reinforced just as my belief that teachers have an unimaginable influence over their students was. I have witnessed the care that teachers and administrators show towards each and every student at Campus Middle School. The importance placed on each individual student was refreshing and sometimes overwhelming. This is something that I respect and admire about the staff at Campus. They work tirelessly to reach all learners, even if this means spending extra time brainstorming ways to do so, differentiating for students, or spending extra time, outside of class, with students.

My classroom management style has most definitely evolved throughout this time. I adapted my style to fit that of my cooperating teacher's. It took me a bit to feel comfortable doing so, but as a result, I feel much more aware of what is going on in the classroom than I did at the beginning of the year. In the beginning of the year I was largely focused on building connections with my students. Once I started teaching, my focus transitioned to that of making sure my instruction and expectations were clear and direct. Once I became comfortable with my instruction, I began to focus more on individual students that I knew were struggling, and my classroom management as a whole. A personal goal I have for the near future is to really focus on my classroom management for the remainder of my time as a student teacher. This is often something that sets veteran teachers apart from first year teachers. While four months of teaching and practicing classroom management is much different than the years of practice a veteran teacher has, I want to continue to build confidence regarding my classroom management style. I have learned that more often than not, an individual private conversation with a student is all it takes to get a student back on the right track.

Sample 2

I love everything about teaching. Sometimes I get home and think, "That was a great day. We tried something new and it worked. They had fun, I tricked them into practicing some problems." Other days are frustrating. No-one does anything I ask them to and they procrastinate and play with their ipods. I feel like a failure, but I go home thinking, "I need to come up with a new trick. We need to try something different." And we do. I love it when a student finally decides to come in for extra help, and says "Oh, now I get it." I love it when they say "Have a good weekend, Meg", and when they bring me left over tea from the coffee shop out of their tea pot. I give them quizzes, and one class does well and the other doesn't. "Hmmmm, need to try something different."

I have an idea about what kind of teacher I want to be and what I want my teaching to look like. It's frustrating when I have a day that makes it clear I am not there yet. I have come to realize it takes a lot of time and experience to gather a complete bag of tricks and skills. Each year I teach the same class, I can add new ideas on how I cover the subject matter, but there is no way to short circuit that process. Each trick is added to the bag one at a time, and I will have to complete many years of teaching before I have mastered the best techniques for explaining concepts, the best language to use, the best activities and games. I still need to learn the important concepts that must be included each year, and the best schedule to follow to ensure that all the topics are covered. I like math, and I can do the math and realize that after teaching 3-5 years, I will have collected enough tools to be a great teacher. Unfortunately, impatient as I am, I can't fast-forward to five years from now. "Rome was not built in a day." No kidding. Since I'm so enjoying my teaching right now, I'm real excited about the opportunity to transition from student to teacher. I am looking forward to finishing my studies and putting all of my energies into teaching.

Sample 3

Could one teacher make a difference? That's a question I have been asking myself since I made the decision to switch careers at the age of forty-six. I stopped being a university professor, a scholar of Chinese poetry and textual criticism, and a teacher of comparative literature who read seven languages, and started being a K-12 teacher.

Over the course of my first year I taught students with remarkably different abilities. In the same class, I had students who read at the fifth-grade level and students whose abilities were comparable to college students. I taught students who were eager to learn, students with a "who-cares" attitude, and students who were just plain angry about being in school. Some kids benefited from strong support systems. Others were struggling to function in unstable family situations. Students entered my classroom with different skills and different needs as human beings -- and my days (and often my nights) were consumed with trying to help them.

How to Write Reflective Diaries

- **a regular reflective diary** about a lesson that you have taught
- referring to the **reflection prompts** that are prepared based on Pultorak's (1993) reflective questions.
- during **a three week period**
- in any language you feel comfortable
- **confidentiality** of your ideas and **anonymity** of your names guaranteed

How to Write Reflective Diaries

Guidelines for Writing a Reflective Diary

1) What were the essential strengths and weaknesses of the lesson?
2) Do you think the lesson was successful? Why?
3) What, if any, unanticipated learning outcome/s resulted from the lesson?
4) How do you feel about your teaching performance?
5) How effective were the materials you used?
6) If you taught the lesson again, what would you do differently?

Reflective Video recordings

You will be instructed to
- **record your teaching performances three times** during a three-week period
- **watch** your teaching videos after the class
- write about it by **addressing the guiding questions** that will be given to you
- explain your ideas **in any langugae you feel comfortable**

Reflective Video recordings

Questions after watching the video

1) What are my strengths and weaknesses in this class?
2) Did I often check students' understanding, attention, interest during the lesson?
3) Did I use English correctly and properly?
4) Did I appear self-confident and enthusiastic during the teaching?
5) Did I use body language and voice effectively?
6) Did I deal with the problems skillfully?
7) How do I feel about seeing myself on the videos while teaching?

How to Record Your Lesson

- You will be given **a camera and a tripod**
- Find **the right angle and a place** for you in the back of the class to be able to hear and see well after the class
- If you use the board in your recorded lesson, make sure that the marker is bold enough and the color is dark enough, so it can be easily read in the video
- Moving the camera or pausing the recording while teaching can be distracting. Please do not this.

Reflective Peer Sessions

- meet three times during **a three-week period**
- select **a striking event/incident** from one of your lessons,
- **talk about** the event in detail, how you **felt about** the event, how you **reacted** to it and **dealt with** it
- express to your peer **what s/he would do if s/he experienced the same event.**

each time, the peers will change

Guidelines for Peer Sessions

Step 1: Write stories.
Step 2: Choose a story.
Step 3: What happened?
Step 4: Why did it happen?
Step 5: What might it mean?
Step 6: What are the implications for practice?
Step 7: Debrief the process.

At the beginning

You will be asked to

o write a reflective diary after one of the classes
o record one of the lessons
o participate in one peer session

in order to learn about your first experiences, recognize possible problems, and take care of those problems before starting the actual study.

Özlem ŞİVETOĞLU

Appendix J-Samples from Teachers' Background Questionnaire

Background Questionnaire

Name/Surname:

Please answer the following questions in any language you feel comfortable

1) How do you define reflective teaching?

> As far as I know, it is a kind of evaluation of the past teaching experiences. Thanks to this evaluation, a teacher can analyze his/her teaching process and see his/her mistakes thus it helps the teacher to come up with new ideas for better teaching.

2) Do you think you are a reflective teacher? Why? Why not?

> Unfortunately, I'm not. I don't do anything about analyzing my past teaching. I just go to the class and teach the subject matter but I've never gone back in time so as to see my teaching defects and to correct them.

3) Do you know about different reflective tools in teaching? If yes, briefly talk about them

> Sorry! I don't know anything about it.

Thank you so much..

Özlem ŞİVETOĞLU

osivetoglu@kastamonu.edu.tr

Background Questionnaire

Name/Surname:

Please answer the following questions in any language you feel comfortable

1) How do you define reflective teaching?

> Reflective teaching is a process in which teachers reflect on their own teaching by evaluating the teaching activities they do in class and considering how well students learn to lead to a better teaching environment.

2) Do you think you are a reflective teacher? Why? Why not?

> I do not think I am a reflective teacher. Although I try to reflect on my teaching and consider students' feedback from time to time, I do not do it using particular techniques in a systematic way.

3) Do you know about different reflective tools in teaching? If yes, briefly talk about them

> I am not familiar with reflective tools in teaching. But I do think that recording a lesson can be used for self observation. Moreover, taking students' feedback can be an effective tool to evaluate the teaching process.

Thank you so much..

Özlem ŞİVETOĞLU

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Appendix K- Samples from Teachers' Reflection on Diary Writing

Name /Surname :

1) How do you feel about diary writing in general?

> To my mind, it was very boring at first but day by day it helped me to see my teaching defects and to correct my mistakes. On the top of that, it is very effective as it is a kind of analysis of the teaching process.

2) Do you think that this reflective practice helped you become a more reflective teacher? Why / why not? Please explain.

> I think so. Because it enabled me to go back in time and to face off my post teaching process thus I could have the chance of seeing and correcting my mistakes. Moreover, It also allowed me to revise my teaching methods.

3) Do you think that engaging in reflective practice helped you improve yourself as a language teacher? Why/why not? Please explain.

> Of course. First of all, as mentioned above I could face off my mistakes and I could have the opportunity of correcting them. Moreover, I could review my teaching methods and materials.

Name /Surname :

Please answer the following questions in any language you feel comfortable

1) How do you feel about diary writing in general?

> Diary writing makes me find out the mistakes I do while teaching English, or it makes me realise the points I am good at and I correct my mistakes and I keep going with the ways I do correctly. When I read my writing, I can pay more attention to the responses of the students and I can evaluate them better. I can ponder upon them longer.

2) Do you think that this reflective practice helped you become a more reflective teacher? Why / why not? Please explain.

> Even though it takes time taking down notes, it helped me a lot to evaluate myself meticulously as a teacher. I could evaluate myself objectively, from another point of view. I could find out my deficiencies, my mistakes in teaching. I could find out that the materials I'm using are enough or not enough. I could take my time thinking about how I teach, what I should do and what I shouldn't do. If you have something written in your hands, It's more solid and it helps you a lot while thinking.

3) Do you think that engaging in reflective practice helped you improve yourself as a language teacher? Why/why not? Please explain.

> It helped me a lot because before engaging in that reflective practice, I did think of the way I teach English, the materials I used; however, now I'm more knowlegeable about reflective teaching and reflective tools. I am more aware of what I am doing now. I am more conscious of the way I teach, where it lacks and where it's sufficient. A language teacher must improve herself as the language itself is a whole new world Thank you so much.. to be discovered and to be thought about.

Appendix L- Samples from Teachers' Reflection on Video Analysis

Name /Surname :

Please answer the following questions in any language you feel comfortable.

1) How do you feel about video recording in general?

> I feel that it is one of the best methods to evaluate myself. Although noone wishes to accept his mistakes, video recording shows us to dos, and not to dos in language teaching. Now I believe that teachers should record themselves at least once in a semester.

2) Do you think that this reflective practice helped you become a more reflective teacher? Why / why not? Please explain.

> I think it helped. I saw my mistakes and write down them not to do again. It was my first time to see myself teaching after a 5 year experience. Video recording practice gave me a chance to see myself in the eyes of my students.

3) Do you think that engaging in reflective practice helped you improve yourself as a language teacher? Why/why not? Please explain.

> It is really important that language teachers (especially in Turkey) show great attention to attract students. Students have a tendency to lose their concentration at the course of learning a language, Insisting on mistakes by teachers may cause to lose students attention, so being aware of strengths and weakness will contribute to my teaching performance in the future.

Thank you so much..

Name /Surname :

Please answer the following questions in any language you feel comfortable.

1) How do you feel about video recording in general?

> It was illuminating and strange to see myself on the screen teaching the students. It was a new and extraordinary experience for me.

2) Do you think that this reflective practice helped you become a more reflective teacher? Why / why not? Please explain.

> Yes, it helped a lot. Now, I'm aware that I should use more body language and roaming in the class to have the full view of the students.

3) Do you think that engaging in reflective practice helped you improve yourself as a language teacher? Why/why not? Please explain.

> Yes, it does. I hope I shall dwell on myself to be a more energetic teacher dealing with the students face to face while observing them closely.

Thank you so much..

Appendix M-Samples from Teachers' Reflection on Peer Sessions

Name /Surname :

Please answer the following questions in any language you feel comfortable.

1) How do you feel about peer sessions in general?

It is helpful. Yes, I found it very helpful. Asking someone about one's problem helps one to see different ways/approaches to the problem, so I felt that while talking with my partner. It was a good practice to see myself and my problems from her eyes and it was good to know her closely. I felt myself pleasant while talking about my problems about courses and giving advice or my point of view about her problems

2) Do you think that this reflective practice helped you become a more reflective teacher? Why / why not? Please explain.

I can say that it helped so much. Sometimes living in my routine, I can miss something or catch some problems which I don't know how to solve them. So it is helpful to ask some one about the problem I talked with my partner about my three problems, and I saw that there were different ways to overcome the problems.

3) Do you think that engaging in reflective practice helped you improve yourself as a language teacher? Why/why not? Please explain.

Yes, I do. In previous practice (evaluating myself with camera) had helped me see myself from students' eyes and in an objective view. This time, I had a chance to see myself from my partner's eyes. Besides, I saw that I didn't decide how to act calmly while I was experiencing those events, while experiencing, I did mistakes; but I had a chance to correct them. Nevertheless, I wish I didn't do them, and I have to prevent those mistakes. My partner's view was helpful in that point. I saw that I had been furious during the experience. And while I was talking on them with my partner, I realised that I was calm and I was able to express and see them clearly. I had to be calm during those events happening, too. There is nothing to change the past but from now on I will be more careful about those kinds of events. In this respect I think it is a helpful practice to talk with a partner. It gives a chance to admit "I made a mistake and I'll try to never do that" and my partners' view helps me that "try to never do" side.

Thank you so much..

Name /Surname :

Please answer the following questions in any language you feel comfortable.

1) How do you feel about peer sessions in general?

My peer was so gentle and nice. I focused on language points but he focused on interpersonal problems. It was a valuable activity for us. He advised me useful things. But the most important thing was that I realised the problems I experienced wasn't as big as I thought. I was so nervous but he made me calm down. This activity helped me understand asking a peer isn't an ashaming process.

2) Do you think that this reflective practice helped you become a more reflective teacher? Why / why not? Please explain.

Yes, of course. Discussing the problems with someone else always brings a person a fresh view. During the discussion session I faced my problems and I was in seek of a solution with my peer. Mutually we contributed to each other and I realised some points could be handled more easily than I thought. I believe that our classrooms will be more well developed if we conduct the ideas we exchanged.

3) Do you think that engaging in reflective practice helped you improve yourself as a language teacher? Why/why not? Please explain.

Definetely, yes. I had problems with some language points. My peer helped me realise that this problems could happen any times. He advised me some practical solutions. He was more useful for me than I was useful for him because he had just some behavioural problems. Now, I feel more comfortable because I know how to fight with these language mistakes.

Thank you so much..

Appendix N-Samples from Teachers' Perception Questionnaire

Dear Participant,

This questionnaire is designed with the aim of finding out your perceptions about your reflective practices. To that end, your intimate responses are very important in order to obtain real data and reach more accurate findings. Please read and respond each statement carefully by considering your reflective teaching practices. Thank you very much in advance for your time and participation.

Özlem ŞİVETOĞLU

A. Answer the following questions

1) In general, what do you think about being engaged in reflective teaching practices?

> I am totally positive about being engaged in reflective teaching practices as I have found a chance to see my mistakes from a distant point. At this modern age, lecturers must be open to reflective teaching methods not to stay old fashioned and out of date.

2) What do you think about the reflective tools (reflective diaries/video recordings/ peer sessions)?
Please write your comments for each of them separately.

> Reflective diary: Diaries are good means to help record the feelings and ideas that cannot be remembered afterwards. By using diaries, lecturers can go back and catch specific details happened in a particular classroom.
>
> Video: My favourite tool is video during reflective teaching practices because it's the best way to observe oneself without any curtains. Personally, I have changed some of my teaching style, for example my speed of using English.
>
> Peer Sessions: More or less English lecturers have the same problems in classrooms. Peer sessions give different perspectives to solve same kind of problems. As every lecturer has his/her own style, one can compare himself/herself by listening and discussing with his/her peer.

3) Would you like to do reflective teaching in your future teaching practices? Why/why not?

> I am planning to use reflective teaching methods in my future teachings because I have realized its beneficial effect on my teaching. Especially, I feelt more secure when I got positive feedbacks from my students on changing some of my styles. When considered as a mirror, reflective teaching help you become a better teacher.

B. Did engaging in reflective practice help you improve yourself as a language teacher?

Yes (X)   No ( )

If your answer is *yes*, in what ways was the overall reflective practice helpful for you?

(Please put (X) for your response(s) to the following statements. More than one answer is possible)

1. (X) I could evaluate my teaching after the class.
2. (X) I could gain a better understanding of my actions in the class.
3. (X) I could identify my strengths as a language teacher.
4. ( ) I found reflective practice time consuming.
5. (X) I could identify my weaknesses as a language teacher.
6. (X) I could enhance my professional development.
7. ( ) I refrained from meeting my colleagues.
8. (X) I could change the way of my teaching.
9. (X) I could change my attitude towards my profession.
10. ( ) I continued my teaching in the way I used to.
11. (X) I could change my attitude towards students.
12. (X) I had more courage to collaborate with my colleagues.
13. (X) I became more self-confident as a language teacher.
14. ( ) I feel more confused now.
15. ( ) Other (please specify) ………………………………………………………..
    ………………………………………………………………………………..

Dear Participant,

This questionnaire is designed with the aim of finding out your perceptions about your reflective practices. To that end, your intimate responses are very important in order to obtain real data and reach more accurate findings. Please read and respond each statement carefully by considering your reflective teaching practices. Thank you very much in advance for your time and participation.

Özlem ŞİVETOĞLU

A. Answer the following questions

1) In general, what do you think about being engaged in reflective teaching practices?

> They are useful practices for me. Before these practices, I was thinking about my teaching, too, but not much. Without spending more time on writing, reading, seeing and talking on it, maybe I didn't see the reason of the problems. It is a more systematic way to think on teaching process. Because I wrote a diary, I watched my video, I talked my partner. They are all important for an evaluation period. After all steps; it is easy to make essential changes or addition for a more qualified lesson.

2) What do you think about the reflective tools (reflective diaries/video recordings/ peer sessions)? Please write your comments for each of them separately.

> **Reflective diary:** It's an effective way to write a diary after the lesson or at the end of the day not to forget about important events of the lesson. Writing makes my thought of course unforgettable, it gives me the chance to evaluate myself. I think it's also helpful to observe students' reaction as writing it, I remembered my students' attitudes towards the lesson. Maybe it is hard to write a diary regularly, but at least, it is important to keep a written record about events you find serious.

> **Video:** It was stressful at the beginning, but I found it enjoyable later. Its most effective side is to let me see myself from the eyes of students. Maybe I was still subjective while keeping written record. On the other hand, while I was watching myself, I saw myself objectively. And while giving lesson, I still had a personal view on students, and while watching the lesson, I had a chance to see them objectively, too. It's more effective than diary in criticising and observing the lesson & myself.

> **Peer Sessions:** While having difficulties or problems, it is important to take a colleague's (or more) view. While experiencing some events, we can't clearly see a better way, or we can get furious during the event. An eye of a person who has experiences like yours show you what you should do easily. You can evaluate the event with him/her in his/her view. You have a chance to see his/her reaction. His/her experiences or explanation can help you with your problems or your next experiences. I found it helpful to talk with a colleague and take his/her view.

3) Would you like to do reflective teaching in your future teaching practices? Why/why not?

Yes, I would. At least one time in each term. I used to make students write something about my teaching attitude, the lesson context and equipment and themselves at the end of the term or the year. Now I see that the end of the term/year is too late to realise something or take notes to make things better, so that this kind of reflective practices can help me to increase the quality of the lesson, to keep students' motivation in high levels. I don't know if I record myself; but I'm sure I'll think about the strenghts and weaknesses (especially weaknesses) of the course and get some precaution for the next lesson. It is important to criticize oneself as a teacher.

B. Did engaging in reflective practice help you improve yourself as a language teacher?

Yes (✗)   No ( )

If your answer is *yes*, in what ways was the overall reflective practice helpful for you?

(Please put (X) for your response(s) to the following statements. More than one answer is possible)

1. (✗) I could evaluate my teaching after the class.
2. (✗) I could gain a better understanding of my actions in the class.
3. (✗) I could identify my strengths as a language teacher.
4. ( ) I found reflective practice time consuming.
5. (✗) I could identify my weaknesses as a language teacher.
6. (✗) I could enhance my professional development.
7. ( ) I refrained from meeting my colleagues.
8. ( ) I could change the way of my teaching.
9. ( ) I could change my attitude towards my profession.
10. ( ) I continued my teaching in the way I used to.
11. (✗) I could change my attitude towards students.
12. (✗) I had more courage to collaborate with my colleagues.
13. (✗) I became more self-confident as a language teacher.
14. ( ) I feel more confused now.
15. ( ) Other (please specify) …………………………………………………..
    …………………………………………………………………………..

Appendix O-Transcripts of Semi-Structured Interviews (T1-T2-T3)

(Teacher 1)

I: Merhaba.

T1: Merhaba Özlem.

I: Nasılsınız?

T1: İyiyim teşekkürler. Siz nasılsınız?

I: Ben de iyiyim teşekkürler (.) Öncelikle çalışmamın amacını söyleyerek başlamak istiyorum… Bu çalışmamın amacı; üç farklı yansıtmalı öğretim aracını kullanarak üniversitede çalışan dil öğretmenlerini yansıtmalı öğretim uygulamalarına katmak ve onların bu uygulamaya karşı ve her bir yansıtmalı öğretim aracına karşı olan algı, düşünce ve hislerini öğrenmek (.) Sizinle şimdi yapacağımız görüşme izninizle kayıt altına alınacak ve vermiş olduğunuz bilgiler ve isminiz gizli tutulacaktır.. Şimdi izin verirseniz birinci sorumdan başlamak istiyorum. Birinci sorum şu: Yansıtmalı öğretim uygulamalarına katılmakla ilgili olarak genel fikriniz nedir? ↑

T1: (1.5) Bu çalışmaya katılmak, öğretmenliğini geliştirmek, kendini geliştirmek, ve yeni fikirler ve tecrübeler edinmek için gerçekten iyi bir yol… Genel fikrim şu ki, tüm dil öğretmenleri böyle çalışmalara katılmalılar. Böylece kendi öğretmenliklerini, kendi kişiliklerini daha iyi anlayacaklar (.) ve diğer öğretmenlerle kendi fikirlerini paylaşacaklar.

I : Hmmm::: Teşekkürler cevabınız için (.) Diğer sorum şu: Bu çalışmanın öncesinde ve sonrasında kendinizi nasıl değerlendirirsiniz?

T1: (1.7) Mmm::: bu çalışmadan sonra, öğretmenlik uygulamalarıma daha dikkat ediyorum. Sınıfta ne yapmam gerektiğine, sınıfta neleri tolere etmem gerektiğine, öğretmenliğimde neyi değiştirmem gerektiğine çok daha fazla dikkat ediyorum. Hmm::: ayrıca öğrencilerimin konuyu anladıklarından emin olmak istiyorum. Çalışmadan sonra şunu farkına vardım. Değiştirebileceğim ve geliştirebileceğim birçok şey varmış öğretmenliğimle ilgili (.) bu uygulamayla kendimi değiştirip, geliştirdiğime inanıyorum.

I: Ne mutlu... Peki bu yansıtmalı öğretim uygulamasına katılmak bir dil öğretmeni olarak sizi nasıl etkiledi?

T1: = Beni çok pozitif bir şekilde etkiledi. Bazen kendimizi öğretmenliğe çok kaptırıp, kimi zaman öğrencilerin öğrenemediklerini gözden kaçırıyoruz = Öğretmenlikle o kadar meşgul oluyoruz ki her şeyi doğru yaptığımızı düşünüyoruz… Ben bu çalışma sayesinde geriye dönüp bakabildim, değişiklikler yapabileceğimi gördüm hem kendi öğretmenliğimin daha iyi olması hem de öğrencilerimin daha iyi olması için (.) Bu çalışma değişiklik yaratmak için en iyi fırsat oldu benim için.

I : Anladım:: Peki çalışma boyunca kullandığınız yansıtmalı öğretim araçlarıyla ilgili ne düşünüyorsunuz?

T1: (2.0) Bence, bu araçların üçü de çok etkili araçlar… İlk olarak, günlük yaptığınız şeyleri kaydetmenin en iyi yolu. Ayrıca öğretmenlik sürecinizi görmek için yardımcı oluyor (.) Sürecin iyi gidip gitmediğini gösteriyor ya da bir değişiklik yapmak gerekip gerekmediği konusunda yardımcı oluyor = Aslında kişiyi disipline ediyor, çünkü günlük öğretmenlik tecrübelerinizi kaydetmenizi sağlıyor…Bunu saklayıp, geri dönüp bakabiliyorsunuz.   Öğrenci   profilinize   göre   öğretmenlik   stilinizi   değiştirip geliştirebiliyorsunuz (.) Bazen sınıfınızda çok değişik öğrenci profilleri olur..Günlüğe geri dönüp bakmak hangi öğrenci profiline hangi öğretmenlik metotlarının uygun olduğunu gösterir.

I: Peki diğer araçlar için ne söylersiniz?

T1: =İkincisi video, bence harika bir araç (.) Kendinize güveninizi artırmak istiyorsanız, sesinizin hızını, tonunu duymak istiyorsanız, ve öğrencilerden gelen geri dönütleri görmek istiyorsanız bu çok iyi bir yol… Bazen kendimizi sınıfta ders anlatırken çok kaptırıp, öğrencilerin sorularına onların istediği cevabı vermeyebiliriz = Videolar bunların hepsini gösteriyor. Ayrıca sunum yeteneğinizi, vücut dilinizi geliştirmenizi, vurgu ve tonlamanıza dikkat etmenizi sağlıyor. Peer sessions'a gelince en çok bundan faydalandım. İş arkadaşlarımla bir araya gelip konuştuğumuzda aynı problemleri yaşadığımızı gördüm. Birlikte çözümler bulduk, reflection yaptık.

I : Bunları duymak ne güzel…Gelecekte bu tarz çalışmalara katılmak ister misiniz?

T1: Kesinlikle çok isterim.

I: Çalışmama katıldığınız için çok teşekkür ederim.

T1: Rica ederim. Benim için bir onurdu..Bol şans diliyorum size.

I : Teşekkürler, görüşmek üzere.

T1: Görüşürüz. ((gülüşmeler))

(Teacher 2)

I : Hocam merhaba, öncelikle çalışmamın amacını söyleyerek başlamak istiyorum..Bu çalışmamın amacı; üç farklı yansıtmalı öğretim aracını kullanarak üniversitede çalışan dil öğretmenlerini yansıtmalı öğretim uygulamalarına katmak ve onların bu uygulamaya karşı ve her bir yansıtmalı öğretim aracına karşı olan algı, düşünce ve hislerini öğrenmek… Sizinle şimdi yapacağımız görüşme izninizle kayıt altına alınacak ve vermiş olduğunuz bilgiler ve isminiz gizli tutulacaktır(.)Şimdi izin verirseniz birinci sorumdan başlamak istiyorum. Müsaadenizle birinci sorumdan başlıyorum. Birinci sorum şu: Yansıtmalı öğretim uygulamalarına katılmakla ilgili olarak genel fikriniz nedir?

T2: Iıı::: yansıtmalı öğretim uygulamaları, bu çalışmadan haberim olduğunda bildiğim bir konu değildi, bu nedenle nasıl katkıda bulunacağım konusunda çok da emin değildim=Aşina olduğum bir iki noktayla başladım. Aslında benim için de iyi olacak diye düşünüyorum. Böylece adını bildiğim ama hakkında çok fazla bir şey bilmediğim bir konu hakkında daha fazla bilgi sahibi olmak ve üzerinde düşünmek fırsatı buldum… Belki gelecekte bunu da kendi işimde kullanıcam (.) Bu nedenle olumlu bakıyorum, olumlu yaklaşıyorum.

I: Teşekkür ederim. İkinci sorum şu: Yansıtmalı öğretim uygulamalarını dikkate alarak kendinizi bu çalışmanın öncesinde ve sonrasında nasıl değerlendirirsiniz? ↓

T2: (2.1) Dediğim gibi bildiğim bir alan değildi. Bu nedenle yansıtmalı öğretim konusunda bir kere bir şeyler öğrenmiş oldum ve bunun beni geliştirdiğini düşünüyorum… Bu yöntemleri artık daha dikkatle uygulayabileceğimi düşünüyorum.

I: = Daha bilinçli olduğunuzu düşünüyorsunuz galiba?

T2: Evet daha bilinçliyim(.) Bu nedenle başı ve sonu arasında bu çalışmanın bir fark fark ediyorum.

I: Tamamdır (1.4) Yansıtmalı öğretime katılmak bir dil öğretmeni olarak sizi nasıl etkiledi?

T2: Bir dil öğretmeni olarak beni nasıl etkiledi ? ::: Her şeyden önce hakkında fazla bilgi sahibi olmadığım bir alan olduğu düşünüldüğünde bir eksiğimi fark etmiş oldum = Çünkü dediğim gibi aldığım eğitimden ismini bildiğim ama çok fazla üzerine okumadığım bir şeydi. Bu bakımdan bir açığımı kapatmış oldum. Sizin verdiğiniz şeyler üzerine düşünürken biraz da araştırma fırsatı buldum derken ben de öğrenmiş oldum bu konuyu (.) Bu haliyle tabi öğrenciyi de etkileyen bir yöntem olduğu için onlara da katkısı olacak ve sınıfımın derslerinin daha verimli olduğunu düşünüyorum.

I: Yansıtmalı öğretim araçlarıyla ilgili fikriniz nedir? Hocam, biliyorsunuz ki ilk olarak günlük kullandınız, ikinci olarak dersleri videoya çektik ve bunun üstüne reflection yaptınız ve sonuncusu da bir iş arkadaşınızla bir araya gelip reflection yaptınız (.) Bunlarla ilgili teker teker ne düşünüyorsunuz?

T2: = Benim için en enteresan olanı dersimin videoya çekilmesiydi, hiç yapmadığım bir şeydi.

I : Hmm::: ilk defa yaptınız.

T2: = Evet kendimi ilk defa görmüş oldum.

I: Nasıl buldunuz peki?

T2: Iıı::: beklediğimden kötü. Şeyy:: yani kendimi hiç dışarıdan öğrenci gözüyle görmemiştim.

I: En iyi nokta galiba öğrenci gözünden kendini görmek oluyor videoda.

T2: Aynen öyle. Sizin düzgün kullandığınızı zannettiğiniz vücut dilinizin aslında çok kötü görünebileceğini, sizi çok kapalı gibi gösterebileceğini, sanki öğrenciyle

iletişiminiz iyi değilmiş gibi durduğunu fark ettim…O bakımdan iyi oldu benim için(.) Bu video işi, belki sınıfta arada bir bile yapabileceğimiz bir şeymiş.

I: = Kesinlikle. Dönem içinde belki belli aralıklara değil mi?

T2: Evet. Beklediğim kadar olumsuz tepki de almadım. Bir iki buna karşı çıkan öğrencim oldu ve onun haricinde kabul ettiler. Demek ki yapabileceğim bir şeymiş = Hiç sınıfa kamera sokulmaz, hiç hoca kayıt altına alınmaz diye bir şey yokmuş… Kendini izlemek açısından iyi; bundan sonraki senelerde izleyip bunla da karşılaştırabilirim (.) O bir kere güzeldi. İkincisi, bu günlük tutma meselesi, yani tam olarak günlük tutan biri değilim zaten. Sadece yaptıklarımı yazmak şeklinde bir günlük tutma alışkanlığım var.

I: Daha kısa kısa bir şeyler herhalde?

T2: Şunu yaptım, bunu yaptım diye yazıyordum ama hani sizin sorularınız arasında "kuvvetli yönleriniz nedir?", "güçsüz yönleriniz nedir?" gibi sorular vardı. Onlar üzerine düşünmek imkanı oluyor… her gün düşündüğünüzde hemen bir sonraki güne düzelterek başlayabiliyorsunuz. Bir de:: ne demiştik?

I : Peer session.

T2: Hıı::: Bu peer session'larda, hani meslektaşlarla bir araya geliyorduk ama aynı problemleri mi paylaşıyoruz, senin sınıfında nasıl, ya da benim şöyle bir problemim var, senin sınıfında bu nasıl ortaya çıkıyor diye sorular sormamıştım…Bazı açılardan benzer sorunların başka yerlerde olduğunu görmek insanın moralini düzeltiyor.

I: Rahatlatıyor galiba.

T2: Çünkü diyorsunuz ki ben mi yapamıyorum, böyle bir sorun mu var, ama bakıyorsunuz ki aynı şeyler (.) en azından başka şekillerde başka sınıflarda.

I : Demek ki yalnız değilim..

T2: Evet benim partnerimden duyduğum birkaç şey benim için hakikaten çok faydalıydı, hemen uygulamaya konulabilecek şeylerdi. Bire bir aynı problemler olduğu için, o bakımdan da iyiydi. Benim için faydalıydı yani nihayetinde biri sizi eleştiriyor,

siz kendinizi eleştirme fırsatı buluyorsunuz (.) Yetmiyor işte kameraya alıyorsunuz, dışarıdan görüyorsunuz. Iıııı:: güzelmiş.

I: Diğer sorum şu: Gelecekte yansıtmalı öğretim uygulamalarına katılmak ister misiniz? Neden?

T2: İsterim. Bir kere kendi üzerime düşünme fırsatı veriyor bana (.) O bakımdan çok güzel. Sonra, nihayetinde daha bir uygulamayla yeni bir şey öğrenmekle bir sonraki güne biraz daha iyi başladığımı düşününce, bu biraz daha düzene oturtulduğunda beni bir öğretmen olarak geliştirebileceğini ve öğrencilerime daha faydalı hale getireceğini düşünüyorum… Tabi olabilir; böyle şeyler yapıldığı zaman aslında bölümler itibariyle bile uygulanabilir.

I: Değil mi? Daha sistemli hale getirilebilir belki.

T2: Evet.. Bu iş üstüne düşünmek lazımmış.

I : Düşünmüş olduk diyorsunuz.

T2: Düşünmüş olduk ((gülüşmeler))

I: Teşekkür ediyorum çalışmama katıldığınız için. İyi günler, sağ olun.

T2: Rica ederim.

(Teacher 3)

I: Hocam merhabalar

T3: Merhaba

I: Önce çalışmamızın amacını söylemek istiyorum size.

T3: Hı hı:::

I: Çalışmanın amacı; üç farklı yansıtmalı öğretim aracını kullanarak üniversitede çalışan dil öğretmenlerini yansıtmalı öğretim uygulamalarına katmak ve onların bu uygulamaya karşı ve her bir yansıtmalı öğretim aracına karşı olan algı, düşünce, ve hislerini öğrenmek…Sizinle şimdi yapacağımız görüşme izninizle kayıt altına alınacak, çalışma için vermiş olduğunuz bilgiler ve isminiz gizli tutulacaktır..İzin verirseniz birinci

sorumdan başlamak istiyorum (.) Birinci sorum şu: Yansıtmalı öğretim uygulamalarına katılmakla ilgili genel olarak ne düşünüyorsunuz?

T3: (2.3) Ben etkili buldum açıkçası; katılmak etkili oldu benim için. Kendimi görme, okuma, işitme şansını elde ettim.

I : Hı hı::

T3: Daha öncesinde yazılı olarak öğrencilerden alıyordum, bu daha çok feedback tarzında oluyordu, yansıtmalı bir etkisi olmuyordu. Kendimi objektif olarak eleştirebildim; arkadaşımın görüşünü alabildim benim yaşadığım sıkıntıyla ilgili ya da kendime itiraf edebildim, yazımı okuyabildim…Yazarken itiraflarda bulundum kendime; başarısızlığım ya da eksikliğimle ilgili = bu yönden faydalı olduğunu düşünüyorum.

I: Süper, çok teşekkür ederim…İkinci soruma geçeyim; gayet güzel bilgi verdiniz bana. Yansıtmalı öğretim uygulamalarınızı dikkate alarak kendinizi bu çalışmanın öncesinde ve sonrasında nasıl değerlendirirsiniz? Sizde değişen bir şeyler oldu mu?

T3:Öncesinde yaptığım bazı hataları görmezden geliyordum...Yani dikkat edemiyordum daha doğrusu, konuyu anlat geç, anlat geç oluyordu (.) Hani öğrencilerden feedback alıyorsun evet ama kendimi eleştirme şansım olmuyordu.

I: Yeterli olmadığını düşünüyorsunuz, kendinizi geri dönüp pek bakamadınız galiba?

T3: Yeterli olmuyordu çünkü öğrenci bakış açısı hani, biraz ders bitsin modunda oluyor; o yüzden şey oluyordu:::

I: Yeterince objektif olmuyordu galiba?

T3: = Olmuyordu…Bir de yorgunluğu yenme konusunda sıkıntım olduğunu fark ettim. Özellikle videolarımın kaydını izlerken ve tuttuğum diary'de bunu gördüm. Iıı:: yorgunluk benim için çok büyük bir etken, arkadaşımla da bunu konuştum.

I : Hı hı::

T3: Nasıl yeneceğim konusunda o da ufak tefek tiyolar verdi.

I : Hocam sınıfta yorgun görünmekten mi bahsediyorsunuz?

T3: Konu anlatırken belli saat sonra mesela 5'ten sonraki sınıflarda daha pasif olduğumu fark ettim.

I : Anladım, evet evet..

T3: Sabah grubunda iyiyim, aktifim, iyi gidiyor. Öğlen bir şeyler yiyorsun gene iyi gidiyor ama 4'ten 5'ten sonra biraz durulma başlıyor (.) Ben şimdiye kadar hiç bu yoğunlukta çalışmadım.

I : Hmmmm::

T3: Burada bu yoğunlukta çalışmaya başladım.

I: Belki nasıl önlem alabilirim nasıl baş ederim'i düşündünüz di mi bu çalışma sayesinde?

T3: Onu düşündüm..Şeyy:: Arkadaşımın görüşünün de etkili olacağını düşünüyorum, onu uygulayacağım bundan sonrakilerde.

I : Arkadaşınız nasıl bir öneride bulundu peer session yaparken?

T3: Iııı:: o kendi yorgunluğunu dinç olma şeyini kahve içerek sağlıyormuş. Benim kahve içme alışkanlığım pek yoktur.

I : Anladım. Ara öğünler, kahve, çay; öyle şeylerle..

T3: Ya da elma tarzı bir şeyler yiyerek hani vücuda bir şeyler vererekten birazcık ayık kalma gibi uyarıda bulundu.

I : Hmmm:: anladım..enerjisini yükseltiyor.

T3: Ben de bundan sonra hayatıma kahveyi alıcam diye düşünüyorum.

I : Mmmm:: üçüncü soruma geçeyim izninizle. Yansıtmalı öğretime katılmak bir dil öğretmeni olarak sizi nasıl etkiledi?

T3: (2.2) Bir kere çok yönlü bir çalışma. Bu yönden etkili olduğunu düşünüyorum.

I : Hı hı::

T3: Iııı:: kendime her açıdan bakabilme, öncelikle öğretmenliğimde etkili olduğunu düşünüyorum (.) Bazen bilinçli yaptığım hatalar olur benim sınıfta, özellikle speaking dersinde… Bakın ben İngilizceyi biliyorum ama konuşurken bu önemli değil, bu hataları biz de yapıyoruz ve siz de konuşurken hata yapıcam düşüncesine kapılmayın diye bilinçaltına bunu vermek için bilinçli yaptığım hatalarım oluyordu benim.

I: Aaa anladım…

T3: Ve şunu fark ettim videoları izlerken(.) Biraz aşırıya kaçmışım.

I : Hııı::

T3: Bunu düzeltme şansım oldu. Evet ufak tefek hatalar yapabilirim ama fazlaya kaçmamam gerekirdi, bunu gördüm = Daha perfect olmam gerekirdi öğrencilerin önünde.

I: Daha kusursuz olmalıyım diyorsunuz?

T3: = Daha iyi olmalıydım. Bir kere bunu fark ettim (.) Bir de telaffuzda da sıkıntılar yaşadığımı fark ettim, Hem izlerken hem de konuya çalışırken fark ettim bunu.

I : İnsanın kendi sesini duyması çok etkili di mi?

T3: Kesinlikle.

I: Söylerken, yanlış telaffuzda bulunduğunuzu belki düşünmemişsinizdir ama duyduktan sonra öyle gelmiştir.

T3: Düşünmedim. İzlerken tonlamada olsun ya da şey de olsun, gerçi o anki mod da etkiliyor sizi. Sınıfta mesela aksi bir durum gelişiyorsa direk beni etkiliyor.

I : Hmmm::

T3: Onun da etkisi oluyor (.) O yönden öğrencilere daha çok söz vermem gerektiğini fark ettim.

I : Daha çok katmak di mi derse?

T3: Evet. Onların da speaking adına daha çok katılması gerektiğini fark ettim. Bu kadar.

I: Çok sağ olun. Dördüncü sorum: Yansıtmalı öğretim araçlarıyla ilgili ne düşünüyorsunuz? Üç tane araç kullandık biz; günlük kullandık, dersinizi videoya çektiniz, ve üçüncü olarak peer session yaptınız. İş arkadaşınızla bir araya gelip birlikte yansıtmalı öğretime katıldınız.

T3: Evet.

I : = Bunlarla ilgili ne düşünüyorsunuz, bu araçlarla ilgili?

T3: Araçlar etkili araçlar (.) Ben en çok diary'den faydalandım.

I : Gerçekten..hmm::

T3: Bunu şunun için (.) Belki diary yapmasaydık diğerlerini yapsaydık bu kadar etkili olmazdı. Ben de şey var, itiraf edersem onu değiştirmek için uğraşırım… Yazmak, kabullenmek anlamına geldi benim için ve onu okumak görmek, ben bunu yapıyorum ve yapmamam gerekiyor kısmında itiraf etmek ve kabullenmek adına etkili oldu.

I : Süper.

T3: Özellikle diary'den çok faydalandım. Öncesinde diğerlerini yapsaydık bu kadar etkili olacağını düşünmüyorum. Görüş al, geç; uygulamaya devam edersin ya da izle evet o anda dikkat ediyorsun sonrasında dersi işlerken gene dikkat etmeyebilirsin. Yazılı olduğu zaman….

I : Sanki bir şeyi kendinizden kaydettiniz di mi?

T3: = Kaydettim, bir de o benim görüşüm ve ben hata yaptığımı kabul ediyorum ve bunu düzeltmek için ne yapabilirim kısmında düzeltmem için etkili oldu.

I : Hı hı:: Video için ne düşünürsünüz hocam?

T3: İlk aşamada ıııı::: şöyle. Videoyu kaydettik evet sınıfta kaydederken öncelikle bir şey oldu böyle herkes gergindi filan (.) Sonrasında unutturdum.

I : Alıştılar biraz daha.

T3: Derse geçtik, işledik.. Sonrasında izlerken kayıtlara baktığımda dediğim gibi hatalarımı gördüm, yapmamam gereken bazı şeyler var onları gördüm ya da şurada şunları yapabilirim dediğim aklımda ampüllerin yandığı şeyler oldu.

I : Bir de şey önemli galiba (.) öğrencilerin gözünden kendinizi görmeniz.

T3: Evet. Objektif olarak kendime baktım. Öğrenciler beni nasıl görüyor, nasıl yorumlayabiliyorlar işte davranışlarımı ya da ne kadar etkili olabiliyorum öğrenci üstünde, ne kadar göz göze geliyorum öğrenciyle.. Bunu görme şansım oldu.

I : Ne güzel yani eye contact, body language bunları filan da görebildiniz.

T3: Bunların hepsini gördüm (.) Okurken ne düzeyde gittiğimi gördüm, reading parçasını okurken ya da soru cevaplama şeklinde yaparken… Ne düzeyde nasıl bir ses tonuyla başlıyorum ve nasıl bir ses tonuyla bitiriyorum o cümleyi ya da yüksek başlayıp aşağı doğru inen sesler de oldu.

I : Son olarak iş arkadaşınızla bir araya gelip reflective teaching yaptınız. Onu nasıl buldunuz hocam?

T3: (1.5) Bu da şu açıdan iyi oldu bana. Biz bazen olayı yaşarken biz kendimizi düşünmeyiz. Yani olaya o anda çözüm getiremeyebiliriz. Bazen boşluk yaşadığımız anlar oluyor, o boşluğu doldurmak adına arkadaş görüşü almak meslektaş görüşü almak kesinlikle etkili. Benim yerimde olsan napardın diye sorduğumda, o bir şey söylediğinde aa:: evet mantıklı, akla bir sürü şey gelebiliyor. Bazen o anda düşünmüyoruz ama sonrasında meslektaşınızla diyalog geliştirmek adına… Biliyorsunuz beni yeni geldim buraya, arkadaşımı tanıma fırsatı buldum.

I : Ne güzel.

T3: Sorunları aşmak için uzman görüşü almak önemlidir = Nasıl aşacağını kendin bilemiyorsan birisine danışmak gerekir..Deneyimli birine danışmak ayrı bir şeydir. Arkadaşımın görüşünün bende etkili olduğunu düşünüyorum.

I : Onun tecrübelerinden fikirlerinden faydalandınız. Sizin düşünemediğiniz şeyleri belki o düşündü.

T3: Düşünmediğim şeyleri söyledi, etkili de oldu açıkçası. Bundan sonrasında da uygulamayı düşünüyorum.

I : Harika. Gelecekte yansıtmalı öğretim uygulamalarına katılmak ister misiniz?

T3: Katılmak isterim.

I : Neden?

T3: Dediğim gibi kendimi görme, okuma, ve işitme şansı buldum. Yazdım, videomu izledim, arkadaşımdan görüş aldım (.) Çok yönlü bir çalışma zaten bir şey öğretmen istiyorsanız duyuların çoğuna hitap etmeniz gerekiyor.

I : Biz de elimizden geldiğince üç farklı yansıtmalı öğretim aracını kullanmaya çalıştık. Sadece birini de kullanabilirdik belki ama böyle çok yönlü oldu sizin de dediğiniz gibi(.) İnşallah da faydalı olmuştur.

T3: Kesinlikle. Bundan sonra da katılmayı düşünürüm. Diğer türlü pek yeterli olmuyor. Ben bu zamana kadar dediğim gibi öğrencilerden yazılı bir şeyler alıyordum…Neyi ne kadar verebildim, ne kadar alabildiler (.) Bu da eleştirme bazında olmuyor. Dersle ilgili bir şeyler yazma oluyor. Kendimi eleştirmek için görmek ve işitmek kesinlikle etkili oldu.

I : Çok sevindim böyle olmasına gerçekten.

T3: Ben de teşekkür ediyorum böyle bir çalışmada bana yer verdiğiniz için. ((gülüşmeler))

I: Ay ne demek ((gülüşmeler)) Ben çok mutlu oldum gerçekten. Siz çok hevesle katıldınız. Çok güzel feedback'ler verdiniz, çok güzel cevaplar verdiniz (.) Çok da işe yarayacağını düşünüyorum.

T3: Umarım işe yarar.

I : Çalışmama katıldığınız için çok teşekkür ederim, çok sağ olun.

T3: Ben de teşekkür ederim.

I : İyi günler.

Appendix P- Communication Units for Reflective Teaching Tools

Communication Units for Reflective Diaries

1.	A way to improve oneself	3
2.	A way to become more disciplined	2
3.	A way to increase self-confidence	1
4.	Better understanding of yourself	1
5.	Boring	2
6.	Chance to think about past teaching practices	5
7.	Easy to use	2
8.	Evaluate students	2
9.	Focus more on students' demands and needs	5
10.	Hard to write regularly	1
11.	Helpful for recording and remembering	17
12.	Helpful to see improvement	2
13.	Helpful to see and correct mistakes	13
14.	Helpful to see strengths and weaknesses	6
15.	Helpful to question oneself	1
16.	Helpful to evaluate oneself	12
17.	Helpful to criticize oneself	2
18.	Helpful to improve qualities	1
19.	Helpful to make future plans	5
20.	Helpful to focus on teaching	1
21.	Helpful to focus on students' responses	12
22.	Helpful to observe methods	11
23.	Helpful to see new methods (reflective practice)	2
24.	Helpful to build a strong character	1
25.	Helpful to evaluate materials	4
26.	More interaction with students	1
27.	More knowledgeable about reflective teaching	1
28.	More aware of what I am doing	1
29.	Noticing the importance of reflectivity	1
30.	Opportunity to criticize performances	2
31.	Opportunity to strengthen	1
32.	Requires great discipline	1
33.	Subjective	4
34.	Time consuming	2
35.	Tiring	1
36.	Useful to become more effective in future lessons	1
37.	Useful	2
38.	Useful to consider alternative ways	1

Communication Units for Reflective Video Analysis

1.	A way to become more reflective	3
2.	Boring	1
3.	Contribution to improvement	2
4.	Extraordinary	1
5.	Effective	1
6.	Gaining awareness about classroom management skills	12
7.	Helpful to evaluate teaching	10
8.	Hard because of technical aspects	1
9.	Helpful to make changes and future plans	3
10.	Helpful to check students' understanding	1
11.	Helpful to increase self-confidence	3
12.	Helpful to criticize myself	1
13.	Helpful	3
14.	Illuminating	1
15.	Innovative	1
16.	Intention to learn about reflection	1
17.	New	1
18.	Noticing strengths and weaknesses	7
19.	Objective	21
20.	Opportunity to analyze	1
21.	Record of previous teaching	1
22.	Requires discipline	1
23.	See and correct mistakes	20
24.	Stressful	6
25.	Strange	1
26.	Time consuming	2
27.	Tiresome	2
28.	Understand the importance of reflectivity	1

Communication Units for Reflective Peer Sessions

1.	Broaden my horizons	1
2.	Enjoyable	2
3.	Fruitful	2
4.	Helpful to see different approaches to problems	7
5.	Helpful to see improvement	1
6.	Helpful to change attitude towards profession	1
7.	Helpful to become reflective	1
8.	Helpful	5
9.	Helpful to improve methods	2
10.	Helpful to see new methods	1
11.	Improvement in teaching skills and practices	10
12.	Noticing strengths and weaknesses	4
13.	Problem solution	22

14.	Seeing yourself from somebody's eyes	4
15.	Seeing and correcting mistakes	5
16.	Sharing and developing ideas and experiences	20
17.	Sharing the same problems	5

Appendix R- Communication Units for General Perceptions about Reflective

Practices

1.	Ability to use reflective teaching method	1
2.	Better understanding of yourself	2
3.	Contribution to my teaching	3
4.	Chance to see, watch, hear yourself	1
5.	Difficult	1
6.	Effective	3
7.	Evaluating method	2
8.	Evaluating the effectiveness of classroom	1
9.	Evaluating my behaviors	3
10.	Help to improve our teaching methods	1
11.	Helpful for evaluation	7
12.	Helpful for making changes and plans	8
13.	Helpful to look back on	1
14.	Having more effective classes	1
15.	Improving teaching	3
16.	Learning more about reflective teaching method	6
17.	More careful about teaching	2
18.	New ideas and solutions	1
19.	Noticing strengths and weaknesses	5
20.	Observing students' reactions	3
21.	Productive	1
22.	Positive	4
23.	Require energy and effort	4
24.	Review yourself in another point of view	2
25.	Seeing other ways of teaching	1
26.	Seeing and correcting mistakes	8
27.	Seeing yourself from an outsider's perspective	1
28.	Systematic way to think on teaching	2
29.	Time taking	3
30.	Useful	1
31.	Tiring	1

Appendix S- All Main and Sub-Categories Regarding the Use of Reflective Tools

Reflective Tools	Diary N*	Video N*	Peer Sessions N*
Reflective practices increased awareness on...			
materials & methods	41	–	20
strengths & weaknesses	19	37	9
past experiences	20	–	–
reflectivity	4	5	–
classroom management skills	–	18	–
objectivity	–	27	–
self-improvement	18	–	–
TOTAL			
Reflective practices helped to focus on...			
students' reactions	15	–	–
variety among students	5	–	–
TOTAL			
Reflective practices helped to cooperate with others for...			
providing solutions to problems	–	–	38
developing ideas & sharing experiences	–	–	26
TOTAL			
Reflective practices were challenging in terms of...			
time & effort	7	7	–
subjectivity	4	–	–
stress	–	6	
TOTAL			
Other(s)	–	9	–
TOTAL	**133**	**109**	**93**

Row labels (vertical): Awareness on Teaching, Student-Related Issues, Cooperation, Challenges, Other(s)

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