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**AN INVESTIGATION INTO THE EFFECTS OF KEEPING JOURNALS OF  
PREPARATORY CLASS INSTRUCTORS ON TEACHING PARAGRAPH  
WRITING WITHIN THE NOTION OF REFLECTIVE PRACTICE**

**MA THESIS**

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## TAAHHÜTNAME

Yüksek Lisans Tezi olarak sunduğum “Hazırlık Sınıfı Okutmanlarının Paragraf Yazımı Öğretimi Aşamasında Tuttukları Günlüklerin, Yansıtmacı Öğretim Prensiplerine Göre Öğretimlerine Olan Etkisi Üzerine Bir Araştırma.” adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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## ABSTRACT

There are two main purposes of this study. The first aim is to see the reflective practices of instructors at a private university in every stage of their lessons. As a second aim, it is desired to find whether keeping a journal for a period of time will affect these participants' writing techniques or teaching styles in general.

For the first purpose of the study, a journal form which was appropriate for the steps of teaching paragraph writing was prepared. There were three parts in this form: Pre-teaching, teaching and post-teaching parts. 11 instructors participated in the study voluntarily and completed these journal forms for four weeks. For the second purpose, each participant was interviewed individually to see whether any changes occurred in their teaching or not. The data gathered through the interviews and journals were compared in order to see the repeated patterns, problems, and issues.

Content analysis was used to analyse the data obtained from the journal forms and interviews based upon qualitative case study conventions. The results were examined by the researcher. All questions and items in these forms were coded and sub-coded. Later, two interraters, who were native instructors at a private university, coded the same forms. All codes were revised and reformed by the researcher through these two interraters' codes. The same procedure was adopted for the interview analysis. The last versions of all codes were used in the tables and discussion part.

The findings of the journal forms revealed that the participants mostly preferred making a mental plan instead of a written lesson plan. They mostly use "explanation" and "question and answer" as techniques for introducing the topic. Textbook was the most common material used by the participants. Timing was the general problem that was encountered by the participants and each of them tried to solve this problem by doing reflection-in and on-action in the lessons. Some instructors mentioned that they could not solve the stated problems. The most frequent technique for assessing the students' paragraphs was using correction symbols because this technique was

supported by the curriculum and materials office of the school. Finally, very few instructors told that they had made spontaneous changes in the lessons and they had thought alternative changes for their following lessons.

The findings of the interviews indicated that this study was beneficial for most of the teachers. They had awareness on the missing points in the school system and their lessons. Some of them mentioned that the study contributed their implementation stages of their lessons. Some other thought that they lengthened their pre-teaching period. Many contributions were explained one by one in the findings and discussion part.

When the results of these two data collection instruments were compared, it was seen that there was a relationship between the proficiency level of the students and teachers' reflective practices. For example, bravo level instructors (pre-intermediate) said that their students "always" joined the activities in the class because they might be more self-confident about their knowledge. However, alpha level instructors (elementary) said that their students "usually" participated in the lesson maybe because of their lack of knowledge in English. Some other differences were again shown in the discussion part. Also it was revealed that teaching experiences affected the results. These effects were analysed with the help of certain figures in the review of literature.

In conclusion, this study has attempted to make a contribution to teaching by exemplifying that reflective teaching is an important notion. This journal study is helpful as it leads the teachers to reflect on every stage of their teaching and see both their weak and strong points. Through journals, the instructors can plan more organized and suitable lessons for their students.

## ÖZET

Bu çalışmanın iki temel amacı vardır. İlk amacı, özel bir üniversitede görev alan okutmanların, derslerinin her bir aşamasındaki yansıtmacı öğretim uygulamalarını görebilmeğidir. İkinci amaç da, bu katılımcıların belirli bir süre için günlük tutmalarının, hem genel öğretimlerine hem de yazma becerileri öğretim tekniklerine etki edip etmeyeceğini görebilmeğidir.

İlk amacı gerçekleştirmek için, yazma becerileri dersinde izlenen basamaklara uygun olarak hazırlanmış bir günlük formu hazırlanmıştır. Bu formda; planlama, öğretim ve öğretim sonrası olmak üzere üç bölüm vardır. 11 okutman bu çalışmaya gönüllü olarak katılmış ve formları dört hafta boyunca doldurmuşlardır. İkinci amaç için ise, her bir okutmanla öğretimlerinde herhangi bir değişiklik meydana gelip gelmediğini görmek için bireysel olarak görüşme yapılmıştır. Bu görüşmede alınan bütün cevaplar ve günlük formlarından toplanan veriler, tekrarlanan kavramları, sorunları ve konuları görmek için karşılaştırılmıştır.

Nitel durum çalışmasına uygun olan günlük formları ve görüşmelerden toplanan verilerin analiz edilmesi için içerik analizi kullanılmıştır. Sonuçlar da araştırmacı tarafından incelenmiştir. Günlük formundaki bütün sorular ve maddeler temel ve ana başlıklar altında toplanmıştır. Daha sonra aynı sorular, özel bir üniversitede okutman olan iki yabancı puanlayıcı tarafından kodlandırılmıştır. Bütün kodlar, bu iki puanlayıcının kodlarıyla birlikte araştırmacı tarafından tekrar gözden geçirilip son şeklini almıştır. Aynı süreç, görüşme formları için de uygulanmıştır. Hazırlanan kodlar ve başlıklar tezin tartışma bölümünde ve tez içindeki tablolarda yer almıştır.

Günlük formlarından toplanan verilerde, katılımcıların zihinsel ders planlamayı, yazılı plan yapmaya tercih ettikleri ortaya çıkmıştır. Konunun açıklanması aşamasında en çok “açıklama” ve “soru-cevap” tekniklerini kullanmışlardır. Ders kitabı, katılımcılar tarafından en çok kullanılan ders materyali olmuştur. Katılımcıların derste en sık karşılaştığı problem zamanlama olduğu için, her kişi bu problemi ders esnasında yansıtmacı öğretimden faydalanarak çözmeye çalışmıştır. Bazı katılımcılar da bu soruna

çözüm bulamadıklarını belirtmişlerdir. Öğrencilerin yazdıkları paragrafları değerlendirmek için en fazla düzeltme sembollerinin kullanıldığı ortaya çıkmıştır. Bunun nedeni, bu yöntemin okulun materyal hazırlama ofisinin desteklediği bir yöntem olmasıdır. Son olarak da, çok az okutman derslerinde ani değişiklikler yaptıklarını ve gelecek dersler için alternatifler düşündüklerini anlatmışlardır.

Görüşmelerden elde edilen verilere göre bu günlük çalışmasının birçok okutman tarafından faydalı görüldüğü bulunmuştur. Bu çalışmayla birlikte, gerek okul sistemindeki gerekse okutmanların kendi derslerindeki eksiklikleri tespit etme konusunda bir farkındalık ortaya çıkmıştır. Bazı okutmanlar, bu çalışmadan derslerindeki uygulama bölümleri açısından yararlandıklarını belirtirken diğerleri ise konunun anlatımı öncesi hazırlanan bölümdeki süreyi daha uzun tutabildiklerini söylemişlerdir. Verilerin ve yorumların yer aldığı bölümde, çalışmanın her okutman üzerinde nasıl bir katkıda bulunduğu verilmiştir.

Bu iki veri toplama metodunun sonuçları kıyaslandığı zaman, öğrencileri dil seviyeleri ile öğretmenleri yansıtmacı öğretim çalışmaları arasında bir ilişki olduğu görülmüştür. Örneğin, bravo grubundaki orta öncesi seviyesindeki öğrencilerin öğretmenleri, öğrencilerin her zaman derse katıldıklarını söylemiştir çünkü bu öğrencilerin bilgilerine daha fazla güveniyor olabilecekleri düşünülmüştür. Buna rağmen, alpha grubundaki başlangıç seviyesindeki öğrencilerin öğretmenleri ise öğrencilerin derse genellikle katıldıklarını belirtmişlerdir. Bunun nedeni de öğrencilerin İngilizcedeki bilgi eksiklikleri olabilirdi. Belirtilen diğer ilişkiler de tartışma bölümünde aktarılmıştır. Ayrıca, öğretmenlerin deneyim yıllarının günlük formlarındaki cevapları nasıl etkilediği de, kaynak taraması bilgisindeki şekil ve tabloların yardımıyla yine tartışma bölümde anlatılmıştır.

Sonuç olarak, bu çalışma yansıtmacı öğretimin önemli bir yaklaşım olduğunu örnekleyerek, öğretime büyük bir katkı sağlamaya çalışmıştır. Bu günlük çalışması, okutmanları öğretim sürecinin her aşamasını yansıtmaya, kendi zayıf ve güçlü noktalarını görmeye yönlendirdiği için faydalıdır. Günlükler yardımıyla okutmanlar, öğrencileri için daha planlı ve uygun dersler hazırlayabilirler.

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**TO MY FAMILY,**  
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**AND**  
**TO MY FRIENDS**

## TABLE OF CONTENTS

Title	i
Abstract .....	i
Özet .....	iii
Acknowledgements .....	v
Dedication .....	vi
Table of Contents .....	vii
List of Tables .....	x
List of Figures .....	xi
Abbreviations .....	xii

### CHAPTER I INTRODUCTION

<b>1.0</b> Introduction .....	1
<b>1.1</b> Background of the study .....	1
<b>1.2</b> Purpose of the study .....	8
<b>1.3</b> Significance of the study .....	9
<b>1.4</b> Assumptions of the study .....	10
<b>1.5</b> Limitations of the study .....	11
<b>1.6</b> Organization of the thesis .....	11
<b>1.7</b> Chapter summary .....	12

### CHAPTER II REFLECTION AND REFLECTIVE TEACHING

<b>2.0</b> Introduction .....	13
<b>2.1</b> From Dewey to present: an overview of reflection .....	13
<b>2.2</b> Reflective practice .....	14
<b>2.3</b> Types of reflection .....	17
<b>2.4</b> Reflective teaching .....	24
<b>2.5</b> Teacher as a reflective practitioner .....	29
<b>2.6</b> Ways of reflection .....	32
<b>2.6.1</b> Diaries .....	32
<b>2.6.2</b> Journals .....	33
<b>2.6.3</b> Other techniques for reflection .....	35
<b>2.7</b> Chapter summary .....	37

## CHAPTER III TEACHING WRITING

<b>3.0</b>	Introduction .....	38
<b>3.1</b>	Approaches to writing .....	38
	<b>3.1.1</b> Product-based approach .....	38
	<b>3.1.2</b> Process-based approach .....	39
	<b>3.1.2.1.</b> Implications of the process-based approach .....	42
<b>3.2</b>	Chapter summary .....	45

## CHAPTER IV METHODOLOGY

<b>4.0</b>	Introduction .....	46
<b>4.1</b>	Qualitative research .....	46
	<b>4.1.1</b> Case study as a qualitative research method .....	48
	<b>4.1.2</b> Qualitative data collection instruments .....	48
	<b>4.1.3</b> Qualitative data analysis .....	51
	<b>4.1.4</b> Different concepts in qualitative research .....	53
	<b>4.1.4.1</b> Research ethics .....	55
<b>4.2</b>	Rationale for the study .....	57
<b>4.3</b>	Objectives and research questions of the study .....	57
<b>4.4</b>	Methodology of the study .....	58
	<b>4.4.1</b> Pilot study .....	58
	<b>4.4.1.1</b> Instruments and procedures .....	59
	<b>4.4.2</b> Main study .....	60
	<b>4.4.2.1</b> Objectives and research questions of the main study .....	60
	<b>4.4.2.2</b> Instruments and procedures for data collection .....	60
	<b>a.</b> Journal form .....	60
	<b>b.</b> Interview form .....	62
	<b>4.4.2.3</b> Data analysis .....	63
<b>4.5</b>	Chapter summary .....	63

## CHAPTER V FINDINGS AND DISCUSSION

<b>5.0</b>	Introduction .....	64
<b>5.1</b>	Findings and discussion .....	64
<b>5.1.1</b>	RQ 1: How do teachers plan / implement and evaluate their writing lessons? .....	65
<b>5.1.2</b>	RQ 2: How does students' level of English affect teachers' reflections? .....	91
<b>5.1.3</b>	RQ 3: How does instructors' teaching experience affect their own reflections? .....	92
<b>5.1.4</b>	RQ 4: How does keeping a journal affect the participants' teaching practices? .....	94
<b>5.1.5</b>	RQ5: What are the opinions of the instructors about good writing lessons? .....	99
<b>5.2</b>	Chapter summary .....	100

## CHAPTER SIX CONCLUSIONS, SUGGESTIONS AND IMPLICATIONS

<b>6.0</b>	Introduction .....	101
<b>6.1</b>	Summary of the study .....	101
<b>6.2</b>	Conclusions .....	102
<b>6.3</b>	Suggestions .....	104
<b>6.4</b>	Implications for further study .....	105
<b>6.5</b>	Chapter summary .....	102

## LIST OF TABLES

<b>Table 4.1:</b>	Distribution of the participants' background information .....	62
<b>Table 5.1:</b>	Lesson plans .....	65
<b>Table 5.2:</b>	Overall preferences of all participants for planning .....	66
<b>Table 5.3:</b>	Techniques and materials .....	69
<b>Table 5.4:</b>	Evaluation methods, objectives and teaching approach .....	71
<b>Table 5.5:</b>	Overall problems .....	72
<b>Table 5.6:</b>	Overall solutions .....	75
<b>Table 5.7:</b>	Lesson plans, participation of the students, monitoring students' understanding .....	77

## LIST OF FIGURES

<b>Figure 2.1:</b>	Kolb's experiential learning cycle .....	15
<b>Figure 2.2:</b>	Dimensions of reflection .....	20
<b>Figure 2.3:</b>	Reflective thinking pyramid .....	22
<b>Figure 2.4:</b>	Reflective thinking model .....	25
<b>Figure 2.5:</b>	The process of reflective teaching .....	26
<b>Figure 2.6:</b>	Traditions of reflective teaching .....	28
<b>Figure 2.7:</b>	Elements of a cycle for the process of reflective teaching .....	30
<b>Figure 3.1:</b>	The writing process .....	40

## ABBREVIATIONS

- P1:** Participant 1
- P2:** Participant 2
- P3:** Participant 3
- P4:** Participant 4
- P5:** Participant 5
- P6:** Participant 6
- P7:** Participant 7
- P8:** Participant 8
- P9:** Participant 9
- P10:** Participant 10
- P11:** Participant 11

# **CHAPTER I**

## **INTRODUCTION**

### **2.0 Introduction**

This chapter starts with the background information related to the study. Then, it presents the purpose of the study by the help of research questions that are addressed in this study. After that, the significance of the study, its assumptions and limitations are given briefly. Lastly, the organization of the thesis and the summary of the chapter are mentioned.

### **1.1 Background of the study**

According to Rogers (1969) the main objective of education is to facilitate learning and change. The feature of an educated person is to know how to learn, adapt and change where necessary. Moreover, this kind of person cannot easily accept knowledge as exact and secure; the process of seeking information brings security. To be able to change and follow the changes in the world and to find new things are significant for education in the modern world (cited in Bolton, 2001).

How to teach effectively and the definition of an effective teacher have been controversial issues which have been defined and criticized by many educationalists. Snowman and Biehler (2003) suggest that spending good time in the classroom most of the time, being well-prepared and willing to work; being aware of instructional techniques and being sensible to the needs of the students are required for effective teachers. Moreover, developing reflective attitudes and abilities towards formulating instructional goals for the plans, implementing those plans, observing their effects, and then seeing whether those goals are met or not are crucial.

As reflection is a part of effective teaching process, many experts and educationalists have formed different meanings. In the base of teaching process, Dewey (1933), who is the first to promote reflection as a means of professional development in



teaching, defines reflection as a process to examine and explain some subjects related to education. He believes that reflective thinking aims to make the opinion and emotions positive (cited in Ünver, 2003). It equals to active, conscious, persistent and systematic thinking which is mostly based on experiences from everyday life (Ekiz, 2001). Valverde (1982) considers reflection as examining one's situation, behavioral practice, effectiveness and accomplishments by asking "What am I doing and why?" He also claims that reflecting as self-examination must be constructive, deliberate and undertaken periodically (cited in CSBSJU, 2009).

Dewey (1933) supports that reflection has to lead a teacher to an action. In this sense, the purpose of reflective practice is changing teachers' classroom actions and their process of decision making which includes curriculum and instruction. It also helps to reach right decisions concerning their consequences beforehand. He also proposes that if reflection is not linked to an action, it means that teachers reflect just to show that they are reflecting, without any contribution on their instructional practice. Therefore, this cannot be a real reflection (cited in Eryaman, 2007).

On the other hand, it is known that teachers should follow a certain curriculum and be attentive about several institutional constraints. They have to cover many things in a limited time and the activities they use should all be related to their interests. From this perspective, we can see that teaching requires too much work. But Dewey (1933) says in his theory of reflective teaching that teachers do not have to reflect on everything. He supports a balance between reflection and routine action. Routines have an important role in our lives because they make our lives more manageable. What Dewey wants from teachers is that they need to question themselves and look for new possibilities and solutions to combine them with the certain ones. Teachers should not accept that there is only one truth that they have to carry out. It may be very complicated for them to be reflective with heavy school schedules but they should not be afraid of dealing with the problems in their own ways (cited in Zeichner and Liston, 1996).

According to Richards and Lockhart (1996) teaching is mainly a thinking process in which teachers have to find answers to several questions. Each stage in teaching has this kind of question and they help teachers to organize a lesson as well as possible. By the help of these questions, they are able to organize every stage of their lessons, foresee the possible problematic situations and when these problems occur, they can find correct solutions for them. The questions that teachers might ask themselves to make decisions in every stage of a lesson are listed below.

Deciding on what a teacher is going to teach or which activities s/he is going to use form the *planning decisions*. While some teachers prefer preparing ‘macro plans’ which includes overall aims of a course or a class, some others use daily plans which are also called ‘micro plans’. These daily lesson plans help teachers to organize their lessons efficiently and effectively. Furthermore they include the activities and necessary timing periods for each activity, possible problems that may occur and their alternative solutions (Richards and Lockhart, 1996). Moreover, some teachers write down elaborate daily plans, but others prefer to plan inside their heads (Farrell, 2001).

Neely (1986) formed several questions that teachers ask themselves during the planning session:

- What do I expect my students to learn from this lesson?
- What are the aims and objectives of my lesson?
- What activities can be used in this lesson?
- How can I prepare each stage of the lesson?
- How can I get corrective feedback from the students?
- What will I take into the lesson?
- How can I enable the best classroom management?
- How can I divide the time of a lesson for each activity and each stage of the lesson?
- What group arrangements can I use?
- What are my alternative activities if I face some problems with the planned ones?

After a teacher prepares the lesson, s/he tries to be careful about all of the above. Later on, s/he can make decisions and changes during the lesson. In other words, s/he makes *interactive decisions*. These decisions enable the teacher to see whether planning decisions should be modified or altered or not. In order to determine their appropriateness, these questions can be asked:

- Are the instructions understood by the students easily?
- Is this activity too easy / difficult for my students?
- Do I need to use a different activity / technique?
- Are the activities going as planned before?
- How can I get more attention and involvement in the lesson from my students?
- Have the students got enough vocabulary knowledge to do these activities?

In the last stage, teachers make *evaluative decisions* after a lesson. Possible questions that are asked are below:

- Was the lesson successful?
- Was the lesson suitable for my students' learning needs?
- Was the lesson appropriate to my students' proficiency and age level?
- Did I make a good presentation?
- Did I apply the activities as I planned before?
- Did I enable all of my students' involvement in the lesson?
- Do I need to make any changes for the next time I teach the same lesson?

(Richards and Lockhart, 1996).

By the help of these questions, a teacher can make a progress through each part of the lessons by making suitable decisions because s/he is the one who knows the best for the needs and the proficiency level of the students. Through reflection, s/he has the ability to look at the situation from the students' perspective and find the solutions which are beneficial both for themselves and their students.

Critical thinking skills give teachers a chance to be more deliberate in their new teaching methods rather than implementing the same tradition or accepted methods that schools always carry out in teaching (Minott, 2007). For this reason, Dewey (1933) thinks that critical reflection is a more dominant teacher quality than the teaching techniques. He thinks teachers will teach with foresight and planning instead of using their authority, tradition and impulse, when they reflect on the reason and consider by using open-mindedness, whole heartedness and responsibility (cited in Eryaman, 2007).

Critical reflective teaching process highly involves asking ‘what’ and ‘why’ questions to ourselves as teachers. These questions enable us to increase the degree of autonomy and responsibility we have in our work, and to practice our actions. At that point, it should be emphasized that the word ‘critical’ does not have a negative meaning. It directs teachers to see their actions in relation to the historical, social and cultural context in which their teaching is really embedded (Barlett, 1990).

After defining reflection and critical reflective teaching, the features of a reflective teacher can be clarified. Reflective teachers are the ones who succeed in combining their own teaching education to their students’ education (Zeichner and Liston, 1996). Glesne (1991) claims that there are many positive effects of reflective teaching on people. For instance, a teacher can recognize his/her needs, weaknesses and strengths by the help of reflective thinking so that s/he can create an effective classroom environment (cited in Carrasquillo and Song, 1994).

Bolton (2001) claims that the best teachers are the ones who are both reflexive and reflective. The meaning of reflexive is to focus on one’s own actions, thoughts, ideas and feelings. In other words it is personal. On the other hand, reflectivity requires looking at some elements such as situations, places, other people, etc. as a whole. Reflectivity and reflexivity can be stimulated by education (Bolton, 2001).

Becoming a reflective teacher necessitates being critical and teachers have to exceed the limits in teaching. Also, they should consider the need to improve their instructional techniques. This is provided by ‘how to’ questions which regard both

instructional and managerial techniques for broader educational purposes. Furthermore, it can be stated that becoming a critically reflective teacher is intended to allow one to develop himself/herself individually and collectively, and dealing with contemporary events and structures (Barlett, 1990). Although it might seem that the teacher has the main role in reflective practice, students also have contributions as they are united within a particular paradigm or a model of teaching. Teachers can reflect upon their actions on students, which are also named as lessons. Without students, this process can never occur (Bolton, 2001).

Reflective teaching also requires developing affective skills such as intuition, values and experience in order to use their teaching and research skills. Reflective teachers are the ones who are able to take personal risks, share their perceptions and beliefs with other people. As a means of teaching practice, they care about learners' personal feelings and the importance of the classroom or school's situation. As a result, they can combine these ideas, abilities and philosophies with taking and giving feedback (Minott, 2007).

Richards and Lockhart (1996) identify some techniques to promote development of teachers. The first one is lesson reports which show the basic features and events of a lesson. The second one is questionnaires that help a researcher collect necessary data by asking questions related to a certain topic. Observation is the next one which occurs when a colleague monitors one's teaching environment in a lesson. Recording a lesson with an audio or video recorder is another technique. However, the most common ones are diaries or journals that a teacher keeps to write one's own teaching experiences. Journal writing was used as a technique for this study; therefore, it will be examined thoroughly below.

Loughran (2002) carries out many studies on development of reflective practice as a pedagogical tool. He points out that reflecting through thinking aloud and carrying out a teaching journal can contribute greatly to teachers' reflectivity if they really want to implement these techniques (cited in Eryaman, 2007). According to Moon (1999) a journal is a written material which is based on reflection and is relatively a free writing or within a given structure. It should be written regularly over time (cited in Cooper and

Stevens, 2006). It is a vehicle to understand oneself as a teacher. A journal offers a place for teachers to explore every stage of a lesson with a different perspective. Journal writing also lets a teacher face all challenging situations and find answers to the questions which are difficult to answer (Chitpin, 2006).

By the help of journals, teachers will feel free to express themselves and their teaching process. They will be aware of their personal thoughts and feelings about their students. They will trust their inner voice and interpret new thoughts not only in their classrooms but also in other settings. Moreover, journal writing enables teachers to see both their own weaknesses and strengths on teaching as a profession and weak and strong points in their own lessons (Hiemstra, 2001). As an overall advantage, they can see what, how, why, to whom they are doing all the things which constitute their teaching and what changes are required while applying what they learned for the next time. In brief, journal is one of the most useful tools to make teachers reflect on their jobs.

Billics & Colley (2006) see writing as a reflective tool both for teachers and journal keeping is a good way for self-reflection. Because by the help of journals, teachers are able to observe and understand students' thinking processes that include the perception of new theoretical concepts. Also, teachers can follow their students' learning by taking their emotions and attitudes towards the lessons into consideration. From this aspect, journal writing enables first-hand information and results in evolution of self-awareness in the process of reflection and evaluation (Bailey, 1990; cited in Tsang, 2003).

Teachers feel freer while writing as they write in their own words and state their own ideas. It enables them to make knowledge of their own; as a result writing is a significant way of reflection. As writing reflectively through journal forms fosters self-expression, a teacher discovers new dimensions of oneself by combining reflection, awareness, deliberation and insight (Mayher, Lester & Pradl, 1983; cited in Maskat, Selangor and Ponniah, 2008). That is why writing is the most suitable skill for reflection and both writing and reflection include a continual process to go through.

As a conclusion, journal writing enables first-hand information and results in evolution of self-awareness in the process of reflection and evaluation (Bailey, 1990, cited in Tsang, 2003). For this reason, it is the most suitable skill for reflection and to promote reflective teaching in teachers. Hotton and Smith (1995) believe that techniques like journal keeping, group discussions, action research projects, case studies and micro teaching should be used together in order to support reflective practice. Pollard and Tann (1997) claim that a practitioner gets the important critical thinking skills such as questioning and understanding the world's social and political situation by the help of video recording, journal keeping and guiding through observation strategies (cited in Alp, Taşkın, 2008).

## **1.2 Purpose of the study**

Teaching is a process that requires special education and training. In order to be a teacher, a person has to obtain this education in certain years. Through the years, teachers get more qualifications and experiences in the teaching field. However, reflective teaching supports that neither education nor experience are enough to make an effective teacher. It is significant to combine all these elements with reflection in order to get the best result for one's professional development. As mentioned before, reflective writing is a valuable tool for self-inquiry and evaluation of teachers.

Reflective teaching is also a movement against top down forms of educational reforms which make a teacher implement the programs which have not been used anywhere else previously. A traditional teacher is seen as a consumer of curriculum knowledge who does not have the necessary skills to make new things or criticize this knowledge. On the other hand, a teacher as a reflective practitioner has the ability to solve each problem no matter when it has occurred in the classroom. S/he knows how to frame a problem and find correct solutions by him/herself (Zeicher and Liston, 1996).

With the combination of all this information about the characteristics of reflective teaching, the main purpose of this thesis is to search the effects of keeping journals on teachers' way of teaching writing and teaching in general. The other aim is to make

them more aware of their teaching environment by realizing their own weaknesses and strengths because these things are all a part of teachers' professional growth.

For this reason, the following research questions will be investigated in this study:

*RQ 1: How do teachers plan / implement and evaluate their writing lessons?*

*RQ 2: How does students' level of English affect teachers' reflections?*

*RQ 3: How does instructors' teaching experience affect their own reflections?*

*RQ 4: How does keeping a journal affect the participants' teaching practices?*

*RQ5: What are the opinions of the instructors about good writing lessons?*

### **1.3 Significance of the study**

When the recent studies are examined, it is very clear that there is a struggle to find new ways and approaches to create a good teaching and learning environment because traditional approaches have been inadequate to meet the expectations of every individual in this environment. In this respect, reflective teaching is one of these ways that support the professional development of the teachers to have a good career.

On the other hand, when the review of literature is prepared, it has been realized that there are not many studies about reflective teaching or promoting reflective thinking on teachers. That is why, this study and the collected data may assist the other researchers or teachers who will read it in terms of their classroom practices and its impacts on their students. From another perspective, this study and the others which will be shed light on by this one will make contributions to the literature of reflective practices.



Moreover, this journal study may prevent the participant teachers from being afraid of questioning themselves and lead them to find solutions more easily when encountered. At the end of the study, not only the participants but also all the readers of this thesis can benefit from it and explore new ideas to apply. If the participant teachers share their experiences through interacting with their colleagues, they may be affected quickly and have the desire to add new insights to their teaching process.

As a last remark, not only the teachers individually but also the institutions might gain a new perspective by the help of this reflective study and they can incorporate with the teachers to integrate reflection and reflective thinking into their teaching.

#### **1.4 Assumptions of the study**

The assumptions of this study follow below:

First of all, a journal form has been adapted in order to find out the reflective practices of the instructors in every stage of their lessons. Later on, interview questions has been prepared to see the effect of the journal study on these teachers. Both of these data collection instruments have been developed by the researcher. In this development process, certain steps mentioned in the methodology have been followed to be sure about the validity and reliability of the instruments. As a result, it is assumed that these instruments are reliable, valid and appropriate for data collection.

Second, as the teachers have taken part in the study voluntarily, it has been thought that they will complete the forms frankly and honestly during the study. Moreover, in the interviews done right after the journal study, it has been predicted that the participants will answer the questions and share their opinions open-heartedly.

Finally, it has been expected that the teaching practices of all the participants might have certain effects thanks to keeping a journal for a period of time. After conducting the study and implementing both of these instruments, it is aimed to give enough time for the implementation, analysis and reflecting upon them.

### **1.5 Limitations of the study**

This study has been conducted with eleven instructors who are teaching in Preparatory School at a private university. The data collected in the study is limited to these participants. Therefore, the results cannot be generalized to all the instructors in this university. Moreover, these participants have kept journal forms in four weeks' time. For this reason, the interpretations cannot be accepted for all the lessons in a year.

Another limitation is that this study has been applied for writing lessons in four weeks' time. Seven of the participants are elementary level teachers and four of them are pre-intermediate teachers. Thus, the data does not include all English lessons and all instructors in the same level.

As mentioned before, the main purpose of the study is to investigate to what extent the teachers are careful about reflective teaching principles in every part of their lessons. The results of the study are limited to eleven instructors at a particular university. Therefore, it is not possible to say that the data represents all the English instructors in Turkey.

### **1.6 Organization of the thesis**

There are six chapters in this thesis. Chapter I initially explains the background of the study. Then, it shows the purpose of the study by giving the research questions that are addressed in this study. Later, the significance of the study, its assumptions and limitations are described briefly. Finally, it presents the general organization of the thesis and the summary of the chapter.

Chapters II and III consist of the review of literature of the study. Chapter II gives information on reflection and reflective teaching in general. First of all, reflection, reflective teaching and how to become a reflective teacher are defined. While doing this, many ideas of the educationalists are mentioned and four reflective thinking cycles are analysed and interpreted. Moreover, the benefits of reflective teaching, the

dimensions and traditions of reflection are given by the help of certain figures. After combining reflection into teaching, reflection tools such as diaries, journals, lesson reports, surveys, questionnaires, observation, action research, and audio and video recordings are introduced and defined.

Chapter III presents the combination of reflective teaching and writing. In this study, as writing has two phases, they are mentioned differently and thoroughly. The first phase is writing as a lesson and process writing that leads students to do reflection while writing their drafts. In the second phase, writing is a reflection tool and keeping a journal is a way to use it while indicating everything that happened in the lesson. It is also stressed that writing is the most suitable skill for reflection.

Chapter IV includes methodological information about the study. Firstly, qualitative research method is defined and the reasons why this type of study has been preferred are explained. Furthermore, data collection methods and the data analysis procedure are pointed out. Additionally, the rationale for the study and the methodology of the pilot study and the main study are indicated.

Chapter V describes the findings and their discussions in detail with the aim of finding answers to the research questions. After discussing the answers of the participants in every stage of the lesson, the data is analysed through research questions.

Chapter VI indicates the conclusions and implications of this study. It also aims to propose suggestions for further research.

## **1.7 Chapter summary**

This chapter initiated with some basic literature on reflective teaching and reflection tools. Later, the purpose of the study was explained through research questions. The assumptions and limitations of the study followed the explanation of the significance of the study. Finally, the general organization of the thesis was submitted.

## **CHAPTER II**

### **REFLECTION AND REFLECTIVE TEACHING**

#### **2.0 Introduction**

This part of literature review consists of the definition of reflection and reflective practice in terms of teaching. Reflective teaching models of different authors will also be analyzed to clarify the ways of becoming a reflective practitioner. Subsequently, tools for reflection like journals, diaries and observation will be on the path to explore the key concepts of becoming reflective.

#### **2.1 From Dewey to present: an overview of reflection**

The idea of reflection has made a big impact on education in the last decades. In addition, several educationalists have defined it in their own ways. On the other hand, the concepts of “reflection”, “reflective teaching” and “teacher as a reflective practitioner” were introduced by Dewey (1933, 1965) who made valuable contributions to educational thinking and critical thinking. The second important educational theorist, Schon (1983, 1987) has formulated many concepts related to reflection not only in teaching but also in many fields such as architecture, medicine, and psychology (cited in Zeichner and Liston, 1996). However, the connection between reflection and teaching will be discussed in this study after the term ‘reflection’ is analyzed.

Historically Dewey (1933), who himself drew on the ideas of many earlier educators such as Plato, Aristotle, Confucius, Lao Tzu, Solomon and Buddha, was seen as a key originator in the twentieth century of the concept of reflection. Dewey (1933) indicated that reflection was a special form of problem solving, thinking to resolve an issue which involved in active chaining, a careful ordering of ideas and linking them with its predecessors (cited in Hatton and Smith, 1995). Many of researchers redefined the term ‘reflection’ in the base of Dewey’s definition. For instance, Gelter (2003) claims that reflection becomes an action when the person looks thoroughly to all the problems and solutions of their experiences (cited in Alp and Taşkın, 2008).

Reid (1993) also agrees on Dewey's ideas and defines reflection as an active process to review an experience of a practice which results in describing, analysing and evaluating and getting information about it (cited in Kirazlar, 2006). Campbell and Jones (2002) define reflection as an inner speech that is done by a teacher about experiences, beliefs and perceptions (cited in Taggart and Wilson, 2005). Likewise, Minott (2007) identifies reflection as a tool to preserve one's feelings, profession and oneself.

Although Dewey (1933) formed the roots of reflection and reflective practice, Schon (1983) has showed how teachers can carry out the notion of reflective practice in our everyday lives (Zeichner and Liston, 1996). He thinks that thinking evolves and takes a meaning in action. According to him, thinking occurs in a questioning process. It begins with perception of a problem. When this problem gets a clear definition, the analysis process starts to find the correct solution for it. This effort to solve this problem is defined as "reflection" (cited in Alp and Taşkın; 2008).

There may be many definitions of reflection from different researchers. However, all of them focus on determining the problems and finding appropriate solutions for them. In brief reflection requires not being afraid of seeing oneself in front of a situation and acting in the most suitable way. Therefore, it is in the centre of teachers' life-long professional development because it is an everlasting process.

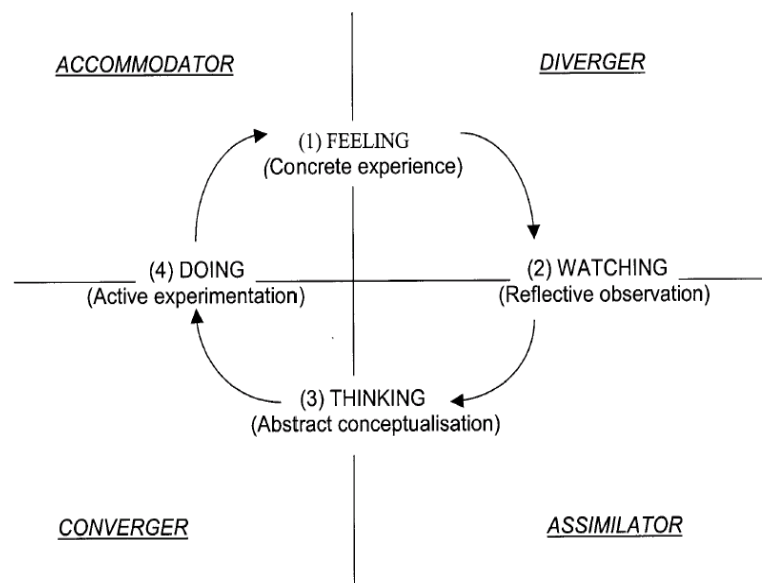
## **2.2 Reflective practice**

Reflective practice means examining not only personal experience but also practical and social structures. It involves a process of learning and developing oneself as a teacher. It requires looking at the situation in a wider perspective and being open to the help and support of others such as colleagues and administrators. It also includes trying to be better and more focused in one's field day by day (Bolton, 2001).

Reflective practice is located in Kolb's experiential learning theory whose intellectual origins are Piaget, Dewey and Levin, with their experiential works. It is different from other cognitive learning theories because it emphasizes cognition over

behavioral and affective theories. Moreover, it is a theory which shows not only a holistic model of language learning but also a multilinear model of adult development. The starting point of experiential learning theory is that it is the process which knowledge is created through the transformation of experience. As a result, knowledge turns up as the combination of grasping and transforming experience (cited in Kolb, Boyatzis and Mainemelis, 1999).

Moreover, experiential learning theory supports that learning is a cyclic process consisting of four stages: experience, observation and reflection, abstract conceptualisation and experimentation (Kolb, 1984). In this process, 'immediate or concrete experiences' provide a basis for 'observations and reflections'. These 'observations and reflections' are assimilated into 'abstract concepts' by producing new implications for action which can be 'actively tested' in turn creating new experiences (cited in Chapman, 2003).



**Figure 2.1: Kolb's experiential learning cycle (1984)**

In this figure, each dimension corresponds to Kolb's thoughts about how learning takes place in general. It is shown that we learn through concrete experiences which are specific experiences and related to people. That is why the learner is sensitive to other's feelings. These experiences lead to some form of reflection. This time, the learner

observes before making a judgment by viewing the environment from different perspectives and looks for the meaning of things. When the learner moves from reflection and observation to abstract conceptualization, s/he uses the past experiences as a base, thinks and reflects about its meaning in the current condition or nature of the problem. In other words, logical analysis of ideas and acting on intellectual understanding of a situation occur. In the last stage, learners are encouraged to move from abstract conceptualization to active experimentation. Here, the learner might be asked to use new knowledge actively and to practice skills in an experimental way. It requires the ability to get things done by influencing people and events through action (Kolb, 1984; Gelula, 2003).

In reflective practice our actions are influenced by our thoughts. Basically, personal action theories, ideas about the world affect one's behaviours, decisions and actions. Every person has action theories: teachers have theories about instruction and classroom management, administrators have theories about leadership, and parents have theories about their children in many points. Each teacher has a "theory" which represents abstract ideas about issues related to the world of practice. In reflective practice, there are two types of personal action theories: espoused theories and theories in use (Osterman and Kottkamp, 2004).

Espoused theories are simply the ability to say everything that a person believes. They exist at a conscious level. Although traditional educational models claim that these theories guide one's actions, it is often not like that. As an example of this, a teacher may attend a workshop and get several new ideas, theories and come back with good intentions to apply them. However, factors like lack of support and sufficient experience may distract that person and no change happens. From the other perspective, his/her espoused theories may change with new ideas without leading to a change in behaviour because behaviour is not necessarily consistent with one's espoused theory (Osterman and Kottkamp, 2004).

On the other hand, theories-in-use improve through acculturation. While listening, imitating, practicing, and receiving feedback from others, a person acquires this complex set of beliefs and knowledge which is called theories-in-use. Unlike espoused

theories, theories-in-use leads to change in behaviours and ideas directly and consistently. In reflective teaching, these theories are functional as they reduce the complexity of decision making because these ideas are generally accepted by people. On behalf of professional development, theories-in-use needs to be modified by people (Osterman and Kottkamp, 2004).

One of the main purposes of reflective teaching is combining these theories-in use with espoused theories and form new sets of theories that can be used (Osterman and Kottkamp, 2004). When a teacher is not sure about one's actions, reflective practice gives the confidence to look for something and leads to find the correct answers to the questions in one's head (Bolton, 2001). It can provide teachers with a new perspective;

- to recognize students' needs
- to analyze their own weaknesses and strengths, and to fill in these lacking points
- to cope with problematic situations
- to identify their own decision-making processes
- to criticise their colleagues in a constructive way and to be open to criticisms coming from them (Bolton, 2001).

This new perspective assists teachers to develop their problem-solving and decision-making skills. They become more open to criticism and respect others' ideas in order to become a good practitioner. Moreover, they are able to face many problems in the lesson or after the lesson and find the best solution for them. Like Schon's (1983) ideas, the practitioner frames a new problem by the help of past experiences and questions his or her own espoused theories. If they think that they are in the right way, they combine them with theories in use by thinking of their students' needs, emotions and proficiency.

### **2.3 Types of reflection**

While some educationalists define reflection and involve it into teaching or other certain fields, some of the others prefer to analyze it deeply and divide it into stages. For



instance, Dewey differentiates reflective action from routine action. As it can be understood from the name itself, routine action represents traditional taken for granted definitions of each school or a “collective code” which is accepted by the authority and school administrators. In other words, there are no alternative viewpoints or reality other than this generally agreed upon “truth”. According to Dewey, unreflective teachers accept all this everyday reality without any criticism and find the most suitable and efficient explanation which has been defined from this “collective code”. They never think that this everyday reality is only one of the possibilities in a very large collection of alternatives. They totally accept a general solution of a problem automatically (cited in Zeichner and Liston, 1996).

On the other hand, reflective action includes active, continuous, and attentive thinking of any possible beliefs that support the reasons and consequences of an action. It also consists of logical and problem solving processes. It is a holistic way to see and find responses to the problems as a teacher. In the last sentence, holistic means taking all elements into consideration in order to improve conditions for students’ learning. Reflective teachers believe that they make a change on their lives by teaching. Those teachers have to be critical and they need to make a balance between their emotions and mental decisions before they make up their minds. In contrast to routine action, in reflective action, reasoning and emotions are interrelated (ibid.)

There are three fundamental attitudes for reflective action. They are ‘open-mindedness’, ‘responsibility’ and ‘wholeheartedness’. Open-mindedness is the ability to see many sides and pay attention to all alternative possibilities. It is also asking oneself what and why to do these actions. The second one, responsibility, includes the thinking procedure of possible outcomes of an action. Teachers question the ways how to utilize and why and for whom they use them. Lastly, wholeheartedness leads a teacher to examine his or her beliefs and outcomes of their actions. Wholehearted teachers also look each situation as an act of learning something new. They analyze their way of teaching and see its impacts on students in many different perspectives. All of these elements lead a teacher examine one’s own teaching in a critical and supportive way (ibid.)

On the other hand, Schön (1983) classifies reflection into two time frames. The first one, 'reflection-on-action' occurs both before the lesson while doing the planning, thinking; and after the lesson when everything has finished. The second one is 'reflection-in-action' which occurs during the implementation of the lesson. Teachers may face an unexpected situation in the lesson and need to adjust it by doing reflection-in-action. Schon believes that a reflective practitioner can reflect not only in the action but also on the action.

Schon (1983) argues that reflection occurs in framing, action and reframing processes. First of all, teachers interpret and frame their experiences through the theories, practices, knowledge and values. During and/or after their actions, their situation is reframed on the basis of their experiences in order to change it. With the help of this reframing procedure, teachers start to look at their experiences in a different perspective. In other words, it is the process in which the problem is seen differently. Many researchers agree on Schon's ideas about reflection; however some others agree that some details need to be added. For instance, reflection can be enhanced by communication and sharing although it is thought as a solitary action. Also, reflection process involves not only the classroom environment but also outside including schooling and administrators (cited in Zeichner and Liston, 1996).

Zeichner and Liston (1996) determine the types of reflection similar to Schon's reflection-in-action and reflection-on-action. According to them there are five dimensions of reflection (see Figure 2). The first two dimensions are related to reflection-in-action; however the rest of them are part of reflection-on-action.

1. RAPID REFLECTION	Immediate and automatic Reflection-in-Action
2. REPAIR	Thoughtful Reflection-in-Action
3. REVIEW	Less formal Reflection-on-Action at a particular point in time
4. RESEARCH	More systematic Reflection-on-Action Over a period of time
5. RETHEORIZING and REFORMULATING	Long-term Reflection-on-Action Informed by public academic theories

**Figure 2.2: Dimensions of reflection (Zeichner and Liston, 1996: 47)**

When teachers reflect automatically and simultaneously in an action, it is called *rapid reflection*. It is like Schon's reflection-in-action. For instance, when a student asks a question, the teacher decides how s/he can answer it by making rapid reflection. The second level, *'repair'* is again related to reflection-in-action but it gives a very limited time to the teachers to think about the action before they do it. They pause for a moment to adjust their reflection from their past experiences. For instance, when a teacher hears a student say something bad to his/her friend, s/he may ignore it this time because in the past s/he might experience that s/he argued with the students a lot and it was terrible before.

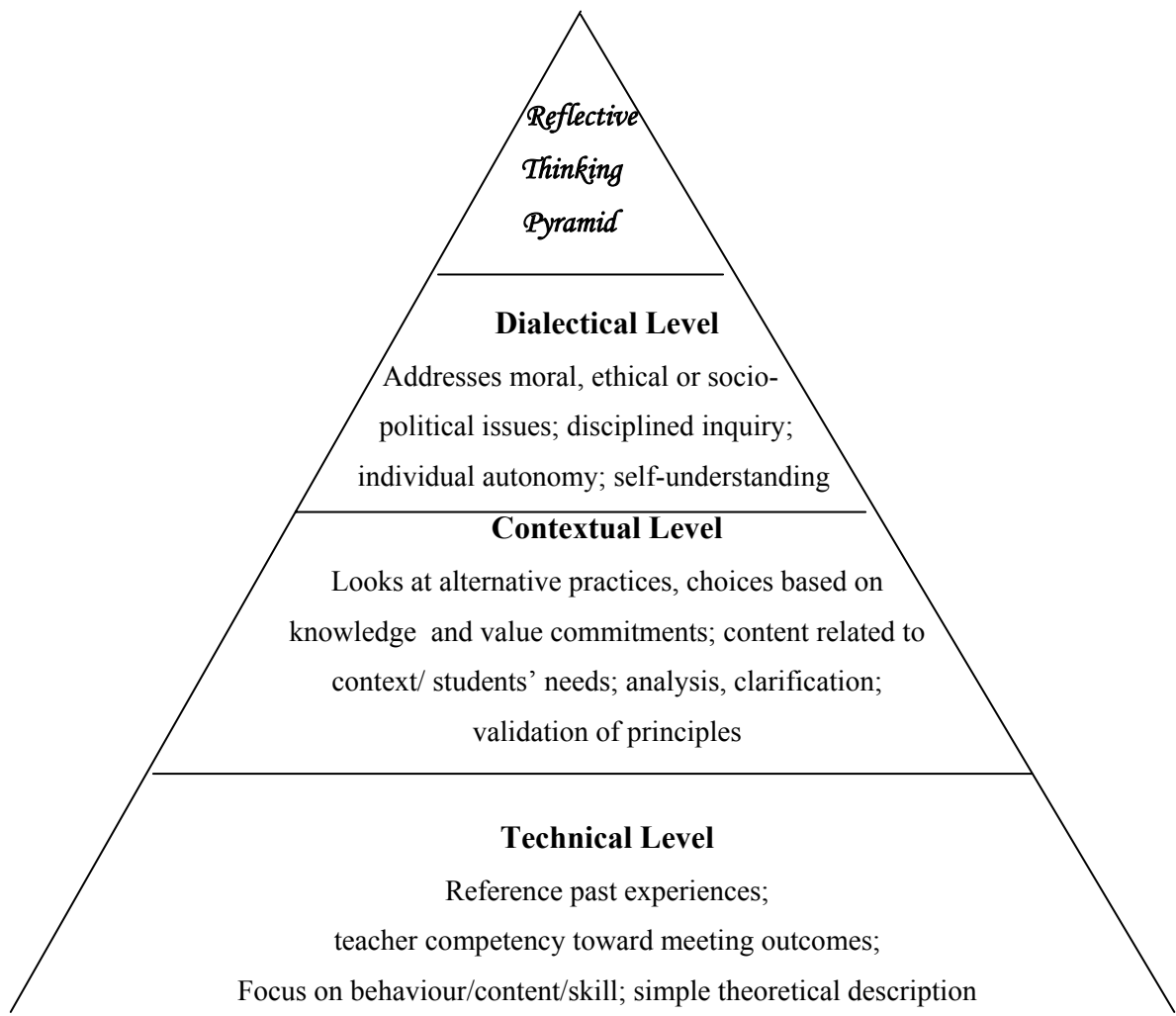
*'Review'* occurs after an action like Schon's reflection-on-action. In this dimension, a teacher can work personally or collaboratively to talk over the process of students or about the curriculum development. In the fourth dimension, *'research'*, teachers think in a more systematic way by focusing on particular issues. They may collect the necessary information related to their students' learning in weeks or months.

Teachers who join in the research groups with others from other schools and develop research projects to examine the most important parts of teachers' practical theories can be an example of this type of reflection.

*Rethorizing and Reformulating* is the last dimension of reflection. It is more abstract and takes more time than the other dimensions. Teachers look into their own practical theories in the light of public academic theories. They also think that the result of their reflection on their own theories will improve and enrich public academic theories. As examining all this stuff will require more time, this dimension lasts more, like months or years (cited in Zeichner & Liston, 1996).

In conclusion, teachers should reflect on all these dimensions. They should not just focus on one dimension a lot and neglect the others as it may cause a partial reflection in which teachers will not question their practical theories with the other (ibid.). However, these dimensions are not sequential and they do not have to follow them one by one. Each teacher will face different situations in their own teaching environment. That is why, their time to reflect on these dimensions and which one they need will be changeable.

Apart from these classifications, Van Manen (1977) presents Reflective Thinking Model (see Figure 2.5: 24). It includes three levels of reflection: technical, contextual and dialectical levels.



**Figure 2.3: Reflective thinking pyramid (Van Manen, 1977; cited in Taggart and Wilson, 2005: 3).**

The first one, technical level involves the methodological awareness for the selection of suitable materials and the implementation of a lesson in a suitable way. Technical practitioners have the ability to transmit their theoretical knowledge into practice. Valli (1990) calls this level as technical rationality and emphasizes that it is a non-reflective level (cited in Taggart and Wilson, 2005). Eryaman (2007) takes Van Manen's definition and summarizes it as efficiency and effectiveness of means to be able to achieve certain goals. Practitioners reflecting in this level derive the necessary knowledge not only from human experience but also pedagogy, content and methodology of education. They combine past educational experiences with their skills

to meet set outcomes. They make simple descriptions of observations to produce reflective individuals (Taggart and Wilson, 2005)

Contextual level, as a second one examines pedagogical matters in relation to theory and practice. A practitioner in that level is able to understand contexts, concepts, predispositions for classroom practice and formulate them for student growth. (cited in Taggart and Wilson, 2005). This level is also called 'practical reflection' which allows for examination of both goals and their actual outcomes. The difference between the first and the second level is that meanings are not exact but they can be modified through negotiation. (cited in Eryaman, 2007). Practitioners reflecting at the contextual level of the pyramid reach a comfort level of willingness to search for alternative approaches which are best for the needs of the students. They reflect on practices which affect students' learning and on decisions which are related to the context of the situation. Furthermore, they are able to relate theory to practice and focus on action (Taggart and Wilson, 2005).

Finally, dialectical level or in other words critical rationality enables teachers to question some subjects such as morality, fairness, and the place of school in a democratic society in combination to the suppositions from the two former levels (cited in Alp and Taşkın). It has been claimed that equity, emancipation, caring and justice should be regarded while planning a curriculum. Practitioners develop their expert knowledge and analyse assumptions that are previously taken by them (cited in Taggart and Wilson, 2005). It requires making judgments in necessary situations and an analysis of personal action within cultural and sociological contexts (cited in Eryaman, 2007). Practitioners reflecting on the last level of the pyramid reach an autonomous state supported by disciplined inquiry, reflection-in-action, self-actualization and open-mindedness. They can bring new ideas on moral, ethical and socio-political issues. They can reflect on decisions and consequences during the course of the action (Taggart and Wilson, 2005).

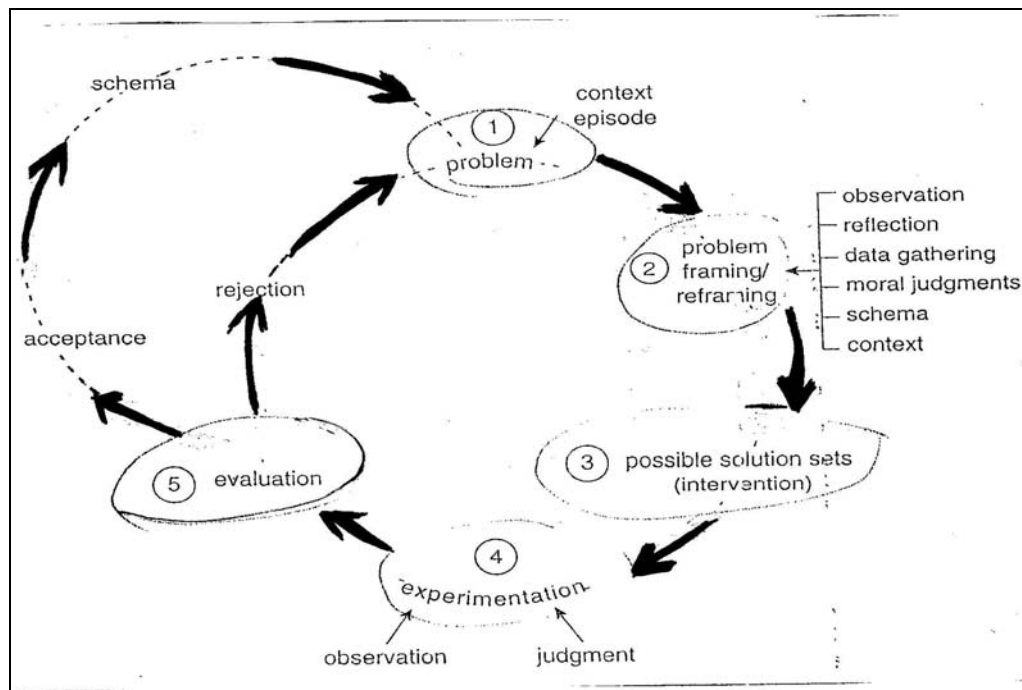
In brief, all of these educationalists agree on the same idea that reflection is significant for professional growth of teachers although they put forward different views and opinions.

## **2.4 Reflective teaching**

Theoretical structure of the types of reflection constitutes the reflective approach. Nevertheless, reflective teaching shows the way to use these techniques in educational contexts (Kirazlar, 2007). There are a lot of learned actions and judgments that the teachers do not have to think about before and carry out spontaneously. They are usually unaware of doing them. Reflective teaching leads teachers be more conscious about some of this knowledge which they do not express easily. Thus, teachers can begin examining, criticizing and developing them (cited in Zeichner and Liston, 1996). It requires questioning, making self-evaluation and self-criticism so that a teacher can see one's weaknesses and strengths and thinks in a systematic way for planning and assessment of the lessons (Kitson and Merry, 1997; cited in Alp and Taşkın, 2008). Altınok (2002) believes that through reflective teaching, teachers can follow new trends in education and carry them out in their real teaching atmosphere in order to see their applicability and effects on their development (cited in Alp and Taşkın, 2008).

Reflective teaching enables teachers to recognize that the process of learning to teach goes on throughout the whole teaching career of them. Moreover, a teacher education program, no matter how effective it is, can only prepare a teacher to begin teaching. When they accept reflective practice and internalize the requisite skills for studying teaching and becoming a better teacher, they take the entire responsibility for their own professional development. As a result of this, they become the central feature of a reflective teacher (Zeicher and Liston, 1996).

As a combination of the ideas of Dewey (1933), Eby and Kujawa (1994), Pugach and Johnson (1990) and Schon (1983), Figure 4 represents a cyclical process of reflective thinking.



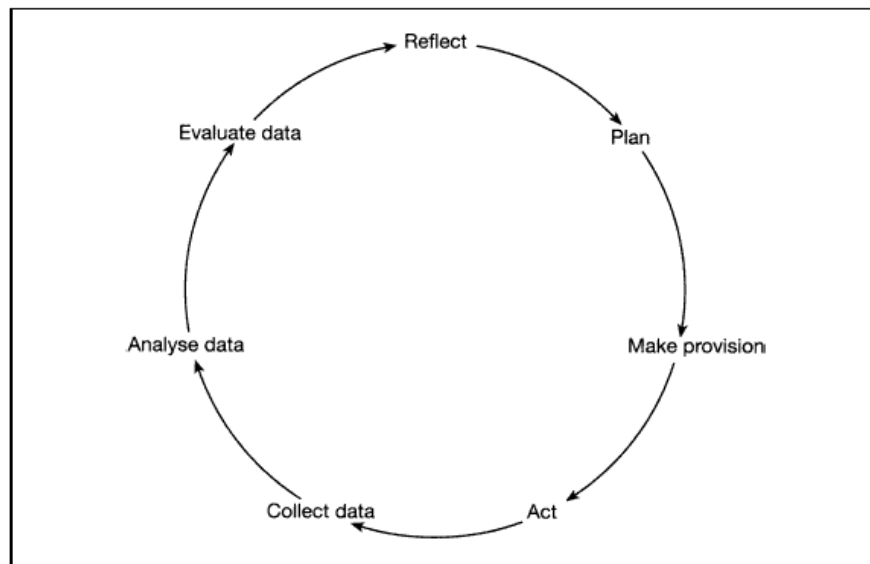
**Figure 2.4: Reflective thinking model (Taggart and Wilson, 2005: 7)**

As it is shown in Figure 4, the first step of this model involves a *problem*. Dewey defines it as a ‘felt difficulty’ while Schon uses the term ‘problematic situation’. In the second step, the problem is identified by looking at the situation from the third person perspective. This looking back enables the practitioner to frame or reframe this problem through the components of observation, reflection, data gathering and consideration of moral principles. Past events and experiences in a reflective thinker’s repertoire (context and schema) lead him/her to make sense of the problems and search for possible solutions, which form the next stage.

Searching for possible solutions requires reasoning through similar past experiences. The solutions are systematically tested with subsequent observation and further experimentation. Evaluation stage includes a review of the implementation process and the outcomes of the solution. There are two choices in this stage: acceptance and rejection. Dewey supports that if the solution proves successful, the instance may be kept for the retrieval of a similar situation or it may become routine. However, if it is not successful, the problem will be reframed and the process will be repeated.



Pollard (2005) also defines reflective teaching as a cyclical process which makes a teacher monitor, evaluate and review their own practices constantly. Figure 5 shows this spiralling process.



**Figure 2.5: The process of reflective teaching (Pollard, 2005: 16)**

It is a dynamic process with successive cycles which is related to Dewey's notion of reflective teaching. According to this process, teachers are basically expected to plan, make provision and act. Reflective teachers are the ones who monitor, observe and collect data on themselves and their students' actions and emotions. Later on, the data has to be analyzed and assessed critically so that judgments and decisions can be made when it is shared. Lastly, teachers revise their own policies, plans and provisions before the process begins again (Pollard, 2005).

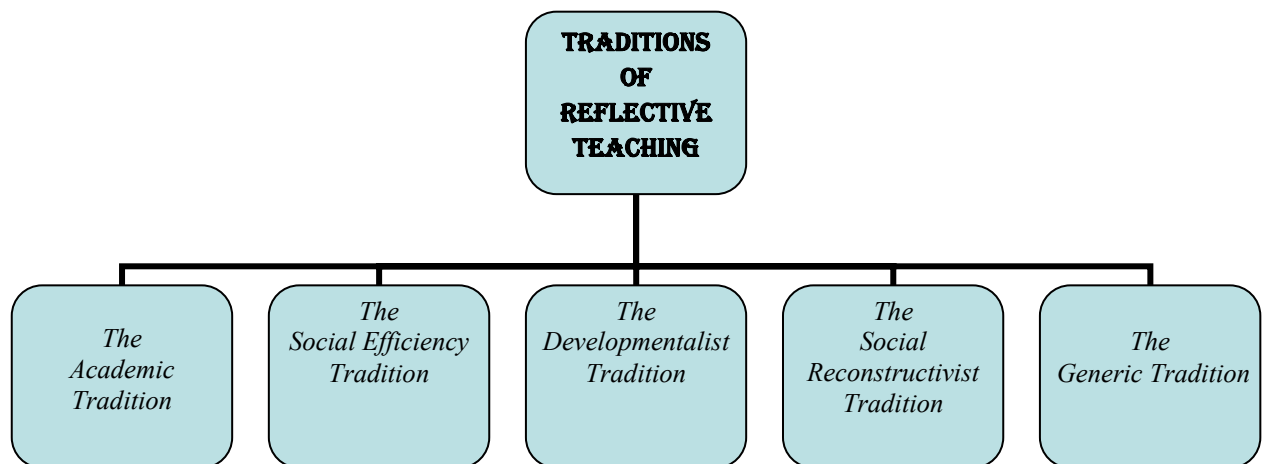
There are numerous benefits of reflective teaching defined by many authors. Reflective teaching;

- keeps teachers away from the impulse and routine behaviour (Postequillo and Palmer, 2000),
- gives teachers the recognition of teaching as artistry by applying diversity of theories into classroom practice (Ferrero, 2000),

- enables teachers flexibility to use instructional contexts, learner groups, curricula, resources and materials, amount and type of teacher preparation,
- promotes deliberate actions in planning and implementing instruction with ongoing engagement of theory,
- improves teachers' ability to react and respond while teaching, assessing, revising and implementing the activities,
- creates a cyclical process which allows time for reflection, implementation and follow-up,
- requires a commitment to continuous self-development to achieve their goals. (Florez, 2001).

By the help of reflective teaching, teachers improve their cognitive and critical thinking skills; and they think, evaluate their experiences for future ones. Developing this kind of skills give teachers willingness to question themselves, to try new strategies and techniques, to search for alternative ones and to be able to reflect on their teaching procedures. Moreover, they can discuss with others in order to analyse and solve problems that are encountered. Another benefit of reflective teaching is between teachers and administrators. By the help of assessing their own decision-making, planning and future actions which come with reflective teaching, teachers improve their relationship between school (including colleagues, administrators) and students that results in school improvement. Implementing these benefits on their own teaching encourage effective teaching on teachers (Minott, 2007).

On the other hand, Zeichner and Liston (1996) identified 5 different traditions of reflective practice that guide teachers and teacher education. These are academic, social efficiency, developmentalist, social reconstructionist and generic traditions.



**Figure 2.6: Traditions of reflective teaching (Zeicher and Liston, 1996)**

*The academic tradition* involves reflection on the content knowledge of what teachers are teaching. In the past, it was believed that teacher preparation programs gave all necessary information about the subject matter of the lessons. However, researches that have been applied in the last decades have shown that content knowledge which is given in most universities is not sufficient for being able to teach because of the lacking information about pedagogical disciplines (Zeicher and Liston, 1996).

*The social efficiency tradition* supports application of teaching strategies in an appropriate way. These strategies are the ones that have been accepted by former research studies. When teachers make reflection, they focus on whether their own practice matches with the knowledge base which can give guidance to teachers or not. In 1990, Freeman- Nemser specified two sorts of social efficiency tradition. The first one, technical strand, exposes teachers to follow what this knowledge base. On the other hand, in deliberative strand, teachers make decisions depending on not only their own practice and experience but also transmitted knowledge. They mostly care about their intuition and morality (cited in Zeicher and Liston, 1996).

*The developmentalist tradition* identifies reflection about students, their thoughts – ideas, their cultural and linguistic background. It involves the decision-making process which teachers question the topic they need to teach the students and the way they teach them. These decisions are required by observing the classroom practice. Moreover, they are affected by both teachers’ experiences and literature on former studies. This

tradition does not ignore all the issues that are supported by other ones. However, its focus is on reflecting about one's own students.

*The social reconstructivist tradition* has the focus not only on teacher's own practice but also on social conditions which affect this practice. It builds on awareness that instruction is contributed by cultural and political contexts. Reflection includes social and political consequences of one's teaching. While a teacher questions oneself, s/he puts emphasis on issues such as equity and social justice which should be a part of classroom environment. It also supports to create a community that teachers can share their experiences and develop each other's growth.

*The generic tradition* supports teachers to reflect on their teaching in general no matter how they do it, what reflection involves or how much it should involve social and institutional contexts. Teachers are considered more deliberate. In brief, it is crucial for teachers to make reflection without thinking the things they should reflect about (Zeichner and Liston, 1996).

As a last remark of all this information, reflective teaching is a cycle which is formulated by a lot of crucial elements. It is clear that reasoning and questioning through reflection is the inevitable key element of a teacher's finding the right path to go on. Because it is a systematic approach that leads a practitioner to develop oneself.

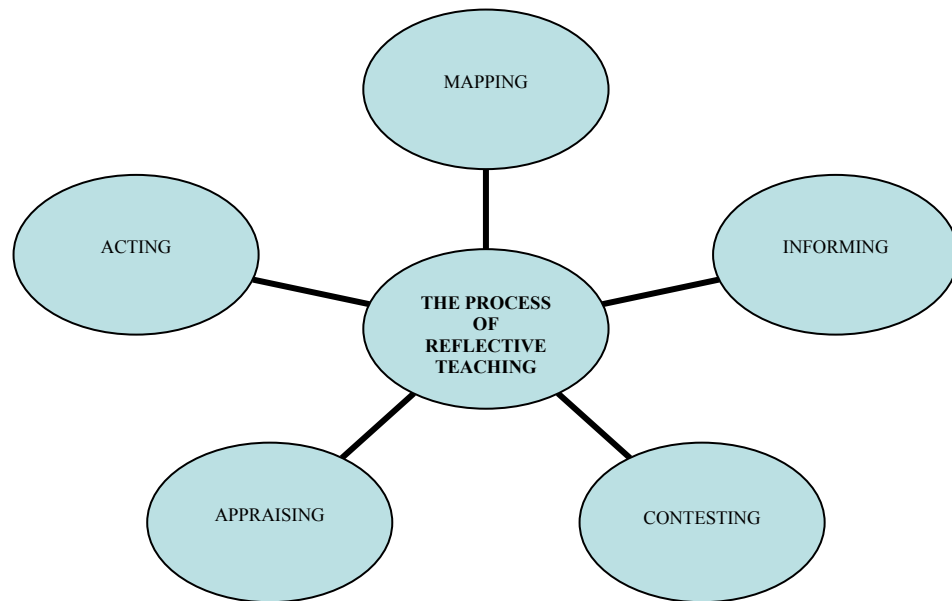
## **2.5 Teacher as a reflective practitioner**

Pollard and Tann (1987) define a reflective teacher as a person who questions his/her aims and actions; who monitors practice and its outcomes; and who considers its both short-term and long-term effects on each of the students (cited in Cook, 1989). Moreover, a reflective teacher;

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

(Zeichner and Liston, 1996: 6)

Becoming a reflective teacher includes some stages. In order to analyze this process, Barlett (1990) shows the elements of a cycle for the process of reflective teaching in Figure 2.7.



**Figure 2.7: Elements of a cycle for the process of reflective teaching (Barlett, 1990)**

It has to be mentioned that these elements in this figure are not linear or sequential. A practitioner may pass through the cycle several times and one element does not have to follow the next one. When different courses of action are adopted, one element may be omitted in moving through the cycle.

Observation and collection information about one's own teaching constitute its first step. One way to do this is audio or video recording of the lesson; however, the most suitable way is keeping a diary or a journal because in writing, a teacher begins both to observe and to take the first step in reflecting on and about our practice. A journal or a diary in mapping stage will be about routine and conscious actions in the classroom, conversations with the students, critical events happened in the classroom, teacher's personal life and beliefs about teaching, events which happened outside the

classroom but may affect the teaching process. It is crucial to begin writing immediately after teaching the lesson. The aim of this work is to raise one's consciousness of teaching through writing (Barlett, 1990).

After having mapped several ideas about the content of teaching, teacher's beliefs and environmental factors both inside and outside of the classroom, the next stage is to look for meaning behind the maps. It may occur during or after the lesson by the individual teacher or in discussion and collaboration with others. By the help of this sharing, a teacher extends his/her own insight as a member of society.

The third stage includes finding answers to one's ideas with the help of colleagues, students, parents and other community members. The basic distinction of contesting phase from mapping and informing is that the former two phases are related to a teacher's espoused theories while in contesting, s/he begins to compare his/her espoused theories with the other generally accepted theories. Moreover, s/he questions his/her own relationship between students, and nature and assessment of their learning.

In the former phase, a teacher starts to search for alternative courses of action. Yet, appraisal links this thinking dimension with his/her new understanding of teaching. The main focus is on whether the consequences of learning would change or not if the lesson was given differently. While assessing students, the teacher searches for more democratic assessment procedures.

Although acting is chronologically the last phase of reflective teaching in this cycle, it is not final phase because there is a continuing relationship between the preceding phases and the action of new ideas about one's own teaching. After these stages, it offers a systematic approach to the process for the basis of good teaching (Barlett, 1990).

To sum up, it can be mentioned that reflective teaching requires thinking and acting and it is not an easy process for one's own professional development as a teacher. When a teacher becomes reflective, s/he starts to challenge his/her espoused personal

beliefs about teaching. Moreover, s/he extends oneself by breaking the chain of alienation imposed on them through self-inquiry (ibid.)

## 2.6 Ways of reflection

Up to now, reflection has been combined to teaching and defined by many authors from different perspectives. Nevertheless, it will be very useful to discuss how to become a reflective practitioner and the techniques which assist them to do it.

According to Richards and Lockhart (1996), there are some techniques to promote development of teachers. These are: journals, diaries, lesson reports, surveys / questionnaires, audio / video recordings, observations and action research.

### 2.6.1 Diaries

According to McDonough (1994);

“Diary writing can be a useful tool for both classroom research and personal / professional development.” (McDonough, 1994: 57).

He also adds that a diary is a necessary instrument for teachers for their professional development and methodological reflection. The idea of diary keeping is embedded to ‘the teacher as researcher’ paradigm. It leads teachers to formulate context-specific issues in their own classrooms (ibid.)

Diaries have 3 different trends in language teaching:

- **The pedagogic use of diaries:** In this use, the teacher asks his/her students to keep a diary about reactions of learners to classroom tasks, and activities which are preferred by them, and language development.
- **Diaries as a research tool:** This kind of diaries is kept by researchers for their own language learning experiences. For example, in 1983, Bailey’s famous study of anxiety and competitiveness while he was learning French is a kind of example.

- **Diaries as a teacher-training tool:** They are kept by trainee teachers to give a detailed guideline as a part of their training course. Trainees cope with both teacher practice and the training course by the help of these diaries. In that sense, they are very close to the idea of a learner diary (McDonough, 1994).

Elliot (1991) says that a teacher diary is a rich research tool which may include such elements as feelings, observations, reflections, reactions, explanations, etc. That is why, it is important to choose the most appropriate type of diary for a research. For instance, if the teacher's aim is to collect feedback about lessons, the diary will have a pedagogic aim. On the other hand, diaries as a research tool will help the teachers to reflect on every part of their lessons and take precautions or make changes where necessary. In brief, diaries are beneficial depending on the purpose of the study (cited in McDonough, 1994).

### 2.6.2 Journals

Bolton (2001) claims that writing involves an individual work because each written work has footprints of the writer and his/her progress of thoughts. Because of this, it is a very creative process which supports self-confidence and self-esteem of teachers. Thus, it is a useful and appropriate tool for reflective practitioners. Moreover, it resembles a film. A person who does reflection can freeze a scene and make comments on it. S/he can even go to the former scene in order to comment about it in the light of the latter one.

Reflecting through writing is a good chance for teachers to explore and express their own ideas. On the other hand, sharing these reflective writings and discussing them with others in detail make them understand these ideas better and improve them by looking at the outcomes of the reflection. Therefore, the practitioner can both reflect on things by oneself and share and stimulate the reflection with colleagues. For this reason, it is one of the best ways of expressing, sharing, assessing and developing one's professional experience (ibid.). Moreover, reflective writing enables the practitioner to explore, discover and overcome unexpected results of a situation both inside and outside



the classroom (Boud, Keogh and Walker, 1985; cited in Maskat, Selangor and Ponniah, 2008).

Journal is accepted as a tool for reflective writing. According to Boud (2001),

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

A journal is a vehicle to understand oneself as a teacher and it helps to bridge the gap between knowledge and action (Calderhead, 1991; cited in Pedro, 2005). A journal offers a place for teachers to explore every stage of a lesson with a different perspective. Journal writing also lets a teacher face all challenging situations and find answers to the questions which are difficult to answer (Chitpin, 2006). Reflective journal writing enhances reflection, critical thinking, integration of theory with practice and it promotes professional growth. As an assessment method, a reflective journal is an evidence to show a teacher his/her understanding of content knowledge, reflection, professional judgment and application. Moreover, it facilitates critical-reflection and self-awareness (Tang, 2002).

Journals can be written either in a free way or in a given structure. It should be written regularly over a time rather than for a single lesson (Moon, 1999; cited in Cooper and Stevens, 2006). By the help of a personal journal which shows one's teaching activities and their results, teachers are more focused on what they do in the lesson, why they do those things and what outcomes are taken from it. Therefore, they can be more effective as a teacher (Snowman and Biehler, 2003).

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

- to analyze a dilemma,
- to enhance professional development and reflection,

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

In short, teaching journals are the recordings of a teacher's or a student teacher's experiences. They take some notes and write some responses related to the teaching events they encounter in a class. Teachers keep journals and record the events to make a later reflection, or they write journals discover their way of teaching. Journals include personal reactions given by the teachers after an event, their observations about problem in the classroom, explanation of the most important events happened in the class and suggestion to show themselves how they can do better in the future (Richards and Lockhart, 1996).

### **2.6.3 Other techniques for reflection**

In addition to diaries and journals, there are some other useful methods that enhance reflection. For instance, lesson reports are the notes taken by the teacher after a lesson to explain what happened from a teacher's perspective in the lesson on that day. The aim of this report is to enable a teacher to see what happened in a lesson, how s/he used time for every stage of the lesson and how effective the lesson was. It is not a lesson plan because it is prepared before a lesson and it shows what a teacher will do during a lesson.

Lesson reports consist of aims of the lesson, teaching procedures used in the lesson, problems occurred and their suitable solutions and the most effective and the least effective parts of the lesson. Also teachers ask whether students really learn everything during the lesson and what changes they can make if they teach the same lesson again. From this perspective, these reports are similar to journals but journals can

be written freely or forms can be prepared for it while lesson reports consist of steps and items to reflect on.

Surveys and questionnaires are also very useful for collecting information about students' or teachers' beliefs, attitudes, anxiety, preferences in a quick way. For instance, if a teacher wants to know whether students prefer group activities or not, they may conduct a survey or questionnaire and get the necessary data easily.

Another way is audio or video recordings of lessons which have got a lot of advantages. For example, recorded lessons can be watched several times, examined thoroughly to focus on the right place in order to find the right answers. On the other hand, teacher cannot be very objective in the lesson as they know that everything is being recorded. They may control their speech and actions, actual events cannot be captured through these ways. Also the teacher may disturb by the presence of a recording device. It may not be quite applicable.

Observation is like audio or video recordings, because collected data cannot be objective as the teacher will know that they are being observed. However, if the observer's function is just gathering information without evaluating that lesson, it can be beneficial. There are two types of observation: observation done by student teacher in cooperation with a teacher, or peer observation which a teacher observes one of a colleague's lessons.

The last one, action research includes small scale projects which have the aim of find information about teacher's understandings in teaching and learning. It has got four phases: planning, action, observation and reflection. First of all, the researcher or a group of researchers choose a topic to examine in detail. Later, they find the most appropriate way of gathering information. Once they get the information, they analyze it and make changes where necessary. By the help of the gathered information, they prepare an action plan about the change in classroom behaviour. When they apply it in a class, they observe the effects by using some other techniques like recording a lesson.

At the end of this application, they may also form another action plan and apply it so that they can reach the end of the research (Richards and Lockhart, 1996).

All of these techniques are significant to enhance reflection and put it into teaching practice. No matter which one is used, it is important to find the most applicable one in one's teaching and studies. All of them may have pros and cons; nonetheless, their benefits can clearly be seen when applied.

## **2.7 Chapter summary**

The aim of this chapter was to show a clear review of literature on reflection and reflective teaching. Mostly, benefits of reflection and what is necessary to become a reflective practitioner have been focused. While doing this, five different researchers' models have been revised and analyzed to indicate the variety of their views. Finally, types and ways of reflection have been identified; and reflective tools such as diary and journals have also been discussed.

## **CHAPTER III**

### **TEACHING WRITING**

#### **3.0 Introduction**

In this chapter, writing has two phases. The first one illustrates the writing lessons and its benefits from the learners' perspective. As a result, the approaches to writing will be mentioned below. In the second phase, reflective writing and its necessity for reflection will be discussed. Journal writing will be exemplified as a reflective tool.

#### **3.1 Approaches to writing**

There are some approaches for students to practice writing skills both inside and outside the classroom. The most significant point is to choose which one is more suitable for which written genres and what kind of students. The two basic approaches to writing are product-based and process-based approaches (Harmer, 2001).

##### **3.1.1 Product-based approach**

In product writing, as it can be understood by the title, students are basically interested in the aim of the task and in the end product (Harmer, 2001). It leads teachers to evaluate students' works by the help of prepared criteria. Each student's work is evaluated by checking the correctness of linguistic features. Many other approaches like "the controlled-to-free approach", "the free-writing approach", "the paragraph-pattern approach", "the grammar-syntax-organization approach" and "the communicative approach" support product writing (Raimes, 1983).

The controlled-to-free is a sequential approach in which students are given sentence exercises and paragraphs to copy or manipulate. For instance, they can change

sentences from present to past or they can change questions to statements. In the free-writing approach, the emphasis is on content and fluency instead of grammatical accuracy and organization. By the help of this approach, student writers gain self-confidence and they can realize that writing is not a frightening activity as they might have thought before.

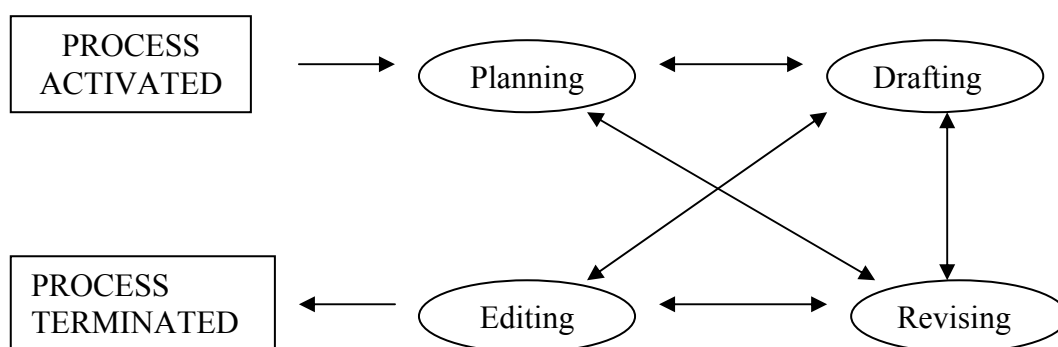
The paragraph-pattern approach stresses organization. Students copy paragraphs, analyze the model ones and imitate these written works. Another one, the grammar-syntax-organization approach pays attention to grammar, syntax and organization because it is claimed that these elements cannot be separate from each other, but they are learned one by one. The last one, the communicative approach encourage students to behave like writers in real life. Students need to think about the reason why they write and for what kind of audience will read it (Raimes, 1983).

Other elements to think about approaches to writing are teacher-directed writing and student-directed writing. In teacher-directed writing, the teacher is the director and s/he decides on the topic of written work. S/he brings model paragraphs to the classroom to show them how to write. However, student-directed writing gives students a chance to decide on the topic and how they can write it (Vaughn, Candace and Schumm, 2003). Thus, teacher-directed writing is mostly preferred in the product-based approach while both of them can be a part of the process approach. In the latter, the teacher is just a guide who shows students ways to handle the task, not a coordinator.

### **3.1.2 Process-based approach**

Vygotsky (1978) supports that writing is a challenge which tests not only a person's ability to generate ideas but also to shape these ideas into forms. By the help of words, a person can code their ideas. He also states that a reader can only see the words. However, a writer uses the words to combine language and thinking. This requires a continual process (Chen, 2000).

Process writing enables students to understand the nature of writing at every stage. It is very important to affect the performance of the students in this process. In order to achieve this, students should be taught some problem-solving skills connected with the writing process so that they can realize their specific goals at every stage of the composing process (Seow, 2002).



**Figure 3.1: The writing process (Seow, 2002: 315).**

According to the figure organised by Seow (2002), process writing includes four basic writing stages: Planning, drafting (writing), revising and editing. Moreover, responding (sharing), evaluating and post-writing are the ones which are externally imposed on students by the teacher. These stages can also be classified under “Pre-writing”, “Writing” and “Post-writing”.

Process writing indicates an on-going collaboration on student writing between students - teachers and teachers - colleagues. The full process of writing precedes different stages such as idea generation, drafting, organizing-expanding these ideas, collaboration between other learners. This process also includes multiple drafts. A typical process model is formed by pre-writing, drafting (three drafts) and post-writing. The aim of prewriting is to generate ideas, to learn topics and collect information. The first draft has the basic structure of the writing whereas the second draft is more carefully written in terms of grammar, content, organization and style. The final draft will be the last and the most detailed version and it would be edited and re-written. Lastly, post-writing is the time to share it with the teacher and the peers (Long, 1992).

*Prewriting* is a solitary or group activity which involves deciding on a topic and planning the general development of writing (Burns, 1999). It involves a planning stage. Students try to generate tentative ideas and gather information for writing. Activities such as brainstorming, clustering (circled ideas that linked to one word to visualize all related concepts), rapid free writing and use of who, which, why, and where in questions can be used at this beginning stage (Seow, 2002).

Brainstorming is one of the most suitable activities. If student-directed writing is carried out, brainstorming has to include all possible topics which are related to students' interests. In contrast, if teacher-directed writing is done, brainstorming will last for a shorter time as there will be a specific topic for everybody's assignments. Brainstorming will enable students to generate their ideas in order to express clearly and support them with suitable details. In general, students expand their ideas and vary their writings by the help of brainstorming (Burns, 1999).

Rapid free writing is a similar technique which enables students to write words or phrases about a topic in a very limited time. It is an alternative strategy when group brainstorming is not possible for the nature of the chosen topic. In clustering, students formulate words related to a stimulus supplied by a teacher. It is especially good for students who know what they want to say but do not know how to say it. Finally, wh-questions are to be related to a topic instead of writing words. Other techniques that can be suitable for the pre-writing stage are videos, films, interviews, talks, and questionnaires. (Seow, 2002).

In the writing stage, the main focus is generally on the fluency of writing, not on the grammatical accuracy. When writers form their ideas and visualise them, they pass to the next stage, "drafting" and write their first draft. Depending on the genre of writing (narrative, expository, descriptive) and type of writing (letter, paragraph, essay) students start with an introductory statement to catch the reader's attention. When the teacher check first drafts, his/her initial reaction is called "responding". This can be oral or written and checklists, small notes and correction codes can be used for written responses (Seow, 2002).



Later first drafts are given back to the students to revise them again on the basis of the feedback given by the teacher. This action leads to the next stage, “revising”. It is not only checking for errors but also checking for content and organisation of the ideas in order to make the written work clearer. Generally, students write 2 or 3 drafts of one work. For these drafts, they pass through responding and revising stages again as a cyclic process. When students prepare for their final draft, they edit their own or peer’s papers for grammar, spelling, punctuation, dictation, sentence structure, unity and coherence. While editing those papers, they can use a checklist similar to the one in the responding stage, yet this one should be more detailed as they focus on more details (Seow, 2002).

The teacher’s final task, “evaluating” the written works, follows editing stage. It can be analytical, which is based on criteria, or holistic. Criteria should include relevance, organisation of ideas, format, grammar, structure, punctuation, range and appropriateness of vocabulary and clarity of communication (ibid.).

Lastly, publishing constitutes post-writing. It means giving the last shape to a paragraph and getting ready to share it with the audience. The readers give positive and negative feedback and have the right to ask questions in order to clarify the written work (Burns, 1999).

### **3.1.2.1. Implications of the process-based approach**

After explaining process-based approach in terms of students’ way of writing, it is significant to indicate the teacher’s role in this process. The main purpose of the process approach for teachers is to help students involve in cognitive strategies in composing. For this reason, there are several principles for the teachers to incorporate into the teaching of writing.

- The hardest part of writing is to get started. Teachers should encourage students to use some techniques suggested above for planning, or they may be encouraged to

work in pairs / groups to understand the task, clarify the meaning of key expressions and to select the information needed to complete the task.

- In process writing, it is crucial to follow the phases; however, some writers prefer just to write without organization and a plan. Teachers should provide different ideas of planning to students so that they can determine their own effective planning processes. Strategies like note-taking and asking wh-questions enable students make a plan more easily and efficiently.

- After planning, the revision part plays an important role while reaching an appropriate version of the written work. Teachers should give some revision strategies for students to show the way of doing it. Conferencing is one of these strategies. The teacher can talk with individual students about the work in progress. In this conversation, the teacher can support a student writer in organizing his/her ideas. This technique is to provide feedback to each writer for his/her improvement. Students can use a checklist to analyze their work. Teachers also use a checklist while checking all papers. Another technique for correcting written work is correction codes.

- As process approach has been using in the last decades, it is newly getting common for everybody. Teachers need to integrate principles of process writing into his / her professional practice. Students need to be given sufficient time for each stage of this process. They use different techniques before planning and for revision. Clear teacher feedback for effective writing is a significant element for all student writers. If students are not given enough time, they cannot express themselves and support their targeted idea of work (Hedge, 2000).

- A teacher has an important role at every stage because s/he teaches different writing strategies to students through meaningful classroom activities. Moreover, they guide their students to achieve specific writing goals at every stage. Furthermore, teacher should form a flexible programme according to the students' needs for all the stages. His/her role is basically a guide who helps and shows ways, and who is always a part of this process (Seow, 2002).

Since the 1980s, process approach has been very popular in EFL writing (Krapels, 1991; cited in Al-Hazmi, 2006). Modern methodologies of teaching writing give a chance to students to think critically, write on the topics they are interested in and know about (Leki, 1994; cited in Al-Hazmi, 2006). According to Wade (1995), writing is essential for critical thinking because it enhances self-reflection. The process approach is a self-critical technique because it leads students to reflect on their understanding, and to communicate their feelings about what they know, what they are doing, in what points they are struggling and how they are experiencing their learning (cited in Al-Hazmi, 2006).

As this approach includes a cyclical process, it has many elements that follow each other to constitute a written work. This process has three parts: pre-writing (planning), writing and post-writing. Learners have to plan their works to concentrate on the overall meaning and organization of a text by engaging in planning activities. The purpose of writing determines the organization for writing and appropriate style for the readers. What is needed for planning differs in relation to the type of the coursebook. It will also vary according to the particular style of the individual writer.

The revising stage leads a writer to reflect on his/her own work because s/he revises and sees the mistakes, and tries to generate better work. During reflection, writers can re-read the sentences, analyze the original plan and decide how to express the next set of ideas. Furthermore, for second or third drafts, the writer may review the text and ask some questions such as:

- Did I express the targeted idea clearly?
- Do I need to rearrange any part of the text?
- Are there any repetitious points/sentences?
- Do I need to add/delete something in the text?

By the help of such questions, the writer looks at the written work from different perspectives (Hedge, 2000). Moreover, the learner understands that the same topic can be written in many versions and each written work can be developed. These questions

also lead learners to reflect on their works and look back one more time before the submission.

### **3.2 Chapter summary**

Writing is a skill for students to get in order to learn and produce a language experiences. That is why, two approaches in writing, product-based and process-based approaches have been mentioned. Among these two, process approach is a popular one in the last decades so its definition and elements of this process have been revised thoroughly. Each step of this process has been clearly illustrated with the help of a certain figure. Finally, some implications related to this process have been presented.

## **CHAPTER IV**

### **METHODOLOGY**

#### **4.0 Introduction**

In this chapter, qualitative research and its features will be explored in relation to data collection and analysis methods. Moreover, different concepts related to qualitative study such as validity, reliability and research ethics will be mentioned. Finally the rationale for the study and the methodology of the pilot and main studies will be discussed in this chapter.

#### **4.1 Qualitative research**

Qualitative research enables a researcher to understand the systematic meanings that arise from participants' experiences, emotions and cognitive processes (Strauss and Corbin 1998, cited in Ekiz, 2001). One of the main purposes of qualitative study is to construct a theory which is based on a social phenomenon, and to search and understand it in its social environment. Here, "to construct a theory" means creating a new model by looking at the results of the research and finding the relationship between these results (Glaser, 1978; cited in Yıldırım & Şimşek, 2004).

Qualitative research aims to examine the participants in their own environment and to give a meaning to the phenomena by the help of the participants of this research (Denzin and Lincoln, 1998; cited in Ekiz, 2003). Many researchers identify different features of qualitative research. However, the most common ones are formed by Bogdan & Biklen (1992) and Bryman (1998) and they are written below:

- The basic feature of qualitative research is to examine an event or phenomenon from the participant's perspective. As each participant uses special words and concepts for the study, the researcher will find out what these words and concepts mean for them by looking at what they feel in their inner worlds.

- In a qualitative study, the environment in which the research takes place and the participants live should be defined clearly so that the readers can see how and in what circumstances the data was collected. Qualitative researchers prefer using explanations, interviews, notes, photos, video or audio tapes and personal documents to collect the necessary data. Sometimes numerical data are useful but not statistically, just numbers.
- As it is said before, the time and environment in which the participants join the study is a big concern while analysing the data. Because people's attitudes, values, concepts and opinions change depending on different social places and environments.
- The relationship between research subjects and how they are affected by each other can be observed and understood better in a process. For this reason, qualitative study is based on process rather than product.
- Collected data cannot be used for qualitative studies to support or decline a hypothesis. Conversely, if the collected data are examined systematically and inductively, a researcher can form a theory which basically shows the targeted phenomena. Before a study, the researcher should determine a paradigm which has different assumptions inside of it. These assumptions are the part of the phenomena and they give a shape to the study (Ekiz, 2003).

As it is mentioned in the literature review part, reflective thinking occurs in a cyclical process which involves questioning oneself in every stage of teaching. Likewise, qualitative research is conducted in a process. Furthermore, the analysis of the data is influenced by the participants' ideas, values and thoughts. Campbell and Jones (2002) defines reflection as an inner speech that is done by a teacher about experiences, beliefs and perceptions that create a reflective environment (cited in Taggart and Wilson, 2005). For this reason qualitative research and methods are chosen for this study.

#### **4.1.1 Case study as a qualitative research method**

After the 1980s, case study has become a widely-used research method in educational contexts. It is mostly used for qualitative research and Stake (1995) sees it as an important element of the qualitative methodology. Bassey (1999), Stake (1995), and Yin (1994) identify the most distinctive feature of a case study as the focus on an up-to-date event, phenomenon, and a person or a group of people in attempt to examine them thoroughly (cited in Ekiz, 2003).

Bell (1993) indicates that case study is essentially suitable for individual researchers as it requires searching one aspect of a problem in depth with a limited time scale. It gives the researcher an opportunity to focus on one situation to identify within the various interactive processes at work. Observation and interviews are among the most frequent methods. Traditional understanding of generalization is not usually possible for a case study because the main aim is to question the value of the study of single events. According to Yin (1994), the results of a research study can only be generalised to the theory not to populations (cited in Tellis, 1997). On the other hand, a case study can be relatable with others in a way so that members of similar groups can recognize the problems and possibly see ways to solve similar problems in their own groups (Bell, 1993).

#### **4.1.2 Qualitative data collection instruments**

There are many ways to collect qualitative data such as participant observation, direct observation. The researcher has to be a part of the culture and the context which is being observed (Trochim, 2006). Fieldnotes, the written account of what the researcher hears, sees, experiences and thinks after an observation, interview or other research session, are in the centre of this method (Bogdan & Biklen, 1997). Conversely, the researcher tries to stay away as much as possible in direct observation because this may affect the observations in a bad way and s/he is a direct observer, not a participant.

Other methods for data collection are interviews, journals, diaries, photographs, official documents and newspaper articles (Bogdan & Biklen, 1997). Interview and journal are chosen for the data collection in this study. A qualitative researcher can use interview as a data collection instrument in two ways. The interview may be a basic strategy for data collection or can be implemented with participant observation, document analysis or other techniques. In both ways, the aim of an interview is to obtain descriptive data in the participants' own words to develop an insight on what can be interpreted from the subjects (Bogdan and Biklen, 1997).

Qualitative interviews differ in the degree of being structured. Structured interview comprises of prepared questions and the aim is to determine the similarities and differences between the participants' answers. There is no flexibility on changing or rearranging the questions because only the interviewer has the role of controlling. For this reason, open-ended questions are not usually preferred in this type. The second one, unstructured interview, is used to explore new information and it does not involve prepared questions. There is a certain topic and the interviewer can decide on the questions related to this topic. It is mostly based on open-ended questions which may also lead the interviewer to change or add new questions depending on the flow of the interview (Yıldırım and Şimşek, 2004). The last one is semi-structured interview which includes prepared questions, but the participants have the right to change or make adjustments on the questions. That is why; both open- and close-ended questions can be used and not only the interviewer but also the participants have control over the interaction (Ekiz, 2003). It enables the researcher to feel confident about gathering comparable data across subjects (Bogdan and Biklen, 1997).

Different types of interviews can be used in different stages of a study. For instance, an unstructured interview may be implemented as the purpose is to get a general understanding of the topic at the beginning of the research. Later on, structured interviews can be preferred to obtain comparable data on particular topics which have emerged from the preliminary interviews. In addition, before the interview, the interviewer should inform the participants about the purpose of the interview and all the information taken will be kept confidentially (Bogdan and Biklen, 1997).



There are some advantages and disadvantages of choosing interview as a data collection method. First of all, interview is a flexible method as the questions can be changed or the interviewees may request the questions to be repeated or explained again. Moreover, the interviewer can observe the reactions and facial expressions of the participants during the interview because the interviewer is involved in this conversation. However, this direct involvement may cause the participants to be affected while answering the questions. It requires more time and money when compared to questionnaires as it may be difficult to reach all participants to make them answer the questions (Yıldırım and Şimşek, 2004).

As the study is applied to teachers, it is necessary to define teacher diaries and journals as methods of qualitative research. Elliot says that a teacher diary is a rich research tool which may include elements such as feeling, observations, reflections, reactions, explanations. (cited in McDonough, 1994). Similarly, a journal is an important vehicle for a teacher as it offers a place to explore the planning and outcomes of instructional, relational and other classroom activities. It is a way of self-revealing of a person's experiences, and view of life. By the help of journals, a teacher records his/her own perceptions and reactions to situations that occurred in the classroom. As journals create a context and an agenda for reflection, the teacher is able to find answers which are very difficult to answer by the help of this pattern to follow (Fletcher, 1996; cited in Chitpin, 2006).

Some qualitative studies consist of only one type of data, for instance; interview transcripts. However, a variety of data sources are used for most of them. The reason why interview and journal are chosen for this study is that they are the most related ones to reflective teaching. By the help of reflective teaching, teachers are able to question themselves and attach importance to their emotions and thoughts related to their teaching. In all circumstances, journal forms help teachers to think about what they have done and what changes they need in their teaching. Moreover, teachers can reflect on themselves and their way of teaching to the given forms. Moreover, the positive and negative effects of these forms can be determined after a journal study with an interview

and what can be done for the improvement of teaching can be discussed during the interview.

#### **4.1.3 Qualitative data analysis**

Data Analysis is the most challenging part of a qualitative study since it requires a comprehensive and systematic process. This process cannot be standardized for every type of study as each study consists of its own distinctive features (Coffrey and Atkinson, 1996; cited in Yıldırım and Şimşek, 2004). Wolcott (1994) suggests three ways in data analysis. First, it is crucial to be careful about the authenticity of the data and if necessary, some quotations may be taken from the participants' documents. The second way supports systematic analysis in order to reach causal and descriptive outcomes. As a result, the obtained themes and their relationship are determined. Finally, similar to the first two ways, the researcher adds his/her own interpretations and thoughts. Obviously, these three ways are not separated from each other (cited in Yıldırım and Şimşek, 2004).

Data analysis methods are diverse but content analysis is applied for this study and it is crucial to define and explain the reason why it has been chosen. Content analysis requires examining the text documents (Trochim, 2006). The basic action in content analysis is identifying certain concepts, grouping them in terms of specific categories, organizing and interpreting them in a way that the readers are able to comprehend (Yıldırım and Şimşek, 2004).

There are many ways to analyse the data in content analysis but the one applied to the study is constant comparison method. It was first defined by Glaser and Straus (1967), but later broadened by many researchers like Lincoln and Guba (1985), Strauss and Gorbin (1990, 1998).

Glaser's (1978) steps in the constant comparison method of analysis are:

- Begin collecting data.
- Look for key issues, recurrent events, or activities in the data that

- become categories for focus.
- Collect data that provide many incidents of the categories of focus with an eye to seeing the diversity of the dimensions under the categories.
  - Write about the categories that you are exploring, attempting to describe and account for all the incidents you have in your data while continually searching for new incidents.
  - Work with the data and emerging model to discover basic social processes and relationships.
  - Engage in sampling, coding, and writing as the analysis focuses on the core categories.

(cited in Bogdan and Biklen, 1997: 75)

The data is analyzed inductively like other qualitative research analyses. The hypotheses cannot be determined before the implementation of the study. After the targeted data are obtained, they are divided into categories under certain topics. These categories are also coded inductively and they are also compared with the analyzed data at the same time. When all data are coded, a coding list is prepared to be used for analyzing and organizing the data. During this comparing process, if the results require different categories because the former ones are inadequate, new categories are formed. Moreover, if the researcher realizes that the categories formed at the beginning are not directly related to the topic, s/he can exclude them from the study (Ekiz, 2003).

Strauss and Corbin (1990, 1998) identify three types of coding for the categories. The first one is open coding and it means discovering the concepts and words which indicate the searched topic clearly and putting them into categories by looking at their mutual features. The second one, axial coding involves in the process of combining the categories with the sub-categories. The hypothesis emerges in the last type, selective coding. When the two coding systems mentioned above have been applied, the data gathered from these types of coding are thought to be more analytical to construct the theory (cited in Ekiz, 2003).

While coding and analyzing the data, the researcher looks for patterns. He or she compares incidents with incidents, incident with category, and category with category so that s/he can distinguish similarities and differences between each other. Differences between incidents are the coding boundaries; however, the similarities and their relationship are gradually clarified. The researcher can also compare the behaviour

patterns of different groups, for instance, behaviours of new and veteran teachers, teachers with baccalaureate degrees and master's degrees. These kinds of comparisons contribute to the richness of the theory (Shermann & Webb, 1990).

#### **4.1.4 Different concepts in qualitative research**

There are some concepts to direct, shape and prove a scientific study. These concepts for qualitative research are validity, reliability and research ethics. Their definitions will be explained below in detail.

Validity shows the possibility of reflecting the results of a study into another one or applying these results into other situations. This concept is mostly related to quantitative studies (Ekiz, 2003). According to Maxwell (1992), there are 5 types of validity in qualitative research. These are descriptive, interpretative, explanatory, generic and evaluative validity.

Descriptive validity occurs when the reality which is formed by the researcher's ideas is accepted without being questioned or changed in the whole study. With this definition, it is like reliability. Interpretative validity reflects participants' ideas, concepts and explanations for why they join a study. Explanatory validity comprises of the researcher's and participants' theories and explanations. On the other hand, generic validity occurs when the theory which is formed in the light of the collected data assists us to understand other theories in similar situations. In order to generalize the data with another situation, the people or group who participated in the study or the research's environment should be analysed. Lastly, when the researcher evaluates the participants and context of the study makes comments by looking at the results of it, evaluative validity comes to the surface (cited in Ekiz, 2003).

Some researchers do not accept the idea of validity in qualitative research as they think that it is a concept in quantitative research in the social sciences. They believe that they cannot label an action and judge the truth or falsity of an observation as an external validity which is a significant concern of validity. Researchers like Guba and Lincoln

(1985) suggest four criteria which involve in underlying assumptions of qualitative research. They are credibility, transferability, dependability and confirmability (cited in Trochim, 2006).

The credibility criterion, in other words internal validity, questions whether the results are credible or believable from the participant's perspective. According to this criterion, the aim of qualitative research is to look at and understand the phenomenon from the participant's eyes because only the participant can judge the credibility of the results. The second one, transferability or external validity, shows the degree in which the results of the research can be generalized or transferred to the other settings. It is the responsibility of the researcher who makes the generalization and judgments of how sensible the transfer is. Dependability indicates that a research study has an ever-changing context and it is the researcher's responsibility to identify and describe the changes which occur in the setting and the effects of these changes on the study. Finally, confirmability or objectivity signifies the degree to which the results are confirmed or corroborated by others. In order to enhance confirmability, the researcher can take notes about the procedures of checking or rechecking the data during the study or another researcher can analyse the results and this process can be documented (Trochim, 2006).

Another concept for qualitative research is reliability. It indicates whether a study shows a reality or not and the degree of its appropriateness. It is related to obtaining the same results if the same things are observed. However, this does not seem possible because if something is measured twice, two different things will be measured. That is why researchers formulated many hypothetical notions to get round this reality. In order to define a qualitative study as reliable, many researchers (Adelman and others, 1984; Bassey, 1999; Bogdan and Biklen, 1992; Cohen and the others, 2000; Elliott, 1990; Lincoln & Cuba, 1985; Merriam, 1998; Silverman, 2000) have presented various principles and methods. These are mentioned below.

Triangulation is to establish a fact by using more than two sources of information (Bogdan & Biklen, 1997). It occurs in two ways: The first one is accomplished by using

multiple research methods to support the results of the study. For instance, observation, interview and questionnaire are used for one study. The researcher should compare the results of each method to see the relevance between them (Ekiz, 2003). Moreover, many sources of data are better as they lead to a fuller understanding of the phenomenon which is studied (Bogdan and Biklen, 1997). The second one is related to different researchers who will analyse the study during or after the application to compare their comments (Ekiz, 2003).

Likewise, interrater reliability has been used as a verification tool for coherence in understanding of a certain topic since the 1980s. It shows to what extent the raters (or coders) agree. It also strengthens the findings of the entire qualitative study. Armstrong, Gosling, Weinman, and Marteau (1997) support two stages to apply this method. First of all, the interraters review only a segment of the total data in a limited time. Various interraters can find different configuration in the packaging of the themes. That is why in the second stage, the researcher needs to review the context in which these themes are listed so that s/he can determine their correspondence (cited in Marques and McCall, 2005).

It is necessary for the researcher to be present in the context and environment of the study so that s/he is able to understand and examine the phenomenon thoroughly. Furthermore, spending time in the environment will support the reliability of the study and the researcher himself. From another perspective, it will be easier for him/her to comment on the results which reflect the real aim of the study (Ekiz, 2003).

#### **4.1.4.1 Research ethics**

Research ethics indicate the degree of the researcher's moral and professional attitudes towards the procedure of the application and analysis of the study. In both qualitative and quantitative studies, it is significant to introduce how the results are collected and obtained, and how the researcher has behaved towards the respondents to prove the morality of the research. The researcher should avoid providing wrong

information and plagiarism or copying the former studies into his/her own study (Ekiz, 2003).

In order to support the ethical rules, the participants of this study are informed about the aim of the research, the implementation process, how long it will last and how it will be interpreted. It is crucial not to explain what reflective thinking is and how it can be applied to one's teaching because the attitudes of the participants should not be influenced by the researcher so that their answers could portray the reality, hence what participants really think and do. Working in the same place, from the perspectives of both the researcher and the participants could be a problem because the participants might feel less confident to confess their ideas or to reveal their weaknesses and strengths. Conversely it is a good chance for the participants to be able to ask questions whenever they feel the necessity. As another advantage, research is conducted more easily as being in the same place enable the researcher to save time and energy. Similarly, it gave the researcher an opportunity to see the working conditions and environment which are really helpful while interpreting the results of the data.

From another perspective, the researcher was an insider researcher which means s/he was a part of the research environment. Therefore, it was significant to be careful about the concerns of objectivity, trust, and confidence because it is generally more difficult to confess things to somebody that s/he knows. In order to handle this problem, the participants were not requested to give the journal forms for each week and they were not directed about the answers of the questions. No criticism was made before, after, and during the study. They were ensured that their information would not be shared with anyone at school or in the administration.

It was very important not to reveal the name and the identity of each participant during the application and interpretation of the interview. That is why each participant was given codes including numbers like P1, and P2. They were also ensured about the confidentiality of the interview and this enabled them to be more confident while answering the interview questions. Both journal and interview were conducted with the

volunteers and although they had the right to give up participating for some reasons during the implementation process, none of them chose to do it.

#### **4.2 Rationale for the study**

There are two phases in this study. The first phase aims to see the reflective practices of university instructors in every stage of their lessons. As a second phase, it is desired to find whether keeping a journal affects the participants' teaching experiences or not through the analysis of the interviews.

In order to achieve these aims, qualitative research methodology was chosen. First of all, a structured journal form was prepared to lead the participants to reflect on their teaching practices and to give them the opportunity to take up reflection as a habit. The questions and items in these forms were designed according to stages of writing lessons. As a result, an interview was conducted and eight questions were asked to the instructors. They were asked to identify if the study contributed to them and if yes, in what ways they benefited from it. Moreover, they made comments about their writing lessons and gave some suggestions for designing better writing lessons.

#### **4.3 Objectives and research questions of the study**

If the latest researches are examined, it can be seen that teachers question themselves more often than in the past in order to give better education. Thus, this study aims to show the teachers how their lessons are by giving them journal forms to explain the stages of their teaching. Secondly, by the help of the interview, the effects of these journals and whether they help the teachers have an awareness or change in their teaching profession or not. The following research questions guided this study:

*RQ 1: How do teachers plan / implement and evaluate their writing lessons?*

*RQ 2: How does students' level of English affect teachers' reflections?*



*RQ 3: How does instructors' teaching experience affect their own reflections?*

*RQ 4: How does keeping a journal affect the participants' teaching practices?*

*RQ5: What are the opinions of the instructors about good writing lessons?*

By the help of the collected data, first of all the three stages of the lesson will be discussed. Later on, each research question will be analysed by comparing the general results of the journal forms and the interviews so that it will be seen whether the main purposes of the study are reached or not.

#### **4.4 Methodology of the study**

This part consists of a pilot study and a main study. The following section illustrates the details of these studies.

##### **4.4.1 Pilot study**

The purpose of the pilot study is to identify and solve the problems of the data collection instruments, and if necessary, make appropriate changes for the validity and reliability issues of these instruments.

##### **4.4.1.1 Instruments and procedures**

Two instruments were chosen for this study: journal forms and interview. The piloting stages of these instruments are the same. Therefore, they will be explained together below.

As mentioned before, one of the main purposes of this study was to examine the effectiveness of keeping journals on teachers' reflective practices. For this reason, a structured journal form (see Appendix I) and a structured interview form (see Appendix

II) were prepared to see the reflective practices of the participants. Beforehand, a detailed review of literature was done to get detailed information about reflective teaching and process writing.

The journal form was adapted from a diary study conducted by Kirazlar (2007). The items in this form were adopted from Topkaya, Yavuz and Erdem's unpublished lesson notes which were published in 2008. All the items in this diary study were suitable for English lessons in general. That is why; they were reread and specified according to teaching writing. The diary form also included three sections: pre-teaching, while teaching and post teaching which remained the same in the journal form of this study. After that, these reorganized forms were checked and corrected by the two experts one of whom was an instructor at a private university and the other one was a field expert. The unnecessary parts and items were omitted and missing parts were reviewed and items or sentences were added. Finally, all the sentences, questions and items were rewritten and the last version of the journal form was formed.

After collecting the data to see the reflective practices of the participants, interview questions were prepared to see whether the journal forms affected participants' teaching writing practices or not. While preparing the questions, Kirazlar's (2007) interview questions were used as a base of the questions. Moreover, Levin's (1993) questionnaire and interview questions were very helpful while deciding on the most suitable questions. The interview form (See Appendix II) was also revised by the same interraters. It was given a last shape through the feedbacks of them.

During the pilot study, no problems were encountered. All items were revised by the researcher and experts. By the help of their suggestions and adjustment, necessary changes were made. These experts were not chosen from the participants of the study.

## **4.4.2 Main study**

### **4.4.2.1 Objectives and research questions of the main study**

The research questions given in the pilot study were also the part of the main study. The purpose of the main study is to create awareness in teachers by promoting reflective thinking on their teaching.

### **4.4.2.2 Instruments and procedures for data collection**

#### **a. Journal form**

To determine the reflective practices of university instructors, the data was collected through the journal forms. The questions and sentences in the journal form were related to three stages of a lesson: planning, teaching and after teaching. Eleven English Instructors who were teaching writing were asked to participate in this study voluntarily. Eleven of them accepted to be a part of this study. 7/11 participants were teaching in elementary level (ALPHA Group) and four of them were among Pre-Intermediate level (BRAVO Group) teachers. Once the permission of the research was given by the administrators of the School of Foreign Languages, the necessary data was collected.

The journal forms were prepared on the basis of Schon's (1983) time frames of reflection-in-action and reflection-on-action. For this reason, these forms were divided into three sections of planning (reflection-on-action), while teaching (reflection-in-action) and after teaching (reflection-on-action). Due to this, the answers of each participant were analysed and evaluated more easily in relation to time frames and Dewey's (1933) three fundamental attitudes for reflective action which were open-mindedness, responsibility and wholeheartedness (see Chapter II).

Open-mindedness is the ability to see many alternatives of an action by asking what and why to do it. In order to decide what to do in a lesson, preparing a good lesson

plan is crucial. That is why, all planning questions and 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> questions in teaching part could be the examples of this type to be more open-minded. Second, responsibility means thinking of possible consequences of an action, how to utilize, for what reasons and for whom the activities are preferred. For instance, basically 3<sup>rd</sup>, 4<sup>th</sup>, and 11<sup>th</sup> questions led a teacher to be more responsible for their teaching; however most of the questions in “while teaching” part were related to the responsibility of teacher for effective teaching. Finally, whole-heartedness is to be able to examine one’s own teaching in a critical and supportive way. Therefore, it generally happens during or after the lesson so that the practitioner is able to learn something new to use in other lessons. With this idea, questions from 11 to 23 are related to this attitude.

There were 23 questions in the journal form. It consisted of three parts: pre-teaching, actual teaching and post-teaching. In the first part, there were four questions. The second one was “teaching” part with 15 questions. The last four questions were related to post-teaching section. These four questions consisted of two parts. The first parts had two options: “Yes” or “No”. If the participant ticked “Yes”, s/he was required to write an explanation as a free writing which indicated the second part of these questions

Apart from these parts, participants were asked to give information about the lessons on the actual teaching day. There were four writing lessons in a week and two for each day. Teachers kept journals for four weeks and one journal form was for two writing lessons. That meant that there were eight journal forms to be analyzed for each participant. The forms were prepared in English and they were not translated into Turkish because all the participants were English teachers. The period for journal keeping was chosen in accordance with teaching paragraph writing. The topics were about paragraph structure and types of paragraph such as opinion, compare and contrast, cause and effect.

## b. Interview form

The interview questions were prepared using the information from the journal study. There were nine questions and two of them were related to background information including their departments they graduated from and their years of experiences. All questions were designed as open-ended questions so that the participants could express themselves freely and in the way they wanted. The standard procedure applied to all the participants was that the interviewees were informed before the interview about the purpose of the meeting, when and how the data would be used, and confidentiality of the meeting. Table 1 shows the distribution of the participants' background information.

**Table 4.1: Distribution of the participants' background information**

<b>CATEGORY</b>	<b>ANSWERS</b>
<b><i>Gender</i></b>	Male: 2          Female: 9
<b><i>Educational Background</i></b>	ELT Department: 6 English Language and Literature Department: 2 American Culture and Literature: 2 Department of Linguistics: 1
<b><i>Teaching Experience</i></b>	1 - 4 years: 4 5 – 9 years: 3 10 – 14 years: 2 More than 20 years: 2
<b><i>Attendance to a similar study before</i></b>	Yes: 3 No: 8

From the table, it can be inferred that nine of the participants are female. 6/11 are graduated from English Language Teaching Departments of different universities. When the seniority years are compared there is not a huge difference between them. The number of the teachers who have experience between 1-4 years are 4, between 5-9 years

are 3, between 10-14 years and more than 20 years are 2. Among all the teachers, only three of them attended in a similar journal study before.

Interviews were held in English after all the journal forms had been collected from the instructors. During the interview, all the answers were written in order to prevent losing any information. The interviews were not recorded by a tape recorder and collected individually.

#### **4.4.2.3 Data analysis**

In this study, qualitative methods were used to solicit information from the respondents. The instruments used for this study were a structured journal which was kept through four weeks and after that a structured interview that was conducted in order to see the effects of this journal study. A field expert of English language teacher education and a native instructor categorised the two types of data (journals, and the interview) independently to verify interreliability. A cross-check of the thematic categories presented a significant degree of similarity (95%). On the other hand, all the answers from journal forms and interviews were compared to check the confirmability and dependability of the study. It was seen that there were similarities between their journal and interview answers. After all the items had been coded and sub-coded, they were reviewed by two native experts and they were rewritten to form the last version of them. Therefore, the confirmability of the study was determined by the interraters and the researcher.

#### **4.5 Chapter summary**

This chapter described the qualitative research, the methods and the reasons why it was suitable for this journal study. Furthermore, the rationale for the study and the methodology of pilot study and the main study were indicated. Finally, the data collection and data analysis methods were mentioned briefly.

## **CHAPTER V**

### **FINDINGS AND DISCUSSION**

#### **5.0 Introduction**

In this chapter, findings will be analysed and discussed with the help of the tables. First of all, the findings gathered from journals will be included in the answers of the first three research questions. Later, the interview results will be indicated as the answer of the last research questions.

#### **5.1 Findings and discussion**

Journal forms had three sections. These were also for 3 different parts of teaching: Planning, teaching and post teaching. The items that were prepared for the planning and teaching sections of the journal forms included multiple choice questions which the participants only ticked one or more options to answer. Three questions were open-ended and required the participants to give specific information. However, there were only open-ended questions following the teaching part because the necessary information was all changeable and specific to the teacher and their lessons.

The interview form included nine open-ended questions. These questions were prepared to see the effects of keeping journals on the teachers. They were asked to indicate whether any changes in their teaching techniques or on their writing techniques occurred. Also, the participants' suggestions for better writing lessons were given a part in the forms. The data from the journals and interviews would be illustrated separately below. Each part would include both the findings and the discussions.

All findings collected from each participant's journal forms are given below. The findings will be mentioned in the answers of research questions with the help of the information and figures in literature review (see Chapter II). Later, the findings from the interview and their interpretation will be presented.

### 5.1.1 RQ 1: How do teachers plan / implement and evaluate their writing lessons?

First 5 questions of the journal form were related to pre-teaching. Participants were asked whether they prepared a lesson plan for the lessons. There were two options: Mental or written lesson plan. The reason for this was that the curriculum office of the school was giving weekly pacing schedules to all the teachers and they might not need to prepare an extra written plan. Yet, they might think alternatives or make some changes in their minds, which were called a mental plan. If a participant did not choose any of these plans, they could pass to the questions related to actual teaching.

The findings showed that both written and mental lesson plan were used by P1 but a note was added in the form that written plans were the ones that were distributed by the curriculum office. P2 had the same answers as P1; however, P3 and P7 said that they prepared for the lessons only mentally. In contrast, P6 made only written plans. P4 mentioned in the seven forms that both mental and written plans were made; only in the last form no plan was made. P5 did not mention written plans and only 2 times s/he made mental lesson plans. That means 6 lessons were taught without a plan. All the Pre-intermediate (Bravo) teachers chose only mental plan. P9 stated in the 3 forms that no plans had been made before.

**Table 5.1: Lesson plans**

		ALPHA	BRAVO	TOTAL
Preparing a lesson plan	Mental Plan	41	22	63
	Written plan	31	0	31

From Table 5.1, it could be seen that mental plan was chosen more than written plan. Three alpha teachers (Elementary level) made both written and mental lesson plans. However, Bravo level (Pre-intermediate level) teachers did not prepare a written plan in any of the lessons like P3, P5 and P7.

For questions 3-4, more than one item could be ticked. In this section, it could be seen that curriculum and timing were mostly paid attention while making a mental plan by P1. Timing was the most problematic issue and only once it was difficult to find



extra activities. There were not any problems in five of the forms. Likewise, timing and deciding on additional activities were shown as problems by P2 while planning. Curriculum, textbook, timing and proficiency level of the students were ticked for every lesson. Curriculum, timing and textbook were very important for P3 and P4 while planning. Although no problems were encountered by P4, timing, deciding on the activities and the aims / objectives of the lessons caused problems in P3's lessons (see Appendices 3-4-5-6).

Mental lesson plan was chosen 6 times by P5 by paying attention to curriculum, timing and textbook. It was mentioned that there were no problems in the planning part. Timing seemed problematic for both P6 and P7 in this part. P6 and P7 stated that curriculum, textbook and needs of the students were crucial for planning. P6 added that proficiency level of the students and grouping were other important factors while planning. It was seen that mental lesson plan was ticked only once by P8, five times by P9, eight times by P10 and P11. On the other hand, none of these participants pointed out that a written lesson plan was prepared. Curriculum, textbook and timing were mostly paid attention by P8, P10 and P11 whereas nothing was mentioned about planning by P9. None of the teachers stated that they faced any problems while making a plan.

**Table 5.2: Overall preferences of all participants for planning**

		ALPHA	BRAVO	TOTAL
<b>Issues concerned while planning</b>	Curriculum	47	16	63
	Textbook	42	14	56
	Timing	25	14	39
	Needs of the students	25	6	31
	Proficiency level of students	23	5	28
	Grouping	12	5	17
	Teacher's manual	6	0	6
	Extra materials	5	0	5
	<b>Difficulties encountered while planning</b>	Timing	11	NOTHING WAS MENTIONED
Finding extra activities		1	1	
Deciding on the activities		5	5	
Deciding on aims and objectives		1	1	

Table 5.2 showed that the generally preferred issues that were taken into consideration while planning were curriculum, textbook and timing. The instructors had to cover many units that the students were responsible in their exams; therefore the schedule might be heavy. For this reason, these three elements might have taken the most consideration. The problems encountered during planning were mostly timing and deciding on the activities for Alpha level teachers (See Appendix 13). The reason why timing was problematic could be the heavy schedule. Deciding on the most suitable activities was mentioned in Van Manen's technical level (See Figure 2.3: 20). He claimed that teachers in this level had methodological awareness for the selection of the suitable materials and the ability to put theoretical knowledge into practice. Thus, the teachers who had problems in this issue might not reach this level of reflectivity.

In Figure 2.5 in Chapter II (p.26), Pollard (2005) showed the process of reflective teaching in a cycle. According to this model, a teacher was expected to plan, make provision and act. In general, the results indicated that seven teachers did not prepare a written lesson plan in any of their lessons. These teachers might think that weekly pacing schedules given by the curriculum office were enough for their lessons. Two participants did not mention any plans in some of their journal forms. However, according to Pollard and his model, the process of reflective teaching started with a plan. A teacher without a plan could not start this process because the second stage, "make provision", could not take place and the third stage, "act", can be problematic.

In questions 6, 7, 8, 11, 14, and 18 of this part, the participants could choose more than one item. Questions 10, 15 and 19 were open-ended in which the participants were expected to explain their answers. Lastly, they could only choose one item in questions 9, 12, 16, and 17.

While analyzing the teaching part, it was found that "explanation" was the most frequently preferred technique by P1, P5, P8 and P9 to introduce the topic. However, the order of the other techniques was changing depending on the different participant. For instance, question and answer, and warm-up were the second and the third frequently chosen techniques for P1 and P8 whereas they are the first and the second

ones for P10. Similarly, warm up was the second frequent used one by P5 while brainstorming was preferred by P9 and P11. Moreover, question and answer, explanation and brainstorming were marked by P2, P4, and P7 in the same order. Question and answer was the first technique in P10 and P11's forms. P3 used brainstorming and question and answer. In general, explanation and question-answer were the most frequently chosen techniques.

Seven out of 11 participants marked "explanation" as the most common technique while teaching the subject. Individual work was preferred by P1, P3, P5, P8, and P11. The third most common one was question and answer technique. P2's answers showed that both pair work and individual work were applied in teaching. Revising and editing were the most preferred techniques by P4 whereas P6 and P7 preferred it as the second most common one. Brainstorming was carried out only by P3, P9, and P10 as the third most frequent technique. P2, P4, P7, P8, P9, P10, and P11 also marked brainstorming as a technique once or twice.

Textbook was marked as the most preferred material by 10 participants. Only P1 stated that dictionary was used more than textbook. For the other participants except P5, dictionary was the second most common item. Pictures were chosen most by P2 after textbook in the lessons. Worksheets were used by 6 participants and extra activity books were chosen as materials by P3, P4, P5, P8, P9, and P10. Moreover, P3 used a laptop and projector once as a different material and students' papers were taken as materials in one of P7's lessons. Lastly, both photos and pictures were used by three of the participants.

Table 5.3 showed the given answers which were discussed above.

**Table 5.3: Techniques and materials**

		ALPHA	BRAVO	TOTAL
Techniques used to introduce the topic	Question-answer	45	24	69
	Explanation	37	21	58
	Warm-up or ice-breaker	28	15	43
	Brainstorming	19	15	34
	Others(revision)	1	0	1
	Others (exercises)	0	1	1
Techniques used while teaching	Explanation	44	23	67
	Question-answer	33	26	59
	Individual work	31	18	49
	Pair work	27	19	46
	Drafting	24	6	30
	Revising and editing	24	4	28
	Brainstorming	10	14	24
	Demonstration	10	6	16
	Group work	11	0	11
Materials used during the lesson	Textbook	49	29	78
	Dictionary	38	17	55
	Worksheets	11	7	18
	Pictures	10	2	12
	Extra activity book	6	6	12
	Photos	4	3	7
	Others (sample paragraphs)	2	0	2
	Others (laptop, projector)	1	0	1
Others (students' papers)	1	0	1	

Out of all techniques which were used to introduce the topic, question and answer, and explanation were the most common for both alpha and bravo level teachers. Question and answer was a time-saving activity and the teachers did not have to spend time for organizing the questions. For this reason, they might have preferred them more than warm-up or brainstorming. Revision was chosen once by a teacher from alpha level, and doing exercises was preferred once by a teacher from bravo level.

Table 5.3 also illustrates the most frequent techniques which were used during teaching. Brainstorming was chosen by alpha teachers more than bravo teachers. It was the most frequently preferred technique in the textbooks and worksheets that were prepared by the curriculum office. Students might have been encouraged to brainstorm their ideas before writing and teachers might have used the same technique to teach the certain subject. Group work was applied only by the participants from alpha level. Perhaps the number of the students was more than bravo level students. Therefore,

alpha level teachers felt necessary to use this technique. In the other question; sample paragraphs, laptop, projector and students' papers were materials used in only alpha level. Sample paragraphs and analyzing students' papers could be more useful for students in a lower level, so Alpha level teachers might have needed to use them as materials.

The following item was to understand whether the teachers gave enough time to their students while writing a paragraph. The term "enough time" did not indicate an exact time. This term meant giving the students enough and equal time to write a meaningful paragraph. All teachers said "Yes" to this question. They mentioned that they did not let the students write in all lessons; some lessons' purpose was to explain the new topics. P2 said "No" by mentioning the reason that there was limited time to explain in-class activities and to apply them. P8 and P9 marked "No", too. No reasons were given by P9, whereas P8 stated that the students did not write a paragraph in the lessons.

Another item for the actual "teaching part" was prepared to see what techniques the teachers used when they were evaluating their students' paragraphs. They could tick more than one item. All participants except P3 pointed out that they used correction codes most. The reason was that the school system supported this technique and materials office distributed a list of correction symbols at the beginning of the year. Teachers had to use these symbols to check the students' papers. Peer correction was the most common technique just for P3. Only P5 and P9 did not use peer correction as a technique; however, others preferred using it. Self correction which was done by the students was the other technique. It was ticked three times by three participants, once by three participants and twice by one participant. Underlining the mistakes was applied by five participants, but not very often.

The aims and objectives of the lesson were totally reached in most of the lessons of P1, P2, P5, P8, and P10. P9 ticked partly and totally with the same number of times. The other participants pointed out that they "partly" achieved the goals of the lessons in most of the lessons. Partly was indicated as the second most common choice by the

participants mentioned first above. P2, P3, P5, P7, P8, and P11 also stated that they were able to teach “only in some points” by paying attention to the aims and objectives that were decided in planning. Later, the participants were asked to review their lessons in order to show their teaching approach. P10 stated that all of the lessons were student centered. P2, P3, P6, P9, P11’s lessons were rarely teacher centered because they preferred the combination of teacher and student centered approaches. None of the teachers said that their lessons were mostly teacher centered although the most common technique which was used in general to teach the topic was explanation. Therefore, it could be seen here that there were a difference between what instructors said and did. They might not have paid enough attention to the relationship between the questions and parts of the lessons. Finally, student centered approach and both student and teacher centered approaches were marked equally by P1, P5, P7, and P8.

Table 5.4 shows the analysis explained above:

**Table 5.4: Evaluation methods, objectives and teaching approach**

		ALPHA	BRAVO	TOTAL
Allowing enough time for writing	Yes	40	24	64
	No	1	1	2
Methods for the evaluation of the paragraphs	Correction codes	29	23	52
	Peer correction	14	6	20
	Self-correction	11	4	15
	Underlining the mistakes	8	1	9
	Others (finding mistakes in class)	1	0	1
Extent to which objectives were reached	Totally	24	18	42
	Partly	26	10	36
	Only in some points	6	2	8
	Not at all	0	2	2
Teaching approach	Both	28	15	43
	Student-centered	22	15	37
	Teacher centered	6	2	8

As a different method to assess the paragraphs, finding the mistakes in class was once used by an alpha level teacher. The proficiency level of alpha students might be the reason of this because the students might have needed more guidance to show their written mistakes on their paragraphs (See Research Question3). Also, the aims and

objectives which were not reached at all were only in the lessons of alpha level teachers. The students might have caused problems in the lesson and prevented reaching the aims that were determined before.

The two following parts were related to each other as the problems that were faced during the lesson and how the teachers were able to overcome them were asked. Before the interpretation of this part, it should be mentioned that the participants did not have to find a problem for each of their lessons. Therefore, the ones who were mentioned as problematic and their solutions were shown here. The overall problems of all participants were illustrated in Table 5.5. Problems related to order of the activities, using other resources, giving more examples, carrying out the activities and teaching techniques, and students without books were only encountered by alpha teachers. On the other hand, the item “problems related to the level of the students” was chosen once by a teacher from bravo level. Each problem’s solution was written in participants’ analysis forms (See Appendices 3-13).

**Table 5.5: Overall problems**

		ALPHA	BRAVO	TOTAL
Problems during the lesson	Timing	13	6	19
	Classroom management	5	1	6
	Carrying out the activities	4	0	4
	Using the textbook	2	1	3
	Order of the activities	1	0	1
	Level of the students	0	1	1
	Using other resources	1	0	1
	Others (more examples)	1	0	1
	Others(students without books)	1	0	1
	Carrying out teaching techniques	1	0	1

P1 indicated that timing caused a problem two times and classroom management was a problem once. In the first two lessons, both of them were problematic. S/he stated that some examples from the book had to be skipped and some funny stories were used by using the target structure (simple present) to handle the situation. Some parts of the book were given as homework as a solution for the lessons showed in the 6<sup>th</sup> form. Many problems were encountered by P2. The order of the activities was a problem so two activities were combined and the plan had to be changed slightly. When the timing caused a problem, some parts of the plan were assigned as homework for the next

lesson. Because of the problem about carrying out the activities, the participant was not able to follow the whole plan. In the 8<sup>th</sup> form, timing, carrying out the activities and classroom management were problematic. The reason for this was that the current activity and some parts in the lesson plan were changed as the students were unmotivated to learn. During the lessons, it could be said that both participants made reflection-in-action from Schon's (1983) perspective to solve their problems. Zeichner and Liston (1996) called this as rapid reflection because teacher needed to find an immediate action to go on the lesson.

Similarly, P3 had to overcome many problems related to timing, classroom management, carrying out the activities and techniques, using the textbook and other resources. In the first two lessons; a large part of the book had to be eliminated because of time constraints. Some parts were explained in Turkish and students who were trying to get help from others were warned because timing and carrying out the activities were problematic in the third and fourth lessons. Lack of time and students who did not have books caused problems in these lessons. P3 stated that timing problem was not dealt with in the lesson; however, as a solution for the other problem, s/he did not let in the students without books. Using other resources was difficult in lessons of the 4<sup>th</sup> form but the computer operator helped and solved the problem. In the 5<sup>th</sup> form, the participant could find a solution for the problems. As mentioned in the 6<sup>th</sup> form, the lessons were problematic and without solutions. Lastly, some students who did not participate in the activity were excluded from the last lesson.

In order to cope with the problems, reflection-in and -on-action were applied. For instance, students without books might have caused a problem if they had attended the lessons, but they were excluded and the possible problems were prevented. For the problems during the lesson, the participant used reflection-in-action. For the lessons which the problems could not be solved, it might be inferred that reflection-in-action could not be done successfully. Because reflection-in action was related to how quick a teacher was in the decision making process.



P4 and P10 did not mention any problems and solutions in their lessons. P5 and P6 wrote that timing was a problem twice; therefore, the instructions about how to write a reflective letter were given quickly by P5. P6 tried to be faster in the schedule but additional information was given to the students about writing a narrative when needed. When a classroom management problem was faced by P7, the students were warned when they made too much noise and they were also encouraged to write better. As mentioned in the 5<sup>th</sup> form, timing and using the textbook were problematic so homework was given to students to practice what they had learnt.

The general problem of all participants, timing, led P8 to give students homework and to force them to use a monolingual dictionary whenever they asked the usage of a word. Level of the students was also a problem but no solution was mentioned. P9 solved the timing problem by skipping some parts from the book so as to have more time to practice writing. These two participants also applied reflection-in-action to solve the problems. The last participant did not present any solutions for the problems caused by timing, classroom management and using the textbook.

The reason why timing was the general problem of the most participants might be the school system of the preparatory school. There were four tracks in a year and in every two months students needed to pass from five quizzes, one midterm exam and one final exam. Moreover, each track included a new level and new subjects for students. If they were not successful, they could not pass to the other tracks. Because of this limited time, teachers might feel under stress to cover a lot of units and subjects, and to find them for the students to practice their current knowledge. On the other hand, some teachers indicated that they had problems in the lessons but they did not mention about the solutions. Two participants pointed out neither problems nor solutions in their journal forms. They might not have felt confident enough to share the problems and give appropriate solutions. Because they might have thought that their weak points would be revealed and this would show them uncertain.

The reflective thinking model (Figure 2.4: 25) from Taggart and Wilson (2005) in Chapter II indicated that a teacher might face a problem during the lesson, after, and/or

before the lesson. It was very important for him/her to observe and reflect on it so that s/he found possible solution sets. According to his model, the participants who could not find solution for the current problems could not start reflection.

Table 5.6 gives the general solutions mentioned by the participants for each problem:

**Table 5.6: Overall solutions**

<i>PROBLEMS</i>	<i>SOLUTIONS</i>
<i>Timing</i>	<ul style="list-style-type: none"> <li>• Skipping some parts from the book</li> <li>• Giving some parts of the book as homework</li> <li>• Changing the plan slightly</li> <li>• Warning the students</li> <li>• No solution</li> <li>• Giving the instructions quickly</li> <li>• Giving more information about narrative</li> <li>• Trying to be faster</li> <li>• Giving homework</li> </ul>
<i>Classroom management</i>	<ul style="list-style-type: none"> <li>• Making use of some funny stories</li> <li>• Changing an activity and the lesson plan</li> <li>• No solution</li> <li>• Sending the problematic students out</li> <li>• By warning the students</li> <li>• By encouraging students to write</li> <li>•</li> </ul>
<i>Carrying out the activities</i>	<ul style="list-style-type: none"> <li>• Skipping some parts of the plan</li> <li>• Changing an activity</li> <li>• Explaining some parts in Turkish</li> <li>• No solution</li> </ul>
<i>Using the textbook</i>	<ul style="list-style-type: none"> <li>• Giving some parts of the book as homework</li> </ul>
<i>Order of the activities</i>	<ul style="list-style-type: none"> <li>• Changing the plan slightly</li> </ul>
<i>Level of the students</i>	<ul style="list-style-type: none"> <li>• Encouraging them to use monolingual dictionaries</li> </ul>
<i>Using other resources</i>	<ul style="list-style-type: none"> <li>• Asking help from the computer operator</li> </ul>
<i>Others (more examples)</i>	<ul style="list-style-type: none"> <li>• No solution</li> </ul>
<i>Others (students without books)</i>	<ul style="list-style-type: none"> <li>• Not letting students in without books</li> </ul>
<i>Carrying out teaching techniques</i>	<ul style="list-style-type: none"> <li>• No solution</li> </ul>

The next item was about the extent to which the participants followed their lesson plans. P8 and P10 stated that they followed them ‘totally’. “Mostly and totally” were marked 4 times by P1. P2, P4, P5, P9, and P11 stated ‘totally’ in the first place. P3 and

P7 chose “mostly” and “totally” three times and “partly” twice. When coming to the participation of the students, P6, P8 and P10’s lessons were “always” attended by all students. P3, P4, P7, and P9 stated that they usually joined the activities. In some of their lessons, participants mentioned that they “often” or “sometimes” participated. “Rarely” was ticked by P2 once.

In order to monitor students’ understanding, asking some questions was the most preferred technique by most of the participants. Only P7 took notes about students’ mistakes more often than asking questions. Second preferable technique is changeable depending on the participants. Taking notes was marked by P1 and P6, whereas collecting written or oral feedback from students was chosen by P3, P5 and P11. P4, P8 and P10 preferred assessing students’ homework as a second technique. The other techniques were pair or group work applied by P2, assessing their paragraphs used by P9 and delivering a quiz or exam done by P7. The techniques mentioned here were all used by the other participants in different lessons. None of them mentioned that they applied another technique rather than the given ones. This question showed that the teachers collected data from their students before other lessons so that they could see the weak and strong points in the lessons. This data collection was an element given in Pollard’s (2005) process of reflective teaching because it was expected from a reflective teacher.

10 out of 11 participants said that they did not try a different thing such as an activity, a drill or a technique that they had never used before. Only P7 tried two new activities. One of them was that s/he asked the students to write a paragraph for their portfolio and as it was done for the first time, it was mentioned as a different activity. The other one was that their paragraphs were assessed by using correction symbols given by the materials office. It could be understood that it was the first time the students were asked to write a paragraph for their portfolios and their paragraphs were assessed. Later on, it became a normal activity both for the teachers and students because it has been a part of the school system.

Table 5.7 has been prepared to show the analysis of the rest of the teaching part:

**Table 5.7: Lesson plans, participation of the students, monitoring students' understanding**

		ALPHA	BRAVO	TOTAL
Extent to which lesson plan was followed	Totally	35	26	61
	Mostly	13	3	16
	Partly	8	3	11
Extent to which students participated in the lesson	Usually	31	7	38
	Always	13	20	33
	Often	8	4	12
	Sometimes	2	1	1
	Rarely	1	0	1
How student understanding was monitored	Asking questions	35	22	57
	Group / pair work	19	14	33
	Collecting written & oral feedback	17	12	29
	Assessing their homework	14	14	28
	Taking notes	16	4	20
	Assessing the paragraphs	13	9	22
	Delivering a quiz	7	0	7
	Others (quick writing)	1	0	1
	Others (collecting portfolios)	1	0	1
Any new technique/activity	No	54	32	86
	Yes	2	0	2

The overall assessment of these items was the same as mentioned above. On the other hand, there were some other points to show. The students in alpha level “usually” participated in the targeted lessons, but “always” was marked more frequently by bravo level teachers. “Rarely” was chosen once by a teacher from alpha level. The most common technique to monitor students’ understanding was asking question in both levels. The participants might think that technique easier and more time-saving than the others and prefer to it. Other techniques such as delivering a quiz, quick writing and collecting portfolios were only mentioned by alpha level teachers. Bravo level teachers might be more familiar with portfolio studied done by the students because pre-intermediate students were writing more paragraphs than elementary level students. That is why; teachers might not have mentioned it as a technique to check the understanding.

For the 12<sup>th</sup> and 16<sup>th</sup> questions, it was seen that aims and objectives of the lessons were “totally” reached and the lesson plan was “totally” followed. In other words

“totally” was the most frequently chosen item for both of the questions. The participants might believe that they got prepared and acted in the right way in their lessons, so they chose “totally”. From another perspective, they might not really question whether all objectives were reached. Unless they faced any problematic situations, they could follow the lesson as planned before. It was possible that teachers’ questioning themselves could have occurred if something annoying happened.

Another point that required attention about Q16 was that some of the participants marked “totally” although they mentioned that did not prepare a lesson plan before their lessons. For instance, fourth, fifth and eight journal forms of P9’s did not include a lesson plan but it was given that they followed the plan “totally”. Likewise, P8 made a mental lesson plan only in the lessons of the third form and other were without a plan. However, in all forms, “totally” was marked again. In the 8<sup>th</sup> form of P8, there was no plan but “totally” was given. Finally, P5 had 6 lessons without a lesson plan, but it was showed that “totally” and “partly” were the given answers. It could be inferred from this analysis that most probably, the journal forms were not filled in regularly, carefully and not just after the lesson. Barlett (1990) explained in the process of reflective teaching model (See figure 2.6: 28) that the first stage, ‘mapping’ consisted of keeping a diary or journal; however it was necessary to reflect just after the lesson was finished. Therefore, these teachers probably did not pass through this stage because of timing problem and heavy schedules.

The first three elements of Pollard’s (2005) reflective cycle were discussed according to the data of the pre-teaching part. Nevertheless, the rest of the elements which were collecting, analyzing and evaluating the data were the ones that a reflective teacher should own (See Chapter II). For this reason, the questions related to these elements could be given. For example, Q17 asked about the extent to which students participated in the lesson. By observing the students, the alpha teachers gave “usually” as the most frequent answer, but “always” was the most common one for the bravo level teachers. The proficiency level of the students might be effective for this issue. As alpha level students had lower English, they might feel less confident about participating in the lessons.

From all the questions and items in “teaching” part, the process approach was indicated. Process approach could be applied in every kind of writing and it was also used for paragraph teaching. In the process of paragraph writing, students could organize their ideas through some techniques such as brainstorming, clustering and formulated an outline. After writing the paragraph, students passed through some stages such as drafting, revising and editing. In addition, the teachers were following a process by the help of this journal study. Therefore, writing and reflective teaching might be related to each other as they both consisted of a continuing process.

In paragraph writing, students were responsible for everything in this process and they learned through their mistakes because they tried not to make the same ones again. Likewise, the journals and interviews included many questions that an instructor asked himself or herself in every part of the lesson. They were expected to prepare their lessons according to their students’ level, needs and interests with the help of keeping journal. They might have become more cautious about their emotions, attitudes towards the teaching. They might have felt more confident about facing problems and encountering mistakes as they could solve these problems by the help of their prior experiences. In other words, it was possible that they learned from their past through comparing the past actions with the present ones and making judgments to act in a certain way.

The last section of the journal forms is post-teaching part. It includes 5 open-ended questions. 2 of them would be chosen as “yes” or “no” and teachers were expected to make comments and give details about their choices. The most and the least successful parts of their lessons were asked in details. Furthermore, they were asked to mention the spontaneous changes in their lessons and whether they would have changed some parts if they had had the chance. Finally they had the opportunity to give their general thoughts about their lessons. Each participant’s answers are interpreted below by according to each relevant journal form.

The first participant stated that almost all students were able to write as the way s/he wanted so production stage was the most successful part mentioned in the first

form. Classroom management was the least successful part because the students were very talkative. Secondly, students learnt some new words from their dictionaries while writing a paragraph for their portfolios; on the other hand, most of them could not use these new words sufficiently. In the third form, it was mentioned that they practised prepositions and wrote very good supporting sentences for their paragraphs but there was a lack of time which caused them not to finish their written works.

Participation of the students was the most successful part of the two lessons given in the fourth form. However, they were not successful enough to use the connectors like besides, moreover, and furthermore. On the fifth and the sixth form, the most successful parts of the lessons were the textbook and using the given stories in the classroom. As an unsuccessful part, it was not written in the fifth one but lack of time was mentioned in the sixth. Later on, students did peer editing which was very helpful for them. Yet they could not write good topic sentences. Finally, they could paraphrase the topic sentence to write a concluding sentence very well; however the coursebook was a problem as the samples were not very interesting.

As another question, P1 was asked whether any the spontaneous changes were made in the lessons. Some parts of the book were skipped once because the given examples were so similar. If s/he had had a chance to teach the same lesson, s/he mentioned that the lesson plan would have been changed and the amount of the examples would have been decreased. This decision showed her reflection after the certain action. As a general thought of the lesson, in the eighth form it was stated that the goals of the lessons had been achieved.

P2 did not prefer to mention the least successful parts of the lesson very often. Only in the 3<sup>rd</sup>, 6<sup>th</sup> and 8<sup>th</sup> forms included a practice problem. Pair work was problematic in the lessons mentioned in the 3<sup>rd</sup> and the 6<sup>th</sup> forms. Reinforcing teaching was difficult as the students were reluctant to learn in the lessons of the last form. The most successful parts were basically related to practice. Examining the samples in the book and finding out the mistakes were very good in the first two lessons. Secondly, pair work was the most successful part. Thirdly, it was stated that allowing the students

to work individually was a good idea. Similarly, students' products and individual work were very successful in the fourth two lessons. Individual and pair work were given as the most successful parts on the 5<sup>th</sup> form. Presentation of the new subject and writing a sample were the other good parts of the lesson mentioned in the 5<sup>th</sup> form. In the last two forms, group work and explanation of the narrative paragraph were the parts thought of as successful.

It was seen that 3 changes were made in the lesson plan during the lesson. Firstly, s/he had decided to combine two activities and apply them as one, but s/he changed and they did the activities one by one because students were confused. In another lesson, there was one more activity that could be done in the lessons but there was not enough time for it. In the lessons mentioned in the 8<sup>th</sup> form, one activity about writing a narrative was excluded from the plan because of the lack of the participation of the students.

In the 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> forms, it was stated that some changes could have been made through reflection-on-action if there had been another chance to teach the same lesson. In the 3<sup>rd</sup> form, individual work and pair work could have been more detailed. In the 5<sup>th</sup>, timing was a problem so s/he said that less time could have been given to the individual work in order to assess their written work in the classroom. In the last one, there was a lack of time again; it was thought that a game could have been included in the lesson plan to get their attention. Finally, none of the forms indicated something as a general comment of the lessons.

When the first journal form of P3 was analysed, it was seen that the points in the textbook and the writing guide were combined by P3 in a good way. On the other hand, there was not enough time to give more examples. Secondly, except for the slow learners, most of them comprehended the items taught quickly. The same problem, lack of time, resulted in not being able to present the signal words for time order. Teaching the target vocabulary with pictures was the most successful part in the lessons mentioned in the third form but timing problem did not let the teacher to practise it. Fourthly, it was shown that students were eager to make sentences about the given



pictures and they were attentive but using the laptop and projector caused them to lose some time.

The most successful part of the lessons of the 5<sup>th</sup> form was the full participation of the students when they wrote a paragraph for their portfolios. As there were only 9 students during presentation of the topic, most of them had difficulty in using the techniques and linguistic terms while writing their portfolios. P3 pointed out that the lessons in the 6<sup>th</sup> form were mediocre in success and there were not any successful parts as it was very difficult to get students' attention. In the last lessons, students were able to use techniques and most of them did their best to produce something. There was not an unsuccessful part in the lessons mentioned in the 8<sup>th</sup> form, but two students were problems in the lessons of the 7<sup>th</sup> form.

Although no spontaneous changes were made by the participant, it can be seen that a more detailed picture story would have been distributed to the students to get their attention and they were put in pairs or groups if the same lesson had been taught again. P3's general thoughts about the lessons were;

2<sup>nd</sup> lesson: "Overall, it was partly successful, but I haven't checked their portfolio writing yet, so I cannot comment on the ultimate outcome of the lessons."

4<sup>th</sup> lesson: "Although students are still confused with the use of prepositions while describing a place, they enjoyed the lesson and did their best."

5<sup>th</sup> lesson: "I'm content with students' participation and interest in writing their portfolios. However, because of not studying and lack of participation in the presentation part, they found it difficult to write the paragraph."

6<sup>th</sup> lesson: "It wasn't fruitful, but next session I will make the activities more colourful and get them work in groups. It will be more student-centered."

7<sup>th</sup> lesson: "Because it was the last session before writing their portfolios, it was a good preparation which could assist them when they are assigned to write the portfolios on writing a narrative."

8<sup>th</sup> lesson: "Overall, the two sessions went smoothly. In the first session, although some students remained silent they were able to do the exercises. The second

session was for portfolio writing on a completely different topic. Therefore I left the production part of the first session to the following sessions.

P4 mentioned in the first form that students' products for portfolio writing was very successful but there was a lack of knowledge about the previously presented grammar points which were not practised enough. In the second form, the students were able to describe their friends; however, they could not write sample paragraphs. Thirdly, they were able to describe their rooms but their grammar mistakes were considerably severe. They tried to produce a paragraph to talk about their past. Yet they made many grammar and time order mistakes. In the next two lessons, students wrote the recipes very well. On the other hand, the topic was limited and it caused them to get bored easily. In the 6<sup>th</sup> form, the question-answer part was stated as the most successful part of the lessons. The least successful part was writing a sample paragraph. Students' reflective letters were written very well although they could not understand the goals of portfolio writing and the project.

The other parts of the 5<sup>th</sup> and the 6<sup>th</sup> forms indicated that the participants made a change during the lesson and s/he let the students write about 2 people instead of 1 to allow for more practise. If another change came, P4 stated that more extra grammar materials would be given to the students before the lesson. General thoughts about the lessons were given below:

2<sup>nd</sup> "They practiced portfolio writing and learnt to write descriptions by using portfolio techniques."

3<sup>rd</sup> : "They need more time to write."

7<sup>th</sup> : "Time was limited. Students need more practice."

8<sup>th</sup> : "There should be more practice."

P5 said that it was a good idea to let the students study in groups and use a dictionary in the lessons in the first form. However, they asked too many questions and they were not used to the new writing techniques. Secondly, students were able to finish writing their works for their portfolios on time and there were not any problems

mentioned in this form. Thirdly, students listened to the teacher very careful and they were attentive but there was a lack of time because one lesson was taken for the writing quiz. Thus, P5 preferred giving some parts of the book as homework. In the fourth form, it was mentioned that the students understood the topic very well and there were no unsuccessful parts of the lessons.

Later on, the students wrote a paragraph and it was the most successful part of the lessons. Most of them had difficulty in writing and it caused some problems. Similarly, they understood how to write a narrative paragraph very well in the other two lessons. Yet, they were unsuccessful about doing brainstorming to produce new ideas. Teaching how to use signal words and organizing paragraphs were the good parts. However, they did not manage to use this information very easily. In the last form, P5 indicated that the students understood the instructions but they had some lacking points which they had to study before the exam.

The participant did not point out any spontaneous changes during the lessons. About the future lessons, it was shown that s/he would be more careful about timing and using the time carefully for the students to practise more. These were the participants' general ideas about the lessons:

1<sup>st</sup> : "I let the students write about the topic after I taught it in the class. I think this had been helpful to them. I also let them study the sample paragraph on their books before they started writing."

2<sup>nd</sup>: "I think students have learnt to write on their portfolios about a given topic"

3<sup>rd</sup> : "I believe that students have a clear idea about how to write a descriptive paragraph."

4<sup>th</sup> : "It was successful."

7<sup>th</sup> : "Students have problems in gathering their ideas and write an organized paragraph."

8<sup>th</sup> : "I think students were quite successful although they didn't have any chance to write a sample paragraph in the class or study at home."

When the 6<sup>th</sup> participant's first form was examined, it was clear that the presentation part was the most successful part, but trying to make students write correct sentences was very hard to do. In the second form, students were confident enough to believe that they could write a paragraph on their own; however, teaching how to write a topic and concluding sentence was problematic. Thirdly, the most successful part of the two lessons was teaching some new adjectives. Students' language on their writings was not very good at all. In the lessons mentioned in the fourth form, students enjoyed learning adjectives to describe a person or a thing but they were not able to write a paragraph easily. Likewise, presenting new conjunctions and transition words was very successful; however, it was difficult for them to understand the order of the event they would write about.

Exercises in the textbook were very helpful to reach the aims of the lessons stated in the 6<sup>th</sup> and the 7<sup>th</sup> forms. On the other hand, the students had the tendency to write more than one paragraph and they were not careful about the format of a paragraph in the lessons of the 6<sup>th</sup> form. In the other ones, they were not able to write the necessary transitions words in their paragraphs. In the last form, while working on the new words was okay, students spent too much time on choosing what to write about. As a final remark, it was clear that there were no spontaneous changes on the lesson plans and no ideas for the future lessons. These are the general thoughts of the lessons:

2<sup>nd</sup>: "The lesson was useful for students to understand that they can write paragraphs using the items they have learnt."

3<sup>rd</sup>: "Our topic was enjoyable for the students especially for some of them. They even wanted to know more words to use in their writings."

4<sup>th</sup>: "It would be better if we had a chance to write more paragraphs."

5<sup>th</sup>: "It was partly successful. If we had had more time to study some more examples, it would have been more successful."

6<sup>th</sup>: "The topic we studied was enjoyable for the students."

7<sup>th</sup>: "As usual, timing is a great problem."

8<sup>th</sup>: "If we had had more time, students could have been more successful"

P7 stated the most successful parts of the lessons in every form whereas there were not any unsuccessful parts in the lessons of 1<sup>st</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> forms. The teaching part was shown as the most successful part in the 1<sup>st</sup> form. In the second one, while the students understood topic sentences, they were not good enough about concluding sentences. In the presentation part, they comprehended how to write about their days by using transition words in the lessons mention in the third form. However, the time limitation prevented the teacher to make them practise this new information on their writing. Students' written works were very good in the other two lessons.

In the fifth, it was seen that the error analysis part reached its aims and they were able to see their own mistake in the target structures but they did not tend to use transition words previously learnt. The participant collected some feedback from students to determine which part was successful and they said that teaching how to organize a narrative paragraph was successful. The teaching part was very enjoyable in the lessons of the 7<sup>th</sup> form because students liked the activities in the book. On the other hand, warm-up part was problematic and boring. Finally, it was mentioned that students were more confident about writing something for their portfolios and there were not any problems in these two lessons. There were not any changes on the plans during the lessons and no future changes were stated in the forms. General thoughts about the lessons were:

1<sup>st</sup>: "It was a successful lesson and it reached its aim."

2<sup>nd</sup>: "Generally the lessons were successful. But when they were writing for portfolio, they were a bit anxious. Few of them tried to write an essay, not a paragraph."

5<sup>th</sup>: "Even though I correct or make them correct their mistakes, they continue doing the same mistakes. That's why I decided to courage them and lengthen warm-up part."

6<sup>th</sup>: "They learnt the rules of writing a narrative paragraph and they wrote the first drafts for their portfolios. This will give me a chance to monitor their understanding."

7<sup>th</sup>: "The lessons were successful."

8<sup>th</sup>: "No matter how many times I explain, students keep on doing the same mistakes. I feel myself unsuccessful."

The 7 participants whose answers had been analyzed before were Alpha (Elementary) level teachers. The others were from Bravo (Pre-Intermediate) level teachers. The first one, P8 stated that presentation part was very successful in the first two lessons but brainstorming was problematic because students had difficulty in producing ideas. In the lessons mentioned in the 2<sup>nd</sup> and 3<sup>rd</sup> forms, production stage was the most successful part; however presentation stage caused problems in the lessons mentioned in the second form and they were not able to use correct vocabulary because they did not have enough information about the topic in the third one. In the fourth form, P8 pointed out that students learned how to use signal words and organized their paragraphs very well. On the other hand, they were not good enough to use the correction codes to correct their mistakes before writing their second drafts.

In contrast to the lessons of the 4<sup>th</sup> form, they had difficulty in using the signal words while writing a compare and contrast paragraph and no successful part was mentioned in the fifth form. In the 6<sup>th</sup> form, it was seen that group work was a good idea and students felt relaxed as they knew how to organize their paragraphs but they had problems about new words because they did not have the habit of using a dictionary. In the seventh and eight forms, while production stage was the most successful part, presentation and practice were the least successful ones. Lastly, she did not mention anything changed in the lessons during the implementation. Yet P8 stated that s/he would change the topic if s/he had the chance to teach the same lesson. A topic which the students were more familiar with would be a better choice. General thoughts about the lessons were listed below:

1<sup>st</sup>: “It was very helpful for students to understand the writing process.”

2<sup>nd</sup>: “I think with this lesson, they learnt what a paragraph is and how it is supposed to be organized. Giving an outline that follows the model shows the student how to organize their paragraphs. As they have limited language skills, it would be better ask them to write on a topic about which the learners have real life experience or something they are familiar with. So they will have something to say.

3<sup>rd</sup>: “Students were lack of ideas, knowledge about the topic sentence. I realized that it’s important for the students to have information about the topic they are writing. Otherwise, it’s no use learning how to organize an opinion paragraph.”

4<sup>th</sup>: “I taught them how to write a comparison paragraph. I think they found it easy because after they learned the language of comparison, they wrote their first drafts without any problem.”

6<sup>th</sup>: “Unlike the previous lesson, I let them choose the topic so they could choose a topic which they are familiar with and have a lot to say. They were encouraged and that also provided self-confidence.”

7<sup>th</sup>: “They learned how to write a paragraph about advantages or disadvantages using the proper signal words.”

8<sup>th</sup>: “They learned how to write a reflective letter which was helpful for them to see their progress at the end of the course.”

When the journal forms were analyzed, it was seen that P9 mentioned the most successful parts only in the 1<sup>st</sup>, 5<sup>th</sup> and 6<sup>th</sup> forms. In the first and the sixth form, the participant believed that the subject had been explained thoroughly. Moreover the students’ written works were very successful in the lessons of the 5<sup>th</sup> form. The least successful parts were presented in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and the 6<sup>th</sup> forms. Except from the 3<sup>rd</sup> one, the general problem was timing and the students had no time to practise how to write that type of paragraph. The lessons were more teacher-centered in the 3<sup>rd</sup> one and it was seen as the unsuccessful part. There were not any parts changed from the lesson plan; however P8 mentioned the same future change three times. If the same lessons were taught, s/he would be more careful about timing and it was stated that more time was needed for practise. Finally, no general thoughts about the lessons were presented by the participant.

P10 stated the least successful parts of the lessons in the 1<sup>st</sup> and 2<sup>nd</sup> forms. The most successful part was the exercises in the textbook but students were tent to translate Turkish to English while making sentences in the lessons of the first form. Secondly, making a list of ideas related to the topic was very useful; however, there wrote full sentences instead of phrases in this activity. Presentation part reached its aims in the

lessons of 3<sup>rd</sup> and 4<sup>th</sup> forms. Similar to the first one, exercises on the book were very useful in the lessons mentioned in the 5<sup>th</sup> form. Students' written works were very successful in the 6<sup>th</sup> and 8<sup>th</sup> forms' lessons. Lastly, in the seventh form, students were able to list similarities and differences of people, places and things by working in groups. One spontaneous change on the lesson plan was marked but not mentioned in detail. No changes were planned by P10 for the future lessons. General thoughts of the lessons,

1<sup>st</sup>: "The students are successful in distinguishing the topic sentence and the supporting ideas in a paragraph"

2<sup>nd</sup>: "Students have difficulties in producing and listing ideas related to given topic."

3<sup>rd</sup>: "The students seemed to understand the essentials of writing descriptions."

4<sup>th</sup>: "The students tend to transfer Turkish sentence structure into English"

5<sup>th</sup>: "The students understood the essentials of writing a cause/effect paragraph."

6<sup>th</sup>: "The students still have weaknesses in listing their ideas."

7<sup>th</sup>: "The students are improving in making a list of grouping ideas."

8<sup>th</sup>: "The students are improving in writing well-planned paragraphs, but some of them still have weaknesses in writing good sentences."

The last participant presented the most successful parts in two forms. In the 3<sup>rd</sup> form, peer editing was a good idea because it helped the students to see how to evaluate a paper. Using visual aids was the most successful part of the lessons mentioned in the 4<sup>th</sup> form. On the other hand, P11 indicated the least successful parts only in the 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> forms. Both 1<sup>st</sup> and the 5<sup>th</sup> forms showed that time was insufficient; therefore the students were not able to practise the new topics. In the 3<sup>rd</sup> form's lessons, some students who were not good at writing find it difficult to correct their friends' papers. Neither spontaneous changes nor future changes were mentioned by the participant. The general thoughts were:

5<sup>th</sup>: "Schedule of the lesson is heavy, so students don't have chance to improve their writing."



The data given above included the future changes in each participant's lessons. In other words, the participant asked him/herself whether the consequences of learning would have changed if the lesson had been given differently. This question was related to Barlett's (1990) "appraisal" stage which the practitioners asked the same question to themselves. In general the participants pointed out very few changes for the next lessons. P4, P10 and P11 did not write a comment on the future lessons. P3 and P6 said once, P1 and P5 said twice, P9 said three times, and P2 and P8 wrote changes four times. The changes were also mentioned above in detail. The participants who did not mention any future changes might not feel the necessity to do it. According to Barlett (1990), these participants did not take place in this stage.

In conclusion, this part was prepared to see the reflection-on-action experiences of the teachers. They mentioned the most and the least successful parts of their lessons and shared their teaching experiences. They also wrote the changes on the lessons plans during the lesson and future changes that can be given more importance. By the help of the questions, they had a chance to assess the lessons overall and comment about them.

As mentioned in the literature review part, reflection helps teachers to examine their own personal and professional experiences to develop themselves. Writing is the most suitable skill for reflective practice and journal writing is a technique to be used for reflection. Bailey (1990) defines that journal writing enables first-hand information and results in evolution of self-awareness in the process of reflection and evaluation (cited in Tsang, 2003). It makes the teacher face all problematic situations and find suitable solutions. Moreover, the teacher can look back and examine his/her reflections in order to see the weaknesses and strengths and s/he avoids making the same mistakes again

### **5.1.2 RQ 2: How does students' level of English affect teachers' reflections?**

From the findings mentioned in the answer of the first research question, some differences depending on the proficiency level of the students were identified. First of all, in the pre-teaching part, it was seen that none of the bravo level teachers prepared a written lesson plan. The reason might be the difference between the proficiency levels of the students because teaching for elementary level students and pre-intermediate students were not the same. Moreover, pre-intermediate textbook and weekly pacing schedules that were prepared for bravo level instructors could be might have been well-prepared and efficient for their lessons that they did not feel obliged to prepare additional resources and activities.

As a second difference, none of the bravo level teachers stated that they faced any problems while making a plan (See Appendix 14). That was because they might not have faced any problems or they might have not wanted to mention or reveal the problems occurred in the lessons. The proficiency level of the students was higher in Bravo level, so the teachers could make plans easier and without any problems. On the other hand, only alpha level teachers faced problems related to carrying out the activities and teaching techniques, order of the activities, using other resources and others (more examples and students without books). Because alpha group was elementary level students and their lack of knowledge might have caused these problems.

From the journals it was also revealed that the students in alpha level “usually” participated in the targeted lessons, but “always” was marked more frequently by bravo level teachers. “Rarely” was chosen once by a teacher from alpha level. As the pre-intermediate students would be more confident about their English level, they could participate in the lessons more than the other students who had lower level.

In post teaching part, the most successful parts of the lesson for bravo level teachers were students’ writings, presentation, and practice. However, for alpha level, practice, students’ writings and presentation parts were successful. As bravo students were in pre-intermediate level, their written products could be more successful but elementary level (alpha) students might have needed more practice to pass to the production stage. On the other hand, lack of knowledge was problematic and it was the least successful part of both alpha and bravo level teachers. Although timing was the

second least successful part of the bravo level, classroom management was the second one for alpha level. Students might have caused a lot of problems in the lessons of alpha teachers.

Finally, only one bravo level teachers said yes once for spontaneous changes made in the lesson and there were four “yes” answers for future changes in the next lessons. However, from the findings of the alpha level, participants accepted six spontaneous changes and ten future changes for their lessons. The number of the teachers might affect the answers because alpha teachers were more than the other level. From another perspective, alpha teachers might have felt the necessity of a change in a lesson because of the problems that they had faced in their lessons.

To sum up, it could be clearly seen that the proficiency level of the students directly affected the answers of the instructors. Because teaching in a higher level could not be the same experience; therefore, the outcomes could include many differences.

### **5.1.3 RQ 3: How does instructors’ teaching experience affect their own reflections?**

Drawing on the data, it was seen that there was a connection between the teaching experience of the participants and the effects of journal writing.

As indicated in Chapter 4, four of the participants had teaching experience between 1 and 4 years. For instance, it was the first year of teaching for P1 and P8 and they both mentioned that the study partly contributed to their teaching. However, from their answers, it could be understood that P1 was affected more than P8 as s/he gave more details and information about the contribution of the study. P8 mentioned that the study did not change the writing practices because s/he just answered the questions and ticked the items. These were the things which were expected from the teachers. Furthermore, P2 had two years, and P3 had three years of experience and they both mentioned that it was partly beneficial for them.

For these new teachers, the reason why the study “partly” contributed to their teaching might have been their lack of teaching experience. They tried to put all of their theoretical knowledge into practice and they might try different methods in order to find the most suitable for their students. In other words, they could be in the first level (technical level) of Van Manen’s (1977) reflective thinking pyramid (See figure 2.3: 20). In technical level, teachers were expected to utilize their pedagogical knowledge and past experiences to set targeted outcomes.

P4, P9 and P11 had teaching experiences from 5 to 9 years. P4 pointed out that s/he did not benefit from the study. P9 and P11 mentioned partial benefits, though. Two participants, who had 12 years of teaching experience thought that it helped or improved their teaching. In fact, it was obvious that they unconsciously started questioning the missing points in the school system and the education system in Turkey although they did not mention any or many changes. They might have passed to the contextual level in the pyramid (See figure 2.3: 20) because they might become experienced to comment on the problems and find solutions for the sake of their students’ needs. Contextual level consisted of searching for alternative approaches which were best for the needs of the students. They could reflect on practices which affected students’ learning and on decisions which were related to the context of the situation.

Finally, P6 with 26 years of experience and P10 with 36 years of experience said that this journal study did not make any contributions for them because they did not change anything in their teaching that existed before. They did not feel that they should have changed anything in their techniques because they might believe that they were experienced enough. They might have self-autonomy and self-understanding of their teaching style. In these features, they might be in the dialectical level of the pyramid (Figure 2.3: 20). Teachers in that level were expected to be autonomous and do reflection-in-action. They were able to bring new ideas on moral and social issues.

As a last remark, teaching experiences of the teachers affected the changes happened in their teaching. The instructors who were very experienced did not feel obliged to change anything applied in their teaching beforehand. Some instructors did

not understand the main purpose of the study enough maybe because they did not have any information about reflective teaching or they might expect an in-service training for their professional development. The instructors with 1-4 years of experience partly benefited from the study and they gained the awareness to apply what was best for their students.

#### **5.1.4 RQ 4: How does keeping a journal affect the participants' teaching practices?**

In the methodology chapter (See Chapter IV), it was mentioned that there were 11 participants in this study. Two of them were male and 9 of them were female instructors. Among all these participants, their faculties that they graduated from were different. For example six participants were from English Language Teaching Department. Two of them graduated from English Language and Literature Departments. Two other were from American Culture and Literature Department and one of them finished Department of Linguistics. Moreover, three of these participants said that they had joined a similar study before, but it was the first study for eight of them.

After the background information, the participants were requested to say whether this journal study contributed to them or not in Question 4. If they accepted any contributions, they were also asked to explain the fields of all contributions. Question 5 and 6 were prepared to see the changes on all participants' teaching techniques both in general and in their writing lessons.

The first participant mentioned that this study “partly” contributed to the teaching in terms of teaching style, professional development, planning and implementation stages of the lessons:

- ❖ *Teaching style*: “I tried to integrate various techniques in one lesson such as pair, group and individual work.”

- ❖ *Professional development*: “It enables me to observe the writing process and develop some lesson elements like the materials, etc.”
- ❖ *Planning stage*: “I began to prepare a lesson with more clear stages which are pre-writing, main writing and revising.”
- ❖ *Implementation stage*: “As the time was limited, unfortunately I had to skip some parts of the lesson. The study made me realize the missing parts of the lesson.”

In the next two questions, P1 explained the changes occurred in the writing lessons and teaching techniques/ approaches in general. For writing lessons;

- ❖ “Although I didn’t pay attention to warm-up part before, I used stories, pictures in the book to prepare students to the lessons.”

For teaching techniques /approaches in general;

- ❖ “I tried to use individual, pair and group work.”

This study contributed to the second participant’s professional development, planning and implementation stage of the lessons:

- ❖ *Professional development*: “I strive for preparing more interesting, organized and interactive lessons. I try to be professional.”
- ❖ *Planning stage*: “This journal created awareness about planning more effective activities for my writing classes. I had problems in timing the activities. Now, I can organize the activities better.”
- ❖ *Implementation stage*: “I couldn’t decide how to implement some activities. Pair of group work? Which one is the most efficient way of teaching? While filling out the form, I realized that I have some problems in putting the plan into practice. I’m working for improvement.”

For writing lessons;

- ❖ “”Now my writing classes are more organized and I have fruitful results both for me and the students.”

S/he added for the general teaching techniques and approaches;

- ❖ “I take the essential points of teaching writing into consideration such as planning, timing, organizing the activities and reflecting on assignments. It contributed to my professional development a lot.”

The only contribution of this study for P3 was:

- ❖ *Others:* Self evaluation (awareness) on timing.

This study did not contribute his/her teaching a lot because no change was made by the participant on the previous teaching techniques. Furthermore, no changes on writing lessons or teaching approaches in general were stated.

Journal keeping was not beneficial for P4’s teaching. The reason of no contribution was:

“Writing schedules are limited and they should be adjusted accordingly, so this kind of study may not contribute to the system of preparatory school in general.”

Also, there were no changes on the participants’ writing lessons. It was explained that because of the weekly pacing system, teachers could hardly find time to make changes on their teaching techniques and approaches in general.

The fifth participants said that this study was beneficial for him/her in terms of ‘collaboration with the colleagues’ and ‘evaluation stages of the lessons’, but no explanations were made. Moreover, changes on the writing lessons and teaching techniques in general were not given and exemplified. There was no contribution of this study on the participant 6 because s/he said;

“I did not need to change anything exist.”

Also no changes on his/her writing lessons and general teaching techniques occurred.

P7 “partly” benefitted from this journal study. The beneficial parts were teaching style, attitudes towards the students, and personal development.

- ❖ *Teaching style*: “I understand the way of my teaching better.”
- ❖ *Attitudes towards the students*: “I developed more positive attitudes towards them.”
- ❖ *Personal development*: “When I was answering the questions, I sometimes realized what I should do or not.”

For writing lessons;

- ❖ “After I started to fill in the journal, I’ve lengthened the period of my warm-up activities.”

Also the participants said that this study helped his/her self-awareness. From this answer, it could be interpreted that she might become more reflective with the help of reflection-on-action done after the lessons and more open to make some changes in his/her teaching.

This journal study made some contributions related to ‘collaboration with the colleagues’ and ‘professional development’ on P8 but these items were not exemplified. Despite partly contributions stated, s/he expressed in the next item that there were no contributions because only the questions were answered and items were marked in the journal.

It did not help him/her change teaching techniques and approaches in general and for writing lessons because;

- ❖ “I just shared my own techniques and approaches. I prefer to use while teaching writing skills.”



On the other hand, this study did not contribute to the ninth and tenth participants' teaching. P9 thought the reason as;

- ❖ “I do not think that is the intention of the study anyway.”
- ❖ “This study, as I see, mainly concentrates on how I do classes rather than how I should do them.” (for changes in writing lessons and general approaches).

It was written by P10 that;

“I used a textbook and followed a schedule /plan prepared by the material office.”  
It was the reason of no contribution of this study.

For changes in writing lessons;

- ❖ “No changes, because I had to do the exercises in the course book and I used the techniques the coursebook imposed.”

Changes on general teaching approaches and techniques;

- ❖ “No change. This journal study does not suggest anything new in teaching writing. And the teaching materials limited me in using different techniques.”

The last participant mentioned the contribution of this study in terms of personal development.

- ❖ “Awareness about missing points in the schedule and the system in Turkey.”

Moreover, the reason of no contribution was the schedules again.

For changes;

- ❖ “This study showed me that our lessons here are not working properly.” (for writing lessons).
- ❖ “It is really difficult to have an ideal lesson in this system.” (for general approaches).

The reason why the study did not make any contributions to the teaching of the four participants could be the difficulty in accepting such changes. It was possible that it was not very easy to accept some changes occurred on their teaching and techniques and they became more aware of certain issues in their field. Normally, it might be very difficult to share with a colleague (as an insider researcher) that a study had positive effects on themselves because this might mean to accept and articulate one's weaknesses as person and a teacher.

As another reason, the participants might have perceived this study as an in-service training course because they were expecting some suggestions for their teaching. They might have needed more information about the current trends in language teaching and what the aim of reflective teaching was. However, this study did not have an aim of giving training or providing suggestions to the participants. It was clear that they had the awareness to think about this necessity. The aim of the study was not comprehended in the right way by these participants.

Even though some teachers pointed out that it was not a beneficial study for them, it could be seen that it created awareness on them and they began to question the missing points in the writing schedules at school. The term "change" could be understood as a "miracle" that would make them different teachers. Although they were required to answer the questions and felt themselves as if they were looking at a mirror, they might have needed suggestions and training that create the expected "change".

#### **5.1.5 RQ5: What are the opinions of the instructors about good writing lessons?**

The eighth question in the interview was to get some suggestions from the participant for better writing lessons. No suggestions were mentioned by the first participant. P2 stated that visual aids made writing classes more effective and brainstorming activities were of vital importance for the lessons. Some suggestions from P3 for effective writing lessons were that the class hours could be extended or portfolio homework could be assigned to be done at home so that teachers could have

more time for practice. In addition, P4 thought there should be more time for the students to practise and weekly schedules and course books should be revised for more effective and successful writing lessons

P5 suggested that writing lessons could be more effective by choosing more interesting topics and students were given more time to be able to practice more. P6 claimed that praising the students for their development and encouraging them to write more could improve writing lessons. P7 recommended that there should not have been too many subjects to teach in such a limited time. Except portfolios, students needed to do more exercises under the control of their teacher and receive immediate feedback from the teacher. P8's suggestions for better writing lessons were that the students should be given topics which were based on students' personal experiences and interests. P9 also believed that there needed to be more time to practice and more drafts to write. P10 advised that students should be encouraged to read daily news in English because they had difficulty in producing new ideas about the certain topics. Similarly, the last participant thought that the weekly pacing schedules of the school should be revised and students should be given more time to practice.

From the journals, it could be concluded that the most problematic issue was lack of time. From the suggestions collected from the participants, it was clear that students should be given more time to practice. For this reason, some adjustments in the system might be needed so that students had more chance to produce more written work.

### **5.3 Chapter summary**

The whole data analysis was given in this chapter by the help of the literature review chapters. The results of the two data collection methods, journals and interviews were correlated and interpreted. After examining every stage of the lessons, the research questions were deeply answered.

## **CHAPTER SIX**

### **CONCLUSIONS, SUGGESTIONS AND IMPLICATIONS**

#### **6.0 Introduction**

In this last chapter, the general summary of this study will be explained. Then, the answers of each research question will be revised in the conclusions part. Lastly, some suggestions for teachers were given and the implications that are both for the teachers and the students will finalize the chapter.

#### **6.1 Summary of the study**

The main purpose of this study was to see the reflective practices of the participants with the help of journal writing in a period of time. For this reason, 11 instructors from School of Foreign Languages at a private university were participated in the study voluntarily for four weeks. After that, an interview was conducted with each participant to see the effects of keeping a journal while teaching paragraph writing.

Qualitative research was used for this study. After the related review of literature had been examined, the research questions were decided. The items and the questions in the journal forms were prepared in terms of teaching paragraph writing. All of these questions were revised by two interraters, one of whom was a native speaker of English and the other one was a field expert. While some parts were omitted, some others were added. The last form was checked by the researcher and given to the participants to be filled in. Moreover, the interview questions were prepared and revised by the same interraters again. 4 weeks later, the researcher interviewed with all the participants one by one.

When the necessary data was collected, the analysis process started and content analysis was preferred. All the answers were compiled and coded by constant comparison method. These codes were reviewed by two other native speaker instructors

who were not the participants of the study. The codes were reshaped again and first the journal forms, then the interviews were interpreted in order to find the answer of the research questions. Finally some conclusions were obtained and some suggestions for further research were given.

## **6.6 Conclusions**

The following conclusions were made with the help of the research questions and collected data:

The first conclusion was that there were both similarities and differences between the participants' pre-teaching, teaching and post-teaching stages of their lessons. The findings revealed that proficiency level of the students and teachers' amount of experience directly affected the contribution of the journals.

When the relationship between the level of students and the teachers' reflective practices were analyzed, a significant difference was observed. Seven of the participants were teaching in the elementary level (Alpha Group) and four of them were in Pre-intermediate level (Bravo Group). None of the bravo level teachers made a written plan because their weekly pacing schedules and their textbooks could be sufficient enough to make more adjustments on the activities. Another difference was the participation of the student in the lesson. Although "usually" was the most frequent answer for alpha level teachers, "totally" was the most common one for bravo level. The effect of the proficiency level could be seen clearly from this difference. The alpha students might feel less confident about joining the activities because of their level; however, the bravo level students could be more confident about their production of the language.

Likewise, teaching experiences of the teachers affected the changes happened in their teaching. The teachers who were very experienced did not feel obliged to change anything applied in their teaching beforehand. Some teachers did not understand the main purpose of the study enough, maybe because they did not have any information about reflective teaching or they might expect an in-service training for their

professional development. Teachers with 1-4 years of experience partly benefited from the study and they gained the awareness to apply what was best for their students. Moreover, the teachers who had 4-12 years of experience started questioning about the problems in their writing lessons and some of them tried to find the correct solution for them.

Finally, the contributions of this journal study on teachers revealed in the interviews. Eight out of eleven participants pointed out that they benefited from this study. However, three of them did not find it useful because they did not change anything existed before. Generally, it helped the teachers to be aware of the missing points in their lessons. For instance, some participants found out that timing was a significant problem that needed an urgent solution. Two participants said that it was useful for their professional development. Another participant explained the contribution as developing more positive attitudes towards his/her students. The study was also useful for the planning and implementation stages of their lessons. Some of them stated that they were expecting to have some suggestions for their writing lessons. For this reason, it could be seen that the aim of the study might not be understood by some participants clearly. In addition, they might consider this study as an in-service training to show them new trends about their teaching.

As a final remark, it could be concluded that the general concept of reflection in the participants' minds was that it required time and energy. However, the school system and the lesson schedules were so heavy that they complained about not having time to spend for reflection and reflective thinking. On the other hand, they generally thought that the topics for writing lessons should be up-to-date and related to the interests of the students. Also, students needed more time to practice what they had learnt.

These conclusions constituted the base of the suggestions given below.

## 6.7 Suggestions

The results of the journal forms and the interviews formulated these suggestions:

- Reflective teaching should be added as an elective course in the university programs. It is effective not only for English teaching or other teaching departments, but also for many other departments. Because the data included that the participants did not have any information about how to teach reflectively and what the benefits of reflective teaching are. If the novice teachers get education about reflection beforehand, they can benefit from this knowledge.
- Most of the teachers do not have enough information about reflective teaching or any other research field. Similarly, some of the participants in this study did not comprehend the aim of the study clearly and thought that they were having in-service training course. For this reason, some workshops or training courses should be prepared for the teachers and reflective teaching should be taught to have them reflect upon different kinds of methods.
- Teachers should be supported to do academic researches about different fields. Also they should be allowed to join conferences, workshops and trainings so that they can be more knowledgeable about the current trends in teaching and the academic studies can be more useful with more clear results.
- Reflective studies are crucial for teachers because they are the basis for the teachers' professional development. If reflection is promoted to the teachers, they can plan and implement the lessons more easily, face problems without hesitation and assess their lessons in order to see their weaknesses and strengths.

## **6.8 Implications for further study**

As this study was conducted to a very limited number of people, the results of this study are also limited to a particular setting. For this reason, the following implications will be very helpful for further research:

- As mentioned before, there were 11 participants in this study. More teachers can join voluntarily to contribute this journal study.
- Both the journal forms and the interviews can be done both with the teachers and their students. Thus, the correlation between their answers can be seen. However, the study can be both qualitative and quantitative as this correlation need to be revealed by the SPSS program.
- A similar study can be prepared just for the students to see the effects on journal while learning how to write a paragraph. Because journal writing is very beneficial for students and there are many related studies about promoting reflection to the students in the literature.
- Before applying this study to the teachers, they should be given a special training about reflective thinking for a period of time. Later on, the effect of this training can be observed through the journals and the interviews.

## **6.5 Chapter summary**

In the last part, the study was summarized in general. Next, some certain conclusions were obtained with the help of the answers of the research questions. Later on, some suggestions were given the teachers. Finally, implications were made both for the teachers and the students in order to be helpful for further researches.



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## **APPENDICES**

## APPENDIX I: JOURNAL FORM

Dear participant,

The journal study that you see below is a part of a case study. It includes 23 different items. For some of them, you can tick more than one item. When you put ticks for these items, please think about the writing lessons you have just taught on that day. It is very important to be attentive while you are answering these sentences. Please be sure that the answers you have given will not be seen for any other people.

Thanks for your cooperation and time

HİLAL TATIŞ

Name / Surname:

Class:

Number of the Lessons

Topic:

Date of the Day:

**PLANNING:**

1. Did you prepare a written lesson plan? Yes ( ) No ( )
  2. Did you prepare a mental lesson plan? Yes ( ) No ( )
- ❖ If both of your answer is No, please go on from the Question 5:  
(You can tick more than one item for questions 3 and 4)
3. “ I paid attention to these items when I prepared my lesson plan”:
- ( ) Curriculum
  - ( ) Textbook
  - ( ) Teacher’s Manual
  - ( ) Proficiency Level of the Students
  - ( ) Needs of the students
  - ( ) Timing
  - ( ) Grouping (pair work, group work etc.)
  - ( ) Technological situation of the classroom.
  - ( ) Extra materials that I have.
  - ( ) Others (Please mention)
- .....

4. Did you face any problems about planning? Yes ( ) No ( )

If your answer is “Yes”, please mention about which subjects they were:

- ( ) Deciding on aims and objectives of the lessons  
 ( ) Deciding on the proficiency level of the students  
 ( ) Timing  
 ( ) Deciding on the activities  
 ( ) Preparing the materials  
 ( ) Finding extra activities from other resources  
 ( ) Choosing the textbook  
 ( ) All  
 ( ) Others (Please mention)

.....

**TEACHING:**

5. Today’s topic is .....

.....

( You can tick more than one item for the items 6, 7 and 8)

6. “Before the presentation of the lesson, I used the teaching technique(s) below”:

- ( ) Warm-up or Ice breaker  
 ( ) Brainstorming  
 ( ) Explanation  
 ( ) Question-answer  
 ( ) Others (Please mention).....

.....

7. “I used the technique(s) below while teaching the lessons”:

- ( ) Explanation  
 ( ) Brainstorming  
 ( ) Question-Answer  
 ( ) Group work  
 ( ) Pair work

- ( ) Individual work
- ( ) Demonstration
- ( ) Drafting
- ( ) Revising and Editing
- ( ) Others (Please mention).....

8. "I used the material(s) below in my lessons":

- ( ) Textbook
- ( ) Worksheets
- ( ) Extra activity book(s)
- ( ) Dictionary
- ( ) Pictures
- ( ) Photos
- ( ) Others (Please mention).....

9. "After the presentation part, I let the students to write a paragraph."

Yes ( )

No ( )

(If your answer is "Yes", please answer questions 10 and 11. If your answer is "No", continue with Question 12)

10. "During the paragraph writing part, I gave enough time to my students."

Yes ( )

No ( )

If your answer is "No", please explain why

.....

.....

11. "I evaluated their paragraphs by using these techniques": (You can tick more than one item)

- ( ) Peer-correction
- ( ) Self-correction ( by the student)
- ( ) Correction Codes
- ( ) Underlining the mistakes and writing the right forms below them.
- ( ) Others (Please mention) .....

12. "I reached the aims and objectives of today's lessons":

Totally

Partly

Only in some points

Not at all

Others (Please mention).....

13. "Today's lesson was \_\_\_\_\_":

Student-centered.

Teacher-centered.

Both of them.

14. Did you face any problems during the lesson? Yes ( ) No ( )

(If your answer is 'No', please skip question number 15)

If your answer is "YES", \_\_\_\_\_ (You can tick more than one answer).

It was about TIMING

It was about THE ORDER OF THE ACTIVITIES

It was about THE CARRYING OUT THE ACTIVITIES

It was about DECIDING ON THE LEVEL OF THE STUDENTS

It was about USING THE MATERIALS

It was about CLASSROOM MANAGEMENT

It was about USING THE TEXTBOOK

It was about USING THE OTHER RESOURCES

It was about CARRYING OUT THE TEACHING TECHNIQUES

Others (Please mention) .....

15. How did you deal with the problems that you face in the classroom? (Please mention all)

.....

.....

.....

16. "I followed my lesson plan,"

Totally

Mostly

Partly.

I could not follow it.

I can not say anything as I did not have a lesson plan.

Others (Please mention) .....

17. Students participated in the lessons:

Always

Usually

Often

Sometimes

Rarely

Never

18. "I monitored student understanding by using the techniques below": (You can tick more than one item)

I asked some questions.

I took notes about student mistakes.

I let them work in pairs or groups.

I collected written or oral feedback from the students at the end of the lesson.

I delivered a quiz/exam.

I assessed the work that they did at the end of the lessons.

I assessed their homework.

Others (Please mention) .....

19. "I tried a different thing (such as an activity, a technique or a drill) that I have never used before".

Yes (  )

No (  )

If your answer is "Yes", please mention:

.....

.....

.....

**AFTER TEACHING**

20. What are the most successful parts of the lessons?

.....

.....

.....

.....

21. What are the least successful parts of the lessons?

.....

.....

.....

.....

22. Were there any parts that I changed on my plan during the lesson?

Yes ( )

No ( )

If your answer is “Yes”, why? How these changes work?

.....

.....

.....

23. “If I had a chance to teach the same lesson, I would change some parts.”

Yes ( )

No ( )

If your answer is “Yes”, please mention:

.....

.....

.....

.....

GENERAL THOUGHTS ABOUT THE LESSONS:

.....

.....

.....

.....

.....



## APPENDIX 2: INTERVIEW QUESTIONS

*Please answer the questions below by taking your personal teaching experience into consideration:*

:

❖ Name / Surname

---

1. Which university and department did you graduate from?

---

2. How long have you been teaching English?

---

3. Did you attend that kind of a journal study before?

Yes ( )                      No ( )

4. “The journal study contributed to my teaching.”

If your answer is “Yes” or “Partly”, please tick the items below and explain the item that you chose.  
(You can tick more than one item). If your answer is ‘No’, please answer question number 4.

( ) Style of my teaching.....  
.....

( ) Attitudes towards my students .....  
.....

( ) Collaboration with my colleagues .....  
.....

( ) My personal development.....  
.....

( ) My professional development .....  
.....

( ) Planning stages of my lessons .....  
.....

( ) Implementation stages of my lessons .....  
.....

( ) Evaluation stages of my lessons: .....  
.....

( ) Others (Please mention) .....

5. This study did not contribute to my teaching because.....

6. Did this journal study make a change on your writing lessons? (such as, teaching techniques and approaches). Please explain your answer.

7. Did this journal study make a change on your teaching techniques and approaches in general? Please explain your answer.

8. What can be done to make writing lessons more effective and successful? Please explain.

9. Please mention if you have anything further about this study:

Thanks for your cooperation and time

HİLAL TATIŞ



	Extent to which lesson plan was followed	Mostly	X		X	X	X				4
		Totally		X				X	X	X	4
	Extent to which students participated in the lesson	Always		X	X	X	X				4
		Usually	X					X	X	X	4
	How student understanding was monitored	Asking questions	X			X	X	X		X	5
		Taking notes	X		X	X		X			4
		Assessing the paragraphs	X					X		X	3
		Delivering a quiz		X					X		2
		Working in pairs/groups						X		X	2
	Any new technique/activity	Yes	X	X	X	X	X	X	X	X	8
	<b><u>POST-TEACHING</u></b>	The most successful part of the lesson	Practice		X	X					
Students' attitudes						X					1
Production			X		X					X	3
Materials							X	X			2
Mistakes analysis									X		1
The least successful part of the lesson		Classroom management	X								1
		Lack of knowledge		X		X					2
		Lack of time			X			X			2
		Production							X		1
		Materials								X	1
Spontaneous changes in the lesson plan		Yes								X	1
		No	X	X	X	X	X	X	X		7
Future changes to lesson		Yes						X		X	2
		No	X	X	X	X	X		X		6



	Extent to which lesson plan was followed	Mostly			X						1	
		Totally	X	X		X			X		4	
		Partly					X	X		X	3	
	Extent to which students participated in the lesson	Always	X			X			X		3	
		Usually			X						1	
		Often					X	X			2	
	How student understanding was monitored	Rarely								X	1	
		Asking questions	X	X					X	X	X	5
		Taking notes	X									1
		Assessing the paragraphs			X				X	X		3
		Collecting written & oral feedback		X			X					2
		Assessing their homework		X		X	X					3
	Any new technique/ activity	Letting pair/group work			X				X	X	X	4
No		X	X	X	X	X	X	X	X	X	8	
<b><u>POST- TEACHING</u></b>	The most successful part of the lesson	Practice	X	X	X	X	X	X	X		7	
		Mistake analysis	X									1
		Production				X						1
		Presentation							X		X	2
	The least successful part of the lesson	Practice			X				X		X	3
	Spontaneous changes in the lesson plan	Yes			X				X		X	3
		No	X	X		X	X		X			5
	Future changes to lesson	Yes			X		X	X			X	4
		No	X	X		X				X		4

### APPENDIX V: JOURNAL ANALYSIS OF PARTICIPANT III

<i>PARTS OF LESSON</i>	<i>ITEMS</i>	<i>1<sup>ST</sup> WEEK</i>		<i>2<sup>ND</sup> WEEK</i>		<i>3<sup>RD</sup> WEEK</i>		<i>4<sup>TH</sup> WEEK</i>		<i>TOTAL</i>	
<b><u>PRE-TEACHING</u></b>	Preparing a lesson plan	Mental plan (YES)	X	X	X	X	X	X	X	8	
	Issues concerned while planning	Curriculum	X	X	X	X	X	X	X	X	8
		Textbook	X	X	X	X	X	X		X	7
		Timing	X	X	X	X	X	X	X		7
		Proficiency level of students	X	X			X		X		4
		Needs of the students	X	X		X	X		X	X	6
		Teacher's Manual		X		X					2
		Grouping							X		1
	Extra materials				X			X		2	
	Difficulties encountered while planning	Timing	X	X	X	X					4
Deciding on the activities		X			X					2	
Deciding on aims and objectives		X								1	
<b><u>TEACHING</u></b>	Techniques used to introduce the topic	Explanation	X	X						2	
		Question-answer			X		X	X	X	X	5
		Warm-up or ice-breaker				X				X	2
		Brainstorming				X	X	X	X	X	5
		Others (revision)		X							1
	Techniques used while teaching	Explanation	X	X	X	X	X	X		X	7
		Question-answer	X	X	X		X	X		X	6
		Individual work	X	X	X	X	X	X		X	7
		Group work							X		1
		Brainstorming	X			X	X	X	X		5
		Demonstration			X	X			X		3
		Drafting					X		X		2
		Revising and editing			X						1
	Materials used during the lesson	Textbook	X	X	X	X	X	X		X	7
		Dictionary		X						X	2
		Photos				X					1
		Extra activity book(s)	X								1
		Pictures			X				X		2
		Others (Laptop, projector)				X					1
	Allowing enough time for writing	Yes		X		X	X		X		4
Methods for evaluation of the paragraphs	Peer correction							X		1	
	Underlining the mistakes							X		1	

<b>TEACHING</b>	Extent to which objectives were reached	Partly	X	X	X		X			X	5
		Totally				X			X		2
		Only in some points						X			1
	Teaching approach	Student-centered							X		1
		Teacher centered	X								1
		Both		X	X	X	X	X		X	6
	Problems during the lesson	Timing	X	X	X		X				4
		Others (more examples)			X		X				2
		Carrying out the activities		X				X			2
		Using the textbook	X								1
		Using the other resources				X					1
		Classroom management						X	X		2
		Carrying out teaching techniques						X			1
	Extent to which lesson plan was followed	Mostly			X		X	X			3
		Totally				X			X	X	3
		Partly	X	X							2
	Extent to which students participated in the lesson	Sometimes						X			1
		Usually	X	X	X	X	X		X	X	7
	How student understanding was monitored	Asking questions	X	X	X	X		X		X	6
		Assessing the paragraphs					X				1
		Collecting written & oral feedback	X	X		X			X		4
		Letting pair/group work							X		1
	Any new technique/ activity	No	X	X	X	X	X	X	X	X	8
<b>POST- TEACHING</b>	The most successful part of the lesson	Presentation	X		X	X					3
		Practice		X							1
		Production							X	X	2
		Students' attitudes					X				1
	The least successful part of the lesson	Lack of time	X	X	X						3
		Materials				X					1
		Production					X				1
		Classroom management						X	X		2
	Spontaneous changes in the lesson plan	No	X	X	X	X	X	X	X	X	8
		Yes						X			1
	Future changes to lesson	No	X	X	X	X	X		X	X	7



## APPENDIX VI: JOURNAL ANALYSIS OF PARTICIPANT IV

<i><b>PARTS OF LESSON</b></i>	<i><b>ITEMS</b></i>		<i><b>1<sup>ST</sup> WEEK</b></i>		<i><b>2<sup>ND</sup> WEEK</b></i>		<i><b>3<sup>RD</sup> WEEK</b></i>		<i><b>4<sup>TH</sup> WEEK</b></i>		<i><b>TOTAL</b></i>	
<b><u>PRE-TEACHING</u></b>	Preparing a lesson plan	Written plan (YES)	X	X	X	X	X	X	X		7	
		(NO)								X	1	
		Mental plan (YES)	X	X	X	X	X	X	X	X		7
		(NO)									X	1
	Issues concerned while planning	Curriculum	X	X	X	X	X	X	X	X		7
		Textbook	X	X	X	X	X	X	X	X		7
		Needs of the students	X	X	X	X						4
		Timing	X	X	X	X	X	X				6
		Extra materials		X	X					X		3
	<b><u>TEACHING</u></b>	Techniques used to introduce the topic	Explanation		X	X	X	X		X	X	6
Question-answer			X	X	X		X	X	X	X	7	
Warm-up or ice-breaker			X									1
Brainstorming				X	X	X		X				4
Techniques used while teaching		Explanation	X				X	X	X	X		5
		Question-answer	X	X	X	X		X	X			6
		Pair work	X	X	X	X	X	X				6
		Individual work								X		1
		Group work			X							1
		Brainstorming		X								1
		Demonstration	X									1
		Drafting	X	X	X	X	X	X				6
		Revising and editing	X	X	X	X	X	X			X	7
Materials used during the lesson		Textbook	X		X	X	X	X	X	X		7
		Dictionary	X		X			X	X	X		5
		Worksheets	X		X	X	X				X	5
		Extra activity book(s)				X	X	X				3
		Others (sample paragraphs)		X								1
Allowing enough time for writing		Yes	X	X	X		X	X	X			6
Methods for evaluation of the paragraphs		Peer correction	X				X	X				3
	Correction codes	X	X	X					X		4	
	Self-correction			X							1	
	Underlining the mistakes	X	X	X			X				4	
Extent to which objectives were reached	Partly	X		X	X		X	X			5	
	Totally		X				X			X	3	



## APPENDIX VII: JOURNAL ANALYSIS OF PARTICIPANT V

PARTS OF LESSON			1 <sup>ST</sup> WEEK		2 <sup>ND</sup> WEEK		3 <sup>RD</sup> WEEK		4 <sup>TH</sup> WEEK		TOTAL
<b>PRE-TEACHING</b>	Preparing a lesson plan	Mental plan (YES)		X			X				2
		Mental plan (NO)	X		X	X		X	X	X	6
	Issues concerned while planning	Curriculum		X			X				2
		Textbook		X			X				2
		Timing		X			X				2
		Teacher's Manual					X				1
	Needs of the students		X			X				2	
<b>TEACHING</b>	Techniques used to introduce the topic	Explanation	X	X	X	X	X	X	X		7
		Question-answer	X		X			X	X		4
		Warm-up or ice-breaker	X	X	X	X	X	X	X		7
		Brainstorming			X		X			X	3
	Techniques used while teaching	Explanation	X	X	X	X		X	X	X	7
		Brainstorming					X	X			2
		Question-answer	X		X						2
		Pair work	X		X		X		X		4
		Individual work	X	X		X	X		X	X	6
		Group work	X		X		X		X		4
		Demonstration			X						1
	Drafting		X	X		X		X		4	
	Materials used during the lesson	Textbook	X		X		X	X	X	X	6
		Dictionary	X	X	X	X	X		X		6
		Worksheets	X					X			2
		Photos	X								1
		Extra activity book(s)			X			X			2
		Others (sample paragraphs)						X			1
	Allowing enough time for writing	Yes	X		X	X	X		X	X	6
	Methods for evaluation of the paragraphs	Correction codes	X	X	X	X	X		X		6
Self-correction									X	1	
Extent to which objectives were reached	Partly						X		X	2	
	Totally	X	X		X	X		X		5	
	Only in some points			X						1	
Teaching approach	Student-centered	X	X		X				X	4	
	Both			X		X	X	X		4	

	Problems during the lesson	Timing			X					X	2	
	Extent to which lesson plan was followed	Mostly			X							1
		Totally	X	X		X	X	X	X			6
		Partly								X		1
	Extent to which students participated in the lesson	Always	X	X		X						3
		Usually			X			X	X			3
		Often					X			X		2
	How student understanding was monitored	Asking questions	X		X			X	X	X		5
		Taking notes			X							1
		Assessing their homework	X									1
		Getting oral/written feedback	X	X		X	X		X			5
		Working in pairs/groups	X		X		X	X				4
	Any new technique/activity	No	X	X	X	X	X	X	X	X		8
	<b>POST-TEACHING</b>	The most successful part of the lesson	Practice	X	X		X	X		X	X	6
			Production		X				X			2
			Students' attitudes			X						
		The least successful part of the lesson	Classroom management	X								
Production			X				X					2
Practice								X				1
Lack of time					X					X		2
Lack of knowledge									X			1
Spontaneous changes in the lesson plan		No	X	X	X	X	X	X	X	X		8
Future changes to lesson		Yes			X					X		2
		No	X	X		X	X	X	X			6

### APPENDIX VIII: JOURNAL ANALYSIS OF PARTICIPANT VI

<i>PARTS OF LESSON</i>	<i>ITEMS</i>		<i>1<sup>ST</sup> WEEK</i>		<i>2<sup>ND</sup> WEEK</i>		<i>3<sup>RD</sup> WEEK</i>		<i>4<sup>TH</sup> WEEK</i>		<i>TOTAL</i>
<b>PRE-TEACHING</b>	Preparing a lesson plan	Written plan (YES)	X	X	X	X	X	X	X	X	8
	Issues concerned while planning	Curriculum	X	X	X	X	X	X	X	X	8
		Textbook	X	X	X	X	X	X	X	X	8
		Timing	X	X		X	X	X	X	X	8
		Proficiency level of students		X	X	X	X	X	X	X	7
		Needs of the students	X	X	X	X	X	X	X	X	8
	Grouping	X	X		X	X	X	X	X	7	
Difficulties encountered while planning	Timing							X	X	2	
<b>TEACHING</b>	Techniques used to introduce the topic	Explanation	X	X	X		X	X		X	6
		Question-answer		X	X	X	X	X	X	X	7
		Warm-up or ice-breaker	X	X	X	X	X	X	X	X	8
	Techniques used while teaching	Explanation	X	X	X	X	X	X	X	X	8
		Question-answer	X			X	X		X		4
		Pair work	X	X	X		X	X	X	X	7
		Individual work				X					1
		Group work		X	X		X			X	4
		Drafting	X	X	X		X	X	X		6
		Revising and editing	X	X	X		X	X		X	6
	Materials used during the lesson	Textbook	X	X	X	X	X	X	X	X	8
		Dictionary	X	X	X	X	X	X	X		7
		Photos								X	1
		Pictures			X						1
	Allowing enough time for writing	Yes		X		X		X		X	4
	Methods for evaluation of the paragraphs	Peer correction								X	1
		Correction codes		X		X		X			3
		Self-correction								X	1
		Underlining the mistakes								X	1
	Extent to which objectives were reached	Partly		X		X	X	X	X	X	6
		Totally	X		X						2
	Teaching approach	Student-centered		X		X		X			3
		Teacher centered					X				1
Both		X		X				X	X	4	
Problems during the lesson	Timing					X	X			2	



### APPENDIX IX: JOURNAL ANALYSIS OF PARTICIPANT VII

<i>PARTS OF LESSON</i>		<i>1<sup>ST</sup> WEEK</i>		<i>2<sup>ND</sup> WEEK</i>		<i>3<sup>RD</sup> WEEK</i>		<i>4<sup>TH</sup> WEEK</i>		<i>TOTAL</i>	
<b>PRE-TEACHING</b>	Preparing a lesson plan	Mental plan (YES)	X	X	X	X	X	X	X	8	
		Written plan (NO)	X	X	X	X	X	X	X	8	
	Issues concerned while planning	Curriculum	X	X	X	X	X	X			6
		Textbook	X	X	X	X		X	X		6
		Timing						X	X		2
		Proficiency level of students	X							X	2
		Needs of the students		X	X	X	X			X	5
	Teacher's Manual	X	X							2	
	Difficulties encountered while planning	Timing					X				1
	<b>TEACHING</b>	Techniques used to introduce the topic	Explanation	X	X		X			X	X
Question-answer				X	X	X	X	X		X	6
Warm-up or ice-breaker			X					X	X		3
Brainstorming			X	X		X		X			4
Techniques used while teaching		Explanation	X	X	X	X		X		X	5
		Question-answer	X	X		X	X		X	X	6
		Individual work	X	X				X	X	X	5
		Brainstorming		X			X				2
		Demonstration		X		X					2
		Drafting	X		X			X		X	4
		Revising and editing	X	X		X	X		X	X	6
Materials used during the lesson		Textbook	X	X	X	X	X	X	X		7
		Dictionary	X	X	X	X	X		X	X	7
		Pictures	X		X						2
		Others (students' papers)								X	1
Allowing enough time for writing		Yes	X	X		X		X	X	X	6
Methods for evaluation of the paragraphs		Peer correction	X								1
		Correction codes		X		X		X	X	X	5
		Self-correction		X						X	2
		Others (finding the mistakes in class)	X								1
Extent to which objectives were reached	Partly		X				X	X	X	4	
	Totally	X			X					2	
	Only in some points			X		X				2	
Teaching approach	Student-centered	X	X		X		X			4	
	Both			X		X		X	X	4	





### APPENDIX X: JOURNAL ANALYSIS OF PARTICIPANT VIII

PARTS OF LESSON	ITEMS		1 <sup>ST</sup> WEEK		2 <sup>ND</sup> WEEK		3 <sup>RD</sup> WEEK		4 <sup>TH</sup> WEEK		TOTAL
<u>PRE-TEACHING</u>	Preparing a lesson plan	Mental plan (YES)			X						1
		Mental plan (NO)	X	X		X	X	X	X	X	7
	Issues concerned while planning	Curriculum			X		X				2
		Textbook			X		X				2
		Timing				X					1
<u>TEACHING</u>	Techniques used to introduce the topic	Explanation	X	X	X	X	X	X	X	X	8
		Question-answer	X	X	X		X	X	X	X	7
		Warm-up or ice-breaker	X	X	X		X	X		X	6
		Brainstorming					X	X	X	X	4
		Others(exercises)		X							1
	Techniques used while teaching	Explanation	X	X	X		X	X	X	X	7
		Question-answer	X	X	X		X	X	X	X	7
		Pair work	X		X		X	X	X		5
		Individual work		X	X	X	X	X		X	6
		Group work					X	X			2
		Brainstorming			X						1
		Demonstration			X		X				2
		Drafting			X		X				2
	Revising and editing								X	X	2
	Materials used during the lesson	Textbook	X	X	X		X	X	X	X	7
		Dictionary	X		X	X	X	X	X	X	7
		Worksheets		X				X	X	X	4
		Pictures		X							1
		Extra activity book(s)			X		X				2
		Photos						X			1
	Allowing enough time for writing	Yes	X		X	X	X	X	X	X	7
	Methods for evaluation of the paragraphs	Peer correction	X								1
		Correction codes			X	X	X	X	X	X	6
		Self-correction			X						1
	Extent to which objectives were reached	Partly			X						1
		Totally	X	X		X		X	X	X	6
		Only in some points						X			1

	Teaching approach	Student-centered				X		X		X	3
		Both	X	X	X		X		X		5
	Problems during the lesson	Timing			X		X				2
		Level of the students			X						1
	Extent to which lesson plan was followed	Totally	X	X	X	X	X	X	X	X	8
	Extent to which students participated in the lesson	Always	X	X	X	X	X	X	X	X	8
	How student understanding was monitored	Asking questions	X	X	X		X	X	X	X	7
		Taking notes							X	X	2
		Assessing the paragraphs	X							X	2
		Collecting written & oral feedback			X		X	X	X	X	5
		Assessing their homework			X	X	X	X	X	X	6
		Letting pair/group work			X			X	X	X	4
	Any new technique /activity	No	X	X	X	X	X	X	X	X	8
	<b><u>POST-TEACHING</u></b>	The most successful part of the lesson	Presentation	X							
Practice						X		X			2
Production				X	X				X	X	4
The least successful part of the lesson		Presentation		X					X		2
		Practice	X							X	2
		Lack of knowledge			X	X	X	X			4
Spontaneous changes in the lesson plan		No	X	X	X	X	X	X	X	X	8
Future changes to lesson		Yes				X					1
	No	X	X	X			X	X	X	7	

### APPENDIX XI: JOURNAL ANALYSIS OF PARTICIPANT IX

<i><b>PARTS OF LESSON</b></i>	<i><b>ITEMS</b></i>		<i><b>1<sup>ST</sup> WEEK</b></i>		<i><b>2<sup>ND</sup> WEEK</b></i>		<i><b>3<sup>RD</sup> WEEK</b></i>		<i><b>4<sup>TH</sup> WEEK</b></i>		<i><b>TOTAL</b></i>
<b>PRE- TEACHING</b>	Preparing a lesson plan	Mental plan (YES)	X	X	X			X	X		5
		Mental plan (NO)				X	X			X	3
<b>TEACHING</b>	Techniques used to introduce the topic	Explanation	X	X	X			X	X	X	6
		Question-answer	X	X	X				X		4
		Warm-up or ice-breaker		X	X			X			3
		Brainstorming		X	X			X	X		4
	Techniques used while teaching	Explanation	X	X	X			X	X	X	6
		Question-answer	X	X	X			X	X		5
		Pair work		X				X			2
		Individual work						X		X	2
		Revising and editing				X			X		2
		Group work			X						1
		Brainstorming	X	X	X			X			4
		Demonstration	X								1
		Drafting						X			1
	Materials used during the lesson	Textbook	X	X	X			X	X	X	6
		Dictionary			X	X		X			3
		Worksheets			X			X		X	3
		Extra activity book		X						X	2
	Allowing enough time for writing	Yes		X		X			X	X	4
		No						X			1
	Methods for evaluation of the paragraphs	Underlining the mistakes				X					1
Correction codes			X			X	X	X	X	5	
Extent to which objectives were reached	Partly	X	X				X		X	4	
	Totally			X	X	X		X		4	
Teaching approach	Student-centered				X	X				2	
	Teacher centered		X							1	

		Both	X		X			X	X	X	5
	Problems during the lesson	Timing		X				X			2
	Extent to which lesson plan was followed	Mostly	X	X							2
		Totally			X	X	X	X	X	X	6
	Extent to which students participated in the lesson	Always		X		X	X				3
		Usually	X		X				X	X	4
		Often						X			1
	How student understanding was monitored	Asking questions	X	X	X			X	X	X	6
		Taking notes								X	1
		Assessing the paragraphs				X		X	X	X	4
		Collecting written & oral feedback		X							1
		Assessing their homework	X				X				4
		Letting pair/group work		X							1
	Any new technique/ activity	No	X	X	X	X	X	X	X	X	8
	<b>POST-TEACHING</b>	The most successful part of the lesson	Presentation	X					X		
Production							X				1
The least successful part of the lesson		Presentation			X						1
		Lack of time	X	X				X			3
Spontaneous changes in the lesson plan		No	X	X	X	X	X	X	X	X	8
Future changes to lesson		Yes	X	X				X			3
		No			X	X	X		X	X	5

## APPENDIX XII: JOURNAL ANALYSIS OF PARTICIPANT X

<i><b>PARTS OF LESSON</b></i>	<i><b>ITEMS</b></i>	<i><b>1<sup>ST</sup> WEEK</b></i>		<i><b>2<sup>ND</sup> WEEK</b></i>		<i><b>3<sup>RD</sup> WEEK</b></i>		<i><b>4<sup>TH</sup> WEEK</b></i>		<i><b>TOTAL</b></i>	
<b><u>PRE-TEACHING</u></b>	Preparing a lesson plan	Mental plan (YES)	X	X	X	X	X	X	X	X	8
	Issues concerned while planning	Curriculum	X	X	X	X	X	X	X		7
		Textbook	X	X	X	X	X	X	X	X	8
		Timing	X	X	X	X	X	X	X	X	8
		Proficiency level of students	X	X	X	X					4
		Needs of the students	X	X	X	X	X				5
		Grouping				X	X	X	X		4
<b><u>TEACHING</u></b>	Techniques used to introduce the topic	Explanation			X	X	X		X	X	5
		Question-answer	X	X	X		X	X	X	X	7
		Warm-up or ice-breaker	X	X	X		X	X	X		6
		Brainstorming				X	X	X		X	4
	Techniques used while teaching	Explanation	X		X		X		X		4
		Question-answer			X	X	X	X	X	X	6
		Pair work	X	X	X	X	X	X	X	X	8
		Individual work	X			X	X	X	X		5
		Brainstorming	X	X	X	X				X	4
		Drafting						X		X	2
	Materials used during the lesson	Textbook	X	X	X	X	X	X	X	X	8
		Dictionary		X	X		X	X			4
		Extra activity book				X			X		2
	Allowing enough time for writing	Yes	X	X		X		X		X	5
	Methods for evaluation of the paragraphs	Peer correction	X	X		X					3
		Correction codes	X	X		X		X		X	5
		Self-correction		X		X		X			3
	Extent to which objectives were reached	Partly		X							1
		Totally	X		X	X	X	X	X	X	7
	Teaching approach	Student-centered	X	X	X	X	X	X	X	X	8
	Extent to which lesson plan was followed	Totally	X	X	X	X	X	X	X	X	8
	Extent to which students participated in the lesson	Always	X	X	X	X	X	X	X	X	8
	How student	Asking questions	X	X	X		X		X	X	6
Taking notes				X						1	



### APPENDIX XIII: JOURNAL ANALYSIS OF PARTICIPANT XI

<i>PARTS OF LESSON</i>	<i>ITEMS</i>		<i>1<sup>ST</sup> WEEK</i>		<i>2<sup>ND</sup> WEEK</i>		<i>3<sup>RD</sup> WEEK</i>		<i>4<sup>TH</sup> WEEK</i>		<i>TOTAL</i>
<b>PRE-TEACHING</b>	Preparing a lesson plan	Mental plan (YES)	X	X	X	X	X	X	X	X	8
	Issues concerned while planning	Curriculum	X	X	X	X		X	X	X	8
		Textbook	X				X	X	X		4
		Timing		X	X	X	X	X			5
		Grouping				X					1
<b>TEACHING</b>	Techniques used to introduce the topic	Explanation		X						X	2
		Question-answer	X	X	X		X	X	X		6
		Brainstorming			X	X	X				3
	Techniques used while teaching	Explanation	X	X	X		X	X	X		6
		Question-answer	X	X	X	X	X	X	X	X	8
		Pair work		X	X		X		X		4
		Individual work	X		X	X		X	X		5
		Group work			X						1
		Brainstorming	X	X	X		X				4
		Demonstration		X		X			X		3
		Drafting			X						1
	Materials used during the lesson	Textbook	X	X	X	X	X	X	X	X	8
		Dictionary			X		X	X			3
		Pictures				X					1
		Photos				X					1
	Allowing enough time for writing	Yes	X	X	X	X	X	X	X	X	8
	Methods for evaluation of the paragraphs	Peer correction			X	X					2
		Correction codes	X	X	X		X	X	X	X	7
	Extent to which objectives were reached	Partly	X	X		X		X			4
		Totally			X						1
		Only in some points					X				1
		Not at all							X	X	2
	Teaching approach	Student-centered		X	X						2
		Teacher centered							X		1
		Both	X			X	X	X		X	5
	Problems during the lesson	Timing							X	X	2
		Classroom management	X								1
Using the textbook		X								1	
Extent to which lesson plan was followed	Mostly	X								1	
	Totally		X	X	X				X	4	
	Partly					X	X	X		3	





### APPENDIX XIV: JOURNAL ANALYSIS OF ALPHA LEVEL TEACHERS

<i>PARTS OF LESSON</i>	<i>ITEMS</i>	<i>TOTAL</i>	
<u>PRE-TEACHING</u>	Preparing a lesson plan	Mental plan	41
		Written plan	31
	Issues concerned while planning	Curriculum	47
		Textbook	42
		Timing	25
		Grouping	12
		Proficiency level of students	23
		Needs of the students	25
		Teacher's manual	6
		Extra materials	5
	Difficulties encountered while planning	Timing	11
		Deciding on the activities	5
		Finding extra activities	1
Deciding on aims and objectives		1	
<u>TEACHING</u>	Techniques used to introduce the topic	Question-answer	45
		Explanation	37
		Warm-up or ice-breaker	28
		Brainstorming	19
		Others(revision)	1
	Techniques used while teaching	Explanation	44
		Question-answer	33
		Pair work	27
		Individual work	31
		Group work	11
		Brainstorming	10
		Revising and editing	24
		Demonstration	10
	Materials used during the lesson	Drafting	24
		Textbook	49
		Dictionary	38
		Worksheets	11
		Pictures	10
		Photos	4
		Extra activity book	6
		Others (laptop, projector)	1
		Others (sample paragraphs)	2
	Allowing enough time for writing	Others students' papers)	1
		Yes	40
	Methods for evaluation of the paragraphs	No	1
		Peer correction	14
		Correction codes	29
		Self-correction	11
		Underlining the mistakes	8
		Others (finding mistakes in class)	1

	Extent to which objectives were reached	Partly	26
		Totally	24
		Only in some points	6
	Teaching approach	Both	28
		Student-centered	22
		Teacher centered	6
	Problems during the lesson	Timing	13
		Classroom management	5
		Carrying out the activities	4
		Using the textbook	2
		Order of the activities	1
		Using other resources	1
		Others (more examples)	1
		Others (students without books)	1
		Carrying out teaching techniques	1
	Extent to which lesson plan was followed	Totally	35
		Mostly	13
		Partly	8
	Extent to which students participated in the lesson	Usually	31
		Always	13
		Often	8
		Sometimes	2
		Rarely	1
	How student understanding was monitored	Asking questions	35
		Group / pair work	19
		Collecting written & oral feedback	17
		Taking notes	16
		Assessing their homework	14
		Assessing the paragraphs	13
		Delivering a quiz	7
		Others (quick writing)	1
	Others (collecting portfolios)	1	
	Any new technique/activity	No	54
		Yes	2
	<u>POST-TEACHING</u>	The most successful part of the lesson	Practice
Students writings			18
Presentation			8
While teaching			7
Exercises in the book			4
Analyzing students' mistakes			2
The least successful part of the lesson			Lack of knowledge
		Classroom management	8
		Timing	7
		Students' writings	5
		Limited topic	1
Spontaneous changes in the lesson plan		Warm-up	1
		No	48
Future changes to lesson		Yes	6
		No	46
		Yes	10

## APPENDIX XV: JOURNAL ANALYSIS OF BRAVO LEVEL TEACHERS

<i>PARTS OF LESSON</i>	<i>ITEMS</i>		<i>TOTAL</i>
<u>PRE-TEACHING</u>	Preparing a lesson plan	Mental plan	22
		Written plan	0
	Issues concerned while planning	Curriculum	16
		Textbook	14
		Timing	14
		Needs of the students	6
		Grouping	5
		Proficiency level of students	5
Difficulties encountered while planning	Nothing was mentioned		
<u>TEACHING</u>	Techniques used to introduce the topic	Question-answer	24
		Explanation	21
		Warm-up or ice-breaker	15
		Brainstorming	15
		Others (exercises)	1
	Techniques used while teaching	Question-answer	26
		Explanation	23
		Pair work	19
		Individual work	18
		Brainstorming	14
		Demonstration	6
		Drafting	6
		Revising and Editing	4
	Materials used during the lesson	Textbook	29
		Dictionary	17
		Worksheets	7
		Extra activity book	6
		Photos	3
	Allowing enough time for writing	Yes	24
		No	1
	Methods for evaluation of the paragraphs	Correction codes	23
		Peer correction	6
		Self-correction	4
		Underlining the mistakes	1
	Extent to which objectives were reached	Totally	18
		Partly	10
		Only in some points	2
		Not at all	2
	Teaching approach	Student-centered	15
		Both	15
		Teacher centered	2
	Problems during the lesson	Timing	6
		Classroom management	1
		Level of the students	1
		Using the textbook	1
	Extent to which lesson plan was followed	Totally	26
		Mostly	3
		Partly	3

	Extent to which students participated in the lesson	Always	20
		Usually	7
		Often	4
		Sometimes	1
	How student understanding was monitored	Asking questions	22
		Group/pair work	14
		Assessing their homework	14
		Written/ oral feedback	12
		Assessing the paragraphs	9
		Taking notes	4
	Any new technique/activity	No	32
		Yes	0
	<u>POST-TEACHING</u>	The most successful part of the lesson	Students writings
Presentation			7
Practice			4
Exercises in the book			1
The least successful part of the lesson		Lack of knowledge	7
		Timing	4
		Presentation	2
		Practice	2
		Brainstorming	1
Spontaneous changes in the lesson plan		Correcting students' mistakes	1
		No	31
Future changes to lesson		Yes	1
		No	28
		Yes	4

## APPENDIX XVI: JOURNAL ANALYSIS OF ALL PARTICIPANTS

<i><b>PARTS OF LESSON</b></i>	<i><b>ITEMS</b></i>		<i><b>TOTAL</b></i>
<u><b>PRE-TEACHING</b></u>	Preparing a lesson plan	Mental Plan	63
		Written plan	31
	Issues concerned while planning	Curriculum	63
		Textbook	56
		Timing	39
		Needs of the students	31
		Proficiency level of students	28
		Grouping	17
		Teacher's manual	6
		Extra materials	5
	Difficulties encountered while planning	Timing	11
		Finding extra activities	1
		Deciding on the activities	5
		Deciding on aims and objectives	1
<u><b>TEACHING</b></u>	Techniques used to introduce the topic	Question-answer	69
		Explanation	58
		Warm-up or ice-breaker	43
		Brainstorming	34
		Others(revision)	1
		Others (exercises)	1
	Techniques used while teaching	Explanation	67
		Question-answer	59
		Individual work	49
		Pair work	46
		Drafting	30
		Revising and editing	28
		Brainstorming	24
		Demonstration	16
	Materials used during the lesson	Group work	11
		Textbook	78
		Dictionary	55
		Worksheets	18
		Pictures	12
		Extra activity book	12
		Photos	7
		Others (sample paragraphs)	2
		Others (laptop, projector)	1
	Others (students' papers)	1	
	Allowing enough time for writing	Yes	64
		No	2
	Methods for evaluation of the paragraphs	Correction codes	52
		Peer correction	20
		Self-correction	15
Underlining the mistakes		9	
Others (finding mistakes in class)		1	
Extent to which objectives were	Totally	42	

		Partly	36	
		Only in some points	8	
		Not at all	2	
	Teaching approach		Both	43
			Student-centered	37
			Teacher centered	8
	Problems during the lesson		Timing	19
			Classroom management	6
			Carrying out the activities	4
			Using the textbook	3
			Order of the activities	1
			Level of the students	1
			Using other resources	1
			Others (more examples)	1
			Others (students without books)	1
			Carrying out teaching techniques	1
	Extent to which lesson plan was followed		Totally	61
			Mostly	16
			Partly	11
	Extent to which students participated in the lesson		Usually	38
			Always	33
			Often	12
			Sometimes	2
	How student understanding was monitored		Rarely	1
			Asking questions	57
			Group / pair work	33
			Collecting written & oral feedback	29
			Assessing their homework	28
			Taking notes	20
			Assessing the paragraphs	22
			Delivering a quiz	7
			Others (quick writing)	1
	Others (collecting portfolios)	1		
	Any new technique/activity		No	86
			Yes	2
	<u>AFTER TEACHING</u>	The most successful part of the lesson	Students writings	26
Practice			25	
Presentation			15	
While teaching			7	
Exercises in the book			5	
Analyzing students' mistakes			2	
The least successful part of the lesson			Lack of knowledge	25
			Classroom management	8
			Students' writings	5
			Timing	4
			Presentation	2
			Practice	2
			Warm-up	1
			Correcting students' mistakes	1
			Brainstorming	1
			Limited topic	1

	Spontaneous changes in the lesson plan	No	79
		Yes	7
	Future changes to lesson	No	74
		Yes	14

**APPENDIX XVII: CODES FOR THE MOST SUCCESSFUL PART  
OF THE LESSONS ACCORDING TO THE PARTICIPANTS**

<b>PRESENTATION</b>	Presentation Picture presentation Teaching conjunctions / transition words Teaching the steps of writing process Teaching descriptive paragraphs	While teaching Vocabulary teaching Teaching new adjectives
<b>MATERIALS</b>	Interesting stories in the book Exercises in the book	Given topics Use of visual aids
<b>STUDENTS' ATTITUDES</b>	Belief about the importance of writing classes Belief about writing a paragraph Belief about portfolio writing	Students' attention Participation of the students
<b>PRACTICE</b>	Brainstorming Learning new words Individual work Writing a sample paragraph Organizing a paragraph Understanding the instructions Grouping the details Examining samples Comprehension of the students	Use of dictionary Use of dictionary Use of preposition Pair work Group work Q / A Part Use of signal words Timing in writing Studying new words
<b>MISTAKE ANALYSIS</b>	Finding out mistakes Peer editing	
<b>PRODUCTION</b>	Students' written works Forming topic sentences Good supporting sentences Concluding sentences Using writing techniques	Writing the final draft Students' sentences Writing a narrative Portfolio writing



**APPENDIX XVIII: CODES FOR THE LEAST SUCCESSFUL PART  
OF THE LESSONS ACCORDING TO THE PARTICIPANTS**

<b>PRESENTATION</b>	Explaining goals of portfolio writing Teaching topic sentence Teaching concluding sentence	Warm- up Teacher-centered lesson
<b>PRACTICE</b>	Brainstorming Reinforcing teaching	Pair work
<b>PRODUCTION</b>	Writing sample paragraphs Using writing techniques Producing new sentences	Students' language Concluding sentence Students' written works
<b>CLASSROOM MANAGEMENT</b>	Getting students' attention Two problematic students	Students' questions Noise in the classroom
<b>LACK OF TIME</b>	Timing in the lesson Timing to get feedback	Time for writing Time to practise
<b>LACK OF KNOWLEDGE</b>	Use of signal words / transition words Understanding order of events Use of correction codes Students' tendency on translation Peer editing	Some grammar points Use of conjunctions Grammar mistakes Time order mistakes Use of vocabulary
<b>MATERIALS</b>	Uninteresting samples of writing Choosing a suitable topic	Limited topic Use of technology



T.C.  
**ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ**  
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03 Eylül 2009

**İZMİR YAŞAR ÜNİVERSİTESİ REKTÖRLÜĞÜNE**

Üniversitemiz Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans Programı Öğrencisi Hilal TATIŞ'ın, "An Investigation in to the Effects of Keeping Journals of Preparatory Class Instructors on Teaching Paragraph Writing Within the Notion of Reflective Practice" adlı teziyle ilgili olarak Üniversiteniz Yabancı Diller Yüksekokulu Hazırlık biriminde anket çalışması yapılabilmesi için gerekli izin verilmesi hususunu müsaadelerinize saygılarımla arz ederim.

*[Signature]*  
 Prof. Dr. Ali AKDEMİR  
 Rektör

**EK:**

- Anket Formu (7 sayfa)
- Tez Projesi (11 sayfa)

10.07.09

*[Signature]*

Y.D.Y.O Md ve  
 (Korunur Müdür verim)  
 09 Eylül 2009  
*[Signature]*